



# **Eurybase**

## **The Information Database on Education Systems in Europe**

### **The Education System in Malta**

**2006/07**



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# 1. Political, Social and Economic Background and Trends

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## 1.1. Historical Overview

Malta has been an attraction to foreign powers because of its geophysical position. It has felt the domination and influence of major rulers, among which the Phoenicians, the Carthaginians, Romans, the Arabs, the Knights of Malta (1530 – 1798), the French (1798 – 1800), and the British (1800 – 1964). Malta became independent in 1964 and was declared a Republic in 1974. Malta joined the European Union in 2004 and intends to introduce the Euro in January 2008.

Malta has a very rich history dating back 7,000 years. Most of the megalithic temples in Malta were probably built several centuries before 3000 BC and claim to be the world's most impressive free standing prehistoric monuments. Today a number of sites are classified as UNESCO world heritage. The Knights of Malta, noblemen from various countries of Europe, brought with them some of the best elements of the culture of Europe and have tremendously enriched the islands' architectural and artistic heritage.

Malta is a democratic republic founded on work and on respect for the fundamental rights and freedoms of the individual. Malta has two major political parties that have between them dominated the local scene for several decades. The Partit Nazzjonalista – PN - (Nationalist Party) is a member of the European Popular Parties grouping while the Malta Labour Party – MLP – forms part of the Socialist Parties grouping in Europe. The MLP was in power between 1971 and 1987 and between 1996 and 1998 while the PN have been in government between 1962 and 1971, 1987 and 1996 and from 1998 to date (2007). The Alternattiva Demokratika (AD) is a small green party.

**Bibliography: Before Civilisation**

**Institutions: Alternattiva Demokratika**

**Institutions: Malta Labour Party**

**Institutions: Partit Nazzjonalista - Nationalist Party**

## 1.2. Main Executive and Legislative Bodies

The President of the Republic, the Head of State, is appointed by a resolution of the House of Representatives and serves a five-year term. The executive authority of Malta is vested in the President. The central government is led by the Prime Minister who appoints a Cabinet of Ministers, currently consisting of fourteen ministers. Six Parliamentary Secretaries assist the ministers in the performance of their duties and are generally responsible for specific areas within a ministry; they attend Cabinet meetings when invited.

The Parliament of the Republic of Malta consists of the President and the House of Representatives. The House currently has sixty-five members elected from thirteen electoral districts representing the PN, the party now in government, and the MLP now forming the opposition. Elections to the House, held every five years, are on the basis of a system of proportional representation known as the single transferable vote.

The Parliament is the law making body and it examines the workings of Government. The Parliament is headed by a Speaker elected by Parliament at the beginning of each legislature. A number of Standing Committees focus on particular aspects of governance, such as European and Foreign Affairs, Public Accounts, Social Affairs, and Bills, and facilitate the work of the House.

Government is headed by the Prime Minister and consists of the following ministries: Office of the Prime Minister; Ministry of Finance; Ministry for Justice and Home Affairs; Ministry of Education, Youth and Employment; Ministry for Tourism and Culture; Ministry for Competitiveness and Communications; Ministry for Resources and Infrastructure; Ministry for Gozo; Ministry of Health, Elderly and Community Care; Ministry for Investment, Industry and Information Technology; Ministry for Rural Affairs and the Environment; Ministry for Urban Development and Roads; Ministry for the Family and Social Solidarity, and Ministry of Foreign Affairs.

The Office of the Ombudsman, the National Audit Office, the Public Service Commission, the Employment Commission and the Broadcasting Authority are very important national institutions.

Institutions: National Audit Office

Institutions: Ombudsman

Institutions: Public Service Commission

## 1.2.1. Local Government

Local Government was established in 1993 following the Maltese Parliament's approval, on 30th June 1993, of the Local Councils Act, 1993 (Act No. XV of 1993). This law made it possible for Local Councils to be set up. Furthermore, it presently serves as a regulatory mechanism for Councils' operation.

The Local Councils Act was modelled on the European Charter of Local Self-Government, which the Maltese Government had signed and ratified. According to this Act, "The Council shall be a statutory local government authority having a distinct legal personality and capable of entering into contracts, of suing and being sued, and of doing all such things and entering into such transactions as are incidental or conducive to the exercise and performance of its functions as are allowed under the Act."

Today, Malta has 68 Local Councils - 54 in Malta, the main land; 14 in Gozo, the sister island. On 21st December 1999, the Local Councils Act was revised considerably and Act No. XXI (1999), the Local Councils (Amendment) Act 1999, was published.

Another important step taken to consolidate Local Government in Malta was when the system of local government was entrenched in the Constitution of Malta. In fact, on 24th April 2001, Act No. XIII of 2001 established that: "The State shall adopt a system of local government whereby the territory of Malta shall be divided into such number of localities as may by law be from time to time determined, each locality to be administered by a Local Council elected by the residents of the locality and established and operating in terms of such law as may from time to time be in force."

Legislation: Constitution of Malta, 1965

Institutions: Alternativa Demokratika

Institutions: Local Councils

Institutions: Malta Labour Party

Institutions: National Audit Office

Institutions: Ombudsman

Institutions: Partit Nazzjonalista - Nationalist Party

Institutions: Public Service Commission

## 1.3. Religions

The religion of Malta is the Roman Catholic Apostolic Religion. Religious teaching is provided in all State schools as part of compulsory education but parents may opt not to have their children attending religion lessons. However, there is a distinct separation between the Church and the State and other religions are respected and may be practised without hindrance.



Legislation: Constitution of Malta, 1965

## 1.4. Official and Minority Languages

The national language of Malta is the Maltese language. However, the Maltese and English languages (and such other language as may be prescribed by Parliament) are the official languages of Malta. The Administration for all official purposes may use any such languages. Any person may address the Administration in any of the official languages and the reply of the Administration must be in such language.

The language of the Courts is Maltese. The Parliament may make provision for the use of the English language where appropriate. The House of Representatives may determine the language or languages to be used in Parliamentary proceedings and records.

The Maltese are widely exposed to the English language very early in their life. A high percentage of children enter kindergartens with some or a good knowledge of English. In primary and secondary schools both Maltese and English is used while English is extensively used at post/higher-secondary and tertiary levels. Most textbooks and examinations in the different fields of study are in English, particularly at secondary and post/higher-secondary and tertiary levels.

Legislation: Constitution of Malta, 1965

## 1.5. Demographic Situation

The total population in Malta at the end of 2005 was estimated at 404,346 persons of which 50.4 percent were females. Foreign citizens make up 3.2 percent of the total population. The population density is 1,282 persons per square kilometre which is the highest recorded value in Europe. The most densely populated areas are the centre and the south east of the island of Malta. As expected, short distances make communication fairly easy. Access to education and training is within reach. However, the channel between Gozo and Malta does create accessibility problems for Gozitans who need to travel to Malta to follow post-secondary and tertiary education and training courses that are not available in Gozo itself. Quite a number of Gozitans may have to work and, sometimes, settle in Malta.

Institutions: National Statistics Office

## 1.6. Economic Situation

The emerging economic recovery registered in 2005 was further sustained in 2006, with signs of an improvement in the performance of the Maltese economy becoming increasingly evident from the available data for 2006. In particular, encouraging signs emerge from the rebound in real GDP growth, higher investment activity, the increase in employment levels and the improved performance registered by the electronics and other emerging manufacturing sectors as well as various service activities. Meanwhile, Government's fiscal consolidation process is proceeding on track, with a further decline in the structural deficit being registered. These positive results were achieved despite that the Maltese economy continued to be subject to external shocks, in particular further increases in international oil prices and severe competition from low-cost operators in a number of sectors.

Government aims to achieve the following objectives:

- To attain set targets in public finances to regain fiscal flexibility that would act as an economic spur to long-term economic growth and higher standards of living;
- To re-position the capital human resources of the public sector to efficiently and effectively contribute to better service and economic growth;

- To focus Government's role in the economy on the regulatory aspect, facilitating rather than participating as an operator in economic activities;
- To improve flexibilities in the different markets in order that the economy can adapt to new circumstances, thus increasing productivity;
- To guarantee quality life-long education and training opportunities for all;
- To upgrade the nation's environment and infrastructure to ensure an improved quality of life through sustainable development and the re-generation of Malta's heritage;
- To provide an equitable safety net that ensures that nobody becomes marginalised.

Bibliography: Budget Speech - 2007

Bibliography: Budgetary Estimates - 2007

Institutions: Ministry of Finance

## 1.7. Statistics

### 1.7.1. Population Growth

Year	Total	Males	Females	Percentage Increase
1901	184,742	91,994	92,748	11.9
1911	211,564	105,601	105,963	14.5
1921	212,258	102,745	109,513	0.3
1931	241,621	117,457	124,164	13.8
1948	305,991	150,665	155,326	26.6
1957	319,620	153,108	166,512	4.5
1967	314,216	150,598	163,618	-1.7
1985	345,418	169,832	175,586	9.9
1995	378,132	186,836	191,296	9.5
2005*	404,039	200,715	203,324	6.9

\*Source: Census of Population and Housing 27th November 2005

Bibliography: Demographic Review - 2005

### 1.7.2. Geographic Distribution of Total Population 31st December 2005

District	Total Population
Southern Harbour	85,800
Northern Harbour	124,021
South Eastern	55,992
Western	55,620
Northern	50,611
Gozo and Comino	32,302

Bibliography: Demographic Review - 2005

### 1.7.3. Total Population by sex and age groups 31st December 2005

Ages	Males	Females	Total
0-4	10,127	9,570	19,697
5-9	11,911	11,363	23,274
10-14	13,580	12,721	26,301
15-19	14,678	13,865	28,543
20-24	15,340	14,538	29,878
25-29	15,857	14,811	30,668
30-34	14,511	13,693	28,204
35-39	12,408	11,940	24,348
40-44	14,001	13,637	27,638
45-49	15,249	15,202	30,451
50-54	14,395	14,310	28,705
55-59	15,182	15,466	30,648
60-64	10,421	11,191	21,612
65-69	8,052	9,376	17,428
70-74	6,151	8,275	14,426
75-79	4,301	6,282	10,583
80-84	2,700	4,341	7,041
85-89	1,315	2,093	3,408
90+	447	1,046	1,493
Total	200,626	203,720	404,346

Bibliography: Demographic Review - 2005

Institutions: National Statistics Office

## 1.7.4. Births

### Total Live Births and Crude Birth Rate - 31st December 2005

Year	Total Live Births	Crude Birth Rate
1996	5,038	13.26
1997	4,848	12.66
1998	4,670	12.12
1999	4,403	11.36
2000	4,392	11.26
2001	3,957	10.07
2002	3,918	9.89
2003	4,050	10.16
2004	3,887	9.69
2005	3,858	9.56

Note: Crude Birth Rate: Number of live Births per 1000 persons in total mid-year population

Bibliography: Demographic Review - 2005

## 1.7.5. Other Demographic indicators

### Death rate

The Maltese population is growing older with fewer births and more people living longer supported by efficient health and social services.

The total number of registered deaths in 1995 amounted to 3, 103- a Crude Death Rate of 7.76.

### Marriage rate

During 2005, 2,374 marriages were registered in Malta and Gozo – a decrease of 1.2% over 2004. The average number of marriages in Malta has remained practically unchanged over the past 10 years. In fact the number of marriages has only dropped by 17 when compared to the 1996 data.

Bibliography: Demographic Review - 2005

Institutions: National Statistics Office

## 1.7.6. Government Finances

In 2006:

- General government's deficit was 2.6 % of GDP.
- Provisional estimates indicate that the Gross Domestic Product for 2006 reached Lm2.1 billion (€4.9 billion).
- In real terms the Gross Domestic Product in 2006 went up by 2.9 per cent.
- Gross National Income at market prices is estimated at Lm2.1 billion (€4.8 billion) in 2006 up by 7.8% over 2005.

- Inflation as gauged by the Harmonised Retail Price Index in October 2005 was calculated 2.77%.
- Malta intends to introduce the euro in January 2008.

(\*) LM = Maltese Lira (MTL); EURO/MTL: 0.4293

Bibliography: Gross Domestic Product - 2006

Bibliography: Index of Inflation

Institutions: Ministry of Finance

## 1.7.7. Employment and Unemployment

According to the Labour Force Survey, December 2006, carried out by the National Statistics Office, during the last quarter (October-December) 2006 the number of persons over 15 years was estimated to be 326,185.

Institutions: National Statistics Office

### 1.7.7.1. Labour Status

Labour Status	Sex				Total	
	Males		Females			
	No.	Percentage	No.	Percentage	No.	Percentage
Employed	104,133	65.1	48,610	29.2	152,743	46.8
Unemployed	6,924	4.3	4,085	2.5	11,009	3.4
Inactive	48,845	30.6	113,588	68.3	162,433	49.8
Total	159,902	100	166,283	100	326,185	100

Bibliography: Labour Force Survey: October - December 2006

### 1.7.7.2. Distribution of the Labour Force

Labour Status	Sex				Total	
	Males		Females			
	No.	Percentage	No.	Percentage	No.	Percentage
Employed	104,133	93.8	48,610	92.2	152,743	93.3
Unemployed	6,924	6.2	4085	7.8	11,009	6.7
Total	111,057	100	413,361	100	163,752	100

Bibliography: Labour Force Survey: October - December 2006

### 1.7.7.3. Employment Rates by Age Group

#### Persons in employment (15-64 years) as a percentage of the population of working age (15-64 years) October-December 2006

Age Group	Sex		Total (%)
	Males (%)	Females (%)	
15-24	49.2	44.9	47.1
25-54	90.2	38.0	64.5
55-64	45.3	11.7	27.8
<b>Total</b>	74.5	35.4	55.1

Bibliography: Labour Force Survey: October - December 2006

### 1.7.7.4. Unemployment Rates by Age Group

#### Unemployed persons as a percentage of the labour force October-December 2006

Age Group	Sex		Total (%)
	Males (%)	Females (%)	
15-24	18.0	9.8	14.3
25+	3.8	6.9	4.7
<b>Total</b>	6.2	7.8	6.7

The male employment rate was 74.5% while the female employment rate was 35.4%.

The mean age of employed females was 34 years, while the mean age for males was 39 years.

During the fourth quarter of 2006, the majority or 17.4% were working in the manufacturing sector, while 16.5% worked in the wholesale and retail trade.

The most common occupational group during the same period was technicians and associate professionals (15.8%) followed by service workers and shop and sales workers (15.7%)

Self employed persons made up 13.0% of the total number of employed persons.

The average gross annual salary for employees was estimated to be LM5,394 (Euros 12,565).

Bibliography: Labour Force Survey: October - December 2006

Institutions: National Statistics Office



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## 2. General Organisation of the Education System and Administration of Education

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In Malta, about 68% of the students attend State schools, 22% attend Church schools, while 10% attend independent private schools from pre-school through compulsory education age (age 16) to upper secondary education. Malta has one University, a College of Arts, Science and Technology, an Institute for Tourism Studies and an Institute for Conservation and Restoration Studies. However, there are a number of agencies for foreign, mainly United Kingdom, universities as well as academies and tuition centres for post-secondary and higher education. The State is the main provider of special and vocational education.

### 2.1. Historical Overview

The Compulsory School Attendance Act of 1924 enforced school attendance on pupils registered in government schools as well as private schools. The school-leaving age was revised to 14 in 1928.

In 1934, the Italian language no longer remained an official language and was replaced by Maltese. Maltese and English became official languages and compulsory in all schools.

The compulsory Education Ordinance of 1946 made primary education compulsory for all children between the ages of 6 and 14 years. An 'accompanying Ordinance', Ordinance III of 1946, set the conditions for the licensing of private schools.

Until that year, after a six-year primary education course, at the age of 11 years, pupils had to sit for an admission examination into secondary schools – some pupils joined a grammar school type of education while others received a more general secondary education with a vocational bias. Pupils who failed that examination continued their education in primary schools up to the age of 14. Secondary education for all was introduced in 1970.

In the mid-1950's special education was introduced for the visually and the hearing impaired. Special education provision gradually covered a range of physical, intellectual, psychological and sensory impairments.

In 1971 University education became free of charge for all.

In 1972 an attempt was made to introduce a 'comprehensive' system of education and examinations were abolished and all secondary schools became

Area Secondary Schools without any distinction between them. Trade Schools were launched to provide a three-year full-time course to pupils over 14 years of age, with an emphasis on craft-training. At the age of 14 pupils could alternatively transfer to the Trade School. Upper secondary schooling was incorporated into the Higher Secondary School. The two existing Teachers' Training Colleges were amalgamated into the Malta College of Education.

The 1974 Education Act brought together the previous Acts and included a number of important reforms. It confirmed that compulsory education was full-time and free of charge. The compulsory school leaving age was raised from 14 to 16. The duties and powers of the Minister of Education were defined and the curricula, syllabi and examinations were regulated. The Advisory Council for Education and the Commission for the Development of Higher Education were established. The Act improved substantially the schools' administrative and educational structures.

In 1975, formal annual examinations were re-introduced in schools in order to motivate students in their studies. Kindergarten education was introduced for children aged 4 years.

In 1976 began the gradual reorganization of separate boys' and girls' primary schools into mixed primary schools. Boys and girls attended and still attend separate secondary schools.

The 1978 Education (amendment) Act reformed university education and established the student-worker scheme whereby students spent six months studying and six months working each year. The student-worker scheme was abolished through the 1988 Education Act.

1981 saw the reintroduction of the 11+ examination as a highly selective and competitive examination for admission to the Junior Lyceums a grammar type of school.

The 1988 Education Act lowered the compulsory education to age 5. It recognised the professional status of teachers. It included the non-state educational provisions within the national education system and established the National Minimum Curriculum for all state and non-state schools. It introduced decentralization measures in the administration of state schools and formally established the School Councils.

In 1988, the Junior Lyceum admission examination became a qualifying examination and no longer competitive. Kindergarten education was extended to three-year old children. Now nearly all children attend kindergartens at the age of 3.

The Matriculation and Secondary Education Certificate (MATSEC) was established in 1994, gradually replacing the British General Certificate of Education at Ordinary and Advanced Level. The Secondary Education Certificate (SEC) provided certification in the various subjects at Ordinary Level following the first five years of secondary education, while the Matriculation Certificate certified students at the end of the two year higher secondary education course. The Matriculation, which had been a university certificate for several decades, qualifies students for tertiary education.

Since the mid-1990's, education became increasingly all-inclusive in the wider sense of the word and pupils with special needs were being integrated within the mainstream education system and provided with specialist individual support.

In 1999, a new National Minimum Curriculum (NMC) was introduced covering pre-primary and compulsory education (3 to 16 years old). It intends to guarantee the pupils' entitlement and sets national standards. The implementation of the NMC is supported by the National Curriculum Council.

In 2001, the Foundation for Tomorrow's Schools was set up to carry out a large scale programme of maintenance, refurbishment and building of schools in order to ensure the appropriate physical environment for a holistic education.

In 2001, the Foundation for Educational Services was also established in order to support schools particularly in the introduction of innovative teaching and learning methods for the education of disadvantaged children as well as to further involve parents in the education of their children.

In August 2006 Act XIII was enacted to amend the Education Act of 1988. The Act includes legislative provisions for the reforms in education which have been implemented or will be implemented in the near future. The reforms include the reengineering of the Education Division into two distinct entities; the Directorate for Educational Services and the Directorate for Quality and Standards in Education, the setting up of a National Commission for Higher Education (NCHE), the setting up of Colleges of state schools and the setting up of a Council for the Teaching Profession. The amended Education Act has also re-established and incorporated the Malta College of Arts Science and Technology and gives the power to the College to award degrees. See section 2.2. .

Legislation: Compulsory Attendance Act, 1924

Legislation: Compulsory Education Ordinance, 1946

Legislation: Education Act, 1974

Legislation: Education Act, 1988

Legislation: Education Amendment Act, 1978: An Act further to amend the Education Act of 1974

Legislation: Education Ordinance, 1946

Legislation: National Curriculum Regulations, 2000

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Education in Malta

Institutions: Foundation for Educational Services (FES)

Institutions: Foundation For Tomorrow Schools (FTS)

Institutions: Independent Schools

Institutions: Institute of Tourism Studies

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: National Commission for Higher Education (NHCE)

Institutions: University of Malta

## 2.2. Ongoing Debates and Future Developments

The government has placed education as one of its highest priorities together with the economy and the environment. The government is committed to increase the participation rates of young people in post-compulsory and tertiary education and promote lifelong learning among all sectors of society. Educational policy and provision are underpinned by an emphasis on quality and quality assurance. Since 1998, practically the whole range of the state education system has been under a comprehensive review, including:

- Early childhood education provision, see section 3.2.
- Inclusive education policies, structures and services, see section 10.1. and 10.2.
- School attendance and absenteeism;
- The Matriculation and Secondary Education Certificate (MATSEC) examinations,
- Adult basic skills;
- Career guidance;
- The funding of post-secondary, higher and tertiary levels of education;

Following the launching of the policy document “For all Children to Succeed”, developments are also taking place in the decentralisation of the state education system delegating more power, initiative and entrepreneurship from the centre to the periphery. The schools currently functioning independently of each other are being reorganised to form networks of schools, incorporating a number of primary schools and secondary schools receiving the pupils from these primary schools - each network forming a College of Schools. There will be ten such Colleges. An ideal network would be a group of schools that cater from early childhood right through primary to secondary education. While retaining their individual identity and character, the schools within the network will be co-ordinated by a leading facilitator, called Principal, who will be accountable to a school network Board, called a College Board. The Heads of School within the network will form a Council of Heads of School. Ideal school networking should lead to the development of autonomous Colleges, working within an agreed framework of performance, accountability and outcomes. Colleges are intended to provide a continuous education programme to students that offer entry at kindergarten level and exit at the end of secondary education. They will be pooling and sharing ideas, experiences, good practice, resources, services and facilities.

In parallel with the decentralisation process the Education Division will be restructured with the objective to separate the standard setting, monitoring and evaluation functions from the operational function. This development would see the Division split into two distinct entities: the Directorate for Quality and Standards in Education (DQSE) and the Directorate for Educational Services (DES) The DQSE will be responsible for standards and quality in education. It will function as a central national policy maker and regulator for the whole educational network, both state and non-State except for the higher education sector.

The DES will co-ordinate the operation of primarily - but not exclusively - State educational services and schools and fulfil the role of a support and services resource centre.

The relevant reviews were undertaken by specialists in the various fields and following extensive consultations with all stakeholders. The Ministry presented the final reports to interested sectors as well as for public discussions. Strategic plans are implementing the various proposals made in the reports over a number of years. The overarching aim is the provision of quality education and training in all sectors and at all levels as a solid foundation for lifelong education.

Vocational education and training at the upper and post-secondary level and the implementation of the Copenhagen process in the vocational education and training areas as well as the implementation of the Bologna process at the tertiary education level are priority areas for the relevant institutions. In line with the development plan for the Malta College of Arts, Science and Technology (MCAST), the College has been accredited as an institution of higher education and as from 2007 will offer degree

level courses.

The European Qualifications Framework is being adopted into the Malta Qualifications Framework in order to facilitate mobility within and between the major post-secondary education and training areas and from one EU member state to another. In October 2005, Parliament approved Legal Notice 347 establishing the Malta Qualifications Council (MQC). MQC's main objective is to steer the development of the National Qualifications Framework for Lifelong Learning. The Council will also establish and maintain a qualifications framework for the development, accreditation and award of professional and vocational qualifications, other than degrees, based on standards of knowledge, skills, competences and attitudes to be acquired by students. Early November 2006, Malta launched a proposed National Qualifications Framework consultation process, which will end in April 2007. It is expected that by autumn 2007, Malta will officially launch its National Qualifications Framework aligned to the European Qualifications Framework.

The targets related to education and training in the fulfilment of the Lisbon Agenda are a common issue and concern within all sectors of education and training. In fact, the Government set education as one of three primary pillars for Malta's economic and social development.

A National Commission for Higher Education, supported by a Secretariat, has been established in order to promote excellence in higher education, to co-ordinate synergies between students, institutions, government and the world of work, and to ensure the provision of high quality education that is equitable, responsive to today's needs, innovative and flexible, while still being cost-effective and sustainable. The Commission will act as a broker between Government and the respective institutions. It will set up a number of principal systems of appraisal managed by three groups, namely: the Strategy Support Group, the Quality Assurance Group, and the Financing Modelling Group.

The government has embarked on an ambitious school building programme to renew the existing facilities. During 2007, two secondary schools will be nearly completed and work will start on another three.

Following the comprehensive review and major reforms of the State education system, Government has enacted Act XIII in August 2006 to amend the 1988 Education Act. The amendments reflect the changes effected and the more important developments that have been taking place since 1988.

**Legislation: Malta Qualifications Council Regulations, 2005**

**Bibliography: Early Childhood Education and Care - A National Policy 2006**

**Bibliography: For All Children to Succeed-June 2005**

**Bibliography: Inclusive and Special Education: Review Report**

**Bibliography: MATSEC - Strengthening a National Examination System**

**Bibliography: School Attendance Improvement**

**Bibliography: State Higher Education Funding**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**

## 2.3. Fundamental Principles and Basic Legislation

The principles, aims and objectives and the regulation of education in Malta are laid down in the Constitution and the 1988 Education Act, an Act that has been amended by Act XIII of August 2006. The Constitution refers to education in Chapter II and states:

- Primary education shall be compulsory and, in State schools, shall be free of charge (Article 10);
- Capable and deserving students, even if without financial resources, are entitled to attain the highest grades of education (Article 11);
- The State shall give effect to this principle by means of scholarships, of contributions to the families of students and other provisions on the basis of competitive examinations (Article 11);
- The State shall promote the development of culture and scientific and technical research (Article 8);
- The State shall provide for the professional or vocational training and advancement of workers (Article 12);

- Disabled persons and persons incapable of work are entitled to education and vocational training (17);
- The Constitution recognizes Maltese as the National Language and Maltese and English as the two official languages (Article 5);
- Religious teaching of the Roman Catholic Apostolic Church shall be provided in all State schools as part of compulsory education (Article 2) (however, parents may opt their children out of religious studies).

As seen elsewhere in this dossier, the state's provision of education actually goes far beyond what the Constitution sets out. The Education Act of 1988 as amended in 2006 further amplifies the state's commitment towards education. The Act has the following legal provisions:

- The right of every citizen to receive education and instruction without any distinction of age, sex, belief or economic means (Article 3);
- The duty of the State to promote education and instruction; to ensure a system of schools and institutions accessible to all citizens catering for the full development of the whole personality including the ability of every person to work; and to provide for such schools and institutions where these do not exist (Article 4);
- The duty of every parent of a minor is to cause him to be registered in a school for the first school year starting when he is of a compulsory school age; to continue to attend school up to and the end of the school year during which the minor ceases to be of compulsory school age; and to attend school regularly (Article 5);
- The right of every parent of a minor to give his decision with regard to any matter concerning the education which the minor is to receive (Article 6);
- The State's right to establish a national minimum curriculum of studies for all schools; to establish the national minimum conditions for all schools; and to secure compliance with the national minimum curriculum of studies and the national minimum conditions for all schools (Article 7);
- The constitution and functions of the Directorates of Education (Articles 8-13);
- The appointment of Directors General (Article 14);
- The setting up of Permanent Committee for Education (Article: 17);
- The setting up of an educational inspectorate (Article 18);
- Any person's right to apply to the Minister for the grant of a licence to establish a school (Article 20);
- The Minister's right to inspect every school and the right to supervise the administration of every school (Article 21);
- Wherever under the provision of the Education Act a right or a duty is vested in or imposed on the State, that right or duty is exercised or fulfilled by the Minister responsible for education (Article 22);
- No person may exercise the profession of a teacher in a school or receive remuneration therefore without a warrant from the Minister (Article 24);
- The setting up of a Council for the Teaching Profession (Article 26);
- The State's duty to provide primary, secondary and special schools (Articles 43 – 45);
- Any person, if he deems himself aggrieved by the failure of the State to comply with the duties imposed upon it (by Articles 16, 17 and 18), may bring an action against the Minister for a declaration of such grievance (Article 46);
- The Minister's duty to establish the curriculum for State schools as well as the establishment of different curricula for different State schools; to provide for the education and teaching of the Catholic religion in State schools (but the parents of any minor have the right to opt that the minor should not receive instruction in the Catholic religion) (Article 47);
- School Council may request the Minister to include in the curriculum of that school, courses of studies additional to those established by the Minister and the Minister may grant that request (Article 47);
- The State's duty, having provided for the education of citizens to enable them to form their own independent judgement, to establish such school facilities which the State may deem necessary to provide those citizens with the opportunity to qualify in trades, skills, artisan or technical or commercial activities, and in the professions in order to prepare, instruct and instil discipline in those citizens for work in the community (Article 48);
- Colleges of State Schools – their setting up, their functions and administration (Articles 49-62);
- The establishment of School Councils and Students' Councils (Article 61);



- The establishment and functions of the National Commission for Higher Education (articles 63 - 71);
- The re-founding of the (over 400 years old) University of Studies of Malta (Articles 72 – 84);
- The Malta College of Arts Science and Technology (Articles 85-112);
- The establishment of the Registrar of Examinations (Article 125);
- Free education in state schools and the University (Article 126);
- The establishment of a Scholastic Tribunal to hear and determine appeals made to it (Article 127);
- The employment of minors (Article 128);
- Offences and penalties (Article 129);
- The Minister's power to make regulations (Article 135).

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Bibliography: For All Children to Succeed-June 2005

Bibliography: Inclusive and Special Education: Review Report

Bibliography: MATSEC - Strengthening a National Examination System

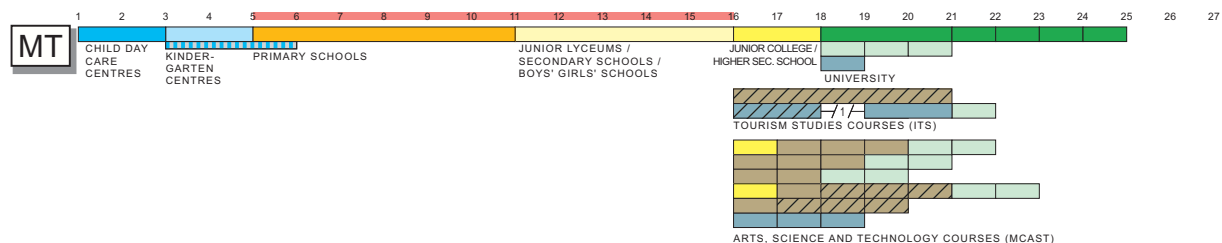
Bibliography: The Lisbon Objectives and Maltese Education Provision

Institutions: Education Division

Institutions: MATSEC Board

## 2.4. General Structure and Defining Moments in Educational Guidance

### Organisation of the education system in Malta, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.



Government schools provide kindergarten classes as from age 3. Around 80% of 3-year-old children attend school at age 3.

Primary education last six years and is provided in schools in respective towns and villages. Children are typically five years old when they start primary education.

Lower secondary education is provided in Junior Lyceums and Area Secondary Schools (also referred to as Secondary Schools). The former takes students succeeding in the 11plus examination. The rest of the students attend Area Secondary Schools. Lower secondary education lasts five years.

General upper secondary education courses are of two years duration and lead generally to tertiary education. Students study two subjects at Advanced level, three at Intermediate level and Systems of Knowledge leading to the Matriculation Certificate of the University of Malta.

Vocational upper secondary and post-secondary education is mainly provided at the Malta College of Arts, Science and Technology (MCAST) and at the Institute of Tourism Studies (ITS). The duration of this cycle depends on the course chosen.

Tertiary Education is provided by the University of Malta. As from September 2006, by means of the amendments (Act XIII, 2006) to the Education Act 1988, the Malta College of Arts Science and Technology (MCAST) has been accorded the status of an institution of higher education with the power to award degrees. The theoretical starting age of tertiary education is eighteen years.

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

Institutions: University of the Third Age

## 2.5. Compulsory Education

The 1988 Education Act and subsequent amendments define compulsory education age as any age from five to fifteen years, both inclusive. A person shall be deemed to be of compulsory school age if he/she has attained the age of five years and has not attained the age of sixteen years. Compulsory education covers six years of primary education followed by five years of secondary education. Practically all students follow a six-year primary education and five-year secondary education course. Increasingly more students are continuing with their education and training in higher and post secondary and tertiary educational institutions. Compulsory education is full-time and free.

The Good Shepherd programme ensures that all children aged 5 are registered in a primary school, whether State or non-State school. Throughout the compulsory education system social workers attached to the School Social Work Service Unit which is part of the Education Division follow any habitual absentee or truant pupil reported by a school and take the appropriate action both at the parental and family level and the legal compliance level. Parents failing to send their children regularly to school without a fully justified reason are brought to court and sentences vary according to the gravity of their failure.

Legislation: Education Act, 1988

## 2.6. General Administration

State education in Malta is administered at the national level. The Education Act is the primary legal instrument that covers the educational provision. It gives the Minister responsible for Education, or any person authorised by him, the power to set regulations through subsidiary legislation, in Malta called "Legal Notice".

The administrative structure of the Ministry of Education is headed by the Permanent Secretary. The Office of the Permanent Secretary incorporates a secretariat, a Corporate Services Directorate, the European Union and International Affairs Directorate and the Policy Development and Programme Implementation Directorate.

Legislation: Education Act, 1988

### 2.6.1. General Administration at National Level

The Minister of Education is appointed by the Prime Minister. The incumbent's current portfolio includes: Education, Higher Education, Foundation for Educational Services, Foundation for Tomorrow's Schools, Public Examinations, Libraries, Archives, Youth, Sport and Sport Complexes, Employment and Training, Industrial and Employment Relations, Cooperatives, and Occupational Health and Safety. The Minister is supported by a Secretariat and by a Policy Unit.

The Ministry has also the overall responsibility of the autonomous University, the Malta College of Arts, Science and Technology, and the Institute for Tourism Studies.

Currently, the pre-school and compulsory education levels as well as two institutions at upper general education level are administered and supervised by the Education Division, a central entity covering both Malta and Gozo. The Education Division, therefore, is responsible both for the operations of the State schools as well as the monitoring and supervision of State and non-State schools.

The Education Division is headed by the Director General and incorporates the following six departments, each led by a Director: Planning and Development, Operations, Further Studies and Adult Education, Student Services and International Relations (including special education), Curriculum Management and Technology in Education. Each department has a number of sub-divisions and units. As part of the current reform process it is being envisaged that during 2007 the Education Division will be replaced by two entities see section 2.2. . This would effectively lead to the separation of the monitoring and the operational/support functions.

The Education Division's central administration currently caters for the following roles tasks for all State schools: recruitment, deployment, discipline and promotions of personnel; curriculum development, implementation and review; selection of textbooks; setting of annual examinations at certain levels; the allocation of students in town and village schools at primary level and according to catchment areas at secondary level; student support services and facilities; organisation of various student activities and programmes of an educational, cultural, social and sporting nature; in-service education and training for teachers, and allocation of funds.

As part of a reform process aimed at improving the quality, standards, operation, initiatives and educational achievements, schools are being grouped into Colleges see sections 2.2. and 2.3. Each College is managed by a College Principal who in effect is the Chief Executive Officer and is responsible to the Director Generals as regards the performance his functions and of the College. There is also a College Board nominated by the Minister of Education. This Board has a consultative function. The Heads of the School belonging to a College sit on a Council of Heads chaired by the Principal. Each College is a body corporate having a legal and distinct personality. This new set-up is also aimed at greater decentralisation and as such will take on tasks currently carried out by the central agency. This new setup is still being developed and some features of the planned organisational structure have not yet been implemented.

Legislation: Education Act, 1988

Institutions: Department of Employment and Industrial Relations

Institutions: Education Division

Institutions: Employment and Training Corporation

Institutions: Examinations Department

Institutions: Foundation for Educational Services (FES)

## 2.6.2. General Administration at Regional Level

One may consider the island of Gozo as a geographic region. It has a Minister with the specific responsibility for Gozo affairs. Although from an educational and, to a great extent, from an administrative point of view all schools in Gozo are administered by the central authority in Malta, the Ministry for Gozo does have particular influence on the running of the schools in Gozo. Besides, it is responsible for the remuneration of all staff in the schools in Gozo.

Since the last major reform in the administration of the State system of education, Malta was divided into four major regions comprising all the schools catering for compulsory education and kindergartens which were centrally administered by the Department of Operations. Gozo was considered as a region and then there were the north and west, the central and the south and east regions, called Region 1, 2, 3 and 4 respectively. Although each region was under the particular care of an Assistant Director of Education (Operations), all regions still mainly responded to the same Director, Operations, even though the regions were originally intended to be more autonomous with more power and authority delegated to the respective Assistant Directors (Operations). At the same time, post-secondary schools administered by the Education Division were managed by another department, the Department of Further Studies and Adult Education.

This set-up is being replaced by the formation of College networks see sections 2.2.2.3. and 2.6.1. The networking of schools will, to some extent, bring about a regional approach to the administration of educational institutions in both Malta and Gozo. The existing Education Act stipulates that every town and village should have its primary school. Practically each primary school has a kindergarten attached to it. Secondary schools cater for catchment areas which include a number of towns and villages.

However, considering the limited size of both islands, one needs to put the 'regional level' concept within its relative perspective.

Legislation: Education Act, 1988

Institutions: Department of Student Services and International Relations

Institutions: Ministry for Gozo

## 2.6.3. General Administration at Local Level

Each locality in Malta has a Local Council see section 1.2.1. So far, they have limited influence on education in their towns and villages. However, most Local Councils are very interested in the education of children within their locality and there is generally healthy communication between the Local Council and the school authority. Local public libraries are generally found in primary schools and the same library often serves both the school and the community. Local Councils often make donations in kind to the schools. Moreover, schools often offer their facilities and spaces to the local community, generally at the request of the Local Council. Local Councils are expected to cater for the protection of children in the vicinity of schools. Local Councils, in conjunction with any designated competent authority, are to provide for the upkeep and maintenance of crèches, kindergartens and other educational services or buildings as part of a national scheme, but this legal provision has not been implemented.

Institutions: Local Councils

## 2.6.4. Educational Institutions, Administration, Management

The administration and management of schools described in the following sections refer mainly to State educational institutions. However, there is a great similarity in the administration and management of State and non-State schools. Non-State schools are autonomous and the State carries only monitoring and evaluating roles to ensure quality and standards as provided for by the Education Act and the National Minimum Curriculum.

Legislation: Extended Skill Training Regulations

Legislation: School Council Regulations

Legislation: Technician Apprenticeship Scheme

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Education Division

Institutions: Foundation for International Studies

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Malta University Services

Institutions: MATSEC Board

#### 2.6.4.1. Pre - Primary Schools

Kindergartens cater for three-year and four-year old children. They form part of the primary schools and therefore fall under the responsibility of the Head of School although an assistant head of school would be directly responsible for their daily running.

#### 2.6.4.2. Primary Schools

Each primary school is administered by a Head of School who is assisted by a number of Assistant Heads, depending on the size of the school. The allocation of responsibilities to the respective Assistant Heads is generally negotiated between the Head and the Assistant Heads. In primary school there is a limited number of Subject Coordinators covering a number of schools.

Each school has a School Council composed of the President appointed by the Minister in consultation with the Local Council, the Head of School who acts as Secretary and Treasurer, and three teachers representative elected from and by the teaching staff as well as three parent representatives elected from and by the parents of children attending the school. The Council is responsible for the administration of funds and all other assets belonging to the school. The school administration is empowered to take a number of administrative decisions previously the remit of the central administration. Limited funds are made available to schools to purchase equipment and materials, organise activities and carry out minor maintenance and repair works.

Primary schools have to formulate a three-year business plan and a school development plan. School staff takes part in the Performance Management Programme.

Legislation: School Council Regulations

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: For All Children to Succeed-June 2005

Institutions: Education Division

#### 2.6.4.3. Secondary Schools

State secondary schools include Junior Lyceums (see section 2.4. for the higher achievers and Secondary Schools. The administrative set-up of both types is similar. Each school has a Head who is supported by a number of Assistant Heads according to the size of the school. The allocation of responsibilities to Assistant Heads is usually negotiated between the Head and each Assistant Head. Each school has a number of Subject Coordinators, Guidance Teachers - supported by a School Counsellor who generally covers a number of schools, Librarians, Health and Safety Teachers, and other posts of special responsibility.

Secondary schools also have a School Council whose set-up and functions are similar to the Council in primary schools see section 2.6.4.1. However, the President is nominated by the Minister without

consultation with the Local Council since all secondary schools cater for students coming from different localities.

Secondary schools have to formulate a three-year business plan and a school development plan on the same lines of the primary schools. School staff takes part in the Performance Management Programme applicable also to primary schools.

Legislation: School Council Regulations

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Area Secondary Schools

Institutions: Junior Lyceum (Schools)

#### **2.6.4.4. Upper Secondary Institutions**

In Malta there are three state general upper secondary institutions and vocational upper secondary and post-secondary vocational institutions.

##### **2.6.4.4.1. General Upper Secondary Institutions**

Two of the general upper secondary institutions fall under the overall responsibility of the Education Division. These are the Giovanni Curmi Higher Secondary School and the Sir Michael Refalo Post-secondary Complex. The latter is situated on the island of Gozo.

The administrative and support set-up of these two upper secondary institutions is similar to the set-up of secondary schools (see section 2.6.4.3. , except that at this level there is more student involvement.

The third general upper secondary institution is the Junior College. A leading institution offering general education courses at upper secondary level which is attached to the University. Previously it was called the Upper Lyceum and was under the direction of the Education Division. In 1995 this institution was passed on to the University and started to be called the Junior College.

The Junior College is governed by a Board composed of the Rector of the University or his delegate as Chairman, the College Principal and Vice Principal, five Area Co-ordinators, two members representing the academic staff, two members representing the students, two members appointed by the Minister of Education, three members appointed by the Senate of the Universities from the Humanities and the Sciences areas and a student representative on the Senate, and the Head of the academic division of the Matriculation and Secondary Education Certificate (MATSEC) Board .

The College administration consists of the following: the Principal, the Vice Principal, five area co-ordinators who oversee the running of a number of subjects within their area, a number of subject co-ordinators responsible for the subjects, the academic staff responsible for the teaching of the various subjects, the administrative and technical staff.

The College has a student elected Council with its two representatives on the College Board. The Council looks after the interests of the students and organises social and academic activities for students on a regular basis.

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Junior College

Institutions: Sir. M. Refalo Post-secondary Complex

##### **2.6.4.4.2. Vocational Upper Secondary and Post-secondary Institutions**

There are three institutions which provide vocational upper secondary and post-secondary education. These are the Malta College of Arts, Science and Technology (MCAST) which in 2007 will also provide courses at degree level, the Institute of Tourism Studies and the Institute for Conservation and Restoration Studies.

#### **2.6.4.4.2.1. The Malta College of Arts, Science and Technology**

The vocational strand of upper secondary, post-secondary and since 2007 tertiary education and training is provided mainly by the Malta College of Arts, Science and Technology (MCAST). MCAST brings together a number of Institutes, namely: Arts and Design; Building and Construction Engineering; Information and Communication Technology; Business and Commerce; Electrical and Electronics Engineering; Mechanical Engineering; Maritime Studies; Community Services, and Agribusiness.

The administrative set-up of the MCAST consists of: the Board of Governors, the Council of Institutes, the Administrative Bureau, the Boards of Studies of each Institute, and the Partnerships Office. The governing bodies are composed of members from different sections of the College in order to ensure that the strategic objectives are being reached and that students are provided with the right support. These bodies are responsible to ensure that the College moves in the right direction through the implementation of policies and decisions adopted at different levels.

The Chief Executive Officer of the College is the Principal. The Principal, who is appointed by the Board of Governors, is responsible for the governance and administration of the College. The Registrar assists the Principal in the day to day administration of the academic, educational and training programmes of the College. The Registrar is also the secretary to the Council.

The Board of Governors is composed of a number of persons (7 to 9) representing the major stakeholders that are likely to interact with the College and its students. These include members representing the Ministry of Education, the Ministry for the Family and Social Solidarity, the Education Division as well as the world of industry, the services and commerce. The members are appointed for a period of three years and they may be reappointed after their term of office expires. The Board of Governors is the highest governing body of the College.

The Partnerships Office aims at developing bilateral and international relations in order to develop greater co-operation with other institutions that create opportunities for the benefit of students and the country as a whole.

Legislation: Education Act, 1988

Legislation: Employment and Training Services Act

Legislation: Extended Skill Training Regulations

Legislation: Technician Apprenticeship Scheme

Bibliography: Strategic Plan 2007-2009

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Ministry for the Family and Social Solidarity

Institutions: Ministry of Education, Youth and Employment

#### **2.6.4.4.2.2. The Institute for Tourism Studies**

The Institute for Tourism Studies provides higher and further education and training for the various careers in tourism, an industry of primary importance to Malta. The courses are of different levels, from the very basic requirements of the tourism industry to the management level. Students who qualify may continue their studies at the university.

The Institute is governed by a Board of Governors consisting of ten members including the Chairman. The Board members are appointed by the Minister of Education. The Board is chaired by an Executive Chairman. The academic aspects of the Institute are the responsibility of the Director of the Institute.

Institutions: Institute of Tourism Studies



#### **2.6.4.4.2.3. The Institute for Conservation and Restoration Studies**

The Institute for Conservation and Restoration Studies within the Malta Centre for Restoration offers internationally recognised courses at certificate, diploma and degree levels (the latter in conjunction with the University of Malta) in the arts and sciences of conservation-restoration. It intends to provide students with a career in restoration and conservation, two areas immensely important for the preservation of the extremely rich cultural, artistic and architectural heritage of the islands. The Institute is run by a Board of Governors, including the Chairman appointed by the University, two members nominated by the Ministry of Education, a member nominated by the University, a member nominated by the Ministry of the Environment and up to four members co-opted from co-operating institutions. An Academic Board is appointed by the Board of Governors and is responsible for the drawing up of the curriculum, approving the course prospectus, and course design. Courses leading to different awards have a specific Board of Studies. The Institute is currently within the Government agency 'Heritage Malta' in the Ministry for Tourism and Culture portfolio.

**Institutions:** Malta Centre for Restoration

## **2.7. Internal and External Consultation**

The Education Division together with its several departments maintain an on-going dialogue with the schools they administer as well as with external stakeholders. The size of the country and the limited spread of its towns and villages together with a very efficient means of communication facilitate communication and consultation. Distances are short and transport and telecommunications are always within immediate reach. Information technology is widespread and computers are readily available wherever required. Personal contact with school administrators is a regular feature of a central administration in a small state.

**Institutions:** Education Division

### **2.7.1. Internal Consultation**

Internal consultation takes place regularly between the central administration in the Education Division and the schools. The organisational structure and the small-scale factor facilitate both the inter-organisation as well as the extra-organisation communication, dialogue and consultation. One-to-one as well as group meetings can be organised easily and within a relatively short time. The Education Division with its departments and many of its sections and units are mostly found in the same building or a short distance away. Hence, communication between heads of department, their assistants or senior officers tends to be on-going and definitely whenever needed. Central administrators, including directors, assistant directors and education officers are on regular contacts with schools. Education Officers responsible for subjects or units either organise meetings at the centre or visit schools. School visits by central administrators are made regularly.

Both formal meetings with set agendas as well as informal meetings are held, sometimes during a social occasion. Hence, an officer is not simply a voice over the phone or a name in a circular or a letter, but a person with a particular personality and looks! Communication within a relatively small community often tends to be informal and friendly. Circulars enunciating policies, promoting initiatives, projects and programmes or activities are sent regularly. The extensive use of email in addition to the use of the telephone has substantially enhanced communication.

The National Curriculum Council (NCC) which, among other activities, gives direction to the implementation of the curriculum is composed of central administrators, teachers, educationists, including university lecturers in education.

The NCC gives expert support to the Curriculum Department. The NCC is composed of representatives of different partners in education, including the Director, Curriculum, who is the Chairperson, two Ministry of Education representatives, the Director, Operations, the Director, Student

Services, the Dean of the Faculty of Education, University, a representative of the Association of School Councils, of the Malta Union of Teachers, of the Church schools, of the independent schools, of the parents of the non-State schools, a person nominated by the Malta Council for Economic and Social Development and a person nominated by the Association of the Local Councils.

A number of Focus Groups were set up with the mission of implementing the Curriculum in specific areas. The Focus Groups themselves represent interested and specialist educators, including Education Division and Faculty of Education officials, teachers and parents, in the field covered by the Group.

There is on-going communication and consultation between the Education Division and the Faculty of Education of the University in a number of fields of mutual interest. Student teachers perform their teaching practice primarily in State and, to a lesser extent in non-State schools. Student teachers are evaluated in class not only by their University lecturers and tutors but also by Education Division officials. And officials from both institutions sit together on different boards and committees. Moreover, the Secondary Education Certificate examination set by the Matriculation and Secondary Education Certificate (MATSEC) Board - a University institution setting the end of the five-year secondary education course examination as well as the end of the two-year upper secondary course examination – is a collaborative task between the University and the Education Division.

The central Education Officers responsible for the curriculum are based at head office and they meet the Subject Coordinators in schools. They meet to discuss curriculum issues or prepare examination papers or to promote new initiatives. Education Officers responsible for student services organise meetings with specific agendas to discuss strategies and programmes for Guidance Teachers and School Counsellors on a regular basis. Heads of School discuss their school's development and progress as well as problems and issues with their superior officers and colleagues in the Education Division.

A country with limited human resources, because of its size, needs to exploit all existing human potential. Collaboration becomes a necessity and, in the process, it leads to mutual enrichment. Having the university lecturers in the Faculty of Education working together with the Education Division officials brings together theory and practice.

An important entity that relies on the collaboration of various stakeholders is the Policy Unit within the Ministry of Education. The Unit is involved in the development of various policies and in the reviewing and evaluating of the different sectors and levels of education. Although a great deal of the work is actually carried out by the Unit itself, it relies also on external knowledge, expertise and experiences. Experts are not only consulted but they often form part of working groups or task forces carrying out a specific mission. As indicated elsewhere, the Maltese State education system has been nearly completely reviewed during the last few years. Besides a number of policy documents were issued. The approach was not top-down, or bottom-up, but primarily a collaborative effort between colleagues who were specifically directed to consult extensively with all the stakeholders.

School Councils, see sections 2.6.4.3. and 2.6.4.4. as explained elsewhere, are expected to bring together both parents and teachers to express their views and concerns and to make proposals. Schools are expected to communicate with parents not only through the School Councils but also through circular letters and meetings for parents. The official annual parents' day or parents' days are not considered sufficient communication with parents. As part of the schools' democratisation process and as an integral part of the students' education in democratic administration, schools are being encouraged to set up Students Councils at primary, secondary and post-secondary educational institution. Students, as primary receivers of the education provision, may be in a position to contribute towards the development of their own school.

#### Legislation: School Council Regulations

Institutions: Education Division

Institutions: Malta Council for Economic and Social Development

Institutions: Malta Union of Teachers

Institutions: MATSEC Board

Institutions: Ministry of Education, Youth and Employment

Institutions: National Curriculum Council

## 2.7.2. Consultation involving Players in Society at large

Section 2.7.1. is already quite indicative of the approach and methodology adopted in the on-going management and administration as well as the development of the State education system. Education is a leading item on the public agenda, with the printed as well as the audio-visual media dealing with issues and problems on a daily basis. In fact, the public relations office of the Ministry often issues press releases on developments taking place in the system.

Extensive consultation is generally carried out in the formulation of new policies as well as in the reviewing of sectors of education with all stakeholders. The reports of public or sectoral interests are published for consultation and stakeholders are invited to send in their observations and reactions. Moreover, meetings are held with individual or group stakeholders. When the need demands it, the general public is invited to meetings, seminars or conferences on the issues raised by new policies or reports. Wherever possible and recommendable, the reactions and observations are adopted or adapted.

## 2.8. Methods of Financing Education

Funding is provided centrally by the Ministry of Education, Youth and Employment. The funds are appropriated during the parliamentary debate on financial estimates towards the end of the year. With a few exceptions all the funds for pre-primary and compulsory state education are managed centrally by the Education Division. The Division allocates funds to school for three main purposes, materials and supplies, refurbishment and capital. Regional and local authorities do not fund education provision. The University, the Malta College of Arts Science and Technology and the Institute of Tourism Studies receive funds from the Ministry's budgets and these are managed by the respective institutions. Funds for government-dependent schools are provided as per agreement between the Republic of Malta and the Holy See. These funds are managed by the Church authorities.

The amended 1988 Education Act stipulates that State schools and university full-time education up to first degree level is to be provided free of charge to Maltese citizens. Following a special agreement between the Republic of Malta and the Holy See, the State subsidizes Church schools by paying for all professional and administrative staff personal remuneration plus a 10% on the total personal remuneration. Parents of students attending independent private schools enjoy a tax rebate on the fees they pay for their children's schooling.

Legislation: Agreement on Church Schools between the Holy See and the Republic of Malta, 1991  
Legislation: Education Act, 1988

Bibliography: Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools

Institutions: Ministry of Education, Youth and Employment  
Institutions: University of Malta

## 2.9. Statistics

**Number of State Schools – December 2006**

No. of SCHOOLS	
Kindergarten Centres	62 <sup>(1)</sup>
Primary Schools	72
Junior Lyceums	11
Secondary Schools	19
Boys'/Girls' Schools	2
Upper Secondary Schools	2
St Benedict's College	1
<b>Total</b>	<b>169</b>

<sup>1</sup>These centres are situated on the same premises as the primary schools with the exception of Mosta and an additional centre at Paola

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

**2.9.1. Number of Non-state Schools December 2006****Number of Non-state schools - December 2006**

	Pre-primary	Primary	Lower Secondary	Upper Secondary	Total
Church Schools	33	25	22	2	82
Independent Schools	28	14	9	1	52
<b>Total</b>	<b>61</b>	<b>39</b>	<b>31</b>	<b>3</b>	<b>134</b>

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

**2.9.2. Expenditure on Education****Government Expenditure (Percent) on Education by level January - December 2004**

Level of Education	Expenditure
Pre-primary	5.18%
Primary	21.17%
Lower Secondary	31.6%
Upper Secondary	8.05%
Tertiary	11.05%
Not Allocated by Level	22.94%

Source: National Statistics Office

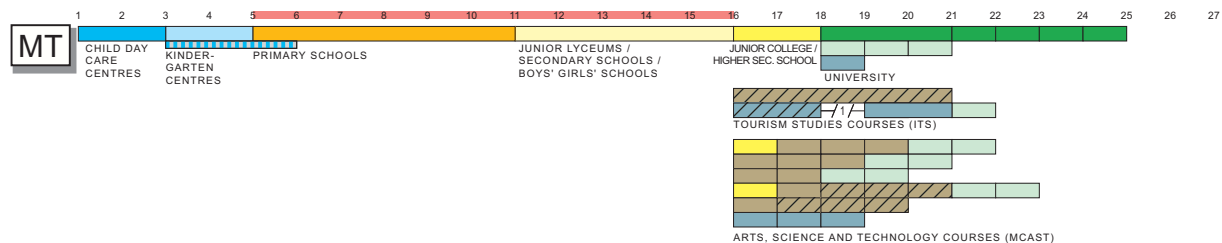
**Government Expenditure on Education as a Percentage of GDP at current market prices**  
**(Source: National Statistics Office)**

Year	Expenditure on Education as a percentage of GDP
2004	5.9%
2005	5.8%

Institutions: National Statistics Office

### 3. Pre-primary Education

#### Organisation of the education system in Malta, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Pre-primary education is provided for 3 and 4 year olds in both state and non-state institutions. Early-childhood education provision for children aged 0-3 is not widespread. However, this provision is expected to expand in view that research has amply demonstrated that the first few years of children's lives are crucial in their development. This knowledge has inspired the Ministry for the Family and Social Solidarity to develop further this important building block of social policy. The Ministry also believes that good quality childcare could also enhance social inclusion. Children hailing from disadvantaged backgrounds are known to benefit particularly from exposure to activities specifically provided to enhance their development. Expanding the service of early child care is also in line with government's objective to increase the female participation rate in the workforce. In its efforts to encourage more females to join the labour force, the government in 2007 will be introducing measures to help parents pay fees for childcare.

#### 3.1. Historical Overview

Until the middle of the 1970's, pre-primary education was provided by non-State kindergartens. Pre-primary education was introduced by the State in 1975 and catered for four year olds. Children with disabilities were admitted at age three. In 1988, pre-school education was extended for three-year olds, children being admitted more or less when they attained this age.

In 1989, the National Minimum Curriculum for the pre-primary level was adopted. The 1999 National Minimum Curriculum has a specific section on early childhood education.

State pre-school education is provided in Kindergarten Centres that generally form part of the primary schools. Children are educated by specifically trained Kindergarten Assistants.

A number of Church schools and independent private schools have kindergartens as an integral part of their set-up.

Child day care centres are a relatively recent phenomenon in Maltese society, with the earlier ones being set up in 1996/97. Since 2002 APPOGG, the national social welfare agency for children and families in need, has been running a childcare and family resource centre situated within the ACCESS Community Resource Centre in an inner harbour city. This centre, which was purposely built, allows for generous indoor space for different age groups as well as ample open spaces. The children, who all hail from the Cottonera Area, are served with activities that meet their developmental needs. In order to provide a holistic service, the Child Care Centre addresses parental issues and the parents of these children are also served with practical programmes such as first aid, road safety and safety at home. Moreover the Centre seeks an active role in the local community and is structured in a way that responds to the needs of the local community. The Centre is free for those who are on social assistance and/or live on a minimum wage. Fees are payable by those in receipt of higher incomes. Other centres are provided by the private sector and by some employers.

Legislation: Education Act, 1988

Legislation: National Minimum Curriculum for Pre-Primary Level

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Independent Schools

Institutions: Ministry for the Family and Social Solidarity

## 3.2. Ongoing Debates and Future Developments

Early childhood education – from year zero up to age eight – has been studied very closely recently in view of the enormous impact that education or lack of it has at this level on children in general and especially on children who are somehow disadvantaged. The study “Early Childhood Education and Care, a National Policy” published in June 2006, has investigated every aspect of early childhood education provision both State and non-State, including the curriculum, the facilities, the spaces and the services, as well as the qualifications required of Kindergarten Assistants in order to be in a position to deliver quality education even at this early stage of a child's life. This was followed in July 2006 with the publishing of the “National Standards for Child Day Care Facilities”. There is an on-going debate also on the provision of child-care centres catering for one and two year-olds, possibly younger. Child-care centres for children at this age are generally run by independent private entrepreneurs. Babies and very young children are often looked after by relatives, generally grand mothers. The number of mothers who continue working when they are still rearing babies is increasing and this is creating a greater demand for child-care centres. Not all mothers can rely on the services of their own mothers. The Government has run a few pilot projects. And a number of industrial concerns have been providing child-care facilities for their employees.

The Government has been studying the need to increase substantially the number of child-care centres either by directly providing the centres itself or by encouraging somehow the provision of child-care through private enterprise. One major issue is who will carry or share the high cost of quality child-care, particularly when one keeps the child to carer ratio within a safe maximum. In the financial estimates for 2007, the government has introduced measures to encourage families to make use of childcare services. These include tax rebates for parents sending their children to childcare centres and to employers who incur expenses related to childcare services. In September 2007, the government will pilot early child day care in three centres.

Bibliography: Budget Speech - 2007

Bibliography: Early Childhood Education and Care - A National Policy 2006

Bibliography: National Standards for Child Day Care Facilities



### 3.3. Specific Legislative Framework

The 1988 Education Act and its subsequent amendments refer to pre-school education, stating that “state may provide schools for infants who are under compulsory school age”. This provision is currently available free of charge to three and four-year olds in state kindergartens.

Child-care Centres are regulated mainly by the standards see section 3.2. set by the Ministry of the Family and Social Solidarity. The relevant legislative framework is being drafted and discussed with a number of stakeholders. To-date Child-care Centres are the responsibility of the Ministry for the Family and Social Solidarity. Regulation for quality child-minding may actually restrict the number of available child-care centres unless appropriate action is taken to deal with a number of issues.

Legislation: Education Act, 1988

Legislation: National Minimum Conditions for all Schools Regulations

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Ministry for the Family and Social Solidarity

### 3.4. General Objectives

The National Minimum Curriculum enunciates the general aims of education for the whole education system while the primary objectives of the pre-school education (primarily referring to kindergartens) are listed in the National Minimum Curriculum under the heading 'Early Years', please see Section 3.10.

The general objectives of early childhood education are contained in the “National Standards for Child Day Care Facilities”. Child care aims to synchronise the care and the educational aspects of this provision to promote the holistic development and well-being of children and their families. Early childhood development and care services provide children with the stimulation that they may not be receiving at home, presenting opportunities for them to develop at a similar rate as their peers. The role of good quality children's services has been proven to actively reduce social inequality by improving the life chances of children.

Legislation: Education Act, 1988

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Early Childhood Education and Care - A National Policy 2006

Bibliography: National Standards for Child Day Care Facilities

### 3.5. Geographical Accessibility

In conformity with the Education Act 1988, there is a primary school in practically every town and village in Malta and Gozo. Most of these schools include kindergartens. Where there isn't the space for kindergartens, a separate kindergarten centre has been provided. Hence accessibility to State kindergartens is easy nearly everywhere. Unlike kindergarten centres, child day care centres are not found in every locality. Children are taken to these centres by their parents.

Legislation: Education Act, 1988

### 3.6. Admission Requirements and Choice of Institution/Centre

Kindergarten education is not compulsory, even though nearly all children attend either State or non-State kindergartens. Children can start attending State kindergartens in their own town or village soon after they are three-years old. Admission of 3-year olds takes place in September when the school year begins, at the start of the second term in January, and at the start of the third term. Parents are free to choose the day care centre of their choice for children aged 0 to 36 months.

### 3.7. Financial Support for Pupils' Families

State kindergarten education is free of charge and accessible to all. Besides, parents having the care and custody of their children may be entitled to Children's Allowance if their reckonable annual income does not exceed a certain level. The Department of Social Security is responsible for this service.

Parents who send their children to child day care centres will be given tax rebates on the fees they pay. See section [3.2.](#)

**Institutions:** Ministry for the Family and Social Solidarity

### 3.8. Age Levels and Grouping of Children

Children in State schools are generally grouped according to their month of birth, wherever possible ensuring that children only have a few months' age difference. However, this is not always possible in very small kindergartens. There are two types of classes Kinder 1 and Kinder 2. All newly admitted 3 year-olds are placed in Kinder 1 classes, while Kinder 2 classes are for newly admitted 4 year-olds and children progressing from Kinder 1.

The maximum number of children aged three years in each group is 15 while the maximum number of children aged four years in each group is 20. Whenever an inclusion programme is being followed and the child is not in need of continuous individual support, the number of children in class shall not exceed 14 in Kinder 1 and 18 in Kinder 2.

Children have a different Kindergarten Assistant every school year.

