EMPLOYMENT AND TRAINING CORPORATION

STRATEGIC ANALYSIS OF TRAINING OPERATIONS

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strategyworks

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ACKNOWLEDGEMENTS

SCOPE

This report was commissioned by the Ministry of Education and Employment (MEDE) and the Employment and Training Corporation (ETC), and is the key output of a strategic assessment of the training operations managed by ETC.   It seeks to answer a key management question and a set of inter-connected strategic questions:

KEY MANAGEMENT QUESTION

Should ETC continue to provide training services?

INTERCONNECTED STRATEGIC QUESTIONS

1. What training services does ETC current provide its customers?
2. What in-house functions does ETC currently employ to deliver training services to its customers?   What position does it occupy in the value chain?
3. Are other public entities capable of delivering similar training courses within a similar timeframe and at comparable / better return on investment?
4. Are there essential training courses being delivered by ETC that no other entity (private or public) is capable of, or interested in providing?
5. Are ETC's training services aligned with Government's policies on VET?
6. Are ETC's training services aligned with best practices for VET?
7. What value does ETC wish to bring its target users with the provision of training services?
8. What options are available to ETC should there still be a case for its participation in training services?
9. What provisions would need to be in place to ensure that it delivers training programmes that add value to participants?

The report does not address the current employability operations at ETC, although meetings were held with key personnel within that division to obtain an understanding of interfaces with ETC's training operations.

Guiding Principles

The proposed solutions to ETC's training operations are guided by a set of principles established by the Ministry of Education and Employment at the outset of this project:

1. ENSURE COMPLIANCE WITH GOVERNMENT FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING[1] REFORM

This project was commissioned in the initial stages of educational reforms in Malta which seek to make education and training better meet the needs of the labour market but also make lifelong learning a real possibility for individuals. Career management skills are typically associated with six sectoral areas: schools, vocational education and training (VET), higher education, adult education, employment and social inclusion. ETC's current position in the training value chain means that its operations are inevitably impacted by policies and strategies on all of these areas.

The report is informed by the publication of a number of recent national policies and strategies whose recommendations dovetail with the scope of this strategic analysis of ETC's training operations. These include:

- National Employment Policy (2014)

- Framework for the Education Strategy for Malta 2014-2024 (2014)

- Lifelong Learning Strategy 2020 (2014)

- An Early School Leaving Strategy for Malta (2014)

- Malta's National Reform Programme under the Europe 2020 Strategy (2013)

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[1] Vocational Education and Training (VET) means that part of tertiary education and training which provides accredited training in job related and technical skills. It is a complex policy area, situated at the intersection of education, training, social, economic and labour market policies. It is expected to address a range of issues: the present and future skill demands of the economy; individual citizens' needs for short- and long-term employability and personal development; and society's requirement for active citizens.

The emerging national VET context in Malta includes:

- The ongoing resourcing of NCFHE to manage MQC and provide accreditation for VET courses;

- Government's support of MCAST as the leading VET institution in the country;

- The merging of the Early School Leavers Directorate with the Directorate of Lifelong Learning.

Any solutions for training operations at ETC therefore need to be addressed in a holistic manner and in the national interest, as opposed to the narrower scope of solutions that would solve ETC's current training operations challenges.   This includes questioning whether ETC's core mission as a training institution has been superseded.

2. ENSURE COMPLIANCE WITH EU VET FRAMEWORK

This report is informed by the recommendation of recent and seminal studies[2] and a number of international documents relating to adult learning, including:

- Key reports on VET developed by Cedefop and ETF.

- The Survey of Adult Skills (PIAAC): Implications for education and training policies in Europe (October 2013)

- Education and Training Monitor (2013)

- Education and Training 2020 (ET 2020), the new strategic framework for European cooperation in education and training that builds on its predecessor, the Education and Training 2010 (ET 2010) work programme.

- Council conclusions on efficient and innovative education and training to invest in skills, supporting the 2014 European Semester, particularly those on the role of education and training in the implementation of the 'Europe 2020' strategy (2011/C 70/01) and the final outcomes of the Budapest Conference (March, 2011) on implementing the Action Plan on

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[2] See the 'Further Reading' section in this document.

Adult Learning.

[Also see EU VET Framework in the next section]

3) ENSURE COMPLIANCE WITH THE FURTHER AND HIGHER EDUCATION FRAMEWORK

The Ministry of Education and Employment is working to coordinate, rationalise and streamline operations both within the Ministry and its arms-length organisations. ETC's vocational training operations need to fit within the overall Further and Higher Education Framework, with clear separation of the responsibilities for policy-making, strategy, accreditation, quality assurance and delivery - with funding as a cross-cutting function.

MEDE is committed to translate policy into process.   The Framework being incorporated by MEDE is directed as much by political ideology and socio-economic exigencies in Malta as by EU frameworks and best practices. Its successful implementation is as dependent on political will to support resourcing and structural changes as on the systemic embedding of key strategies into day to day lifelong learning practices. Clear central ownership of national policies and strategies and a commitment to deliver underlying programmes within prescribed timeframes and benchmarks represent a vital first step in the journey to implementation.

The reaffirmation of the Framework will strengthen institutional capacities and inter-institutional cooperation to ensure comprehensive and consistent policy approaches across the relevant government entities. **Figure 1** overleaf provides an overview of the Further and Higher Education Framework being implemented by MEDE within the Ministry and the organisations that report into the Ministry.
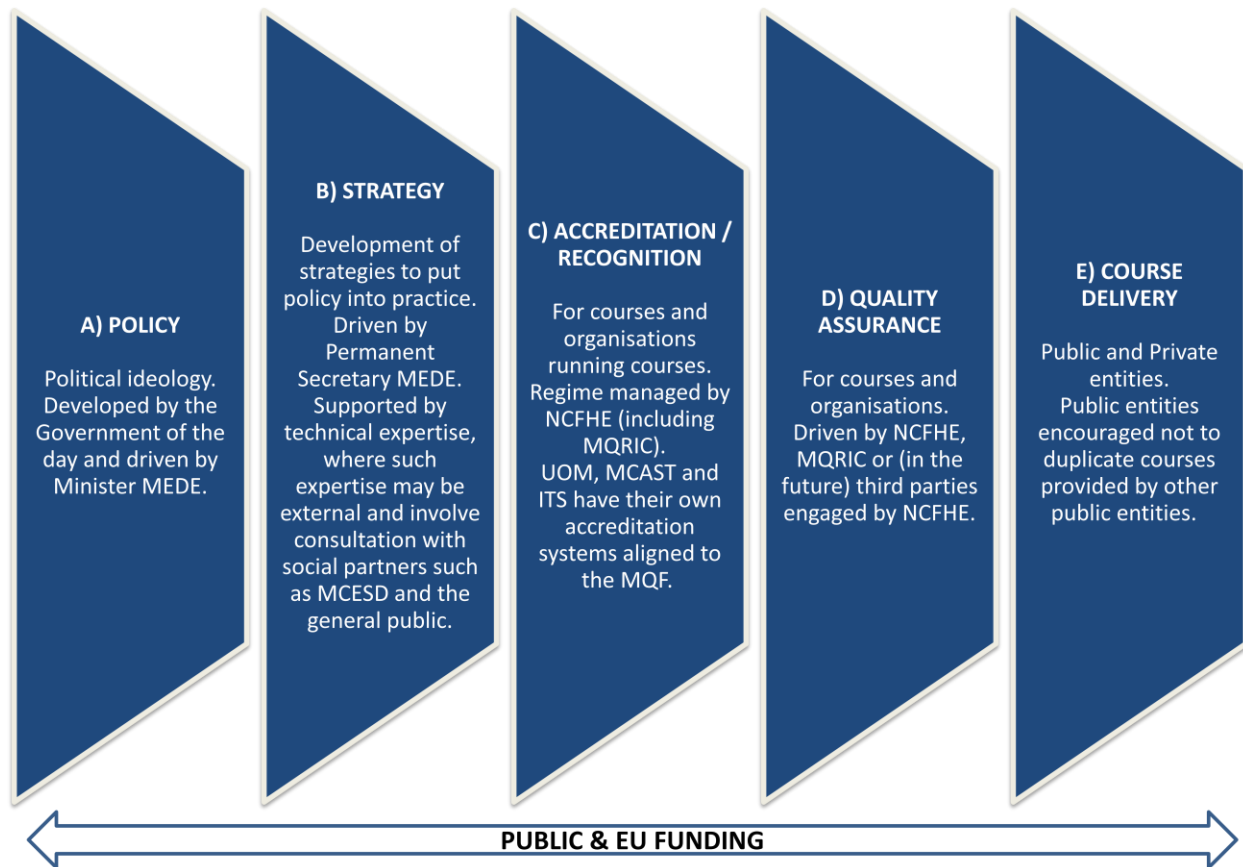
Figure 1:   Overview of the Further and Higher Education Framework

4. RECOGNISE THE NEED TO ELIMINATE OVERLAPS AND DUPLICATION IN VET COURSES OFFERED BY PUBLIC ORGANISATIONS.

The Lifelong Learning Strategy 2020 calls for public VET organisations to coordinate their courses and eliminate clear overlaps in their course offers.   It is vital that public education and training moves away from long-established 'siloed' practices managed by separate institutions within the jurisdiction of separate ministries, public bodies and institutions and focuses firmly on the strategies that may deliver value to citizens.

Within the context of this report, it was suggested that overlapping training courses would exist when two or more public entities offer the same course with similar methodologies at the same time for the same target groups of learners.   In practice, Government is seeking to rationalise its VET offer to obtain a better return on its investment.

Public training organisations need to recognise that VET training in Malta is already being delivered by a wide range of entities:

Public Institutions engaged in Vocational Education and Training	Other Organisations engaged in formal and informal Vocational Education and Training
• University of Malta (self-accrediting, post secondary and tertiary level courses) • MCAST (self-accrediting, post secondary and tertiary level courses to MQF Level 7) • Higher Education Institutions, mainly representing foreign universities (post secondary and tertiary level courses, accredited by NCFHE) • The Directorate for Lifelong Learning (courses up to MQF Level 5, accredited by NCFHE) • Employment and Training Corporation • Institute of Tourism Studies (self-accrediting courses to MQF Level 5) • Foundation for Education Services (Youth Inc. programme[3]) • Local Councils • Museums and Public Libraries • Correction Institutions	• Foreign Universities • Private Training Organisations • Technical Institutes • NGOs and NVOs • Prison Education Association at Corradino Correctional Facility • The Catholic Church • Trade Unions • Political Parties • Sports and Cultural organisations • Private Museums and Libraries

Table 1:   Organisations involved in Formal and Informal Learning

5. BRIDGE THE GAP BETWEEN THE SKILLS OF UNEMPLOYED PEOPLE AND THOSE NEEDED TO SECURE EMPLOYMENT WITHIN THE NATIONAL EMPLOYMENT POLICY FRAMEWORK

Since its inception, training has been perceived to be part of a solution to the perennial problem of unemployed people. Within this context, training continues to be considered as a key 'trigger' for stimulation, by upgrading the skills base of that portion of the Maltese workforce

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[3] See http://www.youthinfo.gov.mt/default.asp?m=cat&id=793

that is not in employment, or wishes to change employment.

The National Employment Policy aims to stimulate activation of inactive people into employment through measures to: increase female employment; empower young people; extend older people's time in employment; address disability mismatches; and address Gozo's economy / labour supply insularity.   It also provides detail on the deficit in the skills base of Malta as opposed to the EU28 and the need for concrete action.   The following Malta statistical data is particularly pertinent:

- One of the highest rates of workers with a low level of education (equivalent to ISCED 0-2).

- Second highest share of workers in the EU (44.1 per cent) who at best have an educational attainment of ISCED 2. When it comes to ISCED level 3-4, Malta has the third lowest share of workers amongst Member States[4].

- High percentage of youths with low levels of education: Malta ranks third in terms of youths with a level of education ISCED 0-2. As regards ISCED 3-4 and 4-6 education levels, Malta scores in the fifth and eighth position from the bottom respectively.

- Early school leavers are 20.9% versus an EU 2020 target of 10%, occupying the second place from the bottom in the EU.

- Malta ranks in the seventh place from the last as regards tertiary educated workers in the EU.

- Growth in the local labour market is anticipated to be mainly driven from higher female (58.0 per cent by 2020) and old age (41.5 per cent by 2020) participation in the labour market.

- Malta's aggregate employment ratio is expected to increase to a minimum of 70.0 per cent by 2020. Despite registering higher labour hours worked, Malta's labour productivity per hour has been consistently falling over the years. European Commission forecasts show that up to 2015, per capita real GDP in Malta is expected to increase by an annual average

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[4] All figures Eurostat, 2014.

of 1.7 per cent. Rising nominal unit labour cost coupled with a diminishing productivity per labour hour leave Malta in a state of deteriorating competitiveness in contrast to its European counterparts.

6. IMPROVE ALIGNMENT OF THE TRAINING OFFER WITH THE NEEDS OF THE LABOUR MARKET AND THE ECONOMY

Any future role for ETC in training needs to be driven by the needs of the labour market, and the skills it needs.

Malta's aggregate employment ratio is expected to increase to a minimum of 70.0 per cent by 2020. Despite registering higher labour hours worked, Malta's labour productivity per hour has been consistently falling over the years.   European Commission forecasts portray that up to 2015, per capita real GDP in Malta is expected to increase by an annual average of 1.7 per cent.

Rising nominal unit labour cost coupled with a diminishing productivity per labour hour leave Malta in a state of deteriorating competitiveness in contrast to its European counterparts. Failure to address this limitation will translate into a wider gap between the standard of living for Malta and other European Member States.

7. RECOGNISE THAT GOVERNMENT-SPONSORED TRAINING WILL STILL NEED TO MEET SOCIAL OBLIGATIONS

Government is cognisant of the fact that while investing public money in knowledge and skills brings direct economic benefits both to individuals and to Maltese society, vocational education and training is   a fundamental right of all citizens living in a modern democracy that believes in social cohesion, active citizenship, social justice and intercultural dialogue.

Government is obliged to provide equal training opportunities for all citizens. Education, training systems and employment need to be permeable and support social mobility. More needs to be done to address issues related to diversity in Maltese society, and specifically marginalised individuals and communities. Aspects and criteria that come into play with an

inclusive adult education system include gender, class, age, sexuality, physical and mental capacities, ethnic group and origin, social group, care obligations, access to education, training and qualification, professional experience, work content / environment and networks.   Access to relevant VET is vital if people are to be given fair opportunities to discover and further develop their talents: it is also an economic necessity if all potential in the labour force is to be maximised.   VET helps people achieve goals other than those aimed at increasing earnings, such as taking an active part in civic life, leading a more sustainable lifestyle, improving health and wellbeing and active ageing. VET has the potential to benefit society by reducing crime and encouraging community activities.

8. FUTURE-PROOF

Although this is an analysis of ETC's current operations, it inevitably deals with the short and medium term future of the organisation.   The solutions developed must be future-proof, and for vocational training in all contexts - as opposed to quick fixes for ETC.   Although this report focuses on ETC's training operations, it addresses vocational training in all *contexts*: formal, non-formal and informal education and including education in the workplace (work-based learning) as well as apprenticeships.

Future-proofing VET also requires an awareness of some of the fundamental drivers for lifelong learning:

1. Lifelong learning presupposes opportunities for learning at any age.

2. Learning can occur in traditional education and training institutions, but also at the work place (on or off the job), at home and during one's free time.   Learning may occur in the family, and in many different cultural and community settings, including virtual settings.

3. Learning relates to a process of constant *intentional* acquisition of knowledge.   Lifelong learning spans the acquisition of life skills to adaptability to active ageing.

4. We use 'learning' to refer to all kinds of formal education and training, irrespective of whether these are associated with certification.

5. Lifelong learning is synonymous with personal fulfilment, critical thinking and active citizenship.

6. Much of our learning takes place once we have completed our formal education.   Informal modes of learning nevertheless tend to reflect a degree of personal organisation.

7. The skills, knowledge, attitudes and behaviours that people acquire in day-to-day experiences outside formal education are valued by employers, and yet are not necessaril*y* *recognised* as 'valuable' since they often lack accreditation in the form of acquired, legally-regulated certificates.

8. Adult learning is increasingly associated with entrepreneurship, human skills development and the processes that enhance people's skills and make them more employable, including continuing professional development (CPD) and the acquisition of soft and communications skills.

9. Lifelong learning is increasingly associated with the empowerment of vulnerable and marginalised groups and fundamental in contributing to social inclusion and integration.

10. While investing public money in knowledge and skills brings direct economic benefits both to individuals and to Maltese society, lifelong learning as a fundamental right of all citizens living in a modern democracy that believes in social cohesion, active citizenship, social justice and intercultural dialogue. There must be equal opportunities and room for all. Lifelong learning helps people to achieve goals other than those aimed at increasing earnings, such as taking an active part in civic life, leading a more sustainable lifestyle, improving health and wellbeing and active ageing. Lifelong learning has the potential to benefit society by reducing crime and encouraging community activities.

Figure 2 overleaf summarises the eight key guiding principles for this report.
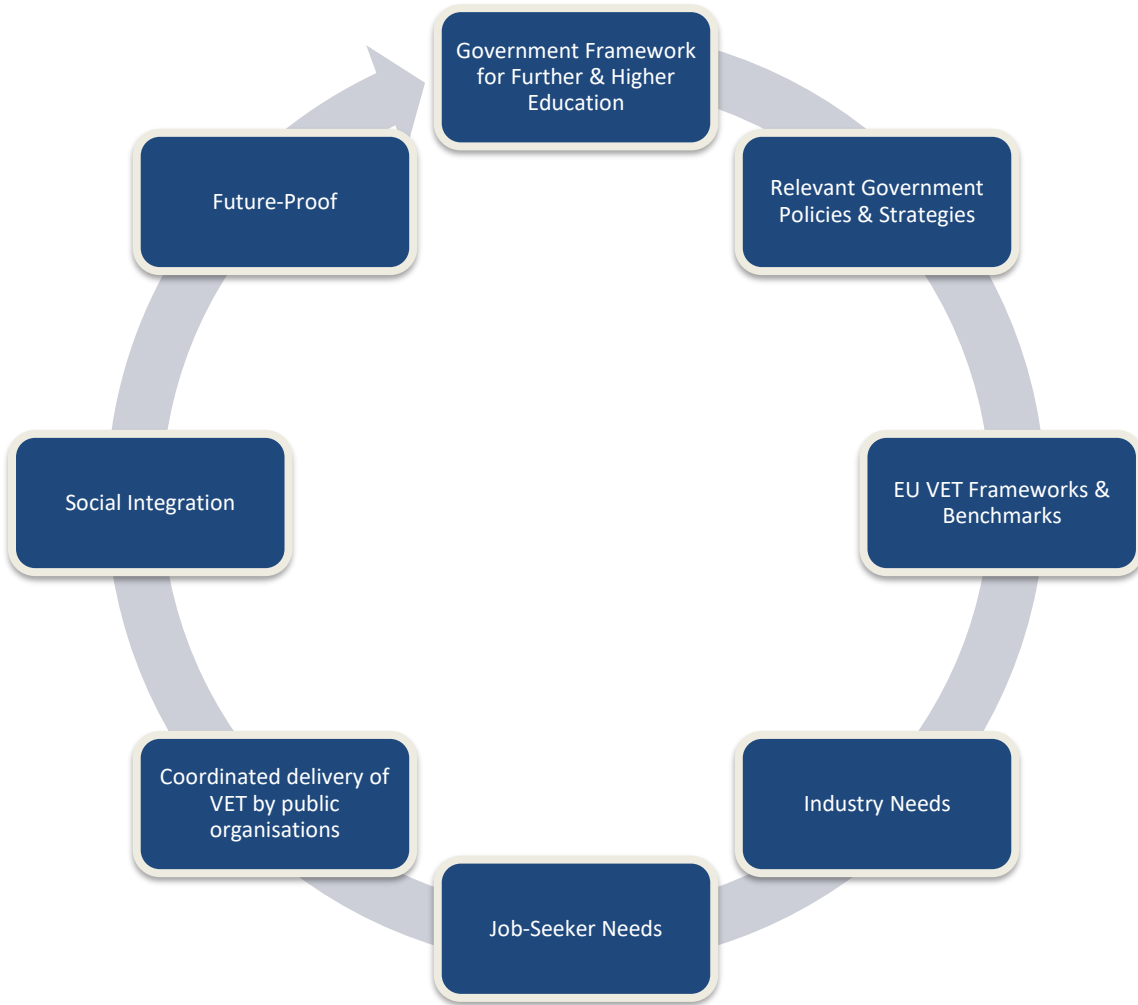
Figure 2:   Guiding Principles for Project

Designing a VET Framework

European Union Quantitative Benchmarks and Qualitative Priorities

In 2002, the European Union (EU) launched the Copenhagen process to modernise education and training systems and strengthen cooperation in VET. To build on progress, in 2010, at Bruges, the European Commission, the Member States and social partners established a new framework for European VET policy for 2010-20, which included qualitative priorities to support the Europe 2020 strategy[5] for smart, sustainable and inclusive growth. The European strategy also provides for a number of quantitative benchmarks.

QUANTITATIVE BENCHMARKS

Quantitative benchmarks are target EU averages for 2020: they are not national goals. Member States consider how and to what extent they can contribute to the collective achievement of the European benchmarks. Accordingly, Member States can also set their own national targets for 2020[6].

Europe 2020 benchmarks for employment, education and training are:

1. An employment rate of at least 75% for 20 to 64 year-olds.

2. Early school leavers from education and training should be less than 10%.

3. At least 40% of 30 to 34 year-olds should have tertiary-level educational attainment.

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[5] The Europe 2020 Strategy, and in particular the 2014 Annual Growth Survey, requests that member states protect or promote longer term investment in education and training, and pursue the modernisation of education and training systems, including lifelong learning, vocational training and work-based learning schemes, with a view to enhancing skills performance. See Europe 2020: a strategy for smart, sustainable and inclusive growth.

[6] See http://ec.europa.eu/europe2020/pdf/targets_en.pdf.

Quantitative benchmarks for education and training on the quantitative targets set in Education and training 2020 (Council of the European Union, 2009) are:

1. At least 15% of adults should participate in lifelong learning[7].

2. Low-achieving 15 year-olds in reading, mathematics and science should be less than 15%.

3. At least 95% of children between the age of four and starting compulsory primary education should participate in early childhood education.

4. At least 40% of 30 to 34 year-olds should have tertiary-level educational attainment.[8]

5. Early leavers from education and training should be less than 10%[9].

Other quantitative benchmarks agreed for 2020 (Council of the European Union, 2011; 2012) are:

1. Employed graduates (20 to 34 year-olds) leaving education and training no more than three years before the reference year should be at least 82%[10].

2. At least 20% of higher education graduates should have a period of related study or training (including work placement) road[11].

3. At least 6% of 18 to 34 year-olds with an initial VET should have had a related study or training[12].

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[7] The percentage of the population aged 25 to 64 participating in education and training during the four weeks prior to the survey (Eurostat, labour force survey).

[8] Percentage of those aged 30 to 34 who successfully completed tertiary-level education at ISCED levels 5 and 6 (Eurostat/Unesco/OECD/Eurostat database).

[9] The share of the population aged 18 to 24 with only lower secondary education or less and no longer in education or training (Eurostat, labour force survey).

[10] Measured as the share of the employed population aged 20 to 34 who graduated up to three years before and who are not currently enrolled in any further education or training activity.

[11] The period of study or training should represent a minimum of 15 European credit transfer scheme credits or last a minimum of three months.

[12] The period of study or training should last a minimum of two weeks, or less if documented by Europass.

QUALITATIVE PRIORITIES

Europe 2020 and Education and training 2020 also set priority areas which Member States agreed to work on to improve. These were supplemented by the Bruges communiqué (Council of the European Union; European Commission; 2010), which set out 22 short-term deliverables or intermediate objectives, contributing to European VET policy strategic goals for 2020.

The qualitative priorities of European VET policy can be summarised as:

- Making initial VET an attractive learning option with high relevance to labour market needs and pathways to high education

- Easily accessible continuing VET for people in different life situations simplifying skill development and career changes

- Widening accessibility to VET making it more inclusive

- Flexible systems based on recognition of learning outcomes, including diplomas, and supporting individual learning pathways; supporting permeability and making it easier to move between different parts of the education and training system

- Cross-border mobility as an integral part of VET practice

- Skill development

- Language learning[13]

- Improving quality

- Encouraging investment in VET

- Technological innovation

- Entrepreneurship

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[13] Work continues to develop a language learning benchmark (Council of the Ministers responsible for higher education; 2009).

Over the next decade, the EU will face multiple challenges in ensuring growth and jobs, as countries face the issues of high unemployment, increased poverty levels, reduced capital investment, increased public deficits and uneven growth.   The Europe 2020 strategy constitutes a reference framework that takes into account these concerns and also represents an anchor for reforms in EU countries.

The key claim that education and training have a strategic role to play in supporting the economic recovery in Europe needs to engage with a global conundrum - the twin crises of a shortage of jobs and a shortage of skills. According to McKinsey (2013) only half of young people believe that their post-secondary studies improve their employment opportunities; yet 39% of employers say a skills shortage is a leading reason for entry-level vacancies.   This implies a disconnect in the perceptions of employers, education providers and young people. One-third of employers say they never communicate with education providers; of those that do, fewer than half say it proved effective. Meanwhile, more than a third of education providers report that they are unable to estimate the job-placement rates of their graduates. Of those who say they can, 20 percent overestimated this rate compared with what was reported by youth themselves. Nor are young people better informed: fewer than half say that when they chose what to study they had a good understanding of which disciplines lead to professions with job openings and good wage levels.

Modern VET systems attempt to manage the dialectic between three variables:

1. Employment requirements (what the student needs to be able to do in employment)
2. Learning requirements (what the student needs to learn to be effective in employment
3. What the student has learned and is able to do in employment

Available education and courses for adults with poor basic skills are not sufficiently motivating, so we need relevant courses that motivate and boost self-confidence.   Many adults need to strengthen their basic skills without necessarily taking a full primary and lower secondary education.   Many cannot leave work and can only learn after working-hours. There are few goal-oriented courses for basic skills; the same applies for adapted courses in the workplace or in connect in with vocational training or other job-related training.

According to the best practices articulated in the Copenhagen Process as amended by the Bruges Communiqué, these practices have gradually shifted VET to a learning outcomes approach.

To respond to current and future challenges, European VET systems should ideally have the following attributes:

A) Be flexible but of a high quality.

B) Adapt to labour market evolutions and understand emerging sectors and skills.

C) Provide tailored and easily-accessible continuing training.

D) Sustain VET through a common approach to quality assurance.

E) Empower learners to adapt to and manage change by enabling them to acquire the key eight key lifelong learning competencies.

F) Be inclusive.

G) Facilitate and encourage VET learners' and teachers' transnational mobility.

H) Be adequately, efficiently and equitably funded.

METHODOLOGY AND PROCESS OVERVIEW

This report identifies the areas of national priority and consolidates, crystallises and builds on ideas and processes already taking shape with ETC and other interested stakeholders such as to ensure a single, coherent place to guide actions on training currently within the remit of the ETC.

Where possible, we have adopted a tabular format and used tables and diagrams to facilitate a quick review of the main issues and recommendations.

We adopted a very iterative approach in working through this project.

- We made extensive use of workshops, one to one interviews and follow-up meetings with key customers and stakeholders to understand operational issues and gaps between promise and execution of training services and obtain a grounded analysis of the current situation.

- We developed the proposed solutions after consultation and discussions with key decision-makers before the delivery of the report. This helped triangulate and fine-tune the key recommendations and determine pragmatic implementation timeframes.

We broadly followed a five-phased process as follows:

PHASE 1: STRATEGIC REVIEW OF CURRENT TRAINING OPERATIONS

- Internal workshops and interview

- Review of internal documentation, including green papers, plans, reports. Specifically,

- SWOT techniques to deconstruct the public-facing components and customer perceptions of the core training offer including: courses; infrastructure; processes; organisation (structure and people). These also helped us to understand the current in-house capability and propensity to engage in training needs assessments, marketing, branding and customer engagement operations.

- Identification of current and prospective customers and stakeholders in the ETC training value chain.

PHASE 2: STRATEGIC ANALYSIS

We assessed ETC's training services and supporting operations, focusing on how ETC is creating, delivering and capturing value to its target customers and stakeholders. We levered on:

- Market intelligence from Cedefop and ETF. We modified the analytical framework developed by ETF as part of the Torino Process[14] to assess ETC's training operations within current EU best practices.

- Recent experiences of the Austrian equivalent of ETC, the Public Employment Service (AMS). Austria is considered to be a model of best practice for VET by Directorate General Education and Culture at the EU.

- Business Model Canvas. This ensured that we considered all key components of ETC's operations.

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[14] The Torino Process is a participatory process leading to an evidence-based analysis of VET policies in a given country. It is carried out in order to build consensus on the possible ways forward in VET policy and system development. This includes the determination of the state of the art and vision for VET in each country, or, after a two-year period, an assessment of the progress that countries are making in achieving the desired results. The added value of the Torino Process lies in the fact that it embeds VET within the socioeconomic context, and ensures that the analysis is informed by relevant evidence and takes place through structured dialogue.

More specifically, the Torino Process is a vehicle for:
- developing a common understanding of a medium-term vision, priorities and strategy for VET development, exploring possible options for implementing this vision and/or making further progress;
- developing awareness, capacities for analysis, and policy prioritisation tools;
- updating the analyses and achievements at regular intervals, and monitoring progress;
- monitoring the implementation of long-term strategies (for instance, roadmaps);
- contributing to impact-oriented policy making;
- providing opportunities for capacity development and policy learning within and among partner countries and with the EU;
- empowering countries to better coordinate the contributions of donors towards achieving agreed national priorities.

PHASE 3:   STRATEGIC OPTIONS

- Identification of a set of high-level, mutually-exclusive strategic options available for ETC to change its training operations within the pre-determined scope of the project, and within the context of structures, resources, skill sets, competitive environment and overall corporate culture.

- Assessment of solutions under consideration.

PHASE 4:   RECOMMENDATIONS

- High-Level repositioning for ETC

- Objectives for a new system for the organisation and governance of training operations currently managed by ETC

- Benchmarks

- Set of high-level recommendations that align the new system to objectives

PHASE 5:   ACTION PLAN AND CRITICAL SUCCESS FACTORS

- 12-24 Month Action Plans to enable ETC to implement the proposals in the strategic assessment, identifying tasks, responsibilities and timeframes.

- Identification of Critical success factors inherent in the strategic assessment.

Figure 3 overleaf is an overview of the process we followed in this project.

Strategic Review

•SWOT Training Operations
•Interviews & Workshops with Key Internal and External Stakeholders
•Internal Documentation

Strategic Analysis

•Gap Analysis Techniques
•Use of market intelligence, Business Model Canvas & VET Best Practices
•Analytical Frameworks

Strategic Options

•Potential models for ETC Training Framework
•Triangulation of potential solutions with ETC management & Key Stakeholders

Recommendations

•Guiding Principles for repositioning of ETC Training Operations
•High-Level Recommendations
•Supporting High-Level Programmes

Action Plans and Critical Success Factors

•12-month and 13-24 month Action Plans
•Critical Success Factors inherent in the Recommendations

Figure 3:   Overview of Project Methodology and Process

STRATEGIC ASSESSMENT

This section analyses how the organisation creates and delivers value to its target customers and interested stakeholders through its training operations.

The section headings broadly follow the Business Model Canvas modules. The analysis sub-sections lever on elements of the analytical frameworks proposed by Cedefop and ETF for vocational education and training.

For the purposed of detailed analysis, we have primarily focused on the key aspects **of value proposition, training services** and **resources**, since the analysis of these aspects of ETC's operations *cuts across the entire public-facing training activities of the organisation*.

GUIDING PRINCIPLES TO ANALYTICAL FRAMEWORK

There are four guiding principles to the analytical framework we adopt:

1. **Ownership of both the process and the results** by ETC, MEDE and relevant stakeholders. Ownership is a key factor in ensuring that outcomes of ETC's training operations have a sustained influence on national policy.

2. **Broad participation in the process** by ETC, MEDE and relevant stakeholder groups, including social partner representatives, schools, trainers, teachers, local authorities, company representatives, researchers and civil society representatives. This provides the basis for reflections and consensus building by local actors, thus making the connection between policy analysis and agreements about policy choices and implementation.

3. **A holistic approach**, using a broad concept of VET for both young people and adults and adhering to a system approach, taking into account not only the system elements and how they communicate, but also how the VET system responds to the economic and social environment in which it operates. The Analytical Framework comprises the policy vision for VET, an analysis of the external and internal efficiency of the system, and governance and financing issues.

4. **An evidence[15]-or knowledge-based assessment**, which is seen as essential for countries to make informed decisions about policy developments and to measure progress and, where relevant or of interest to the country, to benchmark against EU experiences. This evidence-based approach is also fundamental for capturing and scaling up good practice from pilot to system level.

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[15] Evidence can take many forms, such as experience and evaluation of practice, the results of scientific analyses, quantitative and qualitative research, basic and applied research, and the development of statistics and indicators. Education and training are part of the diverse cultural traditions and identities of countries and they interact with a web of other policies. In these circumstances, there can be no simple prescriptions about what makes good policy or practice. This makes it all the more important to know as much as possible about what works, for whom, under what circumstances and with what outcomes (European Commission, 2007).

Current ETC Training System

ETC currently provides a set of **Training Services**, all of which collectively form part of ETC's Employability Programme.

Table 2 overleaf is a summary overview of training services. Each service is analysed individually under its respective heading further in this section.

As a provider of training services, ETC is engaged a set of supporting **Training Functions.** These are tabulated in **Table 3** below**.**

Collectively, the Training Services and their supporting Training Functions may be considered to be **the ETC Training System** which is being assessed in this report.

ETC TRAINING SERVICES	ETC TRAINING SERVICES OVERVIEW
Short Competence-Based, Accredited Courses	• Courses designed by ETC and primarily targeting unemployed people. • Courses accredited at MQF Levels 2-4 by NCFHE • Driven by ETC assessment of needs of people on unemployment register. • Partly-funded by European Social Fund. • All courses subject to Quality Assurance
Traineeship Schemes	• Dual system of occupational skill development programme, targeted at new labour market entrants, unemployed clients or employees involved in restructuring exercises. • Address industry skill shortages. • Offered to employers willing to recruit people qualified for a traineeship.
Apprenticeship and Work-Based Learning Schemes	• Dual system of vocational education and training, incorporating on the job placement and theoretical instruction at MCAST. • Extended Skill Training Scheme, Technician Apprenticeship Scheme and Trade Testing • Schemes in process of being migrated to MCAST.
Entrepreneurship Programmes	• Training, personal advice, mentoring and counselling services on starting a business and financial grants.
Inclusive Employment Services	• Employment & Training Services to disadvantaged and marginalised groups. • Job Coaching and Learning Support Assistance • Monitoring of co-operation agreements with NGOs. • Bridging the Gap Scheme. • ESF-Funded Sheltered Employment Project. • Delivery of language courses (Basic English and Maltese for Third Country Nationals) • Course dedicated to cultural awareness and employment (Living and Working in Malta). • Integration of Third Country Nationals in Maltese Society (Delivery of basic English and Maltese language classes for Third Country Nationals and a course dedicated to cultural awareness and employment (Living and Working in Malta).
Training Subsidy Schemes	• TSS provides financial grant payable to individuals wishing to follow a training program. • TSSA provides financial grant payable to individuals who wish to follow a program at MQF 5, 6, 7 in an area related to Digital Media (Software development/ Gaming) or Financial Services.

Table 2:   Overview of ETC Training Services

ETC TRAINING FUNCTIONS	ETC TRAINING FUNCTIONS OVERVIEW
Course Design and Accreditation	• Development of curriculum • Development of accreditation documentation • Liaison with NCFHE to secure MQF accreditation.
Course Quality Assurance	• Development of documentation • Liaison with NCFHE to agree QA processes in relation to course and trainers
Course Guidance	• Provision of advice and information on courses to trainees (primarily people on the unemployed register). • Guidance closely linked to the unemployment benefits system.
Course Funding	• Lobbying for funds for training courses. • Development of requisite budgets for training courses.
Sourcing, Interviewing and Engagement of Trainers	• All activities related to securing the services of trainers. Most of these are freelancers
Course Marketing	• Marketing of courses to job-seekers. • Advertising using paid, earned and owned media.
Logistics & Itinerary Planning	• Management of training facility. • Development of training itineraries.
Course Management and Monitoring	• All activities related to day to day management of courses. • Monitoring of courses, particularly for QA purposes.
Regulation of Job-Seekers attending Courses	• Administration procedures
Training Financial Administration	• Payment of training fees.
ICT and Knowledge Management	• Management of in-house knowledge management systems.

Table 3:   Overview of ETC Training Functions

Value Propositions

The value propositions of ETC can be deconstructed by identifying:

1. The value that ETC delivers to its customers through its vocational training operations.

2. The set of customer problems ETC helps solve through its training operations

3. The bundles of products and services ETC offers to each customer segment

4. The specific customer needs ETC claims it satisfies

ETC was set up in 1990 as an arms-length public corporation by an Act of Parliament. **Appendix 1** includes the relevant extracts from the Employment and Training Services Act, Chapter 343 that identify its legal responsibilities in delivering employment and training services.

ETC is licensed by the NCFHE as a Further & Higher Education Institution (Licence No. S5).

CLAIMS

The following mission statement was recently communicated to externals[16] and serves as a useful indicator of ETC's value proposition claims:

- Enhancing employability by recommending policies

- Implementing initiatives aimed at empowering, assisting and training jobseekers to facilitate their entry and / or re-entry into the active employment market

- Promoting workforce development through skills and competency development

- Assisting employers in their recruitment and training needs.

There are further relevant public claims on the website:

- ETC helps clients enter the labour market

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[16] Presentation to President EESC, 24th June 2014.

- ETC helps people enter into paid work

- ETC helps people improve their career if they are already in employment

- ETC assists people find the right job - be it full time or part time, temporary or permanent

- Training programmes are designed according to local labour market needs.

LINKAGE OF TRAINING TO EMPLOYMENT SERVICES

The ETC website includes a detailed overview of the Unemployment Register[17] and the process which regulates the system - including entry into the Register; the obligation on a job-seeker to attend a Job search Seminar; and the role of the Employment Advisor who 'supports and guides the Jobseeker's search for work and training opportunities, through a Personal Action Plan'.   Training and Employment schemes are the primary tools available to the Employment Advisor as a means of improving the job-seeker's chances of securing employment.   Should the job-seeker default from participating in a training course, ETC has the right to consider the job-seeker as not being interested in employment services, and proceed with removing the job-seeker from the Unemployment register and terminating unemployment benefits.

The regulations imposed on a job-seeker using ETC employment services clearly link training to the regulation of the unemployment benefit system.   Training is primarily held during the day as a deterrent to participants moonlighting. On first registration, job-seekers are issued with a magnetic card with fingerprint details.   The serves as a means of audit and communication between ETC and job-seekers, with a chit (small printout) issued every time the job-seeker registers.   Messages on the chit include information on Job Search seminars, training courses, job fairs, and interviews at ETC or with employers.   .

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[17] Persons on part 1 of the register are required to register once a week. Persons on part 2 of the register renew their registration once a month at their respective Department of Social Services (DSS) area office.   Job-seekers who have been on the register (both Part I and II) for more than three months cannot refuse a job offer, even if it is less-skilled than the stated job preference.   Jobseekers that have been on the unemployment register for more than three months cannot refuse job offers that pay at least the minimum wage.

ANALYSIS: VALUE PROPOSITIONS

This section looks at various Value Propositions to determine whether ETC is delivering its core mission as a provider of vocational training services when placed within the context of a national vocational education and training (VET) framework.

