



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI,
L-ISPORT, IŻ-ŽĠHAŻAĠĦ,
IR-RIĊERKA U L-INNOVAZZJONI



**NATIONAL
EDUCATION
STRATEGY**
2024 - 2030



**L-Università
ta' Malta**

AI Ethics in the Maltese Curriculum: Preparing Students for a Digital Future

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Ethics Education in Malta

The Malta National Curriculum Framework (2012)

Publicly consulted

Legally binding for all schools

- The Ethics Education Programme began in 2014 and has been continuously developing since.
- Values-based curriculum focusing on ethical decision-making and critical thinking.
- Available in State Schools and Private Schools across compulsory schooling years.
- Leads to National Certification accredited to EQF Level 3

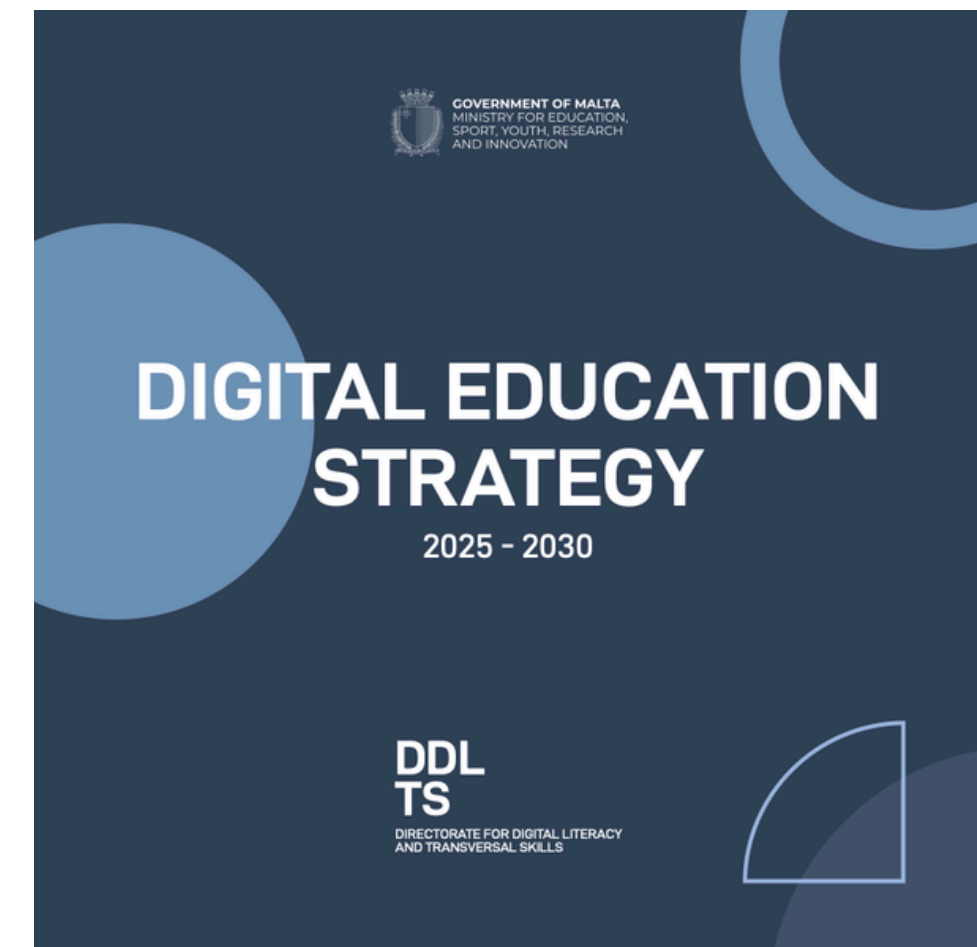


Ethics Education in Malta

Two of the subject foci inspired by the new national strategies

Focus on Digital Ethics and Digital wellbeing as part of a comprehensive moral life.

Focus on Global Digital Citizenship and Empowerment.



ETHICS EDUCATION



Develops critical thinking through real-life issues



Builds clear and respectful communication



Encourages collaboration through dialogue and teamwork



Promotes creative thinking in moral problem-solving



Prepares responsible citizens for society and digital life



Shapes character through empathy, fairness, and integrity



Opens pathways to careers in law, education, health, media, and public service

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ETHICS: YOUR FUTURE, YOUR CHOICE



DESIGNED FOR CURIOUS THINKERS

Ideal for students who enjoy discussing real-life issues, digital life, and new technologies like AI.



BUILD ESSENTIAL LIFE SKILLS

Develops critical thinking, ethical decision-making, empathy, and respectful communication.



UNLOCK DIVERSE CAREER PATHWAYS

Prepares you for success in Law, Psychology, AI Ethics, Journalism, and International Relations.



BALANCED ASSESSMENT MODEL

Grades are based on 30% School-Based Assessment and 70% Annual Examination.

Syllabi

Middle School Year 7 & 8
Ages 11-12, 12-13

3

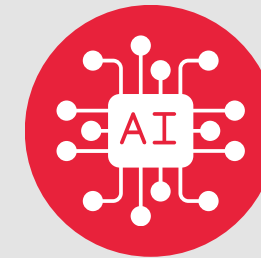
3 Modules
21 Learning Outcomes
each

Prescriptive and Assessable



Founded in UN's
Sustainable
Development Goals

Responsibility and Integrity



Artificial
Intelligence

The theme of AI
Ethics of Generative AI

Year 7 Syllabus

(Ages 11-12)

ETHICS

YEAR 7 SYLLABUS

RIGHTS,
FREEDOMS
& TRUTHS



2025 UPDATE

Year 7

Human and Civil Rights-based Syllabus

Implementation in 2023

Learning Outcomes 5-8 Intellectual Property in the context of Generative AI and Digital Citizenship

LO 5 I can understand the concept of intellectual property rights as rights associated with creative and intellectual works such as artistic works, designs and music, and discuss them in the context of generative AI.

LO 6 I can apply the principles of intellectual property rights, including proper attribution, citation, and adherence to copyright laws and fair use guidelines in an educational context to avoid plagiarism and copyright violations.