The child day care centres cater for children aged 0 to 36 months. The standards stipulate that the carer to child ratios in centre-based facilities are as follows:

Age of Children	Children per Carer
0 to 12 months	3
13 to 24 months	5
25 to 36 months	6
Mixed groups	6

Within the mixed group only one child can be under the age of eighteen months.

In home-based facilities the ratio is the same for mixed groups in centre based facilities. The availability of a second carer (reliever) is recommended.

**Bibliography:** Early Childhood Education and Care - A National Policy 2006

**Bibliography:** National Standards for Child Day Care Facilities

## 3.9. Organisation of Time

The organisation of kindergarten time in state schools at kindergarten level is regulated by the agreement reached between the Government and the Malta Union of Teachers in 1995 which specifies the number of school days and holidays and the duration of the school day in winter and in summer.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995

Institutions: Malta Union of Teachers

Institutions: Ministry of Education, Youth and Employment

### 3.9.1. Organisation of the Year

The agreement between the government and the Malta Union of Teachers of 1995 for Kindergarten Assistant Grades specifies that the school year (with reference specifically to teaching) for all state schools commences on the fourth Monday in September and ends on 6 July.

The School holidays are specified to be:

Summer:	15 July to 14 September
Christmas:	23 December to 6 January
Easter:	Wednesday before to Wednesday after Easter
First mid-term:	1, 2 and 3 November (provided that should the second November fall on a Saturday or Sunday, an additional day shall be granted in lieu)
Second mid-term:	Monday and Tuesday preceding Ash Wednesday (first day of lent) (Carnival Monday and Tuesday)

### 3.9.2. Weekly and Daily Timetable

The weekly and daily school time-tables for the different levels of education are similar. All State kindergartens have 5 hours 30 minutes of activity every day during the full days and 3 hours 30 minutes during half-days. Full days last from the first day of school to the end of May. On the 1 June half-days start. During full-days timetable, the school week is of 27 hours 30 minutes duration while during the half days timetable the school week is of 18 hours 45 minutes. These school times include the 15 minute mid-morning break. Children generally stay at the kindergarten during the mid-day break and they are supervised by the group Kindergarten Assistant. Not all kindergartens start at the same time; however, most schools open between 8.00 and 8.30 in the morning and close between 2.00 and 3.00 in the afternoon.

Kindergartens do not have a fixed time-table; the Kindergarten Assistant enjoys flexibility in the use of the time with the group.

Bibliography: Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995

Institutions: Education Division

Institutions: Malta Union of Teachers

### 3.10. Curriculum, Types of Activity, Number of Hours

The National Minimum Curriculum refers to the learning of skills and character formation. It indicates that when they start kindergarten children already have developed a repertoire of intellectual, social, physical and emotional skills. Many children have gained competence in the ability to talk, some of them in more than one language. In fact, the children bring with them their individual skills and talents. However, some children have particular needs which the school must cater for. The National Minimum Curriculum enunciates the general aims of education for the whole education system while the primary objectives of the pre-school education (primarily referring to kindergartens) are listed in the National Minimum Curriculum under the heading 'Early Years', including:

- Intellectual development:
  - The development of a positive attitude towards learning;
  - The development of skills in the learning process;
  - The development of logical thinking skills;
  - The development among children of concepts and information which lead to a greater awareness of the immediate world around them;
  - The development of verbal communication;
  - The first stages in the development of writing skills.
- Socio-emotional development:
  - The development of self-confidence;
  - The development of a positive attitude to life.
- Physical development:
  - The strengthening and confident use of the large muscles;
  - The strengthening and confident use of the small muscles;
  - The use of one's senses as educational tools.
- Moral development:
  - The development of a sense of what is just.
  - Development of a sense of aesthetics and creativity
  - Religious development (for children of the Roman Catholic Faith):
  - A sense of awe and joy in the face of the greatness and beauty of creation;
  - A sense of joy, gratitude and security that derives from one's relationship with God;
  - An ability to participate in celebrations especially those surrounding events in the life of Christ;
  - A positive exposure to some of the basic elements from everyday life which constitute basic symbols in the Christian message.

Parents of any minor have the right to opt that the minor should not receive instruction in the Catholic religion.

Effective tools that facilitate the holistic development of children

- A physical environment that is of good quality
- Educators as animators
- Resources
- Early assessment
- Play as the key pedagogical means

Kindergarten Assistants in State schools receive an official document setting out the guidelines for early childhood education. These guidelines reinforce the main aims of early childhood education indicated in the National Minimum Curriculum and amplify these aims. They emphasise the importance of helping children prepare for the transition from kindergarten to the first year of compulsory schooling, in terms of behaviour as well as in terms of pre-writing and pre-numeracy skills that are required. They emphasise the child's need to develop the historical, scientific and numerical concepts.

As expected, the curriculum does not refer directly to formal school subjects and the number of hours dedicated to curricular areas. However, Kindergarten Assistants are expected to draw up and keep record of their programmes and daily activities.

The guidelines for programme of activities of the National Standards for Child Day Care Facilities lists a number of activities aimed at the different ages of the children. Most of these are based on play to help the holistic development of the child. A detailed list of this programme of activities can be found on

the publication National Standards for Child Day Care Facilities.

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

Bibliography: [Guidelines and Suggestions for the Implementation of the Curriculum in Kindergarten](#)

Bibliography: [National Standards for Child Day Care Facilities](#)

## 3.11. Teaching Methods and Materials

The National Minimum Curriculum states: "Play as the key pedagogical means: the children's desire and enthusiasm for play, their eagerness and concentration during this activity and the intrinsic motivation involved guarantee an educational process that generates both enthusiasm and learning. For this reason, the Curriculum recognizes this natural process as the main pedagogical approach during early childhood education."

The Curriculum should stimulate curiosity, exploration, experimentation and the creative use of resources provided by the school. This should enable children to learn how to solve problems, understand better the relationship between cause and effect and prove capable of planning their own learning.

There are no standardised teaching materials and Kindergarten Assistants use those resources that are most compatible with the children under their care. Kindergarten Assistants use the play method as the key pedagogical tool.

Child day care centres provide mostly play based activities see section [3.10](#).

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

## 3.12. Evaluation of Children

The National Minimum Curriculum specifies that early assessment should only be formative. Children are mainly classified according to age and no streaming takes place.

It is relevant to note that parents often expect much more formal teaching and learning at this stage, including homework, some testing and formal results. Private kindergartens are sometimes tempted to satisfy the parents' expectations.

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

## 3.13. Support Facilities

Children are medically examined before being admitted to a kindergarten. A child with an apparent special need would very probably have already been examined, even shortly after birth, free of charge, by a team of specialists at the Ministry of Health's Child Development Assessment Unit see section [10.3.1](#). The specialists include psychologists and medical doctors, besides others according to the specific needs.

It is government's policy to offer an inclusive education to all children, thus children with special needs are admitted into mainstream kindergartens unless their parents believe that their child can receive a better education and care in a special school. If a Kindergarten Assistant discovers during her daily contacts with children that a child needs special help, the child is examined by a Ministry of Education Statementing Moderating Panel see section [10.5.3.1](#). and s/he may be provided with the required support, including a one-to-one or a shared specifically qualified facilitator, depending on the seriousness of the disability. The facilitator is expected to provide an Individual Educational Programme see section [10.5.3.1](#) to satisfy the needs of the child but she is also expected to support

the Kindergarten Assistant in the education of all children in her group.

Education Officers specialising in pre-school and primary education give professional support to Kindergarten Assistants as and when required, including in-service training.

Institutions: Ministry for the Family and Social Solidarity

Institutions: Ministry of Education, Youth and Employment

## **3.14. Private Sector Provision**

### **3.14.1. Historical Development**

The provision of pre-primary education by Church institutions can be traced back up to the late 19th century. One of the first registered church schools providing pre-primary education was established in 1887. Private non-church pre-primary provision can be traced to the early 1950s, however, a rapid expansion occurred between the late 1980s and early nineties.

### **3.14.2. Ongoing Debates and future developments**

See section [3.2](#).

### **3.14.3. Specific Legislative Framework**

According to the Education Act 1988 as amended by Act XIII of 2006, any person may apply to the Minister to obtain a licence to establish a school. The Minister grants a licence where the applicant is the Catholic Church or any other voluntary society, religious or otherwise, of a non-profit making character, and the school is expected to follow the National Minimum Curriculum and to conform to the National Minimum Conditions for All Schools Regulations.

Licences are granted in the name of the Head of School in his / her personal capacity or in representation of a body of persons. The Head is responsible for ensuring that the obligations and conditions attached to the licence are observed at all times. The Ministry of Education has the mandate to inspect and supervise the administration of every school and to ensure that the National Minimum Curriculum to which the pupils are entitled is being delivered and received while the National Minimum Conditions Regulations are observed.

Kindergartens are classified as schools for the purpose of the law. Child-care Centres and Nurseries are not yet fully regulated. See Section [3.3](#).

### **3.14.4. General Objectives**

See Section [3.4](#).

### 3.14.5. Geographical Accessibility

Church and independent private kindergartens usually cater for children coming from any part of the islands. These are provided by school transport which is paid for by the parents.

### 3.14.6. Admission Requirements and Choice of Institution/Centre

Admission into church pre-primary schools is through the drawing of names from among those applying to send their children to these kindergartens. Children already having brothers and sisters in these kindergartens qualify automatically. A number of places are reserved for disadvantaged children (humanitarian cases).

Parents can send their children to independent private kindergartens of their choice for a fee. Some independent private kindergartens accept children that are not yet three years old.

**Institutions:** Independent Schools

### 3.14.7. Financial Support for Pupils' Families

Government subsidises the Catholic Church kindergarten education by funding all personal emoluments (salaries) of teaching and non-teaching staff. In addition, the Government gives the Catholic Church schools funds to cover school administration expenditure. The amount given for this purpose is equivalent to 10% of the total sum given for personal emoluments. However, Church schools may ask for donations from parents to cover other expenses. Parents who send their children to fee-charging independent private kindergartens enjoy a related tax rebate. See also section [3.7](#).

The subsidy to Church Schools is the result of a specific agreement reached between the Republic of Malta and the Holy See in 1991 involving the transfer of extensive immobile property by the Roman Catholic Church to Government.

**Legislation:** Agreement on Church Schools between the Holy See and the Republic of Malta, 1991

### 3.14.8. Age Levels and Grouping of Children

In some schools a different term from that in State schools may be used to refer to pre-primary classes e.g. pre-grade classes instead of Kinder 1. However, they follow more or less the system used in State schools. See section [3.8](#).

Nurseries and Child-care Centres are mainly provided by private entrepreneurs. To-date they are not specifically regulated. However, according to draft regulations published in the policy document it is being proposed that there should be a maximum of two or three babies (under 12 months) with one qualified adult; four children aged 12 to 24 months with one trained adult and a maximum of 8 children aged 24 to 36 months with one trained adult.

### 3.14.9. Organisation of Time

The holidays for Christmas, Easter and summer are determined by the authorities of each school in conformity with the national minimum conditions as stipulated every year by the Education Authorities, provided that Christmas and Easter recesses will be made up of not less than fifteen and eight days respectively.



Catholic Church schools are expected to consult their respective staff members to establish the school holidays within the global number of hours of schooling determined by the Ministry of Education. In case of lack of agreement, the Church Schools Secretariat may be asked to intervene while the delegate may inform the Union when an agreement cannot be reached.

Independent schools have more leeway regarding its school calendar and each school decides its own.

However, more or less non-state schools follow the State school calendar. See sections [3.9.3.9.1.](#) and [3.9.2.](#)

Child day care centres providers decide the times during which the service is offered.

Bibliography: Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools

### **3.14.9.1. Organisation of the Year**

See Section [3.9.1.](#) and [3.14.9.](#)

Bibliography: Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools

### **3.14.9.2. Weekly and Daily Timetable**

See sections [3.9.2.](#) and [3.14.9.](#)

Bibliography: Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools

## **3.14.10. Curriculum, Types of Activity, Number of Hours**

See Section [3.10.](#)

## **3.14.11. Teaching Methods and Materials**

See Section [3.11.](#)

## **3.14.12. Evaluation of Children**

See Section [3.12.](#)

## **3.14.13. Support Facilities**

See Section [3.13.](#)

Special support services for children with special needs are applicable to both State and Church schools. Parents who send their children to independent private kindergartens and whose children need special provision at school may obtain the required facilitator's services and have a tax rebate on their expense.

Legislation: Education Act, 1988

Legislation: National Minimum Conditions for all Schools Regulations

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Ministry for the Family and Social Solidarity

## 3.15. Organisational Variations and Alternative Structures

See Sections: [3.2.3.3.3.13.](#) and [3.14.](#)

## 3.16. Statistics

### 3.16.1. Kindergarten Population in State Schools January 2007

	Male	Female	Total	No. of Classes
Kinder 1	1,012	1,062	2,074	163
Kinder 2	1,577	1,386	2,963	186

Source: Education Statistics - 2006/07 - January 2007

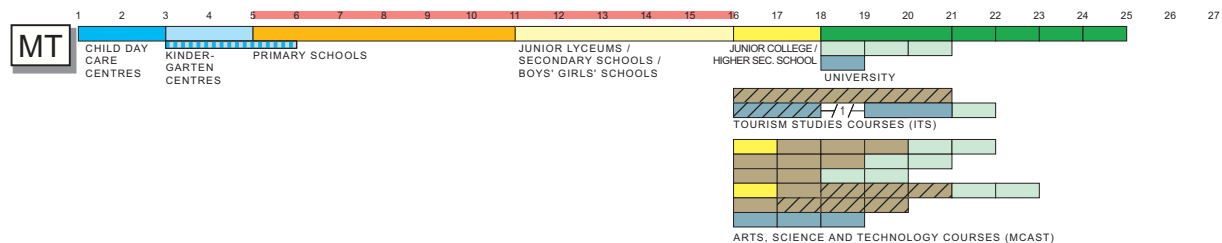
### 3.16.2. Kindergarten Population in Non-State Schools January 2007

	Male	Female	Total	No. of Classes
Kinder 1	653	619	1272	69
Kinder 2	721	775	1496	78

Source: Education Statistics - 2006/07 - January 2007

## 4. Primary Education

### Organisation of the education system in Malta, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

The compulsory educational provision consists of two separate cycles, primary education and secondary education.

### 4.1. Historical Overview

School attendance became compulsory as a result of the Compulsory School Attendance Ordinance of 1924 from the age of 6 to the age of 12, and in 1928 attendance became compulsory for children between the ages of 6 to 14. However, compulsory attendance was imposed only on those children who were actually registered to attend school. Compulsory education for all children was introduced through the Compulsory Education Ordinance of 1946.

In the 1950's every effort was made by the Government to extend full-time primary schooling for all. Primary education could last for eight years, throughout the compulsory education age until the introduction of secondary education for all in 1970. There were several State secondary schools, and they grew in number in the second half of 1950's and in the 1960's. These were selective and, until 1970, pupils proceeded to a secondary school if they passed an admission examination.

The 1988 Education Act lowered the age of entry into primary schools by one year and compulsory education started from age 5. The Act gave the Minister of Education the authority to establish a National Minimum Curriculum for all schools, not simply for State schools. However, one needs to

stress that all schools had specified curricula before 1988, and all State schools had to follow the same curricula.

The first National Minimum Curriculum for primary education was published in 1989. A completely revised National Minimum Curriculum was published at the end of 1999 and is currently in force.

Legislation: Compulsory Attendance Act, 1924

Legislation: Compulsory Education Ordinance, 1946

Legislation: Education Act, 1988

Legislation: National Curriculum Regulations, 2000

Legislation: National Minimum Curriculum for Primary Level

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: University of Malta

## 4.2. Ongoing Debates and Future Developments

An on-going debate is the provision of quality education at primary level as a solid foundation for lifelong learning. In order to enhance the educational provision, fundamental changes in the administration of State primary (and secondary) education are envisaged.

The Education Division, currently responsible for the central administration of State primary schools as well as for the standards and quality of education in all schools, both State and non-State, with a potential conflict of interest, will be reformed in order to establish two entities. See section 2.2.

Groups of primary schools will be networked together with the secondary schools they feed in order to form Colleges see sections 2.2.2.3. and 2.6.1. This will to facilitate collaboration between schools to ensure that pupils have a smooth transition from primary to lower secondary education. It is expected that schools within the Colleges will be sharing experiences, ideas and solutions to challenges, facilities and services while supporting and learning from each other.

Discussions are under way in order to re-unite Schools A which cater for kindergarten children and the first three years of primary education and Schools B which cater for the last three years of primary education and turn them into Schools C, catering for the kindergarten and the entire six-year primary education course. The aim is to provide pupils with a smooth transition from the first three years to the last three years of primary education and to ensure ownership of the development and attainment of the child from kindergarten to the end of primary education.

The agenda of the ongoing debates on primary education includes the elimination of illiteracy and poor numeracy, the enhancement of inclusive education, the promotion of a healthy and stimulating educational and physical environment, the provision of a curriculum according to the particular needs and potential of the pupils, the reduction of absenteeism particularly in those schools attracting pupils from the more challenging background, the exploitation of the potential of information and communication technology in teaching and learning, and the increasing importance of science and technology as early as possible in the primary curriculum.

During 2006, a pilot project was launched with the intent of introducing a second foreign language in primary schools. Pupils in the fifth year of primary education will have the opportunity to learn another language from among German, Italian and French. In 2006 this was piloted in one school while another two schools joined the project in January 2007. Initially pupils are offered the opportunity to become aware of the culture of a foreign country and through the use of Internet and the computer they are introduced to the enjoyment of singing and communicating in the target language.

Another pilot project is entrepreneurship education which is being trialled in 6 schools. The first sessions will be held between April and May 2007 in year five classes. It is envisaged that training of all year 5 teachers will take place during the July and September inservice (INSET) courses.

Bibliography: For All Children to Succeed-June 2005

Institutions: Education Division

### 4.3. Specific Legislative Framework

The Education Act of 1988 as amended by Act XIII of 2006 sets the duty of the State to provide for the primary education of the children of Maltese citizens being children of compulsory school age, or who have not qualified for secondary education. For this purpose, wherever possible, the Minister is expected to maintain a school in every town or village and to provide transport for pupils who reside in areas which are distant from school.

The Minister has the duty to establish a curriculum for state schools. The 1999 National Minimum Curriculum does not refer to state schools only, but applies “for schools in Malta”.

The National Minimum Curriculum is actually being implemented in all schools, State and non-State.

Legislation: Education Act, 1988

Legislation: National Curriculum Regulations, 2000

Bibliography: Creating the Future Together - National Minimum Curriculum

### 4.4. General Objectives

The National Minimum Curriculum implemented in the primary schools has the following overarching educational objectives applicable throughout compulsory education, before and beyond:

Self-awareness

The development of a system of ethical and moral values

The development of citizens

The development of a democratic environment

The development of a sense of identity through creative expression

Religious education

The strengthening of gender equality

The education on human sexuality

The preparation of educated consumers

Media education

Effective and productive participation in the world of work

Education for leisure

Wise choices in the field of work

Awareness of the role of science and technology in everyday life

Competence in communication

Preparation for change

Specifically for the primary education level, the National Minimum Curriculum proposes the following main objectives:

Learning a repertoire of skills, particularly the exploration of knowledge and the communication of knowledge through the use of information technology

Strengthening of personal and social education

Development of enhanced skills, knowledge and attitudes linked to basic subjects

Fulfilling the principle of education for diversity

Linking summative and formative assessment

Implementing a policy of bilingualism, Maltese and English

Religious education

Parent education programmes

The Curriculum considers primary education as a two-pronged process. The first phase connects with the two-year kindergarten period while the second phase connects with the secondary education years. The Curriculum is expected to ensure a smooth transition from one phase to another.

The first two years of primary schooling is a continuation of the two-year kindergarten period. Teachers need to adopt a pedagogy that develops knowledge, skills and attitudes deriving from concrete experiences. The 3 – 7 years period, considered as the pre-conceptual phase, is to be regarded as the formative period preceding a more formal school experience.

The following four years are considered as the concrete operational phase and they mark the beginning of a progression, at a faster rate, towards greater formality in education.

The period from year 3 to year 6, constituting the second phase of primary education, involves a process in which children are encouraged to reflect, think, engage in creative thinking, ask questions, criticise, solve problems, observe, view information critically, carry out research and assimilate new knowledge. Children need to develop the skills, knowledge and attitudes enabling them to further their formal education.

**Bibliography: Creating the Future Together - National Minimum Curriculum**

## **4.5. Geographical Accessibility**

Practically every town and village has its own primary school. Children living in outlying areas are provided with free transport. As a result primary schools are accessible to all children wherever they live.

## **4.6. Admission Requirements and Choice of School**

The only criterion for admission into State primary schools is that the child must be 5 years old by 31 December of the school year when the child is admitted. Children attend the primary school of their own locality, with very rare exceptions.

**Legislation: Education Act, 1988**

## **4.7. Financial Support for Pupils' Families**

State primary education is free of charge, thus parents do not pay any fees. Pupils receive free textbooks and some writing materials and free milk, and a number of psycho-social and medical services. Transport, if required, is also provided free of charge.

Parents having the care and custody of their children may be entitled to Children's Allowance. To be entitled for Children's Allowance the total reckonable income for the previous year of the claim must not exceed a certain level.

## 4.8. Age Levels and Grouping of Pupils

Primary education in State schools is co-educational. It has so far been divided into two cycles, each of three years: Years 1, 2, and 3 make the first cycle while Years 4, 5, and 6 make the second cycle. There is also the possibility of pupils staying on for a seventh year, see section [4.13](#).

The maximum number of pupils in each class is 30 but when there is a pupil with special needs, the maximum number of pupils is 26, even if the pupil enjoys the support of a full-time or a part-time facilitator. However, many classes are smaller, sometimes much smaller, particularly in the small village schools.

Generally, a teacher remains with the class throughout the day and the school year and pupils are taken by another teacher the following school year. Primary schools benefit from the services of complementary teachers who give pupils additional educational support as required and peripatetic teachers who supplement the teacher in art, music, drama, information and communication technology, personal and social development, science and physical education.

During the first cycle, pupils are grouped according to the children's month of birth. In the second cycle, year four is mixed ability but pupils are streamed according to examination performance in the last two years of primary education. However, streaming is non-existent or very limited in the small schools.

## 4.9. Organisation of School Time

The arrangement of school time in State schools is the same as for pre-primary kindergartens. It is determined by the agreement between the teachers' union, the Malta Union of Teachers (MUT) and the government. The most recent agreement stipulating the school calendar dates back to August 1994 with some addenda negotiated later. Other changes in the agreement are being contemplated but they are not expected to affect the organisation of school time, except, perhaps, examination time in the last year of primary education. See section [3.9](#).

**Bibliography:** Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

**Institutions:** Malta Union of Teachers

**Institutions:** Ministry of Education, Youth and Employment

### 4.9.1. Organisation of the School Year

The Government – MUT agreement specifies that the school year, referring specifically to teaching, for all State schools commences on the fourth Monday in September and ends on 6 July.

The school holidays are the same as for pre-primary education. See section [3.9.1](#).

**Bibliography:** Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda



## 4.9.2. Weekly and Daily Timetable

Weekly and daily time-tables in State primary schools are generally similar. State primary schools have a 27½ hour week, 5½ hours per day including the 15 minute mid-morning break during the autumn-winter-spring full-day and 3½ hours per day amounting to 18¾ hours per week from the 1st June till the end of the school year. The school day normally lasts from 08.00 or 08.30 to 14.00 or 14.30 with a half-hour mid-day break generally supervised by the teachers.

The primary school time-table is usually set at school level with some flexibility for the teacher to decide when to cover what subject as long as the amount of time allotted to each subject is more or less adhered to.

**Bibliography:** Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

**Institutions:** Education Division

**Institutions:** Malta Union of Teachers

**Institutions:** Ministry of Education, Youth and Employment

**Institutions:** Ministry of Education, Youth and Employment

## 4.10. Curriculum, Subjects, Number of Hours

The National Minimum Curriculum lists the following basic subjects at primary level: Maltese, English, Mathematics, Religion, Social Studies, Physical Education and Sport, Science and Technology and Creative expression.

Media education and personal and social development are often integrated within the rest of the subjects and the daily life of the class.

At primary level the number of daily lessons and the allocation of subjects during the day are not strictly prescribed. Schools may decide on the number of hours per week to be allocated for each subject according to the particular needs of their pupils. However, the central education authorities provide the following guidelines (number of lessons x duration per week):

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maltese	5 x 40 min	5 x 40 min	7 x 40 min	7 x 40 min	7 x 40 min	7 x 40 min
Mathematics	5 x 1 hr	5 x 1 hr	5 x 1 hr	5 x 1 hr	5 x 1 hr	5 x 1 hr
English	5 x 45 min	5 x 45 min	8 x 40 min	8 x 40 min	8 x 40 min	8 x 40 min
Religion	5 x 30 min	5 x 30 min	5 x 30 min	5 x 30 min	5 x 30 min	5 x 30 min
Social Studies	1 x 30 min	1 x 30 min	1 x 45 min	1 x 45 min	1 x 45 min	1 x 45 min
Music	5 x 15 min	5 x 15 min	1 x 30 min	1 x 30 min	1 x 30 min	1 x 30 min
Physical Education	3 x 30 min	3 x 30 min	3 x 30 min	3 x 30 min	3 x 30 min	3 x 30 min
Science	1 x 30 min	1 x 30 min	1 x 30 min	1 x 30 min	1 x 30 min	1 x 30 min
Art	2 x 1 hr 15 min	2 x 1 hr 15 min	1 x 1 hr	1 x 1 hr	1 x 1 hr	1 x 1 hr
Personal and Social Education				Different in the various schools		
Thinking Skills				Different in the various schools		

Maltese, the national language of Malta, is taught at all levels within the compulsory education age. Maltese and English are the two official languages. English starts to be formally taught as from the first year of primary education, although children are exposed to the language in various ways and circumstances at home, in kindergartens and throughout their life outside. English continues to be taught throughout compulsory education.

The National Minimum Curriculum considers bilingualism as the basis of the educational system, entailing the effective, precise and confident use of the country's two official languages. This goal is to be reached by all students by the end of their entire schooling experiences. Hence, schools are encouraged to adopt a policy of using two languages and to develop a linguistic strategy that reflects the particular linguistic needs of its pupils. Equal importance is to be given to the teaching of the first and second language at all levels and formative assessment is to provide effective remedies to individual pupils to overcome their linguistic difficulties.

The National Minimum Curriculum encourages teachers at primary level to use English when teaching English, Mathematics, Science and Technology. Code switching is suggested when the use of English poses problems to the understanding of the subject.

Bibliography: *Creating the Future Together - National Minimum Curriculum*

## 4.11. Teaching Methods and Materials

The National Minimum Curriculum recommends the provision of a holistic quality education. This integration helps pupils to establish a relationship between the different areas of knowledge, competences, skills and attitudes.

The Curriculum encourages the pedagogy of co-operation based on group work in providing a holistic approach. Group work should provide a context wherein teachers stimulate the pupils' creative potential to solve problems together and contribute to the production of knowledge.

The Curriculum proposes that at primary level the integration of knowledge centering round themes is the kind of pedagogical education that should be the dominant feature of teaching and learning.

So far standard textbooks have been used throughout the State schools. Proposed reforms may lead to a variety of textbooks being used by different networks of schools. Pupils are provided with textbooks free of charge and such a provision does not facilitate regular changes of textbooks. Teachers produce their own teaching and learning resources. Audiovisual equipment and other facilities are adopted regularly. Each primary school class is equipped with four computers, a printer, a large monitor, a video player and relevant teaching and learning software. Each primary school teacher is given a laptop. Moreover, peripatetic teachers support class teachers in the use of computers and software as teaching and learning tools.

Bibliography: *Creating the Future Together - National Minimum Curriculum*

## 4.12. Pupil Assessment

Records of assessment of achievement and, as from year four, half-yearly and annual examinations results, are kept in a cumulative record card that provides a pupil profile, including personal details, qualities and specific needs, at primary education level. These cards, however, are not taken into consideration in the pupil's transition process from primary to secondary education.

Teachers are expected to correct and mark their pupils' work and to assess their attainment regularly in order to award an assessment mark when half-yearly and yearly results are sent to parents. Assessment is based on a 100 point scale.

The first formal examination is held at the end of the fourth year primary education when the child is about 9 years old and sits for the half-yearly examination which is set at the school level and the

annual examination which is set at the national level by the Educational Assessment Unit within the Department of Curriculum Management. Students sit for examinations in Maltese, English, Mathematics, Religion and Social Studies. Scoring is based on a 100 point scale. The result of the half-yearly and annual examination, together with the teacher's assessment is sent to the parents after each examination session.

The Curriculum stipulates that there is to be only formative assessment during the first three years of primary education. Assessment from year four to year six combines both summative and formative assessment.

**Bibliography:** Junior Lyceum Entrance Examinations

**Institutions:** Education Assessment Unit

## 4.13. Progression of Pupils

Generally pupils do not repeat a class unless it is very clearly considered in the best interest of the pupil to repeat the class. Promotion from one year to another in State schools depends on the pupils' assessment results. In the last two years of primary education, pupils are streamed, where possible, according to their annual examination results.

The vast majority of State schools pupils move from primary to secondary education at the end of the sixth year. However, a number of them stay for a seventh year if their parents and the school administrators think that the pupils concerned would benefit from a seventh primary year and obtain better results in the Junior Lyceum admission examination.

The drop-out rate of pupils at the primary level is negligible.

## 4.14. Certification

All pupils move from primary to secondary education. There is no formal certification at the end of primary education.

## 4.15. Educational Guidance

Educational guidance and counselling is provided by the Guidance and Counselling Services Unit found within the Department of Student Services. A number of School Counsellors focus mainly on personal, psychological and sociological aspects and difficulties. However, guidance is given by the primary class teacher as an integral and essential part of the education process at the primary level.

**Institutions:** Department of Student Services and International Relations

## 4.16. Private Education

Private primary education is provided by the Catholic Church, by independent foundations, private entrepreneurs, and by religious entities. The Government subsidises heavily Church Schools according to an agreement entered into between the Church and the State in 1991 (please see note below). Independent private schools are not subsidised.

The Secretariat for Catholic Education and Culture is responsible for all Catholic Educational institutions in the Archdiocese and for the promotion of Catholic culture. By an episcopal decree of the

23rd July 1984 the Secretariat became the Secretariat for Catholic Education and Culture; the Secretariat was reconfirmed according to the directives of the Pastoral Plan 1986-1991 and an episcopal decree of the 16th September 1988 gave the Secretariat its present structure.

All schools, including Church schools, must be licensed by the Minister of Education according to parameters specified in the Education Act see section [4.3](#). They have to implement the National Minimum Curriculum.

Legislation: [Agreement on Church Schools between the Holy See and the Republic of Malta, 1991](#)

Bibliography: [Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools](#)

#### **4.16.1. Specific Legislative Framework**

The Education Act and the subsidiary legislation regulate both the State and the non-State school sector. See section [4.3](#).

Legislation: [Education Act, 1988](#)

#### **4.16.2. Ongoing Debates and Future Developments**

See section [4.2](#).

#### **4.16.3. Specific Legislative Framework**

See section [4.3](#).

#### **4.16.4. General Objectives**

Each school has its own set of objectives. In the case of Church schools these reflect the charisma of the religious order running the school. However, these are underpinned by the National Minimum Curriculum. See section [4.4](#).

#### **4.16.5. Geographical Accessibility**

There are private schools in both islands. Church and independent private schools attract children from any part of the islands. The parents or the schools provide transport for which the parents have to pay. However, one needs to observe that distances in Malta and Gozo are relatively short.

#### **4.16.6. Admission Requirements and Choice of School**

Parents who wish their children to start attending a Church school apply to one or more, but not more than three, Church schools through the Church Secretariat responsible for Catholic Education. The names of children in the list of applicants are drawn by lots and put in the order in which they are drawn. The number of children admitted to a particular school depends on the number of places the school has available. It is more or less a question of luck. However, preference is given to children who

already have a brother / sister attending the school applied for. Besides, a number of places are reserved for what are considered special cases, including children coming from Church institutes.

Choice of an independent private school depends on the financial conditions of parents.

Parents register their child at the school of their choice if they wish their child to attend an independent private school. Children are generally accepted on a first-come-first-served basis depending on the number of available places. Registration may involve the payment of a financial contribution that may be refunded when the child reaches the age of sixteen.

#### **4.16.7. Financial Support for Pupils' Families**

Church schools are tuition free but parents have to purchase their children's textbooks, pay for their children's transport and are expected to make a regular contribution. Independent private schools are fee-paying and all related expenses are paid for by the parents. However, parents have a tax rebate.

The State subsidises Catholic Church schools by financing all staff salaries and giving an additional 10% on the total amount given for salaries to cover administration costs. Parents do not pay any school fees but may be requested to make a donation to the Church school. Transport and textbooks are paid for by parents.

Independent private schools are not subsidised but parents enjoy a tax rebate on the school fees.

The State also provides a family allowance to all those who are entitled to it. See section [4.7](#).

#### **4.16.8. Age Levels and Grouping of Pupils**

Church and independent private schools generally do not separate the two primary education cycles. Otherwise they follow a system similar to the State schools although they decide whether or how far they stream their pupils. See section [4.8](#).

Church primary schools may be either co-educational or single-sex schools. There are nine out of twenty five schools which are co-educational. Independent schools are co-educational.

#### **4.16.9. Organisation of School Time**

Non-state schools follow a five day week between Monday and Friday. School time is similar to state schools with minor variations among the schools themselves and from state schools. See section [4.9.2](#).

##### **4.16.9.1. Organisation of School Year**

See section [3.14.9.1](#).

##### **4.16.9.2. Weekly and Daily Timetables**

The weekly and daily timetables vary from one school to another. However they more or less follow the teaching hours in state schools. See section [3.9.2](#).

#### **4.16.10. Curriculum, Subjects, Number of Hours**

See section [4.10.](#)

#### **4.16.11. Teaching Methods and Materials**

The teaching methods used in non-state schools are similar to those of state schools. See section [4.11.](#) Each school decides on the choice of textbooks to be used. Textbooks are supplemented by material developed and prepared by the teachers. Both textbooks and learning materials are purchased by the parents. In some non-state schools the senior years of primary schooling are taught by more than one teacher. There may be a class teacher who teaches one or two subjects together with a number of specialist teachers. The system adopted varies among the schools. Some independent schools also teach a second foreign language.

#### **4.16.12. Pupil Assessment**

Non-state schools provide both formative and summative assessment, similar to that in State Schools. See section [4.12.](#)

#### **4.16.13. Progression of Pupils**

Promotion in Church and independent private schools is similar to that of State schools see section [4.13.](#) However, pupils in these schools usually are not streamed according to ability.

#### **4.16.14. Certification**

See section [4.14.](#)

#### **4.16.15. Educational Guidance**

Most non-state schools provide the service of a guidance teacher and a School Counsellor. At this level guidance teachers provide guidance as regards the pupils' study habits and provide support as regards personal, psychological and sociological issues.

### **4.17. Organisational Variations and Alternative Structures**

The Special Education branch provides a peripatetic teaching service for students who are home bound or who need to stay for a long period in hospital.

## 4.18. Statistics

### Student population in Primary schools – October 2006

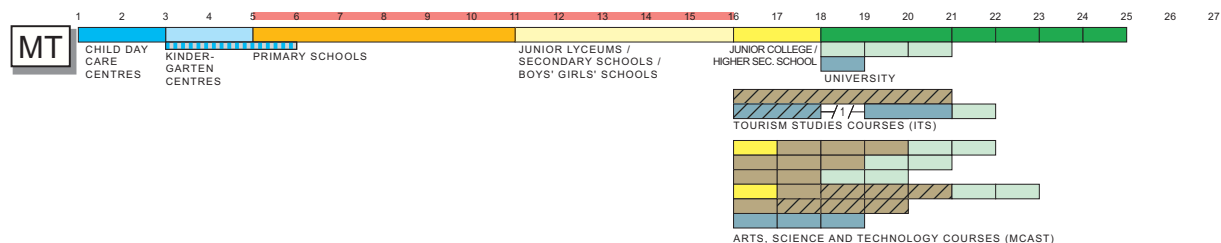
	Male	Female	Total	No. of Classes
State Schools	9,055	7,722	16,777	860
Non-state schools	5,166	5,420	10,586	435
Total	14,221	13,142	27,363	1295

Source: Education Division



## 5. Secondary and Post-secondary non-Tertiary Education

### Organisation of the education system in Malta, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

In Malta, secondary education generally refers to education that is provided to students between the ages 11-16 as they move from primary to secondary level up to the end of compulsory education at age 16 (i.e. what is internationally referred to as lower secondary education). Secondary education is the second cycle of compulsory education provision and is separate from primary education.

Upper-secondary education refers to education in the age 16-18+ range and is beyond compulsory education. In Malta, in popular parlance this level is often referred to as post-secondary education; encompassing both upper and post secondary education levels.

In the following description the international definitions have been used.

Lower and upper secondary education levels are separate stages taking place in different schools. There is no vocational and/or prevocational provision at lower secondary education. Lower secondary education is provided on a full-time basis. Admission to upper secondary institutions is subject to specific entry requirements. Upper secondary education provision covers both general and vocational education. Courses at upper secondary and post-secondary levels are on a full-time basis. However, some school-based vocational courses are on a part-time / apprenticeship basis.

## 5.1. Historical Overview

During the nineteenth century, secondary education was provided at the 'Lyceum'. Until 1833, the 'Lyceum' formed an integral part of the University and it received its particular name, Lyceum, in 1834. It was a school that prepared students for the university. In 1913 the post of Headmaster was established.

The system of secondary school examination certificates, namely the University of Oxford Preliminary, Junior and Senior School Certificate examinations were introduced in the mid nineteenth century and were soon followed by the Matriculation of the University of London and the commercial examinations run by the Royal Society of Arts and the London Chamber of Commerce.

The nineteenth century witnessed the opening of a number of schools by Catholic Religious Orders. The number of secondary schools for boys and girls grew gradually, particularly in the late 1950's and in the 1960's when an extensive secondary school buildings programme was implemented. There were two main types of school, namely grammar secondary schools and secondary technical schools. Students sat for the 11+ admission examination. It was a competitive examination and the students obtaining the better results attended the grammar school type of school. Students could sit for the admission examination more than once until they were 14 years old when compulsory education ended. At the age of 14 students could sit for an examination to start attending a Technical Institute.

Lower secondary education for all was introduced in 1970 when a number of primary schools, or sections of primary schools, were transformed into secondary schools. The secondary schools were organised on a bi-partite system. Students who sat for the 11+ examination and did not obtain a pass mark attended a general secondary school.

A 'comprehensive' type of lower secondary education was introduced in 1972 when admission examinations into secondary schools were removed. At the same time, the trade schools system was introduced. This 'vocational' type of education was based on the teaching of trade skills. Until the 1990's Trade Schools provided vocational lower secondary education. Students would transfer to a Trade School at the end of the third year of lower general secondary education. During the first year, students used to be introduced to a number of trades and they generally specialised in a trade during later years. It was found that students were following a rather restricted and restrictive curriculum in a specific trade that eventually hindered flexibility and adaptability in a fast changing world of work. However, these schools were gradually phased out in order to strengthen the general secondary education of the students and to prepare them better for upper secondary education. At the same time technology education was phased in throughout the five-year lower secondary education course.

In 1974, the Education Act raised the school-leaving age from 14 to 16.

In 1981, a grammar type of lower secondary school, now called Junior Lyceum was introduced. During the first few years, admission into the Junior Lyceum depended on a highly competitive / selective admission examination.

In 1988 the Junior Lyceum Examination was no longer competitive and any students who obtained a pass mark was admitted into the Junior Lyceum. The number of students joining the Junior Lyceum has since been growing steadily and today over 50% of State schools students attend a Junior Lyceum.

Preparatory Secondary Schools and Opportunity Centres were opened in 1985 in the on-going search for a proper education and training system that could satisfy the needs of the less motivated and less able children. The Craft Centres and Junior Craft Centres were also set up for the low attaining boys who had completed the second year of secondary education but were not considered capable of profiting from a general secondary school.

Presently, Opportunity Centres, which were renamed as Boys'/Girls' schools, are in the process of being phased out of the system. Eventually they will be developed into Learning Zones, Resource Centres offering short or long programmes and catering for students who need particular support in order to be reintegrated into mainstream secondary schools.

In October 2005, the policy of closer integration of feeder primary schools to the receiving secondary schools into Colleges was piloted with the establishment of three Colleges. See sections 2.2., 2.3. and 2.6.1. The formation of Colleges is also meant to decrease the divide between students attending the Junior Lyceums and students attending secondary schools. These will now attend the same secondary school where they will be streamed according to their achievement.

In August 2006, Act XIII was enacted to amend the 1988 Education Act. The amendments include legislation regulating the setting up, functioning and administration of Colleges, the teaching profession, the establishment and functioning of the National Commission for Higher Education and the setting up, functioning and governance of the Malta College of Arts, Science and Technology.

Legislation: Education Act, 1974

Legislation: Education Act, 1988

Legislation: Education Amendment Act, 1978: An Act further to amend the Education Act of 1974

Bibliography: For All Children to Succeed-June 2005

Institutions: Junior Lyceum (Schools)

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: National Commission for Higher Education (NHCE)

## 5.2. Ongoing Debates and Future Developments

The reform in the State education system currently being implemented in stages intends to bring closer the bi-partite system of State education which provides, on the one side the Junior Lyceums for the higher attaining students and, on the other side, the Area Secondary Schools for the lower attaining students. Until now, students were attending separate schools but the intention is to have all children attending one secondary school, even if they remain streamed according to their level of attainment. See section 2.2.

Moreover, the reform intends to establish closer links between the feeder primary schools and the receiving lower secondary schools in order to ensure a smoother transition for students and greater accountability for their performance. A group of primary feeder schools together with a number of secondary schools are being joined to form a College see sections 2.2., 2.3. and 2.6.1. Each College will be managed by the College Principal. It is planned that ten Colleges will be set-up in mainstream education. Three were established as a pilot project during school year 2005/06, while another four were established in October 2006. The remaining three will be established in October 2007. The setting up of Colleges is closely linked to a programme of school refurbishment and school building.

An attempt is also being made to provide an alternative means of crediting the educational achievement of those students who do not obtain formal paper qualifications as recorded in the Secondary Education Certificate (SEC) as a measure by the relevant examinations currently set by the Matriculation and Secondary Education Certificate (MATSEC) Board, a Board administered by the University of Malta.

There are a number of issues as regards the National Curriculum for lower secondary education, particularly whether Coordinated Science should be introduced throughout the five-year course instead of the current Integrated Science in the first two years, Physics in the last three years as compulsory for all students while students can choose Chemistry and / or Biology in the third year as a subject option.

Issues of pastoral care and psycho-social services, particularly at the secondary education level, are given due importance, while specific policies on behaviour, bullying, substance abuse, child abuse are being implemented.

After successfully implementing an all-inclusive education provision for pupils with special needs in the primary sector, inclusive education at secondary level is being implemented and the various challenges that this provision involves, are being discussed.

A large scale programme of school refurbishing and rebuilding is being implemented in order to offer better spaces and facilities at the secondary education level and satisfy the demands and expectations of the National Minimum Curriculum.

A review of the Curriculum and the related syllabi is being carried out in order to cater better for the varying abilities and attainments of the students.

The Education Act as amended by means of Act XIII of 2006 has seen to the set-up of a National Commission for Higher Education (NCHE). Through a structured dialogue, this Commission will ascertain the needs and aspirations of the further and higher education institutions. It will also inform the public of issues connected with sustainable development of further and higher education sectors in order to meet the needs of society and it will give advice to government on any matter connected with the future of higher education sectors. The responsibilities of the Commission encompasses all institutions beyond compulsory education including; upper educational institutions, post-secondary institutions and the university both in the public and private sectors. See Section 6.2.

Legislation: Education Act, 1988

Bibliography: For All Children to Succeed-June 2005

Bibliography: MATSEC - Strengthening a National Examination System

Bibliography: State Higher Education Funding

Institutions: Junior Lyceum (Schools)

Institutions: MATSEC Board

## 5.3. Specific Legislative Framework

The 1988 Education Act as amended by Act XIII of 2006 currently governs secondary education. Article 44 states that it is the duty of the State to provide for secondary education of the children of Maltese citizens being children who have completed their primary education and who do not have special educational needs. However, as many children with special needs (refer to Sections 2.1.5.2. as possible are being included in mainstream secondary education.

Article 48 of the Act refers to the preparation of citizens for work and states that it shall be the duty of the state, having provided for the education of Maltese citizens, to enable them to form their own independent judgement, to establish such school facilities which the State may deem necessary to provide for those citizens with the opportunity to qualify in trades, skills, artisan or technical or commercial activities, and in the profession in order to prepare, instruct and instil discipline in those citizens for work in the community.

Articles 49 to 62 of the Act refer to the setting up of Colleges, their functions and administration. See section 2.2.

Articles 63 to 71 of the Act refer to the establishment and functioning of the National Commission for Higher Education

Articles 85 to 112 of the Act refer to the setting up, functions and governance of the Malta College of Arts, Science and Technology (MCAST).

National Minimum Conditions Regulations for Schools apply also to secondary schools.

Legislation: Education Act, 1988

Legislation: National Minimum Conditions for all Schools Regulations

## 5.4. General Objectives

The general objectives of education as laid down by the National Minimum Curriculum (NMC) are the same for both primary and lower secondary education see section 4.4.

The NMC lists the specific objectives of lower secondary education up to the compulsory education age, but upper-secondary education and training institutions have their own mission statements and objectives according to the nature and provision of each institution.

The NMC encourages dialogue between the educators involved in the different levels of the educational process. This dialogue should guarantee:

- Methodological continuity;
- The elimination of unnecessary repetition or content, and
- Continuity in assessment policies.

Moreover, the NMC expects that the University's MATSEC Board should work closely with the central education authorities to ensure that the ordinary level examinations, the Secondary Education Certificate; (SEC) do not hinder the attainment of the goals set for the secondary schools sector.

Legislation: [National Curriculum Regulations, 2000](#)

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

Institutions: [MATSEC Board](#)

### 5.4.1. General Lower Secondary Education

The NMC lists the specific objectives of secondary education and includes:

The strengthening and refining of the skills developed at primary level:

- Developing the necessary confidence and independence to acquire and process information on their own or in groups;
- Making productive use of information technology;
- Identifying and planning their learning needs, and
- Evaluating the results of their educational choices.
- Strengthening of personal and social education which enables students to:
- Reach advanced levels in critical reflection;
- Continue the process of recognition and affirmation of personal identity, and
- Successfully face up to the challenges of contemporary worlds.
- Strengthening of emotional education

All students are exposed to the same educational experiences so that the educational experiences ensure equal access to an educational provision that reflects the broad aims of the NMC. Students should acquire a wider range of skills, greater flexibility and adaptability.

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

Bibliography: [Secondary Education in Malta](#)

### 5.4.2. Vocational Lower Secondary Education

There is no vocational lower secondary education provision (Please refer to Section [5.1](#) .

Bibliography: [Education in Malta](#)

### 5.4.3. General Objectives of General Upper Secondary Education

Upper and post secondary educational institutions hold to and delve deeper into the general principles propounded in the National Minimum Curriculum for compulsory education. However, they each have their particular mission statement and aims in accordance with their particular nature and the programmes they deliver. The Junior College Mission Statement is "Our mission is to provide a holistic quality education to young men and women who seek to join the University by preparing them to

develop the attributes needed for tertiary level studies". While providing formal instruction, the College encourages students to develop their own initiative through guided self-teaching in preparation for their future University career.

The general aim of the academic strand is the matriculation of students for admission into the University and / or the teaching of subject at intermediate or advanced level so as to prepare students for the world of work. The University's Junior College and the non-State Sixth Forms are practically exclusively directed towards the Matriculation certificate examination, the official entry qualification for tertiary education.

**Bibliography: Creating the Future Together - National Minimum Curriculum**

**Institutions: Giovanni Curmi Higher Secondary School**

**Institutions: Junior College**

**Institutions: Sir. M. Refalo Post-secondary Complex**

#### **5.4.4. Objectives of Vocational Upper Secondary Education**

The general objectives of the vocational strand are more job oriented, reflecting the course structure and content which usually focus on the development of skills specific to particular jobs in preparation for the world of work. However, the tendency is to provide a wider approach to knowledge, competences and skills in view of the fact that the worker may eventually have to change his job a number of times throughout his career and, hence, he needs to be flexible and multifunctional. Moreover, entrepreneurship may play a very important role in one's successful career path.

##### **5.4.4.1. Malta College of Arts, Science and Technology (MCAST)**

The MCAST aims to become a centre of excellence of vocational training, playing a leading role in ensuring that the country has the highly trained, responsive and skilled workforce needed in order to respond successfully to the challenges of the 21st century. Specifically the objectives aim to:

- The training of students in being able to appreciate and exploit the challenges and opportunities which the accelerated process of global economy is bringing along with it as a result of the advances being made in the areas of communication, information technology and science;
- Foster among students a commitment towards health and safety at the place of work and towards professionalism;
- Cultivate a culture of creativity, innovation, entrepreneurship, excellence and flexibility sustained by the values of commitment, dedication and integrity at a person's place of work and in the exercise of a profession;
- Ensure the implementation of the principles of inclusive education by
- Develop curricula of study and training based on the concept of lifelong learning

These objectives are reflected in the Strategic Plan 2007 -2009 which is aiming amongst others at

- Increasing and widening participation of young people and adult learners
- promoting efficiency, effectiveness and value for money
- work with employers and professional bodies and the Employment and Training Corporation to meet the training demands of the economy
- develop a single coherent internal quality assurance framework
- work with stakeholders to create education and training opportunities in the promotion of lifelong learning
- to build effective local and international partnerships and other collaborative arrangements
- to become a centre of vocational excellence in the Mediterranean region and provide internationally recognized qualifications.

**Bibliography: Strategic Plan 2007-2009**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**



#### 5.4.4.2. The Institute of Tourism Studies (ITS)

The primary aims of the Institute for Tourism Studies (ITS) are to expose the students to a variety of academic subjects and industrial experience in order to provide them with international quality and knowledge; to equip students with the necessary intellectual skills and practical competences to secure positions within the hospitality and tourism industry; to equip students with the necessary personal qualities and attributes to enable them to be receptive to higher levels of academic learning; to implement modern student-centered learning strategy. It seeks to identify and monitor customer needs and satisfaction and is responsible for providing the Hospitality Industry with personnel trained to international standards.

In order to achieve these goals, the Institute:

- provides training in a comprehensive range of skills;
- develops and enhances the intellectual ability of its students through a wide range of academic subjects;
- teaches generic skills essential for a smooth transition into the world of work;
- recreates actual working environments on campus;

provides opportunities for work experience in the industry.

**Institutions:** Institute of Tourism Studies

#### 5.4.4.3. The Institute for Conservation and Restoration Studies

The Institute for Conservation and Restoration Studies at the Malta Centre for Restoration (ICRS – MCR) has the dual function: to offer conservation and restoration services to the public and private sectors in Malta and in the Mediterranean region with the state-of-the-art diagnostic and restoration laboratories capable of receiving a wide variety of artefacts; and to offer professional training in conservation and restoration at the highest international standards.

**Institutions:** Malta Centre for Restoration

#### 5.4.5. Post-secondary non Tertiary Education

See sections 5.4.3. and 5.4.4. These two sections deal with education and training institutions that deliver both upper secondary and post-secondary non tertiary education and training. Some of them provide also programmes at tertiary level, please refer to Section 5.4.4. It is not always possible to make clear cut distinctions. For example, the Malta College of Arts, Science and Technology (MCAST) provides a wide range of programmes that can be classified under different ISCED levels. This situation offers the students some flexibility in their studies. On the other hand, students can mix, learn and practise together with students following different courses, some of which are substantially and fundamentally different.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 5.5. Types of Institution

There are two main types of schools within the State (lower) secondary education sector. These are the Junior Lyceums and the Secondary Schools. There are also two schools which cater for the very low achievers. The latter type of school is being phased out.

There are only three state institutions which provide general upper secondary education; the Junior College, the Higher Secondary School and Sir M. Refalo Post-secondary Complex in Gozo.



In the field of vocational upper secondary education the main educational institution is the Malta College of Arts, Science and Technology (MCAST). There is also the Institute of Tourism Studies (ITS) and the Malta Centre for Restoration. These are state educational institutions. All upper and post-secondary education institutions are co-educational.

Institutions: Area Secondary Schools

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Junior Lyceum (Schools)

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Sir. M. Refalo Post-secondary Complex

### 5.5.1. Types of Institution at lower secondary education

There are two main types of schooling within the State (lower) secondary education sector:

The Junior Lyceums a grammar type of school for the higher achievers. Students are admitted to the Junior Lyceums following a national admission examination for which students from all primary schools in Malta can sit. The examination is qualifying, not competitive. The Junior Lyceums provide a five-year course. And they cater for about 56% of the age cohort.

State Secondary Schools cater for those students who are not successful in the Junior Lyceum admission examination or who do not sit for the examination. These schools also offer a five-year course and cater for about 42% of the age cohort.

Two schools currently cater for the very low achievers and they offer special, less academically demanding programmes (but they are not special education schools). Eventually these schools will be developed into Learning Zones, Resource Centres offering short or long programmes and catering for students who need particular support in order to be reintegrated into mainstream secondary schools.

As part of an ongoing reform secondary schools are being grouped into Colleges. Besides the divide between the two types of school is being narrowed as pupils from both streams attend one school. See sections 2.2.2.3.2.6.1. and 5.1.

### 5.5.2. Types of Institution at upper secondary education

There are three state institutions which provide general upper secondary education. Vocational upper secondary education is mainly provided by the Malta College of Arts, Science and Technology (MCAST). There is also the Institute of Tourism Studies and the Malta Centre for Restoration. Upper secondary education is co-educational.

Further information about courses offered by MCAST can be found on its website.

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Sir. M. Refalo Post-secondary Complex

#### 5.5.2.1. Types of Institution at general upper secondary education

General upper-secondary education consists of a two-year year course leading to the Matriculation Certificate, which is an entry qualification into University. This two-year course is provided by the University Junior College, the Higher Secondary School and Sir. M. Refalo Post-secondary Complex in Gozo. Both the Higher Secondary School and the post-secondary complex also offer revision courses in preparation for the Secondary Education Certificate examination as well as courses leading to

advanced and intermediate levels in the Matriculation examination.

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Junior College

Institutions: Sir. M. Refalo Post-secondary Complex

#### 5.5.2.2. Types of Institution at vocational upper secondary education

Upper secondary vocational education has been restructured such that it is contained under one umbrella. The Malta College of Arts, Science and Technology (MCAST) is the main institution which provides upper vocational education. Currently it consists of nine institutes. In addition, there are also the Institute of Tourism Studies and the Malta Centre for Restoration. The latter is partly within University and partly within the Ministry of Tourism and Culture

MCAST currently incorporates all the vocational training available through a number of its institutes. The institutes include:

- Institute of Information and Communication Technology;
- Institute of Art and Design;
- Institute of Electronics Engineering;
- Institute of Building and Construction Engineering;
- Maritime Institute;
- Mechanical Engineering Institute;
- Institute of Community Services;
- Institute of Business and Commerce
- Institute of Agribusiness

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Sir. M. Refalo Post-secondary Complex

## 5.6. Geographical Accessibility

State Secondary Schools and Junior Lyceums receive students according to catchment areas established by central authorities. The catchment areas generally include a number of neighbouring towns and villages. Free transport is provided for State school students.

At the upper secondary education level, all institutions are served by public transport. Bus services are provided directly from the towns and villages to some of the institutions thus reducing the travel time for students. However, one needs to recall that distances in Malta are relatively short, except for a few villages which may be considered somewhat distant. Distances in the island of Gozo are even shorter.

Students at upper / post secondary education level who need to travel from Gozo to Malta by boat may have to face a daily inconvenience, even if they travel at a reduced fee.

Institutions: Area Secondary Schools

Institutions: Junior Lyceum (Schools)

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Sir. M. Refalo Post-secondary Complex

## 5.7. Admission Requirements and Choice of School

Entry requirements depend on the level of education (lower or upper secondary) and on the type of education and training offered.

Institutions: Area Secondary Schools  
Institutions: Giovanni Curmi Higher Secondary School  
Institutions: Institute of Tourism Studies  
Institutions: Junior College  
Institutions: Junior Lyceum (Schools)  
Institutions: Malta Centre for Restoration  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: Sir. M. Refalo Post-secondary Complex

### 5.7.1. Admission Requirements and Choice of School at lower secondary level

Admission into the State Junior Lyceums is open to all primary school pupils at the end of the sixth year of primary education through a written qualifying examination in Maltese, English, Mathematics, Religion (please see note below) and Social Studies. In 2006, 60% of the pupils sitting for this examination passed. Pupils who do not pass the examination or do not sit for it attend a Secondary School. Pupils are assigned to a school according to their catchment area.

Note: Parents may request that their child does not sit for the examination in Religion.

### 5.7.2. Admission Requirements and Choice of School at upper secondary

Admission requirements to the upper secondary schools generally preparing students for tertiary education are similar. These schools include the University's Junior College and sections of the Higher Secondary School and the Centre for Further Studies. In fact, the entry requirements to these schools include a grade 5 or better in the Secondary Education Certificate (SEC) in Maltese, English Language, Mathematics and one science (Physics, Chemistry or Biology), and two other subjects.

The Higher Secondary School and Sir. M. Refalo Post-secondary Complex offer also a wide range of subjects at Ordinary, Intermediate and Advanced levels. For SEC revision courses students need to have two SEC subjects while students wanting to follow subjects at advanced level need to be in possession of at least four subjects at SEC / GCSE (General Certificate of Secondary Education – UK) at ordinary level at grade 5 / C or better.

Admission requirements into the upper-secondary vocational education and training institutions vary according to the course to be followed. The minimum requirement for a foundation course is the Secondary School Leaving Certificate. The minimum requirements for the diploma and certificate courses are passes, possibly in directly related subjects, in the Secondary Education Certificate. Vocational courses at post-secondary level require either passes in related subjects at advanced/intermediate level or the successful completion of a preceding level related course.

## 5.8. Registration and/or Tuition Fees

All full-time state education tuition is free of charge. No registration fees or compulsory contributions are charged. Students attending the five-year course at lower secondary education level are provided also with free transport and free textbooks.

Legislation: Education Act, 1988

Institutions: Institute of Tourism Studies  
Institutions: Junior College  
Institutions: Malta Centre for Restoration  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: University of Malta

## 5.9. Financial Support for Pupils

Students attending any lower secondary schools do not receive any financial support but their parents may qualify for a children's allowance unless their income is higher than the established threshold.

Students attending upper secondary education and training courses receive a maintenance grant that is not refundable. They receive also an additional sum at the start of the school year for the purchase of a computer and / or books required for the course.

Students at the Malta College of Arts Science and Technology receive a lump sum allowance at the beginning of the academic year in the form of a Smartcard or credit card together with a monthly maintenance grant allowance for the duration of their programme of studies. The money is provided as help for students to cover the cost of books and equipment which may be purchased from outlets participating in the scheme and approved by the Ministry of Education.

Apprentices joining established vocational education and training schemes receive allowances depending on the type of scheme they join.

Students following other courses may receive a weekly allowance.

Maintenance Grants and allowances may vary according to the type of course and / or the level of study and training.

Legislation: Extended Skill Training Regulations

Legislation: Students Maintenance Grants Regulations, 2005

Legislation: Technician Apprenticeship Scheme

## 5.10. Age Levels and Grouping of Pupils

Lower secondary education consists of five years of education. General academic upper-secondary education usually consists of a two-year course. Courses within the vocational education and training upper-secondary level may vary between one and five years depending on the type and level of course followed.

### 5.10.1. Age Levels and Grouping of Pupils at lower secondary level

Lower secondary education is divided into two cycles, although the division is not pronounced. The first cycle, consisting of the first two years, offers a general curriculum of compulsory subjects with two optional subjects including a foreign language besides English. In the following three years, students in Junior Lyceums follow a compulsory core curriculum together with two optional subjects chosen at the end of the second year. Students attending secondary schools choose one optional subject.

State schools are single-gender schools. Students are typically aged 11 to 16 years.

Students of approximately the same age are in the same form. Most schools stream children according to ability and attainment although streaming cannot be very strict and grouping often depends on the choice of subject options.

All students in state schools are already 'grouped' according to the Junior Lyceum Examination before starting secondary education.

The maximum number of students in class in the first two years of secondary education is 30 while in the last three years it is 25. There are less students in a class that includes a student with special needs. During practical lessons and for Personal and Social Education the number of pupils per class cannot exceed sixteen.

Institutions: Education Division

### 5.10.2. Age Levels and Grouping of Pupils at upper secondary level

The general upper secondary education usually caters for students at age sixteen, the end of compulsory education. The course consists of a two-year course leading to the Matriculation certificate, the required qualification for entry into the University. Subjects are usually taught by different teachers and a class may have more than one teacher for the same subject. Students are typically eighteen at the end of their course.

Students are not streamed according to their ability and attainment at upper secondary level but they are grouped according to the course and / or subjects chosen. However, as generally happens, the more demanding courses are followed by the higher attainers. Students often have the opportunity to follow a course in a very wide range of subject combinations. However, students need to take into consideration the specific subjects required for admission to the course they intend to follow at tertiary education level.

The number of students in every group / class varies, generally between 10 and 40. Tutorials are held for small groups of students wherever possible and as appropriate.

The Malta College of Arts, Science and Technology (MCAST) accepts students who are 16 years old or over, mainly after the completion of compulsory education. In some cases, before following a course, students need to join a preparatory course so that the students concerned have a better foundation for the course proper. Class sizes may vary and they have different teachers for different subjects, sometimes for specific area of a subject.

The same situation is found at the Institute for Tourism Studies and the Institute for Conservation and Restoration Studies.

It is relevant to point out that there are no age restrictions for students who wish to follow any courses in upper secondary education and training institutions. This is particularly important within the concept of lifelong learning and the need for workers to return to college in order to improve their qualifications or to study and train for a different career when nobody can be guaranteed a lifelong job.

Institutions: Institute of Tourism Studies

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

## 5.11. Specialisation of Studies

The opportunity of specialisation within the lower secondary education is possible within a very limited extent in the first and third year.

Specialisation at upper secondary level is possible according to the subjects chosen or the course being followed. Each vocational upper secondary education and training institution offers a range of courses that are generally specialised, even if the tendency is to offer a wider rather than a restricted and restrictive specialisation.

### 5.11.1. Specialisation of Studies at lower secondary level

At the beginning of their first year in the State lower secondary education students opt for two subjects in addition to their core curriculum. They choose a foreign language (in addition to English they would have started early in their primary education), usually one of Italian, French, German, Spanish and Arabic. And they choose one of the following subjects: Technical Design, Textile Studies, Home Economics and Technology Education.

