GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION,
SPORT, YOUTH, RESEARCH
AND INNOVATION

DIGITAL EDUCATION STRATEGY

2025 - 2030

DDL
TS
DIRECTORATE FOR DIGITAL LITERACY
AND TRANSVERSAL SKILLS

DIGITAL EDUCATION STRATEGY 2025 - 2030

DDL
TS

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FOREWORD BY HON. MINISTER DR CLIFTON GRIMA

In the ever-evolving landscape of our digital world, the need for a comprehensive strategy to guide our educational endeavors has never been more critical. As society, and indeed our country, undergoes a profound digital transformation, we find ourselves standing at the crossroads of opportunity and responsibility. The surge in digital innovation has permeated every aspect of our lives, reshaping the way we learn, work, and interact. In this context, the cultivation of digital literacy emerges as not merely a desirable skill but an imperative for personal growth, societal progress, and democratic engagement.

This Digital Education Strategy 2025 – 2030 is not just a document; it is a commitment guiding us towards a future where digital competences are not just encouraged but embedded in the very fabric of our educational system. We recognise that the foundation for a digitally inclusive and participatory society begins in the classrooms of today. It is our collective responsibility to ensure that every individual, regardless of background or socio-economic status, has equal access to high-quality digital education.

Education is the cornerstone of a thriving democracy, and in the digital age, this necessitates a paradigm shift. Our strategy underscores the urgency of preparing both educators and students to navigate the complexities of the digital era responsibly. It is not only about acquiring technical skills but instilling a mindset that fosters adaptability, critical thinking, and ethical decision-making.

As we embark on this transformative journey, we extend an invitation to all stakeholders – educators, policymakers, parents, and the community at large – to join hands in shaping a digitally literate, empowered, and future-ready Malta. This is a mission that transcends individual institutions; it requires a collaborative effort to ensure the success of our educational system in preparing generations for the challenges and opportunities of the 21st century.

The Digital Education Strategy 2025 – 2030 is a response to the pressing need for a systemic change in our educational approach, with equity at its core. We acknowledge that the digital divide must be bridged, and we are committed to providing the necessary resources and support to uplift every learner. The strategy is a blueprint for action, advocating for the integration of basic digital competences from early childhood, support mechanisms for those who may lag, and a forward push towards advanced computing education.

This document is a roadmap – a guide that outlines the steps we must collectively take to ensure that Malta thrives in the digital age. It is a commitment to fostering not just a technologically adept society but one that values inclusivity, creativity, and ethical responsibility. Together, let us embark on this journey towards a digitally literate and future-ready Malta.

Dr Clifton Grima
Minister

FOREWORD BY PERMANENT SECRETARY MR MATTHEW VELLA

The Digital Education Strategy 2025-2030 sets a clear strategic path which recognises the rapid advancement of technology and the increasing demand for digital skills and beyond. It aims to drive excellence in digital transformation in the education sector by prioritising digital literacy as a fundamental 21st century skill.

This strategy is part and parcel of the transformation process that the Maltese Education system is undergoing. Moreover, it is an important component of the National Education Strategy 2024-2030 and it is in line with SDG 4: Quality Education and the ESG goals particularly by reducing the digital divide.

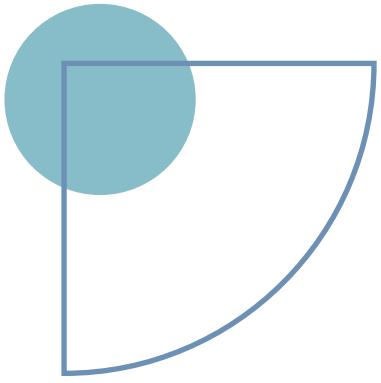
The first pillar **'Nurturing Digital Global Citizens'** aims for learners to become successful digital global citizens. Needless to say, this is pertinent in today's interconnected, technology-driven world. Educators need to be supported and equipped to be able to empower 21st century learners. In response, the second pillar **'Empowering Educators for the 21st Century'** aims to foster a digital school culture which integrates technologies and twenty first century skills by consolidating and promoting professional development opportunities for all educators.

This strategy extends beyond educators and students, focusing on its third pillar, **'Community Engagement and Collaboration,'** to promote digital learning environments in the home. Additionally, the fourth pillar, **'Enriching Digital Resources,'** ensures strategic actions through the provision of digital devices that foster the development of digital skills and competences.

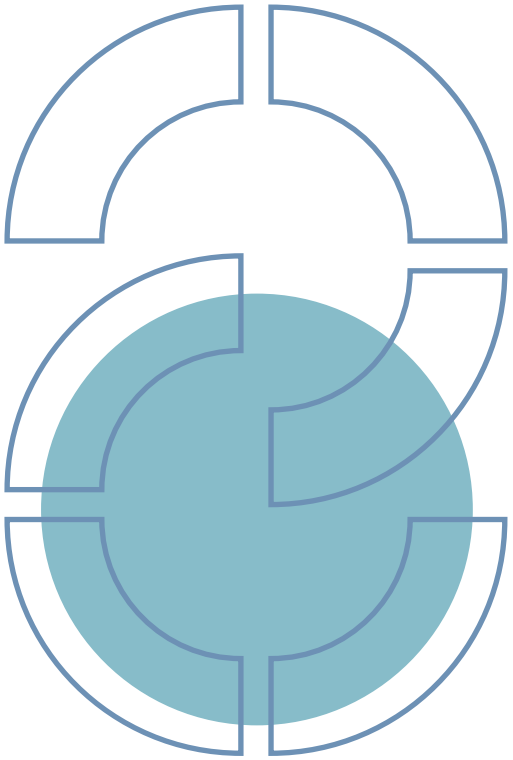
The Ministry believes that accountability is a central component of good governance. To this end, the four pillars altogether constitute 16 measures and 50 strategic actions which are pegged to a plan indicating when, how and who is responsible for each strategic action. To ensure effectiveness and quality assurance, the strategy will be systematically monitored and evaluated.

This strategy will not serve only as a means for personal growth but also as a cornerstone for active citizenship and social inclusion. I am confident that through this strategy, educators and students will be empowered to develop these vital competences, thus ensuring equitable access to quality education for all.

Matthew Vella
Permanent Secretary
Ministry for Education, Youth, Sport, Research and Innovation



FOREWORD BY DIRECTOR DDLTS MR NEIL ATTARD



As the Director in charge of this pivotal initiative, I am thrilled to present a roadmap that centres on the critical domain of digital education. Society, with Malta being no exception, is undergoing a profound digital transformation, permeating every aspect of our lives. In this context, digital literacy has surged to the forefront as an essential skill, and it is our responsibility to ensure that every person can acquire it from an early age.

This strategy articulates our commitment to nurturing an educational environment where digital competences are not just encouraged but are at the very core of learning. It underscores the importance of preparing our educators and students to responsibly thrive in the digital age. Regardless of where they come from or their socio-economic status, we are committed to providing equal access to high-quality digital education. We firmly believe that digital education is not just a pathway to individual success but also the key to a digitally inclusive and participatory democracy. As we embark on this journey, I invite all stakeholders to unite in our mission to cultivate a digitally literate, empowered and future-ready Malta.

Mr Neil Attard
Director, Digital Literacy and Transversal Skills Directorate

ABBREVIATIONS

AI	Artificial Intelligence
CIL	Computer and Information Literacy
CPD	Continuous Professional Development
DDLTS	Directorate for Digital Literacy and Transversal Skills
DigCompEdu	European Framework for the Digital Competence of Educators
DELH	Directorate for Early Years, Languages and Humanities
DLLE	Directorate for Lifelong Learning and Employability
DQSE	Directorate for Quality and Standards in Education
ECEC	Early Child Education and Care
ESL	Early School Leaving
ESEP	European School Education Platform
EU	European Union
ICILS	International Computer and Information Literacy Study
ICT	Information Communication Technology
IfE	Institute for Education
IMU	Information Management Unit
ITE	Initial Teacher Education
LOF	Learning Outcomes Framework
MDIA	Malta Digital Innovation Authority
MCAST	Malta College for Art, Science and Technology
MEYR	Ministry for Education, Sport, Youth, Research and Innovation

MR	Mixed Reality
NLA	National Literacy Agency
NSO	National Support Organisation
NSC	National Skills Council
NSSS	National School Support Services
ODPC	One Device Per Child
OECD	Organisation for Economic Cooperation and Development
PBL	Project-Based Learning
PMED	Policy Monitoring and Evaluation Directorate
SDP	School Development Plan
SELFIE	Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies
SIC	Malta Safer Internet Centre
RSIRD	Research and School Internal Review Directorate
STEM	Science, Technology, Engineering, and Mathematics
TEL	Technology Enhanced Learning
TIMSS	Trends in International Mathematics and Science Study
UM	University of Malta
VET	Vocational Educational and Training
VR	Virtual Reality
XR	Extended Reality

GLOSSARY

21st Century skills: The knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world, particularly as students move on to college, the workforce, and adult life.

