

**INFORMAL COUNTRY REPORT
(Malta)**

Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has there been any significant advancement made with regard introducing/extending ESD as a part of educators` initial training?

Yes ESD is now included in the National Curriculum Framework as an intercurricular theme.

2. Have there been any significant advances made with regard to introducing/extending ESD as a part of educators` in-service training?

Yes ENGOs in collaboration with the Department of Curriculum Management organise seminars and INSET for teachers throughout the scholastic year.

3. Are there any recently produced materials/resources that are assessable to a wider audience (e.g., online)?

Yes www.ekoskola.org.mt

II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has the number of schools adopting a “whole-institution approach” to sustainable development (SD)/ESD increased?

Yes Eco-School approach has often been adopted. This process involves a 7 step cycle starting from environmental review to devising an action plan and implementing it with maintained evaluation and monitoring. The approach is student centred. The process is embedded in curriculum work. The EkoSkola Committee manages the whole process.

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes The Department of Curriculum Management sponsors six support Teachers that facilitate the process of ESD in schools. The EkoSkola participating schools are awarded the Greenflag for their achievements.

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

Yes www.ekoskola.org.mt/resources/

III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy. Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes Availability of vocational courses related to Green Jobs.

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards SD?

Yes Organisation of Work Placements and Apprenticeship Schemes.

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

No

IV. Implementing education for sustainable development beyond the United Nations Decade of ESD

1. Is there a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

Yes The Ministry for Sustainable Development, The Environment and Climate change collaborates with the Ministry of Education and Employment to consolidate ESD implementation in schools and the community.

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

Yes The Development of a National ESD strategy.
Inclusion of ESD projects and campaigns in schools.
