

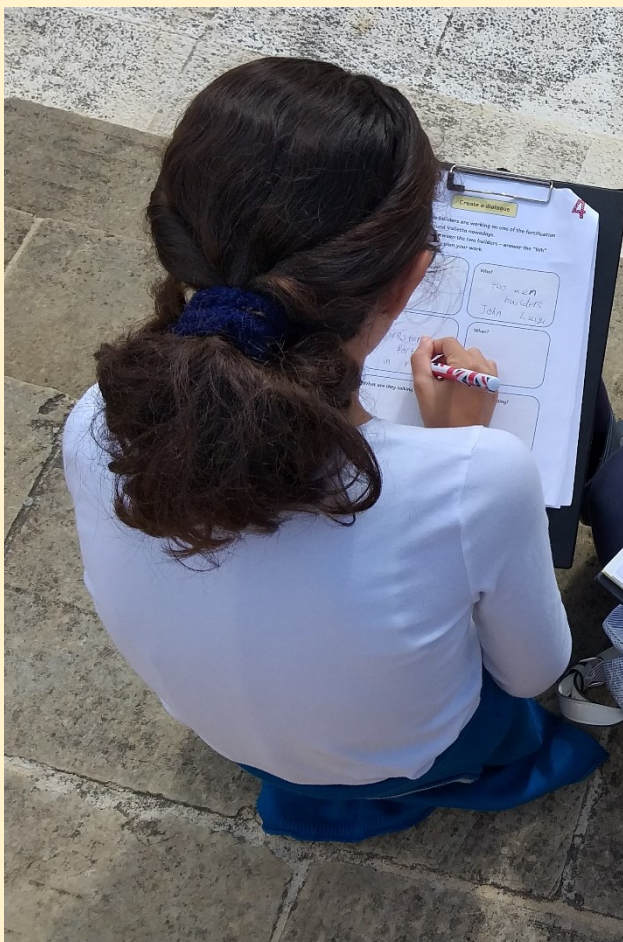


The National Literacy Agency

Ministry for Education and Sport



Annual Report 2021



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Introduction

The National Literacy Agency, within the Ministry for Education and Sport, was established by Legal Notice 192/2014 with the remit to carry out functions related to promoting and ensuring the delivery of the different aspects of the National Literacy Strategy for All in Malta and Gozo. It is to serve as a main driver in the field of literacy. The Agency seeks to promote and sustain lifelong and life-wide, high quality, literacy practices. It strives also to improve literacy outcomes, resulting in inclusive practices, higher educational qualifications, and better job prospects. To do this, the Agency:

- designs and delivers programmes that promote literacy skills and practices,
- supports children with literacy difficulties,
- supports the production and publication of literacy resources,
- provides access to and distributes literacy resources,
- has specialised units to support school libraries and to assist the development of literacy and language related policies,
- promotes the professional development of its staff and educators in schools, in the field of literacy.

In 2021, the Agency has been engaged in the development of *A National Literacy Strategy for All in Malta and Gozo – 2021-2030*. This Strategy was submitted for consultation and all the feedback received was discussed and considered in the final review of the document. *A National Literacy Strategy for All in Malta and Gozo – 2021-2030* consolidates and extends further the strategic goals and actions of the 2014 Strategy. The Agency looks forward to strengthening its contribution to the development of literacy in Malta through the implementation of the revised strategy.

Simultaneously with the development of the Strategy, the Agency revamped its vision and encapsulated it in a new vision statement. The Agency's mission statement will be revised following the publication of the Strategy. During 2021, the Agency also sought to strengthen its capacity for the quality enhancement of the programmes and services it offers. Following the engagement of a director for quality assurance, various initiatives were undertaken to inform the Agency of its strengths and areas for development. These included an internal review exercise as well as various programme reviews involving the input of educators and members of the public who benefit from these programmes.

An essential element for the improvement of the quality of the output of the Agency is the professional development of its personnel. For this reason, a training needs analysis has been carried out and will need to be followed up in 2022. Furthermore, a new performance appraisal system that embraces a formative and embedded approach to professional development has been piloted with good results.

As a public sector entity, the Agency is subject to official external auditing procedures that serve both to affirm that its practices and procedures are in line with regulatory obligations and as guidance for further improvement. Additionally, in July 2021, the Agency underwent a mystery shopping exercise in which its overall service level was found to be highly satisfactory with a score of 82.6%. The few recommendations given in the report have been taken on board and have either been addressed or action is being taken to address them.

The past year, like the previous, has been heavily impacted by the COVID-19 pandemic. The Agency adapted the delivery of its programmes to the prevailing needs and restrictions arising due to the

pandemic. To abide by COVID-19 mitigation measures, the programmes normally delivered in-person in schools continued to be delivered online for the most part of the year until a gradual return to onsite delivery became possible. Schemes that sustain access to literacy resources were extended. For example, the home libraries project which used to reach vulnerable children in the 0-5 years age bracket was extended to children of up to 16 years. The Aqra d-Dar/Read at Home scheme was made available to all children up to 16 years and not limited to those in quarantine as was originally the case.

There are other challenges which the Agency has been facing in 2021 and beyond, besides COVID-19. To meet the demand for literacy intervention services through the recruitment of suitably qualified and trained personnel remains a priority. The Agency looks forward to 2022 in order to continue working towards fulfilling its vision ...

To enrich the lives of people and communities by strengthening literacy skills and thus help reduce poverty, promote social inclusion, and foster personal well-being.



Promoting Literacy Skills and Practices

Information sessions for Parents/Caregivers about Early Literacy

The Agency collaborated with Parentcraft Services, to deliver the seminars 'Inrawwmu t-trabi jaqraw/Teach your baby to read' about the importance of reading aloud to babies. These seminars are intended for groups of expectant parents and groups of parents/caregivers of new-born babies. Due to COVID-19 restrictions these sessions were offered online on Microsoft Teams.

These online seminars were held either in Maltese or in English. They were organised over two sessions. After attending both sessions, parents were offered a pack of literacy resources they could use with their baby. Each pack consisted of 3 picture books for babies, 3 information books with guidelines on how to read with babies and toddlers and how to foster a love of reading, a CD with Maltese nursery rhymes, alphabet flashcards, bookmarks with literacy messages, information leaflets about read-aloud programmes and guidelines for parents, and a puppet for use during reading.

318 families attended these seminars and 97 families collected the free literacy packs. Further information can be found in Table 1.

TABLE 1: ONLINE SESSIONS INRAWWMU T-TRABI JAQRAW/TEACH YOUR BABY TO READ

2021	Families
January	10
February	57
March	10
April	84
May	20
June	19
July	21
August	15
September	23
October	8
November	45
December	6
Total	318

Ġenituri l-Ewwel Għalliema/Parents the First Teachers

The course consists of a series of 5 sessions and offers parents/caregivers of babies and toddlers aged 0 and 3 practical tips to help their children develop linguistic and communication skills. Parents/caregivers attend together with their children and participate in interactive, language and literacy activities.

Parents/caregivers are encouraged to implement these activities at home to help their children develop language and literacy skills from an early age. Due to COVID restrictions this course was offered online with a series of 7 sessions. Six parents attended this course.

Aqra Miegħi/Read with Me

Aqra Miegħi/Read with Me is an early literacy programme intended for children aged between 0 and 3 years and their parents/caregivers. Each session features the sharing of storybooks, the singing of nursery rhymes and other fun activities for this age group. One-hour sessions are held, at no charge, once a week in a range of centres. This bilingual programme is run by the Agency in collaboration with the Centre for Literacy of the University of Malta. Since March 27, 2015, Bank of Valletta has been the official partner of the Aqra Miegħi/Read with Me programme, sponsoring partially the programme.

The main objectives of the programme are to promote a love of books and develop the child's imagination through fun and stimulating play activities with the involvement of parents/caregivers. The development of oracy skills and concepts about print are encouraged. Parents/caregivers are made aware of the benefits of sharing books with their children every day.

The Aqra Miegħi/Read with Me could not be held in person due to COVID-19 restrictions. Therefore, the Agency came up with alternative ways to reach families through the Aqra Miegħi/Read with Me programme. Live videos of read-aloud sessions were uploaded on the programme's Facebook page. The videos feature the reading of stories in an interactive and entertaining way to stimulate the imagination of children and motivate them to read. Four videos, two in English and two in Maltese, were uploaded daily.

1,240 videos were uploaded from January to December. These videoclips registered 215,784 reaches and 54,471 views. Further details can be viewed in Table 2.

TABLE 2: AQRA MIEGħI/READ WITH ME – ONLINE READING SESSIONS, 2021

2021	Videos	Post Reaches	Views
January	92	15569	3916
February	96	24529	6991
March	108	25718	6465
April	104	23565	6624
May	104	17940	3862
June	104	18032	4235
July	108	18913	4831
August	104	15132	3783
September	104	16224	4672
October	104	14139	3857
November	104	11537	2217
December	108	14486	3018
Total	1240	215784	54471

Seħer l-Istejjer/The Magic of Stories

Seħer l-Istejjer/The Magic of Stories is a family literacy programme intended for children aged 4 to 7 and their parents/caregivers. This bilingual programme is run by the Agency, in collaboration with the Centre for Literacy of the University of Malta. The primary objective of the programme is to promote a love of books among children through the involvement of their parents/caregivers. Children are motivated to

read books and parents/caregivers are guided about how to share books with their children in an effective manner.

Normally, one-hour sessions are held in literacy-rich environments, such as in public libraries, schools, and gardens, on a weekly basis. Stories are read out to stimulate children’s imagination, provide learning opportunities for both children and their parents/caregivers. The foundations are laid for children to become enthusiastic readers.

Online Sessions with primary and virtual schools

Between January and June, due to COVID-19 restrictions Seher l-Istejjer/The Magic of Stories sessions were delivered online through Microsoft Teams to students in both physical and virtual schools.

Besides the 9 virtual school classes, this programme was delivered online to the 46 primary schools listed in Table 3.

TABLE 3: SEHER L-ISTEJGER/THE MAGIC OF STORIES – SCHOOLS PARTICIPATING IN THE ONLINE READING SESSIONS, 2021

Malta	Mġarr Primary	St Venera Primary
Attard Primary	Marsascula St Anne Primary	Tarxien Primary
Birżebbuġa Primary	Marsascula St Joachim Primary	Valletta Primary
Birkirkara Primary	Msida Primary	Vittoriosa Primary
Dingli Primary	Paola Primary	Xgħajra Primary
Floriana Primary	Pembroke Primary	Żabbar A Primary
Għargħur Primary	Qawra Primary	Haż-Żebbuġ Primary
Għaxaq Primary	Qormi SG Primary	Żejtun A Primary
Gżira Primary	Rabat Primary	Gozo
Ħamrun GP Primary	San Ġwann Primary	Kerċem Primary
Lija-Balzan-Iklin Primary	Senglea Primary	Żebbuġ Primary
Kalkara Primary	Siġġiewi Primary	Rabat Primary
Kirkop Primary	Sliema Primary	San Lawrenz Primary
Luqa Primary	St Julian’s Primary	Sannat Primary
Marsa Primary	St Paul’s Bay Primary	Xagħra Primary
Mellieħa Primary	St Theresa Church School	Xewkija Primary



Between January and June 2021, 4,887 individual children and 734 educators benefitted from the Seher l-Istejjer/The Magic of Stories programme. 1628 sessions were delivered online in 436 classes in primary and virtual schools. More details are available in Table 4 to Table 6.

TABLE 4: CHILDREN AND EDUCATORS WHO BENEFITTED FROM SEHER L-ISTEJJER/THE MAGIC OF STORIES SESSIONS, JAN-JUN 2021

Children	Educators	Classes
4887	734	436

TABLE 5: SEHER L-ISTEJJER/THE MAGIC OF STORIES – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, JAN-JUN 2021

2021	Students	Adults	Classes
January	1942	258	112
February	1720	252	107
March	1752	247	123
April	2347	379	159
May	1795	295	117
June	1220	220	91

TABLE 6: SEHER L-ISTEJJER/THE MAGIC OF STORIES – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, JAN-JUN 2021

2021	Students	Adults	Sessions
January	3482	475	217
February	3721	577	241
March	5184	986	372
April	4918	804	349
May	4801	878	359
June	1328	281	90
Total:	23434	4001	1628

Seher l-Istejjer/The Magic of Stories in-person sessions in primary schools

Between October and December ‘Seher l-Istejjer/The Magic of Stories’ sessions were delivered in-person in the Early Years classes in schools. These sessions were delivered in 23 schools (see Table 7). 2569 children and 373 educators in 228 classes benefitted from this programme.

TABLE 7: SCHOOLS PARTICIPATING IN IN-PERSON ‘SEHER L-ISTEJJER/THE MAGIC OF STORIES’ SESSIONS, OCTOBER – DECEMBER 2021

Malta	Naxxar Primary
Birżebbuġa Primary	Paola Primary
Dingli Primary	Qawra Primary
Ħamrun SS Primary	Rabat Primary
Lija-Balzan-Iklin Primary	Sliema Primary
Luqa Primary	St Paul's Bay Primary

Marsa Primary	Tarxien Primary
Marsascula St Anne Primary	Gozo
Marsascula St Joachim Primary	Xgħajra Primary
Mellieħa Primary	Għajnsielem Primary
Mosta A Primary	Sannat Primary
Mqabba Primary	Xewkija Primary
Msida Primary	

TABLE 8: CHILDREN AND EDUCATORS WHO BENEFITTED FROM SEHER L-ISTEJER/THE MAGIC OF STORIES, IN-PERSON SESSIONS OCT-DEC 2021

Children	Educators	Classes
2569	373	228

TABLE 9: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, IN-PERSON SESSIONS OCT-DEC 2021

2021	Students	Adults	Classes
October	1892	364	181
November	2604	371	234
December	2296	343	211

TABLE 10: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, IN-PERSON SESSIONS OCT-DEC 2021

2021	Students	Adults	Sessions
October	4132	906	440
November	7183	1153	725
December	4269	714	427
Total:	15584	2773	1592

Recorded videos

The Seher I-Istejjer/Magic of Stories sessions could not be held in person due to COVID-19 restrictions. Therefore, live videos of reading aloud sessions were uploaded on the programme's Facebook page. Four videos were uploaded daily on a fixed schedule. Between January and December 1,240 videos were uploaded. These videoclips registered 124,661 reaches and 36,835 views. Further details can be viewed in Table 11.

TABLE 11: SEHER L-ISTEJER/THE MAGIC OF STORIES – ONLINE READING SESSIONS, 2021

2021	Videos	Post Reaches	Views
January	92	15235	4623
February	96	13866	3756
March	108	14166	3844
April	104	12536	3945
May	104	11778	4207
June	104	10790	3337

July	108	14218	4569
August	104	7630	2395
September	104	5529	1542
October	104	5353	1317
November	104	6895	1650
December	108	6665	1650
Total:	1240	124661	36835

Teleskola

189 videos of read aloud sessions by the Agency’s reading animators and literacy resource leaders were recorded. These video clips were enhanced with after reading activities. These are uploaded on the website Teleskola for children, educators, and parents to follow. Video clips are in sections according to age and class levels.

TABLE 12: READING ALOUD VIDEOS UPLOADED ON TELESKOLA, PER YEAR GROUP

Year Group	Videos
Early Years	29
Year 1	28
Year 2	19
Year 3	22
Year 4	35
Year 5	28
Year 6	28
Total:	189

Gost il-Qari/The Pleasure of Reading

Gost il-Qari/The Pleasure of Reading is a reading for fun programme for children aged between 7 and 11. The programme consists of one-hour weekly storytelling sessions that feature the sharing of stories and books, and other fun activities for this age group.

This programme enhances the child’s reading abilities and understanding. Reading animators encourage children to predict the story using rich oral language. Children are invited to express themselves through reading aloud, discussions, role-play, and other activities. Through this multisensory methodology, children understand that stories are made up of a sequence of events and at times present a dilemma. As a group, they debate potential resolutions to resolve the difficulty.

Online sessions with primary and virtual schools

Between January and June, due to COVID-19 restrictions, Gost il-Qari/The Pleasure of Reading sessions were delivered online to students in both physical and virtual schools.

Besides the 11 virtual school classes, this programme was delivered online to the 34 primary schools listed in Table 13.

TABLE 13: GOST IL-QARI/READING FOR PLEASURE – SCHOOLS PARTICIPATING IN THE ONLINE READING SESSIONS, 2021

Malta	Mosta B Primary	Valletta Primary
Attard Primary	M'Scala St Anne Primary	Vittoriosa Primary
Birkirkara Primary	M'Scala St Joachim Primary	Gozo
Għargħur Primary	Msida Primary	Xgħajra Primary
Gżira Primary	Mtarfa Primary	Żejtun B Primary
Ħamrun GP Primary	Paola Primary	Virtual School
Kalkara Primary	Pembroke Primary	Għajnsielem Primary
Kirkop Primary	Senglea Primary	Laura Vicuña School
Lija-Balzan-Iklin Primary	Sliema Primary	Qala Primary
Luqa Primary	St Julian's Primary	Sannat Primary
Marsa Primary	St Paul's Bay Primary	Xgħra Primary
Mellieħa Primary	Tarxien Primary	Kerċem Primary

Between January and June 2021, 800 sessions were delivered to 194 classes. 2,541 children and 306 educators benefitted from the Gost il-Qari/The Pleasure of Reading programme. More details are available in Table 14 to Table 16.

TABLE 14: CHILDREN AND EDUCATORS WHO BENEFITTED FROM GOST IL-QARI/READING FOR PLEASURE ONLINE SESSIONS, JAN-JUN 2021

Children	Educators	Classes
2541	306	194

TABLE 15: GOST IL-QARI/READING FOR PLEASURE – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, JAN-JUN 2021

2021	Students	Adults	Classes
January	825	96	50
February	1063	131	64
March	1056	130	66
April	1248	175	75
May	852	109	47
June	487	59	30

TABLE 16: GOST IL-QARI/READING FOR PLEASURE – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, JAN-JUN 2021

2021	Students	Adults	Sessions
January	1614	206	99
February	2315	290	147
March	2941	408	199
April	2350	350	147
May	2678	384	155
June	893	111	53
Total:	12791	1749	800



Gost il-Qari/The Pleasure of Reading in-person sessions in primary schools

Between October and December 'Gost il-Qari/The Pleasure of Reading' sessions were delivered in-person in Years 3 to 6 primary classes. These sessions were delivered in 16 schools (see Table 17). 1712 children and 299 educators in 124 classes benefitted from this programme (see Table 18).

TABLE 17: SCHOOLS PARTICIPATING IN GOST IL-QARI/READING FOR PLEASURE SESSIONS, IN-PERSON SESSIONS OCT-DEC 2021

Malta	Rabat Primary
Fgura Primary	Sliema Primary
Hamrun SS Primary	St Paul's Bay Primary
Lija-Balzan-Iklin Primary	Tarxien Primary
Luqa Primary	Gozo
Marsa Primary	Xgħajra Primary
Mellieħa Primary	Għajnsielem Primary
Mqabba Primary	Sannat Primary
Naxxar Induction HUB	Xewkija Primary

TABLE 18: CHILDREN AND EDUCATORS WHO BENEFITTED FROM GOST IL-QARI/READING FOR PLEASURE SESSIONS, IN-PERSON SESSIONS OCT-DEC 2021

Children	Educators	Classes
1712	299	124

TABLE 19: GOST IL-QARI/READING FOR PLEASURE – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, IN-PERSON SESSIONS OCT-DEC 2021

2021	Students	Adults	Classes
October	1067	281	90
November	1605	302	113
December	1278	265	104

TABLE 20: GOST IL-QARI/READING FOR PLEASURE – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, IN-PERSON SESSIONS OCT-DEC 2021

2021	Students	Adults	Sessions
October	2254	699	208
November	4014	819	295
December	2128	455	180
Total	8396	1973	683

Feedback on the reading for pleasure programmes (Seher I-Istejjer/The Magic of Stories and Gost il-Qari/Reading for Pleasure) delivered by the Agency’s full-time reading animators in schools between October and December 2021 was gathered from educators through a survey questionnaire. 221 educators answered the questionnaire and most of them (95.5%) agreed or strongly agreed that the programmes were of benefit to the children, that the children enjoyed the sessions highly (94.1%) and remained engaged throughout (88.3%). The success of these programmes is not to be measured solely by the impact they leave on the children, but also on the impact on educators as the programme may help educators gain new insights and skills to use with their classes. 70.1% of respondents agreed or strongly agreed that they learned new skills related to reading and storytelling from the sessions they observed. 63.8% of the educators reported that they referred to the reading sessions in other lessons and 58.3% that they followed them up by other activities.

Recorded videos

The ‘Gost il-Qari/The Pleasure of Reading’ sessions could not be delivered in-person due to COVID-19 restrictions. Live videos of read aloud sessions were uploaded on the programme’s Facebook page. Two videos were uploaded daily on a fixed schedule. Between January and December, 618 videos were uploaded. These video clips registered 35,045 reaches and 11,998 views. Further details can be viewed in Table 21.

TABLE 21: GOST IL-QARI/THE PLEASURE OF READING – ONLINE READING SESSIONS, 2021

2021	Videos	Post Reaches	Views
January	46	4833	1763
February	48	3698	1122
March	54	3240	1017
April	52	3038	1144
May	50	2452	909
June	52	3480	1125
July	54	2698	1132
August	52	2058	752
September	52	1671	560
October	52	3316	948
November	52	2096	567
December	54	2465	959
Total	618	35045	11998

AI Puppets for Literacy Education

The National Literacy Agency has teamed up with the Centre for Literacy of the University of Malta and the Malta Digital Innovation Agency to pilot a project using artificial intelligence (AI) in education. In line with the National Strategy and Vision for AI in Malta 2030, the main purpose of this project is to develop and promote AI in education projects with children (8- to 10-year-olds), educators and parents. The Agency has procured the micro: bit devices and laptops and is providing the service of a digital educator.

