



European Research Centre on
Multilingualism and Language Learning

hosted by FRYSCHE  AKADEMY

MALTESE

The Maltese language in education in Malta

| Regional dossiers series |

This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy, the Province of Fryslân, and the municipality of Leeuwarden.

© **Mercator European Research Centre on Multilingualism and Language Learning, 2013**

ISSN: 1570 – 1239
1st edition

The contents of this dossier may be reproduced in print, except for commercial purposes, provided that the extract is preceded by a complete reference to the Mercator European Research Centre on Multilingualism and Language Learning.

This Regional dossier has been compiled by Professor Lydia Sciriha (University of Malta). Unless otherwise stated, academic data refer to the 2012/2013 school year. A draft of this Regional dossier has been reviewed by Professor Mario Vassallo (University of Malta).

Acknowledgements

The author wishes to express her gratitude to Mr Raymond J. Camilleri, Mr Michael Pace Ross, Dr Tania Muscat, Mr Ian Mifsud, and Ms Bernadette Gerada Aloisio.

Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

Contents

Glossary	2
Foreword	3
1 Introduction.....	5
2 Pre-school education.....	20
3 Primary education	22
4 Secondary education.....	26
5 Vocational education	31
6 Higher education	33
7 Adult education.....	37
8 Educational research.....	39
9 Prospects.....	41
10 Summary statistics	46
Endnotes	50
Education system in Malta.....	52
References and further reading.....	53
Addresses	58
Other websites on minority languages	65
What can the Mercator Research Centre offer you?.....	66

Glossary

BTEC	Business and Technology Education Council
CARD	Collecting and Archiving Research on the Dialects of Malta and Gozo
ITS	Institute of Tourism Studies
MCAST	Malta College of Arts, Science and Technology
NCF	National Curriculum Framework
NMC	National Minimum Curriculum
NSO	National Statistics Office
PGCE	Post Graduate Certificate in Education
SEC	Secondary Education Certificate
MATSEC	Matriculation and Secondary Education Certificate Examinations Board

Foreword

background The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

aim Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

target group Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.

link with Eurydice In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

The remainder of this dossier consists of an introduction to the region under study, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1 Introduction

language

Maltese or *il-Malti* is a Semitic language, closely related to Arabic in structure and morphology though unlike Arabic, Maltese is written from left to right and in the Latin script. Linguistically, the Arabs who colonised Malta for slightly more than 200 years (870-090), left an indelible mark on the Maltese language. So did subsequent colonisers, notably the Order of St John (1530 -1798), the French (1798-1800) and the British (1800-1964) as is evident by the number of Romance and English words in Maltese. In fact, according to Brincat's (2011) etymological analysis of the lexical entries in Joseph Aquilina's Maltese-English Dictionary (1987-1990), only 32.41% are Semitic words, while a staggering 60.23% are non-Semitic words; 3.63% are local formations on Semitic or Romance basis and 3.72% are words whose etymology is unknown.

The Maltese archipelago comprises Malta, Gozo and Comino with the overwhelming majority of the Maltese residing in Malta, the largest of the three islands. The total surface area of Malta is that of 246 square kilometres and its largest distance from the north-west to the south-west is about 27 kilometres in an east-westerly direction. Malta is only 93 kilometres away from Sicily and 288 kilometres from the North African mainland, while Gibraltar is 1,826 kilometres to the east. Malta lies at the very heart of the Mediterranean and its strategic importance contributed to its chequered history.

This dossier focusses *exclusively* on the Maltese language spoken by the Maltese living in the Maltese archipelago, and does not include information on its use or status in the other countries which are also home to thousands of speakers of Maltese.

population

In Malta, censuses have been taken every ten years since 1842. The last census took place in 2011, only six years from the penultimate one (2005) on account of the fact that as a member state of the European Union, Malta had to comply with

a European Parliament and Council regulation on population and housing censuses that stipulated that every EU member state had to conduct a census in 2011.

Data published by Malta's National Statistics Office (L-Uffiċċju Nazzjonali tal-Istatistika; hereafter: NSO) reveal that over a period of 100 years, the population of Malta nearly doubled (1911: 211,564; 2011: 416,055). Moreover, non-Maltese nationals now comprise 4.8% of the population of Malta – a staggering increase of 65.8% over the 2005 census (Malta Census 2011 Preliminary Report, 2012).

Malta is the most densely populated country within the European Union, with an average of 1,320 persons per square kilometre when compared to a mere average of 116.6 persons per square kilometre for the EU (Malta Census 2011 Preliminary Report, 2012).

language proficiency

Whereas the Census 2005 (National Statistics Office, 2007) questionnaire specifically included two questions related to (i) language use at home and (ii) language proficiency in six languages (Maltese, English, Italian, French, German, and Arabic), in the Census 2011 questionnaire, only the question on language proficiency was included. Although the Census 2011 data on language proficiency have not yet been published, provisional data obtained from the National Statistics Office¹ reveal that the overwhelming majority (91.6%) of the population described their proficiency in spoken Maltese as 'very good', 2.4% rated it as 'average', while 2.2% said that they have 'very little' proficiency in the language. A mere 3.2% of the population declared not knowing Maltese 'at all', while 0.6% did not answer the question.

As regards language use in the home domain, the data are not that recent and have been obtained from the Census 2005 report: the overwhelming majority (90.2%) of the population aged 10 years and over, declared Maltese as the main language of verbal interaction at home. "For 6% of the population in this age

bracket it was English; a small fraction stated that they speak another language which is neither Maltese nor English, as the language of interaction at home, while another 3% returned speaking more than one language” (Census 2005 Report, p. xlii).

Furthermore, an analysis of the 2005 Census findings by district reveals that as a home language, Maltese is not equally strong across the Maltese islands. Effectively, it is strongest in the Southern Harbour District (97.1%), followed by the Southern Eastern district (94.9%) and the Western District (91.7%). It is least strong in the Northern Harbour and Northern District (at 84.3% each). In Gozo and Comino, the other smaller islands which are considered as a district on their own, the incidence of Maltese was registered in 2005 at 93.7%. Figures 1 and 2 graphically portray the geographical distribution of the districts and the ratings in histogram format respectively.

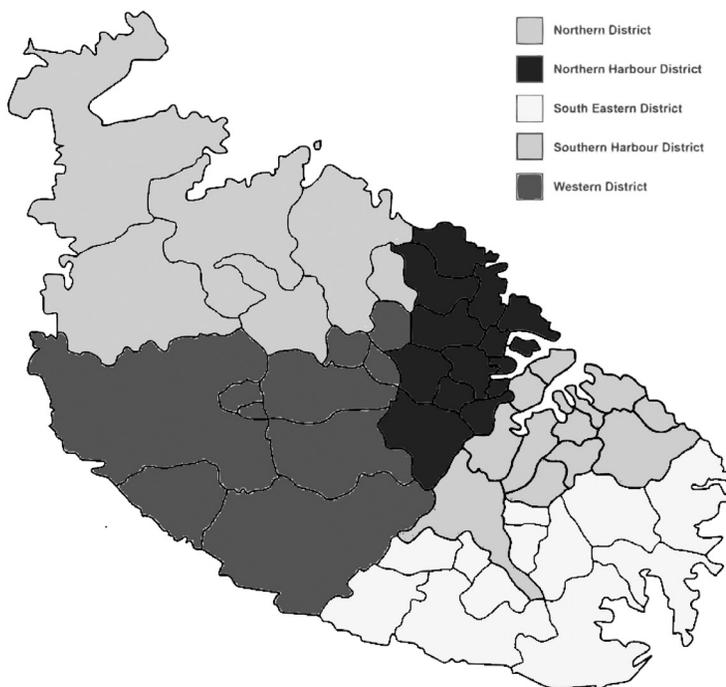


Figure 1: Malta by district. (Source: Adapted from NSO Census 2005 Report Vol.1).

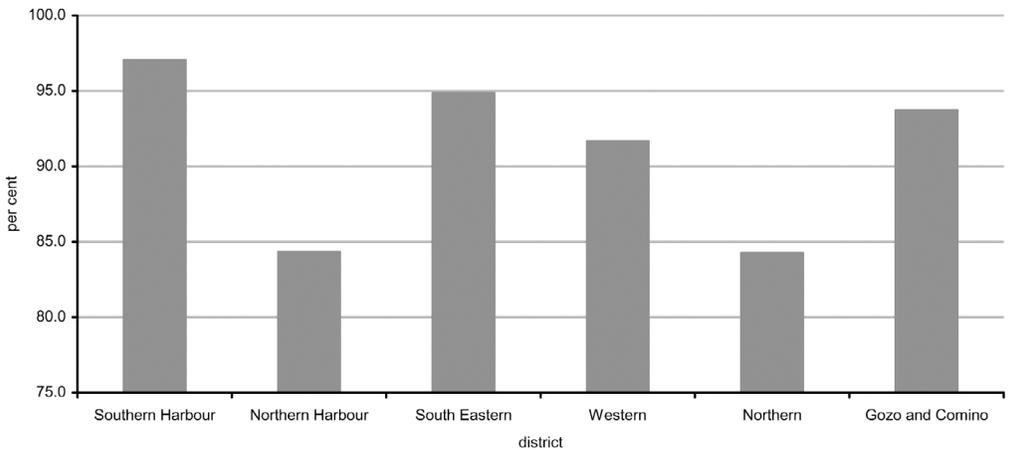


Figure 2: The strength of Maltese as a home language in Malta's districts. (Source: NSO, Census 2005 Report Vol.1).

language status Although Malta's indigenous language had been spoken for several centuries, it only obtained official status in 1934. Prior to that time, Italian was the official language and the language of the highly educated, commonly referred to as the 'literati'. As a result, most Maltese intellectuals tended to look down on speakers of Maltese, since to all intents and purposes the indigenous language was for them merely, 'the language of the kitchen'.

When Malta became an Independent State within the Commonwealth in 1964, the new Constitution highlighted the importance of Maltese by giving it both a national and an official status.

Chapter 1, Article 5 of the Constitution of Malta (1964) (Il-Konstituzzjoni ta' Malta) lays down the official languages together with the status of Maltese as the national language and its use in different domains:

"(1) The National language of Malta is the Maltese Language.

(2) The Maltese and the English languages and such other language as may be prescribed by Parliament (by a law

passed by not less than two-thirds of all the members of the House of Representatives) shall be the official languages of Malta and the Administration may for all official purposes use any of such languages: Provided that any person may address the Administration in any of the official languages and the reply of the Administration thereto shall be in such language.

- (3) The language of the Courts shall be the Maltese language: Provided that Parliament may make such provision for the use of the English language in such cases and under such conditions as it may prescribe.
- (4) The House of Representatives may, in regulating its own procedure, determine the language or languages that shall be used in Parliamentary proceedings and records.”

Moreover, in 1994 the Maltese Government stepped up its efforts to protect and promote further the national language by setting up a Maltese Language Review Board, even though the status of Maltese had been enshrined in the Constitution for decades. Subsequently, in May 2001, this Board published the report ‘A Strategy for the National Language’ (‘Strategġija għal-Lingwa Nazzjonali’), written by Manuel Mifsud. Most of the recommendations in this report were subsequently incorporated in the Maltese Language Act (2005) (Att Dwar L-Isien Malti). Through this Act, the National Council of the Maltese Language (Il-Kunsill Nazzjonali tal-Isien Malti; hereafter: Kunsill), was set up “to promote a language policy and strategy for the Maltese islands and to verify their performance and observance in every sector of Maltese life, for the benefit and development of the national language and the identity of the Maltese people.” Article 5 states that the Council “(1) shall promote the Maltese Language both in Malta and in other countries by engaging actively to foster recognition and respect for the national language; (2) update the orthography of the Maltese language as necessary and, from time to time, establish the correct manner of writing words which enter the Maltese language from other tongues.”

