CEDEFOP REFERNET MALTA

20 YEARS

VOCATIONAL EDUCATION AND TRAINING IN EUROPE

MALTA

SYSTEM DESCRIPTION

VET IN EUROPE 2022

Cedefop; Ministry for Education (2022). *Vocational education and training in Europe - Malta: system description* [From Cedefop; ReferNet. Vocational education and training in Europe database]. https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/malta-u2

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Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
  - 3.1. Demographics.
  - 3.2. Economics.
  - 3.3. Labour market.
- Chapter 4. Education attainment.
  - 4.1. Share of high, medium and low level qualifications.
  - 4.2. VET learner share of the total VET population.
  - 4.3. VET learners by level.
  - 4.4. Female share.
  - 4.5. Early leavers from education and training.
  - 4.6. Participation in lifelong learning.
  - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
  - 9.1. VET teacher types.
  - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
  - 10.1. Anticipating skill needs.
  - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
  - Initial (college-based 1-year introduction) VET programmes leading to EQF level 1, ISCED level 254.
  - Initial (college-based 1-year introduction and foundation) VET programmes leading to EQF level 2, ISCED 353.
  - Initial, college-based VET programmes leading to EQF level 3, ISCED 353.
  - Initial-apprenticeship schemes leading to EQF level 3, ISCED 353.
  - Initial college- based VET programmes leading to EQF level 4, ISCED 454.
  - Initial Apprenticeship schemes leading to EQF level 4, ISCED 454.
  - Initial VET (higher diploma) programmes leading to EQF level 5, ISCED 554.
  - Initial VET (bachelor degree) programmes leading to EQF level 6, ISCED 655.
  - Initial VET(Master) programmes leading to EQF level 7, ISCED 757, 767.
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1 **)**

Overall responsibility for vocational education and training (VET) in Malta lies with the Ministry for Education (MFED). The Ministry for Tourism and Consumer Protection (MTCP)(2) is in charge of VET for the tourism sector. The two main State providers – the Malta College for Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS) – are self-accrediting further and higher VET institutions offering VET qualifications at EQF levels 1 to 8. There is also an increasing number of private VET providers. In 2019, MCAST introduced apprenticeship degrees in 7 programmes. In 2021, MCAST embarked on a first doctoral programme at EQF/ MQF level 8.

Lower and upper secondary level

The *My Journey – Achieving through different paths* (3 *)* reform has introduced a new compulsory secondary school system that aims to increase enrolment in vocational and applied subjects, to enhance the flexibility of education pathways and increase the attractiveness of VET. In school year 2019/20, almost 30% of learners are enrolled in upper secondary VET programmes (EQF/MQF level 3), continuing the upward trend recorded in the past 5 years.

Qualifications

The Maltese qualifications framework (MQF) sets the overall parameters for VET programmes at EQF levels 1 to 5 in terms of distribution of key competences (decreasing with level), sector skills and underpinning knowledge (increasing with level). Both VET State providers offer study courses ranging from foundation programmes up to master degrees. In 2021, MCAST launched its first professional research doctorate, an MQF/EQF level 8 qualification.

Available VET qualifications and progression pathways are:

- certificate and award courses at EQF/MQF introductory level A and B, levels 1 or 2, giving access to programmes at the next EQF/MQF level in the same field: these are introduction and foundation certificate programmes, which include a component of work experience and work-based learning:
- for learners without a qualification;
- certificate courses at EQF/MQF level 1, 2 and 3, comprising a percentage of work-based learning, which provide access to programmes at the next level:
- for foundation certificate holders and those with an EQF/MQF level 2 compulsory education qualification;
- advanced diploma courses at EQF/MQF level 4 (2- to 3-year duration);
- for learners with a general education or VET EQF/MQF level 3 qualification. These courses include mandatory work experience through apprenticeship schemes. Higher -diploma courses at EQF/MQF level 5 (1- to 2-year duration):
- for learners with an EQF/MQF level 4 VET qualification;
- both State VET institutions offer a suite of tertiary qualifications at bachelor and doctorate (PhD) levels.
- VET-related degree programmes are also provided by the University of Malta (UM) faculty of health sciences and the faculty of education.

Adult learning/continuing VET

Continuing VET (CVET) is mainly provided by MFED's Directorate for Research, Lifelong Learning and Employability (DRLLE), MCAST and the ITS. Most courses are part-time and take place in the evening. Pegging CVET courses to the EQF/MQF ensures the quality and value of all learning.

Adult learning is mainly provided by MFED's DRLLE, MCAST and the UM. The latter two enrol individuals as regular students based on the maturity clause. Besides targeting the unemployed, Jobsplus (PES) is increasingly refocusing courses towards reskilling and upskilling employees. This will help meet the demand for new skills in emerging economic sectors and so improve employability and career prospects.

Distinctive features (4 **)**

The 2016 Eurobarometer opinion survey on vocational education and training showed that, of all the EU countries, VET is most appealing and attractive in Malta.

VET features as a central theme in Malta's education policy in the *Framework for the education strategy for Malta, 2014-24* (5).

Developing excellence in VET and higher education through research, effective licensing, programme accreditation, quality assurance and recognition of qualifications is entrusted to the Malta Further and Higher Education Authority (MFHEA). In January 2021, the National Commission for Further and Higher Education (NCFHE) was re-established and incorporated as the Malta Further and Higher Education Authority by means of the Further and Higher Education Act (6).

In 2009, Malta was the first EU country to reference its qualifications framework to the European qualifications framework for lifelong learning (EQF) and the qualifications frameworks in the European higher education area (QF-EHEA) . VET is referenced at all qualification levels, allowing for flexible progression pathways and permeability between education and training sectors.

VET education now starts in compulsory lower and upper secondary education. All VET programmes at upper secondary level combine VET with general education. The 2018 Act regulating work-based learning and apprenticeship established work-based learning as central to VET. Apprentices receive remuneration for the on-the-job training from employers and a stipend from the government.

Stakeholders strongly support VET. The Chamber for Commerce, Enterprise and Industry (7), the Malta Employers' Association (8) and the unions are involved and sit on the boards of State VET providers. Many employers promote apprenticeships, with dialogue between VET providers and industry as a key feature in qualification design.

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[1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443 [accessed 27.8.2021]

[2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443 [accessed 27.8.2021]

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] This part is based on information collected by Fondazione Brodolini under Cedefop's

service contract No 2020/0140. Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz

[3] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).

[4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.

[5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).

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[2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

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[3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/10.2801/10.2801/667443

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[2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).

[3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Based on Cedefop (forthcoming). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[2] Consumer Protection was added to the portfolio of the Ministry for Tourism in December 2020. Its designation is Ministry for Tourism and Consumer Protection (MTCP). https://tourism.gov.mt/en/Pages/MinistryforTourismandConsumerProtection.aspx

[3] About the reform at secondary level see Ministry for Education and Employment (2016). My Journey – achieving through different paths. http://www.myjourney.edu.mt/wp-content/uploads/2017/02/MY-JOURNEY-BOOKLET-WEB-UPLOAD-24FEB17.pdf . See also: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[7] The Malta Chamber of Commerce, Enterprise and Industry is the independent body representing companies from all economic sectors. https://www.maltachamber.org.mt/

[8] Malta Employers Association (MEA) The MEA is a constituted body that represents employers from all sectors of industry and commerce in Malta. https://www.maltaemployers.com/

CHAPTER 2.

Main challenges and policy responses

Skills shortages and mismatches are the result of demographic challenges, low unemployment, the share of low-qualified adults and strong economic growth. The domestic labour supply cannot meet the increase in demand particularly in view of the challenges in finding and retaining specialised niche workers. Consequently, over the past few years, there has been an influx of foreign employees. In January 2021, Jobsplus estimates show that 26.9% of the labour force consisted of foreign workers, of which 44.7% (31 658) hailed from other EU countries. Employers face difficulties recruiting skilled workers (healthcare, financial and ICT sectors), as well as reporting labour shortages in clerical support, service and sales and for machine operators and assemblers. It is noted that average length of stay of foreign workers has remained relatively unchanged since 2012, standing at 3.5 years.

The focus of VET and employment policies is to increase skilled workforce supply by helping more young people complete education or training, make a successful transition to a job and by increasing employment among inactive ageing people. The new legislation strengthening the regulation of apprenticeship and work-based learning is part of the measures.

Early school leaving from education and training (ELET), has been decreasing steadily at a faster rate than other countries. In 2020, the ELET rate dropped to 12.6%, lower than that of other four Member States. Measures to reduce it include:

- a strategic prevention plan launched in 2014;
- second chance education options;
- more progress-monitoring in the education ministry.

The 2014 strategy has contributed to a constant and significant fall in the ELET rate. In 2020, following a review of the 2014 strategy, the Directorate for Lifelong Learning, Research and Employability (DRLLE) launched the *Early leaving from education and training (ELET) policy – the way forward 2020-30 (* 9). Following public consultation, it will be officially launched in Q4 2021. The policy embraces the three approaches of prevention, intervention and compensation and aims to continue reducing the ESL to reach the national target. Introducing vocational subjects in lower secondary education has also proved effective in preventing early school leaving.

Motivating more adults to engage in upskilling and reskilling in lifelong learning is a priority. In 2020, the participation rate in adult learning in Malta was 11% against 9.2% at EU level. This is an increase of 3.3 percentage points over the 2014 participation rate. In 2020, the DRLLE, launched the new *National strategy for lifelong learning 2020-30* (10). The national lifelong learning strategy paves the way for empowering people through personalised and innovative learning approaches. The strategy aims to widen VET provision for adults. It includes actions that specifically promote VET within a lifelong learning framework. One measure is to strengthen work-based learning with industry. It also envisages the introduction of VET and applied subjects up to EQF/MQF level 3 for adults. The subjects offered will be aligned to those offered during the last 3 years of compulsory education as part of the reform *My Journey – Achieving through different paths*.

A National Skills Council (NSC) was set up in 2016 to improve skills governance and forecasting. It recommends policy changes – relevant to its mandate – to the government (11).

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[3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.

http://data.europa.eu/doi/10.2801/667443 [accessed 27.8.2021]

[3] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140.
Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on www.mon.bg. VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021.The strategy is available at the education ministry website https://mon.bg/bg/143

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.http://data.europa.eu/doi/10.2801/667443

[7] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).

[8] Národní soustava kvalifikací: www.narodni-kvalifikace.cz.

[3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[4] BMBF website on the programme (German only)
https://www.bmbf.de/de/bundesprogramm-ausbildungsplaetze-sichern-13371.html

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.http://data.europa.eu/doi/10.2801/667443

[3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[5] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[9] The registration numbers of IVET learners for the years 2005-20 are extracted from: https://mms.is/tolfraediupplysingar [Accessed: 14.9.2021]. The number for the year 2021 is extracted from a forthcoming update of the website shown in the previous link (containing PBI Statistics on upper secondary schools in the autumn of 2021)).

[3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
http://data.europa.eu/doi/10.2801/667443

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. http://data.europa.eu/doi/10.2801/667443

[11] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.

http://data.europa.eu/doi/10.2801/667443

CHAPTER 3.

External factors influencing VET

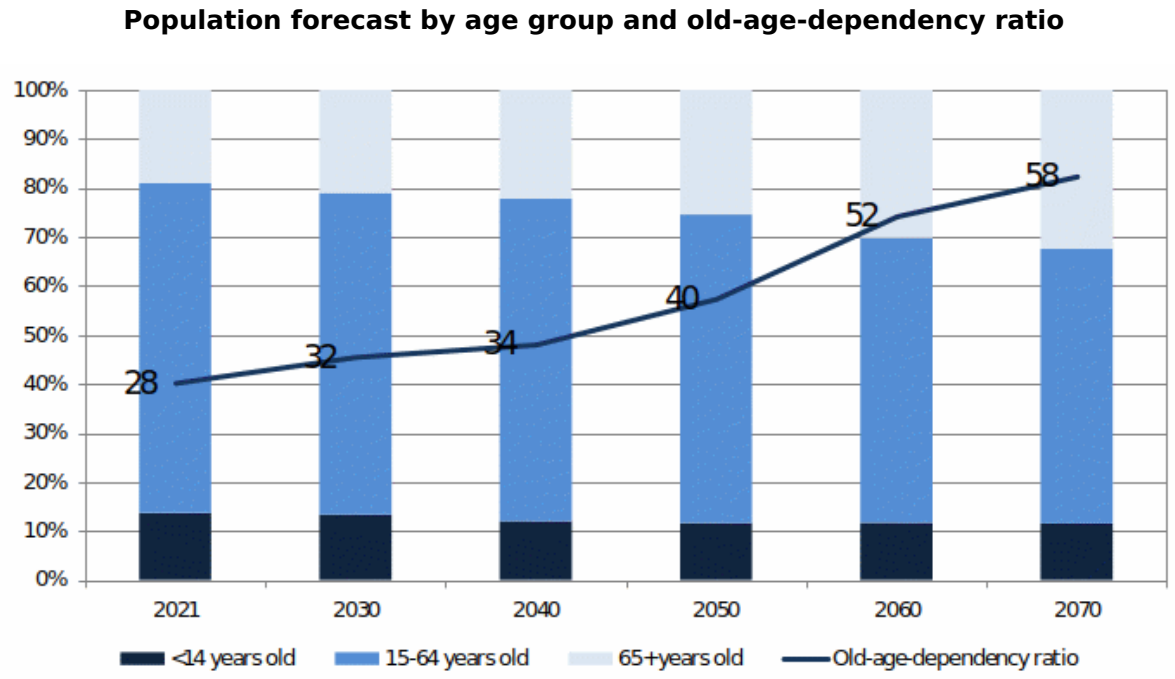
3.1 Demographics

Population in 2020: 514 564 (12)

It increased since 2015 by 17% mostly due to immigration (increased birth rate contributed to a lesser extent) (13).

As in many other EU countries, the population is ageing.

An old-age-dependency ratio is expected to increase from 28 in 2015 to 58 in 2070.



Source: Eurostat, proj_19ndbi [extracted 7.5.2021].

The increase in school enrolment due to the increase in migration flows will have an impact on VET as more learners take the VET option. This would require more educators and learning facilities.

3.2 Economics

In 2018, (latest data available) there were only 67 firms in Malta that employed more than 250 persons. Small and medium-sized enterprises (SMEs) during the same year constituted 99.9% of all firms, with the vast majority, 93.1%, being micro firms employing less than 10 persons. Small firms, employing between 10 and 49 workers, accounted for 5.9% of all enterprises, while

1.1% of all firms were medium-sized (14).

Maltese SMEs in the business economy sector generated around EUR 5.3 billion in value-added, amounting to 81.8% of total value-added. SMEs also account for 77.7% of total employment with large firms accounting for 34 150 employees. This is a healthy development, as growing dependence on many small and medium enterprises is making the Maltese economy less susceptible to idiosyncratic shocks (15). Between 2014 and 2018, (latest data available) overall SME growth in the Maltese economy was remarkably strong. Value-added in these enterprises increased by 58.1%, exceeding that of large firms, which increased by only 43.2%. However, in terms of employment, SME growth at 19.3% lagged behind the 32.2% increase generated by large firms

Main economic sectors (16):

- financial and insurance activities;
- professional, scientific and technical activities;
- arts, entertainment and recreation;
- information and communication;
- wholesale and retail trade, repair of motor vehicles and motorcycles;
- manufacturing.

Economic actors play an active role in linking VET to the needs of the economy. They are represented on the board of directors of the Institute of Tourism Studies (ITS), while at Malta College of Arts, Science and Technology (MCAST), they are represented on the board of governors and on the board of studies, as stipulated by law, contributing to the development of VET courses at all levels. Both MCAST (17) and the ITS have developed bespoke continuing vocational education and training (CVET) courses for certain industries requiring specific skills, e.g. avionics, block chain and distributed ledger technologies.

An increasing number of enterprises offer apprenticeships, internships and work-based learning to VET students in both institutions.