The project seeks to demonstrate what is within the realm of possibilities using AI in Education through the direct involvement of educators, children, and their parents in the Gost il-Qari/Reading for Pleasure programme. Using an open-source platform, educators, 8 to 10 years old children and their parents are participating in creative programming activities in which they learn how to build games, program AI assistants and train their own AI models. Some of the activities are mediated by embodied intelligent agents which help learners scaffold learning and collaborate better.

Apart from the training sessions for reading animators referred to in the professional development section of this report, during 2021 two learning scenarios for AI Puppets for Literacy Education were developed, including all the required resources. The plans were piloted by means of three sessions with three children and their parents and another session with a class of 5 children at the Qawra Catch Up school.



Naqraw Flimkien/Let's Read Together

Naqraw Flimkien/Let's Read Together sessions are ad hoc reading for pleasure sessions for children aged 0 to 11 and their parents/caregivers. These sessions feature the sharing of storybooks, singing of nursery rhymes and other fun activities. They are offered on demand. These events are organised by the Agency in collaboration with local councils, NGOs and other entities upon request.

Responding to COVID-19 restrictions, Naqraw Flimkien sessions were cancelled. To replace these sessions the Agency, in collaboration with the Public Broadcasting Services (PBS), transmitted daily the reading of a story on TVM. From January to September, there were daily repetitions on TVM2. From October till December repetitions were on Saturdays on TVM. During the latter period readings included sign language interpretations. From January till December, 200 episodes were aired.



Aqrali Ktieb/Read me a Book Virtual Library

The Agency launched a virtual video library comprised of 960 recorded reading sessions targeting children aged 0 to 11 years. These sessions were produced in English and Maltese by the Agency's reading animators as per below table. Parents/caregivers choose the titles of books from listed catalogues and take on loan these recordings for a short period of time.

TABLE 22: NUMBER OF VIDEOS IN 'AQRALI KTIEB/READ ME A BOOK' VIRTUAL LIBRARY, 2021

Aqra Miegħi	160
Read with Me	160
Seħer l-Istejjer	160
Magic of Stories	160
Gost il-Qari	160
The Pleasure of Reading	160
Total	960

3269 video recordings were taken on loan between January and December 2021. 1776 were Maltese titles and 1493 were English titles. Details are in Table 23.

TABLE 23: RECORDED BOOKS TAKEN ON LOAN FROM 'AQRALI KTIEB/READ ME A BOOK' VIRTUAL LIBRARY, 2021

2021	Maltese	English	Videos
January	262	206	468
February	319	285	604
March	416	358	774
April	226	226	452
May	98	83	181

June	88	65	153
July	50	42	92
August	53	53	106
September	32	32	64
October	17	19	36
November	155	82	237
December	60	42	102
Total	1776	1493	3269

Skejjet Rakkontaturi/Storytelling Schools, Malta

The Storytelling Schools methodology provides children with the necessary storytelling skills to help build confidence and fluency in spoken language, and to raise the standards of reading and writing. Between February and June, online sessions were delivered through Microsoft Teams to 6 primary schools as per Table 24. 675 children and 123 adults from 64 classes benefitted from these sessions.

TABLE 24: SCHOOLS PARTICIPATING IN STORYTELLING SCHOOLS ONLINE SESSIONS, FEB-JUN 2021

Birkirkara Primary	Senglea Primary
Għaxaq Primary	Vittoriosa Primary
Pietà Primary	Żejtun B Primary

TABLE 25: STORYTELLING SCHOOLS – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, FEB-JUN 2021

2021	Children	Adults	Sessions
February	313	58	35
March	434	66	45
April	272	66	28
May	399	82	42
June	32	7	3
Total:	1450	279	153

Between October and December, Storytelling Schools sessions were delivered in-person to 764 students and 108 adults in 57 classes in 10 primary schools.

TABLE 26: PRIMARY SCHOOLS PARTICIPATING IN STORYTELLING SCHOOLS IN-PERSON SESSIONS, OCT-DEC 2021

Vittoriosa Primary	Birżebbuġa Primary
Senglea Primary	Żejtun B Primary
Għaxaq Primary	Kalkara Primary
Sliema Primary	San Ġwann Primary
The Archbishop's Seminary	Dingli Primary

TABLE 27: STORYTELLING SCHOOLS – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, 2021

2021	Children	Adults	Sessions
October	536	92	42
November	662	113	63
December	287	62	34
Total:	1485	267	139

Recorded Storytelling sessions

To reach more students and educators, live videos of Storytelling sessions were uploaded on the programme’s Facebook page. One video was uploaded daily on a fixed schedule. Between January and July 2021, 123 videos were uploaded. These videoclips registered 9,694 reaches and 3,926 views. Further details can be viewed in Table 28.

TABLE 28: RECORDED STORYTELLING SESSIONS, JAN-JUL 2021

2021	Videos	Post Reaches	Views
January	16	1662	728
February	16	2448	1034
March	21	1702	718
April	15	1140	432
May	20	961	441
June	21	1042	349
July	14	739	224
Total	123	9694	3926

Għidli Storja/Tell Me a Story

The programme ‘Għidli Storja/Tell Me a Story’ of the National Literacy Agency seeks to improve the speaking, listening and comprehension skills of Year 5 students as specified by the syllabi and the Learning Outcomes for Maltese and English. During the 10 sessions of the programme, through the telling of stories in Maltese or English and the activities based on the stories, students are supported to develop their oracy skills, i.e., speaking and listening, and comprehension. Storytelling stimulates children’s creativity and helps them express themselves confidently in front of an audience, and to listen to others attentively and with respect. Storytelling supports language learning and promotes literacy as it motivates students to read more and write confidently. Throughout the programme, the class teachers have the opportunity to practise the storytelling methodology independently, and to implement it in their classroom for the promotion of language learning and literacy.

Due to the COVID-19 mitigation measures, from January to May 2021 asynchronous online sessions of the ‘Għidli Storja/Tell Me a Story’ programme were uploaded on the Facebook page ‘Għidli Storja/Tell Me a Story’ and the YouTube channel ‘L-Aġenzija Nazzjonali tal-Litteriżmu’. More information is available in Table 29.

TABLE 29: 'GHIDLI STORJA/TELL ME A STORY' PROMOTIONS AND SESSIONS UPLOADED ONLINE (JAN-MAY 2021)

2021	Programme	Number of uploads (sessions and promos)
January	Għidli Storja	12
	Tell me a Story	9
February	Għidli Storja	5
	Tell me a Story	4
March	Għidli Storja	14
	Tell me a Story	7
April	Għidli Storja	10
	Tell me a Story	7
May	Għidli Storja	5
	Tell me a Story	3

From November to December 2021, in-person sessions were held. The Year 5 class in Vittoriosa Primary School and a Year 5 class in Għaxaq Primary School are participating in the live in-class programme. The oracy pre- and post-programme assessments have not been conducted due to COVID-19 mitigation measures.

TABLE 30: STUDENTS AND EDUCATORS BENEFITTING FROM GHIDLI STORJA/TELL ME A STORY, IN-PERSON SESSIONS, NOV-DEC 2021

Students	Educators	Classes
20	7	2

TABLE 31: GHIDLI STORJA/TELL ME A STORY, IN-PERSON SESSIONS, NOV-DEC 2021

Date	College	School	Class	Lesson number	Students	Educators
12 Nov	St Margaret	Vittoriosa	5	1	13	2
19 Nov	St Margaret	Vittoriosa	5	2	12	3
25 Nov	St Benedict	Għaxaq	5.3	1	6	2
26 Nov	St Margaret	Vittoriosa	5	3	12	1
3 Dec	St Margaret	Vittoriosa	5	4	12	2
10 Dec	St Margaret	Vittoriosa	5	5	9	1
16 Dec	St Benedict	Għaxaq	5.3	2	7	3
17 Dec	St Margaret	Vittoriosa	5	6	10	2

Storytelling is also made accessible to students and their families via the social media of the National Literacy Agency. On a weekly basis, a story which is narrated orally is recorded and uploaded on the Facebook page 'Għidli Storja/Tell Me a Story', and then uploaded on the YouTube channel 'L-Aġenzija Nazzjonali tal-Litteriżmu'. Also, on a weekly, basis photos of the storytelling card game 'More Than One Story' are uploaded on the afore-mentioned programme's Facebook page. The bilingual edition of 'Iktar Minn Storja Waħda/More Than One Story' is a joint publication of the National Literacy Agency and the 'More Than One Story' network, a project run by the Department of Culture and Leisure of Simrishamn, Sweden, in cooperation with other partner organisations and sponsors.

TABLE 32: MORE THAN ONE STORY AND NLA STORYTIME UPLOADS (FACEBOOK AND YOU TUBE)

2021	Upload type	Number of uploads (Facebook)	Number of uploads (YouTube)
January	More than one story	4	-
February	More than one story	4	-
	NLA Storytime	1	2
March	More than one story	4	-
	NLA Storytime	4	45
April	More than one story	5	-
	NLA Storytime	4	-
May	More than one story	4	-
	NLA Storytime	4	-
June	More than one story	4	-
	NLA Storytime	2	3
July	More than one story	2	-
August	NLA Storytime	4	-
October	NLA Storytime	2	-
November	NLA Storytime	4	-
December	NLA Storytime	1	-

The Facebook page 'Għidli Storja/Tell Me a Story' registered 7497 reaches, while the sessions and storytelling videos uploaded on YouTube registered 1794 views.



L-Ambaxxaturi tal-Qari/Reading Ambassadors

The Reading Ambassadors programme is a school-based literacy initiative, supported by Agenda Bookshop, which promotes the pleasure of reading through organised events involving local personalities appointed by the Ministry for Education to motivate children and young people to read.

Due to the COVID-19 pandemic, this programme had to be adapted and the Agency offered an online version of this programme using Microsoft Teams. The activity consisted of a live read aloud session, in either Maltese or in English, followed by a lively discussion about the book. The pupils then engaged in a Q&A session where they asked the Reading Ambassador a set of questions on their reading habits and experiences. Further information can be viewed in the table below.

TABLE 33: READING AMBASSADORS ONLINE SESSIONS, JAN-JUN 2021

Date	Place/ Centre/ Locality	Pupils	Year	Classes	Reading Ambassadors
18 Jan	Haż-Żebbuġ Primary School	60	Y1-Y2	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
19 Jan	Haż-Żebbuġ Primary School	36	Y1-Y2	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
20 Jan	Haż-Żebbuġ Primary School	38	Y1-Y2	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
26 Jan	Luqa Primary School	49	Y1-Y2	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
29 Jan	Luqa Primary School	34	Y1-Y2	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
03 Feb	Tarxien Primary School	37	Y4	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
04 Feb	Tarxien Primary School	45	Y3	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
05 Feb	Tarxien Primary School	46	Y2	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
08 Feb	Marsa Primary School	22	Y5	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
09 Feb	Marsa Primary School	29	Y4, Y6	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
11 Feb	Marsa Primary School	46	Y1-Y2	4	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
18 Feb	Marsa Primary School	25	Y3	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
24-Mar	Pembroke Primary School	62	Y3	4	Brigid O'Dea
24 Mar	Pembroke Primary School	58	Y2	3	Brigid O'Dea
15 Apr	Xagħra Primary School	71	Y4, Y6	4	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
16 Apr	Xagħra Primary School	52	Y1, Y3	4	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
19 Apr	Hal Qormi Handaq Middle School	131	Y7	4	Ruth Frendo
20 Apr	Hal Qormi Handaq Middle School	142	Y7	4	Antoinette Borg
21 Apr	Xagħra Primary School	48	Y2, Y5	4	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
22 Apr	Senglea Primary School	23	K1-K2	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
22 Apr	Senglea Primary School	21	Y1-Y2	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
22 Apr	Senglea Primary School	21	Y3-Y4	2	Ruth Frendo
22 Apr	Senglea Primary School	32	Y5-Y6	2	Ruth Frendo
27 Apr	Għaxaq Primary School	33	Y2	2	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
29 Apr	Għaxaq Primary School	55	K1	5	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
30 Apr	Għaxaq Primary School	59	K2	5	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
03 May	Għaxaq Primary School	80	Y5-Y6	5	Gilbert Agius, Carmel Busuttill and Saviour Darmanin
06 May	De La Salle College	53	Y5	3	Gilbert Agius, Carmel Busuttill and Saviour Darmanin

07 May	De La Salle College	32	Y6	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
10 May	Żebbuġ Primary School, Gozo	35	Y1-Y3	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
11 May	Żebbuġ Primary School, Gozo	26	Y4-Y6	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
13 May	De La Salle College	51	Y1	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
14 May	De La Salle College	55	Y2	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
17 May	Cospicua Primary School	29	Y2-Y3	4	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
18 May	Cospicua Primary School	30	Y4-Y5	4	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
18 May	Marsascala St Anne Primary School	57	Y2	3	Taryn Mamo Cefai
20 May	Cospicua Primary School	28	Y6	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
21 May	St Paul's Missionary College, Rabat	38	Y5	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
25 May	Kirkop Middle School	25	Y7-Y8	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
27 May	Kirkop Middle School	19	Y8	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
28 May	Kirkop Middle School	51	Y8	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
01 Jun	Qawra Primary School	64	Y3	3	Kim Dalli
01 Jun	St Theresa School, Kerċem, Gozo	19	Y2	1	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
04 Jun	St Theresa School, Kerċem, Gozo	50	Y4-Y6	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
24-Jun	Għaxaq Primary School	33	Y2	2	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
Total		2050		132	

On 10 June 2021, Reading Ambassadors Gilbert Agius, Carmel Busuttil and Saviour Darmanin participated in the official launch of the big book 'Bluna u l-Lift'. The launch activity was organised at San Andrea school since the author of the book is a pupil at this school. During the event, members from the Malta Falconers Club delivered an interactive demonstration. 92 Year 4 pupils participated in this activity organised by the Agency.

Between October and December 2021, Reading Ambassadors sessions started being delivered in-person following the 'Guidelines for the Education Sector up to Secondary Schools'. Further details may be viewed in the table below.

TABLE 34: READING AMBASSADORS SESSIONS, OCT-DEC 2021

Date	Place/ Centre/ Locality	Students	Year	Classes	Books Distributed	Reading Ambassadors
25 Oct	Pembroke Primary School	52	Y3	4	/	Gilbert Agius
25 Oct	Kirkop Secondary School	62	Y11	3	/	Carmel Busuttil and Saviour Darmanin

26 Oct	Kirkop Secondary School	61	Y11	3	/	Carmel Busuttil and Saviour Darmanin
27 Oct	Pembroke Primary School	59	Y5	4	/	Gilbert Agius
04 Nov	St Aloysius College	9	Y7	1	/	Gilbert Agius
17 Nov	Senglea Primary School	71	K1 - Y6	8	12	Gilbert Agius
17 Nov	Handaq Middle School, Qormi	122	Y7	6	/	Carmel Busuttil and Saviour Darmanin
18 Nov	Handaq Middle School, Qormi	148	Y7	8	12	Keith Demicoli, Carmel Busuttil and Saviour Darmanin
Total	(5 schools)	584		37	24	

Since the inception of this programme, the Agency has received very positive feedback following these activities, and below are some testimonials from educators who participated throughout this year:

I would like to inform you that all three teachers had very positive comments about the Ambaxxaturi tal-Qari session.

Dawn il-personalitajiet magħrufa fil-pajjiż tagħna ma kinux biss verament Ambaxxaturi tal-Qari eċċellenti imma xhieda eżemplari ta' dak li hu determinazzjoni, rispettt, dixxiplina, suċċess, rieda soda u potenzjal – valuri li ż-żgħażaġh tagħna tant għandhom bżonn għall-futur tagħhom.

Bil-Qari u l-Kitba Niskorja/Footballers' Read and Write Programme (FRWP)

FRWP is a football and literacy programme that offers upper-primary and middle school students the opportunity to participate in reading and writing activities related to football. The passion and enthusiasm for football is used as a means to inspire a love of reading and writing amongst students who are reluctant readers. Sports and literacy resource leaders (professional ex-footballers) and literacy resource leaders form part of the FRWP team. These professionals work with primary and middle school educators to engage children through reading and writing workshops related to football and sport.

Due to the COVID-19 pandemic, and the restrictions within schools during scholastic year 2020-2021, this programme had to be adapted and the team offered a mix of online and in-person sessions and activities inspired from FRWP.

Tir Stupend/Golden Goal interactive FRWP online sessions

From January to June 2021, the Agency offered an online version of FRWP, titled Tir Stupend/Golden Goal, targeting Year 4 and 5 primary school classes. This interactive programme was delivered online via Microsoft Teams. The aim of these sessions was to improve pupils' reading, writing, listening, and speaking skills through engaging lessons on sport or football related themes. Class teachers were given the option for their classes to follow the session in either Maltese or in English. Between January and June, 333 sessions were delivered in 21 primary schools. Further details may be viewed in the tables below.

TABLE 35: GOLDEN GOAL ONLINE SESSIONS, JAN-JUN 2021

College	Primary School	Classes (Y4-Y5)	Pupils	Sessions
Gozo College	Kerċem	3	35	7
Maria Regina College	Naxxar Induction Hub (incl. Y6)	3	23	22
	St Paul's Bay	3	65	12
St Ġorġ Preca College	Marsa	4	45	17
	Paola	3	45	17
St Margaret College	Vittoriosa	2	27	9
	Xagħjra	1	16	1
St Nicholas College	Baħrija	1	16	3
	Dingli	2	30	3
	Mġarr	2	45	10
	Rabat	6	83	19
St Theresa College	Lija-Balzan-Iklin	3	35	15
	St Venera	3	56	7
St Thomas More College	Marsaskala St Anne	2	34	3
	Tarxien	3	53	14
Total	(15 schools)	41	608	159

TABLE 36: TIR STUPEND ONLINE SESSIONS, JAN-JUN 2021

College	Primary School	Classes (Y4-Y5)	Pupils	Sessions
Gozo College	San Lawrenz	1	5	2
St Benedict College	Birżebbuġa	3	62	8
	Ħal Safi	1	24	1
St Clare College	San Ġwann	11	151	64
St Ġorġ Preca College	Paola	6	81	21
St Margaret College	Senglea	3	43	22
St Nicholas College	Baħrija	1	14	3
	Dingli	2	30	6
	Mġarr	3	34	5
	Mtarfa	2	24	18
	Rabat	1	14	1
St Theresa College	Lija-Balzan-Iklin	4	55	23
Total	(12 schools)	38	537	174

Language and Literacy for Pleasure sessions

From October 2021, the NLA Literacy Leaders started offering interactive language and literacy for pleasure sessions, during school hours, targeting Primary school classes (Years 1 – 6). These sessions were delivered in-person in adherence to the ‘Guidelines for the Education Sector up to Secondary Schools’. The aim of these sessions was to improve pupils’ reading, writing, listening, and speaking skills. Teachers were given the choice for sessions to be delivered to their classes in either Maltese or in English, or in both languages.



These sessions offered a taster of the programmes delivered by the FRWP team and included the following five options:

- Bil-Qari u l-Kitba Niskorja / Footballer’s Read and Write Programme
- Nirrakkontaw Storja (Skejjejl Rakkontaturi Maltin / Storytelling Schools Malta)
- Mill-Qari għall-Kitba / The Journey of Writing
- Nispelli, Nilgħab, Nitgħallem / Spelling Games
- Naqra Teatru / Drama and Literacy Programme

From October to December, the Literacy Leaders delivered 514 sessions in 30 primary schools. Further details on the first four options may be viewed in Table 37. Details about the Naqra Teatru / Drama and Literacy Programme option are to be found below in a separate subsection.

TABLE 37: LANGUAGE AND LITERACY FOR PLEASURE SESSIONS (LESS NAQRA TEATRU), OCT-DEC 2021

College	School	Sessions	Classes	Pupils	Educators
Maria Regina College	Mosta A	15	15	211	33
	Mosta B	20	12	199	26
	Naxxar	14	12	235	26
	St Paul's Bay	6	6	93	10
St Benedict College	Birżebbuġa	14	10	134	21
St Clare College	Gżira	16	12	107	18
	San Ġwann	27	20	356	54
St Ġorġ Preca College	Floriana	6	6	36	5
	Ħamrun GP	13	13	158	19
	Paola	22	20	241	49
	Pietà	20	14	132	32
	Valletta	10	10	101	21
St Ignatius College	Siġġiewi	4	4	55	8
	Ħaż-Żebbuġ	20	20	309	39
St Margaret College	Kalkara	10	6	109	20
	Ħaż-Żabbar A	18	12	221	28
St Nicholas College	Baħrija	10	6	95	13
	Dingli	14	5	148	19
St Theresa College	Birkirkara	7	7	81	14
	St Venera	6	4	69	8
St Thomas More College	Marsascula St Joachim	14	14	227	30
	Marsaxlokk	16	7	143	18
	Tarxien	15	15	241	30
	Żejtun B	10	8	152	17
Church Schools	St Augustine College, Marsa	3	3	63	7
	St Francis School, Msida	4	4	93	12
	St Joseph School, Sliema	12	9	130	13
	Stella Maris College, Gżira	6	3	73	6
	The Archbishop's Seminary	12	9	209	18
	Theresa Nuzzo School Marsa	8	4	81	6
	(30 schools)	372	290	4502	620

Feedback on the language and literacy for pleasure sessions delivered between October and December 2021 was gathered from educators through a survey questionnaire. 149 educators answered the questionnaire and most of them (92%) agreed or strongly agreed that the sessions were of benefit to the children, that the children enjoyed the sessions highly (93.3%) and remained engaged throughout (91.3%). The nature of these sessions being of one off, or of a few sessions delivered during the same week, their success may be measured better by how much they serve to help educators to gain new insights and skills which they may use with their classes. 73.1% of respondents agreed or strongly agreed that they learnt new skills related to literacy from the sessions. 62.4% reported they referred to the sessions in other lessons and 60.4% that they followed them up by other activities.

