

Recommendations for the refinement of legislation and policy for the increased safeguarding of children and youth in Malta and Gozo

Recommendations for:

## National Education Strategy 2024-2030 Ministry For Education, Sport, Youth, Research and Innovation

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The Lisa Maria Foundation has been set up to devise strategies and plans which contribute towards the promotion of the well-being of children and young people and safeguarding them from harm. Through cooperation and networking with interested stakeholders, the foundation aims to act as a catalyst to bring about the necessary changes in the policies and practices relevant to the welfare of children and young people. It is in this light that the Foundation is making recommendations to the Ministry For Education, Sport, Youth, Research and Innovation, in relation to the National Education Strategy 2024-2030.

## Points in relation to Pillar 1: Wellbeing

- All educational organisations need to prioritise safeguarding and should work towards creating a culture of safeguarding which encourages transparency, prevention and effective responding and which is engrained in every day activities.
- Safeguarding training should be compulsory for all staff, volunteers, and self employed individuals who work with children or youth. Training should include knowledge about different types of abuse; an ability to recognise the signs of abuse; skills to respond to instances of abuse appropriately and immediately; and develop confidence when faced with these situations.
- Professionals should receive training on the sexual development of children, to gain a better understanding, more consistency with less personal bias and to avoid underreporting and over reporting of sexualised behaviours.

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- All recruitment procedures should be rigorous in ensuring that only appropriately qualified individuals are employed in a specific role and that all checks and safeguarding measures are adopted to safeguard children and youth.
- Professionals working with children should receive training on HSB and TA-HSB, to ensure that they can support youth displaying problematic and harmful behaviour as early as possible, in order to reduce recidivism and to also increase safeguards of other children who may be at risk of exposure.
- Increased awareness should be promoted in relation to bullying, cyber bullying and hate speech which again should be engrained in the culture of the school.
- All professionals working with children, are to be offered training to have a better understanding of a trauma informed approach. This will increase sensitivity to children experiencing adverse childhood experiences and vulnerabilities which can directly effect their ability to learn, their behaviour and their overall educational experience.
- More training for educators in relation to situations and realities faced by children in alternative care in order to increase sensitivity and reduce stereotypical judgements. A child in care remains a victim and should not be seen in any other way.
- Ethics at secondary level should be a compulsory subject for all students as opposed to it being optional. Instilling values which promote acceptance and tolerance of others are essential lessons which are crucial for everyone to have.

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- Educators should be offered group supervision in order to provide an avenue of support, especially when needing a sounding board for working with difficult situations.
- The issue of how children's time is allocated and filled should be addressed - by filling up, organising and structuring children's lives, they are denied the freedom to plan, organize and their own activities and recreational time.
- The curriculum should be more inclusive of soft skills, including the learning of emotional intelligence and empathy.
- The continued enforcement of Legal Notice 206 of the Education Act chapter 327 of the Laws of Malta, Recruitment, Initial Training and Continuous Professional Development of Personnel and Protection of Minors in Compulsory Education Regulations, 2016

## Points in relation to Pillar 2: Growth and Empowerment

- Children residing in shelters should not be pressured to change schools due to transportation issues. Sheltered accommodation is generally temporary and school often provides consistency for the child in these turbulent times. Logistics should always be sensitive to and adapted according to the best interest of the child. Alternative solutions should be provided taking into consideration special circumstances.
- Youth who are leaving residential care or facing poverty should be granted free access to tertiary educational opportunities where these come at a cost.
- Children should receive education about what abuse is and be informed about how and where to seek support and from whom to ask for help.

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• Every opportunity should be actively sought to give space to children and youth to reflect on policies and procedures in order to also incorporate their feedback and perspective.

## **Pillar 3: Equity and Inclusion**

- Migrant children should have equal and fair access to education, irrelevant of status. Status should never be a justification to deny a child access to education.
- From an early age education needs to address gender imbalances and stereotypical gender roles.
- Education and educators must be sensitive and respectful of different family structures that may exist and educational material should be inclusive of these differences.
- The physical environment within schools and education settings should portray inclusion and acceptance in the design, layout and items displayed.
- Better use of school social workers should be used not only to address absenteeism but also to increase the systemic approach and to increase support to struggling families as a whole.
- More therapeutic professionals are required to support struggling children in order to increase consistency and frequency of counselling/ psychological sessions provided.
- The design/layout of spaces should draw on children's voices/ contributions and experiences of what they would like to see or have access to.

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