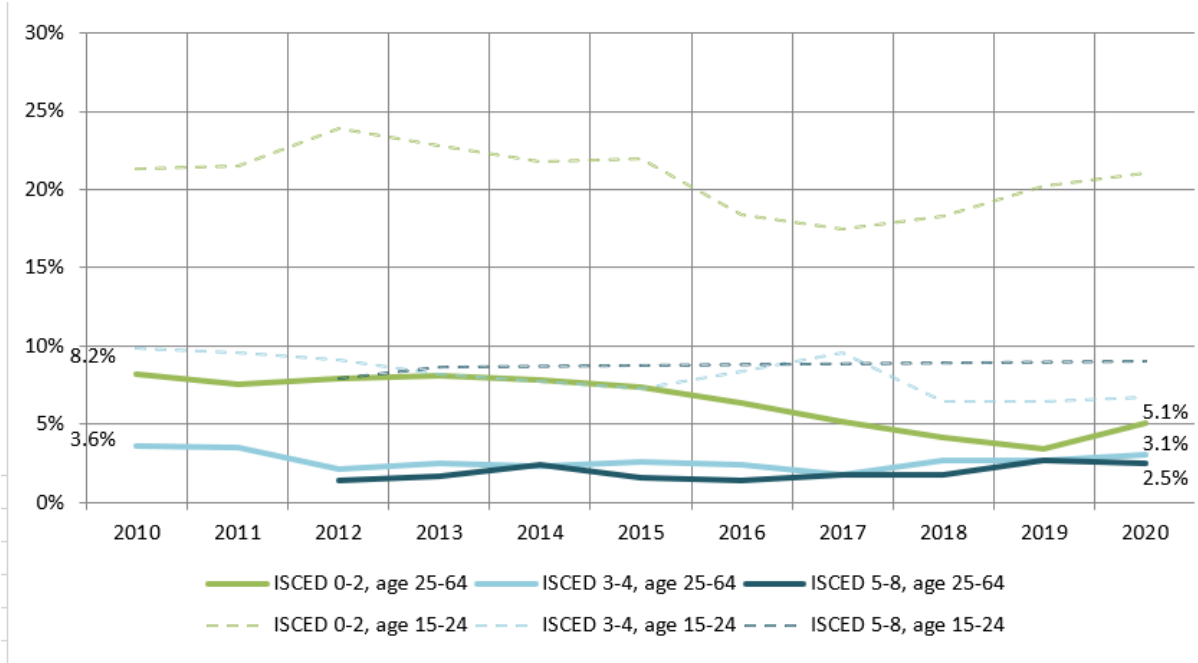
3.3 Labour market

Depending on the job, employers usually ask for qualifications, competences and skills.

The labour market is considered flexible. However, a number of occupations/professions is regulated (e.g. engineers and accountants require a professional warrant).

Total unemployment (18) (2020), 3.5% (6.2% in EU-27); it decreased by 0.3 percentage points since 2016 (19).

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2010-20

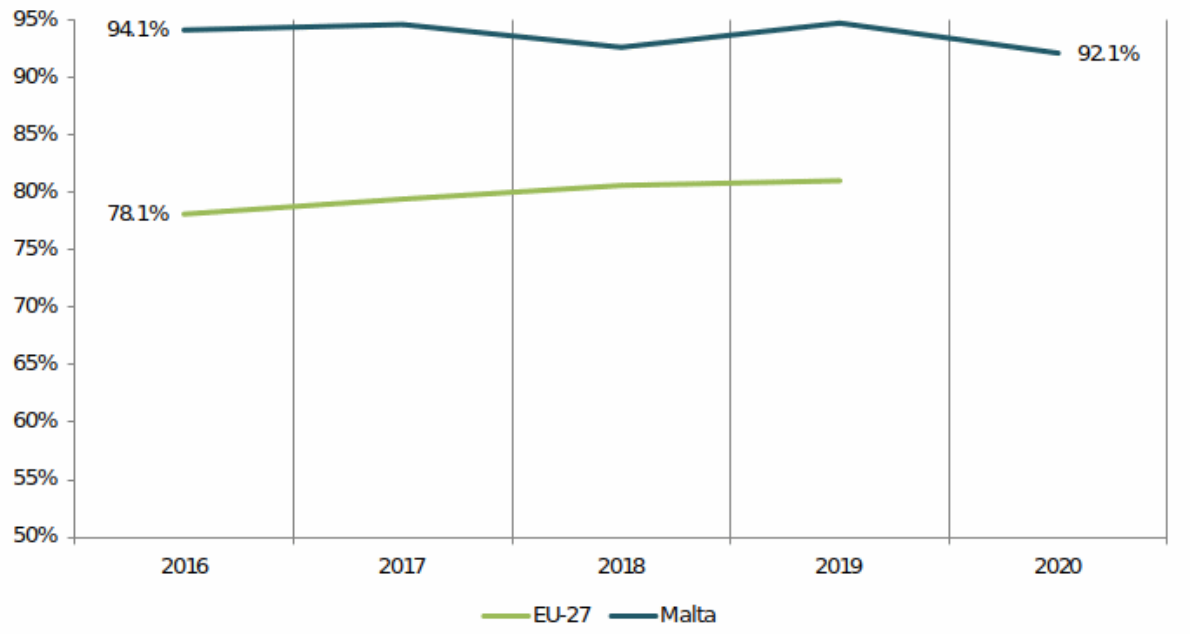


NB: Data based on ISCED 2011; breaks in time series; low reliability for ISCED 3-4 and 5-8, both age groups.
ISCED 0-2 = less than primary, primary and lower secondary education
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
ISCED 5-8 = tertiary education
Source: Eurostat, lfsa_urgaed [Extracted 16.9.2021].

The impact of education on unemployment is significant. The unemployment rate for the low-skilled (20 to 64) has been decreasing up to 2019, with a slight increase in 2020. The unemployment rate for those with a medium level qualification, has generally been around half that of the low-skilled. The share of persons aged 15 to 64 having a low level of education decreased from 59.6% in 2010 to 37.0% in 2020. Conversely, the share of persons with a medium or high level of education increased by 8.7 and 14.0 percentage points respectively in the last 11 years (20).

Employment rate of VET graduates aged 20 to 34 fell from 94.1% in 2016 to 92.1% in 2020.

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].

The fall (-2.0 pp) in employment of VET graduates aged 20 to 34 in 2016-20 was higher compared to the increase in employment of all graduates of that age (0.4 pp) in the same period in Malta (21).

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[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html

[16] See http://ec.europa.eu/growth/tools-databases/regprof/index.cfm

[17] Source: Eurostat, une_rt_a [extracted27.8.2021].

[18] Eurostat table edat_lfse_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[5] Source: Statbel.be

[6] https://economie.fgov.be/fr/publications/apercu-de-leconomie-belge-note

[7] https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en-belgique

[8] Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].

[5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].

[7] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf

[8] Percentage of active population, 25 to 64 years old.

[9] Eurostat, une_rt_a [extracted 6.5.2021].

[10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat_lfse_24 [extracted 6.5.2021].

[4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 6.5.2021].

[5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].

[9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: https://www.etek.org.cy/

[10] Percentage of active population, 25 to 64 years old

[11] Eurostat table une_rt_a [Extracted 6.5.2021]

[12] Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].

[11] Czech Statistical Office (ČSÚ), Population of territorial units of the Czech Republic, 1 January 2021 [Počet obyvatel v regionech soudržnosti, krajích a okresech České republiky k 1. 1. 2021]. [accessed 12.11.2021] https://www.czso.cz/documents/10180/142756350/1300722101.pdf/5957c9a9-24b5-4b96-ba77-2fa7a5bfb1b5?version=1.1

[12] Czech Statistical Office (ČSÚ), Development of the population of the Czech Republic, Migration [Vývoj obyvatelstva České republiky, migrace], [accessed 12.11.2021] https://www.czso.cz/documents/10180/121768528/13006920a07.pdf/ac66a9b9-6075-4ae7-9868-cf3b72be2db9?version=1.1

[13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.

[17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004–2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.], [accessed 12.11.2021] https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0 .

[18] Eurostat table, sbs_sc_sca_r, [extracted 17.8.2021]; calculations done by NVF.

[19] Eurostat. Employment by sex, age and economic activity (LFS, table lfsa_egan2): http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_egan2 [extracted 17.8.2021].

[20] This sector includes public administration and defence, education, and health and social work.

[21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] www.nsp.cz

[22] Defined in the Trade Licensing Act.

[23] Percentage of active population, 25 to 64 years old.

[24] Eurostat table une_rt_a [extracted 17.8.2021].

[25] Eurostat table edat_lfse_24 [extracted 18.8.2021].

[26] Eurostat table edat_lfse_24 [extracted d 17.8.2021]

[5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].

[7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[11] Results of the employment accounts within the national accounts (VGR): https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html

[14] Percentage of active population, aged 25 to 64.

[15] Eurostat table une_rt_a [extracted 6.5.2021].

[17] Eurostat table edat_lfse_24 [extracted 6.5.2021].

[5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).

[8] Percentage of active population, 25 to 64 years old.

[9] Eurostat table une_rt_a [extracted 6.5.2021].

[10] Percentage of active population, 25 to 64 years old.

[11] Eurostat table edat_lfse_24 [extracted 6.5.2021].

[12] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

[13] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

[4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[6] Statistics Finland: www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset_en.html#tab1483972171375_1

[7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).

[8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: www.etk.fi/en/statistics-2/statistics/effective-retirement-age/

[9] https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025

[10] Source: https://tilastokeskus.fi/til/tyti/index_en.html [accessed 25.11.2021].

[11] Percentage of active population, 25 to 64 years old.

[12] Eurostat table une_rt_a [extracted 6.5.2021].

[13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

[14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Finland. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].

[7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].

[13] Percentage of active population, 25 to 74 years old.

[14] Eurostat, une_rt_a [extracted 31.8.2021].

[15] Eurostat table edat_lfse_24 [extracted 30.8.2021].

[4] NB: Data for population as of 1 January 2020.

[5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].

[6] Source: Statistics Iceland. See: https://px.hagstofa.is/pxis/pxweb/is/Ibuar/Ibuar__mannfjoldi__1_yfirlit__Yfirlit_mannfjolda/MA [Accessed 14.9.2021]. See also Eurostat, proj_19ndbi [Extracted 7.5.2021].

[7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64). https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198 [Accessed: 12.10.2021].

[8] Adapted by ReferNet Iceland from Statistics Iceland.

[10] Data from Statistics Iceland.

[11] Data from Statistics Iceland. https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun__3_voruthjonustrxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6

[12] Percentage of active population, 25 to 64 years old.

[13] Source: Eurostat, une_rt_a [extracted 20.5.2019].

[14] Source: Eurostat, lfsa_urgaed [extracted 6.5.2021].

[15] NB: Break in series. Eurostat table edat_lfse_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].

[5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].

[7] Percentage of active population, 25 to 64 years old.

[8] Source: Eurostat, une_rt_a [extracted 6.5.2021].

[9] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].

[10] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].

[4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO_PJAN [extracted 23.07.2021].

[5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 23.07.2021].

[6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral

Luxembourgish language exam.

[8] The latest population census available from 2011.

[9] Percentage of active population, 25 to 74 years old.

[10] Eurostat table tps00203 [extracted 06/05/2021].

[11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.

[12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.

[13] Time series must be considered with caution due to the small number of observations taken into account.

[14] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

[5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].

[7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[8] Percentage of active population, 25 to 64 years old.

[9] Eurostat table une_rt_a [extracted 7.5.2021.].

[12] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].

[13] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].

[14] These are estimates for 2018 produced by DIW Econ, based on 2008-16 figures from the structural business statistics database (Eurostat). They are extracted from the Small Business Act (SBA) fact sheet 2019. https://ec.europa.eu/docsroom/documents/38662/attachments/20/translations/en/renditions

[16] Recent GDP growth is mostly driven by services. Between 2019 and 2020 professional, scientific and technical activities and the manufacturing sector as a percentage of GDP, increased by 0.4 percentage points when compared to that of the previous year. Information and communication activities together with financial and insurance activities increased by 1.2 percentage points. For arts, entertainment and recreation, the increase was around 0.4 percentage points (Eurostat, 2020). Contrary to the increasing trend observed in the last 3 years, the administrative and support service activities experienced a decline of 0.4 pp when compared to the previous year. The share of added value by agriculture remained stable at a rate of 0.5% of GDP, resulting in the country being dependent on imported food supplies. In contrast, the shares of sectors such as i-gaming, financial services and IT services, legal and accounting services have increased significantly.

[17] MCAST Gateway to Industry (MG2i). https://shortcourses.mcast.edu.mt/index

[18] Percentage of active population, 25 to 64 years old.

[19] Eurostat, une_rt_a [extracted 6.5.2021].

[21] NB: Breaks in time series, Eurostat, edat_lfse_24 [extracted 6.5.2021].

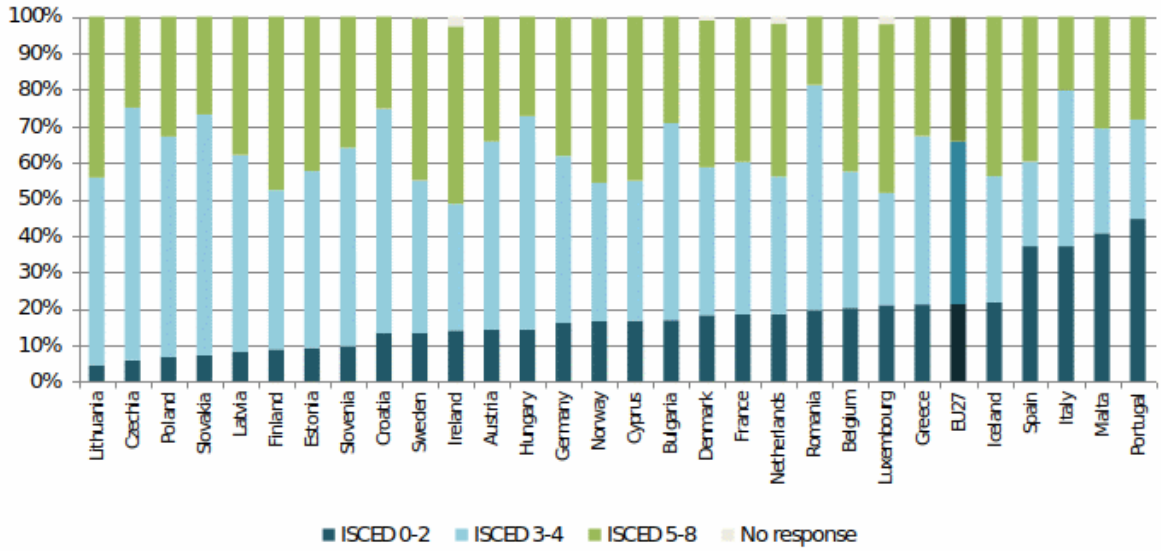
CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

In 2020, 40.7% of the 25+ population has an ISCED 0-2 level of education, 28.7% ISCED 3-4 and 30.6% a tertiary qualification ISCED 5-8. Developments in the last 15 years reflect extensive investment in education and training. The inflow of foreigners also contributed to rising attainment levels; they often have a tertiary qualification and relatively few are low-skilled (22) (23).

Population (aged 25 to 64) by highest education level attained in 2020



NB: Data based on ISCED 2011. Low reliability for 'No response' in Czechia and Latvia
ISCED 0-2 = less than primary, primary and lower secondary education
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
ISCED 5-8 = tertiary education
Source: Eurostat, lfsa_pgaed [Extracted 16.9.2021].

