



## EDUCATION AND PUBLIC ENGAGEMENT ANNUAL REPORT

SCHOLASTIC YEAR  
2024-2025



# Contents

## Foreword

### **1. About Us**

- I. Mission and Vision Statements
- II. Our Work

### **2. Key Achievements**

- I. 30 Years Anniversary
- II. New Ninja Waħda Platform
- III. Ninja Waħda Accreditation
- IV. First bird-table live-feed camera installed in a school

### **3. Scholastic Year 2024-25 in detail**

#### Formal Education

- I. Ninja Waħda Primary
  - A. Statistics
- II. Ninja Waħda Middle and Secondary
- III. Ninja Waħda Gardens
- IV. Teacher Training
  - A. Ongoing in-school support and training
  - B. Tailor-made full-day training events
  - C. Online training to Primary teachers and educators
  - D. Online training for Middle and Secondary teachers
- V. Nature Watch visits during Scholastic Year 2024-2025
  - Statistics

## **Non-Formal Education**

- I. Public and Community Events
- II. Summer School at Salina Nature Reserve
- III. School talks
- IV. Nature Guardians
- V. Young Birders Club
- VI. Falko

## **4. Policy Development**

## **5. Resources and Publications**

- I. ASDN Project Results
- II. Stejjer mir-Riservi Naturali
- III. Wildlife Garden Manual
- IV. II-ħuttafa
- V. Display Boards
- VI. Media Articles
  - A. Malta Today on Sunday
  - B. Sagħtar magazine
  - C. Studentillum
  - D. II-Hajja f'Għawdex
  - E. II-Mosta
  - F. Radio and television programmes
  - G. Production of social media videos

## **6. Testimonials**

## **7. Partners in Nature**

# Foreword

I am proud to introduce BirdLife Malta's educational and public engagement report. Since our founding on 25 January 1962 as the Malta Ornithological Society—Malta's oldest environmental NGO—education has long been at the heart of our mission. Just over 30 years ago, in 1994, we launched *Dinja Waħda*, our flagship environmental education programme. The goal was simple yet profound: to inspire the youngest generations to develop a sense of caring and responsibility for nature through experiential learning.

Over the decades, *Dinja Waħda* has flourished. Today it spans from kindergarten through secondary levels, integrating classroom learning with outdoor experiences, including guided visits to our nature reserves. The programme's reach—now a national staple in the Maltese education system—reflects its success. Recently, over 6,000 students participated in school visits to Simar, Għadira, Foresta 2000, and Salina reserves during the 2024/2025 school year alone. The increased participation of schools in the programme, together with the popularity of these reserve visits, is proof of this success.

But education alone is not enough. We have shifted beyond formal teaching to foster active public engagement, inviting communities to experience nature directly, igniting a shared commitment to protect it. By starting with our youth, we cultivate future leaders and decision-makers grounded in conservation values. Thanks to this evolving, inclusive approach, our future looks brighter.

**Mark Sultana**  
CEO - BirdLife Malta



# 1. About Us

## I. MISSION AND VISION STATEMENTS

BirdLife Malta, established in 1962, is Malta's oldest environmental NGO, dedicated to the conservation of wild birds and their habitats. For over 60 years, it has championed the protection of local biodiversity and inspired a nationwide movement for sustainability.

The organisation's core mission is to conserve wild birds, their habitats, and biodiversity, while promoting the sustainable use of natural resources through research, policy, outreach, and education.

BirdLife Malta's Public Engagement Department plays a crucial role in this mission. Its vision is to connect people of all ages with nature through innovative educational experiences. Whether through schools, public engagement, or community programmes, education at BirdLife Malta is rooted in experiential learning, exposure to nature, engaging the senses, and fostering respect and curiosity for the natural world.

By inspiring children, youths, and adults to care for their environment, the Public Engagement Department nurtures a culture of environmental responsibility and empowers future generations to live in harmony with nature.



## II. OUR WORK

BirdLife Malta's engagement work is structured around two main pillars:



### Formal education

Structured programmes delivered within schools, aligned with the national curriculum and aimed at students and educators, such as *Dinja Waħda*.



### Non-formal education

Community-based initiatives, public events, outreach activities, and youth group coordination that offer flexible, inclusive ways to connect people of all ages with nature.

Both approaches aim to inspire awareness, foster responsibility, and drive action for the environment, nurturing a lifelong connection with the natural world.