Maltese is not only official in the Maltese archipelago, but on the 8th May 2002, two years before Malta became a member state of the European Union the Maltese language was also accorded official language status within the Union.

**status of
language
education**

Since Maltese had been an overwhelmingly spoken, rather than written language for many years, it was important for the alphabet to be standardised so that there would be one uniform writing system. Standardisation commenced in 1920 and in 1934 the new orthography was officially approved.

The systematic teaching of Maltese started in earnest in the early 20th century, even though in 1895 Mikiel Anton Vassalli² had already proposed that Maltese should also be taught at school. Although primary education was available and free in the early 20th century, there were relatively few primary schools and not many children were sent to school then. Only after World War II, in 1946, did education become compulsory. Since then, Maltese has always been one of the core subjects taught to all children at both primary and secondary levels.

Article 3 (1) (a) to (e) of the Maltese Language Act seals the salience of Maltese in education and in society at large:

- “(a) Maltese is the language of Malta and a fundamental element of the national identity of the Maltese people.
- (b) The Maltese Language is an essential component of the Maltese Language national heritage, being constantly developed in the speech of the Maltese people, distinguishing the Maltese people from all other nations and giving the same people their best means of expression.
- (c) The Maltese State recognises the Maltese Language as a strong expression of the nationality of the Maltese, and for that purpose acknowledges its unique importance, and protects it from deterioration and perdition.
- (d) The Maltese State shall make provision in such manner that the study of the Maltese Language in its linguistic, literary

and cultural manifestations shall always be given primary importance in both state and other schools from the very first years of education of all Maltese citizens;

- (e) The Maltese State shall promote through all possible means the widest use of the Maltese Language in education, broadcasting and the media, at the law courts, and in political, administrative, economic, social and cultural life.”

**education
system**

Unlike most countries in the European Union where formal schooling commences at the age of 6 or 7, in Malta compulsory formal schooling starts at the age of 5 and ends at 16. This notwithstanding, most children attend pre-school from the ages of 3 to 5 years. Whereas the primary cycle comprises six years, the secondary cycle is slightly shorter and is five years long.

In Malta there are three types of schools: state, church and independent schools. According to Eurydice (2009), the overwhelming majority of children attend state schools which are free (68.7%), while 22.4% go to church (government-dependent³) or to fee paying Independent schools (8.9%) (government-independent). This means that a total of 31.3% of children are not enrolled in state schools. More recent unpublished data by the Quality Assurance Department, on Learner Distribution as at February 2013 reveal that at primary level 56.7% of children attend state schools, while 43.3% go to non-state schools (church: 31.0%; independent: 12.3%). At secondary level, slightly lower percentages are registered for those attending state (56.3%) and independent schools (10.0%), while there are marginally higher percentages of those who go to church schools (33.7%). Thus, at secondary level, a total of 43.7% attend non-state schools (church and independent) when compared with 56.3% who go to state schools.⁴

In line with the setting up of School networks in 2006, State schools are now grouped into colleges, with each college including both primary and secondary schools scattered in the different localities. Article 49 of the Education Act (Att Dwar L-Edukazzjoni) outlines the aims of the school network system

so as to improve: “the quality, standards, operation, initiatives and educational achievements in State schools, there shall be established those Colleges, in such manner as it may from time to time appear to the Minister to be necessary in Malta and in Gozo, which shall network within them State boys and girls schools, and which would ensure educational experience and services in a full land continuous process starting from early childhood education, and through the primary and secondary levels. Every College shall be under the responsibility, guidance and administration of a Principal.” Primary and secondary schools are networked together and are now under the umbrella of Colleges.

Before the College system was introduced, schools used to work on their own with issues being clarified with Head Office. There was no networking between schools. Now the situation has changed. Schools forming part of a College network meet through the ‘College of Heads’ on a roughly once a month basis. Within each College there are about six to eight feeder primary schools (which are co-educational) each with a secondary school for boys and another for girls. There are still a few Colleges where the former secondary (area and Junior Lyceum) schools are being phased out so that eventually there will be twenty secondary schools, two for each College. There is also a secondary co-educational school for athletes which started last year at St Benedict. The new Government is looking at the possibility of having co-educational schools at secondary level, so the system might well change in the future.

As regards non-state schools, until 1991, parents sending their children to church schools paid tuition fees. However, following a Church-State agreement on the devolution of Church property to the State, which was signed by the Holy See and Malta on the 28th November 1991, these religious schools are now non-fee paying, and the government pays the salaries of all the church schools’ teaching and non-teaching staff. The implementation of this Agreement was enacted in 1992 by means of the Ecclesiastical Entities Properties Act (Att Dwar Propjetà Ta’ Entijiet Ekklesjastiċi). However, monetary contributions are expected by the administrators of these schools to help cover

costs related to teaching tools and the general upkeep of the school. Entry into such schools is by means of a ballot system at the primary level. On account of this new system, church schools now enrol a healthy mix of children from different socio-economic backgrounds.

There are fewer independent schools than church schools, with most independent schools having been established in the last two decades or so, although some schools were set up earlier. Though both church and independent schools are considered as non-state institutions of learning, unlike church schools, independent schools charge tuition fees and parents of children who attend independent schools tend to belong to the professional and business classes (Cilia & Borg, 1997). Independent schools are not helped financially by the State, but the government has recently introduced tax rebates to parents whose children attend such schools.

private and public

In Malta, there are three types of schools: state, church and independent schools. More information on these different types of schools has been given above in the section *education system* (p. 11).

bilingual education forms

Malta is officially bilingual in both Maltese and English. The predominant use of either of these two languages is to some extent dependent on the type of school one attends. Research conducted by Scirihā (1997, 1998) has shown that the medium of instruction in state schools and, to a lesser extent, in church schools is overwhelmingly Maltese, whereas English-based instruction is a feature of independent schools.

administration

The State is responsible for all state schools and as noted earlier, it also financially supports church schools. Moreover, with regard to the schools' academic content, it is the State that regulates the curriculum for all schools. Article 7 of the Education Act lays down that it is the right of the State to regulate education:

7. It shall be the right of the State –

- “(a) to establish a National Curriculum Framework of studies for all schools;
- (b) to establish the national minimum conditions for all schools; and
- (c) to secure compliance with the National Curriculum Framework of studies and the national minimum conditions for all schools.”

Together with English and mathematics, Maltese is a core subject in the curriculum of all primary and secondary schools in Malta and an entry requirement to institutions of further education.

The official languages of the University of Malta (Statute (1.1, Education Act) and the Malta College of Arts, Science and Technology (Article 88, Education Act) are Maltese and English, and for this reason the administration may use either language for official purposes.

the National Curriculum Framework

The National Curriculum Framework (Il-Qafas tal-Kurrikulu Nazzjonali; hereafter: NCF), which replaces the 1999 National Minimum Curriculum (Il-Kurrikulu Minimu Nazzjonali; hereafter: NMC), was officially launched on the 14th February 2013 by the Director General for Quality and Standards in Education and the Minister of Education and Employment. The process to devise this NCF started in 2008 and in 2011 the draft documents of the NCF were up for consultation. While Consultation document 1 provides an Executive Summary (Ministry of Education and Employment, 2011a), the *Rationale and Components* are presented in document 2 (Ministry of Education and Employment, 2011b). Consultation document 3 (Ministry of Education and Employment, 2011c) discusses the three cycles, namely the early, primary and secondary years while *The Way*

Forward is discussed in Document 4 (Ministry of Education and Employment, 2011d). The *National Curriculum Framework for All 2012* (Ministry of Education and Employment, 2012) which integrates the four consultation documents will come in force as from the scholastic year 2013-2014.

“For the first time in Malta’s educational history, the long awaited framework – which has been delayed due to extended consultation – sets the minimum number of hours students are entitled to in various subject areas. Individual schools are then left free to choose how to spend a certain number of school-based hours. According to the Minister of Education, an important aspect of the NCF is the fact that there is ‘a strong element of flexibility so that individual schools could tailor their teaching according to the needs of the students. This entitlement approach will be implemented in State schools while Church and Independent schools can consider adopting the system” (Calleja, 2013; p. 1).

language policy

To date, the National Curriculum Framework does not outline a language policy regarding the language of instruction in Malta’s official bilingual context, though the previous National Minimum Curriculum did stipulate Maltese, as the language of instruction for some subjects, and English for others.

The fact that the new National Curriculum Framework does not yet include a specific language policy does not mean that it will not be establishing parameters with regard to the medium of instruction, but it is all too cognizant of the fact that such a task is no mean feat.

In fact, the official document states: “The NCF recognises the need for clear direction on the language of instruction and assessment as part of a revamped national Language Policy. Such a policy is a complex matter which needs to address:

- entitlement issues – students need to become proficient in

Maltese and English and preferably in another language for their full social, cultural and economic integration.

- cultural issues – the rightful place of Maltese as an expression of our national identity; the preference for English as the first language of a minority of our population; the diverse nationalities of students in schools; overcoming prejudices or perceptions related to other languages and cultures.
- implementation issues – the use of language/s in different learning areas; language of assessment; the 1999 NMC recommendation that schools develop their own language policy according to their own needs.
- professional issues – teachers who are proficient in both English and Maltese; the development of resources in Maltese and in English as necessary; the development of Maltese for specific purposes; the need to heighten interest in and access resources for other languages.
- economic issues – the need to have proficiency in English for competitiveness in a globalised economic environment; the importance of foreign languages for the fostering of international relations” (Ministry of Education and Employment, 2012; p. 41).

For this reason, a ministerial committee on language policy was set up and it is expected that in the next few months, the Director General of the Directorate for Quality and Standards in Education, will “integrate the recommendations of the language policy committee in the working of the Learning Outcome Framework Board” (Ministry of Education and Employment, 2012; p. 26). This Board which will be set up by the Director General for Quality and Standards in Education will be responsible “for setting up Learning Areas Panels for the designing of the learning outcomes and monitoring of the different learning areas” (Ministry of Education and Employment, 2012: p. 26).

It is important to highlight the fact that in this dossier reference will also be made to the previous 1999 National Minimum Curriculum, which is still in force, and which includes a language policy, albeit not a detailed one.

inspection

The functions and duties with regard to the inspection of education by the Directorate for Quality and Standards in Education (Direttorat Għal Kwalità u Standards fl-Edukazzjoni) within the Ministry of Education and Employment (Ministeru tal-Edukazzjoni u x-Xogħol) are outlined in the Education Act by Articles 18 (1) to (2) and 19 (1) to (2):

“18. (1) The Directorate for Quality and Standards in Education shall have an Educational Inspectorate which provides a professional service of support, guidance, monitoring, inspection, evaluation and reporting on the process of teaching in schools, on the application of the curriculum, syllabi, pedagogy, assessment and examinations, and on the administration, and on the assurance and auditing of quality in Colleges and schools.

(2) The Director General of the Directorate mentioned in the preceding sub article shall have such Education Officers and other officers as necessary for the execution of the functions of the Education Inspectorate and those other functions which are related to the general implementation of this Act or of any regulations made thereunder, and also to perform such work as may be necessary to assure and audit the quality in Colleges and schools, and to perform such duties as may be assigned to them by the Director General.

19. (1) Such officers, with relevant qualifications as may be necessary and duly authorised in writing by the Director General of the Directorate for Quality and Standards in Education, shall have the power to enter in any College, school, class or place of instruction, and inspect and report on the teaching process, the physical environment, and the observance of the conditions, standards, policies and regulations established and made by virtue of this Act.