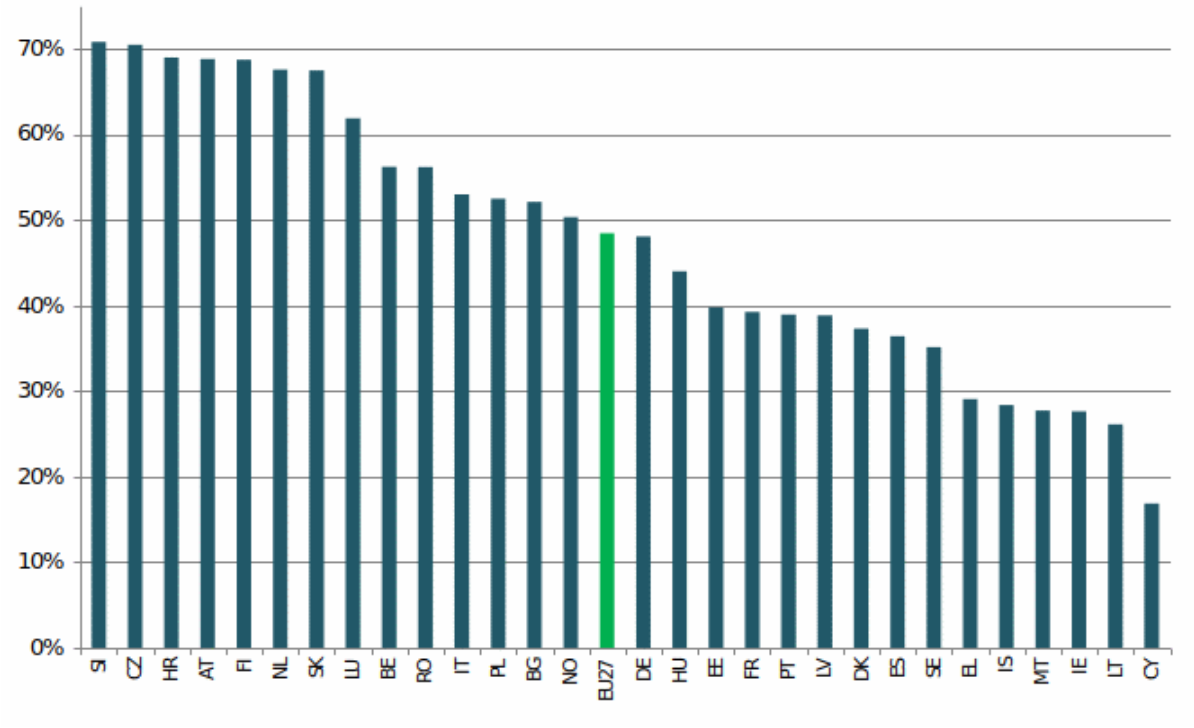
4.3 VET learners by level

Share of learners in VET by level in 2019

lower secondaryupper secondarypost-secondary
0.8% 27.5% Not applicable

NB: Data based on ISCED 2011.
Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 6.5.2021].

Share of initial VET learners from total learners at upper secondary level (ISCED level 3), 2019



NB: Data based on ISCED 2011.
Source: Eurostat, educ_uoe_enrs04 [extracted 6.5.2021].

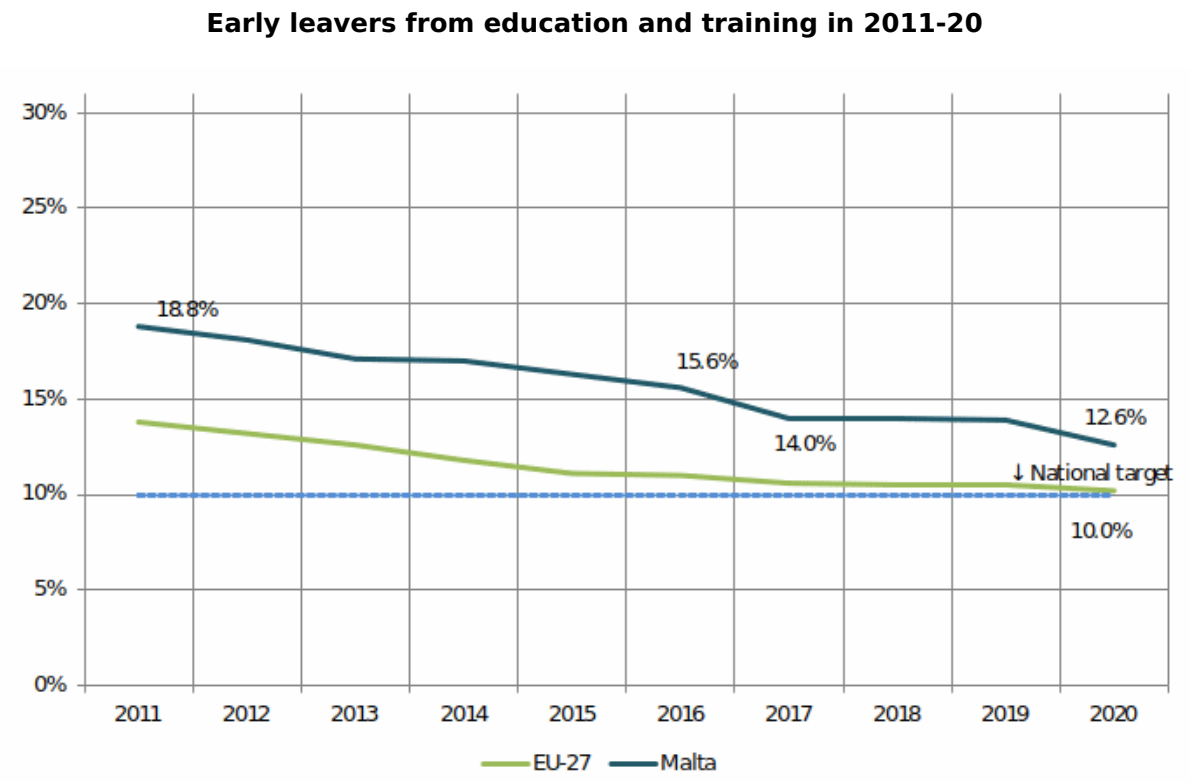
4.4 Female share

In 2019, (latest data available) the participation rate in upper secondary VET stood at 27.7%, an increase of 2.1 percentage points over a 4-year period.

In the school year 2020/21, the uptake of VET and applied subjects by female learners in year 9 was 36%, a marked increase from the 32.49% recorded for the previous school year.

4.5 Early leavers from education and training

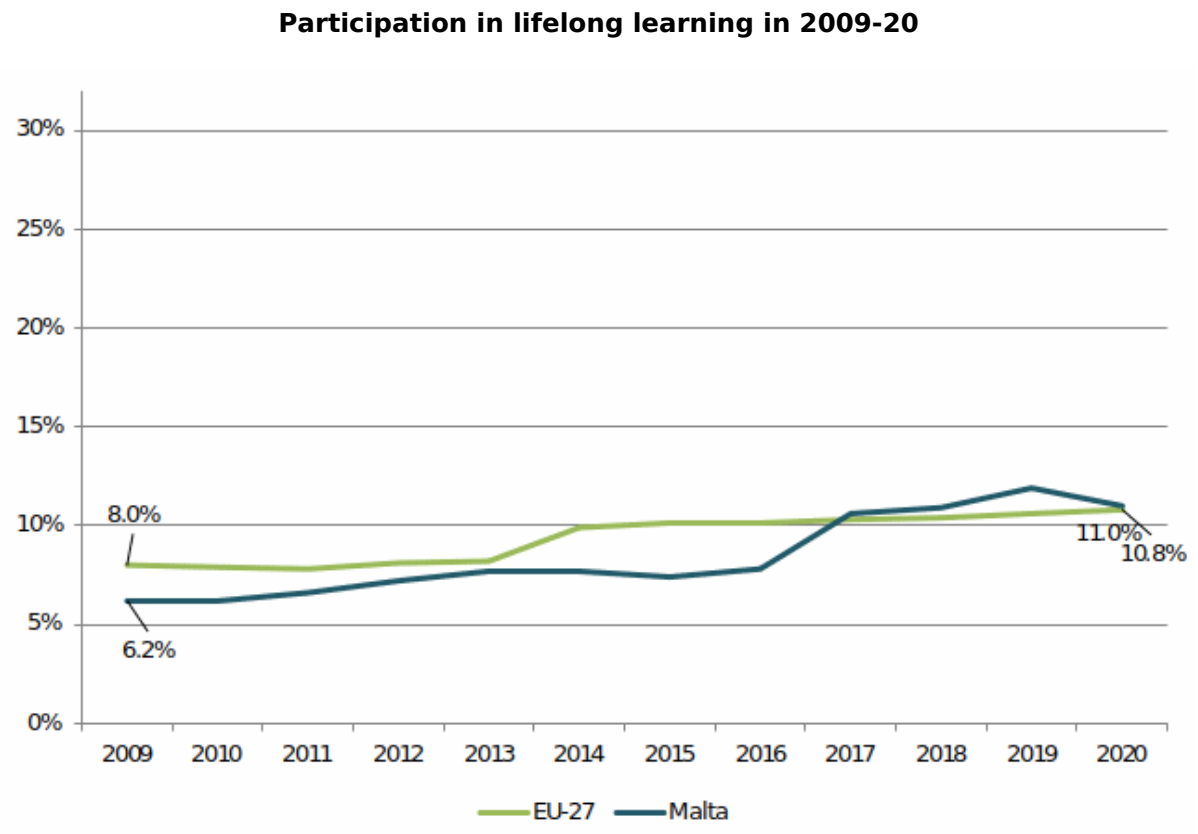
The share of early leavers from education and training has decreased from 18.8% in 2011 to 12.6% in 2020. It is above the national target for 2020 of not more than 10% and the EU-27 average of 10.2%.



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training break in time series.
Source: Eurostat, edat_lfse_14 [extracted 18.10.2021]

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early school leavers from education. The older unemployed groups are also covered.



NB: Share of adult population aged 25 to 64 participating in education and training; break in series.
Source: Eurostat, trng_lfse_01 [extracted 6.5.2021].

Participation in lifelong learning in Malta has been increasing. From 6.2% in 2009, it reached 11.0% in 2020, 0.2 percentage points above the EU-27 average (10.8%).

4.7 VET learners by age

Information not available

[24] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[25] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[27] https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf[accessed 27.8.2021]

[9] Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07

[11] National Statistical Institute. Education statistics. https://infostat.nsi.bg

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large

household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey

[27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.

[28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.

[22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121. https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf

[15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.

[16] See Chapter 2 for the information on education levels.

[15] https://findikaattori.fi/en/

[16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf

[17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.

[16] Eurostat, educ_uoe_enrt02 [extracted 30.8.2021].

[17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].

[16] Source: Statistics Iceland.

[17] Source: Statistics Iceland.

[15] Data from the 2018/19 school year.

[16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all

Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey

[17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Satistiche Report, 8 ottobre 2021). www.istat.it

[18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria

[19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica – XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm

[20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57. https://isfoloa.isfol.it/xmlui/handle/123456789/1637

[10] Source: Eurostat tables educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [accessed 7.5.2021.].

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- preschool education (ISCED 0);
- primary education (ISCED Level 1);
- secondary education (ISCED 244-343, 344, 254, 353,);
- post-secondary general education (ISCED Level 3);
- post-secondary vocational education and training (ISCED 454);
- tertiary education (ISCED 665, 766, 767, 864).

Early childhood education and care, available for children from the age of 3 months up to 2 years and 9 months, is provided at centres run by both State and private entities. As from April 2014, families with both parents in full-time or part-time employment or in education are entitled to free childcare. Children between the ages of 2 years and 9 months and 5 years attend kindergarten classes that are operated by State, church and independent schools.

Compulsory education is distributed over 11 years and covers the ages from 5 to 16 years. It consists of two cycles: the primary cycle (from age 5 to 11) and the secondary cycle (from age 11 to 16) which consists of middle schools (from age 11 to 13) and secondary schools (from age 13 to 16). Around 50% of learners in compulsory education attend State schools, another 36% go to church schools and around 14% are in independent schools.

Primary education consists of a 6-year programme that addresses general and vocational themes. Learners are streamed in the last 2 years and sit for the national end of primary benchmark assessment in year 6 to determine their level of education.

As from 2014, co-education has been introduced in the secondary cycle. The phasing in of middle schools (from age 11 to 13) ensures that smaller sized school communities result in more individual attention and a more caring environment that promotes better student-teacher relationships. Parent involvement is encouraged with a view to preventing disengagement. The curriculum addresses general and vocational skills.

All secondary schools (from age 13 to 16) provide general education courses and also options for learners who want to follow a vocational career pathway. At the end of secondary education learners are awarded a secondary school certificate & profile (SSC&P) that recognises formal, non-formal and informal education. Learners may sit for the secondary education certificate (SEC) exams that are a prerequisite for taking up many of the programmes available at upper secondary and post-secondary level.

Following compulsory education, learners can choose to follow either a general or a vocational post-secondary education path (from age 16 to 18). General and some vocational education programmes are intended to lead to tertiary education. The main institutions at post-secondary level are the Malta Junior College, the Giovanni Curmi Higher secondary school, the Malta College of Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS), the latter providing hospitality courses.

The University of Malta (UM) (24), also an autonomous institution, offers tertiary general education programmes ranging from certificate and undergraduate level to doctoral level. Tertiary vocational education is provided by MCAST. In 2021, a new Doctoral programme on small enterprises has been introduced with students embarking on this course in October 2021. ITS provides degree courses in hospitality studies up to master level. Private organisations also

provide post-secondary and tertiary education (25).

- For learners with an EQF level 1 qualification: 1-year introduction and foundation programmes (lower secondary, ISCED-P 254, 353) leading to an EQF level 1 or 2 certificate. They integrate key competences within the vocational aspects of the curriculum, include work experience, and give access to studies at the next EQF level in the same field. The most popular fields of study are manufacturing, construction and arts and humanities. Foundation certificate holders can continue VET in 1- to 2-year apprenticeship schemes (upper secondary, ISCED-P 353) leading to a VET diploma (EQF level 3).
- For students with an EQF level 2 compulsory education qualification: 2-year, mainly school-/college-based programmes (upper secondary, ISCED-P 353) leading to a VET diploma (EQF level 3). These programmes include work-based learning and give access to programmes at the next level.
- For those with an EQF level 3 compulsory education qualification: VET programmes (post-secondary, ISCED-P 454) leading to an advanced VET diploma (EQF level 4). There are school-/college)-based 2-year programmes and 2- to 3-year apprenticeship schemes. Some programmes can be followed either college-based or as apprenticeship. VET diploma (EQF level 3) holders can enter these programmes as well.

VET in higher education includes:

- 2-year college-based programmes (ISCED-P 554) leading to higher VET diplomas at EQF level 5. A VET advanced diploma (EQF level 4) is required for entry. Higher VET diplomas are equivalent to a degree after the first 2 years of a university programme; they allow entry to the third year of VET bachelor programmes provided graduates meet entry requirements. Higher VET diploma graduates from the ITS can also pursue a bachelor in tourism programme at the UM;
- 3- to 4-year bachelor programmes (ISCED 655, leading to EQF level 6) which open up progression opportunities to selected academic master programmes. ITS offers three VET bachelor programmes.

VET bachelor programmes are open to:

- sixth-form graduates with two advanced and two intermediate level passes;
- MCAST advanced diploma (EQF level 4) graduates;
- VET higher diploma programme graduates (see above);
- ITS diploma (EQF/MQF level 4);
- ITS higher national diploma (EQF/MQF level 5)
- 3-year part-time VET bachelor degree, MCAST B.A. (Hons)(EQF level 6) in vocational education and training. This bachelor programme aims to provide practitioners or intending practitioners in VET settings with the knowledge, skills and competences to work effectively, efficiently and confidently as professional teachers, supervisors, mentors, educational designers and agents of change in the fast-changing reality of industry
- 3-year part-time VET master programmes (EQF level 7) at MCAST. In 2016/17 an MBA for small business programme and a master of business informatics programme were offered for the first time. Graduates with an academic bachelor degree from the UM or an MCAST VET bachelor degree can enter these programmes. By February 2019, the suite of MCAST master programmes offered are:
  - master by research;
  - master in retail;
  - master in artificial intelligence for industry 4.0;
  - master in research methods;
  - master of business administration for the small business (MBA);
  - master of science in lean enterprise;

- master of science in information technology and systems;
- master of science in environmental engineering;
- master of science in high performance buildings
- master of science in integrated water resource management;
- master of arts in product design;
- master of science in mechatronics;
- master of science in exercise and sports science;
- master of science in aerospace engineering;
- master of science in mechanical engineering and sustainable technology
- master in vocational education applied research 4.0- MVEAR 4.0.

- The ITS offers two master degrees at EQF/ MQF level 7:
  - master of arts in heritage interpretation;
  - master in business administration in international hospitality management.

The government ambition is to become a learning society by developing adult education, especially continuing VET, and easing access to these forms of learning. The education ministry's Department for Research, Lifelong Learning, and Employability (DRLLE) (26) is the main provider of part-time adult learning courses. Its adult learning unit offers over 400 EQF level 1-5 courses in community-based learning centres, local councils and community centres. Most courses develop basic key competences, but the offer also includes continuing VET and visual and performing arts courses.

State VET providers also offer continuing VET courses. Around 300 part-time courses at MCAST cater for adults who cannot take part in full-time programmes due to employment, business, family or other commitments. They support career development and, in some cases, enable participants to take up more specialised jobs.

MCAST provides tailor-made courses to industry, on demand. In view of the general shortage of workers, industries are resorting to upskilling their own employees rather than solely seeking readily skilled employees from outside their firm. During 2015, around 62% of enterprises provided some form of continuous vocational training (27). These included; in-house continuing VET courses, job rotation, exchanges, secondments, study-visits, conferences, workshops, learning circles or self-directed learning.