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Value Proposition
1. **Vision for VET System in Malta**	1.1. Existence of medium-to long-term vision for the development of the VET system, formulated in a public strategic document	**PARTIAL** Conceptually, it is the responsibility of the Ministry to develop VET policy. In practice, subsequent administrations have frequently delegated the drafting of policies to authorities and agencies. To date, there is no dedicated VET Policy in place which articulates ETC's role in the VET value chain. ETC's involvement in VET is institutionalised by its enabling legislation **(see Annex 1)**. The Employment Policy was published in 2014 and includes a section on ETC operations and a set of high-level recommendations. Lifelong Learning Strategy 2020 will be published on 10 October 2014 and includes a set of strategies and supporting programmes that relate to VET, and refer to the ETC training operations NCFHE working with MEDE to develop a VET policy. The publication date is not known.
	1.2. Adoption of relevant Policies and Strategies	**TOO EARLY TO DETERMINE** The Employment Policy was published earlier in the year and the Lifelong Learning Strategy is still a draft that needs public consultation. The Employment Policy is clearly the primary driver of ETC's future operations. The National VET policy is being

		coordinated by NCFHE to ensure that accreditation and coordination elements are aligned with provisions of Education Act and NCHFE operations. It is still uncertain as to how the VET policy will dovetail with the Lifelong Learning Strategy 2020.
	1.3. Overall relevance and level of alignment with sectors of priority for growth. The extent to which VET strategy is embedded in or coordinated with other national strategies for economic development, education etc.	**TOO EARLY TO DETERMINE** The Employment Policy clearly links human capital with the country's economic, social and sustainable development challenges. It includes a section on ETC operations and a set of high-level recommendations for change. There is a clear mismatch between labour demand and supply. The National Employment Policy's review of the current state of the labour market is eloquent in identifying a number of disconnects which question ETC's value proposition as a training organisation aimed at full employment: • The Top 20 jobs in 2012 were demanded by 3 out of every 5 registered unemployed, but when it comes to listed vacancies for the equivalent top 20 jobs, these account for 1 out of every 5 vacancies. This implies a clear mismatch between labour demand and labour supply. • There is no demand that meets jobseekers' requests for certain job descriptions such as petrol pump attendants, jobs related to cinematography, shopkeepers, assemblers, couriers, telephone operators, gardeners and horticultural, and student advisers. Accordingly, out of 58.3 per cent of unemployed persons, 23.4 per cent – two out of every five registered unemployed – are seeking non-existent jobs. • Another one-fifth of unemployed are registering for jobs for which they are under-qualified. Strategy 2 of the National Lifelong Learning Strategy promotes Adult Skills and VET as the optimum, flexible route to

		employability, personalised professional development and economic well-being.
		It is too early to assess the contribution of VET to the overarching national policy objective to develop human capital.
	1.4. Sharing of vision behind the strategy between government, stakeholders (e.g. employers and parents) and participants in the system (i.e. education professionals and students)	**NO**
		There are disparate interpretations of what constitutes VET within MEDE, ETC, NCFHE, MCAST and the University of Malta (UOM) – let alone common buy-in into a 'vision'.
		Organisations have been long entrenched in their various positions within the VET value chain without having to question 'vision'; in ETC's case, its role in 'training' is due to its enabling legislation and has therefore 'not been up for negotiation' until now.
		There is a prevalent belief among organisations that under subsequent administrations, MEDE entrusted VET policy-design to third parties such as ETC, MCAST and NCFHE. The latter has in fact been entrusted to develop a draft VET policy for MEDE, although this appears to have been instigated by EU obligations to deliver a policy on VET in the absence of a lifelong learning strategy.
		There is no information available on the vision that parents and students have on VET. ETC job-seekers are obliged to attend training courses to retain their unemployment benefits (see section on Short Courses).
		In 2013, ETC commissioned an Employment and Skills Survey for the First Half of 2013. The statistical report[18]is meant to be repeated on a regular basis. It was primarily commissioned as part of ETC's application to secure ESF funding for short courses.
		Different stakeholders within the VET value chain have different interpretations and

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[18] The survey covers the period January to June 2013.

		expectations of: a) what ETC's brand of training constitutes; b) ETC's role in the value chain; and c) the tangible contribution ETC makes to learners and business.
		Rather than a sharing of vision, there is a tacit understanding within both MEDE and national VET providers that it is time to secure some common ground on Government's vision for VET, particularly in view of recent MEDE strategies calling for the elimination of operational overlaps and cooperation between stakeholders.
	1.5. Coordination and Stakeholder Engagement	**POOR** ETC's most important coordination partners in relation to policy-making are MEDE and, increasingly, MCAST (**see section on Channel**). There is a legacy of uncertainty of the roles of various public entities within the VET policy-making value chain. This in turn leads to operational disconnects between MEDE and ETC, ETC and MCAST, MCAST and UOM. There are also different interpretations on the role of NCFHE in relation to the accreditation of the VET regimes delivered by self-accrediting institutions (UOM and MCAST). MEDE does not currently have the requisite inhouse resources to coordinate the operations of UoM, MCAST, ETC, the Directorate of Lifelong Learning, FES and ITS to ensure that these are aligned with national policy. To date, ETC has levered on its enabling legislation and formal and informal communication with MEDE (primarily through the Minister and Permanent Secretary) as its guide on policy. The non-executive Chairman for ETC is appointed directly by the Minister, and is therefore a linchpin in ensuring ETC follows Government policy. There is a lack of formal or informal

		dialogue and coordination mechanisms between national VET stakeholders. It is normally up to MEDE to request meetings with individual VET organisations, and these are often conducted on a one-to-one basis, and in relation to specific issues. Nevertheless, cooperation does exist on an individual manager basis.
2. Capacity for Innovation and sustained change within ETC	2.1. Overall readiness of staff working in the system (trainers and directors) to develop professionally and adjust working methods	**PARTIAL** At Chairman, CEO and senior management level, there is a consensus that ETC needs to change its remit and supporting operations. This report was primarily commissioned out of a desire to undertake a process of structured change. The capacity for change at trainer level is not known. Trainers are not some homogenous group, but primarily freelancers who conduct training on behalf of ETC for socio-economic reasons (see **Resources** section).
	2.2. Readiness of corporate culture	**PARTIAL** Historically, ETC has been a fragmented organisation, with documented instances of misunderstandings between the executive and non-executive components of the organisation. Like many public corporations, ETC needs improved internal and internal communication systems, and improved processes to address communication silos between the Jobseeker's Advisory Services, Employer's Services and related training operations.
3. Drivers of innovation and change within ETC	3.1. Capacity to conduct VET research, and the involvement of research in the development of ETC's strategic vision and plans for reform implementation.	**POTENTIAL** ETC's strategic vision and plans for reform implementation are directly linked to the new leadership of the organisation. ETC's Quality Assurance personnel have the skills and competence to conduct VET research and develop adequate strategic planning if required.
	3.2. Examples of innovation and excellence in ETC	**PARTIAL**

		System	ETC's training system is primarily driven by its legal obligations, as opposed to a desire for innovation and excellence. Nevertheless, the need to develop courses for ESF funding prompted the organisation to develop a rigorous quality assurance system that could be used as a platform for innovation in the future.
4.	**Economic & Labour Market Factors impacting ETC**	4.1. Main Labour market characteristics and challenges in Malta.	**IDENTIFIED** See Employment Policy
		4.2. Expectations of how industry shapes demand for supply of skills in Malta at national level recorded in an industrial development plan / policy paper	**NO** ETC's linkages with industry are primarily based on its many years supporting apprenticeships and trades. There is a gap at national planning level of the short and medium demands of industry for the supply of specific skills. Neither ETC nor its stakeholders have reliable tools that can enable them to anticipate potential changes in skills and labour demand. There is a serious shortage of labour market intelligence within ETC. The primary data inputs remain job seekers' information, as opposed to industry market intelligence. ETC should be the entity responsible to monitor the employment market and to identify skills gaps, unless the duty for this is delegated to the National Skills Council.
5.	**Mechanism for identifying demand for skills and matching supply at ETC**	5.1. Specific efforts to ensure skills demanded by multinational, national, medium and small businesses are reliably identified.	**PARTIAL** Malta Enterprise has access to raw data from organisations interested in investing in Malta. NSO produces reports based on historic data.
6.	**Potential of ETC Training System to influence economic and**	6.1. Manner in which ETC promotes entrepreneurial key competence and entrepreneurship skills	**LOW** ETC runs an entrepreneurship scheme (see services section). In practice, ETC management does not believe

labour market needs		that the role of ETC is to support entrepreneurs, but to support job-seekers
	6.2. Position of National authorities (legislation, policy or strategy) on entrepreneurship	**SUPPORTIVE** Several Malta Enterprise schemes in place. UOM has a start-up incubator on campus.
	6.3. System supportive of start-up training	**NO** The Entrepreneurship scheme is not start-up training – at best it could appeal to freelancers starting out in business, not proper start-up training / incubation services.
	6.4. VET authorities track self-employment and business creation by those who have followed VET courses	**PARTIAL** ETC does not track this information MCAST is increasingly interested in reaching out to former alumni who have set up businesses.
7. Potential of ETC Training System to add value to Customers	7.1. Clarity of value proposition to Job-Seekers	**PARTIAL** Enrolment in VET in Europe has declined. Young people prefer higher education, even though graduate unemployment figures are high. In between the vocational and academic pathways for specialisation, large numbers of people go without qualifications. ETC's training services are officially positioned 'employability courses' – a means of helping job-seekers find a job. ETC's target learner market has for many years remained this latter group - the early school leavers, the marginalised, the unemployed - often deemed to be 'unemployable' by various administrations - and therefore subject to remaining for longer periods of time on the unemployment register. ETC's new training courses are meant to meet the ETC operational requirements of removing job-seeker from the Unemployment Register. Once a job-seeker is removed from the

		Register, he / she are no longer of interest to ETC and are not provided with further training.

Conversely, many job-seekers perceive training as a 'necessary evil' to be able to draw on their unemployment benefits.

The 'relevance' of ETC training to the crystallisation of job prospects into concrete job offers still needs to be investigated through a proper empirical study.   There is nevertheless the internal perception that the preparatory work for the current crop of ESF-funded courses has provided ETC with an opportunity to break away from the legacy of the past. |
| | 7.2. Clarity of value proposition to Industry | **UNCLEAR**

ETC's linkages with industry remain weak and primarily relating to historic linkages with apprenticeship schemes.   Dialogue with industry is ad-hoc despite representation on the ETC board.

ETC training operations are still perceived by industry and the business community in general to help low-skilled people find employment, and stop claiming benefit – as opposed to meeting the specific skills requirements of industry.

The weak linkages between the Employability and Training functions with ETC contribute to the lack of clarity for the value proposition of training to industry.

MCESD represents the main formal think-tank linking industry to training.   The National Skills Council has yet to be set up.

MCAST, ETC and the Directorate of Lifelong Learning all claim to 'work closely with industry', but in practice, opportunities for regular linkages are virtually non-existent, formal seminars are few and far in between, and networks work on a personal interface level.   There is an inconsistency in what industry perceives ETC to be offering in terms of: 'Training'; 'Vocational Education and Training '; 'Work-Based |

		Learning' and 'Apprenticeships". Terminologies do not mean the same thing to all people within industry. Interviews with industry representatives during the course of this project opined that ETC Training is tantamount to training for the low-skilled; the unemployed; the 'unemployable' and 'nobody else wants to train'.

Key Activities: Training Services

This section describes and analyses ETC's public-facing training services. ETC's activities are those training activities that its value proposition requires.

Short Competence-Based Courses

Starting in July 2014 till March 2015, ETC is delivering 100 short term courses in 15 broad categories, partly funded by the European Social Fund[19].

ETC's training courses are vocational training courses meant to contribute to an enhancement of a job-seeker's skills sets and in turn contribute to his / her chances of securing employment. A vocational training qualification should attest the attainment of an individual in a particular field of competence and also set the requirements for an individual to enter or progress within an occupation or profession. To be qualified is to be certified competent to pursue an occupation, several occupations or associated functions of an occupation.

In contrast, higher education qualifications may or may not be in vocational in purpose. What makes them higher education qualifications is that they are developed and awarded by the higher education institutions themselves.

ETC short courses fall within the following categories:

- Employability Skills Courses (information for job-seekers on labour market requirements and employment regulations, courses to improve candidates in job selection processes and courses for women returnees to work).

- Language and Numeracy Skills Courses (foundation courses in reading and writing skills in English and Maltese)

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[19] Operational Programme II - Cohesion Policy 2007-2013. Empowering People for More Jobs and a Better Quality of Life. Part funding of 2.2 million Euros from the European Social Fund (ESF) 85% EU Funds, 15% National Funds. See: http://etc.gov.mt/Page/95/courses_list.aspx and **Annex 2**.

- Clerical Courses

- Accounting Courses

- Trade Courses (such as Electronics Engineering Skills, Refrigeration and Air Conditioning, Vehicle Spray Painting, Welding, Electrical Domestic Installations (Licence A). Most of these courses also offer the City and Guilds accreditation.

- Technical Courses

- Renewable Energy Courses

- Care Worker Courses

- Entrepreneurship Courses (such as Project Management, Payroll, Time Management and Business Planning)

- Trainer Training Courses

- Health, Safety & Security Courses

- Hospitality and Customer Services Courses(work orientation courses in Culinary Arts, Food and Beverage Service and Front Office Management)

- ICT Courses (such as Sage courses, ECDL courses and Web Design).

- Other Courses

The primary objective of the short Courses is to provide people with employability skills. Although the courses are primarily aimed at people who are unemployed, the courses have been made available for all applicants, including those who are in employment. The vast majority of the courses are accredited within the MQF accreditation framework at MQF Levels 1 to 4.

Courses are held during the day and are free of charge.

In developing its short term courses, ETC used its own Labour Market Information System:

- A 6-month self-commissioned survey with Employers, to determine six-month pipeline (Cordina, 2012)

- Formal and informal inhouse data from ETC Employment Advisors

The following are relevant statistics for the short courses at the date of writing this report:

Percentage of courses started with full capacity	10%
Percentage of courses started with 50% capacity or less	23%
Overall Average Capacity of courses that have already started	70%
Capacity wastage (vacancies of participants)	30% in each course
Original targets for July 2014-March 2015	
Target number of participants	9,300 trainees
Total costs of courses	€985K
Revised Estimates for July 2014-March 2015 Courses:	
Projected Participants July 2014-March 2015	5,075 trainees
Revised cost	€503K*
Add: Course Participants in previous years	2,770
Projected Total 2007/2013 Trainees	7,845 trainees
Original ESF project commitment:	8,080 trainees

Table 4:   Short Training Courses Statistics

ANALYSIS: SHORT COMPETENCE BASED COURSES

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Short Competence Based Courses
1. Distinguishing Features	1.1. Overlaps with training offer of other public organisations	**YES** Capacity assessments frequently reveal that there is a great deal of inefficiency across government agencies because institutional arrangements are not set up in an optimum way. For example, intra-government coordination mechanisms are not adequate; human resources arrangements are ad hoc; and different agencies use different monitoring and evaluation frameworks. Prima facie, the courses delivered by ETC in 2012 and 2013 can be delivered by other public and private training entities in Malta. This inevitably leads to administration overlaps, wastage of public funds, identity crises and competition for the same training resources. Although there are overlaps, other public training entities have tended not to have all the infrastructural, financial and HR resources to deliver the courses at the times required by ETC. Rather than upskilling people, ETC-type training was originally developed to run during the day to ensure that people on the unemployment register were not moonlighting. ETC used to provide a certificate of attendance - not a VET qualification!
	1.2. ETC course overlaps with MCAST	**YES** MCAST confirms that it is capable of delivering all of ETC's current short courses, subject to funding and availability of trainers. MCAST is identifying gaps in the training market and has introduced a set of

		part-time courses against payment that dovetail with the free short courses ETC is offering during the day.
		MCAST and ETC are likely to be targeting the same trainers for short term courses.
		In practice, MCAST's primary focus remains on curriculum-based courses and, increasingly, higher education sector. ETC has no such aspirations, but running a mix of utilitarian trade courses. ETC is not primarily promoting third chance education or even Vocational education.
		ETC's short courses are formally associated with employability skills. It is training that is useful for trade and technical careers.
		ETC management agrees there are overlaps with MCAST offer but claim ETC training courses are aimed at different target groups: "People who go to MCAST want a degree by another name. They do not necessarily want to parachute immediately into employment. They want a formal education institution".
		An unemployed trainee who decides to attend a course at MCAST will get struck off the unemployment register.
		Despite prima facie different target customers, MCAST is clearly the leading provider of VET in Malta.
	1.3. ETC course overlaps with Directorate for Lifelong Learning (DLL)	**YES** DLL delivers numerous adult learning courses for 2014-2015 grouped as: Cultural Awareness; Languages; Maths, Science and Technology; National Diploma in Teaching Adults; Sense of Initiative and Entrepreneurship; Digital Competence; Social Health and Civic Competencies; Vocational Education and Training; Family Learning. ETC management agrees there are overlaps with DLL offer but claim ETC training courses are aimed at different target groups: logistics and the

		'community-focus' of many of the DLL offers are perceived as differentiators. With a few exceptions (such as Automotive Engineering) DLL has traditionally targeted hobbyists and retirees as opposed to ETC's target groups of people looking for jobs.
	1.4. Internal perceptions of value of Short Term Training to Customers	**NEGATIVE** ETC's identity crisis as a training organisation permeates the current training offer. The following comments are representative of interviewees' views: "Why do we need to deliver business courses and literacy courses? We should be helping people get work skills. There are far more competent entities than ETC to deliver training services". "At best, ETC helps trainees develop trade skills. ETC is one of the last entities supporting crafts and trade. MCAST cannot solve all of industry's problems". "We are supposed to be mentoring people looking for jobs. Instead we claim we are training-centric, but we're not. Neither is ETC an academic organisation". "Never heard of anyone who said that he'd done a course at ETC and got a job as a result!" "ETC got training wrong from day one. It never had a strategy for training. It always tried to replicate what other public entities did. There was never any focus on learning outcomes". "We have wasted tax-payers' money for many years, and kept repeating the same practices with training. Too much energy has been wasted on training with poor results". "ETC does not differentiate between someone who needs training and is illiterate - and someone who is a PhD and wants a job fast. We treat people the same way, because of the archaic system. ETC needs to get its core raison d'etre

		right".
2. Place in the Vocational Training System	2.1. Training Services are defined and regulated in a legal framework.	**YES** Training is enshrined in ETC's enabling legislation. It is vital that the role ETC currently plays in the provision of training services to the public is contextualised with a reality check about the state of VET. The short courses managed by ETC are tantamount to continuing vocational education and training (CVET) - I.e. VET delivered after initial education and training or after entry into working life, and aims to help individuals to improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; and continue their personal or professional development.
	2.2. Leads to a formally recognised qualification.	**YES** With a handful of exceptions, where courses are waiting for accreditation from NCFHE, short courses are accredited within the MQF framework at levels 1 to 4.
	2.3. Offers both horizontal and vertical pathway to further specialisation or education at higher levels.	**NO** Courses are stand-alone and do not lead to further specialisation. ETC is not serving as an efficient 'first port of call' to encourage trainees to pursue curriculum-based education at MCAST. ESF funded courses are considered to be a one-off, based on commitments made under previous administration (in 2012). The availability of the budget drove the selection of the training programmes - although ETC did pursue a structured approached towards the selection, accreditation and quality assurance of the projects to be rolled out in 2014-2015. The list of courses in Appendix 2 is therefore not necessarily representative of what ETC continues to be the 'norm' for courses

3. Governance Structures	3.1. Roles and responsibilities of the key players (the state, social partners, schools, VET providers, companies, etc.) at national, regional, local levels are clearly defined and distributed: decision-making, implementation, advisory, control	**PARTIAL** The Value Propositions identified disconnects between MEDE, ETC and other key players on issues of VET policy. VET in Malta is a still an emerging framework.
	3.2. One coordination and decision- making body is nominated.	**YES** ETC clearly co-ordinates the training courses.
	3.3. Social partners understand and recognise the importance of short courses for the formation of skilled labour force.	**NO** Interviews during this project with social partners associate short term training with ETC 'going through the motions. Courses are perceived to lack customisation and personalisation. Social partners interviewed appeared to be more interested in sector-specific training advocated by larger companies to employ additional, sector-trained / skilled staff. Consensus within the ETC personnel and social partners interviewed that ETC could not continue to provide training services without collaborating with third party public and private training organisations. Remarks about 'historic empire-building' and 'delivering courses that do not necessarily add value to the job prospects of the trainee". Consensus about need to deliver holistic solutions in the 'national interest' as opposed to 'tribal interests'.
	3.4. Employers and employees' representatives are actively engaged at all levels.	**NO** They are not formally engaged.
	3.5. Administration of the Short Term Course System is efficient.	**PARTIAL** Training courses are fraught with administration bottlenecks, primarily related to public procurement and sourcing of training services, management of these

		resources and significant accreditation, quality assurance and monitoring obligations related to ESF funding regime. ETC has invested a significant amount of resources in developing a transparent, quality-assured regime for the current ESF-funded course.
	3.6. Courses include feedback mechanism	**YES** All courses are integrated with a feedback mechanism - from both trainers and ETC employment advisors. What is lacking is the feedback from eventual employers. Linkages between employability and industry remain ad hoc and weak.
	3.7. Ability of ETC to mobilise private support (through partnerships with enterprises) to address challenges relating to school infrastructure (including sub-standard classroom equipment, internet connectivity, and wheelchair accessibility). Impact of challenges on the effectiveness of classroom learning	**NOT NEEDED** ETC has access to adequate infrastructure for training at its training facilities in Hal Far.
	3.8. Effectiveness of teaching and learning arrangements. Organisation of the school day and the number of hours allocated to individual subjects.	**GOOD** ETC has an efficient logistics system in place.
	3.9. Quality of organisation of workplace training: availability, integration with the curriculum, organisation of working day of trainers organised, including sufficient time provided to trainers for preparation of classes and support and	**GOOD** ETC's inhouse training resources are primarily involved in the administration of the training system. Much depends on ETC's abilities to hire the right trainers, who are then charged with self-organising their courses within the quality assurance benchmarks provided by ETC.

	reflection	We are not in a position to comment on discipline matters, class size, teacher shortages, shortage or quality of teaching/learning materials, student and/or teacher absenteeism, etc but have received assurances that these matters are not a major issue.
4. Training Content and Learning Outcomes	4.1. Curricula and programmes are developed based on the existing qualification standards and/or occupational profiles.	**YES** Based on MQF.
	4.2. Standards are broader than the needs of the companies and are expressed in learning outcomes.	**NO** Needs of companies unknown.
	4.3. Qualification standards/occupational standards/curricula are regularly evaluated and updated.	**YES** The current training courses are backed by a rigorous set of standards and a solid curriculum approved by NCFHE.
	4.4. Overall relevance of training curricula. Scope for Trainers to: a) Decide on the syllabus to be taught for each subject and in each programme; b) Adapt the curriculum/syllabus to meet the needs of individuals or groups	PARTIAL ETC developed the ESF-funded courses from the ground up by internal resources. The ESF-funded regime does not accommodate the delivery of a tailor-made / specialist / bespoke course; nor does it accommodate for the syllabi to be changed by trainers or adapted to meet the needs of individuals. Therefore it is difficult to determine if the short courses are aligned with the needs of industry in terms of requisite skills and likely to result in incremental employment for job-seekers. While within the EU learning outcomes framework, this position is logical (on the basis of the need for 'wider skills transfer'), within the narrower local labour market context ETC is sometimes asked for financial support for non-EU-conformant training which may nevertheless fall within

		ETC's obligations to facilitate full employability.
	4.5. Parental involvement and communication with parents (e.g reporting of assessment results, regularity of and attendance at parental meetings, the presence of parental associations, parental support (financial or other) to the schools, etc.	**NONE**
	4.6. Forms of methodological support provided to VET trainers	**LIMITED** Trainer is expected to produce worksheet, handouts and other resources. Also has option to modify the proposed reading list.
	4.7. Extent to which subject and programme choices determine or constrain students' further education and career options	**UNKNOWN** ETC market intelligence does not extend to what happens to job-seekers once they undertake training and find a job.
	4.8. Support, guidance and information students receive for their choices of training.	**YES** Standard service provided by Employment Services Division.
	4.9. Assessment of the quality and relevance of textbooks and teaching materials. Extent to which VET providers have a free choice in selecting materials.	**YES** Part of Quality Assurance regime. Trainers have a relatively free choice in selecting supplementary material.
5. Participation of and Support to Industry	5.1. Training courses developed to provide quick response to the current and short term needs of industry.	**NO** ETC is not in a position to respond quickly to the needs of industry. Industry demand for certain skills may be related to a business opportunity, where skills need to be found quickly. It is inevitable that industry does not have the time for the 'unemployed' to be trained up for work. ETC cannot support specialist training. Specialist training ranges from skilled training (pilots training) to the

		manufacturing sector.
		Companies in the manufacturing sector frequently require staff to be trained on specific machinery and equipment. Occasionally, such companies are prepared to engage new staff if they are trained on specific equipment. There have been recent examples of such situations at STS, Playmobil and Baxter as well as service companies (air-conditioning servicing etc).
		At other times, industry needs people to work on a project with, say, a good understanding of a foreign language. The retail industry shows that there are many vacancies that are not being filled because applicants do not have the requisite customer service skills. It is inevitable that these positions end up being filled by non-Maltese personnel.
		The time it takes to plan and implement ESF-funded training programmes means that they can never be responsive to the immediate needs of either job-seekers or employers.
6. Delivering to individual demands and aspirations of learners: access, participation and progression	6.1. Existence of institutional procedures that allow training courses to respond to or to anticipate the aspirations and needs of individual learners.	**PARTIAL** Through its Employment Services Division, ETC delivers accessible career guidance. It is beyond the scope of this project to determine if this guidance is of a requisite standard and addresses issues relating to: a) flexible pathways to higher levels of education and/or; b) the labour market; c) information on the formal VET system through recognition of non-formal and informal learning; d) adult training incentives; and e) adequate support for students at risk and those who struggle academically Information about linkage between training and future job placements remains spare. There is no formal or informal mechanism to establish new training courses or to update existing ones on the basis of the current and future needs of the labour

		market. The National Skills Council has not been set up to date.
		The primary driver for the current set of courses was the availability of ESF funding as opposed to the specific needs of job-seekers and industry.
		Interviewees remain convinced of the need for ad hoc short courses, and the benefits that some courses bring end users in terms of employability skills, but opined that the content and quantum of these courses should be driven by the specific needs of industry, as opposed to ETC's inhouse perception of the training required to take unemployed people off the Register.
7. Identifying demand for skills and matching skills supply	7.1. Courses developed on the basis of market Intelligence (such as information on difficult-to-fill vacancies within specific sectors).	**PARTIAL** ETC commissioned its own country skills analysis report in 2013. The findings of this report and internal intelligence were used to develop the short courses programmes. Well-designed vocational training courses with qualifications require: a) accurate, timely data on pre-determined learning outcomes in the case of job-seekers and other groups that have been identified as strategic by recent Government policy documents; and b) accurate, timely data on the industry skills requirements today and in the short term future. ETC does not have an ongoing marketing intelligence regime that can provide it with the requisite comfort that current and planned courses do add value to the end user in terms of concrete job prospects. The job vacancies that ETC tries to meet through training are 'today's job vacancies' as informed by Job Vacancies Seminars which are organised bi-annually. In the case of 2014, the regular job vacancies seminar was not held. The tendency therefore is continuing to replicate the training models of the past. The linkage of the courses delivered with

		the current and short term requirements of industry are weak, despite the best efforts of ETC. There is a need for a properly-funded training needs analysis before further courses are commissioned.

In practice, the size of the local labour market dictates that ongoing detailed reviews of job skills supply vs. job skills needs are doable. |
| | 7.2. Occupations in Malta are being monitored.   Extent of information available on which occupations are in decline and which occupations are in demand. | **YES**

ETC commissioned its own country skills analysis report in 2013.   The findings of this report and internal intelligence were used to develop the short courses programmes.

Other public bodies such as NSO also commission their own studies. |
| | 7.3. Availability of information on difficult-to-fill vacancies, and manner in which this is being used in the development of qualifications and for educational planning processes | **NO**

It is uncertain that this information is being shared within public fora.   Organisations such as MCESD must however have access to this information.

This information is not being used to develop qualifications or plan vocational training.

The net indicator of effectiveness shortcomings include: mismatches between resource allocation priorities and external demand; underfunding the supply of qualifications and competences that are in demand (retail services) and overfunding those that are not (legal services). |
| 8. **Demographic and social factors that shape demand for Training** | 8.1. Delivery of training to meet socio-economic and inclusion demand. Provision of learning opportunities to address: under-representation of females in education and employment, the presence of vulnerable groups (immigrants, | **YES**

Some ETC courses target marginalised communities (such as the teaching of Maltese to migrants).   These courses are organised through ETC's unilateral efforts as opposed to demand from industry. Linkages between corporate training and corporate social responsibility remain weak.

There are no formal measures of success |

	refugees, internally displaced persons, illiterate or low-skilled people, working poor in precarious employment, early school leavers, young people not in employment, education or training (NEETs), individuals with special educational needs, vulnerable minorities as well as economically inactive people and long-term unemployed individuals.	for these and other type of courses other than completion. Information about linkage between training and future job placements remains spare. ETC is obliged to offer its training services to other groups beyond people on the unemployed Register. This includes: 1. EEA/Switzerland and their Third Country National (TCN) "family members" or "other family members". 2. Refugees 3. Long term residents (LTRs). 4. Asylum seekers and Failed Asylum Seekers 5. Persons granted the status of Subsidiary Protection or Temporary Humanitarian Protection. Nevertheless, ETC believes that the focus on ESF-funded training regimes will inevitably impacted its ability to develop bespoke courses for social cases. The demand for training from people who are not necessarily on the unemployment register is also likely to get stifled in the short term.
	8.2. Profiling of candidates for training	**NEEDS IMPROVEMENT** ETC needs to start to match skills and competency level, as opposed to simply restricting this to occupational preference, qualifications and experience. In order to offer better guidance on training, there is a need for more information on labour market sectors – specifically on skills, competencies, jobs that need filling, experience / skills gaps etc. There is a need to improve linkages with industry to better match job seeker skills and the training job seekers require with industry needs. ETC intends to explore new procurement approaches for training in order to ensure timely delivery of training programmes

		without adding additional administrative burden. The current method of procurement is resulting in inefficiencies and untimely deliveries: this is also having a detrimental effect on the number of persons receiving training.
		These groups include: women, early school leavers, youths, older people seeking re-skilling, people with a disability, migrants and marginalised people.

Accreditation and Quality Assurance of Training Programmes

Despite attempts to recognise informal and work-based learning, there is a norm that dictates that VET qualified people are more likely to be in employment than people with no certificates.

Qualifications are increasingly important for individuals to enter and advance in employment. They symbolise the learning achievements of individuals, who successfully completed a programme. Qualifications are one part of vocational training systems and are a priority for educational reform in Malta. Nevertheless, they are only one segment of vocational training systems but are organically related to the other components - curricula, teaching and learning, assessment and governance among others.

Vocational qualifications are meant to certify that individuals can perform specific professional skills in the labour market. This requires that they are defined involving those actors that understand the needs of the labour market. In all countries it is important to move beyond the ad-hoc involvement of representatives of the labour market to structural involvement, e.g. through sector skill councils. These bodies should get a real role in the development of qualifications, beyond an advisory function. If we want real involvement of the private sector, we must give them the opportunity to make decisions.

ETC set up a Training Programme Design and Quality Assurance Unit in 2011.   The Unit was set up to develop and update training programmes and provide and implement a quality

assurance framework for programme delivery. The Unit has adopted and implemented quality standards that range from the qualifications required by trainers to deliver training programmes to classroom facilities, learner's course notes, training material and delivery, assessment methodology, certification and code of conduct. This Unit is also responsible for:

- obtaining MQF/EQF level ratings for training programmes

- performing checks on recruited trainers or contractors to ensure that the later are abiding by course layouts, which are aligned with the applications submitted for the accreditation process

- assessing feedback from trainers or contractors and trainees at the end of each course module, facilitating the design of new courses or updating of current courses.

The process of applying for and obtaining accreditation of ETC courses started in 2012 but it was only in 2013 that ETC courses started being accredited. Any trainees attending an accredited course from 2014 onwards, irrespective of their employment status and entitlement to benefits, will receive a recognised certificate pegged at an MQF level on successful completion of the course. In developing its training courses supported by the European Social Fund, ETC went through a rigorous process with PPCD and NCFHE whereby courses being offered under the scheme are accredited at an MQF Level as a 'home-grown qualifications' within the Malta Qualifications Framework.

Outside the formal vocational education systems, many young people acquire their skills through informal vocational training in traditional informal apprenticeships and through family crafts businesses. It is generally assumed that offering these people more structured training and vocational qualifications will improve their employability opportunities. Qualifications are gaining importance in continuing vocational training, and associated with an indispensable trust mechanism for both job-seekers and people looking for improvements to their career prospects.

ANALYSIS: SHORT COMPETENCE BASED COURSES – QUALITY ASSURANCE

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Quality Assurance
1. Planning	1.1. Common definition of 'quality' in Malta defined by identifiable authority	**YES** Defined by NCFHE. NCFHE is currently concluding the National Quality Assurance Framework for Further and Higher Education, a key deliverable of ESF Project 1.227 'Making Quality Visible'. Part of this deliverable is the establishment of a national external quality audit system that complements the internal quality assurance mechanism of individual further and higher education entities. All further and higher institutions (including accreditation and self-accrediting) offering further and higher education in Malta are subject to adhere to the QA framework (currently in draft format). Art 36 requests that all entities have an internal quality assurance system. All entities are subject to the EQA carried out by NCFHE. The standard output would be to indicate areas of development and recommendations for actions. This 'developmental' approach rather than a 'sanctioning' approach is consistent with the overall policy direction given to NCFHE i.e. to stimulate a wider quality further and higher education sector in Malta. The developmental approach in ingrained in the draft QA framework.
2. Assessment and Evaluation	2.1. Manner in which evaluation and assessment results are being used	**TOO EARLY TO DETERMINE** It is assumed that ETC will monitor the ongoing short term courses for knowledge management purposes. The use of results could include information to parents in IVET, decisions on student progression/transition, grouping by ability or for access to specific programmes, diagnosing of learning problems, and career decisions based on successful participation in CVET.
	2.2 Mechanism for	**YES**

	evaluation and appraisal of staff teaching in the VET system, and manner it links to the careers of trainers.	Every short course within the ESF funded scheme has been submitted for accredited as a home-grown qualification with the Malta Qualifications Framework. ETC has developed a number of QA collateral documents as part of its inhouse QA commitments including: a) Instructions for prospective trainers b) Quality Assurance Manual c)Quality Assurance Flowchart d) Quality Assurance Course File Checklist e) Quality Assurance Course Visit Checklist f) Course Layouts for every course Quality Assurance Manual Skills Assessment has been set up so as to assess and certify the knowledge, skills and competences acquired by individuals through non-formal learning. This system ensures ETC programmes are in line with the Malta Qualifications Council.
3. Accreditation of VET provider	3.1. ETC accredited as a training institution.	**YES** ETC is licensed by the NCFHE as a Further & Higher Education Institution (Licence No. S5).
	3.2. Mandate of the entity in charge of accreditation of VET providers and programmes in Malta and the accreditation procedure.	**YES** The regulatory framework for the classification of qualifications and awards which can be provided through formal, non-formal and informal learning is based on the Malta Qualifications Framework level descriptors (see Annex). The National Commission for Further and Higher Education (NCFHE) was established by article 63 of the Education Act (2012) for this purpose, and its powers in the accreditation of formal and informal education are defined through three legal notices: • L.N. 294 of 2012 EDUCATION ACT (CAP. 327) Malta Qualifications Framework for Lifelong Learning Regulations, 2012

		• L.N. 295 of 2012 EDUCATION ACT (CAP. 327) Validation of Non-formal and Informal Learning Regulations, 2012
		• L.N. 296 of 2012 EDUCATION ACT (CAP. 327) Further and Higher Education (Licensing, Accreditation and Quality Assurance) Regulations, 2012
		Excluding the accreditation of UOM, MCAST and ITS, NCFHE is responsible to licence and accredit all those entities (public and non public) seeking to offer MQF level rated educational programmes. UOM, MCAST and ITS are expected to have internal systems to ensure that their education is line with the MQF levels. Exclusions for this obligation in Malta is outlined in Art 6 (1) of LN 296/2012.
	3.3. Mandate links to the performance of education institution, the work of school inspectors, and the quality of trainers. Accreditation procedure includes self-assessment.	**YES** Strictly speaking, NCFHE's role is to look at graduate employability to be able to make informed policy recommendations to MEDE.
	3.4. Accreditation of informal learning	**INEFFECTIVE** The responsibility for the assessment and certification of non-formal and informal learning has been passed to Sector Skills Units within NCFHE by means of Art 6 (4) LN295 of 2012. The sector Units (per economic sector) are meant to act under the direction of NCFHE. Art 9 (6) foresees 'guidance practitioners': it is not clear who these are employed with. They are expected to guide individuals seeking validation. Art 10 (1) then indicates that the Units can subcontract public or private entities to carry out the assessment of validation. Within this scenario, ETC has been responsible for trade testing of childcare validation and their results are then signed jointly by ETC and NCFHE. Sector

Skills Units have not yet been set up. ETC is still undertaking the function of coordinating Trade Testing Boards to assess the competences of persons who wish their skills to be assessed and certified.

LN295 of 2012 has confused which entity is responsible for the assessment and validation of non-formal and informal learning as the Employment and Training Services Act makes Trade Testing Boards responsible for this function, and empowers ETC to establish standards for training.

Employment and Training Services Act empowers ETC to issue certificates of competence but LN295 gives this authority to Sector Skills Units.

LN295 of 2012 also indicates that the functions of Sector Skills Units of NCFHE involve: providing guidance and counselling re validation, reduce skills gaps and skills shortages and to improve the skills and productivity of their sector's workforce, advise on, and promote, the benefits of validation of non-formal and informal learning, advise on the state, operation, needs and prospects of the sector from an education and training perspective.   Again, this overlaps with ETC's obligation to engage in guidance and counselling of persons re validation, undertaking studies/surveys to determine skills gaps/shortages and to address them, advise on and promote benefits of non-formal and informal learning.

NCFHE is ultimately responsible for the development of the occupational standards (through the Units) while ETC has been responsible for the testing of individuals against these standards.

NCFHE resourcing issues has limited its ability to address occupational standards. It has similar issues with accrediting trade skills (such as spray-painting) and has to

| | | rely on external expertise, which sometimes is not available for months, causing delays.   NCFHE has to identify ways of delivering on this aspect in a non-traditional manner.

Overlaps in legislation identified in Annex 9 need to be addressed. |
|---|---|---|
| **4.   Qualifications** | 4.1. Qualifications being used in assessing the quality of learning outcomes. | **YES**

Quality Assurance Manual describes roles of various members of staff with specific responsibilities relating to quality assurance within the provision of training services.

Quality Assurance System includes Course File Reviews, approval of trainers' qualifications, trainers' course handouts and monitoring visits. |
| | 4.2. Accreditation of private tutors | **NO**

Currently no NQF accreditation is available for private tutors - where the skills and competencies have been acquired informally in the country, on a practitioner and volunteer basis.   The only avenue for these 'experts' to operate is to find employment with MCAST - or set up their own training organisations.   The market for training services is still embryonic. |
| | 4.3. Clarity about differences between qualifications and skills-based training. | **NO**

There is still a tension between qualifications and skills-based training.

There is a significant public awareness gap in Malta in relation to the correlation between skills and qualifications and active participation in the labour market. This gap can only be addressed by public organisations involved in vocational training focussing on concrete initiatives that can bridge the gaps between: a) the rights of learners to an education that empowers them as individuals and thinking citizens; b) the needs of |

		employers to have employees with relevant skills; and c) the obligations of education providers to both empower individual learners and facilitate their engagement in the workplace.
		ETC traditionally used to focus on job skills but certification of training, including informal training and work-based learning, continues to become more important, particularly with the increasing emphasis on learning outcomes. "The portion of training that leads to employability is accreditation within the MQF."
		ETC has invested in quality accreditation frameworks, but MCAST has a full-time department that can self-accredit.
		NCFHE is not an authority on employment. It does not have labour market intelligence. Nor does it have details of what vacancies exist or what skills are available amongst the unemployed.

Apprenticeship Schemes and Trade Testing Boards

Earlier this year, MEDE decided to transfer the responsibility for apprenticeships and work-based learning schemes to MCAST.   Apprenticeship schemes have been a mainstay of ETC's services since its inception. PART VI of the Employment and Training Services Act is dedicated to apprentices and trainees and was last updated in 2007.   Among others, the Act:

- Defines the terms of "apprentice" and "trainee"

- Defines the role of the Employment and Training Corporation (ETC)

- Introduces the Trade Testing Boards

- Defines the general conditions for the regulation of the apprenticeship schemes

- Foresees the roles in setting up standards of proficiency and certification in the various apprenticeship callings (i.e. any skill, trade, craft or other occupation or section thereof, designated from time to time by a scheme or by the Minister of Labour by notice in the Gazette)

- Defines the general conditions for the apprenticeship contract (agreement) between the employer and the apprentice (e.g. the parties, registration, transfer, termination)

- Civil rights of apprentice and employer.