Advanced Digital Skills: Proficient in complex activities such as programming, managing databases, or technical troubleshooting.

Artificial Intelligence (AI): Computer systems that can perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation.

Augmented Reality: A technology that superimposes a computer-generated image on a user's view of the real world, thus providing a composite view.

Basic Digital Skills: Capable of performing foundational tasks such as using office software, sending emails, or browsing.

Computational Thinking: A problem-solving process that involves breaking down problems, recognizing patterns, and developing step-by-step solutions that can be implemented through coding. It equips learners with the skills to design, analyse, and create solutions in a digital context.

Computer and Information Literacy (CIL): The ability to use computers and other digital tools to search for, evaluate, and create information effectively and ethically.

Continuous Professional Development (CPD): Ongoing education and training for professionals to maintain and enhance their skills and knowledge throughout their careers.

Digital Competence:	The set of knowledge, skills, and attitudes that allow individuals to use digital technologies effectively and responsibly in different contexts.
Digital Divide:	The gap between individuals who have access to modern information and communication technology and those who do not, often resulting in unequal opportunities.
Digital Education Action Plan:	An initiative by the European Commission to support the effective use of digital technologies in education.
Digital Literacy:	The ability to use digital technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
Directorate for Digital Literacy and Transversal Skills (DDLTS):	A directorate within the educational system focused on promoting digital literacy and the development of skills that are applicable across various domains of learning and work.
Early Child Education and Care (ECEC):	Education and care provided to children before they enter primary school, focusing on their development in all areas (physical, emotional, social, and cognitive).
Early School Leaving (ESL):	The situation where a student leaves education and training before completing the upper secondary level or its equivalent.
ESEP:	European School Education Platform, is an initiative by the European Commission designed to support educators and schools across Europe by providing tools, resources, and opportunities for collaboration, training, and networking. It consolidates various educational platforms and initiatives, such as eTwinning, to enhance learning and teaching practices while promoting cross-border partnerships in education.

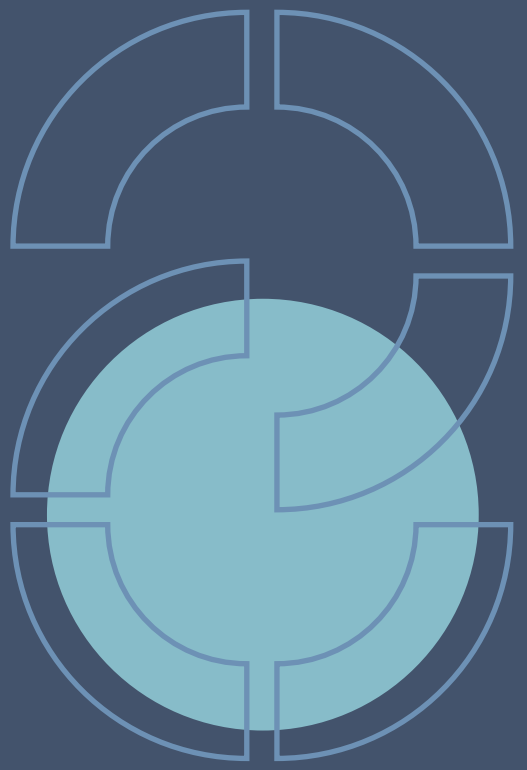
eSkola: (eSkola.edu.mt)	Malta's primary online education platform, developed by MEYR. It offers students, parents, and educators access to a broad range of educational resources, including recorded lessons, subject-specific materials, and digital tools for learning. The platform is user-friendly and designed to support distance learning, allowing users to search for lessons, view recorded content, and connect with educational tools.
eTwinning:	A European online platform that enables educators and students from different countries to collaborate on educational projects, fostering intercultural awareness, learning and professional development
European Framework for the Digital Competence of Educators (DigCompEdu):	A framework that defines the digital competence educators need to effectively integrate digital technologies into their teaching.
European Green Deal:	A comprehensive strategy launched by the European Union (EU) with the goal of making Europe the first climate-neutral continent by 2050. It sets a roadmap for sustainable economic growth by transforming key sectors such as energy, transport, agriculture, and construction. The deal aims to reduce greenhouse gas emissions, promote the efficient use of resources through a circular economy, protect biodiversity, and invest in clean technologies. It also emphasizes ensuring a just and inclusive transition by supporting affected industries and communities through initiatives like the Just Transition Mechanism.
European School Education Platform (ESEP):	A platform that provides resources and support for school education across Europe, fostering collaboration and sharing best practices.

Extended Reality (XR):	An umbrella term for technologies like virtual reality (VR), augmented reality (AR), and mixed reality (MR), which blend digital and physical environments to create immersive experiences to enhance student engagement.
ICT C3:	A certified course being taught in secondary schools teaching important digital fundamentals, such as digital ethics, digital safety, coding, robotics, 3d printing and home manufacturing, automation, IoT (Internet of Things), digital currencies and blockchain amongst other themes.
Information Management Unit (IMU):	A unit responsible for managing and overseeing the use of information, data, and technology withing the Ministry for Education.
Initial Teacher Education (ITE):	The programme or training that prospective teachers undergo before they begin their teaching careers, often including both theoretical and practical components.
Learning Outcomes Framework (LOF):	A framework that defines the knowledge, skills, and attitudes that students should achieve at different stages of their education.
Malta's Economic Vision 2021-2031:	A strategic plan outlining Malta's economic goals and the role of education in achieving these goals over the next decade.
Malta Safer Internet Centre (SIC):	An initiative aimed at promoting the safe and responsible use of the internet, particularly among children and young people.
Mixed Reality:	A technology that merges real and virtual worlds, allowing digital and physical elements to interact in real-time. MR blends virtual reality and augmented reality, enabling users to engage with both physical and virtual objects simultaneously.

The Ministry for Education, Sport, Youth, Research and Innovation (MEYR):	Malta's Ministry that aims to provide present and future generations with the necessary skills and talents for citizenship and employability, in the 21st century and beyond.
National Literacy Agency (NLA):	An agency that promotes literacy development in Malta through various initiatives and programmes.
National School Support Services (NSSS):	Services provided at the national level to support schools in achieving their educational objectives, including special education needs and student well-being.
National Skills Council (NSC):	A body that works to identify and address skills gaps in the national workforce to ensure that education and training align with the needs of the economy.
NGO:	A non-profit organisation that operates independently of any government, typically one whose purpose is to address a social or political issue.
No Digital Skills:	Unable to complete basic tasks like internet browsing or using simple software.
One Device Per Child (ODPC):	An initiative aimed at providing each child with a digital device (tablet or laptop) to support their learning in the digital age.
Organisation for Economic Cooperation and Development (OECD):	An international organisation that works to build better policies for better lives, including in the field of education.

Project-Based Learning (PBL):	A teaching method in which students learn by actively engaging in real-world and personally meaningful projects.
PBL:	Project Based Learning is an instructional approach where students actively engage in real-world, meaningful projects to acquire knowledge and skills fostering critical thinking, problem-solving, collaboration, and creativity.
School Development Plan (SDP):	A plan developed by a school to outline its goals, strategies, and actions for improvement over a specified period.
SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies):	An online tool developed by the European Commission. It helps schools assess how effectively they are using digital technologies for teaching and learning. By collecting anonymous input from students, teachers, and school leaders through a series of questions and statements, SELFIE provides a snapshot of a school's strengths and areas for improvement regarding its digital strategies.
Technology Enhanced Learning (TEL):	The use of digital technologies to support and enhance the learning experience.
The Digital Economy and Society Index (DESI):	The Digital Economy and Society Index (DESI) summarised indicators on Europe's digital performance and tracked the progress of EU countries. https://ec.europa.eu/newsroom/dae/redirection/document/88716

Transversal Skills:	Skills that are not specific to any particular task but are essential across different areas of life and work, such as critical thinking, collaboration, and digital literacy.
Trends in International Mathematics and Science Study (TIMSS):	An international assessment that measures trends in mathematics and science achievement at the fourth and eighth grades.
UNESCO:	The United Nations Educational, Scientific and Cultural Organisation is a specialised agency of the United Nations (UN) with the aim of promoting world peace and security through international cooperation in education, arts, sciences and culture.
Virtual Reality (VR):	A computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment.



