EMEDUS
Europe Media Education

WP3. Formal Media Education

MALTA

1. Education System

Education is compulsory in Malta between the ages of 5-16. There are two main levels which integrate the education system into the following stages: primary education (between the ages of 5-11) and secondary education (between the ages of 11-16).

The Ministry of Education, Employment and the Family is in charge of organizing education, reviewing and creating the national curriculum as well as ensuring compliance with the education standards by agents providing education services.

2. Policies in Media Literacy

The politics of media literacy in Malta has been marked by the interference of the Catholic Church. In 1980 Malta joined an experimental project by UNESCO and UNDA (International Catholic Association for Radio and Television), which offered courses in media education. This, in turn, led to the permanent inclusion of this subject in Catholic schools.

In 1999 media education was introduced as a transversal subject in the national education curriculum. Since then, e-skills and e-learning projects have taken place in the country. Training policies and guides for teachers are constantly being updated and these rely on a central library of resources for media education.

3. Media Literacy and National Curricula

Media education was introduced as a specific subject in Malta in Catholic schools in 1981, with the idea that it was necessary to defend the political usage of the media and its manipulation. However, the subject is not taught in public schools.

In 1999, with the approval of the latest education curriculum, media education was incorporated as a transversal competency. Objectives for its development were established as were a range of skills that students need to acquire. These skills range

> **In 1999 education was included as a transversal subject in the national education curriculum**

from emailing and programming devices to reliably recognizing and understanding, as well as comparing and selecting, useful information.

There are five areas related to media literacy which should be dealt with in the different subjects: 1. Organizing media 2. Media content and language 3. The media as an educating agent 4. Problems arising from how the media works and 5. Conventions that exist around the media.

Above all these skills must be acquired through the area of technological education that begins in primary school and makes direct reference to the component of media literacy. Electives are also offered in secondary school in order to promote competency in IT and programming.

4. Tools to measure the Level of Competencies

As for the tools to measure people's levels of media competency, in primary school concepts such as 'design and technology' and 'media literacy' are assessed, including the area of 'technological education', with a formative approach for which records of what the children have done are kept.

In secondary school, the assessment of 'design and technology' includes theoretical findings and design practices, while 'media literacy' is measured by means of the practical use of ICT in the process of obtaining information in other subjects as well as by tests on comprehension and understanding competencies.

There is no established general parameter with respect to levels or marks.

5. Teacher Media Training

As for teacher training, the government has made efforts in creating a resource section on their website which contains guides (books) to help teachers; these are constantly updated.

Similarly, refresher courses are given to educators who request them. In 2013 voluntary courses were organized for teachers on *Using Media for Education: Make it happen!* and *Digital Literacy for Teachers Librarians.*

In addition, there is a central resource library for media education which offers prepared activities for teachers to complement their needs. Although there are marked differences in teaching within the country, most students go to schools where teachers have spent an average of one to three days doing activities of professional development in ICT.

6. ICT in Schools

The keys to the inclusion of ICT in schools can be summarized as follows:

- The percentage of schools with a high level of connectivity is above the EU average.
- The average use of ICT in the classroom by teachers is higher in Malta than in most of the EU.
- The percentage of students in schools with a virtual learning environment is lower than in the rest of Europe.

📕 Annex. Country Key Features

(a)	**Languages**	Maltese (official) 90.2%, English (official) 6%, multilingual 3%, other 0.8% (2005 census)
	Population	411,277 (July 2013 est.)
	Major cities	VALLETTA (capital) 199,000 (2009)
	Government type	Republic
	GDP (Purchasing Power Parity)	$11.14 billion (2012 est.)
	GDP real growth rate	1.2% (2012 est.)
	GDP per capita (PPP)	$26,100 (2012 est.)
	GDP composition by sector	Agriculture: 1.9% Industry: 17.2% Services: 80.9% (2010 est.)
(b)	**GDP per head (PPS)**	83.0 (year 2011) (Index, EU27=100)
(c)	**Year of EU entry**	2004
	Currency	Member of the eurozone since 2008 (€)
	Schengen area	Member of the Schengen area since 2007
(d)	**Pupils and students (ISCED levels 1-6) (1 000)**	75,5 (year 2010)
	Pupils at ISCED level 1 (1 000)	25,0 (year 2010)
	Pupils at ISCED level 2 (1 000)	26,2 (year 2010)
	Pupils and students at ISCED level 3 (1 000)	11,0 (year 2010)
	Students at ISCED level 4 (1 000)	2,5 (year 2010)

Source: Original authorship, using data from:

(a) Central Intelligence Agency (2013). *The World Factbook 2013-14*. Washington, DC [Retrieved from: https://www.cia.gov/library/publications/the-world-factbook/index.html]

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  (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls
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