The two existing apprenticeship schemes are regulated under subsidiary legislation 343.22 - Technician Apprenticeship Scheme (TAS); and Subsidiary legislation 343.25 - Extended Skill Training Regulations (EST).   The two different levels of apprenticeships based on a dual system which presumably will be carried forward by MCAST

- ESTS offers a wide range of opportunities to young people willing to learn a trade or skill at craftsman level (MQF Level 3). An apprentice spends theoretical tuition time at MCAST or ITS, depending on chosen career path. Apprentices gain experience in a real place of work and earn a wage, working alongside experienced staff to gain job-specific skills.   This experience, together with the theoretical training, leads participants to acquire nationally recognised qualifications.   ETC claims that around 75% of apprentices secure full time

employment after their apprenticeship whilst others continue their education or start their own business. Besides the maintenance grants, apprentices also earn a wage from the employer supporting learning. ETC assists apprentices in finding a training placement and monitoring progress.

- TAS leads the apprentice to obtain an occupational competence at technician level (MQF Level 4). At the end of the apprenticeship, the apprentice will have the competence to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work.

Changes are being proposed in the assessment of company-based learning where part of the apprenticeship is assessed and given credits. It is proposed that apprenticeships that are offered qualification levels 2 to 5 are assigned 12 credits (300 hours) that are accredited company-based learning and to be spread over two years. The assessment to verify learning is done by MCAST teachers. For this purpose, a pilot is being trialled in the case of the apprenticeship in Applied Sciences, with the learning outcomes for the work-based learning experience specified, and a new format of portfolio designed so that the acquisition of these learning outcomes can be assessed and verified.

Trade Testing System

Trade Testing has been set up in order to assess individuals and apprentices who have acquired knowledge, skills and competence in a particular occupation but do not possess a formal qualification. Through Trade Testing a person can be assessed in a particular area by sitting for an interview; a theory test; a practical test and a review of logbooks (in the case of candidates who sit for trade test after completion of an apprenticeship or traineeship scheme). Candidates who successfully pass from the Trade Testing are awarded a Certificate of Competence in that particular occupation. Upon application, applicants are provided with the Assessment Criteria, which is a guideline that serves to establish whether the individual is up to the expected level to sit for a Trade Test. Trade Testing is offered at three levels:

- Operative

- Craftsmanship

- Technician

Trade Testing is also carried out for apprentices who successfully complete their apprenticeship. Apprentices who successfully pass from the Trade Testing are awarded the Journeyman's Certificate. Candidates who follow a course at ETC can also apply for a Trade Test in order to have their knowledge, skills and competence validated by the Certificate of Competence.

Annex 11 includes a list of occupations in which Trade Testing is offered.

Trade Testing Boards are appointed by the Minister of Labour, in consultation with ETC, for each of the callings of the apprenticeship schemes. They are in charge of conducting the final assessment of the apprentices for the learning outcomes acquired during the company component of the apprenticeship calling. They also acknowledge the learning outcomes achieved by the apprentices during the college-based component which are accredited by the VET colleges.

Cedefop is currently piloting the Thematic Country Review of Apprenticeship in Malta and Lithuania with the aim of extending it to other countries.   The review is being conducted while the responsibility for apprenticeships and work-based learning is being transferred from ETC to MCAST.   To date, Cedefop has published a Background Report and is currently conducting validation workshops on the transition arrangements.   The migration of responsibilities needs to be completed within an operational MCAST regime for a proper assessment to take place.

The following tabulated observations *supplement* the initial Cedefop findings and are based on the peripheral discussions held with interested stakeholders during the course of our investigation of training services offered by ETC.

ANALYSIS: APPRENTICESHIPS AND TRADE BOARDS

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Apprenticeships and Trade Boards
1. Legal Frameworks		
	1.1. Roles and responsibilities of stakeholders in apprenticeships are clearly defined in legislation	The current legal framework for apprenticeships act does not clearly define or does not tackle the following: • Except for what concerns ETC, the roles and responsibilities of the other relevant parties (NCFHE), the social partners and the interaction/co-operation between them. This includes the co-operation between the two leaning venues (company and VET college); • The status of in-company trainers and tutors; • Financial support or incentive for the companies ; • Ratio between college-based and work-based learning; • Qualifications and certification. It appears that the legal framework supports that the standards of proficiency and certification be set, monitored, and assessed separately for the company-based component on the one hand (i.e. by ETC and Trade Testing Boards) and for the colleges based component on the other hand (i.e. by MCAST and ITS). The legal framework does not define the procedures for setting and updating the standards and the involvement of the social partners in this exercise. In a number of cases the subsidiary legislation does not reflect the type of VET provision and qualifications that are on offer (some schools no longer exist, qualifications

		were discontinued).
		The companies willing to provide apprenticeship placements have the legal obligation of instructing the apprentice according to the standards set by ETC, and keep records for each apprentice. However, there are no minimum standard requirements that ensure that the companies have the capacity to deliver the learning according to the standards defined by law before they are allowed to provide apprenticeship places.
		The legal framework does no longer reflect the state-of-play in terms of: e.g. callings, duration of apprenticeship, maintenance grants and wages.
2. Transfer of responsibiliti es from ETC to MCAST		
	2.1. Propensity for cooperation between ETC and MCAST	**LIMITED** The proposed transition has taken too long to crystallise and has created tensions between the ETC and MCAST teams. Five members of the ETC apprenticeship team are requesting that they are not transferred to MCAST. MCAST is proposing an MOU with ETC in an attempt to formalise better cooperation between the two organisations.
	2.2. Propensity of MCAST to take over apprenticeships and eventually trade board testing functions from ETC.	There are doubts about MCAST's ability to manage the work-based components of apprenticeships (work traineeships) and trade-testing. MCAST itself is in a state of transition and needs urgent funding to meet its current curriculum-based offerings. ETC claims its legacy is in hands-on, structured work-based experience. Hands on skills used to go through the formal ETC trade testing board, which used to be the

		standard for trade excellence in Malta.
		Nevertheless, ETC has never had the capacity to support apprenticeships that last for longer than a year for a number of capacity issues (resourcing, number of workshops etc.)
	2.3. Engagement of Companies and social partners	**LIMITED** Initial reactions from industry to the new apprenticeship scheme have been cautious. Employers' representatives have stated that employers should not be expected to assume the responsibility for the training of apprentices (not even on-the-job). Employers and employees' representatives need to be actively engaged in imparting learning at all levels. As in other countries, there is a fundamentally tense relationship between college-based and company-based VET. According to a study published by the Institut für Bildungsforschung der Wirtschaft (ibw), the key challenge is for both the school-based and the company-based training providers to widen their different perspectives and recognise the value and benefits of the respective other learning system.
3. Learning Outcomes		
	3.1. Transparent regime for accrediting work-based learning during apprenticeships.	**UNCERTAIN** ETC executives have doubts about MCAST's ability to deliver quality work-based learning and determine learning outcomes that are relevant to trade and industry (since these are normally pre-defined in trade) Up to the current apprenticeship year, there has been little formal involvement of MCAST in the work aspect of the apprenticeship (identification of placement, monitoring, assessment, etc). The result is that the apprenticeship involves the parallel company-based learning and theoretical learning taking place without any formal link in either management or learning present.

		As a result of the above situation, a pilot apprenticeship programme (i.e. Applied Science) was launched in an attempt to close the above gap. The intention is to change the current apprenticeship scheme in order for it to have a better integration between the learning at the two venues by transferring responsibility to the VET college. This initiative was run in partnership between ETC and MCAST. Placements and monitoring are carried out by ETC.
No consensus on MCAST's ability to organise WBL within a short timeframe.
MCAST is going its own way which is not necessarily the right way; mention is being made of simulated training at MCAST for apprentices so that they obtain ALL the competences at the VET institution. Practical training is only meant to expose apprentices to job floor issues like manufacturing discipline, reporting to work on time, etc.
Who will decide what constitutes WBL? MCAST should not be doing that - yet as a self-accredited higher education institution, there is no onus on the organisation to deliver hands-on expertise. At MCAST, students are likely to end up doing demos, not proper work-based internships. ETC clients tend to be ex MCAST students!
ETC has been a reference point for trade accreditation to date. "How can MCAST evaluate prior learning?
MCAST cannot do internships. At MCAST, students are likely to end up doing demos, not proper work-based internships. ETC clients tend to be ex MCAST students! Someone else should do this systematically, rather than on ad hoc basis. NCFHE does not have the competence to do accreditation of WBL. MCAST can only do academic instruction, not workshop hands on practice.
4. Accreditation of Apprenticeships		

	4.1. Transparent regime for accreditation in industry	**NO** There are no accreditation requirements for the companies willing to offer apprenticeship placements and no standards for the trainers and tutors in these companies. This may raise a quality concern, which may be accentuated by the fact that ETC supervisors seem not to be adequately trained in the field in which the apprentice is receiving training at the company. Apprenticeships have a high number of drop-outs especially after the probation period. These may be due to various factors (varying from abuses from the part of the employer, subjective reasons from the part of apprentices, mismatch with labour market needs). Historically, ETC did not have a monitoring system in place for either apprenticeships or Trade Testing. There is still a component of company experience which is not officially assessed, and thus not used for obtaining qualification.
5. Accreditation of Trade Testing Boards		
	5.1. Accreditation of informal learning under MCAST regime	**UNCERTAIN** ETC's trade testing boards have set the standards for accreditation of informal learning. Trade Testing Boards harbour the experts, not MCAST. The boards are recognised as such by industry. The experts within the boards highlight the deficiencies of curriculum based training (HND) at MCAST. Where will these go now? Or are trade based qualifications getting superseded? NCFHE, in co-operation with ETC, may set up standards of proficiency and certification in the various callings for the learning at college (college-based component of the apprenticeship calling). It also decides on the number of days the apprentice needs to

		spend at college.
		Employers are meant to offer apprenticeship places under the different callings, and ensure that the apprentice is provided with the relevant training. They also keep records for each apprentice.
		Trade testing is supposed to be about informal learning. It is difficult to benchmark in the absence of occupational standards. NCFHE has not been able to take over this role while MCAST can within its self-accrediting and QA regime. It is uncertain if this is the best solution, particularly in view of MCAST plans to simulate trade testing within a classroom environment.

Support Schemes and Grants

ETC manages or is involved in a number of traineeship and work placement schemes and financial grant systems aimed at supporting job-seekers in their efforts to enter the labour market.   These schemes and grants are summarised to provide additional context to the current training obligations of the organisation.

Traineeship Schemes

Traineeship is a dual system of occupational skill development programme, targeted at new labour market entrants, unemployed clients or employees involved in restructuring exercises. Traineeship schemes are meant to address skill shortages by offering prospective employers access to suitably-qualified people in specific sectors. The programme is made up of a combination of on-the-job training and off-the-job training. The content and occupational standards are set after consultation with the employer and lead to certification. At the end of the traineeship trainees may be called to sit for a competency test.

Traineeships are meant to increase the chances of young people finding a job by:

- Bridging the gap between the theoretical knowledge gained in education and the skills and competences needed at a workplace and in this way

- Providing job seekers with initial vocational training (pre-employment training) that will help them to obtain the knowledge, skills and competence required to find and secure employment.

From an employers' perspective the scheme is intended to help address skills shortages with suitably-trained, competent employees.   The scheme is meant to activate job seekers, by providing them with the knowledge, skills and competence required to find and retain employment.

Following consultations with Stakeholders and Employers, ETC runs four programmes under the Traineeship scheme, namely:

- Cleaning Attendants

- Office Procedures

- Sales Techniques and Customer Care

- Handymen / Maintenance

The duration of a traineeship is between 10 to 39 weeks, on an average of 40 hours /week. Typically during any week, a trainee will attend on-the-job training for four days with an employer – on the fifth day Trainee will attend off-the-job, theoretical training organised by the Corporation.   Theoretical tuition is delivered by ETC at its training centres and or by any other institutions approved by the Corporation to provide this service on behalf of the Corporation. This will be delivered on a day release system once or twice a week or as required, for the duration of the scheme. Practical hands on training will run concurrently with the off the job training programme. This will be delivered by employers selected for this purpose on those days and times that the trainee is not requested to attend for theoretical tuition. Traineeship schemes are made available for both registered unemployed persons and inactive job seekers.

Whilst following a traineeship, participants are paid a training allowance equivalent to 80% of the national minimum wage (NMW). Unemployed registrants receiving unemployment benefits/Social assistance will be required to forfeit the benefits for the duration of the Traineeship period, but still be credited for their NI contributions by DSS for the duration of the Traineeship. In addition they will be exempted from the weekly registration.   For their contribution employers providing the hands on training will be paid a nominal fee equivalent to 20% of the NMW.   The Traineeship Scheme is co-funded under the ESF Operational Programme II of 2007-2013.

Entrepreneurship Schemes

INT (Ibda Negozju Tiegħek) is an entrepreneurship programme aimed at people of all ages who want to start their own business.   ETC provides training, personal advice and counselling on how to start a business and successfully make it work, mentoring and financial grants.   The INT programme is open to unemployed persons. Priority is given to people registering for work on the unemployment register (Parts 1 and 2).   Training focuses on creativity, confidence building, business planning, business and people management, marketing, negotiation skills, legal aspects, health and safety, investment and financial management, retail skills, customer care and competition. The scheme provides participants in the programme with the services of a mentor.   Mentors include retired people who have managed a business in the past. Mentors offer one-to-one business counselling and advice and share their experiences with you to help you to identify your strengths and your shortcomings.

ETC offers a financial grant of up to €5,000 to those who attend at least 80% of the training modules.   A childcare subsidy is given to those participants who have to leave their children at a childcare centre while attending the INT programme. A transport subsidy to participants who live in Gozo is also given. More information on the childcare and transport subsidies is available from the Programme Coordinator.

Work Exposure Schemes

ETC manages a set of work exposure schemes to assist those who have never been in employment gain invaluable work experience.   Target customers are young persons and females who have been out of the labour market for a number of years and other long-term unemployed persons.   The schemes operate as work placement experiences, with the job-seeker working at a potential employer's location for a number of weeks.   During this period, the job seeker gains valuable work experience and has the potential to network with the prospective employer.   Other schemes are designed to help redundant or older workers to re-integrate in the labour market.

ETC runs two schemes – although the Work Trial Scheme is temporarily suspended

1. **Work Trial Scheme** - This scheme gives the jobseeker an opportunity to gain work experience from a real place of work. Employers have the chance to try their prospective employees on this scheme.

2. **Bridging the Gap Scheme**- This scheme is available to persons in disadvantaged situations.   These people include registered disabled persons, Former Substance Abusers, Former Prison Inmates and Social Cases.

As part of Malta's Youth Guarantee Implementation Plan[20], ETC is also involved in promoting **Youth Guarantee Schemes**.   These focus on individual empowerment and continued education. The Jobs+ unit within MEDE applied for support from the European Social Fund (ESF) to launch a project to help those who are not in employment, education or training (NEETs).   This ESF project started in Q2 of 2014.   350 NEETs were individually profiled by experts and receive thirty hours of direct contact with a youth worker and another ninety hours of training intervention that will consist of motivation and behaviour, labour market orientation sessions (including guidance on employment), CV writing and interview skills, and communication skills.

The Youth Guarantee scheme offers personalised training in several fields. During the 18-week training period participants undertake various work placements and vocational training at MCAST and other organisations.   Youth Guarantee scheme participants receive an allowance

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[20] In April 2013, the Council formally adopted a Recommendation for the setting up of a Youth Guarantee scheme. The Recommendation calls on Member States to 'ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education' and asks them to implement Youth Guarantee schemes as soon as possible. With regard to the Member States experiencing the most severe budgetary difficulties and higher rate of NEETs or of youth unemployment, gradual implementation could also be considered.   The Recommendation also calls on the Commission to continue to monitor and report regularly on developments concerning the design, implementation and results of Youth Guarantee schemes as part of the annual programme of work of the European Network of Public Employment Services.   Ensure that the Employment Committee is informed in that regard. The Commission is to report in 2016 on the implementation of the "Youth Guarantee" and on the operation of the Youth Employment Initiative.

of €1,440 in the form of financial grant given to those workers who earn less than €300 (Gross) per week.

For a person to receive the financial grant he or she must attend for a minimum of 4 hours of training per week organised by ETC.   The financial grant is capped at €25 per week, even if the person is attending for more than one course at one time, and only given after the person successfully completes the whole training course. The grant is given according to the amount of weeks that the training course has.   If a person terminates the training course before it is completed, or has absences which preclude final assessment, he or she will not receive the allowance.

Training Subsidy Schemes

ETC currently manages two training subsidy schemes partly funded by ESF2.201 – Enhancing Employability through Training (EET)

1. Training Subsidy Scheme (TSS)

2. Training Subsidy Scheme Academic (TSSA)

The following table summarises the key features of the two schemes

Features	Training Subsidy Scheme (TSS)	Training Subsidy Scheme Academic (TSSA)
Financial Assistance	Training grant to aid participants with costs relating to vocational training. Grant equivalent to 75% of the direct training cost excluding VAT but will not exceed the maximum amount of €1000. The minimum threshold for an application to be accepted will be set at €100.	Grant payable to individuals who wish to follow a program at MQF 5, 6, 7 in an area related to Digital Media (Software development/ Gaming) or Financial Services. Grant equivalent to 100% of the direct training cost but will not exceed the maximum amount of €7000.

	Grant only covers tuition fees, registration fees and examination fees paid by the applicant. Training must have been completed by 31st December 2014.	
Timing	Grant awarded to the individual (trainee) *after* successful completion of their training.	Grant awarded to the individual (trainee) *after* successful completion of their training.
Applicant Eligibility	- Self employed individuals - Individuals in full-time employment in Micro Enterprises (organisations employing 10 people or less). - Individuals over 40 years irrespective of their employment status. - Unemployed individuals seeking employment. - Individuals earning less than €10,000 (Gross) per year. - Individuals employed with Local councils or NGOs. - Individuals employed in vulnerable sectors.	- Maltese citizens, or people otherwise permitted to work in Malta and has been residing in Malta for the past five (5) years - Employed or a job seeker who has reached 21 years of age on the date of application. - Applying for either a Digital Media (Software development / Gaming) or Financial Services related programme of studies equivalent to MQF Level 5, 6 or 7. - Already accepted to participate in the programme by the recognised education and training institution providing the programme. - Persons with disabilities who do not have any possibility of following a full or part-time Diploma, Degree and Masters programme unless through distance learning are given first preference in the same way as those who apply to follow full-time programmes. In such cases, supporting documentation certifying these conditions will need to be presented with the Application, which may need to be verified on a case by case basis in consultation

		between the Corporation and the KNPD.
Training Criteria	• Training Programme not offered by ETC • Training must be of a general nature, leading to the acquisition of transferable vocational skills which enhance participant's current skills sets and / or improves future employment opportunities • Training Programme leads to a valid certification as recognised by the Malta Qualifications Recognition Information Centre (MQRIC) • Institution delivering the training has to be licensed by the NCFHE. • Training courses offered by applicant's employer are not eligible.	• Programme of study applied for can be provided at any local Higher Education Institution representing a foreign University or at an international University, Higher Education Institution or licensed tuition centre provided they are recognised by NCFHE • Programme can be followed on a full-time, part-time or Distance Learning.
Timeline for Scheme	TSS exists under the current ESF-funded Enhancing Employability through Training project which finishes in June 2015. *There is not going to be a successor to this programme.* Any proposals to fund similar vocational training in the future will have to be funded from another programme, or from national funds, in line with the provisions of the Employment and Training Services Act Articles 16 and 17.	TSSA claim period extended to March 2015.

Services for People in disadvantaged situations

ETC offers specific services to people who are in disadvantaged situations and therefore find it more difficult to enter the labour market. The Inclusive Employment Services scheme is offered to people in disadvantaged situations including:

- Persons with disability

- Former substance abusers

- Former prison inmates

- Other people with different social problems.

Persons with Disability

All clients listed on the ETC Register of Disabled Persons (RDP register) undergo an assessment from an occupational therapist so as to help in identifying the person's abilities. This strengthens the ETC employment advisor's efforts in matching the client with the available vacancies. Persons with disability are classified into the following:

1. Intellectual disability

2. Physical disability

3. Persons suffering from mental illnesses

Ad hoc training courses are organised to jobseekers with different disability. These courses are 'tailor made' to accommodate the particular needs of clients. Intellectually disabled clients and those suffering from mental illnesses can also benefit from specialised training through cooperative agreements the ETC has with both the Inspire and Richmond Foundations.

Job Coaching and Learning Support Assistance are being offered to Registered Disabled Persons Jobseekers in case they need further assistance on the work place or during the training courses.

Former Substance Abusers, Former prison inmates & Other Social Cases

The Employment Advisor assists this target group by formulating an appropriate Personal Action plan with the jobseeker and also by working in close collaboration with other specialised organisations who offer counselling and services for these clients. It is up to the individual to seek this particular service.   Through a cooperation agreement that the ETC has with Caritas (Malta) and Oasi (Gozo), former substance abusers who are receiving rehabilitation at these two organisations can participate in a specialised programme which offers both training and work exposure opportunities to enhance their employability with the view to enable their entry into the labour market and retain employment.   Prison inmates are also offered ETC training services during their sentence, subject to an assessment of skills and abilities.

ANALYSIS: TRAINING SCHEMES, GRANTS AND INCLUSIVE SERVICES

A cursory review of the various schemes and grants highlight a number of ETC 'cultural identity' issues which resonate with the analysis in the previous sections.

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Training Schemes and Grants
1. Distinguishing Features		
	1.1. Traineeship schemes lead to concrete job opportunities	**UNCERTAIN** Traineeship schemes are tantamount to hybrid work-based learning and training opportunities.
	1.2. Schemes are deemed to be strategic to ETC	**NO** It is unlikely that MEDE and ETC put much strategic value in the current set of schemes and grants, with the exception of the Job+ initiative and initiatives to

		support marginalised communities.
		Many of these schemes and grants are ESF-funded, which means that they are short-term, and can be interpreted as 'stop-gap' solutions until funding runs out.
	1.3. Schemes are inclusive and target all citizens, irrespective of skills and background.	NO
		The positions offered for work-based learning under the traineeship schemes are low-level positions. This further reinforces the notion that ETC primarily targets low-skilled / poorly-educated people.
		From a branding point of view, should ETC decide to reposition, it is essential that policy-makers and senior management decide whether ETC targets all unemployed people and those wishing to change careers, or whether it is only interested in those at the lower end of the employability scale.
		Within this context, the Entrepreneurship Scheme is tantamount to a financial grant for people interested in freelancing, as opposed to an incentive for people who are entrepreneurial and wish to start a business. Malta Enterprise is perceived to be the agency that provides guidance to future entrepreneurs, as opposed to ETC.

Customer, Stakeholder Relationships and Channels

ETC has to create value for a set of primary customers and interested stakeholders.

ETC's target customer base for training is potentially not homogenous – 'the unemployed' – but a disparate set of learners and interested stakeholders with different, overlapping and occasionally conflicting requirements.   These may include:

- Experienced adults whose skills have become outdated and who need to invest in vocational training to secure their existing jobs, or change careers.

- People who want to improve their skills for a variety of reasons, including a need to change career.

- Young people who might not continue in formal education because of a variety of social-economic reasons, including budget and family-related issues.

- People who have been prevented from taking up learning opportunities because of childcare or other caring responsibilities.

- People looking for 'second chance' education, including early school leavers without adequate qualifications and those who missed out on tertiary education.

- People who have shown little interest in learning and have a low level of education qualifications (all age groups, including people aged 35+).

- People who historically have participated less in post-16 non-compulsory learning, such as young people who have left school and not gone on to further or higher education, employment or training, who may have become disaffected with school and have limited or no qualifications.

- People with specific education support needs, such as people with disabilities.

- People in employment who wish to keep learning, and who may find it difficult to continue to learn because of factors relating to their work.

- People working on temporary contract, including those using lower level skills at work and

who do not have access to training.

- Older people who wish to lead a meaningful life and need stimulation and support for learning.

- Early school-leavers.

- Long-term unemployed.

- Under-represented and disadvantaged people who may be prevented from taking up education because of disability, race, social-marginalisation etc., and groups less likely to access education.

- Migrants who are seeking integration in Malta.

Learning outcomes are a common thread in all EU initiatives in lifelong learning and VET in particular. Vocational qualifications, linking the worlds of work and vocational learning, are meant to equip learners for the workplace so they meet the demand in the labour market. This implies a role for social partners and others representing the world of work in the development of qualifications.

Stakeholders in Employability and Training Sector

For the sake of clarity, we believe that ETC has the following set of primary customers and interested stakeholders:

PRIMARY CUSTOMERS

1) Job-Seekers

2) Unemployed aspiring entrepreneurs

3) Employers looking for skilled personnel

4) Trainees interested in apprenticeships / internships

5) Trainers

INTERESTED STAKEHOLDERS

This refers to the institutions and organisations involved in a specific thematic area and/or policy cycle phase within the VET sector.

1) Ministry of Education and Employment

2) Industry Representatives

3) Social Partners

4) MCAST

5) DLL

6) NCFHE

7) EU

PRIMARY
CUSTOMER SEGMENTS

Job-Seekers

Unemployed people with
aspirations to start up a business

Labour Market / Industry

Work-Based Trainees

Teachers & Trainers

INTERESTED
STAKEHOLDERS

MEDE

Industry Representatives

Social Partners

MCAST

Department of Lifelong Learning

NCFHE

EU (Cedefop etc.)

Civil Society
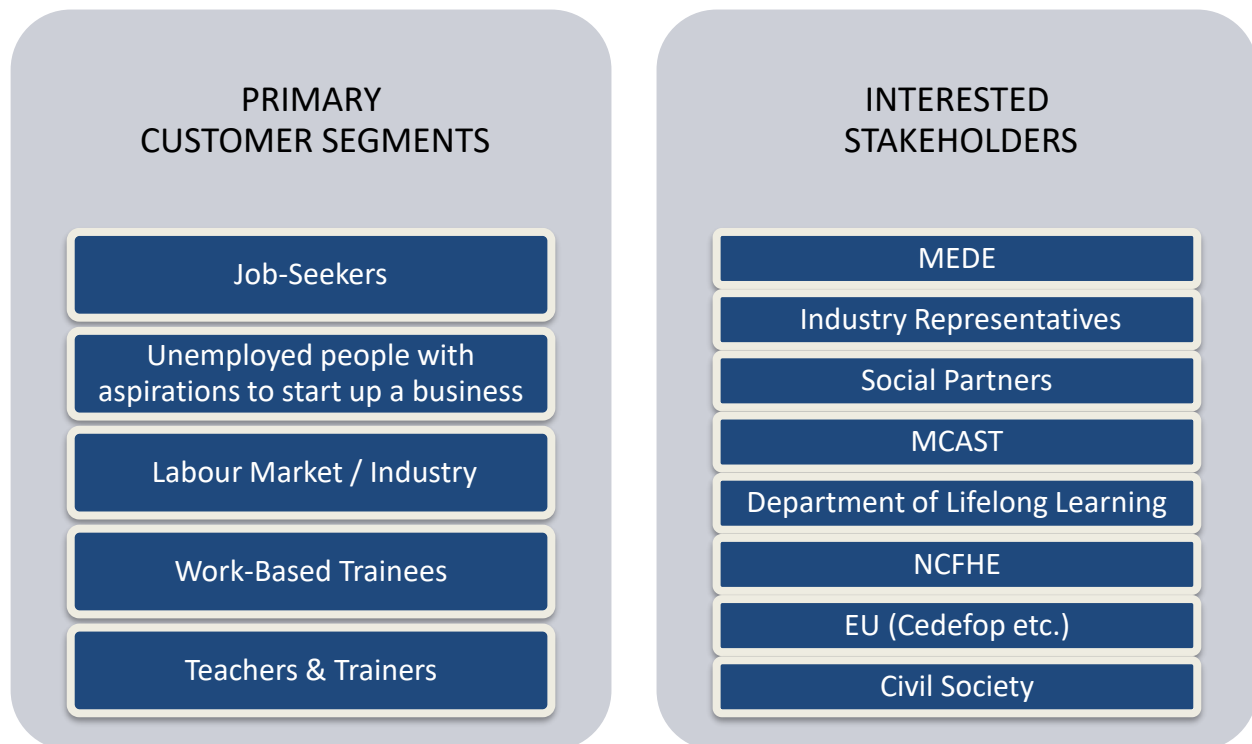
Figure 4:   ETC Primary Customers and Stakeholders

Job-Seekers are primarily segmented on the basis of their relationship with the Unemployment Register.   The Unemployment Register has three main parts.

- Part 1 of the Register is for persons who have never worked, or who have been made redundant. Persons on Part 1 of the Register may be eligible for unemployment benefits.

- Part 2 is for persons who resigned from their previous job, who have missing documents, were dismissed, or who have been removed from Part 1 of the Register.

- Part 3 is for persons who are already in employment but who would like to be notified of other work opportunities.

- Part 3B is for those persons who are seeking temporary employment, such as students.

- Part 3C 1 and Part 3C 2 are for those who wish to have a part-time job as a sole employment or as another employment besides their full time or part time job.

In the case of the stakeholders, each group can be further broken down into sub-categories such as:

1. Strategic decision makers

2. Officials at different levels of management responsibility in different ministries in local government

3. Social partners, employers and companies, their representative organisations and chambers

   3.1. employee representative organisations and unions

4. Teachers and trainers

   4.1. representative organisations and unions

   4.2. leaders of different kinds of HRD provider institutions

5. Non-state or third-sector organisations

6. Civil society, including community and religious organisations

7. Stakeholders in the informal economy

ANALYSIS: CUSTOMERS AND STAKEHOLDERS

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Customers and Stakeholders
2. Customer Segmentation and Personalisation		
	2.1. Training is provided to customers on the basis of individual, personalised training needs analysis.	**PARTIAL** The Employment Officer assesses the training needs of a job-seeker on the basis of an interview. In the past, the job-seeker would be recommended training from the set provided. There are shared anecdotal examples of mismatches between job-seeker needs and training provided (e.g. ETC training on the film industry provided by a transmedia specialist to job-seekers interested in working as labourers in the Malta film industry).
	2.2. ETC focuses on the individual customer as opposed to customer segments in developing a personal training programme.	**NO** The primary segmentation is if the customer is on the unemployment register and hence needs training, or if the customer is not on the unemployment register. There remains a lack of clarity - particularly when it comes to differentiate training customers from those that may be attracted by offerings of MCAST and those who should be interested in ETC's training offer. There is a consensus that were they not obliged to undertake training to retain their unemployment benefits, most participants on ETC's training programmes would choose not to attend. There appears to be little attention to individuals' personal learning outcomes

		or follow up with individuals after training and / or after the job-seeker manages to find employment. In developing a future-proof framework for vocational training, ETC is also meant to be cognisant of relevant policy guidelines from MEDE and the EU.
3. Industry Segmentation and Personalisation		
	3.1. Training support is provided to industry on the basis of personal needs testing	**PARTIAL** Some companies have long-standing relationships with ETC (particularly companies in trades and crafts) and through their networks manage to secure training support from ETC. In reality, ETC does not have the requisite market intelligence to be able to anticipate industry's needs for additional, trained, skilled staff. In developing a future-proof framework for vocational training, ETC is also meant to be cognisant of relevant policy guidelines from MEDE and the EU.
4. Relationships		
	4.1. The Job-Seeker is a valuable customer for ETC.	NO The job-seeker is considered with a local 'cultural' context where people on the unemployment register are often associated with abuses of the system, whereby citizens register as unemployed and moonlight. This has inevitably created a corporate culture where as opposed to being a client, the job-seeker is also perceived to be a potential abuser of the registration or social benefits system. A customer-centric approach whereby the job-seeker and the employer are at the focus of ETC's attention requires a change of culture. The regulation of

		illegal practices has deflected ETC from its core mission of customer care.
		It is essential that ETC moves away from the notion that every Customer is a potential abuser of the registration or social benefits system to a Customer-centric system where the Customer is given personal, accurate guidance to enter / re-enter the employment world as quickly as possible. The offer of training, similarly, has to be made within this customer-centric approach.
	4.2. Industry is a valuable customer for ETC.	**DEPENDS ON INDIVIDUAL RELATIONSHIPS** The linkages with industry and social partners should, at face value, be strong, since there is representation on the ETC board from social partners. Yet ETC has historically operated in a reactive or passive mode to the training / skills needs of specific corporate sectors. Like many public corporations, ETC does not have a tradition of customer service.
	4.3. Relations between ETC and MCAST are optimal	**NEED IMPROVEMENT** The transfer of responsibilities of apprenticeships from ETC to MCAST, and the latter's ability to develop part-time courses within its own self-accrediting regime has created tensions over the past months. This has also resulted in a resistance within elements of ETC to considering transferring responsibility for short-term courses to ETC. There is a history of personal relationship breakdowns and mistrust. Interpersonal relationships between key players within the organisations need to be improved if the VET sector is going to run smoothly in Malta.
	4.4. Relations between ETC and Social partners are	**NEED IMPROVEMENT** Social partner representatives were

| | optimal | unaware of the key drivers for ETC training, or whether this was underpinned by a coherent policy, but believed that training needed to be aligned to the needs of the labour market. |
| | | Social partners believe that ETC's role in training should now change to a monitoring role. Its real contribution would be valued if it were to forge closer relationships with industry. |

Channels

ETC reaches out to customers and stakeholders over a set of offline and online channels. **Table 5** tabulates the channels used by ETC.

The channels are not integrated, but associated with individual managers within ETC tasked to manage a particular channel.

Channel	Purpose of Channel	ETC Current Channel Application
Job Centres / Front Desk	Real-time, Personal Guiding	Job Centre Employment Advisors
Phone	Real-time, Personal Guiding	Phone
Print Media	Public information Brochures and Advertising	Various: Brochures, Pamphlets Advertising primarily in print media
Mobile Technologies	Real Time and Asynchronous Guiding	No official use
Website	Hub of interaction. Within a hub of paid, earned and owned media, the	Corporate Website at etc.org.mt
Social Media	Two-way engagement between Public Service,	Facebook page at: https://www.facebook.com/ETCMalta No use of business social networks

	Job-Seeker and Industry	such as LinkedIn, Blogs, Instagram, YouTube, SlideShare
		No pay per click campaigns
		No evidence of native advertising
Trainers	Real-time, Personal Guiding	Trainers teaching curriculum

Table 5:   ETC use of Channels

It is beyond the scope of this report to assess the effectiveness of the individual channels. However, it is clear that the website suffers from content overload and basic usability testing issues.   These are probably due to a lack of attention to information architecture and a clear policy on target users.

Instead of corporate / public sector speak, the website needs to focus on the value proposition it brings target users, using clear language and graphic design.   The site also needs to operate as the hub of the target users' communication through a judicious use of a mix of cost-effective offline and online channels (see **Figure 5**).

It is vital that ETC develops a communications strategy to enable it to optimise its use of available channels for a number of reasons, including customer service, awareness, delivery of core services and PR.
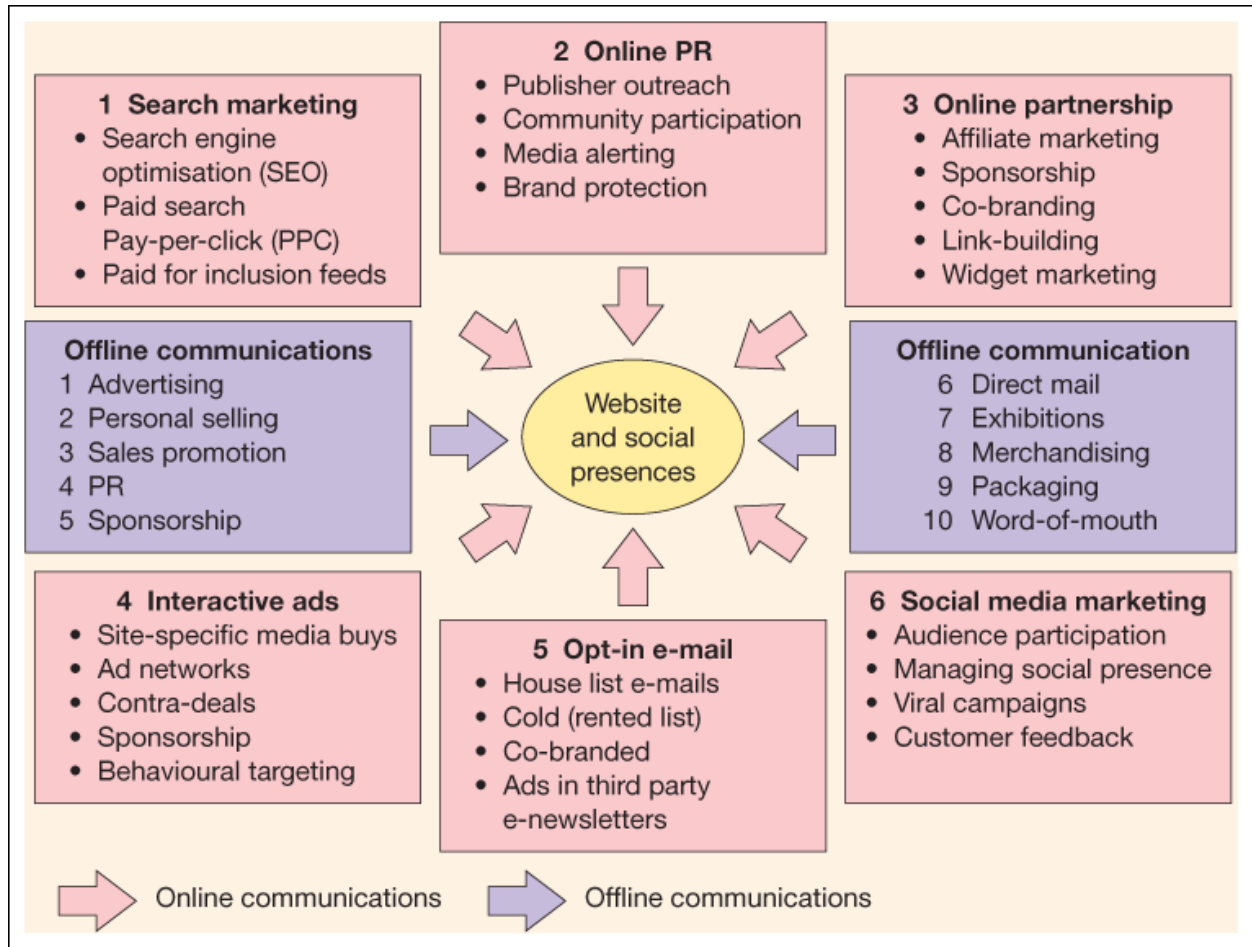
Figure 5: Website as hub of online and offline communications

Key Resources

Facilities

ETC operates from its main offices in Hal Far, a branch in Gozo and six job centres.

ETC has modern training complex at Hal Far consisting of more than 40 classrooms and workshops.   Facilities can support the training of more than 10,000 persons per annum.

ETC's training facilities were developed with the significant support of EU funds. Nevertheless, these facilities are not being fully utilised:

1. Trainees often complain about access and logistics issues associated with Hal Far, despite ETC's best efforts to organise transport arrangements.

2. ETC is not generating sufficient number of trainees to use the premises to its full capacity. Indeed, the current short courses funded by ESF are driven by the need to demonstrate that there is indeed significant demand for courses that justifies the investment.

Organisation

ETC is governed by a Chairman and Board of Directors appointed by Government.   The organisation is managed by a Chief Executive Officer and is accountable to the Permanent Secretary, Ministry of Education and Employment.

On 6th October 2014, ETC was restructured around seven divisions.   Each Division is managed by a Head of Division.   The management team is headed by the Chief Executive Officer.

The restructuring prepares ETC for a period of sustained change.   Specifically, it addresses:

• The need to facilitate the implementation of the new corporate strategy and underlying

management culture

- The need to respond quickly to changing labour market demands.

- Misalignment between internal functions, particularly in the Employability Division, which incorporated the former Employment and Training Services Divisions, and weak linkages between the Jobseekers' Advisory services, Employers' Services and the Skills Centre and Training functions.

- The need for strong internal communications (as opposed to silo-management).

Table 6 summarises the responsibilities for the divisions.   **Annex 10** includes an organisation chart.