LO 7 I can discuss how algorithms are used in online advertising, and explain ethical implications associated with them, including privacy concerns, manipulation and persuasion, and exploitation of personal data.

LO 8 I can explain the importance of responsible digital citizenship, which implies being informed and proactive in protecting personal data, respecting others' privacy, and advocating for ethical practices related to big data.

Sustainable Development Goals in Module 1

5 GENDER EQUALITY



LO 1

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



LO 5 - LO 9

10 REDUCED INEQUALITIES



LO 1



Lesson Guides



Lesson guides are provided on a national level to aid teachers and students interpret and work with the Learning Outcomes.

LEARNING OUTCOME 6:

I can understand the concept of intellectual property rights as rights associated with creative and intellectual works such as artistic works, designs and music, and discuss them in the context of generative AI.

LESSON GUIDE Ethics Year 7

INTRODUCTION

Begin the lesson with a discussion on everyday items that students use (such as books, music, logos, etc.). Ask them who they think owns these items. Introduce the concept of Intellectual Property Rights, explaining how it relates to creative and intellectual works. Promote discussions around the ethics of ownership and creative rights.

Available to all
teachers nationally

Year 8 Syllabus

(Ages 12-13)

ETHICS

YEAR 8 SYLLABUS

CONSEQUENCES,
INTEGRITY, AND
RESPONSIBILITY



2025 UPDATE

Year 8

Liberty, Justice, and Responsible use of Innovative Technology

Implementation in 2024

Justice theme inspired by UNODC GRACE Initiative.
All Module 3 based on Global Digital Citizenship

LO 19

I can discuss the ethical use of surveillance technologies, including the advantages and disadvantages of increased surveillance.

LO 20

I can describe examples of how innovative technology is used to develop and improve human society. *(Controlled)*

LO 21

I can identify responsible uses of AI, including honesty about generated and synthetic content, using AI as a collaborator, and increasing creativity and efficiency with its use. *(Controlled)*

LO 22

I can discuss the dilemmas related to the ethical use of AI (such as relying on AI to make crucial decisions, privacy issues, societal bias, AI-generated deepfakes and disinformation).

LO 23

I can discuss respectful Digital Gaming environments (such as those that foster creativity, socialisation, teamwork, inclusivity, integrity, and fair play in esports).

LO 24

I can discuss the ethical use of Agricultural technologies for sustainable practices (such as genetic editing and pest management).

Year 8

Liberty, Justice, and Responsible use of Innovative Technology

Implementation in 2024

Justice theme inspired by UNODC GRACE Initiative. All Module 3 based on Global Digital Citizenship

- | | |
|--------------|---|
| LO 25 | I can discuss the balance between robotic autonomy and human control (such as in self-driving cars, health care and warfare). |
| LO 26 | I can discuss legal and moral responsibility concerning robotic actions (such as who is to blame when an autonomous robot causes harm). |
| LO 27 | I can discuss the dilemma of job displacement in the workforce due to technological developments, highlighting the importance of adaptability and lifelong learning to deal with significant changes. |

Sustainable Development Goals in Module 3

2 ZERO HUNGER



LO 24

3 GOOD HEALTH AND WELL-BEING



LO 24

4 QUALITY EDUCATION



LO 20
LO 23
LO 27

8 DECENT WORK AND ECONOMIC GROWTH



LO 27

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



All Module 3

11 SUSTAINABLE CITIES AND COMMUNITIES



LO 24

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



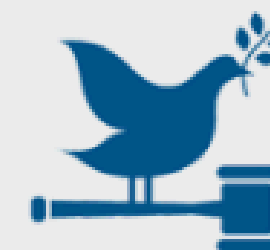
LO 24

13 CLIMATE ACTION



LO 24

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



LO 19
LO 21 to LO 26



MS LUCIANNE ZAMMIT
University of Malta



MR ROGER TIRAZONA
*Ministry of Education, Sport, Youth, Research and
Innovation, Malta*



MS KIRBY CARUANA
*Ministry of Education, Sport, Youth, Research and
Innovation, Malta*

Digital Learning Week 2024

Revision of Syllabi



Ethics

Years 1 to 3 Syllabi



Virtue-based Ethics

Care, Respect, Helpfulness,
Courage, Empathy, Fairness,
Tolerance, Citizenship,
Perseverance, etc.

3

3 Modules per year



11 Virtues per year

Term 1: 4 virtues
Term 2: 4 virtues
Term 3: 3 virtues

Ethics

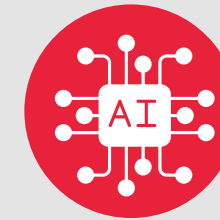
Years 4 to 6 Syllabi

3

Module 1: The Living World
Module 2: Living Together
Module 3: Interacting in a Digital World



Virtues & Sustainable Development Goals



Themes include:

Digital Citizenship
Digital Ethics
Digital Well-being
Global Citizenship
Emotional Intelligence
Environmental Stewardship

Year 4 Syllabus

Module 3 - Interacting in a Digital World

Implemented in October 2025

Themes: Digital Citizenship, Online Safety & Privacy, Trust and Online Interactions, Media Balance and Respectful Technology Use

The Impact of Technology on Daily Life

LO 19

I can describe how technology helps in my daily life by improving learning and communication amongst other things.

LO 20

I can discuss the positive and negative effects of technology in my daily life.

Digital Citizenship and Online Responsibility

LO 21

I can explain what it means to be a digital citizen.

LO 22

I can recognise how online actions impact people, highlighting the importance of digital respect and responsibility. **(Controlled)**

Understanding Online Privacy and Safety

LO 23

I can identify the reasons why people share information about themselves online.

LO 24

I can explain the difference between private and personal information, understanding its role in digital safety.

LO 25

I can evaluate the role of trust in online interactions and recognise how making careful decisions about who and what to trust helps protect my digital privacy and safety.

Media Balance

LO 26

I can explain the importance of media balance and how too much screen time impacts my well-being, relationships, and responsibilities. **(Controlled)**

LO 27

I can show respect for others by setting healthy boundaries around technology use during shared time, like meals or conversations.