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Digital Education Strategy comprises four strategic pillars aimed at creating a digitally inclusive and forward-looking educational framework. These initiatives focus on fostering digital competences, empowering educators, engaging the community, and enriching digital resources to prepare learners and educators for the demands of a rapidly evolving, technology-driven world.

Pillar 1: Nurturing Digital Global Citizens

- Develops foundational digital skills and computational thinking starting from early education, integrating ICT across all subjects by 2025.
- Introduces advanced tools like AI to primary and secondary students, focusing on practical applications and ethical use.
- Enhances digital citizenship through safety awareness and equips students for careers in the digital economy.
- Encourages initiatives to address the digital divide, promote diversity in ICT careers, and leverage immersive technologies like AR/VR for learning.

Pillar 2: Empowering Educators for the 21st Century

- Aligns with the EU Digital Decade's goals, supporting educators with tailored training and professional development in digital education.
- Fosters a digital school culture through events, lesson-sharing platforms, and collaboration with EU projects.
- Embeds digital competences into teacher training programmes and recognises excellence in digital transformation with national awards.

Pillar 3: Community Engagement and Collaboration

- Strengthens home-school communication by engaging parents in digital citizenship and safety education.
- Partners with industry and tech experts to provide ongoing learning opportunities and prepare students for future careers.
- Promotes diversity in ICT through events showcasing role models from various digital sectors.

Pillar 4: Enriching Digital Resources

- Ensures access to devices and digital tools for personalised learning under initiatives like "One Device per Child."
- Develops platforms for e-assessments, enhancing the ability to monitor student progress effectively.
- Merges existing digital platforms for streamlined content delivery and creates resources to support Maltese cultural and linguistic identity.

Number of Measures and Actions

- Total Measures: **16**
- Total Actions: **50**

This strategy aims to equip students, educators, and communities with the skills and tools required to thrive in an interconnected, technology-driven future while fostering safety, inclusivity, and career readiness.

VISION

Fostering the next generation of digital learning communities by creating technically and pedagogically innovative digital education which reaches targets as set out by the Digital Education Action Plan (European Commission, 2020).

MISSION STATEMENT

Driving excellence in digital transformation in education to improve digital competences for all, within an innovative and creative environment, which enables learners to prosper within a digital global society.

BACKGROUND, AIMS AND OBJECTIVES

BACKGROUND, AIMS, AND OBJECTIVES

The Digital Education Strategy provides a robust framework to advance 21st-century digital skills, fostering readiness to address the challenges of an evolving digital era. The Ministry for Education, Sport, Youth, Research & Innovation (MEYR) is committed to collaborating with key stakeholders from the non-governmental and private sectors to establish a dynamic digital education ecosystem that equips learners with the skills required for future workforce demands.

Education is central to Malta's Economic Vision 2021–2031, which identifies it as a pillar for national growth. This strategy emphasises the critical role of education in preparing the workforce with digital economy skills, particularly in Artificial Intelligence (AI), Virtual Reality (VR), and other emerging technologies.

In light of ongoing technological advances, lifelong learning is essential to ensure that individuals remain competitive in the global economy while contributing to societal growth. The Digital Education Strategy aims to reduce the digital divide through initiatives that enhance technology access, build digital competences, and address the diverse needs of different social groups.

WHAT IS DIGITAL EDUCATION?

Digital Education integrates innovative technologies into teaching and learning processes, transforming education. It involves developing digital competence, defined as the confident, critical, and ethical use of digital tools for learning, work, and societal participation.

Key areas include:

Skills - Data literacy, digital content creation, cybersecurity, problem-solving, and critical thinking.

Transversal Competences - Communication, language proficiency, and foundational STEM knowledge.

The strategy aligns with the European Digital Competence Framework for Citizens (DigComp 2.2), focusing on five areas: information literacy, collaboration, content creation, safety, and problem-solving. It is designed to evolve with updates to EU frameworks.

NATIONAL FRAMEWORKS AND INITIATIVES

One Tablet Per Child (OTPC) (2016–2018): Distributed over 15,000 devices to Year 4–6 students, fostering digital literacy and numeracy.

One Device Per Child (ODPC): Building on OTPC, this initiative will provide laptops to Year 7 students, ensuring seamless digital integration from primary to secondary education.

Strategy and Vision for AI in Malta 2030: Launched in 2019, this initiative advances Malta's global leadership in AI and supports educators in adopting AI in education.

Maltese National eSkills Strategy (2022–2025): Promotes widespread digital skills acquisition.

Malta Digital Strategy (2023–2027): Outlines Malta's roadmap to sustain digital transformation leadership.

By aligning education with labour market dynamics and Malta's Sustainable Vision 2050, the strategy aims to identify and nurture skills, essential for both the digital and green economies.

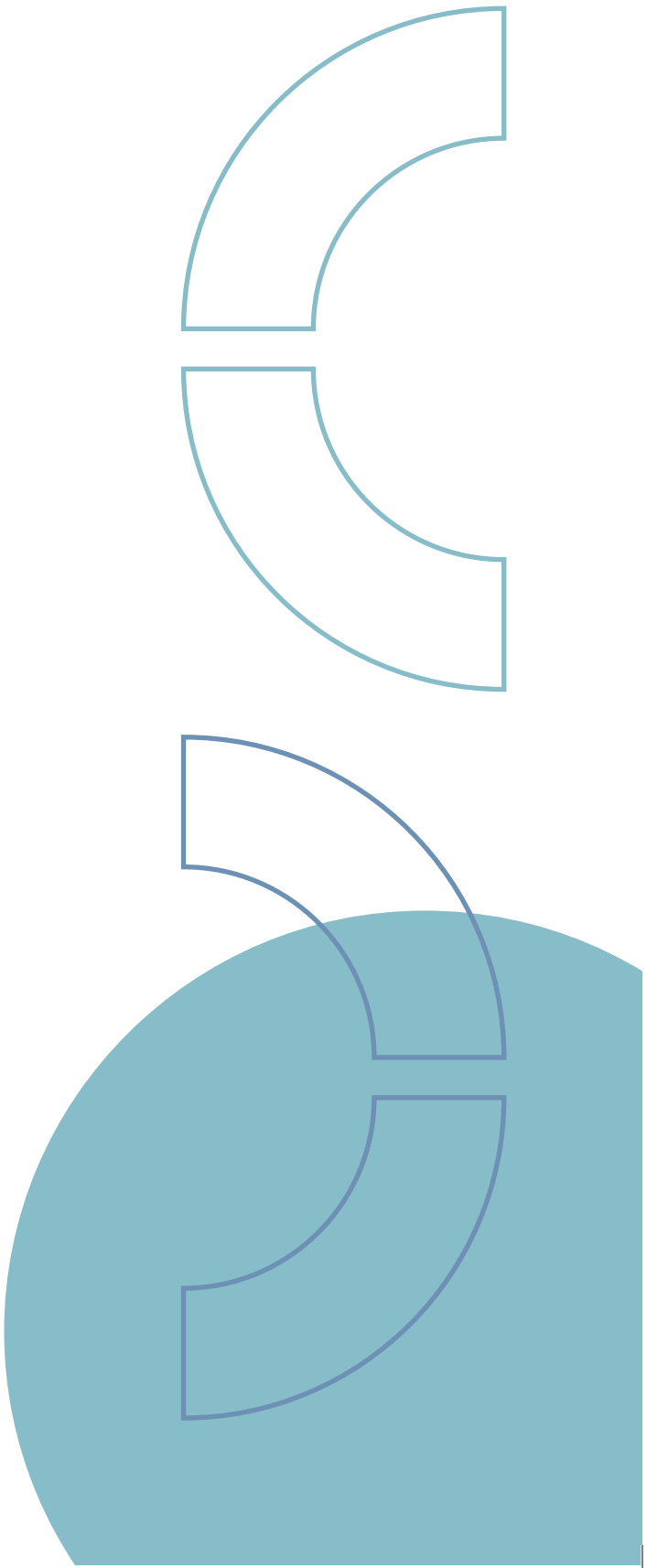
EU-DRIVEN DIGITAL EDUCATION

The strategy aligns with key EU initiatives, including the Digital Education Action Plan (2021–2027), the Digital Decade Policy Programme (2030), and the European Pillar of Social Rights, all of which emphasise digital skills as fundamental for inclusive education, employment, and societal engagement. Ambitious EU targets, such as achieving 80% basic digital skills among adults and fostering inclusivity in ICT careers, underscore the importance of this strategy.

