Malta

Good Practice: MA GP1

George K. Zarifis
Kyriakos Bonidis
Achilleas Papadimitriou
Charikleia Manavi

"VET for NEETs"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Vocational education and training	Non-profit, state funded organisation	Vocational education and training	National	54 hours	Continuous since 2014	100% State funded

1. What – Focus (theme, orientation)

This is a programme for floating NEETs because they are easier to access. The programme puts much emphasis on decision-making. This is particularly important for NEETs because the majority of those who do not participate in education and/or employment is because they are indecisive to do so. This programme comprises study modules to which a total of 4 ECVET points are assigned.

2. For whom – Target group(s)

The programme's main beneficiaries are young NEETs (that is individual aged 16 and over) and have an NQF Level 1 in Maths and English Language.

3. Requirements and access

NQF Level 1 in Maths and English Language is compulsory for entering the programme. No other requirements apply.

4. Elements of good practice

Although the programme does not focus on APC per se, the most critical elements lie on the fact that the main competence that is developed during the programme is decision-making. On successful completion of the programme, the learner will be able to:

- Be responsible for applying identified learning skills and learning styles to their own learning and to facilitate communication with others.
- Be responsible for their time management skills by putting in place learnt and proven routines.
- Ensure improvement of self-esteem and self-confidence by following practised strategies and utilising established support.
- Ensure application of assertive principles and approaches.
- Develop motivational skills that support work ethical practices and standards.
- Ensure effective use of decision-making and problem-solving skills by applying proven practised approaches.
- Collaborate effectively within a team through exercising learnt interpersonal communicative skills.
- Manage verbal and non-verbal communication skills.

The delivery of this course is mainly held through a series of discussions and hands-on exercises. The trainers are holding lessons with the learners, which consist of various presentations, role-play and simulated exercises to ensure that learners practise theory. Through discussion, trainees learn to analyse information, think critically, develop communication skills, share opinions and learn from experience. Discussions usually involve the whole group, but can also be done in smaller groups. In this case, he asks groups to share what they spoke about with the class. Discussions always take place in the safe environment of the Jobsplus facility where

learners feel confident about expressing their ideas and opinions. This means it is important to make sure everyone has the opportunity to speak, not just the loudest or most talkative learners in the group.

The direct and indirect discrimination and victimisation on the following grounds is prohibited (gender, religion, marital status, family status, age, disability, race, political, imposition of personal views, learning capabilities such as illiteracy).

Assessed based on indicators for quality assurance. The indicators include: 1 Investment in training of teachers and trainers; 2. Involvement of teachers and students in QA; 3. Participation in VET programmes; 4. Completion rate in VET programmes; 5. Placement rate in VET programmes; 6 Utilisation of acquired skills at the workplace; 7 Mechanisms to identify training needs in the labour market; 8. Schemes used to promote better access to VET; 9. self-Evaluation; 10. transparency of QA system; 11 trans-institutional relations.

5. Perceived challenges

Five VYAs mention that the most important challenge for them is to understand all the issues affecting the society they live in. Although this is normally addressed in the course through brainstorming, they note that they find it hard to write on board in front of others or express their ideas openly.

Two trainers suggest that during group work students find it hard to use consensus decision-making to rank the issues that the group wants to address.

6. Testimonials

One VYA noted that the most interesting aspect of the course was the discussions on understanding key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity.

For some VYAs integrating education for political participation across the curriculum is imperative. Some VYAs also suggested that APC needs to involve all disciplines, not only the social sciences—in order to reach more students and also engage the insights and models of more fields of study. One particular trainee noted that "...we need future engineers, natural scientists, business people, doctors, journalists, and artists who are both competent in their professional roles and also are active, effective citizens..."

7. More Information

EduMAP project's publications:
Books and articles
Academic publications that address key themes of the EduMAP project
Deliverables and reports
EduMAP's official deliverables, related reports and publications
Good practice cases
Key features from 40 'good practice' cases from 20 countries
Working papers
A selection of findings from desk and field research in 20 European countries
Other resources
Other types of resources made for the project (illustrations, comics etc.)