FRWP Skills Challenge

In 2021, the Sports Literacy Leaders (Gilbert Agius, Carmel Busuttil and Saviour Darmanin) continued the football related skills challenges for children that were born between the years 2008 and 2013. During the scholastic year pupils participated after school, and in the mornings during school holidays and the summer months. All participants were given a book, a certificate of accomplishment and other tokens, while those who managed to complete the challenge were awarded two books and a ball signed by the Sports Literacy Leaders. From January to December 2021, 249 pupils participated in the skills challenge.

The Agency has received very positive feedback from parents whose children participated in these skills challenges. Below are some of their comments:

It was a great experience and professionally organised. I wish to express my gratitude to all concerned. Keep up your good work and thanks again for the opportunity.

I heartily thank you for the wonderful experience my sons had during this challenge. It is a great initiative to encourage our children to read and write during the awesome activities they had.

Just wanted to thank you, yesterday I brought my son for the challenge. He does not play football and is autistic, but he loves books and when last winter the Assistant Head went to his class to tell them about this challenge, he was so excited to go. So, I applied. He was so welcomed and cared for by Carmel Busuttli, Gilbert Agius, and Saviour Darmanin and I could tell they have experience and dedication with these children. My son was really happy and had fun and kept talking all day about it.

On 18th June 2021, the FRWP skills challenge participants that gained the highest points had the unique opportunity to meet Mr Gianni Infantino, the President of FIFA. During an event, organised in collaboration with the Malta Football Association in Valletta, these 14 pupils participated in reading sessions delivered by Mr Infantino himself, and the NLA Literacy Leaders. Following the reading, the children took part in a training session with the NLA Sports Literacy Leaders.



Online sessions

The FRWP Literacy Resource Leaders uploaded online reading sessions on the programme’s Facebook page. Each session consisted of a read aloud session and commentary on a book or article related to football, sport, healthy living, or sport journalism. From January to December, 415 videos were uploaded. From February to June, the NLA literacy leaders uploaded short information videos in Maltese at 15:00 called ‘3 fit-3’. These informative videos presented fun facts related to the world of football, sport, and healthy living. A total of 91 videos were uploaded. Further details on these online videos may be viewed in the tables below.



TABLE 39: FRWP ONLINE READING SESSIONS

	Videos	People Reached	Shares	Engagements
January	32	10,305	46	999
February	38	7309	21	924
March	42	4638	11	618
April	41	5838	19	596
May	42	6181	16	575
June	39	8807	16	1199
July	25	5525	16	607
August	22	4518	26	629
September	20	3472	15	534
October	41	5170	5	472
November	43	5120	16	614
December	30	3575	21	438
Total	415			

TABLE 40: 3 FIT-3 ONLINE VIDEOS

	Videos	People Reached	Shares	Engagements
February	15	7217	39	839
March	21	3998	16	627
April	21	5698	38	989
May	21	8075	28	853
June	13	3135	13	401
Total	91			

Naqra Teatru / Literacy and Drama Programme

In 2021, the Agency’s Literacy Leaders worked on the development of a new programme linking literacy to drama. Elements of the programme were piloted through the taster sessions offered as part of the language and literacy for pleasure sessions. The aim of the Naqra Teatru / Literacy and Drama Programme is to boost pupils’ interest in reading and writing through interactive sessions related to the world of drama and theatre. Further information is provided in the table below.

TABLE 41: NAQRA TEATRU SESSIONS, OCT-DEC 2021

College	School	Sessions	Classes	Pupils	Educators
Maria Regina College	Naxxar	1	1	18	1
	St Paul's Bay	14	7	118	12
St Benedict College	Birzebbuga	4	2	30	4
St Clare College	Gzira	4	2	16	3
St Ġorġ Preca College	Floriana	1	1	10	2
	Hamrun GP	5	3	67	6
	Valletta	4	2	22	4
St Ignatius College	Siggiewi	14	7	108	14
St Margaret College	Kalkara	10	4	50	11
St Nicholas College	Baħrija	2	3	6	2
	Dingli	6	4	75	12
St Theresa College	Birkirkara	12	7	59	12
	St Venera	14	7	106	14
St Thomas More College	Marsaxlokk	4	2	38	5
	Żejtun B	10	5	85	13
Church Schools	St Francis School, Msida	16	8	195	25
	St Joseph School, Sliema	9	3	46	4
	Stella Maris College, Gzira	6	3	68	2
	The Archbishop's Seminary	6	3	74	7
	(19 schools)	142	74	1191	153

The feedback exercise on the language and literacy for pleasure sessions was analysed further to gather option specific data, including on Naqra Teatru / Literacy and Drama pilot sessions. The feedback was encouraging as can be seen in Table 42.

TABLE 42: FEEDBACK FROM EDUCATORS ON NAQRA TEATRU / LITERACY AND DRAMA PILOT SESSIONS

	The children highly enjoyed the session/s.	The children remained engaged throughout the session/s.	The session/s have been of benefit to the children.	I learned new skills related to literacy from the session/s I observed.	I would recommend the session/s to others.	I have referred to these sessions in other lessons.	I have followed upon these sessions by other activities
Literacy and Drama	4.53	4.43	4.33	3.83	4.50	3.68	3.67

Note: The above are the mean scores on a scale of 1 to 5 (1=strongly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree).

Raddiena Kliem/Spell It Out

Through Raddiena Kliem, the National Literacy Agency supports schools which are interested in organising spelling activities in Maltese. Raddiena Kliem targets primary school pupils and is delivered using Microsoft Teams.

The main objective of this activity is to encourage and support students to spell better in Maltese. Games for year 5 classes include *Ħaġa Moħġaġa*, *Tajba jew Ħażina* and *ir-Raddiena*. For Year 6 classes the games include *Anagrammi*, *it-Tisliba* and *ir-Raddiena*. *Ir-Raddiena* is a competitive spelling game. Books, bookmarks, and other tokens are awarded to students at the end of each competition to celebrate their achievement. This project is supported by Books Distributors Ltd.

Table 43 and Table 44 show the participating primary schools, the number of sessions performed in each school, and the corresponding number of students taking part in the Raddiena Kliem sessions.

TABLE 43: RADDIENA KLIEM, JANUARY – JUNE 2021

College	School	Year	Sessions	Students
Gozo	Għarb	5, 6	2	19
	Kerċem	5, 6	2	39
	San Lawrenz	5	1	5
	Sannat	5, 6	3	30
	Xaġhra	6	4	58
	Xewkija	5, 6	2	21
Maria Regina	Għargħur	6	1	13
	Mosta	5, 6	15	187
	Naxxar	5	3	49
	St Paul's Bay	5, 6	5	82
St Benedict	Għaxaq	5, 6	5	70
	Kirkop	5, 6	2	26
St Clare	Pembroke	6	2	23

	San Ġwann	5, 6	4	39
St Ġorġ Preca	Floriana	5, 6	2	21
	Paola	5, 6	11	113
	Valletta	5, 6	3	25
St Ignatius	Haż-Żebbuġ	5, 6, migrants	8	99
	Qormi, San Ġorġ	5, 6	12	140
St Margaret	Senglea	5, 6	2	19
	Vittoriosa	5, 6	2	20
St Nicholas	Mtarfa	5	1	23
	Rabat	5, 6	4	48
St Theresa	Birkirkara	5, 6	13	107
	Lija/Balzan/Iklin	5	3	29
	St Venera	6	1	13
St Thomas More	Fgura	5	6	81
	Marsaxlokk	5, 6	3	44
	Tarxien	5, 6	6	74
	Żejtun	5, 6	10	143
Virtual School	Virtual School	5, 6	5	43
Church schools	De la Salle	6	4	84
	Laura Vicuña, Ghasri	6	1	17
	Mater Boni Consilii	5, 6	2	36
	Sacred Heart Junior	5, 6	5	105
	St Paul's Missionary College	5, 6	3	59
	St Dorothy's, Haż-Żebbuġ	5, 6	2	41
	St Dorothy's, Sliema	5, 6	4	86
	St Francis, Victoria	5	2	24
	St Joseph, Blata l-Bajda	5, 6	4	100
	St Monica, Birkirkara	6	3	56
Total	(41 schools)		173	2311

TABLE 44 RADDIENA KLIEM, OCTOBER – DECEMBER 2021

College	School	Year	Sessions	Students
Gozo	Ghajnsielem	5, 6	2	19
	Għarb	5, 6	2	24
	Qala	5, 6	3	35
	San Lawrenz	5, 6	3	25
	Xagħra	5, 6	4	61
	Xewkija	5, 6	2	18
Maria Regina	Għargħur	5, 6	2	29
	Mosta B	5, 6	14	190

St Benedict	Birżebbuġa	5, 6	4	69
St Ġorġ Preca	Floriana	5, 6	2	23
	Pietà	5, 6	4	46
	Valletta	5, 6	3	31
St Margaret	Vittoriosa	5, 6	2	28
St Nicholas	Mtarfa	5, 6	2	23
St Theresa	Birkirkara	5, 6	12	104
St Thomas More	Fgura B	5	1	17
	Marsascale, St Anne	6	1	8
	Marsaxlokk	5, 6	3	43
	Tarxien	5, 6	5	58
	Żejtun B	5, 6	9	135
Church Schools	St Francis, Cospicua	5, 6	6	133
	St Francis, Victoria	5, 6	3	33
	St Theresa, Kerċem	5, 6	2	36
Total	(23 schools)		91	1188



Symbol Literacy

The National Literacy Agency continued with its collaboration in the Symbol Literacy Project spearheaded by Professor Adrian M. Gellel from the University of Malta. The project is grounded in socio-cultural theory which is meant to help children develop their observation, thinking and creative skills. Through the project, children are taught to recognise, read, and interpret symbols and metaphors, and give meaning to traditions, wisdom and heritage passed on by previous generations. COVID-19 restrictions did not allow most of the educational activities central to the Symbol Literacy Project. Nevertheless, the Agency continued to support the project by:

- Partially funding the digital animation of the 'St Paul over the Moors' painting by Mattia Preti, finalised in October 2021. While this resource was created in response to the COVID-related restrictions that prohibited class excursions, it has strong potential to enhance the teaching and learning of symbol literacy beyond the enforcement of such restrictions.
- Partially funding the high-resolution photographing of six more artworks in July 2021, as the groundwork for their eventual video animation.
- Supporting the development of the St Paul Project Plan and the St Helen Project Plan, which feature a teaching manual, related resources, and a COVID-19 addendum for adaptation to the current pandemic situation. The Agency will be publishing these resources after they undergo the final review process.
- Facilitating a two-hour webinar for literacy teachers entitled "Bullying, Treasures and Conflicts; helping children access deeper meaning through two paintings" held on 17 March 2021.
- Hosting an in-person training session on symbol literacy for the Heads of Department for literacy, on 10 November 2021.
- Collaborating in the promotion of a set of activities related to the celebration of St Nicholas Day on 6 December 2021. Educational resources that could be used and adapted to primary school children were made available by means of an online folder shared upon request. The Agency provided costumes to two schools from St Nicholas College and to Stella Maris College Primary (St Benild's School) as part of this undertaking.



Il-Programm tal-Kitba ta' Malta/The Malta Writing Programme (MWP)

The Agency, through after-school activities, promotes the writing process methodology and writing in a fun and interactive setting for children and their families.

The Young Writers' Club supports gifted children in developing and honing their creative writing skills. The writing for fun activities:

- introduce the writing process methodology to both children and their parents/caregivers;
- contribute to a gradual but radical change in language learning of both children and parents;
- offer an informal and enjoyable setting to facilitate writing skills.

Due to the COVID-19 pandemic, the Agency organised an Online Young Writers' Club for 10 to 11-year-olds. The 40 participants took active part in three online sessions to further develop their writing skills, in English, by making use of the Writing Process.

TABLE 45: YOUNG WRITERS' ONLINE CLUB

Date	Description	Participants
Nov – Dec 2021	Young Writer's Online Club	40 children
Total		40 children

Every month, the Agency organises Xalati ta' Kitba/Family Writing Activities in historical, cultural or rural places. These activities, which are sponsored by Merlin Publishers and supported by Heritage Malta, present writing as a positive experience and link it to everyday activities. Parents/guardians are empowered to use the writing techniques at home with their children. In 2021, due to the ongoing COVID-19 pandemic, the Agency organised online its 12 family writing activities.



TABLE 46: XALATI TA' KITBA/FAMILY WRITING ACTIVITIES (ONLINE), 2021

2021	Activity	Participants		Old		New	
		Children	Adults	Children	Adults	Children	Adults
19 Feb	Muža (Auberge d'Italie), il-Belt Valletta	41	36	/	/	41	36
26 Feb	Muža (Auberge d'Italie), il-Belt Valletta	36	28	/	/	36	28
12 Mar	Muža (Auberge d'Italie), il-Belt Valletta	26	23	/	/	26	23
30 Apr	Il-Palazz tal-Inkwizitur, il-Birgu	35	26	13	12	22	14
7 May	Il-Palazz tal-Inkwizitur, il-Birgu	39	33	20	17	19	16
14 May	Il-Palazz tal-Inkwizitur, il-Birgu	36	27	17	12	19	15
21 May	Il-Palazz tal-Inkwizitur, il-Birgu	26	22	8	7	18	15
5 Jul	Xalata ta' Kitba Virtwali – Football	29	27	21	17	8	10
9 Jul	Xalata ta' Kitba Virtwali – Football	28	24	13	10	15	14
20 Sep	Pitturi li jinkitbu – Heritage Malta in collaboration with NLA	8	/	/	/	/	/
3 Nov	Nirbħu Lkoll Flimkien! (Sessjoni bil-Malti – Prayer Spaces)	30	33	15	18	16	17
3 Nov	Together We Win! (English session – Prayer Spaces)	22	22	9	8	15	14
Total	(12 online activities)	356	301	116	101	235	202

In March 2021, the Agency organised an online writing course for parents/caregivers, Writing Unites Us! This course was uploaded on the Malta Writing Programme Facebook Page and was aimed at parents/caregivers who required assistance to support their children to develop their writing skills.

TABLE 47: ONLINE WRITING COURSE (WRITING UNITES US!), 2021

2021	Description	People reached	Shares	Views
24 Mar	Session 1 – The Writing Process	1591	15	696
7 Apr	Session 2 – The Wh questions	858	7	353
14 Apr	Session 3 – Using the senses in creative writing	144	1	63
21 Apr	Session 4 (Part 1) – Journal Writing	250	2	93
28 Apr	Session 5 (Part 2) – Journal Writing	214	2	81
5 May	Session 6 – Effective Feedback	111	2	41
Total	(6 sessions)	3168	29	1327

Il-Promoturi tal-Qari/Reading Champions

This campaign rewards students who are proficient readers in Maltese and English as well as students who improve their reading skills, and who promote reading and writing among their peers.

Due to COVID-19 restrictions, the annual Reading Champions award ceremony for Year 8 students, usually held during the National Book Festival in November, could not take place. Notwithstanding this, schools were invited by the Agency's Literacy and Information Support Unit (LISU) to nominate students for these awards, which are part of a nationwide campaign for the promotion of reading. The nominated students were presented with a certificate and two books, one in Maltese and one in English.

Table 48 and Table 49 show the number of students who were awarded with a certificate and book prizes and the schools that participated.

TABLE 48: READING CHAMPIONS – NUMBER OF PARTICIPATING SCHOOLS AND STUDENTS, 2021

Reading Champions	
Schools	31
Students	93

TABLE 49: READING CHAMPIONS – LIST OF PARTICIPATING SCHOOLS, 2021

State Schools	Church Schools	Independent Schools
Gozo College, Victoria Middle	Immaculate Conception, Tarxien	San Andrea
Maria Regina College, Naxxar Middle	Our Lady Immaculate, Hamrun	San Anton
St Benedict College, Kirkop Middle	Sacred Heart College	St Martin's College
St Clare College, National Sport School	Sacred Heart Minor Seminary	St Michael Foundation
St Clare College, Pembroke Secondary	Savio College	
St Ġorġ Preca College, Blata l-Bajda Middle	St Aloysius College	
St Ignatius College, Ħandaq Middle	St Augustine College	
St Margaret College, Cospicua Middle	St Dorothy's Senior School	
St Nicholas College, Rabat Middle	St Joseph Mater Boni Consilii, Paola	
St Theresa College, Birkirkara Middle	St Joseph, Blata l-Bajda	
St Thomas More College, Tarxien Middle	St Joseph, Sliema	
St Thomas More College, Żejtun Secondary	St Michael	
The Malta Visual and Performing Arts School	St Monica, Birkirkara	
	St Paul's Missionary College	

Brillantini tal-Qari/Reading Stars

The main aim of this initiative is to reward outstanding students of all ages who love reading and who read in public spaces, such as in public gardens, waiting rooms, playgrounds and while waiting for the school transport. Following the onset of the COVID-19 pandemic, in 2020, the Brilliantini tal-Qari initiative was restructured to encourage avid readers to participate in a competition where they show their love for reading. This format was maintained in 2021. Participants are invited to record a video, to write about their favourite book, to act out a scene or to submit any activity related to reading and books. Participants' entries will be evaluated and awarded according to merit. In 2021, 71 winners (37 females and 34 males) were awarded the title of Brilliantini tal-Qari/Reading Stars based on the reading activity that they submitted.



TABLE 50: BRILLANTINI TAL-QARI 2021 WINNERS

Gender	Age	School	Gender	Age	School
Boy	4	Żejtun Primary	Girl	4	Lija-Balzan-Iklin Primary
Boy	5	Lija-Balzan-Iklin Primary	Girl	5	Casa Maria Montessori
Boy	6	St Francis School, Msida	Girl	5	St Monica School, Mosta
Boy	6	St Francis School, Msida	Girl	5	St Monica School, Mosta
Boy	7	Gżira Primary	Girl	6	Attard Primary
Boy	7	San Ġwann Primary	Girl	6	San Ġwann Primary
Boy	7	Sannat Primary & Special Unit	Girl	6	Żurrieq Primary
Boy	7	St Augustine, Marsa	Girl	7	Attard Primary
Boy	7	St Francis School, Msida	Girl	7	Gżira Primary
Boy	7	St Francis School, Msida	Girl	7	Paola Primary
Boy	7	St Paul's Missionary College	Girl	7	Qormi San Ġorg Primary
Boy	7	Xgħajra Primary	Girl	7	Żurrieq Primary
Boy	8	De La Salle College	Girl	8	Safi Primary
Boy	8	St Aloysius College Primary	Girl	8	St Julian's Primary
Boy	8	St Paul's Missionary College	Girl	8	St Venera Primary
Boy	9	De La Salle College	Girl	9	Birzebbuga Primary
Boy	9	Lija-Balzan-Iklin Primary	Girl	9	Dingli Primary
Boy	9	Safi Primary	Girl	9	Dingli Primary
Boy	9	San Andrea	Girl	9	Għaxaq Primary

Boy	9	San Ġwann Primary	Girl	9	Kalkara Primary
Boy	9	Sliema Primary	Girl	9	Naxxar Primary
Boy	9	St Catherine's High School	Girl	9	Verdala International School
Boy	10	Għaxaq Primary	Girl	10	Ħamrun GP Primary
Boy	10	Paola Primary	Girl	10	Mġarr Primary
Boy	10	Sigġiewi Primary	Girl	10	Paola Primary
Boy	10	Żurrieq Primary	Girl	10	Qawra Primary
Boy	10	Żurrieq Primary	Girl	10	St Julian's Primary
Boy	10	Żurrieq Primary	Girl	10	St Monica School, Gżira
Boy	11	Cospicua Middle	Girl	10	Xagħra Primary
Boy	11	Cospicua Middle	Girl	10	Żurrieq Primary
Boy	11	Ħandaq Middle	Girl	11	Ħandaq Middle
Boy	11	National Sports School	Girl	11	Ħandaq Middle
Boy	11	Żurrieq Primary	Girl	11	Ħandaq Middle
Boy	13	Ħandaq Secondary	Girl	11	Ħandaq Middle
			Girl	11	St Catherine's High School
			Girl	12	Verdala International School
			Girl	13	Naxxar Middle

Brillantini tal-Kitba/Writing Stars - Primary Schools

Brillantini tal-Kitba/Writing Stars is an opportunity for 10-year-old children from state primary schools who excel in the writing component of the English and Maltese annual examinations. In view of the COVID-19 pandemic, the Agency organised an online writing stars activity led by 5 Maltese authors. Clare Azzopardi, Antoinette Borg, Ivan De Battista, Natasha Turner and Charles Casha delivered interactive writing sessions for the 35 participants.

TABLE 51: WRITING STARS – MEET THE AUTHORS (ONLINE ACTIVITY)

Date	Authors	Students
4 Dec 2021	5	35
Total	5	35

The European Day of Languages

The Language Unit coordinated the celebrations of the European Day of Languages. A language competition was launched on the 30th of July 2021. Children and young adults were invited to take part in a competition: ***What do you dare to do in a foreign language?*** by creating a short video clip that demonstrates their skills in a foreign language.