(2) Colleges, schools and educational institutions, public and private, shall provide any information and access requested by these officers as they may deem necessary

for the implementation of the functions of the Directorate for Quality and Standards in Education.”

It is the Director General of the Directorate who employs Education Officers and other officers to inspect and audit the quality in all schools.

**support
structure**

Article 11 (1) of the Education Act lays down the establishment of a new Directorate for Educational Services (Direttorat Għal Servizzi Edukattivi) and its functions to support schools:

“11. (1) It shall be the general function of the Directorate for Educational Services in constant collaboration with the Colleges and schools, to plan, provide and allocate the resources, human and otherwise, services, and learning tools, both of a pedagogical, psychosocial, managerial and operative nature and other ancillary support tools, as required in the State colleges, schools and educational institutions, and to encourage and facilitate their networking and cooperation.”

Assessment of activities concerning all subjects including Maltese, are carried out by the Directorate for Quality and Standards in Education through its Education Officers. This Directorate is also in charge of distributing textbooks and conducting in-service training courses for teachers.

In addition, as previously mentioned, by means of the Maltese Language Act (2005) the Kunsill Nazzjonali tal-Ilsien Malti (National Council of the Maltese Language; hereafter: Kunsill) was established. Prior to the setting up of the Kunsill, it was the Akkademja tal-Malti (Academy of Maltese) – previously called the Għaqda tal-Kittieba tal-Malti (Maltese writers' Group) – that endeavoured to cultivate and nurture the Maltese language. In fact, it was the Għaqda tal-Kittieba tal-Malti which in 1920 embarked on standardising the Maltese orthography. More recently, the Kunsill has also taken important decisions regarding Maltese orthography. In fact, as stipulated in Article 5 (2) of the Maltese Language Act: “The Council shall also update the

orthography of the Maltese Language as necessary and, from time to time, establish the correct manner of writing words and phrases which enter the Maltese Language from other tongues.”

However, it is important to point out that the remit of the Kunsill⁵ goes beyond issues regarding the standardisation of the Maltese orthography; it also includes proposals related to Maltese language policy as stated in Article 4 (1) “There shall be a body, to be known as the National Council of the Maltese Language, having the aim of adopting and promoting a suitable language policy and strategy and to verify their performance and observance in every sector of Maltese life, for the benefit and development of the national language and the identity of the Maltese people.”

As one can see, the situation regarding the Maltese language is constantly evolving, and changes might be undertaken in the near future. What follows in sections 2 to 7 is a description of the situation as it is at the time of writing, i.e. in the first quarter of 2013.

2 Pre-school education

- target group** Children from 3 to 5 years may attend kindergarten but it is not compulsory for them to do so. Kindergarten classes are available to all children and are also provided by the three major interested stakeholders in the education provision services, namely, state schools, church and independent schools.
- structure** State kindergarten classes are in general available in most localities and are free of charge. Children are registered in schools at the earliest when they turn 2 years and 9 months. Kindergarten education, though not compulsory, is the first step towards preparing children to enter into the primary level of education. At kindergarten level, children learn the basic literacy and social skills through play with their classmates. Church and independent schools also run kindergarten classes. Even though “attendance at kindergarten centres for 3 and 4-year-olds is not compulsory some 80% of 3-year-olds and 95% of 4-year-olds attend kindergarten centres available in the State, Church and in the Independent sectors” (Ministry of Education and Employment, 2011c; p. 11).
- legislation** Since school attendance is not compulsory until the age of five years, there is no law that enforces parents to send their children to kindergarten centres. Article 43 (3) of the Education Act states that: “the state may provide school for infants who are under compulsory school age.” This notwithstanding, such centres are available in all three types of schools (state, church and independent) and the most recent unpublished data by the Quality Assurance Department on Learner Distribution by Sector, as at February 2013, reveal that the highest percentage of children (70.7%) attend state kindergartens, whilst 17.8% and 11.5% respectively go to independent and church kindergartens.⁶
- language use** Particularly in the state and to a slightly lesser extent church schools, the language used by the teacher during group activities and when the teacher speaks individually to the child, is generally Maltese, although English words are also used.

The linguistic scenario is somewhat different in independent schools where English is more likely to be the language of communication, although some children do interact with their peers in Maltese.

teaching material

At this level there is no formal teaching and children are initiated in elementary numeracy and literacy skills through play. Children attending kindergarten sessions are exposed to a lot of books in both Maltese and English through storytelling sessions⁷.

statistics

District	State	Church	Independent	Total
Southern Harbour	1,318	226	325	1,869
South Eastern	1,067	77	12	1,156
Northern Harbour	1,214	380	820	2,414
Western	815	250	191	1,256
Northern	833	119	203	1,155
Malta	5,247	1,052	1,551	7,850
Gozo and Comino	320	221	-	541

Table 1: Number of students in pre-primary education, by sector and district: 2007/2008 (Source: Education Statistics 2007/2008 NSO Malta).

Pre-primary education	
Males	17
Females	742
Total	759

Table 2: Teaching staff in pre-primary education by gender: 2007/2008 (Source: Education Statistics 2007/2008 NSO Malta).

3 Primary education

target group Eurydice (2009) mentions Malta as one of the few countries in the European Union where compulsory schooling commences at the age of 5; for the majority of countries in the European Union, the first year of compulsory schooling starts at 6 years. Compulsory education is 11 years long and ends when the child is 16 years of age. State, church and independent primary schools cater for children from 5 years until 11 years of age.

structure Malta's Education Act provides the general framework. All teaching programmes worked out by the schools need to abide by the National Minimum Curriculum, and eventually by the National Curriculum Framework when this will be implemented. In view of Malta's official bilingualism, both Maltese and English are formally taught from grade 1 with the core subjects being Maltese, English and Mathematics. In particular, Eurydice (2009; p. 201) mentions the fact that "In most countries, mathematics takes second place in terms of recommended taught-time. Malta is the only country in which compulsory mathematics teaching is allocated proportionally more time than the language of instruction (19 % compared to 15 %). Malta also has its own particular reasons for spending more time on foreign language teaching – Maltese and English are both official languages."

At the end of Year 6 of primary school "a national end-of-primary benchmark in Mathematics, Maltese and English is set and marked centrally to provide national benchmarks. Whilst these examinations are compulsory for children attending State schools, schools in the Church and Independent sectors may also participate. The examination is used to record the achievement of pupils at the end of the primary years and provide important information to receiving secondary schools about the learning of individual pupils" (Ministry of Education and Employment 2011c; p. 44). Table 3 below, gives a breakdown of results in Maltese for the 2011 session. It is apt to point out that since some of the candidates were absent for one or more components of this examination, the total number of candidates who sat for all the

examinations in the four language skills (3775) is lower than the number of candidates who sat for at least one examination in one component (e.g. speaking: 3847).

Skill	Number of pupils	Min Mark	Max Mark	Median Mark	Mean Mark
Speaking (20%)	3847	0	20	16	15.73
Listening (20%)	3828	0	20	19	17.37
Reading (30%)	3810	0	30	24	22.23
Writing (30%)	3812	0	29	20	18.71
Total (100%)	3775	0	97	78	74.39

Table 3: National Results at the end of primary benchmark 2011 - Maltese (Source: Adapted from Directorate for Quality and Standards in Education, 2012).

legislation As has been mentioned in the previous section, primary education is compulsory as laid down in Article 43 (1) and (2) of the Education Act “(1) It shall be the duty of the State to provide for the primary education of the children of Maltese citizens being children of compulsory school age. (2) For the purpose mentioned in sub-article (1), the Minister shall wherever possible maintain a school in every town or village and shall provide transport for pupils who reside in areas which are distant from the school.”

The Ministry of Education and Employment is primarily responsible for education in Malta while local Councils are expected to ensure that all school children are safe in the vicinity of schools.

language use Under the heading of Primary Education, the National Minimum Curriculum also includes a section on ‘Implementing a Policy of Bilingualism’ in which it establishes a language policy for particular subjects:

“The National Minimum Curriculum encourages teachers at this level to use English when teaching English, Mathematics, Science and Technology. In classroom situations when teaching these subjects in English poses difficulties, code switching can be used as a means of communication. These situations apart,

the National Minimum Curriculum advocates consistency in the use of language during the teaching-learning process” (Ministry of Education, 1999; p. 79).

In other subjects namely, religion, history, social studies and Maltese, all lessons should be conducted in Maltese since all textbooks are in Maltese. The National Minimum Curriculum advocates consistency in the use of the two official languages in the classroom.

Noteworthy is the fact that at primary level, overall, Maltese as a subject occupies more teaching-time in non-state schools (Table 4)⁸ where the language of instruction is generally English. Conversely, since the instructive language in state schools is predominantly Maltese for most subjects of the curriculum, Maltese as a subject occupies less teaching-time when compared to non-state schools. Furthermore, it is important to point out that since the two official languages are taught from grade one, instances of both inter-sentential and intra-sentential code-switching are common and are actually allowed by the National Minimum Curriculum (Ministry of Education, 1999).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State Schools	225	225	240	240	240	240
Church	260	282	276	273	268	244
Independent	250	253	240	242	253	237

Table 4: Lessons in Maltese as a subject: Average Number of Minutes every week – Primary education (Source: Research and Development Department, Directorate for Quality and Standards in Education, 2013).

teaching material

Textbooks are provided to schoolchildren free of charge in all state schools. Subjects which are taught in Maltese have Maltese-based textbooks. Of note is the fact that “there is no Unit or Department that has as its sole objective the production of textbooks. However, the Curriculum Management and eLearning Department has over the years been responsible for producing textbooks either through the Subject Education Officers or Heads of Department.”⁹ Most textbooks are in English and are bought from foreign publishing houses.

A few textbooks have been produced for the primary sector in subjects such as Maltese, social studies, history, geography and music.¹⁰

statistics

District	State	Church	Independent	Total
Southern Harbour	3,590	1,879	600	6,069
South Eastern	2,946	305	-	3,251
Northern Harbour	3,666	3,628	1,747	9,041
Western	2,305	701	267	3,273
Northern	2,254	103	820	3,177
Malta	14,761	6,616	3,434	24,811
Gozo and Comino	1,328	633	-	1,961

Table 5: Number of students in primary education, by sector and district: 2007/2008 (Source: Education Statistics 2007/2008 NSO Malta).

Primary education	
Males	310
Females	2,353
Total	2,663

Table 6: Teaching staff in primary education by gender: 2007/2008 (Source: Education Statistics 2007/2008 NSO, Malta).

4 Secondary education

target group

In Malta, secondary education is five years long. When compulsory education was introduced in 1946, Maltese children were required to go to school until they turned 14 years of age. However, secondary education for all did not become available until 1970 when area secondary schools were set up, thus ensuring that even children who had not gained entry into the lyceums or the grammar schools by passing the 11+ examinations, would not remain in primary schools until they turned 14, but would attend secondary schools. Moreover, in 1971, compulsory education was extended to 16 years.

structure

State, church and independent schools all operate schools at the secondary level. In accordance with the NCF, secondary schooling, like its primary counterpart, is structured around learning areas and not specific subjects as was the case in the previous NMC. These learning areas comprise languages (mother tongue, second language, foreign languages depending on students' choice), mathematics, science, technology education (including design and technology and digital literacy), health education (physical education and sports; personal, social and health education; home economics), religious education, history, geography, social studies, environmental education, citizen education and arts education (art, music, dance and drama).

At the end of Form 5 (Year 11), students are expected to sit for the Secondary Education Certificate (Certifikat tal-Edukazzjoni Sekondarja; hereafter: SEC) which is administered by the University of Malta's Matriculation and Secondary Education Certificate Examinations Board (MATSEC). Successful candidates who obtain the SEC certificate are entitled to pursue further post-secondary education.