# 2. Key Achievements

## I. 30 YEARS ANNIVERSARY

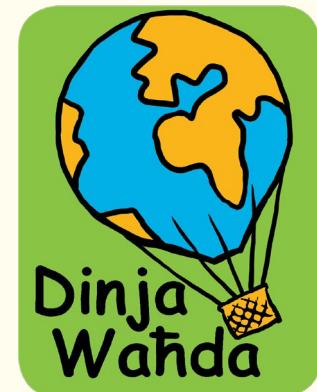
This scholastic year marked the 30th anniversary of Dinja Waħda, BirdLife Malta's flagship environmental education programme. What began in 1994 as the "One World" initiative has grown into a nationally celebrated effort, reaching over 60 schools annually. From its early days, equipped with Action Guides, engaging posters, and a balloon-globe logo symbolising both fragility and fun, Dinja Waħda has evolved into an accredited programme recognised within the Malta Qualifications Framework. Its lasting success lies in empowering teachers and inspiring students to take action for nature, making it a leading force in environmental education in Malta for three decades.



## II. NEW DINJA WAĦDA PLATFORM

BirdLife Malta has developed and made available an interactive online platform for the Dinja Waħda programme, aimed at enhancing the way schools engage with our activities. The platform provides each school with a dedicated profile, allowing for easier activity submission, progress tracking, and free access to resources.

Check out the platform [here](#).



### III. DINJA WAHDA ACCREDITATION

Dinja Wahda has been officially accredited by the Directorate for Quality and Standards in Education as follows:

- Ninja Wahda Early Years Award Programme (MQF Level 1) from Kinder 1 to Year 2
- Ninja Wahda Juniors Award Programme (MQF Level 2) from Year 3 to Year 6

With this accreditation, children completing Year 2 and Year 6 after four years of school engagement in Ninja Wahda (achieving a combination of Silver, Gold, and Platinum awards) will automatically be eligible for certification. Our Ninja Wahda platform will handle the administration effort, and in 2028, we'll simply need the names of the students completing Year 2 and Year 6.

This milestone is not just about recognition. It's about fostering growth, environmental education, and meaningful connections with nature.



### IV. FIRST BIRD-TABLE LIVE-FEED CAMERA INSTALLED IN A SCHOOL

A notable highlight this year was the successful installation of a live-feed camera at San Anton School's Ninja Wahda Garden on a bird table. Although the bird table was initially out of sight from classrooms, BirdLife Malta helped bring nature indoors by setting up a live-feed camera, allowing students to observe sparrows, robins, and other garden visitors in real time, right from their screens.

This initiative not only enriched the students' learning experience but also strengthened their connection with the natural world.

Check out some of the garden visitors [here](#).

# 3. Scholastic Year 2024-25

*in detail*

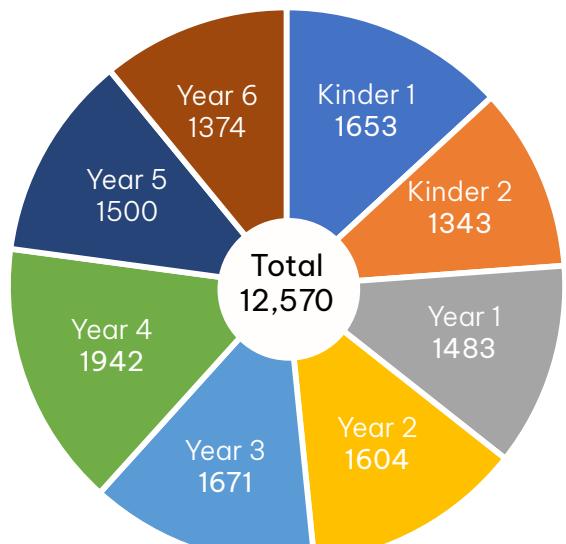
## FORMAL EDUCATION

### I. DINJA WAHDA PRIMARY

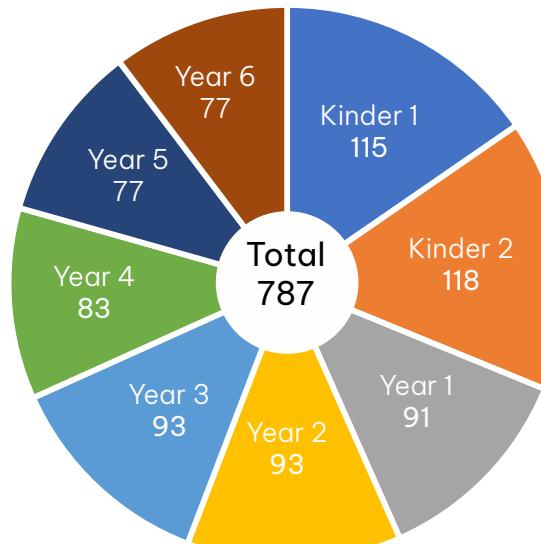
Dinja Wahda for primary schools connects children from Kindergarten to Year 6 with nature through tailor-made, hands-on activities that build knowledge, skills, and care for the environment. The programme offers teachers clear topics and activities linked to learning outcomes, encouraging pupils to observe, take action for nature, and develop a lasting connection with the natural world.