A total of 37 participants submitted their competition entries in three languages: French, German, and Italian. In all, 11 winners were selected as shown in the following Table 52. These winners were presented with vouchers and gifts donated by the Representation of the European Commission in Malta.

The winners were awarded on the 21st of December 2021.

TABLE 52: EDL WINNERS 2021

Gender	Age	School
Girl	6	Għargħur Primary
Boy	6	St Francis Primary School, Victoria, Gozo
Boy	7	St Francis Primary School, Msida
Boy	12	Sacred Heart Minor Seminary Gozo
Boy	12	Sacred Heart Minor Seminary Gozo
Boy	12	St Catherine's High School
Boy	12	St Catherine's High School
Girl	13	Malta Visual and Performing Arts School
Girl	14	St Catherine's High School
Boy	15	St Augustine College
Girl	15	St Monica School, Gżira

Furthermore, a circular was issued to invite schools to organise activities related to the learning of languages to celebrate the European Day of Languages. Tokens were given to all students who participated in these activities. The following schools took part in this initiative.

TABLE 53: EDL PARTICIPATING SCHOOLS

School	Number of participants
Kalkara Primary School	85
San Miguel Resource Centre	23
St Monica School, Birkirkara	75
St Thomas More Middle School, Tarxien	47
Handaq Middle School	70
Fgura Primary B	315
St Augustine College	356
Total	971

World Book Day

The Agency celebrated World Book Day during the week 19th to 23rd April 2021 through the organisation by its Literacy and Information Support Unit (LISU) of the following competitions:

TABLE 54: WORLD BOOK DAY COMPETITIONS, 2021

Primary Schools	
K1 & K2	Storytelling session
Year 1 & Year 2	Poster 'Books I have read'
Year 3 – Year 6	Create a book character from a wooden spoon
Middle schools	
Year 7 & Year 8	Create a book cover
Secondary schools	
Year 9 – Year 11	Create a scene from a book in a jar

The Agency registered a positive response rate within all categories, as can be viewed in Table 55:

TABLE 55: WORLD BOOK DAY 2021, PARTICIPATING SCHOOLS

	State Schools		Non-State Schools		Total	
	Schools	Entries	Schools	Entries	Schools	Entries
K1	17	60	1	1	18	61
K2	17	38	3	7	20	45
Y1	24	409	5	30	29	439
Y2	18	358	5	41	23	399
Y3	12	110	5	22	17	132
Y4	16	176	5	35	21	211
Y5	8	62	3	25	11	87
Y6	12	135	5	25	17	160
Y7	8	81	7	42	15	123
Y8	8	45	6	21	14	66
Y9	4	7	1	1	5	8
Y10	1	2	1	1	2	3
Y11	0	0	1	1	1	1
Total	145	1483	48	252	193	1735

Three winners from each year group were presented with a book voucher and a certificate. Table 56 highlights the winners in each category.

TABLE 56: WORLD BOOK DAY 2021, WINNERS

Kinder 1			
1 st	K 1.8	Żabbar Primary A	St Margaret College
2 nd	K 1.2	Għaxaq Primary	St Benedict College
3 rd	K 1.3	Attard Primary	St Nicholas College
Kinder 2			
1 st	Pre-Grade Pearls	St Monica School	Gżira
2 nd	K 2.3	Tarxien Primary	St Thomas More College
3 rd	K 2.1	Kalkara Primary	St Margaret College
Year 1			
1 st	Y 1	Gudja Primary	St Benedict College
2 nd	Y 1.4	Mosta Primary A	Maria Regina College
3 rd	Y 1	Kerċem Primary	Gozo College
Year 2			
1 st	Y 2.1	Sannat Primary	Gozo College
2 nd	Y 2	Kerċem Primary	Gozo College
3 rd	Y 2	Gudja Primary	St Benedict College
Year 3			
1 st	Y 3.3	Qormi San Ġorġ Primary	St Ignatius College
2 nd	Y 3.2	Sigġiewi Primary	St Ignatius College
3 rd	Y 3	St Francis School	Victoria
Year 4			
1 st	Y 4	St Francis School	Victoria
2 nd	Y 4B	Sacred Heart College	St Julian's
3 rd	Y 4	Russian Boarding School 'Malta Crown'	Marsascula
Year 5			
1 st	Y 5	St Francis School	Victoria
2 nd	Y 5.2	Qormi San Ġorġ Primary	St Ignatius College
3 rd	Y 5.3	Rabat Primary	St Nicholas College
Year 6			
1 st	Y 6.1	San Ġwann Primary	St Clare College

2 nd	Y 6.1	St Francis School	Victoria
3 rd	Y 6.2	Qormi San Ġorġ Primary	St Ignatius College
Year 7			
1 st	Form 1 St Luke	Our Lady Immaculate School	Ħamrun
2 nd	Form 1 Yellow	Sacred Heart Minor Seminary	Victoria
3 rd	Y 7 Rhythm	Malta Visual and Performing Arts School	St Thomas More College
Year 8			
1 st	Form 2 St Peter	Our Lady Immaculate School	Ħamrun
2 nd	Grade 8	St Monica School	Gżira
3 rd	Y 8.12	Naxxar Middle School	Maria Regina College
Year 9			
1 st	Y 9.10	Pembroke Secondary School	St Clare College
2 nd	Y 9 Chiaroscuro	Malta Visual and Performing Arts School	St Thomas More College
3 rd	Y 9 Alla Prima	Malta Visual and Performing Arts School	St Thomas More College
Year 10			
1 st	Y 10.6	Pembroke Secondary School	St Clare College
2 nd	Y 10	St Michael School	St Venera
3 rd	Y 10.8	Pembroke Secondary School	St Clare College
Year 11			
1 st	Form 5FG	St Aloysius College	Birkirkara

A book and a certificate of participation were given to all teachers and Learning Support Educators who took part in the Kinder 1 and 2 category, while consolation book prizes were given to all students who took part in the Year 1 to Year 9 category. Table 57 shows the number of books presented as consolation prizes.

TABLE 57: WORLD BOOK DAY 2021, CONSOLATION PRIZES

Year	Books
K 1	58
K 2	42
Y 1	436
Y 2	396
Y 3	129
Y 4	208
Y 5	84
Y 6	157
Y 7	120
Y 8	63
Y 9	5
Total	1698

Book Champion Schools

In the first quarter of 2021, the Literacy and Information Support Unit (LISU) invited schools to submit a report on the activities organised to promote reading and literacy and to celebrate World Book Day. Participating schools were declared Book Champion Schools and rewarded with a gold, silver or bronze certificate, and book vouchers. Due to COVID-19 restrictions, the award-giving ceremony could not be held during this period. 54 schools participated in this competition, as per Table 58. Table 59 lists the Book Champion schools by category.

TABLE 58: BOOK CHAMPION SCHOOLS BY LEVEL AND SECTOR, 2021

State Primary Schools	Non-State Primary Schools	Total
33	6	39
State Secondary Schools	Non-State Secondary Schools	Total
9	6	15

TABLE 59: BOOK CHAMPION SCHOOLS BY CATEGORY, 2021

Bronze Award	
St Francis School	Cospicua
Mġarr Primary School	St Nicholas College
St Venera Primary School	St Theresa College
Tarxien Middle School	St Thomas More College
Guardian Angel Secondary Education Resource Centre	Ħamrun
Silver Award	
Russian Boarding School 'Malta Crown'	Marsascala
Sannat Primary School & Special Unit	Gozo College
Mellieħa Primary School	Maria Regina College
Mosta Primary School B	Maria Regina College
Qawra Primary School	Maria Regina College
Kirkop Primary School	St Benedict College
Għaxaq Primary School	St Benedict College
Valletta Primary School	St Ġorġ Preca College
Kalkara Primary School	St Margaret College
Fgura Primary School A	St Thomas More College
Marsascala St Joachim Primary School	St Thomas More College
Tarxien Primary School	St Thomas More College
Sacred Heart College Senior School	St Julian's
Sacred Heart Minor Seminary	Victoria
Kirkop Middle School	St Benedict College
National Sport School	St Clare College
Ħandaq Secondary School	St Ignatius College
Gold Award	
De La Salle Junior School	Vittoriosa
Laura Vicuna School	Għasri
Sacred Heart College Junior School	St Julian's
St Joan Antide Primary School	Gudja
Qala Primary School	Gozo College
Xewkija Primary School	Gozo College
Naxxar Primary School	Maria Regina College
St Paul's Bay Primary School	Maria Regina College
Birżebbuġa Primary School	St Benedict College
Żurrieq Primary School	St Benedict College
Gżira Primary School	St Clare College
Sliema Primary School	St Clare College

Floriana Primary School	St Ġorġ Preca College
Marsa Primary School	St Ġorġ Preca College
Paola Primary School	St Ġorġ Preca College
Qormi St Sebastian Primary School	St Ignatius College
Siggiewi Primary School	St Ignatius College
Senglea Primary School	St Margaret College
Vittoriosa Primary School	St Margaret College
Dingli Primary School	St Nicholas College
Rabat Primary School	St Nicholas College
Birkirkara Primary School	St Theresa College
Lija/Balzan/Iklin Primary School	St Theresa College
Żejtun Primary School B	St Thomas More College
Immaculate Conception Secondary School	Tarxien
Our Lady Immaculate School	Ħamrun
St Joseph Senior School	Sliema
St Martin's College	Swatar
Pembroke Secondary School	St Clare College
Ħandaq Middle School	St Ignatius College
Cospicua Middle School	St Margaret College
Malta Visual and Performing Arts School	St Thomas More College

National Campaigns

Qaritona Nazzjonali/National Readathon

The National Literacy Agency, in collaboration with the Malta Trust Foundation, launched the fourth edition of the National Readathon on 2nd March 2021 at the National Curriculum Centre. The launch was presided by Education Minister Justyne Caruana and Foundation Chair H.E. Marie-Louise Coleiro Preca who delivered the message that the Readathon should be the catalyst to awaken children’s literacy skills. During the event, Reading Ambassadors Keith Demicoli connected with a Year 5 class from Lija-Balzan-Iklin Primary school.

The Readathon — which has a dual role to foster the love of reading in children, while helping their classmates with different abilities — was given a fresh impetus after the COVID-19 pandemic closed schools and disrupted last year’s efforts to collect funds. Organised with the support of the Malta Public Transport, the Malta Trust Foundation’s E³ project has raised more than €250,000 and helped 120 children who are non-verbal and on the autism spectrum.

Due to the safety measures that were implemented in schools, the National Readathon was organised virtually over the Microsoft Teams online platform. During the first three weeks of March, pupils in Years 1 to 6 participated in “Drop Everything and Read!” activities on a national level. The virtual audience included the Chair of the Foundation, H.E. Marie-Louise Coleiro Preca and the National Literacy Agency Reading Ambassadors and local influencers. On the day of the online activity, pupils were encouraged to bring to school their favourite book.

5,847 pupils from 41 primary schools from the state, church and independent sectors participated in this year’s Readathon. Further details on these online activities may be viewed in the tables below.

TABLE 60: NATIONAL READATHON 2021, MAIN STATISTICS

Date	Place/Centre/Locality	Pupils	Year	Reading Ambassadors
02 Mar	National Readathon Launch (Lija-Balzan-Iklin Primary School)	18	5	Keith Demicoli
04 Mar	National Readathon (Group 1.1)	201	1	Keith Demicoli
04 Mar	National Readathon (Group 1.2)	330	1	Keith Demicoli
04 Mar	National Readathon (Group 1.3)	344	1	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
04 Mar	National Readathon (Group 1.4)	102	1	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
08 Mar	National Readathon (Group 2.1)	268	2	Nicole Vella
08 Mar	National Readathon (Group 2.2)	284	2	Taryn Mamo Cefai
08 Mar	National Readathon (Group 2.3)	206	2	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
08 Mar	National Readathon (Group 2.4)	226	2	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
10 Mar	National Readathon (Group 3.1)	390	3	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
10 Mar	National Readathon (Group 3.2)	487	3	Andrea Cassar
10 Mar	National Readathon (Group 3.3)	262	3	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
12 Mar	National Readathon (Group 4.1)	502	4	Kim Dalli
12 Mar	National Readathon (Group 4.2)	300	4	Keith Demicoli
12 Mar	National Readathon (Group 4.3)	275	4	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
15 Mar	National Readathon (Group 5.1)	284	5	Antonia Micallef
15 Mar	National Readathon (Group 5.2)	291	5	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
15 Mar	National Readathon (Group 5.3)	273	5	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
17 Mar	National Readathon (Group 6.1)	269	6	Nicole Vella
17 Mar	National Readathon (Group 6.2)	183	6	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
17 Mar	National Readathon (Group 6.3)	259	6	Clara Farrugia
17 Mar	National Readathon (Group 6.4)	93	6	Gilbert Agius, Carmel Busuttil, Saviour Darmanin
Total		5847		

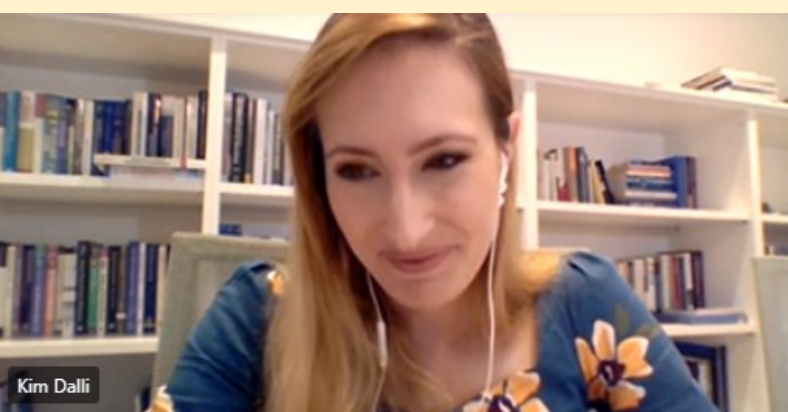


TABLE 61: NATIONAL READATHON, LIST OF PARTICIPATING SCHOOLS

State Schools	St Ġorġ Preca College, Paola Primary A	Sacred Heart College Junior
Gozo College, Ghajnsielem Primary	St Ġorġ Preca College, Paola Primary B	St Dorothy's Primary School, Ғaż-Żebbuġ
Gozo College, Għarb Primary	St Ignatius College, Luqa Primary	St Dorothy's School, Sliema
Gozo College, Xewkija Primary	St Ignatius College, Qormi St Sebastian Primary	St Francis School, Cospicua
Gozo College, Żebbuġ Primary	St Ignatius College, Żebbuġ Primary	St Francis School, Msida
Maria Regina College, Mellieħa Primary	St Margaret College, Senglea Primary	St Francis School, Victoria
Maria Regina College, Mosta A Primary	St Nicholas College, Baħrija Primary	St Joseph School, Blata l-Bajda
Maria Regina College, St Paul's Bay Primary	St Nicholas College, Mġarr Primary	St Theresa School, Gozo
St Benedict College, Birżebbuġa Primary	St Theresa College, Lija-Balzan-Iklin Primary	Theresa Nuzzo School, Marsa
St Clare College, Ġzira Primary	St Thomas More College, Fgura Primary A	Independent Schools
St Clare College, Sliema Primary	St Thomas More College, Marsascula St Joachim Primary	Chiswick House School
St Ġorġ Preca College, Floriana Primary	Church Schools	San Andrea School
St Ġorġ Preca College, Ғamrun GP Primary	Archbishop Seminary	St Catherine's School
St Ġorġ Preca College, Ғamrun SS Primary	Laura Vicuna Primary	St Michael's Primary School
St Ġorġ Preca College, Marsa Primary	Our Lady Immaculate	



Besides these online sessions, the Agency also encouraged families to organise their own 'Drop Everything and Read!' activity at home. A total of 73 pupils aged between 5 and 13 years from 54 families participated in this initiative.

Aqra fis-Sajf/Summer Reading Campaign

There is considerable evidence to show that in summer, children lose some of the educational gain made during the previous academic year. One of the ways of addressing this setback is by encouraging summer reading. In view of this, for the seventh consecutive year, the NLA organised the reading campaign Aqra fis-Sajf.

In light of the COVID-19 pandemic, the Agency sought to enhance and promote the pleasure of reading and storytelling through online sessions that were delivered in Skolasajf centres run by the Foundation for Educational Services (FES). The aim of these interactive sessions was to develop children’s imagination and creativity as well as improve their speaking, listening and oracy skills.

Furthermore, between July and September 2021, the Ministry for Education organised summer Catch-up schools, a learning recovery programme intended primarily to address the needs of students who had a high rate of absenteeism during the pandemic. The National Literacy Agency contributed to this programme by extending its Summer Reading Campaign to these Catch-up schools.

Seher l-Istejjer/The Magic of Stories sessions

‘Seher l-Istejjer/The Magic of Stories’ sessions were delivered online with the use of Microsoft Teams to children attending Skolasajf in 38 centres. Skolasajf Centres which benefitted from the programme are highlighted in Table 62.

TABLE 62: SEHER L-ISTEJJER/THE MAGIC OF STORIES – SKOLASAJF CENTRES PARTICIPATING IN THE ONLINE READING SESSIONS, 2021

Malta	Luqa Centre	Qormi SB Centre	Żabbar A Centre
Cospicua Centre	Marsa-Pieta Centre	Qrendi Centre	Żurrieq Centre
Dingli Centre	Marsaxlokk Centre	Rabat Centre	Gozo
Fgura Centre	Mellieħa Centre	Safi Centre	Għarb Centre
Floriana Centre	Mġarr Centre	San Gwann Centre	Kerċem Centre
Għaxaq Centre	Mosta Annex Centre	San Miguel RC Centre	Nadur Centre
Guardian Angel RC Centre	M'Scala St Joachim Centre	Sigġiewi Centre	Sannat Centre
Gudja Centre	Paola Centre	St Paul's Bay Centre	Victoria Centre
Hamrun GP Centre	Pembroke Centre	St Venera Centre	Xagħra Centre
Kalkara Centre	Qawra Centre	Tarxien Centre	Xewkija Centre

In July and August 2021, 319 online sessions were delivered. 1,753 individual children and 377 play workers in 211 classes benefitted from the Seher l-Istejjer/The Magic of Stories programme.

TABLE 63: CHILDREN AND EDUCATORS WHO BENEFITTED FROM SEHER L-ISTEJJER/THE MAGIC OF STORIES, SKOLASAJF 2021

Children	Adults	Classes
1753	377	211

TABLE 64: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, SKOLASAJF 2021

2021	Children	Adults	Classes
July	1097	222	74
August	1530	370	180

TABLE 65: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, SKOLASAJF 2021

2021	Children	Adults	Sessions
July	1328	281	90
August	2710	689	229
Total:	4038	970	319

Seher l-Istejjer/The Magic of Stories in-person sessions were delivered to children attending 4 Catch-up Schools in Birkirkara, Paola, Qawra and Victoria Gozo. 148 sessions were delivered to 14 classes. 70 children and 15 adults benefitted from this programme.

TABLE 66: CHILDREN AND EDUCATORS WHO BENEFITTED FROM SEHER L-ISTEJER/THE MAGIC OF STORIES, CATCH-UP SCHOOLS 2021

Children	Adults	Classes
70	15	14

TABLE 67: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, CATCH-UP SCHOOLS 2021

2021	Children	Adults	Classes
July	70	15	14
August	62	15	14
September	6	3	3

TABLE 68: SEHER L-ISTEJER/THE MAGIC OF STORIES – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, CATCH-UP SCHOOLS 2021

2021	Students	Adults	Sessions
July	278	60	61
August	287	85	84
September	6	3	3
Total:	571	148	148

Gost il-Qari/Pleasure of Reading sessions

Between July and September, the 'Gost il-Qari/Pleasure of Reading' sessions were delivered virtually to children attending Skolasajf in 35 centres. Skolasajf Centres which benefitted from the programme are highlighted in Table 69.

TABLE 69: GOST IL-QARI/READING FOR PLEASURE – SKOLASAJF CENTRES PARTICIPATING IN THE ONLINE READING SESSIONS, 2021

Malta	Luqa Centre	Qormi SG Centre	Żurrieq Centre
Cospicua Centre	Marsa-Pietà Centre	Qrendi Centre	
Dingli Centre	Marsaxlokk Centre	Rabat Centre	Gozo
Fgura Centre	Mellieħa Centre	Safi Centre	Għarb Gozo Centre
Floriana Centre	Mgarr Centre	San Ġwann Centre	Kerċem Centre
Għaxaq Centre	Mosta Centre	Siggiewi Centre	Nadur Centre
Guardian Angel RC Centre	M'Scala St Joachim Centre	St. Paul's Bay Centre	Victoria Centre
Gudja Centre	Paola Centre	St Venera Centre	Xagħra Centre
Hamrun GP Centre	Pembroke Centre	Żabbar B Centre	
Kalkara Centre	Qawra Centre	Tarxien Centre	

In July and August 2021, 196 online sessions were delivered. 951 individual children and 231 playworkers in 122 classes benefitted from the 'Gost il-Qari/Pleasure of Reading' programme.

TABLE 70: CHILDREN AND EDUCATORS WHO BENEFITTED FROM GOST IL-QARI/READING FOR PLEASURE, SKOLASAJF 2021

Children	Adults	Classes
951	231	122

TABLE 71: GOST IL-QARI/READING FOR PLEASURE – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, SKOLASAJF 2021

2021	Students	Adults	Classes
July	378	82	28
August	802	199	107

TABLE 72: GOST IL-QARI/READING FOR PLEASURE – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, SKOLASAJF 2021

2021	Students	Adults	Sessions
July	714	209	62
August	1387	399	134
Total:	2101	608	196

Between July and September, in-person sessions were delivered to children attending 4 Catch-up Schools in Birkirkara, Paola, Qawra and Victoria Gozo. 195 sessions were delivered to 19 classes. 117 children and 29 adults benefitted from this programme.