At the beginning of their third year in the Junior Lyceums students choose two subjects while students in the Secondary Schools choose one subject from a number of options offered, including sciences, languages, business studies, among others. The choice is generally made according to the course or career the students intend to follow at higher secondary education level and beyond. For example, a student intending to follow a health course or career would choose those subjects that would better suit her/his future studies.

**Bibliography:** Creating the Future Together - National Minimum Curriculum

**Institutions:** Education Division

### 5.11.2. Specialisation of Studies at upper secondary level

General upper secondary education level of education offers a very wide range of subject choices and combination of choices at both advanced and intermediate levels. At the University's Junior College and in the related sections at the Higher Secondary Schools, students generally choose to specialise in those subjects they would need to follow a specific course at tertiary level according to the course entry requirements set by the University. In fact, the studies in these institutions prepare students for their Matriculation certificate. Generally students choose a combination of two subjects at Advanced level and three subjects at intermediate level. Systems of Knowledge is compulsory.

Education and training institutions with a vocational bias also offer a very wide range of specialisations as reflected in their courses.

Specialisations at the Malta College of Arts, Science and Technology include, among others, specialisations in information and communication technology, agriculture, art and design, mechanical, electrical and electronics engineering, building and construction engineering, maritime studies, business and commerce, beauty, health care, and community services – each area has its various subdivisions.

In the same way, students can follow specialised courses in the various sectors of tourism, hospitality and leisure industries at the Institute for Tourism Studies and in conservation and restoration studies at the Institute for Conservation and Restoration Studies. Students may also opt for specialised courses offered by commercial academies and education and training institutions.

**Institutions:** Institute of Tourism Studies

**Institutions:** Junior College

**Institutions:** Malta Centre for Restoration

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

## 5.12. Organisation of School Time

The school time at lower secondary level is established by the central education authorities and is negotiated with the teachers' unions concerned and included in a collective agreement. Schools, whether State or not, have very similar number of teaching days and hours. Each week schools are expected to deliver 27½ hours of lesson time, including a daily quarter of an hour mid-morning break. The daily half-hour mid-day break is not included in the 27½ hours but during this time students are supervised by teachers on a roster basis and against extra remuneration.

The school time at upper secondary level is determined by the institution's authorities and may be dictated to a certain extent by the type of course being followed, and the school time is usually included in the teachers' collective agreements negotiated by their union.

**Institutions:** Area Secondary Schools

**Institutions:** Institute of Tourism Studies

**Institutions:** Junior College

**Institutions:** Junior Lyceum (Schools)



Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 5.12.1. Organisation of School Year

Schools at lower secondary education follow the same school calendar as primary schools and kindergarten centres. See section [3.9.1.](#)

Schools at upper secondary education which fall under the responsibility of the central authority follow the same school year as primary and kindergarten centres. See section [3.9.1.](#)

The Junior College which is an upper secondary institution within the University of Malta follows the University's academic year. This is subdivided into two semesters. The first extends from the first week of October to the end of January. The second semester extends from February up to June. There is a two week recess for Christmas and another two week for Easter. Examination sessions are held during the last week of January and the first week of February and during June. The summer recess covers July and August.

Upper secondary vocational institutions start their academic year on the 1st of September and ends during the first week of July. The academic year is sub-divided into three terms. The first term covers September to December, the second term covers January to April and the third term covers April to July. There is a two week Christmas recess and a week during Easter. Summer recess covers July and August.

### 5.12.2. Weekly and Daily Timetable

Schools in Malta are open from Monday to Friday. School time for lower secondary schools is usually between 08.30hrs and 14.30hrs. Upper secondary institutions have a longer day. The management of the school time table is the responsibility of the Head of School, although the number of lessons is centrally prescribed.

#### 5.12.2.1. Lower Secondary Education Weekly and Daily Timetable

State lower secondary education institutions follow a similar weekly and daily time table, but they may start and end their school day at slightly different times. In Junior Lyceums the time-table has 37 lessons with seven lessons on three days and eight lessons on the other two days of the week. In Area Secondary Schools the timetable consists of 35 lessons with 7 lessons each day of the week.



**Secondary Schools****Five-day week system – 7 lessons of 45 minutes each during full-days, 35 lessons per week**

Day	Lessons Time	Mid-Morning Break	Lessons Time	Mid-Day Break	Lessons Time
Either Or	08.30 – 10.45 08.00 – 10.15	10.45 – 11.00 10.15 – 10.30	11.00 – 12.30 10.30 – 12.00	12.30 – 13.00 12.00 – 12.30	13.00 – 14.30 12.30 – 14.00
Monday	"	"	"	"	"
Tuesday	"	"	"	"	"
Wednesday	"	"	"	"	"
Thursday	"	"	"	"	"
Friday	"	"	"	"	"

**Five-day week system – lessons of 30 minutes each during half-days (from 1 to end of June)**

Day	Lessons Time	Mid-Morning Break	Lessons Time
Either Or	08.30 – 10.30 08.00 – 10.00	10.30 – 10.45 10.00 – 10.15	10.45 – 12.15 10.15 – 11.45
Monday	"	"	"
Tuesday	"	"	"
Wednesday	"	"	"
Thursday	"	"	"

**Junior Lyceums**

Five-day week system.

7 lessons of 45 minutes each during three full-days of the week,

8 lessons of 45 minutes each during the other two full-days of the week, 37 lessons per week.

On the two days when Junior Lyceums have 8 lessons, a number of Junior Lyceums close 45 minutes later than the other three days.

Each Junior Lyceum decides on which days of the week to have the 7 or 8 lessons per day.

Some Junior Lyceums have a shorter lesson on the two days when they have 8 lessons in order to start and finish the day at the same time throughout the week.

During half-days (from 1st to end of June), each lesson is of 30 minutes duration and the time-table for Junior Lyceums is adjusted as shown for Secondary Schools

During the mid-morning breaks, in both Secondary Schools and Junior Lyceums the time is generally reserved for the students' relaxation, play and the consumption of a small snack.

During the mid-day break, besides the students' relaxation, play and the consumption of another snack, students may be involved in specific activities, such as drama, sports, gardening, school cooperative societies, craft, art, hobbies, etc. Generally no activities are held either before the start or at the end of the school day except when students voluntarily take part in particular school activities, for example, in the preparation of concerts, prize giving ceremonies, sports, drama, etc.

Institutions: Area Secondary Schools

Institutions: Junior Lyceum (Schools)

### 5.12.2.2. Upper Secondary Education Weekly and Daily Timetable

The Junior College which provides upper secondary education starts its day at 08.00 and lectures can continue till 17.00. Each lecture lasts an hour.

The timetable at the Malta College of Arts, Science and Technology for day courses runs at any time between 08.00 and 16.30. Evening courses are normally held between 18.00 and 20.00 hours.

The timetable at the Institute for Tourism Studies may run from 08.00 to 20.30 when students are on their study phase. The late hours are mainly due to a number of lecturers performing duties at the Institute on a part-time basis and can only attend in the evening. Lectures are usually 1½ hours long.

The timetable at the Institute for Conservation and Restoration Studies is similar to that at the Junior College. Sessions normally run between 08.00 and 16.30. Theory lessons last between one and two hours and practical sessions may last between two and seven hours.

All educational institutions provide tuition on a five-day week.

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Sir. M. Refalo Post-secondary Complex

## 5.13. Curriculum, Subjects, Number of Hours

The lower secondary curriculum is a national curriculum and drawn up through consultation with all stakeholders. The current National Minimum Curriculum which was published in 2000 provides the framework in which the schools develop their educational goals and the teachers develop their own teaching methods and resources. The curriculum lists the subjects that pertain to the lower secondary education but does not prescribe the amount of time to be allocated to each subject. The number of hours allocated for each subject is prescribed by the central authority by means of circulars.

General upper secondary educational institutions prepare students for the Matriculation certificate. Hence they follow syllabi as drawn up for the subject examination. See section [5.13.2](#).

The curriculum in the vocational strand varies according to the specialisation the student is following.

Bibliography: [Creating the Future Together - National Minimum Curriculum](#)

Institutions: Area Secondary Schools

Institutions: Junior College

Institutions: Junior Lyceum (Schools)

### 5.13.1. Curriculum, Subjects, Number of Hours at Lower Secondary Education

The subjects at secondary level are: Maltese, English, Mathematics, Religion, Foreign Language/s (besides English), Environmental Studies (History, Geography and Social Studies), Physical Education and Sport, Information Technology (IT) Computer Studies, Expressive Arts, Personal and Social Development and Integrated Science (first two years) and Physics (the final three years). The National Minimum Curriculum envisages that Coordinated Science replaces Integrated Science and Physics.

At the beginning of the third year, students in Junior Lyceums take two optional subjects while those students attending Secondary Schools take only one optional subject.

The National Minimum Curriculum (NMC) sets the following language policy in view of the fact that both Maltese and English are official languages:

- Teachers of Maltese, Social Studies, History, Religion and Personal and Social Development teach their subject in Maltese;
- Teachers of foreign languages teach in the foreign language that they teach;
- Teachers of the remaining subjects teach in English.

However, generally teachers use English more extensively when teaching the higher attainers. Textbooks and examinations are very often set in English, particularly when students sit for examinations set by foreign, usually United Kingdom, institutions.

Students who are weak in the official languages may avail themselves of consolidation programmes in these languages while the other students are learning a new language.

The more popular European languages are: English, Italian, French, German, Spanish. Efforts are being made to reinforce the teaching of Arabic and Russian and introduce Chinese and Japanese.

Although the NMC does not specify the number of hours or lessons per week to be allocated to the different subjects, the number of lessons per week for the different subjects is standard throughout State schools. Non-State schools generally follow the same allocation of lessons to subjects.

Subject	Number of Lessons			
	Junior Lyceum		Secondary Schools	
	Forms 1-2	Forms 3-5	Forms 1-2	Forms 3-5
Maltese	3	3	4	4
English	5	5	5	5
Mathematics	5	5	5	5
Religion	2	2	2	2
Social Studies	1	1	1	1
Integrated Science	4	-	4	-
Physics	-	4	-	4
History	2	1	1	1
Geography	2	1	1	1
Information and Communication Technology	1	1	1	1
Physical Education	2	1	2	1
Music / Literature / Art	2		1	1
Personal and Social Development	2	1	2	1
Language	4	4	4	4
Option 1	-	4	-	4
Option 2	-	4	-	-
Option chosen in Form I	2		2	
Total	37	37	35	35

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Area Secondary Schools

Institutions: Junior Lyceum (Schools)

### 5.13.2. Curriculum, Subjects, Number of Hours at Upper Secondary Education

General upper secondary educational institutions generally prepare students for the Matriculation certificate. Hence they follow syllabi as drawn up for the subject examination.

The curriculum subjects offered are divided into groups to ensure that students study both the Humanities and the Sciences, even though they obviously would have a particular preference for either Humanities or Sciences. The curricular subjects are grouped in four areas, as follows:

#### Group 1

Maltese, Arabic, English, French, German, Italian, Latin, Greek, Russian, Spanish.

#### Group 2

Accounting, Economics, Geography, History, Marketing, Philosophy, Religious Knowledge, Sociology.

#### Group 3

Applied Mathematics (Mechanics), Biology, Chemistry, Environmental Science, Physics, Pure Mathematics.

#### Group 4

Art, Computing, Engineering Drawing, Graphical Communication, Home Economics and Human Ecology, Information Technology, Music.

Candidates are requested to sit for the examination in one subject chosen from each of Groups 1, 2 and 3 and two other subjects chosen from any of the four groups. All students are expected to sit for the Systems of Knowledge. Students sit for six examinations in all. Two subjects must be taken at advanced level and the other three subjects and Systems of Knowledge at intermediate level.

The number of hours devoted to each subject per week may vary from subject to subject and from one institution to another. Students usually have five hours of instruction for each of the subjects at advanced level. In the case of the sciences, there is a provision of an additional two hours dedicated to laboratory work.

The curriculum for vocational upper secondary education varies according to the specialisation the student is following. Students receive the appropriate theory and practice in the field of their specialisation, for example theory in child development in the child-care course, human biology for the health care course, soil science in agriculture, chemistry in hairdressing and beauty therapy, food preparation in tourism, information technology in computer science, quantity surveying in draughtsmanship, and so on.

Some of these courses include a component on basic skills and personal development. Many of the courses include English (often English for specific purposes – ESP) and Mathematics (generally relevant to their particular needs) in their curriculum. Personal and Social Development is included in the child-care course and social skills in the tourism courses.

Details of the course content, method of delivery, and the relevant theory and practice as well as the organisation of the school year can be viewed in the relative website of the institution.

**Institutions:** Junior College

## 5.14. Teaching Methods and Materials

During lower secondary education, the National Minimum Curriculum (NMC) refers to the importance of a holistic education that underlies the NMC itself. Teachers of the different subjects are encouraged to collaborate in the planning of projects centering around particular themes. See section [5.14.1.](#) for further details.

At the upper secondary level, the different strands of education and training provision adopt different methods. General education teaching adopts more direct teaching methods while the vocational sector generally adopts a more practical approach. See section [5.14.2.](#) for further details.

**Bibliography: Creating the Future Together - National Minimum Curriculum**

**Institutions: Education Assessment Unit**

**Institutions: MATSEC Board**

### **5.14.1. Teaching Methods and Materials at Lower Secondary Education**

During the first five years of secondary education, the National Minimum Curriculum (NMC) refers to the importance of a holistic education that underlies the NMC itself. Teachers of the different subjects are encouraged to collaborate in the planning of projects centering around particular themes. The NMC encourages schools to engage students from different years within the secondary education continuum to work together in developing projects.

The government provides textbooks free of charge. The selection of textbooks for each subject is carried out at the central level by a team of specialists, including teachers of the subject. Usually the same textbook is used in most of the schools. However, planned reforms will give more freedom to the schools to use the textbooks most suitable to their students' particular needs. Although non-State schools are free to choose their textbooks, they often adopt the same textbooks selected in State schools.

Teachers are expected to deliver lessons taking into consideration the various levels and types of intelligence and attainment. Schools develop and purchase their own teaching and learning resources making use of their funds, although some resources may be given by the central authorities. Computers are readily available in schools, with each school having a number of laboratories according to the size of the student population. Although these laboratories are primarily used for the teaching of information technology, they are being increasingly used for the teaching of other subjects. Off-the-shelf programmes as well as programmes developed either at the centre or by the teachers concerned are gradually becoming teaching and learning tools.

Peripatetic teachers not only give support to teachers in class, for example on the use of computers as pedagogical tools, but they also provide samples of resources that could be developed and used in class. All schools have a library. Teacher librarian/s provide the necessary support to both teachers and students in their library work and research. As part of their methodology, some teachers take students on visits to places of relevant interest to the subject they are teaching, for example, to museums.

Parents expect teachers are to give homework / home study to the students. A number of schools regulate to some extent the amount of homework given by the different teachers in order to try to encourage a good distribution of work throughout the week.

### **5.14.2. Teaching Methods and Materials at Upper Secondary Education**

At the upper secondary level, the different strands of education and training provision adopt different methods. The general education sector tends to adopt more direct teaching methods while the vocational sector generally adopts a more practical approach.

Depending on the subject involved, methods adopted at the Junior College and the Higher Secondary Schools include direct lecturing, tutorials, seminars and practical work in laboratories and workshops. While lecturing is generally carried out to whole classes, tutorials are held with small groups and involve the working out of examples and the discussing of work related to the subject being taught. There is obviously more personal lecturer-student interaction during tutorials and the individual student's needs and difficulties can be better served. During seminars, students may be asked to make a presentation about an issue or an aspect of the subject. Subjects that include a practical experimental component are often taught in an appropriate equipped laboratory or workshop.

The course content is usually divided into a number of areas, and each area may be covered by a different teacher according to his/her specialisation. However, the modular system has not been fully implemented.

The methodology in the vocational sector necessarily involves both direct teaching and hands-on activities. Theoretical aspects of the courses are often delivered through direct teaching. However, the number of students in every course often allows regular teacher-student interaction. The extensive use of laboratories and workshops helps the students to understand and appreciate the practical relevance of the subject theory and its potential use in their future career. Again, since the number of students in a laboratory or working groups is limited by regulation, teacher-student communication is easy and frequent.

The modular system of teaching is very common in vocational education and training institutions.

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Institute of Tourism Studies

Institutions: Junior Lyceum (Schools)

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: MATSEC Board

Institutions: Sir. M. Refalo Post-secondary Complex

## 5.15. Pupil Assessment

Throughout lower secondary education a system combining formative and summative assessment is in place. At the end of compulsory education, students sit for the Secondary Education Certificate Examination. The Secondary Education Certificate provides students with the requirement to continue their education at post-compulsory level.

General and vocational upper secondary education institutions use a combination of formative and summative assessment to assess their students.

Bibliography: Matriculation Certificate Examinations 2006 Statistical Report

Bibliography: SEC Examinations 2006 Statistical Report

Institutions: Education Assessment Unit

Institutions: Education Division

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: MATSEC Board

Institutions: Sir. M. Refalo Post-secondary Complex

### 5.15.1. Pupil Assessment in Lower Secondary Education

During the first five years of secondary education, students in State schools sit for the half-yearly examinations set by their teachers in the school. Annual examinations are coordinated by the central Education Assessment Unit within the Department of Curriculum Development. The examination papers are set by the

Education Officers responsible for the various subjects. The setting of the annual examination papers involves also the Subject Coordinators who teach and coordinate the teaching and learning of a subject in school but may be responsible for the teaching of the subject in more than one school. Subject Co-ordinators collaborate with the Education Officer responsible for the subject concerned throughout the year.

Teachers give assessment marks on the work carried out by students throughout the year and an overall assessment mark is sent to parents together with the half-yearly and annual examination results. Examinations are marked on a 100 point scale. Both the half-yearly and the annual examination scripts are marked by teachers. The class teacher usually discusses the half-yearly results with his/her classes and individual students since the half-yearly examination scripts are marked by the teacher in charge of the students being examined. The annual examination scripts are marked by other teachers teaching the same subject in the school. The performance of students and the results of the annual examinations in each subject are moderated by the Education Officer supported by the Subject Coordinators of the subject.

The National Minimum Curriculum states that summative and formative assessment should be adopted for the entire five-year secondary education course. Discussions are under way in order to further enhance the assessment process at primary and lower secondary education levels.

At the end of the five-year secondary education course, students sit for the Secondary Education Certificate examinations (SEC) set by the Matriculation and Secondary Education Certificate (MATSEC) board of the University of Malta. A panel of paper setters, including teachers, set the examination paper and a panel of markers, again including teachers, appointed by the University mark the examination papers. A detailed analytical report is issued annually on the performance of students in general by the MATSEC Board.

**Bibliography: SEC Examinations 2006 Statistical Report**

**Institutions: Education Assessment Unit**

**Institutions: MATSEC Board**

### 5.15.2. Pupil Assessment at Upper Secondary Education

At the upper secondary level, education and training institutions adopt a system combining formative and summative assessment.

Teachers in the academic strand practise formative assessment throughout the year but this is supplemented with summative assessment, involving half-year and annual examinations. These assessments are used for the promotion of students from the first to the second year. The Matriculation Certificate obtained at the end of the two-year course depends, except for a few subjects that include formative assessment, on the student's performance in the Matriculation examination.

Vocational education and training institutions adopt formative and summative assessments which often form part of the grade obtained in the final certification. These institutions generally develop their own system of formative assessment and how these become an integral part of the final certification. However, when students are prepared for external examinations run by foreign boards, the foreign boards generally indicate the weighting to be given to both formative and summative assessment.

**Bibliography: Matriculation Certificate Examinations 2006 Statistical Report**

**Institutions: Giovanni Curmi Higher Secondary School**

**Institutions: Institute of Tourism Studies**

**Institutions: Junior College**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**

**Institutions: MATSEC Board**

**Institutions: Sir. M. Refalo Post-secondary Complex**

## 5.16. Progression of Pupils

At lower secondary level, promotion of students from one year to another is subject to a minimum performance in the assessment of a subject learnt at that level. Students who fail to make the grade may be asked to repeat the year if it is considered in their best interest.



At upper secondary level, institutions have greater autonomy to decide on the students' promotion criteria from one year to another. But this generally depends on the students' performance throughout the year and during their annual examination. The weighting given to the formative and summative elements of the assessment in the overall rating at the end of the year is decided by the institution. In those subjects involving laboratory and workshop practice, formative assessment may have a more important factor.

## 5.17. Certification

At the end of lower secondary education students sit for the Secondary Education Certificate (SEC) examination and are awarded the Secondary Education Certificate. Students following courses at general upper-secondary level are awarded the Matriculation Certificate. A wide breadth of vocational qualifications from Level 1 to Level 4 are awarded to students following upper secondary vocational courses. Qualifications include Malta College of Arts, Science and Technology (MCAST) / Business Technology and Education Council (BTEC) First Diploma, National Diploma, the Higher National Diploma and the Foundation Degree.

Bibliography: Matriculation Certificate Examinations 2006 Statistical Report  
Bibliography: SEC Examinations 2006 Statistical Report

Institutions: Giovanni Curmi Higher Secondary School  
Institutions: Institute of Tourism Studies  
Institutions: Junior College  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: MATSEC Board  
Institutions: Sir. M. Refalo Post-secondary Complex

### 5.17.1. Lower Secondary Education Certification

Lower secondary schools issue the Secondary School Leaving Certificate at the end of the first-five years of secondary education. This certificate attests a student's performance in the final annual examination taken in the last year of lower secondary education. However, students have the opportunity and are expected to sit for the Secondary Education Certificate (SEC) examination set by the University's Matriculation and Secondary Education Certificate (MATSEC) Board in a number of subjects. The SEC carries much greater weight not only when the student wants to proceed to upper secondary and post-secondary education and training but also when applying for a job. Only candidates who have completed their studies at lower secondary level or who attain the age of 16 by 31st December of the year of examination are allowed to register for the examination.

The SEC examination is based on a seven point scale, Grade 1 to 7. Grade 1 is awarded for the highest level of achievement, whereas Grade 7 indicates the minimum satisfactory performance. Those candidates who do not obtain at least Grade 7 remain unclassified and the result is denoted as U. A certificate showing the grade obtained in each subject together with the criteria for the award of the grade is issued to candidates who obtain a grade from 1 to 7.

Currently two examination sessions are held one in May and a supplementary session in September.

Bibliography: SEC Examinations 2006 Statistical Report

### 5.17.2. General Upper Secondary Education Certification

Students attending general upper secondary education, are awarded the Matriculation Certificate at the end of their two year course if successful in the Matriculation examination. Please refer to Section 5.17.2.1. for further details.

Students following vocational upper secondary education courses are awarded certificates and diplomas depending on the level of the course they follow. Please refer to Section 5.17.2.2 for further details.

Bibliography: Matriculation Certificate Examinations 2006 Statistical Report

### 5.17.2.1. General Upper Secondary Education Certification

The two-year general upper secondary education course prepares students for the Matriculation examination administered by the Matriculation and Secondary Education Certificate (MATSEC) Board. Successful candidates within the general education strand are awarded the Matriculation Certificate issued by the University's (MATSEC) Board. A single overall grade is awarded which may be A, B or C in descending order of merit. The overall grade is determined from the sum of grade points obtained in each of the subject examined, as follows:

Grade A	80-100 Grade Points
Grade B	64-78 Grade Points
Grade C	44-62 Grade Points

Candidates qualify for the Matriculation Certificate if they obtain a minimum of 44 grade points and a pass in at least one of the subjects offered from each of Groups 1, 2, 3 and a pass in Systems of Knowledge.

The results given in the individual subjects shall be given as Grades A, B, C, D and E in descending order of merit. Grade points are awarded for these results up to a total of 100 as follows:

#### **Advanced Level:**

Grade A	30 Grade points
Grade B	24 Grade points
Grade C	18 Grade points
Grade D	12 Grade points
Grade E	6 Grade points

#### **Intermediate level**

Grade A	10 Grade points
Grade B	8 Grade points
Grade C	6 Grade points
Grade D	4 Grade points
Grade E	2 Grade points

Bibliography: Matriculation Certificate Examinations 2006 Statistical Report

Institutions: Giovanni Curmi Higher Secondary School

Institutions: Junior College

Institutions: MATSEC Board

Institutions: Sir. M. Refalo Post-secondary Complex

### 5.17.2.2. Vocational Upper Secondary Education Certification

The Malta College of Arts, Science and Technology (MCAST) qualifications framework is built around the concept of a unitised curriculum with extensive flexibility: a wide breadth of vocational qualifications from Level 1 to Level 4 and opportunities to study academic and vocational areas. Students can begin courses at any level, depending on the qualifications obtained either before they join MCAST or after successfully completing a course at MCAST itself. Mature students join MCAST for professional updating, career advancement or career change or, simply for enjoyment.

The MCAST provides several courses in the nine institutes leading to MCAST certification. However, it also provides a long list of courses in conjunction with the British Business and Technology Education Council, better known as BTEC. The MCAST is the first vocational education and training institution to receive from the British Edexcel (which brought together the Business and Technology Education Council – BTEC - and the University of London Examinations and Assessment Council - ULEAC) the Edexcel International Centre of Excellence Award. The Excellence Award recognises exceptional quality, best practice and innovation in the delivery of education. MCAST / BTEC awards include: the First Diploma, the National Diploma and the Higher National Diploma, the Foundation Degree.

The Institute of Tourism Studies (ITS) awards Certificates and Diplomas and works closely with the University of Malta. The Diploma / Certificate from the Institute is awarded after the successful completion of the course. On completion of the Higher Diploma in Hospitality and Tourism Management students may become eligible for admission to the third year Bachelor honours degree in Tourism at the University of Malta.

The ITS Certificates / Diplomas are awarded on the following basis:-

Distinction: 85% & over

Merit: 65% - 84%

Pass: 50% - 64%

Module assessment is graded according to the criteria set by the ITS. Assessment may be continuous through coursework, portfolio and/or end of semester tests / examinations. Students must complete any failed modules within two (2) academic years from the original date of programme completion to graduate with a Certificate / Diploma.

Institutions: Institute of Tourism Studies

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

## 5.18. Educational/Vocational Guidance, Education/Employment Links

A number of guidance teachers are available in each lower secondary school to help students during transition periods of their education. Guidance Teachers can refer students to School Counsellors for personal counselling sessions. Each School Counsellor is responsible for a number of schools. Counselling and guidance services are also provided in upper secondary institutions. School School Counsellors and guidance teachers follow a university diploma course in preparation for their role.

Legislation: Employment and Training Services Act

Legislation: Extended Skill Training Regulations

Legislation: Technician Apprenticeship Scheme

Institutions: Employment and Training Corporation

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

### **5.18.1. Lower Secondary Educational/Vocational Guidance, Education/Employment Links**

In the first-five years of secondary education guidance teachers are posted on the basis of one guidance teacher for every 300 students. Guidance at secondary level is educationally, personally, socially and career oriented. Guidance is offered to students at the crucial point of subject choice, an exercise carried out at the end of the second year in Junior Lyceums and in Secondary Schools. Guidance teachers provide the relevant information regarding the subject options being offered and how they can influence the students' specialisation when they proceed to upper secondary education and their choice of a future career. Educational and career guidance is also provided during the fifth year of the lower secondary education course, perhaps an even more crucial stage in the students' life when they have to choose whether to leave school, or to continue with their studies. Guidance teachers who may have specific qualifications for their job, are supported by the expert advice of Subject Coordinators who are specifically qualified for their position.

At the end of their second year of secondary education, students are asked to choose subject options from a fairly wide range, including sciences, languages, business studies. Guidance teachers organise meetings for students, teachers and parents, and they advise students on an individual basis. Form teachers and subject teachers, are also often a source of information for students. People coming from various areas and levels of the world of work are invited to deliver talks to students and discuss their careers with the students. Groups of students are taken on educational visits to upper secondary education and training institutions and to different places of work, so that they can obtain an idea of a working environment. Such talks and visits are often related to the particular expectations of the students. Students in their first five years of secondary education are not offered apprenticeships or work placement opportunities.

### **5.18.2. Upper Secondary Educational/Vocational Guidance, Education/Employment Links**

Upper secondary schools offer guidance and counselling services to their students on a group and/or on an individual basis.

The University Junior College has a Guidance and Counselling Service that aims to help students in three main areas. Personal counselling is offered to help students find their own way to manage their life, difficulties and problems and to find out who they really are and want to be. Day seminars are organised to help students get to know themselves and each other and to develop a positive self-image and learn to form, keep and maintain relationships. Educational counselling is offered to help students choose the course of studies that will lead them to decide what they can do in life. Vocational guidance is offered to students to help them orientate themselves to a future career by means of vocational interest questionnaires, orientation talks by specialists in their professional field and visits to various places of work. The guidance and counselling services in similar educational institutions offer similar services.

The Malta College of Arts, Science and Technology (MCAST) provides student support through two main structures: the Student Information and Support Centre, and the Partnership Office. The Information and Support Centre offers information about courses run by MCAST, the qualifications required to join them, their duration, content and methodology of teaching and learning. It offers the necessary guidance and support in order to facilitate life-long learning and strives to treat students as individuals with specific needs, potential and aspirations. Students with learning difficulties or disabilities, who are considering applying for an MCAST course are offered a confidential interview at the Inclusive Education Unit in order to assess their particular needs and to determine what level of support the College can offer so that they can follow the course they wish to choose. The Learning Support Centre offers a range of services to students in mainstream courses. The MCAST Partnership Office aims to build bilateral and international relations and develop greater cooperation with other institutions. It aims to provide opportunities for the benefit of students, citizens and the country as a whole.

The Institute for Tourism Studies (ITS) offers career guidance to prospective candidates in order to indicate the programmes of study available according to the qualifications and aspirations the candidates have and, where relevant, to assess the individual's personal and work experiences that can be credited. The ITS carries out personal profiling to assess individual skills.

The Institute for Conservation and Restoration Studies at the Malta Centre for Restoration offers the same guidance and counselling services given at the University.

A transition from school to work process is present in the upper secondary vocational education and training institutions. Most of the courses offered include a component of the training required for the job either in simulated or in a real work situation. There are two main apprenticeship schemes: The Extended Skills Training Scheme (ESTS) and the Technician Apprenticeship Scheme (TAS). Both schemes require students to attend periods of study while the Employment and Training Corporation (ETC) assists the apprentices in finding an employer with whom they perform their practical on-the-job training. Students following any one of these schemes receive an allowance.

There is limited formally organised education-training-employment relationship in the academic strand.

Legislation: Extended Skill Training Regulations

Legislation: Technician Apprenticeship Scheme

Institutions: Employment and Training Corporation

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta Centre for Restoration

Institutions: Malta College of Arts, Science and Technology (MCAST)

## 5.19. Private Education

Private lower general secondary education is provided by the Catholic Church and independent private schools. There is no vocational or prevocational lower secondary provision in the private sector. All these schools are bound by the National Minimum Curriculum (NMC) as well as by the National Minimum Conditions Regulations (NMCR). Therefore, their educational provision and services are to a great extent similar to those offered by State schools. The State central education authorities have a right to monitor, inspect and assess the performance of the non-State schools according to the NMC and the NMCR. However, non-State schools, particularly the more recently established Foundation Schools usually run by participating parents, tend to be more innovative in their methodological approach for the education of their students. They are more flexible, for example, in the choice of their textbooks since parents purchase textbooks.

Independent schools are mostly co-educational and charge tuition fees. The state gives tax rebates on these tuition fees. Church secondary schools are single-sex schools and no fees are paid, although parents may give donations to help the schools cover their expenditure. Parents whose children attend private schools pay for school transport.

A number of non-State higher general secondary educational institutions exist and they obtain excellent results. There are no full-time non-State strictly vocational education and training institutions. However, a number of commercial tuition centres offer part-time, generally evening, courses of a vocational education and training nature, often in preparation for qualifications offered by foreign institutions. Sometimes, these courses are held in conjunction with these foreign institutions, including universities.

Legislation: National Curriculum Regulations, 2000

Legislation: National Minimum Conditions for all Schools Regulations

Bibliography: Creating the Future Together - National Minimum Curriculum

### **5.19.1. Historical Overview**

The Catholic Church has a long tradition of providing private education at lower secondary level. The provision of independent secondary schools is a more recent development. Most of the schools have been established in the last twenty years.

### **5.19.2. Ongoing Debates and Future Developments**

See section [5.2.](#)

### **5.19.3. Specific Legislative Framework**

See section [5.3.](#)

### **5.19.4. General Objectives**

Private schools work towards the attainment of the objectives of the National Minimum Curriculum. See sections [5.4.5.4.1.5.4.2.](#) & [4.16.4.](#)

### **5.19.5. Types of Institutions**

Schools in the private sector provide only general lower education. Some schools in the private sector are called Colleges. Independent schools at lower secondary level have two levels a middle school and a senior school housed in the same premises and covering the five years of lower secondary education. Four private schools provide also a general upper secondary education. Church and independent upper secondary institutions are co-educational. There are no private provision for vocational upper secondary education.

### **5.19.6. Geographical Accessibility**

The non-State lower and upper secondary schools accept students from any area in Malta and they generally have organised transport arrangements which the students may make use of. School transport is not free and is paid by the parents.

### **5.19.7. Admission requirements and Choice of School**

Boys' Church secondary schools hold an annual highly competitive admission examination – called the Common Entrance Examination – in five subjects Maltese, English, Mathematics, Religion and Social Studies. Pupils are admitted according to their order of merit and the number of vacancies available in each Church secondary school. Girls' Church schools generally cater for both primary and secondary education levels and, therefore, their secondary schools cater for their primary schools pupils.

Most independent private schools cater for both primary and secondary education and therefore children proceed from one level to another without any examination hurdle. When new pupils are admitted at any level or year, each school decides on the method of admission.



Church and independent private schools are open to students from any part of Malta.

Choice of school may depend on the parents' ability to pay fees and other expenses.

Admission requirements into private general upper secondary schools are the same as for the state sector. See section [5.7.2](#). There are no private vocational upper secondary institutions.

### **5.19.8. Registration and Tuition Fees**

Church schools pupils do not pay fees because the Church schools are heavily subsidised by the State but they have to pay for their textbooks and transport. Independent private school pupils have to pay fees and pay also for their textbooks and transport – their parents have a standard income tax rebate.

### **5.19.9. Financial Support for Pupils**

The state provides financial support to pupils attending church schools by subsidizing the schools directly. As a result, students attending these schools do not pay school fees. Parents whose children attend independent schools are given tax rebates on the fees paid. The State also gives a family allowance to those families whose income does not exceed the established threshold.

Students following general upper secondary education courses receive the same maintenance grant as those attending state institutions. See section [5.9](#).

### **5.19.10. Age Levels and Grouping of Pupils**

Church lower secondary schools are single-sex schools while independent schools are mostly co-educational. Church and independent private schools follow a similar pattern to State schools, although some schools offer options at the beginning of the fourth year instead of at the start of the third year. See section [5.10.5.10.1](#), and [5.10.2](#). Boys attending Church schools are often 'selected' according to ability before they start secondary education on the basis of the results obtained in the Common Entrance Examination. See section [5.19.7](#).

### **5.19.11. Specialisation of Studies**

See section [5.11](#). During the first year of secondary education, most Church schools teach Italian, French and German besides English. Almost half of the schools teach French and Italian to all students. The others offer French or Italian or German as one language option. Technical Design and Technology Education are not offered in Church schools during the first year of lower secondary education. The language choice offered varies from one school to another. In some schools pupils may take two languages while in others only one language can be taken. In the third year most schools offer the same subject choice as in state schools. See section [5.11.1](#).

In some schools students make their subject choice at the beginning of their fourth year instead of the third year of lower secondary education.

General upper secondary specialization is similar to that in State institutions. See section [5.11.2](#).



## **5.19.12. Organisation of School Time**

The school year is similar to that of State schools.

### **5.19.12.1. Organisation of the School Year**

Private lower and upper secondary schools follow more or less the same school calendar as State schools. See section [3.14.9.1.](#)

### **5.19.12.2. Weekly and Daily Timetable**

Private lower and upper general secondary schools provide education on a five day basis – Monday to Friday between 08.00hrs and 14.30hrs with minor variations among the schools. See section [5.12.2.1.](#) The timetable also varies among schools. In the private sector the Head of School has more autonomy in managing the school timetable. See Sections [5.12.2.1.](#) & [5.12.2.2.](#)

## **5.19.13. Curriculum Subjects, Number of Hours**

Private schools offer more or less the same subjects as state schools. See section [5.13.](#) However, while state school students during the last three years of lower secondary education have physics as a compulsory subject, those in private schools have the option of choosing any one, two or three science subjects.

## **5.19.14. Teaching Methods and Materials**

See section [5.14.](#)

## **5.19.15. Pupil Assessment**

See section [5.15.](#)

## **5.19.16. Progression of Pupils**

See section [5.16.](#)

## **5.19.17. Certification**

See section [5.17.](#)

## 5.19.18. Educational/Vocational Guidance, Education and Employment Links

See section [5.18.](#)

## 5.20. Organisational Variations and Alternative Structures

There are no significant alternative variations in the provision of the first five years of secondary education.

A number of state institutions provide education and / or training in particular areas such as music, art, drama, information and communication technology and in specific skills. They generally offer courses open to young people as well as adults, especially in the evening on a part-time basis. A number of courses lead to a specific qualification, local or foreign. But others provide courses leading only to a certificate of attendance.

## 5.21. Statistics

### Lower Secondary Student Population – October 2006

	Male	Female	Total	No. of Classes
State Schools	8,390	8,627	17,017	791
Church Schools	4,077	3,518	7,595	307
Independent schools	1,313	1,049	2,362	113
Total	13,780	13,194	26,974	1211

### General Upper Secondary Full-time Student Population – October 2006

	Male	Female	Total
Junior College	1,359	1,910	3,269
G. Curmi HSS	797	923	1720
Centre for Further Studies	210	336	546
Non state schools VI Forms	406	332	738
Total	2,772	3,501	6,273

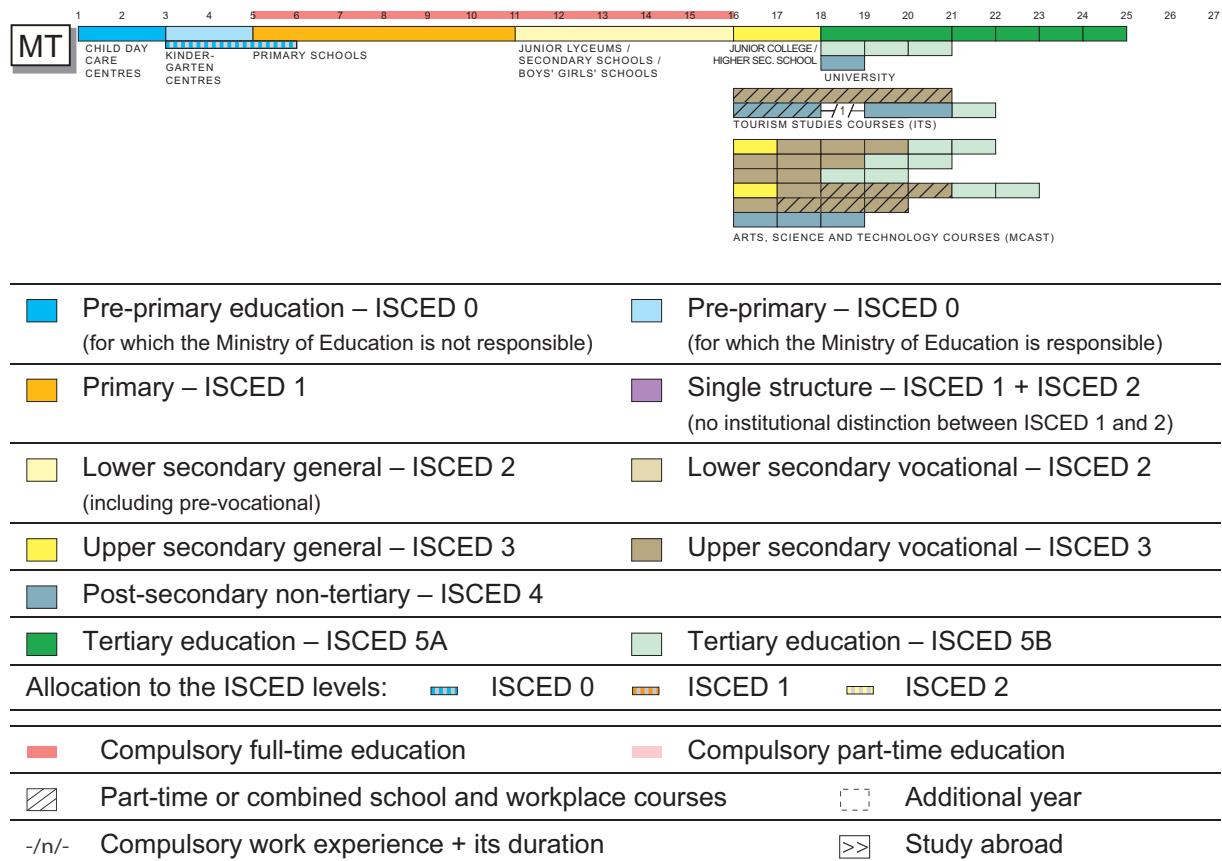
### Vocational Upper and Post-secondary Education Student Population – October 2006

	Male	Female	Total
Malta College of Arts, Science and Technology (MCAST) Full-time students	2,387	1,373	3,760
Institute of Tourism Studies	379	240	619
Total	2,766	1,613	4,379

Source: Education Division internal data

## 6. Tertiary Education

### Organisation of the education system in Malta, 2006/07



Source: Eurydice.

University tertiary education is primarily provided by the University of Malta in ten faculties and a number of centres and institutes. The University awards both undergraduate and postgraduate degrees up to doctorate level (first, second and third cycle levels).

The Malta College of Arts, Science and Technology (MCAST) is the institution providing non-university tertiary education. By means of Act XIII of 2006 which amended the Education Act of 1988, MCAST has been accorded the status of a higher education institution and can award degrees mainly in the vocational sphere. Currently, it is awarding the Higher National Diploma, Level 4 in conjunction with Edexcel/British Business and Technology Education Council (BTEC).

A number of well-organised tuition centres provide tuition locally as well as through electronic or ordinary mail while offering facilities to students generally on a part-time evening basis but sometimes also on a full-time service. These tuition centres (Note: they only provide access to courses offered by foreign institutions) act as agencies to foreign universities and they specialise in one or two branches of learning, very often leading to professional qualifications, such as a Masters in Business Administration and banking and insurance diplomas.

For further details about tertiary education refer to the subsections below.

Please note that the ages in this diagram do not match the other diagram in the separate attachment – PhD goes up to age 26. ISCED level 6 is not included in the above and in the other diagram. These diagrams should match the information we gave in the Eurydice report.

## 6.1. Historical Overview

See sections [6.1.1.](#) and [6.1.2.](#)

### 6.1.1. Non-university Tertiary Education

Non-university tertiary education is a fairly recent development. The Malta College of Arts, Science and Technology (MCAST) was set up in August 2000 by a Deed of Foundation primarily with the objective of creating a clear and coherent vocational education and training framework, offering clear progression routes from basic vocational training up to degree level. Since its establishment MCAST has sought to consolidate its educational provision as well as expand its portfolio of programmes in order to be able to expand into higher level education without the duplication of provision or wasteful competition. MCAST provides a credible alternative route to the university education without the duplication of provision or wasteful competition. MCAST started to provide Level courses in 2004 and is currently aiming to offer degree programmes in 2007.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 6.1.2. University Tertiary Education

University tertiary education in Malta is provided by one university, the University of Malta. The University of Malta traces its origins to the founding of the Collegium Melitense in 1592 which was run by Jesuits. It was constituted by the Faculties of Theology, Medicine and Surgery, and Law. (Zammit Mangion, 1992).

In 1578, Pope Gregory XIII empowered the Jesuits to confer the degrees of Magister Philosophiae and Doctor Divinitas.

The University of Malta was 'dormant' twice: by the French in 1798-1800 period, when it became an 'ecole centrale' with separate schools for Medicine and Surgery and Theological studies, and by the Government of Malta in the 1980-87 period when it was substituted by a new university (at first called the 'New University' and subsequently 'The University of Malta'). (Zammit Mangion, 1992).

The University was re-founded twice: the first time in 1800 after the French left and was revived by a Maltese Provisional government; the second time in 1988 when a new government did away with the University reforms of 1978-80. During this latter period, tertiary education adopted the student-worker scheme whereby employers sponsored students. Courses alternated between 6 months study and 6 months work. The policy of having a numerus clausus for entry into University was adopted and admission to the University was available for students who obtained a sponsorship to support their university studies.

In 1964, the University moved most of its services out of the old 1592 premises in Valletta to a new campus at Tal-Qroqq, Msida. Since then, new faculties and interdisciplinary centres and institutes have been added and new areas of studies introduced.

Before the 1988 Education Act, tertiary education in the state sector in Malta fell under the Commission for the Development of Higher Education established by the 1974 Education Act, and which replaced an earlier Royal University of Malta Commission first created in 1958. The 1988 Education Act abolished this Commission (Zammit Mangion, 1992). The new amendments (Act XIII) of 2006 to the Education established the National Commission for Higher Education which has to function to mediate between the government and the University and other institutions of further and higher education.

The University has grown rapidly with an increase in the number of courses offered, diverse, new areas of studies offered to students, and a steadily growing student population. Following Malta's entry

into the European Union, the University of Malta is undertaking a harmonisation process to bring its courses fully in line with the Bologna Declaration.

**Bibliography:** Education in Malta

**Institutions:** University of Malta

## 6.2. Ongoing Debates and Future Developments

The University of Malta is implementing the provisions of the Bologna Process like numerous higher education institutions in Europe and in the signatory countries. In some areas, such as the three cycle system and a workload-based credit system, the University needed to make few or no changes since it had already operated in this manner for a number of years. It is taking action to implement all the other relevant Bologna action lines.

For example, it has started to award its graduates the Europass Diploma Supplement and plans to give it to all graduates over the next two or three years. It is involved in the development and organisation of a number of joint programmes, mainly at Master's level, with universities in the EU and in the applicant/acceding countries. Through its academic staff and students it participates actively in mobility programmes. The University is also stepping up its efforts to ensure that its graduates are knowledgeable in another European language besides English.

After harmonising its undergraduate (first and short cycles) courses, the University is currently reviewing its regulations for postgraduate and doctoral level awards. In this way, the University intends to harmonise its provision at these levels, keeping in mind European developments. Through this exercise the University will also ensure that it is able to participate fully in developing joint programmes and in awarding joint degrees.

In the area of quality assurance, the University has over the years ensured that its programmes compare favourably with courses in other universities. To this end, it has always involved external examiners from overseas universities (both visiting and non-visiting) in the examination of its final year undergraduate students and in the examination of dissertations and theses for second and third cycle degrees. The University has also embarked on formal internal self-evaluation with the support of foreign expertise to ensure the quality and standards of its programmes.

Another topic under discussion is how the University should respond to the emerging economic needs of the country by providing relevant tertiary level courses as well as by relating knowledge and research to the world of work and the country's social and economic development in order to ensure that the objectives of the Lisbon Strategy are met.

Since the funding of the University is almost completely dependent on the Government's annual subvention for both recurrent and capital expenditure, the demand for more funds is constant, particularly to keep its library and laboratory facilities up-to-date, to upgrade its teaching and student support services, to maintain and further develop its student information management system, to provide teaching and research space suitable for the increasing student numbers and research projects as well as to ensure that its staff salaries are appropriate for the highly qualified staff it employs and seeks to attract.

The Government has commissioned an independent study of the funding of post-secondary and tertiary education and higher investment in these areas has been strongly recommended, particularly as a result of the growing student population at these levels. The Government is responding favourably to the University's requirements.

A National Commission for Higher Education has been established in September 2006 by means of amendments in the Education Act (see sections 6.3.9.1.9.2.9.3. and serviced by a Secretariat for Higher Education. The functions of the Commission include, among others, the vision and strategic oversight of higher education; the expansion of higher education to meet future requirements; funding and accountability; quality assurance and accreditation; student choice and fair access. It is current carrying out a consultation process to map the future development of higher and further education in Malta.

#### Bibliography: State Higher Education Funding

Institutions: National Commission for Higher Education (NHCE)

Institutions: University of Malta

## 6.3. Specific Legislative Framework

See sections [6.3.1.](#) and [6.3.2.](#)

### 6.3.1. Non-University Tertiary Education

The Malta College of Arts, Science and Technology (MCAST) was first established in August 2000 by a deed of Foundation that bestowed upon it a juridical personality as well as the powers to confer degrees, diplomas, certificates or other distinctions which it may deem suitable. The position of MCAST was further consolidated by means of Act XIII of 2006 which amended the Education Act of 1988. Part VIII, Articles 85 to 112 deal specifically with all aspects regarding the functioning of MCAST.

More specifically this deals with:

- The aims, functions and powers of the College;
- Financing and control of finances of the College;
- Governing bodies and officers of the College;
- Power to amend the constitution of the College;
- Composition, Appointment and functions of the Board of Governors, the supreme governing body;
- Composition and functions of the Administrative Bureau
- Composition and functions of the Council of Institutes that gives the general direction of the academic matters;
- Composition and functions of the Boards of Study that direct the academic tasks of the Institutes;
- Powers of the President of the Board of Governors

By means of these amendments MCAST was positioned as a higher education institution with the powers to develop and award degrees in its own right.

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 6.3.2. University Tertiary Education

The specific legislative framework of the University is an integral part of the Education Act 1988 as amended by means of Act XIII of 2006. The Act refers to the following areas:

- Aims, functions and powers of the University;
- Financing and control of finances of the University;
- Governing bodies and officers of the University;
- Power to make subsidiary legislation;
- Composition and functions of the Council, the supreme governing body;
- Composition and functions of the Senate that gives the general direction of the academic matters;
- Composition and functions of the Faculty Boards that direct the academic tasks of the Faculty;
- Powers of the Rector
- Common provisions for the governing bodies of the University;
- Special provision for the Faculty of Theology.

Besides, subsidiary legislation (statutes, regulations and bye-laws) in the form of Legal Notices is published in order to provide for the University's administration of its activities and of the entities created by it as appropriate.

Note: Education Act, 1988, Chapter 327 of the Laws of Malta, as amended by Act XIII of 2006 Part VII, articles 72 – 84, together with the related Legal Notices. See also chapter 2 of this document.

Legislation: Education Act, 1988

Institutions: University of Malta

## 6.4. General Objectives

See sections [6.4.1.](#) and [6.4.2.](#)

### 6.4.1. Non-university Tertiary Education

The main objectives of the Malta College of Arts, Science and Technology are reflected in its strategic plan 2007-2009. See section [5.4.4.1.](#)

Bibliography: Strategic Plan 2007-2009

### 6.4.2. University Tertiary Education

The main objective of the University is to provide for instruction in branches of learning and to make such provisions for research and the advancement and dissemination of knowledge as it may from time to time determine.

The goals of the University's Strategic Plan for 2002 – 2006 are:

- To provide quality education by enhancing its role as Malta's leading institution of higher education as well as to strengthen its academic reputation among international peers; to pursue investigation and applied research that are recognised internationally for quality and impact.
- To enhance the quality of life by improving people's quality of life through professional and liberal education courses as well as through an on-going programme of educational and cultural functions.
- To relate to the world of work by reinforcing links with the world of work and to undertake joint projects of mutual benefit.
- To increase the student population from all sectors of society and of all ages, both Maltese and foreign.
- To streamline the administration by providing the appropriate back-up to its expanding academic commitments.
- To enhance the physical working environment of the campus.
- To generate funds to supplement state-funding by embarking on fund raising initiatives to secure its primary purpose as a seat of higher education.

To improve and expand quality assurance to ensure excellence and accountability in teaching, research and administration.

Institutions: University of Malta

## 6.5. Types of Institution

See sections [6.5.1.](#) and [6.5.2.](#)



### 6.5.1. Non-university Tertiary Education

The Malta College of Arts, Science and Technology (MCAST) (see sections 2.6.4. and 5.4.4.) offers students an alternative higher education route in a wide range of vocational courses. To-date, the MCAST provides Higher National Diploma and other level 4 programmes at the following institutes: Institute of Art and Design, the Institute of Building and Construction, Institute of Business and Commerce, the Institute of Information and Communication Technology, the Institute of Mechanical Engineering and the Institute of Agribusiness.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 6.5.2. University Tertiary Education

The University of Malta has the following Faculties:

- Architecture and Civil Engineering
- Arts
- Dental Surgery
- Economics, Management and Accountancy
- Education
- Engineering
- Laws
- Medicine and Surgery
- Science
- Theology

The University has also the following teaching and research Centres:

- Centre for Communication Technology
- Centre for Environmental Education and Research
- European Centre for Gerontology
- European Documentation and Research Centre
- Euro-Mediterranean Centre for Educational Research
- Centre for Labour Studies
- The University has the following interdisciplinary Institutes:
- Institute of Agriculture
- Institute of Anglo-Italian Studies
- International Institute for Baroque Studies
- Board of Studies for Information Technology
- Edward de Bono Institute for the Design and Development of Thinking
- Institute for Energy Technology
- Institute for Forensic Studies
- Institute of Health Care
- Institute of Linguistics
- Institute for Maltese Studies
- Institute for Masonry and Construction Research
- Mediterranean Institute
- Institute of Physical Education and Sport
- Institute of Public Administration and Management
- Mediterranean Academy of Diplomatic Studies
- Besides, the following entities also operate within the University:
- Foundation for International Studies
- International Environment Institute
- Institute for Islands and Small States
- Malta University Services
- University Broadcasting Services
- University Catering Services

The Matriculation and Secondary Education Certificate Examinations Board (MATSEC)

Institutions: Foundation for International Studies

Institutions: MATSEC Board

Institutions: University of Malta

## 6.6. Admission Requirements

See sections [6.6.1.](#) and [6.6.2.](#)

### 6.6.1. Non-university Tertiary Education

Admission into the Malta College of Arts, Science and Technology (MCAST) programmes varies depending on the level of the programmes and courses applied for. As a general rule admission is based on the qualifications obtained through the SEC and the MATSEC. The entry requirements are established by the Institutes and published in the annual prospectus. For a good number of courses progression may be from lower level programmes where students may be accorded preferential routes to progression. This is in line with MCAST's policy and willingness to take on people without any formal academic qualifications and develop them to their full potential.

The general entry requirements into higher level programmes is usually two subjects at Advanced Level and a number of subjects at Ordinary level, or equivalent. This may include the MCAST-BTEC National Diploma in the main subject applied for. This permits for progression into higher level studies.

There is no numerus clausus applicable on any of the programmes, however, because of logistic restrictions students are admitted onto the programmes on the basis of their qualifications. A system of points for all certificates and subjects claimed by the applicant is converted on a scale point system which determines his or her placing.

Applicants from other EU member states as well as applicants from outside of the EU may apply to join programmes run by MCAST. It is the responsibility of such applicants to provide an equivalence certificate from the national authority.

Bibliography: Matriculation Certificate Examinations 2006 Statistical Report

Bibliography: SEC Examinations 2006 Statistical Report

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: MATSEC Board

### 6.6.2. University Tertiary Education

The general entry requirements for the University are the following:

The Matriculation Certificate that includes six subjects - two subjects taken at Advanced Level and four subjects taken at Intermediate Level, including Systems of Knowledge;

Passes in the Secondary Education Certificate examination at Grade 5 or better in Maltese, English Language and Mathematics.

In the case of foreign students, qualifications that give them access to tertiary education in their country of origin are favourably considered as long as these qualifications are of comparable breadth and standard to the General Entry Requirements of the University of Malta. Where appropriate, applicants may be advised to follow a one-year Foundation Studies Course so that they will be better prepared to follow the first cycle course of their choice. Maltese language is not a requisite for overseas students. The following sentence can be omitted from here as it is repeated later and actually

applies to all courses not just to the Foundation Studies course: Lecturing is generally in English except for foreign language degrees. In such cases lecturing is carried out in the languages being studied.

Some undergraduate courses also specify Special Course Requirements. These requirements would indicate the subjects needed that are critical to the undergraduate course being chosen. These requirements would also specify the level and minimum grades that must be obtained. The University publishes the Special Course Requirements two years in advance.

A few courses require students to be in possession of qualifications in Information Technology and of additional proficiency qualifications in English and Maltese. Applicants are generally required to be in possession of such qualifications or passes in proficiency tests before the beginning of these courses.

Applicants having completed in full or in part a course at a recognised overseas University, and which is of comparable standard, may be admitted to a degree or diploma course at the University of Malta.

The University may also consider admission by candidates registered at Institutions of Further Education and whose qualifications are considered comparable, in part or in whole, to the General Entry Requirements, whilst at the same time satisfying the Special Course Requirements as appropriate.

In addition, the University considers applications from mature applicants provided they are at least 23 years of age by 1st October of the year, or by the beginning of the course for which they apply. Such applicants need not necessarily have all the formal qualifications listed above but they would be required to demonstrate formal and informal learning achieved since they left secondary education. The faculties and the University Admissions Board assess such applicants to determine whether they have the necessary academic background to successfully complete the course of their choice.

No numerus clausus restricts admission of students into courses, except in the Bachelor of Dental Surgery course, the Diploma in Health Science (Dental Technology), the Bachelor of Science (Honours) in Physiotherapy and in a few postgraduate courses.

Informative leaflets outlining the special course requirements and other relevant information are available from the University's Students' Advisory Service.

**Bibliography: Matriculation Certificate Examinations 2006 Statistical Report**

**Institutions: MATSEC Board**

**Institutions: University of Malta**

## 6.7. Registration and/or Tuition Fees

See sections [6.7.1.](#) and [6.7.2.](#)

### 6.7.1. Non-university Tertiary Education

Maltese students attending the Malta College of Arts, Science and Technology do not pay tuition fees and registration fees. Students sitting for the Business and Technology Education Council (BTEC) examination pay the relevant registration fees existing at the time of application. Students registering for other programmes may be required to pay all fees as set by the foreign or local awarding body.

### 6.7.2. University Tertiary Education

No fees are charged to Maltese and EU students for full-time undergraduate day courses and no registration fee is payable. All students registered on courses run after normal hours pay tuition fees.

Non-EU students pay tuition fees for all courses.

## 6.8. Financial Support for Students

See sections [6.8.1.](#) and [6.8.2.](#)

### 6.8.1. Non-university Tertiary Education

See Section [5.9.](#)

### 6.8.2. University Tertiary Education

Undergraduate students at university are given financial support during their studies in the form of maintenance grants consisting of a lump sum at the beginning of the academic year together with a monthly allowance partly to cover basic expenses. The lump sum takes the form of a smart credit card which can be used in a number of approved shops, generally related to students' requisites, like bookshops, stationeries, computer shops.

I think there are some postgraduate courses for which students receive financial support but don't know which courses.

## 6.9. Organisation of the Academic Year

See sections [6.9.1.](#) and [6.9.2.](#)

### 6.9.1. Non-university Tertiary Education

The academic year at the Malta College of Arts, Science and Technology starts on the first working day of September and ends on the Friday of the first full week in July. There are two weeks holidays for Christmas and another two weeks for Easter. The summer recess starts in the second week of July and ends at the end of August. Teaching takes place on the basis of a five day week between 08.00hrs and 20.00hrs.

### 6.9.2. University Tertiary Education

The academic year starts on the first Monday in October and ends early July. It is divided into two semesters. Generally, the first semester ends on the last day of January and the second semester starts on 1st February. There are two weeks of recess for Christmas and another two weeks for Easter. The academic year may vary slightly from year to year, for example, depending on which date Easter falls. The University's administrative offices and facilities are open throughout the year.

Lectures start at 08.00 and can go up to 17.00. Each lecture lasts an hour. The University is open also in the evening up to 21.00 when a range of evening courses are held.

Academic year 2006 / 07,

- First semester: 2nd October 2006 to 3rd February 2007,
- Christmas Recess: 23rd December 2006 to 7th January 2007
- Tests and examinations first semester: 20th January to 3rd February 2007.
- Second semester : 5th February to 30th June 2007
- Easter Recess: 2nd April to 14th April 2007
- Tests and examinations 2nd semester: 26th May to 30th June
- Supplementary Assessments: 1st September to 15th September 2007
- Graduation dates: November / December 2007.

## 6.10. Branches of Study, Specialisation

See sections [6.10.1.](#) and [6.10.2.](#)

### 6.10.1. Non-university Tertiary Education

Currently, the Malta College of Arts, Science and Technology offers higher level courses as follows:

Institute	Area of Specialisation
Institute of Electrical and Electronic Engineering	Electrical & Electronic Engineering Communications Telecommunications
Institute of Mechanical Engineering	Mechanical Engineering
Institute of Art & Design	Graphic Design Spatial Design 3D Design
Institute of Information and Communication Technology (ICT)	Computing (Software Development) Computing (Networking)
Institute of Business & Commerce	Business Accounting Technicians Insurance studies Banking and Financial Services
Institute of Agribusiness	Animal Care

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 6.10.2. University Tertiary Education

**The following branches of study and areas of specialisation are catered for:**

Faculty	Areas of Specialisation
Faculty of Architecture and Civil Engineering	Architecture and urban design Building and civil engineering
Faculty of Arts (Humanities)	Arabic and Near Eastern Studies, Classics and archaeology, Maltese, English, Italian, French, German Studies, History, History of Art, Philosophy, Sociology, Social Studies, International Relations.
Faculty of Dental Surgery	Dental Surgery
Faculty of Economics, Management and Accountancy	Accountancy Banking and Finance, Economics, Management, Marketing, Public Policy, Social Policy and Social work
Faculty of Education	Arts and Languages in Education Education Studies Mathematics, Science and Technical Education Primary Education Psychology Youth and Community Studies Inclusive Education Adult Education Comparative Education Critical and Creative Thinking in Education Resources, Information and Computer Technology in Education Teaching English as a Foreign Language Education in Correctional Facilities
Faculty of Engineering	Communications and Computer Engineering Electrical Power and Control Engineering Manufacturing Engineering Mechanical Engineering Metallurgy and Materials Engineering Electronic Systems Engineering
Faculty of Laws	Civil Law Commercial Law Criminal Law European and Comparative Law International Law Public Law

Faculty of Medicine and Surgery	Anatomy Clinical Pharmacology and Therapeutics Pharmacy Physiology and Biochemistry Medicine Surgery Obstetrics and gynaecology Paediatrics Pathology Psychiatry Public Health Family Medicine
Faculty of Science	Biology Chemistry Physics Computer Information Systems Computer Science and Artificial Intelligence Mathematics Physics Statistics and Operations Research
Faculty of Theology	Church History Patrology and Palaeochristian Archaeology Fundamental and Dogmatic Theology and Ecumenism Moral Theology Pastoral Theology Liturgy and Canon Law Philosophy Sacred Scripture Hebrew and Greek

The University Centres cover the following areas of study:

The Centre for Communication Technology specialises in communication studies, journalism, library and information studies, library information and archive studies, integrated marketing communications. There are also centres for Environmental Education and Research, Gerontology, European Documentation and Research, Euro-Mediterranean Educational Research and Labour Studies.