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY (ICILS) 2023

Malta's participation in the International Computer and Information Literacy Study (ICILS) 2023 highlighted critical insights into students' digital skills in Computer and Information Literacy (CIL) and Computational Thinking (CT). While Malta's average score in CIL (475) was close to the international mean (476), significant disparities emerged across school sectors. Students in church and independent schools scored above the international average (503 and 508 respectively), while state school students lagged behind with 436.5. In Computational Thinking, Malta scored 438, below the international mean of 483, ranking 18th out of 23 countries, indicating the need to enhance problem-solving and programming skills. Gender differences were also notable, with female students outperforming male students in both domains. These findings underline the importance of addressing performance gaps across school sectors, strengthening computational thinking in curricula, and promoting inclusive initiatives to ensure all students are equipped with the digital skills needed for the future.

The Digital Education Strategy is a live document and will adapt to legislative and technological developments to remain relevant, ensuring that Malta's education system leads in fostering a digitally skilled, inclusive, and future-ready society.



CONSULTATION PROCESS

The Digital Education Strategy was developed through extensive consultations held between 2020 and 2024 with educators, students, parents, and other stakeholders. Despite COVID-19 restrictions, feedback from online sessions, including contributions from the IfE Symposium, helped shape the strategy's four pillars and actions. A public consultation phase in 2024 further refined the document, incorporating valuable insights from diverse stakeholders to ensure the strategy addresses Malta's educational and digital needs effectively.

DIGITAL EDUCATION STRATEGY: 4 PILLARS

In the Digital Education Strategy, DDLTS presents a comprehensive framework built upon four pillars, each of which is designed to transform education and prepare learners for success in the digital era.

PILLAR 1: NURTURING DIGITAL GLOBAL CITIZENS

This pillar focuses on equipping learners with essential digital skills, fostering eSafety awareness, and preparing them for future careers. It emphasises ICT and digital literacy from early education through secondary school, promoting responsible digital citizenship and the integration of AI tools. By aligning education with future demands, this pillar ensures that students are prepared to succeed in a technology-driven world.

PILLAR 2: EMPOWERING EDUCATORS FOR THE 21ST CENTURY

This pillar aims to support educators in adopting technology-enhanced teaching. It promotes professional development, integrating digital competences into teacher training, and fostering a digital school culture. By recognising educators' efforts and providing resources, the framework equips teachers with the skills needed to lead digital transformation, ensuring high-quality education in a rapidly evolving digital landscape.

PILLAR 3:
COMMUNITY ENGAGEMENT AND COLLABORATION

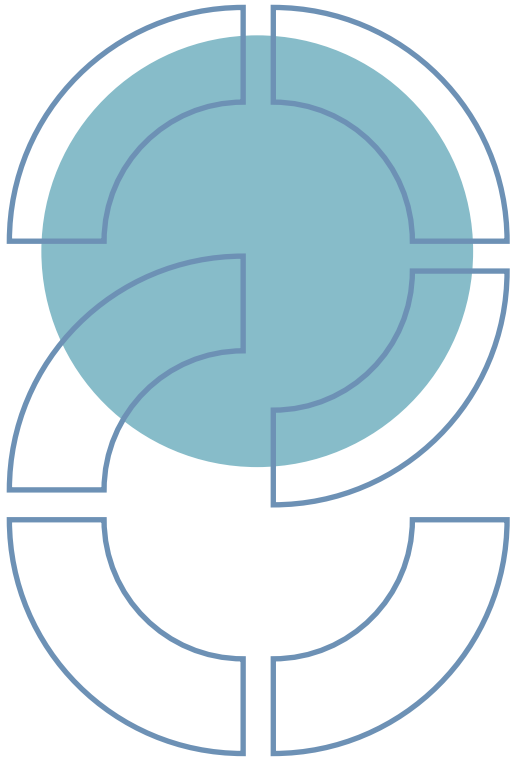
This pillar highlights the role of parents, guardians, and industry partnerships in supporting digital education. It promotes workshops for parents on safe technology use, strengthens home-school communication, and fosters collaborations with tech experts to prepare learners for digital careers. By engaging the wider community, it ensures a well-rounded approach to digital literacy and education.

PILLAR 4:
ENRICHING DIGITAL RESOURCES

This pillar focuses on providing digital devices, software, and platforms to support inclusive and interactive learning. It emphasises e-assessment tools like MySchool, creating specialised spaces for digital literacy, and merging platforms like eSkola with DDLTS. By enhancing access to resources and fostering a digital ecosystem, this pillar ensures that education remains modern, effective, and inclusive.

PILLAR 1:
NURTURING DIGITAL GLOBAL CITIZENS

Becoming digital global citizens requires a blend of skills, knowledge, and attitudes that empower individuals to succeed in an interconnected and technology-driven world. The strategic measures outlined below align with the priorities in the Council Resolution on a Strategic Framework for European Cooperation in Education and Training Towards the European Education Area and Beyond (2021-2030).



MEASURES:

1.1
Strengthening ICT, Digital Literacy and Computational Thinking in Primary (including ECEC) and Secondary Schools.

1.2
Achieving Digital Competences as a Core Entitlement through ICT in Secondary Schools

1.3
Achieving Educational Learning Outcomes through Digital Literacy

1.4
Empowering Digital Citizenship and eSafety Awareness

1.5
Aligning Education with Tomorrow's Careers: Empowering Learners for the Digital Age

MEASURE 1.1

Strengthening ICT/Digital Literacy and computational thinking in Primary (including ECEC) and Secondary Schools.

This measure ensures that all learners in primary schools (including ECEC) develop and enhance their digital skills and competences.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary and Secondary Schools.

ACTIONS:

1.1.1
Starting in 2025, digital literacy will become an integral part of all subjects across all levels of education, from early years through primary and secondary. This transition ensures that learners are equipped with essential digital skills to thrive in an increasingly digital world.

1.1.2
Equipping learners with transversal and digital skills; these include problem solving, analysing, critical thinking and computational thinking. Moreover, learners will also gain a good working knowledge of basic word processing, spreadsheets, image editing, and presentation software, as well as teaching file creation, saving, and sharing; computational thinking aspects including decomposition, pattern recognition, abstraction and algorithms.

1.1.2a
Class teachers will facilitate the acquisition of digital competences across a broad skills spectrum. In-class support and training sessions will be provided by DDLTS staff and other experts in the field.

1.1.2b
In drafting the School Development Plan (SDP), educators will identify and address digital gaps, incorporating them into their daily teaching practices.

1.1.3
By 2026, Year 6 students will explore Artificial Intelligence (AI), focusing on its core applications, such as: image creation, text-to-speech, online search, and assessment, to develop foundational knowledge.

1.1.4
ECEC learners will use and co-create digital stories, drawings, or animations using age-appropriate tools within a safe digital environment that fosters communication and sharing with an authentic audience.

1.1.5
From 2025, students in Years 4, 5, and 6 will learn to distinguish between the appropriate use of various software tools and differentiate between paid and free apps.

1.1.6
Develop a comprehensive framework that integrates computational thinking skills into core subjects such as Mathematics, Science, and ICT. This initiative is to begin at the early education level and progress through all stages of learning.

MEASURE 1.2

Learners will continue to develop digital competences as a core entitlement through ICT in the middle and secondary schools.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Middle and Secondary schools.