## Statistics



Number of participating students



Number of participating teachers

AWARD TYPE	TOTAL
Platinum	8
Gold	5
Silver	19
Bronze	19
Certificate	11
<b>Total awards</b>	<b>62</b>

Awards by category

## II. DINJA WAĦDA MIDDLE AND SECONDARY

This scholastic year, BirdLife Malta focused on strengthening and expanding the Ninja Waħda programme for Middle and Secondary schools, building on the momentum of the *Blooming Schools* Erasmus+ project.

*Blooming Schools* project has been awarded the European Innovative Teaching Award 2025 under the category “School education (primary education and general secondary education)”

The new Ninja Waħda format for Middle and Secondary schools gives educators flexible, hands-on ways to engage students with nature through a badge-based programme. Covering topics like wildflowers, pollinators, birds, and soil, each badge follows a simple three-step journey: Learn, take Action, and raise Awareness. Teachers can easily integrate the badges into lessons, break clubs, or projects, helping students connect with nature while building skills for a sustainable future.

Check out the impactful message of St Nicholas College Dingli Secondary students [here](#).

Learn more about the *Blooming Schools* Erasmus+ Project [here](#).

Learn more about Ninja Waħda Middle and Secondary [here](#).



### III. DINJA WAĦDA GARDENS

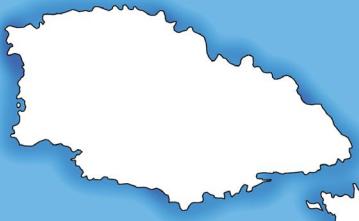
BirdLife Malta supports 22 Dinja Waħda Gardens in schools and other educational institutions. These green spaces are designed and created in collaboration with each school and are coordinated by field teachers Desirée Falzon and Victor Falzon.

Several meetings were held with school administration throughout the year, to coordinate plans and work in the garden. An MoU between the school and BirdLife Malta ensures that the spirit of gardens for local nature and connecting children with nature continues through successive administrations. Detailed records are kept for each garden, including:

Wildlife  
Planting and maintenance work done  
Teacher use

Collaboration between BirdLife Malta and the Directorate for Educational Services, together with financial support from ERA, provides maintenance support through a team of gardeners sensitive to wildlife-friendly garden care.





- 1 Salina Nature Reserve (2022)
- 2 Pembroke Secondary (2025)
- 3 Mgarr Primary (2024)
- 4 San Anton (2024)
- 5 Santa Venera (2025)
- 6 H'Attard Primary (2023)
- 7 Mrieħel Secondary (2003)
- 8 Blata l-Bajda Middle (2008)
- 9 Esplora (2019)
- 10 Centre for Digital Literacy (2024)
- 11 De La Salle College (2023)
- 12 Rabat Primary (2023)
- 13 Archbishop's Seminary (2023)
- 14 Fgura Primary (1992)
- 15 Had-Dingli Secondary (2025)
- 16 Hal Tarxien Temples (2022)
- 17 Hal Tarxien Primary (2023)
- 18 Had-Dingli Primary (2023)
- 19 Mqabba Primary (2024)
- 20 Marsaxlokk Primary (2025)
- 21 Għar Dalam (2020)
- 22 Pietà Primary (2025)

Locations of Ninja Waħda gardens. For a snapshot of each garden, click this [link](#).

Significantly, work on Ninja Waħda Gardens involved teacher training for carrying out curriculum-linked lessons through nature in the garden. This was mainly done during CT, with year-group targeted session. COPE sessions were also held with all-school groups at the beginning of the scholastic year. Twenty training session were held.



## IV. TEACHER TRAINING

### A. Ongoing in-school support and training

During the 2024–2025 scholastic year, approximately 159 visits have been planned to ensure consistent, hands-on guidance for educators. These sessions are delivered by the Dinja Waħda school coordinator, Maryrit Zammit, and take place almost daily. Depending on the needs of each school, a visit may be dedicated entirely to one site for a full day, offering practical advice, planning, and training.