The University Institutes have responsibility for the following areas of study:

Agriculture, Anglo-Italian Studies, Baroque Studies, Design and Development of Thinking, Energy Technology, Forensic Studies, Nursing, Midwifery, Communication Therapy, Dental Technology, Environmental Health, Medical Laboratory Science, Occupational Therapy, Physiotherapy, Podiatry, Radiography, Health Services Management, Linguistics, Maltese Studies, Masonry and Construction Research, Mediterranean Anthropology, Contemporary Mediterranean Studies, Geography, Hispanic Studies, History of Mediterranean Civilisation, Music Studies, Theatre Studies, Physical Education and Sport, Public Administration and Management, Diplomatic Studies, Environment Studies, Insular Coastal Dynamics, Islands and Small States Studies,

The University's Gozo Centre runs a number of pre-tertiary short and long courses in Malta's smaller sister island, Gozo and provides logistical support for University courses.

First cycle degree courses vary in length from three to four years, depending on the specialisation and the area of study.

Masters' courses are usually one to two years' long full-time or three years' long part-time.

Doctoral studies through research last from three to eight years, depending on whether research is conducted on a full-time or a part-time basis.



Institutions: University of Malta

## 6.11. Curriculum

See sections [6.11.1.](#) and [6.11.2.](#)

### 6.11.1. Non-university Tertiary Education

The Malta College of Arts, Science and Technology (MCAST) has full autonomy in developing curricula of study and training based on the concept of lifelong learning. The curriculum in all its provision is the result of ongoing consultations between the College authorities and the various economic sectors. This ensures that the knowledge, skills and competencies within the curriculum are appropriate and relevant for a changing economic landscape. Courses include both elective and compulsory units.

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 6.11.2. University Tertiary Education

The University, its Faculties, Centres and Institutes have full academic autonomy and freedom to develop the nature, content and structure of their courses and programmes of studies. The University is fully involved in the Bologna Process and ensures that changes in its curricula are in line with developments within the Process. Courses and programmes of study are developed and proposed by faculties, institutes or centres and approved by the Senate. All study-units within courses are assigned credits according to the European Credit Transfer and Accumulation System (ECTS) which is the only credit system in use at the University since 2003/4. The number of hours of studies for students is indicated by the number of ECTS credits assigned to the individual study-units.

Maltese and English are the two official languages of the University. Teaching is generally delivered in English, except where Maltese and foreign languages studies are concerned, in which case the language being studied is used.

The University also offers a programme of studies at pre-tertiary level extending over one academic year of full-time study leading to the University's Certificate in Foundation Studies. This course offers international students coming from diverse cultures and backgrounds an introduction to university life and studies in Malta. The course is specially designed to enable international high school students who have completed their secondary or high school education overseas to qualify for admission to an undergraduate degree course at the University. Apart from a strong English language component, the Foundation Studies Course offers a range of study-units relating to Special Course Requirements of the undergraduate degree course that the student intends to apply for. The Director of the Course as well as Student Welfare and Advisory Officers from the International Office offer constant support to students following the Foundation Studies Course.

Institutions: University of Malta

## 6.12. Teaching Methods

See sections [6.12.1.](#) and [6.12.2.](#)

### 6.12.1. Non-university Tertiary Education

Many courses offered at the Malta College of Arts Science and Technology (MCAST) are module based. Teaching methods include both theoretical and practical sessions in laboratories and workshops. Some of the courses may also include statutory on the job training. Wide use of ICT is made by teaching staff and students. MCAST has a state of the art Library and a Learning Resource Centre in line with many similar facilities found abroad. The centre makes extensive use of computers and IT equipment to support student research on programmes and assignments. These have the role of providing the means where students and staff can learn on their own and can be guided on how to master the skills of independent learning. The library as a necessary requirement provides as broad and deep a range of information in all its formats and from all sources as MCAST can afford and secondly make this information readily available. The library also provides information literacy services which could be as simple as clear library signage, a well designed and presented library web-site and on-line catalogue, short library tours to longer courses of instructions on library use.

### 6.12.2. University Tertiary Education

Courses at the University are mainly academic in nature and are structured on the modular (study-unit) system. Some courses leading to the professions (e.g. education, engineering, medical and health sciences) incorporate teaching or work placements, fieldwork, and similar experiences within the course. Part-time courses undergraduate as well as some postgraduate courses are often followed by students who are already employed and probably carrying out work directly related to their field of study or specialisation.

Methods of instruction vary and include formal and non-formal lectures, seminars, group projects, tutorials, practical work in laboratories or workshops, fieldwork, depending on the type of programme of studies. Generally, a variety of methods are adopted according to the topic being considered. The use of communication technologies during lecturing has become the norm. Lecturers are free to use their teaching methods and instruments. Students are often referred to a range of reference books which they can purchase or borrow from the extensive library.

Computerisation of the library services has facilitated literature searching and information retrieval. In many areas, the library offers online access to electronic indexing services and bibliographical databases. The same holds true of journal access. The library organises guided tours, lectures and bibliographical guides for students and information services help students with their research for dissertations. Reader services include an inter-library loan and overseas photocopying services for material unattainable locally.

The Computing Services Centre (CSC) offers a range of facilities and services to assist members of staff and students with their computing related needs. Services include Internet, access to library online periodicals and access to other University information systems. A number of computer laboratories are available for use by students and staff at various localities on campus. The CSC operates the video-conferencing facilities at the University. The CSC connects together over 3,000 universities in Europe and other research communities worldwide.

The Students Advisory Services and the Students' Counselling Services at the University and the Information Centre at MCAST provide support to students during their course as and when required and requested.

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: The Computing Services Centre, University of Malta

Institutions: University Library

## 6.13. Student Assessment

See sections [6.13.1.](#) and [6.13.2.](#)

### 6.13.1. Non-university Tertiary Education

The Malta College of Arts, Science and Technology offers programmes emanating from foreign awarding bodies as well as a number of local qualifications. The method of assessment is very often governed by the specification being followed. However, lecturing staff make use of modern educational methodology as well as extensive use of modern equipment as the institutes may permit. This facilitates the assessment of students who are very often encouraged to take part in group work and assignments which contribute to their final grades.

Many programmes incorporate a system of internal verification which evidences that the competences established by the syllabus have been followed and obtained. This mechanism is built into the system and sampling is done according to established guidelines. In some cases internal verification is followed by external verification.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 6.13.2. University Tertiary Education

A student's performance and progress can be assessed in a number of ways ranging from an assignment which could include either a relatively short or long written paper or oral presentation to a record of an experiment or an examination or any combination of these methods. The lecturer responsible for the study-unit determines the method of teaching and assessment. These methods of teaching and assessment for each study-unit is indicated in the study-unit description and published in the catalogue of study-units, following approval by Senate. All students on the same study-unit are assessed by the same method/s of assessment.

Assessments may be made (a) in a continuous mode, that is, by a set of assessments which may take the form of class tests, take-home assignments, oral tests, practical work / projects, or a combination of two or more methods, or any other method of continuous assessment approved by the Board; or (b) in a final mode, that is by a single assessment at the end of the study unit; or (c) in a continuous and final mode, that is, partly by a set of assessments distributed throughout the study-unit and partly by an assessment at the end of the study unit.

Synoptic study-units and all compulsory study-units conducted at the end of the last semester of any course leading to a diploma or an undergraduate degree normally include an examination component which contributes not less than 60% towards the final mark of the unit.

Students who fail in any study-unit, except a study-unit that is declared to be non-compensatable in a Programme of Studies, with a mark of not less than 35% and whose year mark average is at least 50% is awarded the grade of CP (compensatory pass), is awarded credit for the unit by compensation and is not required to be reassessed. Students who fail in any study-unit and who are not eligible to a compensatory pass are allowed a supplementary assessment.

**Institutions:** University of Malta

## 6.14. Progression of Students

See sections [6.14.1.](#) and [6.14.2.](#)

### 6.14.1. Non-university Tertiary Education

Many of the higher level programmes offered by the Malta College of Arts, Science and Technology (MCAST) extend over a period of two or three years. During each year of study students are expected to cover a number of units or modules and to perform adequately in the assessments forming part of the programme.

In situations where students do not manage to obtain a number of units provision is made for the students to re-do the work necessary in order for them to progress into later years.

The number of units a candidate may re-sit is limited by the course regulations as is the number of times that a candidate may re-submit work which had previously been submitted and considered to be of insufficient standard.

In those instances where the academic performance of the candidate is considered to be insufficient, the student is withheld from progressing to the second or third year of their course and is offered the chance to repeat the year in order to achieve the unobtained units. This facility is given to all students facilities permitting.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 6.14.2. University Tertiary Education

Over one full-time academic year university students are expected to cover a number of study-units, on successful completion of which students are awarded a total of 60 ECTS credits. On obtaining the 60 ECTS credits students can register as regular students in the following year of their course. Students who fail to obtain all the credits can sit for a supplementary session under certain conditions. Those students who after the supplementary session need not more than 10 ECTS credits in order to successfully complete the course programme for the year, whenever possible and after academic counselling by the Dean and / or the Head of Department, are given one of the three following options:

- (a) refer the failed study-units to the following year to be done over and above the study-units indicated for that year, or
- (b) repeat the unit in an additional year of studies if the student is in the final year of the course, or
- (c) repeat the year, if eligible in terms of the regulations.

Those students who opt to refer failed units to the following year (option A) are progressed to the next year of studies and are considered as conditionally progressed students. Students who again fail the assessment of a referred study unit in a normal session of examinations are allowed a final re-assessment in the September supplementary session if they are eligible according to regulations. Students are not allowed to continue with the course if, after the supplementary assessment session of that year, they again fail to obtain the required credits for any of the referred compulsory units. A study unit may be referred to the following year only once.

Students who, by the end of a particular academic year of study, lack more than 16 of the credits required for their current year including credits for referred study-units are not allowed to sit for the supplementary session. These students are required to repeat the year if eligible in terms of the regulations. If they are not eligible to repeat a year, students are required to withdraw from the course. Students are allowed to repeat the same year of a course once only.

In the final year of a course students, who after the supplementary session of examinations, still need to successfully complete only one study-unit (normally a dissertation, a long essay or a project) to which more than 8 ECTS credits are assigned in order to successfully complete the course, may be allowed an extra year of study in which to complete the missing unit.

Institutions: [University of Malta](#)

## 6.15. Certification

See sections [6.15.1.](#) and [6.15.2.](#)

### 6.15.1. Non-university Tertiary Education

The Malta College of Arts, Science and Technology (MCAST) certifies all its Level 4 programmes during graduation held each year. For some programmes certification is issued jointly by Edexcel/Business and Technology Education Council (BTEC) and MCAST, whilst for other programmes certification is issued by MCAST or the examining body as the case may be.

The entitlement to certification is automatic for students who satisfy all the criteria establish for the course and no overall grading is provided unless this is offered by the external awarding body with whom the candidates sat for their final examinations.

MCAST has adopted a policy of graduating all students who manage to satisfy all the criteria for the programme, irrespective of the year when achievement is finally obtained. This recognizes the fact that a number of students may require more time to successfully complete their studies. It also rewards the effort, persistence and commitment of the candidates in following the programme to the very end.

Institutions: [Malta College of Arts, Science and Technology \(MCAST\)](#)

### 6.15.2. University Tertiary Education

The University issues accredited Certificates and Diplomas and Degrees at Bachelor, Masters and Doctorate levels.

The Certificates awarded by the University are unclassified.

The Diplomas may be awarded 'With Distinction' or 'Pass'.

Ordinary degrees are of three years' duration during which a student must accumulate a total of 180 ECTS credits of which not more than 4 at Level 0, not less than 56 at Level 1, 56 at Level 2 and 56 at Level 3. Such degrees may be awarded in any of the following categories:

- Category I
- Category II A
- Category II B
- Category III.

Honours degrees may be either of 3 years, 4 years or of 5 years full-time study. The three-year Honours degree is awarded in one area of study and requires the accumulation of 180 ECTS credits of which not more than 4 at Level 0, not less than 56 at Level 1, 56 at Level 2 and 56 at Level 3, the latter all in the area taken at honours. The four-year honours degree is awarded in two areas of study and requires the accumulation of 240 ECTS credits of which not more than 4 at Level 0, not less than 56 at Level 1, 56 at Level 2 and 112 at Level 3 and Level 4.

The Levels 3 and 4 units are divided equally between the two areas taken at honours. In the case of a 4-year full-time honours professional degree the professional units will be at Level 4. The 5-year

honours degree requires the accumulation of 300 ECTS credits of which not more than 4 at Level 0, not less than 56 at Level 1, 56 at Level 2 and a further 168 at Levels 3 and 4.

The honours degree may be awarded in any of the following classes:

- First Class Honours
- Second Class Honours (Upper Division)
- Second Class Honours (Lower Division)
- Third Class Honours

The classification of awards is determined by the Award Classification Board in accordance with criteria that are indicated in the general regulations and in the course bye-laws and that are made subject to the following provisions: (a) the performance in study-units in a Certificate or Diploma Course Programme is normally weighted equally except that, in the case of Diploma programmes that include Level 2 study-units (study-units offered in Year 2 of an undergraduate course), such units may be weighted by a factor that is not more than twice that of Level 1 units (study units normally offered in Year 1 of an undergraduate course); (b) In degree programmes the performance in study-units of each year of the course may be weighted differently towards the Final Weighted Average Mark, provided that the weighting of the study-units of any particular year is not more than 65%.

Award Classification Boards consult the following guidelines when deciding on the classification of awards at the end of each course:

a Diploma is normally awarded 'With Distinction' to students whose Final Weighted Average Mark is not less than 80%;

Degrees are normally awarded as follows:

Average Mark	Ordinary Degrees	Honours Degree
100% - 80%	Category I	First Class Honours
79% - 70%	Category IIA	Upper Second Class Honours
69% - 55%	Category IIB	Lower Second Class Honours
54% - 45%	Category III	Third Class Honours

The Award Classification Board, at its own discretion, may award the degree with a higher category or class than that indicated to students whose Final Weighted Average Mark is up to five marks less than the threshold (minimum) for the category / class. In such cases the Award Classification Board is required to minute the decision and the justification for it.

The Award Classification Board may also award a diploma or degree with a lower category / class than that indicated in the above guidelines. In such cases the Classification Board is required to obtain the authorisation of the Board of the Faculty or Institute or Centre responsible for the particular course that will minute the decision and the justification for it. The student/s concerned may appeal to Senate against the decision within two weeks of the publication of the Final Classification.

Certificates, diplomas and degrees awarded by the University of Malta enjoy international recognition.

The University awards the Master of Philosophy – M.Phil. - degree on the successful defence of a dissertation based on original research. The applicant for registration of the M.Phil. degree must be in possession of a good Honours degree (normally not below Second Class – Upper) of the University of Malta or another university or qualifications of comparable standard recognised of this purpose by the University's Senate. Studies for a M.Phil. degree extend over the following periods; (a) not less than 15 months and not more than 3 years in the case of full-time study; (b) not less than 30 months and not more than 5 years in the case of part-time studies.

The University awards the Doctor of Philosophy – Ph.D. - degree on the successful defence of a thesis containing original and significant contributions to knowledge in one of the disciplines studied at the University. The applicant for registration for a Ph.D. must be in possession of a Master's degree of the University of Malta or of another university or qualifications of a comparable standard recognised for the purpose by the University's Senate. Studies for a Ph.D degree extend over the following periods:



(a) not less than 3 years and not more than 5 years in the case of full-time studies; (b) not less than 4 years and not more than 8 years (which should normally include one year of full-time study) in the case of part-time studies.

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

## 6.16. Educational/Vocational Guidance, Education/Employment Links

See sections [6.16.1](#), [6.16.2](#), and [6.16.3](#).

### 6.16.1. Non-university Tertiary Education

The Malta College of Arts, Science and Technology provides a student information service, and a learning support service see section [5.18.2](#).

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 6.16.2. University Tertiary Education

Educational and vocational guidance and counselling

The University's Students Advisory Services was set up to provide a growing student population with more personalised services. The office integrates both a public relations and an administrative function and provides assistance to students in the following major areas:

- Practical or personal issues related to career paths and courses of study within the local context;
- Establishment and maintenance of links with schools particularly those at the post-secondary levels;
- Assistance to the Registrar with enquiries relating to courses of study and the provision of information; and
- Advice to prospective students and vocationally related clientele.

The office is also responsible for the Graduates Tracer Study that is published triennially. It collects information about the different courses at the University and collates them in a Course Information CD. These are used as a tool by both the Advisory Office and other guidance offices around the island. The service operates in close liaison with the Counselling Services, the Admissions and Records Office and the other offices of the Registrar.

The university years can be a time of personal discovery and a unique time to work on personal issues. Counselling is provided in order to allow students to make the most of their time at university in preparation for a fulfilling life. Short-term personal counselling is offered on an individual basis and in a confidential setting. Counselling provides students with a chance to understand and change feelings, behaviour and situations that are problematic.

Apart from individual counselling, the Service offers students the opportunity to work on personal issues in a group setting. This is done through the organisation of psychotherapy groups and workshops on specific issues like time management, relationships, procrastination, self improvement, grief and bereavement.

The Service enables students having difficulties with their studies to work through these problems. Students are helped in times of stress, especially before and during examination time and while writing their dissertations. Any university student can consult the Counselling Services that are provided free of charge and all communication is kept confidential.



Institutions: University of Malta

### 6.16.3. Education – employment links

Links between the worlds of education and employment are increasingly being developed. Initiatives are taken in a number of faculties to familiarise students with the world of work. These initiatives include actual placements, such as those of student teachers in the Faculty of Education, and industry linked projects in the Faculty of Engineering. Some courses have work experiences as an integral part of the academic course. Courses in the Faculty of Medicine and Surgery have direct work related periods. Students following nursing courses have work experiences in hospitals and / or clinics. A number of faculties organise study visits for students. During the summer vacation students may opt to perform work, sometimes directly related to their studies, in Government departments or entities. On an individual basis, several students look for work experiences related to their academic studies during their University course, again, particularly during their summer vacation, and a number of these students may be contracted to work for the establishments in which they practise after they finish their degree course. Students following University part-time courses are generally already in employment. A number of professions require graduates to have a specified period of work experiences before obtaining a warrant.

The University included the strengthening of links as one of the main goals for its strategic plan 2002 – 2006. The objectives include:

To continue to train professional personnel who, through their intellect, know-how capabilities and initiatives will lead local enterprises to higher level of productivity and material wealth;

Work closely with industry and other training bodies such as the Malta College of Arts, Science and Technology (MCAST) and the Employment and Training Corporation (ETC) – the employment and training agency to seek solutions that are particularly suited to Malta's technological and economic needs;

Undertake collaborative research and hands-on projects to help the local labour market meet new challenges posed by global, technological and economic needs.

In order to achieve these aims, the University is taking the following actions:

Ensure that course content reflects the latest developments to meet the present and future needs of local industry and commerce;

Use the data collected from the Graduate Potential Seminar research to ensure that graduates obtain the know-how needed by the labour market, as well as develop leadership capabilities, work competencies and entrepreneurial skills to take initiatives and to create opportunities for economic growth;

Establish a Careers Office to work closely with leaders in local industry, commerce and the ETC to match the needs of the world of work and the aspirations of graduates;

With local industry and through the international – especially European Union – funding, stimulate joint research projects towards such initiatives as the Small and Medium sized companies;

Through units such as the MUS (Malta University Services), the CLS (Centre for Labour Studies), and the IPA (Institute for Public Administration) provide extension courses and training to all categories of workers who seek or need to develop their vocational / professional skills and knowledge;

Through its own example, the University will continue to serve as a model employer by adopting innovative measures to stimulate productivity, quality services and harmonious labour relations;

Retain its traditional characteristics as a humane and friendly institution where all categories of staff work and intermingle with mutual respect.

Institutions: Centre for Labour Studies

Institutions: Employment and Training Corporation

Institutions: Foundation for International Studies

Institutions: Institute of Health Care  
Institutions: Malta University Services  
Institutions: University of Malta

## 6.17. Private Education

Private tertiary education in Malta is provided through local tuition centres that act as agents / representatives of foreign, mainly British, tertiary education institutions. A number of centres provide both full-time and part-time courses, sometimes adopting distance learning supplemented by group lectures and tutorials. Most centres concentrate on a number of specific courses, particularly with a vocational / business / management / information technology bias. Very popular is the Master in Business Administration in its various facets. Some have substantial facilities and engage local academic staff working in close collaboration with the academic staff of the mother tertiary institution. They are usually proud to record the successes of their students. Some centres are attracting a number of foreign students who follow an internationally recognised degree awarded by a foreign university at a significantly reduced cost. All these institutions are financed through the fees they charge to students.

Bibliography: List of Commercial Schools in Malta

## 6.18. Organisational Variations, Alternative Structures

A tertiary education level institution that organises a number of courses is the Foundation for International Studies, founded in 1987, based in Valletta in the original University building which dates from 1592. It is the international relations arm of the University of Malta, a status instituted formally by Statute in 1994. However, the Foundation is an autonomous, self-governing organisation housing the University's International Office and a number of institutes with an international dimension. The Rector of the University is also the Chairman of the Foundation.

The Foundation is partly subsidised by Government but it generates its own funding mainly through the organisation of short courses, international conferences and international research and other projects. It helps develop links with foreign universities. The Foundation has a well established reputation in the international education arena and with other cultural organisations, in particular the European Union, the Council of Europe and UNESCO.

Within the Foundation for International Studies there are the International Environment Institute, the Euro-Mediterranean Centre on Insular Coastal Dynamics and the Institute for Islands and Small States.

Within the University of Malta there is also the University of the Third Age which runs courses for elderly people in a number of areas of interest. These courses do not entail any assessments but are rather meant to inform, educate, entertain and keep the elderly actively interested in various aspects of knowledge and life.

Institutions: Foundation for International Studies  
Institutions: University of Malta  
Institutions: University of the Third Age

## 6.19. Statistics

**Students receiving tertiary education by field of study, ISCED level and sex - 2004/05**

	ISC. 5a			ISC. 5b			ISC. 6		
<b>Field of Study</b>	M	F	T	M	F	T	M	F	T
Engineering, Manufacturing and Construction	499	207	706	24	1	25	5	1	6
Health and Welfare	350	670	1,020	95	240	335	10	5	15
Social Sciences, Business and Law	1,468	1,870	3,338	269	310	579	9	1	10
Education	342	925	1,257	71	153	224	1	1	2
Humanities and Arts	493	680	1,173	46	36	82	10	5	15
Science	344	190	534	20	2	22	2	3	5
Agriculture	4	0	4	46	22	68	-	-	-
Services	11	4	15	3	3	6	-	-	-
Foundation Courses	51	38	89	-	-	-	-	-	-
<b>Total</b>	3,562	4,574	8,136	574	767	1,341	37	16	53

Source: National Statistics Office: Education Statistics 2005

**University Student Population by Faculty/Institute - Academic Year 2006/07**

Faculty/Institute	Female	Male	Total
Board of Studies for Information Technology	57	243	300
Centre for Communication Technology	198	120	318
Centre for Labour Studies	16	39	55
Institute for Conservation and Management of Cultural Heritage	18	8	26
Edward de Bono Institute for the Design and Development of Thinking	29	16	45
Euro-Mediterranean Centre for Educational Research	7	2	9
European Centre of Gerontology	7	3	10
European Documentation and Research Centre	80	45	125
Faculty of Architecture and Civil Engineering	111	142	253
Faculty of Arts	698	435	1,133
Faculty of Dental Surgery	21	19	40
Faculty of Economics, Management and Accountancy	1,174	988	2,162
Faculty of Education	1,099	326	1,425
Faculty of Engineering	110	363	473
Faculty of Laws	513	323	836
Faculty of Medicine and Surgery	341	209	550
Faculty of Science	202	216	418
Faculty of Theology	90	154	244
Foundation Studies Programme	21	11	32
Institute for Islands and Small States	24	18	42
Institute for Maltese Studies	0	1	1
Institute for Masonry and Construction Research	1	3	4
Institute for Physical Education and Sport	18	28	46
Institute of Agriculture	10	46	56
Institute of Forensic Studies	29	15	44
Institute of Health Care	549	197	746
Institute of Linguistics	0	1	1
Institute of Public Administration and Management	10	13	23
International Environment Institute	3	4	7
International Institute for Baroque Studies	8	12	20
Mediterranean Academy of Diplomatic Studies	20	24	44
Mediterranean Institute	12	8	20
Total	5,476	4,032	9,508

Source: Registrar's Office, University of Malta - February 2007

**Bibliography: Education Statistics 2005**

Institutions: National Statistics Office

Institutions: University of Malta

## 7. Continuing Education and Training for Young School Leavers and Adults

### Introduction

Lifelong learning opportunities have been provided for several decades in Malta. Formal education and training were mainly offered but not exclusively by the State's central education authorities (please see note 1 below) with the provision of a range of evening courses and some day courses, and programmes run by the Malta College of Arts, Science and Technology (MCAST) (please see note 2 below), the Institute for Tourism Studies (ITS) and the Employment and Training Corporation. Two Higher Secondary Schools see section 5.5.2.1. offer an opportunity to school leavers who have obtained only limited qualifications by the end of their compulsory education. Strictly speaking, State post-secondary education and training institution do not impose any age barrier to applicants wishing to join their courses or programmes. Commercial tuition centres over the last few decades have also been providing educational services to school leavers and adults not in possession of formal qualifications. At the same time, these institutions, together with, MCAST, ITS and to some extent the University, offer continuing vocational training for already qualified young people and adults.

Several organizations and institutions operate throughout the Maltese islands in the field of non-formal adult education without a direct link to the labour market and generally not requiring specific qualifications. They generally provide the learner a range of opportunities for personal, social, civic and cultural development.

### Note:

1. Formerly the Education Department, currently called the Education Division
2. Prior to its setting up in 2001, through the various education and training institutions that now form part of the Malta College of Arts, Science and Technology

Institutions: Department of Further Studies and Adult Education

Institutions: Education Division

Institutions: Employment and Training Corporation

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

### 7.1. Historical Overview

Adult education in Malta has a long history and for several years, particularly in the 1950's and 1960's has been associated with adult literacy and adult training programmes, mainly for emigration purposes. Act X of 1952 made provision for the regulation of the training of apprenticeships and learners in industry. Government industrial training centres were set up to provide intensive training scheme in basic trades.

A number of initiatives in the provision of adult education were taken by the clergy and professional teachers. In 1851, night schools were opened by Rev. Paolo Pullicino. The teaching of English was introduced in these schools in the 1880's. More evening schools were opened in order to reduce the high level of illiteracy among adults. These schools were closed during the Second World War but were reopened afterwards.

Initiatives in adult education were promoted by the Maltese educator Manuel Dimech. In 1898, he published three books for adults wanting to learn languages through self-tuition. In 1911 he founded the organisation 'Ix-Xirca tal Imdaulin' (The Fellowship of the Enlightened) in order to promote awareness of people's rights. In 1913, the association opened night schools for illiterate adults.

The Employment and Training Corporation (ETC) – the national employment and training agency was set up in 1990. An important part of its responsibility is to organise relatively short courses, often skills and competencies based, for adults seeking employment or wishing to change their job. The range and number of courses on offer has increased steadily becoming quite popular with the unemployed. Moreover, the ETC can respond quite fast to address emerging skills needs.

In 1993, the University of the Third Age was set up primarily aimed at retired persons. Courses at different levels and on a range of educational, cultural and sociological themes as well as other more specialised areas are held throughout the 'academic year'.

The Department of Further Studies and Adult Education (DFSAE) within the Education Division is today the main provider of literacy and numeracy classes for adults. The Department collaborates with Local Authorities, other public agencies, NGOs and private enterprise in the fields of adult basic skills. The DFSAE increasingly developed over the years an educational provision for adults and is currently providing a considerable number of courses on a wide variety of subjects and which are offered to both young people and adults. These courses which range from elementary to advanced level are run in a number of centres, usually housed in mainstream schools buildings (in the evening). A number of courses may lead to established examinations at ordinary, intermediate and advanced levels, while other courses are less formal and are aimed at self improvement, leisure or the acquisition of skills, traditional crafts or the expressive arts. European Computer Driving Licence (ECDL) and other ICT courses have become very popular and are highly subscribed. The Department has launched a decentralization process by redistributing some of the provision on a regional basis in line with the community learning policy within the newly created Colleges see section [2.2](#).

Launched in late 2001, the Foundation for Educational Services (FES) was conceived as a mechanism that works hand-in-hand with the Education Division at the Ministry of Education in Malta to provide a range of innovative educational initiatives including ones in the field of literacy, family learning support and parental involvement.

The Malta College of Arts, Science and Technology (MCAST), established in 2001, is a very active centre for adult education in the evening. Prior to its setting up, the various education and training institutions that today form part of MCAST had provided a variety of courses in the technical area, at elementary, craft and technician levels. Today, it provides a whole range of courses on a regular basis.

One needs to record that the University provides courses that are open to and attended by adults both during the day and during the evening, ranging from certificate to diploma to degree, including Masters, levels.

The Government has its own Staff Development Organisation that organises on a regular basis various courses for different sectors of government. Some courses are applicable to all employees, for example the IT courses, while others are of a more specialised nature. Some of the larger corporations and employers provide their in-house education and training, mainly for their own employees. Various commercial institutions hold courses that are open to school leavers and adults.

Note: The Department of Education as from 1995 became the Education Division

Bibliography: Education in Malta

Bibliography: Manuel Dimech's Search for Enlightenment

Bibliography: Night Schools and Basic English: Adult Literacy Education in Malta 1946-1973

Institutions: Department of Further Studies and Adult Education

Institutions: Foundation for Educational Services (FES)

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Staff Development Organisation

## 7.2. Ongoing Debates and Future Developments

The concept of lifelong learning is gradually and steadily being understood by the general public. The fact that so many workers cannot consider their current job as a job for life is becoming a wake up call for on-going education and training.

Although the formal lifelong learning strategy is currently being developed, lifelong learning provision is widespread. What is mainly required (and currently being undertaken) is to develop the appropriate national vision and to set the objectives, to carry out an exercise to indicate lacunae in the provision, to identify emerging needs, to satisfy fully the existing demand, to provide the required resources, to coordinate the various sectors contributing to lifelong learning. A lot has been done already but more needs to be done in order to develop a learning society.

Another area for discussion is the contribution that industry, commerce and the services can make in this area.

Non-government organisations and institutions that have been making their contributions to lifelong learning, even before the concept was being widely disseminated, could do even more if they were provided with additional resources.

## 7.3. Specific Legislative Framework

The main legislative framework for adult education falls under the Constitution of Malta (1964), the Education Act (1988), the National Minimum Curriculum (1999), and the Employment and Training Act (1990).

The Constitution of Malta refers to education in article 11 which states that (a) capable and deserving students, even without financial resources, are entitled to the highest grades of education, and (b) the state shall give effect to this principle by means of scholarships and other provisions on the basis of competitive examinations.

The Education Act states in article 48 that it shall be the duty of the state, having provided for the education of Maltese citizens to enable them to form their own judgement, to establish such scholastic facilities which the state may deem necessary to provide citizens with the opportunity to qualify in trades, skills, artisan and technical or commercial activities and in the professions in order to prepare, instruct and instill discipline in those citizens for work in the community. Besides, Act XIII of 2006 which amended the Education Act is permeated with provisions for lifelong learning.

The Employment and Training Services Act (1990) Article 16 establishes the functions of the Employment and Training Corporation in regards to the provision of training services.

The Business Promotion Act (Act XXI of 1988) and subsequent amendments enacted principally with the objective of encouraging the establishment of new businesses and the expansion of existing ones includes provisions for fiscal measures to help businesses provide training for their employees and the granting of training grants.

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Legislation: Employment and Training Services Act

Legislation: National Curriculum Regulations, 2000

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Employment and Training Corporation

## 7.4. General Objectives

The National Minimum Curriculum (NMC) makes reference to 'lifelong education' rather than strictly 'lifelong learning'. One actually recognizes that compulsory education together with the family, nursery and kindergarten education, should be regarded as the start and foundation of a lifelong education process. The skills that the NMC associates with the concept are mainly:



To be aware of one's educational needs and the limitations of one's skills;

Knowing where to look for information;

Availing oneself of existing resources to satisfy those needs;

To be capable of evaluating one's learning progress and outcomes;

To be capable of making productive use of new learning.

These skills should be complemented by attitudes that are appropriate to such learning.

Besides the objectives contained in the NMC each education and training institution has its own particular objectives and field/s of interest.

### 7.4.1. Basic Education

The Department of Further Studies and Adult Education within the Education Division of the Ministry of Education, Youth and Employment, states its general objectives to be that of offering individuals the opportunity to maintain their ability and competences, to upgrade their skills, to learn new competencies or enrich their lifestyle through lifelong learning and training courses.

The courses organised by the Lifelong Learning/Adult Education Centre of the Department aim:

- To improve individuals academically for self-fulfilment;
- To improve possibilities of employment and chances to better their position at work, and
- To develop background knowledge so that parents and other adults may help their children in their homework and studies.

The Basic Skills Unit of the Malta College of Arts, Science and Technology (MCAST) assists students who have no formal qualifications or who do not have the required levels of Maltese, English, Mathematics and Information Technology to succeed in their chosen course of study by giving them additional support in these skills. This support is given through specialised programmes where experienced tutors draw up a personal profile of the student after an initial screening test. The tutor maintains an on-going record of the student's progress throughout the Basic Skills programme.

The Learning Support Centre of MCAST offers a range of additional services to students on mainstream courses. It also provides supported courses for students who do not have any formal qualifications, or who for a variety of reasons find learning difficult.

The General Foundation Courses at MCAST are aimed at school leavers aged 16 and 17 who have completed their compulsory education but who for whatever reason have not achieved any formal qualifications, and are uncertain about which course to follow. The students sit for a screening test to assess their level of general education and basic skills.

The Pathway to Independent Living Course at MCAST is a one-year course for school leavers with moderate learning difficulties. The course teaches them independent living skills and gives students the opportunity to sample areas of vocational interest to them. The possibility of working in the wider community or where suitable follow a course in one of the MCAST Institutes.

**Institutions:** Department of Further Studies and Adult Education

**Institutions:** Lifelong Learning Centre

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 7.4.2. General Education

The Department of Further Studies and Adult Education holds courses leading to qualifications at the Secondary Education Certificate (SEC) as well as at the Matriculation level. These courses are specifically aimed at students who had failed to obtain pass the relevant examination. These courses help individuals:

To improve academically in a subject or a number of subjects;

To enable them to follow a higher education course;

To increase their chances of employment through obtaining more academic qualifications, and

To enable parents to assist their children with their studies.

Courses at the different levels of undergraduate and postgraduate studies organised by the University in the evening for adults provide professional development with the possibility for career advancement.

The University of the Third Age gives participants the opportunities to remain interested in the acquisition of knowledge and to retain interest in the various personal, social, academic and cultural aspects of life.

**Institutions:** Department of Further Studies and Adult Education

**Institutions:** University of the Third Age

### 7.4.3. Vocational Education and Training

The general objectives of the Department of Further Studies and Adult Education have already been described see section 7.4.1.

The general objective of the Employment and Training Corporation (ETC) is to provide training as part of the lifelong learning process through which one needs to constantly update one's skills and adapt oneself to the changing circumstances at the place of work and world of employment. The main objective of training programmes provided by the Employment and Training Corporation is the development of occupational skills targeted at new labour market entrants, unemployed, employees involved in restructuring exercises and self employed. It also provides training targeted at disadvantaged groups to enhance their capabilities to integrate into the labour market.

The Night Institute for Further Technical Education within the ETC has the following aims:

Providing professional skills updating, helping workers to progress professionally in their workplace;

Retraining employees whose skills no longer fit the demands of the market;

Providing supplementary education in technology;

Reducing the gap between the trainees' competence and the requirements of industry;

Providing professional training and training of the unemployed for jobs in industry.

The mission statement of the Malta College of Arts, Science and Technology is:

'to provide universally accessible vocational and professional education and training with an international dimension responsive to the needs of the individual economy'.

**Institutions:** Employment and Training Corporation

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 7.4.4. Teaching of English as a Foreign Language

Malta has established itself as a leading centre for the teaching of English as a foreign language to foreigners.

**Bibliography:** List of Schools teaching English as a Foreign Language

### 7.4.5. Expressive Arts Education

The general objective of Arts education is the appreciation the cultural aspects of the world around us, with particular reference to a specific area or areas according to the main objective of the organising agency, association, institute, organisation. Some entities restrict their activities to passive appreciation while others promote active participation in the cultural aspect involved.

The Government's School of Art provides basic techniques in a wide variety of media. Courses at different levels and in various areas, including painting and sculpture, wood and stone carving, gold and silver-smithing, history and appreciation of art, gilding and enrichment and creativity, prepare students for higher studies, including Diploma courses.

The Government's Drama Centre organises courses in the various aspects of drama, including acting, script writing, drama for personality development, stage management, community theatre, musical theatre, and costume design. A number of commercial drama schools are flourishing; they sometimes prepare students for external examinations.

The Government's School of Music organises courses in the theory and practice of music, history of music, ear training, composition, scoring, improvisation, jazz, and in the playing of a whole range of musical instruments. There is a band club or two in practically all towns and villages where music theory and practice is taught. Choirs are found in a number of towns and villages, often associated with a parish church. A large number of private music tuitions centre are found in the four corners of the islands, generally preparing students for external examinations.

**Bibliography: Creating the Future Together - National Minimum Curriculum**

Institutions: Department of Further Studies and Adult Education

Institutions: Gozo Drama Centre

Institutions: Gozo School of Music

Institutions: Johann Strauss School of Music

Institutions: Mikelang Borg Drama Centre

Institutions: School of Art - Gozo

Institutions: School of Art - Malta

## 7.5. Types of Institution

It is difficult to classify the institutions strictly according to whether they offer formal or non-formal or informal adult courses or as continuing vocational training for already qualified young people and / or adults. Most institutions given below offer a mix of courses, even where non-government organisations are concerned.

The State, the leading provider, through the Department of Further Studies and Adult Education, including its Lifelong Learning Centre, of the Education Division in the Ministry of Education; the Foundation for Educational Services, the Malta College of Arts, Science and Technology; the Drama, Music, and Art Schools; the Employment and Training Corporation; the Staff Development Organisation in the Office of the Prime Minister.

The University offers a range of courses at certificate of attendance, certificate, diploma and degree levels, open to young people and adults who have left formal education. The University of the Third Age organises several courses of general and specific interest to senior citizens. The Malta University Services organises short courses generally of a technical, scientific, academic and management nature.

Institutions: Department of Further Studies and Adult Education

Institutions: Employment and Training Corporation

Institutions: Foundation for Educational Services (FES)

Institutions: Gozo Drama Centre

Institutions: Gozo School of Music

Institutions: Johann Strauss School of Music  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: Malta University Services  
Institutions: Mikelang Borg Drama Centre  
Institutions: School of Art - Gozo  
Institutions: School of Art - Malta  
Institutions: Staff Development Organisation  
Institutions: University of Malta  
Institutions: University of the Third Age

## 7.6. Geographical Accessibility

Since Malta is a small island and Gozo is much smaller, geographic accessibility is generally not a problem. Most of the Government and non-government entities offer courses to young people and adults at central premises, generally in the vicinity of the capital city, Valletta, which is easily reached by public transport. The Employment and Training Corporation, whose main training areas are relatively not in a central position, offers free transport to participants. Gozo is, as a general rule, fairly well served with courses through branches of central institutions, like the Government, the University and the Employment and Training Corporation. Otherwise, Gozitan participants who must follow courses in Malta need to cross by boat, a 20-minute trip and travel by bus or by private car to the institution providing the course that they are attending.

Institutions: Employment and Training Corporation

## 7.7. Admission Requirements

Admission requirements vary greatly, depending on the type and level of course, whether the course is formal, non-formal or informal. Participants in basic skills courses or low level courses do not usually require significant academic qualifications. Courses in leisure, religious and cultural themes also do not usually need specific academic qualifications. Participants joining undergraduate or post graduate courses need to be in possession of the relevant academic qualifications. However, if they are mature students aged 23 and over they need not have the Matriculation certificate of the University but must prove that they have enough qualifications to be able to follow the course they apply for successfully. Commercial entities may be fairly flexible in the entry qualifications they expect of their applicants. Generally participants need to be 15 years and over to attend.

The admission requirements according to type of continuing education provided are the following:

### 7.7.1. Basic Education

Courses in basic skills are open to any adult who applies. The Department of Further Studies and Adult Education stipulates that the only requirement to be a minimum age of 15.

In the case of specialised courses, such as courses for immigrants or foreigners married to Maltese, applicants must form part of the target group of the particular course.

Institutions: Adult Education Centre  
Institutions: Department of Further Studies and Adult Education

### 7.7.2. General Education

Admission requirements vary according to the level at which courses are offered. There are no specific academic requirements in the case of courses preparing students for the Secondary Education Certificate (SEC) examination, Intermediate or Advanced level Matriculation Certificate examinations except that applicants must be over 15 years of age. The target groups of these courses are adults who want to increase or better their qualifications either to enable them to be more qualified for entry into courses at post-secondary education and training level or to improve their employability.

In the case of academic studies at Certificate, Diploma, First Degree (General or Honours), Masters and Doctorate level, at the University of Malta, entry requirements in terms of entry qualifications vary according to the level and area/s of study. The University has a clause that allows mature students – aged 23 and older – to follow degree courses at bachelor level even if they do not possess the required entry qualifications as long as they satisfy the University that they can follow fruitfully the course they apply for.

Institutions: Department of Further Studies and Adult Education

Institutions: MATSEC Board

Institutions: University of Malta

### 7.7.3. Vocational Education and Training

The admission requirement for vocational evening courses run by the Department of Further Studies and Adult Education is the minimum age of 15. However, in the more advanced courses, basic qualifications are required depending on the type and level of course applied for in order to ensure that the adult can pursue the studies fruitfully.

The Malta College of Arts, Science and Technology (MCAST) ensure that applicants are 16 years old but generally do not require particular qualifications unless the level and area of study and training need specific prior knowledge in order to be able to follow the course successfully.

The Employment and Training Corporation (ETC) requires only the minimum age of 16 and generally no other specific qualifications. Entry requirements are kept to a minimum to avoid unnecessary hurdles.

The Malta University Services (MUS) does not state any admission requirements but courses are usually designed for specific professional work, thus determining the type of participants.

Institutions: Department of Further Studies and Adult Education

Institutions: Employment and Training Corporation

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Malta University Services

Institutions: University of Malta

### 7.7.4. Culture and Leisure

The only admission requirement is a minimum age of 15. Otherwise, anybody interested in attending any one of the courses is generally admitted. Some courses are restricted to members of and organisation or an association.

### 7.7.5. Religious Education

Religious education courses run by the Faculty of Theology at Certificate, Diploma, Bachelor, Masters and Doctorate levels follow normal University regulations and consequently stipulate entry qualifications according to the level of studies. However, the University's provision for mature students applies as well.

Institutions: Department of Further Studies and Adult Education

Institutions: University of Malta

## 7.8. Registration and/or Tuition Fees

The Government's Department of Further Studies and Adult Education offers adult basic skills courses free of charge while it charges a relatively small fee for its evening courses.. The courses organized by the Employment and Training Corporation (ETC) for the unemployed are free of charge. However, the ETC sometimes organises courses for a relatively small fee.

The University, the University's MUS, the Malta College of Arts, Science and Technology and other private education and training institutions charge fees according to the level and area of study and training as well as the use of facilities and materials.

Legislation: Fees (Evening Tuition Courses) Regulations

Institutions: Department of Further Studies and Adult Education

Institutions: Employment and Training Corporation

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Malta University Services

Institutions: University of Malta

## 7.9. Financial Support for Learners

Financial support for learners is mainly provided by Government through its agencies to participants who are either unemployed or who cannot afford to pay fees. The amount of support provided depends on the scheme under which the training is provided. A number of social organisations and groups offer classes for free, especially literacy and numeracy classes.

## 7.10. Main Areas of Specialisation

Adult continuing education is offered in a number of areas of specialisation within the categories of basic education, general education, vocational and technical education, culture and leisure.

### 7.10.1. Basic Education

The basic skills courses generally cover literacy, basic English, numeracy and communication. Adult courses organised by the Department of Further Studies and Adult Education (DFSAE) generally start early in October and end in May with two 1.5 hour sessions per week. DFSAE however also works in partnership with Local Councils, NGOs enterprise and public agencies in the addressing adult basic skills needs. Courses at the Lifelong learning Centre cover Basic Maltese, Basic English, English for Foreigners, Maltese for Foreigners, Maltese Levels I, II, III, Italian Levels I, II, III, French Levels I, II, III,

German Levels I, II, III, Mathematics Levels I, II, III, Social Studies Level I, European Computer Driving Licence (ECDL). Many of these courses are also held in the evening, with some provision in the morning to satisfy participants' demands and needs. A number of them are organised in a central place, generally a school, in Malta and Gozo, while others are organised together with the Local Council, generally using a school.

Courses in literacy and numeracy are provided by a number of voluntary organisations, such as the Paolo Freire Institute. This Institute was set up in one of the larger villages and is run by the Jesuits following research findings highlighting the problem of illiteracy in the area. The Institute runs courses in basic Maltese, English and Mathematics to improve the literacy skills of adults.

An interesting initiative is the basic literacy courses provided to inmates in the correctional facility through the Programme for Education in Prison within the Faculty of Education of the University of Malta.

**Institutions:** Department of Further Studies and Adult Education

**Institutions:** Paolo Friere Institute

**Institutions:** Programme for Education in Prisons

## 7.10.2. General Education

General education courses offer adults the possibility of studying academic subjects at Secondary Education Certificate Secondary Education Certificate, and the Matriculation Certificate at Intermediate and Advanced levels in order to prepare for national examinations to obtain formal academic qualifications. Although these courses cater for levels normally covered by young people aged 16 to 18 years, they are open to all adults.

Adult education is also available at undergraduate and postgraduate levels through Certificates, Diplomas, First Degrees, Masters and Doctorate studies offered by the University of Malta or by commercial and professional institutions that prepare students for higher education qualifications generally awarded by foreign universities or other higher education institutions.

The subjects, the curriculum and the level of education offered and the number of hours of lecturing or tutoring or individual study per week that a student needs to dedicate to the course varies from one course to another.

### 7.10.2.1. Secondary Education Certificate (SEC), Intermediate and Advanced Levels

The Department of Further Studies and Adult Education offers evening courses in a wide range of subjects at Secondary Education Certificate examination level and at Advanced and Intermediate level in preparation for the Matriculation Certificate.

Most of these courses are held in the evening and lessons usually lasting 1hr 30 minutes are held twice a week generally between 17.00 and 18.30 or 18.30 and 20.00. They start in October and end in May.

The Lifelong Learning Centre of the Department of Further Studies and Adult Education offers courses in general education in the following subjects: English, Maltese, Italian, French, Mathematics, Social Studies and European Computer Driving Licence (ECDL). Lessons for these subjects are held three times a week between 09.00 and 13.30.

**Institutions:** Department of Further Studies and Adult Education

**Institutions:** Lifelong Learning Centre

**Institutions:** MATSEC Board



### 7.10.2.2. University Courses

The University holds a range of part-time / evening courses for adults. New courses, often held in response to national needs or demands, generally start in February and October of each year. Hence, the list of courses offered is regularly updated and the list below is only indicative rather than complete:

These courses follow the normal University academic year with two semesters, the first from October to January, and the second from February to June. Lectures are generally held between 17.00 and 20.30.

Some postgraduate studies involve primarily extensive research and so teaching in terms of lectures is not organised. Students work at their pace and primarily on their own under the guidance of a supervisor.

**Institutions:** University of Malta

### 7.10.3. Vocational and Technical Courses

The Department of Further Studies and Adult Education holds the following vocational and technical courses: Computer Aided Draughting Design (Auto Cad), the European Computer Driving Licence (ECDL) – including Word, Powerpoint, Excel, Access, Computer Awareness, Photoshop, How to set up a Business. 1 An updated list of subjects may be viewed on the Department of Further Studies and Adult Education website or in the prospectus published annually by the same Department.

The Employment and Training Corporation (ETC) runs a number of work-related courses subdivided into non-trade, trade and services, in response to emerging demands by industry and in order to teach skills to the unemployed, including the following:

- Non-Trade Courses: Office skills, European Computer Driving Licence – Windows, Word, Excel, Access, Spreadsheets, Information and Communication, Systems Administrator, Sage, Typing, Empowerment Skills, Customer Care, Core Skills, Literacy for Employment, Private Guards, Local Wardens, Retail Skills, Storekeeping.
- Trade Courses: Aluminium, Assistant Technician and Plumber, Landscape Gardening, Refrigeration and Air-conditioning, Tile Laying and Plastering, Welding, Woodwork and Spray Painting.
- Services Courses: Advanced Technician, Business Accounting, Building a Customer Care Service Team, Creating Customer Loyalty, Effective Business Writing, Engineering Drawing, Foundation Courses in: Health and Safety, Electrical Engineering, Mechanical Engineering, Pneumatics and Hydraulics, Technical Skills, Job Coaches (intellectual disability), Leadership Development Programme, Middle Management, Payroll, Project Management, Preparing and Conducting an Interview, Purchasing and Materials Management, Train the Trainer, Quality Assurance Systems and Controls, Time Management Warehousing, distribution and international transport / freight management, Managing Finance, Managing Markets, Managing People, Negotiating Skills, Entrepreneurship, Starting a Business, Legal Aspects of Small and Medium Enterprises and Medium Companies, Managing Change. (An updated list of courses together with relevant information may be obtained from the Employment and Training Corporation's website.

Most of the ETC courses are run in the evening. The number of sessions per course varies according to the course chosen. The duration of each course may vary from 6 hours to 90 hours.

The Malta College of Arts, Science and Technology runs a vast range of vocational and technical course of varying level and duration, including courses in the various aspects of:

- Agribusiness
- Art and Design
- Building and Construction Engineering
- Electrical and Electronics Engineering
- Mechanical Engineering
- Maritime Studies

- Business and Commerce
- Community Services
- Information and Communication Technology

These courses start in October and March. Theory and Practice lessons are held in the evening and are usually two hours long between 18.00 and 20.00. Some courses are run in the morning. (Details about courses organised by the Malta College of Arts, Science and Technology can be obtained from the MCAST website.

The Centre for Labour Studies (CLS) of the University of Malta organises work-related courses, often in conjunction with trade unions. Courses offered include: Industrial Relations, Occupational Health and Safety, Gender and Development, Occupational Guidance and Career Guidance.

The CLS organises also short courses customised for workers in specific work places with the aim of promoting better and greater involvement of different groups of workers at their place of work. Occasional seminars on topical themes are also organised.

Institutions: Centre for Labour Studies

Institutions: Department of Further Studies and Adult Education

Institutions: Employment and Training Corporation

Institutions: Malta College of Arts, Science and Technology (MCAST)

## 7.10.4. Arts Education

The Government Schools of Art offer the following courses: Foundation, Sculpture, Wood and Stone Carving, Gold and Silver-smithing, History and Appreciation of Art, Gilding, Diploma in Fine Arts.

The Government Schools of Music offer the following courses: Theory of Music, Composition, Scoring (for orchestra and band), Improvisation and Jazz Technique. Among the instruments taught one finds the following: Recorder, Violin, Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Trombone, Althorn, Euphonium, Viola, Cello, Double Bass, Percussion, Piano, Organ (Pipe and Electric), Harp, Guitar (Classical and Modern), Voice./p>

The Government Schools of Drama offer the following courses for adults: Drama – Intermediate Course, Drama – Senior Course, Stage Management, Script Writing.

Institutions: Department of Further Studies and Adult Education

Institutions: Gozo Drama Centre

Institutions: Gozo School of Music

Institutions: Johann Strauss School of Music

Institutions: Mikelang Borg Drama Centre

Institutions: School of Art - Gozo

Institutions: School of Art - Malta

## 7.11. Teaching Methods

Teaching methods vary according to the area of training provided, the level of the training and the learners. Theory is sometimes accompanied by practice, particularly in such areas as technology, sciences, crafts and information technology.

### 7.11.1. Basic Education

In most cases, courses are offered as single courses generally ranging from a term to a whole year. Most teaching is teaching to a group / class, with practical applications / work as and when required. Literacy and numeracy adult classes are generally kept relatively small to ensure personal attention.

### 7.11.2. General Education

The adopted methods in general education at the different levels consist mainly of lessons / lectures by teachers / lecturers. Practical work is generally organised for subject areas involving practical components in their syllabi.

### 7.11.3. Vocational and Technical Education

Most of the courses consist of lessons that include practical work, possibly in a laboratory or workshop.

### 7.11.4. Culture and Leisure

Most of the courses of culture and leisure consist of presentations and demonstrations and, where necessary and possible, practical application of the teacher's demonstration by the students. Drama, art and music, as expected, lead to the students performing.

Institutions: Gozo Drama Centre

Institutions: Gozo School of Music

Institutions: Johann Strauss School of Music

Institutions: Mikelang Borg Drama Centre

Institutions: School of Art - Gozo

Institutions: School of Art - Malta

## 7.12. Trainers

In most cases of formal education and training, the teachers have professional qualifications and experience for the subject/s they teach and in many cases they have special qualifications to teach adults and / or have acquired experience in the teaching of adults.

### 7.12.1. Basic Education

Teachers are generally teachers who perform duties during normal school hours and teach adult classes in the evening. Teachers with years of experience, teachers who have specialised in remedial teaching and / or the teaching of adults are generally preferred. However, one finds teachers performing voluntary work, particularly in the teaching of literacy and numeracy courses organised by non-government organisation – a number of retired teachers are active in this field.

### 7.12.2. General Education

Teachers of courses at Secondary Education Certificate and Matriculation Certificate at Intermediate and Advanced levels are generally qualified teachers specialising in the subject being taught at the particular level.

Teachers of courses at Certificate, Diploma, First Degree and Masters levels are generally either part-time or full-time lecturers at the University with years of experience in the fields of specialisation.

Institutions: MATSEC Board  
Institutions: University of Malta

### 7.12.3. Vocational and Technical Education and Training

Teachers running vocational and technical education and training are generally performing duties part-time or full-time at the Malta College of Arts, Science and Technology, or qualified persons coming from industry and commerce.

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 7.12.4. Culture and Leisure

Perhaps the most varied group of trainers / teachers is found in the areas of culture and leisure. However, where attendance at courses is charged a fee, the teachers are appropriately qualified or highly qualified. This does not mean that non government organisations do not have very qualified 'teachers' as well, even if they are not professionally qualified.

Institutions: Gozo Drama Centre  
Institutions: Gozo School of Music  
Institutions: Johann Strauss School of Music  
Institutions: Mikelang Borg Drama Centre  
Institutions: School of Art - Gozo  
Institutions: School of Art - Malta

### 7.12.5. Religious Education

Academic staff at the University, mostly clergy, generally teach religion at the more advanced levels, including degree level.

Institutions: University of Malta

## 7.13. Learner Assessment/ Progression

Assessment depends on whether the course or series of lectures / lessons leads to a particular public / national / institutional examination or not. In the case when the course leads to a national examination, the examination becomes the final assessment. The course may also involve formative assessment. In other courses assessment is not always present, particularly where courses are undertaken for enjoyment, to gain knowledge or practice for personal fulfilment or use either in one's private life or as a means of career progression. Most courses referred to earlier are part-time courses run in the evening and / or Saturdays, generally after working hours.

### 7.13.1. Basic Education

No assessment in the form of an examination is usually undertaken but formative assessment together with the support and encouragement, generally takes place, particularly when a certificate of attendance is awarded.

### 7.13.2. General Education

Students attending general courses leading to the Secondary Education Certificate (SEC) and the Matriculation intermediate and advanced levels certificate are assessed at the end of the course when they sit for the relevant examination.

### 7.13.3. Vocational and Technical Education

Assessment of students depends on the type of course followed and the amount of theory and / or practice involved, including workshop and / or laboratory work. Students attending courses leading to a certificate are examined at the end of the course. Some courses have both a formative and a summative assessment. When an attendance certificate only is given, then assessment does not play an important part of the course.

### 7.13.4. Culture and Leisure

Assessment during culture and leisure is often on-going but informal with the aim of help participants develop their skills and knowledge. However, in a number of courses, including music, dance, drama and art participants may be following a course leading to an examination and on-going assessment may be an important preparation for the final examination, not only local but also foreign.

### 7.13.5. Religious Education

Courses run by the Faculty of Education follow the University's regulations and assessment can take the form of tests, assignments, presentation or any combination of these.

**Institutions:** University of Malta

## 7.14. Certification

Assessment depends on whether the course being followed leads to any final public / national / institutional examination or not. When the course leads to a qualifying examination, the examination often is the final assessment. But there may be courses, also, where ongoing assessment forms part of the final assessment. It generally depends on the area and level of study. Most courses are held on a part-time basis in the evening so that employed persons can attend.

### 7.14.1. Basic Education

Generally, no assessment through a formal end of course exam is held. Participants are tested in order to have an indication of their attainment as an on-going process and to receive the appropriate help where necessary. A certificate of attendance is given by the institution providing the basic education course.

### 7.14.2. General Education

Students attending a course leading to the Secondary Education Certificate (SEC) and the Matriculation Certificate at Intermediate or Advanced level certificate are not formally assessed during the course but they receive their certification following the examination qualifying them in the subject/s at any of the levels. The certificates are issued by the Matriculation and Secondary Education Certificate (MATSEC) Board of the University of Malta.

Institutions: MATSEC Board

Institutions: University of Malta

### 7.14.3. Vocational and Technical Education

The assessment of students varies according to the course being followed. Most courses of this nature are organised by the Malta College of Arts, Science and Technology (MCAST). Very often these courses lead to a final examination for the award of a certificate issued either by MCAST or by a British institution, such as City and Guilds, European Computer Driving Licence (ECDL), Business and Technology Education Council (BTEC), International Therapy Examination Centre (ITEC), etc. The Institute for Tourism Studies runs several part-time courses leading to a certification. Courses organised by the Employment and Training Corporation lead to a certificate of attendance. However, some participants in the vocational and technical education and training may not be interested in obtaining a certificate but simply want to learn a trade or be knowledgeable in some area.

Institutions: Employment and Training Corporation

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 7.14.4. Culture and Leisure

Participants in craft courses generally undergo formative assessment as the course develops since there may be no end of course test or examination or certification except for a certificate of attendance. However, courses in music, drama, dance may lead to a formal examination and certification either through a local or a foreign institution, generally British.

### 7.14.5. Religious Education

Courses run by the Faculty of Theology of the University of Malta follow the normal regulations stipulated by the University. Assessments follow assignments, tests, presentations of a combination of these methods of assessment.

Institutions: University of Malta

## 7.15. Education/Employment Links

Education and training courses in vocational institutions are generally directly linked to the knowledge and skills required for specific jobs. The major entities providing such courses, namely the Malta College for Arts, Science and Technology (MCAST), the Employment and Training Corporation (ETC) and the Institute of Tourism Studies (ITS), have their career guidance and counselling services that provide students with the necessary information and support as regards to a person's potential and needs as well as the job and career opportunities, prior to the start, during and at the end of the

students' course. The ETC prepares an individual profile of the unemployed persons in order to provide them with the courses most suitable for their needs and capabilities and make them more employable. The ETC runs courses to provide basic employment skills particularly to those who leave school without obtaining the basic skills. Most of the training schemes provided by ETC are developed and implemented in close collaboration with the employers.

Institutions: Employment and Training Corporation

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

## 7.16. Private Education

There are many private entities providing courses in the area of continuing education and training of young school leavers and adult. Commercial entities provide courses at the different levels and in a variety of areas, such as information technology and professional fields, leisure and culture. However, they hardly contribute to areas where workshops and laboratories are concerned – areas which are generally provided for by the Government. They do not receive Government financial support but they are licensed to run their courses by the Ministry responsible for education according to the provisions of the Education Act (1988). The number of the local institutions acting as agents to foreign institutions, including universities, running courses at higher education level is increasing. Such courses may lead to certificates, diplomas and degrees, including MBA's awarded by foreign universities or professional bodies.

### 7.16.1. Historical Overview

The Catholic Church has long been involved in education, including adult education, in Malta. Dun Gorg Preca, a cleric, made a substantial contribution to adult education and his influence is still alive through M.U.S.E.U.M., the religious organization that he found. He set out to share knowledge with common people. He taught, spoke and wrote several books in Maltese and used popular culture.

Religious organisations of every kind provided and still provide on-going religious education to large numbers in their premises spread in most towns and villages. The Church used to provide courses, including literacy and English lessons, for prospective emigrants during the 1950's and 1960's. As from the late 1950's the Church provides courses for engaged couples. As expected, the Church specialises in religious education even at advanced levels, but it includes courses in related and not so related subjects, such as sociology, philosophy, and ethics.

The last ten years have witnessed a growth in the provision of continuing adult education and learning by private commercial institutions. There was also the development of private organizations acting as agents for foreign universities providing courses by distance learning.

Another development which has occurred is the establishing of schools for the teaching of English as a foreign language to foreigners, establishing Malta as a leading centre in this field.

Bibliography: Adult Education and the Politics of Knowledge: The Relevance of Dun Gorg Preca

Bibliography: Education in Malta

Institutions: M.U.S.E.U.M.

### 7.16.2. Ongoing Debates and Future Developments

One of the main future developments will be the role of the National Commission for Higher Education set up in 2006 in monitoring the provision of private higher education institutions.



Another future development is the role of the National Curriculum Council in the fields of informal and non-formal education private education provision.

**Institutions:** National Commission for Higher Education (NHCE)

### 7.16.3. Specific Legislative Framework

There is no specific legislative framework for private provision of continuing education and training for young school leavers and adults. See Section 7.3.

### 7.16.4. General Objectives

The objectives depend on the type of course provided. See section 7.4.

Religious education

The general objectives for courses in religious education can be considered at two levels: on one level courses are aimed at lay people and provide either basic religious knowledge or guidance on a number of life issues. On the second level, they are more academic and aimed for lay persons who wish to further their religious education at an advanced, including degree level.

A number of national and local organisations deal with a specific area, for example, the Cana Movement's mission is to help committed couples to prepare for marriage, and to work with couples and families so that they grow in life as mature Christians and with individuals when they are facing difficulties in marriage.

### 7.16.5. Types of Institutions

There are a number of bodies which provide adult education and lifelong learning courses. See the following sections.

#### 7.16.5.1. The Church

The Church covers catechesis, biblical studies, spirituality, morality and ethics, sociology, individual, family and group growth as Christians, as well as a range of more specific religious areas. There are Church organisations in every town and village and several other organisations at the national level, some of them with branches in the community. Among the more important associations one finds the Catholic Action, the Society for Catholic Doctrine (MUSEUM), the Young Christian Workers, the Legion of Mary, the Cana Movement, the Social Action Movement and Caritas, besides a host of smaller groups.