TABLE 73: CHILDREN AND EDUCATORS WHO BENEFITTED FROM GOST IL-QARI/READING FOR PLEASURE, CATCH-UP SCHOOLS 2021

Students	Adults	Classes
117	29	19

TABLE 74: GOST IL-QARI/READING FOR PLEASURE – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND CLASSES, CATCH-UP SCHOOLS 2021

2021	Students	Adults	Classes
July	117	29	19
August	105	29	19
September	13	5	5

TABLE 75: GOST IL-QARI/READING FOR PLEASURE – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, CATCH-UP SCHOOLS 2021

2021	Students	Adults	Sessions
July	319	88	60
August	424	129	130
September	13	5	5
Total:	756	222	195

Skejjel Rakkontaturi/Storytelling Schools

As part of the Aqra fis-Sajf campaign, in July and August online sessions were delivered through Microsoft Teams to 132 children and 28 playworkers in 10 Skolasajf Centres.

TABLE 76: SKOLASAJF CENTRES PARTICIPATING IN STORYTELLING SCHOOLS ONLINE SESSIONS, JULY – AUGUST 2021

Malta		Gozo
Tarxien Centre		Għarb Centre
Mosta Centre	Żabbar A Centre	Nadur Centre
Pembroke Centre	Żabbar B Centre	Xewkija Centre
Qormi SG Centre	Żurrieq Centre	

TABLE 77: STORYTELLING SCHOOLS – MONTHLY ATTENDANCE (HEADCOUNT) AND NUMBER OF SESSIONS, JULY – AUGUST 2021

2021	Children	Adults	Sessions
July	32	7	3
August	100	21	10
Total:	132	28	13

Għidli Storja/Tell me a story

In July and August 2021, a session of the programme Għidli Storja/Tell me a story was provided online to classes in 31 Skolasajf centres, with a total of 147 Year 4, 5 and 6 students and 49 play workers.

TABLE 78: GHIDLI STORJA/TELL ME A STORY – SKOLASAJF CENTRES PARTICIPATING IN THE ONLINE SESSIONS, 2021

Malta	Kalkara Centre	Qormi San Bastjan Centre	Tarxien Centre
Cospicua Centre	Luqa Centre	Qormi San Ġorġ Centre	Żabbar B Centre
Dingli Centre	Marsa Centre	Qrendi Centre	Żurrieq Centre
Fgura Centre	Mellieħa Centre	Rabat Centre	
Floriana Centre	Mġarr Centre	Safi Centre	Gozo
Għaxaq Centre	Mosta Centre	San Miguel RC Centre	Nadur Centre
Guardian Angel RC Centre	Pembroke Centre	Santa Venera Centre	Sannat Centre
Gudja Centre	Pietà Centre	Sigġiewi Centre	
Ħamrun GP Centre	Qawra Centre	St Paul's Bay Centre	

TABLE 79: STUDENTS AND EDUCATORS BENEFITTING FROM GHIDLI STORJA/TELL ME A STORY, SKOLASAJF 2021

Students	Adults	Centres
147	49	31

TABLE 80: GHIDLI STORJA/TELL ME A STORY – MONTHLY NUMBERS OF INDIVIDUAL PARTICIPANTS AND SESSIONS, SKOLASAJF 2021

2021	Students	Adults	Għidli Storja Sessions	Tell Me a Story Sessions
July	92	29	11	10
August	55	20	4	9
Total:	147	49	15	19

L-Ambaxxaturi tal-Qari/Reading Ambassadors

As part of the Aqra fis-Sajf campaign, during the summer months, the Agency organised Reading Ambassadors online sessions in 6 Skolasajf centres. Further details may be viewed in the table below.

TABLE 81: ONLINE READING AMBASSADORS SESSIONS, SKOLASAJF 2021

Date	Place/ Centre/ Locality	Students	Year	Classes	Reading Ambassadors
02 Aug	Sigġiewi Centre	52	Y2-Y6	4	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
03 Aug	Żabbar A Centre	25	K2-Y2	3	Gilbert Agius, Carmel Busuttil and Saviour Darmanin
05 Aug	Mosta Annex Centre	22	K2	2	Saviour Darmanin
05 Aug	Xewkija Centre	10	Y1	2	Saviour Darmanin
11 Aug	Paola Centre	18	Y1-Y4	4	Carmel Busuttil
18 Aug	Guardian Angel Centre	28	Y7-Y10	4	Gilbert Agius and Carmel Busuttil
Total	(6 centres)	155		19	

Tir Stupend/Golden Goal online sessions

During the summer months, the NLA Literacy Leaders offered Tir Stupend/Golden Goal online sessions in Skolasajf centres. These sessions were delivered via Microsoft Teams and pupils engaged in fun educational activities that were aimed to boost their reading, writing, listening, and speaking skills. Further information is included in the tables below:

TABLE 82: GOLDEN GOAL, SUMMER ONLINE SESSIONS 2021

Centre	Pupils	Sessions
Dingli Centre	16	4
Marsa Centre	4	1
Marsascala St Joachim Centre	10	4
Marsaxlokk Centre	7	1
Mġarr Centre	6	4
Mosta Centre	8	4
Nadur Centre	8	3
Sannat Centre	6	2
Santa Venera Centre	5	3
St. Paul's Bay Centre	10	3
Tarxien Centre	11	2
Victoria Gozo Centre	10	4
Xagħra Gozo Centre	9	4
Żabbar B Centre	8	3
Total	118	42

TABLE 83: TIR STUPEND, SUMMER ONLINE SESSIONS 2021

Centre	Pupils	Sessions
Cospicua Centre	4	2
Fgura Centre	12	4
Floriana Centre	10	4
Għaxaq Centre	8	4
Gudja Centre	5	3
Ħamrun GP Centre	7	4
Kalkara Centre	9	4
Luqa Centre	8	3
Pembroke Centre	5	2
Qormi SG Centre	23	4
Qrendi Centre	4	3
Rabat Centre	10	2
San Ġwann Centre	5	4
Siggiewi Centre	9	2
Żurrieq Centre	10	1
Total	129	46

FRWP sessions during Catch-up schools

During July and August 2021, the FRWP team organised one-off FRWP fixtures (sessions) in the Catch-up school programme coordinated by the Ministry for Education. A total of 22 sessions were organised in 7 Catch-up Schools. Further details may be viewed in the table below.

TABLE 84: FRWP SESSIONS DURING CATCH-UP SCHOOL

School	No. of Sessions	Years	Pupils
Paola Primary School	4	3, 4, 5 and 6	14
Mrieħel Secondary School	4	3, 4, 5 and 6	14
Mosta Secondary School	4	7, 8, 9 and 10	20
Qawra Primary School	2	3, 4, 5 and 6	11
Birkirkara Primary School	4	3, 4, 5 and 6	12
Rabat Gozo Primary School	2	3, 4, 5 and 6	2
Santa Luċija Secondary School	2	7, 8, 9 and 10	11
Total	22		84

Aqra fis-Sajf – Opening of School Libraries during Summer

As part of Aqra Fis-Sajf, primary, middle, and secondary state schools, as well as church schools, were invited to open their school libraries one day a week during the summer months. In all, 28 schools participated, including 9 primary, 6 middle and 13 secondary schools. Three of the latter were church schools. The 40 teachers involved opened their school libraries once or twice a week.

Names of School Participating in Aqra fis-Sajf	No. of patrons who borrowed books	No. of books borrowed	No. of patrons who used the library
State Schools			
GC Victoria Middle School	32	162	96
GC Victoria Primary School	107	376	107
MRC Mellieħa Primary School	70	73	422
MRC Mellieħa Primary School (Public Library)	167	471	167
MRC Mosta Secondary School	4	4	12
MRC Naxxar Middle School	39	42	39
MRC Żokrija Secondary School	0	0	0
SBC Kirkop Middle School	51	180	51
SBC Kirkop Secondary School	22	69	110
SBC Żurrieq Primary School	0	0	1
SCC National Sports School	5	12	51
SCC Pembroke Primary School	37	75	40
SGPC Blata I-Bajda Middle School	0	0	0
SGPC Valletta Primary School	35	51	35
SIC Ħandaq Secondary School	13	13	26
SIC Qormi S.B. Primary School	5	14	5

SIC Siggiewi Primary School	0	0	0
SMC Verdala Secondary School	6	12	6
SNC Dingli Secondary School	41	41	43
SNC Rabat Middle School	24	78	27
STC Mrieħel Secondary School	83	196	83
STMC Malta Visual and Performing Arts	6	22	6
STMC Marsaxlokk Primary School	156	212	172
STMC St Lucia Secondary School	7	22	22
STMC Tarxien Middle School	35	88	35
Church Schools			
Sacred Heart College Sliema	9	28	9
Sacred Heart Minor Seminary, Gozo	102	152	98
St Aloysius College	24	140	24
Total	1080	2533	1687

Supporting children with literacy difficulties

Reading Recovery

Reading Recovery (RR) is an accredited school-based literacy programme for the lowest achieving children aged five or six, that enables them to reach age-expected levels within 20 weeks. It involves a series of daily one-to-one 30-minute lessons with a specially trained teacher. The programme is different for every child, starting from what the child knows and what s/he needs to learn next. The focus of each lesson is to comprehend messages in reading, construct messages in writing, and learning how to attend to detail without losing focus on meaning.

The Agency, in collaboration with the University College London (UCL), launched Reading Recovery in 2018. Since then, UCL national leaders, led by Dr Sue Bodman, have supported all RR professional development programmes in Malta. Seven teacher leaders followed the two-year master's degree and from October 2019 to December 2021 they led initial professional development for 32 teachers through in-person and online sessions. These teacher leaders also continued to lead in-person continuous professional development sessions and provided online individual support to the 15 RR teachers who had previously followed successfully the RR teacher course delivered by UCL national leaders in 2018-2019.

Due to the COVID-19 pandemic, at the beginning of January 2021, 17 RR teachers were teaching classes full-time, while 25 RR teachers were replacing absent class teachers in their home school. Therefore, almost all RR trained teachers were not able to maintain regular contact with their RR children or teach new pupils, except for 6 educators, as shown in Table 85.

TABLE 85: READING RECOVERY PROVISION, JANUARY 2021

College	School	Students carried over from June 2020	New intake October 2020	Total January 2021
Gozo	Sannat	0	4	4
St Ġorġ Preca	Marsa	0	2	2
St Ignatius	Qormi San Ġorġ	0	2	2
St Nicholas	Rabat	0	3	3
St Theresa	Birkirkara	0	2	2
St Thomas More	Fgura A	2	0	2
Total	(6 schools)	2	13	15

Following the issue of a letter circular by the DLAP, with new instructions for complementary education teachers and literacy support teachers, online meetings were held in January 2021 between the National Literacy Agency, Heads of College Network, and the Senior Management Team of each Reading Recovery school to discuss the immediate implementation of Reading Recovery.

From February to June 2021, there were 27 primary schools which benefitted from some kind of Reading Recovery support as showcased in Table 86. Thus, 126 underachieving learners in Year 2 were provided by early literacy intervention by 32 RR teachers.

TABLE 86: READING RECOVERY PROVISION, FEBRUARY TO JUNE 2021

College	School	RR Students
Gozo	Qala	5
	Rabat Gozo	10
	Sannat	4
	Xagħra	5
Maria Regina	Mosta A	5
	Qawra	2
St Benedict	Birżebbuġa	8
	Għaxaq	6
	Żurrieq	2
St Ġorġ Preca	Hamrun (Ġużè Pace)	5
	Hamrun (School Street)	4
	Marsa	2
	Paola	8
St Ignatius	Qormi San Ġorġ	2
St Margaret	Cospicua	6
	Kalkara	2
	Senglea	6
	Vittoriosa	6
St Nicholas	Baħrija	2
	Dingli	9
	Mtarfa	3
	Rabat	5
St Theresa	Birkirkara	3
	St Venera	2
St Thomas More	Fgura A	5
	Tarxien	6
	Żejtun A	3
Total	(27 schools)	126

In view of the pandemic, it was not possible for all involved children to receive their RR programmes on a daily basis and in the usual way, due to the deployment of Reading Recovery teachers in ‘bubbles’ of contact or classes. Despite this disruption, approximately half of this cohort of learners managed to complete successfully the programme. This was brought about by the in-person RR lessons received, augmented by regular online support during the national school closure in March-April 2021.

From October to December 2021, Reading Recovery was implemented in 32 schools as shown in Table 87. This implementation took place even though 14 RR trained complementary education teachers and literacy support teachers as well as 1 RR Teacher Leader were assigned a class to teach full time and could therefore not teach or lead Reading Recovery.

TABLE 87: READING RECOVERY PROVISION, OCTOBER TO DECEMBER 2021

College	Primary School	RR Students
Gozo	Għajnsielem	5
	Qala	5
	Rabat	10
	Sannat	4
Maria Regina	Mosta A	6
St Benedict	Birżebbuġa	5
	Kirkop	2
	Mqabba	5
	Żurrieq	5
St Clare	Gżira	4
	San Ġwann	2
St Ġorġ Preca	Floriana	7
	Hamrun Ġużè Pace	2
	Marsa	2
	Paola	15
St Ignatius	Qormi San Bastjan	2
	Qormi San Ġorġ	4
St Margaret	Senglea	6
	Xgħajra	2
St Nicholas	Attard	7
	Baħrija	2
	Dingli	2
	Mġarr	4
	Mtarfa	4
	Rabat	4
St Theresa	Birkirkara	4
	Lija	2
	St Venera	4
St Thomas More	Fgura A	12
	Marsascalea St Joachim	2
	Tarxien	7
	Żejtun A	10
Total	(32 schools)	157



From November to December 2021, the 6 local Teacher Leaders, supported by UCL national leaders, continued to deliver training to the 32 RR teachers receiving the initial professional development (cohort 2019-2021) by organising three online forums on MS Teams. Remote professional development sessions were delivered successfully, and all RR teachers participated fully.

Reading Recovery in the Recovery and Resilience Plan 2021-2024

The provision of Reading Recovery in state schools was included in the reforms and investments identified by the Ministry for Education in the Recovery and Resilience Plan (2021-2024).

The overall goal was the enhancement of quality education and the fostering of socio-economic sustainability by strengthening early school leaving prevention measures, with a focus on skills acquisition.

To be able to implement this reform, the following two targets were set:

The target audience shall consist of an average of 250 pupils (6-7 years old) annually, trained in the Reading Recovery (RR) programme starting from 2021. Over the course of 2021 to 2024 a total of at least 1000 students shall have successfully completed the RR Programme becoming independent readers and writers as testified by a test at the end of the programme.

A cohort of 85 school-based complementary education teachers working with the hardest-to-teach children shall participate in a year-long intensive training to learn to use the Reading Recovery (RR) methodology. During this period, teachers shall identify the lowest attaining children and work with these students for half an hour every day for up to a maximum of twenty (20) weeks and by the end of this programme at least 80% of the same students shall become independent readers and writers.

Summer online literacy support to Reading Recovery students

During the summer months of 2021, the National Literacy Agency organised an online programme to ensure RR students continued to be reached remotely. From July to September 2021, 91 RR learners requested and benefitted from individual online literacy support in English from 21 educators, as evidenced in Table 88. During these sessions, educators were able to focus on text reading, text writing and oracy skills.

TABLE 88: ONLINE LITERACY SUPPORT TO READING RECOVERY STUDENTS, JULY TO SEPTEMBER 2021

College	Primary schools	Children
Gozo	Qala	5
	Rabat	9
	Sannat	2
	Xagħra	2
Maria Regina	Mosta A	5
	Qawra	1
St Benedict	Birżebbuġa	4
	Għaxaq	3
	Żurrieq	2
St Ġorġ Preca	Ħamrun (Ġużè Pace)	4
	Ħamrun (School Street)	2

	Marsa	2
	Paola	6
St Ignatius	Qormi San Ġorġ	2
St Margaret	Bormla	6
	Kalkara	2
	Senglea	4
	Vittoriosa	2
St Nicholas	Baħrija	2
	Dingli	4
	Mtarfa	3
	Rabat	3
St Theresa	Birkirkara	3
	St Venera	1
St Thomas More	Fgura A	6
	Tarxien	3
	Żejtun A	3
Total	(27 schools)	91

The Nwar Family Literacy Programme

Nwar is an after-school, family literacy programme supported by Book Distributors Limited, for primary school pupils who have not acquired the required basic skills level. The rationale of the Nwar programme is to support students with literacy difficulties to acquire basic literacy skills by the end of Year 6.

Dedicated literacy tutors who have followed a professional development course in literacy, provide systematic literacy intervention to children with literacy difficulties, as well as encourage, upskill, and motivate parents/ guardians to be able to support their children to become confident readers and writers. This year sessions were held online due to the COVID-19 pandemic. The programme had been adapted in 2020 due to the circumstantial realities faced and restructured to one-to-one, 20-minute sessions instead of group sessions.

The methodology of the Nwar programme is characterised by explicit skill and systematic instruction. Furthermore, this programme ensures that students are engaged in their learning and sessions are planned around the individual students' needs. The programme is comprehensive and scaffolded, whereby opportunities for the child to learn through many different components of literacy are presented.

The programme provides both adult-initiated and child-initiated activities to support the development of those relationships and to increase the motivation to learn for both the adult and the child. Ongoing assessments and evaluations are conducted and recorded to ensure the progress of each child and centre administrators continuously monitor and discuss children's progress. At the end of each semester, the progress of each student is discussed and evaluated, and individual plans are set for each student.

This year applications were reopened, and registration was extended to younger students (students can now apply as from the end of Year 2). The Agency received 845 applications between May and

November. We envisage that this large number of applications was brought about by the effects of the pandemic. In 2019, only 412 applications were submitted throughout the whole year. Despite the fact that calls for applications to recruit new tutors were issued throughout this year, the Agency still did not have enough tutors to cover the demand. Therefore, a decision was taken to close temporarily the application process.

By December 2021 the Agency employed 9 part-time administrators and 33 part-time tutors, of which 5 are about to start working as Read Aloud tutors. These need to follow the Nwar course before being able to teach using the Nwar methodology.

Table 89 shows the number of students who were following one-to-one online sessions between February and June 2021. 192 students and their families benefitted from this programme during this semester.

TABLE 89: NWAR PROGRAMME STUDENTS, FEBRUARY TO JUNE 2021 SEMESTER

Nwar Centre	Students
Bormla	13
Żabbar	27
Żurrieq	8
Paola	16
Qormi SB	4
San Ġwann	16
Gżira	10
Naxxar	14
Mosta	20
San Pawl il-Baħar	0
Rabat	11
Birkirkara	13
Żejtun	15
Marsascale	3
Gozo	22
Total	192



Table 90 shows the number of families who benefitted from Nwar online sessions between October and December 2021. 198 students and their families benefitted from one-to-one online sessions during this semester.

TABLE 90: NWAR PROGRAMME STUDENTS, OCTOBER TO DECEMBER 2021 SEMESTER

Nwar Centre	Students
Bormla	6
Żabbar	10
Żurrieq	21
Paola	25
Qormi SB	5
San Ġwann	5
Gżira	12
Naxxar	9
Mosta	26
San Pawl il-Baħar	9
Rabat	12
Birkirkara	19
Żejtun	22
Marsasala	0
Gozo	17
Total	198

At the end of the scholastic year 2020-2021 a survey was conducted with the parents of students receiving the Nwar service. The aim of this survey was to collect feedback about the quality of the programme and its effectiveness from the parents' point of view. 189 responses out of 192 parents were received. This 98% response rate attests to the reliability of the results.

The main findings indicate that 76.7% felt their child showed a marked improvement, whilst 20.6% noted that they have seen an improvement. Only 3 parents (1.6%) said they have seen no improvement and another 2 (1.1%) said they were not sure. 72% of parents stated that they prefer sessions to be online, 14.3% prefer in-person sessions, whilst another 13.7% do not have a particular preference. All the respondents said they would recommend the programme to others. General comments were mostly based on suggestions for more services: more frequent, longer, and similar programmes in other subjects. This overall result is encouraging and shows that the drive to improve the service in the last few years is bearing results.

Data from the assessments carried out at the end of the year, showed that overall students registered a gain of one reading level in each semester. Effective intervention is the focal point of the Nwar programme and ensuring improvement is key.

Klabbsajf

During the summer of 2021, the Agency provided this summer course programme in its adapted online format. This attracted many more tutors to work in summer. The participation of students was also very good and as indicated in Table 22, 209 students benefitted from this service. Klabbsajf had 8 administrators and 20 tutors working in summer. This was a one-to-one online literacy programme, provided twice a week. The programme targeted children progressing to Years 3, 4, 5 and 6 who during scholastic year 2020-2021 had attended the Nwar programme or were on the waiting list for the service.

TABLE 91: KLABBSAJF, 2021

Nwar Centre	Students
Bormla	14
Żabbar	27
Żurrieq	10
Paola	21
Qormi SB	4
San Ġwann	12
Gżira	8
Naxxar	13
Mosta	32
San Pawl il-Baħar	0
Rabat	11
Birkirkara	15
Żejtun	12
Marsascula	3
Gozo	27
Total	209

Klabb Naħla Literacy Programme

Klabb Naħla is an after-school literacy intervention programme for primary school children in years 2 to 6, supported by Klabb Kotba Maltin. Children with literacy needs are identified by their respective schools and offered the programme. Participating children benefit from additional literacy support to consolidate their reading and writing skills through a balanced literacy and hands-on multi-sensory approach. The programme covers the key areas of phonological awareness, phonics, reading fluency and comprehension, writing and oracy. Sessions are held twice or three times weekly and are delivered by educators who work within the same school. Sessions in Maltese or English are delivered either online or in-person during the breakfast club or after-school hours.