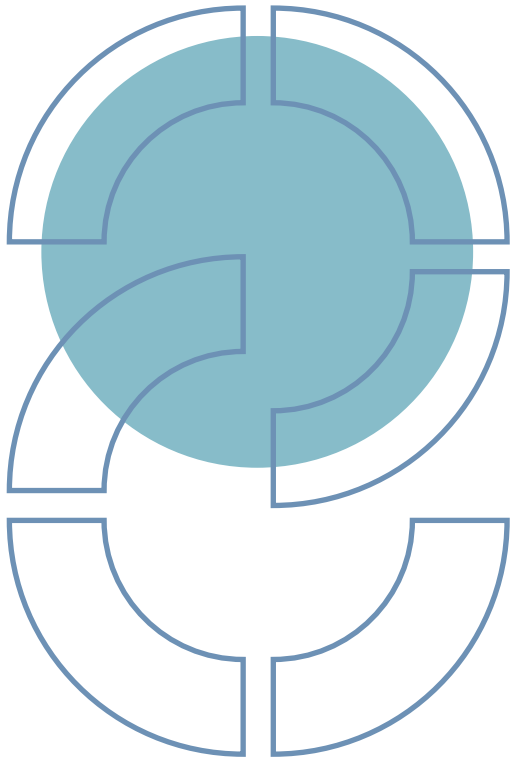
ACTIONS:

1.2.1

Malta is now participating in the ICILS, an international study which measures learners' computer and information literacy (CIL) competences. Thus, in continuation with the knowledge gained in early years, during middle and secondary years, learners will also be trained in critical areas including digital divide, roles in IT, and the ever-important subject of gender equality in computer-oriented jobs.

1.2.2

Educators will engage learners in discussions on the digital divide, showcase diverse IT roles, and spearhead initiatives that promote female representation in ICT careers.



MEASURE 1.3

Learners will achieve educational learning outcomes through technology.

The role of technology in education is to achieve targeted learning outcomes, develop digital competences, and ensure that students' entitlement to these skills is tracked through continuous assessment.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

eTwinning Ambassadors, Primary Schools, Middle Schools, Secondary Schools, Post-Secondary Educational Institutions, UOM, NSSS, eSkola, IMU, DLLE, DES, MDIA, Tech.MT, Arts Council Malta, Industry representatives.

ACTIONS:

1.3.1
Actively engage learners in using digital technologies to create and publish content that reflects their learning.

1.3.2
Broad learning outcomes across subjects will be achieved by integrating technology into the specific learning goals of each subject. These outcomes will be identified by Education Officers (EOs)and Heads of Department (HODs) in collaboration with DDLTS Education Officers.

1.3.3
Schools will promote multimodal learning and immersive technologies by incorporating virtual and augmented realities into lesson plans, utilising AI-powered learning tools to personalise education, and implementing embedded learning programmes that enhance student engagement.

MEASURE 1.4

Digital Citizenship Empowerment and eSafety Awareness

Promoting responsible internet use, protecting privacy and security, and ensuring overall well-being:

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

DELH, STEM and VET Programmes Directorate, Maltese Safer Internet Centre, Ministry for Social Policy and Children's Rights

ACTIONS:

1.4.1

By September 2025, DDLTS, DELH, and STEM and VET Programmes Directorate will develop a comprehensive digital safety and ethics policy for schools, accompanied by guidelines to ensure learners' well-being in consuming and creating digital content, communicating on social media platforms, AI, and using devices.

1.4.2

Netiquette: Starting from Year 4, learners will develop skills in safe browsing, protecting passwords, avoiding online interactions with strangers, and identifying misinformation, disinformation, and fake news. Educators will also address topics like plagiarism, protecting devices from online risks, online addiction, cyberbullying, and maintaining appropriate privacy and confidentiality.

1.4.3

Learners will engage in intercultural diversity activities through active participation in eTwinning and Erasmus+ projects, beginning from early years through secondary education.

MEASURE 1.5

Aligning Education with Tomorrow's Careers: Empowering Learners for the Digital Age.

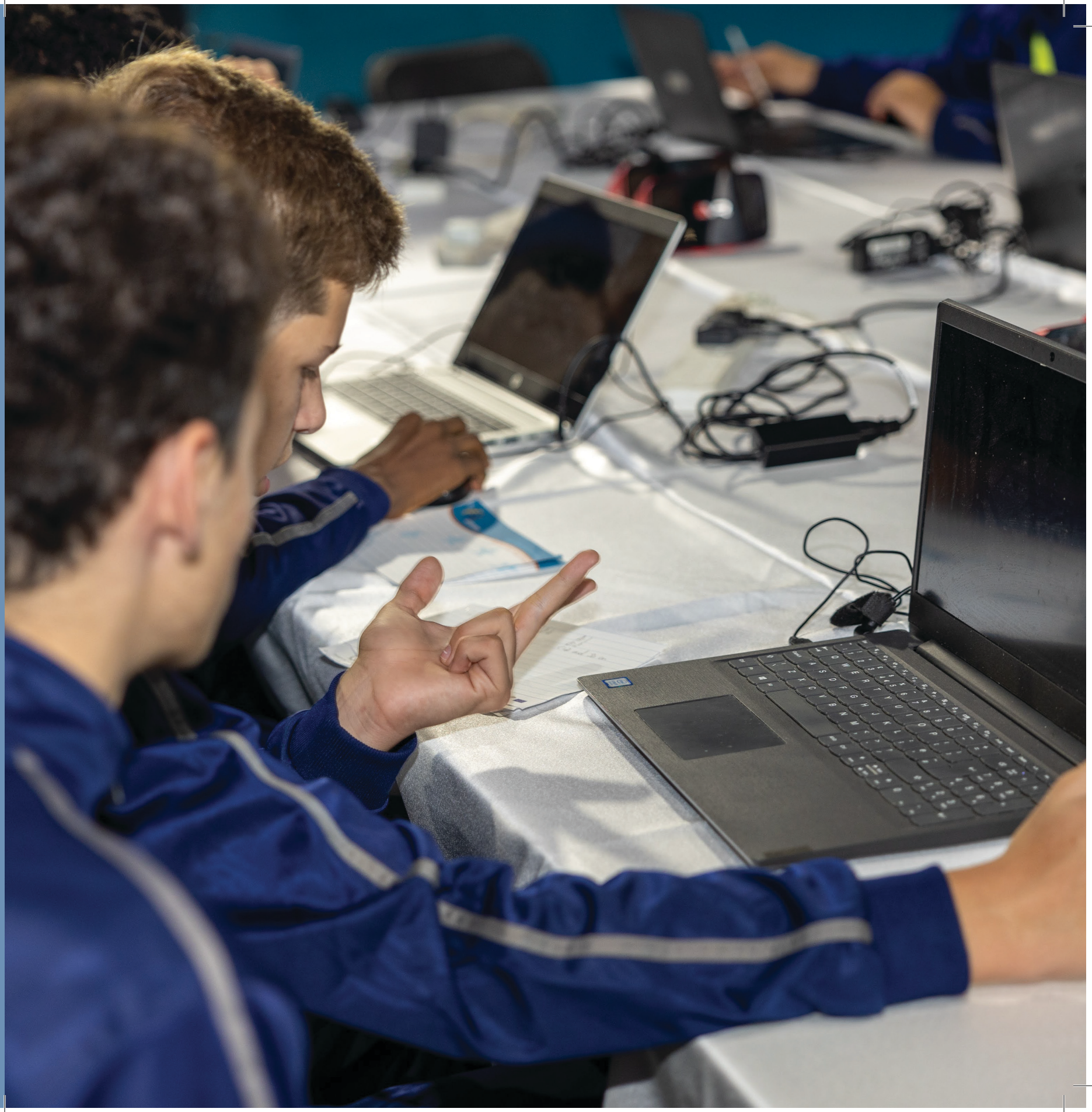
Showcasing career opportunities is essential for helping students make informed decisions about their future. Presenting a variety of career paths early on, ensures that education aligns with learners' long-term aspirations and remains relevant to their evolving goals.

ACTIONS:

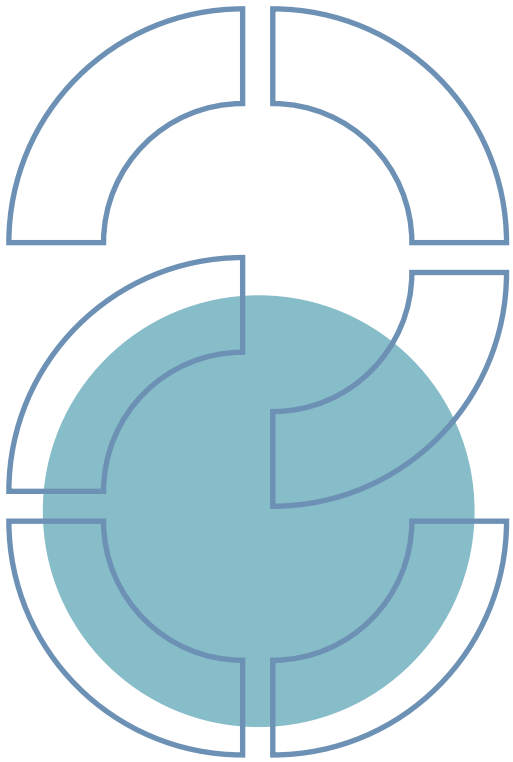
1.5.1

Connecting learners as prospective job seekers with the evolving digital landscape is key to preparing them for a dynamic and sustainable workforce. DDLTS will play an active role in career fairs, showcasing teaching opportunities within the digital sector and offering insights into the skills required for emerging roles, particularly in the green and blue sectors. This effort will integrate digital literacy and AI tools to ensure these future job seekers are equipped with both technical and soft skills to thrive in a rapidly changing economy.