These visits include meetings with school management teams and teachers, integration of the Dinja Waħda programme within the school's curriculum plans, and advice on implementing outdoor learning both on school grounds and in nearby natural areas. Where school grounds are limited, suitable community nature sites are identified, with topic suggestions tailored accordingly and safety considerations taken into account.



## B. Tailor-made full-day training events

### ***Nurturing Nature, Inspiring Futures (29 October 2024)***

Held at De La Salle College, this training event brought together 42 participants including teachers in Middle and Secondary schools, Education officers, school management, architects, and environmental professionals. The aim was to explore the educational value of nature-based learning and wildlife gardens in middle and secondary schools. Highlights included the launch of the *Let's Make a Wildlife Garden* book, a walk through the college's wildlife garden, and a presentation by an architect on integrating nature into school design. Teachers shared inspiring experiences on how wildlife gardens enhanced student engagement and learning across subjects. The event also showcased the results of the Blooming Schools project, and launching the programme in middle and secondary schools.



### ***Dinja Waħda Awards 2024 (24 November 2024)***

The event celebrated the efforts of over 60 primary schools, recognising their contributions to conservation and nature-based education. This year's ceremony welcomed 85 children and 93 adults. Beyond awards, the event offered valuable learning opportunities rooted in BirdLife Malta's ongoing conservation work and highlighted nature's role as a powerful, inclusive educational tool, particularly for children with developmental disabilities. Dignitaries, including European Parliament President Roberta Metsola (via video message), and BirdLife Malta President Darryl Grima, addressed the audience, praising the young participants as "true ambassadors for nature." The celebration concluded with a symbolic candle-lighting, marking 30 years of the Djinja Waħda programme and its impact in connecting children with nature since 1994.



### **Dinja Waħda Coordinators Day (20 March 2025)**

BirdLife Malta's annual Ninja Waħda Coordinators Day was held at Majjistral Park, bringing together 30 educators for a hands-on day of nature-based learning. Participants explored the park, visited the Majjistral Visitors Centre, and engaged with the Seabirds exhibition. Outdoor activities and discussions offered practical ways to connect students with nature, while reinforcing the value of nature-based learning. The day concluded with a shared commitment and feedback to further strengthen nature learning within the Ninja Waħda programme.



### **C. Online training for Primary teachers and educators**

Field teachers Jason Aloisio and Desiree Falzon developed the Nature School Course, an online Ninja Waħda training for primary teachers and educators who wish to create their own nature-based lessons. This eight-chapter, self-paced course complements the [Nature School](#) topic in Ninja Waħda by equipping teachers with practical tools to meaningfully integrate nature into everyday learning. To date, 202 teachers have graduated, with many reporting improved learning outcomes, new student skills, and greater engagement throughout the learning process in nature. You can check the online course [here](#).

### **D. Online training for Middle and Secondary teachers**

As part of Blooming Schools project, we launched a dedicated online course called *Wildlife Gardens - an Educational Resource* tailored for middle and secondary school educators. This self-paced training module guides teachers in selecting, planning, and maintaining wildlife gardens while integrating them into the curriculum as tools for nature-based and STEAM learning. The course highlights how outdoor spaces can support subjects like science, art, and technology, offering practical guidance, real-life examples, and downloadable resources. Designed for flexibility, it equips educators to create learning environments that promote sustainability, critical thinking, and hands-on exploration. You can check the online course [here](#).



## V. NATURE WATCH – VISITS DURING SCHOLASTIC YEAR 2024-2025

Nature watch experiences offer inspiration and practical solutions to reconnect children with nature and inspire them to strive for a wilder, healthier future. Visits are conducted by BirdLife's three field teachers for primary, middle, and secondary schools. Each visit lasts around three hours. Students are welcomed inside the spacious and well-equipped visitors centres (in the case of Ghadira, Simar and Salina), where they are briefed about the reserves' history and ecology and their conservation value. Following a short break for lunch, the field teacher accompanies the students to a walk around the nature reserve, with frequent stops for observation and discovery and filling of worksheets with information. The highlight of each visit is naturally the birdwatching sessions from the hides.