Firms might well provide in-house training to their employees but partnering with MCAST gives them the opportunity to provide employees with level-rated courses and MCAST-badged certification, either for full qualifications or for partial awards, both pegged to the Malta qualifications framework (MQF). As a result, the population of part-time learners at MCAST is increasing, with Maltese and foreign workers choosing to upskill themselves, directly or through their employers, in order to get higher accredited and MCAST-badged certification.

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[10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.

[11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.

[12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.

[13] Zentrum für Aus- und Weiterbildung.

[14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.

[15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.

[12] Education is compulsory until the age of 16.

[16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:

a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.

[17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.

[18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (http://www.dipae.ac.cy/index.php/el/)

[19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.

[20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument

[21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el

[30] The Education Act No 561/2004 Coll.: https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021 [accessed 10.11.2021].

[31] The Higher Education Act No 111/1998 Coll.: https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach [accessed 10.11.2021].

[32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz

[33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani [accessed 10.11.2021].

[34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.

[35] Národní soustava kvalifikací: www.narodni-kvalifikace.cz

[36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz, NPI´s ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).

[21] Education and Youth Authority - State examinations: https://harno.ee/riigieksamid

[18] https://www.finlex.fi/fi/laki/alkup/2017/20170531

[18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.

[19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih

[19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.

[20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.

[22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.

[23] Information retrieved from Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en

[18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.

[24] https://www.um.edu.mt/

[25] https://eacea.ec.europa.eu/national-policies/eurydice/content/malta_en

[26] Directorate for Research, Lifelong Learning and Employability (DRLLE): https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx

[27] Eurostat, Enterprises providing training by type of training and size class – % of all enterprises [trng_cvt_01s]

CHAPTER 6.

Apprenticeship

Reform of apprenticeship was launched in 2014 following 2013 and 2014 European semester country-specific recommendations merging off-the-job education and on-the-job learning in a single apprenticeship scheme. Improving quality, strengthening the role of employers in assessment and setting the stage for fully implementing a three-tier framework comprising work placements (EQF levels 1-4), apprenticeships (EQF levels 3-4) and internships (EQF level 5 and above) were the key characteristics. Attracting more learners to VET by expanding work-based learning and motivating them to stay in labour market relevant programmes, the reform contributes to reducing early leaving.

In 2014 the Malta College of Arts, Science and Technology (MCAST) took over administration of apprenticeships from the public employment service Jobsplus and renamed it the national apprenticeship scheme. The enactment of the Work-based Learning and Apprenticeship Act, which came into force in March 2018 (28), further consolidated the reform in apprenticeship and work-based learning.

The Act aims at strengthening work-based learning and apprenticeship by:

- setting definitions and operational parameters for work placements, apprenticeships and internships;
- outlining responsibilities and governance structures (such as the national skills council);
- defining rights and obligations for VET providers, employers and learners;
- highlighting the role of employers as responsible learning partners;
- setting a compulsory minimum number of hours for all forms of work-based learning and linking remuneration to the minimum wage;
- using ECVET/ECTS in all forms of work-based learning;
- introducing a single EQF-based apprenticeship qualification replacing the dual certification currently in place;
- launching a training agreements register to support data collection and policy-relevant analysis by the national skills council.

Since 2018, MCAST has introduced developments, reflecting its ambition to ensure quality work-based learning opportunities (apprenticeship, internship or work exposure) in all its programmes:

- mainstreamed pilot projects (placements, apprenticeship and internship) into full-time programmes;
- developed work-based vocational competences for all apprenticeship programmes, serving as assessment benchmarks (apprenticeships office);
- made internship compulsory in all EQF/MQF level 6 programmes;
- launched an entrepreneurship centre (in collaboration with Malta Enterprise) to give learners opportunities to transform innovative ideas into profitable and sustainable business ventures;
- launched new apprenticeship degrees (e.g.in biomedical engineering, construction engineering, civil engineering, software development, multimedia software development);
- signed 1 739 agreements with registered industry partners

MCAST offers also work placement opportunities abroad and includes entrepreneurship training in its VET bachelor degree courses.

At the Institute of Tourism Studies (ITS), work-based learning in the form of 14-week local

industrial trade practice during summer is compulsory for/in programmes up to EQF level 3 (ISCED 353). EQF level 4 (ISCED 354) and 5 (ISCED 554) ITS programmes include a mandatory 12-month internship abroad. Work-based learning in higher VET takes the form of internships and/or entrepreneurship training.

In the academic year 2020/21, 1 673 MCAST learners are enrolled in apprenticeship courses (29).

Apprenticeships will also be introduced through other providers, including private ones, to tap new areas of expertise with the aim of making apprenticeships more inclusive and more flexible for learners.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches

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[16] Information is based on following publication where you can find also further information on this topic:
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg

[18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.

[13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].

[14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.

[22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.

[36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).

[41] https://www.bibb.de/uebs-digitalisierung

[46] https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf

[47] See AusbildungPlus database: http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true and Berufsbildungsgesetz 2005: https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf

[48] BMBF. Report on vocational education and training
https://www.bmbf.de/de/berufsbildungsbericht-2740.html

[22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).

[23] Salaries, training materials and maintenance (such as heating and electricity).

[20] https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform

[21] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches

[22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.
https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173

[21] In Icelandic: IÐAN fræðslusetur.

[21] https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo

[28] http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=28680&l=1

[29] MCAST (2021). Administrative data.

CHAPTER 7.

VET governance

The education ministry is in charge of VET in compulsory education and at Malta College of Arts, Science and Technology (MCAST) (30). The Institute of Tourism Studies (ITS) (31) falls under the responsibility of the tourism ministry.

As the official regulatory body for post-compulsory education, the Malta Further and Higher Education Authority (MFHEA) (until 2021 MFHEA was the National Commission for Further and Higher Education) supports excellence through research, effective licensing, accreditation, quality assurance and recognition of qualifications established under the Malta qualifications framework. It also acts as a broker between the government and VET and higher education institutions, structures stakeholder dialogue, and oversees Malta qualifications framework (MQF) implementation.

Social partners sit on the boards of the State VET providers. Given the small size of the country, governance structures at provider level are important; efforts to optimise them have largely been steered by providers themselves.

The thematic organisation of MCAST in six institutes and Gozo campus providing courses from EQF Level 1 to Level 8 has helped encourage focused stakeholder dialogue and has provided a platform for employers and employee representatives to be involved in steering VET.

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[31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0 [accessed 27.8.2021]

[20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.

[21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.

[22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).

[23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.

[24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized entreprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).

[15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].

[23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument

[37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz

[38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz

[40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).

[50] BBiG: https://www.gesetze-im-internet.de/bbig_2005/

[53] Berufsbildungsgesetz (BBiG).

[54] Kultusministerkonferenz (KMK).

[55] Zuständige Stellen.

[24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).

[30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority**.**

[19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).

[20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.

[23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.

[24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.

[26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical institutes and professional institutes.

[27] National Institute for Documentation, Innovation and Educational Research: http://www.indire.it/en/

[28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.

[24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.

[25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.

[26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.

[28] Chambre de Commerce.

[29] Chambre des Métiers.

[30] Chambre d'Agriculture.

[31] Chambre des Salariés.

[32] Chambre des Fonctionnaires et Employés Publics.

[37] Conseil national des programmes.

[38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[15] Izglītības un zinātnes ministrija.

[16] Valsts izglītības satura centrs (VISC).

[17] Izglītības kvalitātes valsts dienests (IKVD).

[18] Valsts izglītības attīstības aģentūra (VIAA).

[19] Labklājības ministrija (Ministry of Welfare).

[20] Nodarbinātības valsts aģentūra (NVA).

[21] Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome. It was founded in 2000 by the ministries of welfare, economy, finance, justice, agriculture, education and science, regional development and local government affairs, the Free Trade Union Confederation of Latvia and the Employers' Confederation of Latvia.

[30] https://mcast.edu.mt/

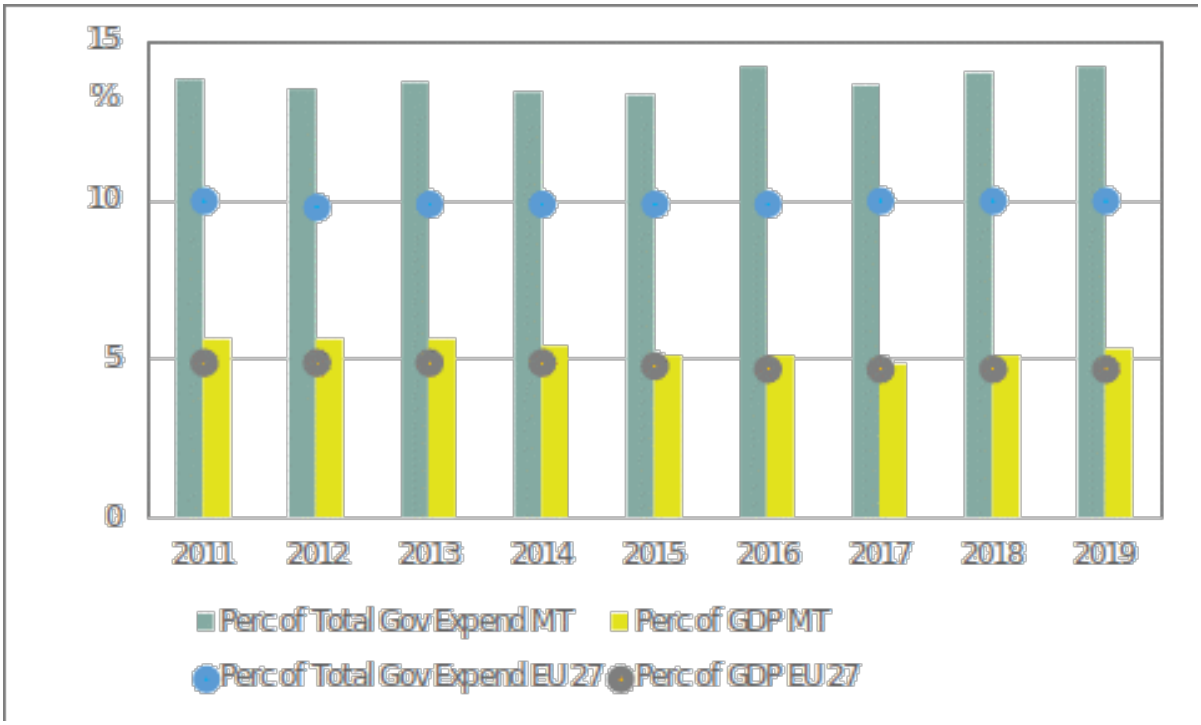
[31] https://its.edu.mt/

CHAPTER 8.

VET financing mechanisms

Public education from early childhood education and care up to tertiary level, including all initial vocational education and training offered by schools and State providers up to European qualifications framework level 6, is financed by the government. The budget for Malta College of Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS) is part of government education expenditures. Tuition fees paid by participants in continuing VET courses generate extra revenue for MCAST and ITS.

Public spending on education 2011 – 2019 (latest data available)



Source: Eurostat gov_10a_exp [extracted 15.11.2021].

[25] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en

[26] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl

[27] http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la

Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

[39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21]. https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21 [accessed 18.8.2021].

[41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz

[42] The education ministry sets the limits for each year.

[43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz

[56] Bundesministerium für Bildung und Forschung (BMBF).

[57] Bundesministerium für Wirtschaft und Energie (BMWi).

[58] Bundesministerium für Arbeit und Soziales (BMAS)

[59] Bundesagentur für Arbeit (BA)

[61] Bundesinstitut für Berufsbildung (BIBB).

[64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).

[65] Ausbildungsverbünde.

[69] Specific information on all public funding activities is available on http://www.foerderdatenbank.de/

[74] Volkshochschulen (VHS).

[21] The most recent available data of 2017.

[22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.

[25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.

[26] Eurostat, gov_10a_exp [extracted 28.7.2021].

[27] VET System Development Programme 2016-20.

[28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018

[29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.

[23] https://tradingeconomics.com/iceland/gdp [Accessed: 14.10.2021].

[24] https://tradingeconomics.com/iceland/government-spending-to-gdp [Accessed: 14.10.2021].

[25] See more information on the fund here at Rannis' website: https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/ [Accessed: 30.9.2021].

[26] See the relevant information here at (trade union) Samidn's website: https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/

[39] Eurostat - Table gov_10a_exp [accessed 02.08.2021].

[40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, https://doi.org/10.1787/7adde83a-fr

[43] https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html [accessed 2.8.2021].

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

In Malta VET teachers are present in the following areas (32):

- within compulsory education teaching vocational subjects. These teachers are delivering their subjects at the secondary level of education; they are employed at the grade of teacher and enjoy the same salary scales and conditions as any other teacher employed at compulsory level within the public sector. There is no distinction in teacher employment grades and qualifications required for these grades between general education subjects and vocational subject teachers;
- at the Malta College of Arts, Science and Technology (MCAST). MCAST is the main State VET provider, providing courses from Malta qualifications framework (MQF) introductory level on the MQF up to EQF/MQF level 8. At MCAST and the Institute of Tourism Studies (ITS) VET teaching professionals are called lecturers, with four main grades: assistant lecturer, lecturer, senior lecturer 1 and senior lecturer 2. There are specific standards applied to the qualifications of VET teachers teaching the different qualification levels within MCAST. VET teachers catering for up to EQF/MQF level 4 qualifications need to have a minimum of an EQF/MQF level 5 qualification. Those teaching at EQF/MQF level 5 and higher need to have a minimum of an EQF/MQF level 6 qualification. It is not legally necessary for VET teachers to possess teacher training qualifications at recruitment stage.
- at the ITS. The ITS is a State-funded organisation that provides training in the hospitality industry at post-compulsory level like MCAST. VET teachers at the ITS are not required to have a teacher training qualification when recruited, even if a qualification in the sector is required. In the past the ITS offered an EQF/MQF level 5 qualification in teacher training organised by the faculty of education, University of Malta, to all its staff in order to ensure that all staff have received teacher training. Current teachers at the ITS can choose any teacher training course of their choice and follow it within 5 years of their recruitment.
- Within private VET providers who cater for post-compulsory and adult learners teaching is guided by the *Accreditation manual* issued by the Malta Further and Higher Education Authority (MFHEA) (previously the National Commission of Further and Higher Education). Qualifications and courses accredited by the MFHEA specify that accredited vocational courses at EQF/MQF levels 1-4 should have tutors/VET trainers qualified at least with a relevant full qualification at level 5. In the case of vocational courses at EQF/MQF levels 5 and 6, as well as academic courses at EQF/MQF levels 6 and 7, tutors should have a full relevant qualification at least one level up from the course provided. The clarification issued by the MFHEA also states that in the case of vocational courses up to level 5, when there is clear evidence that the local market does not provide tutors of the required qualification level, the MFHEA will consider proposals for twinned provision. This involves a highly experienced and effective tutor with a lower qualification level being mentored by a colleague with a qualification at the appropriate level, who is preferably also involved in shared delivery, to ensure that the required level of learning outcomes delivery and assessment is maintained (33). All further and higher education institutions need to ensure that teaching staff are qualified, as one of the standards for internal quality assurance (34).
- at the workplace, i.e. apprenticeship tutors and mentors. Apprentices are supported by two different groups of professionals during their workplace learning experience. When an apprentice obtains an apprenticeship contract with an employer, the employer is legally bound to assign a trainer to each apprentice. The trainer is usually a trusted employee, often with a supervisory role within the company and who has the responsibility of training the apprentice and supervising his work. The trainer is responsible for ensuring that the agreed

learning programme for work-based learning is implemented. In addition to this training, the apprentice is visited at work by VET mentors who are experts in the sector. The objective of these visits is to monitor the apprentice's progress with respect to the learning of skills related to the course of study. The visits also serve to ensure that the apprentice is being provided with good learning work experience and, if any problems arise, these are tackled by the VET teacher. Thus, there are two roles within the apprenticeship scheme: mentors (VET teachers) and trainers (company employees). Visits by VET teachers to companies are part of the new reform in apprenticeship and have only started taking place during the 2014/15 academic year. There is currently no national legislation that regulates the qualification of mentors.