**Institutions:** CANA Movement

**Institutions:** Caritas Malta

**Institutions:** Ghaqda Biblika Maltija

**Institutions:** M.U.S.E.U.M.

#### 7.16.5.2. The Trade Unions

The General Workers Union (GWU) and the various members of the Confederation of Malta Trade Unions (CMTU) besides individual trade unions organise courses generally but not exclusively for their own members, not always restricted to trade union matters but usually of a sociological nature. Both the GWU and CMTU are actively involved in the Centre for Labour Studies at the University.

Institutions: Centre for Labour Studies  
Institutions: Confederation of Malta Trade Unions (CMTU)  
Institutions: General Workers Union  
Institutions: Malta Workers Union  
Institutions: Workers' Participation Development Centre

#### **7.16.5.3. Cultural Institutes**

These are often set up by foreign embassies in Malta and they offer language and culture courses, programmes, lectures, and seminars. Among these one finds the British Council, the Istituto Italiano di Cultura, the Alliance Française, the German-Maltese Circle, Maltese Czech Society, but one finds several Maltese cultural associations, such as, Akkademja tal-Malti, Għaqda Letterarja Maltija, Malta Cultural Institute

Institutions: Alliance Française de Malte  
Institutions: British Council  
Institutions: Circolo Dante Alighieri  
Institutions: Circulo Cultural Hispano-Maltes  
Institutions: German Maltese Circle  
Institutions: Russian Centre for Science and Culture

#### **7.16.5.4. Heritage Associations**

Heritage associations including Din l-Art Helwa (the national trust), Fondazzjoni Patrimonju Malti, Folklore Society, and the Fondazzjoni Wirt Artna on the national level while there are several other smaller associations dedicated to the history and culture of individual towns and villages.

#### **7.16.5.5. Political Parties**

The two political parties both promote adult education not only in the political field. The AZAD – the Academy for the Development of a Democratic Society was set up in 1976 by the Nationalist Party. The Labour Party in 2000 set up its education unit, the Fondazzjoni Mikiel Anton Vassalli.

Institutions: Academy for the Development of Democratic Environment (AZAD)  
Institutions: Fondazzjoni Guze Ellul Mercer

#### **7.16.5.6. Broadcasting Stations**

The eight Maltese television stations as well as the many radio stations, some national, some local, all broadcast a number of educational and cultural programmes. Education 22 is the television channel mainly dedicated to educational issues and themes and it is run by the Ministry of Education, Youth and Employment. The University radio broadcasts several programmes of academic and cultural interest.

#### **7.16.5.7. Commercial Entities**

These provide adult education and training courses in different branches of academic and vocational fields preparing students for certificates, diplomas and degrees awarded by foreign, mostly British universities and examination boards.

Bibliography: List of Commercial Schools in Malta

#### **7.16.5.8. Professional Associations**

Professional associations such as the Malta Federation of Professional Associations, Malta Institute of Management, Professional Engineering Institute, Association of Professional Therapists, Library and Information Association, Press Club, Medical Association of Malta, and Chamber of Professional Engineers.

Bibliography: [List of Commercial Schools in Malta](#)

#### **7.16.5.9. The Non-Government Organisations (NGOs)**

It is difficult to account for all the NGO's that are active in various fields in Malta and Gozo. Many of them are religious or have a religious bias, others are dedicated to various aspects of the environment and nature, health, support to persons with special needs, social affairs, and so on. Boy Scouts and Girl Guides are very active among children as well as young people. They all make their particular contribution to the education of young people and adults.

#### **7.16.5.10. Private Entities**

A number of private entities provide courses for adults. A large number provide courses in the various aspects of information technology; others offer short courses, mostly to foreigners, in English as a foreign language, but the list is endless.

The organisations listed above are only given as examples and in no way do they represent a complete picture.

Bibliography: [List of Commercial Schools in Malta](#)

### **7.16.6. Geographical Accessibility**

See Section [7.6.](#)

### **7.16.7. Admission Requirements**

Admission requirements depend on the courses applied for. See sections [7.16.7.1.7.16.7.2.](#) and [7.16.7.3.](#)

#### **7.16.7.1. General Education**

Foreign universities and other higher education institutions represented by local private institutions and specialised tuition centres offering courses at undergraduate and postgraduate level specify their own entry requirements in terms of academic qualifications. In many cases, they are less demanding than the entry requirements expected by the University of Malta.

A number of professional institutions organise specialised courses leading to professional qualifications for their members and others in the profession. Entry requirements are course specific.

### **7.16.7.2. Religious Education**

There are generally no particular academic requirements to join courses organisation by religious or lay organisations. Religious / Church organisations run by lay people or clerics generally provide and on-going religious education to help members to become mature Christians and be of service to others in a variety of ways.

### **7.16.7.3. Learning English as a Foreign Language**

There usually are no official admission requirements for foreign students wanting to learn the English language. However, schools usually design courses for different target groups. Target groups can be chosen either according to the level of knowledge of the English language, or the country of origin, or according to the employment sector where courses target the use of English for specific purposes.

See also section [7.7.](#)

Bibliography: [List of Schools teaching English as a Foreign Language](#)

### **7.16.8. Registration and/or Tuition Fees**

Courses organised by Non-Government Organisations are often free of charge or charge a fee to cover costs. Religious organisations generally charge a small membership fee, if any, or ask for voluntary donations to keep the organisation going.

Courses organised by private commercial institutions are always at a cost. Tuition fees depend on course and level of education.

### **7.16.9. Financial Support for Learners**

There is no financial support for learners following courses run by private commercial institutions.

### **7.16.10. Main Areas of Specialisation**

See sections [7.16.10.1.](#) and [7.16.10.2.](#)

#### **7.16.10.1. Religious Education**

All towns and villages in Malta and Gozo have a number of religious organisations who organise regular meetings for their members, some of them more than once a week or practically every day. Some associations and movements specialise in specific areas. The Cana Movement organises courses for engaged and married couples and parents, including marriage preparation for engaged couples, natural family planning, parental skills and marriage encounters. Some of the activities of the Movement are held at the Movement's main quarters, many others in different towns and villages.

Institutions: [CANA Movement](#)

### 7.16.10.2. Teaching English as a Foreign Language

Courses can be either general English course or English for Specific Purposes. General English language courses usually provide training in the use of English language for general use at different levels, beginners, intermediate and advanced. The English for Specific Purposes usually consist of courses mainly in Business or Scientific or Technical English, English for Hoteliers, Banking, Finance and Medicine but other areas can also be provided.

Courses are also organised in preparation for Examination in English Language, such as the IELTS and the Cambridge Certificate which are often entry requirements for English speaking universities.

General courses are usually 20 lessons of 15 hours per week, taking up the morning session between 09.00 and 12.30. Courses may also be 30 lessons or 22½ hours per week when training is also provided in the afternoon.

The minimum duration of a course is of one week but normally courses are of 2 – 3 weeks duration. In some cases, however, students attend courses that last 6 months.

**Bibliography:** List of Schools teaching English as a Foreign Language

### 7.16.11. Teaching Methods

See section 7.11. Religious education

A variety of methods is adopted according to the topic being discussed, the leader and the audience. Discussions, dialogues, question and answer sessions following a presentation are fairly common approaches. Seminars, fora, conferences and retreats are also often organised.

Foreign university courses are in most cases provided through distance learning.

### 7.16.12. Trainers

See section 7.12.

Religious education

A large number of volunteers, many of them teachers or retired teachers, provide religious education in Church organisations, generally for free, even when they are preparing students for formal examinations.

### 7.16.13. Learner Assessment/Progression

See Section 7.13.

Religious education

Courses organised by religious lay organisations are generally not assessed formally. But students may be preparing for the Secondary Education Certificate (SEC) and the Matriculation Certificate at intermediate or advanced level examinations.

English as a second language

Students, generally foreign, joining a course in English as a second language are usually assessed in their standard of English through a written test and / or interview in order to assign them to a class. At the end of the course they normally sit for a final test in order to obtain a certificate of attendance. On-going formative testing is carried out when fairly long courses are involved.

## 7.16.14. Certification

See Section [7.14.](#)

### Religious education

Most courses or programmes in religious education are informal and formative and do not lead to a final test, although some courses lead to a certificate of attendance. Some institutions give participants theoretical and / or practical assignments.

### Teaching English as a foreign language

Students' knowledge of the English language is tested at the beginning of the course in order to allocate them to the appropriate level of study and at the end of the course in order to award them a certificate of attendance. Formative assessment is adopted as the course develops and progress tests are usually carried out when the course is longer than 4 weeks.

**Bibliography:** [List of Schools teaching English as a Foreign Language](#)

## 7.16.15. Education/Employment Links

Professional associations provide courses which are linked to employment. Some of the courses require an amount of on the job experience in the field such as for example accountancy.

Private entities provide courses for adults. A large number provide courses in the various aspects of information technology; others offer short courses, mostly to foreigners, in English as a foreign language, but the list is endless.

Commercial entities providing adult education and training courses in different branches of academic and vocational fields, often preparing students for certificates, diplomas and degrees awarded by foreign, mostly British universities.

### Teaching English as a foreign language

See section [7.16.7.3.](#) and [7.16.10.2.](#)

**Legislation:** [Education Act, 1988](#)

## 7.17. Statistics

In 2006, there were 65 licensed Commercial Schools and 42 Tuition Centres while 7 applications for new tuition centres were submitted.

### **Licensed Tuition Centres, 2006**

Branch of study	
Academic	17
Vocational	13
Others	12
Total	42

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

### 7.17.1. Adult Courses (mainly Evening classes) at Various Centres in Malta and Gozo

These are the traditional evening classes format of one-and a-half hour lessons twice weekly. In 2006, the number of subscribed adult learners was 3,674.

Age	14-16	17-20	21-30	31-40	41-50	51-60	61+	Total
Males	110	153	193	149	97	82	157	941
Females	173	218	526	348	441	501	523	2730
Total	281	368	710	488	529	574	680	3671

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

### 7.17.2. Number of Learners Attending Lifelong Learning Centre 2006

	Males	Females	Total
Lifelong Learning Centre	60	362	422

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

### 7.17.3. Number of Adult Learners Following European Computer Driving Licence (ECDL) and ICT related courses 2006

	Males	Females	Total
Computer Awareness	28	53	81
ECDL Start	1	10	11
ECDL Core	138	322	460
ECDL Advanced	68	105	173
Total	235	490	725

Source: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

### 7.17.4. Number of Adult Learners Following Basic Education Courses 2006



Eurybase - Malta - (2006/07)

	Males	Females	Total
Basic English	141	219	360
Basic Mathematics	2	3	5
Basic Maltese	22	32	54
Basic Maltese for Foreigners	31	62	93
Basic English for Foreigners	28	57	85
Total	224	373	597

Source:Annual Report of Govenment Departments - 2006 Ministry of Education, Youth and Employment

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## 8. Teacher and Education Staff

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### 8.1. Initial Teacher Training

The initial training of teachers from primary level up to secondary level takes place at the University of Malta. Prospective teachers follow a Bachelor of Education Honours degree course. Teachers who teach at pre-primary level follow a diploma course at the Malta College of Arts, Science and Technology. Teachers who teach in special schools follow the same course as primary and secondary school teachers and then specialize in teaching children with special educational needs. Academic staff at University and the Malta College of Arts, Science and Technology does not necessarily have to follow a pre-initial teacher training course, although these are encouraged to follow teacher training course as part of their professional self-development.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

**Institutions:** University of Malta

#### 8.1.1. Historical Overview

Up to the early 1920's, teachers in Government Elementary Schools had limited qualifications. Hence, a training school was set up to cater for the formation of new teachers. Here they learnt teaching methods and acquired a better command of basic subjects which they required during their work. The young teachers joining the Education Department with the appointment of Pupil-Teacher attended the Training School on Wednesday afternoons and Saturday mornings. For the rest of the week they taught in Infant or Primary Schools. To give prospective teachers a better general education, four Central Schools (including one in Gozo) were set up in 1923. These schools took the students through three post-primary classes leading to a local examination for the post of Pupil-Teacher.

Some five years later, a Higher Central School was set up. Students who finished their Central School course proceeded to the Higher in order to follow a further two-year course leading to what was then called the Senior Oxford (University) Examination. Contract teachers from Britain taught in certain areas of these courses. Future Heads of School were sent to Britain to specialise in education and on their return they contributed towards the betterment of schools in Malta.

Pre-service teacher training for primary education level was introduced on a permanent basis in 1944. The training of female teachers was entrusted to the Sisters of the Sacred Heart who opened the Mater Admirabilis Training College for women teachers. In the case of male teachers, an emergency day training college, the Sacred Heart of Jesus Training College was opened under the charge of the Director of the Education Department until the Christian Brothers of London province settled in Malta. In 1957, this college moved to new premises and was named 'Saint Michael's Training College'. Both courses became residential and in the mid-fifties the course became a two-year one.

In 1972, the two Training Colleges were closed down and the Malta College of Education was established and brought together the education and training of both male and female students for a three-year non-residential course run entirely by lay staff. Pre-service teacher training for lower secondary education teachers was a one-year postgraduate certificate following a bachelor course.

In 1978, pre-service teacher training moved to the University of Malta with the creation of the Faculty of Education and the introduction of the B.A. (Education) degree, later changed to B.Ed.(Hons) degree for the training of both primary and lower secondary teachers. The postgraduate certificate of education for secondary education teachers was abolished. As part of the 1987 reforms, the Post Graduate Certificate in Education (PGCE) was reinstated with the first course starting in 1990.

Pre-service training for Kindergarten Assistants was introduced in 1992 with the setting up of the pre-school education centre run by the Education Division within the Ministry of Education. Prior to this date Kindergarten Assistants received a three month induction course run by the Education Division. As from October 2003, the course was moved to the Institute for Community Services within the Malta College of Arts, Science and Technology (MCAST).

In 1998, the B.Ed.(Hons) course was subdivided into two separate tracks, the primary and secondary track with students choosing the track on entry into the course rather than in their third year of the course as they used to do earlier.

All initial teacher education and training courses have a very important practical training element in the form of teaching practice when student teachers try to put into practice the theory and methodology they have learnt during their course. Once teachers join the profession they have to undergo a probationary year after which they are confirmed as teachers.

**Bibliography: Education in Malta**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**

**Institutions: University of Malta**

## 8.1.2. Ongoing Debates and Future Developments

An important ongoing debate is whether to retain the current four-year honours course or have a three-year course leading to the first degree in education followed by a two-year Masters degree in education.

Currently, a person in possession of a Masters or a Doctorate can obtain a Permanent Warrant and teach in a school. Most teachers having such degrees generally teach either the senior classes of the lower secondary schools or at upper secondary schools, the University or the Malta College of Arts, Science and Technology or similar higher education and training institutions. The aim is that all teachers at whatever level should have a professional qualification.

Another issue regards the pre-service training of pre-primary teachers. The policy document "Early Childhood Education and Care" (2006) recommends, that the current staff of Kindergarten Assistants should be given the opportunity to upgrade their current qualification to a tertiary level qualification and qualify as teachers.

Mentoring of newly qualified teachers and the introduction of an on the job qualifying period prior to obtaining a professional warrant are also high on the agenda. The new amendments to the Education Act provide for the introduction of this on the job training see Section 8.1.3. .

The recognition of teaching as a profession will be further strengthened with the setting up of the Council for the Teaching Profession as envisaged by the 2006 amendments to the Education Act 1988. The Council will regulate the professional practice of teachers and will also advise the Minister on issues of pre-service training and continuous professional development. It will also keep a register of persons practicing the profession.

**Legislation: Education Act, 1988**

**Bibliography: Early Childhood Education and Care - A National Policy 2006**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**

**Institutions: University of Malta**

## 8.1.3. Specific Legislative Framework

Part III of the Education Act as amended by Act XIII of 2006 deals with the teachers' profession. According to this Act no person may exercise the profession of teacher in a school and receive remuneration without a warrant from the Minister responsible for education. A person qualifies for a

permanent warrant if he has graduated as a Bachelor of Education, or a Degree of Bachelor together with a Post-Graduate Certificate in Education, or obtained a doctor's or a bachelor's degree and a master's degree from the University or has followed a full course at the former Saint Michael's Training College or Mater Admirabilis Training College or a similar course at the Malta College of Arts, Science and Technology, or has completed a course of study in Malta or in a University or recognised Institute outside Malta being a course which in the opinion of the Minister responsible for education is equivalent to any course mentioned above. The new amendments also require that persons applying for a warrant have a period of two scholastic years of professional practice under professional supervision in a licensed school after the completion of professional qualifications. As yet this provision has not come into force.

The Minister may grant a temporary warrant valid for one year to any person who, in the discretion of the minister, has the required ability to teach in Malta. The Minister may suspend any warrant when the holder of the warrant is guilty of a breach of the Code of Ethics and failure to comply with the regulations provided for under the Education Act. The Minister may cancel any warrant for very serious reasons. Any person who feels that his warrant has been suspended or cancelled unjustly may appeal to the Courts.

The amended legislation envisages the setting up of a Council for the Teaching Profession to regulate the practice of the teaching profession. It will also be responsible for the assessment of applications for a teaching warrant and to recommend to the Minister whether a warrant is awarded or not. It has also introduced the legal interpretation of the term teacher. According to this definition a teacher is a "person trained in the science of the educational process and in the use of the pedagogical skills in such manner that the person has the skill to create an environment which motivates every student and succeeds to teach each student effectively by motivating his aspirations for the highest values in life and help him develop creative and thinking skills according to his age, physical and intellectual development, and according to the potential of his skills and talents with the final aim that the student is trained to become a lifelong learner."

Kindergarten Assistants are not awarded a specific warrant to date.

Legislation: Education Act, 1988

Legislation: Teachers (Code of Behaviour) Regulations

Bibliography: Education in Malta

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

#### 8.1.4. Institutions, Level and Models of Training

Kindergarten Assistants who are responsible for pre-primary children are trained at the Malta College of Arts, Science and Technology. The initial training of teachers for primary and secondary education takes place at the University of Malta which enjoys academic and administrative autonomy. Courses are governed by course regulations that must satisfy the general course regulations and must be approved by the University's Senate. Courses use the European Credit Transfer System (ECTS). The Faculty is autonomous in the choice of content of the courses.

The course is administered by a Board of Studies and coordinated by members of the staff of the Faculty. The Board is composed of the Dean of the Faculty of Education, the Head of each Department, the Course Coordinator, two students and the secretary. The functions of the Board are to implement the regulations governing the course of studies subject to the general directives given by the Faculty Board; to monitor and evaluate the course programmes; to make proposals to the Faculty Board for revisions of the Course programme and of the regulations; and to monitor the procedures used in the assessment of the performance of students.

Teachers of upper secondary and tertiary education are in their majority university graduates and post graduates up to Doctorate level in their respective field. Not all follow pre-service teacher training, however they receive their professional teacher training as part of their in-service training and professional development.

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

#### **8.1.4.1. Institutions, Level and Models of Training - Pre-primary Education**

The Institute for Community Services, which forms part of the Malta College of Arts, Science and Technology, is responsible for the training of Kindergarten Assistants at pre-compulsory school level. Education and training is a two-year full-time concurrent course at post-secondary level of education and leads to a Malta College of Arts, Science and Technology / Business and Technology Education Council (MCAST/BTEC) National Diploma in Early Years.

Institutions: Malta College of Arts, Science and Technology (MCAST)

#### **8.1.4.2. Institutions, Level and Models of Training - Primary Education**

The Faculty of Education within the University of Malta is responsible for pre-service teacher education and training at primary education level. Students intending to become primary school teachers follow a four-year concurrent course to acquire a Bachelor of Education (Honours) degree (ISCED 5A).

Institutions: University of Malta

#### **8.1.4.3. Institutions, Level and Models of Training - Secondary Education**

Both consecutive and concurrent models are available for the training of teachers for secondary education. The concurrent model consists of a four-year course leading to a Bachelor of Education (Honours) ISCED 5A or a consecutive three-year course leading to a B.A./B.Sc. degree in subject content plus one-year professional training course leading to the Post Graduate Certificate in Education model. Training takes place at the University of Malta.

Sixty-eight percent (68%) of the B.Ed. (Hons) course focuses on professional training while 28% of the course is devoted to the core content. The credits within the core content do not consist only of subject content but also include the pedagogical aspects of teaching these subjects. The percentage of professional training is therefore greater than 68%. Every year student teachers undergo six weeks of teaching practice in a school.

Institutions: University of Malta

#### **8.1.4.4. Institutions, Level and Models of Training - Upper Secondary and Post-secondary Education**

Teachers at these levels of education are called assistant lecturers, lecturers and senior lecturers depending on their qualifications and length of service. Lecturing staff at this level are all graduates and postgraduates many of which up to Doctorate degrees. Those who teach in institutions for which the Education Division is responsible have to be in possession of pre-service training. (see section 8.1.4.3. . Those who teach at the vocational institutions do not need to have teacher training requirement to teach at this level and are employed at assistant lecturer level. Those having such a qualification are appointed as lecturers on employment. In the general education stream lecturers must be in possession of a doctorate degree. Upper and post secondary institutions provide in-service courses in teacher training to those who do not have such training. Lecturing staff at the Malta College of Arts, Science and Technology follow the Vocational Teacher Training Programme. This is an 18-month training programme leading to a level 5 qualification.

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

#### **8.1.4.5. Institutions, Level and Models of Training -Tertiary Education**

Lecturing staff at University are all post graduates. Lecturers must have a degree at doctorate level. No formal teacher training is required to teach at University. However, those members of the lecturing staff who do not possess such training are provided with in-service training by the University.

#### **8.1.5. Admission Requirements**

Admission requirements depend on the level of education the teacher is training for.

##### **8.1.5.1. Pre-primary Education**

Admission requirements for entry into the Malta College of Arts, Science and Technology / Business and Technology Education Council (MCAST / BTEC) National Diploma in Early Years are a minimum of four Secondary Education Certificate passes (Grades 1 – 5) which must include Maltese, English Language and Mathematics or equivalent qualifications. A limited number of applicants are admitted each year. Applicants are ranked and preference is given to the holders of the highest qualifications which means that most course participants have higher qualifications than the minimum.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

##### **8.1.5.2. Lower Secondary Education**

Bachelor of Education (Honours) – B.Ed. Hons admission requirements for the Bachelor of Education (Honours) include the General Entry Requirements of the University (please refer to section 6.6.) as well as the following Special Course Requirements:

If Primary Education is chosen as the area of specialisation, as from October 2006 candidates require:

One pass in the Matriculation Certificate at Advanced Level at Grade C or better in one of the following subject: English, Maltese, Applied Mathematics, Biology, Chemistry, Physics or Pure Mathematics, and

Passes at Intermediate Level at Grade C or better in two of the following (excluding the subject presented at Advanced Level): English, Maltese, Applied Mathematics, Biology, Chemistry, Environmental Science, Physics, or Pure Mathematics; and

Pass a proficiency test in English and Maltese, approved by the Faculty of Education, and be in possession of the European Computer Driving Licence (ECDL), prior to the commencement of the course.

If Secondary Education is chosen as the area of specialisation candidates require to choose:

Either two subjects from Group A, or One combination of subjects from Group B, or One subject from Group C, or Any subject or combination of subjects as approved by the Senate on the recommendation of the Board. As from October 2006:

Applicants who are not in possession of the ECDL and / or who do not pass the proficiency tests before the commencement of the course, will not be admitted to the course.

Group A:

Art, English, French, Geography, German, History, Italian, Maltese, Music Studies, Religious Knowledge, Spanish.

If Group A is chosen: two passes in the Matriculation Certificate examination at Advanced Level at Grade C or better in each of the two subjects chosen as teaching areas. Any combination of subjects from Group A is possible, except Maltese and either English or Italian or Religious Knowledge.



The following combination of subjects from Group A are not normally offered: Art and French, English and Music Studies, Geography and either Maltese or Religious Knowledge, German and History, Spanish and English and Spanish and Music Studies.

Group B:

Science with specialisation in Biology;

Science with specialisation in Chemistry;

Science with specialisation in Physics.

If Group B is chosen:

Science with specialisation in Biology: passes in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Biology and in any other subject are required, together with a pass at Grade C or better at Intermediate Level in Chemistry.

Science with specialisation in Chemistry: passes in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Chemistry and in any other subject are required, together with a pass at Grade C or better at Intermediate Level in Physics.

Science with specialisation in Physics: passes in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Physics and any other subject are required, together with a pass at Grade C or better at Intermediate Level in Mathematics.

Group C: Computing, Home Economics, Mathematics, Personal and Social Development, Physical Education, Technical Design and Technology.

If Group C is chosen:

For Home Economics: a pass in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Home Economics and Human Ecology and a pass at Advanced Level at Grade C or better in any other subject.

For Mathematics: a pass in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Pure Mathematics and a pass at Advanced Level at Grade C or better in any other subject.

For Computing: a pass in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Computing and a pass at Advanced Level at Grade C or better in any other subject is required, together with a pass at Intermediate Level at Grade C or better in Pure Mathematics (a pass at Advanced Level in Information Technology or in Pure Mathematics may not be offered instead of Computing).

For Personal and Social Development: a pass in the Matriculation Certificate Examination at Advanced Level at Grade C or better in either Philosophy or Sociology and a pass at Advanced Level at Grade C or better in any other subject.

For Physical Education: a pass in the Matriculation Certificate Examination at Advanced Level at Grade C or better in any two subjects, a pass in a physical education proficiency test, a medical certificate as per prescribed form provided by the Institute for Physical Education and Sports, and a portfolio demonstrating interest in and commitment to Physical Education and Sport.

For Technical Design and Technology: passes in the Matriculation Certificate Examination at Advanced Level at Grade C or better in Engineering Drawing or Graphical Communication and a pass at Advanced Level at Grade C or better in any other subject; five passes at Grade 5 or better in the Secondary Education Certificate examination, including English Language and Maltese, together with a pass in Systems of Knowledge in the Matriculation Certificate examination at Intermediate Level, and the Advanced Technicians Diploma of the City and Guilds of London Institute, or a qualification considered equivalent by the University Admissions Board on the recommendation of the Board.

Limited placements: in any year, subjects are offered depending on the availability of resources and the number of applicants who choose them. In subjects where the number of school placements is limited, the Board recommends to Senate the number of applicants that may be allowed to register in these areas, depending on the number of school placements available. The number of available



places is announced at the time of the call for applications. If there are more eligible applicants than the number of places available, applicants are selected by means of an interview.

The Post Graduate Certificate in Education (PGCE) course is offered to applicants already in possession of a first degree and wish to pursue a teaching career. The PGCE enables holders to obtain a Teacher's Warrant. It provides intensive and professional preparation for a teacher.

Candidates may register for the course of studies leading to the PGCE if they are in possession of: either an Honours degree, or an ordinary degree with at least Category II, in both cases with at least 30 credits in the area of specialisation chosen as the teaching area, and the European Computer Driving Licence, or other qualifications that the Board considers equivalent to sub-paragraphs (a) and (b) obtained from the University, or from an institution recognised by the Senate for the purpose.

Applicants must also satisfy the Board that they have the necessary aptitude and may be required to attend for an interview for the purpose.

In addition to the above mentioned qualifications, applicants choosing the following areas of specialisation are also required to be in possession of credits in the areas of study indicated or in other areas of study as approved by the Board of Studies: for Business Studies: a minimum of 15 credits at first degree level in each of the two of the following areas of study: Accountancy, Economics, Banking and Finance, and Management; for Computing and Information Technology: a minimum of 30 credits at first degree level in Computer Science, Information Systems and Computer / Communications Engineering, which must include study-units in the following areas needed to teach the subject in secondary schools: Programming beyond an introductory level in Pascal, C or (C++) or Java, Computer Logic, Computer Architecture and Assembly Language Programming, Database Management Systems, Systems Analysis and Design, Data Structures and Algorithms, Computing Techniques, and Operating Systems; for Personal and Social Education: a minimum of 15 credits at first degree level in Psychology, and a minimum of 15 credits at first degree level in either Philosophy or Sociology or Social Psychology or a combination of any two of these areas; for Science: a minimum 15 credits at first degree level in each of two of the following areas of study: Biology, Chemistry, Physics and Mathematics; for Social Studies: a first degree with a minimum of 30 credits in Sociology or Social Studies or in any other area considered to be related by the Board of Studies; for Technical Subjects: a first degree with a minimum of 30 credits in two of the following areas of study: Electrical Engineering, Electronics, Mechanical Engineering, or in any other area considered to be related by the Board of Studies. The areas of specialisation offered are normally the subjects taught as curriculum subjects at secondary education level, before the beginning of each course. The areas of specialisation are offered depending on the availability of resources and the number of applicants.

The number of applicants that may be allowed to register for each area of study in the course depends on the number of school placements available. The number of available places is announced at the time of the call for applications. If there are more eligible candidates than the number of places available, applicants are selected by means of an interview whose purpose is to determine the applicants' relative aptitude to the chosen area of study.

**Institutions:** University of Malta

### 8.1.6. Curriculum, Special Skills, Specialisation

Training of Kindergarten Assistants at pre-school level to-date consists primarily of professional training.

The Bachelor of Education (Honours) degree (concurrent model) course requires students to study both content and professional areas. These vary according to whether it is the primary or secondary track, and on the subject(s) chosen in the secondary track. In the case of the Post graduate Certificate in Education (P.G.C.E.) (consecutive model) the course involves only professional areas.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

**Institutions:** University of Malta

### 8.1.6.1. Pre-school Education

The course content for the training for early years is a two-year full-time course designed to enable students to work with children in a professional capacity. The qualifications provide the knowledge, skills, and understanding required for working in a care of early years environment.

The course is divided into a number of course modules. These modules consist of:

- Equity, diversity and Rights in Early years;
- Communication and Interpersonal Skills;
- Researching Early Years Care and Education;
- Safe Environment;
- Protecting Children;
- Professional Practice;
- Learning in the Early years;
- Child Care Practice.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### 8.1.6.2. Curriculum, Special Skills, Specialisation: Primary Level

Bachelor of Education (Honours) {B.Ed.(Hons)} at the Faculty of Education, University of Malta, aims to develop professionally based knowledge in the theory and practice of education, together with the ability to assist pupils to teach their full intellectual and social potential by undertaking their abilities and potentialities and the social contexts within which they live and learn.

Prospective teachers are encouraged to communicate and share knowledge and skills with their pupils and colleagues, and to develop the ability and motivation to further their learning and professional growth throughout their life. Each student is required to specialise in a chosen area of study and to understand its function in education, while developing competence in the marshalling of evidence on which reasoned judgement in the field of education may be reached. The B.Ed. (Hons) degree qualifies to Professional Teacher Status and the award of the Teacher's Warrant.

The curriculum plan for the primary Bachelor of Education (Honours) primary track is subdivided in the following parts:

- Primary studies which include the core content and the core professional;
- Primary Subject specialization. Students are offered the possibility of further study in one area/subject within primary education;
- Primary Cycle: This involves further study focused on either early years (ages 5-7) or junior years (ages 8-11) depending on the students' choice;
- Field placement: This refers to actual practice in classrooms;
- Dissertation;
- Research Methods;
- General Pedagogy;
- Personal skills: Development of interpersonal and intrapersonal skills;
- Foundations in Education: This component involves Philosophy and Sociology of Education.

The table below gives the number of ECTS for each area across the four-year course.

**Curriculum plan- B.Ed. (Hons) Primary Specialist-Number of ECTS per year Course starting in 2007**

		Yr 1	Yr 2	Yr 3	Yr 4	Total
Primary Studies	Core Content	26	10	20	8	64
	Core Professional	8	16	6	8	38
Primary Cycle	Early Child Education / Junior Years	0	8	8	4	20
Field Placement		8	8	8	8	32
Dissertation		0	0	0	12	12
Research Methods		0	4	0	0	4
General Pedagogy		8	6	0	0	14
Personal Skills		6	0	0	0	6
Education Studies		4	8	12	12	36
Elective Credits		0	0	2	4	6
Optional Credits		0	0	4	4	8
Totals		60	60	60	60	240

Institutions: University of Malta

**8.1.6.3. Curriculum, Special Skills, Specialisation: Lower-secondary level**

The curriculum for the B.Ed. (Hons) secondary track, is subdivided into the following parts:

Secondary Curriculum Studies Foundations in Education Field Placement Dissertation Research Methods Diversity in the Classroom Personal Skills Optional ECTS The course includes Resources and Information and Communication Technology in Education (RICTE), Diversity in the Classroom and Personal Skills. Students can choose a number of optional skills. Part of the course focuses on teaching of students with special needs, including disability issues and inclusion, challenging behaviour and difference and identity.

There is a Field Placement in each of the four years of the course, comprising a period of observation and / or teaching in schools under tutorial supervision as determined by the Faculty Board.

**Harmonised Curriculum Plan – B.Ed. (Hons) Course starting 2007 Single Subject Secondary Specialists:**

	Year 1	Year 2	Year 3	Year 4	Total	
Secondary Curriculum Studies						
Teaching Area Studies	40	40	24	20	124	
Resources and Information and Communication Technology in Education (RICTE)			4	4	8	
Personal Skills	4		2		6	
Professional Development Portfolio			2	2	4	
Sub Total						142
Education Studies						
Sociology, Philosophy, Psychology	4	4	16	12	36	
Diversity in the Classroom		2	2		4	
Education and the Law	2				2	
Sub Total						42
Field Placement	8	8	8	8	32	
Sub Total						32
Dissertation and Research Methods						
Research Methods		4			4	
Dissertation				12	12	
Sub Total						16
Optional Credits						
	2	2	2	2	8	
						8
Overall Total						240

**Notes:**

The following subjects are offered as Single Subjects: Computing, Home Economics, Physical Education, Mathematics, Personal and Social Education, Technical Design and Technology Subject within Group B, that is, Science with specialisation in Biology, Science with specialisation in Chemistry, Science with specialisation in Physics follow the Single Subject curriculum plan The Teaching Area Studies include subject content and methodology and a number of curriculum related units. While the distribution of the Teaching Area Studies varies depending on the particular needs of the subjects involved, all teaching areas devote at least 74 ECTS to subject content and at least 20 ECTS to subject methodology

**Harmonised Curriculum Plan B.Ed. (Hons.) – Double Subject Secondary Specialists:**

	Year 1	Year 2	Year 3	Year 4	Total	
Secondary Curriculum Studies						
Content Studies	40	40	8	8	96	
Methodology			16	16	32	
Resources and Information and Communication Technology in Education (RICTE)			4		4	
Personal Skills	4		2		6	
Professional Development Portfolio			2	2	4	
Sub Total						142
Education Studies						
Sociology, Philosophy, Psychology	4	4	16	12	36	
Diversity in the Classroom		2	2		4	
Education and the Law	2				2	
Sub Total						42
Field Placement	8	8	8	8	32	
Sub Total						32
Dissertation and Research Methods						
Research Methods		4			4	
Dissertation				12	12	
Sub Total						16
Optional Credits						
	2	2	2	2	8	
						8
Overall Total						240

**Notes:**

Double Subject Secondary Specialists: Art, English, French, German, History, Italian, Maltese, Religion  
 Field placement includes School Observation, Tutorials and Teaching Practice; in the second year it includes also the Managing the Secondary School Classroom study-unit In the fourth year, the optional study-unit should be the Resources and Information and Technology in Education

**Post Graduate Certificate of Education (PGCE)**

The one-year full-time course consists of the following components to which 60 credits (ECTS) are assigned:

The following is the outline of main components

Areas	Elements	Credits	Assessment	
			Course Work	Exam
Education Studies	Situations and Themes in Education I	4	4	-
	Situations and Themes in Education II	4	4	-
	Situations and Themes in Education III	4	4	-
	Electives Programme	4	4	-
Inclusive Education		2	2	-
Pedagogy & Curriculum Studies	Subject Methodology	10	8	2
Resources and Information and Communication Technology in Education	Educational Resources	8	8	-
Teaching Practice	School Experience	4	4	-
	Advisory Phase (November / December)		Not assessed	
	Evaluative Phase (March / April)	14	Assessed (Pass / Fail)	
Long Essay/Project		6	-	6

The Board stipulates which subject in the Pedagogy and Curriculum Studies area of study and which study-units students take in order to complete the appropriate course programme. The study-units to be followed in each case are determined by the Board of Studies before the commencement of the Course.

Students are required to undertake two periods of School Experience throughout the Course in order to acquaint themselves with the school and the classroom environment.

Students are required to undertake two six-week periods of Teaching Practice in secondary schools throughout the course in order to gain experience in the classroom. Students are required to submit a Long Essay that must have an educational problem or issue as its focus either in the area of Foundation Studies in Education or in Pedagogy and Curriculum Studies, or a Project deemed to be of equivalent academic standard by the Board of Studies. The Long Essay consists of not more than 8,000 words (excluding appendices) or not less than 12,000 words if co-authored.

**Institutions:** University of Malta

### 8.1.7. Evaluation, Certificates

Evaluation and Certification vary according to the institution which provides the training.

#### 8.1.7.1. Pre-School Education

Students following National Diploma in Early Years Course at the Malta College of Arts, Science and Technology are assessed through:

- Assignment given in each module;
- Coursework in academic subjects;
- Practice in Kindergarten Centres;
- Child study;

A final examination at the end of the course.

Successful students are awarded the National Diploma in Early Years issued by the Malta College of Arts, Science and Technology (MCAST) and the British Business and Technology Education Council (BTEC). The final result takes into consideration the students' performance in study-units, the kindergarten practice and related projects, the child study and the final examination.

Graduating students are classified as: Passed with Distinction, Passed with Merit, and Passed.

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

#### **8.1.7.2. Primary Education**

The assessment of students following University of Malta courses, the Bachelor of Education (Honours) – B.Ed. (Hons), and the Post Graduate Certificate in Education – PGCE, follow the University regulations. Assessment can be in the form of examinations, tests, assignments or of any of their combination. In the case of teaching practice, which makes up a significant part of the course, tutors assess students while observing them teaching and their preparation of lessons contained in their teaching practice files.

The teaching qualifications issued by the University of Malta are the B. Ed. (Hons.), a degree for the concurrent models for education and training of primary school and lower secondary school teachers, and the PGCE awarded to students who successfully complete the one-year professional education and training within the consecutive model.

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Students graduating with a Bachelor of Education are classified as follows: First Class; Second Class Upper; Second Class Lower, and Third Class. Students failing to obtain a Third Class may be awarded a Bachelor of Education without Honours.

The teaching qualifications awarded by the University of Malta are recognised in Europe and beyond.

**Institutions:** University of Malta

#### **8.1.7.3. Lower Secondary Education**

See section [8.1.7.2.](#)

#### **8.1.7.4. Upper and Post Secondary Education**

See sections [8.1.4.4.](#) and [8.1.7.2.](#)



#### 8.1.7.5. Tertiary Education

See sections [8.1.4.5.](#) and [8.1.7.2.](#)

#### 8.1.8. Alternative Training Pathways

There is currently no alternative pathway for entry into the post of kindergarten assistant at pre-school level.

There is no alternative pathway that includes professional education and training for teaching at primary and lower secondary level.

However, the Education Act (1988) specifies that persons possessing a Doctorate or a Master's Degree are eligible for a Permanent Teacher's Warrant. Hence, obtaining such degrees could provide an alternative route to teaching.

The amendments made to the Education Act in 2006 envisages that persons holding a Doctorate or a Bachelor's Degree and a Master's Degree together with a certificate of a pedagogical course organized by the Directorate for Educational Services are eligible for a Permanent Teacher's Warrant.

A number of ad hoc courses have been organised in order to provide professional education and training to teachers who did not have such professional education and training.

Lecturers at the University do not necessarily have professional education and training in teaching, although practically all lecturers in the Faculty of Education teaching in directly education related areas have had professional education and training.

Legislation: [Education Act, 1988](#)

Institutions: [University of Malta](#)

### 8.2. Conditions of Service of Teachers

Conditions of service of teachers have developed over several decades, primarily following discussions between the education authorities in the Ministry responsible for education and the Malta Union of Teachers (MUT), the main teachers union and one of the oldest in Malta, that has represented the teaching grades since 1919.

Over the years, the Malta Union of Teachers has represented teaching grades at all levels and in all sectors, including the primary, the secondary, the upper secondary, the University, the Malta College of Arts, Science and Technology, and the Institute for Tourism Studies as well as the teaching grades in the non-State educational institutions. Another union, the General Workers Union, has for several years represented a specific sector of the teaching grades, the Instructors.

The agreements reached over the years between the Government and the Malta Union of Teachers been largely implemented also in the non-State educational institutions.

Bibliography: [Agreement between the Church Authorities and the Malta Union of Teachers on the Reorganisation of Teaching Grades in Church Schools](#)

Bibliography: [Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda](#)

Bibliography: [Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995](#)

Institutions: [General Workers Union](#)

Institutions: [Institute of Tourism Studies](#)

Institutions: [Malta College of Arts, Science and Technology \(MCAST\)](#)

Institutions: Malta Union of Teachers  
Institutions: Ministry of Education, Youth and Employment  
Institutions: University of Malta

## 8.2.1. Historical Overview

Working conditions and salary scales of teaching grades at primary and secondary education levels have been negotiated as a collective agreement between the Government and the Malta Union of Teachers (MUT) and have been revised and bettered a number of times during the last several decades, including in 1975, 1989, 1994, 1998 and a number of addenda have been agreed to as well.

The 1975 agreement followed the 1974 Education Act and saw the integration of the primary and lower secondary teachers into a single set of grades, strengthening the MUT's ideal of one profession – one union. Changes introduced created a number of promotions for the teaching grades, including the posts of Head of Department in secondary schools and School Counsellor in secondary and primary schools.

The 1988 Education Act formally recognised teaching as a profession. Teachers applying for a job had to be in possession of a Teacher's Warrant that could be obtained according to criteria set in the Education Act. The 1989 reorganisation agreement between Government and the MUT sealed the new status by placing the teaching grades with the professional grades in the public service salary scales. As a result, teachers' salaries rose significantly following this agreement. Important changes in the selection and recruitment of teaching grades were introduced giving more importance to qualifications, efficiency and merit than to seniority. Allowances were introduced for teachers who were in possession of extra qualifications while a number of new posts as well as posts of special responsibility were established. In-service education and training courses organised on a regular basis for teachers were introduced in the agreement.

In 1992 special marriage, maternity and paternity, and bereavement leave was introduced.

The 1994 agreement continued to build on the one signed in 1989 and offered better conditions, salaries and opportunities for career progression. Promotions were to be awarded exclusively according to efficiency, qualifications and merit. The complement of a number of posts was substantially increased.

In 1998, teachers' salaries were increased as a result of the substantial adjustment of salaries of all public service grades and teachers benefited also from a number of provisions across the public service.

In 2001, an addendum to an existing agreement was signed that responded to some extent to the new demands made on teachers following the introduction of the new National Minimum Curriculum. Progression of teachers from one salary scale to another became faster and more in-service education and training for all teachers was introduced, besides other benefits.

Another addendum to the 1994 principal agreement between Government and the MUT which was of particular benefit to the grades of Assistant Director, Education Officer and Head of School includes additional allowances and fringe benefits.

In 2004 the MUT signed collective agreements with the Malta College of Arts, Science and Technology and the Institute of Tourism Studies.

The latest agreement between the University and the MUT was signed in 2002.

Public service agreements between Government and the Unions on the salaries and conditions of work of public service employees are also beneficial to teaching grades.

Teachers in the private sector enjoy more or less the same conditions as teachers in state schools. They are also represented by the MUT. An agreement between the Church authorities and the MUT was signed in 1995 with the latest addendum agreed to in 2006.

The MUT has also collective agreements for teachers in the private independent schools. Each school negotiates individually with the MUT.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda  
Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995

Institutions: Institute of Tourism Studies  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: Malta Union of Teachers  
Institutions: Management and Personnel Office  
Institutions: Ministry of Education, Youth and Employment  
Institutions: University of Malta

## 8.2.2. Ongoing Debates and Future Developments

The main debate as regards to teachers' conditions of work is related to the additional demands that the National Minimum Curriculum (1999) makes on the teacher's load. Currently, (early 2006), both the Government and the Malta Union of Teachers are carrying out an in-depth review of current issues and practices as well as the provision of adequate resources in order to facilitate the teachers' work and at the same time to ensure that quality education is delivered and received throughout the education system.

Government is planning a substantial reform of the current education State system at two levels: the separation of the current dual role of the Education Division see section 2.2. and at the same time, the networking of State schools see section 2.2.

The current debate includes also the possibility that the Heads of State Schools will be increasingly carrying out duties and tasks that have so far remained with the central authorities. It is hoped that Heads will depend less on the centre but will be working together with the other Heads of School as a result of the implementation of the reform setting up networks of primary and secondary schools.

The issue of extending the school day is also surfacing in national fora in view of the need to have children taken care of while mothers are at work.

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Education Division  
Institutions: Malta Union of Teachers  
Institutions: Ministry of Education, Youth and Employment

## 8.2.3. Specific Legislative Framework

The main framework legislation governing the conditions of service of teaching grades is the Education Act (1988) which stipulates the necessary qualifications for a person to be granted a permanent warrant to exercise the profession of a teacher. The Act provides the conditions under which the warrant may be suspended or cancelled and the related procedures.

Part IX of the amended Act deals with staff appointments in education entities as defined in the Act. The Act also provides the Minister with the necessary powers to make regulations:

To make provision for the appointment, conditions of employment, duties and powers of teachers, officers and employees of the entities and also of officers and employees of a Department or other agency who may have functions by any other law which regard the health and treatment of children and students including provisions to empower each one of such officers to visit children at their homes and to examine them and make other investigations. To establish the qualifications of professional persons, officers and other employees of the entities in schools, the curricula, the terms, schools days and times, students' uniforms, parents' days, the national minimum conditions of schools, and any other matter connected with or to the operation and administration of entities and of State schools and to the discipline to be kept thereat. In the case of State school teaching grades, are also bound by the

Public Service Management Code.

Schedule 2, Statute 7 of the Education Act – Appointments and Promotions of Staff with Formal Teaching and/or Research Duties covers the university academic staff.

Legislation: Education Act, 1988

Bibliography: Public Service Management Code - 2007

## 8.2.4. Planning Policy

There is no specific planning policy regarding the supply and demand of teachers at the various levels and areas of study. Currently (2006), the supply is generally meeting demands in the State and non-State education system. However, guidance and counselling officers as well as Faculty of Education administrators and lecturers can advise students prior to their starting a university course leading to a Bachelor of Education (Honours) degree or the Post Graduate Certificate in Education whether the area of specialisation they are opting for is saturated or not. In a small state like Malta one can easily find out whether within a few years there may be teacher vacancies or not in a particular area or level of education. At present, for example, student teachers of primary education level may be guaranteed work as soon as they complete their course.

As a result of the substantial decrease in the number of births during the last twenty years, there is currently hardly any need for additional Kindergarten Assistants except to replace those retiring.

## 8.2.5. Entry to the Profession

The qualifications required for the recruitment of primary and lower secondary education teachers are stipulated in the Education Act 1988 where it indicates the qualifications required for a Teacher's Warrant and in the collective agreements between the Government and the Malta Union of Teachers (MUT).

Legislation: Education Act, 1988

Institutions: Malta Union of Teachers

Institutions: Ministry of Education, Youth and Employment

### 8.2.5.1. Pre-primary Education

The 1995 agreement between the Government and the Malta Union of Teachers (MUT) that entry into the Kindergarten Assistant grade is through a public call for applications open to persons who have successfully completed the vocational course for Kindergarten Assistants which was then organised by the Education Division but is now held at the Malta College of Arts, Science and Technology. Applicants are interviewed by a selection board composed of representatives of the Education Division and the Management Personnel Office within the Office of the Prime Minister. The whole process is governed by the Public Service Commission. Candidates are ranked and employed on the basis of the availability of places and their ranking.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995

Institutions: Education Division

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Malta Union of Teachers

Institutions: Management and Personnel Office

Institutions: Ministry of Education, Youth and Employment

Institutions: Public Service Commission

### 8.2.5.2. Primary Education

Once students graduate, they become eligible to a teacher's warrant and can start working as teacher. Although there is currently no arrangement for an 'on-the-job' qualifying phase, they undergo a probationary period of one year. Generally the Head of School and / or the Assistant Head or a Subject Coordinator takes particular interest in the performance of a new teacher. See Section 8.1.3.

In the case of primary and lower secondary education teachers, the collective agreement between the Government and the Malta Union of Teachers stipulates that entry into the grade of Teacher in salary scale 9 of the Public Service is through a call for applications open to holders of a Teacher's Warrant or persons who qualify for a Warrant as prescribed in the Education Act.

The same collective agreement delineates the career progression and the promotion opportunities and procedures of the teaching profession.

The Education Division, the central Government education authority within the Ministry of Education, after reviewing its requirements for teachers in the various area of study and at the different levels, forwards its request for the recruitment of new teachers to the Management and Personnel Office of the Office of the Prime Minister, the Office that monitors recruitment of human resources with Government. After ascertaining that the required funds are available, the request for the recruitment of new teachers is forwarded to the Public Service Commission, a Constitutional entity that approves the call for application and ensures that the recruitment procedure is transparent and fair.

Employment of teachers in State schools is on an indefinite period. However, when the need arises, supply teachers may be recruited for a definite period, generally to satisfy an unexpected need or to fill in a vacancy that cannot be covered by a qualified teacher.

Legislation: Education Act, 1988

Institutions: Education Division

Institutions: Malta Union of Teachers

Institutions: Management and Personnel Office

Institutions: Ministry of Education, Youth and Employment

Institutions: Public Service Commission

### 8.2.5.3. Lower Secondary Education

See Section 8.2.5.2.

### 8.2.5.4. Upper and Post Secondary Education

Upper secondary institutions that fall under the responsibility of the Education Division follow the same recruitment procedures as lower secondary schools. Recruitment in the other institutions at this level of education is in the form of open recruitment since the institution is responsible for the selection process. The institution issues a public call for applications in the media. Candidates are interviewed by a selection board set up by the institution issuing the call for applications. Candidates are ranked and employed on the basis on their ranking. Lecturing staff at the Malta College of Arts Science and Technology are appointed on a three year contract in the first instance. Upon renewal the member of staff will be issued with a contract of indefinite length. Renewal of contract will be automatic provided that no unsatisfactory appraisal report has been issued and the person concerned has had the opportunity to remedy the weakness identified.

Institutions: Education Division

Institutions: Malta College of Arts, Science and Technology (MCAST)

#### 8.2.5.5. Tertiary Education

Appointments of staff with formal and/or research duties are made in the grades of Professor, Associate Professor, Senior Lecturer, Lecturer, Assistant Lecturer, teaching assistant and research assistant. An appointment to a post is made by the University Council on the recommendation of a selection board composed as follows:

The Rector, who shall be the chairperson;

Three members of staff with formal teaching and/or research duties appointed by the Senate, normally the head of department concerned and another head of department from outside the faculty

One member of Council not in the employment of the University appointed annually by the Council to be a member of all Selection Boards for the posts of a particular speciality.

In making its recommendations to the Council a Selection/Promotions board shall keep the following considerations in view:

research and teaching assistants should normally be promising new graduates or highly experienced persons in some technical speciality;

assistant lecturers should have a good first degree or a qualification at Master's level

Lecturers should have qualifications at doctoral level;

senior lecturers should be experienced in academic work and should have distinguished themselves in the carrying out of the teaching, research or other aspect of the lecturer's duties;

associate professors should have distinguished themselves by solid contributions to knowledge and to university affairs in general;

professors should have an established reputation amongst their peers as authorities in their field of learning.

Before recommending any person for appointment or promotion to the grade of professor, a Selection Board or a Promotion Board shall seek the expert advice of two independent academics in the same field of training.

Legislation: Education Act, 1988

Institutions: University of Malta

#### 8.2.5.6. Private Education

Generally, the recruitment of teachers in non-State schools is also on a permanent basis. The non-State school administrators issue a call for applications and adopt their own system of selection. However, they are bound by the Employment and Industrial Relations Act. Generally, non-State school teachers enjoy the same salaries and conditions of work of State school teachers and their employment is guaranteed.

Legislation: Employment and Industrial Relations Act

#### 8.2.6. Professional Status

Kindergarten Assistants do not enjoy professional status.

The Education Act (1988) recognises teaching as a profession and stipulates that the professional teacher must be in possession of a Teacher's Warrant issued by the Minister. The Act lays down the criteria by which a person may be considered eligible for the granting of a Teacher's Warrant.



Article 24 of the amended Act states that no person shall exercise the profession of teacher against remuneration or hold herself/himself to be professionally qualified to do so unless such a person is the holder of a warrant issued under the Act. It states that a person shall not qualify for a warrant unless such person:

- Is a Maltese citizen, or is otherwise permitted to work in Malta under any law;
- Is of good conduct
- Has full legal capacity
- Is in possession of
- A degree of Bachelor in Education or;
- A degree of Bachelor together with a Post-graduate Certificate in Education; or
- A Doctorate, or a Bachelor's degree and a Master's Degree, together with a certificate of a pedagogical course organized by the Directorate for Educational Services or by any other institution which is recognized by the Council for the Teaching Profession
- Any other professional qualification as the Council for the Teaching Profession may deem comparable
- Satisfies the Council of the Teaching Profession that s/he has received adequate experience in the practice of the teaching profession under supervision in a licensed school, for an aggregate period of at least two scholastic years full-time or its equivalent in part-time following the completion of such degree or such other professional qualifications as mentioned above.

The aforementioned conditions have been enacted but have not yet come into force and as such the previous conditions will apply until such date as the Minister may appoint. The current conditions by which a person shall qualify for a permanent warrant are

S/he is a citizen of Malta; S/he is of good conduct; S/he qualifies under sub article 3 that states that the person must have: graduated as a Bachelor of Education or obtained a Doctor's or Master's degree from the University; or followed a full course at the former St. Michael's Training College or at the Mater Admirabilis Training College, or a similar course at the Malta College of Arts, Science and Technology (formerly known as Polytechnic); or followed a course of study in Malta or in a University or a recognised institute outside Malta being a course which in the opinion of the Minister is equivalent to any course mentioned in paragraph (1) and (2); or taught in schools in Malta or outside for a period of not less than fifteen years, and is in the opinion of the Minister of the required academic level (please see note 1 below). Notwithstanding, Article 12 of the Education Act states that the Minister may grant a temporary warrant valid for one year, but renewable, to a person who, in the discretion of the Minister, has the ability to teach in Malta. The last provision was made in order to consider 'teachers' who had been teaching for several years but had not obtained the full / formal teaching qualifications to become eligible for a Teacher's Warrant This provision is used in exceptional circumstances.

State school teachers, as public service employees, have an indefinite contract of work following a year's probation. Teachers who eventually rise to the position of Assistant Director, Director, Director General or Permanent Secretary have a definite contract which is renewable. If it is not renewed they may have to revert to their substantive post.

Non-State school teachers generally enjoy the same salary scales and conditions of work. Church school teachers enjoy both the same salary scales and conditions of work of State school teachers as a result of a special agreement between the Holy See and the Republic of Malta.

Legal Notice 81 of 1988, subsidiary legislation the Education Act 1988, establishes a Code of Ethics of the Maltese Teaching Profession and enunciates the teacher's responsibilities to: the pupils in his / her care, his / her colleagues and the teaching profession; and the parents of his / her pupils and to the community

Legislation: Education Act, 1988

Legislation: Teachers (Code of Behaviour) Regulations



## 8.2.7. Replacement Measures

There is no formal framework for the replacement of teachers who are absent from work for short periods as, for example, when they are on sick leave. At pre-primary or primary levels, pupils of an absent teacher are either distributed across the other classes or temporarily taught by other teaching staff within the school, including Assistant Heads of School. In the case of secondary schools, teachers may be asked to cover the periods of an absent teacher. However, no secondary school teacher is expected to work more than his / her standard teaching load.

If the teacher's absence is prolonged, action is taken to cover such an absence either by using the services of an already employed teacher who is available or by recruiting a teacher on the waiting list or by recruiting a supply teacher who is engaged only for the period covering the teacher's absence. The supply teacher may be fully qualified or partly qualified.

## 8.2.8. Supporting Measures for Teachers

Newly employed teachers have a probationary year. Although no formal arrangements are made, during this year they generally receive support from the

Head of School the Assistant Head/s, the Subject Coordinator and from their peers at the school level while they may receive additional support by the centrally-based Education Officer responsible for the area or subject. Classroom support is provided when in the class there are students who have been statemented as students with special needs. This support is given by a Facilitator who may be responsible for one or two pupils who have special needs. However, the Facilitator's support must not be exclusively for pupils with special needs but for the whole class.

Complementary Teachers provide support to pupils who are falling significantly behind the rest of the class. This service is based on the withdrawal system whereby pupils who need help are withdrawn from their class and taught by a complementary teacher in small groups. Complementary teaching takes place mainly in primary schools and covers language and mathematics teaching.

Teachers occupying posts of special responsibility, include Guidance Teacher, Teacher Librarians and Health and Safety Teachers. These provide additional support to classroom teachers.

## 8.2.9. Evaluation of Teachers

State school teachers participate in a Performance Management Programme (PMP). They are expected to analyse their performance, set objectives for the following year, and assess their performance at the end of the year. This PMP involves the participation of the senior management team of the school. The Head of School is expected to advise and assess his / her teachers as regards to their performance and their performance targets. The performance targets are generally in tune with the School's Development Plan which itself sets general and specific objectives for the school to achieve, particularly in the delivery of the curriculum. The teacher's performance is assessed at three levels: above requirement, met requirement, and not up to requirement. The teacher may confirm or disagree with the assessment of the Head of School. If s/he disagrees, the assessment is referred to a higher authority, generally the Assistant Director of Education. In the larger schools, the Assistant Head may carry out a teacher's assessment. In that case, the teacher who does not agree with the assessment made by the Assistant Head may appeal to the Head of School.

Members of the school's management staff also have their PMP. Objectives set are related to the management of the whole school and the implementation of the Curriculum. Assistant Heads are evaluated by the Head of School while the Heads of School are evaluated by an Assistant Director of Education. Again, if there is no agreement on an evaluation, the issue is referred to higher authority.

A teacher's performance is also assessed during his / her probationary year before s/he is confirmed as a teacher as well as when s/he is due to proceed from one salary scale to another. At these

particular stages in a teacher's career, teachers are generally formally assessed both by the Head of School and by the Education Officer responsible for the subject or area.

## 8.2.10. In-service Training

The Education Division within the Ministry of Education has always given due importance to in-service education and training of teachers teaching in schools falling under its responsibility. Summer refresher courses were held for teachers prior to the inclusion of statutory in-service training in the 1994 collective agreement between Government and the Malta Union of Teachers (MUT). This collective agreement required that a teacher could be called for in-service training not more than once every two years. This has now been superseded by the 2001 Addendum to the Collective Agreement of 1994.

**Bibliography:** Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

**Institutions:** Malta Union of Teachers

**Institutions:** Ministry of Education, Youth and Employment

### 8.2.10.1. Pre-primary Education

Kindergarten Assistants have a statutory obligation to attend one in-service course every two years. The training is organized centrally by the Staff Development Branch within the Department of Curriculum Management. The sessions are usually of three days duration and they are organized either at the end or just prior to the beginning of the school year. Kindergarten assistants can also attend in-service courses on a voluntary basis. The Education Officers in charge of pre-primary education draws up the training programme to meet the current and future needs of the staff and the developments taking place in the field.

**Institutions:** Education Division

### 8.2.10.2. Teachers in Primary Education

According to the addendum to the 1994 agreement, which was signed in 2001, teachers could be asked to attend an in-service course once a year, either at the beginning or at the end of the school year. If they are not specifically called to attend an 'obligatory' course, they may apply for a course of their choice. Generally these courses lasting three days are organised at the national level, although more courses are being organized at school or College level and led by Education Officers and / or other educationists, including members of the Faculty of Education of the University of Malta or foreign specialists. The responsibility for the organisation of the central annual in-service courses falls on the Curriculum Management Department. Education Officers strive to ensure that teachers working within their area of responsibility are kept up-to-date as regards to subject content and methodology. These courses are open also to non-State schools teachers. A certificate of attendance is issued to participating teachers. Teachers attend also Council of Europe seminars and Comenius courses.

Schools may organise their in-service education and training courses or sessions to cater for the particular issues, needs and objectives of the school. Schools dedicate one afternoon each term for school-development planning seminar.

The 2001 addendum to the 1994 collective agreement also provides for in-service courses at any time during the school year. In addition to the possibility of being called to attend one in-service course every year teachers are required to participate in three sessions of two hours each after school hours over the school year. These sessions are dedicated to professional, curriculum and school development issues in which all school teaching grades participate. Attendance at these sessions is remunerated at overtime rate.

Many teachers participate in courses organised by the University of Malta. They may be certificate, diploma and degree courses, including Masters and Doctorate. Such courses are generally held on a

part-time basis in the evening. Courses organised by the University follow the University's regulations and standards. Popular courses include educational administration and management, information and communication technology, special educational needs, and inclusive education. The duration of the course may vary from one year in the case of a Certificate course to two years for a Diploma course, to more years for higher level courses.

A number of teachers obtain additional qualifications by following courses through distance learning with foreign universities.

**Bibliography:** Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

**Institutions:** University of Malta

### **8.2.10.3. Lower Secondary Education**

Teachers in lower secondary education have the same conditions as primary school teachers. See section 8.2.10.2.

### **8.2.10.4. Upper and Post Secondary Education**

Teachers in upper secondary and post-secondary institutions not falling under the responsibility of the Education Division, have their own collective agreements with the MUT. The agreement between the Malta College of Arts, Science and Technology and the MUT provides for the College to make available opportunities for vocational teacher training to its staff. Further progression will be blocked if this opportunity is not availed of or if the person concerned fails to satisfactorily complete the course. The same agreement includes staff development work including participation in in-service training as part of the working obligations of a member of the teaching staff.

Lecturing staff at the Institute of Tourism Studies have also included among their responsibilities the duty to undertake in-service training or staff development carried out during normal working hours as deemed necessary by management in accordance with strategic aims.

**Institutions:** Education Division

**Institutions:** Institute of Tourism Studies

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

### **8.2.10.5. Tertiary Education**

Academic staff at the University and Junior College who are in the grade of Assistant Lecturers are provided with the necessary assistance and opportunity to obtain further qualifications mostly doctorate degrees. Sabbatical leave is also granted by the University by releasing academic members of staff from their teaching and administrative commitments in order to engage in scholarly research and related activities. Full-time and permanent part-time academic members of staff are eligible for a year's sabbatical leave after every six years of continuous service in the post of lecturer or higher grades.

**Institutions:** Junior College

**Institutions:** University of Malta

### **8.2.10.6. Private Education**

Teachers in church schools may be required to attend in-service training organized by the Education Division for three working days following the 6th July or three working days immediately preceding the two working days prior to the fourth Monday in September. In the event that teachers are not called upon by the Education Division to attend these courses, they will be required to attend staff development and/or curriculum development and/or school development organized by their respective school during the days indicated above.