PILLAR 2:
EMPOWERING EDUCATORS FOR THE 21ST CENTURY



This pillar's measures complement the broader strategy, aiming for 80% of the population to have basic digital skills by 2030, as outlined in the EU's Digital Decade vision. The DESI 2023 report shows the EU average at 54%, with Malta at 63%.



MEASURES

2.1
Foster a digital school culture which integrates technologies and 21st century skills

2.2
Consolidate and promote professional development opportunities for all educators in digital literacy and technology-enhanced learning

2.3
Develop digital competences of prospective educators before entry into the profession

2.4
Recognition of educators and schools who take up digital transformation

MEASURE 2.1

FOSTER A DIGITAL SCHOOL CULTURE WHICH INTEGRATES TECHNOLOGIES AND 21ST CENTURY SKILLS.

This measure seeks to establish a digital education ecosystem in line with the Digital Education Action Plan 2021-2027. It proposes a coordinated approach, integrating efforts from various entities to ensure that schools are adequately prepared to meet evolving digital competences, without adding undue pressure on educators.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

All schools (State and non-State), STEM & VET Programmes Directorate, College Literacy Team, DELH, NLA, DLLE and RSIRD.

ACTIONS

2.1.1
Schools will incorporate digital literacy initiatives into their strategic plans, empowering leaders to set clear targets, manage resources, and address training needs. DDLTS will provide support with tailored training programmes, ensuring ongoing professional development.

2.1.2
DDLTS will organise Digital Literacy Weeks, including events like EMBED and the Coding Festa, to promote digital literacy in schools. Schools and colleges are encouraged to host Digital Literacy Days at various levels—cluster, college, school, or class—to showcase best practices in integrating technology into teaching and learning. These events will offer learners opportunities to create digital artefacts. Aligned with national and international initiatives, these events can include webinars and could welcome community involvement, with full support from DDLTS.

2.1.3
Chair Inter-Ministerial Committee for a holistic perspective on digital education

2.1.4
Facilitate the sharing of lessons online. Through eSkola, educators can easily exchange lesson plans and resources

2.1.5
Strengthen DDLTS participation at seminars, conferences, and expos aimed at educators to emphasise the importance of digital technology and AI at all levels of teaching and education

2.1.6
DDLTS will form a working group with representatives from independent, church, state schools, and other stakeholders to share updates on strategy, ODPC project, and new technologies. This group will ensure that all schools benefit from sector-wide initiatives and improvements

2.1.7
DDLTS is focused on upskilling educators to integrate AI into lesson planning and delivery. It participates in EU projects to develop and provide training on AI and digital skills in education.

2.1.8
Assessment of the state of AI uptake and education in the local context. DDLTS together with MDIA, shall gather AI related information to understand the overlap and remaining gaps between AI use and education.

MEASURE 2.2

Consolidate and promote professional development opportunities for all educators in digital literacy, computational thinking and technology-enhanced learning.

Professional development sessions in digital technologies will equip educators to tackle challenges confidently, ensuring all learners benefit from digital education.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary Schools, Middle Schools, Secondary Schools, industry, DLLE and IfE, and MDIA

ACTIONS

2.2.1
All mandatory professional development sessions will include elements on digital literacy (a 10-to-15-minute digital intervention).

2.2.2
Encourage educators to engage in European and international platforms to broaden their perspectives through collaborative projects, exchanges, and conferences, both locally and internationally.

2.2.3
Support educators in the use of self-reflective tools such as SELFIE to help them identify their strengths and areas for development, including the use of digital technologies and resources for teaching, learning and assessment.

2.2.4
Bridge research and practice in digital education by promoting and sharing high-quality studies from Malta's tertiary education sector.

2.2.5
Implement a targeted professional development programme to equip educators with the skills and knowledge required to teach computational thinking effectively.

MEASURE 2.3

Strengthen digital competences of prospective educators before they enter the profession.

Collaborate with the UM, MCAST, and the IfE to ensure new teachers are equipped to integrate technologies effectively in teaching.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary Schools, Middle Schools, Secondary Schools, University of Malta, Institute for Education and MCAST, Europass office in Malta, EUPA, MFHEA, National Skills Council, IMU, and eTwinning NSO.

ACTIONS

2.3.1

DDLTS will work with all ITEI institutions to integrate digital competences into study programmes and identify areas for further digital literacy enhancement.

2.3.2

DDLTS, managing the eTwinning Platform, will prioritise cooperation with Initial Teacher Education (ITE) institutions, introducing eTwinning as a networking tool for future teachers to enhance professional development with European educators and integrate digital literacy. The eTwinning NSO and ambassadors will offer introductory modules or embed eTwinning into course curricula.

2.3.3

Encourage individuals to assess and list their digital skills on their Europass CV.

MEASURE 2.4

Recognising educators & schools who endeavour in digital transformation.

Recognise educators and schools that leverage technology to achieve unique learning outcomes. DDLTS will establish award criteria.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary Schools, Middle Schools, Secondary Schools, Microsoft Malta, MDIA, and eTwinning NSO.

ACTIONS

2.4.1

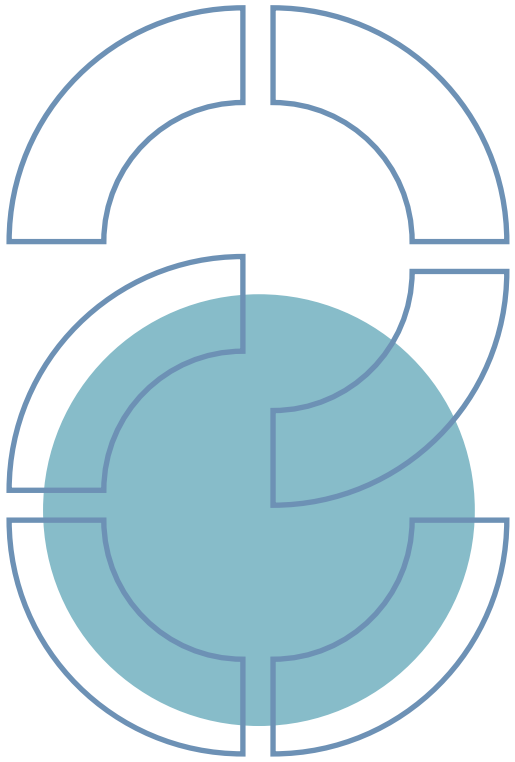
Each year, DDLTS will host an event to award educators, schools, and students for advancing digital literacy and transformation, inspiring a thriving community of active digital citizens.

2.4.2

Educators' efforts in eTwinning projects will be formally recognised. Only projects that have received the National Quality Label or European Quality Label will qualify for award consideration.

PILLAR 3:
COMMUNITY ENGAGEMENT AND COLLABORATION


Download
acer



Parents and guardians can support Technology Enhanced Learning (TEL) by fostering a positive home environment and promoting responsible internet use. Schools are encouraged to hold workshops with DDLTS and experts to guide parents and guardians on best practices in digital education.

This initiative also fosters partnerships with digital education experts, edtech companies, and IT professionals, bringing valuable insights and resources. Such collaborations can lead to new educational technologies, strategies, and assessment tools, keeping digital education relevant, effective, and aligned with current advancements.

MEASURES

3.1

Offer workshops and practical tools to help guardians and carers reinforce digital skills and effective learning outside of school.

3.2

Create strong relationships and strategic alliances with experts to enrich digital education through their expertise and knowledge

MEASURE 3.1

Empower parents/guardians and the wider community to support learners' digital competences and learning.

This strategy emphasises the importance of connections among schools, parents/guardians, and the community, recognising families' essential role in education. Schools will keep parents/guardians informed about academic progress and activities. Additionally, information sessions on digital citizenship will equip learners and parents/guardians with skills for safe, responsible online behaviour, reinforcing digital citizenship values at home and in school.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

DLLE, Primary Schools, Middle Schools, Secondary Schools.