Office / Division	Responsibilities
Chief Executive Officer	• General Management of the Corporation including Marketing & Customer Care; Overseeing Inclusive Employment Services and Training Services.
Corporate Planning	• Deputises for CEO in latter's absence • Business Planning & Development • Contribution to Employment Policy at National & EU level • EU Affairs • Labour Market Research • Labour Market Intelligence • Performance Management • Representing ETC in International Fora • Liaison with International Organisation.
Employment Services	• Job Seekers Advisory Services (Guidance Services (Vocational Guidance, Profiling, Referral to Training, EAs in Job Centres) • Employment Schemes (Community Work Scheme) • Employer Services (Private & Public vacancies & Parastatal Unit) • Inspectorate & Law Compliance (Law Compliance;

	Registration of Job Seekers (new & repeat) and Justification procedure after strike offs) • Migration (Employment Licence Unit) • EURES (National Coordination Office & EURES Services).
Inclusive Employment Services	• Services for disadvantaged job seekers (RDPs, ex CCF Inmates, former substance abusers) • Supported Employment Services • Sheltered Employment Services; Partnership Agreements
EU Funded Schemes	• Investing in Skills; Access to Employment; Work Trial Scheme
Training Services	• Training Courses • Traineeships • Trade Testing • Programme Design and Quality Assurance • TSS
Finance and Corporate Services	• People Management; Upkeep of premises and maintenance; Communications & Information Technology; Tendering Process & Procurement; Financial Management, Maintenance of Records and Reporting; Budgeting & Control.
Gozo Services	• Employment Services in Gozo; Training Services in Gozo; Inclusive Employment Services in Gozo; Maintaining an updated and correct HRIS database; Liaison with the Ministry for Gozo. For each of the services in Gozo, direction needs to be obtained from relevant Department.

Table 6:   ETC Divisions and Responsibilities

Training Functions

ETC Trainers' includes all teachers and staff who provide VET instruction, irrespective of setting (formal and non-formal, in IVET and CVET, including training hosted by enterprises). Cedefop notes a distinction between 'professional trainers' (staff hired for the primary purpose of providing VET instruction – teaching staff) and 'part-time trainers' (usually professionals from fields other than education who act as part-time trainers in their professional field, either in a company or externally).

All ETC trainers are engaged on a part-time basis.   Trainers may include employees of the Public Service / Public Sector.   Trainers used to be interviewed, included on a training register and then engaged with ETC using a FIFO basis.   At one juncture, up to 400 different part-time trainers were on ETC's database of part-time trainers.

A 2012 PPCD report was critical of regime and the rates being paid and controls.   Trainers are now expected to be self-employed.   Public procurement regimes are used for engagement of trainers at fixed hourly rates.   These are currently as follows:

Courses pegged at MQF level 1 - €13

Courses pegged at MQF level 2 - €16 or €20 depending on subject

Courses pegged at MQF level 3 - €20 or €23 depending on subject

Courses pegged at MQF level 4 - €25

ANALYSIS: TRAINING RESOURCES

The following analysis revisits issues relating to training resources (*also see analysis of Short Term Courses and Quality Assurance in previous sections*)

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Training Resources
1. Distinguishing Features		
	1.1. Procurement of trainers is efficient	The traditionally administratively-onerous regime for trainers has become much more challenging.
		The use of ESF funds changed the regime for engagement, management and monitoring of trainers. The onerous administrative and tendering procedures resulted in ETC losing access to good trainers.
		There is a strong belief within the organisation that the establishment of a framework agreement with a finite

		number of third party turnkey contractors (training service providers) will facilitate administration and limit ETC's financial exposure.
2. Evaluation and appraisal of Trainers & Training System		
	2.1. Availability of resources for operation of the VET system	**PARTIAL** ETC has managed to source sufficient numbers of trainers for the ESF-funded courses, despite the tendering system. Training resources not available in Gozo Identifying suitably-qualified local trainers on a needs basis continues to be a significant challenge, not just for ETC, but also for MCAST and the Directorate for Lifelong Learning. It is particularly difficult for MCAST to find trainers with hands-on skills. We need 'train the trainers' programmes.
	2.2. Overall readiness of training staff working in the system (trainers and directors) to develop professionally and adjust their working methods	**UNKNOWN** The level of exposure of trainers in the Maltese VET system to international experiences and best practice needs to be determined. It is uncertain that trainers are encouraged and supported in applying innovation and creativity in their daily work.
	2.3. Efficiency of training system	**TOO EARLY TO DETERMINE** The following are simply indicative at the time of writing the report: • An oversupply of study places in some courses, which is being mitigated by ETC through changes in timetable and adjusting class size / teacher–student ratio

		• Some difficulty in sourcing trainers for ESF-funded courses. • Perception that the quality assurance demands of the ESF-funded regime may be too onerous on both ETC and trainers. • Training in 2014-2015 driven by need to spend EU funds, as opposed to getting people employed. • Uncertainty about potential dropout rates. • More than one teacher has been sourced per course, providing backup when required.
	2.4. Capacity to use evidence to monitor and evaluate progress on training courses	**YES** ETC has developed a rigorous inhouse monitoring regime as part of the accreditation requirements for the ESF-funded courses
	2.5. Availability of incentives for change (system of rewards for professional development of staff, for rewarding quality improvements of VET institutions, inclusiveness of education, etc.)	**NONE**
	2.6. Availability of incentives to trainers to improve quality of training through CPD.	**NONE** There is no system of rewards for professional development of staff, for rewarding quality improvements of VET institutions, inclusiveness of education. There are no incentives to encourage new training entities such as NGOs to provide much-needed training skills, for instance in soft skills. NCFHE puts the onus on individual training institutions to ensure that their teaching staff are competent, by applying transparent processes for their recruitment, employment and

		professional development. ETC is not engaged in promoting such incentives as it outsources its training.
	2.7. Availability and reliability of data and analytical information	**LOW** It is not possible to determine with some level of comfort the mismatch between needs and the training resources provided due to a lack of current market intelligence on skills needed and training required.
3. Accreditation of VET providers and programmes		
	3.1. Mandate of the entity in charge of accreditation of VET providers and programmes	**YES** NCFHE has mandate to accredit a VET provider on the basis that one of its courses have been accredited. ETC is already an accredited further education institution.
	3.2. Regime in place for quality assurance of trainers	**YES** See quality assurance analysis earlier.
	3.3. Qualifications used in assessing the quality of learning outcomes	**YES**
4. Policies for Vocational Trainers		
	4.1. Minimum qualification requirements for formal entry into the teaching profession in VET, and those for acting as a VET trainer	**YES** Trainers are expected to be graduates.
	4.2. Composition of the workforce of trainers in terms of academic	**DEPENDENT ON COURSES** ETC outsources the provision of trainers,

	qualifications, tenure and age, and sex	so composition is not within its control.
	4.3. Career progression opportunities for trainers.	**LIMITED** ETC outsources the provision of trainers, so it does not provide career progression. Unless trainers are running their own training organisations, career progression is limited because of the size of the market. In which of these areas and on which indicators do you think policies for VET trainers and professionals acting as trainers work well, and in which is there need for improvement,
	4.4. Minimum qualification requirements for becoming a director of an institution providing VET training.	**NONE** A VET institution is accredited on the basis of its courses, not its directors. Many VET institutions, like ETC, outsource their training to third parties and do not employ permanent trainers.
	4.5. Availability of trainers and professionals acting as trainers in the VET system.	**LIMITED** The size of the market and the market rates for freelance trainers are not conducive to a situation where demand for a particular skills set can necessarily be met from the local supply of trainers. ETC does not have policies in place to attract and retain effective VET trainers.
	4.6. Programmes for the induction and mentoring of new trainers, and assessment of effectiveness	**LIMITED** NCFHE expects providers like NCFHE to have the primary responsibility for the quality of the provision of its training courses, and their quality assurance. Each Internal Quality Assurance (IQA) needs to be designed for the provider's courses and service users. The planned National Quality Assurance Framework (currently a proposal for consultation) shall provide the necessary guidelines to entities like ETC for the development of IQAs whilst allowing for established quality management systems adopted by

		providers that are in harmony with the Framework.

Knowledge Management Systems

ETC's legacy knowledge management system has been developed by two in-house developers. The system has been developed organically over several years and appears to have been built primarily to support the current matching requirements of the organisation.

It is beyond the scope of this assessment to identify the core components of a robust Digital Information & Knowledge Management System for ETC. Nevertheless, it is apparent that ETC is currently exposed by having legacy systems in place. The National Audit Office (NAO) conducted an Information Technology Audit at ETC in 2014 which noted that ETC does not have "a formal ICT strategy".

ANALYSIS: KNOWLEDGE MANAGEMENT SYSTEMS FOR TRAINING PURPOSES

Areas of Analysis	Operational Descriptor	Analysis of Current Situation: Knowledge Management Systems
1. Distinguishing Features		
	1.1. Legacy System documented	PARTIAL It is inevitable with a legacy system built by a small team of people that its documentation is not enterprise-proof. While ETC has gained access to a proprietary, cost-effective and flexible system, built to support ETC's changing environment, there are significant risks related to scalability and ongoing support that should not be entertained in a public organisation. ETC needs to develop a strategy for the migration of the legacy systems to an enterprise-proof system,

		where the relationship with the supplier is based on a comprehensive service level agreement. It is just too risky for ETC to continue to rely on the goodwill and expertise of two middle management members of staff for its mission-critical knowledge management requirements.
2. Alignment between business requirements and Knowledge Management Systems		
	2.1. ICT plans in place	**PARTIAL** A yearly plan with planned projects based on ETC business processes priorities and other tasks is drawn up by the IT responsible and discussed with his Head of Division.
	2.2. Scalability issues addressed	**PARTIAL** ETC is in the course of procuring a Business Intelligence Tool that will empower users to produce data and conduct analysis without constant dependence on the limited IT personnel. It also plans to create a virtual labour market with a view to improving the jobseeker-vacancy matching process, revamp its website, reduce paper-based back-office processes through automation, have network redundancy and install monitoring systems. ETC agrees that an ICT strategy should be drawn up to support the corporate business plan. Once the latter is finalised, work will start on the establishment of a formal ICT strategy. The fact that the system is based on legacy architecture provides both an opportunity to customise improvements, and increasing risks related to undocumented / minimally supported /

		complex information technology.
3. Quality of Knowledge Management Systems		
	3.1. System supports timely, reliable data and analytical information	**PARTIAL** System primarily supports the employability functions as opposed to the training functions.
	3.2. System has capacity to use the evidence to monitor and evaluate progress	**PARTIAL** System primarily supports the employability functions as opposed to the training functions.
	3.3. System enables real-time monitoring of occupations, providing ETC with information on specific occupations in decline and others in demand	
	3.4. System has reliable, real-time information available on difficult-to-fill vacancies. Extent to which this information is used in the development of qualifications and for educational planning processes.	

STRATEGIC OPTIONS

On the basis of the strategic analysis, we believe that ETC currently has four mutually-exclusive strategic options:
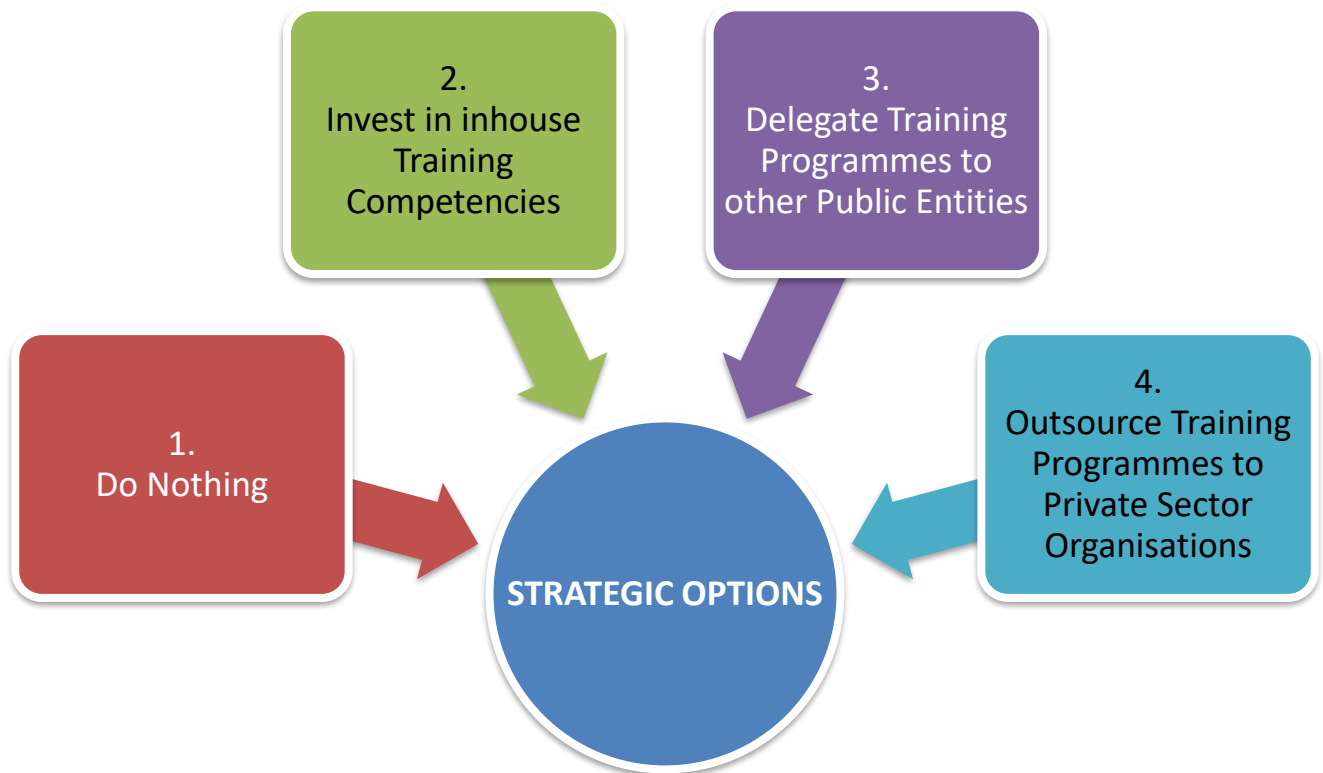
Figure 6:   Strategic Options considered for ETC's participation in training operations

Strategic Option 1:   Do nothing

CONCEPT

This option prescribes that ETC continues to operate its current training operations regime without making any major changes to its modus operandi.

PROS

- Enables ETC management to secure valuable time to take stock, particularly after the very recent internal restructuring of the organisation.

- The changes that need to be made have to be made across the board - not just within ETC but within other stakeholders in the VET value chain – particularly within MEDE.

CONS

- Fails to address the shortfalls identified in this report.

- Fails to address the historic and current ETC identity crisis, where 'training' is perceived by internals and externals to contribute to the ongoing crisis.

- Fails to address issues relating to need for a relevant VET regime, return on investment, training course learning outcomes and contribution to reducing the skills gap in Malta.

- Fails to address Government's requirement for the public delivery of VET to be rationalised, coordinated and improved.

- Fails to address the uncertainty on the future of ETC-organised training once ESF course funding is terminated in 2015.

- Fails to acknowledge the prevalent ETC and MEDE belief that there is a need for a break from the past, and that ETC's role in training has been superseded by a mix of time, the expectations of stakeholders and the needs of the primary customers, where the learner has not been placed at the centre of the solution, but the needs, rules and regulations of the parastatal entity.

Strategic Option 2:   Invest in building in-house training competencies

CONCEPT

ETC invests in its internal human resources, systems and related infrastructure to build on the lessons learnt from the ESF-funded courses of 2014-2015 and rolls out turnkey training courses funded by Government.

PROS

- Leverages on ETC's existing training infrastructure and resources.

- If ETC is going to keep providing a training service, it should provide a service that is competitive to what the private sector can offer.

- Enables ETC to focus on strategic learning outcomes and extend its training offer to a wider learning sector, beyond people on the unemployment register.

CONS

- Training cannot be addressed in a 'vacuum'. ETC needs to invest in becoming a proper employment agency before it invests in training.

- Rather than expanding its training services or competing with the private sector for training, ETC should be focusing on its public duty to deliver those employability services which other entities cannot deliver.   ETC can only resolve its identity crisis by differentiating its core service offer.   This is not necessarily training.

Strategic Option 3:   Assign responsibility for Vocational Training to another public body

CONCEPT

The overlaps between ETC's training offer and that of other public VET organisations, such as MCAST, the Directorate for Lifelong Learning and FES, provides ETC with an option to assign its current training operations to another public organisation.

PROS

- Releases ETC from onerous task of identifying and hiring appropriate trainers

- MCAST is the logical public entity to take over this responsibility, particularly in view of Government's policy to reposition it as the primary VET / further education public organisation in Malta

- MCAST is an accredited higher education institution. Any transfer of training responsibilities will release ETC from its onerous administrative duties and quality assurance obligations.

- An allocation of training to MCAST, the Directorate for Lifelong Learning and FES is a first step towards addressing immediately-recognisable overlaps in training (such as provision of Childcare and many of the short-term courses being rolled out under the ESF programme).

- MCAST will commit to providing additional training courses and addressing overlaps if Government identifies incremental training budgets for the organisation.

- MCAST can find additional trainers as long as it secures incremental funding.

- MCAST has recently appointed a Director Partnership Office whose primary focus is the commercialisation of part-time courses. ETC's courses may be integrated into these courses which MCAST believe gives the organisation a greater degree of flexibility in terms of content, timing and learning outcomes required from a course.

CONS

- MCAST does not have the training capacity within the immediate short term to take over the ETC training programmes currently being rolled out under the ESF programme. MCAST is struggling to manage its core commitment to 6,000 students and is unlikely to be in a position to support 10,000 students within the short term.

- As primarily a curriculum-driven institution, it is unlikely that MCAST can react to the short-term / bespoke training requirements of industry within a shorter timeframe than ETC. This capacity is essential if training is to be relevant to the needs of industry today and in the short term.

- Given MCAST's challenges with the takeover of apprenticeships, it is unlikely that a similar takeover of training courses can be completed within a short timeframe.

- The DLL is not in a position to take over courses linked to industry.

- There may be better and more responsive providers in the private sector if the focus is on short courses.

- There are doubts that MCAST is indeed the best entity to deliver vocational short-term training for the unemployed - MCAST adopts a traditional curriculum approach, as opposed to a short-term 'learnings outcome' / skills based approach

- It is not recommended that a self-accrediting institution such as MCAST also has the right to de facto develop VET policy though self-accredited courses. There would be no obligation for MCAST to work alongside NCFHE on issues relating to accreditation of informal learning, for instance.

- The trainer portfolio in Malta is small. There will be little improvement for the end user, since the same trainers would end up being engaged by different entities

- Some training courses may be so specialist that the private sector (including NGOs and social partners) may do a better job and provide a better return on investment than a public VET institution.

Strategic Option 4:   Outsource Training to Private Sector

CONCEPT

ETC will explore new procurement approaches in order to ensure timely delivery of training programmes without adding additional administrative burden on the taxpayer. The current method of procurement is resulting in inefficiencies and untimely deliveries. This is also having a detrimental effect on the number of persons receiving training.

ETC is considering the development of a framework agreement whereby ETC training would be outsourced to a finite number of approved, private training organisations for a fixed term (say 3 years) subject to periodic reviews from ETC).   The Chairman has entered in discussions with the Director of Contracts for such an arrangement to be put in place once training is funded by public funds.

PROS

- Releases ETC from onerous task of identifying, hiring and managing individual trainers

- Takes day to day management of training contracts out of ETC

- Passes on coordination of training to a small number of third party contractors who can be 'managed' by ETC at arm's length

- Delegates the sourcing of trainers to a turnkey provider, releasing ETC from onerous one to one discussions, negotiations and administration.

- Facilitates interface with private sector providers.

- Enables ETC to focus on its core obligations to reduce the number of unemployed people in Malta.

- Ensures that there is no dependence on MCAST or other Government entities that are currently not focused on short-term training and struggling to cope with core, curriculum-based functions.

- Promotes a turnkey system with the added advantage of having more than one training

institution available to deliver a training course.

- A framework agreement will take considerably less time to organise, as opposed to an EU-funded regime.

CONS

- The underlying motivation for the solution is to implement a quick fix to a long-standing, complex, strategic problem. The issues identified in the previous section call for more inclusive solutions.

- The solution goes against the recommendations of ETF and Cedefop on coherent VET policy implementation (see Annex for various quality indicators).

- ETC's attempts at introducing turnkey solutions for trainers, even using cooperatives, have not been successful in the past.

- The system incorporates an inherent lack of transparency and anti-competitiveness. Even if future funding is going to be originating from public funds (as opposed to the onerous tendering obligations imposed by EU-funded regimes), the system may contribute to real risks of collusion between successful respondents to parcel up the market.

- The vocational training market in Malta remains small and fragmented. A framework agreement effectively locks up the market between a handful of players and prevents it from growing.

- The small pool of trainers in Malta plus the approval of a turnkey solution by another name will simply mean that many individual trainers will be squeezed out of the supply market as the turnkey providers try and secure mark-ups on the freelance trainers' fees. The framework agreement does not provide any comfort that the quality of training will improve as a result of its introduction.

- The framework agreement does not address the issue of duplication of training programmes delivered by public entities. MEDE is adamant that this issue is addressed and resolved in any future changes in the training regime at ETC.

- At present, there is insufficient market intelligence based on empirical data to identify the

specific training that is required to address the national skills gap and place the needs of job-seekers and industry at the centre of the solution. ETC needs reliable data from the labour market before it continues with its training programmes if it wishes these to add value to customers.

- Framework agreements go against the spirit of opening up the training market in Malta, without imposing limitations. Alternative and better solutions than those provided by ETC's own turnkey solution are likely to exist in specialist training organisations, NGOs, social partners, start-ups and foreign training organisations.

- A framework agreement does not address industry-specific, specialist training that ETC is obliged to assist if it is really going to be aligned to the needs of industry.

- Irrespective of the current belief that future funding for vocational training programmes will only be from national funds, the fact remains that: a) EU funds remain available for bona-fide VET programmes in Malta; b) ETC can use the time spent devel oping another ESF-funded regime to develop inhouse market intelligence capabilities that are very much needed for it to deliver its core obligations as a public employment service.EU regimes clearly require a different approach to framework agreements to a finite number of suppliers, irrespective of the size of the market.

RECOMMENDATIONS

Preamble

We believe that none of the above solutions provide ETC with the opportunity to 'break from the past' and deliver value to customers and stakeholders.

While some solutions appear to be prima facie attractive for administrative purposes, they fail for a variety of policy and strategy reasons (lack of preparedness by the target training partner, lack of available data on training industry needs etc.)

The following set of recommendations in the next section propose a hybrid SYSTEM for the organisation and governance of ETC training operations that takes the best from these mutually-exclusive solutions and repositions ETC to play a key role in the delivery of training programmes that may add value to the emerging labour market in Malta.

We strongly believe that this is a workable system:

1. It places the needs of the job-seeker and industry at the centre of ETC's value proposition
2. It can be introduced in a phased manner.
3. It provides Government with the flexibility to delegate the system to a new or existing third party public agency of Government in the future, should future policy dictate that ETC totally disconnects from training.

These set of recommendations are aimed at the Ministry of Education and Employment and ETC, as the two primary audiences who commissioned this report.

High Level Recommendation

Scale down Training Operations as subset of Public Employment Service

Responsibility: MEDE

NEW ETC FRAMEWORK

ETC will be repositioned as the **Malta Public Employment Service**, the national provider of labour market-related services.

MISSION

ETC contributes to labour market efficiency through prevention and eradication of unemployment in Malta.

VISION

ETC addresses the gap in the skills needed by the labour market in the short term, and the immediate future, by providing skills-related financial assistance, advice, information and qualification opportunities to job-seekers and companies.

FOCUS

ETC will focus on adding value to three primary target customer groups

1. Job-Seekers

    o   Unemployed job-seekers

    o   Employed job-seekers

    o   Young people looking for apprenticeships

    o   School-leavers facing a career choice

2. Citizens interested in career and vocational job counselling

3. Industry

OPERATIONS

1. Manages Vocational Training Fund made available to both Job-Seekers and Industry (**see Recommendation 2**)

2. Operates as a 'Public Information Hub' by providing guidance on vocational skills-related training, qualification opportunities, and training financial assistance available to job-seekers and industry (**see Recommendations 3 and 5**).

3. Invests in knowledge management systems to nurture and support employability skills and develop relevant labour market intelligence (**see Recommendation 4**)

4. Invests in Skills Matching Processes that better address Skills Gaps by supporting the creation of new jobs and reduce unemployment numbers in the process. Skills matching involves the matching of trained job-seekers with relevant job vacancies in the labour market.

5. Contributes to development of new National Skills Council (**see Recommendation 7**)

Figure 7:   Repositioned ETC Four Key Functions

PRIORITIES

1.   Improve effectiveness of training measures

2.   Permeability and equivalence for the education system and VET training (EQR, MQR, ISCED) for each training program

3.   Increase work based learning and dual learning programs: curricula based learning during the working process and in VET institutions

4.   Close cooperation between state, social partners and employment services (collaborative public decision making process)

5.   Qualified vocational training staff in school, in the training institution and in industry (Quality Management system for VET)

6.   VET socially accepted to attract qualified and motivated workforce and students (this

needs public and industrial image campaign and future prospects for job seekers

7. Regular reforms of curricula and qualification profiles, monitoring market needs and future developments regularly (regular research based market driven reforms, in conjunction with NCFHE).

8. Standardised individual competence profiles for job seekers (showing up formal and informal learning processes) and high standards for the counselling process (needs access to good database, to companies and to training institutions.

9. Individualisation through bridging courses to achieve access to next level formal VET degrees and skills.

10. Internationalisation of the education and training programs to attract international industry and to match international export strategies of Malta.

11. Special programs for early school leavers to finish school successfully and get a school diploma and to secure Maltese Compulsory School   Qualification Competencies for all Maltese.(special continuing education programs for early school leavers)

12. Closer rapport with Industry and social partners

13. Integrate persons threatened by long-term unemployment into the labour market as sustainably as possible, using state of the art labour market policy tools

14. Attempt to re-integrate persons into working life at acceptable income and qualifications level

15. Develop early intervention in support of young and older people

16. Promote adaptability / flexibility of workforce, including propensity to re-skill and meet demands of new businesses.

BENCHMARKS

As part of the monitoring of ETC's efficiency in deploying the new training system, key performance indicators should be deployed and a rigorous monitoring regime implemented (in conjunction with other public monitoring agencies).   These should be a mix of qualitative and quantitative indicators that focus on ETC's contributions to labour market efficiency.   .

It is beyond the scope of this report to determine the specific key performance indicators (see **Annexes 6 and 7** for a listing of Qualitative Indicators suggested by the Torino Process).   The following lists are suggestions for consideration by ETC:

QUANTITATIVE BENCHMARKS

1. Reduction of youth unemployment rate.

2. Reduction of national unemployment rate.

3. Reduction of number of early school leavers.

4. Reduction of number unemployed people on social benefits.

5. Improvement in rates of job retention.

6. Match skilled workforce with current and future needs of Maltese industry.

7. Improvement in rates of participation in and of completion of training.

8. Improvement in outflow of long term unemployed / apprenticeship seekers / older people (> 45/50 years) into work within 6 months of registration.

9. Improvement in outflow into work of job-seekers within 3 months of training.

10. Improvement in number of conducted pre-selections.

11. Improvement in number of women in employment and / or in training.

12. Inflow into special programmes (metallurgy, engineering for women etc.)

QUALITATIVE BENCHMARKS

1. Build closer relationships with Industry and social partners and Improve work performance and motivation

   1.1. Reduce time spent in job search and time spent unemployed through improved understand and matching of individual's competencies and interests with work and career development opportunities

   1.2. Raising awareness of current and future employment and learning opportunities, including self-employment and entrepreneurship, and through occupational mobility

   1.3. Increase number of support services and incentives offered to labour market

2. Improve work performance and motivation

3. Improve rates of job retention / sustainability of employment

4. Reduce numbers of persons or groups of persons excluded from the labour market in the interests of equal opportunities

5. Reduce periods of unemployment, preferably by placement in job vacancies

6. Increase periods people are in employment

7. Fill job vacancies as quickly and fittingly as possible

8. Conceive and offer qualification programmes and qualifications which are suited to the respective target groups and which have a promising future

9. Examine and improve the quality and sustainability of skills training

10. Provide an adequate subsistence income during skills training

MISSION
Contributes to labour market efficiency through prevention and eradication of unemployment in Malta

VISION
Addresses the gap in the skills needed by the labour market in the short term, and the immediate future by providing skills-related financial assistance, advice, information and qualification opportunities to job-seekers and companies

OPERATIONS

Manages Vocational Training Fund made available to both Job-Seekers and Industry	Offers Vocational Training Guidance. Operates as Public Information Hub on: training and qualification opportunities and training financial assistance to job-seekers and enterprise.	Invests in knowledge management systems to nurture and support employability skills and develop relevant labour market intelligence	Invests in Skills Matching Processes that better address Skills Gaps (and create new jobs and reduce unemployment numbers in the process).	Contributes to development of National Skills Council

Figure 8:   Mission, Vision and Operations for Re-Positioned ETC

Advantage of Recommended System

Tables 7 and 8 tabulate the advantage that the recommended system provides ETC and other organisations in the VET value chain over the current operating regime.

In the case of ETC, it represents a scaling-down of administrative operations related to training, and a focus on knowledge management systems and the new vocational training fund.

Training Operations	Current	Proposed
Course Research and Planning	O	O
Course Accreditation	O	
Course Quality Assurance	O	
Course Guidance	O	O
Course Funding	O	O
Sourcing, Interviewing and Engagement of Trainers	O	
Course Marketing	O	O
Logistics & Itinerary Planning	O	
Course Management and Monitoring	O	
Regulation of Job-Seekers attending Courses	O	
Training Financial Administration	O	
ICT and Knowledge Management	O	O
Vocational Training Fund Marketing		O

Table 7:   Advantage of Recommended Training System for ETC

Entity	Advantage of Training System to ETC and other VET Organisations
ETC	• Repositions organisation as pure Employment Agency • Involvement in training is driven to primary obligations related to full employment in Malta • Limits training functions, with primary focus on managing Vocational Training Fund • Refocused to promoting vocational training as opposed to developing home-grown qualifications and going through the accreditation and quality assurance regime at NCFHE. • Opens up Training Facility to third party management
MEDE	• Establishes transparent regime for Vocational Training funding • Encourages competition in the training sector • Enables transition from centrally-managed to a transparent, de-regularised vocational training sector • Clearly puts onus of developing and monitoring Vocational Training policy-making within Ministry
JOB-SEEKERS	• Access to funding for employability training
INDUSTRY	• Access to funding for industry-specific training (as opposed to the training that Government thinks it needs)
TRAINING PROVIDERS	• Access to an open market
NCFHE	• Focuses activities on VT accreditation and quality assurance, as opposed to policy
MCAST	• Provides time for MCAST to build up capacity for Vocational Training and choose when to enter the market
DIRECTORATE LIFELONG LEARNING	• Addresses potential overlaps of training with ETC • Potential to work alongside ETC to rationalise courses related to social inclusion and social obligations
SOCIAL PARTNERS	• Opportunities for new entrants to training market (Unions, NGOs, specialists)

Table 8:   Advantage of Recommended Training System for Stakeholders
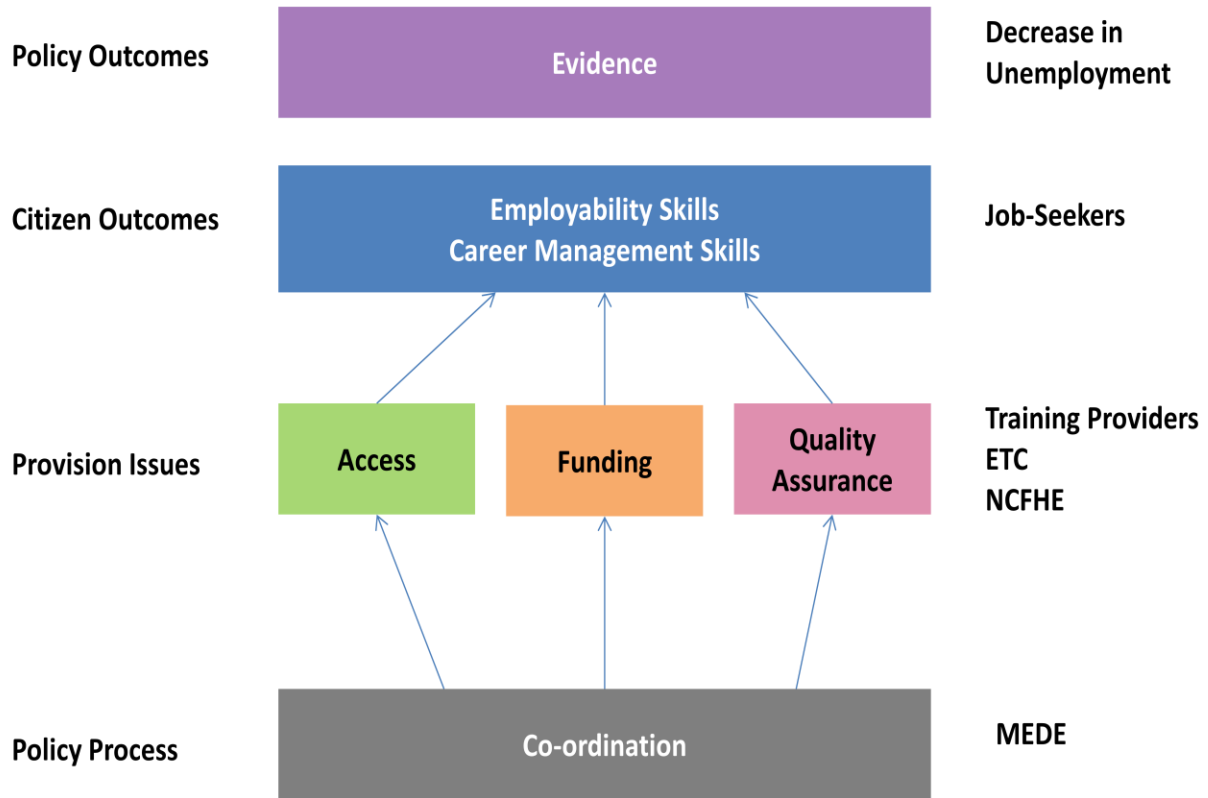
Figure 9:   Vocational Training Framework

Recommendation 1

Set up a Change Management Team

Responsibility: ETC

PRINCIPLE

The recommendations in this report represent a significant change in ETC's remit and modus operandi.   Change of this nature entails processes that are both complex and challenging to implement. It is vital that ETC takes internal ownership of the change programme that underpins the recommendations of this report, with the CEO driving the requisite changes.

- While a top-down approach is more likely to succeed at this juncture, it is equally important that the CEO coordinates a team of people committed to incremental / fast-paced reform. Staff in the front-line need to be involved from day one to provide feedback and fine-tune the overall direction of the change programme.

- By setting up the Change Management Team, the CEO ensures that reform of the training operation remains on the ETC agenda.

OBJECTIVE

1. Develop the Action Plan and allocate tasks and responsibilities

2. Deliver the recommendations of this report

3. Assess the current staff engaged in training operations and determine how / if they fit within proposed repositioning of organisation

4. Work in conjunction with MEDE to secure alignment on policy and requisite resourcing

FOCUS AREAS

1. The CEO will need to ensure that there are efficient communication networks in place during the implementation phase between internal and interested external stakeholders, and

between ETC and MEDE.

2. It is likely that the recent restructuring of the organisation (see Annex 10) will have to be revisited to ensure that the organisation is resourced with the right skills sets to support the repositioning of the organisation into a Public Employment Service.

ADDED VALUE: CHANGE MANAGEMENT TEAM

ENTITY / GROUP	ADDED VALUE
ETC	Clear ownership of change process
JOB-SEEKERS	Indirect – ETC and MEDE obliged to focus on needs of job-seekers in endorsing the Change Management Program
INDUSTRY	Indirect – ETC obliged to focus on needs of industry in endorsing the Change Management Program
MEDE	Clearly determines ownership of requisite operational changes at ETC in relation to training Starts to crystallise concrete action related to VET policy

Recommendation 2

Set up and Manage National Vocational Training Fund

Responsibility: MEDE (to secure funding and approve guidelines for Fund)

Participation: ETC (to manage and market the Fund)

PRINCIPLE

MEDE and ETC will secure funding from the Ministry of Finance (potentially supplemented by ESF funding) to set up a new National Vocational Training Fund (the 'Fund').

- The funding priorities will be determined by policy targets set by MEDE, as determined by public service legislation, the Employment Policy, the VET policy and other relevant national strategies, including the Lifelong Learning Strategy and the Early School Leaving Strategy.

- The Fund will be managed by ETC and made available to both Job-Seekers and Industry.

- The Fund will be marketed by ETC, in conjunction with its social partners and Malta Enterprise.

- A portion of the Fund may be retained to support training which is not necessarily driven by the needs of learners and the labour market, but which is nevertheless required to meet Malta's social obligations (see Recommendation 10).

- The Fund will primarily be available for courses which are accredited with the MQF and MQRIC framework.   However it is vital that the funding regime retains the flexibility to fund training that is needed to meet the demands of industry-specific sectors likely to generate incremental employment in the country in the short and medium term (for instance, as the result of a new sector which has been identified as strategic by Malta Enterprise).

- ETC manages a training fund.   It does not need to issue calls for tenders for provision of training services. The training market will be driven by the needs of job-seekers and industry. ETC pays the job-seekers and industry for accredited training. Accreditation of

training is the responsibility of NCFHE, including the accreditation of informal learning. It is up to individual trainers and training institutions to seek accreditation from NCFHE.

- There will be some training that needs to be undertaken irrespective of the needs of job-seekers and industry - i.e. socially-inclusive training. My view is that what would need to be done is that a percentage of the fund is retained for such purposes, and that ETC and DLL start a discussion on overlaps in training.

OBJECTIVE

The establishment of the Fund meets a number of strategic objectives:

1. Opens up and incentivise the vocational training market in a sustained, transparent manner.

2. Provides industry with a flexible funding mechanism for training directly related to job opportunities within specific sectors / companies.

3. Ensures that a portion of the fund is retained for training for social purposes

4. Provides a degree of flexibility in selection of training which is not available within the current ETC regime

5. Aligns training provision with training funding, training needs and learning outcomes.

6. Contributes to overall improvement of the training offer.

FOCUS AREAS

1. The re-organisation of ETC vocational training courses and the introduction of the Fund need to be properly managed, and addressed in a phased manner. Nevertheless, the set up of the Fund needs to be addressed with some urgency, particularly as ETC will continue to deliver its core obligations on existing training courses until mid-2015 as a minimum.

2. ETC will develop guidelines for courses eligible for funding, including any pre-determined limits on the quantum that may be paid for one particular course. These guidelines will be approved by the Ministry within the Education Policy framework.

3. The Fund should be made available for a wide range of vocational training measures if

these can be demonstrated to clearly contribute to employability. Such measure could range from training placements abroad to funding cooperation projects between local businesses and foreign counterparts.

4. The Fund should include measures to facilitate training and adult education aimed at women who wish to return to the workplace. These could include incentives for employers who engage women in specific sectors where women are under-represented and / or engage women on flex-time arrangements, or who provide opportunities for women with young children to work from home.

5. There needs to be a level playing-field between public and third party training organisations who will be marketing training courses to job-seekers and industry on the basis that these are eligible for funding. A course will be eligible for funding even if the training required by the job-seekers and / or industry is to be delivered by public training organisations such as MCAST. MCAST should be allowed to 'compete' with other entities such as the private sector, NGOs and training arms of social partners. The market will eventually determine the optimal providers of vocational training for employability, not Central Government.

6. The establishment and management of the fund predicates that ETC re-engages in a new relationship with job-seekers, industry and trainers as well as interested stakeholders such as NCFHE and the National Skills Council (see **Figure 10** at the end of this section).   Also refer to **Recommendation 3** for changes to the relationship with job-seekers, learners in general and corporates who wish to make use of the Fund for specific training requirements.

7. ETC will need to actively market the Fund. The need to focus on marketing provides an opportunity to find a common ground for alignment between the ETC offer and Industry's needs for training.   While ETC's current interpretation of training is primarily 'Short Term Employability", industry's interpretation appears to be tantamount to short term skilling. Industry is primarily interested in its core business model as opposed to ETC-style 'training'. Training needs to be relevant for industry to take notice, and consider it to be worth its investment on the basis of incremental returns on investment in human resources.

8. ETC will need to provide information about the Fund to prospective trainers in its efforts to

open up the vocational training market. Guidance about the merit of the fund needs to extend to accredited and specialist trainers, irrespective of size, location and relationships with Government.   Trainers may range from retired school teachers and former consultants to large consulting firms and start-up organisations sensing a business opportunity.   Both MEDE and ETC need to recognise that nurturing training competencies within the private sector to address vocational training will also take time. The new players may be retired teachers, former consultants, spin-offs of consulting firms.

9. ETC will need to move away from the traditional 'silo' approach to vocational training planning and development to a more collaborative, inclusive approach.   The establishment of the National Skills Council should provide an accessible channel to the requisite stakeholders.   In developing the new training framework, ETC is likely to have to call on support from labour market, industry and VET experts.