In the period January to June 2021 all *Klabb Naħla* sessions were delivered one-to-one and online instead of in groups, due to the COVID-19 pandemic. The provision for each student was of 30 minutes per session, twice weekly. The NLA liaised with the schools to set up online meetings with parents/caregivers and to inform them about the programme. *Klabb Naħla* was organised in 14 schools, with 94 pupils benefitting from the service, as shown in Table 92.

TABLE 92: KLABB NAĦLA ONLINE PROVISION (PUPIL ATTENDANCE), JANUARY - JUNE 2021

College	Primary School	Boys	Girls	Children
Gozo	San Lawrenz	1	3	4
	Xgħajra	5	4	9
Maria Regina	Mellieħa	5	5	10
	Naxxar	3	1	4
	St Paul's Bay	3	3	6
St Benedict	Birzebbuga	1	2	3
St Clare	Sliema	2	0	2
St Ġorġ Preca	Floriana	6	2	8
	Marsa	4	3	7
St Margaret	Żabbar A	1	1	2
St Theresa	St Venera	9	6	15
St Thomas More	Fgura B	3	1	4
	Marsascala St Anne	2	3	5
	Tarxien	6	9	15
Total	(14 schools)	51	43	94

Virtual professional development sessions were provided to educators to explore the use of online literacy teaching using MS Teams. During this training, the programme session plan, as well as access to digital books in English and Maltese, were also discussed in depth.

In June 2021, a survey was conducted by the programme secretary with the parents of participating learners. Parents replied to the set questions and 87% agreed that the duration of each online *Klabb Naħla* session was just right; the rest would have liked shorter sessions. When asked about their child's general literacy development in *Klabb Naħla*, 76% showed satisfaction with the support that their child was receiving and described their child's progress as very good; another 23% felt some progress was registered while only one respondent reported no progress. Some parents even asked for the service to be extended to cover both languages – Maltese and English. This general positive feedback is reflected in this written communication received by the NLA from a parent of a child who was participating in *Klabb Naħla*:

My son just finished Year 4 and he is dyslexic and autistic. He participated in Klabb Naħla during the school year 2020-2021 and will also be doing the summer sessions. Thank you very much for your work in promoting literacy in Malta. ... [My son] co-operates very well with his Klabb Naħla tutor, much more than he cooperates with me when I try to read with him, so I really appreciate it.

From October to December 2021, 21 schools from 9 Colleges participated in *Klabb Naħla*, reaching 229 pupils, as evident in Table 93. An online parental meeting was held for each of these schools prior to the start of the service for scholastic year 2021-2022. Moreover, the 61 *Klabb Naħla* tutors participated fully

in small group, online professional development sessions and were then provided with individual support.

TABLE 93: KLABB NAĦLA ONLINE PROVISION, OCTOBER – DECEMBER 2021

College	School	Boys	Girls	Children
Gozo	Qala	2	8	10
	San Lawrenz	0	3	3
Maria Regina	Mellieħa	15	7	22
	Naxxar	3	1	4
	St Paul's Bay	4	1	5
St Benedict	Birżebbuġa	2	2	4
St Clare	San Ġwann	11	14	25
	Sliema	4	4	8
	St Julian's	8	5	13
St Ġorġ Preca	Marsa	5	4	9
St Ignatius	Qormi San Bastjan	16	10	26
	Qormi San Ġorġ	1	0	1
St Margaret	Birgu	5	5	10
	Xgħajra	3	5	8
	Żabbar A	7	4	11
	Żabbar B	1	5	6
St Theresa	Lija	8	2	10
	St Venera	7	11	18
St Thomas More	Marsascalea St Anne	1	3	4
	Tarxien	11	16	27
	Żejtun B	3	2	5
Total	(21 schools)	117	112	229

Klabb Naħla summer online provision

Klabb Naħla online sessions were also delivered in summer, from July to September 2021, on an individual basis. As shown in Table 94, during summer 2021, 195 students from 31 primary schools participated in this service. During summer, the programme was extended to more children upon request, sometimes from schools which were different to those of the tutors.

TABLE 94: KLABB NAĦLA SUMMER ONLINE PROVISION, JULY - SEPTEMBER 2021

College	Primary School	Boys	Girls	Children
Gozo	Nadur	5	4	9
	San Lawrenz	0	3	3
	Xgħajra	4	3	7
Maria Regina	Mellieħa	8	11	19
	Naxxar	1	1	2
	Qawra	1	0	1
	St Paul's Bay	5	2	7
San Ġorġ Preca	Valletta	1	0	1
St Benedict	Birżebbuġa	3	1	4
	Għaxaq	1	1	2
St Clare	San Ġwann	5	16	21

	Sliema	4	3	7
St Ġorġ Preca	Floriana	4	1	5
	Marsa	6	3	9
	Paola	4	0	4
St Ignatius	Qormi San Bastjan	6	2	8
	Qormi San Ġorġ	1	0	1
St Margaret	Vittoriosa	8	4	12
	Żabbar	2	4	6
St Nicholas	Attard	6	6	12
St Theresa	Lija-Balzan-Iklin	4	2	6
	Msida	2	0	2
	St Venera	6	12	18
St Thomas More	Fgura	3	1	4
	Marsascala, St Anne	3	2	5
	Tarxien	4	10	14
	Żejtun A	1	0	1
Other	Archbishop's Seminary	1	0	1
	De la Salle College	2	0	2
	Our Lady Immaculate	0	1	1
	St Francis Msida	0	1	1
Total	(31 schools)	101	94	195

Naqraw fis-Sajf/Summer Read Aloud Programme

Naqraw fis-Sajf/Summer Read Aloud programme consisted of interactive, one-to-one, read aloud sessions which were delivered in either Maltese or English, by trained reading tutors. It was offered to pupils identified by the Agency as most likely to benefit from this programme. In total, 186 children, aged between 7 and 9, followed the online reading sessions which took place over a period of seven weeks starting Monday 19th July 2021.

The programme was provided by 54 post-secondary and tertiary education students who applied to do their summer work experience with the NLA, hereafter referred to as the tutors. One of the tutors asked to be relieved of her duties mid-way through the programme due to study commitments.

Intensive training was provided during the week starting Monday 12th July. Further to the initial training, five teacher-mentors were each assigned a group of tutors. On average, each tutor had 8 sessions with their mentors. Sessions consisted of observations, feedback, or a combination of both.

Of the 186 children who benefitted from the programme, 74 followed it in both English and Maltese. The table below shows the number of pupils in relation to the programmes they followed. Each programme consisted of three weekly sessions in either English or Maltese.

TABLE 95: SUMMER READ ALOUD PROGRAMME, 2021

Language	Pupils	Number of Programmes
English	46	46
Maltese	66	66
English & Maltese	74	148
TOTAL	186	260

Apart from the ongoing evaluation carried out by the mentors, two evaluation sessions were organised by the NLA, one on the 6th August and another on the 3rd September. Furthermore, two questionnaires were distributed, one amongst the tutors and another amongst the parents. Generally, the tutors' input during the final evaluation session corroborated the positive outcomes of the survey. The overall response from the parents who participated in the survey was also a positive one. 94% of parents agreed or strongly agreed that the experience was highly beneficial for their child. The following are two of the comments given by parents in the open-ended section of the survey:

Happy that my child enjoyed every lesson and improved in English understanding.

Lovely experience. My son enthusiastically told me the story at the end of each session. I hope to see you again during the winter holidays!

Read Aloud Programme

Following the successful Summer Read Aloud experience, as from November 2021, a new programme, the Read Aloud Programme, started to be offered to students identified by the National Literacy Agency (NLA) as most likely to benefit from it. The programme consisted of three weekly interactive one-to-one online read aloud sessions delivered, in either Maltese or English, by trained reading tutors. As shown in Table 96, in total, 43 children, aged between 7 and 9, followed the sessions which took place over a period of six weeks starting Monday 8 November 2021. It is envisaged that these learners will continue to benefit from this programme by receiving 42 hours of after school literacy support from January to June 2022.

TABLE 96: READ ALOUD PROGRAMME, NOV-DEC 2021

College	School	Boys	Girls	Children
Gozo	Għajnsielem Primary		1	1
	Żebbuġ Primary	1		1
Maria Regina	Mellieħa Primary	1		1
	Mosta A Primary	2	1	3
	Qawra Primary		2	2
	St Paul's Bay Primary		2	2
St Benedict	Żurrieq Primary	2	2	4
St Clare	Gżira Primary	1		1
	Pembroke Primary	1	1	2
	San Ġwann Primary		2	2
	Sliema Primary	1		1
	St Julian's Primary	2	1	3
St Ġorġ Preca	Ħamrun SS Primary		1	1
St Margaret	Żabbar B Primary	1	1	2
	Vittoriosa Primary		1	1
	Cospicua Primary		1	1
	Kalkara Primary	1	1	2
	Senglea Primary	1		1

St Ignatius	Qormi Primary	1		1
St Nicholas	Baħrija Primary	1		1
	Mtarfa Primary	1		1
	Rabat Primary		1	1
St Theresa	Birkirkara Primary	3		3
St Thomas More	Marsaskala Primary	2		2
	Żejtun A Primary		1	1
	Żejtun B Primary	1		1
Church School	St Francis		1	1
	(27 schools)	23	20	43

Ir-Rimonta

Ir-Rimonta is a Maltese literacy intervention pilot programme designed for middle school students who are struggling to read and write. During the scholastic year 2020-2021 the pilot programme continued in St Ġorġ Preca College Blata l-Bajda Middle School under the guidance of Ms Stephanie Apap, Head of Department for Maltese.

Relevant data was collected from the primary schools and various criteria were considered, including the mother tongue, patterns of absenteeism and the presence of specific conditions or learning difficulties. Ten students were selected for the pilot programme: five from year 7 and the other five from year 8. Their parents or guardians were contacted, and permission was given for these students to attend one-to-one daily literacy sessions.

The students were initially assessed using the Punt tat-Tluq literacy assessment tool. Most began from a very basic level of reading. Some of them knew only a couple of letters from the alphabet and had major difficulties in writing and in reading comprehension. Each session was tailor-made to the students' needs and abilities. Primary importance was given to reading, writing and phonological awareness. Different books were chosen for different students. Apart from the reading level, books were selected based on the specific student's interests. Among other resources, flashcards with the letters of the alphabet and words from 'Naf Naqra u Nispelli' were frequently used. In each session, students were always given five specific words to learn for the subsequent session. They also kept a journal on which they wrote some sentences on the books which they read.

Assessment was carried out throughout the scholastic year to monitor and record their progress. At the end, one student could not go beyond the first reading level and another couple of students could only reach level 2. Three students managed to reach the third level and two others finished the programme at the fifth level. Two students managed to reach level 6. When schools shifted temporarily to online teaching and learning, the literacy sessions continued at the same pace.

Production and Publication of Literacy Resources

Bil-Ħila Tagħkom

Bil-Ħila Tagħkom fosters the creation of innovative resources to promote Maltese. Several educators, including class, literacy and kindergarten teachers have benefitted from this scheme. Their original work was published by the Agency, in collaboration with local publishing houses, and disseminated in several state schools free of charge. The published resources include big books, reading books, flashcards, posters, eBooks, apps, educational board games, CDs and animated video clips.

Resources have been made readily available to early years and primary school educators. The animated video clips have been uploaded on the Agency’s YouTube channel. Digital books and apps may be downloaded free of charge on tablets and mobile phones from Google Play play.google.com/

In 2021, these resources were published through Bil-Ħila Tagħkom scheme to promote good literacy practices such as shared reading and reading aloud.

TABLE 97: RESOURCES PRODUCED BY NLA THROUGH BIL-ĦILA TAGĦKOM SCHEME IN 2021, SUMMARY

Resource type	Number of different resources produced
Big books	3
Reading books	31
Apps	1
Total	35

TABLE 98: DETAILED LIST OF RESOURCES PRODUCED BY NLA THROUGH BIL-ĦILA TAGĦKOM SCHEME IN 2021

Big Books					
Title	Author	Illustrator	Type	Audience	Publisher
Rita l-Qarnita	Miriam Degiorgio	Sue Flask	Big book	KG 2	Gutenberg Press Ltd
Noli Noli	Miriam Schembri	Matt Stroud	Big book	KG 2	Horizons
L-Ors li Ma Setax Jorqod	Jennifer Peresso	Matt Stroud	Big book	Year 1	Kite Group
Reading Books					
Title	Author	Illustrator/ Photographer	Type	Audience	Publisher
Vjaġġ bil-Ballun	Maria Borg Cremona & Carmel Busuttil	Matt Stroud	Reading book	Year 4	Horizons
Nitkellmu ma’: Annimali Slavag	David Muscat	Outlook Coop	Non-fiction	KG 2	Horizons

Nitkellmu ma': Annimali tar-Razzett	David Muscat	Outlook Coop	Non-fiction	KG 2	Horizons
Nitkellmu ma': Vetturi	David Muscat	Outlook Coop	Non-fiction	KG 2	Horizons
Is-Serduq tar-Razzett	Anthony Spiteri	Jason Buhagiar	Reading book	Year 2	BDL
Fil-Mużew tal-Futbol	Daniela Attard & Gilbert Agius	Donald Camilleri	Reading book	Year 5	Offset Press Ltd
Il-Futbol Mhux Plejers Biss!	Sarah Busuttil & Gilbert Agius	Zvetlana Magro	Non-fiction	Year 4	BDL
L-Id tal-Ħadid	Saviour Darmanin & Maria Borg Cremona	Sue Flask	Autobiography	Year 6 & 7	Kite Group
Il-Ħaġar Prezzjuż ta' Dadu	Fiona Galea	Donald Camilleri	Reading book	Year 3	Horizons
Ramsi u l-Principessa	Romina Zammit	Sue Flask	Reading book	Year 2	Horizons
The Wild Swans Piano/Vocal Songbook	Maria Mifsud	Matt Stroud	Piano/Vocal Songbook	Year 6	Kite Group
Il-Ħuttaf ta' Fuq l-Irdum	Eleonor Vella	Donald Camilleri	Poetry book	Year 4	Horizons
Nena n-Naħla	Patricia Bondin	Naomi Gatt	Reading book	Year 3	Kite Group
Mill-Pinna tal-Brillantini 2	NLA	NLA	Poetry & short stories	Middle School Students	Horizons
Art Beyond Light	Denise Vassallo & Joseph Stafrace	Visual Non-Visual Network	A Maltese blind art collection	Year 9	Horizons
Kovid l-Imqareb	Lydia Zammit	Naomi Gatt	Reading book	Year 2	Kite Group
La Nikber	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Dawra bir-Rota	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Fit-Triq ta' Ghajn Tuffieħa	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Pinu Dejjem Jiġbor	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Jorqod ġo Għar	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Waqg Logħba Futbol	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Niltaqa' man-Nies	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Affarijiet li Nixtieq	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Ara x'inhu ħelu!	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Fejn hu Ċiko?	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Sejjer Ngħum	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Annimali li Nħobb	Mark Zammit	Outlook Coop	Levelled reading book	Complementary teaching	Horizons
Inħobb Indoqq	Eleanor Pace	Outlook Coop	Levelled reading book	Complementary teaching	Kite Group
Karamellu tar-Raħal t'Isfel-In-Nannu Karm	Charles Buttigieg	CN Creative Designs	Reading book	Year 5	Gutenberg Press Ltd
L-Avventura ta' Ganni	St Ignatius College	Denise Muscat	Student's creative writing	Year 3 & 4	Government Press
Apps/eBooks					
Title	Author	Illustrator	Type	Audience	Publisher
Id-Dar ta' Sara	Victoria Lia	Maltaserv	App	Year 2	Maltaserv



Bis-Sehem Tagħkom

Bis-Sehem Tagħkom is a scheme whereby local publishers are invited to submit original teaching and learning materials for publication in Maltese. Selected projects are sponsored up to €2,500 by the National Literacy Agency. These resources include big books, reading books, books with augmented reality, flashcards, posters, digital books/apps, animated video clips and educational games. The cartoons and video clips are uploaded to the National Literacy Agency's YouTube channel www.youtube.com/channel/UC4cf5Bubg5ZRYAOCFAqLa0A. The resources published through the Bis-Sehem Tagħkom scheme in 2021 may be found in Table 99 and Table 100.

TABLE 99: RESOURCES SPONSORED BY NLA THROUGH BIS-SEHEM TAGĦKOM SCHEME IN 2021, SUMMARY

Resource type	Number of different resources produced
Reading books	25
Cartoons and video clips	10
Animated nursery rhymes	4
Educational games	3
Total	42

TABLE 100: DETAILED LIST OF RESOURCES SPONSORED BY NLA THROUGH BIS-SEHEM TAGHKOM SCHEME IN 2021

Reading Books					
Title	Author	Illustrator	Publisher	Type	Audience
Sperillu	Natasha Turner	Cynthia Saliba	Faraxa Publishing	Reading book with scientific glossary	Year 6
Mill-Qamha sal-Furnar – Il-Hobż Malti	Pawlu Mizzi	George Apap	Klabb Kotba Maltin	Non-fiction	Year 6
Il-Virus Corona – Ktieb għat-Tfal dwar il-COVID-19	Elizabeth Jenner, Kate Wilson & Nia Roberts (Translated by Transcripta)	Axel Scheffler	Gutenberg Press Ltd	Non-fiction	Year 5 & 6
Anne Frank – Id-Djarju ta' Tfajla	Translated by Mary Rose Mifsud	N/A	Faraxa Publishing	Diary	Year 11
Barnuża Hamra	Vojtěch Kubašta (Adapted by Clare Azzopardi)	Vojtěch Kubašta	Merlin Publishers	Pop-up book	Year 2
It-Tlitt Iqzieqeż	Vojtěch Kubašta (Adapted by Clare Azzopardi)	Vojtěch Kubašta	Merlin Publishers	Pop-up book	Year 2
Inpingi bl-Imqass ma' Henri Matisse	Doris Schembri	Elaine R.C. Saliba	Faraxa Publishing	Poetry book	Year 4
Il-Prinċep u s-Sigra tat-Tuffieħ	Natasha Turner	Cynthia Saliba	Faraxa Publishing	Reading book	Year 5
Ġasun u l-Ġeżża tad-Deheb	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Ikarus, it-Tifel li Kien Jaf Itir	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Arakni, il-Mara Brimba	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Pegasu, iż-Żiemel li Jtir	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Arjun u Siehbu d-Denfil	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Is-Sigriet tas-Senduq ta' Pandora	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Persew u l-Mostruża Medusa	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Tesew u l-Mostru li Jiekol in-Nies	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Odissew u z-Żiemel tal-Injam	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Is-Swaba' tad-Deheb tas-Sultan Mida	Saviour Pirotta (Adapted by Karm Serracino)	Jan Lewis	Klabb Kotba Maltin	Greek Mythology	Year 4
Rigal lil Samantha	Carmel G. Cauchi	Frank Schembri	Merlin Publishers	Reading book	Year 5
Paramm Paramm – Ktieb għall-Bravi u l-Imqarbin	Immanuel Mifsud	Maja Veselinović	Klabb Kotba Maltin	Poetry book	Year 5

Il-Pupa tax-Xelter	Claudia Aloisio	Greta Borg Carbott	Klabb Kotba Maltin	Reading book	Year 5
Karmenu-It-Tifel li Sar Poeta	Rita Saliba	Rebecca Zammit	Klabb Kotba Maltin	Non-fiction	Year 5
Binu l-Eroj	Justin Debono	Justin Debono	Klabb Kotba Maltin	Reading book	Year 2
Jamie u l-Adventura tal-Iskript	Claudia Micallef	Naomi Gatt	Faraxa Publishing	Reading book	Year 4
Jade u d-Djarju fil-Kantina	Claudia Micallef	Naomi Gatt	Faraxa Publishing	Reading book	Year 4
Cartoons & Video Clips					
Title	Author/Illustrator	Vocalist/Narrator	Animator/videographer	Type	Audience
Emme – Is-Seba' Episodju	Clare Azzopardi & Matthew Stroud	Kenneth Scicluna	Matthew Stroud	Cartoons	KG - Year 1
Emme – It-Tmien Episodju	Clare Azzopardi & Matthew Stroud	Kenneth Scicluna	Matthew Stroud	Cartoons	KG - Year 1
Dawwarli Poeżija Vizzju Kbir	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Il-Mobile	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Fil-Milied	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija F'Qiegħ il-Baħar	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Ma Nistax Norqod	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Lina	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Li Kieku	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Dawwarli Poeżija Ghajjen Mejjet	Trevor Zahra	Trevor Zahra	Melchior Farrugia	Animated poem	Year 4 & 5
Animated Nursery Rhymes					
Title	Author	Vocalist	Animator	Type	Audience
Banda Ġewwa d-Dar	Mary Anne Zammit	Mariele Zammit	Matt Stroud	Animated nursery rhyme	KG - Year 1
Żinn Żinn	Mary Anne Zammit	Mariele Zammit	Matt Stroud	Animated nursery rhyme	KG - Year 1
Fir-Razzett	Mary Anne Zammit	Mariele Zammit	Matt Stroud	Animated nursery rhyme	KG - Year 1
Mjaw Mjaw	Mary Anne Zammit	Mariele Zammit	Matt Stroud	Animated nursery rhyme	KG-Year 1
Educational Games					
Title	Author	Illustrator	Publisher	Type	Audience
Aqtagħha! Ghajjat il-Kelma 2	BDL	BDL	BDL	Educational game	Year 6
Ambura	BDL	BDL	BDL	Educational game	Year 7
Xarpiklù	BDL	BDL	BDL	Educational game	Year 6

Provision of Access to and Distribution of Literacy Resources

Literacy Resource Centres

The Agency manages two Literacy Resource Centres, one in Malta and one in Gozo. These Centres provide a service to all education professionals who wish to make use of teaching books and resources. The resources in both Centres were selected on the basis of recommendations by the Heads of Department for literacy, literacy support teachers, class teachers, LSEs, and complementary teachers. Both Centres are open daily after-school hours and on Saturday mornings.