“There are three main institutions providing general education at the upper secondary level, namely the Higher Secondary School, the Junior College (attached to the University of Malta) and Sir M. Refalo Centre for further studies at

Gozo. These institutions offer a two-year general/academic programme leading to the Matriculation Certificate awarded by the University of Malta and/or the GCE A-level, which are an entry requirement to tertiary education” (UNESCO-IBE, 2012; p. 22). “The Matriculation certificate is awarded to post-secondary students and the admission requirement of the University of Malta. It is based on the premise that students seeking admission to University are more likely to develop into mature persons if their education spans both the Humanities and the Science areas. Students are required to sit for six subjects from various areas in one session of the examination. The choice of subjects includes a language, a humanities or a business subject, mathematics or a science subject, and any other two subjects. The sixth subject is Systems of Knowledge. Students must be awarded this certificate to be accepted into the University of Malta.”¹¹ More information on post-secondary education is to be found in chapter 5 and 6.

legislation

The Maltese Education Act provides the framework for secondary education. In fact, Article 44 states that: “It shall be the duty of the State to provide for the secondary education of the children of Maltese citizens being children who have completed their primary education.”

language use

As regards the national language, the National Minimum Curriculum recommends that “teachers of Maltese, social studies, history, religion and personal and social development (PSD) teach these subjects in Maltese” while “teachers of the remaining subjects teach in English” (Ministry of Education, 1999; p. 82). Nevertheless, research by Camilleri (1995) and Sciriha (1998) has evidenced a high degree of code-switching during the lessons in state and church schools; the situation is different in Independent schools whose medium of instruction is overwhelmingly English; Maltese is usually only used during the Maltese lesson.

The number of lessons in the Maltese language as a subject varies according to the type of school. In fact, as is evident in

Table 7, when compared to state and church schools, the weekly average number of Maltese lessons is highest in independent schools, in particular, in Form 5 as shown in Table 7.

	Form 1	Form 2	Form 3	Form 4	Form 5
State Secondary (Colleges)	4	4	3	3	3
State Area Secondary¹²	N/A	N/A	4	4	4
Church	3.7	3.6	3.6	3.7	3.8
Independent	4.3	4.6	4.3	4.5	4.8

Table 7: Lessons in Maltese as a subject: Average Number of Lessons per week – Secondary education (Source: Research and Development Department, Directorate for Quality and Standards in Education, 2013).

This is understandable since independent school students need more practice in Maltese speaking and writing, because unlike their counterparts in state and most church schools, they are immersed in English during all the lessons, except Maltese. Furthermore, most independent school students usually hail from English-speaking backgrounds and thus have little opportunity to interact in Maltese at home. Concomitantly, it is imperative for them to pass the SEC (Secondary Education Certificate) examination in Maltese if they wish to pursue tertiary education. In fact, in the statutes, bye-laws and regulations of the University of Malta, Statute 1.2 (Chapter 327, Laws of Malta) states that “Maltese and English shall be compulsory subjects for admission for degree or diploma courses of the University: Provided that the Senate may by regulations allow candidates in special circumstances to offer other subjects instead.”

Table 8 gives a breakdown of students who sat for the Maltese examination and the grade obtained. It is apt to point out that students have the choice of sitting for either Paper A or Paper B. In view of a less demanding syllabus, weaker students usually opt for Paper B. The 2012 results reveal that about one fourth of the students sitting for the Maltese examination did not pass and obtained a U (Unclassified).

Paper A									
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	U	Absent	Registered
122	446	502	809	478	-	-	255	15	2627
Paper B									
-	-	-	163	406	308	261	1038	147	2323

Table 8: SEC Final results – Maltese – (Source: MATSEC Examinations Board SEC Examinations 2012 Statistical Report 2013).

Each subject syllabus for both Papers A and B is identical. The only difference is that Paper B is easier than Paper A. For this reason the highest grade that a candidate sitting for Paper A can obtain is Grade 1 while Grade 4 is the highest grade that may be obtained, for those opting for Paper B. Although Grades 6 and 7 are also considered to be passes in the subject, only candidates who obtain Grades 1-5 are allowed to continue their studies in the subject at a higher level (intermediate/advanced). Candidates obtaining Grade U are unclassified and thus have not obtained a pass in the subject.

29

**teaching
material**

Textbooks mainly focus on aspects of Maltese grammar and orthography and are usually developed and produced by the Education Officers in the subject. Since the syllabus in Maltese also includes literature, teachers are required to teach set literary texts. These texts would include works by Maltese poets, novelists, and playwrights.

statistics

District	State	Church	Independent	Total
Southern Harbour	3,442	1,490	266	5,198
South Eastern	1,565	-	-	1,565
Northern Harbour	7,383	5,199	1,231	13,813
Western	876	966	-	1,842
Northern	871	-	419	1,290
Malta	14,137	7,655	1,916	23,708
Gozo and Comino	1,663	420	-	2,083

Table 9: Number of students in secondary education, by sector and district: 2007/2008
(Source: Education Statistics 2007/2008 NSO Malta).

Secondary education	
Males	1,409
Females	2,646
Total	4,055

Table 10: Teaching staff in secondary schools by gender: 2007/2008
(Source: Education Statistics 2007/2008 NSO Malta).

5 Vocational education

- target group** Vocational education is aimed at post-secondary students who have already completed eleven years of mandatory schooling and who seek training in particular jobs.
- structure** A number of courses and qualifications that lead to a trade are offered by the ITS (Institute of Tourism Studies), by the Institute for Conservation and Management of Cultural Heritage and by the Malta College of Arts, Science and Technology (Il-Kulleġġ Malti tal-Arti, ix-Xjenza u t-Teknoloġija; hereafter: MCAST). These are state-run institutions of learning which provide a wide range of programmes that vary in duration. There are two-year programmes leading to a technician's certificate or diploma, while others that are run by MCAST are Business and Technology Education Council (BTEC) courses. These courses may vary in duration with some courses being only one year long and lead to the 'MCAST BTEC first diploma' while two year programmes lead to the 'MCAST BTEC national diploma'. "Programmes leading to the MCAST-BTEC higher national diploma take two years to complete and are for Matriculation Certificate holders or graduates from two-year technical certificate/diploma holders or graduates from two-year technical certificate/diploma programmes. MCAST institutes also offer a variety of one-year foundation and intermediate certificate programme" (UNESCO-IBE, 2012; p. 22).
- language use** In these educational institutions, although most textbooks are in English, the medium of instruction is generally Maltese though code-switching occurs very frequently. In view of the fact that Maltese is the dominant language of these institutions, informal interaction among students and the teaching staff is predominantly in Maltese.
- legislation** Even though post-secondary education is not compulsory in Malta it is regulated. Article 64 (1) of the Education Act states that: "There shall be established the National Commission for Further and Higher Education, which through a structured dialogue:

(a) ascertains the needs and the aspirations of providers of further and, or higher education, (b) informs the public of issues connected with sustainable development of further and higher education in Malta in order to meet the needs of society, and (c) gives advice to the Government on any matter which is connected with the further and higher education.”

teaching material

Most textbooks are in English even though for most subjects taught the medium of instruction tends to be Maltese. At this level, textbooks are not provided by the State as is the case for state primary and secondary schools. However, it is important to point out that all post-secondary students are given a monthly stipend which enables them to purchase their textbooks and other material related to their chosen course. The majority of the books used to teach are the same as those used in foreign institutions of learning, with the exception of Maltese based textbooks which are written by Maltese specialists in the discipline.

statistics

District	State	Church	Independent	Total
Southern Harbour	6,002	-	-	6,002
South Eastern	-	-	-	-
Northern Harbour	768	-	-	768
Western	-	-	-	-
Northern	-	-	-	-
Malta	6,770	-	-	6,770
Gozo and Comino	-	-	-	-

Table 11: Number of students in post-secondary vocational education, by sector and district: 2007/2008 (Source: Education Statistics 2007/2008 NSO Malta).

Vocational education	
Males	236
Females	128
Total	364

Table 12: Teaching staff at post-secondary vocational by gender 2007/2008 (Source: Education Statistics 2007/2008 NSO Malta).

6 Higher education

structure

Higher education in Malta includes both general/academic post-secondary education and tertiary education. State, church and independent institutions are all service providers at post-secondary level and run two-year courses leading to the MATSEC certificate, which is the university entry qualification. However, with regard to degree programmes these are mostly run by the state funded University of Malta, though there are also some private institutions which offer degree programmes by foreign universities. The highest number of students following degree courses attends the University of Malta although MCAST which, as noted earlier is primarily a vocational college, also offers some courses which eventually lead to first degrees (Bachelor degrees). Since programmes run by MCAST have already been discussed, this section focusses only on those courses specialising in Maltese which are run by the University of Malta. It is also apt to point out that within the University of Malta, the Institute of Maltese Studies promotes Maltese culture and identity through its research and also runs a Master course in Maltese Studies, “The degree provides a cross-disciplinary perspective on various aspects of Maltese affairs, develops research and other skills, and allows for specialist study in one particular area through a thesis in the third year, the first four semesters being taught courses” (www.um.edu.mt/maltesestudies).

33

legislation

As mentioned in the previous section (cf p. 31) a National Commission for Further and Higher Education with specific objectives, aims and functions was set up (Articles 64 and 65 of the Education Act, Chapter 327, Laws of Malta).

language use

Though Maltese as a discipline is also studied as an optional subject in both post-secondary and tertiary institutions, the entry requirements to such institutions require the SEC qualification in Maltese. At post-secondary level the course content is structured in a way so as to include both the study of Maltese literature and language/linguistics. Students may opt to study Maltese at Intermediate or the higher level (Advanced) depending on the

career path they wish to choose. Some university courses enforce at least an Intermediate level in Maltese as is the case for students wishing to follow the course leading to the Doctor of Laws (LLD). Moreover, students wishing to study Maltese at degree level are required to obtain their Advanced level in the subject.

Though at tertiary level Maltese is one of the entry requirements, it is important to point out that the medium of instruction for subjects other than Maltese is English, though code-switching practices are quite frequent. Outside lectures, Maltese is the dominant language of communication within these institutions.

teacher training Prior to the setting up of the Faculty of Education in the late 1970s, the training of teachers for both primary and secondary levels was, until 1972, provided by two training colleges – one for men (St Michael's) and the other for women (Mater Admirabilis). From 1972 until 1974, teachers were trained at the Malta College of Education and later, at the Department of Educational Studies at MCAST (1974-1978). Since then, teaching qualifications have been obtained through courses run by the University of Malta's Faculty of Education (Bachelor of Education Honours/ B.Ed. (Hons.)/ Post Graduate Certificate of Education/ P.G.C.E.).

primary training

In order to be employed as a teacher at the primary level, one needs to obtain a first degree in Education (Bachelor of Education). Within the Faculty of Education, the Department of Primary Education trains students whose main interest is the teaching of children until the age of 11, and it also provides post-graduate programmes and in-service courses.