10. The following programmes in the National Lifelong Learning Strategy provide supplementary detail to these focus areas:

   o Programme 3 *Direct and Coordinate Funding towards Adult Education*

   o Programme 8 *Set up a Working Group with social partners to develop fiscal, operational, administrative and social incentives to encourage women to re-enter the workplace.*
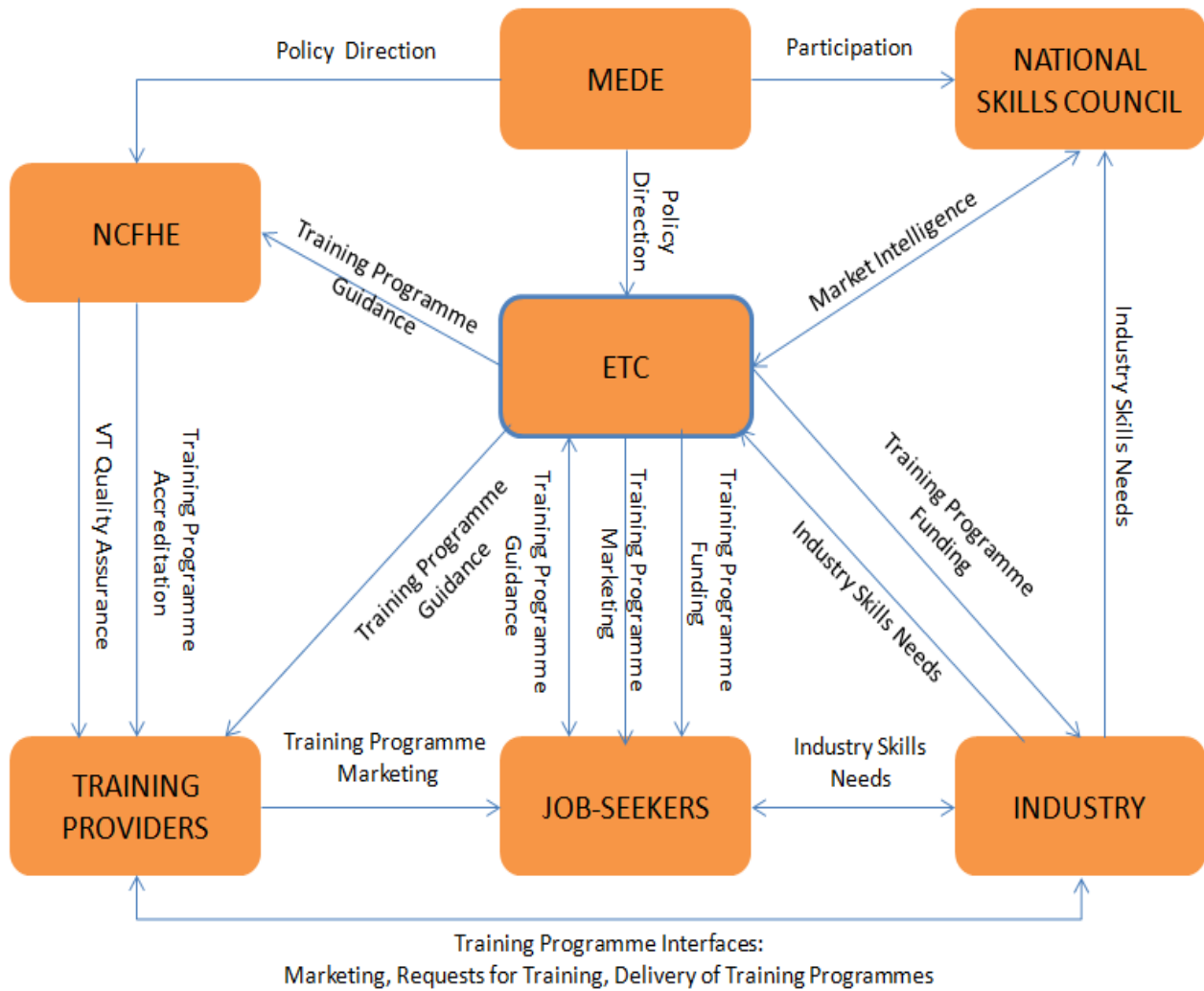
Figure 10:   Interfaces between Repositioned ETC and Third Parties

ADDED VALUE: NATIONAL VOCATIONAL TRAINING FUND

ENTITY / GROUP	ADDED VALUE
ETC	Focuses ETC on its strengths: administration of a regulated training fund, counselling and knowledge management related to employability. Provides a new focus for the organisation, re-establishing relationships with industry on the basis of added-value, as opposed to regulations and protocol. Provides a framework for a transparent, fair, inclusive regime for the financing of training which is needed by job-seekers and wanted by industry.
JOB-SEEKERS	Empowers job-seekers to identify training which they believe can enhance their chances of employability or change in career. People who are recently unemployed will be provided with the impetus and individual support to find the training they need as individuals, as opposed to the needs of a 'collective' – 'unemployed people'.
INDUSTRY	Meets industry demands for bespoke skills by providing access to funding for bespoke Training. Despite the various claims of 'people talking to industry', the Fund predicates that industry knows best when it comes to the specific training required for the skills of its current and future employees. Allows industry to focus on ROI and specific training needs, as opposed to accepting training dictated by public corporation. The Fund is driven by labour market demand as opposed to curricula.
MEDE	Shifts the onus of responsibility for 'the right training courses for employability' from Government to the market, as driven by the key stakeholders (job-seekers and industry).
MCAST	Clarity provided on its role in the VET value chain. As a curriculum-based organisation, at present it may not be the optimum entity to deliver short-term courses but nevertheless MCAST is not barred from developing part-time courses that may be eligible for funding.
TRAINERS	Incentive to develop and market partly- or fully-funded training courses to end-user (job-seeker / business)

Recommendation 3

Focus on Learning Outcomes that add value to Labour Market

Responsibility: ETC

PRINCIPLE

ETC will operate at the hub of a Vocational Training System where the learning outcomes for job-seekers and industry are placed at the centre of ETC's value proposition (see **Figure 9** below).

ETC supports short-term *vocational training courses* focused on employability, skilling and re-skilling. It does not support curriculum-based learning. Vocational Training is distinct from Curriculum-based training in that:

- It is normally short term, lasting between a week to six months.

- Training is aimed at the individual's needs, with the primary objective of getting the individual back into the labour market. Learning outcomes aim to meet pre-determined benchmarks and KPIs such as early-school leaving, bridging gaps in particular sectors in the labour market   (see Annexes 7 and 8 for ideas on assessment indicators)

- It is not Curriculum-based, longer-term (12 months and over) vocational education.   The learning outcome focus is based on short-term, personalised, focused learning - "My Career" rather than "My Education".

- It is the role of colleges such as MCAST and private Vocational Education training firms to focus on curricula.   ETC is interested in modular training.   MCAST is interested in returning learners, Continuing Professional Development (CPD) etc, second chance education.   MCAST's market is much wider than ETC's, although there is the potential for overlaps in its expansion into part-time courses.   Again, the latter are delivered in the evening against payment.

ETC will continue to associate learning outcomes with the NCFHE MQF/MQRIC regime

since informal learning continues to suffer from stigma of accreditation.
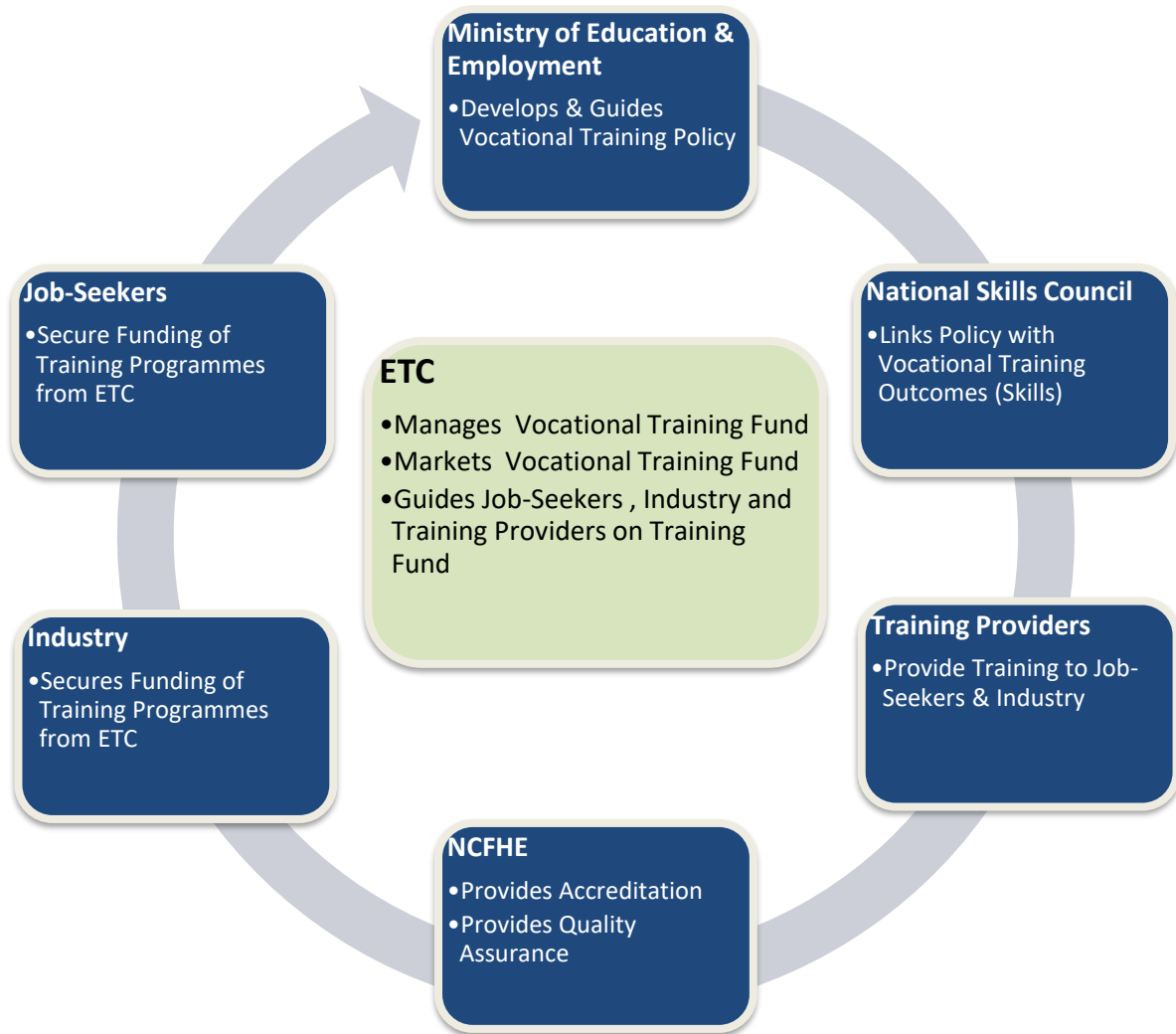
Figure 11:   ETC as Hub for Vocational Training and Funding

OBJECTIVES

1. Focus on evidence-based training and learning outcomes as a means of early intervention to get job-seekers into work / back into work within 3 months of registration with EC.

2. Focus on training outcomes to reduce individual employees' risk of unemployment – aligning further training to outcomes that are valued by current or prospective employers. Focus on sectors that have irregular career paths for unskilled workers, include trade sectors.

3. Lever on best practices from entities such as ETF and Cedefop in developing guidelines for the Vocational Training Fund and consult with NCFHE to ensure course monitoring and quality assurance regimes are in place.

4. Develop the concept of "key competences" – a generic set of skills and attitudes which can be useful in all work situations – as a means of keeping education and training relevant in a fast-changing environment and equipping people to adapt to changing circumstances and deal with unknown situations.   As well as instilling specific knowledge and skills, training systems must encourage motivation, reflection, self-evaluation, self-guidance, critical and cross-disciplinary thinking, teamwork and problem-solving skills. They should train people to respond to complex demands, communicate with and understand others, plan ahead, make innovative choices and take risks and accept the consequences. These kinds of competences cannot be taught or assessed in isolation nor can they simply be bolted onto existing programmes designed to produce narrow trade-related knowledge and skills. They call for a much more holistic approach to organising education and training in which both course content and the roles of teachers and learners will change dramatically.

5. Promote the adoption of re-skilling and up-skilling measures by focusing on the very low-skilled.

6. Present 'the business case' to small firms, to change prevailing perceptions/culture, including the desirability of skills-intensive production and workplace development strategies.   Public learning organisations should explore outreach mechanisms for small business owner-managers, providing them with information and support (including HR support and management training) and identifying ongoing training appropriate to their evolving business needs.

FOCUS AREAS

1. ETC needs to closely monitor its existing programmes before it starts to plan to scale down the provision of home-grown training courses and develop the framework for the vocational training fun.   A performance- and indicator-based system is needed to monitor progress and strengthen accountability, particularly in view of its existing EU obligations for the ESF-funded courses and overall obligations to the Europe 2020 framework.

2. ETC will need to define the evaluation criteria for courses eligible for funding.   Targets set for specific groups (women, marginalised people, early school leavers etc) inevitably have an element of central policy direction.

3. Evidence-based training and learning outcomes should be the point of departure for the new framework for the Vocational Education Fund.   These need to be backed by a clearly-understood, transparent, auditable process that demonstrates how training can indeed contribute to employability skills and empower learners and employers alike.

4. Learning outcomes in training inevitably compel the entity involved in some part of the training value chain to develop convincing arguments for each of the three critical intersections of VET: enrolling in postsecondary education; building skills, and finding a job.   ETC's repositioning as an enabler, rather than a provider of training in support of its public employment service responsibilities simply re-affirms its responsibilities to address all three aspects of vocational training.

5. As a general rule, ETC will be looking to promote short-term training that leads to certification and learning credits, such that if a learner a person decides to further improve on his / her training in the future, past training can be "cashed in".   Short term courses for skills improvement should be considered as building blocks within a system of lifelong learning accreditation.

6. ETC is likely to have to invest in resources that can monitor learning outcomes of training supported by the Fund.   Monitoring is not just required for the successful deployment of the fund, but to work with the National Skills Council on projects relating to Skills Gaps Analysis and Training Needs Analysis.   In this monitoring process, ETC will continue to interface on a regular basis with NCFHE, industry and social partners in developing detailed job-profiling information for specific sectors within the labour market and interfacing with job-seekers.

7. The primary target learning market remains the short-term unemployed.   When it comes to training, the focus on those who really need training to get off the unemployment register in a very short period of time.

8. Programme 13 of the National Lifelong Learning Strategy *Invest in short term courses to*

improve skills for work provides supplementary detail to these focus areas.

ADDED VALUE: LEARNING OUTCOMES

ENTITY / GROUP	ADDED VALUE
ETC	Demonstrates commitment to adding value through courses with evidence-based measurable learning outcomes.
JOB-SEEKERS	Learning outcomes these days are inevitably linked to accredited training, which is a tangible way of demonstrating skills and 'absorbed learning' to future employers.
INDUSTRY	Learning outcomes are readily recognised. The challenge is finding efficient ways for NCFHE to also accredit informal learning.
MEDE	Learning outcomes are clearly-evaluated indicators of the successful implementation of policy

Recommendation 4

Invest in knowledge management systems to develop employability skills and market intelligence

Responsibility: ETC

PRINCIPLE

Any future public investment in training courses can only be justified if the latter are clearly aligned to learners' employability needs and the requirements of the labour market.   This in turn requires ETC to invest in knowledge management systems[21].   A knowledge management system refers to a (generally IT based) system for managing knowledge in organisations for supporting the creation, capture, storage and dissemination of information.

- ETC's Knowledge management systems will be required for:

    o   Monitoring of training course learning outputs and outcomes

    o   Development of guidelines for the Vocational Training Fund

    o   Market intelligence to support the operations of ETC as a public employment service.

    o   Market intelligence to support the needs of industry and the National Skills Council.

- Market intelligence can include:

    o   Hyperlocal, real-time information of specific skills required by a particular company

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[21] See Glossary for definition. As a discipline, knowledge management is often confused with business intelligence, which also focuses on acquiring data for making business decisions. Some experts distinguish the two by pointing out that business intelligence has a focus on explicit knowledge, whereas knowledge management is a broader category that includes both implied and explicit knowledge. This differentiation has led many to classify business intelligence as part of greater knowledge management, where the wider category drives decisions in a more fundamental way.

- o   Employers' surveys

- o   Analyses of administrative data (from ETC and other public corporations, such as Malta Enterprise)

- o   Vacancy monitors

- o   Analysis of vacancy adverts in paid, earned and owned media

- o   Qualitative and Quantitative forecasts of skills needs in sectors and industries

- o   Econometric analysis of future skills needs based on recent and current trends

- ETC will need to invest in its inhouse research team to ensure that it has technical and analytical skills to identify and address ongoing developments in the labour market.

- ETC is already in an excellent position to collect statistics about employment needs, skills gaps and drive skills gaps analyses.   Traditionally, its linkage with entry-level job-seekers has been strong, while linkages with and information about industry needs has tended to be sparse.   ETC should start by closely monitoring the ESF-funded training experience of 2014-2015 and collect data which

Only through careful segmentation, based on market intelligence, can ETC provide the requisite guidance and distribute funds in an equitable manner.

OBJECTIVES

1. Develop proprietary intelligence about specific needs of customer and stakeholder groups.

2. Secure access to 'real time' formal and informal information from industry and social partners on issues that impact employability and training.

3. Develop data collection and research processes and systems for vocational training knowledge management

4. Develop a database of job vacancies.

5. Develop detailed profiles of individuals looking for employment, recognising that people have different needs.

6. Develop efficient feedback mechanisms on training that is funded by ETC.

7. ETC becomes the leader in market intelligence on employability skills.

FOCUS AREAS

1. Develop / invest in a new knowledge management system as soon as possible to facilitate ETC's role as a linchpin in the labour market and enable it to become more responsive to the demands and requirements of job-seekers and industry.

2. Focus on building ETC's institutional capability to manage the employment policy cycle – including planning, implementation and monitoring – and the capability to use foresight as a forward-looking policymaking approach.

3. Improve data collection from all formal and informal channels.

4. Re-engineer business processes to ensure data collected from disparate sources (job-seeker training profiles, job vacancy databases, training programmes etc) is consolidated and transformed into personalised information that can be channelled to target job-seekers in format of their choice.

5. Develop seamless interfaces to orchestrate the labour market and develop competencies.

6. Ensure that information about student intakes (socioeconomic background of students, level of preparedness, aptitudes, etc.) and other related proprietary information (such as tracer studies for people who have completed vocational training, school-to-work transition surveys of young people, active labour market programmes based on identified demand, job search assistance programmes, partnerships of schools with enterprises etc.) .is in turn shared with VET institutions as a means of improving their effectiveness and quality of deliverables.

7. Invest in knowledge management systems in a structural manner. A fundamental transformation for ETC must not start with the investment in technology, but with a thorough review of current process and the functionality of the current ICT systems.

8. Develop a database of private learning institutions interested in delivering adult education at various levels in conjunction with, or independently of, public learning institutions.

9. Decide how information developed by ETC can be shared with stakeholders. The

National Skills Council will provide a forum for the sharing of information developed using knowledge management systems.

10. The ideal knowledge management system:

10.1. Provides both job-seekers and employers with more refined and transparent pictures of resources available in labour market. Within this context, training is the tool that is used to refine competences. Better IT infrastructure will enhance job matching processing, hasten disbursement of EU funds and ensure timely processing of work permits.

10.2. Incorporates features developed around the employment and training needs of the job-seeker as opposed to the training offer of ETC and its partners.

10.3. Supports Targeted screening processes

10.4. Manages supply and demand in the labour market, and the training that is required to bridge the gaps.

10.5. Ensures that job seekers who possess relevant talents and similar experiences can find job themselves easily and quickly; and that those who do not may quickly identify skills gaps that can be filled through training.

10.6. Facilitates online self-service components for both job-seekers and employers. Users must be able to save, fully manage and use personal career and training information, facilitating career and transition choices into the labour market, as well as match training needs with training offers from ETC and partners. Examples include:

o Submission of job vacancies by employer, training programme by employer, CVs by job-seeker - an employer needs to be able to assess suitability for a specific job accurately online, without need for ETC intervention).

o Ability of Job-seeker to quickly determine training gaps to secure a target position, and identify an accredited course.

ADDED VALUE: KNOWLEDGE MANAGEMENT SYSTEMS

ENTITY / GROUP	ADDED VALUE
ETC	Improves decision-making processes and overall added value to customers and stakeholders in its role as the primary employment services organisation. Decisions related to employability will be made on real-time, proprietary information as opposed to ad hoc, third party information channels. Investment in technology related to improvement in value proposition to customers and stakeholders. Real-time information will enable
JOB-SEEKERS	Access to improved, personalised information from ETC on employability skills, job vacancies and training.
INDUSTRY	Secures better information from ETC on job vacancies and employability skills.
MEDE	Secures better information form ETC on employability skills
NATIONAL SKILLS COUNCIL	Secures access to output of ETC's knowledge management systems.

Recommendation 5

Provide guidance on vocational courses to job-seekers and industry

Responsibility: ETC

PRINCIPLE

The guidance services that ETC provides job-seekers and industry need to become more relevant and personalised.   ETC needs to replace its current obligations towards training with a renewed investment in guidance services that can speed up the matching process between job-seekers and employers and provide both parties with a meaningful relationship.

- ETC's involvement in training is a means to achieving the primary objective of providing target groups of citizens with the requisite skills to be employed or self-employed.

- Guidance services that can add value to job-seekers will include:

    o Hands-on support and advice on training, job vacancies, job placement and referral systems, interview techniques etc.

    o Assisting to find the best training courses for the person or for companies,

    o Organising training to help people become job ready or to prevent them from getting unemployed,

    o Financing training for job seekers or enterprises

    o Psychological support for school-leavers trying to find work

    o Practical re-skilling advice

    o Gender issues advice

    o Career counselling

- Guidance can also be specialist. In providing guidance services, ETC should develop different approaches for training programmes for essential employability skills and training, and guiding for jobs in specific sectors.

- Guidance and advice are provided by ETC on a voluntary basis.

OBJECTIVES

1. Ensure that the skills and competences available for   vocational training are proactively matched to those required by the economy and the labour market.

2. Provide quality personal guidance and counselling that can help job-seekers improve job skills and work orientation.

3. Provide guidance to end users using the media of their choice.

4. Position guidance as the gateway to short cycle apprenticeships and special work based learning programmes that also reduce labour costs for employers.

FOCUS AREAS

1. ETC is neither a training nor an education institution. Its future role in training is about facilitation through funding, guidance to the end user and knowledge management, not delivery.

2. ETC will need to recognise that information flows and interfaces with third parties (customers and industry in particular) will be different to what they are at present once the new funding regime is incorporated, and start to plan as soon as possible. Guidance to industry, for instance, will become equally important as guidance to job-seekers if the vocational training fund is to be successfully deployed.

3. ETC will primarily target people who need short-term, andragogy- type training. Guidance also has a dialectic relationship with quality assurance:

   3.1. The more training courses depend on person-centred learning, based on skills, qualifications, and learning outcomes for job seekers, the more ETC needs to consider its responsibility for quality assurance. Although ETC will no longer be involved in the delivery of training, and marketing of the courses assigned to the training institutions, it will still have to provide advice on the best training, coaching, funding programmes etc. that can add value to learners and industry. These activities will be

perceived to be 'quality assurance' activities by the end user.

3.2. Training organisations and VET colleges will offer special courses and programmes for people with no formal qualifications. Depending on their institutional strategic profile, personal coaching programmes run by ETC may help reduce learning barriers. Although formal quality assurance is a core responsibility of the trainers and training institutions, ETC's role as a funder of training programmes inevitably asks for quality programmes that add value to the individuals who choose to participate.

3.3. There are still likely to be job seekers that are willing to go back to school or college and where the 'more regular' educational program might be the better option as opposed to the core short term course. These people may need guidance on bridging courses to acknowledge what has already been learnt ("on -or -of- the –job"), supplemented by personal coaching programmes. In this way, the learner will not have to start from the very beginning of the Curriculum. ETC takes care of the quality and funding of bridging courses and coaching programmes while the individual gets support from ETC to finance training – and potentially subsistence - but is responsible for finishing further education.

4. Develop the current guidance system into a comprehensive educational counselling and career guidance system implemented by multi-professional teams (teachers, school psychologists, external experts) in all state and private schools from year 6 onwards, and with binding regulations concerning scope and structure of courses. The system must be an integrated component of the entire education framework: an overall qualitative and quantitative system that helps young people and adults make the right choices, find the right offers and design a lifelong project for themselves.

5. Consult learners, parents and enterprise to make vocational training relevant. We need to move from top-down approaches to more inclusive and permeable approaches to adult education. Specifically, we need to develop convincing arguments for each of the three critical intersections of VET: enrolling in postsecondary education; building skills, and finding a job.

6. Ensure that public organisations engage competent personnel who are familiar with information relating to the labour market, VET and EU guidelines such that they may

guide individuals to the learning programmes that would be best for their prospective careers. Public employment services can also play a crucial role in facilitating skill matching especially at local levels by working closely with local employers as well as education and training providers.

7. A crucial overhaul to the current job preference system is required. Unfortunately, some jobseekers presently tend to opt for jobs that are not in demand and are automatically classified as eligible for benefits. This will no longer be possible. Part of the overhaul of the current job preference system will require jobseekers to carry out training and acquire skills to satisfy other vacancies that are currently available.

8. ETC will invest in improving its public-facing channels and reach out to its target customers in a more personal manner and on their media of choice.   The following channels are likely to be used in the communications mix for guiding purposes:

Channel	Purpose
Job Centres / Front Desk	Real-time, Personal guiding
Phone	Real-time, Personal guiding
Print Media	Asynchronous guiding
Mobile Technologies	Real Time and Asynchronous guiding
Website	Asynchronous guiding
Social Media	Real Time and Asynchronous guiding
Trainers	Real-time guiding

9. ETC should consider investing in customer-centric websites and simplify the information architecture on the corporate website.

10. ETC could deploy live chat on a new Training Fund website that enables users to interact with ETC Employment Officers and obtain an immediate response on the chances of getting a particular training course funded by ETC.

11. ETC will need to map out its new operations procedures to support the repositioning of the organisation. Any decisions on incremental investment in technology should only be made after the delivery and approval of the procedures.

12. The new websites should interface seamlessly with the knowledge management system.

13. It is beyond the scope of this project to develop a sustainable digital media strategy for ETC. However, as a general principle:

    13.1. Websites need to have a coherent information architecture to facilitate user navigation.

    13.2. ETC needs to move away from producing content as brochure-ware and invest in interactions and live chat

    13.3. ETC needs to invest in paid, earned and owned media. As an example, paid media is an advert in a newspaper; earned media is an entry about an ETC training programme on a third party blog; owned media is a website. The social network Facebook can be both paid media (through pay per click native advertising) and owned media (ETC's managed Facebook page).

    13.4. The website needs to become the hub of social engagement, with ETC establishing a presence on the primary social media networks to provide guidance services wherever customers choose to engage.

    13.5. ETC needs to invest in opportunities for engagement on media of the job-seekers' and industry's choice.

    13.6. ETC will need to invest in pay per click campaigns on Facebook to reach out to target markets.

    13.7. ETC will need to engage and train staff to use social media in a strategic manner. Facebook, Twitter, LinkedIn and YouTube are all likely to be used.

    13.8. Guidance will greatly benefit by setting up proper online listening tools for research, customer services and competence-based matching.

14. ETC will remain bound to confidentiality, protection of privacy and impartiality in its provision of guidance services, irrespective of the medium over which it is providing

guidance.

15. ETC should improve the processes for the development of Personal Training Development Plans for Job-Seekers.   Employment Officers should be re-trained to provide advice on the merits and workings of the Vocational Training Fund.

16. ETC should start to provide guidance at school level as a preventative measure to early school leaving.

17. ETC should be as committed to guiding people who are unemployed and need a job as those who want a change in career.

18. ETC will need to develop inhouse competencies to provide quality guidance services:

    18.1. Research skills

    18.2. Guiding skills

    18.3. Technology skills

    18.4. Knowledge management

    18.5. Communications and copy-writing

    18.6. Marketing, including Social Media Marketing

19. Effective Guidance means being clear about segmentation of target Customers.   The following

Target Customers for Employment Services (Guidance)	Typical Segments
Segmentation based on Public Employment Service (PES) Data	Unemployed youths, registered with PES for longer than six months and in receipt of unemployment assistance. Individuals have to be head of households to be eligible for such benefits.
	Unemployed youths who have been registering with PES for less than six months
	Unemployed youths, who are captured in the Labour Force Survey but are not registering for work with PES

Segmentation based on Social Backgrounds	Single Unmarried Parents, mostly women, living on social benefits
	People with a Disability, disabled youths in receipt of a disability pension
	Youth - early school leavers, no further education, - lack of personal social skills, no job orientation, - difficult family background,, - cultural migration barriers - don´t like school and learning situations
	Women - low income jobs with high risks to get unemployed, - after childcare going back to work - no part time jobs available - typical „women jobs" with high inequality on labour market - elder women having difficulty to find a suitable job -programmes for women have to be developed for each target group (youth, unskilled, 50 plus, migrants)
	Unskilled Workers - Change at labour market, do not find a job as an unskilled worker easily anymore, are not used to learning and training
	50 plus generation - Lots of work experience but things have changed in labour market, have not participated in continuing education so far, - their job experience is high, high educational background, they are more and more in a competitive situation with younger well educated generation - health problems, need to change work place.
	Migrants - finished formal education not accepted in Malta/EU - cultural barriers - lack of language competencies

	- early school leavers
	- disadvantages in labour market
	Employers (natural and legal persons) who want to co-operate with the ETC in:
	–exchanging information about labour demand and supply
	–canvassing and filling of vacancies
	–preventing unemployment
	–qualification, training and support measures
	- Looking for staff with the right skills sets for the job on offer / future jobs

Table 9:   Target Customers for Employment Services by Segment

ADDED VALUE: GUIDANCE SERVICES

ENTITY / GROUP	ADDED VALUE
ETC	The realignment of the organisation enables ETC to focus its entire operations on employability issues and jobs skills management. New technologies will enable ETC to provide guidance services to customers on the media of their choice.
JOB-SEEKERS	Guidance becomes associated with personalised training (available from the open market and funded by ETC) and information on the vocational training fund to help improve the individual's skills sets and align these to the current and future needs of industry.
INDUSTRY	The realignment of the organisation enables ETC to focus its entire operations on employability issues and jobs skills management. The availability of the Vocational Training Fund for industry-specific training provides an opportunity for more relevant interactions with ETC.
MEDE	Improvement in overall offer to job-seekers and industry.

Recommendation 6

Invest in VET Governance

Responsibility: **MEDE**

Participation: **ETC**

PRINCIPLE

Principles of good VET governance are needed to ensure that public resources and services related to public employability are managed effectively, provide value for money and respond to the critical needs of society and the economy, relying on openness, public participation, accountability, effectiveness and coherence. This report reaffirms the need for clear policy direction on the future of vocational training and education in Malta, and particularly on the contribution of VET to the labour market. The recent publishing of national documents on employment, lifelong learning and early school-leaving has laid the basis for governance of the sector.

- It is now vital that there is cohesive action at Ministry level to re-secure ownership of VET policy. This means having the requisite inhouse resources and expertise to coordinate and monitor the implementation of the strategies and supporting programmes the various policies and strategies advocate at third party corporation and agency level.

- It is equally vital that the relevant agencies of Government work in concert with MEDE to deliver the national policies and strategies and contribute towards the achievement and maintenance of full employment and the optimal functioning of the labour market with all resources available.

- As a fully-owned, repositioned public corporation, ETC should be consulted by MEDE on all matters relating to employment services policies and vocational training.

OBJECTIVES

1. Ensure seamless implementation of the Employment Policy.   Specifically:

    1.1. The placement of suitable workers in jobs

    1.2. Providing support in the elimination of obstacles to the placement of workers

    1.3. Measures to increase the transparency of the labour market

    1.4. Reducing the quantitative and qualitative imbalances between labour supply and demand by means of retraining and upskilling in line with labour market needs

    1.5. Saving jobs if this is in the interests of an active labour market policy

    1.6. Providing a subsistence income to the unemployed within the framework of unemployment insurance.

2. Ensure national participation in vocational education and training is guided by clear, inclusive policy.

3. Implement the Institutional Framework for Higher and Education Framework across MEDE and all corporations and agencies reporting directly into MEDE.

4. Strengthen policy formulation and multi-level governance.

    4.1. Strengthen education and business cooperation throughout the whole chain of policy formulation, policy implementation and policy monitoring and evaluation. Ownership, commitment and political willingness are preconditions for reformulated policies and modified governance modes that support more cooperation and they could be strengthened in all regions, including external support fostering a chain of activities ranging from good practice to applied research analysis, dissemination and dialogue to promote cooperation.

    4.2. The existing diverse and sporadic activities in cooperation are not a substitute for governance and policies promoting more systematic cooperation and a supportive environment. Such an environment would consist of supportive policies and multi-level governance modes at the various functional levels in education institutions and employers' organisations. This environment for better cooperation needs to be coherent with national social and economic objectives and also involve further

decentralisation, flexibility and accountability for VET and higher education institutions. It should also have a vision of VET and higher education that goes beyond purely educational objectives to include competitiveness, employability, social inclusion, social partnership and sustainable growth.

4.3. Closer links between VET, higher education and business in multi-level governance modes should draw conclusions from existing good practice, where the business sector could contribute to systemic education and training options that support mobility in labour markets. These include the Bologna Process, the European Qualifications Framework, lifelong learning and the recognition of skills acquired by migrants. Like all EU member states, Malta is being confronted with the international debate on education and training, which is increasingly focused on the advantages of cooperation between education (at both higher education and VET levels) and business. Rather than proactively avoiding policy discussions on future cooperation, as a policy-maker, MEDE should systematically introduce the topic in ongoing discussions between policy-makers and other public and private stakeholders.

5. Develop instruments and processes for international cooperation on VET policy

5.1. The promotion of training and research networks providing information on employment opportunities and including both education and business sectors is still underdeveloped. Vocational training institutions need to look more carefully at global research networks and draw conclusions about the institutional benefits of membership.

5.2. Similarly, MEDE needs to reconsider questions relevant to policy formulation, such as whether business-driven education institutions are generally doing better than public facilities in the key areas of institutional performance, education quality and accountability. These are important questions for new policies and further improvements of the education system in Malta.

5.3. Both the business and vocational training sectors should be supported in good practice and in developing instruments and communication channels that make cooperation easier for all concerned. Like other EU member states, Malta lacks education provision that fulfils the needs of SMEs and specific target groups and includes

entrepreneurial learning. However, activities in this area will only make sustainable progress if, in addition to decent work and human capital development, new policies also include instruments and tools that will help the sector to articulate its problems and identify possible solutions. Craft associations, extension services, savings and investment services, marketing strategies, and market access can all play an important role in targeted VET programmes.

FOCUS AREAS

1. It is vital that MEDE invests in its own governance resources such that it can truly own VET policy and coordinate its implementation with various arms-length agencies, organisations and stakeholders, including NCFHE, ETC, MCAST, the National Skills Council and industry. This means establishing the requisite collective ability for creating and managing policies, legislation, strategies and programmes across various levels of capacity (enabling environment, stakeholders – institutions and organisations, individual) and core issues (institutional arrangements, leadership, knowledge, accountability). They are crucial for 'getting things done' and are not associated with any one particular sector or theme.

2. Policy direction requires an investment in four main functional abilities corresponding to policy-cycle management:

    2.1. Policy design and strategy formulation (including situation analysis and foresight capacities)

    2.2. Planning and budgeting

    2.3. Implementation

    2.4. Monitoring and evaluation (including reporting and learning)

    2.5. Stakeholder engagement and Coordination (including strategic communications)
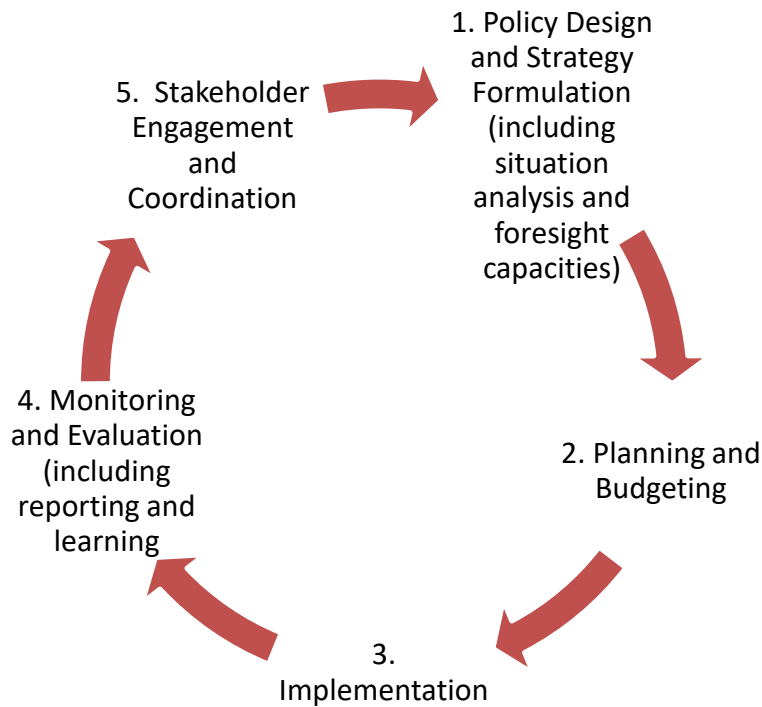
Figure 12:   Policy-Cycle Management

3. MEDE needs to demonstrate a willingness to address lacunae in existing policy and enabling legislation and demonstrate a commitment to good VET governance (see Annex 9).

4. NCFHE needs to be clearly positioned as the regulator of the VET sector, because of its core obligations towards accreditation and quality assurance.

5. NCHFE should not be driving VET policy - it should be delivering an efficient accreditation regime for further and higher education and operating a rigorous, transparent quality assurance services.

6. NCFHE has no authority or jurisdiction over the National Skills Council (**see Recommendation 7**), or it variant called the "National Skills Committee" as described in Legal Notice 295/2012 of the Education Act.   Even as articulated in the Education Act, the 'Committee' is not meant to replace either ETC's operations (e.g. trade testing/validation) nor NCFHE's (see Annex 9).   Art 5 (9) merely indicates that the Committee submits an annual report to NCFHE which needs to be integrated with the NCFHE annual report.

7. Reinforce Education Framework by establishing a clear distinction between the functions of policy-making, strategy, accreditation, quality assurance and implementation / delivery of VET. In the case of vocational training it is particularly important to segregate policy, funding, governance and implementation / course delivery[22]. MEDE must take the responsibility for driving the overall framework irrespective of the current lacunae in legislation and modus operandi between MEDE and public organisations engaged in VET.

8. ETC must be repositioned as the leading public stakeholder for all matters concerning the labour market and job seeking processes. The demand for ETC's public employment services must be driven by the demands of the labour markets of today and the future.

9. ETC's management of the Vocational Education Training Fund will hopefully encourage:

   9.1. Training partnerships between larger firms and small businesses, and facilitate collaboration between small businesses through pooling resources and networking. There may be opportunities for small businesses to share skills, knowledge and experience with other business people.

   9.2. Collaboration between training organisations, particularly when training requires specialists. There are many different learning scenarios and target learning groups. The complexity of the training market demonstrates the need for both generic and specialist training institutions. There are similar complexities in developing course curricula; evaluation and accreditation criteria for different target groups; and quality assurance.

10. ETC should lever on MCAST's proposal for an MOU to formalise collaboration between the two organisations on Apprenticeships, Work Based Learning and sharing of infrastructure and other resources (see **Recommendations 8 and 9)**.

11. Partner up with another EU public employment service to fast-track reform. We are in a position to assist ETC in developing a collaboration agreement with AMS, the public employment services agency in Austria.   This will in turn enable ETC to secure know-how

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[22] As a benchmark, the UK has separate entities for the following: a)   Commission for Employment & Skills; b) National Apprenticeship Service; c) Skills Funding Agency; d) National Careers Service and e) National Careers Council

on best practices, share information, learn from the experiences of comparative jurisdictions and collaborate on future projects. We believe such collaboration is particularly vital as ETC prepares to reposition its offer and develop in-house competencies in knowledge management and research, and provide more individualised services to job-seekers and industry.