Proposed Syllabus for Year 5

Module 3 - Interacting in a Digital World

Implementation in October 2026

**Themes: Online Relationships
and Emotional Attachment,
Self-Image and Identity, Digital
Well-being, Media Literacy**

Online Relationships & Communication

LO 19

I can explain how online communication can affect my feelings and the feelings of others, and recognise signs of healthy and unhealthy online interactions.

LO 20

I can describe how people can form emotional attachments online and explain why it is important to stay safe.

LO 21

I can explain that AI chatbots are tools made by people and cannot replace real friendships, and I can describe why it's important to talk to trusted adults when I feel worried, upset, or confused. *(Controlled)*

Self-Image and Identity

LO 22

I can describe how what I see online can influence how I think about myself and explain why everyone's identity is unique and valuable.

LO 23

I can recognise that people may present themselves differently online than in real life, and I can explain how comparing myself to others online can affect my self-esteem. *(Controlled)*

Proposed Syllabus for Year 5

Module 3 - Interacting in a Digital World

Implementation in October 2026

**Themes: Online Relationships
and Emotional Attachment,
Self-Image and Identity,
Digital Well-being, Media Literacy**

Media Balance & Well-being

LO 24

I can evaluate situations where I need to set boundaries around my device use and explain how these boundaries help me make responsible choices.

Media Literacy

LO25

I can explain that not all information I see online is accurate and identify basic clues that help me decide whether something online is trustworthy.

LO 26

I can describe how news and media can influence people's opinions and feelings, and explain why it's important to think carefully before sharing information online.

LO 27

I can distinguish between facts, opinions, and exaggerated or misleading content, and explain why checking information is important. *(Controlled)*

Year 4 to Year 5 Spiral Progression

Year 4 (Foundation)	→	Year 5 (Deepening)
Online safety awareness	→	Emotional impact of online relationships
Basic privacy understanding	→	Critical media literacy and misinformation awareness
Media balance habits	→	Digital wellbeing and self-regulation
Respectful behaviour	→	Ethical judgement and identity reflection
General technology use	→	AI understanding and responsible use

Forward Planning

2027-28

Implementation of Revised Year 6 syllabus

All Ethics Primary Syllabi Revised and Implemented



Open Resources

This board is set to public. You can change its visibility at any time. [More about public boards.](#)

Malta Ethics Education - Complete Curriculum and Resources Public Board Power-Ups Automation Filters Share

The board is organized into columns for each year level (Year 2 to Year 6). Each column contains cards for syllabus, guides, controlled learning outcomes, and assessment guidelines. The 'Year 3 Guides' column lists the following categories and their respective counts:

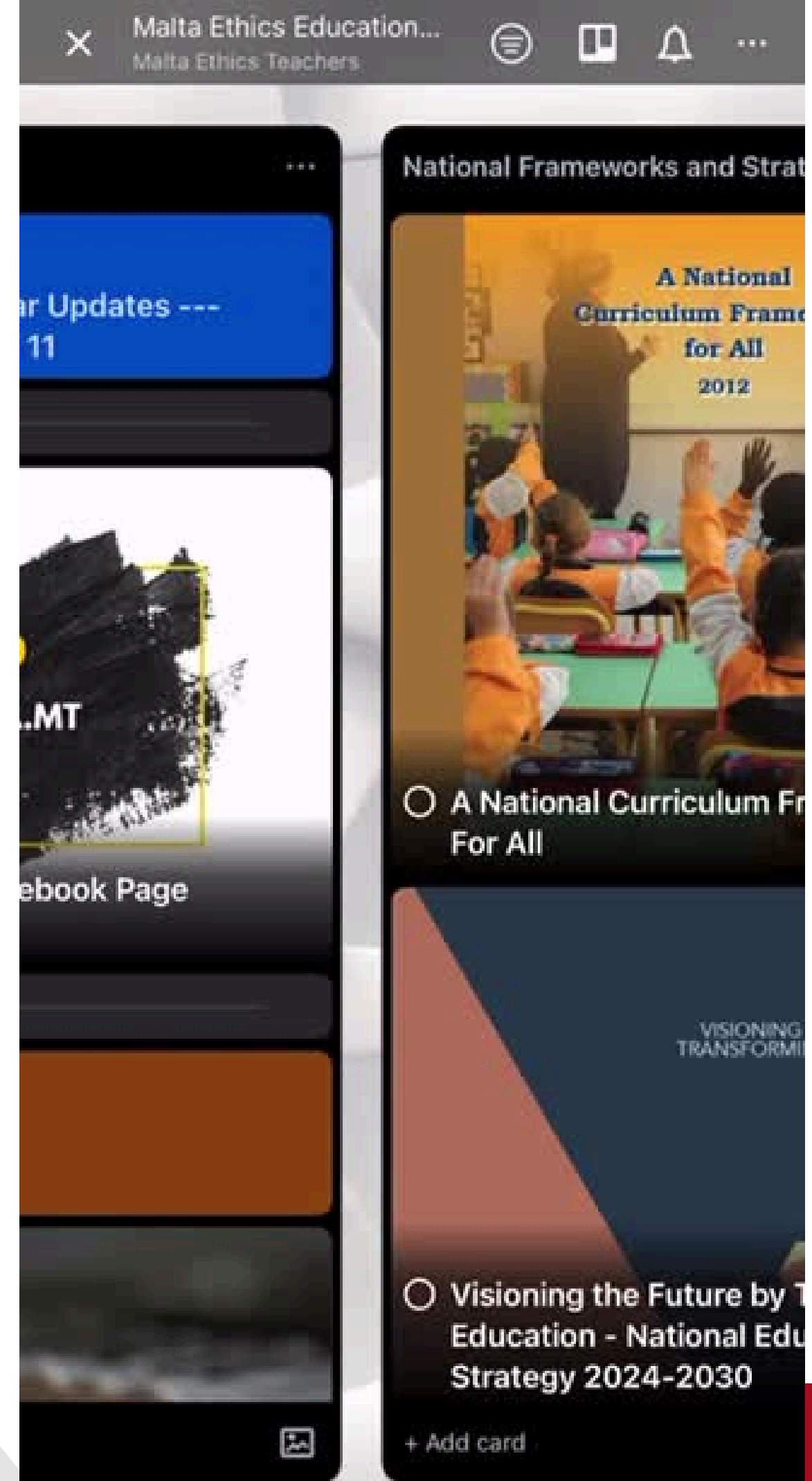
- COOPERATION: 3
- COOPERATION: 3
- COOPERATION: 2
- COOPERATION: 2
- EMPATHY: 3
- EMPATHY: 4
- EMPATHY: 4
- EMPATHY: 4
- CITIZENSHIP: 3
- CITIZENSHIP: 5
- CITIZENSHIP: 3