## 8.2.11. Salaries

Kindergarten assistants and teachers teaching in primary and secondary schools falling under the responsibility of the Education Division receive a salary according to the public service salary scales (1) they belong to as indicated in the table below:

Grade	Salary Scale Number	Min	Max	Min	Max
Teacher with 16 years experience	7	LM6,948	Lm8,316	€ 16,184	€19,371
Teacher with 8 years experience	8	LM6,526	Lm7,780	€15,201	€18,123
Teacher	9	Lm6,135	Lm7,287	€14,291	€16,974
Kindergarten Assistant with 13 years experience	13	Lm4,836	Lm5,700	€11,265	€13,277
Kindergarten Assistant with 5 years experience	14	Lm4,558	Lm5,374	€10,617	€12,518
Kindergarten Assistant	15	Lm4,316	Lm5,084	€10,054	€11,843

There are 20 salary scales in the Malta Public Service - scale 1 is the top scale while scale 20 is the lowest scale.

All public service employees are entitled to an annual bonus of LM220 (€512) in addition to their salary.

Exchange rate: 1 Euro = Malta Lira LM0.4293

### Qualification Allowance

Qualification	Malta lira	Euro
Doctorate	400	932
Masters	300	699
First degree (1)	200	466
Diploma	150	349

Notes: Only one Qualification Allowance (the highest) is paid; Where a degree / diploma is a pre-requisite qualification for appointment as teacher it shall not attract the relative allowance; A teacher receiving any allowance for the above qualifications may be required to teach / perform duties in the specific subject/s/area in which s/he has attained such qualification. Payment of allowance is terminated if the holder is appointed to the position of Director (or any higher position) on a Performance Agreement. (1) A Bachelor's degree in Education (B.Ed.(Hons)), being a degree qualifying a person to become a teacher, does not entitle the holder to an additional allowance.

Teachers carrying out mid-day break supervision duties receive a fixed rate of remuneration. Teachers attending the two-hour session per term of school, professional, curriculum development receive a fixed rate of remuneration.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

Bibliography: Appendix L - Schedule of Grades

#### **8.2.11.1. Pre-primary Education**

See Section [8.2.11.](#)

#### **8.2.11.2. Primary Education**

See Section [8.2.11.](#)

#### **8.2.11.3. Lower Secondary Education**

See Section [8.2.11.](#)

#### **8.2.11.4. Upper and Post-secondary**

Assistant lecturers at the Malta College of Arts, Science and Technology have a salary scale consisting of nine pay points starting from Lm6, 808 (€15,858) to a maximum of Lm8, 408 (€19,585). Lecturers have seven salary points on their salary scale starting from Lm7,655 (€17,831) to a maximum of Lm9,005 (€20,976). Senior lecturers receive an allowance of Lm850 (€1,980) in addition to their basic salary for as long as they serve in this position. Holders of qualifications beyond the minimum required for the post receive an allowance similar to that in the public service agreement, see section [8.2.11.](#)

Assistant lecturers at the Institute of Tourism Studies have a salary scale consisting of seven pay points starting from Lm5, 805 (€13,626) to a maximum of Lm7, 200 (€16,771). Lecturers also have seven salary points on their salary scale starting from Lm6,450 (€15,024) to a maximum of Lm7,950 (€18,519).

Lecturing staff at the Junior College receive the same salaries as lecturing staff at University. See section [8.2.11.5.](#)

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

#### **8.2.11.5. Tertiary Education**

Assistant lecturers at the University in possession of a Master's degree have a starting salary of Lm7,500 (€17,470) to rise by an annual increment of Lm200 (€466) to Lm8,100 (€18,868) Lecturers start with a salary of Lm8,237 (€19,187) and rise by annual increments of Lm 200 (€466) to a maximum of Lm8,837 (€20,585) and Senior Lecturers are paid Lm9,872(€22,996), Associate Professors have a salary of Lm10,876 (€25,334) while Professors have a salary of Lm11,880 (€27,673). In addition those academic staff having a formal Council appointment may become entitled to an annual bonus which is tied clearly and visibly to results. The annual bonus is calculated as a percentage (ranging between 0% to15%) of the salary of the individual member of staff concerned.

Full-time professors, Associate Professors, Senior Lecturers and Lectures benefit from an annual academic supplement of Lm400 (€932) for the acquisition of academic material and services connected to the performance of their duties.

### 8.2.11.6. Private Education

Teachers in private schools receive salaries which are the same as state school teachers. See section [8.2.11.](#)

## 8.2.12. Working Time and Holidays

Conditions of work for teachers teaching up to the end of compulsory education and those schools at upper secondary education which fall under the responsibility of the Education Division including working time and holidays are stipulated in the agreement between the Government and the Malta Union of Teachers and other related unions.

School working hours see section [3.9.2.](#)

School Holidays see section [3.9.1.](#)

Non-State schools are instructed that the total number of hours to be worked during the scholastic year is determined each year by the Education Authorities. These schools have some flexibility in the allocation of holidays but they generally follow the overall school days / holidays framework established for State schools.

Supervision of pupils during the mid-morning break is considered as an integral part of a teacher's duties; supervision of pupils during mid-day break is voluntary and against extra payment. Teacher: pupil ratio is 1:40.

Kindergarten Assistants spend the whole school day with the children. Like teachers they have a mid-day break. Supervision of children during this time is optional and against payment at agreed rates.

Class teachers in primary schools teach nearly all subjects of the curriculum and stay with their class throughout the day except when their class is under the charge of a peripatetic teacher covering a particular area or subject, such as Science and Technology, Personal and Social Development (PSE), Physical Education, Art and Drama, ICT in primary and Thinking skills.

Teachers in secondary schools have a maximum teaching load of 26 periods of 45 minutes each per week, including replacements during full days, and of 30 minutes each during half days. Peripatetic teachers in secondary schools cover the following areas:

Substance abuse programme, Thinking Skills, Sexuality and Relationships Education.

**Teacher librarians in secondary schools have the following number of lessons:**

School Size	No. of Teacher Librarians	Teaching Load
School population up to 300 students	1	16 lessons plus 2 replacements
School population 301-500 students	1	12 lessons plus 2 replacements
School population 501-1000 students	2	12 lessons plus 2 replacements each
School population over 1000 students	3	12 lessons plus 2 replacements each

School Counsellors are assigned duties in schools for not less than 3 days per week. They may be assigned more than one school but have no teaching load.



Teachers in the last four full school years prior to the maximum retiring age applicable at the time of having at least thirty years teaching experience, in primary, secondary and / or post-secondary schools may be assigned work of special responsibility in connection with the implementation of the National Minimum Curriculum, including the fields of Year / Area co-ordinators according to the requirements in their current school or in any other school. The teaching load of such teachers is reduced by 25% in order to be able to carry out their responsibilities. Teachers still have the option to retain their full time teaching duties up to the age of retirement.

Teachers recruited before 16 January 1979 have six months sick leave in aggregate during any 12 month period and 12 months sick leave in aggregate during any period of 4 years whichever comes first. Teachers recruited after 16 January 1979 have up to 30 working days sick leave during any calendar year on full pay and 30 working days sick leave on half-pay. These differences in sick leave are common across the Public Service.

Teachers recruited before 16 January 1979 enjoy better retirement pensions than teachers recruited after 16 January 1979.

Female teachers are entitled to maternity leave on full pay for absences from work because of pregnancy and confinement for an interrupted period of not more than 14 weeks (13 weeks on full pay and 1 week unpaid) as follows: a period of up to six weeks immediately after the date of confinement and the remaining period of 8 weeks may be availed of immediately before or after confinement.

Public Service officers are allowed 1 year unpaid parental leave to take care of their own children who are under 6 years of age. This leave may be availed of in respect of each child. The officers may choose to utilise 3, 6, or 9 months instead of the whole 12 months period. The parental leave chosen may only be taken in one period and may be shared by both parents. They must declare their option up front when they apply for leave. Female teachers in church schools who may feel to absent themselves to look after their young family may be allowed special unpaid leave for a period not exceeding one year which will include the following period of summer holidays. Teaching grades availing themselves of parental leave are not allowed to resume duty by the end of February, or in September at the end of the scholastic year, including the summer holidays. This is intended to minimize as much as possible the disruption of classes.

Public Service officers are allowed a once only maximum period of 5 years unpaid parental leave to be utilised either as a whole period or reduced by multiples of 3 months to take care of their own children who are under 6 years of age. If the 5 years are not availed of in one whole period, the balance may only be taken for the care of another child / children. Leave taken from this entitlement of 5 years may be shared by both parents, in respect of each child. The periods of leave to be taken must be declared, and any changes may only be made by giving 3 months' notice.

Adoption leave with pay may be availed of by the mother or father, or shared by both parents if they are both public officers provided that they do not exceed the prescribed limit and do not take the adoption leave concurrently. Adoption leave commences on the day the child passes into their custody. Special consideration will be given for additional separate periods not exceeding 3 months in aggregate of unpaid leave in those cases where international adoptions which involve lengthy processing abroad. Adoptive parents may utilize one year parental leave for each adopted child and a once career break of five years for the same purpose.

Female teachers employed in Church schools are entitled to five weeks adoption leave with full pay starting from the day that a child passes into their custody. They may also be granted special leave without pay for a period not exceeding one year to take care of adopted children.

Public officers may avail themselves of special unpaid leave for a period not exceeding of one year, in order to foster a child.

Public Service officers are entitled to avail themselves of unutilised sick leave on full pay as 'pre-retirement leave' on the basis of 1 day's leave for every 4 of unutilised sick leave, immediately preceding their retirement from the service on reaching the age limit, provided that a period of 'pre-retirement leave' must be continuous and cannot exceed a total of 3 calendar months.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda  
Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the



Classification, Regrading and Assimilation of the Facilitator and Kindergarten Grades 1995  
Bibliography: Public Service Management Code - 2007

#### **8.2.12.1. Pre-primary Education**

See section [8.2.12.](#)

#### **8.2.12.2. Primary Education**

See section [8.2.12.](#)

#### **8.2.12.3. Lower Secondary Education**

See section [8.2.12.](#)

#### **8.2.12.4. Upper and Post-Secondary Education**

Teachers in schools for which the Education Division is responsible enjoy the same working conditions as teachers in lower secondary education. See section 8.2.12. Lecturing staff at the Malta College of Arts, Science and Technology are in attendance at the College or on College activities for thirty seven and a half (37.5) hours per week. Within this time they are timetabled to teach or tutor students for not more than 840 hours per academic year (i.e. between first working day in September and end of first complete week in July) provided that not more than 23 hours are worked in one full week. Normally there are no additional teaching duties for teaching staff. Should it be necessary however, it will be voluntary and subject to a separate part-time contract. The remuneration for this work is in accordance to the prevailing current rates. All teaching staff are entitled to an annual leave of 50 days. In addition to the summer break which starts on the Friday of the first full week of July and ends on the first working day of September.

Lecturing staff at the Institute of Tourism Studies work an average of forty (40) hours five day week spread from Monday to Friday. The working hours are 1st October to 15th June 08.00hours to 16.00hours and between the 16th June and 30th September 08.00hrs to 13.00hrs. Academic staff are entitled to 40 days vacation leave during an academic year.

**Institutions:** Institute of Tourism Studies

**Institutions:** Malta College of Arts, Science and Technology (MCAST)

#### **8.2.12.5. Tertiary Education**

While recognizing that academics work beyond a regular working week, their commitment is based on a 40 hour week with flexible times depending on agreed timetables and shared equitably between teaching, research and administrative duties. Formal undergraduate teaching is carried out between 08.00hours and 17.00hours from Monday to Friday. Staff may be asked to teach outside these times only on a voluntary basis and against compensation. Remuneration for additional lecturing duties by academic staff is at the rate of Lm15 (€35) per hour. Full-time academic staff devotes an average of up to fifteen hours per week in the case of Assistant Lecturers and Lecturers, thirteen contact hours per week in the case of Senior Lecturers and Associate Professors and twelve contact hours in the case of Professors during term time to students. The contact hours are divided more or less equally between lectures and small group teaching/tutoring. They are also expected to be available for contact with students and colleagues for two hours twice a week. Academic staff is entitled to forty working days vacation leave in addition to the Christmas and Easter recess.

#### **8.2.12.6. Private Education**

Teachers in private schools have more or less the same conditions as teachers in state schools.

### **8.2.13. Promotion, Advancement**

There are opportunities for advancement both in salary scales and between one grade and a higher one.

#### **8.2.13.1. Pre-primary Education**

Kindergarten Assistants move from salary scale 15 to scale 14 on completion of five years in the grade, subject to satisfactory performance, and they proceed to scale 13 on completion of an additional eight years, also subject to satisfactory performance. Please refer to section [8.2.11.](#)

#### **8.2.13.2. Primary Education**

Teachers have the opportunity of advancement from one salary scale to another regardless whether or not they are promoted to other posts of responsibility as an incentive to retain the good teachers in the classroom. A newly qualified teacher who enters employment in the State education system starts at salary scale 9 and proceeds to scale 8 after 8 years of service and then to scale 7 after an additional 8 years of service as teacher.

Opportunities for promotion include the post of Assistant Head of School, School Counsellor and Subject Coordinator and, eventually, to Head of School or Education Officer and later Assistant Director of Education and Director of Education.

Requirements for promotion, selection procedure and roles and functions are agreed to in the collective agreement between the Government and the Malta Union of Teachers (1994, with addenda in 2001 and 2004).

The promotion process is through the Public Service Commission, an autonomous Constitutional entity that guarantees fair and transparent procedures in the selection and promotion of public officers in the Public Service. Power to make appointments to public offices and to remove and to exercise disciplinary control over persons holding or acting in any such offices is vested in the Prime Minister acting on the recommendation of the Public Service Commission.

Below are the promotion requirements and selection procedure for the available posts.

##### **Assistant Head of School**

Promotion by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to teachers who:

Have not less than 10 years of teaching experience of which at least five years have been served in a State school; have served for at least 5 years in the sector (primary / secondary) in which the appointment is being made.

##### **School Counsellor**

Promotion by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to teachers who:

Have not less than 10 years teaching experience of which at least 5 years are in State schools; have served for at least 5 years as guidance teachers in State schools; are in possession of a Diploma in Educational Guidance and Counselling.

### Subject Coordinator

Promotion by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to teachers who:

Have not less than 10 years teaching experience, of which at least the last 5 years must be in the State schools; have taught the subject offered for at least 5 years in State schools. Generally selected subject coordinators are in possession of a first or second degree in the subject for which they are chosen.

### Head of School

Promotion by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to Assistant Heads of School who:

Have not less than 4 years service in the grade of Assistant Head of School in State Schools; and are in possession of the Diploma in Education Administration and Management of the University of Malta or equivalent qualification.

### Education Officer

Promotion is by means of a selection through an interview taking into consideration qualifications, experience and competence, following a call for applications specifying the subject or area in which the vacancy or vacancies exist.

Vacancies in the grade of Education Officer in the area of administration are open to Assistant Heads of School with not less than 4 years service in the grade in State schools.

Vacancies in the grade of Education Officer in the area of Counselling are open to School Counsellors with 4 years service in the grade of School Counsellor in State schools.

Vacancies in the grade of Education Officer in a particular subject are open to Subject Coordinators in that particular subject with 4 years service in the grade of Subject Coordinator

Vacancies in the grade of Education Officer in such areas as may be found necessary after consultations between the Education authorities and the Union (for example, Assessment, Drama, Adult Education, Media), are open to Assistant Heads of School, School Counsellors, Subject Coordinators and Subject Coordinators (Primary Education) in State schools.

### Principal Education Officer

The promotion to Principal Education Officer is by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to officers with at least 3 years service in the grade of Education Officer and / or Head of School. The appointment is for three years and is renewable.

### Assistant Directors of Education

The filling of vacancies in the grade of Assistant Director in the Education Division is by selection through an interview taking into consideration qualifications, experience and competence, following a call for applications open to officers with at least 4 years service in the grade of Head of School and / or Education Officer. The position is held on a 5-year definite contract.

### Director of Education and Director General of Education

These posts are filled in accordance with the provision of Article 92(4) of the Constitution of Malta which states that "Heads of Department of government ... shall be appointed from amongst senior public officers by the Prime Minister acting after consultation with the Public Service Commission". The selection for both posts follows a call for applications. Generally these 'education' posts are filled in by senior public officers with qualifications and experience in education.

**Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda**

**Institutions: Management and Personnel Office**

**Institutions: Ministry of Education, Youth and Employment**

Institutions: Public Service Commission

### 8.2.13.3. Lower Secondary Education

See Section [8.2.13.2.](#)

### 8.2.13.4. Upper and Post Secondary Education

Teaching staff working in those institutions which fall under the responsibility of the Education Division have the same opportunities as other teachers teaching at primary and lower secondary level. See section [8.2.13.2.](#) Those who teach at the Malta College of Arts, Science and Technology can progress from Assistant Lecturers through the grade of Lecturer to Senior Lecturer, Associate Professor and Professor. An Assistant lecturer will progress to the grade of lecturer after completion of three years satisfactory teaching and achieving a vocational teacher training qualification. They may also apply for vacancies occurring in the management posts of the Institutes and College. Vacancies are advertised by a public call for application and the selection process is by means of an interview.

Lecturing staff at the Institute of Tourism Studies are eligible for promotion from assistant lecturers to lecturers if they have:

Fifteen years of teaching experience at the Institute of Tourism Studies or other recognized educational institution associated with the hospitality industry, or five years service in the grade of Assistant Lecturer and successfully completed a University undergraduate certificate course in Tourism Studies, or they are in possession of a Permanent Teachers Warrant and have completed at least three years of full-time uninterrupted service at the Institute of Tourism Studies.

Lecturing staff at the Junior College have the same opportunities as those teaching at University. See section [8.2.13.5.](#)

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

### 8.2.13.5. Tertiary Education

University academic staff can advance from Assistant Lecturer to Professor. See Section [8.2.5.4.](#)

### 8.2.13.6. Private Education

Promotions of teaching grades in non-State schools are generally limited to the grades usually found in schools. Promotions from the non-State to the State education sectors are not yet possible. The non-State schools generally provide for their promotions in agreement with the Malta Union of Teachers. Church schools generally follow the promotion criteria established for State schools.

## 8.2.14. Transfers

Teaching grades in State and non-State schools generally enjoy an indefinite contract. Transfers in State schools usually occur following a request made by an officer in response to an annual circular issued by the central education authorities. Transfers of teachers are generally effected at the beginning of the school year in order to avoid any unnecessary changes of teachers in the middle of the school year. Teachers may move from one school to another according to available vacancies. They may move from a primary to a secondary school or vice versa if they are appropriately qualified and have undergone a qualifying interview when recruited.

Assistant Heads of School and Heads of School in the State education system may be transferred or ask for transfer at any time during the year. Such transfers are implemented according to the exigencies of the service.

Teachers may also apply to move to specific sectors, for example, special education, complementary education, and peripatetic services.

Teachers may terminate their duties at any time during the school year but they are usually requested to finish the school year so that there will not be negative effects on the pupils.

#### **8.2.14.1. Pre-primary Education**

See section [8.2.14.](#)

#### **8.2.14.2. Primary Education**

See section [8.2.14.](#)

#### **8.2.14.3. Lower Secondary Education**

See section [8.2.14.](#)

#### **8.2.14.4. Upper and Post-secondary Education**

Teaching staff in institutions falling under the Education Division are subject to the same conditions as other teachers in primary and lower secondary education. See section 8.2.14. Those at the Institute of Tourism Studies and the Malta College of Arts, Science and Technology cannot be transferred to another similar institution since they are no other similar institutions. Teaching staff at the Junior College are part of the University staff and they may be asked to give lectures at University.

Institutions: Education Division

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

#### **8.2.14.5. Tertiary Education**

There is only one University and so staff cannot be transferred to another university.

#### **8.2.14.6. Private Education**

There is no formal system of transfers from one Church school to another or from one independent private school to another. Teachers need to resign from one school to join another.

### **8.2.15. Dismissal**

Teachers lose their teacher's warrant if they break the Teachers (Code of Behaviour) Regulations provided for by the regulations set in the 1988 Education Act.

Article 30 of the amended Education Act states, that “ A person shall not be qualified to obtain or shall not retain a warrant in terms of this Act if such person has been convicted by any court of criminal

jurisdiction: for any crime liable to imprisonment for a term exceeding one year; or of having abused the students' trust or having used violence in their regard; or of any crime because of which such person may not, in the Council (Council for the Teaching Profession) opinion, be fit to practice the teaching profession in a school"

When a person loses his warrant following a conviction, notice of such loss shall be given by the Minister in the Government Gazette and shall be communicated by the Council to the person disqualified, unless such person has been interdicted by the judgement itself and to the Principal of the College and to the Head of School where such person is employed.

Any person who feels aggrieved by a decision of the Minister following the recommendations of the Council to refuse an application for the issuing of a warrant, or the suspension or the cancellation can appeal within 21 days to the Court of Appeal in its inferior jurisdiction.

The Minister may, on the recommendations of the Council and upon qualification, restore the warrant to a person who is disqualified or remove the suspension or cancellation if the applicant meets such requirements that may be prescribed.

Besides all public officers are liable to proceedings under the Public Service Commission (Disciplinary Procedure) Regulations as amended by Legal Notice 67 of 2006. The functions of the Public Service Commission, a Constitutional entity, in relation to discipline include:

Recommendations to the Prime Minister for the suspension and interdiction of public officers charged with serious offences; Recommendations to the Prime Minister on penalties including dismissal to be imposed on public officers found guilty of criminal or serious offences; Recommendations to the Prime Minister on the forfeiture or otherwise of money withheld from the salary of public officers during the period of interdiction; The hearing of Appeals from public officers against decisions made by heads of departments under delegated authority; The hearing of representations from heads of department and public officers. Offences are categorised as minor offences or serious offences. Dismissal may be imposed either when a public officer is charged with a sequence of four minor offences in the space of twenty four months or is found guilty of a serious offence.

Legislation: Education Act, 1988

Legislation: Teachers (Code of Behaviour) Regulations

Bibliography: Public Service Management Code - 2007

Institutions: Ministry of Education, Youth and Employment

Institutions: Public Service Commission

## 8.2.16. Retirement and Pensions

Public officers may retire from the public service on attaining the age of 60 years. However, they are given the option to retain their employment up to the age of 61. The pension received depends on whether recruitment had taken place before or after 16th January 1979. A person who has been employed for not less than 10 years prior to retirement and has paid the proper rate of contributions at any time after 21st January 1979 is entitled to a two-thirds pension on attaining the pension age, that is 60 in the case of a female and 61 in the case of a man. The full rate of the two-thirds pension is payable to a person who has paid or been credited with a yearly average of not less than 50 social security contributions over a period of 30 years. Officers recruited before this date are eligible to two pensions: the 2/3 pension, which can be wholly or partly commuted, and an additional pension. In view of demographic shifts the government intends to reform the pensions and retirement policy. The phased implementation of the reform was announced in March 2006. One of the major changes will include the raising of the retirement age to 65 years over a number of years.

The 2001 addendum to the collective agreement of 1994 signed between Government and the Malta Union of Teachers allows teachers over the age of 57 and with 30 years experience to opt to be released of 25% of their teaching load in order to assist in the implementation of the Curriculum.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda



Bibliography: Public Service Management Code - 2007

Institutions: Malta Union of Teachers

Institutions: Ministry for the Family and Social Solidarity

## 8.3. School Administrative and/or Management Staff

The Head of School is responsible for the daily administration of the school and the implementation of the National Minimum Curriculum. The Head of School is supported by a number of Assistant Heads of School depending on the size of the student population and, particularly in the case of secondary schools, by a number of Subject Coordinators.

Each State school is expected to formulate a three-year School Development Plan (SDP) drawn up by the school administration with the collaboration and input of the school staff. The Head of School is responsible for the implementation of the SDP. She/he has to ensure that the curriculum is delivered by the teaching staff and received by the students.

Heads of State Schools are not yet responsible for the choice of the teaching grades deployed in their schools. Deployment of teaching grades is still carried out by the central authorities. However, Heads of School have a say in the choice of part-time support staff.

Heads of non-State Schools often have a major role in the selection of their staff.

### 8.3.1. Requirements for Appointment as a School Head

In the case of State School Heads of School, selection is carried out following a call for applications open to Assistant Head of School. Requirements see section [8.2.13.2](#).

In the case of non-State Heads of School, the selection of Heads of School is generally carried out by the School Board or the owners of the school.

#### 8.3.1.1. Historical Overview

See section [8.1.1](#).

#### 8.3.1.2. Ongoing Debates and Future Developments

The current debate includes the possibility that the Heads of State Schools will be increasingly carrying out duties and tasks that have so far remained with the central authorities. It is hoped that Heads will depend less on the centre but will be working together with the other Heads of School as a result of the implementation of the reform setting up networks of primary and secondary schools. See section [2.2](#).

### 8.3.2. Conditions of Service

Heads of School and Assistant Heads of School work the same school hours like teachers. However, they are still expected to carry out their full administrative duties which normally involve working beyond school hours and during the holidays. The Malta Union of Teachers accepts that the Head of School is the holder of a management position which implies a top management mindset and that the Head of School's responsibilities cannot end when students stop attending school. The Head needs to ensure that the new scholastic year starts as smoothly as possible and towards this end s/he has to carry out the relevant responsibilities during the summer recess. It is further understood that during the vacation period, Heads of School are not tied to any fixed time table. The Union undertakes to exempt



Heads of School from following the Union's directives during an industrial action, unless the nature of the industrial dispute is such that it warrants action from all grades.

Subject Coordinators have a maximum teaching load of 14 lessons per week, provided that in cases where multiple of a specific subject exceeds 14 lessons, up to two additional lessons may be assigned.

Institutions: Education Division

Institutions: Malta Union of Teachers

### 8.3.2.1. Salary

Heads of School, Assistant Heads of School and Subject coordinators receive a salary according to the public service salary scale as indicated in the table below see section 8.2.11.

Grade	Salary Scale No.	Min	Max	Min	Max
Head of School	6	Lm7,402	Lm8,938	€17,242	€20,820
Assistant Head of School	7	Lm 6,948	Lm8,316	€16,184	€19,371
Subject Co-ordinator	7	Lm 6,948	Lm8,316	€16,184	€19,371

Heads of School, Assistant Heads of School and Subject coordinators also receive the following allowances:

	Expense Allowance		Telephone Allowance	
	Lm	Euros	Lm	Euros
Head of School (student population less than 500)	90	210	96	224
Head of School (student population 501-750)	120	280	96	224
Head of School (student population 751-900)	150	349	96	224
Head of School (student population over 900)	190	443	120	280
Assistant Head of School	150	349		
Subject Co-ordinator				

## 8.4. Staff involved in Monitoring Educational Quality

The Head of School is primarily responsible for monitoring the teaching taking place in the school. External monitoring of the quality of provision throughout compulsory education is the responsibility of Principal Education Officers and Education Officers. In the case of tertiary education there is the Internal Quality Assurance Committee.

### 8.4.1. Requirements for Appointment as an Inspector

So far, the 'Inspector' is called Education Officer who, to a significant extent, actually carries out the duties of an 'inspector' of schools and teachers.

Promotion to Education Officer follows a call for applications from Subject Coordinators or Assistant Heads or School Counsellors, as required in the particular area where the vacancy exists, who have the appropriate qualifications, experience and competence for the area of responsibility as indicated in the call for applications. Generally, the applicant needs to have at least 4 years of experience in the field for which s/he is applying and at least a first or second degree.

See also section [8.2.13](#).

#### **8.4.1.1. Historical Overview**

Until the early 1970's, the Inspector of Schools played a distinctly inspectorial role, even though s/he used to provide support both to school administrators and to teachers. However, with the Malta Union of Teachers – Government collective agreement of 1974, the title of the position changed from Inspector to Education Officer. With this change of title came about a greater emphasis on the support and advice roles rather than on the inspectorial role.

**Bibliography:** Education in Malta

**Institutions:** Malta Union of Teachers

#### **8.4.1.2. Ongoing Debates and future Developments**

Government is continually insisting on quality education in all areas and at all levels. In the context of compulsory education, a Directorate for Quality and Standards in Education will be set-up. This Directorate will have its inspectorate which will monitor and inspect the quality of education.

At post-compulsory education the newly set up National Commission for Higher Education is also responsible for the quality assurance of institutions at post-compulsory education level including tertiary level.

Monitoring of teaching staff in school is the primary responsibility of the Head of School with the collaboration of the Assistant Heads of School. However, monitoring of educational staff is shared with the Education Officers within the Education Division the central education authority. Education Officers have jurisdiction in State and non-State schools. They have a dual role: providing expertise and support to teachers in their work and monitoring and evaluating their work.

The emphasis on the School Development Planning, the Performance Management Programme that all teaching grades have to go through, the need to deliver quality education, the importance being given to educational outcomes besides the process, the importance attached to effective internal school audits as well as the growing importance of the external school audits will probably be increasing the inspectorial aspect of the Education Officer in the future.

There are a number of Education Officers for primary education, usually specialising in the core subject areas and a number of Education Officers covering specific curriculum areas in secondary education. Besides, there are Education Officers managing services, such as Guidance and Counselling, and Education Officers for administration.

The Education Officers responsible for curriculum areas work very closely with Subject Coordinators deployed in schools as regards, for example, curriculum development and assessment. Education Officers responsible for administration generally concentrate on providing support and giving advice to school administrators.

Internal School Audits are generally carried out by the school's senior management team, including Heads of School Head of School Assistant Heads of School and Subject Coordinators with the collaboration of the teaching grades. The main aim of these audits is to ensure that the curriculum is delivered and received by each student according to his needs and potential

External School Audits are carried out by a small group of Education Officers Education Officers led by a Principal Education Officer. A Principal Education Officer carries out all the duties of an Education Officer and, in addition is responsible for the organisation of an external school audit, the carrying out of the audit itself, the formulation of the report on the audit, the receiving and evaluation of the

reactions of the Head of School to the audit and the preparation of the final report for the central education authorities.

Legislation: Education Act, 1988

Bibliography: For All Children to Succeed-June 2005

Institutions: Education Division

Institutions: National Commission for Higher Education (NHCE)

## 8.4.2. Conditions of Service

Principal Education Officers and Education Officers follow office hours - an average of forty hours a week based on a five day week Monday to Friday. Besides performing duties in schools, Education Officers are expected to perform office duties, including administration and the development of their area of responsibility, whether it is related to the curriculum or to a service. They also enjoy 192 hours (24 days) of vacation leave annually.

Principal Education Officers are expected initially to enter into a three-year contract which may be renewed thereafter for further three-year periods subject to satisfactory performance and positive results. Unsatisfactory performance during the contract period will lead to termination of the contract.

### 8.4.2.1. Salary

Education officers are on Salary Scale 6 which is the same as that for Heads of School. See Section 8.3.2.1. Principal Education Officers receive a remuneration package equivalent to the grade of Education Officer that is Scale 6 together with approved allowances of Lm 540 (€ 1,258) per annum. This is supplemented with an extra allowance of Lm 287 (€ 669) in the first year of appointment and an allowance of Lm 574 (€ 1,337) per annum in the second and subsequent years that the incumbents occupy the position).

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

Bibliography: Appendix L - Schedule of Grades

## 8.5. Educational Staff responsible for Support and Guidance

School Counsellors and Guidance Teachers provide the guidance and counselling services primarily to students but also parents at school level. There are Guidance Teachers in all secondary schools and School Counsellors at the central level but covering a number of schools. School Counsellors support the work carried out by Guidance Teachers.

The complement of School Counsellors in State schools is 20, 3 at the primary level and 13 at the secondary level while another 3 School Counsellors provide a service at both levels of education. Another School Counsellor is responsible for School Girl Mothers Unit.

School Counsellors are assigned duties in schools for not less than 3 days per week. There is one Guidance Teacher for every 300 students in every secondary school.

Guidance Teachers have a maximum teaching load of 14 lessons (including replacements) where the multiple of a specific subject exceeds 14 lessons in the particular subject, up to two additional lessons may be assigned.

See Sections 8.2.11.8.2.12. and 8.2.13.2.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

## 8.6. Other Educational Staff or Staff working with Schools

Schools are allocated a number of support staff, including a secretary, clerks and house keeping staff according to the size, type and condition of the school.

When there is a child with special needs in class, the teacher may receive the support of a facilitator not only to assist in the needs of the child with special needs but also to support the teacher in class as a whole.

Complementary Teachers give individual support to pupils who are falling behind in their learning in the core subjects at primary education level.

Peripatetic Teachers, who are specialists in their area, give lessons to classes in such areas as science, information and communication technology, drama, music, art, physical education and personal and social development.

Subject Coordinators provide specialised assistance to teachers in the teaching of the subject for which they are responsible. There are 94 Subject Coordinators in the State sector, four of which are assigned to primary schools.

Education Officers offer their support to teachers besides monitoring and assessing the teachers' work. The complement of Education Officers should not be less than 80.

In State schools there are teachers, particularly in secondary schools, occupying posts of special responsibility in such fields as guidance, librarianship, drama and health and safety.

Support is also provided by Educational Psychologists, Social Workers, Medical Doctors and Nurses. There are units catering for specific learning difficulties as well as teachers who perform duties at homes or in hospitals with children who have long periods of illness.

## 8.7. Statistics

**Teaching staff by gender, full-time / part-time: 2003/2004**

year	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
teaching staff	7,562	7,732	7,907	8,177	8,486	8,488	8,863	8,964
state	5,681	5,860	5,961	6,169	6,312	6,337	6,632	6,630
males	2,597	2,626	2,639	2,645	2,688	2,627	2,676	2,574
females	3,085	3,234	3,322	3,524	3,624	3,720	3,956	4,056
of which part timers	1,153	1,079	1,131	1,017	966	1,011	939	970
part-time males	576	602	609	595	555	593	532	569
part-time females	577	477	522	422	413	418	407	401
non state	1,881	1,872	1,946	2,008	2,074	2,151	2,231	2,334
males	492	491	514	498	506	528	571	464
females	1,389	1,381	1,432	1,510	1,568	1,623	1,660	1,870
of which part-timers	488	433	470	397	413	397	388	342
part-time males	170	154	177	139	132	151	149	134
part-time females	318	279	293	258	281	246	239	208

Source: National Statistics Office (NSO), Malta (<http://www.nso.gov.mt>).

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## 9. Evaluation of Educational Institutions and the Education System

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Monitoring and evaluating of schools is generally being carried out both through an internal and an external process. School Development Planning and the Performance Management Programme are two main instruments for the self-assessment of schools while Education Officers based at the centre carry out the external evaluations of schools, services, facilities and individual teachers.

The Education Act, 1988 as amended by Act XIII of 2006 stipulates the right of the State to secure compliance with the national minimum curriculum of studies and the national minimum conditions for all schools.

In fact, the central education authorities at the Education Division have the right not only to inspect State but also non-State schools.

Legislation: Education Act, 1988

Institutions: Education Division

### 9.1. Historical Overview

Monitoring of schools in Malta can be traced back to the mid-19th century with the existence of an inspectorate within the Maltese education system when the post of Inspector of primary education was established.

School Inspectors were appointed from among Heads of School. They held a high supervisory position and would appear unannounced in school. Their primary role was to inspect both the administration of the school, the performance of the teachers and the pupils.

The title of Inspector was revoked in 1975 with the reorganization of the teaching grades in the State education system. Instead, the post of Education Officer was created and was meant to have a more advisory and supportive role rather than inspectorial.

Early in the 1990's, the Maltese State education system, until then highly centralised, started decentralising. Schools became more independent and more responsibilities and decision making and taking were passed on to them in the process. The concept of school development planning was introduced and developed accompanied by a methodology of school self-evaluation. As from school year 1997/98, each school had to prepare and start implementing a three-year development plan which is evaluated internally on an annual basis.

External evaluation or school audits were piloted in state schools during school year 2004/05. These have now become a regular feature of the state education system

A Performance Management Programme (PMP) was introduced for public officers across the Public Service in 1994. The Performance Management Programme was adapted and adopted for the teaching grades and introduced for Heads of School in 1999. Subsequently, it was phased among all teaching grades.

Directors of Education and Assistant Directors of Education are bound by a performance contract with specific goals to be delivered annually.

The National Minimum Curriculum stresses the importance not only of the education process but also of the expected specific outcomes in the delivery of the Curriculum. The National Curriculum Council and the Strategic Plan for the Implementation of the Curriculum were meant to ensure the actual implementation of the vision, the philosophy, the objectives, and the provisions of Curriculum.

Level descriptors give a clear indication of what each student is expected to achieve at the different levels and the various areas of education and learning. Hence, various initiatives and instruments have

been established which facilitate and enforce accountability within the education system.

The post-secondary and higher education institutions have their own method of self-evaluation.

The University has had a system of external monitoring with external examiners from other universities who ensure the academic standards reached by the University. In 1995, a Quality Assurance Committee was set up to formulate a specific policy and procedure. By 2005, the University has carried out an intensive self-evaluation of each faculty with the external input of expertise from foreign universities.

The National Commission for Higher Education was set up in 2006. One of its functions is the evaluation, accreditation, authorization and recognition of institutions and programmes at further and higher education. See sections [2.2.2.3.9.2.](#) and [9.3.](#)

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Education in Malta

Bibliography: For All Children to Succeed-June 2005

Bibliography: Knowing Your School

Bibliography: Quality Assurance Handbook

Institutions: Education Division

Institutions: National Commission for Higher Education (NHCE)

Institutions: University of Malta

## 9.2. Ongoing Debates and Future Developments

The stress on the need for a knowledge-based society and economy is implying the absolute need for the delivery of quality education areas at all levels and in all areas within a lifelong learning perspective.

There has always been a debate on how far should professional teachers submit to external assessment and evaluation in their work with students. And this is one reason why the strict inspectorial role of School Inspectors in the past has been toned down while the advisory and supportive roles have been boosted. However, the need is again being felt to raise the relative importance of evaluation and assessment even of the work of professionals as part of the overall evaluation and assessment of the output and outcomes of the educational institutions.

As part of the envisaged reforms at systems level monitoring and quality assurance will play a greater role in the national educational landscape. To this end a specific directorate, the Directorate for Quality and Standards in Education will be set up with the remit to regulate, guide, evaluate, verify, research and report on the compulsory education system. It will be one of the two Directorates which will replace the current Education Division. See section [2.2.](#)

In parallel with this development, the Council for the Teaching Profession will be responsible for the review and assessment of the education and training standards and the fitness to teach of members of the profession.

At post-compulsory education level including tertiary education, the National Commission of Higher Education will be evaluating these institutions and their programmes of study benchmarking their performance against international developments. See sections [2.2.](#) and [9.3.](#)

Legislation: Education Act, 1988

Bibliography: Approaches to the Evaluation of Schools which provide compulsory Education

Bibliography: For All Children to Succeed-June 2005

Bibliography: Quality Assurance Handbook



Institutions: National Commission for Higher Education (NHCE)

## 9.3. Administrative and Legislative Framework

The main legislative framework for school evaluation is the Education Act, 1988 as amended by Act XIII of 2006. Article 7 states that it is the right of the state:

- To establish a national minimum curriculum of studies for all schools;
- To establish the national minimum conditions (regulations) for all schools; and
- To secure compliance with the national minimum curriculum of studies and the national minimum conditions for all schools.

Articles 8 and 9 deal with the setting up and functions of the Directorate for Quality and Standards in Education. Article 18 establishes an Educational Inspectorate within the Directorate for Quality and Standards in Education while article 19 covers the powers of this inspectorate.

Article 21 states that for the purposes of the Act, the Minister has the right to inspect every school and has the right to supervise the administration of every school.

The National Curriculum Council (NCC) set up by the Minister of Education, has listed the following strategic goals:

- Promoting good practice and taking corrective measures against bad or indifferent practice;
- Promoting self-evaluation at all levels and other national evaluation and educational audit systems for schools;
- Creating and supervising benchmarking and other national evaluation and educational audit systems for schools;
- Monitoring and researching key factors and areas of concern relating to the National Minimum Curriculum (Strategic Plan, 2001).

The amended Education Act 1988 establishes the Council for the Teaching Profession to regulate the practice of the teaching profession.

Statute 11 of the University of Malta stipulates that the University will establish and regularly review policies and academic standards. The statute further provides for the setting up of a Quality Assurance Committee (QAC) and an Academic Audit Unit (AAU) to ensure that the implementation of these policies meets the desired quality standards.

Part IV of the amended Education Act which establishes the National Commission for Higher Education and its functions. It defines a quality audit as “an external evaluation process of internal quality assurance adopted by an institution for its own use in order to continuously monitor and improve activities and services of a subject, programme, theme or the whole institution.” It also defines quality assurance as “systems which: safeguard the quality of further and higher education within the economic, social and cultural context, on a national, European and international level, ensure the use of appropriate measures as a means of improving the quality of teaching, learning, training and research; and communicate the outcome of such findings within an internal and external framework of accountability”.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Strategic Plan: National Minimum Curriculum on its Way

Institutions: National Commission for Higher Education (NHCE)

Institutions: National Curriculum Council

Institutions: University of Malta

## 9.4. Evaluation of Schools/Institutions

There exist both internal and external evaluation of educational institutions in Malta.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Approaches to the Evaluation of Schools which provide compulsory Education

### 9.4.1. Internal Evaluation

Internal evaluation in State, Church and Independent primary and secondary schools is carried out primarily through the school's development plan and is the responsibility of the school's senior management team. In State schools, the school development plan is complemented by the performance management programme.

The Quality Assurance Committee administers the internal evaluation within the University of Malta.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Knowing Your School

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

#### 9.4.1.1. Internal Evaluation at Pre-primary, Primary and Secondary education levels

The overall aims of self-evaluation across schools at pre-primary, primary and secondary education levels are:

- To identify strengths and weaknesses, opportunities and threats;
- To prioritise needs and opportunities;
- To decide on remedial action, the strengthening of existing provision and set

The senior management team, that is the

Head of School, the Assistant Head/s of School and the Subject Coordinators together with the teachers are mainly responsible for the internal evaluation process. The more progressive schools are increasingly involving both the students and the parents. School development planning is a collaborative effort with the participation of all stakeholders. It is a 3-year rolling plan.

The evaluation leads to a school development plan normally covering three years. While the administrative staff is mainly responsible for the management of the school, the teachers are mainly responsible for the curriculum's implementation. However, there is a great deal of interaction between the two aspects of the schools educational activities. Sometimes external expertise is invited to contribute to the school's plan. The plan is evaluated and adjusted annually in order to take on board the new commitments according to established objectives in the particular circumstances.

The central education authorities have produced a handbook, Knowing Our School, which is the result of collaborative efforts made by a group of seasoned Heads of School. This handbook deals with the following aspects of a school's self-evaluation:

- School Development Planning and Internal School Audit
  - The key areas
  - The audit process
  - The broad view
  - The close view

- Process: leading to the use of quality indicators and level illustrations
- The Broad View: Organisational Health Checks
  - Management, leadership and quality assurance
  - Curriculum
  - Learning and teaching
  - Attainment
  - Support for students
  - Ethos
  - Resources
- The Close View: Quality Indicators
  - Overview of key areas and quality indicators
  - Management, leadership and quality assurance
    - Self-evaluation
    - The School Development Plan
    - Implementation of the School Development Plan
    - Effectiveness of leadership
    - Effectiveness of Assistant Heads, Subject Coordinators, others
  - Curriculum
    - Structure of the curriculum
    - Quality of schemes of work and projects
    - Quality of teachers' planning
  - Learning and teaching
    - Quality of the teaching process
    - Quality of the students' learning
    - Meeting the students' learning needs
    - Assessment as part of teaching
    - Communication with parents about students' progress
  - Attainment
    - Quality of students' attainment
  - Support for students
    - Pastoral care
    - Personal and social development
    - Quality of curricular and vocational guidance
    - Monitoring progress and achievement
    - Effectiveness of learning support programmes
    - Implementation of special educational needs programmes
    - Placement of students with special educational needs
  - Ethos
    - The character of the school / the school ethos
    - Partnership with parents and the School Council
    - Links with other schools, organisations, employers, and the community
  - Resources
    - Accommodation and facilities
    - Provision and organisation of resources
    - Effectiveness and deployment of staff
    - Staff review and development
    - School management and finances

Each school may measure its performance against these indicators on an annual basis. The tools often used to collect reliable information and evidence from students, parents, teachers and administrators are discussions, analyses of documentation, analysis of assessments and examination results, questionnaires, interviews, class visits, seminars as well as feedback from external sources such as Education Officers.

Data collected in relation to the performance indicators are often assessed on a four-point scale:

- Quality level 4: very good – major strength
- Quality level 3: strengths outweigh weakness
- Quality level 2: fair – some important weaknesses
- Quality level 1: unsatisfactory – major weaknesses.

It is mandatory for State schools to send their school development plans and the results of their self-evaluation to the central authority, the Education Division. The school management team is responsible for the compiling of the internal evaluation report.

Parallel to the School Development Plan is the Performance Management Programme (PMP). Every Head of School, Assistant Head of School and teacher is expected to participate in the PMP.

Each teacher has to align a number of objectives with the school objectives as indicated in the School Development Plan and give his own performance measurement/s before the start of the school year and to discuss same with his supervisor who could be either the Assistant Head of School or the Head of School. In his self-development plan, the teacher needs to indicate the training required, if any, in order to achieve his targets, and eventually has to explain why if the training has not taken place. In his performance review of individual targets, the teacher needs to carry out a self-assessment of actual performance in relation to the targets set and according to the performance measure he had indicated. Against this self-assessment the Supervisor is expected to carry out a review.

The overall performance review is rated as follows:

- Performance significantly above requirements
- Performance meets requirements
- Performance not up to requirements – improvement necessary

Then the Supervisor writes his comments. The teacher's own comments are made anent his review of the core teaching skills and the overall performance. The teacher may disagree with the Supervisor's assessment and comments and, in that case, he may appeal to the next higher superior. Hence, if the first supervisor is the Assistant Head of School, he may appeal to the Head of School where a final evaluation of the performance is generally taken.

The Assistant Head of School and the Head of School carry out their own PMP on similar lines, naturally with supervisors at the higher level – the Assistant Head's supervisor is the Head of School with appeals to the Assistant Director of Education, the Head of School's supervisor is the Assistant Director of Education with appeals to the Director of Education.

Church and Independent private schools devise their own self-evaluation / internal evaluation but they often adapt and adopt the methodology used in State Schools. The PMP is not compulsory in non-State schools.

**Bibliography: Knowing Your School**

#### **9.4.1.2. Internal Evaluation at Upper-Secondary and post-secondary level**

Upper secondary institutions that fall under the responsibility of the Education Division follow a similar pattern as lower secondary schools see section 9.4.1.1. The other major post-secondary education and training institutions, namely the Malta College of Arts, Science and Technology and the Institute for Tourism Studies have their own system of self-evaluation. Both prepare students not only for their own examinations and certification but also for certification issued by external bodies, generally British examining boards. The Malta College of Arts, Science and Technology is the first vocational education and training institution to receive from the British Edexcel (which brought together the Business and Technology Education Council – BTEC - and the University of London Examinations and Assessment Council - ULEAC) the Edexcel International Centre of Excellence Award. The Excellence Award recognises exceptional quality, best practice and innovation in the delivery of education. MCAST / BTEC awards include: the First Diploma, the National Diploma and the Higher National Diploma, the Foundation Degree. The Institute for Tourism Studies has given excellent service to the development of the tourism industry in Malta and its students have been accepted and performed well in foreign institutions.

**Legislation: Education Act, 1988**

**Institutions: Institute of Tourism Studies**

**Institutions: Malta College of Arts, Science and Technology (MCAST)**

#### **9.4.1.3. Internal Evaluation at tertiary level**

The University has adopted an approach characterised by a self-critical attitude towards its policies and procedures. External evaluation complements internal self-evaluation. The University developed a mechanism of quality assurance that represents a transparent system of accountability. In 1995, the University set up the Quality Assurance Committee (QAC) and the Academic Audit Unit (AAU) within it,

directly responsible to the Rector and the Council of the University. The Committee seeks to:

- Reinforce quality education and services where they already exist;
- Help with remedial action where quality education and services are endangered;
- Demonstrate that measures are being taken to ensure that quality throughout the University is maintained.

The Committee's mission statement states: "To promote among all University staff and students a culture that is committed to quality service. This will ensure that students will have learning opportunities whereby the totality of their experience and the standards of their qualifications are of the highest quality within the limitations of the available resources. Likewise, academic staff will strive for those qualities in scholarship that are comparable to those carried out in similar institutions abroad. In this environment support staff will be able to provide a quality service that meets the Institution's needs and at the same time satisfies their personal and professional aspirations".

The University receives feedback from external examiners. The rationale underlying the participation of external examiners in the final year of degree courses is that the quality of examination procedures is enhanced through:

- The independent assessment of the knowledge acquired by students during the course of their studies;
- The setting of questions in the paper/s of the written examination by a member of the Board of Examiners who does not participate in the teaching of the course;
- The views expressed and the advice obtained on the general conduct of the examination and the course in general;
- The presence of an examiner not in the employment of the University, during the viva voce and practical sessions of the examination.

The QAC has established a standardized University-wide procedure to ensure the quality of the courses throughout the institution. The University Senate requires specific information before approving new courses or amendments to existing ones. Information required includes:

- The Faculty or Institute in which the course is to be offered;
- The Department, Division or Programme responsible for the course;
- The title of the course as it will appear on the award certificate;
- The course duration and commencement date;
- The specific student group/s for whom it is targeted;
- The number of students expected to enrol;
- The members of the Board of Studies;
- The course aims and objectives;
- The outline of the course structure and content;
- The full course regulations;
- The course students' handbook;
- The resources required, including venue and special facilities;
- The estimated costs detailing both revenue and expenditure;
- The statement from the Dean / Director that the course has been approved by the Faculty / Institute Board;
- The statement including remarks by the Director of Finance.

Clear criteria have been established for the promotion of academic staff from Lecturer to Senior Lecturer to Associate Professor to Professor. An academic becomes a Lecturer if in possession of a research based doctorate (Ph.D. or equivalent) that is relevant to the duties of the member of staff. An academic is promoted to a Senior Lecturer normally following five years of academic experience at the Lecturer level, during which the lecturer has performed well in all aspects of academic duties and responsibilities (teaching, research, administration and development and has become recognised locally as an authority in his or her field of specialisation. A Senior Lecturer is promoted to Associate Professor following a sustained record of excellent academic work normally carried out at Senior Lecturer level, including solid contributions to knowledge and to University affairs in general. Peer assessment of the staff member's output is sought from other universities. An academic is promoted to Professor after demonstrating distinction and excellence of academic and professional achievement that is recognised at the international level, normally for work carried out since having been appointed Associate Professor. Peer assessment of an applicant's research output is sought from other universities.

The commercial education and training institutions providing tuition in preparation for examinations set by foreign institutions generally adopt criteria and procedures set by the foreign institution. The generally good or excellent results that their students obtain are indicative of the standards and quality of their tuition.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Quality Assurance Handbook

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

## 9.4.2. External Evaluation

External evaluation at pre-primary, primary and secondary education levels is the principal responsibility of the Education Officers of the central education authorities. External evaluation at the University is to-date mainly through the regular engagement of external examiners.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: For All Children to Succeed-June 2005

Institutions: Education Division

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

### 9.4.2.1. External evaluation at pre-primary, primary and secondary education levels

The Government is committed to providing quality education services that are efficient and effective as well as economical. The Education Officers within the Education Division generally carry out the external evaluation of schools. This may take two forms; the regular school visits carried out by Education Officers and the external audit.

Education Officers are all members of the teaching profession who have moved up the career ladder from teacher to Subject Coordinators or Assistant Head of School or School Counsellor or Head of School with at least four years experience in their former position and in possession of relevant qualifications. Education Officers are primarily answerable to their Assistant Director of Education and then to their Director of Education, depending on their area of responsibility.

Education Officers are responsible for the overall quality of the education service offered by a school. Education Officers responsible for administration monitor the administration and management of schools while Education Officers responsible for the teaching of a subject monitor the teaching and learning of that subject by teachers and the input made by the Subject Coordinators in the school. Education Officers responsible for a service or a unit, for example guidance and counselling, educational psychology, values, ensure that the service is being delivered effectively.

Education Officers responsible for a subject or group of subjects visit classes to observe class teaching and learning. Moreover, through the Subject Coordinators they obtain feedback on the teaching and learning of the subject in the school. Education Officers may visit both State and non-State schools. Since annual examinations at both primary and secondary education levels are organised on a national level in State schools, Education Officers obtain an assessment of the teaching and learning of the subject in every school through the results which are monitored and moderated by the Education Officers themselves with the collaboration of Subject Coordinators who, for this purpose, moderate the results after seeing a cross section of the students' examination scripts from each school.



An external audit of a school is carried out every five years. External audits are carried out by a group of Education Officers led by a Principal Education Officer. Principal Education Officers are responsible to approach schools that are to be audited, as directed by the Director General of Education. Schools are given three weeks notice prior to an external audit. The Principal Education Officer ensures that a report of the audit is compiled; forwards the school audit report to the Head of School concerned in order to obtain the school's feedback and reactions; compiles the school audit team's counter observations to the reactions of the school, and finally presents to the Director General the report together with the whole documentation of the process. The report is discussed with the Education Division External Audit Group and an action programme to address problem areas is drawn up. The report is not made public.

The external evaluation of a school covers to a significant extent all the areas for school evaluation that has been indicated for the school's internal audit, see section 9.4.. Hence the regular internal audit carried out regularly by the State schools as a result of School Development Planning is a good preparation for the external evaluation.

Legislation: Education Act, 1988

Bibliography: Approaches to the Evaluation of Schools which provide compulsory Education  
Bibliography: For All Children to Succeed-June 2005

Institutions: Education Division

#### 9.4.2.2. External evaluation at tertiary education and training level

The University regularly appoints external examiners to ascertain that expectations are being met see section 9.4. The rationale underlying the participation of external examiners in the final year of degree courses is that the quality of the examination procedures and content are enhanced. See sections 9.4.1.3.

Heads of Faculty Departments, who are ex officio Chairmen of Boards of Examiners approach foreign outstanding academics and seek their consent to nominate them as external examiners for specific courses. In general, only academics at professorial level are proposed as external examiners. The Board of the Faculty / Institute considers the proposed external examiner's curriculum vitae before making a recommendation to Senate and Council. The proposed external examiners are considered by a Senate sub-committee that makes its recommendations to both governing bodies. Following approval, the Registrar issues a formal notification of appointment with an invitation to visit the University for the June session of the examination if appointed as a visiting external examiner, or to participate in the examination if appointed on a non-visiting basis. The appointment is on a year-to-year basis and normally lasts three years although it may be renewed by a further year.

The examination questions as well as the marking scheme are forwarded to external examiners by the Chairmen of the Boards of Examiners under strict confidential cover who invite the former to vet papers and, if desired, to propose alternative or additional questions.

Visiting examiners are usually required to be present during the final week of the marking of the scripts when various examiners' meetings are held. They participate fully in any oral examinations, see scripts, dissertations and projects, and in the final degree classification meeting. In the case of non-visiting examiners, a sample of scripts is mailed to them by courier. They submit their comments to the Chairman of the Board of Examiners. At the end of the exercise, external examiners submit a formal, confidential report to the Rector. Apart from providing feedback on the session of the examination, they are expected to add comments and observations on any issues related to the course of studies leading to the examination. These reports are considered by the Rector and are normally passed on to the Dean / Director who brings them up for discussion at the Faculty / Institute Board meeting.

The University appoints also visiting external examiners on Boards of Examiners for Ph.D. degrees and non-visiting external examiners for M.Phil. degrees. In both cases, the external examiners evaluate the thesis submitted and submit a report to the Chairman of the Board of Examiners. External examiners participate in the viva voce examination of Ph.D. students held at the University.

External assessors are engaged by the University when considering the promotion of Senior Lecturers to Associate Professors or Professors in order to ensure not only fairness but also validity in



promotions. Section 9.4.1.

The University has carried out an extensive audit of all Faculties and Departments with the participation of foreign academics. This audit thoroughly assessed the organisation, procedures, inputs, process and outputs as well as the human, financial and physical resources of each Faculty in order to assess standards and quality. The reports were submitted to the Rector who in turn presented them to both the Senate and the Council of the University for appropriate action. The University's future plans as well as budgeting take careful consideration of these reports when allocating resources.

As indicated also in Section 9.4.1. the Malta College of Arts, Science and Technology and the Institute for Tourism Studies award a number of certificates and diplomas in conjunction with well-established foreign, generally British institutions, which in turn ensure the quality and validity of awards given.

Again, commercial agencies acting locally on behalf of foreign, generally British institutions for higher education, follow the procedures and norms established by the foreign institution in order to ensure quality and standards.

Legislation: Education Act, 1988

Legislation: Statute 11 – Quality Assurance and Academic Audit Statute

Bibliography: Quality Assurance Handbook

Institutions: Institute of Tourism Studies

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

## 9.5. Evaluation of the Education System

The monitoring of the State education system is carried out through the Education Assessment Unit of the central Education Division. The Unit is responsible for the setting of the Junior Lyceum Admission Examination (the 11+ examination) in Maltese, English, Mathematics, Social Studies and Religion, as well as the annual examinations in these subjects for the last three years of primary schools and all subjects in the five years of the lower secondary schools. The results of the annual examinations are assessed and reported on. The annual examinations are monitored and moderated by the Education Officers with the collaboration of the Subject Coordinators who are in the best position to assess the performance of students and schools and a report is submitted to every school accordingly. Following the Junior Lyceum Examination, a detailed report is published. Schools can compare their pupils' performance in the examination with the national performance so that the appropriate action can be taken.

The Secondary Education Certificate (SEC) examination at the end of the five years of lower secondary education and the Matriculation Certificate (MC) examination at the end of upper secondary education are set by the Matriculation and Secondary Education Certificate Examination (MATSEC) Board which is a University examining board with representation from the Education Division, the central Ministry of Education. The content of the examinations and the setting of the examination papers and the marking of the scripts is undertaken by qualified specialists drawn from the University, government and public secondary schools. A detailed report on the results of the examination as well as a report of the chief examiner for each subject are published annually so that the necessary corrective action can be taken if required. Individual schools can receive a report on the performance of their students.

The MATSEC Board provides an examination system at key stages to cater for the specific needs of Maltese students. The MATSEC Board is under the chairmanship of the Rector of the University and has representatives from the University, the Education Division, the Private Schools Association and the Ministry of Education. Representatives of the Malta Union of Teachers and the Examinations Department sit on the Board as observers. The MATSEC Board has a number of panels / boards:

- The syllabus panel;
- The paper setters' board;

- The markers' board;
- The revision of papers panel.

These panels / boards are set up for each subject and for each level; (SEC and intermediate and advanced level for the Matriculation Certificate) at which the examinations are set.

A national literacy survey was carried out in March 1999 (Mifsud, C.L., Milton, J., Brooks, G., and Hutchison, D. (2000) Literacy in Malta: The 1999 National Survey of Attainment of Year 2 Pupils). Children's proficiency in both English and Maltese was measured. Data was gathered from 4,554 seven years old children in 100 schools – practically all the seven year olds. A second survey in both English and Maltese was carried out on the same cohort three years later in order to assess the impact of the remedial action taken to improve the performance of those children who did not do so well in the first survey (Mifsud, C.L., Grech, R., Hutchison, D., Morrison, J., Rudd, P., Hanson, J., (2004) Literacy for School Improvement.

The Department of Planning and Development carried out a national mathematics baseline study of children attending the first year of primary education. The Department worked closely with the Faculty of Education, University of Malta and the National Foundation of Educational Research, UK. Variables considered were gender, age, language special educational needs, years of pre-school, class size, types of school, geographical districts, family structure and parents' level of education. This study provides an insight into the children's performance across these variables (Mifsud C.L., Richard, S., Hutchison, D., Grech, R., (2005) Mathematics in Malta – The National Mathematics Survey of Year 1 Pupils).

Malta is participating for the first time in TIMSS 2007. A national research centre has been established within the Department of Planning and Development. Malta will be testing children only at grade 8. Malta is also participating in the OECD study "Teaching and Learning International Study" (TALIS).

Over the years a number of reports have been commissioned on the State education system, practically covering the whole spectrum. In 1999 the National Minimum Curriculum covering pre-school and compulsory schooling (age 3 to 16 years) was the result of extensive consultations with all stakeholders in order to ensure that the philosophy and direction of compulsory education within a lifelong learning context satisfies the aspirations of the nation and the requirements of a changing economy.

Other major areas covered include:

- Early childhood education
- Inclusive education policies, structures and services
- School attendance and absenteeism
- State primary and secondary education
- The restructuring of the Education Division
- Matriculation and the Secondary Education Certificate (MATSEC)
- Adult basic skills
- Career guidance
- Higher and tertiary levels of education
- Lifelong learning

Besides, there were also major reviews of existing policies, such as:

- Democracy in Schools
- Behaviour in School
- Child abuse and protection
- Substance abuse
- Inclusive education

The compilation of these reports and the formulation of these policies have followed more or less the same pattern. An area of the educational service is identified for a study in depth, a group of specialists with specific expertise in the area under consideration is invited to participate in the strengths, weaknesses, opportunities and threats (SWOT) analysis of the current situation, in order to propose a number of recommendations for a way forward. The group is mandated to consult all the stakeholders and to carry out all relevant research, taking into consideration what is happening in the area in the more advanced foreign countries. The submitted report is not the final word – it is again open for discussion with the major stakeholders and the public at large. In view of the fact that Malta is a small island state, consultations are fairly easy to carry out. The reactions and observations collected are

taken into careful consideration in the final decisions.

The Policy Unit in the Ministry of Education is instrumental in the support for the compilation of these reports and the development of policies. It is in continuous communication with all the departments, sections and units of the Education Division. The Ministry collects data and carries out research on the various aspects of the education system. The Cabinet of Ministers is kept informed of major developments, policy changes and reforms through memos specifically prepared for the Cabinet's information and any appropriate decision and action.

The Examination Department dates back to the mid nineteenth century and one of its responsibilities was the administration of national examinations, often also foreign examinations, such as those set by the Universities of Oxford, Cambridge, London and the City and Guilds of London Institute. The Department provides logistical and administrative support to the MATSEC Board and examinations set by foreign institutions and examining boards responsible for the award of academic, vocational and professional qualifications. It is still responsible for the organisation of examinations set by Public Service and Public Corporations and commercial partnerships in which the State has majority shareholding. It holds several examinations for the issue of licences. One can deduce the effectiveness of the education system through a study of the results of these examinations.

One may observe that education and training are very high on the national agenda and play a prominent part in the national media and during political discussions and debates. Parliamentary questions are frequently asked demanding specific information on the various aspects of education and training provided by the State.

The National Statistics Office gathers, analyses and reports all the data about the whole education system, including State and non-State provision. Its reports are a mine of information.

The National Audit Office audits the accounts, inventories and relevant procedures of the Ministry, its departments, sections and units as well as schools and reports to Parliament on its findings.