Nature watch experiences take place in the following locations:



**Għadira Nature Reserve**



**Simar Nature Reserve**



**Salina Nature Reserve**



**Foresta 2000**



**Lunjata Valley (Gozo)**



**Blankas Olive Grove (Gozo)**

## Statistics

	Salina		Simar		Għadira		Foresta		Buskett		Gozo		Total	
	Stud.	Ad.	Stud.	Ad.	Stud.	Ad.	Stud.	Ad.	Stud.	Ad.	Stud.	Ad.	Stud.	Ad.
Yr 1	311	40											311	40
Yr 2	522	64											522	64
Yr 3			1042	153	708	101			66	9	272	44	2088	307
Yr 4			54	9	266	40	98	16	4	34			422	99
Yr 5			237	33	336	44	89	86	237	19	97	26	996	208
Yr 6	600	109	43	9	77	15							720	133
Yr 7			222	34	182	26	182	17	100	14			686	91
Yr 8			84	9	109	17	79	10					272	36
Yr 9									38	4			38	4
Yr 10							16	9	94	4			110	13
Yr 11							30	2					30	2
<b>Total</b>	<b>1433</b>	<b>213</b>	<b>1682</b>	<b>247</b>	<b>678</b>	<b>243</b>	<b>494</b>	<b>140</b>	<b>539</b>	<b>84</b>	<b>369</b>	<b>70</b>	<b>6195</b>	<b>997</b>

## NON-FORMAL EDUCATION

### I. PUBLIC AND COMMUNITY EVENTS

BirdLife Malta remains deeply committed to engaging the community through a wide range of activities across the Maltese Islands. From stand events and fairs to clean-ups, nature walks, open days, workshops, and boat trips, we reached over 11,000 participants through more than 100 events between June 2024 and June 2025. These initiatives strengthen connections with families, students, volunteers, and the wider public, encouraging people of all ages to discover, enjoy, and protect Malta's natural heritage together.



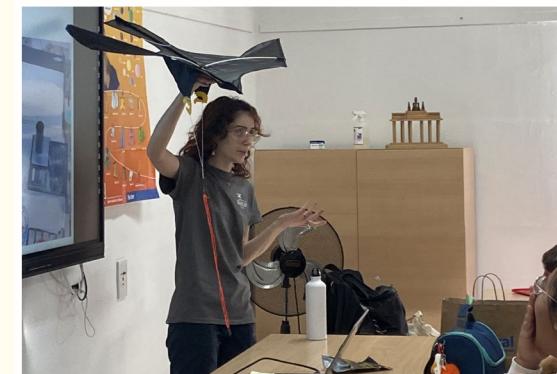
### II. SUMMER SCHOOL AT SALINA NATURE RESERVE

As part of its educational programme, BirdLife Malta offers a Summer School at Salina Nature Reserve, giving students a chance to learn in nature during the holidays. Each visit includes an introduction to Salina's history and ecology, followed by a mix of fun, nature-based activities. Outdoor games help children understand ecological concepts by letting them step into the role of animals, exploring topics like predator-prey relationships, bees, bird feeding, and animal "superpowers." A virtual reality experience is also available on request, offering an immersive way to explore the reserve with a birds' eye view.



### III. SCHOOL TALKS

During scholastic year 2024-2025, BirdLife Malta delivered engaging talks to a total of 491 students and 57 teachers through visits to classrooms and participation in school fairs. These interactive sessions introduced students to BirdLife Malta's mission, our work to protect wild birds, and how we study them through methods like bird ringing, always a highlight that prompted many excited questions. Together, we explored what migration means and why Malta is so important for migratory birds passing through our islands.



## IV. NATURE GUARDIANS

[Nature Guardians](#) is BirdLife Malta's course for children aged 7 to 11 who want to learn how to care for nature while having fun outdoors. Through monthly weekend sessions at our nature reserves and other natural sites, children explore wildlife, take part in hands-on conservation activities, and build a love for the environment. The club encourages curiosity, responsibility, and teamwork, helping young members become confident guardians of Malta's natural heritage.

Since its launch, we have organised 6 editions of the programme with a total of 47 young graduates.



## V. YOUNG BIRDERS CLUB

BirdLife Malta's [Young Birders Club](#) offers 25 children aged 10 to 15 the opportunity to deepen their interest in birds and nature through regular birdwatching activities led by experienced local birders and ringers. Meeting at least once a month, and more frequently during peak migration, the club organises field trips, nature reserve visits, bird ringing demonstrations, and hands-on activities that help young members develop skills and knowledge while exploring Malta's natural spaces. By supporting these young nature enthusiasts, the club aims to nurture the next generation of birdwatchers and conservationists.