Other visible cards include 'Year 2 Syllabus', 'Year 3 Syllabus', 'Year 4 Syllabus', 'Year 5 Syllabus', 'Year 6 Syllabus', 'Ethics Assessment Guidelines for Primary - 2024/2025', 'deBono Thinking Tools', and 'The Six Thinking Hats for schools and families'. A 'RECORDED WITH SCREENCAST MATIC' watermark is present in the bottom left corner.

Open Resources



Scan the QR code



Assessment

In year groups that have not yet formally incorporated AI Ethics, the theme of AI has been embedded through other learning outcomes as case studies, including in national examinations at the end of compulsory schooling, dealing with case studies on Just War and the Value of Human Life.

3. Read the following case study and answer all questions. (10 marks)



Picture 2 - Photo Credit FAU.edu

Self-driving cars already exist and we share our roads with them. They are one of the most technologically advanced innovations created by humans to date. Like any new technology, there will be new ethical issues surrounding it.

One of the most important issues is the decision the car has to make when handling accidents, like if the car has to choose whether it should protect itself, the passenger, or the bystander when involved in an accident. These kinds of dilemmas, which need split-second ethical decisions, can be programmed into the car, enabling it to make these decisions automatically and quickly. In fact evidence shows that self-driving cars are safer than human drivers and will decrease accidents by 90%, saving around 30,000 lives and \$190 billion in damages and health costs yearly in the USA alone.

The problem is deciding how these cars should be programmed. Different communities can make different ethical choices and cars would be expected to make different decisions, depending on which country it is in and the different laws of the country. Many entities, like MIT and Google, have asked members of different communities about what choices would they make in different real-life situations and dilemmas that a driver could face in the street, in order to teach these same responses to cars, so that eventually, self-driving cars can behave ethically as expected by any ethical member of that particular community.

(Adapted from towardsdatascience.com, May 2020)

Read the following case study and answer all questions. (10 marks)

The A.I. War Dilemma



Image taken from 'Canva'

many countries raced to build the most advanced artificial military systems. These A.I. machines had the potential to start human lives on the battlefield.

Veridia, developed an A.I. programme codenamed Titanus, which could predict when conflicts would arise from other nations and how to win. Titanus, a larger neighbour country, felt threatened by this A.I. programme. The president made many threatening statements against Veridia. Titanus has a history of wars and invasions, and is run by a

Ethics - Year 11 - 2024

decide their next steps. Some argued that they should use Titanus to defend themselves, while others recommended to launch a strike at Titanus as a warning. Veridia's president was torn, ensuring their safety, before Titanus even tries anything. The principles of just war should apply: only self-defence is permitted, and always aiming for peace.

The world watched as Veridia faced a critical choice: trust in Titanus, ensuring harm is minimised, and always aiming for peace. action and attack first, or stick to ethical principles.

Teacher Training

2024 - 2025 - Using VALETIKA - based on OpenAI ChatGPT

Lesson Planning

Assessment

VALETIKA is a versatile Ethics teaching tool for primary and secondary education. It generates lesson plans with engaging activities, videos, and presentations based on the national ethics syllabi, while also analysing and offering feedback on students' reflective journals based on a specific rubric.

Teacher training organised by the Ministry for Education is also made available to Ethics teachers in Private Schools.