At primary level, it is the generalist teacher who teaches most of the subjects in the curriculum, including Maltese. Students training to become primary school teachers are given a number of courses in each of these subjects.

secondary training

All teachers employed at secondary level are specialist teachers in one or two subjects. There are two tracks through which students may become secondary school teachers: (i) They may obtain their

B.Ed. (Hons.) degree or (ii) they may specialise in two subjects or one subject by following the B.A. or B.A. (Hons.) degree courses respectively and afterwards qualify as a teacher once they have successfully completed a one year Post Graduate Certificate in Education (P.G.C.E.) course run by the Faculty of Education. Students reading for a B.Ed. (Hons.) degree in Maltese do not only follow courses in the pedagogy and the teaching of Maltese run by the Faculty of Education, but are also required to follow a specific number of 'content courses' to delve deeper into the study of Maltese literature and linguistics, offered by the Department of Maltese within the Faculty of Arts. Graduates who are in possession of a B.A. (Hons.) or B.A. or M.A. in Maltese may also become qualified teachers of the language by following a one year certificate course (P.G.C.E.) run by the Faculty of Education, with the main focus being pedagogy and the teaching of Maltese.

in-service training

In-service training courses for all teachers are compulsory and are organised annually by the Ministry of Education. During these courses which usually run for three days and which are generally held either towards the end of the scholastic year in July, or just before the beginning of the new scholastic year in September, talks are given in Maltese to teachers of Maltese.

statistics

	Female	Male	Total
Faculty of Arts/ BA	24	5	29
Faculty of Arts/ BA Hons	16	8	24
Faculty of Arts/ MA	6	2	8
Faculty of Arts/PhD	-	1	1
Faculty of Education/ B.Ed (Hons.)	8	4	12
Faculty of Education /PGCE	10	3	13
Faculty of Media Studies	1	-	1
Faculty of Law	11	6	17
Institute of Maltese Studies	1		1

Table 13: Breakdown of Graduates in different Faculties/Institutes with Maltese as an area of study, 2011-2012 – by gender and faculty (Source: Adapted from: University of Malta (2011-2012) Graduate Statistics).

Males	4582
Females	6307
Total	10,889

Table 14: Student Enrolment at the University of Malta by gender: 2011/2012 (Source: Adapted from: University of Malta, Student Statistics 2011/2012).

Tertiary education	
Males	607
Females	361
Total	968

Table 15: Teaching staff in Tertiary education by gender 2007/2008. Source: Education Statistics 2007/2008 NSO, Malta

7 Adult education

structure and language courses

State Adult Education falls under the Directorate for Lifelong Education. All courses are held in schools or local council premises in the evenings, and although a small fee is usually charged, this is also waived for all pensioners and/or those who are considered to be social cases.

These courses are aimed at adults who either wish to improve their academic qualifications and, concomitantly, their job prospects or those who would like to learn new subjects for their own personal satisfaction.

The Directorate for Lifelong Education offers several courses in the Maltese language. There are those that are specifically targeted at Maltese nationals who would like to obtain qualifications at SEC and/or Advanced level in Maltese, while other courses are also run for non-Maltese nationals living in Malta and who would like to improve their conversational skills in Maltese.

Although the majority of privately-owned language schools in Malta overwhelmingly cater for foreign students, most of whom wish to learn English, nevertheless, there are also some language schools which run Maltese language courses. Fees for such courses vary from one school to another.

Furthermore, in view of the increasing number of Erasmus foreign students attending the University of Malta in 2012, the International and EU Office organised a course on Maltese language and culture.

Moreover, the Kunsill in collaboration with the Department of Maltese, University of Malta has also run two part-time courses on the Maltese language for foreigners living in Malta. Of particular note regarding this course is the fact that these were the only courses for foreigners which were based on the Council of Europe's Common European Framework of Languages. Unfortunately, for reasons beyond the control of the organisers of this course, the course is no longer on offer. However, the Kunsill is doing its best to ensure that the teaching of Maltese to foreigners is standardised.

In addition, for the past seven years, the Kunsill and the Department of Maltese (University of Malta) have organised a one-year certificate course in proofreading in Maltese (Ċertifikat għall-Qari tal-Provi bil-Malti) – a course that is aimed at those Maltese who would like to improve their written skills in their native language. Those who successfully complete this course and possess the certificate are also issued with a proof-reader's warrant. The success of this course is evident in the growing number of Maltese people who have followed such a course and the fact that in 2013 the course will be held in both Malta and Gozo. Furthermore, the Department of Maltese also runs a course leading to a 'Certificate of Maltese as a Foreign Language'. It also offers basic Maltese courses to students with no prior knowledge of Maltese. In fact, every year it offers two courses namely 'An Introduction to the Maltese Language I: Survival Level' and a follow-up course 'An Introduction to Maltese Language II: Basic Level' (A1: Common European Framework of Reference).

38

language use

In general, courses in Maltese are run by the state (evening classes) as well as by the Kunsill, and the Department of Maltese (University of Malta) and are given in Maltese. Moreover, some private language schools also offer a few courses in Maltese.

statistics

Subject and Centres	Age								Total		
	15-19		20-24		25-39		40 and over		Males	Females	Total
	Males	Females	Males	Females	Males	Females	Males	Females			
Maltese for Foreigners	5	8	4	19	7	11	13	18	29	56	85
Blata l-Bajda Girls' JL Yr 1	-	3	2	8	3	3	6	7	11	21	32
Blata l-Bajda Girls' JL Yr 2	-	-	-	7	2	2	1	3	3	12	15
Mosta Girls' Sec Yr 1	5	4	2	3	2	5	3	5	12	17	29
Mosta Girls' Sec Yr 2	-	1	-	1	-	1	3	3	3	6	9
Basic Maltese	-	1	4	3	2	4	86	167	92	175	267
Blata l-Bajda Girls' JL	-	-	1	1	-	-	1	6	2	7	9
Birkirkara Primary B Yr 1	-	-	-	-	1	2	3	6	4	8	12
Birkirkara Primary B Yr 2	-	1	1	1	-	1	3	2	4	5	9
Zebbuġ Primary B Yr 1	-	-	2	1	1	1	2	6	5	8	13
ESF Courses (Malta)	-	-	-	-	-	-	73	147	73	147	220
ESF Courses (Xewkija Gozo)	-	-	-	-	-	-	4	-	4	-	4
Total	28	29	33	121	114	186	183	538	358	874	1,232

Table 16: Number of students attending state-run evening classes by age and gender
(Source: adapted from Education Statistics 2006 NSO Malta).

8 Educational research

research

The overwhelming majority of the research on different aspects of the Maltese language has been conducted since the 20th Century mostly by Maltese scholars, though a few non-Maltese scholars have also written books and papers on the language. Moreover, a large chunk of scientifically-based research on Maltese has been conducted by academics at the University of Malta and by undergraduate and post-graduate university students; a few foreign students mostly from Europe, have also written on aspects of the Maltese language. These studies and dissertations are all available at the University of Malta's Melitensia library which houses all publications related to Malta and the Maltese language. In addition, the National Library of Malta and the Gozo Public Library are also depositories of books and manuscripts published in Malta, in accordance with the Legal Deposit Act, which stipulates that two copies of all the works published in Malta should be deposited in these two libraries.

Maltese is also being studied internationally. Quite noteworthy is the fact that in 2012, the Rectors of the University of Malta and the University of Bremen signed a contract by which the Malta Centre was established at the University of Bremen in Germany. Over the past decade, both universities have collaborated on projects, organised joint conferences as well as established the International Association of Maltese Linguistics. This Association has its own journal ILSIENNA (Our Language) and its companion series IL-LINGWA TAGĦNA (Our Language).¹³ Like the journal, IL-LINGWA TAGĦNA – Our Language is published under the auspices of Għaqda Internazzjonali ta-Lingwistika Maltija (GHILM/International Association of Maltese Linguistics). The companion series publishes monographs and collections of articles including *festschritts* and memorial volumes as well as outstanding MA and PhD theses dedicated to all kinds of topics which are highly relevant to our understanding of the Maltese language and the linguistic landscape of Malta and its sister islands. The philosophy of GHILM is to impose no restrictions as to theory and methodology of the contributions provided

the submitted manuscripts meet the standards of the discipline involved.”¹⁴

Furthermore, the Kunsill Nazzjonali tal-Ilsien Malti has also published a number of books on Maltese orthography, bilingualism and the use of Maltese computer fonts. Of particular note is the fact that the Institute of Linguistics at the University of Malta has also a research-funded project on Maltese and Gozitan dialects (CARD: Collecting and Archiving Research on the Dialects of Malta and Gozo). Moreover, resident academics especially those in the Department of Maltese, have written several books and papers on Maltese language and literature and also regularly organize talks, seminars and conferences on the Maltese language.

9 Prospects

Over the past few years, important changes have occurred in the school system in Malta. In particular, state primary and secondary schools which were separate from one another are now under the umbrella of colleges. Moreover, a new National Curriculum Framework which promotes lifelong learning policy and strategy has been launched and the different stakeholders have been given the opportunity to review it and to offer their feedback. As regards the teaching of Maltese, the proposed National Curriculum Framework reconsiders teaching time in Maltese. In fact, "The proposed lesson distribution allows schools a measure of flexibility in allocating five English and four Maltese lessons or *vice versa* according to the needs of their students" (Ministry of Education and Employment, 2011c; p. 60).

Furthermore, the Government of Malta is committed to promoting and safeguarding Maltese as outlined by the Maltese Language Act (2005). The setting up of the Kunsill has acted as catalyst to further the study of Maltese and to help in ensuring its proper use not only in educational and government institutions, but also in the public domain with regard to public signage.

Since most textbooks and examinations in the different subjects are mostly in English and not in Maltese, over the past few years there has been an on-going debate in educational circles, as to whether English textbooks should be replaced by Maltese ones. Reasons cited for such a change include the fact that Maltese students fare badly in some subjects such as mathematics, because they do not understand the mathematical problem in English, since "the use of English is required for the learners to bridge the gap between the spoken medium in Maltese and the written text in English." (Camilleri, 1995; p. 221). Such an issue is however, not raised in independent schools since parents send their children to such schools because English, as a medium of instruction, is an important feature which attracts parents to send their children to these schools (Sciriha, 1997).

Over the years, in the eyes of the Maltese, their indigenous language has risen in status especially since Maltese became one of the official languages of the EU. It is no longer considered 'the language of the kitchen' as has been clearly shown by two large-scale scientifically-representative surveys which were conducted by Sciriha in 1999 (Sciriha, 2001) and Sciriha and Vassallo in 2005 (Sciriha and Vassallo, 2006). In the second survey which replicated the first one, participants were first asked to rank seven languages¹⁵ in order of importance as 'Maltese living in Malta' and, subsequently, to rank the same languages as 'citizens of the world'. The results revealed that in 1999, the respondents ranked Maltese as the Number One language for a Maltese living in Malta, whereas Maltese was ranked last when respondents were asked to place it among the other six languages as 'citizens of the world'. Quite notable is the fact that up to a few decades ago, Maltese would probably have ranked at the bottom and not at the top of the list even as 'citizens of Malta'. Since then, political and cultural developments have given Maltese added value, and especially after Independence, Maltese has come to be perceived as an essential component of national identity. This is clearly and especially attested to in the flourishing literature in Maltese, in the diffusion of the language through printed and live media, and the pervasive use of it by all strata in society as their standard medium of communication. The 1999 survey shows how the status of this indigenous language has moved up from its previous very low position, to the top position it now holds. Participants in this study clearly perceived Maltese to be the most important language for a Maltese living in Malta today. However, in 1999, the Maltese respondents were aware that, although Maltese, their mother tongue, is important in a microcosmic society as Malta, when it is in competition with other languages on a global level, Maltese does not have the same market value and power that English has. In fact, all the respondents gave the top ranking to English, while Maltese ranked at the bottom from the list of seven languages when the physical setting changed.

Interestingly, in the second survey conducted by Sciriha and Vassallo in 2005, the status of Maltese grew once it became one

of the twenty-three official languages of the European Union. As such, its meteoric rise to become an official language of this supra-state political entity also translated itself to changing attitudes towards its role as a world language among the Maltese. In this survey Maltese retained its top position as the most important language in Malta, but more remarkable is the fact that, even as citizens of the world, respondents did not relegate Maltese to the last position, but it was then placed in the 5th position, a position that, in 1999 had been occupied by German. These findings from the two studies conducted over a period of six years reveal that the positions that languages hold are not steadfast and immutable, but quite volatile and highly dependent on the geo-political reality of a country. Now that Malta has become one of the member states of the EU, the concomitant meteoric rise of Maltese to one of the twenty-three official languages of the EU has affected the perceptions of the Maltese regarding the other six languages vis-à-vis Maltese.

