



COMMONWEALTH *of* LEARNING

# **COL in the Commonwealth**

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**2012–2015  
Malta**

# Acknowledgements

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## **Compilation and Coordination**

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## **Direction and Editing**

Professor Asha S. Kanwar, President and Chief Executive Officer

# Foreword


*COL in the Commonwealth: 2012-2015 Country Reports* summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a *Country Action Plan* was developed to guide COL's work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL's achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL's Initiatives, under the two sectors: 'Education' and 'Livelihoods and Health'. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. 'COL in Action' highlights real life examples to illustrate how COL's work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: 'COL has had a major impact on individuals including farmers...faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators'(S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that 'all the Initiatives moved successfully forward, on time and within budget' (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of *COL in the Commonwealth: 2012-2015 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL's advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.



Professor Asha S. Kanwar  
President and Chief Executive Officer  
Commonwealth of Learning



## CONTEXT

A member of the European Union and the Commonwealth, Malta has a population of approximately 423,000. Literacy rates in the country are high; so are enrolment rates for both primary and secondary school. Malta is an active Virtual University for Small States of the Commonwealth (VUSSC) member and has been working with COL on the Transnational Qualifications Framework. Malta has contributed to COL's budget since 2008/2009.



## COL'S WORK RELATED TO MDG TARGETS

### National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications

### COL's Work on Malta's MDG Targets

- ▶ VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education



## AGREED PRIORITIES

- ▶ Train teachers on the use of interactive whiteboards and eLearning
- ▶ Train teachers in the area of visual and hearing impairment, autism, social, emotional, behavioural difficulties (SEBD) and intellectual disabilities
- ▶ Offer training in psychosocial services
- ▶ Share already available modules of ODE among Commonwealth member countries
- ▶ Develop a policy on open and distance learning (ODL)



## QUICK NOTES

### COL Focal Point:

- ▶ Dr George Borg, Directorate for Educational Services, Ministry of Education, Employment and the Family

### Areas of COL's Work in Malta:

- ▶ Virtual University for Small States of the Commonwealth (VUSSC)



## OUTCOMES ACHIEVED BY COL

- ▶ Malta's National Qualifications Framework now referenced to the Transnational Qualifications Framework.
- ▶ 11 new VUSSC courses made available



## MALTA



### HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

#### **PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- ▶ Ministry of Education, Employment and the Family
- ▶ Malta Qualifications Council (MQC)

#### **CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- ▶ Monitoring and Evaluation for VUSSC

#### **MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- ▶ 11 new VUSSC courses made available

#### **MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- ▶ Transnational Qualifications Framework



### LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Malta was asked to identify the country's top priorities and what COL can do to further support the national agenda of Malta. The following areas were identified:

- ▶ Implementation of the National Curriculum Framework for All
- ▶ Setting up of a Framework for the Education Strategy for Malta 2014–2024
- ▶ Introduction of tablets in schools and provision of training and infrastructure
- ▶ Introduction of vocational subjects in the secondary cycle
- ▶ Support for the development of a policy on open and distance learning

## Appendix: COL's Activities in Malta

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### PARTNERSHIPS

#### Virtual University for Small States of the Commonwealth (VUSSC)

Malta is a member of VUSSC.

### PARTNERSHIPS: MEETINGS AND CONFERENCES

#### VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL's impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Malta was not represented at the meeting.

### CAPACITY

#### Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

- ▶ enhance the capacity of Interlocutors and implementers in M&E;
- ▶ provide a framework to institutionalise M&E; and
- ▶ collect data on VUSSC activities.

### MATERIALS

#### New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master's in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

#### *VUSSC Postgraduate Diploma in Education*

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

### MODELS

#### Referencing of the Transnational Qualifications Framework

Malta has been supporting VUSSC with the development of the Transnational Qualifications Framework (TQF) and it has referenced its National Qualifications Framework to the TQF. Ongoing discussions were held with the Mauritius Qualifications Authority (MQA), **Malta Qualifications Council (MQC)**, and the South Pacific Board for Educational Assessment (SPBEA) regarding the registration of courses on the TQF, pitching and referencing South Pacific courses and qualifications to the TQF and development of a referencing document for VUSSC, respectively.

## **LEARNING FOR DEVELOPMENT**

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

**VISION:** To be the foremost global agency that promotes learning for development

**MISSION:** To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

**CORE STRATEGIES:** Partnerships, capacity, materials, models and policies

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