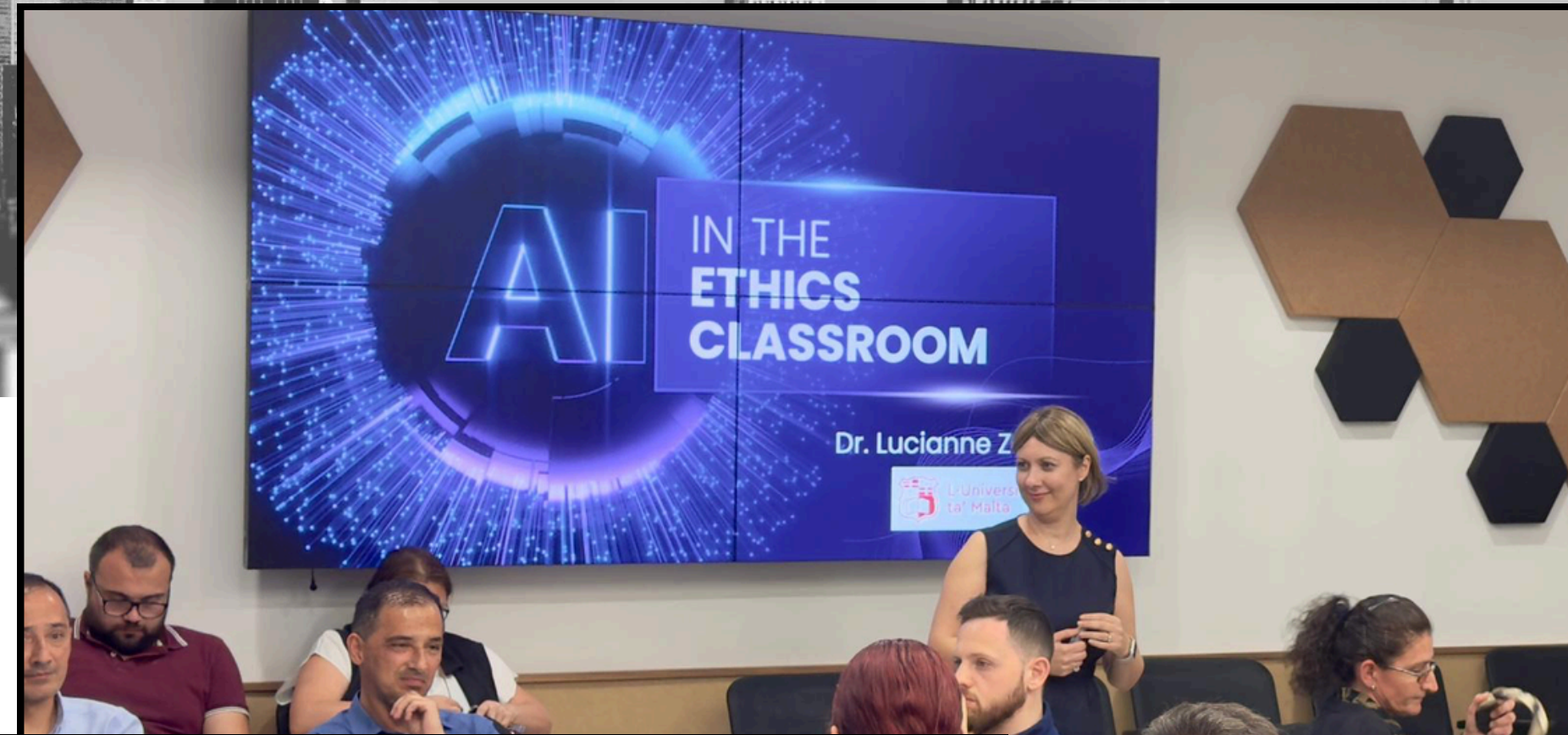


VaLEtika

By Charles Tabone

VALETIKA is a versatile Ethics teaching tool for primary and secondary education. It generates lesson plans with engaging activities, videos, and presentations based on the national ethics syllabi, while also analysing and offering feedback on students' reflective journals based on a specific rubric.

Teacher Training



ETHICS BY DESIGN

Shaping the AI Future in Education

17TH

NOVEMBER

08:30AM-14:00PM

Chaplains Hall, Kalkara, Malta

REGISTER



Mr. Roger Tirazona
Head of Department for Ethics Education
Ministry for Education, Sport, Youth, Research, and Innovation



Mr. Gavril Flores
Chief Officer (Strategy, Policy and Governance),
Malta Digital Innovation Authority

Montebello
Head of the Department of Artificial Intelligence,
L-Università ta' Malta



Ms. Kirby Caruana
Head of Department for Ethics Education
Ministry for Education, Sport, Youth, Research and Innovation

Gove
Diocesan Coordinator for AI-related activity for the Archdiocese of Malta

Panel Ethics Education: From Theory to Practice

Connecting Classrooms





L-Università
ta' Malta



WE-THRIVE

Education for Technology with
Human Responsibility,
Integrity, Values, and Ethics

 **mdia** MALTA
DIGITAL
INNOVATION
AUTHORITY

Survey and Questionnaire



TRUSTED!

UNDERSTANDING YOUR AI RIGHTS



TRUSTED represents 7 Principles for AI Rights and Duties

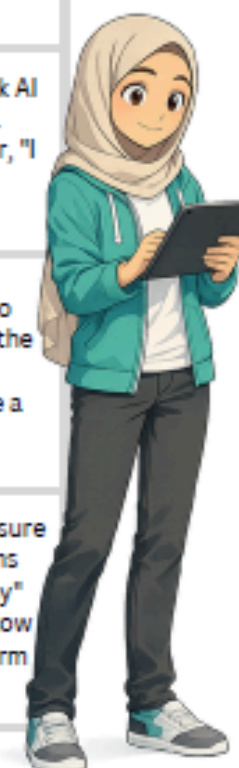
- T** ruth You have a right to know the truth
- R** igour You have a right to fairness in big decisions
- U** nderstanding You have a right to understand AI
- S** afe ty You have a right to be safe from manipulative AI
- T** esting You have a right AI that is tested in safe spaces
- E** nforcement You have a right to powerful AI that obeys the law
- D** iligence You have a right to expert protection

	Principle	Explanation (What it means)
T	Truth You have a right to know the truth.	This covers honesty. You should never be tricked into thinking a machine is a human. If you see a "deep fake" (AI-made video/image), it must be labelled so you know it isn't real.
R	Rigour You have a right to fairness in big decisions	When AI is used for important things, like exams, medical operations, or law enforcement, it is called "high-risk." These systems must follow strict rules to ensure they are accurate and do not discriminate.
U	Understanding You have a right to understand AI	The law starts by defining AI and stating that you shouldn't be left in the dark about how it works. It introduces "AI Literacy," meaning companies and schools should help you understand AI so you can use it confidently.
S	Safety You have a right to be safe from manipulative AI	Some AI uses are banned because they are too dangerous. This includes AI that uses "subliminal techniques" (tricks you can't see) to change your behaviour or systems that give you a "social score" based on your personality.
T	Testing You have a right to AI tested in safe spaces	To invent safe AI, the EU uses "regulatory sandboxes." These are supervised spaces where companies test new ideas before they are sold, ensuring they work properly.
E	Enforcement You have a right to powerful AI that follows the law	This covers the massive "brains" behind AI (like ChatGPT) called General-Purpose AI Models. It ensures they respect copyright and don't cause major accidents (systemic risks).
D	Diligence You have a right to expert protection	This sets up the "referees" for AI: the AI Office , a Scientific Panel of independent experts, and an Advisory Forum to ensure the rules are followed.