ADDED VALUE: IMPROVED VET GOVERNANCE

ENTITY / GROUP	ADDED VALUE
ETC	Secures clarity on its role, remit and reporting lines into MEDE and its position within the Further and Higher Education Framework. Secures direction for its repositioning into a public employment service.
JOB-SEEKERS	Have clarity on which public institution delivers the requisite service to help them with their employability objectives.
INDUSTRY	Secures clear interfaces into specific public institutions and organisations that can support their challenges with employability and skills set.
MEDE	Focuses on issues relating to policy and entrusts other key roles within the Further and Higher Education Framework to the right public organisations
MCAST	Secures support from ETC in the transition of apprenticeships and work-based learning
NCFHE	Secures clarity on its role, remit and reporting lines into MEDE and its position within the Further and Higher Education Framework. Reaffirms its governance role in matters relating to accreditation / regulation / quality assurance, organisation, regulation and governance of Training Operations

Recommendation 7

Establish the National Skills Council

Responsibility: MEDE

Participation: ETC

PRINCIPLE

The need for a National Skills Council has been articulated in several recent policy documents, including the Employment Policy[23], the Lifelong Learning Strategy, and a National Skills Committee is also described in Legal Notice 295 of 2012 but has still to be set up.   The EU flagship initiative "An Agenda for new skills and job: A European contribution towards full employment" calls on member states to provide EU citizens with the opportunity to acquire and develop the mix of knowledge and aptitudes they need to succeed in the labour market.   It identifies the need for better cooperation between the worlds of work, education and training; and the recognition of the shift towards competence- and skills-based approaches that must lead to significant changes in education systems, labour markets and their interaction.   If vocational qualifications are meant to certify that individuals can perform specific professional skills in the labour market, then the definition of what constitutes these skills must involve those actors that best understand the needs of the labour market.

The establishment of the Skills Council is a clear indication that Government intends to take concrete action to engage stakeholders in the VET policy cycle, ensure inter-organisation coordination and work in a synchronised manner with the labour market to bridge the gaps between education and work.   It opens up another formal communication channel between

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[23] The Employment Policy calls for the implementation of a new agenda titled 'New Skills for New Jobs'. The aim of this initiative is to identify emerging trends at sectoral level; anticipate the corresponding skills that are required and enhance the matching process between skills and labour market requirements.   However, the Employment Policy recommends that to monitor and react to developments in demand for skills, the Skills Council is to be established under the National Commission for Further and Higher Education. Although Legal Notice 295 of 2012 calls for the establishment of a 'Skills Committee', the National Skills Council being proposed by this report needs to be owned and driven by MEDE as opposed to NCFHE to ensure that there is the requisite policy alignment and seamless improvements in VET governance as proposed in Recommendation 6).

education and labour market and help clear legal and operative lacunae on public entity responsibilities within the labour market (see Annex 8).

The National Skills Council should be set up as a separate legal entity under the Ministry responsible for Employment. The Chairperson and member of the Council shall be appointed by the Minister responsible for Employment. It is strongly recommended that the first working sessions of the Council will be chaired by the Minister. In addition to the Chairperson, the Council should include representation from:

- Industry and social partners - MCESD and Malta Enterprise

- Accreditation (particularly in view of the accreditation of informal skills) - NCFHE

- Higher Education Institutions - University of Malta and MCAST

- VET sector - ETC and Directorate for Lifelong Learning

The term of office of the members should be pre-determined. Appointments can be renewed. On expiry of terms of reference, the members shall remain in office.

Figure 13 is a summary of the suggested composition of the National Skills Council.
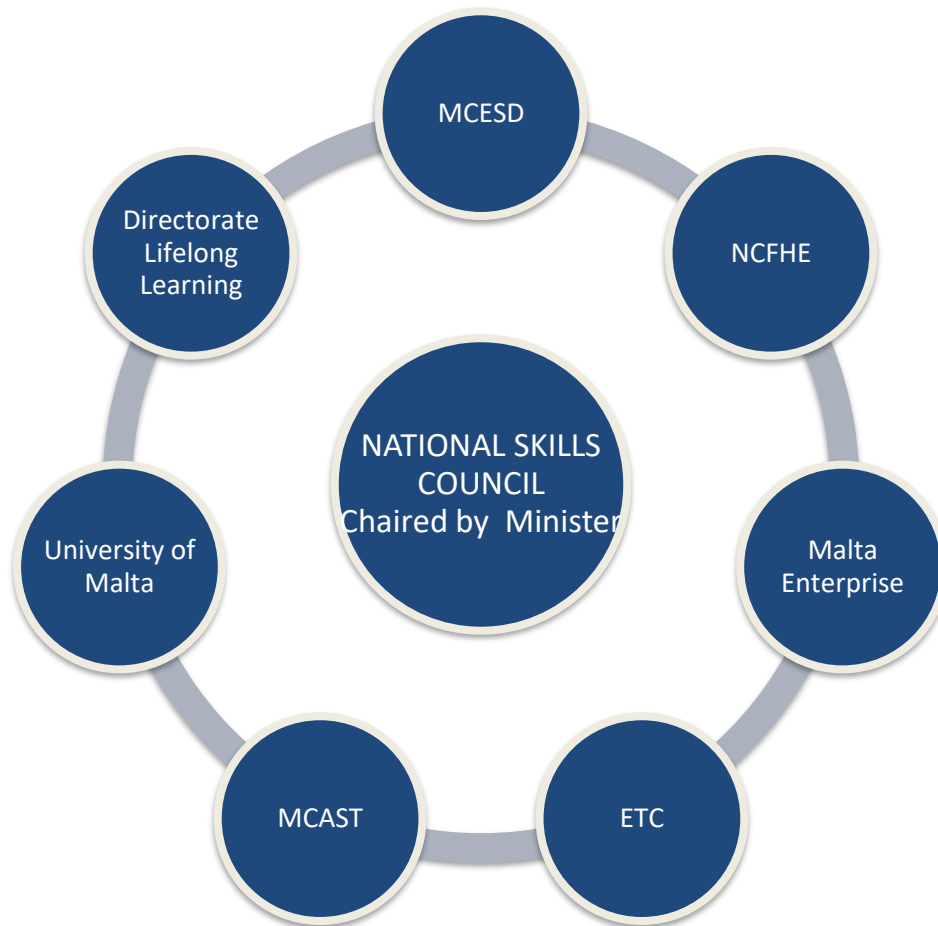
Figure 13:   National Skills Council Composition

OBJECTIVES

1. Moves beyond the ad-hoc involvement of representatives of the labour market to formal, structural involvement.

2. Encourages employers to:

    2.1. Invest in the training of their workforce

    2.2. Participate in the activities of education and training institutions

    2.3. Influence the development and updating of multidisciplinary curricula

    2.4. Facilitate the provision of work-based training

3. Offers stakeholders a real role in the development of vocational training qualifications,

beyond an advisory function. If Government wishes to reach out to industry, it must provide it and other social partners with the opportunity to participate in key decisions that will inevitably impact the current and future labour market.

4. Develops a foresight report that identifies the skills Malta should develop by 2020 and the manner in which these can be generated. The goal is to reach a shared understanding among the relevant stakeholders for a vision for skills, priorities and implementation of the roadmap/milestones through a participatory approach. The results of the foresight process will be summarised in a Vision Paper for Malta, which will be considered a working document for endorsement by the Ministry of Education and Employment.

FOCUS AREAS

1. The Council will need to be provided with funding from the Ministry for Education and Employment and supported by a secretariat made up of training and labour market specialists - persons who are qualified and experience on vocational education and training issues and are familiar with the demand by the labour market for skills.

2. The Council shall establish its own working methods but is to submit to the Minister responsible for Employment an annual work plan.

3. The Council shall meet as often as necessary. It shall be convened by the Chairperson on his / her own initiative, or at the request of one (or more) of the members of the Council. Minutes of the meeting must be kept.

4. Ideally, the secretariat of the National Skills Council should be located within the same premises occupied by NCFHE to facilitate synergies.

5. It is vital that Government develops clear terms of reference for the National Skills Council. The following suggestions should serve as the basis for a final set to be approved by the Minister. The National Skills Council:

    5.1. Bridges gaps between national policy on employment with the needs and wants of job-seekers and the skills and competencies required by industry.

    5.2. Undertakes regular, in-depth analyses of current and future trends in skills such as to identify opportunities and mismatches and take remedial action. Such analyses may

include:

5.2.1. Skills vision building and strategy development

5.2.2. Identification of policies for skills agenda

5.2.3. Skills demand analysis

5.2.4. Skills supply analysis

5.2.5. Skills matching analysis

5.2.6. Skills gap analysis

5.2.7. Skills forecasting

5.2.8. Monitoring of relevant VET policies

5.2.9. Evaluation and updating of relevant VET policies

5.2.10. Monitoring of Work Based Learning, Internships, Apprenticeships and other relevant national schemes.

5.3. Forecasts skills gaps and identify employers facing these gaps, by size and economic sector.

5.4. Identifies underlying socio-economic factors in relation to labour and skills shortages.

5.5. Undertakes comprehensive analyses that anticipate the likely impacts of future socio-economic change and their associated skills implications.

5.6. Provides transparent, independent and evidence-based advice to Government on where skills and / or labour market shortage exist and where incremental public investment is required.

5.7. Consults widely with relevant stakeholders. These are likely to include (but are not limited to:

5.7.1. The Directorate Generals of Education

5.7.2. Private Training Providers

5.7.3. Cedefop

5.7.4. National Statistics Office

5.8. Produces reports about current and forecasted skills shortages and how to address these.

5.9. Ensures seamless decision-making processes between industry, public employment services and organisations engaged in the VET sector.

5.10. Provides regular advice to NCFHE on vocational education and training courses that match with the needs of industry

6. The following programme in the National Lifelong Learning Strategy provides supplementary detail to these focus areas: Programme 5 - *Set up a National Skills Council*

ADDED VALUE: NATIONAL SKILLS COUNCIL

ENTITY / GROUP	ADDED VALUE
ETC	Access to key players that influence the various components of the Further Education Framework. Access to Industry opinions, views and perceptions of the labour market and skills set, which in turn can be used as input into knowledge management system. Opportunity to influence decision-makers on VET policy and the labour market through official channels.
JOB-SEEKERS	Employability and relevant training for job skills and employability are placed at the centre of the national agenda.
INDUSTRY	Access to decision-makers. Opportunity to influence decision-makers on VET policy and the labour market through official channels.
MEDE	Access to key players that influence the various components of the Further Education Framework. Access to Industry opinions, views and perceptions of the labour market and skills set, which in turn can be used as input into labour market and VET policies.

Recommendation 8

Align apprenticeships and work-based learning with Industry needs

Responsibility: MCAST and ETC

Participation: National Skills Council

PRINCIPLE

The development of new options in vocational training systems and the introduction of policies favouring cooperation should provide further support for existing apprenticeship schemes and recognise the skills acquired in informal apprenticeship systems or work-based learning processes. According to ETF (2014), although they constitute one of the few formalised modes of cooperation between training and the labour market, apprenticeships are poorly accepted and seen as second-best educational alternatives, a perception that has negatively influenced policy making favouring cooperation in VET.

- The success of any effort in this direction will depend on the extent to which the different and diverse institutions and actors are actively involved and co-operate in the organisation and management of the apprenticeships. Cooperation and equal partnerships between the VET systems and employment/labour market systems and between the learning venues (VET colleges and company), is a core principle of apprenticeship. According to The International Network on Innovative Apprenticeship (INAP), the lack of such co-operation has often impeded many fine efforts to establish apprenticeship systems.

- Companies need to be empowered and supported in becoming quality learning environments, and in acknowledging apprenticeship as a quality form of training of the workforce. They need to have freedom of choice regarding the learning models and methods to be applied in the course of the training. In the absence, companies may use apprentices as a cheap labour force, and may be driven by purely private economic interests.

- Reforms of the vocational training system in Malta must be linked to awareness campaigns

about the future importance of work-based learning and sound salary policies for apprentices and skilled workers based on agreements with the social partners that highlight the reduction in transition problems among work-based learners.

- It is premature to assume that the transfer of administrative responsibility for apprenticeships and trade testing from ETC to MCAST will inevitably lead to alignment between vocational training and the labour market. Rather than expect MCAST to integrate apprenticeships within its in-house curriculum-based, self-accreditation system, MEDE should consider 2014-2015 to represent a transition period, during which progress will be monitored and lessons learnt. The National Skills Council should also play a key role in the implementation and decentralised delivery of apprenticeships and work-based training programmes.

OBJECTIVES

1. Oversee a systemic reform of the Maltese apprenticeship and work-based training system.

2. Raise awareness of apprenticeships and work-based learning as a measure for reducing youth unemployment rate; increasing start up Ratio and SME Ratio; and matching a skilled workforce with the needs of Maltese industry.

3. Train those aged 16 and above to achieve the apprenticeship standard as set by employers to enable them to perform a skilled role effectively. It should only be considered an appropriate path where substantial training is required to achieve this.

4. Provide support to students and instructors, teachers and lecturers in joint apprenticeship and work-based programmes and help these institutions, groups and individuals build capacities for cooperation.

5. Integrate formal training and learning with informal learning processes in the workplace, accommodating training around work demands and minimising time spent off-site.

FOCUS AREAS

1. Differentiate between apprenticeships and internships.   Both regimes are important to job-seekers and potential future employers.   Internships are generally short-term (from one month to three months), not related to formal assessments and curricula but still relevant as work-based learning.   In contrast, apprenticeships are longer-term (minimum of 12-months with no exceptions), graded, and include off-the-job training as a requirement as well as a focus on transferable skills.

2. MEDE should monitor progress on the ongoing Cedefop review of the Malta Apprenticeship system[24], and provide all requisite support for its conclusion.   This report should in turn be reviewed by the National Skills Council.

3. MEDE should ensure that the proposed MOU between MCAST and ETC does lead to open, pragmatic two-way collaboration on the guidance aspect of apprenticeships and work-based learning and set up a formal review of the transition process.   The National Skills Council should also have a legitimate interest in the latter.

4. Despite the best efforts to encourage prospective employees to pursue accredited academic education, the workplace demands skills that are more often acquired from informal learning experiences than from formal education.   The management of apprenticeships and work-based learning will inevitably provide MCAST with significant challenges.

   4.1. There is a fundamentally tense relationship between college-based and company-based VET. According to a study published by the Institut für Bildungsforschung der Wirtschaft (IBW, 2014, the key challenge is for both the school-based and the company-based training providers to widen their different perspectives and recognise the value and benefits of the respective other learning system.

   4.2. The concept of 'simulated learning' within a curriculum-based learning framework is no substitute for proper work-based learning through apprenticeships and

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[24] See http://www.cedefop.europa.eu/EN/news/24034.aspx

internships with potential employers. MCAST needs to find ways of integrating formal training and learning with informal learning processes in the workplace, accommodating training around work demands and minimising time spent off-site. It is vital that the transfer of responsibility for apprenticeships and (eventually) trade testing boards does not lead to a weakening of the linkages with industry because of the participants' immersion in curriculum-driven learning as opposed to hands-on training.   ETC has built up internal competencies in accreditation, apprenticeships and trade-testing that cannot be allowed to 'go to waste' because of the new apprenticeship regime.

5. Apart from VET accreditation and quality assurance, NCFHE must also see to the full implementation of LN294 and LN295 of the Education Act 2012 which also make NCFHE responsible for the validation of information and non-formal learning.

   5.1. In an ideal scenario, all training courses would be accredited and pegged to the MQF.   This should also apply to courses which have an ideological and / or social rationale.

   5.2. The assumption is that the Trade Testing Boards currently managed by ETC for the validation of informal/non-formal learning will also shortly become the responsibility of NCFHE. We are not convinced that NCFHE is the optimum organisation for such accreditation, primarily for reasons relating to resourcing and operational focus.   In the short term, ETC should continue to administer the trade testing regime, and ETC, NCFHE and MCAST should collaborate with the National Skills Council to develop a simple, seamless accreditation regime for informal learning and trades that is acceptable to industry (see below).

   5.3. There is industry demand (even if ad hoc and uncoordinated) for courses which do NOT fit in well within a curriculum-driven and / or MQF framework.   These include training for jobs such as call centre agents; for trades such as welders and spray painters; and for crafts-based training.   These jobs have specific trade criteria for 'qualifications'.   Testing in particular cannot be easily transferred from one industry to the next - the aviation industry has its own set of standards for testing.   The National Skills Council needs to be aware of these scenarios, and

work with NCFHE to determine a practical modus operandi.

6. The National Skills Council should facilitate formal partnerships between trainers, enterprise and trade unions to:

   6.1. Develop work-based learning environments.

   6.2. Develop programmes in that promote flexible learning at the workplace, adapting learning activities to workers' learning needs and abilities.

   6.3. Present 'the business case' to small firms and change prevailing perceptions/culture, including the desirability of skills-intensive production and workplace development strategies. Public learning organisations should explore outreach mechanisms for small business owner-managers, providing them with information and support (including HR support and management training) and identifying ongoing training appropriate to their evolving business needs

   6.4. Ensure people have access to apprenticeships at all age groups and not just in their youth.   Where possible, apprenticeship-style training should be accredited.

   6.5. Facilitate courses that lead to a transition from agriculture, industry and service to a knowledge based society moving from the hyperlocal context and culture to the global context.

   6.6. Raise awareness within industry of the linkage between an improvement in individual skills sets and enhanced flexibility in the work place. Flexibility contributes to improved productivity in the economy, reduced skill mismatches and promotes competitiveness. In a flexible labour market, changes to employment patterns reflect the skills required, and possessed, by the workforce. People who experience strong demands for skills in their daily work tend to be interested in formal continuing education and training. This indicates that putting learning pressure on and making demands of all employees, including those with less education and poor qualifications, may lead to a great deal of improvement both with regards to the individual's and the enterprise's development. The National Skills Council need to determine how to support a demand for training that is associated with skills sets that are relevant to the labour market.

6.7. Identify and incentivise higher quality training by making better data available to employers and enable them and their apprentices to make informed choices, and will facilitate more and better promotion of the benefits of apprenticeships to both employers and potential apprentices.

7. Companies need to be empowered and supported in shortly becoming quality learning environments, and in acknowledging apprenticeship as a quality form of training of the workforce. They need to have freedom of choice regarding the learning models and methods to be applied in the course of the training.   In the absence, companies may use apprentices as a cheap labour force, and may be driven by purely private economic interests.

8. In the future, apprenticeships should be based on standards designed by employers to meet their needs, the needs of their sector and the economy more widely. These standards would replace the current frameworks with short, easily-comprehensible documents that describe the level of skill, knowledge and competency required to achieve mastery of a specific occupation and to operate confidently in the sector. The National Skills Council can play a key role in ensuring that these new employer-led apprenticeships are inclusive, meet the skills requirements of small businesses and be simple for them to access. Companies will need to be involved in the development of the new standards.

8.1. In order to ensure that the new standards are rigorous, and that each apprenticeship adds value to the individual as they progress in their career, as the policy-maker MEDE could set a small number of criteria that all new apprenticeship standards would need to meet. This combination of roles for employers and Government would ensure both the relevance and rigour of apprenticeships.

8.2. An apprentice would need to demonstrate their competence through rigorous independent assessment, focused primarily on testing their competence at the end of their apprenticeship. The assessment would be against the relevant standard, and employers would have a key role in developing the high level assessment approach.

8.3. The National Skills Council could consider developing the concept of "key

competences" – a generic set of skills and attitudes which can be useful in all work situations – as a means of keeping education and training relevant in a fast-changing environment and equipping people to adapt to changing circumstances and deal with unknown situations. As well as instilling specific knowledge and skills, today's education and training systems must encourage motivation, reflection, self-evaluation, self-guidance, critical and cross-disciplinary thinking, teamwork and problem-solving skills. They should train people to respond to complex demands, communicate with and understand others, plan ahead, make innovative choices and take risks and accept the consequences. These kinds of competences cannot be taught or assessed in isolation nor can they simply be bolted onto existing programmes designed to produce narrow trade-related knowledge and skills. They call for a much more holistic approach to organising education and training in which both course content and the roles of teachers and learners will change dramatically.

9. The following programmes in the National Lifelong Learning Strategy provide supplementary detail to these focus areas:

o Programme 7 - Set up Formal Partnerships between Educators, Enterprise and Trade Unions to develop Work-Based Learning Environment

o Programme 17 - Incentivise Learning-Friendly Environments and promote Work-Based Learning.

ADDED VALUE: APPRENTICESHIPS AND WORK-BASED LEARNING

ENTITY / GROUP	ADDED VALUE
ETC	Uses its many years of experience in running apprenticeships and managing trade testing boards to develop better systems for the future through its MOU with MCAST, and participation in the National Skills Council
JOB-SEEKERS	Access to better apprenticeships and work-based learning that can bring about secure employment and meaningful future careers.
INDUSTRY	Through the National Skills Council, becomes empowered together with social partners in developing future apprenticeship and work-based training that brings value to their specific sectors, as opposed to prescriptive, curriculum-based programmes.
MEDE	Through the National Skills Council, establishes an ongoing monitoring regime that enables a fine-tuning of vocational training policy.
MCAST	Gains access to ETC know-how Gains access to industry know-how through formal channel of the National Skills Council
NATIONAL SKILLS COUNCIL	Ensures regular local decision making processes are developed between industry and public employment services and their training companies. Secures training programs that match with the needs of industry for apprenticeships and work-based learning.

Recommendation 9

Offer ETC Training Facilities to other Public Training Organisations

Responsibility: ETC

Participation: MCAST, Directorate for Lifelong Learning and FES

PRINCIPLE

The ETC Training facilities need to be considered as a 'public resource for the common good'. They are currently severely under-utilised while those of other public training organisations cannot meet with the demand for training.

OBJECTIVE

1. Secure a return on investment on public training infrastructure

2. Stimulate collaboration between public training organisations

3. Stimulate the vocational training sector

FOCUS AREAS

1. ETC should develop a business plan to assess the feasibility of outsourcing the training facilities at Hal Far to public training organisations. These should include MCAST, the Directorate for Lifelong Learning and FES.

2. ETC facilities need to extend to all available workshops and lecture halls, and offered as options that extend beyond work apprenticeships, work-based based learning and trade functions to short-term and part-me courses as well as curriculum-based courses.

3. Since the facility was primarily developed using EU funds, it is unlikely that ETC could also make the facilities available to the private sector in the short term without entering into negotiations with PPCD.

ADDED VALUE: TRAINING FACILITIES

ENTITY / GROUP	ADDED VALUE
ETC	Secures potential revenue streams which could be used as top-up for the Vocational Training Fund and / or guiding services Signals the re-positioning of ETC.
JOB-SEEKERS	Students at MCAST and other public training organisations gain access to new training facilities.
INDUSTRY	Organisations that are engaged in the MCAST-promoted apprenticeship scheme organisations gain access to new training facilities.
MEDE	Secures an incremental return on its infrastructure investment
MCAST	Gains access to new training facilities.
DLL	Gains access to new training facilities.
FES	Gains access to new training facilities.

Recommendation 10

Coordinate Social Training

Responsibility: ETC, Directorate for Lifelong Learning and FES

PRINCIPLE

Training is a tangible contributor to Maltese society through social cohesion, cultural and gender diversity, equal opportunities, social mobility and citizen empowerment.   Government needs to improve access to relevant training not just for employability but for social inclusion and democratic participation, personal development and well-being.

- Training systems and employment need to be permeable and support social mobility. More needs to be done to address issues related to diversity in Maltese society, and specifically marginalised individuals and communities. Aspects and criteria that come into play with an inclusive adult education system include gender, class, age, sexuality, physical and mental capacities, ethnic group and origin, social group, care obligations, access to education, training and qualification, professional experience, work content / environment and networks.   Access to relevant vocational training is vital if people are to be given fair opportunities to discover and further develop their talents: it is also an economic necessity if all potential in the labour force is to be maximised.

- Although ETC will not be responsible for the delivery of vocational training, it will continue to have a legitimate interest in social training by allocating a portion of the Vocational Training Fund to social training that targets marginalised groups.

OBJECTIVES

1. Ensure seamless contribution between public organisations engaged in social training

2. Achieve a socially mobile society that is open to advancement and receptive to enhanced training opportunities

3. Provide people with fair and equal opportunities to discover and nurture talents that may

lead to employment. Government has a social and moral obligation to address different strata of Maltese society and their specific needs and interest in vocational training without discrimination and with equal commitment.

4. Explore rationalisation of courses deemed to be necessary for social purposes into one public training entity.

FOCUS AREAS

1. Set up a working group between ETC, the Directorate for Lifelong Learning and FES to develop a green paper that identifies:

    1.1. Social training courses from the existing offer of the respective organisations.

    1.2. Current overlaps in offering of social training from various public organisations.

    1.3. New courses that improve Malta's options to fulfil its obligations towards social inclusion and social equity.

2. Ensure physical accessibility to centres for learning, workshops, laboratories and similar for personal research projects as part of high-level courses, learning institutions etc.

3. Address issues relating to location and time of delivery of courses. For instance, people in employment (who wish to find better employment) and those working on a shift system often find difficulty in attending a course on a regular basis as they must dedicate their limited free time outside working hours to the search for better employment.

4. Ensure social training courses:

    4.1. Address health issues, including those related to disability, mental health problems, caring responsibilities and access difficulties.

    4.2. Address cultural issues, such as the perception that adults in employment need to learn only to overcome difficulties in their career or to attempt to address mistakes of the past

    4.3. Add value to participants, in enhancing their chances of being gainfully employed

4.4. Offer second chance education to those who enter adulthood without any qualifications and lacking basic skills. The challenge is to develop personalised solutions based on research that neither stigmatise nor create exclusion in such learner groups.

4.5. Assist the educational, social and economic integration and reintegration of third-country nationals, particularly those who have difficulties in accessing and understanding information about learning and work, leading to social inclusion, active citizenship and a reduction in long-term unemployment and poverty cycles.

5. Develop needs-oriented training schemes that support people with low access to training and other 'difficult' social cases:

   5.1. People rebuilding their lives (such as former prisoners)

   5.2. Long-term unemployed

   5.3. People living on public benefits

   5.4. Talented young people from disadvantaged backgrounds who wish to secure qualifications

   5.5. Reluctant learners so they may be reengaged in training

6. Focus on courses that enhance the chances of participation of women on the labour market. There must be equality of opportunity for women and men in training, work and career as well as in family work. Gender equality is a cross-cutting goal that needs to take into consideration both women's and men's views and needs.

   6.1. Ensure training is made available during times that are suitable for women with young children. Within this context alone, open and distance learning (ODL) and the increasing availability of OER represent significant opportunities for personalised learning for both female learners and educational and training providers.

7. Raise awareness among marginalised groups that vocational training reduces the chances of poverty and social exclusion, and can both improve people's skills and help them achieve active citizenship and personal autonomy.

8. Actively engage people from marginalised communities as stakeholders in the working groups developing and evaluating training programmes to ensure that these are both accessible and relevant to the most marginalised.

9. Lever on the opportunities provided by ODL and OER to help overcome problems of access, equity, distance and time.

10. Develop efficient guidance to help migrants:

    10.1. Conduct relevant vocational training that may facilitate their entry in the work place.

    10.2. Secure quick validation and recognition of academic and professional qualifications obtained in other countries, including non-EU countries. The validation of such qualifications is currently a significant barrier to the integration of migrants into the Maltese workforce.

11. Irrespective of the content of the courses, social training should still incorporate measures of success. These could include: educational access and retention rates; adjustments in legislation; resource allocation; verifiable improvements in the labour market prospects of learners from vulnerable groups and in their level of knowledge and skills; and changes in participant attitudes towards their integration in the labour market.

12. The following programmes in the National Lifelong Learning Strategy provide supplementary detail to these focus areas:

    o Programme 11 - Set up Working Group to identify tangible measures to help people with disability engage in lifelong learning

    o Programme 31 - Expand network of childcare centres in Malta and Gozo

    o Programme 32 - Develop and facilitate Community Programmes to address issues of inclusivity and empower marginalised communities

    o Programme 33 - Make Lifelong Learning accessible to vulnerable groups and marginalised citizens

    o Programme 34 - Develop Adult Learning Programmes to facilitate integration of

migrants in Maltese society

o Programme 38 - Develop Adult programmes within correction and rehabilitation institutions

o Programme 39 - Develop Adult education programmes within closed and open centres

ADDED VALUE: SOCIAL TRAINING

ENTITY / GROUP	ADDED VALUE
ETC	Secures data for Vocational Training Fund
JOB-SEEKERS	Marginalised groups gain access to more relevant training that could lead to employment
INDUSTRY	Opportunity to meet corporate social responsibility Access to better-trained staff from marginalised groups
MEDE	Reinforces commitment to a more inclusive vocational training regime Ensures coordination and cooperation between public stakeholders in delivery of social training
ETC	Potential to eliminate overlaps in social training Improvement in quality of social training
Directorate for Lifelong Learning	Potential to eliminate overlaps in social training Improvement in quality of social training

CRITICAL SUCCESS FACTORS

The key recommendations of this report ARE subject to a number of critical success factors CSFs).

CSFs are the essential areas of activity that must be performed well if ETC is to turn around its training operations and implement a new training system. The following Critical Success Factors are identified as a common point of reference to help direct and measure the success of implementation. As a common point of reference, CSFs help everyone in the change management team know exactly what's most important. And this helps people perform their own work in the right context and so pull together towards the same overall aims.

By identifying and communicating these CSFs, MEDE AND ETC can help ensure that the project is well-focused and avoid wasting effort and resources on less important areas.

- Industry – these factors result from specific industry characteristics. These are the things that the organisation must do to remain competitive.

- Environmental – these factors result from macro-environmental influences on an organization. Things like the business climate, the economy, competitors, and technological advancements are included in this category.

- Strategic – these factors result from the specific competitive strategy chosen by the organization. The way in which organisations choose to position themselves, market themselves to customers and stakeholders etc.

- Temporal – these factors result from the organisation's internal forces. Specific barriers, challenges, directions, and influences will determine these CSFs.

ETC's Critical Success Factors are tabulated overleaf.

	Critical Success Factor	Description
1	**Delay in setting up Change Management Committee within ETC**	Timing is critical for any change programme. The CEO will need to address the recommendations as a matter of urgency, and assemble a team that drives the recommendations within prescribed timeframes.
2	**Delay in setting up Skills Council**	Government delays in appointing members on the National Skills Council, with the result that
3	**Mismanaged Skills Council**	Skills Council simply becomes a rarely-convened 'talk shop' and PR opportunity for stakeholders.
4	**Lack of Funding Programme for Vocational Training Programmes from 2015 onwards**	Key recommendations are based on premise that ETC will indeed be assigned a budget that it can manage for vocational training.
5	**Political misalignment and Institutional Arrangements**	This is the organisation of policies, rules, norms and values that Malta has in place to legislate plan and manage the execution of development, the rule of law, the measurement of change, and other such functions of state. By its nature, the issue of institutional arrangements appears in every aspect of development and public sector management. Whether they are ministries of finance or planning, offices of disaster-risk reduction, or whole sectors such as education and health, the smooth functioning of institutions is crucial. • Lack of political commitments to implement education framework across all organisations reporting into MEDE and address governance • Misalignment between executive and policy within both MEDE and ETC
7	**Challenges facing the further development of education and business cooperation**	Absence of a sound tradition of cooperation, which means that Government, education providers and businesses always need incentives to enter into sustainable strategic partnerships.
		• Lack of willingness among education providers and businesses to work in conjunction with Government to develop and

		nurture the capacities and skills needed to engage in partnerships.
8	**Short Termism and Quick Fixes**	The need for broader reforms within ETC presents an opportunity because Malta needs to adapt to respond to the current challenges of globalisation and rapid technological development. Setting up new systems from scratch can make bolder steps easier to implement. In reality, however, reforms take time and changes are typically incremental and often halted when projects come to an end or governments change. Forms of sustainability must be sought that are based on stable institutions which can grow over time and fit the national circumstances. • Any prescribed commitment to outsource Vocational Training to a finite number of training providers through framework agreements is tantamount to a quick fix, and undermines the existence of alternative regimes; best practices within the EU; and the need for a transitional period to reposition ETC as a Public Employment Service . • If a decision is made to outsource training via a Framework Agreement, then there should be no limit to the number of entities that may respond to the ETC RFP or tender, and public entities such as MCAST should be encouraged to 'compete' with other entities - particularly since the competition is likely to boil down to competition for the same trainers, and economics, as opposed to a superior service.
	Lack of investment in Research and Knowledge Management Systems	ETC needs an investment in knowledge management, research and data collection as well as adequate supporting knowledge management systems if it is to be reformed into an efficient Public Employment Service.
	Administration of new VET Fund too onerous	The establishment and efficient administration and marketing of the new VET are pivotal to the recommendations of this report.

Table 10:   Critical Success Factors

Figure 13 provides a snapshot of the Critical Success Factors
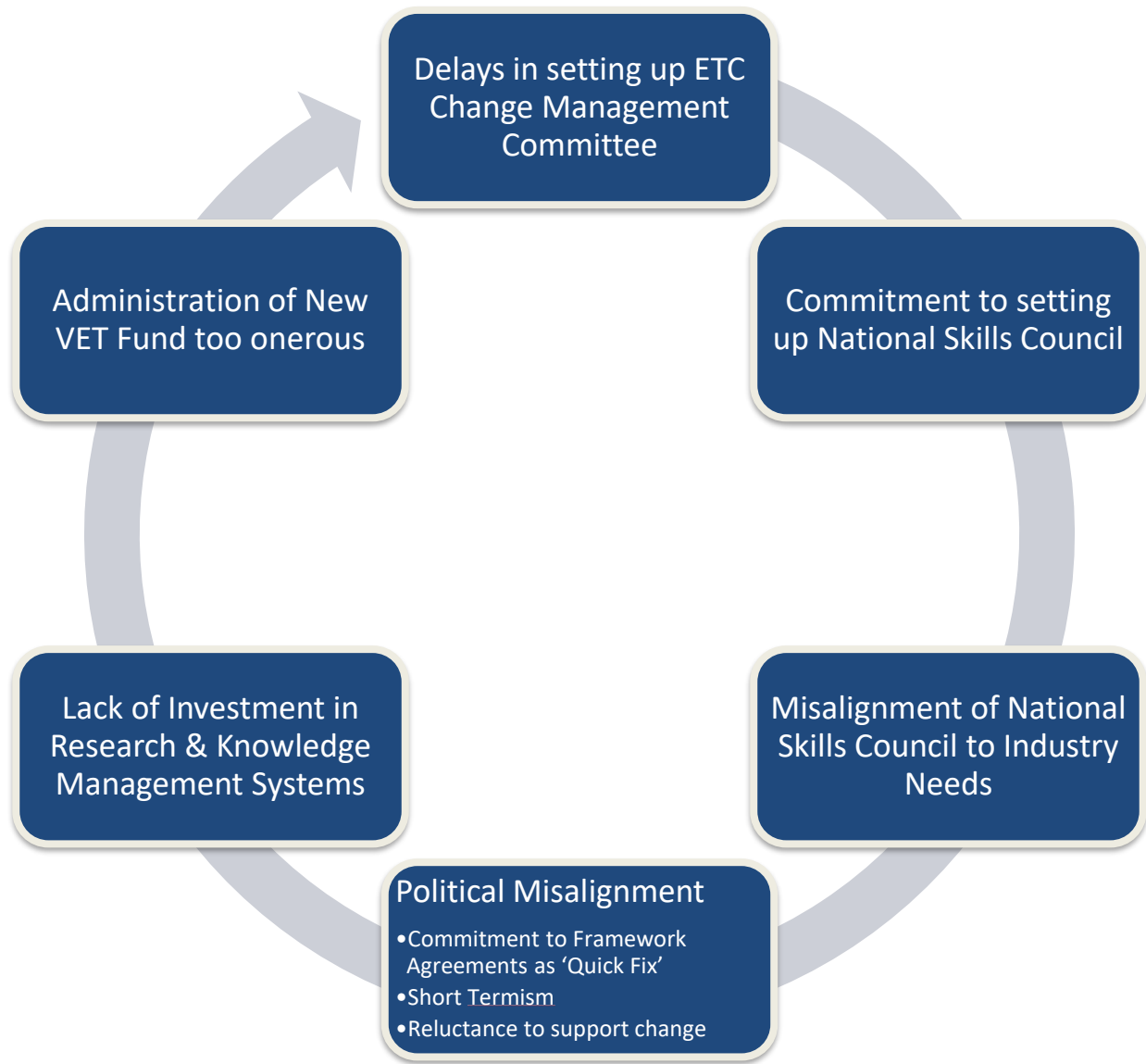
Figure 14:   Snapshot of Critical Success Factors

ACTION PLAN

The recommendations of this report should crystallise into a short and medium term action plan. The following high-level action plan will need to be owned by the organisation and driven by the Change Management Team. Ideally, the plan will become the basis for a set of projects with clear internal owners, timeframes and key performance indicators associated with each project.

FIRST 12 MONTHS

Set **up Change Management Team** under direction of CEO

Participate in **National Skills Council**

Resource **Research & Planning** Unit

Collect Data and **Monitor Outcomes** of Current Short-Term Courses

Develop in-house **Communication Competencies** across all Media

Open up **discussions with MCAST** on MOU and synergies

Provide MCAST with expertise on **Work Based Learning**

Invest in **Knowledge Management Systems**

Draft Green Paper on Vocational Training Fund for review at National Skills Council

MONTH 13 AND BEYOND

Secure **Funding for Vocation Training Fund**

Retain capability to **fund short term courses** strictly tied to short-term employment (even if **not accredited but needed by industry** or requested by Government)

Start to **Market Vocational Training Fund** cross paid, earned and owned media

Use Vocational Training Fund **to facilitate competition** between private training organisations, social partners, NGOs and public organisations (including MCAST)

Reposition ETC Training Centre as a **Government Training Centre** - managed by board with representation from ETC, MCAST, FES and DLL

Contribute to **Report on Work Based Learning Schemes** in Malta

Contribute to **National Training Needs Analysis** (to be published by the National Skills Council)

ACRONYMS

CVET	Continuing Vocational Education and Training
CEDEFOP	European Centre for the Development of Vocational Training
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit Transfer System for Vocational Education and Training
EQF	European Qualifications Framework for Lifelong Learning
ESCO	European Skills / Competencies Qualifications and Occupations
ETC	Employment and Training Corporation
ETF	European Training Foundation
EU	European Union
FES	Foundation for Educational Services
ICT	Information and Communication Technologies
IVET	Initial Vocational Education and Training
LLL	Lifelong Learning
MCESD	Malta Council for Economic and Social Development
MGSS	Malta Government Scholarship Scheme
MOOC	Massive Open Online Course
MQRIC	Malta Qualifications Recognition Information Centre
NCFHE	National Commission for Further & Higher Education
ODL	Open and Distance Learning
OER	Open Educational Resources
PIAAC	Programme for the International Assessment of Adult Competencies
PISA	The Programme for International Student Assessment
PPCD	Planning and Priorities Co-ordination Division
SEC	Secondary Education Certificate
UOM	University of Malta
VET	Vocational Education and Training

DEFINITIONS

Adult Education refers to the entire body of organised educational processes - whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, universities and apprenticeships - whereby persons regarded as adults by their respective communities improve their technical or professional qualifications, further develop their abilities and enrich their knowledge. Their objectives would include completion of a formal educational level, attainment of skills in a new field and updated knowledge in a particular field.

Adult Learning means the entire range of formal, non-formal and informal learning activities - general and vocational - undertaken by adults after leaving initial education and training. Adult Lifelong Learning is generally shown in the literature to have two main aims: increasing skills and competences which have positive personal and social outcomes and generating positive employment effects (see for example DG EaC, 2010; and Buiskool *et al*, 2010).

Andragogy means the process of helping adults learn. As opposed to pedagogy, where the teacher is the focal point, andragogy shifts the focus from the teacher to the learner.

Apprenticeship means a job that requires substantial and sustained training, leading to the achievement of an Apprenticeship standard and the development of transferable skills.

Career guidance means services aimed to help individuals of all ages to make educational and career decisions and to manage their own career development. These services may include school counselling, guidance at universities and colleges, in other training establishments, at ETC, in enterprises and in the voluntary sector. The central element of career guidance will in most cases be the individual guidance conversation. Other methods could be group guidance, visits to study places and workplaces, printed and electronic information, interest and personality tests and various types of practical placements or trials.

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Connected Learning means a theory of learning that strives to connect and leverage all the various experiences, interests, communities and contexts in which learners participate—in and out of school—as potential learning opportunities. Connected learning represents a framework for understanding and supporting learning, as well as a theory of intervention that grows out of our analysis of today's changing social, economic, technological and cultural context. Increasingly, connected learning is associated with a model of learning that holds out the possibility of reimaging the experience of education in the information age. It draws on the power of technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose and open networks.

Connectivism means the integration of principles explored by chaos, network, and complexity and self-organisation theories. Learning is a process that occurs within nebulous environments of shifting core elements which are not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organisation or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing. As a theory, Connectivism is driven by the understanding that decisions are based on rapidly altering foundations. New information is continually being acquired. The ability to draw distinctions between important and unimportant information is vital. The ability to recognise when new information alters the landscape based on decisions made yesterday is also critical.