9.2 Continuing professional development of teachers/trainers

The sectoral agreement between the education ministry and the Malta Union of Teachers (35), gives greater emphasis to continuing professional development (CPD). This agreement broadens the concept of CPD to include all development opportunities that nurture and cherish the creation of a Community of Professional Educators (CoPE). Since 2018, CPD encompasses all initiatives that facilitate professional discussion and growth amongst community members, such as school development planning sessions and links with the internal and external community.

Management has at its disposal a maximum of 40 hours-driven CoPE time annually (out of 80 hours). All educators are being encouraged to participate in self-sought CPD which, since 2018, is compensated by accelerated salary progression. Also since 2018, progression of teachers to the next salary scale may be accelerated from 8 to 6 years if they cumulate an aggregate of 360 hours recognised self-taught CPD time over 6 years.

Continuing VET development has placed teacher CPD high on the agenda of State providers. To prepare for the nationwide introduction of VET subjects in 2015, VET subject teachers (and university graduates expressing interest in teaching VET subjects), were trained to teach the VET subjects introduced at compulsory level. The training programme covered subject content, practical pedagogy and new assessment methods, as well as guidance to help prevent early leaving from education and training.

CoPE training sessions for teachers of all mainstream subjects in compulsory education, including VET teachers, are held throughout the school year. All learning programmes, including VET ones, are written as learning outcomes.

Malta College of Arts, Science and Technology (MCAST) provides CPD opportunities for its lecturing staff. Teachers at MCAST can follow an EQF/MQF level 7 teacher training course – the master in vocational education applied research 4.0 – which has 3 exit points: certificate level, diploma level and master level (MVEAR 4.0) (36). In October 2020, MCAST launched the bachelor of vocational education and training 4.0 (Hons.) (BVET 4.0) for all those interested in teaching VET subjects. This is an EQF/MQF level 6 course of 180 ECTS that has been recognised by the Council for the Teaching Profession as a possible route to apply for a permanent teachers' warrant, although this is not a requirement to teach at post-compulsory level. BVET 4.0 aims to attract post-secondary students to enrol in a teacher training programme for those aspiring to join the VET sector as teachers and trainers or to offer support to apprentices in industry. This is achieved through the practice placements that are an integral part of the BVET 4.0: two placements in compulsory secondary education schools, where participants observe and lead learning in VET subjects; a placement in a VET post-secondary institution; and another two placements in industry. During their placement in industry, participants observe and eventually lead adult learning at the place of work. This innovative course highlights that, besides formal learning, informal and non-formal learning have a role in VET. Since 2019, MCAST has consolidated a more comprehensive teacher training programme for VET teachers.

Given that MCAST is also fast developing its portfolio of bachelor and master degrees, the research activity in the college is always becoming more important. To this end MCAST has also developed both a post graduate certificate and a post graduate diploma in research methods. The aim of both EQF level 7 qualifications is to equip its lecturing staff with the necessary competences to carry out research together with their undergraduate and graduate students. These efforts were further consolidated through strengthening the master degree by research (MRes) and professional research doctorate (DRes) programmes which aim to drive the college's capacity to undertake impact-based research in close collaboration with industry.

As of 2019, MCAST has also strategically embarked into consolidating and driving research within the institution, following the formalisation of the *MCAST Research Framework* (37). Through the establishment of an Applied Research and Innovation Centre (ARIC), a centralised approach was formalised which enabled the institution to encourage, train and proliferate research across all of its institutes and domains of expertise. Supporting and promoting the undertaking of research through both a curiosity driven and top-down approach, MCAST ensured that academics could collaboratively develop and further their expertise within a range of areas characterised through thematic fields of research. This has led the institution to grow research activities significantly over the past few years, with capacity increasing from 4 active researchers at the end of 2019 to over 100 academics by 2021. Also central to this success and drive was the aim to guide academics through the gradual maturation of research activities. The establishment of a centralised management team of senior research officers provided academic researchers guidance and development into research endeavours, explored opportunities of collaboration within local and international industry, as well as participating in and leading consortia of partners in research projects. Collectively, these efforts have resulted in MCAST being able to boost its engagement within externally funded research endeavours within local, EU and international entities, while also supporting an ever-increasing range of internally funded research activities. This distribution of research activity is proving key to the organisation, with significant benefits witnessed in the dissemination of knowledge within curricula, programme development and student-led projects as academic endeavours within MCAST are increasingly characterised by the need to develop and research more effective ways for the institution to further its future progress.

Quality assurance standards govern CPD and drive efforts aimed at sustaining quality in teaching and learning at the Institute of Tourism Studies. The ITS collaboration with Haaga Helia helped the institute to customise lecturing staff training programmes leading to top-up degrees in hospitality services. By upskilling its staff via the degree programme in hospitality management developed by Haaga Helia (38) ITS has been in a position to offer bachelor degree programmes in the hospitality and tourism sector since 2017(39).

The Directorate for Research, Lifelong Learning and Employability (DRLLE) and the University of Malta have taken initiatives that have raised the profile and professional development of adult educators (40).

The government encourages teacher CPD through incentives such as sabbaticals and paid study leave schemes, the Endeavour scholarship scheme, Malta Government undergraduate and postgraduate schemes, and Reach high post-doctoral scholarships.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers (41).

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[35] For detailed information about the training of teachers and trainers in Austria, see Eurypedia: https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en[accessed 31.8.2021] and http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-

and-trainers[accessed 31.8.2021].

[36] See Federal Law Gazette https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211 [accessed 31.8.2021].

[29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized entreprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.

[30] https://www.formaform.be/

[31] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[17] Ordinance No 15, active as of 22.07.2019: https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf

[18] http://iropk.mon.bg/

[19] https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf

[20] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: http://www.pi.ac.cy/pi/index.php?lang=el

[28] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, maturita certificate or VET certificate).

[45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.

[46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.

[47] National register of qualifications (Národní soustava kvalifikací).

[48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)

[50] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.

[82] Berufsbildungsgesetz (BBiG), 2005 https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf

[83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf

[84] Vorbereitungsdienst

[85] Kultusministerkonferenz (KMK).

[86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and

Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.

[87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pd

[88] AEVO, Ausbildereignungsprüfung.

[89] geprüfter Aus- und Weiterbildungspädagoge

[90] geprüfter Berufspädagoge

[92] Kultusministerkonferenz (KMK).

[93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.

[35] European credit transfer and accumulation system.

[36] Kutsekoda: https://www.kutseregister.ee/en/standardid/standardid_top2/

[37] https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluus/palk-2007-2019 Õpetajate keskmine brutokuupalk 2007-19

[38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).

[40] E.g. healthcare or social services.

[41] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.

[30] Eurostat, educ_uoe_perp01 [extracted 29.7.2021].

[31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.

[32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.

[33] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, www.althingi.is). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of

90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en . More information on Bologna process and the European higher education area available at: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

[28] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[31] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[26] Izglītības un zinātnes ministrija

[32] Information taken from http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

[35] The previous sectorial agreement between the Government and the Malta Union of Teachers (MUT) included a statutory requirement for teachers to attend an in-service course (INSET) of 3 days duration every 2 years. Educators could also attend CPD on a voluntary basis. This agreement increases the duration of CPD as well as widening the range of CDP provision. It also places responsibility of the school to cover at least 40 hours of CPD out of 80 hours. The current agreement was signed in December 2017 and covers the years 2018-22.

[36] Up to 2018 Malta College of Arts, Science and Technology (MCAST) regularly offered its staff with the opportunity to take a 30 credit EQF level 6 teacher training course to acquire pedagogical skills.

[38] Haaga Helia is a Finnish private educational institution which started collaborating with the Institute of Tourism Studies (ITS) in 2015. http://www.haaga-helia.fi/en/about-haaga-helia/organization?userLang=en. The organisation helped ITS develop a process for validating informal and non-formal prior learning and therefore customise lecturing staff training programmes. More information on the collaboration available at: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].

[39] Institute of Tourism Studies (2018). News. ITS Graduation – The first ITS Bachelor degree graduates and a certificate with a link to the blockchain certificate. https://its.edu.mt/newsitem?id=49

[40] In 2014, the DRLLE launched a national diploma programme in teaching adults at EQF level 5. In 2018, the University of Malta launched a course leading to a master in adult education for those who had graduated from the diploma course.

[41] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Labour market and skills analysis in Malta has for long mostly been based on labour force survey (LFS) statistics, administrative data on employment and registered unemployment collected by Jobsplus (42) (and its predecessor, the Employment and Training Corporation, ETC), and ad hoc surveys. These sources that help monitor the labour market situation and quantify past trends continue to be used to provide insight into how employment is changing.

Forward looking information on skill needs has been scarce and limited in scope. Sources offering insight into future employment needs include regular industry trends surveys among employers in the manufacturing, investment, retail, services and construction sectors (43) and the annual attractiveness survey (44) among Foreign Direct Investment (FDI) companies and investors in Malta. These surveys and other sectoral foresight exercises tend to be qualitative, with a short-term focus and offering few possibilities to produce more specific information on skills. This limits their potential to contribute to forward-looking education and employment policies and their use by employers to plan ahead for future human resource needs.

Given the fragmentation in the identification and anticipation of present and future skills, Malta is working towards developing a coherent system for producing and interpreting skills intelligence to understand future skill needs better. The *National employment policy 2021-30* is proposing the following (45):

- launch a national skills census and establishing a revamped Skills Policy Council would seek towards identifying local industry-specific skills lacuna. The latter would be additionally supported with an industry skills framework, job disruption forecasts, formulation of career pathways and pro-active based consultations with education and training institutions;
- develop policies aimed towards reskilling, upskilling, life-long learning, the fostering of apprenticeships/traineeship uptake and opting for the adoption of a more transversal skillset shall be at the forefront of actively addressing skill and labour shortages. The latter will be supported with the development of a strategy on career guidance;
- given the local labour market's dependency on foreign labour, consultations may be underway to develop a National Economic Migration policy, and with it, the development of migrant retention schemes.

See also Cedefop's skills forecast (46) and European Skills Index (47).

10.2 Designing qualifications

The Malta qualifications framework (MQF) was launched in 2007 by the Qualifications Council. It covers IVET and CVET and encompasses qualifications at all levels, attained through formal, non-formal and informal learning. In 2009, Malta was the first country to reference its framework to the EQF and the Qualifications Framework of the European Higher Education Area (QF-EHEA). Legislation adopted in 2012 established its legal basis and made the National Commission for Further and Higher Education (NCFHE) (renamed in 2021 Malta Further and Higher Education Authority, MFHEA) responsible for all aspects of the MQF.

In 2020, the NCFHE launched the Malta qualifications database (MQD) (48). The database can be accessed through the Commission's website and is also linked to the Europass database. The shift from the current online register to the MQD (49) will be completed by the end of 2021 making the information on accredited programmes more accessible.

Unlike qualifications frameworks in many other Member States, the MQF also covers programmes not leading to full qualifications. Accredited programmes (courses) with level rated-learning outcomes not meeting requirements of a qualification, in terms of credits offered, lead to 'awards'. The distinction was introduced to help learners and employers better understand different types of certification and their role in recruitment and career advancement.

Courses (50) that can be accredited as 'qualifications' up to Level 7 need to fulfil the following criteria:

- learning must be in line with the level descriptor equivalent to the specific qualification level targeted;
- learning must fulfil the number of credits required;
- in the case of initial VET qualifications, the number of credits includes the indicated percentage of the course dedicated to key competences, sectoral skills and underpinning knowledge.

It is important that training courses are pitched at the right level of learning difficulty in terms of knowledge, skills and competences covered and the learning outcomes to be achieved following the learning experience. Both the State and private sector offer short courses that do not have the necessary number of credits to be called a qualification. These courses are usually of different duration, and consequently have different credit allocations. Any course which fulfils the level of learning but not the required number of credits to qualify for the title of 'qualification' is to be called 'award'.

The requirements for courses to be considered as 'awards' are:

- the learning outcomes need to reflect the level of learning indicated in the specific Malta qualifications framework level descriptor;
- the number of credits assigned to the course are less than those specified for a qualification at the particular MQF level;
- in the case of VET, do not reflect the required distribution of key competences, sectoral skills and underpinning knowledge.

In 2020, as part of an ERASMUS + project, NCFHE in collaboration with the Scottish Credit and Qualifications Framework Partnership (SCQFP) carried out an impact assessment study of the MQF. The final report of the study was published in 2021. Overall, the findings 'indicate a good level of support for the MQF, particularly among educators and those working in Government agencies'. The report indicated three areas that need improvement: communication and marketing, improved support for capacity building, and a planned vision and strategy for the MQF (51).

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[37] See AMS. Qualification barometer http://www.ams.at/qualifikationsbarometer[accessed 31.8.2021].

[38] for more information on the new skills initiative and results see https://www.ams.at/newskills [accessed 31.8.2021].

[39] Cedefop. Skills forecast. http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast [accessed 31.8.2021].

[40] Cedefop. Skills panorama. https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index [accessed 31.8.2021].

[32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. https://www.serv.be/serv

[33] https://www.steunpuntwerk.be/

[34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.

[35] Previously Brussels Observatory of Employment and Training.

[36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.

[37] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[38] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.

[41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.

[42] ADG: Arbeitsamt der Deutschprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.

[21] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[22] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[23] https://www.mon.bg/bg/57

[24] https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf

[25] http://www.mon.bg and http://www.navet.government.bg

[26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).

[27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. https://www.navet.government.bg/bg/lpvet-opt/

[33] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[34] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[51] https://www.predikcetrhuprace.cz/

[52] Available at www.infoabsolvent.cz.

[53] https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34[accessed 10.11.2021].

[54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz

[55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz

[56] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[57] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[58] www.narodnikvalifikace.cz

[59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-

dalsiho-vzdelavani [accessed 10.11.2021].

[60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.

[61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.

[62] www.narodnikvalifikace.cz

[63] In Czech: Vyšší odborné školy.

[64] In Czech: Vysoké školy.

[65] www.nsp.cz

[66] https://www.narodnikvalifikace.cz/

[67] www.nsp.cz

[68] https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky-; https://1url.cz/TKha1 [accessed 10.11.2021].

[94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.

[97] Institut für Arbeitsmarkt und Berufsforschung (IAB).

[100]Referenz-Betriebs-System (RBS).

[101]https://www.bibb.de/de/12471.php

[102]https://www.bibb.de/en/49603.php

[107]Arbeitsmarktbarometer.

[108]https://www.iab.de/de/daten/arbeitsmarktbarometer

[109]https://www.iab.de/de/befragungen.aspx ; https://www.vdi.de/presse/publikationen/ ; https://www.bitkom.org/de/markt_statistik/806.aspx .

[110]https://www.boeckler.de/index.htm

[111]https://www.fes.de/

[112]https://www.kas.de/

[113]https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst

[115]http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[116]https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[117]Ausbildungsberufe.

[120]Bundesministeriumf für Wirtschaft und Energie (BMWi)

[121]Bundesministerium für Bildung und Forschung (BMBF)

[124]Berufsbildungsgesetz (BBiG)

[125]Bundesministerium für Wirtschaft und Energie (BMWi).

[127]Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne' (KoA).

[42] Ministry of Economic Affairs and Communications.

[44] https://oska.kutsekoda.ee/en/oska-sectors/

[45] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[46] https://www.cedefop.europa.eu/en/tools/european-skills-index

[47] Kutsekoda: State register of occupational qualifications: http://www.kutsekoda.ee/kutseregister

[24] https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035

[25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.

[26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series. http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland

[27] A reduction in the number of employees, which is achieved by not replacing those who leave.

[28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle). http://julkaisut.valtioneuvosto.fi/handle/10024/75163

[29] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[30] https://www.cedefop.europa.eu/en/tools/european-skills-index

[31] http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet

[32] Teachers, guidance and counselling staff and assessors of competence.

[34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.

[35] Public employment service.

[36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.

[37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.

[38] http://hko.poslovna.hr/

[39] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..

[41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.

[29] https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf

[30] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[31] Information for Iceland is not available.

[32] https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf

[32] http://www.unioncamere.gov.it/

[33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).

[34] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[35] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.

[38] Vocational schools (Istituti professionali).

[39] Repertorio nazionale delle qualifiche.

[40] Istituti tecnici e istituti professionali.

[41] Profilo Educativo culturale e professionale P.E.Cu.P.

[42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.

[43] Decreto Legislativo, 13 aprile 2017, No 61: https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg

[44] Istruzione e formazione tecnica superiore.

[45] Istituti di Istruzione Tecnica superiore. More information available at: http://www.sistemaits.it/istituti-tecnici-superiori-its.php

[48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).