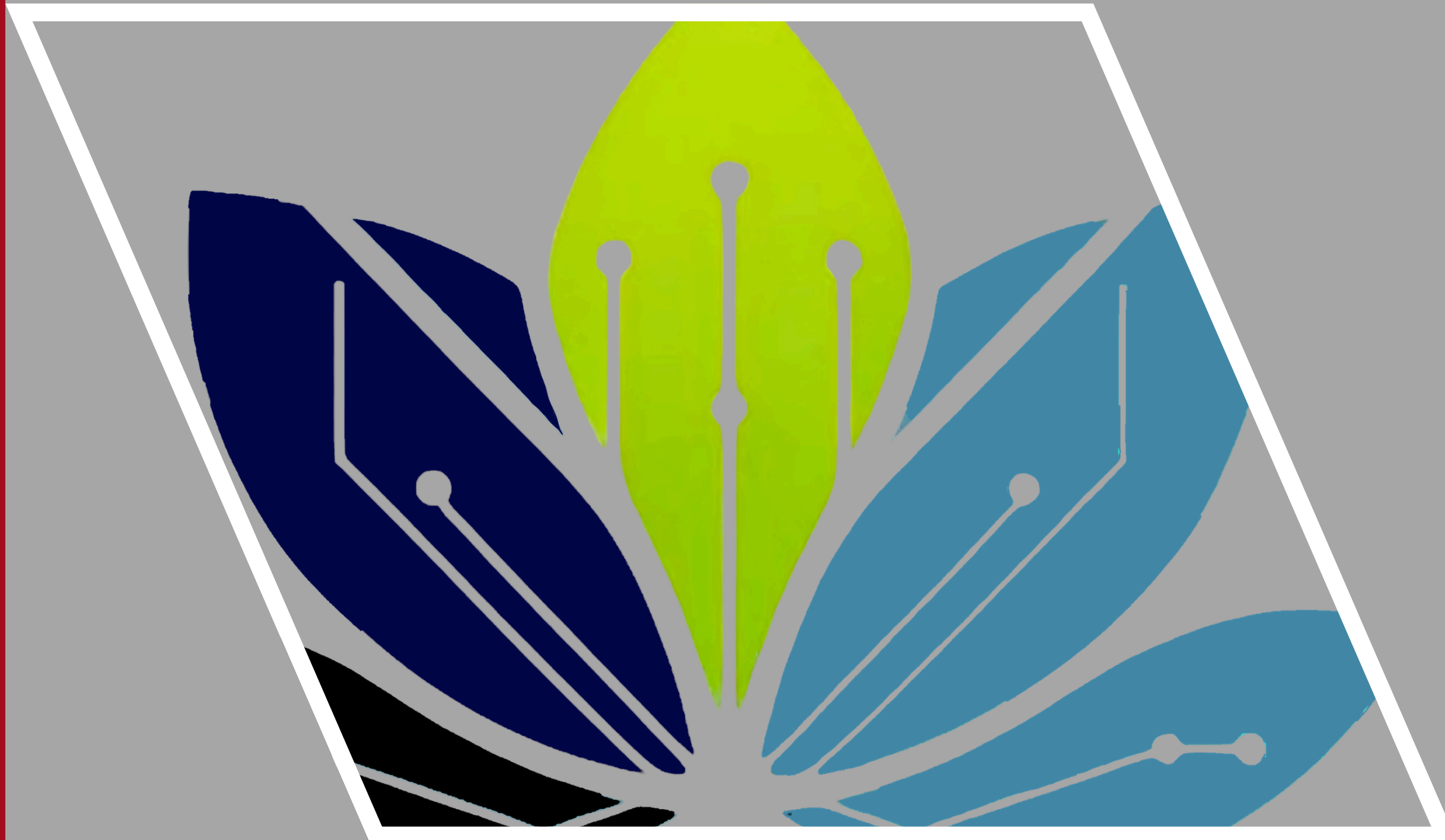
4

Your Rights (Protections)	AI Provider/Creator Duties
You have the right to be told if you are chatting with a bot. If you see AI-generated content (like a deep fake video), you have a right to see a clear label stating it is artificially generated.	Providers must design systems to mark AI content in a machine-readable format. They must ensure systems tell the user, "I am an AI," unless it is obvious, and disclose when content is a deep fake.
You have the right to trust that big decisions about your life are based on high-quality data, not biased guesses. You have a right to "human oversight," meaning a human checks the machine's work.	Providers must use high-quality data to prevent unfair bias. They must design the system so a human can oversee it, interpret the results correctly, and use a "stop" button if it goes wrong.
You have the right to be supported by adults and staff who actually understand the AI tools they use. You are entitled to education that helps you understand the benefits and risks of AI so you aren't using it blindly.	Companies and organisations must ensure their staff and people using the systems on their behalf have enough "AI literacy" (knowledge and skills) to understand how the system works and the potential harm it could cause.
You have the right to be free from AI that tries to mess with your mind, exploit your age or disability, or judge your emotions in schools to treat you unfairly.	Creators must not build systems that use hidden tricks to distort behaviour, exploit vulnerabilities like age, or create "social scoring" systems that treat people badly based on their social behaviour.
You have the right to innovation that has been "road-tested." If your data is used for testing in these sandboxes (e.g. for health research), strict rules protect it from being misused.	Providers must follow a specific "sandbox plan" agreed with the government. They must keep logs and immediately report any serious incidents or risks to fundamental rights that happen during testing.
You have the right to use apps built on safe foundations. You are protected from "systemic risks" (like cyber-attacks) because the biggest models must pass strict safety tests.	Providers must respect copyright laws and publish a summary of the content used to train the AI. If the model poses a "systemic risk," they must test its defences against hackers (adversarial testing).
You have the right to have independent scientists and experts monitoring AI companies to ensure they aren't breaking the rules or creating dangerous risks.	Providers must cooperate with these new authorities. If the Scientific Panel asks for information to check if an AI model is dangerous, the provider must hand it over.