ACTIONS

3.1.1

DDLTS will provide guidelines to help schools and colleges strengthen home-school links. Schools will use these guidelines to offer regular updates on new initiatives, resources, and learning methods, while ensuring effective communication with parents/guardians.

3.1.2

DDLTS will facilitate information sessions for parents on safe internet and technology use to address concerns about addiction, isolation, and electronic crime.

MEASURE 3.2

Create strong relationships and strategic alliances with relevant experts to enrich digital education through their expertise and knowledge.

Collaboration with tech experts will help prepare schools for the future, enabling educators to adopt innovative teaching methods and technologies, ensuring learners are ready for the digital challenges ahead.

MAIN STAKEHOLDERS WITH DDLTS:

MDIA and National Skills Council (NSC), Primary and Secondary Schools.

ACTIONS

3.2.1

DDLTS will continue to coordinate with education institutions, directorates, and entities, where necessary, to provide ongoing learning opportunities, new and existing accredited courses.

3.2.2

DDLTS will work with tech experts and industry representatives to create action plans for promoting digital skills and computational thinking. These plans will build on the existing strategy and serve to guide students in developing the digital skills needed for future success in the workforce.

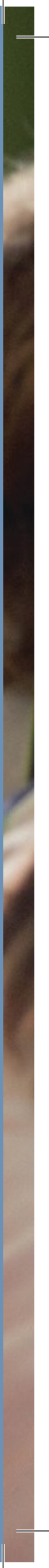
3.2.3

DDLTS will work in collaboration with industry partners and schools to feature both male and female role models in digital literacy and computer science. This collaboration will involve organising events and guest speaker sessions where professionals from tech companies and related sectors share their experiences with learners.

3.2.4

DDLTS will establish partnerships with key stakeholders, including technology companies, NGOs, and universities, to co-develop programmes, secure resources, and create opportunities for students to engage in real-world problem-solving initiatives centred on computational thinking.

PILLAR 4:
ENRICHING DIGITAL RESOURCES



Simplification, required resources, more support from DDLTS, the aspect of assessment, how learners can be digitally assessed.

Providing digital resources to learners and educators enhances learning by enabling "anytime-anywhere" access and supporting interactive lessons for diverse abilities. These initiatives focus on resource distribution and the development of digital skills. Platforms like MySchool and other online tools will streamline e-assessment, offering flexibility and efficiency in tracking progress. This approach will better prepare learners for the challenges of the digital age.

MEASURES

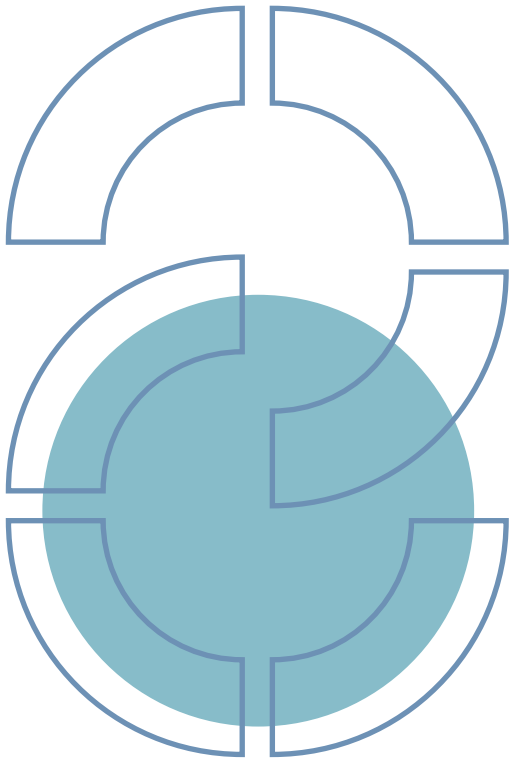
4.1
Provision of tablets in the primary classrooms and laptops in the secondary classrooms.

4.2
Provide resources and space for the development and strengthening of computational thinking, digital skill, and competences.

4.3
Provision of Maltese digital content software and resources

4.4
Platforms such as MySchool and other online resources: e-assessment.

4.5
Merging of eSkola and DDLTS.



MEASURE 4.1

Enhancing learning opportunities for every student through the provision of digital devices, including tablets and laptops, driving digital integration.

Expanding on the "One Tablet per Child" initiative, the "One Device per Child" project equips secondary school students with laptops, a key move in enhancing digital education and preparing students for 21stcentury learning. This initiative takes a comprehensive and sustainable approach, covering infrastructure, training, support, and careful planning to ensure success.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

ELET, Primary Schools, Middle Schools, and Secondary Schools, the ODPC product and service providers.

ACTIONS

4.1.1

The ODPC project will engage students in Middle/Secondary Schools, supporting personalised learning and promoting learning anytime, anywhere. The initiative will equip all secondary school learners in Malta, from Year 7 to Year 11, with individual laptops.

4.1.2

In addition, learners will have access to a variety of digital resources aimed at improving education access, both within the school environment and at home, while promoting principles of quality and inclusive education.

MEASURE 4.2

Provide resources and space for the development and strengthening of computational thinking, digital skills and competences.

- Strengthening of the online and physical presence of DDLTS
- Procurement and provision of digital software
- Human Resources to support the IT infrastructure

The online presence should reflect the high standards and services provided by DDLTS. This online presence will serve as a gateway to effective communication, transparency, and resource accessibility. Where it comes to software provision, the collaboration between pedagogical and technical experts in the procurement of digital resources is essential. Additionally, maintaining the new ODPC system requires dedicated technicians and resources to address digital needs, ensuring that educators and learners receive the necessary support in using digital equipment.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

IMU, Schools, the ODPC product and service providers.

ACTIONS:

4.2.1

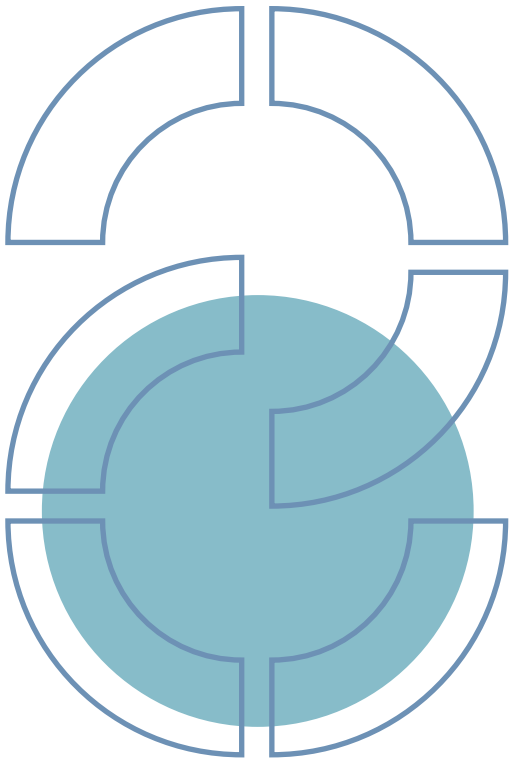
Each primary school shall be assisted to identify and set up a specialised space to complement when needed activities dedicated to ICT / Digital Literacy (as indicated in 1.1.1).

4.2.2

DDLTS will continue enhancing its online presence by establishing a new technology innovation hub to showcase the latest digital educational tools. This facility will be accessible to all primary and secondary schools, offering educators and students the opportunity to explore and engage with cutting-edge digital resources.

4.2.3

DDLTS will oversee the development of a clear framework to guide the Directorates responsible for Curricula, Colleges, Schools, and IMU in the procurement of education related digital software. While DDLTS will not be the procurement provider, it will ensure that the framework, developed using a bottom-up approach, aligns with digital educational needs and is reviewed by both curriculum and technical experts.



MEASURE 4.3

Provision of Maltese digital content software and resources.

This measure aims to establish a digital ecosystem that strengthens and enhances the growth of the Maltese language.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

NLA, eTwinning NSO, Ċentru tal-Ilsien Malti, Arts Council Malta, Kunsill Nazzjonali tal-Ktieb, MDIA, Kunsill tal-Ilsien Malti

ACTIONS:

4.3.1

DDLTS will continue collaborating with the NLA to support its digital endeavours to further promote reading with the younger generations through its several programmes.