The reports issued by the University of Malta, the Malta College of Arts, Science and Technology and the Institute for Tourism studies provide a clear indication of the performance of these institutions, particularly as regards to the student population in each faculty, department / institute and results obtained, including the number of graduates.

#### Legislation: Education Act, 1988

Bibliography: Child Protection : Procedures for Schools  
Bibliography: Creating the Future Together - National Minimum Curriculum  
Bibliography: Democracy in Schools  
Bibliography: For All Children to Succeed-June 2005  
Bibliography: Good Behaviour and Discipline Policy for Schools  
Bibliography: Inclusive and Special Education: Review Report  
Bibliography: Junior Lyceum Entrance Examinations  
Bibliography: Matriculation Certificate Examinations 2006 Statistical Report  
Bibliography: MATSEC - Strengthening a National Examination System  
Bibliography: School Attendance Improvement  
Bibliography: SEC Examinations 2006 Statistical Report  
Bibliography: State Higher Education Funding  
Bibliography: Tackling Substance Abuse: Procedures for Schools

Institutions: Education Division  
Institutions: Examinations Department  
Institutions: Institute of Tourism Studies  
Institutions: Malta College of Arts, Science and Technology (MCAST)  
Institutions: Malta Union of Teachers  
Institutions: MATSEC Board  
Institutions: Ministry of Education, Youth and Employment  
Institutions: National Audit Office  
Institutions: National Statistics Office  
Institutions: University of Malta

## 9.6. Research into Education linked to Evaluation of the Education System

The Policy Unit of the Ministry of Education carries out research on the national education system and analyses data and facts as bases for the formulation of policies. The Unit provides the logistical support and acts as a liaison with the various departments and sections of the Ministry when reports are commissioned to committees on the various aspects, areas and levels of the education system. When a report is commissioned to an ad hoc committee, the members of the committee are experts or major stakeholders in the field capable to carry out an in depth study and relevant research in order to base their findings and recommendations on solid foundations. Reports and memos produced by the Policy Unit are the result of research and experiences in the field.

The Planning and Development Department of the Education Division is assigned a research role and facilitates surveys and research carried out in State and non-State schools.

The National Curriculum Council over the years has identified areas for research and produced the relevant reports.

Bibliography: Literacy for School Improvement

Bibliography: Mathematics in Malta

Bibliography: Reading in Two Languages in Malta

Institutions: Department of Planning and Development, Education Division

Institutions: Ministry of Education, Youth and Employment

Institutions: National Curriculum Council

Institutions: University of Malta

## 9.7. Statistics

The agreement between the Government and the Malta Union of Teachers (1995) stipulates that there should be not less than 80 Education Officers within the education system. Education Officers may carry out external inspections of all schools, whether State or non-State. According to an addendum to the same agreement, there should be 8 Principal Education Officers whose duties including leading a team of Education Officers to carry out school external evaluations.

Special arrangements are made for the internal and external evaluations of post-secondary and higher education and training institutions.

Bibliography: Agreement between the Government of Malta and the Malta Union of Teachers on the Classification, Regrading and Assimilation of the Education Class 1994 and related addenda

Institutions: Malta Union of Teachers

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## 10. Special Education Support

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Special educational support and provision has a fairly long history in Malta with substantial contributions being made both by the State, the Catholic Church and non-governmental organisations.

### 10.1. Historical Overview

What appear to be the first two organisations for persons with disability can be traced to post-war years when a 'rehabilitation fund for the physically disabled' was set up in 1946 and the Church set up a Commission for the Sick and the Handicapped in 1947.

The first provisions appear to have been made for children who suffered paralysis as a result of polio. In 1951, these children were reported to be already receiving Government provided instruction but not within schools.

In 1951, on an experimental basis, the provision of speech therapy was introduced for children attending primary schools after a Head of School had been trained for the purpose in England and carried out a survey in schools to help children with speech problems.

In 1956, a facility was set up for deaf children through the services of teacher of the deaf trained in England. Two special classes were opened at the Primary School, Paola, with each class catering for 15 hearing impaired children aged 6 to 11 years. In 1958, a centre for the blind attended by adolescents and adults was opened at Santa Venera. A peripatetic service was started in 1960 for children with hearing loss who attended an adjacent school. Most of the children identified with hearing impairment remained in mainstream schools, supported by the peripatetic teacher.

The first school for children with severe learning difficulties opened at Wardija in 1959. A limited service of school meals was introduced. The first purpose-built school for children with severe learning difficulties – the Guardian Angel School – was completed in Hamrun in 1962.

Following the introduction of primary compulsory education for all in 1946, there has been steady progress throughout the system, including the individual educational needs sector.

In 1963, a unit for 'educationally sub-normal' (ESN) children was opened at Msida. A separate location in the same town saw the setting up of the Mater Dei School for 'emotionally disturbed' male students. The following year, in 1964, a small unit for the 'physically handicapped' was established adjacent to the unit for children with hearing impairment at Pieta'.

In 1966 a unit for physically disabled children was opened at Pieta'.

The Education Act of 1974 stipulated that children of compulsory education age “with some mental, emotional or physical handicap” should be registered and attend such a special school as the Minister of Education may direct.

In 1988, the 'physically handicapped' unit at Pieta' was replaced by a larger facility at Pembroke – the San Miguel Special School.

In 1987, a permanent 'National Commission for the Handicapped' chaired by the then Speaker of the House of Representatives was established. It has since been instrumental to promote the needs and the rights of persons with disability, including their right to education and their inclusion within the mainstream education system. In fact, one of the Commission's major achievements was its contribution towards the national policy for inclusive education provision.

Since 1989, the Government embarked on an intensive programme for the promotion of inclusive education, with a substantial reduction in the number of children with special needs attending special schools and a corresponding increase in the number of children attending mainstream schools, providing a support service, including the service of a facilitator on a one-to-one or one-to-two basis. A recent study on inclusive education published in 2005 has charted the future of special and inclusive

education for the coming years.

Until approximately six years ago, special and inclusive education was closely associated with primary education and few children with special needs succeeded in joining secondary or higher secondary education. However, the inclusion process in Malta has led for more and more students joining lower secondary schools while a number of others are proceeding even beyond.

In 2005, an Inclusive and Special Education Review was carried out. This was followed by the setting up of the Inclusive and Special Education Network together with its Centre.

A large number of associations and organisations for children and persons with disabilities have been set up to look after the interests of specific groups and to provide mutual support and at the same time act as pressure groups.

Bibliography: Education in Malta

Bibliography: Inclusive and Special Education: Review Report

Bibliography: Inclusive Education – Policy regarding students with a disability

Bibliography: Meeting the diversity of student needs: the development of policy and provisions for the education of children with disability in Malta

Bibliography: Recent Developments in Inclusive Education in Malta

Institutions: Dun Manwel Attard School

Institutions: Eden Foundation

Institutions: Guardian Angel School

Institutions: Helen Keller School

Institutions: Mater Dei School

Institutions: National Commission Persons with Disability

Institutions: San Miguel Febres Cordero School

## 10.2. Ongoing Debates and Future Developments

There is currently a consensus on the implementation of an inclusive system of education, integrating children with disability within mainstream schools. The sudden growth of this area of education has not been met with the required qualified human resources. The service so far has limited specialised human resources to cater for the various specific needs. The intention is to continue to train the facilitators, to provide inclusive education coordinators, to set up more specialised services and facilities.

Following the Inclusive and Special Education Review in 2005, the Network for Inclusive and Special Education was set-up.

Bibliography: Inclusive and Special Education: Review Report

### 10.2.1. Inclusive and Special Education Centre

The main aim of Network is to co-ordinate the services being carried out in Special Schools and to support the Inclusive Education Programme. This network is coordinated from the Inclusive and Special Education Centre. The Centre works in collaboration with Non-Government Organisations, the Child Development Assessment Unit, see section 10.3.1. the National Commission for Persons with a Disability see section 10.6.12. various professionals within the health care services, mainstream and special schools and other educational establishments.

The premises serve as a focal point for support services and for the training of teaching staff. Training programmes are available on regular basis during and after school hours. It also houses the Support Services. The Statement Moderating Panel, see section 10.5.3.1. and the appeals boards are also housed at the Centre.



Bibliography: Inclusive and Special Education: Review Report

Institutions: Ministry of Education, Youth and Employment

### 10.2.2. Inclusion Co-ordinators (INCOs)

The new post of Inclusion co-ordinators has been established to support primary schools in the implementation of the Inclusive Education Policy. Currently these are following a two-year professional training course.

### 10.2.3. The Inclusive Curriculum Project (ICP),

The ICP aims at raising the standard of educational achievement for all students with special needs, ensuring that all students have access to the Maltese syllabus thus offering equal opportunities to those in mainstream schools as well as supporting teachers in achieving these goals.

The ICP will be developed within a phased programme of development. The first phase involves conceiving a set of documents, one for each subject in the Maltese syllabus. The documents will be supplements to the syllabi that give guidance to teachers teaching students with special needs on how to apply the subject syllabi to the curricular needs of all students. Each supplement identifies the curriculum structure for each subject syllabus, the main aims of the subject syllabus, the main strands of learning development of the subject syllabus and the specific approaches to teaching and learning of the subject syllabus. It is planned that this phase will be finished by the end of 2007.

### 10.2.4. Educational Assessment Project

This project is being piloted in the four special school supporting students with intellectual and multiple disabilities. The main aim of the project is to develop a consistent and reliable assessment framework across the four schools. The development of the assessment framework is to provide a year on year measure of the relative progress of every student every year. It is also envisaged to develop an attainment levels assessment tool for various subjects.

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Creating Inclusive Schools

Bibliography: Inclusive and Special Education: Review Report

Bibliography: Recent Developments in Inclusive Education in Malta

## 10.3. Definition and Diagnosis of the Target Group(s)

There is no legal definition of special needs. However, the Education Act there states:

It shall be the duty of the state to provide special schools for the children of Maltese citizens being minor children having special needs;

A minor shall be deemed to have special educational needs when that minor has special difficulties of a physical, mental or psychological nature.



### 10.3.1. The Child Development Assessment Unit

The Child Development Assessment Unit (CDAU), part of the Ministry of Health and catering for children when still babies, assesses the needs of children in a trans-disciplinary way. Besides the CDAU, the educational psychologists of the Education Division identify the particular educational needs of each child and recommend the service required. The Statementing Moderating Panel ensures that the appropriate provision is made for each child with special needs.

Broadly speaking one may consider the following broad classification of disabilities as documented in the Education Act.:

- Children with a physical disability;
- Children with sensory impairment (such as hearing or visually impaired);
- Children with psychological difficulties;
- Children with intellectual difficulties.

It is being recommended that the following categories for statistical purposes are to be used in the near future;

Intellectual Disability, Specific Learning Disability, Communication Difficulties, Sensory Difficulties, Physical Disability, Multiple Disability, Emotional and Behavioural Difficulties.

Currently, the legal framework relating to inclusive education and special education is found in the Constitution, the Education Act, 1988, and the Equal Opportunities (Persons with Disability) Act, 2000. See section 10.5.1.

### 10.3.2. School Psychological Service

The State's School Psychological Service has the responsibility for children with special needs, among other roles and tasks. Their mission statement includes "the promotion of a healthy psychological environment that facilitates the learning and development of children and the provision of an effective therapeutic service as and when required".

The main services offered by the school psychological service are the result of and indicative of the general objectives:

- Advising on the psycho-educational environment that facilitates pupils' and students' learning and development;
- Providing a psycho-educational assessment and intervention service for pupils and students with special needs due to physical, mental, perceptual, emotional or behavioural difficulties;
- Advising teachers and parents on the psycho-educational needs of children;
- Carrying out follow-up of cases and referral as required;
- Collaborating with the Child Development Assessment Unit (CDAU), see section 10.3.1. on the assessment of children with special needs;
- Participating in the Special Educational Needs Team (SENT) – a multi-disciplinary referral team with the collaboration of other support services, including primary health care – to provide multi-disciplinary school-based services;
- Advising on special examinations needs and arrangements for children with learning difficulties;
- Liaising with other units within the support services of the Education Division as well as with external agencies to provide support to pupils and students;
- Participating in a whole-school development, relating to children's psychological development and / or special educational needs.

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Creating the Future Together - National Minimum Curriculum

Institutions: Department of Student Services and International Relations

## 10.4. Financial Support for Pupils' Families

Families having children with special needs receive an additional allowance from the Government to cover additional expenses usually involved. Education is free for all children in all State and Church schools. Educational support given to children attending these schools, including the allocation of a facilitator is also free of charge. The parents of children attending independent private schools who need the support of a facilitator because of their special educational needs benefit from income tax relief.

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Inclusive and Special Education: Review Report

Bibliography: Servizzi u Beneficcji għall-persuni b'disabilità

Institutions: Ministry for the Family and Social Solidarity

Institutions: Ministry of Education, Youth and Employment

## 10.5. Special Provision within Mainstream Education

It is the Government's policy to include children with special needs within the mainstream education system rather than in special schools. However, parents are left to decide what is the better provision for their children, particularly when children with severe special needs require specialised services and facilities that are difficult to obtain in mainstream schools.

During the last decade, action has been taken to make the school's physical environment as user friendly to children with special physical needs as possible. Moreover, children with special needs may be given the services of a facilitator to cater for their physical, sensory, intellectual or other needs.

Children with sensory impairments besides being supported by facilitators are also supported by a peripatetic teacher service. The peripatetic teachers visit schools once or twice a week depending on the needs of the students. There are also students who communicate through sign language and are provided with the services of the sign language interpreters. These students are also supported by interpreters at post-secondary education.

A team of educational psychologists, see section 10.3.2. provide support to schools in catering for the education of pupils with special needs and may refer the students to the Statementing Moderating Panel, see section 10.5.3.2. Referrals can also be made by the Head of School and also by parents.

Legislation: Education Act, 1988

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment

Bibliography: Creating Inclusive Schools

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Inclusive and Special Education: Review Report

Bibliography: Servizzi u Beneficcji għall-persuni b'disabilità

### 10.5.1. Specific Legislative Framework

The Constitution of Malta states that "disabled persons and persons incapable of work are entitled to education and vocational training".

The Education Act, 1988, states that it is the duty of every parent of a minor to cause him

- To be registered in a school for the first scholastic year starting when he is of a compulsory school age;
- To continue to attend school up to the end of the scholastic year during which the minor ceases to be of compulsory school age, or up to the end of such further period as the Minister may prescribe by regulations; and
- To attend school regularly on each scholastic day, unless the minor has a good and sufficient cause to be absent from school.

Hence, all children without or with special needs must attend school during their compulsory education age.

The Act states also that "it is the right of every parent of a minor to give his decision with regard to any matter concerning the education which the minor is to receive".

The amended Education Act (2006) makes reference to resource centres instead of special schools (as in the original Act). This underlines the State's commitment to inclusive education.

- It shall be the duty of the state to provide resource centres, whose specialised role will include provision for children with individual educational needs who would benefit more from being in such centres than in mainstream schools, for such time as may be appropriate depending on their needs."
- A minor shall be deemed to have special educational needs when that minor has special difficulties of a physical, sensory, intellectual or psychological nature.

The Equal Opportunities Act (2000) refers specifically to education. The article states that it is unlawful for an educational authority or institution to discriminate against:

- An applicant for admission as a student on grounds of his disability or a disability of his family members -
  - By refusing to accept his application for such admission, or
  - In the terms or conditions on which such educational authority or institution is prepared to admit him as student; and
- A student on the grounds of his disability or disability of any of his family members by –
  - Denying him access, or limiting his access, to any benefit provided by such educational authority or institution; or
  - Expelling him from the educational institution he is attending.

Where an educational authority or institution has been wholly or primarily established for students who have a particular or specific disability, such education authority or institution may restrict admission to such an institution to persons who only have that particular or specific disability and refuse admission to other persons who do not have that particular or specific disability but another disability.

Where the admission of a person with a disability as a student in an educational institution would necessitate the procurement of services or facilities that are not required by students who do not have a disability, the educational authority or institution concerned may refuse or fail to accept the admission as a student of such person in that educational institution if such authority or institution proves that the admission of such person in such institution would require services or facilities the provision of which would impose unjustifiable hardship on the educational institution or authority concerned.

The National Minimum Curriculum (NMC), see section 10.5.2. that applies to all schools in Malta and has the force of legislation subsidiary to the Education Act, recognizes inclusive education as one of the basic principles in education. It states that an inclusive education is based on a commitment, on the part of the learning community, to fully acknowledge individual differences and to professing as well as implementing inclusive policies. This concept recognizes the full range of educational interests, potential and needs of students.

The NMC recognizes that in a school environment characterised by diversity, the spoken language is not the only means of human communication. The educational system must ensure the availability of structures and that all those children whose first language is not the spoken language are not excluded from the mainstream educational provision.

Moreover, in 2000 the Ministry of Education through the Ministerial Committee on Inclusive Education (MCIE) issued a policy statement about the procedure adopted for the Individual Education Programme (IEP) for children with special needs. In 2002, guidelines for special examination arrangements for candidates with particular requirements were also issued. Special arrangements are

made for compulsory education examinations and beyond.

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Inclusive and Special Education: Review Report

Institutions: Ministry of Education, Youth and Employment

## 10.5.2. General Objectives

The National Minimum Curriculum (NMC), 1999, emphasises as one of its major principles the issue of inclusive education. Principle 8 states that our society:

“believes in the broadening of democratic boundaries, in the fostering of a participatory culture, in the defence of the basic rights of children, in the constant struggle against all those factors that prevent the students' different abilities from being brought to fruition and in the safeguarding and strengthening of our country's achievements in the social and cultural fields”.

The NMC stresses that inclusive education is based on the commitment of the whole of our learning society to adopt and implement inclusive educational strategies and policies, as well as respecting and celebrating individual diversity. This changing culture moves beyond the education sector:

“Society has a moral responsibility to affirm diversity, if it believes in the broadening of democratic boundaries, in the fostering of a participatory culture, in the defence of the basic rights of children, in the constant struggle against all those factors that prevent the students' different abilities from being brought to fruition and in the safeguarding and strengthening of our country's achievements in the social and cultural fields”.

Bibliography: Creating the Future Together - National Minimum Curriculum

Bibliography: Inclusive and Special Education: Review Report

Institutions: Department of Student Services and International Relations

Institutions: Education Division

## 10.5.3. Specific Support Measures

It is the Government's determined objective to provide a complete educational service for students with special needs within mainstream schools, unless the better interests of the individual students as perceived by the parents, often on the advice of specialists, suggest that the student can be better served in a special schools where there may be better provision that cannot be supplied in mainstream school.

The existing special schools are networked so that they can complement each other's services and facilities and intend to work closer with mainstream schools. They are supported educationally and professionally by a central unit – The Inclusive and Special Education Centre see section [10.2.1](#).

A team of educational psychologists, see section [10.3.2](#), provide support to schools in catering for the education of pupils with special needs.

Bibliography: Inclusive and Special Education: Review Report

### 10.5.3.1. Statementing Moderating Panel

Pupils with special needs may be assessed by the Statementing Moderating Panel (SMP), a specialist panel that identifies the specific needs of each pupil and advises on the special provision required within the mainstream education system. The SMP is the State recognised body empowered to develop a statutory assessment of the support required in order to ensure a quality education for students having an impairment.

The Panel is appointed by the Minister responsible for education and is composed of:

- A chairperson who must be an educationist, preferably an educational psychologist and not professionally involved with pupils being statemented;
- Two members who are officials of the central education authority with experience / qualifications in special and inclusive education not professionally involved in the pupils being statemented;
- Other professional with experience / qualifications in the area of education of people with disability of the pupil to be statemented and who is not involved with the pupil under review to be co-opted by the panel as a member during that particular statementing process;
- The Head of School or a representative co-opted during the assessment of the pupil.

The functions of the Statementing Moderating Panel are:

- To ensure that the school concerned has done everything it could and should do to meet the needs of the pupils being statemented;
- To gather and analyse written trans-disciplinary assessment reports from various professionals in public and private practice, including educational, parental, medical, psychological, social, communicative, and vocational professionals;
- To request assessment bodies and practitioners for additional information, if so required;
- To invite parents, pupil / parent advocates and professionals to discuss in more depth issues raised by written assessments presented to the panel;
- To seek active consultation with parents and, when appropriate, the pupils themselves, as part of the mandatory process in developing a statement;
- To establish the nature and level of educational support needed by the student being statemented in order to ensure a quality education to which they are entitled to;
- To submit statements to the Director General of Education for follow-up action and provision of the indicated educational support;
- To undertake periodic reviews of Statemented pupils;
- To prepare annual reports for submission to the Minister and to the Director General of Education.

The SMP may allocate the services of a Facilitator on a full-time or a part-time basis to a pupil with special needs. Most Facilitators have been or are being specifically qualified for their role and tasks, generally through a University diploma course. The Facilitator works closely with the class teacher and is expected to devise and implement an Individual Education Programme (IEP) for each pupil with special needs. Pupils in mainstream schools follow the curriculum as stipulated in the IEP. The IEP serves as a tool for collaborative planning between the school/teacher/facilitator, the parents, the students, personnel from the central education authority and any other community services involved in the pupil's life outside school. The IEP includes aspects of a pupil's education programme that are modified or adapted and identifies the support services and facilities to be provided who is responsible for their provision. The facilitator in collaboration with the class teacher either helps the pupil with the activities taking place in class or prepares specific exercises and educational activities tailored specifically for the pupil by the Facilitator. The quality and outcomes of the IEP's determine the educational development of the potential of pupils with special educational needs.

The IEP includes the following:

- A description of the present levels of educational performance of the pupil;
- The learning outcomes set for the pupil for a particular school year;
- Details of all the required adaptations to educational materials and instructional and assessment methods;
- A description and quantification of all the support services and facilities to be provided;
- A description of the place where modified educational programmes are to be provided;
- The names of all personnel who are involved in providing the educational programme and the support services for the pupils during the school year;

- Plans for the next transition point in the student's education, including transitions beyond compulsory schooling, and
- The period of time and process for the review of the IEP itself.

The outcome of such IEPs determines the educational potential of children with special needs.

Graduate teachers receive pre-service training in inclusive education procedure and programmes in order to ensure a collaborative approach between the regular class teacher and the support services, including the service of a Facilitator.

Legislation: Education Act, 1988

Bibliography: Inclusive Education – Policy regarding students with a disability

Institutions: Ministry of Education, Youth and Employment

#### **10.5.3.2. The Foundation for Educational Services,**

This foundation within the Ministry of Education works closely with the Education Division, the central education directorate, specialises in the provision of educational services for pupils who are seriously falling behind in their learning and education. It has introduced a number of innovative practices to deal with specific learning difficulties, particularly in literacy and numeracy. It specialises in the involvement of the parents in their children's education.

Institutions: Foundation for Educational Services (FES)

#### **10.5.3.3. The Central Public Library**

The Central Public Library has a special multimedia section for children with hearing or visual impairment with the aim of stimulating children with special needs to read.

Institutions: Department of Libraries and Archives

#### **10.5.3.4. ACCESS – Disability Support Committee**

At tertiary level, the University of Malta is committed to provide full accessibility to its students, including students with disability who wish to continue to further their studies. To achieve this, the University has set-up the ACCESS-Disability Support Committee (ADSC). In order to provide the best environment for the students the ACCESS-Disability Support Unit (ADSU) is on campus and provides services of a coordinator to assist the students with their needs. The ADSU has an equipped office that provides full services to persons with visual, hearing and physical impairments.

Institutions: University of Malta

#### **10.5.3.5. Inclusion Co-ordinators**

The new post of Inclusion co-ordinators has been established to support primary schools in the implementation of the Inclusive Education Policy. Currently these are following a two-year professional training course.

Institutions: Education Division

Institutions: Foundation for Educational Services (FES)

Institutions: Ministry of Education, Youth and Employment



## 10.6. Separate Special Provision

Although pupils with special needs are generally included within the mainstream education system rather than special schools, a number of special schools still function to cater for the more demanding needs and to satisfy the wishes and expectations of parents who consider that their children can receive a better educational service in a special schools where there may be better educational provision than that obtainable in mainstream schools. It is estimated that only 0.36% of the total student population attends these schools. The rest of the students receive their educational entitlement in mainstream schools.

The existing special schools are networked so that they can complement each other's services and facilities and work closer with mainstream schools. Professional and educational support is provided by the Inclusive and Special Education Centre, see section [10.2.1](#).

The following schools cater for the special needs of pupils as specified:

Guardian Angel School and Dun Manwel Attard School cater for children with severe learning difficulties. The skills covered are cognitive, gross motor, social, language – both receptive and expressive, self-help, cooking, sewing and others. Good health, personal hygiene and training for adult life are promoted and given utmost importance.

Helen Keller School caters for pupils with sensory impairment such as visual and hearing impairment and deaf-blindness. The majority of pupils have additional multiple disabilities. The school provides a peripatetic service for the hearing impaired pupils in mainstream schools.

Mater Dei School and St. Patrick's Craft Centre cater for boys with emotional, social and behavioural difficulties affecting their school, home and personal lives. It provides a tailor-made individual programme without deviating too much from the National Minimum Curriculum. Mater Dei School caters for boys of primary school age, while St. Patrick's Crafts Centre caters for boys of secondary school age.

San Miguel Febres Cordero School caters for pupils with severe to profound and multiple learning difficulties. Ages range from 3 to 19+ years. The school aims to provide, as far as possible, an education tailored to meet the needs of individual pupils.

Sannat Primary School Special Unit caters for all children with special needs in the island of Gozo. The Unit is situated within the primary school.

Over the years, substantial investment has been made in these schools in order to provide all the required facilities and services and to turn them into resource centres for special education. As a result, facilities and services provided at these schools can be made use of by children with special needs in other special schools or in mainstream schools.

Children in special schools are taken for short or longer visits to mainstream schools, usually nearby.

Institutions: Dun Manwel Attard School

Institutions: Guardian Angel School

Institutions: Helen Keller School

Institutions: Mater Dei School

Institutions: San Miguel Febres Cordero School

### 10.6.1. Specific Legislative Framework

The existing legislative framework has already been referred to in Section [10.5.1](#).

Legislation: Constitution of Malta, 1965

Legislation: Education Act, 1988

Legislation: Equal Opportunities (persons with disability) Act



## 10.6.2. General Objectives

The general objectives of special schools are similar to those for children with special needs in mainstream schools as indicated in Section [10.5.2](#).

Bibliography: Inclusive and Special Education: Review Report

## 10.6.3. Geographical Accessibility

Since Malta and Gozo are small islands, special schools are accessible to all children with disabilities on both islands. Free transport, very often with special facilities, is provided for all children coming from any area. The transport of children with special needs is accompanied and supervised by adults, generally teachers and facilitators.

## 10.6.4. Admission Requirements and Choice of School

Dun Manwel Attard and Guardian Angel Schools cater for a wide range of special needs. The other special schools cater for a specific or a narrow range of special needs. Therefore children with a specific special need are addressed to a particular special school. Children, for whom parents choose a special school, go through the same admission procedure as children with special educational needs in mainstream schools, see section [10.5.3](#). The children attend the special school that can best cater for their specific needs. The decision is taken by the relevant authorities and specialists in consultation with the parents.

Bibliography: Inclusive and Special Education: Review Report

Institutions: Department of Student Services and International Relations

Institutions: Dun Manwel Attard School

Institutions: Education Division

Institutions: Guardian Angel School

## 10.6.5. Age Levels and Grouping of Pupils

Students with special needs in mainstream schools are found at every level within the compulsory education age. Special schools tend to cater for a wide range of ages, from 3 to 19+, sometimes up to the late 20's, generally prior to their transition to an adult training centre. In special schools children are generally grouped in classes by age.

## 10.6.6. Organisation of the School Year

Special schools have the same school year as mainstream primary and secondary schools.

Please refer to sections [3.9.1.4.9.1](#). and [5.12.1](#).

## 10.6.7. Curriculum, Subjects

Students in the special schools follow the mainstream curriculum with the necessary adaptation and modifications necessary to ensure full access to the curriculum. It is highly stressed that in these

schools all students should have access to a common set of subject syllabi with the same quality of subject content. This should enhance equal learning opportunities and experiences for all students to become educated persons.

Each pupil follows his Individual Educational Programme (IEP) based on the national curriculum (refer to section 10.5.3.) although activities in groups are encouraged in order to facilitate the pupil's personal and social development. The IEP is revised annually during an IEP conference meeting with the involvement of all professionals working with the student, the school administration, parents and sometimes the pupils themselves. Peripatetic teachers give lessons in drama, art and craft, music and physical education.

#### **10.6.7.1. Guardian Angel School and Dun Manwel Attard:**

Activities in these schools are aimed at enabling individual children to develop independent skills to their best ability in order to live in harmony with their environment and with others. Skills covered include cognitive, gross motor, social, language – receptive and expressive, self-help, cooking, sewing and others. Visits to various places are organised on a regular basis. Children from Guardian Angel receive lessons in gymnastics, English, Home Economics and Information and Communication Technology at a secondary school next door. However, pupils have computers in their own class as well. Pupils have speech therapy by Speech Therapist twice a week.

Although schools follow the curriculum which is carried out in the mainstream schools emphasis is done on while delivering the curriculum on the personal and social development of the whole person for students to become as independent as possible. In some instances students attending the senior classes have sessions also on various job experiences. Both schools have a school band and play performances in various at school and in the community. The school band of Guardian Angel School has recently been awarded the certificate of achievement by the London School of Music.

**Institutions:** Dun Manwel Attard School

**Institutions:** Guardian Angel School

#### **10.6.7.2. Helen Keller School**

Pupils at this school have visual or hearing impairment or deaf-blindness and they have structured individual educational programmes adopting specialised equipment and facilities to cater for their specific needs. The school is situated in the same building that of the Primary School and organises activities together with the mainstream primary school. The school has the services of physiotherapy, speech therapy, sensory integration sessions and multi-sensory sessions. Currently the school co-ordinates the services of the peripatetic teachers for the hearing impaired. These teachers support deaf/hearing impaired students attending in mainstream schools.

**Institutions:** Helen Keller School

#### **10.6.7.3. Mater Dei School and St. Patrick's Craft Centre**

The primary aim is to help the student attending this school to react positively to the various problems s/he may be encountering at home, at school, in life. The student is helped to grow morally, spiritually, psychologically and socially. Activities include work during lessons in the classroom, educational visits, cultural tours, counselling and character modification. A sense of honesty, discipline, responsibility and respect is instilled in the students. An IEP is provided according to the specific needs of the student, taking into consideration as much as possible the National Minimum Curriculum since students are not intended to spend years at this school – the aim is to modify the student's behaviour to make it acceptable and to return the student to mainstream education.

**Institutions:** Mater Dei School

#### **10.6.7.4. San Miguel Febres Cordero School:**

Perhaps this school has the most challenging situations in the field of special education. It is very well equipped and has very dedicated staff to facilitate the life of the pupils. The school has built links with mainstream schools in Malta as well as with Non-Government Organizations (NGO's) and other similar schools in the United Kingdom. The school has the services of speech and language pathologists, physiotherapist, hydro-therapy sessions, multi-sensory sessions, sensory integration sessions, augmentative and alternative communication programmes, information and communication technology (ICT) having specialized hardware and software to meet the needs of each students. The students in this school just like the other special schools follow the mainstream curriculum with the necessary adaptation and modifications necessary to ensure accessibility.

Specialised schools keep in regular contact with mainstream education and, wherever possible, schools do not work in isolation. Hence, personnel from other sectors of mainstream education visit these schools and personnel working in these schools visit mainstream schools.

Institutions: Dun Manwel Attard School

Institutions: Guardian Angel School

Institutions: Helen Keller School

Institutions: Mater Dei School

Institutions: San Miguel Febres Cordero School

#### **10.6.8. Teaching Methods and Materials**

Methods adopted for the education of pupils with special needs depend on each pupil's Individual Educational Programme (IEP). Pupils generally work at their own individual pace and they work and play both individually as well as in groups.

#### **10.6.9. Progression of Pupils**

Formative assessment is carried out regularly by the teachers at the school as well by external professional specialists. The developmental and educational progress of the pupil is assessed according to the pupil's personal achievements – measuring value added. As the pupil proceeds from one year to another, new targets are set within his / her IEP, see section [10.5.3](#). Promotion from one year to another is not a real issue.

A formal assessment is carried out at the end of primary education, even though pupils in special schools generally remain in the special school at secondary level if they do not qualify or choose to proceed to a mainstream secondary school.

#### **10.6.10. Educational / Vocational Guidance, Education / Employment Links**

Guidance is provided to pupils and their parents, just as is done in mainstream schools, taking into consideration the pupil's / student's particular disability. The role of parents of pupils with special needs in special schools generally plays a greater part than it does in the case of pupils with mild special needs in mainstream.

Efforts to help students with disability to find work are made by the Eden Foundation mainly for those students who attend the Foundation's courses. This is done in collaboration with the Employment and Training Corporation. People with disability or disabilities receive coaching in specific training programmes, including the participation of industry in certain instances.

A transition programme from one level of education to another and from school to life or working life is formulated for individual students.

Both the University and the Malta College of Arts, Science and Technology have special provisions for persons with disability who can fruitfully follow one of their courses. See section 10.5.3.4.

Institutions: Eden Foundation

Institutions: Employment and Training Corporation

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: University of Malta

### 10.6.11. Certification

Assistance to students with special needs is given when they sit for national school-leaving examinations according to their specific needs so that they can show what they have learnt and what they know. Specific guidelines have been formulated for the purpose. If they succeed, they are awarded the same Certificate issued to other students.

Special schools provide only a school-leaving certificate. The formative assessment as indicated in their Individual Educational Programme could be indicative of their achievements during their time at school.

### 10.6.12. Private Education

There are no private special schools catering specifically for pupils with special needs. However, pupils with special needs are accepted in Church schools and the support they require, including the allocation of a Facilitator is generally paid for by the Government. It may be more difficult for pupils with special needs to attend independent private schools since the support they require would have to be paid for either by the school itself or by their parents, even though parents benefit from income tax concessions when a Facilitator needs to be employed to support the pupil with special needs.

The Salesian Fathers run a school for students with emotional and behavioural problems, often as a result of family and social problems, which is heavily subsidised by the Government. Students may be sent to this school by special Courts of Law order or by the Ministry for the Family and Social Solidarity or by the Ministry of Education. They provide an education which is parallel to that of mainstream schools. Ideally, students do not spend all their primary and secondary education courses at this school from the time they are admitted. The school gives a great deal of importance to personal and social education and behavioural adjustment.

In 1988, the Association for Disabled Youth, with the financial help of Government, opened a hostel for ten developmentally delayed persons within a village community. The House of Providence then opened a similar annex within the village community in 1994. During the last few years, the House of Providence developed a more rehabilitative agenda, including the children's attendance in mainstream schools.

The Eden Foundation was set up in 1993. This Foundation started providing trans-disciplinary assessment and intervention in the Early Intervention Service. It provides a number of services for children and young people with disability with financial support from the Government. It provides coaching and placing young people with disabilities in regular jobs.

The National Commission with Disability is the strong entity set up by Government to monitor the services provided for persons with disability, including the education and training services provided by the Government itself, in order to ensure that the rights of persons with disabilities are guaranteed and they get their fair share of the nation's resources and opportunities. Among its various roles and functions it ensures the effective implementation of the Equal Opportunities (Persons with Disability) Act, 2000. The Commission is composed of a number of members representing various sectors of government that somehow impact on the life of persons with disability besides a number of members appointed by the Prime Minister on the recommendation of the Minister responsible for Social Solidarity and the Family. The Commission's Secretariat offers a range of services to persons with disability and their families and works closely with the Ministry of Education as regards to education

and training.

The Equal Partners Foundation, set up in 1999, is a parent-run, non-profit foundation providing individual support programmes to children and adults with disabilities and/or learning difficulties in the community. The Foundation works within a trans-disciplinary model and carries out psycho-pedagogical assessment, early intervention, individual educational programmes, stepping-out programmes for youngsters, home educators, school consultation meetings, support people at work, creation of cooperative, training of professionals, and supporting parents and professionals by with the set-up resource centre/lending library.

Institutions: Dar tal-Providenza

Institutions: Eden Foundation

Institutions: Ministry for the Family and Social Solidarity

Institutions: Ministry of Education, Youth and Employment

Institutions: National Commission Persons with Disability

#### 10.6.12.1. Historical Overview

It is interesting to note that the Catholic Church in Malta has been at the forefront in the provision of some kind of support to persons with special needs, primarily in the form of charitable assistance through its various associations and organisations. Perhaps its most significant contribution was the setting up of the House of Providence that has grown during the last four decades or so from a large house for the shelter of persons with disability, particularly children and young people with severe handicaps to a number of 'villas' with special provision. Today a number of its younger residents are being included in the Government's inclusive education and training programme.

Institutions: Dar tal-Providenza

#### 10.6.12.2. Ongoing Debates and Future Developments

Perhaps the major debate is how far Government can support, financially or otherwise, the large number of non-government organisations working in the field of special education and training. A few organisations have become quite professional in their approach and their services are costly, perhaps more costly than most parents can afford without some subsidy from Government sources.

The various associations, as pressure groups, keep Government alert to the educational and training needs of persons with disability. And they can be very demanding. Although Government's provision in these areas is very substantial, it cannot always satisfy the demand within the existing financial, human and physical resources.

Legislation: Equal Opportunities (persons with disability) Act

Bibliography: Inclusive and Special Education: Review Report

Institutions: National Commission Persons with Disability

### 10.7. Special measures for the benefit of immigrant children / pupils and those from ethnic minorities

Immigrant children are mainly included in Government schools although some immigrant children do attend Church schools (which are heavily subsidised by Government). They are expected to follow the curriculum like Maltese children. It is generally quite difficult to cater for their specific needs, particularly as regards to their language and culture since they are often children of 'illegal / irregular' immigrants, staying in Malta for an indefinite period, and coming from countries that generally are not represented diplomatically in Malta. Hence, it is difficult to obtain the support of the immigrants' Government in the provision of the appropriate educational services. However, since English is an official language in

Malta, some immigrant children integrate easily with Maltese children and they benefit from their attendance at school. Some schools organise the induction of immigrant children during their first few months at school, assuming that they would be staying for some time.

## 10.8. Statistics

The number of students enrolled in state special schools is 251 while those enrolled in state mainstream schools total 1,263. For further details see sections [10.8.1](#), [10.8.2](#), and [10.8.3](#). Source:

Institutions: National Statistics Office

### 10.8.1. Number of Students Enrolled in State Special Schools March 2005

	Male	Female	Total
Moderate Learning Difficulties	35	31	66
Severe Learning Difficulties	46	41	87
Mobility Problems	8	5	13
Hearing Impaired	8	4	12
Visually Impaired	10	9	19
Challenging Behaviour	33	10	43
Emotional Difficulties	11	0	11
Total	151	100	251

Institutions: National Statistics Office

### 10.8.2. Number of Students with Special Needs attending mainstream State kindergarten centres and primary schools March 2005

	Male	Female	Total
Moderate Learning Difficulties	277	115	392
Severe Learning Difficulties	130	77	207
Mobility Problems	34	16	50
Hearing Impaired	21	6	27
Visually Impaired	15	4	19
Challenging Behaviour	88	14	102
Emotional Difficulties	56	23	79
Total	621	255	876

Institutions: National Statistics Office

### 10.8.3. Number of Students with Special Needs attending mainstream State secondary schools March 2005

	Male	Female	Total
Moderate Learning Difficulties	118	30	148
Severe Learning Difficulties	58	34	92
Mobility Problems	8	13	21
Hearing Impaired	5	5	10
Visually Impaired	12	6	18
Challenging Behaviour	41	7	48
Emotional Difficulties	45	5	50
Total	287	100	387

Institutions: National Statistics Office

### 10.8.4. Number of Students with Special Needs attending mainstream Non-State schools March 2005

	Male	Female	Total
Moderate Learning Difficulties	244	162	406
Severe Learning Difficulties	93	78	171
Mobility Problems	27	16	43
Hearing Impaired	9	17	26
Visually Impaired	6	4	10
Challenging Behaviour	73	65	138
Emotional Difficulties	20	65	85
Total	472	407	879

Institutions: National Statistics Office

### 10.8.5. Teaching staff in State Special Schools March 2005



Eurybase - Malta - (2006/07)

	Male	Female	Total
Guardian Angel School	4	45	49
Mater Dei School		2	2
Helen Keller School	3	21	24
San Miguel School	3	29	32
Dun Manwel Attard	7	13	20
Prof. G. Aquilina, Sannat		21	21
Total	13	131	148

Institutions: National Statistics Office

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## 11. The European and International Dimension in Education

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In a globalised world, a small island state like Malta needs to be highly aware of and sensitive to political and economic developments, including educational developments, in the European and Mediterranean region as well as the world at large. In the wider field of education, Malta keeps abreast with what is happening in the more advanced countries, particularly in Europe, to avoid the risks of isolation and to learn from the experiences of others in order to make up for the natural limitations of size and numbers. The importance of the development of the human capital potential in its various aspects is a constant concern of the Maltese educational system and the Government of Malta.

The European dimension has always been present in Malta's educational system, both formally and informally. It is difficult to study the history of Malta, from the earliest times to date without considering developments at the European and Mediterranean levels. Moreover, the Sovereign Military Order of Saint John of Jerusalem, of Rhodes and of Malta was in Malta for over 260 years, from 1534 to 1798, and the eight Langues of the Order brought with them various European cultures. The British were in Malta between 1800 and 1964 and they brought the northern European influence to the island. The 1.2 million tourists, mostly European, visiting Malta leave their indelible impact on the way of life of Malta's 400,000 inhabitants.

### 11.1. Historical Overview

As a result of Malta's close links with the United Kingdom from the beginning of the nineteenth century to 1964 when Malta became independent, the Maltese educational system has always had very close links with the British education system. Throughout the two centuries British educationists have been invited to study the Maltese educational system and to advise on further developments and needed changes. The Maltese educational system has developed on similar lines as the British educational system.

In the mid 1940's the two teacher training colleges set up in Malta were run by British lecturers. Up to 1974, newly appointed Assistant Heads of School used to be sent for a year's course of study in the United Kingdom.

For several decades, Maltese students sat for the same examinations that British students sat for at the end of their lower secondary education (the first five years of secondary education), when British students used to sit for their General Certificate of Education, Ordinary Level, as well as at the end of their higher secondary education, when British students used to sit for their General Certificate of Education at the Advanced Level. The two more popular examining boards were those of the University of Oxford and the University of London. These links were discontinued when the University of Malta, through the Matriculation and Secondary Education Certificate (MATSEC) Examinations Board extended its examinations at these levels to cover all the subjects usually studied by Maltese students at Ordinary, Intermediate and Advanced Levels, in order to ensure that the examinations reflected the curricula studies by students within the Maltese education system.

Similar links develop in the vocational education sector. Students used to follow a range of courses and sit for examinations set by the City and Guilds of London Institute and Maltese education and training institutions were accredited to teach these courses.

Even at the tertiary level there used to be and there still are close links with British universities, although Malta's University is over 400 years old and therefore has its very strong educational traditions. Courses at the University of Malta have many similarities with the courses held at British universities both as regards content and duration and expected outcomes. Many external examiners were and still are British.

Both Maltese and English are official languages in Malta and teaching could be in either language or both languages - at the higher secondary and tertiary levels mostly in English – as well as the fact that

textbooks in most subjects is generally in English and produced primarily for English students influenced to a significant extent the historical development of the Maltese educational system.

As a result the University of Malta is attracting hundreds of students who wish to follow a tertiary education course in English and obtaining degrees that are easily comparable with degrees awarded by British universities.

The Bologna process has further internationalised the Maltese education system at tertiary level. Although the close links with British universities have remained, the last decade or two have seen a much wider perspective to tertiary education. In fact, the University of Malta is today a member of the Association of Commonwealth Universities, the Utrecht Network, the International Student Exchange Programme (ISEP), the European Access Network (EAN), the European University Association (EUA), as well as the Santander Network and the Compostela Group. Through the former Socrates, Leonardo da Vinci and the current Lifelong Learning programmes, students from the University of Malta and other local Higher Education Institutions (ITS and MCAST) have benefited from trans-national programme activities thus reinforcing the European dimension of higher education.

The Copenhagen process should continue to further expand the internationalisation of Malta's vocational education and training where it should primarily affect the Malta College of Arts, Science and Technology and the Institute for Tourism Studies.

Moreover, a number of foreign universities and institutions of higher education have been establishing agencies in Malta that facilitate in a variety of ways the efforts of both Maltese and foreign students who study in Malta for a diploma or degree awarded by the foreign universities and institutions of higher education concerned. These agencies tend to enrich the higher education scenario and provide wider opportunities to students to study in diverse ways, including through distance learning.

Since 1964, Malta started signing co-operation agreements with other countries, including co-operation in the fields of education and culture. Today it has such agreements with most of the European and North African countries, but not only with these countries. Of particular interest has been the close cooperation that has existed between Malta and Italy. One may recall that Italian was an official language in Malta until the mid 1930's and Italian culture had a significant influence on Malta's. Even today, one of the closest links that Malta has in a variety of areas is with Italy.

Following independence, Malta became member of a number of international organisations, including the United Nations, UNESCO, the Council of Europe, and the Commonwealth of Nations, and, since 2004, it is a member of the European Union.

In 1968, Malta signed the United Nations agreement for facilitating the international visual and auditory materials of educational, scientific and cultural character to promote the free flow of idea by word and image in order to encourage mutual understanding of people. In the same year, an agreement was signed on the importation of educational, scientific and cultural materials, facilitating the free flow of books, publications and educational, scientific and cultural material.

Since 1965, Malta has been very active in the Council of Europe. In 1969 Malta started implementing the 1953 European Convention on the equivalence of diplomas leading to admission to universities. In 1966, Malta started implementing the 1954 European Cultural Convention. In 1968, Malta started implementing the 1956 European Convention on equivalence of periods of study. In 1969, Malta started implementing the European Convention on the academic recognition of qualifications. In 1991, Malta started implementing the 1964 Protocol to the European Convention on the equivalence of diplomas leading to admission to universities. In 1992, Malta started implementing the 1969 European agreement on the continued payment of scholarships to students studying abroad. In 1991, Malta started implementing the 1990 European Convention on the general equivalence of periods of university study. In 2006, Malta started implementing the 1997 Convention on the recognition of qualifications concerning higher education in the European region. Malta takes part in all the committee meetings related to education at the different levels. Schools, students and teachers participate actively in projects and workshops, a number of which were organised by and hosted in Malta.

Malta is signatory of the International Convention of the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering the Mediterranean (NICE, 1986) and the Convention related to the European Regions (1983).

Following accession to the European Union in May 2004, Malta, is active in the Bologna process as well as the Copenhagen process.

The mutual recognition of qualifications has become an integral part of Malta's legislation see section 11.3. The National Qualifications Council is considering the adoption of Malta's Qualifications Framework within the context of the proposed European Qualifications meta-framework. Moreover, Malta has set its targets for the education and training sector in relation to the Lisbon targets.

The current agreements between Malta and the various countries facilitate the mobility of students and teachers from one country to another. Various student exchanges are taking place and many students and young workers are spending semesters studying and / or training in other countries. A few hundred students are studying in other countries at any one time. The extensive use of the Internet and email has introduced the virtual exchanges between the Maltese schools, classes and students and the schools, classes and students of other countries, mostly European.

Legislation: Education Act, 1988

Legislation: Employment and Training Services Act

Legislation: Malta Qualifications Council Regulations, 2005

Legislation: Malta Qualifications Recognition Information Centre and the Mutual Recognition of Qualifications Appeals Board, Regulations, 2004

Legislation: Mutual Recognition of Professional Activities (Amendment) (No. 2) Regulations, 2004

Legislation: Mutual Recognition of Professional Activities Regulations, 2002

Legislation: Mutual Recognition of Professional Education and Training (Amendment) Regulations, 2004

Legislation: Mutual Recognition of Professional Education and Training Regulations, 2002

Legislation: Mutual Recognition of Qualifications Act, 2002

Bibliography: Education in Malta

Institutions: MATSEC Board

Institutions: Ministry of Education, Youth and Employment

Institutions: Ministry of Foreign Affairs

Institutions: University of Malta

## 11.2. Ongoing Debates and Future Developments

Malta is making every effort to exploit the potential benefits of its membership of the European Union. In spite of its obvious limitations in numbers, it is trying to participate in as many initiatives of the European Union in the fields of education and training. The Lisbon Agenda and objectives are kept constantly in view, especially where education and training are concerned. Malta has started to participate in international studies to benchmark its educational provision in the framework of the Lisbon Agenda's performance indicators. The major debate centres on how to reach the set goals in order to develop a knowledge-based society and economy, possibly moving towards a creative society in the process. The National Qualification Council has been established to formulate a National Qualification Framework in line with the European Qualification Framework.

Bibliography: The Lisbon Objectives and Maltese Education Provision

Institutions: European Union Programmes Unit

Institutions: Ministry of Education, Youth and Employment

## 11.3. National Policy Guidelines/Specific Legislative Framework

The Education Act 1988 as amended by Act XIII of 2006 has provisions for facilitating the development of the international dimension in education. These include the participation in international educational programmes of students' and teachers' exchanges and mobility, the maintenance of standard and quality of courses to ensure international recognition, the benchmarking of performance of institutions

to international standards and the establishment of partnerships between Maltese and foreign educational institutions to organise courses.

Article 55(e) assigns the Council of Head of Schools see section 2.2. the responsibility to encourage and facilitate the development of exchanges and projects in partnerships with schools in other countries. The National Commission for Higher Education has the responsibility for formulating policies related to the international dimension of further and higher education (Art. 65 (g)) and the benchmarking the performance of these institutions against international developments (Art. 66(d) (iii)). Participating in bilateral and regional exchange programmes in the educational and training programmes of the European Union (Art.89 (6) (I)) and ensuring that through quality assurance courses and qualifications awarded by the College are recognised at international levels (Art. 89. (6) (j)) are highlighted as functions of the Malta College of Arts, Science and Technology (MCAST). Article 100 establishes a Partnership Office at MCAST which has the responsibility for the bilateral and international relations at the College.

Another area with its own legislative framework relates to the mutual recognition of qualifications. The main legislative instrument is the Mutual Recognition of Qualifications Act XVIII, 2002 Chapter 451 of the Laws of Malta. This legislation establishes and regulates:

- the Malta Qualification Recognition and Information Centre;
- the Mutual Recognition of Qualifications Council (MRQC);
- the mutual recognition coordinator;
- the designated authorities conference;
- the Appeals Board.

Legal Notice 343.26 of 2000 Malta Professional and Vocational Qualifications Regulations establishes the Malta Professional and Vocational Qualifications Awards Council. Among its responsibilities, the Council has to foster the recognition abroad of professional and vocational certificates awarded in Malta under this legislation.

Legal Notice 271 of 2002 Mutual Recognition of Professional and Training Regulations deals with the:

- Recognition of higher education diplomas awarded on completion of professional education and training of at least three years duration.
- Recognition of other post-secondary level of education and training courses and long or short secondary level of education courses possibly complemented by professional training or experience.

Legal Notice 272 of 2002 Mutual Recognition of Professional Activities Regulations

Legal Notice 160 of 2004 Mutual Professional Education and Training (Amendment) Regulations which amends and adds new regulations and schedules to Legal Notice 271 of 2002

Legal Notice 161 of 2004 Mutual Recognition of Professional Activities (Amendment) No.2 Regulations, 2004 establishes regulations for the recognition of professional qualifications on the basis of professional experience acquired in another Agreement State.

Legal Notice 196 of 2004 Malta Qualifications Recognition Information Centre and the Mutual Recognition of Qualifications Appeals Board Regulations 2004. The scope of these regulations is to establish the organizational and operational structure of the Malta Qualifications Recognition Information Centre and of the Mutual Recognition of Qualifications Appeals Board, within the framework of Act XVIII of 2002.

Legal Notice 347 of 2005, Malta Qualifications Council Regulations which establishes the Malta Qualifications Council whose overall objective is to steer the development of the National Qualifications Framework and to oversee the training and certification leading to qualifications within the Framework and which is not already provided for at compulsory education institutions or degree awarding bodies. It will also foster the recognition abroad of professional and vocational certificates awarded in Malta under these regulations.

The Lisbon Convention has been transposed into legislation in November 2006. This will cover mostly academic recognition for the purpose of further studies.

There is also related sectorial legislation covering the various professions.

Malta has always sought to foster international co-operation in the field of education and training. This was clearly reflected following Malta's independence in 1964 when it became a member of the United Nations, including UNESCO, the Commonwealth of Nations, and the Council of Europe and in 2004 it became a member of the European Union.

Malta gives a great deal of importance to the Euro-Mediterranean region as a result of its geographic position in the very centre of the Mediterranean for the promotion of peace, stability and economic development of the region, potentially through education. The bilateral agreements between Malta and the European and Mediterranean countries together with the international treaties to which Malta adheres reflect these ambitious aims.

As member of the European Union, Malta will continue to play its particular and in some ways significant part, especially because it is a small state, in the promotion of mutual understanding between states in the Euro-Mediterranean region.

Legislation: Education Act, 1988

Legislation: Employment and Training Services Act

Legislation: Malta Qualifications Council Regulations, 2005

Legislation: Malta Qualifications Recognition Information Centre and the Mutual Recognition of Qualifications Appeals Board, Regulations, 2004

Legislation: Mutual Recognition of Professional Activities (Amendment) (No. 2) Regulations, 2004

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Legislation: Mutual Recognition of Professional Education and Training Regulations, 2002

Legislation: Mutual Recognition of Qualifications Act, 2002

Institutions: European Union Programmes Unit

Institutions: Ministry of Education, Youth and Employment

## 11.4. National Programmes and Initiatives

The Ministry of Education, Youth and Employment is committed to promote and consolidate the international dimension in Maltese education provision. The policy encompasses six strands:

- Participation of students and teaching staff in mobility and exchange programmes.
- Maximisation the potential of ICT as an internationalisation tool.
- Cooperation between national and international educational institutions.
- Participation in international educational fora
- Increasing the international dimension in the curriculum
- Benchmarking education provision to international standards.

Malta participates to the fullest possible extent in various strands of the European Union Education Programmes – Lifelong Learning Programme, YOUTH in Action Programme, and the Seventh Framework Programme for Research and Technological Development (FP7). The Framework programme for Research and Technological development is managed by the Malta Council for Science and Technology (MCST). It is also participating in the work of the European Training Foundation (ETF) and the European Centre for the Development of Vocational Training (CEDEFOP).

The European Union Programmes Unit (EUPU), the National Agency responsible for the programmes, was established in Malta in January 2000, four years before Malta's accession to the European Union. During 2006, the EUPU participated in several international meetings in preparation for the new Life Long Learning Programme 2007 -2013 and participated in a number of information fairs in Malta to disseminate information about the opportunities available under the new educational programme.

The Ministry of Education, Youth and Employment in collaboration with the Ministry for Foreign Affairs is primarily responsible for the formulation and the implementation of bilateral cooperation agreements in the fields of education, training and youth. The Department of European Affairs and International Relations is responsible for international relations in the Ministry of Education. It contributes to the formulation of the agreements and in the implementation of the sections of the agreements related to



schools, students and teaching and administrative grades. It also plays a crucial role in preparing documents and position papers in relation to education in the ambit of European for a. It provides support services as regards scholarships, student and teacher exchanges, international workshops and seminars.

**Bibliography: International Treaties and Conventions to which Malta is a State Party**

Institutions: European Union Programmes Unit

Institutions: Malta Council for Science and Technology

Institutions: Ministry of Education, Youth and Employment

Institutions: Ministry of Foreign Affairs

### **11.4.1. Bilateral Programmes and Initiatives**

Bilateral cooperation generally develops within the framework established in the bilateral agreements between other individual countries and Malta, involving aspects of common interest. The Ministry of Foreign Affairs has a scholarships section that informs Maltese citizens of opportunities of studies abroad.

Malta in the European Union has strengthened the already existing bilateral relations with the individual Member States of the EU and, besides, working together within the EU, Member States work together also on a bilateral level in specific areas, particularly in the sharing of experiences and expertise.



**Operative bilateral agreements on education or involving matters in the field of education**

Country	Name of Agreement
Andorra	Friendship and General Cooperation Agreement. (The agreement is intended to enhance relations between the two countries in the fields of education, culture, science, information technology, youth and sports (as per Article 3 of the said Agreement). The agreement is valid for five years and shall be automatically renewed for consecutive period or periods of one year unless either of the Contracting Parties gives a written notice six months prior to its expiration of its intention to denounce).
Bosnia	Agreement on Cultural and Educational Cooperation (inherited from the former Yugoslavia)
Croatia	Agreement on Cultural and Educational Cooperation (inherited from the former Yugoslavia)
Czech Republic	Programme of Cooperation in the Fields of Science, Education, Culture, Youth and Sport for the years 2004 2007
France	Cultural Agreement (Proces-Verbal of the 3rd Franco-Maltese Commission 1996-1999)
Greece	Cultural Agreement
Hungary	Cooperation Programme on Cultural, Educational and Scientific Cooperation
Italy	Cultural Agreement (XII Executive Programme on Cultural Cooperation with Italy currently being negotiated )
	Fifth Protocol relating to Economic, Technical and Financial Assistance
Luxembourg	Agreement on Cooperation in the Youth Sector
Montenegro	Agreement on Cultural and Educational Cooperation (inherited from the former Yugoslavia)
Romania	Agreement on cooperation in the fields of Education, Culture and Science
Portugal	Cultural Agreement
Serbia	Agreement on Cultural and Educational Cooperation (inherited from the former Yugoslavia)
Slovenia	Agreement on Cooperation in the Fields of Education, Health and Science (Prog ramme of Cooperation in the Fields of Education, Culture and Science between the Government of Malta and the Government of the Republic of Slovenia for the years 2004-2006 signed on 07.06.04 and operative.)
Spain	Cultural Agreement (Proces Verbal and Programme of the 7 <sup>th</sup> Session of the Cultural Spanish-Maltese Mixed Commission 2004-2007)
Switzerland	Fellenberg Training Centre for Industrial Electronics (The Institute was integrated with MCAST on 11 August 2000.)
	Agreement between Malta and Switzerland concerning Mediterranean Academy of Diplomatic Studies (MEDAC). On 14 <sup>th</sup> June 2006 the Swiss government informed that they are prepared to enter a new agreement for academic year 2007-2009 contributing to cover the costs of M.Dip (Masters in Diplomatic Studies) scholarships and full-time Swiss chair.
	DiploFoundation (The agreement of sponsorship was signed on 20 November 2002 and is still operative).
United Kingdom	Agreement on the British Council English Language Resource Centre
	Cooperation agreement on the Participation of Maltese Students at the University of Essex

Institutions: Alliance Francaise de Malte  
Institutions: British Council  
Institutions: Circolo Dante Alighieri  
Institutions: Circulo Cultural Hispano-Maltes  
Institutions: Education Division  
Institutions: German Maltese Circle  
Institutions: Ministry of Education, Youth and Employment  
Institutions: Ministry of Foreign Affairs  
Institutions: Russian Centre for Science and Culture

## 11.4.2. Multilateral Programmes and Initiatives

Multilateral cooperation generally takes place through Malta's participation in the activities and initiatives of UNESCO, the Commonwealth of Nations, the Council of Europe, and the educational programmes of the European Union.

### 11.4.2.1. UNESCO

The UNESCO National Commission encourages Malta's participation in the UNESCO educational programmes and promotes a number of projects on a regular basis. The UNESCO Club has been active for several decades promoting mutual understanding and appreciation of diverse cultures.

One needs to remark that the UNESCO works closely with both the Council of Europe and the European Union in the field of education and the three international organisations promote together a number of initiatives. Hence, when Malta participates in educational initiatives of the Council of Europe and the European Union it is often participating in the initiatives of the UNESCO, for example in the higher education field and mutual recognition of qualifications.

The Education Division has the National Coordinator for the Associated School Project Network (ASP net) in which schools participate. The Associated Schools promote the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young people to meet effectively the challenges of an increasingly complex and interdependent world. This project aims to enforcing the four pillars of Learning for the 21st Century – learning to know, to do, to be and to live together, and promoting quality education. ASP net teachers and students have many opportunities to work together beyond their classrooms to develop innovative educational approaches, methods and materials from local to global levels. In 2002, Malta became a founder member of the UNESCO Western Mediterranean Project (PMO) that forms part of ASP net – the other members of this network are Spain, Andorra, Algeria, France, Italy, Morocco and Tunisia – the education project is designed around natural heritage, cultural heritage and the Mediterranean people, with emphasis on Euro-Arab dialogue.

### 11.4.2.2. The Council of Europe

The activities of the Council of Europe are very varied and cover the various areas and the different levels of education. Active participation in committees, projects, programmes, workshops, seminars, conferences, publications and other initiatives by schools and institutions of higher education, involving students, teachers and lecturers, educational administrators and policy makers, has been going on for several decades since Malta became a member of the Council in 1965. Schools participate in the Europe at School Project under the joint patronage of the Council of Europe, the European Parliament, the European Cultural Foundation and the European Commission.

#### Europe at School Competition 2006

This competition, under the patronage of the Council of Europe, the Council for Cooperation and the European Commission, included essay writing, artwork and an Internet Award Scheme. The Internet Award Scheme aims at establishing a network of school partnerships to work on themes of common

European interest my making use of the internet. The theme for 2006 was The Spirit of Cooperation in a Plural Europe. A total of 17 schools, with 406 entries, took part in the Europe at School Competition in 2006.

Every year, teachers avail themselves of Council of Europe bursaries to attend seminars and workshops of the Council of Europe offered as part of the Teachers' Bursary Scheme. Maltese teachers and Education officials took part regularly in the programme run by the European Centre for Modern Languages (ECML) at Graz, Austria.

#### **11.4.2.3. European Union**

Malta has been participating in the European Union meetings in the field of education and training since pre accession and became even more active since it became Member in 2004. Malta tries to exploit the full potential of the opportunities offered by the European Education Programmes. If it is not participating even more and, thereby, achieving better results, it is because of the limitations of numbers in a small state.

In 2006, the EUPU through the Leonardo da Vinci Programme hosted the Thematic Group 3 meeting "Quality of VET systems and practices, continuous training of teachers and trainers". This was attended by participants from Denmark, Finland, Greece, Iceland, Italy, Malta, Sweden, Slovenia, Turkey and the UK.

"Lifelong Guidance and Counselling-A Vehicle Towards Equal Opportunities" was the subject of the study visit organised in 2006 by the Leonardo da Vinci programme under the auspices of CEDEFOP. "Performing Arts a Catalyst to Adult Education" was the title of the contact making seminar organised by the Grundtvig action in 2006. The aim of these contact seminars is to provide opportunities for Maltese institutions to meet possible foreign partners

Eurodesk Malta was set up in June 2006 and incorporated within the European Union Programmes Unit (EUPU), thus joining the network of 29 countries which facilitates the acquisition of information by youths and their organisations and the promotion of youth-related programmes.

European Day of Languages 2006.