Mikiel Anton Vassalli – ‘the father of the Maltese language’ – would never have foretold the advances that his indigenous language has had over the last century, and which culminated in 2002 when it obtained official status outside Malta. This fact has left an impact on how the Maltese now view their national and official language, the importance of which is no longer confined to the Maltese archipelago.

For centuries Maltese, together with religion, had served the island well as a surrogate for national identity, and protected the islanders from the whims of the occupying powers that successively vied for the strategic importance of the archipelago. Attempts by outsiders to change this did not succeed because Maltese persisted to be the language of the common folk, even if it survived along Italian, the language of culture and which was extensively used especially in the courts and in official documentation. But even so, Italian was not considered to be completely alien, as it had developed parallel to Maltese as the written language, whilst Maltese occupied the ‘spoken domain’.

With Independence, Maltese was to go through a lithmus test: either to survive as a banner that distinguished the Maltese from the rest of the world, or to be replaced by English, a world language, as the Maltese increasingly realised that now they had to earn their living by themselves, rather than rely on the money pumped into Malta by foreigners interested merely in the strategic position of the 'unsinkable battleship'.

Without devastating nationalistic battles, Maltese survived. Indeed, it metamorphosised itself substantially through the now pervasive media. But parrallel to this, a new Maltese literature was born, and new scientific studies on this minute language continued to project the relevance of diversity and uniqueness even in a globalised economy. Maltese works are now translated into other world languages and the language itself started to be exported rather than be always on the receiving end. Some foreign universities endorsed studies of the language at tertiary levels, and centres of special interest in Malta, and in some instances specifically in the Maltese language, arose in some of them. One hopes that the NCF, which, as it has been already indicated above, has only just been launched, will contribute further to make Maltese more visible and more extensively appreciated.

The usefulness of being 'distinct' was eventually reinforced when Malta joined the EU, with its very strong policy to nurture minority languages on the one hand, and, on the other, the strength of support given to the national languages of its member states irrespective of size.

So Maltese thrives and its future appears to be brighter than ever before. It certainly continues to be affected by both local and geo-political events in its development. It continues to act as an important surrogate carrier of a distinct national identity, but with a very important difference from the past. Maltese is no longer a barrier, a fence, across which foreigners find it difficult to cross and which the Maltese keep up to ensure that nobody dares thread on their traditions, on their religion and on their

togetherness. It is no longer being used by the Maltese to fend off interference as during Malta's colonial past. Maltese has rather come to be perceived as what constitutes distinctiveness to the people of the Malta in a globalised society – a language which gives pride to those who speak it.

10 Summary statistics

Statistics related to student and teacher populations are taken from Malta Education Statistics published by the National Statistics Office (NSO), while population data have been obtained from the Preliminary Report on Census 2011 published by the NSO. Moreover, through the Census 2005 report, data were obtained regarding language use in the home domain. Census 2011 data on the proficiency in languages are provisional since the data have not yet been verified but all Census 2011 data will be available in the second quarter of 2013.

Data regarding the student population and graduates in Maltese in 2011/2012 have been obtained through the University of Malta website. The structure of the Maltese educational system has been taken from Eurydice (2009). Information on the number of lessons in Maltese in state, church and independent schools has been provided by the Department of Research and Development, Directorate of Standards and Quality in Education.

	Pre-school			Primary			Secondary			Vocational			Total
	State	Church	Indep.	State	Church	Indep.	State	Church	Indep.	State	Church	Indep.	
Southern Harbour	1,318	226	325	3,590	1,879	600	3,442	1,490	266	6,002	-	-	19,138
South Eastern	1,067	77	12	2,946	305	-	1,565	-	-	-	-	-	5,972
Northern Harbour	1,214	380	820	3,666	3,628	1,747	7,383	5,199	1,231	780	-	-	26,048
Western	815	250	191	2,305	701	267	876	966	-	-	-	-	6,371
Northern	833	119	203	2,254	103	820	871	-	419	-	-	-	5,622
Malta	5,247	1,052	1,551	14,761	6,616	3,434	14,137	7,655	1,916	6,782	-	-	63,151
Gozo and Comino	320	221	-	1,328	633	-	1,663	420	-	-	-	-	4,585

Table 17: Number of students by level of education and district, 2007/2008 (Source: Education Statistics 2007/2008 NSO, Malta).

	Pre-school	Primary	Secondary	Vocational	Tertiary
Males	17	310	1,409	236	607
Females	742	2,353	2,646	128	361
Total	759	2,663	4,055	364	968

Table 18: Number of teachers by level of education and gender. 2007/2008 (Source: Education Statistics 2007/2008 NSO, Malta)

Component	Number of Pupils	Min Mark	Max Mark	Median Mark	Mean Mark
Speaking (20%)	3847	0	20	16	15.73
Listening (20%)	3828	0	20	19	17.37
Reading (30%)	3810	0	30	24	22.23
Writing (30%)	3812	0	29	20	18.71
Total (100%)	3775	0	97	78	74.39

Table 19: National Results at the end of primary benchmark 2011 - Maltese (Source: Adapted from: Directorate for Quality and Standards in Education, 2012).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State Schools	225	225	240	240	240	240
Church	260	282	276	273	268	244
Independent	250	253	240	242	253	237

Table 20: Lessons in Maltese as a subject in primary education: Average Number of Minutes every week (Source: Research and Development Department, Directorate for Quality and Standards in Education, 2013).

	Form 1	Form 2	Form 3	Form 4	Form 5
State Secondary (Colleges)	4	4	3	3	3
State Area Secondary	N/A	N/A	4	4	4
Church	3.7	3.6	3.6	3.7	3.8
Independent	4.3	4.6	4.3	4.5	4.8

Table 21: Lessons in Maltese: Average Number of Lessons per week – Secondary Education (Source: Research and Development Department, Directorate for Quality and Standards in Education, 2013).

Paper A									
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	U	Ab-sent	Registered
122	446	502	809	478	-	-	255	15	2627
Paper B									
-	-	-	163	406	308	261	1038	147	2323

Table 22: SEC Maltese Final results (Source: MATSEC Examinations Board SEC examinations 2012 Statistical Report 2013).

	Female	Male	Total
Faculty of Arts/ BA	24	5	29
Faculty of Arts/ BA Hons	16	8	24
Faculty of Arts/ MA	6	2	8
Faculty of Arts/PhD	-	1	1
Faculty of Education/ B.Ed (Hons.)	8	4	12
Faculty of Education /PGCE	10	3	13
Faculty of Media Studies	1	-	1
Faculty of Law	11	6	17
Institute of Maltese Studies	1		1

Table 23: Breakdown of Graduates in different Faculties/Institute with Maltese as an area of study, 2011-2012 – by gender and faculty (Source: Adapted from: University of Malta (2011-2012) Graduate Statistics).

Males	4582
Females	6307
Total	10,889

Table 24: Student Enrolment at the University of Malta by gender: 2011/2012 (Source: Adapted from University of Malta, Student Statistics 2011/2012).

THE MALTESE LANGUAGE IN EDUCATION IN MALTA

Subject and Centres	Age								Total		
	15-19		20-24		25-39		40 and over		Males	Females	Total
	Males	Females	Males	Females	Males	Females	Males	Females			
Maltese for Foreigners	5	8	4	19	7	11	13	18	29	56	85
Blata I-Bajda Girls' JL Yr 1	-	3	2	8	3	3	6	7	11	21	32
Blata I-Bajda Girls' JL Yr 2	-	-	-	7	2	2	1	3	3	12	15
Mosta Girls' Sec Yr 1	5	4	2	3	2	5	3	5	12	17	29
Mosta Girls' Sec Yr 2	-	1	-	1	-	1	3	3	3	6	9
Basic Maltese	-	1	4	3	2	4	86	167	92	175	267
Blata I-Bajda Girls' JL	-	-	1	1	-	-	1	6	2	7	9
Birkirkara Primary B Yr 1	-	-	-	-	1	2	3	6	4	8	12
Birkirkara Primary B Yr 2	-	1	1	1	-	1	3	2	4	5	9
Żebbuġ Primary B Yr 1	-	-	2	1	1	1	2	6	5	8	13
ESF Courses (Malta)	-	-	-	-	-	-	73	147	73	147	220
ESF Courses (Xewkija Gozo)	-	-	-	-	-	-	4	-	4	-	4
Total	28	29	33	121	114	186	183	538	358	874	1,232

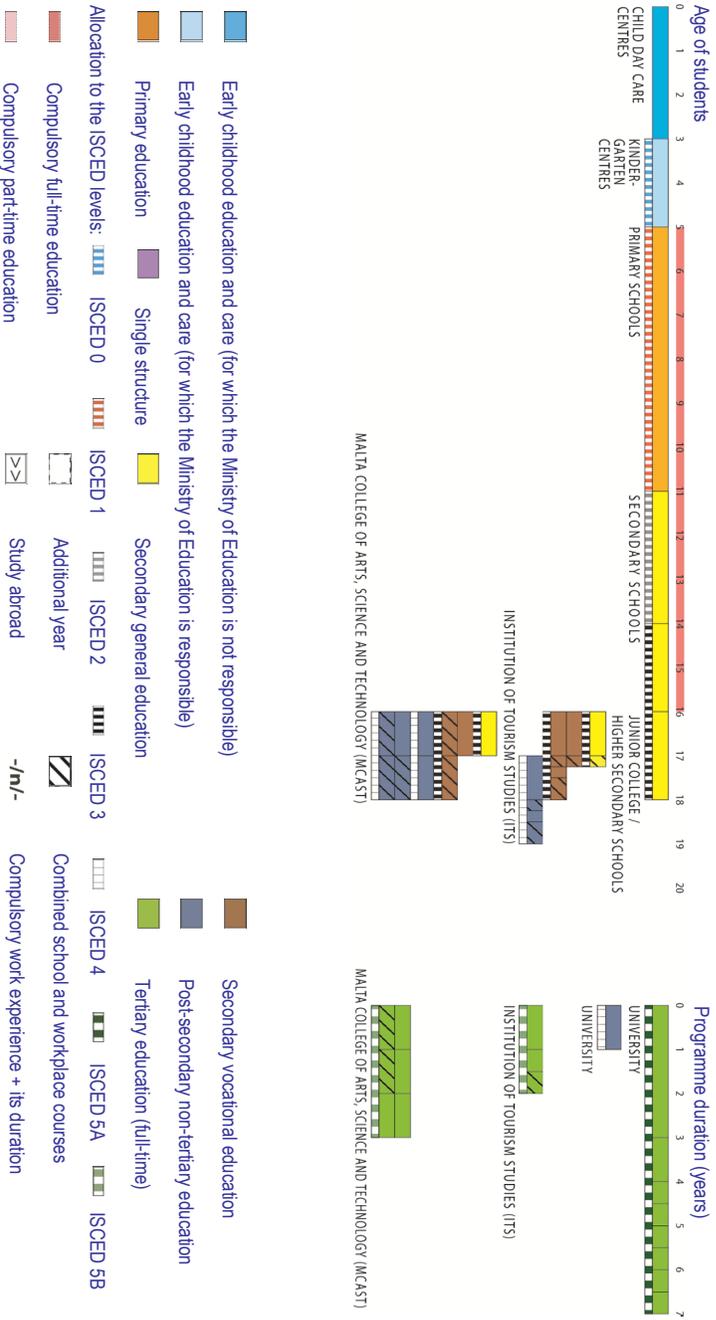
Table 25: Number of students in adult education attending state-run evening classes by age and gender (Source: Adapted from: National Statistics Office, 2010a).