## VI. FALKO

Falko builds on the youth journey, providing young people aged 16–25 with a space to stay engaged with nature and conservation as they grow older. The group empowers youth to take the lead in organising community activities, events, and projects that connect people with nature and inspire positive change. To date, Falko brings together 10 committed young people from diverse backgrounds, all working to turn their ideas into real initiatives and become Malta's next generation of environmental changemakers.

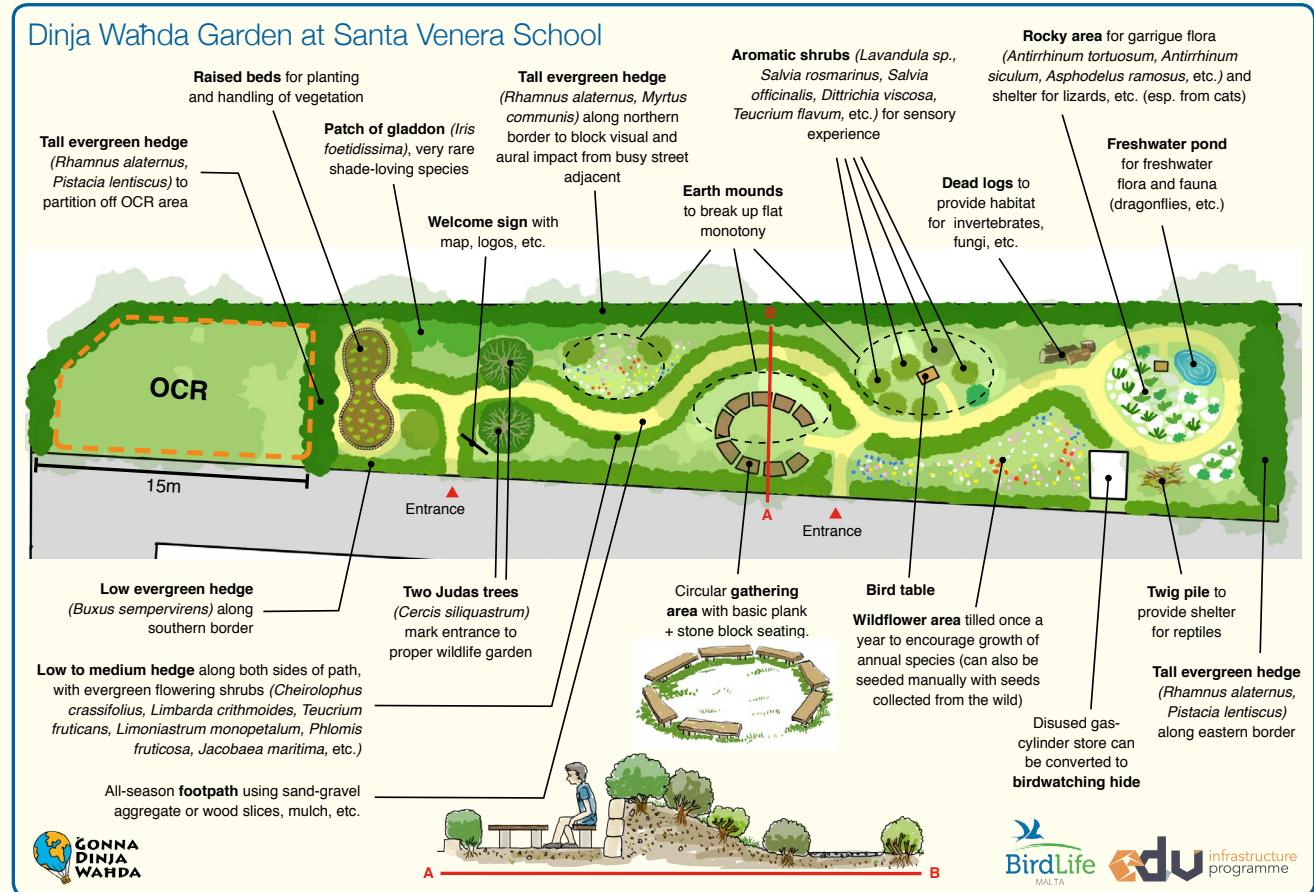


# 4. Policy Development

A peer reviewed paper with the results of two surveys (school grounds mapping and outdoor teaching practice in primary schools, was published in [Environmental Education Research](#).

Furthermore, a policy document on green school grounds and holistic design was presented to Education officials. The document can be seen [here](#).

As a result of this meeting, BirdLife Malta has been working with the Infrastructural Unit of the Directorate for Educational Standards on greening the retrofitting of schools.