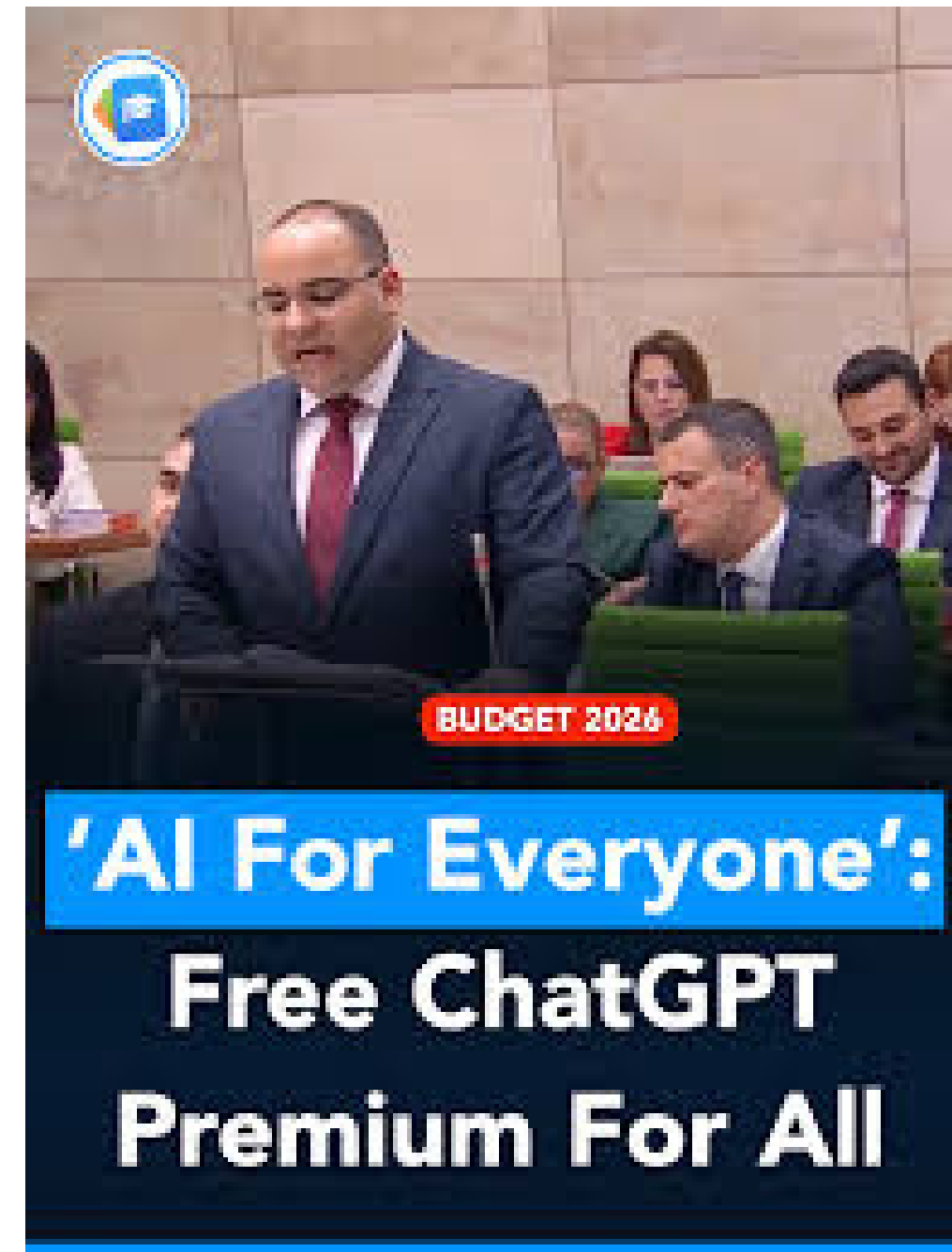
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wE-Thrive FB Page



Maltese Policy



Flash Euro Barometer Dec 2025



Future needs in digital education

Fieldwork: 7 – 14 May 2025

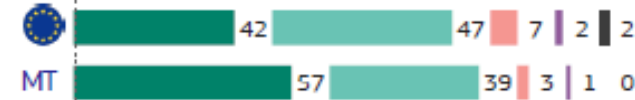
TOTAL EU 25 781 INTERVIEWS | MALTA 504 INTERVIEWS | FL 564

MALTA

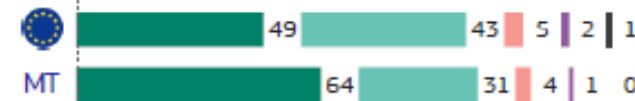
1 Importance of digital skills

To what extent do you agree or disagree with the following statements? [Q1/Q3] [%]

Digital skills are essential for participation in society (for example for banking, health care, community engagement etc.)



Digital skills should be taught to everyone in schools and universities

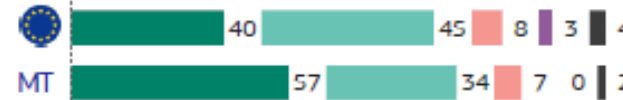


Legend: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree, Don't know

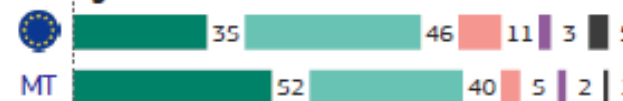
2 Digital skills and AI literacy

To what extent do you agree or disagree with the following statements? [Q1/Q9] [%]

Digital skills are necessary to be able to use generative AI tools safely and responsibly



All teachers should be equipped with the skills to use and understand AI, including generative AI



Legend: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree, Don't know

3 AI in education

What is your position on the use of Artificial Intelligence (AI) in education? [Q6] [%]

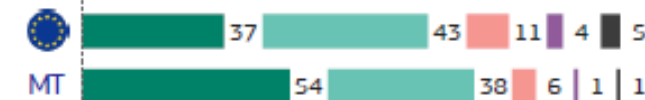


Legend: AI can improve teaching and learning. The education community should not be afraid to experiment with it. AI can benefit and bring risks to teaching and learning. The education community should assess and explore both. AI does not belong in the classroom. Don't know

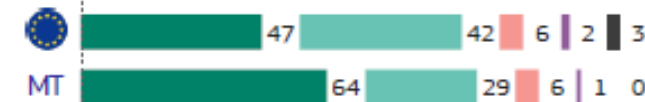
4 Digital skills: safeguard against online disinformation

To what extent do you agree or disagree with the following statements? [Q1/Q9] [%]

Digital skills and digital literacy help protect you from being misled by online disinformation