[50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[51] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[52] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[27] Ekonomikas ministrija.

[28] Nodarbinātības valsts aģentūra (NVA).

[29] Darba tirgus prognozēšanas konsultatīvā padome.

[31] https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/

[32] Centrālā statistikas pārvalde (CSB).

[33] https://www.cedefop.europa.eu/en/tools/skills-forecast

[34] https://www.cedefop.europa.eu/en/tools/european-skills-index

[42] https://jobsplus.gov.mt/

[43] Organised by the Malta Chamber of Commerce, Enterprise and Industry and PricewaterhouseCoopers. Findings are frequently used in Central Bank of Malta reports.

[44] For the latest edition, see Ernst & Young Limited (2016). The survey includes information on recruitment problems and skill mismatch.

[45] Ministry for Finance and Employment, 2021. The National Employment Policy 2021-2030. [online] Government of Malta, pp.232-240. Available at: https://finance.gov.mt/nep/Documents/NATIONAL%20EMPLOYMENT%20POLICY%202021.pd

[46] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast

[47] https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index

[50] The structure of qualifications and the procedure of accrediting programmes is to be found in the referencing report 2016 https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf

CHAPTER 11.

Quality assurance

The Malta qualifications framework (MQF) development has gone hand-in-hand with strengthening VET quality culture. Establishing and maintaining standards in the context of the qualifications framework falls within the remit of the education ministry.

Upper secondary and higher initial VET and continuing VET

The Malta Further and Higher Education Authority (MFHEA) (up to 2021 the National Commission for Further and Higher Education) is responsible for quality assurance in VET and higher education. The National quality assurance framework (52) launched in 2015 was a significant step forward and the first of its kind in Europe. The framework covers upper secondary and higher VET (initial VET), continuing VET as well as other types of further, higher and adult formal education offered by State and private providers.

The framework implements legal provisions on internal quality assurance and periodic external quality audits (Subsidiary legislation 2012/327.433) and provides the conceptual context for this work. The culture of good quality assurance practice at provider level and providers' readiness to take on board a more systematic quality assurance approach – two key findings of a 2014 scoping study – informed the approach to its development: fostering a quality culture by complementing internal quality assurance mechanisms already in place with an external quality assurance system adapted to national and stakeholder needs.

The framework is based on European quality assurance standards and guidelines and enriched by EQAVET and its quality criteria and indicators. It provides guidance for areas which are vital for quality without prescribing how quality assurance is to be carried out. An internal quality assurance system, accreditation and initial and follow-up external provider, and programme quality audits by the national commission for further and higher education are mandatory requirements for licensing. Malta College of Arts, Science and Technology (MCAST), the Institute of Tourism Studies (ITS) and the University of Malta (UM) were the first to undergo external quality assurance audits in mid-2015. As self-accrediting institutions, they are not subject to provider and programme accreditation.

Arrangements at provider level supporting quality assurance include the online employer satisfaction survey by MCAST's quality assurance office and regular contacts with sectors. VET providers use EQAVET indicators to plan quality programmes, and the MFHEA encourages them to evaluate programme outcomes and to use findings for continuous improvement.

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[41] See Bmbwf. Quality management system for schools. https://www.qms.at/ [accessed 31.8.2021].

[42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdfs 31.8.2021]), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.

[43] for more information see Bmbwf. Quality management system for schools. https://www.qms.at/ [accessed 31.8.2021].

[44] see Federal Institute for Quality Assurance in the Austrian School System.

https://www.iqs.gv.at/ [accessed 31.8.2021].

[45] See IBW. https://ibw.at/ [accessed 31.8.2021].

[36] Decision No 82.592.

[37] It does not apply in the case of preparatory apprenticeship.

[38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.

[39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible is to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: https://www.dipae.ac.cy/index.php/en /

[70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.

[130]Berufsprinzip.

[132]Berufsbildungsgesetz (BBiG): https://www.gesetze-im-internet.de/bbig_2005/

[133]Handwerksordnung (HWO): https://www.gesetze-im-internet.de/hwo/BJNR014110953.html

[134]In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.

[136]Kultusministerkonferenz (KMK).

[137]Last BIBB transition study in 2011: https://www.bibb.de/de/9039.php

[138]https://www.test.de/thema/weiterbildungsberatung/

[139]https://www.bibb.de/veroeffentlichungen/en/publication/show/8596

[140]Deutsches Institut für Erwachsenenbildung (DIE).

[141]https://wbmonitor.bibb.de

[142]This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pd

[51] Comprising more than 50% self-learning.

[52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).

[54] https://www.haridussilm.ee

[33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.

[34] The term used in the legislation.

[42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.

[43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.

[44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.

[45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.

[46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.

[47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020

[48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020

[49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.

[50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment]. http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf

[51] http://e-kvaliteta.asoo.hr

[33] IDAN (in Icelandic: IÐAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IÐAN has been heavily involved with the implementation of validation of prior learning in Iceland. IÐAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at: http://viskaproject.eu/about-us/idan/

[46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI): http://www.invalsi.it/invalsi/index.php

[47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE): http://www.indire.it/

[48] www.inapp.org

[58] See EQAVET recommendation at http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN [accessed 6.3.2017].

[59] Plan de développement de l'établissement scolaire (PDS).

[62] Cellule de développement scolaire (CDS).

[63] Division du développement des établissements scolaires.

[65] https://www.developpement-scolaire.lu/

[67] Observatoire national de la qualité scolaire.

[69] Brevet de technicien supérieur.

[71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.

[72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.

[75] Commission Consultative à l'Éducation des Adultes.

[76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[43] Izglītības kvalitātes valsts dienests (IKVD).

[44] Examination centre is an accredited commercial company or association in arranging professional qualification exams, which does not implement education programmes.

[45] Valsts izglītības satura centrs (VISC).

[46] Augstākās izglītības padome.

[47] Augstākās izglītības kvalitātes aģentūra (AIKA).

[48] Akadēmiskās informācijas centrs (AIC).

[49] ENQA

[50] https://www.aika.lv/

CHAPTER 12.

Validation of prior learning

Recognition of prior learning (RPL) is an important development in Malta. As more education institutions were introducing recognition of prior learning as one of their policies within their institutions, the National Commissions for Further and Higher Education (NCFHE) (name changed in 2021 to Malta Further and Higher Education Authority) contracted the Scottish Credit and Qualifications Framework Partnership (SCQFP) to assist in publishing guidelines on implementing a recognition of prior learning policy within education institutions. This was published in February 2021(53).

The benefits of recognition of prior learning may be the reduced time a learner has to spend attending classes, undertaking assessments or relearning what they already know. The evidence the applicant provides must be authentic (something they have prepared, produced or has been written about them by a relevant third party), and must be sufficient to demonstrate competence against the unit/s of competence. The applicant must also be able to demonstrate that this evidence is still current and relevant. This may be through a variety of means such as a portfolio of evidence, interviews, voluntary work, written answers, or a practical demonstration. The evidence of these skills and knowledge may be used to grant credit for a subject, module, course or qualification.

In 2015, ITS started collaborating with Haaga Helia (54). This resulted in the design of a process for validating informal and non-formal prior learning for teaching staff in hospitality services

Recognition of prior learning is the basis for the validation of informal and non-formal learning. Validation of informal and non-formal learning in Malta is regulated by Subsidiary Legislation 327.432, Validation of Informal and Non-Formal Learning Regulations of September 2012 (55).

The MFHEA provides validation services. For this purpose it has set up eight sector skills units (SSUs) and is currently working on establishing additional ones. The current sector skills units cover the following industries/ sectors:

- IT;
- health and social care;
- education support;
- STEM engagement;
- printing and digital media;
- hospitality and tourism;
- hair and beauty;
- construction and building services.

In 2020, the NCFHE has published a further 21 national occupational standards (NOS) from the various sectors, raising the total number to 80) (56).

These NOS consist of a set of job-related standards that highlight the performance expected from an individual when carrying out a specific function.

These standards are pegged to the Malta qualifications framework (MQF) and are therefore drawn up using the learning outcomes approach. The NSOs are of important use to both employers and employees as they stipulate the related knowledge, skills and competences required in the different occupations and the aligned levels of these occupations.

In 2017, the NCFHE signed memoranda of understanding with Jobsplus (57) and the Building

Industry Consultative Council (BICC) (58) to carry out the assessment procedures and tests for validating informal and non-formal learning, for its the national occupational standards. The NCFHE has also signed a memorandum of understanding with the ITS to carry out the validation assessment procedures for the hospitality and tourism NOS.

Validation in Malta takes place in four distinct stages: identification, documentation, assessment and certification.

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[47] See https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf [[accessed 31.8.2021].

[44] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning

[28] https://www.mon.bg/bg/57

[29] https://www.mon.bg/bg/59

[30] https://www.mon.bg/bg/100053

[31] https://www.mon.bg/bg/100305

[32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napoo/

[33] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf

[40] Decision No 82.592.

[41] Council Recommendation 2012/C398/01.

[42] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf

[71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani [accessed 10.11.2021].

[72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.

[73] There are182 complete vocational qualifications in the NSK.

[74] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning

[143]Fachoberschulreife.

[145]http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss; www.validierungsverfahren.de;

[146]Gleichwertigkeitsfeststellung.

[147]https://www.valikom.de/fachtagung/content/impressionen/

[148]https://www.validierungsverfahren.de/en/home

[149]www.ihk-fosa.de

[150]https://www.bibb.de/en/68882.php

[151]https://www.anerkennung-in-deutschland.de/html/de/

[152]Bundesamt für Migration und Flüchtlinge (BAMF).

[153]https://www.anerkennung-in-deutschland.de/html/en/skillsanalysis.php

[154]https://www.anerkennung-in-deutschland.de/html/en/pro/data-reports.php

[155]This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational

education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pd

[60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22]. https://www.hm.ee/et/tegevused/arengukavad

[61] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning

[34] In Icelandic: Raunfærnimat.

[35] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf

[52] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning

[82] http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning

[52] Izglītības kvalitātes valsts dienests (IKVD).

[54] http://www.haaga-helia.fi/en/frontpage

[55] http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11928&l=1

[57] https://jobsplus.gov.mt/

[58] https://bicc.gov.mt/en/Pages/HOME.aspx

CHAPTER 13.

Incentives for learners

Initial VET

Maltese and EU citizens enrolling in full-time initial VET programmes up to EQF level 6 do not pay tuition or registration fees. There are additional financial incentives for VET learners. Maltese learners over 16, including those in VET programmes at Malta College of Arts, Science and Technology (MCAST) or the Institute of Tourism Studies (ITS), benefit from maintenance grants. EU and EEA citizens, as well as third country nationals, are entitled to the same rights, provided they have resident or refugee status and meet several other requirements as per terms and conditions established by Legal Notice 308/2016 and guidelines established by the Students' Maintenance Grants' Board (SMGB) (59). The maintenance grant scheme includes:

- a yearly initial grant (EUR 332.94) for purchasing textbooks and other educational materials for students following EQF/MQF level 1 to level 4 courses. For students progressing to MCAST top-up degree programmes the initial grant is doubled and complemented by a one-time grant amounting to EUR 465.87 payable in 1 year (60);
- a stipend (every 4 weeks between October and June) of EUR 91.75 (including cost of living allowance (COLA) increase);
- a supplementary allowance (paid every 4 weeks between October and June) for learners facing financial difficulties and/or disability, amounting to EUR 78.69 for EQF/MQF level 1 to level 4 courses and EUR 215.29 for MQF/EQF level 5 and level 6 general courses;
- an extra supplementary grant for EQF/MQF levels 5 and 6 general courses amounting to EUR 232.94 payable in 1 year and EUR 116.47 payable for the second year and subsequent years.

Other support measures include a contingency fund assisting students facing extraordinary circumstances and higher grants for single parents receiving social assistance; the grant amount increases with the qualification level achieved by the programme they take part in.

On the strength of the Work-based and Apprenticeship Act (2018) (61) an apprentice now has the legal status of a paid employee rather than of an unpaid student. Learners on apprenticeship programmes have the right to an income equivalent to the national minimum wage per hour for the hours spent at the workplace, as stipulated in the training programme plan. The income per hour is calculated as the income derived from the sponsor (62) and from the student maintenance grant.

Apprentices receive maintenance grants on top of the wage and half the annual statutory bonus (63) paid by employers.

Recent and continuing changes are increasing grants to make apprenticeship a more attractive learning path. Increased stipends for the summer months introduced in 2015 discourage apprentices from taking on a better-paid summer job instead. The next step is topping up the grants by an amount that makes total income per hour (wage plus grants) spent learning at the workplace equal to the national minimum wage. The Work-based Learning and Apprenticeship Act introduces the proposal to implement the grant increase.

Maintenance grants in higher VET are used to steer learners towards programmes that educate them to become professionals in areas with labour market shortages. Students in so-called 'prescribed' and 'priority' VET bachelor degree programmes at MCAST and other providers are entitled to higher maintenance grants. Learners following prescribed degree programmes receive a stipend amounting to EUR 160.55 (including COLA increase), an initial grant

amounting to EUR 798.81 and a one-time grant amounting to EUR 698.81 payable in year one. Learners facing financial difficulties and/or disability who are following a prescribed course receive a supplementary allowance (paid every 4 weeks between October and June) amounting to EUR 147.50.

Learners in prescribed VET degree programmes include all those leading to a bachelor in mechanical engineering, electrical and electronics engineering and communications technology.

The SMGB manages the maintenance grant scheme, evaluating eligibility of applications, checking student attendance to ensure compliance with regulations, and paying the entitlements. Students making insufficient progress partly or fully lose their right to receive the grants.

Continuing VET

The education ministry promotes continuing VET to increase adult participation in learning.

The Directorate for Research, Lifelong Learning and Employability (DRLLE) also regularly promotes its offer of lifelong learning courses to the wider public using social media and other channels:

- continuing VET and adult learning courses organised by the DRLLE (64) are subsidised by the government. EU nationals are charged a modest tuition fee ranging from EUR 11.65 to EUR 46.59. People aged over 60 (first course), those with a disability and those on social assistance are exempt from the applicable fee;
- entry-level courses in Maltese, English, mathematics and science are offered free of charge. Migrants from EU Member States and elsewhere benefit from free basic literacy courses and subsidised English and Maltese as foreign language courses.

Incentives for learners taking part in training for jobseeker and other continuing VET opportunities offered by Malta's public employment service Jobsplus (65) include:

- free provision of training courses;
- a training allowance for employed persons who earn less than EUR 300 (basic) per week and who successfully complete a Jobsplus course (scheme known as the average wage earners scheme;
- an allowance for participants in the traineeship scheme, bridging the gap scheme and work exposure scheme. Participants in the bridging the gap schemes are entitled to 80% of the minimum wage, while the traineeship and work exposure schemes offer the full minimum wage rate for each hour of training;
- a subsidy scheme to cover childcare costs (EUR 1.50 per hour of childcare services) for participants in Jobsplus training courses;
- learners who follow a training programme that is:
  - recognised up to EQF level 5, level 6 and 7 or non-accredited, but industry- specific courses related to aviation, maritime and ICT sectors;
  - offered by a licensed training service provider, and not offered by Jobsplus; they may benefit from the training pays scheme. This scheme offers a grant of 75% of the cost of training capped at EUR 1 000 for programmes pegged up to EQF/ MQF level 4 and 75% of the cost of training capped at EUR 3 000 for training programmes pegged at EQF/MQF levels 5, 6 and 7 for non-accredited but industry specific courses.

Learners paying tuition fees for courses offered by private providers, which often lead to qualifications issued by foreign accredited bodies, can benefit from scholarship schemes and grants, such as the endeavour scholarship scheme managed by the education and employment ministry. They are part of a qualified scheme run by Malta Enterprise grants tax deductions to

cover the cost of programmes (EQF level 5 or higher) required by employers.

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[48] For more information about funding in education, see Eurypedia: https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en [accessed 31.8.2021].

[49] See https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531 [accessed 31.8.2021].

[50] See https://www.wko.at/service/bildung-lehre/Lehrlinge.html [accessed 31.8.2021].

[43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. http):://www.moec.gov.cy/ypiresia_foititikis_merimnas/foititiki_chorigia.html

[156]https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html

[157]BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1 https://www.bibb.de/datenreport/de/datenreport_2021.php

[158]https://www.die-duale.de/dieduale/de/home/home_node.html

[159]Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million. https://dejure.org/gesetze/SGB_III/58.html ; www.bafoeg.bmbf.de ; https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb... ; http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html

[161]https://www.arbeitsagentur.de/en/training-allowance-disabled-persons

[162]Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80). https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen

[163]Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).