Endnotes

- 1 I am grateful to Mr Michael Pace Ross, Director General, National Statistics Office, for providing me with these data on language proficiency. These data are provisional, as they have not yet been fully verified.
- 2 Dun Karm Psaila, the national Poet of Malta, dedicated a poem to Mikiel Anton Vassalli and dubbed him 'Missier I-Ilsien Malti' (the father of the Maltese language).
- 3 They are government dependent in so far as the government pays an annual sum of money to support the recurrent expenditure of the schools run by the Church, after it appropriated vast amounts of Church property as explained below.
- 4 Mr Ian Mifsud kindly provided the unpublished data by the Quality and Assurance Department (2013) on Learner Distribution as at February 2013 by Sector.
- 5 Information was obtained through the webpage of the Kunsill Nazzjonali tal-Ilsien Malti:
<http://www.kunsilltalmalti.gov.mt/dhul?l=2>
- 6 This unpublished data was provided by Mr Ian Mifsud, Director, Quality Assurance Department, Directorate for Quality and Standards in Education.
- 7 I would like to thank Dr Tania Muscat, lecturer in the Department of Primary Education at the Faculty of Education, University of Malta for the fruitful discussions I had with her regarding both the pre-primary and primary sector.
- 8 I am grateful to Mr Raymond J. Camilleri, for providing me this data.
- 9 Mr Raymond J. Camilleri, Research and Development Department, Directorate of Education kindly provided me with this information
- 10 Thanks are due to Ms Bernadette Gerada Aloisio for sending me the list of textbooks in the primary sector.
- 11 This information was obtained from Wikipedia:
http://en.wikipedia.org/wiki/Matriculation_Certificate .

- 12 Prior to the introduction of the state College system, at secondary level, students could attend either the Junior Lyceums if they passed the entrance examinations or the area secondary schools.
- 13 Both titles of the journal and the companion series mean 'our language' but while the word 'ilsienna' is Semitic, 'lingwa' is Romance-based.
- 14 Information was obtained from the webpage of the International Association of Maltese Linguistics:
<http://www.fb10.uni-bremen.de/ghilm/links.aspx>
- 15 The languages that participants were asked to rank were Maltese, English, Italian, French, German, Spanish and Arabic.

Structure of the education system in Malta, 2012/2013



Source: Eurydice (2013)

References and further reading

regulations

Att Dwar L-Edukazzjon [Education Act] (1988). Malta: Laws of Malta, Chapter 327. Available at: www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8801 [Accessed on 21st January 2013]

Att Dwar L-Ilsien Malti [Maltese Language Act] (2005). Malta: Laws of Malta, Chapter 470. Available at: www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8936&l=1 [Accessed on 15th January 2013]

Att Dwar Propjetà Ta' Entijiet Ekklesjastiçi [Ecclesiastical Entities Properties Act] (1992). Malta: Laws of Malta, Chapter 358. Available at: www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8828&l=1 [Accessed on 15th March 2013]

Kostituzzjoni ta' Malta [Constitution of Malta] (1964). Malta: Laws of Malta, Chapter 1. Available at: www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8566&l=2 [Accessed on 5th January 2013]

publications

Aquilina, J. (1987-1990). *Maltese-English Dictionary*. Malta: Midsea Books.

Brincat, J. (1996). Maltese Words. An Etymological Analysis of the Maltese Lexicon. In: Ludke, J. (ed.). (1996). *Romania Arabica. Feitschrift für Reinhold Kontzi*. Tübingen: Gunter Narr Verlag.

Brincat, J. (2000). *Il-Malti Elf Sena Ta' Storja*. Pieta, Malta: Pubblikazzjonijiet Indipendenza.

Brincat, J. (2011). *Maltese and other languages. A Linguistic History of Malta*. Malta: Midsea.

Camilleri, A. (1995). *Bilingualism in Education. The Maltese Experience*. Julius Groos Verlag: Heidelberg.

Calleja, C. (2013). Greater say for schools under new curriculum. *Times of Malta*, 15th February 2013.

Cilia, D. and Borg, S. (1997). State schools? Whatever for?! Why some parents prefer private schools. In: R. Sultana et al. (eds.), *Inside/outside schools: towards a critical sociology of education in Malta* (pp. 223-249). Malta: PEG.

Cutajar, M. and C. Bezzina (2012). The Educational Reforms in Malta : The Challenge of Shared Governance. Available at : http://www.cceam2012.com/presentation_pdf/28.pdf [Accessed on 10th April 2013]

Directorate for Quality and Standards in Education, Curriculum Management and eLearning Department. Educational Assessment Unit (2012). *End of Primary Benchmark June 2011 Report*. Floriana – Malta: Ministry of Education and Employment. Available at: www.curriculum.gov.mt/docs/benchmark_report_2011.pdf [Accessed on 22nd January 2013]

Directorate for Quality and Standards in Education, Research and Development Department (2013). *Lessons in Maltese as a subject: Average Number of Minutes every week - Primary* [unpublished]. Floriana, Malta: Ministry of Education and Employment.

Directorate for Quality and Standards in Education, Research and Development Department (2013). *Lessons in Maltese as a subject: Average Number of Minutes every week – Secondary* [unpublished]. Floriana, Malta: Ministry of Education and Employment.

Directorate for Quality and Standards in Education, Quality and Assurance Department (2013). *Learner Distribution as at February 2013 by Sector*. [unpublished]. Floriana, Malta: Ministry of Education and Employment.

Eurydice (2009). *Key Data on Education in Europe 2009*. Education, Audiovisual and Culture Executive Agency. Brussels: European Commission. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/105EN.pdf [Accessed on 12th January 2013]

Institute of Maltese Studies, University of Malta webpage. (2013) Available at: www.um.edu.mt/maltesestudies [Accessed on 4th April 2013]

International Association of Maltese Linguistics, University of Bremen webpage. (2013). Available at: <http://www.fb10.uni-bremen.de/ghilm/links.aspx> [Accessed on 3rd March 2013]

Kunsill Nazzjonali tal-Ilsien Malti. (2013) www.kunsilltalmalti.gov.mt/dhul?l=2 [Accessed on 15th January 2013]

MATSEC (2013). *SEC examinations 2012 Statistical Report* MATSEC Support Unit, University of Malta. Malta. Available at: http://www.um.edu.mt/__data/assets/pdf_file/0004/177943/secstat12.pdf [Accessed on 30th March 2013]

Mifsud, M. (2001). *Strategija għal-Lingwa Nazzjonali*. Rapport tal-Bord għall-Ilsien Malti mhejji minn Manwel Mifsud. 2001. Available at www.education.gov.mt/MediaCenter/Docs/2_Strategija_Lingwa_Nazzjonali.pdf [Accessed on 20th January 2013]

Ministry of Education (1999). *Creating the Future Together National Minimum Curriculum*. Malta: Ministry of Education.

Ministry of Education, Culture, Youth & Sport (2009). *National policy and strategy for the attainment of core competences in primary education*. Malta: Directorate for Quality and Standards in Education.

Ministry of Education and Employment (2011a). *Towards a Quality Education for All – The National Curriculum Framework 2011. Consultation Document 1, The Executive Summary*. Malta: Ministry of Education, Employment and the Family. Available at: www.education.gov.mt/MediaCenter/Docs/1_BOOK%201%20ENG.pdf [Accessed on 14th January 2013]

Ministry of Education and Employment (2011b). *Towards a Quality Education for All – The National Curriculum Framework 2011. Consultation Document 2, Rationale and Components*. Malta: Ministry of Education, Employment and the Family. Available at: www.education.gov.mt/MediaCenter/Docs/1_BOOK%202%20ENG.pdf [Accessed on 14th January 2013]

Ministry of Education and Employment (2011c). *Towards a Quality Education for All – The National Curriculum Framework 2011. Consultation Document 3, The Three Cycles: The Early Years, The Primary Years, The Secondary Years*. Malta: Ministry of Education, Employment and the Family. Available at: www.education.gov.mt/MediaCenter/Docs/1_BOOK%203%20ENG.pdf [Accessed on 17th January 2013]

Ministry of Education and Employment (2011d). *Towards a Quality Education for All – The National Curriculum Framework 2011. Consultation Document 4: The Way Forward*. Available at: www.education.gov.mt/MediaCenter/Docs/1_Book%204%20Eng.pdf [Accessed on 16th January 2013]

Ministry of Education and Employment (2012) *A National Minimum Framework for All*. Available at: www.education.gov.mt/mediacenter.ashx?file=MediaCenter/Docs/1_NCF_Booklet.pdf [Accessed on 25th March 2013]

National Statistics Office (2006). *Census of Population and Housing 2005. Preliminary Report*. Valletta: NSO. Available at: http://www.nso.gov.mt/docs/preliminary_report2005.pdf [Accessed on 5th January 2013]

National Statistics Office (2007). *Census of the Population and Housing 2005 Volume 1: Population*. Valletta: NSO. Available at: http://www.nso.gov.mt/statdoc/document_file.aspx?id=2048 [Accessed on 5th January 2013]

National Statistics Office (2010a). *Education Statistics 2006*. Valletta: NSO. Available at: www.nso.gov.mt/statdoc/document_file.aspx?id=2801 [Accessed on 17th March 2013]

National Statistics Office (2010b). *Education Statistics 2006/2007; 2007/2008*. Valletta: NSO. Available at: www.nso.gov.mt/statdoc/document_file.aspx?id=3127 [Accessed on 10th January 2013]

National Statistics Office (2012). *Census of the Population and Housing 2011. A Preliminary Report*. Valletta: NSO. Available at: www.nso.gov.mt/statdoc/document_file.aspx?id=3424 [Accessed on 6th January 2013]

Sciriha, L. (1997). One Country, Two Languages. In: R. Pascoe and J. Ronayne (eds.). *Malta: A Siege and a Journey*. Melbourne, Australia: Victoria University.

Sciriha, L. (1998). Is-Socjolingwistika. In: K. Borg (ed.). *Lingwa u Lingwistka*. Malta: Klabb Kotba Maltin.

Sciriha, L. (2001). Trilingualism in Malta: Social and Educational Perspectives. *International Journal of Bilingual Education and Bilingualism*, Vol 4, No. 1.

Sciriha, L. (2002). The Rise of Maltese in Malta: Social and Educational Perspectives. *New Perspectives of Languages and Teaching. Vol XI: 3*.

Sciriha, L. and M. Vassallo (2006). *Living Languages in Malta*. Malta.

Sciriha, L. (2013). Which languages for which schools? Issues in language policy in bilingual Malta. In: M. Karyolemou and P. Pavlou (eds.). *Language Policy and Language Planning in the Mediterranean*. Cambridge: Cambridge Scholars Publishing.

Sultana R. et al. (eds). *Inside/outside schools: towards a critical sociology of education in Malta*. Malta: PEG publishers.

University of Malta. Student Statistics by Faculty / Course and Route 2011-2012. Available at: www.um.edu.mt/_data/assets/pdf_file/0003/142554/studentstatistics2011.pdf [Accessed on 7th February 2013]

University of Malta. Graduate Statistics by Faculty / Institute, Course and Route 2011-2012. : Institute Available at: www.um.edu.mt/_data/assets/pdf_file/0010/175357/graduatestatistics11-12.pdf [Accessed on 7th February 2013]

Vallejo, C. and M. Dooly (2008). *Educational Policies that Address*

Social Inequality (EPASI) Country Report: Malta. Available at:
<http://epasi.eu/CountryReportMT.pdf> [Accessed on 20th January 2013]

UNESCO International Bureau of Education World Data on Education
VII Ed. 2010/2011. IBE/2012/WDE/MM. Available at:
www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Malta.pdf [Accessed on 14th March 2013]

Zammit Ciantar, J. (1996). *Education in Malta – a handbook*. Malta:
Salesian Press.