# 5. Resources & Publications

## I. ASDN PROJECT RESULTS

A *Superpower to Defend Nature* is an Erasmus+ funded initiative coordinated by BirdLife Malta that empowers children with learning and developmental disabilities to connect with nature and become environmental leaders through inclusive environmental education practices.

You can learn more about the project [here](#).

You can also click on the images on the right to view the resources produced.



## II. STEJJER MIR-RISERVI NATURALI

This is a set of three fully illustrated books aimed at young children, based on short animated videos commissioned the previous year. Each book contains a story based on fictitious characters that highlights the ecological and conservation value of its nature reserves. Jason Aloisio adapted the stories into Maltese and contributed to the design and layout of the books. The titles in this series are:

- *Kiljan u Selina fis-Salina*
- *Manu u Ava fl-Ġħadira*
- *Lozza u Martinu fis-Simar*

### III. WILDLIFE GARDEN MANUAL

A manual for the creation of gardens for wildlife in schools was created by Desirée Falzon and Victor Falzon. The highly illustrated book describes, step by step, how to plan and create such a garden, and includes case studies of wildlife garden projects supported by BirdLife in local schools. The book includes a section of flora suitable for wildlife gardens and common fauna that visit.

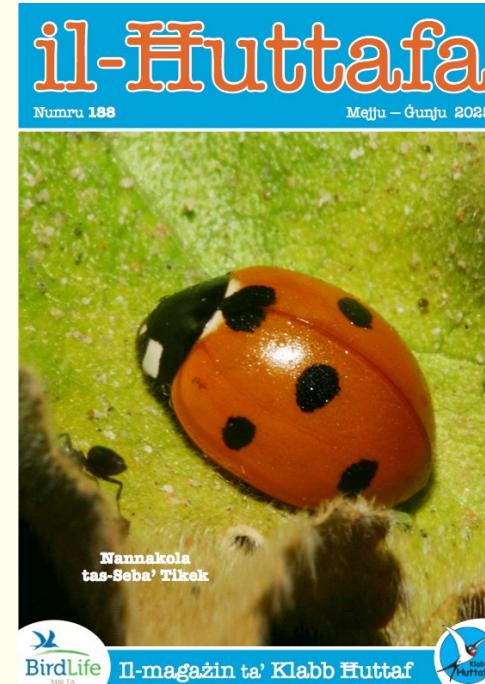
See the book [here](#).



### IV. IL-HUTTAFA

Another six issues (Numbers 183–188) of *Il-Huttafa* magazine were published this scholastic year. *Il-Huttafa* is BirdLife's bi-monthly nature publication for its junior and family membership. The highly illustrated 16-page magazine is aimed largely at a young audience, with features and news about wildlife and their habitats, while constantly promoting respect for nature; for the past five years the magazine has been bilingual, with a mix of features in Maltese and English. All material in the magazine is original and often serves as resource for teachers and students researching Maltese wildlife. *Il-Huttafa* is also distributed free to 2000 Year 4 students. Field teacher Victor Falzon produces, illustrates and largely authors this publication.

In publication since 1994, *Il-Huttafa* remains the only lay-friendly nature magazine in the country.



## V. DISPLAY BOARDS

The following informative display boards were created by field teacher Victor Falzon.

Bird and flora panels	Over summer 2024 the old birdwatching hide at Ghadira nature reserve was pulled down and replaced with a new building. The artwork for the large wall-to-wall panels to illustrate avifauna and flora typical of the nature reserve.
Garden welcome boards	Four A2-size welcome signs have been designed and printed on PVC and set up at the entrance to the Ninja Waħda Gardens at Rabat Primary, Ħad-Dingli Primary, San Anton Junior and Mgarr Primary schools.
Kemmuna Bird Observatory	The artwork for a logo and two large panels about Kemmuna's Bird Observatory on the island were created as well as various smaller instructional notices urging correct behaviour.
Dinja Waħda trophy and board	A new Ninja Waħda trophy display was designed. The items included (a) a large cartoon backing board that will accommodate four trophies (b) the first of four trophies. Both items were printed on PVC and presented to schools at the Ninja Waħda Awards event in November 2024. These will now replace the old terracotta trophies.
Foresta 2000 board	The artwork for information panels at Foresta 2000 was reviewed, reprinted and set up on site, as well as a series of 13 colour-coded arrow signs to guide walkers at the new trails on site.