4.3.2

Projects in eTwinning that include at least two components of Maltese language, culture, and identity will be eligible for a special recognition award in promoting Maltese at the eTwinning National Awards of Malta. This initiative will help educators foster a deeper understanding of Malta's heritage among students.

MEASURE 4.4

Platforms such as MySchool and other online resources: e-assessment.

Online platforms will centralise ongoing assessment data, building a comprehensive learner portfolio that captures each student's academic growth, skills, and digital competences vital for 21st century success.

ACTIONS:

4.4.1

To enable seamless access to online tools, platforms, quizzes, and resources, a single sign-on system with integrated third-party software will be implemented, providing immediate synchronous and asynchronous feedback and formative assessment capabilities. Collaboration among DELH, STEM and ET Programmes Directorate, DDLTS, IMU, and MEYR legal team will ensure that all integrations comply with privacy policies.

4.4.2

Platforms such as MySchool will continue to support e-assessment and foster the development of electronic portfolios to document learners' learning processes and progress. Utilising these digital portfolios to track learning journeys will enhance formative assessment, improve learning outcomes, and allow for monitoring by parents/guardians. Schools will receive support through training and information sessions.


San Andrea
School


REDBOX VR
REDBOX VR

MEASURE 4.5

Merging of eSkola and DDLTS.

Merging the eSkola platform with DDLTS will strengthen both units, providing DDLTS with a valuable online platform for educators and learners while equipping eSkola with essential resources for improved efficiency and enhanced content. This strategic collaboration will optimise the strengths of both organisations.

ACTIONS:

4.5.1

Integrate eSkola into DDLTS to fully leverage its digital resources and tools within DDLTS's infrastructure. This merger will enrich DDLTS's offerings with eSkola's valuable digital assets while providing eSkola with essential administrative support, creating a powerful collaboration that maximises the strengths of both entities.

MONITORING AND EVALUATION OF THE STRATEGY

The Digital Education Strategy will be evaluated annually, with progress assessed against the identified strategic measures and actions. A Committee, established by MEYR, will oversee this process. Monitoring will be guided by an action plan and an internal annual implementation report, developed in collaboration with DDLTS and reviewed by the Policy Monitoring and Evaluation Directorate (PMED) within the Education Strategy and Quality Assurance Department. Performance analysis will use various data collection tools to evaluate whether the outcomes for each priority area have been achieved within the specified timeframe, covering both policy and practice levels within schools.


Andrea
School


BEACH VIBES
LET'S GO SURFING!!
COOL WAVES
YOUR WAVE IS WAITING
SUN AND SURF

DDLTS: THE WAY FORWARD

The Digital Education Strategy sets a clear path for the future, recognising the profound impact of digital innovation on our society. In response to the evolving economic and social landscape, our educational system will prioritise digital literacy as a fundamental 21st century skill. MEYR is committed to creating an environment that empowers educators and students to develop these vital competences, ensuring equitable access to quality education for all, regardless of their geographic or socio-economic background.

In this digital age, education is a key driver of personal growth, employability, active citizenship, and social inclusion. MEYR is committed to transforming education to meet the needs of a digital society by fostering collaboration among policymakers, educators, learners, and stakeholders. This strategy emphasises the development of foundational digital competences from early education, supports those who need additional assistance, and advances computing education to strengthen our digital economy.

Malta is dedicated to this transformative journey toward a digitally literate future, where education is the catalyst for individual and societal success.

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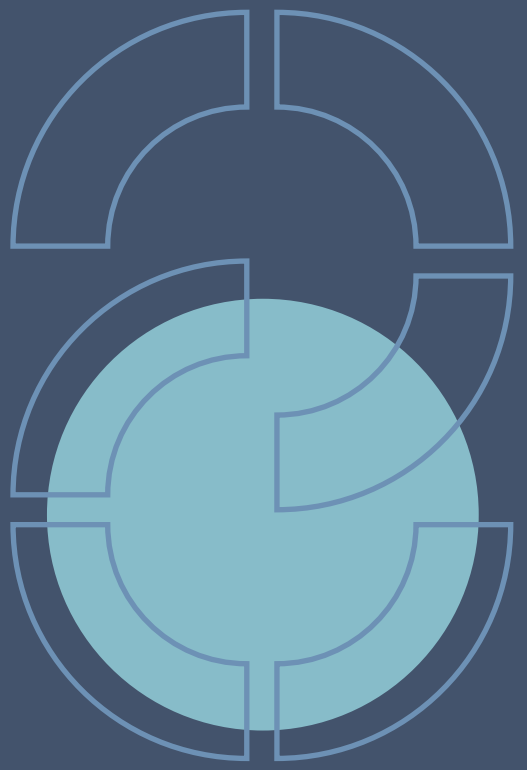

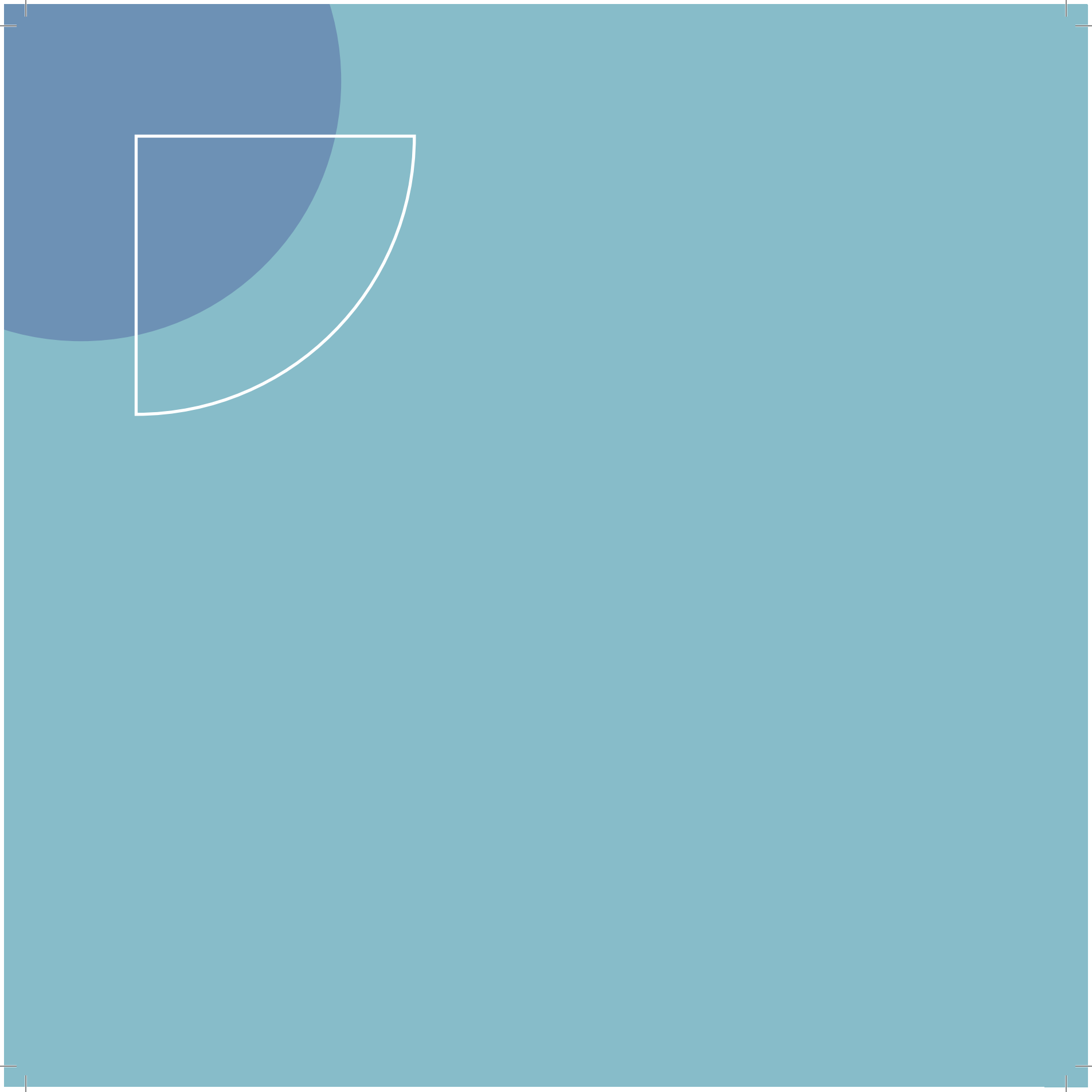

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