Addresses

L-Akkademja tal-Malti (Academy of Maltese)
12, App. 1, Dar Doreen Micallef, Triq Sant'Andrija
Il-Belt Valletta VLT 1341
E info@akkademjatalmalti.com
W www.akkademjatalmalti.com

Direttorat Għal Kwalità u Standards fl-Edukazzjoni (Directorate for Quality and Standards in Education)
Triq l-Assedju l-Kbir
Il-Furjana VLT 2000
T +356 2598 2404
F +356 2598 2120
E dg.dqse.educ@gov.mt

Direttorat Għal Servizzi Edukattivi (Directorate for Educational Services)
Triq l-Assedju l-Kbir
Il-Furjana VLT 2000
T +356 2598 2404
F +356 2598 2120
E dg.des.educ@gov.mt

Institute of Linguistics
Room 24
Block A, Car Park 6
University of Malta
Msida, MSD 2080
T +356 2340 2151

Institute of Maltese Studies
Ġuzé Cassar Pullicino Building
University of Malta
Msida MSD 2080
Malta
T +356 2340 3305/2566

International Association of Maltese Linguistics
Fachbereich 10: Sprach- und Literaturwissenschaften
Institut für Allgemeine und Angewandte Sprachwissenschaft
Bibliothekstraße
P.O. Box 33 04 40
D-28344 Bremen
Germany
T +49-421-218-3044
F +49-421-218-7801
E ghaqda@uni-bremen.de

Kummissjoni Nazzjonali Għall-Edukazzjoni Ogħla (National Commission for Higher Education)
16/18 Tower Promenade
Santa Lucija SLC1019
T (+356) 2122 6862
F (+356) 2122 6056
E info.nche@gov.mt

Kunsill Malti Għall-Kultura u l-Arti (Malta Council for Culture and the Arts)
230, Triq ir-Repubblika,
Il-Belt Valletta VLT 1116, Malta
T +356 21 232515
F +356 21 241964
E info@maltaculture.com

Kunsill Nazzjonali tal-Ilsien Malti (National Council for the Maltese language)
Il-Ministeru tal-Edukazzjoni
Triq l-Assedju l-Kbir
Il-Furjana VLT 2000
E kunsilltalmalti@gov.mt

Malta Drama Centre
"Mikelang Borg"
c/o Maria Regina Junior Lyceum
Mountbatten Street
Blata l-Bajda
Hamrun HMR 1575

59

Ministeru tal-Edukazzjoni (Ministry of Education)
Triq l-Assedju l-Kbir
Il-Furjana VLT 2000
T +3562598 2463/ 25
W <https://www.education.gov.mt>

MATSEC Support Unit
MATSEC
University of Malta
Msida MSD 2080
T +356 2340 2815/6
F +356 2131 4324

MCAST Gozo Campus
132, Triq it-Tigrija, Xagħra XRA 2013, Gozo.
T +356 21 556275
F +356 21 564521
E gozocentre@mcast.edu.mt

MCAST Gozo Campus

Triq tal-Hamrija, Xewkija, XWK 9034 Gozo.
T +356 21 564146
F +356 21 551529

MCAST Main Campus,

Triq Kordin,
Paola PLA 9032.
T +356 2398 7450
F +356 2398 7490

University of Malta Gozo Centre

Mgarr Road,
Xewkija, Gozo,
XWK 9016
T +356 21 564559, +356 23407900
F +356 21 564550

University of Malta

University of Malta
Msida MSD 2080
T +356 2340 2340
F +356 2340 2342
W www.um.edu.mt

Department of Arts and Languages in Education

Faculty of Education
Room 320 Old Humanities Building
University of Malta
Msida MSD 2080
T +356 2340 2038
W www.um.edu.mt/educ/artslangs

Department of Primary Education

Room 234
Faculty of Education
Old Humanities Building
University of Malta
Msida MSD 2080
T +356 2340 2895
W www.um.edu.mt/educ/primary

Dipartiment Tal-Malti (Department of Maltese)

Il-Fakultà tal-Arti
Il-Blokk tal-Istudji Umanistiċi (OH)
L-Università ta' Malta
Tal-Qroqq, L-Imnsida MSD 2080
T (+356) 2340 3387
W www.um.edu.mt/arts/malti

Department of Translation and Interpreting Studies

Faculty of Arts
Old Humanities Building
University of Malta
Msida MSD 2080
T +356 2340 2295
F +356 2340 2185
W www.um.edu.mt/arts/translation

publishers

Agenda

Miller Distributors Ltd.,
Airport Way,
Tarxien Road,
Luqa LQA 1814
T +356 21664488
F +356 21676799
E infor@millermalta.com

Book Distributors Limited Publishers

3, Triq Giorgio Preca,
San Gwann
SGN 3511
T +356 21380351
W www.bdlbooks.com

Publikazzjonijiet Ċak (Ċak Publications)

Triq S.Sommier
Birkirkara, BKR4611
T +35621498343
F +356 21443458
E habbar@cakmalta.org
W www.cakmalta.org

Discern Malta Publications

5, Lion Street
Floriana. FRN 1514
T +356 21241924
F +356 21241925
E info@discern-malta.org

Klabb Kotba Maltin.

63, Triq il-Karmelitani
Sta Venera SVR1724
T +356 2149 7046
F 2149 6904

Malta University Publishing

R. Mifsud Bonnici Street,
Lija
T/F: +356 21234121/2
E info@maltauniversitybooks.com
W www.maltauniversitybooks.com

Merlin Publishers

42, Mountbatten Street ,
Blata l-Bajda HMR1574
T +356 21246472
E info@merlinpublishers.com

Midsea Books Ltd.

68, Carmelites Street
Sta Venera SVR 1724
T +356 21497046
F +356 21496904

Miranda Books

E mirandabooks@onvol.net
T +356 21343772/3
F +356 21342752

Mireva Publishers

Mons. Carmel Zammit Street,
Msida MSD 2023
E info@mireva.com
F +356 21319311

PIN Publications

Triq Herbert Ganado
Pietà. PTA 1450
T +356 2596 5309

Progress Press Company Ltd.

Zona Industrijali
Triq l-Intornjatur
Mriehel BKR 3000
Malta
T +356 22764400
F +356 25594115
E info@progresspress.com.mt

S.K.S. Publishers

Ċentru Nazzjonali Laburista,
Triq Milend,
Il-Hamrun, HMR 1717
T +356 2124 9900
F +356 2124 4204

Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm
The website of the European Commission gives information about the EU's support for regional or minority languages.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** http://eacea.ec.europa.eu/education/eurydice/index_en.php
Eurydice is the information network on education in Europe. The sites provides information on all European education systems and education policies.

What can the Mercator Research Centre offer you?

mission & goals The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The centre is based in Ljouwert/Leeuwarden, the capital of Fryslân – the bilingual province of the Netherlands – and hosted at the Fryske Akademy (Frisian Academy). The Mercator Research Centre focuses on research, policy, and practice in the field of multilingualism and language learning. The centre aims to be an independent and recognised organisation for researchers, policymakers, and professionals in education. The centre endeavours to promote linguistic diversity within Europe. The starting point lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also a topic of study. The centre's main focus is the creation, circulation, and application of knowledge in the field of language learning at school, at home, and through cultural participation.

partners In 1987 Mercator Education started cooperation with two partners in a network structure: Mercator Media hosted at the University of Wales in Aberystwyth and Mercator Legislation hosted at the Ciemen Foundation in Barcelona. This network has developed into the Mercator European Network of Language Diversity Centres, which consists of the three aforementioned partners as well as Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Besides, the Mercator Research Centre, the successor of Mercator Education, expands its network in close cooperation with a number of other partner organisations working in the same field. This cooperation includes partners in Fryslân, as well as partners in the Netherlands and in Europe. The provincial government of Fryslân is the main funding body of the Mercator Research Centre. Projects and activities are funded by the EU as well as by the authorities of other regions in Europe with an active policy to support their regional or minority language and its culture.

research The Mercator Research Centre develops a research programme on the basis of the data collections available. Research activities focus on various aspects of bilingual and trilingual education, such as interaction in multilingual classrooms, language proficiency in different languages, and teachers' qualifications for the multilingual classroom. Whenever possible, research will be carried out in a comparative European perspective. Research results are disseminated through publications and conferences in collaboration with European partners.

conferences The Mercator Research Centre organises conferences and seminars on a regular basis. Themes for the conferences include: measurement & good practice, educational models, development of minimum standards, teacher training, and the application of the Common European Framework of Reference. The main target groups for the Mercator Research Centre are professionals, researchers, and policymakers from all member states of the Council of Europe and beyond.

q&a Through the Question and Answer service available on our website (www.mercator-research.eu) we can inform you about any subject related to education in minority or regional languages in Europe. The experts in our extensive database of experts can also provide relevant information.

Available in this series:

Albanian; the Albanian language in education in Italy
Asturian; the Asturian language in education in Spain
Basque; the Basque language in education in France (2nd ed.)
Basque; the Basque language in education in Spain (2nd ed.)
Breton; the Breton language in education in France (2nd ed.)
Catalan; the Catalan language in education in France
Catalan; the Catalan language in education in Spain (2nd ed.)
Cornish; the Cornish language in education in the UK
Corsican; the Corsican language in education in France (2nd ed.)
Croatian; the Croatian language in education in Austria
Frisian; the Frisian language in education in the Netherlands (4th ed.)
Friulian; the Friulian language in education in Italy
Gaelic; the Gaelic language in education in the UK
Galician; the Galician language in education in Spain
German; the German language in education in Alsace, France (2nd ed.)
German; the German language in education in Belgium
German; the German language in education in South Tyrol, Italy
Hungarian; the Hungarian language in education in Slovakia
Hungarian; the Hungarian language in education in Slovenia
Irish; the Irish language in education in Northern Ireland (2nd ed.)
Irish; the Irish language in education in the Republic of Ireland
Italian; the Italian language in education in Slovenia
Kashubian; the Kashubian language in education in Poland
Ladin; the Ladin language in education in Italy
Latgalian; the Latgalian language in education in Latvia
Lithuanian; the Lithuanian language in education in Poland
Maltese; the Maltese language in education in Malta
Meänkieli and Sweden Finnish; the Finnic languages in education in Sweden
North-Frisian; the North Frisian language in education in Germany (2nd ed.)
Occitan; the Occitan language in education in France
Polish; the Polish language in education in Lithuania
Romani and Beash; the Romani and Beash languages in education in Hungary
Sami; the Sami language in education in Sweden
Scots; the Scots language in education in Scotland
Slovak; the Slovak language in education in Hungary
Slovene; the Slovene language in education in Austria (2nd ed.)
Slovene; the Slovene language in education in Italy (2nd ed.)
Sorbian; the Sorbian language in education in Germany
Swedish; the Swedish language in education in Finland (2nd ed.)
Turkish; the Turkish language in education in Greece
Ukrainian and Ruthenian; the Ukrainian and Ruthenian language in education in Poland
Võro; the Võro language in education in Estonia
Welsh; the Welsh language in education in the UK



c/o Fryske Akademy
Doelestrjitte 8
P.O. Box 54
NL-8900 AB Ljouwert/Leeuwarden
The Netherlands

T 0031 (0) 58 - 234 3027
W www.mercator-research.eu
E mercator@fryske-akademy.nl