## VI. MEDIA ARTICLES

**A. Malta Today on Sunday**

Field teacher Victor Falzon wrote 51 short features (numbers 926–976) for BirdLife's *Nature Notebook* column in the Sunday newspaper *Malta Today*. The features – in the form of a photograph with an extended caption – deal with Maltese flora, fauna, habitats or sites of ecological value. Species chosen are usually in evidence or in flower around the time of publication. Features are illustrated with photographs often taken by the Field Teacher. The weekly series has run uninterruptedly for 19 years (since 2006). Target audience is the public.

## **B. Sagħtar magazine**

Field teacher Victor Falzon wrote another set of four features for *Sagħtar* magazine, a long-running publication aimed largely at students of middle and secondary school age. Continuing the habitats series begun last scholastic year, each feature dealt with a particular natural habitat. The two-page spreads appeared in the October 2024, December 2024, February 2025 and April 2025 issues. The field teacher also provided all the illustrations accompanying the features.

This was the fourth series of nature-related articles the field teacher has written for *Sagħtar*. The first series ran in scholastic year 2020–2021.

## C. *Student illum*

Field teachers Victor Falzon and Desirée Falzon authored nine illustrated two-page spreads for the new student newspaper *Studentillum*. These were put into print monthly from October 2024 to May 2025.



# 6. Testimonials

I started to read the story about Louisa and the robin. The children were immediately intrigued. They kept asking questions and expressing their thoughts about what's happening. They were so happy with the ending! Then they just said why don't we do a bird table too! I was so happy to hear that!! I had already planned that we would be doing a bird table and sustain it but to hear it coming from them was a total win!! The children followed up the story by mapping it on a paper. It helped them in putting their thoughts in a sequence which is so necessary for creative writing.

**Ms Chiara Tedesco** (School Coordinator)  
Year 3, Baħrija Primary



Children were captivated by observing minibeasts up close. They showed excitement and curiosity, eagerly examining tiny insects, worms, and other small creatures. Their expressions of wonder and delight highlighted their enjoyment and fascination with the natural world.

**Ms Louise Victoria Borg**  
Year 2, Hamrun GP Primary



The children truly enjoyed our nature day at Ta' Qali National Park. We carried out a number of activities including: Meet a tree, Pinecone challenge, caterpillar hunt, Ant trails, Tree collages as well as rubble walls. The children acted as pioneers of their own learning, as they wanted to explore the place, make observations and ask meaningful questions. The activities served as a perfect extension to what they wanted to discover, using all natural resources and ultimately being at one with nature. Pictures of a few activities held are uploaded for reference.

**Ms Shannah Vella Rapa**  
Kinder 2, Pembroke Primary



The students really enjoyed 'Sparrow in a Spot' activity. We managed to put into practice all the interesting facts we learned about the sparrow. The most exciting thing about this activity is when a sparrow visited our classroom window. We kept some food in a cup for sparrows and on this day a sparrow came to visit. The children were very excited about all this.

**Ms Amber Bondi**  
Year 1, Cospicua Primary



Children really enjoyed 'Our flying guests' activity and reported seeing wagtails, robins and sparrows after school. While touring the school we discovered that a very friendly sparrow likes to enter a specific classroom and when we talked to the teacher, she told us that when it is very windy and rainy the bird likes to shelter in the classroom! The children loved getting to know this information..

**Ms. Lilian Schembri**  
Year 5, Żurrieq Primary



I observed that for days the children kept on enthusiastically looking for minibeasts in the yard and garden. I feel when the children appreciate small insects it increases their curiosity about nature and it teaches them to respect all living creatures, great and small. Hopefully this in turn will lead to their understanding and care for the natural world.

**Ms Margaret Dalli**  
Year 2, Kirkop Primary



# 7. Partners in Nature

## THANK YOU TO OUR PARTNERS

We extend our heartfelt gratitude to all our partners whose invaluable support makes our education and outreach programme possible:

- **Bank of Valletta (BOV)** for their generous support as official sponsor of the Ninja Waħda programme
- **Directorate for Quality and Standards in Education** for their endorsement and accreditation of Ninja Waħda programme
- **Environmental Resources Authority (ERA)** for their support with ġonna Ninja Waħda
- **Directorate for Educational Services** for ongoing cooperation in the greening of our schools.
- **European Solidarity Corps (ESC)** for enabling the participation of international volunteers, who play a key role in our educational and community engagement work
- **Erasmus+ Programme** for enabling impactful projects that contribute to the continuous growth and improvement of our educational efforts.

**Together, your support strengthens our mission to connect children with nature and to foster environmental stewardship across Malta and Gozo.**