Digital literacy means having the knowledge and ability to effectively and critically navigate, evaluate and create information using a range of digital technology tools. A digitally literate person can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology

tools to achieve many academic, professional, and personal goals.

Early School Leavers mean those young people leaving education and training with no more than lower secondary education.   Early school leavers are likely to have limited life chances, be channelled towards dead-end jobs and prone to join the working or non-working poor. They are at risk of social exclusion, and less likely to fulfil their potential as human beings, active citizens and principal actors in the labour market.

Europass means an EU initiative which aims to help people make their skills and qualifications clearly and easily understood in Europe, thus facilitating the mobility of both learners and workers. See: http://europass.cedefop.europa.eu

European Credit Transfer and Accumulation System or ECTS means a system developed by the European Commission in order to provide generally valid and accepted procedures for the recognition of study qualifications gained by students on courses outside their home country.   It is also intended to provide more binding conditions, more flexibility and a greater degree of clarity in the organizing and running of courses for foreign students. ECTS gives students the opportunity to clarify definitively with their home university how many courses or classes they should attend while they are abroad and under what conditions the qualifications they obtain will be recognized by the home university on their return.

European Credit Transfer System for Vocational Education and Training or ECVET means a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European citizens to gain recognition of their training, skills and knowledge in another Member State.

European Qualifications Framework (EQF) means a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Agreed upon by the European institutions in 2008, the EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.

Formal Education is the type of schooling provided in the system of primary schools, secondary schools, universities and other educational institutions that leads to attaining an official qualification.

Formal Learning means learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education

Governance means the rules, processes and behaviour relating to procedural, structural and instrumental aspects of objective setting, implementation and monitoring. In the governance context, capacity entails the ability of an institution of governance (the legislative, executive, judiciary, civil society or the private sector) to perform its constitutionally or politically mandated function or rules effectively or effectively.

Human Capital Development means the work which contributes to the lifelong development of individuals' skills and competences through the improvement of vocational education and training systems.

Individualised Learning System means a highly flexible system of multiple materials and

procedures, in which the student is given substantial responsibility for planning and carrying out his / her own organised program of studies, with the assistance of his / her teachers, and in which his / her progress is solely determined in terms of those plans.

Informal learning means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective. Examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).

International sectoral organisation means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors.

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

Knowledge management system means a system for applying and using knowledge management principles. These include data-driven objectives around business productivity, a competitive business model, business intelligence analysis and more. A knowledge management system is made up of different software modules served by a central user interface. Some of these features can allow for data mining on customer input and histories, along with the provision or sharing of electronic documents. Knowledge management systems can help with staff training and orientation, support better sales, or help business leaders to make critical decisions.

Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.   Learning outcomes are the common theoretical denominator underpinning all tools in EU education and training policies, including the EQF, Europass and ECVET.

Literacy is defined as the ability to understand, evaluate, use and engage with written texts to participate in society, achieve one's goals, and develop one's knowledge and potential. Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation and evaluation of complex texts.   It does not involve the production of text (writing).

Low Skilled Person means an individual whose level of educational attainment is lower than a pre-determined standard.   Standard level below which an individual is considered as low-skilled depends, for example, on the general level of education in a society, or on level of qualifications within an occupation.   The actual level of qualification of an individual includes non-formal learning outcomes acquired through continuing (re) training / upskilling, work experience or personal development.   In the EU, an individual is considered as low-skilled when educational attainment is below the upper secondary education level defined in ISCED.

Malta Council for Economic and Social Development (MCESD) means an advisory council that issues opinions and recommendations to the Maltese government on matters of economic and social relevance.   MCESD's vision is one of continuous improvement of Social Dialogue, striving to act as an effective catalyst between the Social Partners and Government on socioeconomic policy. The Council is made up of a Chairman appointed by the Prime Minister following consultation with the employers' and unions' represented on Council, a Deputy Chairman in the person of the Principal Permanent Secretary of the Civil Service, the Permanent Secretaries of the Ministries of Finance, the economy and Investment (MFEI), Foreign Affairs (MFA) and   Social Policy (MSOC), the Director General of the Economic Policy Division, the Governor of the Central Bank of Malta, the Presidents of the five main employers organisations namely the Malta Employers Association, the Malta Chamber of Commerce, Enterprise and Industry, the Malta Hotels and Restaurants Association and the

Malta Chamber of Small and Medium Enterprises(GRTU) and the Secretaries General of among the largest Unions namely General Workers Union and Union Haddiema Maghqudin, the President of For.U.M. and the President of the Confederation of Malta Trade Unions.

National qualifications framework means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;

National qualifications system means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

Non-formal Education entails organised and sustained educational activities which do not lead to attaining an official qualification. Non-formal education may take place both within and outside educational institutions and caters to all age groups.

Non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public;

Numeracy means the ability to access, use, interpret and communicate mathematical

information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life. To this end, numeracy involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

Open educational resources (OER) means materials used to support education that may be freely accessed, reused, modified and shared by anyone[25]. Increasingly, it means digitised materials offered freely and openly for educators, students and self- learners to use and reuse for teaching, learning and research; it includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licences.

Open Education (OE) means practices and organisations aiming at removing barriers to entry to education, often through the use of ICT.

PIAAC means the Programme for the International Assessment of Adult Competencies. The Survey of Adult Skills directly assesses the skills of about 5,000 individuals per participating country, representing the countries' working age population (16-65 year olds). The skills tested are literacy, numeracy and problem solving in technology-rich environments (solving problems in a computer environment). The survey also asks about the use of ICT at work and in everyday life, generic skills required at work, whether the skills and qualification match the work requirements and questions about e.g. education, work and the socio-economic background. The first round was carried out in 2011/2012 in 24 countries, among them 17 EU Member States, representing about 83% of the EU28 population. The proficiency that respondents showed in the test is reported on a scale from 0 to 500 points, which is divided into "Skills levels" ("below 1" to "5" for literacy and numeracy; "below 1" to "3" for problem solving.

PISA means The Programme for International Student Assessment, a triennial international

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[25] Downes, 2011 in Commonwealth of Learning, "Perspectives on Open and Distance Learning", 2013. Open Education Resources (OER) were also defined by UNESCO in 2002 as "teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution".

survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment.

Problem solving in technology-rich environments (sometimes known as digital literacy) is defined as the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

Qualification means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.   There is no reference to the actual learning process itself. In line with the promotion of the concept of lifelong learning, the notion is becoming accepted that it does not matter how or where you have acquired your skills as long as you can prove that you have them.   The EQF definition presumes that a qualification is based on a given standard that defines learning outcomes. It presupposes an assessment and validation process as the basis for certification by a competent body.

Sector means a grouping of professional activities on the basis of their main economic function, product, service or technology.

Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Skills Audit means a process aimed at identifying and analysing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or plan a professional reorientation or training project; the aim of a skills

audit is to help the individual analyse his/her career background, to self-assess his/her position in the labour environment and to plan a career pathway, or in some cases to prepare for the validation of non-formal or informal learning outcomes;

Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and typically consists of the following four distinct phases: 1) Identification through dialogue of particular experiences of an individual; 2) Documentation to make visible the individual's experiences; 3) A formal Assessment of these experiences; and 4) Certification of the results of the assessment which may lead to a partial or full qualification.   Recognition of prior learning means the validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation.

Vocational Education and Training (VET) means that part of tertiary education and training which provides accredited training in job related and technical skills.   It is a complex policy area, situated at the intersection of education, training, social, economic and labour market policies. It is expected to address a range of issues: the present and future skill demands of the economy; individual citizens' needs for short- and long-term employability and personal development; and society's requirement for active citizens.   Initial vocational education and training (IVET) is VET delivered in the initial education system, usually before entering working life.   Continuing vocational education and training (CVET) is VET delivered after initial education and training or after entry into working life, and aims to help individuals to improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; and continue their personal or professional development.

Work-Based Learning (WBL) means a set of learning practices that differs from those of school-based or classroom learning in that learning takes place in a real working environment through participation in the work process, irrespective of whether learners are young people, students, unemployed people or employees, or whether they are paid or unpaid.   WBL includes a number of different activities that can be situated along a continuum from shorter-term introductory types of experiences in a workplace to longer-term, more intensive

placements, including internships, apprenticeships and in-company employee training. Applied learning that takes place through school-based or student-led enterprises, workplace simulations, workshops and even project-based learning in the classroom can also be labelled as WBL. WBL programmes may be designed exclusively for students at different levels of education or for employees. They may be company-specific, school-wide, local, regional or national, or they may include a combination of local and national implementation and oversight

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ANNEXES

Annex 1 - Legislative Framework

Extracts from the Employment and Training Services Act (1990) Chapter 343.

EMPLOYMENT SERVICES

10.   In relation to employment, the Corporation shall have the following functions:

(a) in general, to provide and maintain an employment service to assist persons to find suitable employment and to assist employers to find suitable employees; and

(b) in particular -

(i) to register persons seeking employment in the Register, taking note of their qualifications, experience, skills, aptitudes, desires and such other details as may be deemed necessary or expedient;

(ii) to interview such persons and evaluate, if necessary, their physical and vocational capacity;

(iii) to assist persons seeking employment by guidance and advice on the choice of employment, and the training and retraining which may be necessary;

(iv) to obtain from employers information on vacancies and on requirements to be met by the employees they require;

(v) to refer to available employment persons with suitable skills, aptitudes and physical capacity;

(vi) to collect and analyse information about the situation of the labour market and probable changes.

16. (1) In relation to training, the Corporation shall have the following functions:

(a) to provide training courses or other schemes for the purpose of assisting persons desiring to fit themselves for gainful occupation, or desiring to improve or update the quality of their knowledge and skills for the same purpose;

(b) to obtain information from employers regarding the number, educational level, skills and aptitudes of persons they may require for employment both in the short term and in the long term;

(c) to enter into arrangements with the said employers, or any other person, for the provision of training courses or other schemes contemplated by this article.

(2) The reference in this article to the provision of training courses or other schemes shall be construed as including a reference to the making of payments to persons who attend any such course or scheme, locally or abroad in respect of their travelling expenses, the provision of residential accommodation and to the provision of any other facility or service incidental thereto.

Provide and maintain employment services, aid unemployed persons in finding suitable employment and help employers find suitable employees through its job-brokering services.

TRAINING SERVICES

Powers of the Corporation in relation to training.

17. (1) For the purpose of encouraging adequate training through courses or other schemes contemplated by article 16, the Corporation may -

(a) provide or secure the provision of such courses and other schemes as it may consider adequate, having regard to any courses or schemes otherwise available;

(b) approve such courses and schemes provided by other persons;

(c) from time to time consider such employments as appear to require consideration and publish recommendations with regard to the nature and length of the training for any such employment, the further education to be required with the training, the persons by and to whom the training ought to be given, the standards to be attained as a result of the training and the methods of ascertaining whether those standards have been attained;

(d) make arrangements for the application of selection tests and of tests or other methods for ascertaining the attainment of any standards recommended by it and may award certificates of the attainment of those standards;

(e) assist any person in finding facilities for being trained where it cannot provide such training;

(f) carry on or assist other persons in carrying on research into any matter relating to training.

(2) The Corporation may enter into contracts of service or of apprenticeship with any person who intends to attend courses or avail himself of any other scheme it has provided.

(3) The Corporation may -

(a) at the request of the Authority provide such other advice, and such other courses and schemes for training, as are mentioned in the request;

(b) at the request of any employer provide advice about training connected with his activities;

(c) enter into agreements with employers relative to payments by them to the Corporation in respect of the exercise by the Corporation of any of its functions.

(4) The Corporation may -

(a) make grants or loans to persons providing courses or other schemes approved by the Corporation;

(b) pay fees to persons providing further education in respect of persons who receive it in association with their training in courses or other schemes provided or approved by the Corporation;

(c) make payments to persons in connection with arrangements under which they or their employees make use of courses or other schemes provided or approved by the Corporation.

Annex 2: Summary of Training Courses

Courses partly funded by ESF for 2014-2015

Course Categories
Employability Skills Courses
Language and Numeracy Skills Courses
Clerical Courses
Accounting Courses
Trade Courses
Welding Courses
Technical Courses
Renewable Energy Courses
Care Worker Courses
Entrepreneurship Courses
Trainer Training Courses
Health, Safety & Security Courses
Hospitality and Customer Services Courses
ICT Courses
Other Courses

Employability Skills	MQF Level	Tuition Hours
Vocational Education and Training Award in Employability Skills	2	72
Vocational Education and Training Award in Life Skills for the Work Environment	3	54
Language & Numeracy Skills	MQF Level	Tuition Hours
General Education Award in English Literacy 1	1	200
General Education Award in English Literacy 2	2	100
General Education Award in Maltese Language 1	1	200
General Education Award in Maltese Language 2	2	100
General Education Award in English for Foreigners 1	1	200
General Education Award in English for Foreigners 2	2	100
General Education Award in Maltese Language for Foreigners 1	1	200
General Education Award in Maltese Language for Foreigners 2	2	100
General Education Award in Numeracy Level 1	1	150
General Education Award in Numeracy Level 2	2	150
Clerical	MQF Level	Tuition Hours
Vocational Education and Training Award in Principles of Sales Techniques	2	40
Vocational Education and Training Award in Office Procedures	3	120
Vocational Education and Training Award for Travel Agents - Airline and Ticketing	3	196
Vocational Education and Training Award in Freight and Shipping	4	80
Accounting	MQF Level	Tuition Hours
General Education Award in Business Accounting	3	70

General Education Award in Advanced Business Accounting	4	70
Vocational Education and Training Award in Payroll Processing	3	35
Sage Line 50 Level 1		40
Sage Line 50 Level 2 & 3		40
Trades	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award in Principles of Gardening and Landscaping	2	144
Vocational Education and Training Award in Carpentry and Joinery	2	156
Vocational Education and Training Award in Vehicle Spray Painting	**	164
Vocational Education and Training Award in Principles of Plumbing	2	60
Vocational Education and Training Award Foundation in Tile Laying	2	100
Vocational Education and Training Award in Stone Masonry and Brick Laying	**	120
Vocational Education and Training Award in Plastering	2	104
Vocational Education and Training Award in Water Well Repair and Maintenance	**	136
Welding	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award Foundation in Welding	1	48
Vocational Education and Training Award Foundation in Manual Metal Arc Welding	2	40
Vocational Education and Training Award in Manual Metal Arc Welding	3	60

Vocational Education and Training Award Foundation in OXY Acetylene Welding and Cutting	2	40
Vocational Education and Training Award Foundation in Metal Inert Gas & Metal Active Gas Welding	2	40
Vocational Education and Training Award in Metal Inert Gas & Metal Active Gas Welding	3	60
Vocational Education and Training Award Foundation in Tungsten Inert Gas Welding	2	40
Vocational Education and Training Award in Tungsten Inert Gas Welding	3	60
Technical	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award in Principles of Electrical and Electronics Engineering	3	180
Vocational Education and Training Award in Bench Fitting and Tool Making	**	100
Vocational Education and Training Award in Metal Machining	3	168
Vocational Education and Training Award in Refrigeration and Air-conditioning	2	120
Vocational Education and Training Award in Maintenance and Servicing of Refrigeration and Air-Conditioning Systems	**	132
Vocational Education and Training Award Electrician's Assistant	3	100
Vocational Education and Training Award in Physics and Mathematics for Electrical Fitters	2	100
Electrical Domestic Installations (Licence A)		110
Vocational Education and Training Award Foundation in Lift Installation and Maintenance	**	80
Vocational Education and Training Award in Lift Installation and	**	80

Maintenance		
Renewable Energy	**MQF Level**	**Tuition Hours**
Vocation Education and Training Award in PV System Installer's Assistant	3	80
Vocational Education and Training Award for Solar Thermal System Installers	**	80
Care Workers	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award in Child Care (0-5 years)	4	372[i]
Vocational Education and Training Award for Care Workers for Persons with Disability	4	128[ii]
Vocational Education and Training Award for Care Workers for the Elderly	3	236[iii]

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Entrepreneurship	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award in Entrepreneurship	4	260
Vocational Education and Training Award in Marketing	4	80
Trainer Training	**MQF Level**	**Tuition Hours**
Customised Award in Training the Trainer	3	65
Vocational Education and Training Award in English Language Proficiency for EFL Teachers	**	48
Customised Award in Occupational Assessment	4	24
Health, Safety & Security	**MQF Level**	**Tuition Hours**
Vocational Education and Training Award in Occupational Health	3	60

and Safety		
First Aid		16
Vocational Education and Training Award in Private Security Guard Services	2	40
Private Guard Refresher		10
Hospitality & Customer Service	MQF Level	Tuition Hours
Food Handling Category B		10
Vocational Education and Training Award for Cleaning Attendants	2	72[iv]
Vocational Education and Training Award for Call Centre Agents	3	85
ICT	MQF Level	Tuition Hours
Vocational Education and Training Award Foundation in Digital Literacy Skills	**	40
ECDL Base Module: Computer Essentials		15
ECDL Base Module: Online Essentials		15
ECDL Base Module: Word Processing		15
ECDL Base Module: Spreadsheets		15
ECDL Standard Module: Presentation		10
ECDL Standard Module: Using Databases		20
ECDL Standard Module: Web Editing		20
ECDL Standard Module: Image Editing		20
ECDL Standard Module: IT Security		10
ECDL Advanced 3 – Word Processing		20
ECDL Advanced 4 – Excel		20
ECDL Advanced 5 – Database		30
ECDL Advanced 6 – Presentation		20
Vocational Education and Training Award in Basic Web Design	2	40

| Vocational Education and Training Award A+ PC Technician | 3 | 80 |

Other	MQF Level	Tuition Hours
VRT Testing Class II		30
VRT Testing Class III		30
Vocational Education and Training Award in Process Manufacturing	2	306
Vocational Education and Training Award Carriage of Dangerous Goods by Road	**	40
Vocational Education and Training Award Carriage of Dangerous Goods in Tanks by Road	**	50
Vocational Education and Training Award Carriage of Class 1 Dangerous Goods by Road (Explosives)	**	50
Vocational Education and Training Award Carriage of Class 7 Dangerous Goods by Road (Radioactive Material)	**	50

 **Training programme in process of accreditation by NCFHE

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i Further to the tuition hours, as partial fulfilment for the VET Award in Child Care (0-5 years), the trainee is also required to undertake a 500 hour placement

ii Further to the tuition hours, as partial fulfilment for the VET Award for Care Worker for Persons with Disability, the trainee is also required to undertake a 71 hour placement

iii Further to the tuition hours, as partial fulfilment for the VET Award for Care Worker for the Elderly, the trainee is also required to undertake a 100 hour placement

iv Further to the tuition hours, as partial fulfilment for the VET Award for Cleaning Attendants, the trainee is also required to undertake a 22 hour placement

Annex 3

European and Malta Qualifications Frameworks

Malta Qualifications Framework[26]

Level	Award	
8	Doctoral Degree	
7	Master's Degree Postgraduate Diploma Postgraduate Certificate	
6	Bachelor's Degree	
5	Undergraduate Diploma Undergraduate Certificate Higher Education Certificate	VET Higher Diploma[27]
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma[28]
3	General Education Level 3 SEC Grade 1-5	VET Level 3[29]
2	General Education Level 2 SEC Grade 6-7	VET Level 2[30]

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[26] The National Qualifications Framework has been designed such as to facilitate the inclusion of diverse forms of qualification that are not as yet covered by the Framework.

[27] The University of Malta awards the Higher Education Certificate to students who do not complete a degree programme but have a minimum of 60 ECTS.

[28] The Malta Qualifications Council recommends that a full VET Diploma should enjoy the same parity of esteem as Advanced Level Subjects.

[29] The Malta Qualifications Council recommends that a Full VET Level 3 Qualification should enjoy the same parity esteem as 6 General Level subjects at Grades 1 to 5.

[30] The Malta Qualifications Council recommends that a Full VET Level 2 Qualification should enjoy the same parity of esteem as 4 General Education Level 2 subjects or a Secondary School Certification and Profile (B) at the MQF Level 2 at Grades 6 and 7.

	Secondary School Certificate and Profile (B)	
1	General Education Level 1 Secondary School Certificate and Profile (A)	VET Level 1[31]

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[31] The Malta Qualifications Council recommends that a Full VET Level 1 qualification should enjoy the same parity of esteem as a Full Secondary School Certificate and Profile (A).   Attainment of the Basic Employment Passport together with either the Adult Skills Certificate or the MQC 8 Key Competencies at level 1 are also considered as a Full VET Level 1 qualification.

European Qualifications Framework

Award	MQF Level	Workload
Academic Higher Education Award including VET Awards	Level 8 Level 7 Level 6 Level 5	Doctoral degree 60-120 ECTS/ECVET 180-240 ECTS/ECVET 30-90 ECTS/ECVET
VET Awards	Level 4 Level 3 Level 2 Level 1	60-120 ECVET 60-120 ECVET 60-120 ECVET Minimum 40 ECVET
Continuing Professional Development Award	Level 6 Level 5 Level 4	Min of 4 ECTS/ECVET Min of 4 ECTS/ECVET Min of 4 ECTS/ECVET
Customised Awards	Level 6 Level 5 Level 4 Level 3 Level 2 Level 1	Min of 4 ECTS/ECVET Min of 4 ECVET Min of 4 ECVET Min of 4 ECVET Min of 4 ECVET Min of 4 ECVET
Work-based Learning Awards	Level 6 Level 5 Level 4 Level 3 Level 2 Level 1	Awards based on supervised on-the-job training with a minimum of 5 ECVET OR the validation of prior learning and a minimum of 5 years of professional experience in a recognised sector.
Legacy Awards (General Education MQF L1 to L8 or VET-related MQF L1 to L5)	Level 8 Level 7 Level 6 Level 5 Level 4 Level 3 Level 2 Level 1	Awards conferred to individuals prior to 2012 and which have relevance to the labour market and employment. VET awards are classified up to MQF Level 5.
School Awards	Level 4 Level 3 Level 2 Level 1	Matriculation Certificate 6 SEC Grades 1-5 4 SEC Grades 6-7 Secondary School Certificate and Profile