Thirty schools sent written reports on activities held on or around this day. Of these 22 were Primary Schools and 8 Secondary Schools. Activities included drama, power point presentations, native speakers of different languages invited to school, songs, poems, video conferencing national anthems, greetings, exhibitions and traditional dances.

European Development Days Competition 2006

This competition, organized by the European School net in Brussels, was open to students between the ages of 16 and 18. A total of 14 students participated. These were placed entries on the European website where students from all over Europe could vote. The national winners were taken to Brussels where they met Commissioner Louis Michel. One of the students together with other European students will join Commissioner Michel on a visit to Africa. The aim of the Competition was to raise awareness about how development cooperation between Europe and Africa works.

The European Day of Parents and Schools 2006

The Education Division in partnership with the Association of School Councils organised a series of activities to mark this occasion. Besides school based activities which took place in 59 schools, there were two activities, one in Malta and another in Gozo, in which all parents were invited to meet the Permanent Secretary, Ministry of Education, Youth and Employment, the Director General Education, and the Presidents of the Association of School Councils and the Association of Parents of Children in Church Schools. About 500 parents attended these activities. The overall aim was to promote the active involvement of parents in the education of their children.

Spring Day in Europe 2006

This is an initiative by the European Commission to encourage students to learn more about the European Union and to voice their views and concerns regarding its future. It also aims to raise awareness on how young European citizens can join forces with European institutions for better

dialogue and understanding of European democratic developments. Various activities were held in schools. Members of the European Parliament, the Austrian Ambassador and the Head of the European Commission Representation visited Maltese schools and participated in discussions about the European Union. Students also visited the European Commission Representation and the European Parliament Information Office where they also discussed EU issues. In connection with this event a "Spring Day in Europe" competition was organised. Seventeen schools took part in this competition which included drawings, paintings, bookmarks, posters, proposals for a better European Union and power point presentations. The prize for 22 students in the 14+ category was a Euroscola trip to the European Parliament in Strasbourg.

#### Europe Day 2006

A total of 400 students from 27 schools in Malta and Gozo took part in the Europe Day celebrations in 2006. During a national activity, students' representatives from the schools presented the proposals for the future of the European Union which they had worked as part of their Spring Day project, to a panel made up of the Minister of Foreign Affairs, Members of the European Parliament, the Head of the European Commission Representation, the Austrian Ambassador and the Education Shadow Minister. These proposals were later sent to the European Commission in Brussels.

ETwinning is a framework for schools to collaborate on the Internet with partner schools in other European countries. It is the main action of the European Union's eLearning programme and promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services to make it easy for schools to form short or long term partnerships in any subject area. Each participating country operates a National Support Service (NSS) for eTwinning which promotes the action and provides related training and customized support. The action has been taken up well by Maltese teachers, and so far 210 teachers from 144 schools have registered to participate, 76% of the teachers have ongoing projects.

#### 11.4.2.4. Other Initiatives:

##### People to People International

This organization works to enhance understanding and friendship between people of different countries and cultures. During 2006, Maltese schools joined children from around 94 countries in different projects. A Maltese school won first prize in the Global Youth Murals Competition.

##### Commonwealth Day Secondary Schools Competition 2006

In 2006, the Malta Commonwealth Competition Committee, made up of representatives from the Education Division, the Foreign Affairs Ministry, and the British and Australian High Commissions, chose the theme of the historic event when Malta hosted the Commonwealth Heads of Government Meeting (CHOGM) in November 2005. Students participated with entries which took the form of essays, drawings, portfolios and power point presentations.

##### 191 Children's Views of the World

Art and writing workshops were organised for school in connection with the United Nations' exhibition "191 Children's Views of the World" The 191 drawings from children in the 191 United Nations member states, including Malta, showed different artistic expressions which were testimony to global challenges and the importance of promoting unity in diversity through intercultural dialogue.

The Euro-Mediterranean Youth Platform, which was launched in 2003, aims at increasing mutual understanding among young people from the Euro-Mediterranean region. One of its main activities is the facilitation of quality networking between youth organisations. In 2006, the Platform organised a networking meeting in Istanbul which discussed the enhancement of young people's capabilities in networking.

Malta has been striving towards achieving its objectives in the Lisbon Agenda 2000 for 2010 as regards to education and training. It has transposed the relevant directives and is following the recommendations. One can mention some example: the mutual recognition of professional education and training and qualifications; quality assurance in education, particularly at higher education and training; the implementation of the Bologna Process as well as the Copenhagen Process; the adoption

of the European Credit Transfer System; the introduction of the Europass Framework; the introduction of the Malta Qualifications Framework within the European Qualifications meta Framework; the development of the European Credit System for Vocational Education and Training (ECVET), the adoption of the European CV format; the widespread dissemination of the concept of lifelong learning and the promotion of the key competences.

Malta has also been investing in the development of human capital through the allocation of European Social Fund (ESF) and European Regional Development Fund (ERDF) funds for education and training projects and programmes.

**Bibliography: Annual Report of Government Departments - 2006 Ministry of Education, Youth and Employment**

Institutions: Education Division

Institutions: European Union Programmes Unit

Institutions: Ministry of Education, Youth and Employment

Institutions: University of Malta

### 11.4.3. Other national Programmes and Initiatives

The Bologna Promoters in Malta organised the Bologna Promoters Conference 2006. The conference brought together key members of higher and vocational education institutions to review the progress achieved in the implementation of the Bologna Process and the challenges ahead.

Euroguidance Malta, the national resource centre for vocational guidance aims to facilitate mobility throughout Europe. In 2006, it published "Career guidance for Persons with Disability" written by Dr. A. Azzopardi. Together with the Guidance and Counselling Services of the Education Division, the Student Advisory Services of the University of Malta, the Institute of Tourism Studies, the Malta College of Arts, Science and Technology and the Employment and Training Corporation the National centre initiated the realisation of a careers information database. This will provide an online resource accessible to practitioners, students and parents among others.

During 2006, the European Union Programmes Unit (EUPU) organised a number of training courses with a European/international dimension. One of these courses was a four-day training course entitled "Appetizer" which introduced youths to international youth work. Twenty-six youth workers from a number of European countries attended this course. "Get-in Net" was the title of another training course organised by the EUPU in 2006 in collaboration with the Support and Advanced Learning and Training Opportunities (SALTO). The course trained the twenty-seven European participants in how to develop networking projects within Action 3- Youth Initiatives. Another course organised by the EUPU and SALTO entitled "Bi-tri-multi Youth Exchanges" tackled the thematic quality of youth exchanges and was attended by 30 participants hailing from seven European countries.

Government departments and entities, the host of non-government organisations as well as cultural centres generally linked to foreign embassies organise various activities of an educational and cultural nature throughout the year. For example, the Circolo Dante Alighieri, the German-Maltese Circle, the Alliance Française de Malte, the Circulo Cultural Hispano-Maltés, the Russian Centre for Science and Culture and the China Cultural Centre organise short and long term language courses, generally open to adults and held in the evening.

Institutions: Alliance Francaise de Malte

Institutions: British Council

Institutions: Circolo Dante Alighieri

Institutions: Circulo Cultural Hispano-Maltes

Institutions: German Maltese Circle

Institutions: Russian Centre for Science and Culture



## 11.5. European / International Dimension through the National Curriculum

The National Minimum Curriculum (NMC) refers to the European and the international dimension in education in two sections. In discussing 'Values and Socialisation', in the section on 'The Educational Response to the Cultural, Social and Economic Challenges', promotes the fundamental values of love, family, respect, inclusion, social justice, solidarity, democracy, commitment and responsibility – all values shared among the European states.

The NMC emphasizes that schools should serve as a testing ground for democracy in keeping with the declarations and treaties signed by Malta in the past, and with the constitutional obligations of the country. As key institutions within civil society, schools should foster among their students respect for others, and for the right of other people to enjoy freedom, peace and security and the benefits of a society governed by law and order. The NMC refers to society becoming increasingly multicultural and that the educational system should enable students to develop a sense of respect, cooperation and solidarity among cultures. Security and peace in the region depend on the ability of people to co-exist despite their differences. The educational system should help students better understand individual, local and regional differences and should enable them to live a productive and meaningful life in a context characterised by socio-cultural diversity.

Intellectual freedom is an important feature of a healthy democracy. Political, ethical, social and religious discussions between students and teachers should reflect this particular feature of democratic life. This does not imply that all voices should be celebrated uncritically. In a democratic society, all voices are not only heard but also respected.

The educational community must ensure equality of access to the educational system without discrimination on the grounds of ability, gender, religion, race or socio-cultural and economic background. The educational process should cultivate within students a sense of social justice and solidarity.

The second reference is found in the same section under the heading 'Global Perspective' where there is an emphasis that it is no longer possible to plan the present and future without viewing decisions and choices from a global perspective. An education with a global perspective allows students to realise that much of what is happening in one's country is conditioned by external events. One ought to promote the view that sustainability of life on earth is contingent on our everyday choices.

Communication and information technology is considered as an instrument to draw students closer to other students in different parts of the world and that a global classroom is today possible.

The values enunciated in the NMC are gradually inculcated throughout the educational process and impregnates a number of subjects (if not all), such as Social Studies, Religious Knowledge, History and Geography. Through Social Studies the students learn about the various international organisations and institutions, including the United Nations, the Commonwealth, the Council of Europe, the European Union, the Euro-Mediterranean dimension, their structures, their aims and the more important activities that are relevant to a student's and a citizen's life.

The teaching and learning of foreign languages includes a component of the culture of the country where the foreign language is spoken in order to appreciate more and understand the language and the context within which it is being spoken while respecting the culture and way of life of people in other countries. This component is part of the Secondary Education Certificate (SEC) syllabus.

At secondary education level, European Studies is one of the specialised subject options during the last three years of the five-year lower secondary education course and it can be taken as a subject in the SEC Examination.

Schools participated in the World Children's Prize for Rights of the Child, often called the 'Children's Nobel Prize' based on the UN Convention on the Rights of the Child.

In order to promote democracy in practice efforts are being made to set up Students' Councils in schools while a conference on 'Towards Creating a National Student Council' was held. A number of schools participated in a Council of Europe project to develop a European Charter for a Democratic

School without Violence. The aim was to provide a practical tool to be used by students, teachers, administrators, parents and policy makers involved in school life. Two students represented Malta at the Charter Assembly in Strasbourg. An in-service course for teachers on 'Preparing Young People to be Effective Citizens' was organised.

The European and international dimensions are very present at the University. The European Documentation and Research Centre (EDRC) offers degrees in European Studies at Bachelor and Masters levels. One may mention some degrees offered with major European and international dimensions. The Faculty of Arts offers courses leading to M.A. in Contemporary European Philosophy, M.A. in Contemporary Diplomacy, M.A. in Geography of Cities, M.A. in Interpreting, M.A. in Translation; the Faculty of Laws offers a course leading to M.A. in Human Rights and Democratisation, Majister Juris in European and Comparative Law; Majister Juris in International Law; the Institute for Agriculture offers a course leading to B.Sc. (Hons) in Mediterranean Agro-Eco System Management; the Mediterranean Academy of Diplomatic Studies offers courses leading to M.A. in Diplomatic Studies and Diploma in Diplomatic Studies; the Islands and Small States Institute offers a course leading to M.A. in Islands and Small States Studies.

The University has the Foundation for International Studies which houses the International Environment Institute, the Future Generations Programme, the Euro Mediterranean Centre for Insular Coastal Dynamics, and the Institute for Islands and Small States. The Mediterranean Institute includes international studies such as Hispanic Studies and the History of Mediterranean Civilisation.

**Bibliography: Creating the Future Together - National Minimum Curriculum**

**Institutions: Education Division**

**Institutions: European Documentation and Research Centre**

**Institutions: Foundation for International Studies**

## 11.6. Mobility and Exchange

Initiatives for the exchange of pupils and students at the different levels as well as teachers and academic staff are taken through various agencies, mainly: the Youth Service Organisation within the Education Division at the Ministry of Education; the Scholarships and Bursaries Section with the Ministry of Education; the Scholarships Section within the Ministry of Foreign Affairs; the European Union Programmes Unit (EUPU) attached to the Ministry of Education which promotes Malta's participation in the European Union Programmes, particularly the various strands of Socrates, Leonardo, Youth, and the Malta Council for Science and Technology which facilitates the Sixth Framework Programme for Research and Technological Development (FP6). However, the schools and the post-secondary and higher education institutions, including the University, the Malta College of Arts, Science and Technology, the Institute for Tourism Studies, the Sixth Forms and the University's Junior College have in-house structures to promote programmes of mobility and exchange and to assist foreign students choosing Malta for their studies.

Leonardo da Vinci

The mobility measure allows for support for the transnational mobility of people undergoing or responsible for training. This measure is aimed to boost co-operation between the world of business and training. The beneficiaries comprise persons in initial vocational training, students, young workers and recent graduates, managers, human resource managers and trainers and mentors of language competencies. During the period 2005-2007, fifty projects were approved.

One of these projects entitled MOVE – Mobility Opportunities in Vocational Education provided students at the Malta College of Arts, Science and Technology with an international dimension to their study programmes. Students spent periods of three to four-week work placements in a European country.

Comenius:

The overall objectives of Comenius are to enhance the quality and reinforce the European dimension of school education. These are achieved by encouraging transnational co-operation between schools,



contributing to the improved professional development of staff directly involved in the school education sector and promoting the learning of languages and intercultural awareness. During 2006, 80 schools participated in Comenius 1 – school partnerships while forty-seven teachers attended in-service training courses under Comenius 2 Comenius 2 – training of school education staff.

#### Erasmus

This action contains a wide range of measures designed to support the European activities of higher education institutions and to promote the mobility and exchange of the academic staff, students and administrators. During 2005, 149 students and 67 academic staff benefited from this action.

#### Grundtvig

The action is aimed at improving the quality of adult education and learning by promoting development of a European Dimension in this field. It encompasses all models of learning, whether this takes place in the “formal” or “non formal” system of education for adults, or in more “informal” ways such as autonomous learning, learning by being involved in community organisations or simply through the learning process that goes on in every day life. The European Union Programmes Unit (EUPU) is responsible for the management and implementation of the Grundtvig 2 and Grundtvig 3 Decentralised Actions supported by the European Commission. Grundtvig 2 - Learning partnerships is a framework for small-scale cooperation activities between organisations working in the field of adult education in the broadest sense. The objective of Grundtvig 3 – Individual Mobility Training Grants is to help improve the quality of lifelong learning by enabling persons working in adult education institutions, in the broadest sense, or engaged in the training of such persons, to undertake training courses of one to four weeks in a country other than that in which the participant normally works. In this way participants are encouraged to improve their practical teaching/ coaching/ counselling skills to gain a broader understanding of lifelong learning in Europe. In 2005, 13 organisations benefited from Grundtvig 2 while 15 trainers were sent for training courses under Grundtvig 3.

#### Youth

This programme focuses on non-formal education of young people and youth workers by providing financial support, information, training and a wealth of opportunities to develop new partnerships and mobility across Europe and beyond. Young people are provided with the tools for self-empowerment and become actively involved in society. Up to September 2006, over 500 youths participated in the various Actions of this programme.

Bibliography: European Union Programmes Unit Report 2000-2006

Bibliography: International Treaties and Conventions to which Malta is a State Party

Institutions: Education Division

Institutions: European Union Programmes Unit

Institutions: Institute of Tourism Studies

Institutions: Junior College

Institutions: Malta College of Arts, Science and Technology (MCAST)

Institutions: Malta Council for Science and Technology

Institutions: Ministry of Education, Youth and Employment

Institutions: Ministry of Foreign Affairs

Institutions: University of Malta

## 11.7. Statistics

**Leonardo Mobility Measure**

Year	Number of Beneficiaries	Number of Approved Projects
2002-2004	130	19
2003-2005	140	27
2004-2006	351	37
2005-2007	399	50

**Comenius 1**

Approved Projects	2003	2004	2005	2006
School Projects	40	41	55	64
School Development	11	14	14	15
Language Projects	2	1	5	1
Preparatory Visits	3	19	2	17
Total Schools Approved (excluding preparatory visits)	53	56	74	80
No. Of Teachers	125	139	287	238
No of Pupils Travelling	27	70	202	153

ATTENTION Kindly note 2006 figures are only provisional and subject to change

**Comenius 2.2**

Year	Teachers Attending In-service Training
2003	22
2004	18
2005	47

**ERASMUS**

Year	No. of Students	No. Of Teachers
2003	119	34
2004	130	57
2005	149	67

**Grundtvig:**

Year	Grundtvig 2	Grundtvig 3
2003	8	4
2004	10	5
2005	13	15
2006	17	Ongoing

### **Youth Action 1 - Youth Exchanges**

Year	Approved Projects	No. Of ,Maltese Beneficiaries
2003	15	232
2004	15	186
2005	22	309
2006 up to September 2006	25	300

### **Youth Action 3 -Youth Initiatives**

Year	Approved Projects	No. Of Maltese Beneficiaries
2003	5	72
2004	6	119
2005	14	94
2006 (Up to September 2006)	10	163

### **Youth Action 5 - Support Measures**

Year	Approved Projects	No. Of Maltese Beneficiaries
2003	3	21
2004	8	41
2005	11	45
2006 (Up to September 2006)	10	49

Source: European Union Programmes Unit Report 2000-2006

## Glossary

**Area Secondary School** (*Area Secondary Schools, area secondary school, Secondary School, Secondary Schools, secondary school, secondary schools,* ): Schools catering for students who do not pass the 11+ Junior Lyceum admission examination at the end of the six years primary education course. However, students in area secondary schools still follow the same curriculum as students attending Junior Lyceums. The secondary education course in a Junior Lyceum is generally more demanding than the course followed in an area secondary School.

**Dean (Deans)**: The Dean is the Head of a Faculty at the University of Malta. The Dean is elected from and by the Heads of Department in the same Faculty for a term of four years.

**Education Division**: The Education Division is the central administrative body within the state educational system but it monitors both the state and the non-state schools.

**Education Officer (Education Officers)**: The Education Officer is responsible for ensuring standards and quality in teaching and learning. The role is both supportive as well as inspectorial. There are a number of Education Officers specialising in primary education and Education Officers catering for different subjects. Other Education Officers are responsible for sections / units or educational services.

**facilitator (facilitators)**: A Facilitator is a specially qualified teaching assistant who provides support to and collaborates with teachers having students with special needs in class. A facilitator primarily but not solely caters for one or more students with special needs depending on the amount of support required by the student/s.

**guidance teacher (guidance teachers, Guidance Teacher, Guidance Teachers)**: The Guidance Teacher offers mainly educational and career guidance and information to students but s/he also gives support and guides students on personal issues and problems.

**Head of School (Heads of School)**: The Head of School is responsible for the administration and management of a school as well as the delivery of the curriculum, at primary or secondary level. The Head of School is answerable to the Assistant Director within the Education Division or to the Principal if the school forms part of a College.

**Junior Lyceum examination**: Students sit for the Junior Lyceum admission examination at the end of their six years of primary education. The examination is qualifying and not competitive. Successful students attend a Junior Lyceum, a grammar type of school.

**Junior Lyceum (Junior Lyceums)**: Junior Lyceums are secondary schools catering for students who pass the 11+ admission examination. The students follow an academic programme of around 11 different subjects during a five-year course. The secondary education course in a Junior Lyceum is generally more demanding than the course followed in an area secondary School.

**Kindergarten Assistant (Kindergarten Assistants)**: Kindergarten Assistants are in charge of children at pre-school level (ages 3-5). They are qualified through a specialised two-year post-secondary education and training course.

**Lecturer (Lecturers)**: Lecturers generally teach at University level or at higher education institutions. Lecturers at the University of Malta must possess a doctorate in an area relevant to their teaching duties.

**Matriculation Certificate (MATSEC Certificate)**: Students sit for their Matriculation Certification at the end of two years full-time general higher-secondary education. They study two subjects at advanced level and three subjects at intermediate level, in addition to the subject known as Systems of Knowledge. The Matriculation Certificate is acquired depending on the overall grades obtained and a pass, a merit or a distinction is awarded.

**Professor (Professors)**: Senior Lecturers at the University of Malta may be promoted to Professor following five years of experience and after performing well in all aspects of academic duties and responsibilities (teaching, research, administration and development) and contributing a number of publications which show academic recognition within an international dimension in their field of specialisation.

**Rector (Rectors)**: The Rector is the principal academic and administrative officer of the University of Malta and is responsible for both the academic and administrative staff working at the University. He is vested with the legal representation of the University.

**School Counsellor (Counsellor, Counsellors, School Counsellors, school counsellor, school counsellors)**: School Counsellors in possession of the appropriate professional qualifications provide support to students when problems, mainly of a personal and psychological nature, arise, or when students ask

for guidance or information on personal issues.

**Secondary Education Certificate (SEC):** The SEC is a certificate which students obtain at the end of a five-year secondary education course after sitting for the SEC examinations in a number of subjects. Grades awarded range from 1 to 7 with 1 being the highest grade and 7 the lowest.

**Senior Lecturer (Senior Lecturers):** Lecturers at the University of Malta are usually promoted to Senior Lecturers following five years experience during which they have performed well in all aspects of academic duties and responsibilities (teaching, research, administration and development) .

**Subject coordinator (Subject coordinators,subject coordinator,subject coordinators):** Subject Coordinators are responsible for the development and the coordination of the teaching of a subject, at secondary or primary education level in one school or a number of schools. They perform both a supportive and a monitoring role.

**Teacher (Teachers):** A person may exercise the profession of teacher in a school and receive remuneration for his / her work if s/he is awarded a teacher's warrant. A warrant can be obtained on the acquisition of a bachelor degree in education (B.Ed.Hons) or if s/he has attended teachers' College of Education course (pre 1978) or is in possession of a Master's degree or a Doctorate. Other special provisions also apply.

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## Legislation

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**Agreement on Church Schools between the Holy See and the Republic of Malta, 1991:** 1991

... guaranteed the existence of Church schools and bound the State to fund Church schools by covering teachers' salaries and a part of their recurrent expenditure. Through a related agreement, the Church passed immobile property to the State.

**Compulsory Attendance Act, 1924** (Act XXII of 1924): 1924

It enforced attendance of registered students in schools until the age of 12 (raised to 14 in 1928). It served as the first step towards compulsory education.

**Compulsory Education Ordinance, 1946** (Ordinance II of 1946): 1946

All children between the age of 6 and 14 had to attend school.

**Constitution of Malta, 1965** (Constitution): 1965

The Malta Independence order, 1964, as amended later, inter alia, by Acts XLI of 1965, XXXVII of 1966, IX of 1967, XXVI of 1970, XLVII of 1972, LVII of 1987, XXIII of 1989, Proclamations Nos. 11 and VI of 1990, Acts XIX of 1991, IX of 1994, Proclamations of IV of 1995 and III of 1996, XVI of 1997, III of 2000 and XIII of 2001.

**Education Act, 1974** (Act XXXIX of 1974): 1974

It brought together all existing educational legislation under one Act. It was an enabling Act which gave the Minister of Education defined powers, among them the duty to ensure progressive development of institutions, monitoring powers over all types of schools, State and non-State and the regulation of syllabi.

**Education Act, 1988** (Chapter 327 of the Laws of Malta. An Act to consolidate and reform the law relating to Education in Malta.): 1988

The document set a number of principles and expressed a philosophy for the educational system,. It contained a number of innovations and fundamental departures from previous educational legislation. Principal features include: the duties of the State in education; the duties and the rights of parents in the education of their children; the right of the State to regulate education; the power of the Minister of Education to grant a licence to open a school; the right of the Minister to supervise schools; the establishment of the National Minimum Curriculum for all schools at the different levels of compulsory education; the introduction of the National Minimum Conditions for Schools; the recognition of schools as bodies corporate; and the introduction of school councils. The Act established the Registrar of Examinations and the Scholastic Tribunal. It considered the employment of minors. . It recognised the professional status of teachers and the conditions for the award of a teacher's warrant. It provided for the re-foundation of the University. The Act gave the Minister the power to make regulations.

**Education Amendment Act, 1978: An Act further to amend the Education Act of 1974** (Act XXI of 1979): 1979, Government Gazette No.13508 of 1978

It was a temporary Act which provided the legal basis for the setting up of the New University and the student-worker scheme.

**Education Ordinance, 1946** (Ordinance III of 1946): 1946

Provided for the management and control of the Royal University of Malta and the Educational Establishments in these Islands.

**Employment and Industrial Relations Act** (Act XXII of 2002): 2nd and 27th December 2002, Chapter 452 of the Laws of Malta.

**Employment and Training Services Act** (Act XXVIII of 1990): 1990, Chapter 343 of the Laws of Malta, 1990

An Act for a National Employment Authority, for the establishment of an Employment and Training Corporation and for the regulation of employment and training services, and for matters connected therewith or ancillary thereto.

**Equal Opportunities (persons with disability) Act** (Act I of 2000): 10th February and 1st October 2000, Chap 413 of the Laws of Malta, Government of Malta

Legislation to safeguard equal opportunities for persons with disabilities.

**Extended Skill Training Regulations** (Legal Notice No. 72 of 1998): 1st October 1997

**Fees (Evening Tuition Courses) Regulations** (Legal Notice No. 116 of 1993): 1st September 1993

**Malta Qualifications Council Regulations, 2005** (Legal Notice No. 347 of 2005): 2005

**Malta Qualifications Recognition Information Centre and the Mutual Recognition of Qualifications Appeals Board, Regulations, 2004** (Legal Notice No. 196 of 2004): 2004

**Mutual Recognition of Professional Activities (Amendment) (No. 2) Regulations, 2004** (Legal Notice No. 161 of 2004): 2004

**Mutual Recognition of Professional Activities Regulations, 2002** (Legal Notice No. 272 of 2002): 2002

**Mutual Recognition of Professional Education and Training (Amendment) Regulations, 2004** (Legal Notice No. 160 of 2004): 2004

**Mutual Recognition of Professional Education and Training Regulations, 2002** (Legal Notice No. 271 of 2002): 2002

**Mutual Recognition of Qualifications Act, 2002** (Act XVIII of 2002): 2002, Chapter 451 of the Laws of Malta

**National Curriculum Regulations, 2000** (Legal Notice No. 132 of 2000): 1st September 2000

**National Minimum Conditions (Schools Teaching English as a Foreign Language) Regulations. 1996** (Legal Notice No.60 of 1996): 9th April 1996  
As amended by Legal Notice No.133 of 1998.

**National Minimum Conditions for all Schools Regulations** (Legal Notice No. 150 of 1990): 1st January 1991

**National Minimum Curriculum for Pre-Primary Level** (Legal Notice 73 of 1989): 1989  
Subsidiary legislation to the Education Act of 1988. It bound all local Pre-primary schools - State, Independent Private and Church schools.

**National Minimum Curriculum for Primary Level** (Legal Notice 73 of 1989): 1989  
Subsidiary legislation to the Education Act of 1988. It bound all local primary schools - State, Independent Private and Church schools.

**National Minimum Curriculum Post-secondary Education** (Legal Notice 56 of 1991): 1991  
Subsidiary legislation to the Education Act of 1988. It bound all local post-secondary schools: State, Independent Private and Church schools.

**National Minimum Curriculum Secondary Level** (Legal Notice 103 of 1990): 1990  
Subsidiary legislation to the Education Act of 1988. It bound all local secondary schools - State, Independent Private and Church schools.

**School Council Regulations** (Legal Notice 135 of 1993): 20th October 1993  
Subsidiary legislation 327.43 to the Education Act, 1988.

**Statute 11 – Quality Assurance and Academic Audit Statute** (Legal Notice No. 178 of 1979): 14th November 1997

**Students Maintenance Grants Regulations, 2005** (Legal Notice No.372 of 2005): 1st October 2005

**Teachers (Code of Behaviour) Regulations** (Legal Notice 81 of 1988): 8th November 1988  
Subsidiary legislation 327.02 to the Education Act, 1988.

**Technician Apprenticeship Scheme** (Legal Notice No. 82 of 1990): 1st January 1990



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## Institutions

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### **Academy for the Development of Democratic Environment (AZAD)**

Contact person: Michael Fenech Casa Pereira 224, Republic Street Valletta VLT 05 Malta

Tel: (++356) 21 24 75 15

Fax: (++356) 21 22 04 96

E-mail: [mike@azad.malta.com](mailto:mike@azad.malta.com)

### **Adult Education Centre**

c/o Junior College Msida Malta

Tel: ++356 21 251476

Fax: ++356 21 240336

E-mail: [adult.educ.centre@gov.mt](mailto:adult.educ.centre@gov.mt)

Centre under the responsibility of the Department of Further Studies and Adult Education mainly providing courses in general education and ICT to adults during the day.

### **Alliance Francaise de Malte**

108 Casa Sir Luigi Preziosi Triq San Tumas Floriana Malta

Tel: (++356) 21 238456/21 220701

Fax: (++356) 21247916

E-mail: [alfranc@global.net.mt](mailto:alfranc@global.net.mt)

Website: <http://site.voila.fr/alliancefr.mt>

An institution within the French Embassy which organises courses in the French language.

### **Alternativa Demokratika**

10, Triq Manwel Dimech, Sliema.

Website: <http://www.alternativa.org.mt>

The Maltese green party.

### **Angel Fish Swimming Club**

24/2 Vjal Sant' Injazju, Sliema SLM 05 Malta

Tel: ++356 21332068

A swimming club for children with special needs.

### **Area Secondary Schools**

Information can be obtained from: Education Division Floriana Malta. CMR 02

<http://www.education.gov.mt>

Tel: ++356 2598 2489

Fax: ++356 21225630

E-mail: [operations.moed@gov.mt](mailto:operations.moed@gov.mt)

Website: <http://www.education.gov.mt>

Schools catering for students who do not pass the 11+ examination for admission into Junior Lyceums. They follow a syllabus similar to the one followed at Junior Lyceums.

### **British Council**

Exchange Buildings Republic Street Valletta VLT 05 Malta

Tel: ++356 2122 6377

Fax: ++356 2122 6378

E-mail: [ronnie.micallef@britishcouncil.org.mt](mailto:ronnie.micallef@britishcouncil.org.mt)

Website: <http://www.britishcouncil.org/malta.htm>

The British Council is an institution of the British government for the promotion of the British language and culture. It supports educational and cultural activities in Malta.

### **CANA Movement**

Catholic Institute Misrah San Publju Floriana

Tel: ++356 21 238068/21 238942

A Catholic religious movement promoting Catholic marriage and family values.

### **Caritas Malta**

25 Ufficju Centrali Triq L-Iljun Floriana

Tel: ++356 21 233933

E-mail: [caritasmalta@waldonet.net.mt](mailto:caritasmalta@waldonet.net.mt)

A Catholic institution very active in social work in various sectors, particularly among the disadvantaged and the emarginated and providing education against substance abuse as well as a service for the rehabilitation of substance abusers.

### **Centre for Labour Studies**

University of Malta, Msida MSD 06, Malta

Tel: ++ 356 2340 2727

Fax:++ 356 21 340 251

Centre within the University of Malta that conducts research on labour relations and participatory developments which works in close collaboration with local trade unions and runs courses and provides education to workers.

**Centru Ghall-Hajja aktar Indipendenti**

Centre for a more Independent life c/o Caritas (Malta) 5, Triq l-Iljun, Floriana, VLT 16

Tel:++356 21233933/ +356 21453358

Fax:++356 21246374

E-mail:caritasmalta@waldonet.net.mt

Centre for the promotion of an independent life and living.

**Cerebral Palsy Association**

c/o Triq Ghaxxet il-Ghajn, Marsascala Malta

Tel:++356 21829404

J. Cauchi

**Circolo Dante Alighieri**

D.A.Learning Centre, 134, Old Bakery Street, Valletta, Malta

Tel:++356 21 348408/++356 21 224292

E-mail:info@dantemalta.org

An institution of the Italian Government promoting the Italian culture and language and organises courses in the Italian language.

**Circulo Cultural Hispano-Maltes**

18A, Fl 5, Mikiel Anton Vassalli Street, Valletta VLT13, MALTA

Tel:++356 21 230815

E-mail:hispanomaltes@onvol.net

Website:<http://www.spanishmaltesecircle.org/>

To enhance the cultural and educational exchanges between the two countries and to promote the teaching of the Spanish language

**Confederation of Malta Trade Unions (CMTU)**

9c Triq Mikiel Anton Vassalli, Valletta, Malta

Tel:++ 356 21 237 313

The Confederation brings together a number of trade unions.

**Dar tal-Providenza**

Triq Lapsi Siggiewi QRM16 Malta

Tel:++356 21 247148/9

Fax:++356 21467925

E-mail:info@dar-tal-providenza.org

Website:<http://www.dar-tal-providenza.org>

A Church institution having a number of villas catering for persons with special needs who, very often, cannot be looked after by their families.

**Department of Employment and Industrial Relations**

121, Melita Street Valletta - CMR 02 Malta

Tel:++356 21 220 497

Fax:++356 21 243 177

Department within the Ministry of Education, Youth and Employment, responsible for industrial and employment relations.

**Department of Further Studies and Adult Education**

Education Division Floriana Malta

Tel:++356 2598 2448/++356 2598 2449

Fax:++356 2598 2340

Website:<http://www.education.gov.mt>

This department forms part of the Education Division, Ministry of Education, and is responsible for adult education and lifelong learning courses organised by the government as well as information on the mutual recognition of qualifications.

**Department of Libraries and Archives**

36 Old Treasury Street, Valletta - CMR 02 Malta

Tel:++356 21 236 585

Fax:++356 21 21 235 992

Website:<http://www.libraries-archives.gov.mt>

Department within the Ministry of Education, Youth and Employment responsible for public libraries and archives.

**Department of Planning and Development, Education Division**

Great Siege Road, Floriana CMR02 Malta

Tel:++356 2598 2410

Fax:++356 21 227392

Website:<http://www.education.gov.mt>

Department responsible for educational planning, research and development.

**Department of Student Services and International Relations**

Education Division Floriana Malta

Tel:+356 25982701/9

Fax:+356 21 232140

Website:<http://www.education.gov.mt>

This department within the Education Division is responsible for cultural and educational agreements as well as for student exchanges.

**Down Syndrome Association**

Queen Alexandra Mansions 45, Triq Nofs in-Nhar, Valletta VLT 11 Malta

Tel:++356 21 235158/++356 21371145

Fax:++356 21 236197

E-mail:[johnpeel@waldonet.net.mt](mailto:johnpeel@waldonet.net.mt)

Website:<http://www.dsa.org.mt>

A voluntary association catering for the needs of persons with Down Syndrome and their families

**Dun Manwel Attard School**

40, Triq San Gorg Wardija SPB 07 Malta

Tel:++356 21 573989

Fax:++356 21 573244

E-mail:[wardija.sns@gov.mt](mailto:wardija.sns@gov.mt)

A school for children with special educational needs.

**Dyslexia Association**

c/o Stoke San Pawl tat-Targa, Naxxar, NXR 06 Malta

Tel:++356 21413305

Fax:++356 21413674

An association of parents having children with dyslexia

**Eden Foundation**

Bulebel, Zejtun ZTN 08 Malta

Tel:+356 21 673706/7

Fax:+356 21 665260

A Foundation offering education and training to persons with special needs and support to their families.

**Education 22**

Mile End Hamrun Malta

Tel:+356 21 240351/ 21240777

A section within the Education Division providing educational programmes and related information via a national television channel.

**Education Assessment Unit**

Educational Assessment Unit Education Division Floriana CMR02 Malta

Tel:++356 2598 2461

Fax:++356 21225630

Website:<http://www.education.gov.mt>

A unit within the Education Division responsible for the setting of the 11+ national examination for entry into Junior Lyceums and the annual examinations at primary and secondary level in State schools.

**Education Division**

Education Division Floriana CMR02 Malta <http://www.education.gov.mt>

Tel:+356 2598 2460

Fax:+356 21220156

Website:<http://www.education.gov.mt>

The central administration of the State compulsory primary and secondary education system, including the pre-primary level, in Malta. It monitors non-State compulsory education.

**Employment and Training Corporation**

Head Office Hal Far P.O.Box 20 Birzebbugia, BBG 01 Malta

Tel:++356 21 654945/9

Fax:++356 21 655396

E-mail:Communications Office

Website:<http://www.etc.org.mt>

This corporation is responsible for persons registering for work and for providing training to persons seeking work, among other functions.

**European Documentation and Research Centre**

University of Malta Tal-Qroqq Msida Malta

Tel:++356 2340 2136

Fax:++356 21337624

An institute within the University of Malta

**European Union Programmes Unit**

36, Old Mint Street Valletta VLT12 Malta

Tel:(+356) 21243237

Fax:(+356)2558 6139

E-mail:eupu@gov.mt

Website:<http://www.leonardomalta.com>

The National Agency for the promotion and co-ordination of European Union education programmes.

**Examinations Department**

Examination Department Great Siege Road Floriana CMR 02 Malta

Tel:+356 21 232821

The Department responsible for the running of a number of Government and other examinations.

**Federazzjoni tal-Ghaqdiet ghal-Handikappati**

c/o Flt 21, Blk A Dun Gorg Preca Street, Blata I-Bajda HMR 02

Tel:++356 21236197

A federation of associations of persons with special needs and their families

**Fondazzjoni Guze Ellul Mercer**

PO Box 26, Zabbar CMR01, Malta

Tel:++ 356 21 639 789

E-mail:[gemmalta@euroweb.net.mt](mailto:gemmalta@euroweb.net.mt)

Main activities: community education, women's development, environmental action, literacy

**Fondazzjoni trasport ghal-Hajja Indipendenti**

Balzan Valley Balzan BZN 08 Malta

Tel:++356 21 442638

Fax:++356 21 442639

Foundation for the provision of transport for persons with special needs to facilitate an independent living

**Fond Ghajr-Ri (My Neighbour Foundation)**

c/o Ufficcju tal-Hidma Socjali Sptar Monte Carmeli Attard BZN 09 Malta

Tel:++356 2143904038

Fax:++356 2143904036

A foundation working for persons who have mental problems.

**Foundation for Educational Services (FES)**

c/o 1st Floor, Sir Temi Zammit Boys Secondary School, Mtarfa Malta

Tel:++356 21 455600

Fax:++356 21 455625

Website:<http://www.fes.org.mt>

The Foundation was conceived as a mechanism that works hand-in-hand with the Education Division at the Ministry of Education in Malta to provide a range of innovative educational initiatives.

**Foundation for International Studies**

Old University Building St. Paul's Street Valletta Malta

Tel:++356 21234121/2

Fax:++356 21230551

E-mail:[intoff@maltanet.net](mailto:intoff@maltanet.net)

Website:<http://www.um.edu.mt/intoff/fis.html>

FIS promotes and supports international research, education and training projects in various fields. It collaborates with national and international bodies such as UNESCO and the Council of Europe, by providing an administrative framework for short and long-term programmes.

**Foundation for Respite Care Services**

Dar il-Kaptan, Rotary Drive, Mtarfa RBT 15 Malta

Tel:++356 21 450103/4

Fax:++356 21 450413

A foundation offering respite for families having members with special needs.

**Foundation For Tomorrow Schools (FTS)**

Triq Sir Adrian Dingli Pembroke Malta

Tel:++356 21 387664

Fax:++356 21 387600

E-mail:info@fts.com.mt

Website:http://www.education.gov.mt/edu/other-org/fts.htm

The foundation which is responsible for building new schools and maintaining existing school buildings

**Gateway Club**

c/o Ir-razzett tal-Hbiberija Triq Zinzell M'Scala ZBR 11

Tel:+356 21651962

M. Collett

**General Workers Union**

Workers Memorial Building Triq Nofs in-nhar Valletta Malta

Tel:++356 21 244451/2/3

E-mail:info@gwu.org.mt

Website:http://www.gwu.org.mt/

The union with the largest membership of workers in Malta. It represents workers from different sectors in several public and private work places.

**German Maltese Circle**

141 Messina House Triq San Kristofru Valletta Malta

Tel:++356 21 246967

Website:http://www.germanmaltesecircle.org/

An institution of the German Government for the promotion of the German language and culture.

**Ghaqda Biblika Maltija**

62, Dar il-Bibbja Triq il-Miratur Floriana Malta

Tel:+356 21 220318

A religious group which organises courses in biblical studies and promotes Bible reading.

**Ghaqda Frangiskani ghall-Ghomja**

Dar "Frate Francesco" 33, Triq Mannarino, B'Kara BKR 08 Malta

Tel:++356 21441976

Fax:++356 21485661

An organisation catering for persons with sight impairment.

**Ghaqda Ghawdxija Ghall-Persuni b'Dizabilita'**

Triq l-Imgarr Ghajnsielem Gozo GSM 102

Tel:+356 21 21553886

A Gozo association for persons with disability.

**Ghaqda Hbieb ta' l-Isptar Monte Carmeli**

c/o Sptar Monte Carmeli Attard BZN 09 Malta

Tel:++356 21415183

An association for the friends of Mount Carmel Hospital, a hospital for mental health.

**Ghaqda Hidma Filantropika**

c/o 216, Triq It-Torri Sliema SLM 09 Malta

Tel:++356 21311647/ ++356 21222649

An association for philanthropic work.

**Ghaqda Nazzjonali Genituri ta' Persuni b'Dizabilita'**

Aphrodite Triq Anglu Mallia B'Kara BKR 05 Malta

Tel:++356 21443672

An association for the parents of persons with disability.

**Ghaqda Persuni Neqs in mis-Smiegh**

Dar Joe Vassallo, 45, Xatt Lascaris Valletta VLT 01 Malta

Tel:++356 21245823

Fax:++356 21245823

E-mail:NAYD@kemmnet.net.mt

An association persons with hearing impairment.

**Ghaqda Spina Bifida u Hydrocephalus**

c/o Razzett tal-Hbiberija Triq Zinzell Marsascale ZBR 11 Malta

Tel:++356 21636526/ ++35621637219

Fax:++356 21636525

E-mail:Susan Pulis

An association for persons suffering from Bifida Spine and Hydrocephalus and their families

**Ghaqda tal-Hemofilja**

c/o Tina House Triq Qantar Swieqi STJ 11 Malta

Tel: +356 213722586

Fax: +356 21240412

E-mail: [haemophilia.malta@mailexcite.com](mailto:haemophilia.malta@mailexcite.com)

An association for persons suffering from haemophilia and their families.

**Ghaqda Zghazagh b'Dizabilita'**

4, Triq L-Iskola, Hamrun HMR 08 Malta

Tel: +356 21231604/ +356 21696825

An association of young people with disability

**Giovanni Curmi Higher Secondary School**

N/S in Main Street Naxxar NXR 04 Malta

Tel: ++356 21 438001

Fax: ++356 21 438002

E-mail: [gcurmi.hss@gov.mt](mailto:gcurmi.hss@gov.mt)

Website: <http://schoolnet.gov.mt/giovannicurmi.hss>

An upper secondary educational institution providing courses leading to the MATSEC examination as well as revision courses for the secondary education certificate examination.

**Gozo Association for the Deaf**

c/o Kennija Triq Salvu Gambin Ghasri Gozo GRB 103 Malta

Tel: ++356 21556382

Fax: ++356 21556382

E-mail: [gad@gozodirect.com](mailto:gad@gozodirect.com)

Website: <http://www.gozodirect.com/ngo/gad>

**Gozo Drama Centre**

Racecourse Street Nadur Gozo

Tel: ++356 21 560472

E-mail: [gozo.drama.centre@gov.mt](mailto:gozo.drama.centre@gov.mt)

**Gozo School of Music**

Sannat Road Sannat VCT 112 Gozo

Tel: ++356 21 554162

Fax: ++356 21 562433

E-mail: [gozo.music.sch@gov.mt](mailto:gozo.music.sch@gov.mt)

**Grupp tal-Familji ta' Persuni Neqsin mis-Smiegh**

c/o Centru Hidma Socjali Santa Venera CMR 01 Malta

Tel: ++356 21487789/ ++356 21446536

A group for families of persons with hearing impairment.

**Guardian Angel School**

Farson St. Hamrun HMR 05 Malta

Tel: ++356 21 223496

Fax: ++356 21 223696

E-mail: [guardianangel.sns@gov.mt](mailto:guardianangel.sns@gov.mt)

Special Needs School

**Hbieb tac-Centru Hidma Socjali**

c/o Centru Hidma Socjali Santa Venera CMR 01 Malta

Tel: ++356 21 484400

An association of friends of the Government Centre for Social Work and support

**Helen Keller School**

Triq il-Kurat Mizzi Qrendi ZRQ 07 Malta

Tel: +356 21 642398

Fax: +356 21 642919

E-mail: [hkeller.sns@gov.mt](mailto:hkeller.sns@gov.mt)

Special needs school

**Independent Schools**

A list of Independent Schools can be obtained from: Education Division Floriana Malta CMR 02

Tel: ++356 2598 2460

Fax: ++356 21225630

E-mail: [education@gov.mt](mailto:education@gov.mt)

Website: <http://www.education.gov.mt>

Independent schools are privately run and charge fees. They follow the National Minimum Curriculum as all other schools.



**Institute for Brain Injured Children (Malta)**

Indiana Triq Anglu Gatt Mosta Malta  
Tel:++356 214132843

**Institute of Health Care**

University of Malta Tal-Qroqq Msida MSD 06 Malta <http://www.um.edu.mt>

Tel:++356 23402828

Fax:++356 21 336450

Website:<http://www.um.edu.mt>

The institute offers diploma and degree courses related to healthcare.

**Institute of Tourism Studies**

St George's Bay ST. Julians STJ 02 Malta

Tel:++356 2379 3271

Website:<http://its.gov.mt>

Institute catering for post-secondary vocational education and training at different levels related to tourism.

**Johann Strauss School of Music**

74, Old Bakery Street Valletta VLT 09 Malta

Tel:++356 21 242549

Fax:++356 21 231300

E-mail:[jstrauss.music.sch@gov.mt](mailto:jstrauss.music.sch@gov.mt)

School of music providing tuition mainly in the evenings.

**Junior College**

University of Malta - Junior College Guze Debono Square Msida MSD 10 MALTA

Tel:++356 21224271/2/3

Fax:++356 21243036

E-mail:[comms@um.edu.mt](mailto:comms@um.edu.mt)

Website:<http://www.jc.um.edu.mt>

A higher secondary education college of the University of Malta providing general education. Prepares students for University.

**Junior Lyceum (Schools)**

Information can be obtained from Education Division Floriana CMR02 Malta.

Tel:++356 25982460

Fax:++356 21225630

Website:<http://www.education.gov.mt>

Grammar type lower secondary schools catering for students (ages 11-15) who pass their 11+ examination.

**Kummissjoni Hidma għall-Morda u Persuni b'Dizabilita'**

Azzjoni Kattolika Istitut Kattoliku Floriana VLT 16 Malta

Tel:++356 21237031/ ++356 21222239

Fax:++356 21230829

A Catholic Action commission for the welfare of sick people and persons with disability.

**Lifelong Learning Centre**

c/o G.F. Abela Junior College Msida Malta

Tel:(++356)21 251476

Fax:(++356)21240336

E-mail:[adult.educ.centre@gov.mt](mailto:adult.educ.centre@gov.mt)

A centre providing general education and ICT courses, mainly to women in the morning, to improve their academic qualifications for employment.

**Local Councils**

Head Office 26 Archbishop Street Valletta Malta

Tel:++356 21226 534

Local Councils are elected by citizens in the locality. They administer their locality in areas of responsibility delegated to them by the central government.

**M.U.S.E.U.M.**

Triq is-Salib tal-Marsa, Blata l-Bajda HMR 03 Malta

Tel:++356 21 248671

Fax:++356 21 248668

E-mail:[info@sdcmuseum.org](mailto:info@sdcmuseum.org)

Website:<http://www.sdcmuseum.org>

A religious organisation of lay people, founded in Malta for the formation of Catholic lay persons, that teaches the Catholic catechism and doctrine to children, young people and adults.



**Malta Centre for Restoration**

Bighi, Kalkara CSP 12 Malta

Tel:++356 21823 287

Website:<http://www.mcr.edu.mt>

An institute running education and training courses in conservation and restoration skills at different levels, including degree level.

**Malta College of Arts, Science and Technology (MCAST)**

Main Campus Corradino Hill Paola, PLA 08 Malta

Tel:++35621 801 590

Fax:+356 21801596

Website:<http://www.mcast.edu.mt>

The leading post-secondary vocational education and training institution comprising nine institutes.

**Malta Council for Economic and Social Development**

St. Calcedonius Square, Floriana CMR02 Malta

Tel:++356 21223551

Fax:++356 21 245026

E-mail:[mcesd@gov.mt](mailto:mcesd@gov.mt)

Website:<http://www.mcesd.org.mt>

A Consultative and Advisory Body to Government on issues relating to the sustainable economic and social development of Malta, whilst providing a forum for consultation and social dialogue between social partners and, where necessary, with Civil Society organizations.

**Malta Council for Science and Technology**

Villa Bighi, Bighi, Kalkara CSP 12 Malta

Tel:21 660 340

Fax:21 660 341

E-mail:[info@mcst.org.mt](mailto:info@mcst.org.mt)

Website:<http://www.mcst.org.mt>

The Malta Council for Science and Technology (MCST) is the national advisory body to Government on science and technology policy.

**Malta Labour Party**

Centru Nazzjonali Laburista Triq Mile End Hamrun HMR02 Malta

Tel:++356 21249900

Fax:++356 2124 4204

E-mail:[mlp@mlp.org.mt](mailto:mlp@mlp.org.mt)

Website:<http://www.mlp.org.mt/>

One of the two major political parties in Malta, primarily social-democratic orientation.

**Malta Union of Teachers**

Teachers' Institute 213, Triq Ir-Repubblika, Valletta VLT 03 Malta

Tel:++356 21237815

Fax:++356 21244074

E-mail:[info@mut.org.mt](mailto:info@mut.org.mt)

Website:<http://www.mut.org.mt/>

The national union representing teachers at all levels and in all areas in Malta.

**Malta University Services**

University of Malta Tal-Qroqq Msida MSD06 Malta

Tel:++356 23402324

Fax:++356 21340979

E-mail:[info@mus.com.mt](mailto:info@mus.com.mt)

Website:<http://www.um.edu.mt>

MUS is a University of Malta agency that offers short and longer courses of education and training on a commercial basis.

**Malta Workers Union**

Dar Reggie Miller, St. Thomas Street, Floriana FRN 1123, Malta

Tel:(+356) 21220847

Fax:(+356)21246091

E-mail:[info@uhm.org.mt](mailto:info@uhm.org.mt)

Website:<http://www.uhm.org.mt>

**Management and Personnel Office**

Auberge de Castille, Valletta VLT 2000, Malta

Tel:(+356)21225231

Fax:(+356)21220753

E-mail:[mpo@gov.mt](mailto:mpo@gov.mt)

Website:<http://www.mpo.gov.mt>

The Central government department responsible for the human resource management of public service employees.

**Mater Dei School**

Quarries St. Msida MSD 03 Malta  
Tel:++356 21 236620  
Fax:++356 21 236620  
E-mail:materdei.sns@gov.mt  
Special needs school

**MATSEC Board**

MATSEC Board University of Malta Tal-Qroqq Misda MSD 06 Malta  
Tel:++356 23402815  
Fax:++356 21314324  
E-mail:matsec@um.edu.mt  
Website:<http://home.um.edu.mt/matsec>

The University of Malta examining body responsible for running national examinations at the end of the lower secondary education course for the Secondary Education Certificate (SEC) and at the end of the higher secondary general education course for the Matriculation Certificate (MC) for entry into University.

**Mikelang Borg Drama Centre**

c/o M. Regina Girls' Junior Lyceum, Blata-il Bajda  
Tel:(++356) 21224010  
Fax:(++356) 21240336  
E-mail:malta.drama.centre@gov.mt  
Website:<http://>

A centre which teaches all branches of the dramatic arts during the evening. Attended by both adults and children.

**Ministeru tal-Kelma**

Catholic Institute, Misrah San Publju Floriana Malta  
Tel:++356 21 238068

A religious group which organises courses in the methodology of religious education, with special reference to the Bible.

**Ministry for Gozo**

St. Francis Square, Victoria - Gozo.  
Tel:++356 21 561 482  
Fax:++356 21 559 360  
E-mail:info.mog@gov.mt  
Website:<http://www.gozo.gov.mt>  
The Ministry responsible for the island of Gozo

**Ministry for the Family and Social Solidarity**

Palazzo Ferreria 310 Republic Street Valletta CMR 02 Malta  
Tel:++356 2590 3120  
Fax:++ 356 2590 3216  
E-mail:info.mfss@gov.mt  
Website:<http://www.mfss.gov.mt>  
The Ministry responsible for social security and family affairs.

**Ministry of Education, Youth and Employment**

Great Siege Raod, Floriana CMR02 Malta  
Tel:++356 21 221401  
Fax:++356 21 221634  
E-mail:communications.moed@gov.mt  
Website:<http://www.education.gov.mt>  
The Ministry responsible for all levels of education, employment and youth

**Ministry of Finance**

Maison Demandols South Street Valletta VLT 2000, Malta  
Tel:(+356) 21 249 640-5  
E-mail:info.mfin@gov.mt  
Website:<http://mfin.gov.mt>

**Ministry of Foreign Affairs**

Palazzo Parisio Triq il-Merkanti Valletta CMR 02 Malta  
Tel:++356 21 242853  
Fax:++356 21 235 032  
E-mail:info.mfa@gov.mt

Website:<http://www.foreign.gov.mt>

The Ministry responsible for Malta's foreign policy and affairs at bilateral and multilateral levels.

**Ministry of Health, the Elderly and Community Care**

Palazzo Castellania, Merchants Street, Valletta - CMR 02 Malta

Tel:++356 21 224 071

Fax:++356 2299 2655

E-mail:[healthinfo@gov.mt](mailto:healthinfo@gov.mt)

Website:<http://www.sahha.gov.mt>

The Ministry responsible for health, the elderly and community care

**Monday Club for the Mentally Handicapped**

c.o 31, Triq Frans Dingli Attard BZN 02 Malta

Tel:++356 21435245/ ++356 21575989

**Moviment Azzjoni Socjali**

15 Triq Zekka Valletta

Tel:++356 21 237755

A non-governmental organisation for the promotion of social action.

**Muscular Dystrophy Group**

4, Triq il-Gzira Gzira GZR 04 Malta

Tel:++356 21 346688/572969

Fax:++356 21 318024

**National Audit Office**

Notre Dame Ravelin Floriana CMR02 Malta

Tel:++ 356 21 224013

Fax:++356 21 220708

E-mail:[nao.malta@gov.mt](mailto:nao.malta@gov.mt)

Website:<http://www.nao.gov.mt>

This Office carries out a full annual financial and compliance audit of all Government Offices and other public entities (as required by law).

**National Commission for Higher Education (NHCE)**

Old University Building, St. Paul's Street, Valletta, Malta

Tel:(+356)21226862

Fax:(+356)21226056

E-mail:[info@nchemalta.org](mailto:info@nchemalta.org)

Website:<http://www.nchemalta.org>

**National Commission Persons with Disability**

Centru Hidma Socjali Triq Braille St. Venera HMR 18 Malta

Tel:++356 21 487789/ ++356 21 448521/++356 21 245952/ ++356 21 441311/2/3

Fax:++356 21 484609

E-mail:[helpdesk@knpd.org](mailto:helpdesk@knpd.org)

Website:<http://www.knpd.org/>

The National Commission Persons with Disability set up by Government to promote the well-being and the rights of persons with disability and their families and to provide appropriate information and services

**National Curriculum Council**

Director Curriculum Management Education Division Floriana CMR 02 Malta

Tel:+356 21245178

Fax:++356 21 220639

Website:<http://www.education.gov.mt>

Body responsible for the promotion, implementation and monitoring of the 1999 National Minimum Curriculum

**National Statistics Office**

National Statistics Office Lascaris Valletta CMR 02 Malta

Tel:++356 21239225, ++ 356 2599 7219

Fax:++356 25997205

E-mail:[library.nso@gov.mt](mailto:library.nso@gov.mt)

Website:<http://www.nso.gov.mt>

The Government authority responsible for gathering, analysing and disseminating official data on various aspects of life in Malta.

**Ombudsman**

Office of the Ombudsman 11, St Paul Street Valletta VLT 07 Malta

Tel:++356 21 24 79 44

Fax:++356 21 24 79 24

E-mail:office@ombudsman.org.mt

Website:http://www.Ombudsman.org.mt

The Ombudsman is an Officer of Parliament appointed by the President acting on a resolution of the House of Representatives supported by no less than two-thirds of all Members of the House.

**Ordni tal-Karita' Fondazzjoni Rauol Follereau**

c/o Istitut Kattoliku Floriana VLT 16 Malta

Tel:++356 21222543/++356 2154411

An order of charity, Foundation Raoul Follereau.

**Paolo Friere Institute**

Dar P Pedro Arrupe, 7 Sqaq Adeodato, Zejtun, Malta

Tel:++ 356 21 677 841

A non-profit non-governmental organisation set up to promote social justice and faith, and literacy and education among the young and adults.

**Partit Nazzjonalista - Nationalist Party**

Dar Centrali, Triq Herbert Ganado, Pietà, HMR 08 Malta

Tel:++ 356 21 243 641 / ++ 356 21 226 639

Fax:++356 21243640

Website:http://www.pn.org.mt

The Partit Nazzjonalista. currently (2006) in government, is of the Christian-Democratic political ideology.

**Physically Handicapped Able-bodied-PHAB**

c/o Frawlaw Triq ic-Cawsli Qormi QRM 11 Malta

Tel:++356 21 572969/ +356 21486680

**Physically Handicapped and Deaf Therapeutic Sub Aqua Club**

Scuba Sports 77, Triq Ir-Rinella Kalkara CSP 10 Malta

Tel:++356 21468440

**Programme for Education in Prisons**

Faculty of Education University of Malta Msida MSD 06 Malta

Tel:++356 23402943

Fax:++356 21 317938

A programme within the Faculty of Education, University of Malta, for the promotion of education and training among persons serving time in prison.

**Public Service Commission**

The Palace Republic Street Valletta CMR 02 Malta

Tel:++356 21 222063/4

Fax:++356 21245304

E-mail:psc@gov.mt

Website:http://www.psc.gov.mt

The Public Service Commission is an independent body established by section 109 of the Constitution of Malta. Its primary role is to give advice and to make recommendations to the Prime Minister in the making of appointments to public offices, in the removal of persons from such offices and in the exercise of disciplinary control over public officers.

**Razzett tal-Hbiberja**

Triq Zinzell Marsascala ZBR 11 Malta

Tel:++356 21 684412/++356 21 687219

Fax:++356 21636525

E-mail:disabledprog@razzett.org

A non-profit making non-governmental organisation that offers a variety of services to persons with disability.

**Retinitis Pigmentosa Association**

c/o 27, Triq S. Mallia Siggiewi QRM 12 Malta

Tel:++356 21466294/++356 21463425

E-mail:epifanio@global.net.mt

An organisation for persons suffering from a particular sight disability - retinitis pigmentosa

**Richmond Fellowship of Malta Foundation**

Cannon House Triq il-Kanun Hamrun HMR 07 Malta

Tel:++356 21491384/++356 21444359

Fax:++356 21487060

E-mail:richmond@vol.net.mt

**Russian Centre for Science and Culture**

36, Merchants Street, Valletta  
Tel:(++356) 21222281  
Website:<http://>

**San Miguel Febres Cordero School**

Silver City Falais Road Pembroke STJ 07 Malta  
Tel:++356 21 374224  
Fax:++356 21 373763  
E-mail:[sanmiguel.sns@gov.mt](mailto:sanmiguel.sns@gov.mt)  
Special Needs school

**School of Art - Gozo**

Wistin Camileri School of Fine Arts Mgarr Road Ghajnsielem GSM01 Gozo  
Tel:++356 21 551493  
Fax:++356 21 558037  
E-mail:[gozo.art.sch@gov.mt](mailto:gozo.art.sch@gov.mt)  
Gozo Art school providing courses mainly in the evening for both children and adult learners.

**School of Art - Malta**

106, Old Bakery Street Valletta VLT 09 Malta  
Tel:++356 21 234351  
Fax:++356 21 233087  
E-mail:[malta.art.sch@gov.mt](mailto:malta.art.sch@gov.mt)  
School of Art providing courses in the evenings for both children and adults.

**Sir. M. Refalo Post-secondary Complex**

F. Mizzi Street, Victoria VCT 102, Gozo, Malta  
Tel:(+356)21551582  
Fax:(+356)21563547  
E-mail:[mrefalo.upperlyceum@gov.mt](mailto:mrefalo.upperlyceum@gov.mt)  
Website:<http://schoolnet.gov.mt/smerc>  
An educational institution situated on Malta's sister island Gozo, offering general upper secondary courses

**Staff Development Organisation**

3 Castille Place Valletta CMR 02 Malta  
Tel:++356 2200 1884  
Fax:++356 2200 1877  
Website:<http://www.sdo.gov.mt>  
The central organisation responsible for staff development within the public service.

**The Computing Services Centre, University of Malta**

The Computing Services Centre, University of Malta, Msida  
Website:<http://www.um.edu.mt/its.html>

**Torball Blind Association**

c/o 37, Triq San Pawl, Rabat (Malta) RBT 12 Malta  
Tel:++356 21660036/ ++356 21245358  
E-mail:[acam@orbit.net.mt](mailto:acam@orbit.net.mt); [michael.micallef@magnet.net.mt](mailto:michael.micallef@magnet.net.mt)  
An association for persons with sight impairment.

**University Library**

University of Malta, Ta' Qroqq Msida, Malta  
Website:<http://www.lib.um.edu.mt>

**University of Malta**

University of Malta Msida MSD 06 Malta  
Tel:++356 2340 2828  
Fax:++356 21 336450  
E-mail:[intoff@um.edu.mt](mailto:intoff@um.edu.mt); [comms@um.edu.mt](mailto:comms@um.edu.mt)  
Website:<http://www.um.edu.mt>  
The autonomous institution providing tertiary education in ten faculties and a number of institutes and centres.

**University of the Third Age**

University of Malta, Ta' Qroqq, Msida MSD 06, Malta  
Tel:++ 356 2340 2828  
Fax:++ 356 21 336 450  
E-mail:[comms@um.edu.mt](mailto:comms@um.edu.mt)  
Website:<http://www.um.edu.mt>

Provides academic and cultural courses and activities in the form of weekly lectures and meetings to persons in their third age, usually without any examinations.

**Workers' Participation Development Centre**

University of Malta Msida, MSD 06 Malta

Tel:+356 23402727

Fax:+356 21340251

E-mail:Ms. Anna Vella

Centre within the University of Malta which works in close collaboration with local unions and provides education to workers.

**Youth Services Organisation**

Education Division Floriana CMR 02 Malta

Tel:+356 2598 2383

E-mail:ysa@gov.mt

Website:<http://www.education.gov.mt>

The unit within the Education Division, Ministry of Education, responsible for student exchange programmes and a variety of activities for students at the national level.



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