[164]Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). www.arbeitsgentur.de

[165]Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.

[166]Einstiegsqualifizierung – EQ (SGB III, 54a) https://www.arbeitsagentur.de

[167]Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.

[169]Integration measures for refugees (BMWi, update 4.2019) https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6

[170]www.bamf.de

[171]https://handbookgermany.de/en.html

[172]Vocational orientation – provision for refugees (BOF) https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html

[173]Federal ESF integration guideline for asylum seekers and refugees (IvAF) https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html

[174]http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration and https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-

beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1

[175]Make-it-in-Germany portal https://www.make-it-in-germany.com/en/ and Information portal for the recognition of foreign professional qualifications https://www.anerkennung-in-deutschland.de/html/en/immigration.php

[176]https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html

[177]https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html

[178]Bundesministeriums für Bildung und Forschung (BMBF).

[180]https://www.bmbf.de/de/das-aufstiegsstipendium-882.html

[182]Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.

[183]http://www.bildungspraemie.info/

[185]KURSNET: http://kursnet-finden.arbeitsagentur.de/kurs/

[186]Several projects on partial qualifications are taking place: DIHK-TQ project website. https://www.dihk.de/tq-de ETAPP project's website https://www.etapp-teilqualifizierung.de/ Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und –entwicklung) https://www.nachqualifizierung.de/ TQ website of the Federal Employment Agency https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen

[187]www.arbeitsagentur.de

[188]http://kursnet-finden.arbeitsagentur.de/kurs/

[189]Legislation promoting further training amended (AWStG) (7.2016) https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html

[190]Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018) https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html

[191]https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html

[192]BA website on the Future starters programme https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung

[62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.

[64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.

[67] Unemployment Insurance Fund. https://www.tootukassa.ee/

[35] Learners pay taxes from their allowances if they receive income from other source(s).

[36] In one or multiple periods.

[37] https://www.tyollisyysrahasto.fi/en/adult-education-allowance/

[52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.

[53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.

[53] Endowment consists of a nominal monetary amount that the beneficiary can use on the services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing

public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of the specific activity and not on its simple provision.

[54] <https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-imprenditori-al-via-i-due-bandi>

[55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500. https://por.regione.puglia.it/-/miformoelavoro

[56] Amount given varies and depends on different factors (e.g. economic sector). http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A

[57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.

[58] Legge 8 marzo 2000, No 53, art. 5 http://www.parlamento.it/parlam/leggi/00053l.htm and : XV Rapporto sulla Formazione Continua in Italia: https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua

[60] Valsts ieņēmumu dienests.

[59] Students' maintenance grants' board administers the students' maintenance grant scheme. https://education.gov.mt/en/studentsgrants/Pages/About%20Us/The-SMGB.aspx

[60] Students who progress to a top-up degree course at the Malta College of Arts, Science and Technology will have EUR 465.87 made available every year in which they follow a top-up degree course, instead of EUR 232.94, to partly cover expenses related to educational material and equipment and a one-time grant of EUR 465.87.

[62] The term 'sponsor' refers to organisations or individuals registered and approved by a VET provider to provide the work-based learning component as part of a training programme leading to a qualification.

[63] In Malta, government bonuses are mandatory quarterly payments made by the employer to the employee, regardless of industry or organisation type. These bonuses are paid in addition to the monthly wage. Over the period of a calendar year an employee would therefore be paid EUR 512.48 under this bonus scheme.

[64] Directorate for Research, Lifelong Learning and Employability (DRLLE): https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx

[65] https://jobsplus.gov.mt/

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Tax deduction

Employers providing work-based learning opportunities of a continuous duration of at least 6 months in their trade or business are entitled to a tax deduction of EUR 600 for each work placement they offer and EUR 1 200 for each apprentice they take on (regulated by Legal notice 2014/179). The deduction shall only be allowed where the qualifying person does not benefit from any deduction, tax credit or any other form of assistance in relation to the said expenditure by the government or any government entity.

Other incentives

Malta's public employment service (PES) offers work-based learning opportunities through the work exposure scheme and the traineeship scheme. During the exposure phase (66), employers are given the opportunity to train prospective employees without incurring any financial costs (67). Participants are matched in accordance with the industry demands of the employers. This matching suggests that the occupational preferences of the jobseekers are relevant to employers' requests.

The training aid framework, in place between 2008 until 2015, gave the private sector grants to finance staff training, with the level of support depending on the type of training and enterprise size.

Its successor, investing in skills, was launched in 2017. Since its launch a total of 130 entities have benefitted from the scheme.

The knowledge transfer incentive introduced in 2016 (applicable until 31 December 2020) helped address skill mismatch and shortages by supporting employers to train and reskill their staff. In 2020, as a follow up of this scheme, Malta Enterprise launched the Skills Development 2020 (68). The scheme supports employers to provide training to develop and update the skills and knowledge of their workforce. Employees are offered training to upgrade their skills or for reskilling. Through this scheme, employers can address skills shortages and skills mismatches in their workforce and work towards developing a knowledge-based workforce.

Subsidy schemes make it easier for employers to provide work experience to young people and adults. Access to employment helps employers recruit disadvantaged jobseekers furthest from employment. The duration of the EUR 85 per week subsidy (26, 52 or 104 weeks) depends on the target group.

Employers taking on disabled persons are entitled to a weekly subsidy of EUR 125 for a maximum 156 weeks. Employers not benefitting from the access to employment scheme, will be eligible to claim a fiscal incentive of 25% of the disabled person's basic wage up to a maximum of EUR 4 500 for each person with disability. In addition, employers may apply to be exempted from paying their share of the National Insurance contribution in relation to the disabled employee.

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[51] See https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html [accessed 31.8.2021].

[52] See https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-

das/ [accessed 31.8.2021].

[53] See https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

[193] According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.

[194] For further information on this, please consult: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pd

[195] Information on federal government website (English) https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334

[196] www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216

[197] BIBB website on the special programme on digitalisation in ÜBS https://www.bibb.de/uebs-digitalisierung

[199] Website of the Alliance for initial and further training https://www.aus-und-weiterbildungsallianz.de/AAW/Navigation/DE/Home/home.html

[200] JOBSTARTER website https://www.jobstarter.de/index.html

[201] www.bmwi.de/passgenaue-besetzung

[203] Bundesministerium für Wirtschaft und Energie, BMWi.

[204] www.arbeitsagentur.de/personalentwicklung

[205] https://www.unternehmen-integrieren-fluechtlinge.de/

[206] Information on the chambers Welcome Guides (ZDH) https://www.zdh.de//fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/

[207] KAUSA training and migration service centres https://www.bildungsketten.de/de/3135.php

[54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.

[37] In Icelandic: Verkiðn: http://verkidn.is/

[59] See: https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione

[60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg

[85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).

[86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).

[88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe

[66] The term 'exposure phase' refers to the on-the-job training that takes place at the employer's premises where the trainee is placed. During the scheme the trainee must attend 240 hours of placement within a maximum period of 12 weeks.

[67] Jobplus subsidies prospective employee training through European social fund.

[68] Malta Enterprise (2020). Skills Development 2020. https://maltaenterprise.com/sites/default/files/Skills%20Development%20Scheme%202020%

CHAPTER 15.

Guidance and counselling

Annual tracer studies provide evidence on educational and career choices and pathways of learners after completing compulsory education in State and non-State schools. Since 2010 more learners are continuing education after leaving compulsory schooling. System and institutional changes make identifying longer-term trends difficult but comparing most recent data with the situation before 2000 suggests an increasing share of learners choose VET after compulsory education, despite academic education remaining the most popular choice. As some learners would be better able to reach their potential through VET, it is important to develop guidance services further.

Compulsory education

Proposals in the career guidance policy for schools underpin current practice and recent developments of career guidance services in compulsory education (69). Career guidance in State schools is offered by college career advisors, trainee career advisors, school counsellors and guidance teachers. The service covers curricular, vocational and career guidance for learners and their parents. Counsellors collaborate closely with VET institutions.

Career-related learning is provided through the personal, social and career development (PSCD) subject. Personal, social and career development embraces the national curriculum framework principles of entitlement to quality education, recognition of diversity, and achievement. It helps learners develop learning skills, emotional literacy, self-confidence, self-worth and self-esteem to equip them with the knowledge, understanding, skills and attitudes needed to live healthy, safe, productive, and responsible lives.

Since 2014, careers education has become more important. The personal, social and career development strand on career exploration and management aims at helping learners manage their learning and career paths beyond school. Personal, social and career development has been increased from 1 to 2 hours per week. 15-year-olds take part in transition programmes offering 1-week hands-on experience in industry. Together with final year schoolmates, they also benefit from orientation visits to workplaces and VET colleges.

The career guidance platform (70) was launched in December 2018. This interactive platform facilitates career choices for secondary school learners between the ages of 11 and 16. The platform contributes to the increase in learner enrolment in post-compulsory education and reduction in early school leaving rate.

VET providers and Jobsplus

Different departments at Malta College of Arts, Science and Technology (MCAST) provide student support services including career guidance, personal counselling and learning support. There is also an information service that provides learners with information about the training programmes offered by the college's institutes as well as the support services available both prior to enrolment and during their studies. Similar services are in place at the Institute of Tourism Studies (ITS).

The Directorate for Research, Lifelong Learning and Employability (DRLLE), has established a guidance unit together with stakeholders, to support adults on educational opportunities in a learner-centred approach. The service includes support in the choice of courses, helping learners to explore the options and come to a positive educational decision; it also supports them with the application process. The unit also provides professional services to help adult

learners overcome barriers to learning (71).

Jobsplus guidance services encourage jobseekers (including the employed) to develop their skills further through training and/or work experience in line with labour market needs. Services include career information, advice, skills assessment and mentoring. With the new registration system – introduced in 2016 – Jobsplus has placed more emphasis on career guidance and individualised its services through profiling, personal employment advisors, and individual action plans. Support for individuals with a job, searching for alternative employment, includes discussion on suitable career paths and a career test to personalise career plans and identify gaps in training and/or skills development that need to be addressed prior to pursuing the chosen career path.

Towards a national guidance service

A recently established committee works on implementing the 2007 career guidance policy for schools. Plans are under way to set up a national lifelong guidance service responsible for sustaining quality services at all levels of education. Envisaged future developments include measures to widen access to guidance services measures (online portal) and to streamline provision across education and employment sectors. Besides complementing, supporting and integrating existing services, the national career guidance service will increase the interaction between education, industry and other stakeholders. The intention is to move from guidance services with a supply focus to a demand-led system; this will cater better to those in need of career information or advice on career-related information.

Please see:

- guidance and outreach Malta national report (72);
- Cedefop's labour market intelligence toolkit (73);
- Cedefop's inventory of lifelong guidance systems and practices (74).

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[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] http://www.erwachsenenbildung.at [accessed 31.8.2021].

[56] Accessible online at the landing page https://www.karrierekompass.at/ [accessed 31.8.2021].

[58] https://www.bic.at [accessed 31.8.2021].

[60] http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria [accessed 31.8.2021].

[61] http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere [accessed 31.8.2021].

[62] https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices [accessed 31.8.2021].

[47] https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_

[48] http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere

[49] https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices

[35] http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere

[36] https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices

[48] http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus

[49] https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices

[75] http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach

[76] www.infoabsolvent.cz

[77] https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices

[78] http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere

[209]https://www.bildungsketten.de/ and https://www.berufsorientierungsprogramm.de/

[210]https://www.jba-hamburg.de/English-71

[211]https://www.servicestelle-jba.de/wws/9.php#/wws/ueber-uns.php

[212]https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html

[213]https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html

[214]https://www.studienabbruch-und-dann.de/

[215]https://www.arbeitsagentur.de/karriere-und-weiterbildung

[216]https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html

[217]BIBB. Überaus. https://www.ueberaus.de/wws/dossier-uebergangsmanagement.php

[218]BMBF. Die Transferinitative [the transfer initiative] https://www.transferinitiative.de/

[219]https://www.arbeitsagentur.de/karriere-und-weiterbildung ; https://berufenet.arbeitsagentur.de ; https://con.arbeitsagentur.de/prod/berufetv/start ; https://kursnet-finden.arbeitsagentur.de ; https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt

[220]https://www.bibb.de/dienst/abp/de/index.php

[221]https://planet-beruf.de/schuelerinnen

[222]https://abi.de/

[223]https://studienwahl.de/

[224]https://www.bildungsserver.de/

[225]https://www.iwwb.de/kurssuche/startseite.html

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[38] http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach

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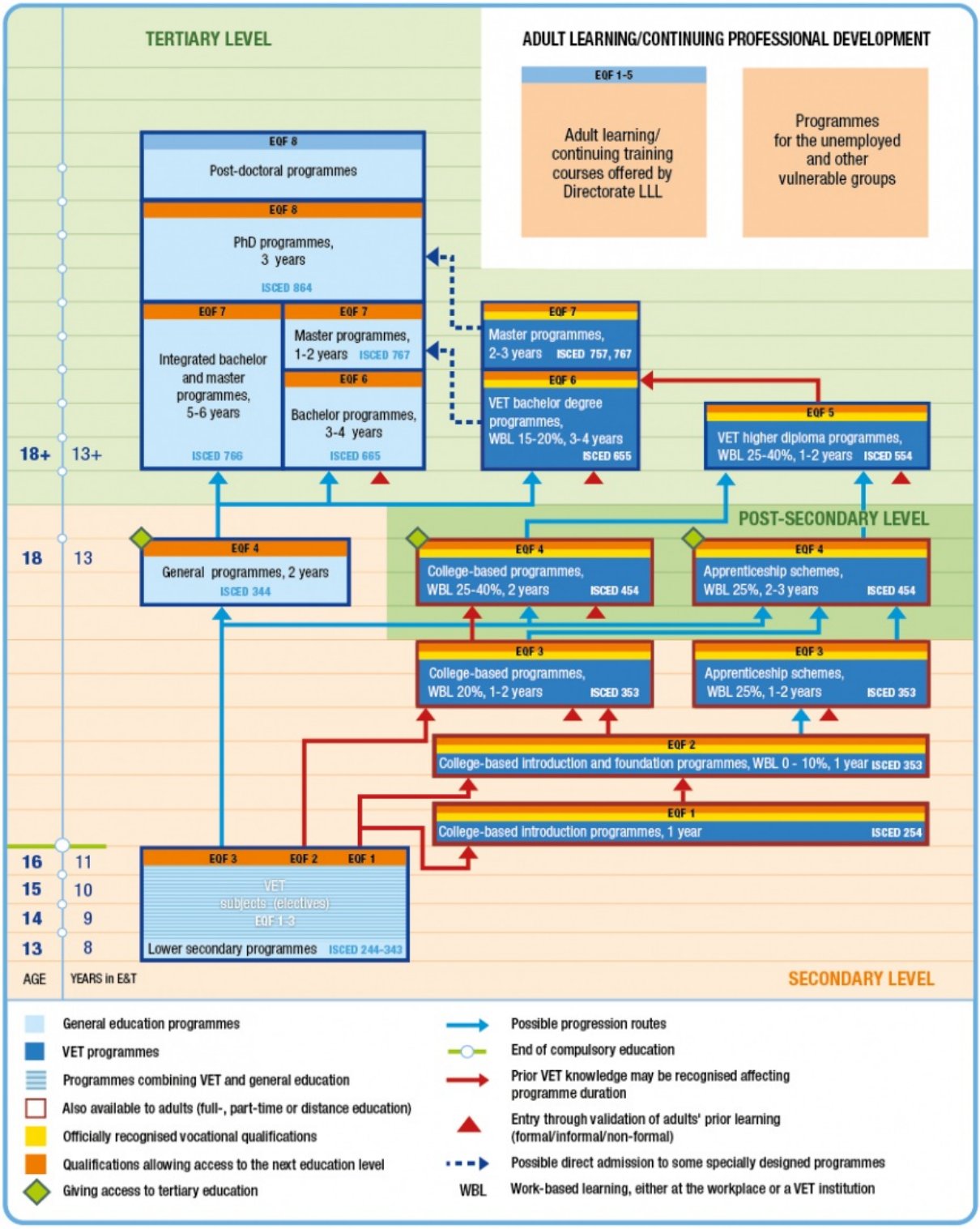
Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Malta, 2022.