See http://ec.europa.eu/eqf/compare/mt_en.htm#comparison

Annex 4:   ETC Quality Assurance Approved Processes

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┌─────────────────┐
│ Course Starts:  │
│ Learners receive│
│ course schedule and│
│ course notes from│
│ Skills Unit     │
└─────────────────┘
        │
        ▼
┌─────────────┐        ┌──────────────────────────────┐        ┌──────────────────────────┐
│ Learners    │        │ QA Unit conducts on-the-spot │        │ QA Unit report on visit. │
│ undertake   │───────▶│ check visits during training │◀──────▶│ Skills Unit advised on   │
│ module      │        │ and assessment sessions      │        │ issues needing correction│
│ assessments │        │ (REF DOC 04)                 │        │ – Follow up visit where  │
└─────────────┘        └──────────────────────────────┘        │ necessary                │
        │                                                       └──────────────────────────┘
        ▼
┌─────────────┐
│ Course Ends –│
│ Certificates issued│
│ by Skills Unit│
└─────────────┘
        │
        ▼
┌─────────────┐
│ Skills Unit passes│
│ course      │
│ documentation to│
│ QA Unit for vetting│
└─────────────┘
        │
        ▼
┌─────────────────────┐                                          ┌──────────────────────────┐
│ QA checks on:       │              ◇                           │ Course documentation is  │
│ Assessment marks for│         Is all                  NO       │ sent back to Skills Unit │
│ fairness and consistency│   documentation ───────────────────▶│ for amendments or        │
│ Attendance records  │      correct and                         │ clarifications           │
│ Certificates for    │─────▶ complete?                          └──────────────────────────┘
│ successful candidates│          ◇
│ QA reviews:         │           │
│ Trainee course      │           │ YES
│ Evaluation Sheets   │           │
│ Trainer Progress Report│        ▼
│ (REF DOC 05)        │    ┌──────────────────────┐
└─────────────────────┘    │ QA Unit approves and │
                           │ releases documents to Skills│
                           │ Unit for processing of│
                           │ payment              │
                           └──────────────────────┘
```

REF DOC 01: D & QA - 022: Course Layout
REF DOC 02: D & QA – 024: Instructions for Prospective Trainers
REF DOC 03: Course Outline
REF DOC 04: D & QA - 021: QA Course Visit Checklist
REF DOC 05: D & QA – 017: QA Course File Checklist
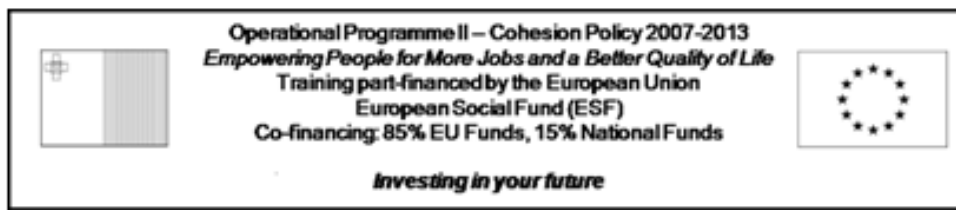
Annex 5 - Malta VET Indicators

Source: Cedefop 2014. On the way to 2020. Data for Vocational Education and Training Policies.

Extract

VET indicators for Malta for the most recent year available

Index numbers (EU=100)
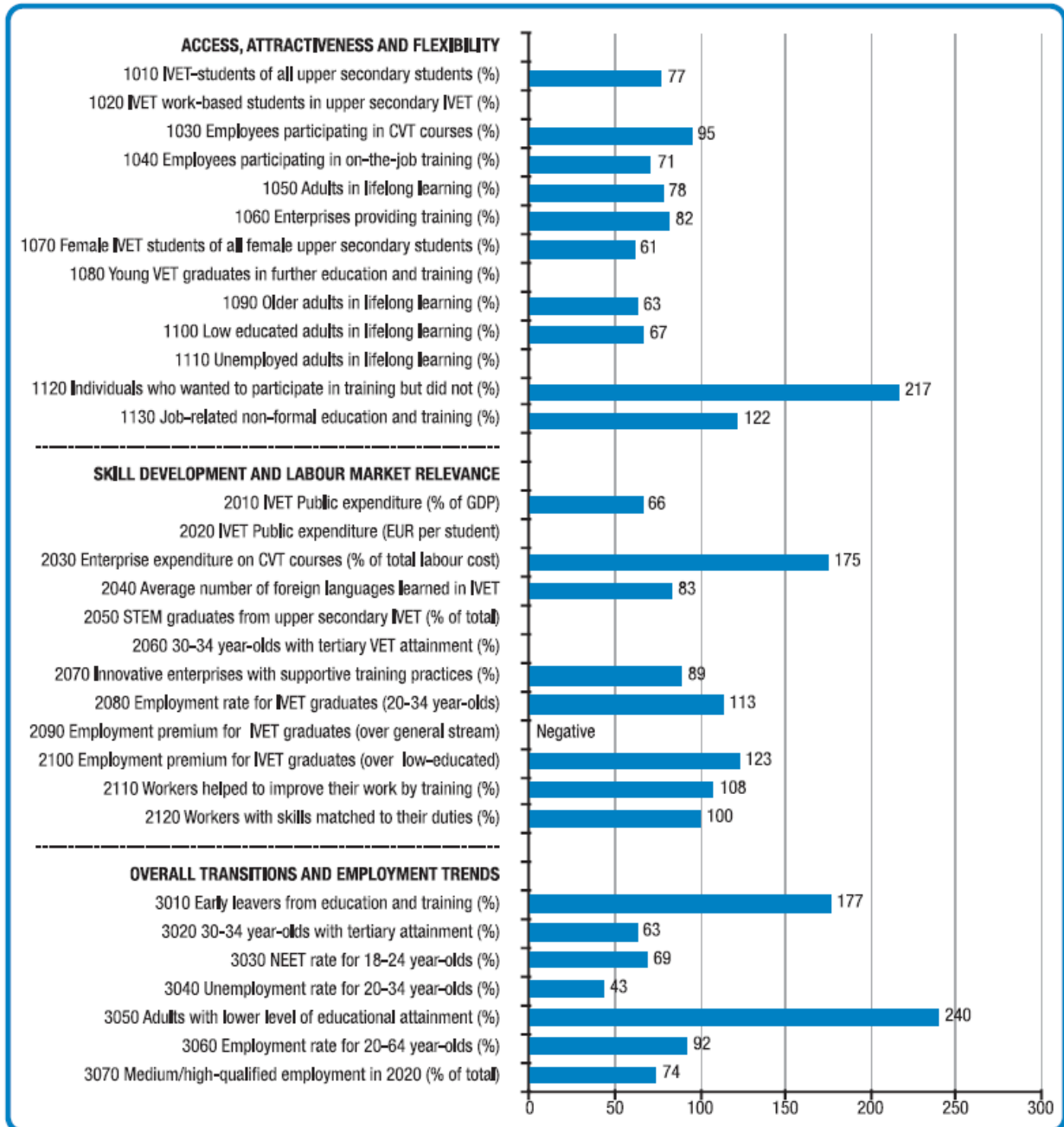
NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

Malta's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Malta with that of the EU based on the most recent data available (this differs by

indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Malta is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Malta's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

ACCESS, ATTRACTIVENESS AND FLEXIBILITY

Based on 2011 provisional data, the share of upper secondary students enrolled in IVET programmes in Malta is 38.9%. This should be interpreted with caution since, even though with big fluctuations, values for Malta have been much higher in recent past. Malta has proportionately fewer adults involved in lifelong learning than the EU as a whole(7.0% compared with an EU average of 9.0% in 2012). This percentage is below the average target(15%) set by the strategic framework 'education and training 2020'.

SKILL DEVELOPMENT AND LABOUR MARKET RELEVANCE

Data from 2010 show that public expenditure onIVET as a percentage of GDP (0.47%) is below the EU average (0.71%). Similarly, data from2010 show that the share of enterprises providing training to support innovation is relatively low(36.9% of innovative enterprises) compared to the EU average (41.5%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.7%) is higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare these graduates with those from general education at same ISCED level and graduates at lower ISCED level (2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to

be so. IVET graduates in Malta have an employment rate 3.6 percentage points lower than their counterparts from general education; on average, the opposite situation occurs with VET graduates, enjoying an average positive premium of 5.6 percentage points. However, IVET graduates have an employment rate 21.4 percentage points higher than those with lower-level qualifications (this is above the corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends In this section all data refer to 2012 (unless otherwise stated).

The percentage of early leavers from education and training (22.6%) is much higher than the EU average (12.8%), and much higher than the Europe 2020 average target (10%). The percentage of 30 to 34 year-olds who have attained tertiary-level education (22.4%) is lower than the EU average (35.8%). At 22.4%, the figure for Malta remains lower than both the national target (33%) and the Europe 2020 average target (40%). There is a much higher share of adults with low-level education in Malta compared with the EU (61.9% versus 25.8%). The employment rate for 20 to 64 year-olds (63.1%) is lower than the EU average of (68.5%) as is the NEET rate (11.7% compared to 17.0%). The unemployment rate for 20 to 34 year-olds is much lower in Malta (6.3%) than in the EU (14.5%).

Scores on **VET indicators in Malta and in the EU, 2006, 2010 and 2011/12 (where available)**

	Indicator label	2006		2010		Change 2006–10		2011/12 updates	
		MT	EU	MT	EU	MT	EU	MT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	46.9	51.7	49.3	49.9	2.4	-1.8	38.9(p)	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	32	33	36	38	4	5		
1040	Employees participating in on-the-job training (%)	17	16	15	21	-2	5		
1050	Adults in lifelong learning (%)	5.4	9.5	6.2	9.1	0.8	-0.4	7.0	9.0
1060	Enterprises providing training (%)	46	60	54	66	8	6		
1070	Female IVET students as % of all female upper secondary students	36.6	46.3	39.8	44.2	3.2	-2.1	27.3	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)		5.1	3.3	5.3	(b)	0.2	3.3	5.3
1100	Low-educated adults in lifelong learning (%)	2.8	3.7	3.4	3.9	0.6	0.2	2.6	3.9
1110	Unemployed adults in lifelong learning (%)	11.0(M)	7.7	14.9	9.2	3.9	1.5	8.8(M)	9.0
1120	Individuals who wanted to participate in training but did not (%)	27.4	14.5	23.6	10.9	-3.8	-3.6		
1130	Job-related non-formal education and training (%)	71.0	84.5	99.3	81.4	28.3	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.38	0.67	0.47	0.71	0.09	0.04		
2020	IVET public expenditure (EUR per student)	5 481	7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.4	0.8	0.4	-0.1		
2040	Average number of foreign languages learned in IVET		1.2	1.0	1.2		0.0	1.0	1.2
2050	STEM graduates from upper secondary VET (% of total)	26.5	32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.6
2070	Innovative enterprises with supportive training practices (%)	38.1	42.8	36.9	41.5	-1.2	-1.3		
2080	Employment rate for IVET graduates (20–34 year-olds)			89.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			-3.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			21.4	17.4				
2110	Workers helped to improve their work by training (%)			96.7	89.7				
2120	Workers with skills matched to their duties (%)			55.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	24.8	14.0	(b)	-1.5	22.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	21.6	28.9	21.5	33.5	-0.1	4.6	22.4	35.8
3030	NEET rate for 18–24 year-olds (%)		15.1	10.6	16.5	(b)	1.4	11.7	17.0(p)
3040	Unemployment rate for 20–34 year-olds (%)	7.0	10.6	6.3	13.1	-0.7	2.5	6.3	14.5
3050	Adults with lower level of educational attainment (%)		30.1	64.8	27.3	(b)	-2.8	61.9	25.8
3060	Employment rate for 20–64 year-olds (%)	57.6	69.0	60.1	68.5	2.5	-0.5	63.1	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			61.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, data for 2006 and 2010 are not presented. If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p=provisional.

VET Indicators for Malta (Cedefop, 2014)[32]

ACCESS, ATTRACTIVENESS AND FLEXIBILITY

Indicator	Value
1010 IVET-students of all upper secondary students (%)	77
1020 IVET work-based students in upper secondary IVET (%)	
1030 Employees participating in CVT courses (%)	95
1040 Employees participating in on-the-job training (%)	71
1050 Adults in lifelong learning (%)	78
1060 Enterprises providing training (%)	82
1070 Female IVET students of all female upper secondary students (%)	61
1080 Young VET graduates in further education and training (%)	
1090 Older adults in lifelong learning (%)	63
1100 Low educated adults in lifelong learning (%)	67
1110 Unemployed adults in lifelong learning (%)	
1120 Individuals who wanted to participate in training but did not (%)	217
1130 Job-related non-formal education and training (%)	122

SKILL DEVELOPMENT AND LABOUR MARKET RELEVANCE

Indicator	Value
2010 IVET Public expenditure (% of GDP)	66
2020 IVET Public expenditure (EUR per student)	
2030 Enterprise expenditure on CVT courses (% of total labour cost)	175
2040 Average number of foreign languages learned in IVET	83
2050 STEM graduates from upper secondary IVET (% of total)	
2060 30-34 year-olds with tertiary VET attainment (%)	
2070 Innovative enterprises with supportive training practices (%)	89
2080 Employment rate for IVET graduates (20-34 year-olds)	113
2090 Employment premium for IVET graduates (over general stream)	Negative
2100 Employment premium for IVET graduates (over low-educated)	123
2110 Workers helped to improve their work by training (%)	108
2120 Workers with skills matched to their duties (%)	100

OVERALL TRANSITIONS AND EMPLOYMENT TRENDS

Indicator	Value
3010 Early leavers from education and training (%)	177
3020 30-34 year-olds with tertiary attainment (%)	63
3030 NEET rate for 18-24 year-olds (%)	69
3040 Unemployment rate for 20-34 year-olds (%)	43
3050 Adults with lower level of educational attainment (%)	240
3060 Employment rate for 20-64 year-olds (%)	92
3070 Medium/high-qualified employment in 2020 (% of total)	74

NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

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[32] Based on 2011 provisional data, the share of upper secondary schools enrolled in IVET programmes in Malta is 38.9%. This should be interpreted with caution, since, even though with big fluctuations, values for Malta have been much higher in the recent past. Malta has proportionately fewer adults involved in lifelong learning than the EU as a whole (7% compared with an EU average of 9.0% in 2012). This percentage is below the average target (15%) set by the strategic framework 'education and training 2020'.

Score on VET indicators in Malta and in the EU, 2006, 2010 and 2011/12 (where available)

Indicator label	2006		2010		Change 2006-10		2011/12 updates	
	MT	EU	MT	EU	MT	EU	MT	EU
Access, attractiveness and flexibility								
1010 IVET-students as % of all upper secondary students	46.9	51.7	49.3	49.9	2.4	-1.8	38.9(p)	50.3
1020 IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030 Employees participating in CVT courses (%)	32	33	36	38	4	5		
1040 Employees participating in on-the-job training (%)	17	16	15	21	-2	5		
1050 Adults in lifelong learning (%)	5.4	9.5	6.2	9.1	0.8	-0.4	7.0	9.0
1060 Enterprises providing training (%)	46	60	54	66	8	6		
1070 Female IVET students as % of all female upper secondary students	36.6	46.3	39.8	44.2	3.2	-2.1	27.3	44.7
1080 Young VET graduates in further education and training (%)				30.7				
1090 Older adults in lifelong learning (%)		5.1	3.3	5.3	(b)	0.2	3.3	5.3
1100 Low-educated adults in lifelong learning (%)	2.8	3.7	3.4	3.9	0.6	0.2	2.6	3.9
1110 Unemployed adults in lifelong learning (%)	11.0(u)	7.7	14.9	9.2	3.9	1.5	8.8(u)	9.0
1120 Individuals who wanted to participate in training but did not (%)	27.4	14.5	23.6	10.9	-3.8	-3.6		
1130 Job-related non-formal education and training (%)	71.0	84.5	99.3	81.4	28.3	-3.1		
Skill development and labour market relevance								
2010 IVET public expenditure (% of GDP)	0.38	0.67	0.47	0.71	0.09	0.04		
2020 IVET public expenditure (EUR per student)	5 481	7 089		8 549		1 460		
2030 Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.4	0.8	0.4	-0.1		
2040 Average number of foreign languages learned in IVET		1.2	1.0	1.2		0.0	1.0	1.2
2050 STEM graduates from upper secondary VET (% of total)	26.5	32.0		28.7		-3.3		29.4
2060 30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.6
2070 Innovative enterprises with supportive training practices (%)	38.1	42.8	36.9	41.5	-1.2	-1.3		
2080 Employment rate for IVET graduates (20-34 year-olds)			89.7	79.1				
2090 Employment premium for IVET graduates (over general stream)			-3.6	5.6				
2100 Employment premium for IVET graduates (over low-educated)			21.4	17.4				
2110 Workers helped to improve their work by training (%)			96.7	89.7				
2120 Workers with skills matched to their duties (%)			55.3	55.3				
Overall transitions and labour market trends								
3010 Early leavers from education and training (%)		15.5	24.8	14.0	(b)	-1.5	22.6	12.8(p)
3020 30-34 year-olds with tertiary attainment (%)	21.6	28.9	21.5	33.5	-0.1	4.6	22.4	35.8
3030 NEET rate for 18-24 year-olds (%)		15.1	10.6	16.5	(b)	1.4	11.7	17.0(p)
3040 Unemployment rate for 20-34 year-olds (%)	7.0	10.6	6.3	13.1	-0.7	2.5	6.3	14.5
3050 Adults with lower level of educational attainment (%)		30.1	64.8	27.3	(b)	-2.8	61.9	25.8
3060 Employment rate for 20-64 year-olds (%)	57.6	69.0	60.1	68.5	2.5	-0.5	63.1	68.5
3070 Medium/high-qualified employment in 2020 (% of total)			61.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 are shown;
d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or
2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

Annex 6

Malta Population Statistics

Population aged 16 or more by literacy - Census of Population and Housing 2011

Age group	Literate		illiterate		Total	
	Count	Row N %	Count	Row N %	Count	Row N %
16-24	50,108	98.9	564	1.1	50,672	100.0
25-64	218,409	94.2	13,472	5.8	231,881	100.0
65+	58,479	85.8	9,712	14.2	68,191	100.0
Total	**326,996**	**93.2**	**23,748**	**6.8**	**350,744**	**100.0**

Population aged 16 or more by educational level - Census of Population and Housing 2011

Education level (MQF level)	age_imp_gp2							
	16-24		25-64		65+		Total	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
ISCED 0 - No schooling	0	0.0	24	.0	5,924	8.7	5,948	1.7
ISCED 1 - Primary	169	.3	33,556	14.5	37,512	55.0	71,237	20.3
ISCED 2 - Lower Secondary	14,563	28.7	111,044	47.9	15,383	22.6	140,990	40.2
ISCED 3 - Upper Secondary	26,428	52.2	34,217	14.8	3,137	4.6	63,782	18.2
ISCED 4 - Post-Secondary Non-Tertiary	3,247	6.4	13,805	6.0	1,740	2.6	18,792	5.4
ISCED 5 - Tertiary (Stage 1)	6,265	12.4	38,382	16.6	4,289	6.3	48,936	14.0
ISCED 6 - Tertiary (Stage 2)	0	0.0	853	.4	206	.3	1,059	.3
Total	**50,672**	**100.0**	**231,881**	**100.0**	**68,191**	**100.0**	**350,744**	**100.0**

Annex 7

Recommended Indicators: Torino Process Analytical Framework

The indicators in this and the next Annex are included to illustrate the range of key performance indicators that may be deployed to support vocational training operations such as those assigned to ETC.

OVERVIEW OF THEMATIC SECTIONS AND KEY QUESTIONS

A. Vision and strategy	• Introduction to the VET system
	• Vision for the VET system
	• Capacity for innovation and change
	• Drivers of innovation and change
B. Addressing economic and labour market demand	• Factors shaping demand for skills
	• Mechanisms for identifying demand and matching skills
	• Potential of the VET system to influence demand
C. Addressing demographic, social and inclusion demand	• Factors shaping demand for VET
	• Delivering to the needs of individual learners
	• Delivering to societal needs
D. Internal efficiency of the VET system	• Quality assurance
	• Policies for VET trainers and directors
	• Teaching and learning
	• Efficiency gains and losses
E. Governance and policy practices	• Map of entities involved in VET by level of governance
	• Governance and practices in areas covered by sections A-D
Transversal element (all sections)	• Assessment of progress since 2010

RECOMMENDED INDICATORS – SECTION A
Please provide data for the latest year available and the five years preceding that year.

Code	Indicator[1]	Main source[2]
Selection of basic data		
TRP14.44	Educational attainment of population by age and gender	UIS; NSO/national sources
TRP14.46	Tertiary educational attainment of population aged 30–34 (ET2020)	LFS
TRP14.47	Literacy rates by sex, region and urban/rural	National sources
TRP14.49	Net enrolment rates per level of education, including IVET and CVET	National sources
TRP14.50	Gross enrolment rates per level of education, including IVET and CVET	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
TRP14.57	Number of VET students as a proportion of the total number of pupils and students by level and sex	UIS; national sources
TRP14.58	Average number of students per VET school in urban and rural areas	National sources
TRP14.59	Total number of VET schools in urban and rural areas	National sources
TRP14.68	Performance in PISA (ET2020), PIRLS and TIMSS by school type	OECD; IEA
TRP14.74	Total number of trainers (teachers) employed in the VET system per level	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.89	Proportion of public expenditure on education by level, including VET	UIS; national sources
Capacity for and drivers of change		
TRP14.65	Number of schools with broadband internet connection	National sources
TRP14.76	Composition of the trainer workforce by qualifications: highest level of education completed (urban/rural)	National sources
TRP14.81	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)	National sources
TRP14.83	Salary progression steps of VET trainers	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.87	Public expenditure on education as share of total public expenditure	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.94	Capital expenditure (including intangible assets) on education by level as share of total spending on education	UIS; national sources
TRP14.95	Capital expenditure (including intangible assets) on VET as share of total VET expenditure	UIS; national sources

(1) See Chapter 4 for definitions.
(2) See Chapter 4 for a list of data sources. Please always indicate the data source.

RECOMMENDED INDICATORS – SECTION B

Please provide data for the latest year available and the five years preceding that year.

Code	Indicator[1]	Main source[2]
	Reserved for proprietary data from national surveys and assessments *Reserved for proprietary qualitative indicators*	
Economic and labour market factors that shape demand for skills		
TRP14.06	Net migration	World Bank
TRP14.07	Foreign migrant workers	ILO Laborsta database (until 2008); World Bank migration stock data
TRP14.11	Social burden	LFS
TRP14.13	GDP growth rate	World Bank
TRP14.14	GDP per capita	World Bank
TRP14.15	GDP by sector	NSO/national sources
TRP14.16	GDP by region	NSO/national sources
TRP14.17	Competitiveness Index	World Economic Forum
TRP14.18	Proportion of micro and small companies among active businesses	NSO/national sources
TRP14.22	Foreign direct investment (net inflows as a percentage of GDP)	World Bank
TRP14.23	Trade openness (average of total exports and imports as a percentage of GDP)	UNSD
TRP14.24	Employment by occupational field	LFS
TRP14.25	Employment by economic sector	LFS
TRP14.26	Employment by status and sex	LFS
TRP14.27	Employment by sector compared to GDP by sector	LFS
TRP14.31	Unemployment rates by sex, education level and region	LFS
TRP14.32	Youth unemployment rates by sex, education level and region	LFS
TRP14.33	Size of the informal economy as share of GDP	National sources
TRP14.34	Public employment as a percentage of total employment	LFS
TRP14.41	Number of first job-seekers and long-term unemployed as a proportion of the total unemployed (aged 15+)	LFS
Identifying demand for skills and matching it with skills supply		
TRP14.35	Expenditure on ALMPs as a percentage of GDP	National sources
TRP14.36	Percentage of registered unemployed covered by ALMPs	National sources
TRP14.37	Number of vacancies by sector	National sources
TRP14.38	Number of registered unemployed	National sources
TRP14.39	Number of vacancies per registered unemployed	National sources
TRP14.40	Job placement rate	National sources

Code	Indicator[1]	Main source[2]
TRP14.43	Satisfaction rate with skills	World Bank Enterprise Surveys; national sources
TRP14.51	Enrolment in IVET by broad field of study	National sources
TRP14.52	Graduation from IVET by broad field of study	National sources
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
Potential of the VET system to influence economic and labour market needs		
TRP14.19	Small Business Act Entrepreneurial Learning Index	OECD-ETF
TRP14.28	Enterprise start-up rates	OECD; national sources

(1) See Chapter 4 for definitions.
(2) See Chapter 4 for a list of alternative sources. Please always indicate if data comes from an alternative source and if yes, which.

RECOMMENDED INDICATORS – SECTION C
Please provide data for the latest year available and the five years preceding that year.

Code	Indicator[1]	Main source[2]
	Reserved for proprietary data from national surveys and assessments *Reserved for proprietary qualitative indicators*	
Demographic and social factors that shape demand for VET		
TRP14.01	Total population	World Bank; NSO
TRP14.02	Population growth rate	World Bank; NSO
TRP14.03	Dependency ratios	World Bank; NSO
TRP14.04	Proportion of 15–24 year-olds in the total population	UNDP; NSO
TRP14.05	Life expectancy	World Bank
TRP14.06	Net migration	World Bank
TRP14.08	Internal migration per region	NSO/national sources
TRP14.09	Ethnic composition of the population	National sources
TRP14.10	Proportion of people aged 15–24 not in employment, education or training (NEETs)	LFS
TRP14.11	Social burden	LFS
TRP14.12	Proportion of young people (0–14 and 15–24) with special educational needs	LFS
TRP14.20	Poverty rate	World Bank
TRP14.21	Gini index	World Bank
TRP14.42	Average household income	NSO/national sources
TRP14.44	Educational attainment of population by age and gender	UIS; NSO/national sources
TRP14.46	Tertiary educational attainment of population aged 30–34 (ET2020)	LFS
TRP14.47	Literacy rates by sex, region and urban/rural	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
Delivering to individual, socioeconomic and inclusion demand		
TRP14.48	Rate of participation in adult education and training	OECD; LFS; national sources
TRP14.49	Net enrolment rates per level of education, including IVET and CVET	National sources
TRP14.50	Gross enrolment rates per level of education, including IVET and CVET	National sources
TRP14.53	Repetition rate in IVET and in general education by grade	National sources
TRP14.54	Percentage of VET students who continue to higher levels of education	National sources
TRP14.57	Number of VET students as a proportion of the total number of pupils and students by level and sex	UIS; national sources
TRP14.60	Dropout rates in IVET and in general education by level and sex	National sources
TRP14.61	Dropout rates in IVET by broad study programme	National sources

Code	Indicator[1]	Main source[2]
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
TRP14.98	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and sex	National sources

(1) See Chapter 4 for definitions.
(2) See Chapter 4 for a list of alternative sources. Please always indicate if data comes from an alternative source and if so, which.

Section E analyses governance and policy practice in VET in the policy domains covered in Sections A to D. **Governance** refers to all institutionalised[35] multi-level participation in VET management and policy making.

Policy making includes the setting of objectives, and their implementation and monitoring in any given domain of VET policy and at any given governance level.

Multi-level participation refers to a model of VET policy making based on stakeholder involvement in any given domain of VET policy and at any given governance level.

Participation is determined by the level of responsibility of those involved: fully responsible for (setting) an agenda or objective in a VET policy domain; accountable for (complying with) an agenda; consulted about it; or simply informed about it.

For the sake of simplicity, the Analytical Framework is limited to capturing participation and policy practice only at key governance levels: national, regional/local, and provider level.

MATRIX 1. DISTRIBUTION OF RESPONSIBILITIES
Please refer to entities listed in response to Question 1 under a, b and c

	Objective setting	Implementation	Monitoring
Who is responsible?			
Who is accountable?			
Who is consulted?			
Who is (only) informed?			

MATRIX 2. MODE OF ACTION/DECISION MAKING OF THOSE RESPONSIBLE

	Objective setting	Implementation	Monitoring
Full autonomy/unilateral			
After (obligatory) consultation[1]			
If consultation, with whom? (please list)			

(1) Consultation could be both because of an obligation to involve and for accountability purposes.

MATRIX 3. DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY STANDARDS
Please refer to entities listed in response to Question 1 under a, b and c

	Responsible for setting	Accountable for compliance	Monitoring and assessment
Quality standards: learning environment			
Quality standards: learning outcomes			
Quality standards: teaching			
Standards for provider[1] accreditation			

(1) This can also refer to individual programmes.

MATRIX 4. MODE OF DECISION MAKING WHEN SETTING QUALITY STANDARDS

	Unilateral	Obligatory consultation	If consultation, with whom
Quality standards: learning environment			
Quality standards: learning outcomes			
Quality standards: teaching			
Standards of provider[1] accreditation			

(1) This can also refer to individual programmes.

MATRIX 5. RESPONSIBILITY FOR CURRICULUM CONTENT AND TEACHING STANDARDS

Please refer to entities listed in response to Question 1 under a, b and c

	Responsible for determining	Obligatory consultation	If consultation, with whom
Curriculum content			
How curriculum is taught			

RECOMMENDED INDICATORS – SECTION D
Please provide data for the latest year available and the five years preceding that year.

Code	Indicator[1]	Main source[2]
	Reserved for proprietary data from national surveys and assessments *Reserved for proprietary qualitative indicators*	
Quality assurance		
TRP14.70	Share of VET providers applying internal quality assurance systems defined by law/at own initiative	National sources
TRP14.71	Share of accredited VET providers	National sources
Assessment and evaluation		
TRP14.68	Performance in PISA (ET2020), PIRLS and TIMSS by school type	OECD; IEA
Policies for VET trainers and directors		
TRP14.72	Average frequency of in-service teacher training	National sources
TRP14.74	Total number of trainers (teachers) employed in the VET system per level	National sources
TRP14.75	Composition of the trainer workforce by sex	National sources
TRP14.76	Composition of the trainer workforce by qualifications: highest level of education completed (urban, rural)	National sources
TRP14.77	Composition of the trainer workforce by years of service	National sources
TRP14.78	Number of trainer vacancies: total (urban, rural)	National sources
TRP14.79	Top three subject areas by number of trainer vacancies	National sources
TRP14.80	Starting statutory salary for trainers (teachers) in IVET (current LCU)	National sources
TRP14.81	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)	National sources
TRP14.82	Average annual remuneration of workers with higher education (current LCU)	NSO/national sources
TRP14.83	Salary progression steps of VET trainers	National sources
TRP14.84	Starting statutory salary of directors (current LCU)	National sources
TRP14.85	Salary progression steps of directors	National sources

Code	Indicator[1]	Main source[2]
Teaching and learning		
Teaching and learning environment		
TRP14.62	Number of hours per week allocated to science, mathematics and reading (IVET)	National sources
TRP14.63	Number of hours allocated to practical instruction (IVET)	National sources
TRP14.64	Number of computers per student	National sources
TRP14.65	Number of schools with broadband internet connection	National sources
TRP14.66	Number of school buildings in need of general overhaul or emergency repairs	National sources
TRP14.72	Average frequency of in-service teacher training	National sources
Efficiency of use of resources		
TRP14.45	Average student–teacher ratio in IVET[34] per level	National sources
TRP14.53	Repetition rate in IVET and in general education by grade	National sources
TRP14.54	Percentage of VET students who continue to higher levels of education	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
TRP14.56	Early leavers from IVET	National sources
TRP14.60	Dropout rates in IVET and in general education by level and sex	National sources
TRP14.61	Dropout rates in IVET by broad study programme	National sources
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
TRP14.69	Student–teacher ratio in IVET in urban and rural areas	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.87	Public expenditure on education as share of total public expenditure	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.89	Proportion of public expenditure on education by level, including VET	UIS; national sources
TRP14.90	Expenditure per student from public sources per level of education, including VET	UIS; national sources
TRP14.91	Share of expenditure on VET from private sources	National sources
TRP14.92	Development aid as a percentage of GNI	World Bank
TRP14.93	Aid by major purposes (education)	OECD
TRP14.94	Capital expenditure (including intangible assets) on education by level as share of total spending on education	UIS; national sources
TRP14.95	Capital expenditure (including intangible assets) on VET as share of total VET expenditure	UIS; national sources
TRP14.96	Share of current expenditure on education allocated to wages (teaching and non-teaching staff)	National sources
TRP14.97	Share of current expenditure on VET allocated to wages (teaching and non-teaching staff)	National sources

(1) See Chapter 4 for definitions.
(2) See Chapter 4 for a list of alternative sources. Please always indicate the source of data.

Annex 8

Quantitative Indicators: Torino Process Analytical Framework

The following list summarises the main sources of data (international and national) to be used with the Analytical Framework of the Torino Process.

INTERNATIONAL SOURCES

- Eurostat

- ILO

- IEA

- OECD

- UNDP

- UIS

- UNSD

- ETF

- World Bank

- World Economic Forum

NATIONAL SOURCES

- National statistical offices (NSO)

- Labour force surveys (LFS, through the national statistical offices)

- Line ministries

LABOUR MARKET INDICATORS

Indicator	Employment by occupational field*
Code	TRP14.24
Definition	Employment by occupational field (ISCO classification). It can be expressed as a percentage of total employment.
Source	LFS

Indicator	Employment by economic sector*
Code	TRP14.25
Definition	Employment by sector (NACE classification). It can be expressed as a percentage of total employment.
Source	LFS

Indicator	Employment by status and sex*
Code	TRP14.26
Definition	The employment status of an economically active person, that is, the type of explicit or implicit contract of employment that the person has in his/her job (ICSE-93 classification).
Source	LFS

Indicator	Employment by sector compared to GDP by sector*
Code	TRP14.27
Definition	Comparison between the proportion of people employed by a sector and the proportion of GDP that this sector represents (NACE classification).
Source	LFS

Indicator	Enterprise start-up rates*
Code	TRP14.28
Definition	New enterprises (created within the previous year) as a proportion of the total number of enterprises.
Source	OECD; national sources

Indicator	Activity rates by gender and education level*
Code	TRP14.29
Definition	A country's labour force comprises employed people (those who in the recent past have worked for pay, profit or family gain) and unemployed people (those who in the recent past have actively looked for a job or started an enterprise). The labour force does not include the inactive population (those who are studying, retired, engaged in family duties or otherwise economically inactive). The activity rate (labour force participation rate) represents the labour force as a percentage of the working-age population (typically 15–64 years).
Source	LFS

Indicator	Employment rates by sex and education level*
Code	TRP14.30
Definition	The total employment rate is usually calculated by dividing the number of people in the 15–64 age group who are in employment by the total population in the same age group.
Source	LFS

Indicator	Unemployment rates by sex, education level and region*
Code	TRP14.31
Definition	The total unemployment rate reflects the number of unemployed people aged 15 and over as a percentage of the labour force (see TRP14.29 for a definition of labour force).
Source	LFS

Indicator	Youth unemployment rates by sex, education level and region*
Code	TRP14.32
Definition	Number of unemployed people aged 15–24 years as a percentage of those aged 15–24 years who are part of the labour force.
Source	LFS

Indicator	Size of the informal economy as share of GDP
Code	TRP14.33
Definition	Estimated size of the informal economy, expressed as share of GDP.
Source	National sources

Indicator	Public employment as a percentage of total employment*
Code	TRP14.34
Definition	Number of people employed in the public sector as a percentage of all employed people.
Source	LFS

Indicator	Expenditure on ALMPs as a percentage of GDP*
Code	TRP14.35
Definition	Active labour market policies (ALMPs) include all social expenditure (other than education) aimed at improving the beneficiaries' prospects of finding gainful employment or otherwise increasing their earning capacity. This category includes spending on PESs and administration, labour market training, special programmes for young people in transition from school to work, labour market programmes that provide or promote employment for unemployed individuals and others (excluding young people and people with disabilities) and special programmes for people with a disability. It can be expressed as a percentage of GDP.
Source	National sources

Indicator	Percentage of registered unemployed covered by ALMPs*
Code	TRP14.36
Definition	Number of registered unemployed people involved in active labour market programmes, expressed as a percentage of the total population of registered unemployed.
Source	National sources

Indicator	Number of vacancies by sector*
Code	TRP14.37
Definition	Number of vacancies by sector. For comparability reasons the NACE classification of sectors is used.
Source	National sources

Indicator	Number of registered unemployed*
Code	TRP14.38
Definition	The number of unemployed people registered with the PES.
Source	National sources

Indicator	Number of vacancies per registered unemployed*
Code	TRP14.39
Definition	The average number of vacancies per registered unemployed person.
Source	National sources

Indicator	Job placement rate
Code	TRP14.40
Definition	The number of registered unemployed people in a programme or service who are matched with a job divided by the total registered unemployed in the same programme or service.
Source	National sources

Indicator	Number of first job-seekers and long-term unemployed as a proportion of the total unemployed (aged 15+)*
Code	TRP14.41
Definition	Number of unemployed persons aged 15+ who are looking for work for the first time as a percentage of unemployed persons aged 15+; number of unemployed persons aged 15+ who are long-term unemployed as a percentage of unemployed persons aged 15+.
Source	LFS

Indicator	Average household income*
Code	TRP14.42
Definition	Average household income.
Source	NSO/national sources

Indicator	Satisfaction rate with skills
Code	TRP14.43
Definition	Satisfaction rate of employers with acquired skills/competences.
Source	World Bank Enterprise Surveys; national sources

EDUCATION INDICATORS

Indicator	Educational attainment of population by age and gender*
Code	TRP14.44
Definition	Educational attainment refers to the highest education level achieved by individuals expressed as a percentage of all persons in that age group.
Source	UIS; NSO; national sources

Indicator	Average student–teacher ratio in IVET[42] per level
Code	TRP14.45
Definition	Average number of pupils (students) per teacher in IVET in a given school year.
Source	National sources

Indicator	Tertiary educational attainment of population aged 30–34 (ET2020)*
Code	TRP14.46
Definition	Share of the population aged 30–34 years who have successfully completed university or university-like (tertiary-level) education with an ISCED 1997 (International Standard Classification of Education) education level of 5–6.
Source	LFS

Indicator	Literacy rates by sex, region and urban/rural
Code	TRP14.47
Definition	Percentage of the population in a given age bracket who can both read and write, with understanding, a short simple statement on their everyday life. Generally, literacy also encompasses numeracy, which is the ability to make simple arithmetic calculations. The illiteracy rate is the percentage of the population in a given age bracket who cannot read or write, with understanding, a short simple statement on their everyday life.
Source	National sources

Indicator	Rate of participation in adult education and training*
Code	TRP14.48
Definition	Percentage of the adult population aged 24–65 participating in non-formal job-related training.
Source	OECD; LFS; national sources

Indicator	Net enrolment rates per level of education, including IVET and CVET*
Code	TRP14.49
Definition	Total number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group (UNESCO). It is calculated by dividing the number of pupils (or students) enrolled who are of the official age group for a given level of education by the population for the same age group and multiplying the result by 100.
Source	National sources

Indicator	Gross enrolment rates per level of education, including IVET and CVET*
Code	TRP14.50
Definition	Number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age (UNESCO). It is calculated by dividing the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group that officially corresponds to the given level of education, and multiplying the result by 100.
Source	National sources

Indicator	Enrolment in IVET by broad field of study*
Code	TRP14.51
Definition	Enrolment in IVET by broad field of study.
Source	National sources

Indicator	Graduation from IVET by broad field of study*
Code	TRP14.52
Definition	Graduation from IVET by broad field of study.
Source	National sources

Indicator	Repetition rate in IVET and in general education by grade
Code	TRP14.53
Definition	Number of repeaters in a given grade in a given school year, expressed as a percentage of the students enrolled in that grade in the previous school year.
Source	National sources

Indicator	Percentage of VET students who continue to higher levels of education
Code	TRP14.54
Definition	Number of VET students in a given reference period who have continued to higher levels of education.
Source	National sources

Indicator	Early leavers from education and training (ET2020)*
Code	TRP14.55
Definition	Proportion of the population aged 18–24 years who have lower secondary education or less and are no longer in education or training (Eurofound). Thus, early school leavers are people who have only achieved pre-primary, primary, lower secondary or short upper secondary education of less than two years.
Source	National sources

Indicator	**Early leavers from IVET**
Code	TRP14.56
Definition	Proportion of the population aged 18–24 years from IVET who have lower secondary education or less and are no longer in education or training (Eurofound). Thus, early school leavers are people who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than two years.
Source	National sources

Indicator	**Number of VET students as a proportion of the total number of pupils and students by level and sex***
Code	TRP14.57
Definition	Number of students enrolled in VET as a percentage of the total number of students enrolled in the corresponding education levels.
Source	UIS; national sources

Indicator	**Average number of students per VET school in urban and rural areas**
Code	TRP14.58
Definition	Total number of students in VET schools from urban areas divided by the total number of VET schools in urban areas. Similar calculation for rural areas.
Source	National sources

Indicator	**Total number of VET schools in urban and rural areas**
Code	TRP14.59
Definition	Total number of VET schools in urban and in rural areas.
Source	National sources

Indicator	**Dropout rates in IVET and in general education by level and sex**
Code	TRP14.60
Definition	Proportion of pupils from a cohort enrolled in a given level in a given school year who are no longer enrolled in the following year (with the exception of graduates) (UNESCO), by VET and general education levels and by sex.
Source	National sources

Indicator	**Dropout rates in IVET by broad study programme**
Code	TRP14.61
Definition	Proportion of pupils from a cohort enrolled in a given level in a given school year who are no longer enrolled in the following year (with the exception of graduates) (UNESCO). It might be broken down by programme.
Source	National sources

Indicator	Number of hours per week allocated to science, mathematics and reading (IVET)
Code	TRP14.62
Definition	Number of hours per week allocated to science, mathematics and reading.
Source	National sources: line ministries (education)

Indicator	Number of hours allocated to practical instruction (IVET)
Code	TRP14.63
Definition	Number of hours allocated to practical instruction.
Source	National sources: line ministries (education)

Indicator	Number of computers per student
Code	TRP14.64
Definition	Number of computers per student.
Source	National sources: line ministries (education)

Indicator	Number of schools with broadband internet connection*
Code	TRP14.65
Definition	Number of schools with broadband internet connection.
Source	National sources: line ministries (education)

Indicator	Number of school buildings in need of general overhaul or emergency repairs
Code	TRP14.66
Definition	Number of school buildings in need of general overhaul or emergency repair.
Source	National sources: line ministries (education)

Indicator	Percentage of VET graduates who transition to employment or self-employment*
Code	TRP14.67
Definition	Number of VET graduates who find a job or start a business within one year of graduation as a percentage of total VET graduates.
Source	National sources

Indicator	Performance in PISA (ET2020), PIRLS and TIMSS by school type*
Code	TRP14.68
Definition	Performance in PISA, PIRLS and TIMSS by school type.
Source	OECD; IEA

Indicator	Student–teacher ratio in IVET in urban and rural areas
Code	TRP14.69
Definition	Average number of pupils per teacher at a given level of education, based on headcounts of both pupils and teachers.
Source	National sources

Indicator	Share of VET providers applying internal quality assurance systems defined by law/at own initiative*
Code	TRP14.70
Definition	Percentage of VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system, where the number of registered VET providers = 100% (EQAVET).
Source	National sources

Indicator	Share of accredited VET providers*
Code	TRP14.71
Definition	Percentage of VET providers who are accredited, where the number of registered VET providers = 100% (EQAVET).
Source	National sources

Indicator	Average frequency of in-service teacher training
Code	TRP14.72
Definition	Average frequency of in-service teacher training within a five-year period.
Source	National sources

Indicator	Total amount of funds invested in teacher training in IVET
Code	TRP14.73
Definition	Total amount of funds invested annually per teacher and trainer for in-service training of teachers and trainers (EQAVET).
Source	National sources

Indicator	Total number of trainers (teachers) employed in the VET system per level
Code	TRP14.74
Definition	Total number of teachers (trainers) employed in the VET system per level.
Source	National sources

Indicator	Composition of the trainer workforce by sex*
Code	TRP14.75
Definition	Number of female trainers as a percentage of the total number of trainers employed.
Source	National sources

Indicator	Composition of the trainer workforce by qualifications: highest level of education completed (urban, rural)
Code	TRP14.76
Definition	Number of trainers according to their educational attainment. It might be broken down by urban/rural.
Source	National sources: line ministries (education)

Indicator	Composition of the trainer workforce by years of service
Code	TRP14.77
Definition	Percentage of trainers by their years of service.
Source	National sources: line ministries (education)

Indicator	Number of trainer vacancies: total (urban, rural)
Code	TRP14.78
Definition	Total number of trainer vacancies registered with the PES. This indicator might be broken down by urban/rural.
Source	National sources: line ministries (education)

Indicator	Top three subject areas by number of trainer vacancies
Code	TRP14.79
Definition	Academic subjects with the greatest shortage of qualified teachers.
Source	National sources: line ministries (education)

Indicator	Starting statutory salary for trainers (teachers) in IVET (current LCU)*
Code	TRP14.80
Definition	Average statutory annual salaries in public institutions (current local currency units) for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of the teaching career. Annual statutory salaries refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension, according to existing salary scales, but before deductions for income tax.
Source	National sources: line ministries (education)

Indicator	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)*
Code	TRP14.81
Definition	Refers to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified plus 15 years of experience.
Source	National sources: line ministries (education)

Indicator	Average annual remuneration of workers with higher education (current LCU)*
Code	TRP14.82
Definition	Salary at the top of the scale for full-time, full-year workers aged 25–65 with tertiary education (OECD).
Source	NSO/national sources

Indicator	Salary progression steps of VET trainers
Code	TRP14.83
Definition	Salary progression steps in proportion to starting salary, and years of service required for each step of career progression.
Source	National sources: line ministries (education)

Indicator	Starting statutory salary of directors (current LCU)
Code	TRP14.84
Definition	Refers to the average annual statutory salaries in public institutions (in current local currency units) for full-time directors with the minimum training necessary to be fully qualified at the beginning of the teaching career. Annual statutory salaries refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension, according to existing salary scales, but before deductions for income tax.
Source	National sources: line ministries (education)

Indicator	Salary progression steps of directors
Code	TRP14.85
Definition	Salary progression steps in proportion to starting salary, and years of service required for each step of career progression.
Source	National sources: line ministries (education)

Indicator	Public expenditure on education as share of GDP*
Code	TRP14.86
Definition	Public expenditure on education as a proportion of GDP.
Source	UIS; national sources

Indicator	Public expenditure on education as share of total public expenditure*
Code	TRP14.87
Definition	Public expenditure on education as a proportion of total public expenditure.
Source	UIS; national sources

Annex 9

Legislative overlaps

There are overlaps in the current VET enabling legislation which need clarification in view of the proposed repositioning of ETC, the establishment of the National Skills Council and the role NCFHE occupies in the Further Higher Education Institutional Framework.

LN 295/2012 of the Education Act indicates that NCFHE shall <u>establish</u> the Skills Committee. In turn Art 5 (3) of the same Legal Notice indicates that the <u>Committee is responsible</u> for the following:

(a) Policies and procedures to govern sector skills units

(b) Criteria and standards for the validation of non formal and informal learning

(c) Guidelines for the assessment of skills and competences.

(d) Guidelines for QA in non formal

(e) Occupation standards relevant to each economic sector

(f) Sectoral qualifications frameworks references to the MQF

Art 5 (9) also indicates that the Committee submits an annual report to NCFHE which needs to be integrated with the NCFHE annual report.

	Employment and Training Services (Cap 343)	Education Act (Cap 327)	Legal Notice 295 of 2012 – Validation of non-formal and informal learning
Employment policy making	Minister responsible for employment		
Education policy making	Minister responsible for education		
Advice to government on further and higher education		NCFHE	
Strategy for further and higher education		NCFHE	
Competent authority for licensing, accreditation, quality assurance, recognition of providers and programmes		NCFHE University of Malta and MCAST have self-accrediting regimes	
Maintain MQF		NCFHE	
Develop national standards of competence		NCFHE	Sector Skills Units set up by Sector Skills Committee
Approve national standards of competence		NCFHE	Sector Skills Committee recommends to NCFHE
Validate informal and non-formal learning	ETC through Trade Testing Boards. ETC also empowered by law to set quality standards to be reached through its own courses or	NCFHE	NCFHE through Sector Skills Committee which sets criteria and standards, guidelines for

	courses that it approves (Articles 16,17).		assessment, guidelines for QA, develop and approve national standards of competence
Recommend financing policies	ETC	NCFHE	
Propose policies for financial support to students/persons	ETC re persons available for work	NCFHE	
Guidance and counselling to persons re validation process	ETC	NCFHE	NCFHE through Sector Skills Units
Conduct assessments for determining that persons attained the required standards of proficiency	Trade Testing Boards set up by the Minister responsible for employment	NCFHE	NCFHE through Sector Skills Units
Issue certificates to persons who attained the required standards of proficiency	ETC	NCFHE	NCFHE through Sector Skills Units
Reduce skills gaps and skills shortages and improve the skills and productivity of their sector's workforce	ETC	NCFHE	Sector Skills Units set up by Sector Skills Committee
Advise on, and promote, the benefits of validation of non-formal and informal learning		NCFHE	NCFHE through Sector Skills Units
Advise on the state, operation, needs and prospects of the sector from an education and training perspective		NCFHE	NCFHE through Sector Skills Committee through Sector Skills Units

Annex 10:

Organisation Structure
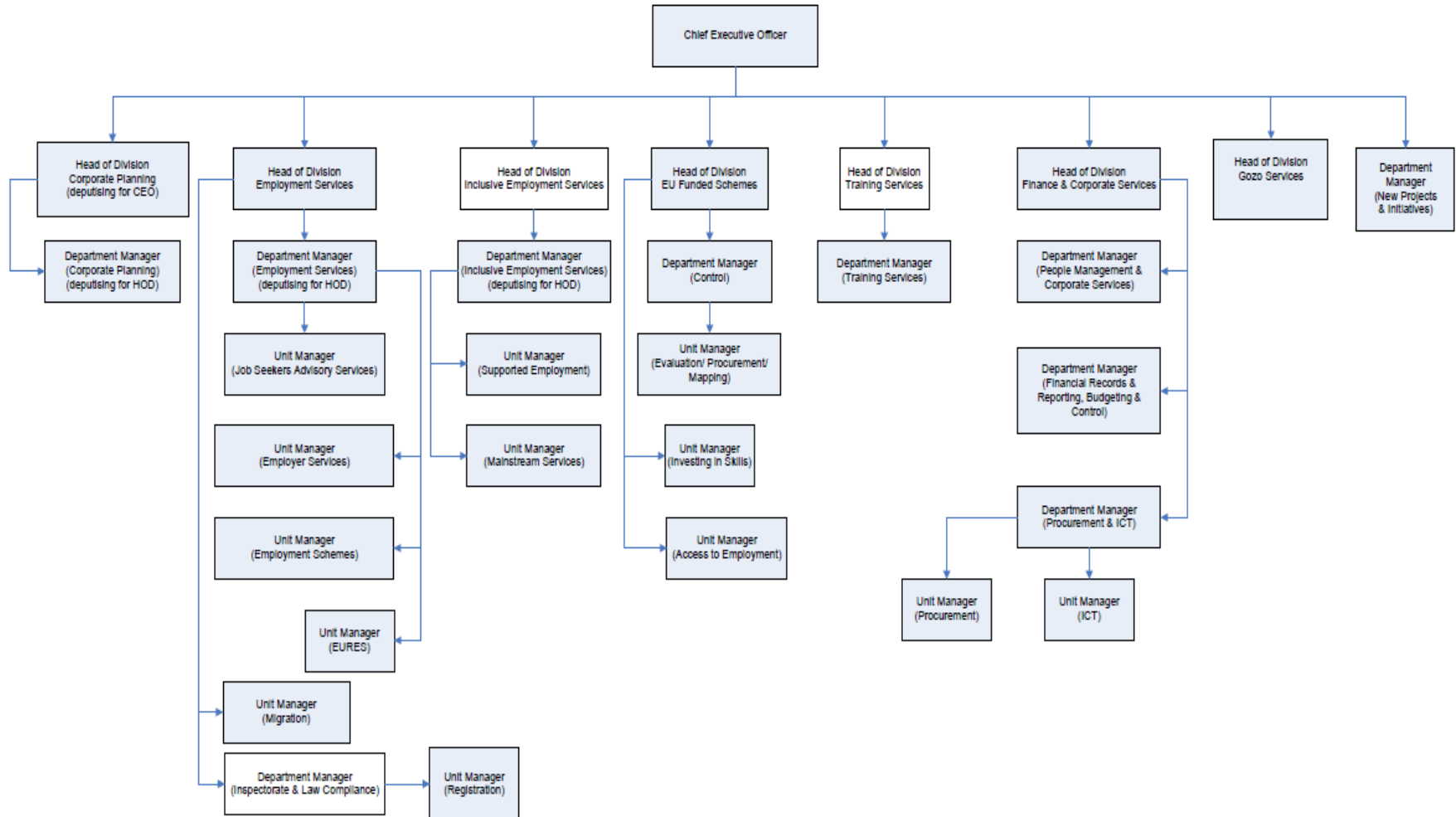
ETC Management personnel

Chief Executive Officer: Philip Rizzo (who also oversees the Inclusive Employment and Training Services Divisions)

Department Manager, New Projects and Initiatives: Claude Galea.

Head of Division, Corporate Planning: Felix Borg who also deputises for the CEO

Department Manager, Corporate Planning: Doriana Bezzina who also deputises for the Head of Division, Corporate Planning.

Head of Division, Employment Services: Mario Xuereb.

Department Manager, Employment Services: Nicola Cini who also deputises for the Head of Division, Employment Services

Department Manager, **Inspectorate and Law Compliance** (vacant)

Unit Manager, Jobseekers' Advisory Services

Unit Manager, Employment Services

Unit Manager, Schemes

Unit Manager, Registration

Unit Manager, Migration

Unit Manager, EURES.

Acting Head of Division, Inclusive Employment Services: Philip Rizzo

Department Manager, Inclusive Employment Services: Maria Bartolo Galea who also deputises for the Head of Division, Inclusive Employment Services

Project Leader, Supported Employment

Unit Manager, Inclusion (previously mainstream) **Services.**

Head of Division, EU Funded Schemes: Olivia Farrugia

Department Manager, Control: Katya Dingli

Unit Manager, Evaluation, Procurement and Mapping: Joseph Sultana

Unit Manager, Access to Employment

Unit Manager, Investing in Skills.

Acting Head of Division, Training Services: Philip Rizzo

A/Department Manager, Training Services: Mariella Vella.

Head of Division, Finance and Corporate Services: John Trapani

Department Manager, People Management and Corporate Services: Christopher Micallef

Department Manager, Financial Records and Reporting, Budgeting and Control: Redent Farrugia

Department Manager, Procurement and ICT: Edwin Camilleri

Unit Manager, ICT: Josef Cachia

Unit Manager, Procurement.

Head of Division, Gozo Services: Marcel Bonnici.

Other management positions may be created in the Gozo Services Division.

Annex 11

List of Other Training Services provided by ETC

Trade Testing

List of Occupations in which Trade Testing is offered

- Book Binder

- Building Services Engineering Technician

- Carer for the Elderly

- Child Care Worker - MQF level 4

- Child Care Manager/ Supervisor - MQF Level 5

- Civil Engineering Technician

- Commis Chef

- Commis Waiter

- Computer Engineering Technician

- Computer Network & ICT Support Technician

- Computer Programmer

- Construction Design Technician

- Electrical Fitter

- Electrical & Electronics Engineering Technician

- Freight and Shipping

- Furniture Sprayer

- Gardener - Craftsmanship Level

- Gardener - Operative Level

- Horticulturist - Craftsmanship Level

- Horticulurist - Operative Level

- Hairdresser

- Industrial Electronics Technician

- Jeweller Craftsperson

- Jeweller Technician

- Laboratory Technologist

- Land Survey Technician

- Lift Installation & Maintenance

- Livestock

- Machine Setter

- Mechanical Engineering Technician - Design & Manufacturing

- Mechanical Engineering Technician - Mechatronics

- Mechanical Engineering Technician - Plant Maintenance

- Mechanical Fitter

- Motor Vehicle Electrician - Craftsperson Level

- Motor Vehicle Electrician - Technician Level

- Motor Vehicle Mechanic

- Motor Vehicle Technician

- Office Procedures and Skills

- Printer

- Plasterer

- Plumber / Pipe Fitter

- Quantity Surveyor

- Refrigeration Air-Condition Technician

- Slaughtering & Deboning Butchers

- Support Care Worker for persons with a disability - For candidates who do not follow ETC course

- Support Care Worker for persons with a disability - For candidates who completed ETC course

- Stone Heritage Technician (Sewwej)

- Stone Heritage Technician (Mastru)

- Stone Mason

- Stone Sculptor

- Telecommunications Technician

- Tile Layer

- Vehicle Body Repairer - Spray Painter

- Veterinary Aide

- Welder and Fabricator

- Welder - Operative Level

- Woodwork Workshop Technician

- Woodworker

Apprenticeship Schemes

Responsibility for the following schemes has been transferred from ETC to MCAST:

The present callings under the Technician Apprenticeship Scheme are:

- Aircraft Maintenance Technician

- Beauty Therapist

- Building Services Engineering Technician

- Computer Engineering Technician

- Construction Technician - Design

- Construction Technician - Civil Engineering

- Construction Technician - Land Surveying

- Construction Technician - Quantity Surveying

- Electrical and Electronics Engineering Technician

- Industrial Electronics Technician

- Laboratory Technologist

- Mechanical Engineering Technician - Plant Maintenance

- Mechanical Engineering Technician - Design & Manufacturing

- Mechanical Engineering Technician - Mechatronics

- Motor Vehicle Engineering Technician

- Moulding Technician

- Refrigeration and Air Conditioning Technician

- Stone Heritage Technician (Mastru)

The Extended Skills Training Scheme

The present callings under the ESTS scheme are:

- Commis Chef

- Commis Waiter

- Electrical Fitter

- Hairdresser

- Motor Vehicle Mechanic

- Painter and Decorator

- Plasterer

- Plumber

- Printer

- Stone Heritage Craftsperson (Sewwej)

- Stone Mason

- Tile Layer

- Vehicle Body repairer / Spray Painter

- Welder and Fabricator

- Woodworker

Annex 12 Project Mind Map

ETC Training

- Apprenticeships
  - Best Practices
    - Austria
    - UK
  - Management
  - WBL
  - Gap Analysis
- Clients
  - Job-Seekers
  - Industry
- VET Policy
  - EU VET Policy
    - ETF
    - Cedefop
  - MEDE Policies
    - Employment Policy
    - LLL Strategy
    - ESL Strategy
    - NCFHE VET Policy
  - Malta VET Policy
- ETC Mission
- MEDE Guidelines
  - Eliminate Duplication
  - Training for Job Skills
  - Maximise ROI
  - Separate Policy from Course Delivery
- VET Accreditation
  - NCFHE
- VET Quality Assurance
- Training Courses
  - ESF
  - Planned Courses
- Other VET Providers
  - MCAST
    - Current Competencies
  - Private Trainers
    - Turnkey Solutions
    - Current Competencies
- VET Infrastructure
  - People
    - Management
    - Trainers
  - Facility
  - ICT & Digital Media
    - Website
    - Social Media
    - ICT Systems