All teachers should be equipped with the skills to help students in recognising various forms of disinformation online



Legend: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree, Don't know

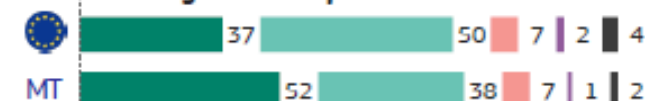
5 Digital technologies specifically designed for learning

To what extent do you agree or disagree with the following statements? [Q5] [%]

Personal digital devices, such as smartphones, should be banned from schools



Digital technologies specifically designed for learning should be promoted in schools

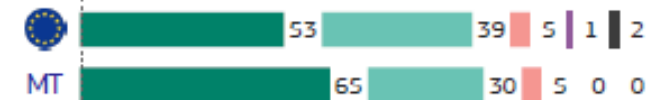


Legend: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree, Don't know

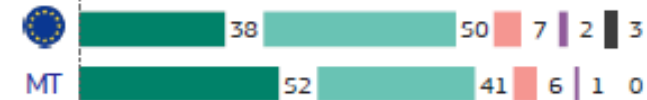
6 Digital skills and wellbeing

To what extent do you agree or disagree with the following statements? [Q3/Q5/Q9] [%]

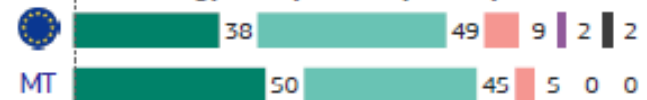
Schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health



Teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology



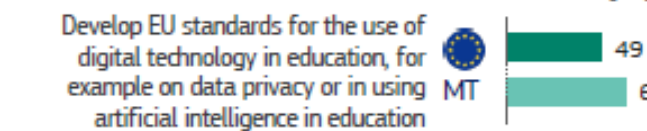
Parents and families have a crucial role in teaching their children how to use technology safely and responsibly



Legend: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree, Don't know

7 EU support recommendations

In your opinion, how can the EU best support successful digital education across EU Member States? Maximum three answers possible. (Top 3 EU responses) [Q12] [%]

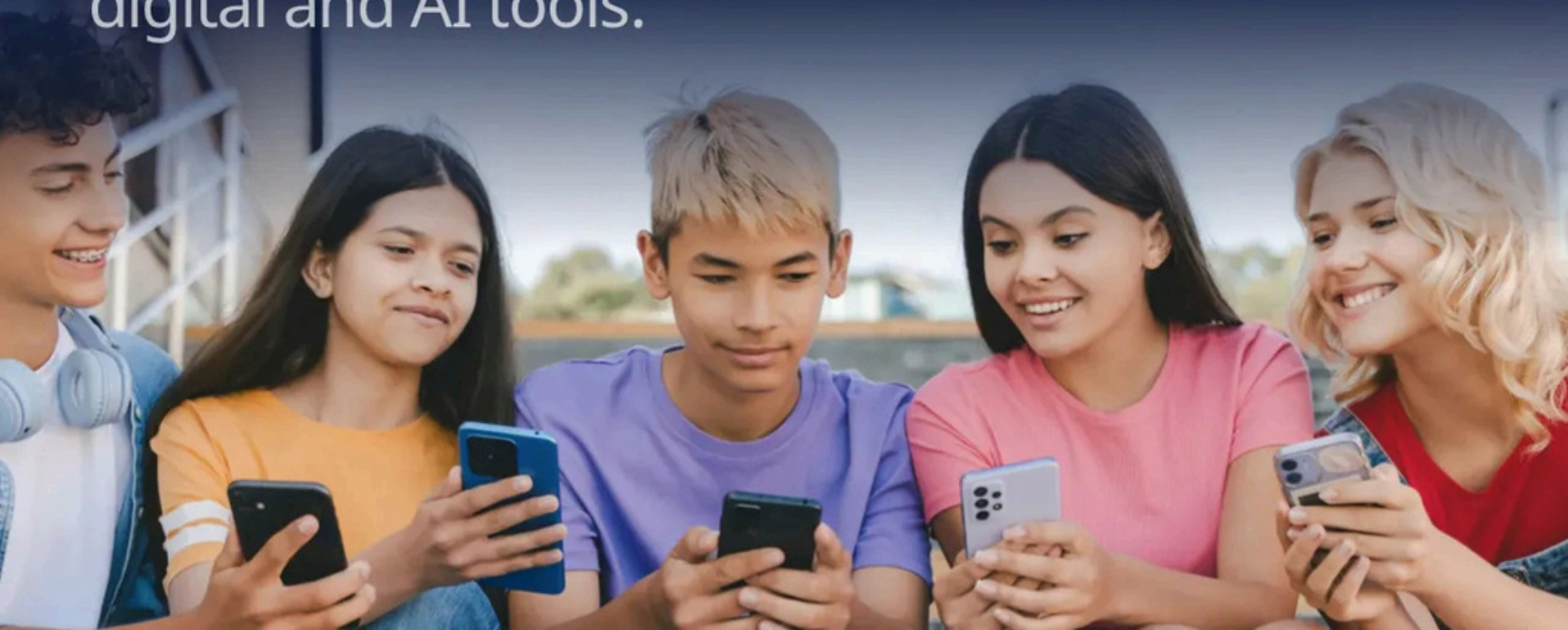


Challenges

- Make it possible for Ethics to be more available, as part of a public discussion on the curricular future.
- Trigger an update to the MATSEC Syllabus.

PISA 2029 Media and Artificial Intelligence Literacy

The PISA 2029 Media & Artificial Intelligence Literacy (MAIL) assessment will shed light on whether young students have had opportunities to learn and to engage proactively and critically in a world where production, participation, and social networking are increasingly mediated by digital and AI tools.



The PISA logo consists of the letters 'P', 'I', 'S', and 'A' in a stylized, colorful font. The 'P' is blue and red, the 'I' is yellow and blue, the 'S' is green and yellow, and the 'A' is blue, red, and yellow.



The current Year 8 Cohort will be participating in the PISA 2029 MAIL study.

Thank

You