The Literacy Resource Centre in Malta is housed within the premises of the National Literacy Agency in Ħamrun. The collection boasts of 17,658 books and resources which include 3110 new books and resources. Since the Centre was incorporated into the Malta Libraries circulation system, the new members were registered directly with Malta Libraries. The Centre in Ħamrun has registered 40 new borrowers this year.

The Literacy Resource Centre in Gozo is housed within the Gozo College Sannat Primary School. It has a collection of 5,514 resources, including 710 new resources which were received during 2021. The Sannat Centre has registered 5 new members in 2021.



Home libraries

Through this project, the Agency creates home libraries for children. In this year the service was extended to children beyond the 0 to 5 years age bracket, to 16-year-olds. The Agency in collaboration with the Foundation for Social Welfare Services (FSWS) distributed books to families who benefit from the Fund for European Aid to the Most Deprived (FEAD). 1476 families and 3,065 children benefitted from this scheme. 9393 books were distributed. Further details are highlighted in Table 101.

Children aged between 0 and 2 years 11 months received a pack of 2 books. Children aged 3 and 4 received 4 books in Maltese and 4 books in English, a CD with Maltese nursery rhymes and an alphabet flashcard. Children aged 5 to 6 received 2 books in Maltese and 2 books in English. Children aged between 7 and 10 received 1 book in English and 1 book in Maltese. Children aged between 11 and 16 received a book either in Maltese or in English

TABLE 101: BOOKS DISTRIBUTED THROUGH THE HOME LIBRARIES PROJECT

Age Group	Number of children	Books
0-3	445	890
3	273	2184
4	306	2448
5	318	1272
6	231	924
7	183	366
8-10	483	483
11-13	495	495
14-16	331	331
Total	3065	9393



Aqra d-Dar/Read at Home

The 'Aqra d-Dar/Read at Home' scheme ensures that children aged 3 to 16 are provided with attractive and diverse books they can read in the comfort of their homes. Through the 'Read at Home' scheme, all primary, middle and secondary students can borrow up to six books, three in Maltese and three in English to be chosen from age-appropriate catalogues online. To deliver books to the children's homes free of charge, the Agency is currently using a car provided by the Ministry for the purpose. The Agency is dedicating staff and resources to enable the successful operation of this scheme.

In 2021, 627 students benefitted from the scheme. 10,302 books in Maltese and English were distributed.

	Children who benefitted from the scheme	Borrowed books
1st time	627	3762
2nd time	373	2238
3rd time	252	1512
4th time	173	1038
5th time	119	714
6th time	81	486
7th time or more	39	552
Total number of books		10302

School Library Funding by the National Literacy Agency

The National Literacy Agency seeks to complement the expenditure on books of those school libraries which dedicate the most school funds. They are granted book vouchers to be redeemed for the further development of the library's collection. In this year, the Agency's Literacy and Information Support Unit (LISU) has resumed the granting of these funds through vouchers to middle and secondary school libraries. The amount of €61,550 worth of vouchers were distributed to 26 middle and secondary school libraries.

L-Għodda f'Idejk

Through L-Għodda f'Idejk, the Agency provides and distributes books and other resources in Maltese and English to primary, middle, and secondary schools to support, facilitate and encourage good literacy practices, such as shared reading, creative writing, and storytelling. Furthermore, this scheme provides support to primary schools that invest in banded reading books and other resources. In this case, the cost is shared between the school and the Agency.

Between January and December 2021, the Agency distributed 3,322 books and 453 posters, flashcards and other educational resources to educators and primary state schools. Furthermore, the Agency supported 30 primary schools, by partially funding the purchase of 4,450 reading books, 140 educational resources and 30 online subscriptions.

TABLE 102: L-GĦODDA F'IDEJK RESOURCES, 2021

Maltese Books	English Books	Other Educational Resources
3,277	45	453

Aqra Kemm Tiflaħ/Enhancing Classroom Libraries programme (Primary Schools)

Through this programme, the National Literacy Agency, in collaboration with state primary schools, enhances classroom libraries enabling children to interact directly with books, demonstrate positive attitudes towards reading, spend more time reading, and obtain higher levels of reading achievement.

Each classroom library is provided with sets of fiction and non-fiction books. Books are banded in 11 levels to ensure that each child is provided with books of his/her level. This enables children to build their confidence and improve their reading skills. Meetings are held with school senior management teams and class teachers. During these meetings, educators are provided with additional resources such as a lending record sheet, a reading diary, and a laminated book band sheet. Reading running records are also given to each school to help teachers establish each child's reading level.

As illustrated in Table 103, between February and December 2021, Aqra kemm Tiflaħ was newly introduced in the kindergarten of 10 primary state schools. Consequently, 70 kindergarten classrooms were provided with a minimum of 60 high-appeal books (30 in Maltese and 30 in English) including board books, multisensory books and big books. The Agency distributed 4,371 books and 140 hand puppets, reaching 840 pupils. Early childhood educators are encouraged to read aloud stories, promote the love of books, and motivate children to engage in discovering books and stories. Through the Aqra Kemm Tiflaħ programme young children can handle and play with books and understand how books work. Through having ready access to books, children understand the concept about print and attain word, linguistic and phonemic awareness, and vocabulary development, all of which are prerequisites to learning to read and write.

TABLE 103: AQRA KEMM TIFLAĦ – RESOURCES DISTRIBUTED IN KINDERGARTEN 1 AND 2 CLASSROOMS, 2021

Distribution period	School	K1 classes	Books	Puppets	K1 pupils	K2 classes	Books	Puppets	K2 pupils	Total pupils	Total classes	Total books	Total puppets
Feb 21	Xewkija	2	124	4	21	2	126	4	26	47	4	250	8
Feb 21	Gżira	3	186	6	28	3	189	6	39	67	6	375	12
Feb 21	Kalkara	2	124	4	24	2	126	4	26	50	4	250	8
Feb 21	Pietà	3	186	6	30	2	126	4	26	56	5	312	10
Feb 21	Qormi SB	7	434	14	84	5	315	10	65	149	12	749	24
Apr 21	Sannat	2	124	4	21	2	126	4	26	47	4	250	8
Apr 21	Rabat	5	310	10	60	4	252	8	52	112	9	562	18
May 21	San Ġiljan	4	248	8	31	3	189	6	39	70	7	437	14
Dec 21	Ħamrun GP	3	186	6	34	3	189	6	34	68	6	375	12
Dec 21	Siġġiewi	8	496	16	93	5	315	10	81	174	13	811	26
										840	70	4371	140

Due to the COVID-19 pandemic, the Aqra kemm Tiflaħ distribution of books was limited. Books were only distributed in schools where classroom libraries were still in use. In November and December, the NLA distributed 5,779 books and 28 hand puppets to 55 additional classes from kindergarten up to Year 6, in 20 primary schools where classroom libraries were used, reaching 804 pupils. Table 104 to Table 106 show the number of books distributed to new classrooms within state primary schools throughout 2021.

TABLE 104: AQRA KEMM TIFLAH - BOOKS DISTRIBUTED TO ADDITIONAL KINDERGARTEN CLASSROOMS, 2021

Period of distribution	School	Kinder 1	Books	Puppets	Students	Kinder 2	Books	Puppets	Students	Total Students	Total Classes	Books	Puppets
Feb-Mar 21	Marsascula St Joachim					1	63	2	12	17	1	63	2
Feb-Mar 21/ Nov-Dec 21	Żejtun A	2	124	4	31	2	126	4	28	59	4	250	8
Feb-Mar 21/ Nov-Dec 21	St Paul's Bay	2	124	4	23	1	63	2	14	37	3	187	6
Feb-Mar 21/ Nov-Dec 21	Qawra	2	124	4	46	1	63	2	16	62	3	187	6
Nov-Dec 21	Senglea					1	63	2	8	8	1	63	2
Nov-Dec 21	Gharb					1	63	2	10	10	1	63	2
Nov-Dec 21	Lija-Balzan-Iklin	1	62	2	11					11	1	62	2
										204	14	875	28

TABLE 105: AQRA KEMM TIFLAH - BOOKS DISTRIBUTED TO ADDITIONAL Y1 TO Y3 CLASSROOMS, 2021

Period of distribution	School	Year 1	Books	Students	Year 2	Books	Students	Year 3	Books	Students	Total Students	Total Classes	Books
Nov - Dec 21	Gżira	1	132	14				1	140	17	31	2	272
Nov - Dec 21	Sliema	1	132	17	1	136	18				35	2	268
Nov - Dec 21	Siġġiewi				1	136	16				16	1	136
Nov - Dec 21	Ħamrun GP				1	133	13				13	1	133
Nov - Dec 21	Mellieħa				1	136	14				14	1	136
Nov - Dec 21	Qormi SG	1	132	15	1	134	16				31	2	266
Nov - Dec 21	Naxxar				1	136	21				21	1	136
Nov - Dec 21	Ħamrun SS	1	131	10							10	1	131
Nov - Dec 21	Żurrieq	2	260	28	2	268	33				61	4	528
Nov - Dec 21	Żejtun A							1	140	16	16	1	140
Nov - Dec 21	Qawra							1	140	23	23	1	140
Nov - Dec 21	Lija-Balzan-Iklin							1	140	13	13	1	140
											284	18	2426

TABLE 106: AQRA KEMM TIFLAH - BOOKS DISTRIBUTED TO ADDITIONAL Y4 TO Y6 CLASSROOMS, 2021

Period of distribution	School	Year 4	Books	Students	Year 5	Books	Students	Year 6	Books	Students	Total Students	Total Classes	Books
Nov - Dec 21	San Pawl il-Baħar	1	111	24							24	1	111
Nov - Dec 21	Qawra				2	212	19	1	104	17	36	3	316
Nov - Dec 21	Lija-Balzan-Iklin							1	104	16	16	1	104
Nov - Dec 21	Gżira				2	212	25				25	2	212
Nov - Dec 21	Sliema	1	110	17				1	104	14	31	2	214
Nov - Dec 21	Ħamrun GP				1	106	15				15	1	106
Nov - Dec 21	Mellieħa	1	111	15	1	106	14	1	104	14	43	3	321
Nov - Dec 21	Qormi SG							1	104	11	11	1	104
Nov - Dec 21	Naxxar	1	110	11							11	1	110
Nov - Dec 21	Żurrieq	1	110	21				1	104	18	39	2	214
Nov - Dec 21	Rabat							1	104	10	10	1	104
Nov - Dec 21	Kalkara				1	107	10				10	1	107
Nov - Dec 21	Ħaż-Żabbar				1	106	19	1	104	16	35	2	210
Nov - Dec 21	Sannat	1	109	10							10	1	109
											316	22	2342

Moreover, a top-up of book in lower bands was given to year 1, 2 and 3 classes. The Agency distributed 6,523 books in 27 primary schools, reaching 2,860 pupils. Table 107 shows the distribution of lower band books to Years 1 to 3 classrooms within state primary schools between November and December 2021. Furthermore, low-levelled books were provided to 3 Middle schools to support 50 students with literacy difficulties (see Table 108).

TABLE 107: AQRA KEMM TIFLAH - TOP-UP OF LOWER BANDS TO YEARS 1 TO 3 CLASSROOM LIBRARIES, STATE PRIMARY SCHOOLS, 2021

Period of distribution	Schools	Year 1	Books	Students	Year 2	Books	Students	Year 3	Books	Students	Total Students	Total Classes	Books
Nov-Dec 21	Żejtun A	4	132	65	4	144	76	4	164	75	216	12	440
Nov-Dec 21	St Paul's Bay	3	99	61	4	144	75	4	164	77	213	11	407
Nov-Dec 21	Mtarfa	1	33	12	1	36	9	1	41	5	26	3	110
Nov-Dec 21	Rabat	3	99	41	3	108	41	3	123	44	126	9	330
Nov-Dec 21	Qawra	4	132	93	4	144	85	3	123	92	270	11	399
Nov-Dec 21	Qormi SB	4	132	62	4	144	58	4	164	58	178	12	440
Nov-Dec 21	Lija-Balzan-Iklin	3	99	41	3	108	42	2	82	29	112	8	289
Nov-Dec 21	Kalkara	1	33	18	1	36	18	1	41	18	54	3	110

Nov-Dec 21	Sigġiewi	3	99	57	3	108	47	4	164	65	169	10	371
Nov-Dec 21	Ħamrun GP	2	66	39	2	72	28	2	82	36	103	6	220
Nov-Dec 21	Mellieħa	4	132	58	4	144	55	4	164	82	195	12	440
Nov-Dec 21	St Julians	2	66	33	2	72	28	2	82	31	92	6	220
Nov-Dec 21	Gżira	2	66	26	2	72	23	2	82	33	82	6	220
Nov-Dec 21	Sliema	4	132	68	3	108	53	3	123	50	171	10	363
Nov-Dec 21	Qormi SG	3	99	45	3	108	48	3	123	47	140	9	330
Nov-Dec 21	L-Isla	1	33	9	1	36	11	1	41	10	30	3	110
Nov-Dec 21	Floriana	1	33	12	1	36	9	1	41	12	33	3	110
Nov-Dec 21	Ħamrun SS	1	33	10	1	36	16	1	41	15	41	3	110
Nov-Dec 21	Qrendi	1	33	13	1	36	13	1	41	15	41	3	110
Nov-Dec 21	Iż-Żebbuġ	1	33	14	1	36	14	1	41	12	40	3	110
Nov-Dec 21	Għarb	1	33	8	1	36	11	1	41	15	34	3	110
Nov-Dec 21	Xagħra	2	66	40	2	72	26	2	82	27	93	6	220
Nov-Dec 21	Sannat	2	66	28	1	36	20	2	82	23	71	5	184
Nov-Dec 21	Qala	1	33	14	1	36	17	1	41	14	45	3	110
Nov-Dec 21	Xgħajra	1	33	18	1	36	16	1	41	17	51	3	110
Nov-Dec 21	Żurrieq	4	132	60	4	144	67	4	164	72	199	12	440
Nov-Dec 21	Birgu	1	33	15	1	36	13	1	41	7	35	3	110
											2860	178	6523

TABLE 108: AQRA KEMM TIFLAĦ - LOW LEVELLED BOOKS PROVIDED TO MIDDLE SCHOOLS, 2021

Period of distribution	School	Support Units	Books	Students	Total Students	Total Classes	Books
Oct 21	Ħandaq Middle School Autism Support Unit	1	80	8	8	1	80
Oct 21	Ta' Paris Middle School Autism Support Unit	1	80	8	8	1	80
Oct 21	Blata Bajda Middle School	3	42	34	34	3	42
					50	5	202

In addition to providing books, as part of Aqra kemm Tiflaħ resources have been developed to encourage students to read more. Among these are interactive games and activities for before, during and after reading. These resources seek to create a space for children to work alone at their own pace. These resources are available free of charge from the Aqra kemm Tiflaħ website

<https://education.gov.mt/en/nationalliteracyagency/Pages/Programmes/Aqra-Kemm-Tiflah.aspx> and can be easily accessed by educators, parents and students from their computer or tablet. In 2021, 17 new interactive games, 14 in Maltese and 3 in English, were produced to enhance the experience of reading for pleasure.

During the summer of 2021 the NLA distributed 2,300 books to 4 primary state schools for the Summer Catch-up recovery programme reaching 114 students (see Table 109 and Table 110).

TABLE 109: AQRA KEMM TIFLAH – CATCH-UP SCHOOLS YEARS 1 TO 3, JULY-SEPTEMBER 2021

Period of Distribution		Year 1	Books	Students	Year 2	Books	Students	Year 3	Books	Students	Total Students	Total Classes	Total Books
Jul 21	Qawra	1	100	5	1	100	3	1	100	5	13	3	300
Jul 21	Gozo	1	100	4	-	-	-	1	100	5	9	2	200
Jul 21	Birkirkara	2	200	16	1	100	8	1	100	5	29	4	400
Jul 21	Raġal Ġdid	2	200	5	1	100	9	1	100	6	20	4	400
											71	13	1300

TABLE 110: AQRA KEMM TIFLAH – CATCH-UP SCHOOLS YEARS 4 TO 6, JULY-SEPTEMBER 2021

Period of Distribution		Year 4	Books	Students	Year 5	Books	Students	Year 6	Books	Students	Total Students	Total Classes	Total Books
Jul 21	Qawra	1	100	5	1	100	2	1	100	1	8	3	300
Jul 21	Gozo	-	-	-	1	100	1	-	-	-	1	1	100
Jul 21	Birkirkara	1	100	12	1	100	5	1	100	2	19	3	300
Jul 21	Raġal Ġdid	1	100	6	1	100	5	1	100	4	15	3	300
											43	10	1000

In 2021, 16 bookshelves sponsored by GO plc, were distributed upon request to 2 primary state schools. Classes from Years 1 to 6 were equipped with bookshelf display units for the books provided as part of the Aqra Kemm Tiflaħ programme, allowing for the proper display of the books and ensuring accessibility for students. Table shows the schools that received these bookshelves.

TABLE 111: AQRA KEMM TIFLAH – DISTRIBUTION OF BOOKSHELF DISPLAY UNITS, 2021

School	Year 1	Shelves	Pupils	Year 2	Shelves	Pupils	Year 3	Shelves	Pupils	Year 4	Shelves	Pupils	Year 5	Shelves	Pupils	Year 6	Shelves	Pupils	Total Pupils	Total Classes	Shelves
Xewkija				2	2	19													19	2	2
Hamrun GP	2	2	39	3	3	41	2	2	36	2	2	34	3	3	46	2	2	37	233	14	14
Total																			252	16	16

Aqra Kemm Tiflaħ/Enhancing Classroom Libraries programme (Middle and Secondary Schools)

Through the LISU, the Agency assists middle and secondary schools to create and maintain libraries in language classrooms. This support includes the dissemination of books in various languages.

Unfortunately, the plan to extend the *Aqra Kemm Tiflaħ* programme throughout 2021 was kept on hold since most Middle and Secondary schools do not have any space for classroom libraries due to space limitations and COVID-19 protocols in general. The schools that were expecting books for their classroom libraries are Maria Regina College Naxxar Middle School, Maria Regina College Żokrija Secondary School, St Benedict College Kirkop Secondary School, St Margaret College Verdala Secondary School and St Nicholas College Dingli Secondary School. LISU contacted the respective Heads of schools which were expecting books to build their classrooms libraries who confirmed that currently the classroom libraries were not in use.

TABLE 112: AQRA KEMM TIFLAĦ – BOOKS ON HOLD AT LISU, 2021

School	English	Maltese	French	German	Italian	Spanish	Total
Maria Regina College Naxxar Middle School			10				10
Maria Regina College Żokrija Secondary School	88	32	22			19	161
St Benedict College Kirkop Secondary School	319	37	78			5	439
St Margaret College Verdala Secondary School	302						302
St Nicholas College Dingli Secondary School					148		148
Total	709	69	110	0	148	24	1060



Ismagħni Naqra/Talking Books Project

The Talking Books Project is a joint initiative between the National Literacy Agency and Malta Libraries. The project aims to make the Aqra Kemm Tiflaħ books within each class library available to all children, including children with visual impairment. In 2021, the National Literacy Agency has purchased and installed a recording booth where audiobooks can be recorded. This year, 18 stories were recorded.

TABLE 113: ISMAGĦNI NAQRA/TALKING BOOKS RECORDED DURING 2021

Title	Author	Collection
Ċisju l-fenek tač-čarruta	Carlo O. D'Emanuele	NA
Lejl fit-teatru	Daniel Cini	NA
Gabrijel u l-flokk tar-rokit	Rita Saliba	NA
Gabrijel irid misluta	Rita Saliba	NA
It-tikek ta' Gabrijel	Rita Saliba	NA
Alexia u l-għasfur tal-bejt	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Inħobb inpingi	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Harġa hdejn il-baħar	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Bħal għasfur	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Farfett	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Haruf ckejken	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Sweetie	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Gilbert u l-flus mitlufa	Ġorġ Borg	Blanzuni mbexxqa stejjer u versi għat-tfal
Id-dudu tal-istonku	Patrick Sammut	Ix-xwejjah tal-gugarelli u stejjer oħra
I-gurdien tal-imramma makakk	Patrick Sammut	Ix-xwejjah tal-gugarelli u stejjer oħra
Ir-rota maħruba	Patrick Sammut	Ix-xwejjah tal-gugarelli u stejjer oħra
It-tifel l-imqareb	Patrick Sammut	Ix-xwejjah tal-gugarelli u stejjer oħra
Ix-xwejjah tal-gugarelli	Patrick Sammut	Ix-xwejjah tal-gugarelli u stejjer oħra

Digital Books

Qari għal Qalbi Reading Scheme

Qari għal Qalbi is the first digital library of books in Maltese. It was introduced by Octavo in 2019, as part of One Tablet per Child Project. Octavo offers the reader a unique experience with features such as audio, voice recording, built in dictionary and adding bookmarks and notes to eBook pages. Users can opt for different sizes of font and font types, including one for dyslexia. These features are helpful for children with learning difficulties and visual impairment.

