

Inclusive Vocational Education and Training in Malta

*towards more and better jobs,
social inclusion,
active citizenship,
sustainable development*

Paul A Attard

A fast changing world

- ✓ **Current economic and financial world turmoil**
- ✓ **Globalisation (industry moving from north > south > east; fast communication; immediate impacts)**
- ✓ **Competition (internal, external, cheaper, flooding)**
- ✓ **Rapid technological development (requiring new + higher level skills; obsolescence of skills, machinery)**
- ✓ **Ageing society (longer working life; replacement needs; new services required)**
- ✓ **Migration (positive and /or negative?)**
- ✓ **Mobility (from one job to another, from one institution to another, from one country to another)**
- ✓ **Climate change (impact on industry, skills)**
- ✓ **Public Policy (e.g. re investment)**

Lisbon (changing) Agenda (2000), also known as **the**
Lisbon Strategy, or
Lisbon (ongoing) Process,

An EU action and development,
economic and **social** plan and programme
that aims to make the EU

- “(1) The most dynamic and competitive
knowledge-based economy in the world
(2) capable of sustainable economic growth
(3) with more and better jobs
(4) greater social cohesion,
(5) respect for the environment by 2010”*

Vocational Education and Training (VET)

*is crucial to Europe's efforts to reposition itself
in the global economy and respond to
the social challenges posed by ageing societies.*

*To provide the knowledge, skills and competences base for Europe to
prosper, European ministers from 32 countries, the European
Commission and European Social Partners agreed a policy agenda for
VET in the Copenhagen Declaration in 2002*

Copenhagen Agenda + Process (2002) (ref: Bologna Process)

Maastricht (2004) > Helsinki (2006) > Bordeaux (2008)

Established **Vocational Education and Training (VET)** as:

- ✓ a core element of the Lisbon Agenda's Education and Training Programme 2010,
- ✓ a major instrument in the implementation of the Lisbon Agenda for:
 - more and better jobs, and
 - greater social cohesion

**VET: (a) reduced substantially early school leaving
(b) promoted further and higher vocational education and training and
(c) facilitated Lifelong Learning**

Copenhagen Process impact

Coordination of VET at European Union and national levels

- ❑ Made VET more popular, accessible and attractive
- ❑ Raised the status and esteem of VET as regards higher education
- ❑ Linked VET closer to industry and labour market skills needs
- ❑ Stressed the need of and the process for (among other issues):
 - ✓ Transparency, permeability and portability of qualifications
 - ✓ Recognition of assessed experience, prior learning, non-formal and informal learning
 - ✓ Common criteria and principles in quality assurance
 - ✓ Common policies and instruments being developed for VET
 - ✓ European Qualifications Framework >
 - > National Qualification Framework
 - ✓ ECVET (Credit Transfer and Accumulation System for VET)
[ECTS - higher education]
 - ✓ Lifelong guidance and counselling

The Malta College of Arts, Science and Technology (MCAST)

Mission Statement (2000 > 1)

*To provide **universally** accessible
vocational and professional
education and training
with an **international dimension**,
responsive to the needs of
the **individual** and
the **economy***

*“We can only succeed and prosper
in the **global economy**
if we have world class levels of skills,
that is why we need a major drive to
upskill our workforce, investing in training
to **boost the employability** of millions of adults,
help employers harness the skills they need
to build successful **British** businesses and
create a more prosperous society.*

*I want a **Britain** where there is **no cap on ambition,**
no ceiling on talent.*

*A **Britain** of talent unleashed
driving our economy and future prosperity.”*

Gordon Brown , Prime Minister of the United Kingdom

MCAST's Nine Institutes:

- **Information and Communication Technology**
- **Art and Design**
- **Business and Commerce**
- **Building and Construction Engineering**
- **Electronics and Electrical Engineering**
- **Maritime Studies**
- **Agribusiness**
- **Mechanical Engineering**
- **Community Services**
- **Gozo Centre(s)**

MCAST's 9 Institutes and Gozo Centre:

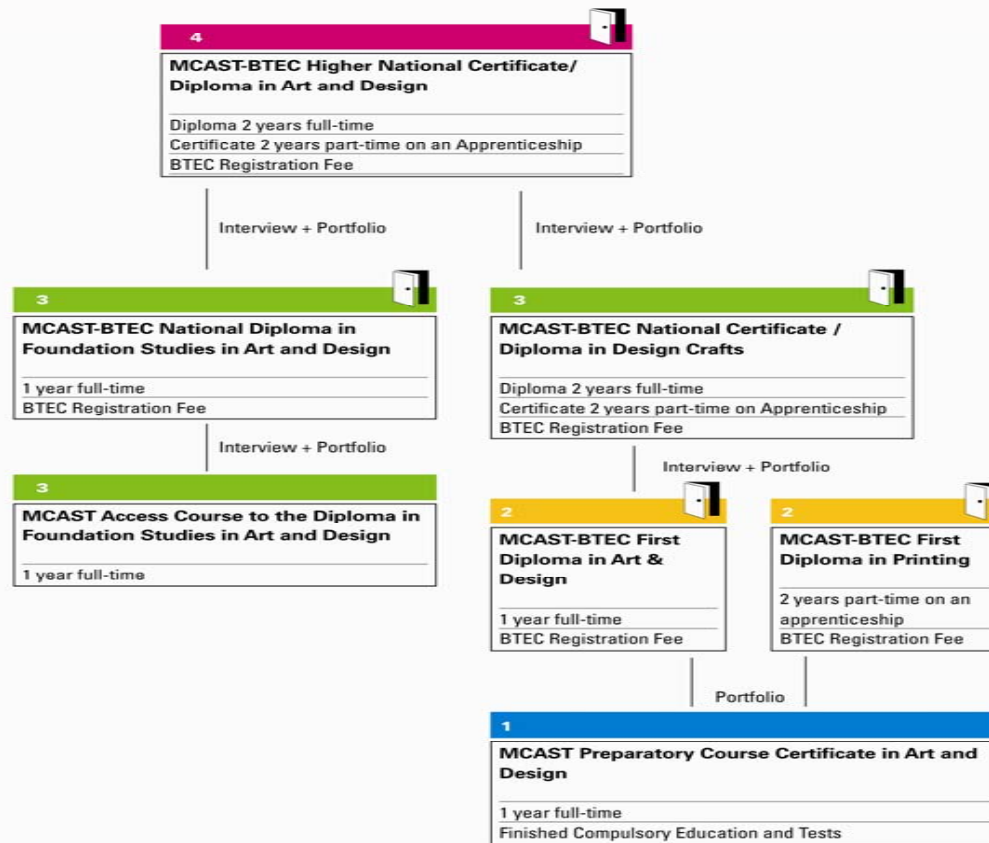
offer

- **about 111 full-time courses**
- **about 300 part-time courses**
- **at various levels**
- **of different duration**
 - **industry, services, business and commerce related**
 - **in the service of the national economy**

MCAST is an inclusive vocational education and training institution

- MCAST offers courses
at five different major levels
- Different **entry** and **exit** points
according to the student's / worker's
qualifications, aptitudes + aspirations
- **Alternative route to university education**
- **Current development stage: degree level**

INSTITUTE OF ART AND DESIGN



Malta Qualifications Framework

All courses offered by MCAST have been referenced to the
Malta / European Qualifications Framework

Courses being offered during academic year 2009 / 10:

Level	No of courses	
2	12	Foundation Course
3	25	First Certificate Course
4	34	National Diploma Course
5	21	Higher National Diploma Course
6	7	First Degree Course

Collaboration with foreign institutions: e.g. EDEXCEL (United Kingdom)
Fraunhofer + Universities (Germany); Professional Bodies

Quality assurance: Continuous assessment + support
Internal Verifiers *and* External Verifiers

Services to the individual student

- ✓ career guidance
- ✓ **counseling service**
- ✓ **basic / core skills (English, Maltese, Mathematics) support**
- ✓ **special needs support**
- ✓ **pastoral care**
- ✓ **holistic approach to VET**

Student participation

- Full-time students 4,800 100%
 - Male students 65%
 - Female students 35%
 - Part-time students about 4,000
- All courses are open to all students, whatever the gender
 - However, choice of courses still predominantly traditionally oriented
 - Males – more vocational, technology, mathematics, sciences
 - Females – more academic, services, caring

Vocational education and training requires:

- **Regular updating of curricula, syllabi**
- **Regular change of textbooks, tools, equipment**
- **Upgrading of workshops, laboratories**
And
- **Initial and continuous professional development of lecturers, trainers, technicians ... investment**

European / Maltese agenda:

- **Implementing European > National Qualifications Framework**
- **Implementing of ECVET (<> ECTS re HE)**
- **Quality assurance to facilitate mobility**
- **Promotion of entrepreneurship, creativity, innovation, research**
- **Implementing policies, instruments, in Vocational Education and Training at EU level**
- **Websites:**
 - <http://www.cedefop.europa.eu/>
 - <http://ec.europa.eu/education/>

Learning outcomes

- **Stress on learning outcomes in teaching and learning and their impact:**
 - **Curricula and syllabi**
 - **Teaching methods, teacher training**
 - **Assessment**
 - **Learning credits**
 - **Standards and quality assurance**
 - **Validation of qualifications**
 - **National Qualifications Framework**

Skilling the workforce

- **Identification of skills needs, mismatch**
- **Skilling, reskilling, upskilling, upgrading of workers**
- **Working with social partners (industry, trade unions, professional organisations)**
- **Flexibility in response and approach to requirements**
- **Contribution of Private Training Providers**

Recognition of qualifications and acquired skills:

- **Recognition of prior learning**
- **Validation of formal, non-formal and informal learning**
- **Closer links between VET and higher education (mobility, permeability, ...)**
- **Lifelong learning culture and provision**
- **Lifelong guidance and counselling**
- **Ensuring equity in VET**

VET beyond 2010 ... consolidation (1)

- Making VET more attractive and accessible
- Providing for disadvantaged people at risk
- Updating VET content and methodology
- Developing learning outcomes based curricula, teaching, assessment, qualifications
- Adopting effective methods to measure, assess and validate competences
- Further developing and implementing common European tools (NQF, ECVET, QA, EQARF, G&C, Europass [Curr Vit + Language Passport + Dip Sup / + Cert Supplement], Mobility)
- Recognizing foreign qualifications

VET beyond 2010 (2)

- **Promoting mobility (institutions, countries)**
- **Linking the Copenhagen (ECVET) and Bologna processes (ECTS)**
- **Facilitating professional development of VET teachers and trainers**
- **Improving governance based on autonomy, accountability and learning partnerships**
- **Ensuring sustainable national and EU funding**
- **Anticipating future skills needs and mismatch**
- **Ensuring flexibility and fast response to the needs of a knowledge-based economy, particularly during turbulent times**

Final thought –

In a world of uncertainty about the future

At a time of unprecedented economic and financial crises

✓ *Invest in vocational education and training*

✓ *Empower the people ... especially the young ...*

Knowledge, competences and skills never fail !



Thanks for your attention

Paul A Attard

President, Board of Governors
MCAST

Policy Advisor
Ministry of Education, Culture, Youth and Sport