VET Programme Types

EQF 2

College-based

introduction and foundation

programmes,

WBL 0-10%,

1 year

ISCED 353

Initial (college-based 1-year introduction and foundation) VET programmes leading to EQF level 2, ISCED 353

EQF level	2	**ISCED-P 2011 level**	353
Usual entry grade	12	**Usual completion grade**	13
Usual entry age	16	**Usual completion age**	17
Length of a programme (years)	2 (up to)		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓

Is it offered free of charge?	✗ Full- and part-time courses offered by private providers are against payment. Part-time courses at Malta College of Arts, Science and Technology are offered against payment. Courses provided by the Directorate for Lifelong Learning, Research and Employability (80) are at a nominal tuition fee.	**Is it available for adults?**	✓
ECVET or other credits	60 credits (ECVET) (79)		
Learning forms (e.g. dual, part-time, distance)	• school-based learning (contact studies, including virtual communication with the teacher/trainer) • work practice (practical training at school and in-company practice)		
Main providers	• Malta College of Arts, Science and Technology • Institute of Tourism Studies • private VET providers		
Share of work-based learning provided by schools and companies	10%		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school • in-company practice • work practice at school takes place in workshops and labs • in-company practice is carried out in company training premises and in the workplace		
Main target groups	Programmes are available for young people and for adults. As from October 2016, the foundation college within the Malta College of Arts, Science and Technology has developed a number of skills kits courses which offer more flexible, customised pathways towards achieving a certification. This programme is intended for learners who prefer to study at their own pace and explore different vocational areas. It is made up of a number of skills kits (small bite-size topics) covering various vocational areas as well as personal skills and employability skills. The programme gives the learners the possibility to choose how many skills kits to study over a period of time. It also gives the opportunity to choose from a combination of skills kits. These courses consist of short, 20-hour programmes which individuals can achieve at their own pace and according to their needs.		

Entry requirements for learners (qualification/education level, age)	Finished compulsory education and in possession of the Secondary School Certificate and Profile (SSCP). This is the certificate of accomplishment awarded at the end of compulsory education. Or Malta College of Arts, Science and Technology introductory certificate MQF/EQF level 1. Together with an initial assessment test.
Assessment of learning outcomes	All VET programmes are based on a number of study units, each of which is based on learning outcomes. This course includes both formative and summative assessment. Formative assessment includes take-home assignments, and class-based/workshop-based/laboratory-based. Summative assessment is in the form of controlled assessment (examinations) for every unit. Learners have the option of a resit. Should they fail the resit, they will be given the option to repeat the study unit. Certification is available at any stage.
Diplomas/certificates provided	Foundation certificate Level 2 (60 credits – ECVET)
Examples of qualifications	Hairdressing assistant, beauty therapist assistant stone mason/tile layer/ plumber/ welder/ assistant (81)
Progression opportunities for learners after graduation	Those who complete the Malta College of Arts, Science and Technology level 2 certificate can enter the labour market or continue their studies at EQF 3 initial VET institution.
Destination of graduates	Information not available
Awards through validation of prior learning	✔ The evidence the applicant provides must be sufficient to demonstrate competence against the unit/s of competence. The applicant must also be able to demonstrate that this evidence is still current and relevant. This may be through a variety of means such as a portfolio of evidence, interviews, voluntary work, written answers, or a practical demonstration. The evidence of these skills and knowledge may be used to acquire partial qualification.

General education subjects	✔
Key competences	✔
Application of learning outcomes approach	✔
Share of learners in this programme type compared with the total number of VET learners	3.9% (82)

[79] Both ECTS and ECVET are regulated by Subsidiary Legislation No 327.431 – The Malta Qualifications Framework for Lifelong Learning Regulations: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11927&l=1 The authority is vested in the National Commission for Further and Higher Education (from 2021 Malta Further and Higher Education Authority) . According to the referencing report (4th revised edition available at https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf) 1 ECTS/ECVET is defined as being equivalent to a workload of 25 hours of total learning. Out of these 25 hours, a minimum of 5 hours need to be contact hours. The rest can be self-learning.

[81] As described in ILO: international standard classification of occupations: ISCO 08 http://www.ilo.org/public/english/bureau/stat/isco/

[82] The latest available figure is 3.9% as per National Commission for Further and Higher Education publication accessed at: https://mfhea.mt/wp-content/uploads/2021/08/2015-%E2%80%93-2016%E2%80%8B-NCFHE.pdf

EQF 3

College-based Programmes, WBL 20%, 1-2 years ISCED 353

Initial, college-based VET programmes leading to EQF level 3, ISCED 353

EQF level	3	**ISCED-P 2011 level**	353
Usual entry grade	12	**Usual completion grade**	12
Usual entry age	17	**Usual completion age**	18-19
Length of a programme (years)	From 1 to 2		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓
Is it offered free of charge?	✗ Full- and part-time courses offered by private providers are against payment. Part-time courses at Malta College of Arts, Science and Technology are offered against payment. Courses provided by the Directorate for Lifelong Learning, Research and Employability (84) are at a nominal tuition fee.	**Is it available for adults?**	✓
ECVET or other credits	60 credits (ECVET) (83)		

Learning forms (e.g. dual, part-time, distance)	• school-based learning (contact studies, including virtual communication with the teacher/trainer) • work practice (practical training at school and in-company practice)
Main providers	• Malta College of Arts, Science and Technology • Institute of Tourism Studies • private VET providers
Share of work-based learning provided by schools and companies	20%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school • in-company practice • work practice at school takes place in workshops and labs • in-company practice is carried out in company training premises and in the workplace
Main target groups	Programmes are available for young people and for adults.
Entry requirements for learners (qualification/education level, age)	Learners must hold at least 2 EQF level 3 certificates, preferably related to the study area. (For example, for Malta College of Arts, Science and Technology diploma in sport, the preferred subjects are English language, biology and physical education). Or Malta College of Arts, Science and Technology foundation certificate
Assessment of learning outcomes	All VET programmes are based on a number of study units, each of which is based on learning outcomes. This course includes both formative and summative assessment. Formative assessment that includes take-home assignments, and class-based/workshop-based/laboratory-based. Summative assessment is in the form of controlled assessment (examinations) for every unit. Learners have the option of a resit. Should they fail the resit, they will be given the option to repeat the study unit. Certification is available at any stage.
Diplomas/certificates provided	EQF/MQF Level 3 certificate/diploma (60 ECVET)

Examples of qualifications	Beauty specialist in a salon, hairdresser, security/enforcement/protection officer (85)
Progression opportunities for learners after graduation	Learners who complete this type of VET programme can enter the labour market or continue their studies at EQF level 4 or general education.
Destination of graduates	Information not available
Awards through validation of prior learning	✔ The evidence the applicant provides must be sufficient to demonstrate competence against the unit/s of competence. The applicant must also be able to demonstrate that this evidence is still current and relevant. This may be through a variety of means such as a portfolio of evidence, interviews, voluntary work, written answers, or a practical demonstration. The evidence of these skills and knowledge may be used to acquire partial qualification.
General education subjects	✔
Key competences	✔
Application of learning outcomes approach	✔
Share of learners in this programme type compared with the total number of VET learners	7.7% (86)

[83] Both ECTS and ECVET are regulated by Subsidiary Legislation No 327.431 – The Malta Qualifications Framework for Lifelong Learning Regulations: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11927&l=1 The authority is vested in the National Commission for Further and Higher Education(from 2021 Malta Further and Higher Education Authority). According to the referencing report (4th revised edition available at https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf) 1 ECTS/ECVET is defined as being equivalent to a workload of 25 hours of total learning. Out of these 25 hours, a minimum of 5 hours need to be contact hours. The rest can be self-learning.

[85] As described in national context with the exception of hairdresser (described in ILO: international standard classification of occupations: ISCO 08, http://www.ilo.org/public/english/bureau/stat/isco/)

[86] The latest available figure is 7.7% as per National Commission for Further and Higher Education publication accessed at: https://mfhea.mt/wp-content/uploads/2021/08/2015-%E2%80%93-2016%E2%80%8B-NCFHE.pdf

EQF 5

VET higher diploma programmes, WBL 25-40%, 1-2 years ISCED 554

Initial VET (higher diploma) programmes leading to EQF level 5, ISCED 554

EQF level	5	**ISCED-P 2011 level**	554
Usual entry grade	13+	**Usual completion grade**	13+
Usual entry age	18+	**Usual completion age**	20+
Length of a programme (years)	2 (up to)		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓
Is it offered free of charge?	✗ Full- and part-time courses offered by private providers are against payment. Part-time courses at Malta College of Arts, Science and Technology are offered against payment. Courses provided by the directorate for lifelong learning, research and employability (101) are at a nominal tuition fee.	**Is it available for adults?**	✓
ECVET or other credits	120 credits (ECVET) (100)		

Learning forms (e.g. dual, part-time, distance)	• school-based learning (contact studies, including virtual communication with the teacher/trainer) • full-time and part-time
Main providers	• Malta College of Arts, Science and Technology • Institute of Tourism Studies • private VET providers
Share of work-based learning provided by schools and companies	25-40%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school • internship • work placement
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Learners must hold: • either EQF/MQF level 4 qualifications; • or Malta College of Arts, Science and Technology/Institute of Tourism Studies advanced diploma as per internal progression eligibility table.
Assessment of learning outcomes	All VET programmes are based on a number of study units, each of which is based on learning outcomes. This course includes both formative and summative assessment. Formative assessment includes take-home assignments and class-based/workshop-based/laboratory-based. Summative assessment is in the form of controlled assessment (examinations) for every unit. Students have the option of a resit. Should they fail the resit they will be given the option to repeat the study unit. At this level, students are generally expected to carry out an industry-based research project.
Diplomas/certificates provided	Malta College of Arts, Science and Technology higher diploma Institute of Tourism Studies diploma
Examples of qualifications	Quantity surveyor, restaurant manager, kindergarten/learning support educator (102)

Progression opportunities for learners after graduation	Those who complete this type of VET programme can enter the labour market or continue their studies at EQF levels 6, 7.
Destination of graduates	Information not available
Awards through validation of prior learning	✔ The evidence the applicant provides must be sufficient to demonstrate competence against the unit/s of competence. The applicant must also be able to demonstrate that this evidence is still current and relevant. This may be through a variety of means such as a portfolio of evidence, interviews, voluntary work, written answers, or a practical demonstration. The evidence of these skills and knowledge may be used to acquire partial qualification.
General education subjects	✔
Key competences	✔
Application of learning outcomes approach	✔
Share of learners in this programme type compared with the total number of VET learners	5.9% (103)

[100]Both ECTS and ECVET are regulated by Subsidiary Legislation No 327.431 – The Malta Qualifications Framework for Lifelong Learning Regulations: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11927&l=1. The authority is vested in the National Commission for Further and Higher Education (from 2021 Malta Further and Higher Education Authority). According to the referencing report (4th revised edition available at: https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf) 1 ECTS/ECVET is defined as being equivalent to a workload of 25 hours of total learning. Out of these 25 hours, a minimum of 5 hours need to be contact hours. The rest can be self-learning.

[102]As described in national context.

[103]The latest available figure is 5.9% as per National Commission for Further and Higher Education publication: https://mfhea.mt/wp-content/uploads/2021/08/2015-%E2%80%93-2016%E2%80%8B-NCFHE.pdf

EQF 6

VET bachelor degree

Programmes,

WBL 15-20%,

3-4 years

ISCED 655

Initial VET (bachelor degree) programmes leading to EQF level 6, ISCED 655

EQF level	6	**ISCED-P 2011 level**	655
Usual entry grade	18+	**Usual completion grade**	21+
Usual entry age	18+	**Usual completion age**	21+
Length of a programme (years)	From 3 to 4		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓
Is it offered free of charge?	✗ Unless a private provider is chosen by the learner. Full- and part-time courses offered by private providers are against payment. Part-time courses at Malta College of Arts, Science and Technology are offered against payment.	**Is it available for adults?**	✓
ECVET or other credits	180 credits (ECVET) – 3-year bachelor course 240 credits (ECVET) – 4-year bachelor honours course (104)		

Learning forms (e.g. dual, part-time, distance)	• school-based learning (contact studies, including virtual communication with the teacher/trainer) • internship
Main providers	• Malta College of Arts, Science and Technology • Institute of Tourism Studies • private VET providers
Share of work-based learning provided by schools and companies	25%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school • internship
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	Learners must hold an EQF level 4 certificate.
Assessment of learning outcomes	All VET programmes are based on a number of study units, each of which is based on learning outcomes. This course includes both formative and summative assessment. Formative assessment that includes take-home assignments, and class-based/workshop-based/laboratory-based. Summative assessment is in the form of controlled assessment (examinations) for every unit. Students have the option of a resit. Should they fail the resit they will be given the option to repeat the study unit. Students are generally expected to undertake an internship monitored by college-based staff as well as by tutors provided by the employer. Assessment also includes the presentation of a dissertation.
Diplomas/certificates provided	VET bachelor degree
Examples of qualifications	Environmental engineer, mechanical engineer, marine engineer (105).

Progression opportunities for learners after graduation	Those who complete this type of VET programme can enter the labour market or continue their studies to EQF level 7 (either VET or General education orientation)
Destination of graduates	Information not available
Awards through validation of prior learning	✔
General education subjects	✔
Key competences	✔
Application of learning outcomes approach	✔
Share of learners in this programme type compared with the total number of VET learners	>1% (106)

[104]Both ECTS and ECVET are regulated by Subsidiary Legislation No 327.431 – The Malta Qualifications Framework for Lifelong Learning Regulations: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11927&l=1. The authority is vested in the National Commission for Further and Higher Education (from 2021 Malta Further and Higher Education Authority). According to the referencing report (4th revised edition available at https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf) 1 ECTS/ECVET is defined as being equivalent to a workload of 25 hours of total learning. Out of these 25 hours, a minimum of 5 hours need to be contact hours. The rest can be self-learning.

[105]As described in ILO: international standard classification of occupations: ISCO 08, http://www.ilo.org/public/english/bureau/stat/isco/

[106]2016

EQF 7

Master programmes, 2-3 years

ISCED 757, 767

Initial VET(Master) programmes leading to EQF level 7, ISCED 757, 767

EQF level	7	**ISCED-P 2011 level**	757, 767
Usual entry grade	13+	**Usual completion grade**	13+
Usual entry age	22+	**Usual completion age**	25+
Length of a programme (years)	3 (up to)		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓
Is it offered free of charge?	✓	**Is it available for adults?**	✓

ECVET or other credits	90 ECTS (107)
Learning forms (e.g. dual, part-time, distance)	• Face-to-face classroom tuition • Blended on-line learning
Main providers	• Malta College of Arts, Science and Technology • private VET providers
Share of work-based learning provided by schools and companies	0
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• Practical training at school
Main target groups	Programmes are available mainly for graduates who have also had some years of work experience.

Entry requirements for learners (qualification/education level, age)	Learners must hold an EQF level 6 qualification.
Assessment of learning outcomes	All VET programmes are based on a number of study units, each of which is based on learning outcomes. This course includes both formative and summative assessment. Formative assessment that includes take-home assignments, and class-based/workshop-based/laboratory-based. Summative assessment is in the form of controlled assessment (examinations) for every unit. Students have the option of a resit. Should they fail the resit they will be given the option to repeat the study unit. Assessment also includes the presentation of a dissertation.
Diplomas/certificates provided	Master degree
Examples of qualifications	Specialist in product design, specialist in mechatronics, specialist in environmental engineering (108).
Progression opportunities for learners after graduation	Those who complete this type of VET programme can enter the labour market or continue their studies at EQF level 8 (general education orientation).
Destination of graduates	Information not available
Awards through validation of prior learning	✔
General education subjects	✔
Key competences	✔
Application of learning outcomes approach	✔
Share of learners in this programme type compared with the total number of VET learners	> 1% (109)

[107]Both ECTS and ECVET are regulated by Subsidiary Legislation No 327.431 – The Malta qualifications framework for lifelong learning Regulation: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11927&l=1. The authority is vested in the National Commission for Further and Higher Education(from 2021 Malta Further and Higher Education Authority). According to the referencing report (4th revised edition available at https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf) 1 ECTS/ECVET is defined as being equivalent to a workload of 25 hours of total learning. Out of these 25 hours, a minimum of 5 hours need to be contact hours. The rest can be self-learning.

[108]As described in national context.

[109]2016

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