The National Literacy Agency developed a banding system for reading books in Maltese in accordance with the international system by Franklin and Bodman in *Which Book and Why?* (2014). Over the last three years, the Agency has levelled all the digital books of the Qari għal Qalbi scheme. Feedback was also provided to the suppliers on the content, graphics, and layout of digital books. In 2021, 47 digital books were evaluated.

Currently, students have access to 307 books in Maltese on their tablets. These can also be accessed through the website <https://octavo.app/>

eBooks Joint Project with Malta Libraries

The Literacy and Information Support Unit is working on another joint project with Malta Libraries. This involves the enhancement of the Malta Libraries virtual library with an additional 1205 children's and young adults' eBooks. During the past 4 years, 5803 eBooks sponsored by the Agency were made available. These eBooks can be accessed free of charge on digital reading platforms such as tablets, mobile phones, and personal computers.

Distribution of Hi-Lo Books, Graphic Novels, and Dyslexia-Friendly Books and Resources

In the first quarter of 2021, the Agency distributed 937 dyslexia friendly books, graphic novels, and high interest/low readability (hi-lo) to all state middle and secondary school-libraries and public libraries.

Additionally, in 2021, the Agency distributed dyslexia-friendly resources to primary level educators and schools that are working towards dyslexia friendly practices and strategies. 52 dyslexia friendly resources including Maltese and English alphabet magnetic letters, magnetic whiteboards, sand timers, pencil grips, reading rulers, overlays, finger spacers, reading comprehension card sets, tangles and sentence flips were distributed to educators and to 5 primary schools.

Libraries in the Community

In 2021 the Agency provided 436 books to 4 different entities in the community with the aim of making reading books easily accessible and therefore promoting a culture and love of reading.

TABLE 114: BOOKS DISTRIBUTED TO ENTITIES IN THE COMMUNITY, 2021

Entity	Number of Books
Żurrieq – Libreriji fl-Apert	104
FSWS-HBTS Parenting team	141
Paolo Freire Institute	94
The Meeting Place	97



Specialised Units

The Literacy and Information Support Unit (LISU)

The Literacy and Information Support Unit, within the National Literacy Agency, offers support to all school libraries in Malta and Gozo and supports schools in both the technical and the curricular aspect of libraries. LISU provides support to schools through:

- Selecting and cataloguing books
- Designing new libraries
- Processing and weeding library books
- Organising literacy related activities, including World Book Day competitions and Book Champion Schools
- Promoting a whole school reading culture within primary, middle and secondary schools
- Supporting schools on library management software
- Providing professional development
- Promoting Information Literacy Skills, and
- Creating book lists for teacher librarians and educators.

In 2021, the LISU supported 26 middle, secondary and post-secondary schools, and 68 primary schools. 29,829 books were processed for use in school libraries. Processing entails weeding, cataloguing and classification of resources as well as inputting information about books in the Library Management Software. During this period, the Agency weeded 761 books in middle and secondary schools.

Teacher-Librarian Meetings

During 2021 only one teacher-librarians meeting occurred on the 6th of December 2021. It was an online meeting through Microsoft Teams. The topics discussed were:

- The submission of the statistics forms SL28/SL28a
- The decreasing numbers of teacher-librarians
- The Masters in Librarianship offered by the University of Malta
- The transportation of books to and from LISU
- Receipts of book donations from LISU
- Scanning invoices of books acquired through the vouchers.
- Quotations from Maltese Literature related to sustainable energy and nature.

The Language Policy in Education Unit

The Unit works in collaboration with the Language Policy in Education Committee to draw up language in education policies for the early, junior, and secondary years. It also:

- organises seminars for educators and parents/guardians on the use of languages with children and adolescents
- creates resources and materials to promote bilingualism in educational settings

- conducts research in schools on language use and ways in which teachers can enhance children’s bilingual development. The project findings are used to support and inform the language in education policies.

In 2021, the unit organised seminars and meetings for parents/caregivers, kindergarten educators and senior management teams on language and bilingual development in children. It also provided in-service training for educators on issues related to bilingual education. The online workshops for parents in February and in May were held together with Dr Daniela Gatt from the Department of Communication Therapy of the Faculty of Health Sciences, University of Malta. Detailed information pertaining to the various meetings can be viewed in Table 115 and Table 116.

TABLE 115: SESSIONS FOR PARENTS

Date	Topic	Venue	Adults
4 Feb 21	Speech and Language Development in 0-3 year-olds	Online	104
11 Feb 21	Speech and Language Difficulties in 0-3 year-olds	Online	118
18 Feb 21	Stimulating Early Language Development: Tips for parents	Online	72
25 Feb 21	Understanding Developmental Language Disorder (DLD) in children aged 5+	Online	67
18 May 21	L-iżvilupp tal-lingwa u t-taħdit fl-ewwel snin tat-tfulija	Online	55
25 May 21	Diffikultajiet fit-taħdit u fil-lingwa li jkollhom it-tfal sa 3 snin	Online	42
1 Jun 21	Kif l-adulti jistgħu jgħinu l-iżvilupp fil-ħiliet tal-lingwa	Online	49
20 Oct 21	Promoting bilingualism in our families (Kinder 1- Year 2): Marsascula St Joachim Primary School	Online	45
21 Oct 21	Promoting bilingualism in our families (Year 3- Year 6): Marsascula St Joachim Primary School	Online	21
9 Nov 21	Promoting bilingualism in our families: The role of oral communication: Għargħur Primary School	Online	43
10 Nov 21	Promoting bilingualism in our families: The role of reading: Għargħur Primary School	Online	15
11 Nov 21	Promoting bilingualism in our families: The role of the language used in the curriculum: Għargħur Primary School	Online	27
	Total		658

TABLE 116: SESSIONS FOR EDUCATORS

Date	Purpose	Venue	Adults
17 May 21	Meeting with SLT on the recommendations of the Language Policy for the Early and Junior Years (Marsascula St Joachim Primary School)	Online	5
29 Jul 21	Meeting with Education Officers and other DQSE officers on bilingualism in the early years (Directorate for Quality and Standards in Education)	Online	21
28 Oct 21	SDP session with educators: Promoting bilingualism in the Early and Junior Years (Marsascula St Joachim Primary School)	Online	32
	Total		58

Policy Documents

The consultation on the draft document *A National Literacy Strategy for All (2021-2030)* was launched on the 28th of June 2021. Following the consultation process, the feedback was analysed and reviewed. The Strategy is in the process of being finalised and published.

The consultation document *A Language Policy for the Junior Years* was launched on the 17th of February 2021. The feedback received during the consultation process was reviewed and the policy document was finalised by the Language Policy in Education Committee. The final document is awaiting publication. The Sub-Committee for the Language Policy in the Middle and Secondary Years discussed recommendations to feature in a future consultation document. Table 117 summarises the meetings held by the Language Policy in Education Committee and Sub-Committee:

TABLE 117: LANGUAGE POLICY IN EDUCATION COMMITTEE AND SUB-COMMITTEE MEETINGS

Language Policy in Education Committee	Sub-Committee for the Language Policy in the Middle and Secondary Years
17 Feb 21	12 Jan 21
9 Jun 21	26 Jan 21
	17 Feb 21
	10 May 21

Research Output

The Literacy Assessment, 2021

The National Literacy Agency, in collaboration with the Directorate for Learning and Assessment Programmes, has developed and administered literacy assessments in Maltese and English which were distributed among all state schools in Malta and Gozo. They were intended to measure students' literacy skills and competences in both English and Maltese. The literacy assessments were carried out during the 2020 – 2021 scholastic year among the 3rd and 4th year groups, held on two separate sessions. Year 3 students sat their first assessments during November-December 2020, and another assessment in May 2021, using a different version of the test paper, to enable a comparison of their performances over the two sessions. Considering that they sit for the annual examination at the end of the scholastic year, Year 4 students were assessed once. The exercise provided a clearer indication of students' literacy attainment following the impact on education, the disruption to schooling, and possible learning loss due to the COVID-19 pandemic.

The assessment papers were planned and constructed by the Heads of Department for Literacy of each College and the National Literacy Agency. They comprised five different tasks:

- word matching (5 marks),
- sentence matching (5 marks),
- word spelling (30 marks),
- reading comprehension (15 marks) and
- writing (30 marks).

The objectives of these tasks were to measure skills in relation to the reading and understanding of individual words and sentences by matching them to a visual representation of an object and/or action, the ability to correctly spell dictated words, the ability to comprehend and answer questions with

reference to the provided text and the ability to write independently on a given subject. These tasks were all structured on the Learning Outcomes Framework of both Maltese and English and were linked to specific outcomes. Specific instructions were also compiled and given to the teachers who assisted in the implementation of the assessments to ensure consistency throughout.

The number of participants who sat for the assessments is represented in Table 118.

TABLE 118: PARTICIPATION IN EACH SESSION IN COMPARISON TO THE YEAR GROUP POPULATION

	Year 3 Session 1	%	Year 3 Session 2	%	Year 4	%
English Assessment	1836	77%	1937	81%	1984	79%
Maltese Assessment	1817	76%	1913	80%	1976	79%
Year Population	2393	100%	2393	100%	2512	100%

An internal report was compiled, summarising the achievement scores by school, College, gender, and nationality of students. The College Literacy Teams were provided the data related to children hailing from schools in their College. Meetings were then organised at the school level to explore ways of following up on the results of the literacy assessment. Subsequent actions included meetings with educators and/or parents to follow-up on the class and/or the individual level.

Language use in families

A study on the language used in families whose children are 7 to 9 years old, was carried out. The data collection phase took place from December 2020 to May 2021. Telephone interviews were held with all Year 3 and Year 4 parents or guardians. Participation was on a voluntary basis.

Participants, that is parents and guardians, were asked questions about the use of language at home, about the use of language when their child reads, the importance attached to Maltese and English, and whether they were satisfied with their child’s performance in Maltese and English.

The number of participants who took part in the telephone interviews are represented in the table below.

TABLE 119: PARTICIPATION IN THE LANGUAGE STUDY

	N	%
Year 3	1553	64.90
Year 4	1848	73.57
Total	3401	69.33

The study shows that Maltese is spoken by the majority of adults. This percentage decreases for the child population. All in all, most children were reported to speak both Maltese and English at home, closely followed by Maltese. Of notable interest is that around 6% of adults exclusively speak a language other than Maltese at home. This percentage decreases to 2.5% for children.

TABLE 120: LANGUAGE USE AT HOME

	Mother	Father	Child
Maltese	1712	1949	1246
	50.3%	57.3%	36.6%
English	518	495	735
	15.2%	15.8%	21.6%
Both	934	539	1255
	27.4%	15.8%	36.9%
Dialect	34	38	35
	1.0%	1.1%	1.0%
Other Language Only	181	190	84
	5.3%	5.6%	2.5%

Note: missing data – mother n=27 (0.8%), father n= 149 (4.4%), child n=47 (1.4%)

The Bilingual Glossary of Mathematics Terms

The Bilingual Glossary of Mathematics Terms Committee is made up of Marie-Therese Farrugia from the University of Malta, Melanie Sammut Casha from the Directorate for Learning and Assessment Programmes, and Lara Ann Vella and David Muscat from the National Literacy Agency. The aim of the glossary is to compile a resource of words and expressions that can be used as part of bilingual communication of mathematics, be it oral or written. More specifically:

- to encourage a level of consistency across learning contexts regarding mathematical terms (English and Maltese)
- to provide words that express nuances of meaning; this may support teachers in focusing more effectively on mathematical concepts and processes.

The consultation document has been drafted and is currently in print. It includes the following topics:

1. Digits, Numerals and Numbers/ Digiti, Numerali u Numri
2. Addition and Subtraction/ It-Tizzid u t-Tnaqqis
3. Spatial Relationships/ Relazzjonijiet Spazjali
4. Shape/ Il-Forom
5. Measurement- General/ Il-Kejl- Kliem Ġenerali
6. Measurement- Time/ Il-Kejl- Il-Ħin
7. Measurement- Capacity/ Il-Kejl- Il-Kapaċità
8. Measurement- Mass/ Il-Kejl- Il-Massa
9. Measurement- Length and Area/ Il-Kejl- It-Tul u l-Area

Continuous Professional Development

Support to the College Literacy Teams

The National Literacy Agency supports the College Literacy Teams, especially through the ongoing professional development and communication with the Heads of Department for literacy. The Heads of Department for literacy meet regularly, once a week during term time, to receive training on, discuss and develop literacy tools, including the literacy assessment for Y3 and Y4, and CoPE sessions related to literacy.

In 2021, the Agency coordinated the preparation of CoPE sessions available for delivery by College Literacy Team members as required by the specific needs of individual Colleges. The CoPE sessions prepared and offered to the Colleges included those on: Phonological and Phonemic Awareness, Emergent Writing, Storytelling, Balanced Literacy, Bilingualism, Environmental Print, Literacy Assessment, Spelling Strategies, Oracy Skills, Creative Writing, and Guided Reading.

Training Courses in collaboration with the Institute for Education

During this period the Agency collaborated with the Institute for Education (IfE) in the organisation of two courses for prospective Nwar tutors. The Foundations of a Family Literacy Intervention Programme (MQF Level 7) is an intensive 12 ECTS course. The first course was organised between January and May and was completed successfully by 11 participants. The second course commenced in October and will run until January 2022. Nine participants are following this second course. Table 121 gives additional information on the modules covered during the course.

TABLE 121: FOUNDATIONS OF A FAMILY LITERACY INTERVENTION PROGRAMME, 2021

Module	Title	ECTS
1	The National Literacy Strategy and balanced literacy, theory and practice	1
2	Phonological awareness skills as a precursor to literacy development	1
3	Language development – use and function in a bilingual class	1
4	Reading and spelling strategies	2
5	Reading development	3
6	Writing process methodology	1
7	Creating multisensory and digital resources	2
8	Planning a family literacy Nwar session	1
Number of ECTS		12

The Agency also contributed to additional courses organised by the Institute as indicated in Table 122.

TABLE 122: LITERACY TRAINING SESSIONS, INSTITUTE FOR EDUCATION, 2021

Date	Course title	Attendees
3 & 8 Feb 21	Supporting Learners with Individual Educational Needs (Literacy Development sessions)	17
3 & 8 Jun 21	Supporting Learners with Individual Educational Needs (Literacy Development sessions)	12
5 - 6 Jul 21	Award in Phonological Awareness Skills as a precursor to literacy development	14
7 - 9 Jul 21	Award in Reading and Spelling Strategies	15
13 Oct 21	Phase Session: Support Services offered by the Literacy Teams	6

Skejjel Rakkontaturi/Storytelling Schools Training

Forty teachers, LSEs and SMT members from the Žejtun Primary B school were provided with the third part of the training in the Storytelling Schools methodology. The training was provided through Microsoft Teams.

Furthermore, 5 participants from the Agency joined an online 10-week course delivered by Dr Chris Smith, director of Storytelling Schools UK, to master the Storytelling Schools method of learning. At the end of the course, which was sponsored by the Agency, the participants were assessed through a written and oral exam. All 5 participants were awarded a Storytelling Schools Practitioner's certificate after passing the exams.

Guided Reading Course at San Anton School

The Agency was approached by the SMT of San Anton School to organise an introductory course on guided reading. An 8-hour course (see Table 123) was organised between September and October targeting 52 educators.

TABLE 123: GUIDED READING COURSE: SAN ANTON SCHOOL, 2021

Date	Session title	Attendees
20 Sep 21	Training seminar on the use of Guided Reading	52
18 Oct 21	Curriculum Development Sessions on the use of Guided Reading	5
19 Oct 21	Curriculum Development Sessions on the use of Guided Reading	4
20 Oct 21	Curriculum Development Sessions on the use of Guided Reading	6
21 Oct 21	Curriculum Development Sessions on the use of Guided Reading	4

Seminars on Reading Recovery in Malta

The National Literacy Agency organised two seminars entitled: *Reading Recovery in Malta: Intervention Programmes and Professional Development Opportunities* on the 20th and 27th January. During these seminars, Reading Recovery Leaders who had completed their Masters' degree in Reading Recovery and Literacy Leadership presented their studies and discussed implications for the teaching of literacy in Malta.

The 6+1 Trait Writing Workshop

The 6+1 Trait Writing Workshop was organised by the National Literacy Agency in collaboration with Education Northwest, Portland Oregon, U.S.A. Three two-hour online sessions were held on 24 February, 3 March and 10 March 2021. The training was offered to College Literacy Teams, NLA literacy staff, HoDs Assessment for Learning, and Education Officers for Curriculum.

During these training sessions the 54 participants gained a solid understanding of the 6+1 trait writing model and the way in which teachers may be supported to implement it. The workshop also provided teaching strategies that help learners identify quality in writing, manage their writing process and become more confident writers.

The screenshot shows a video presentation slide titled "Trait of Ideas Anchor Charts". It features three anchor charts:

- Ideas K (Colorado)**: A dashed box containing a cartoon boy with a pencil and a list: 1. My own idea, 2. Makes sense, 3. Details.
- Ideas 3rd Grade (Oregon)**: A purple box containing a list: ✓ My topic is SKINNY, ✓ My paper stays on topic, ✓ My ideas are understood, ✓ I use my own ideas.
- Ideas 4th (Information Text)**: A green box containing a list: □ My narrow, focused topic drives my paper, □ I use concrete details as supporting information, □ My ideas connect to what the reader knows or needs to know.

The slide also includes a video feed of Gayle Miller in the top right corner, a progress bar at the bottom, and logos for "6+1 Trait Writing Model of Instruction & Assessment" and "education northwest".

Kors fl-ortografija Maltija / Course on Maltese spelling rules

Between March and June 2021, the National Literacy Agency organised online the course on Maltese orthographical rules for literacy Heads of Department, literacy support teachers, and some Education Officers and NLA staff members. The course updated the 29 participants with Maltese spelling and grammar rules. It also addressed spelling difficulties forwarded by the participating educators.

In November and December, a similar course of 9 online sessions, organised over two different time slots, was offered to students sitting for their Maltese SEC exam. This course was attended by 162 students.

Reading for Pleasure Programmes Training Sessions

Training sessions were organised for reading animators as can be seen in Table 124.

TABLE 124: TRAINING SESSIONS FOR READING ANIMATORS

Date	Title	Participants
5 Jan 21	AI Project	9
15 Feb 21	AI Project	3
16 Feb 21	AI Project	13
8 Apr 21	AI Project - Dancing and Drama	13
6 May 21	Introducing Storytelling with Archetypes	13
25 May 21	Introducing Storytelling with Archetypes	11
26 May 21	Aqra Miegħi/ Read with Me Training	10
3 Jun 21	Aqra Miegħi/Read with Me Methodology	11
22 Jun 21	AI Project	13
6 Jul 21	Bilingualism in the Early Years	14
27 Sep 21	Magic of Stories methodology Part 1	10
28 Sep 21	Magic of Stories methodology Part 2	10
1 Oct 21	Magic of Stories methodology Part 3	10
15 Oct 21	Seħer L-Istejjer	8
3 Nov 21	AI Project	11
3 Dec 21	Aqra Miegħi/Read with Me Methodology	12
16 Dec 21	Aqra Miegħi/Read with Me Methodology	5



Collaboration agreements

During 2021 or part thereof, the National Literacy Agency had the following active collaboration agreements:

Effective date	Entity	Main aim	Termination date
31 st May 2016	GO plc	GO plc's sponsorship of the Aqra kemm Tiflaħ programme	30 th May 2021
7 th May 2018	Malta Libraries	Malta Libraries' support of the Aqra Miegħi / Read with Me programme	6 th May 2021
1 st November 2019	Audio Visual Centre Ltd	AVC's sponsorship of the Reading Stars programme	31 st October 2022
31 st May 2019	Birdlife Malta	Mutual collaboration in relation to the Seħer l-Istejjer / Magic of Stories programme	30 th May 2022
1 st January 2020	Let Me Learn Centre	The Agency's support of the Let Me Learn Centre	31 st December 2021
1 st January 2021	Bank of Valletta plc	BOV's partnership in the Aqra Miegħi / Read with Me programme	31 st December 2021
9 th September 2021	Fondazzjoni Ċelebrazzjonijiet Nazzjonali	Collaboration with the FĊN in the publication of Just Noise Comic Book (Sette Giugno events) and its distribution in schools.	31 st December 2022

The Way Ahead

At a time when the world struggles still to overcome the COVID-19 pandemic, the main aim of the National Literacy Agency in 2022 will be to maintain and strengthen its efforts to counter the adverse consequences of what UNESCO declared as the most severe disruption to education systems in history.¹ In light of this, in 2022, the Agency will continue to support schools in carrying out literacy assessments and evaluations to determine possible learning loss, help schools be guided by the outcomes of these assessments, and strengthen the provision of literacy intervention and catch-up programmes that complement the work done by schools in this priority area of educational development.

The return to in-person activities that promote literacy skills and practices both in schools and in the community will continue in line with the guidelines provided by the Public Health authorities. This applies equally to the Agency's intervention programmes, some of which had to migrate completely to online pedagogies. Meanwhile, it is also important to recognise any positive outcomes that resulted from the use of digital technologies during the pandemic. Digital technologies can be used in a complementary manner to in-person provision or as a substitute in specific cases when in-person provision is not feasible.

The success of the efforts of the Agency depends a lot on the recruitment of suitable personnel and their ability to provide services of high quality. The recruitment and the professional development of staff and other educators engaged in literacy teaching and learning will remain high on the Agency's agenda for 2022.

¹ UNESCO (2020). Why the world must urgently strengthen learning and protect finance for education. Available online: <https://en.unesco.org/news/why-world-must-urgently-strengthen-learning-and-protect-finance-education>

Main contributors

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David Muscat
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