

Investing in Skills Scheme - ESF.03.S1

Definitions for Participant's Report

MIGRANTS, PEOPLE WITH A FOREIGN BACKGROUND, MINORITIES

<p>Migrants, people with a foreign background, minorities (including marginalised communities such as the Roma)</p>	<p>Migrant Migrants are to be understood as non-national residents in Malta. Participants should have resided in Malta for at least twelve (12) months.</p> <p>Persons with a Foreign Background Persons with a foreign background are persons whose parents were born outside the country. The persons in this group may or may not have directly experienced an international migration.</p>
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EDUCATIONAL BACKGROUND

<p>No educational background - Participants have an educational level of ISCED Level 0.</p>	<p>This means that the participant does not have basic fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy).</p>
<p>Primary or lower secondary education - Participants have an educational level of ISCED levels 1 or 2.</p>	<p>ISCED Level 1 - Primary Education Programmes at ISCED level 1, or “primary” education, are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy), and to establish a sound foundation for learning and understanding of core areas of knowledge, personal and social development, preparing for lower secondary education. The customary or legal age of entry is usually neither younger than 5 years nor older than 7 years. For pupils primary education typically lasts until age 10 to 12.</p> <p>ISCED Level 2 – Lower Secondary Education Programmes at ISCED level 2, or “lower secondary” education, are typically designed to build upon the learning outcomes from ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and human development on which education systems may systematically expand further educational opportunities. Some education systems may already offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment. Programmes at this level are usually organized around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects. For pupils ISCED level 2 begins after 4 to 7 years of ISCED level 1 education, with 6 years of ISCED level 1 being the most common duration. Students enter ISCED level 2 typically between age 10 and 13 (age 12 being the most common). If a programme spans ISCED levels 1 and 2, the terms elementary education or basic school (stage two/upper grades) are often used.</p>
<p>Upper secondary or post-secondary education – Participants who have an educational level of ISCED level 3 or 4.</p>	<p>ISCED level 3 – Upper Secondary Programmes at ISCED level 3, or “upper secondary” education, are typically designed to complete secondary education in preparation for tertiary education, or to provide skills relevant to employment, or both. Programmes at this level offer students more varied, specialised and in-depth instruction than programmes at ISCED level 2. They are more differentiated, with an increased range of options and streams available. For pupils ISCED level 3 begins after 8 to 11 years of education since the beginning of ISCED level 1. Pupils enter this level typically between age 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 18), with 12 years being the most widespread cumulative duration.</p> <p>ISCED level 4 – Post-Secondary Non-Tertiary Education Post-secondary non-tertiary education provides learning experiences building on secondary education and preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills and competencies below the high level of complexity characteristic of tertiary education. Programmes at ISCED level 4, or “post-secondary non-tertiary” education, are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications that they require for progression to tertiary education or for employment when their ISCED level 3 qualification does not grant such access. For example, graduates from general ISCED level 3 programmes may choose to complete a non-tertiary vocational qualification; or graduates from vocational ISCED level 3 programmes may choose to increase their level of qualification or specialise further. Given the complexity of their content, ISCED level 4 programmes cannot be regarded as tertiary education programmes, although they are clearly post-secondary education. The completion of an ISCED level 3 programme is required to enter ISCED level 4 programmes.</p>

Version 1.0 25/05/2017



<p>Tertiary education – Participants who have an educational level of ISCED level 5 to 8.</p>	<p>ISCED Levels 5-8 – Short-Cycle Tertiary, Bachelor, Master, Doctoral or Equivalent</p> <p>Programmes at ISCED level 5, or “short-cycle tertiary” education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally specific and prepare students to enter the labour market. However, programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a bachelor programme or equivalent are also classified as ISCED level 5. Entry to ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education. Programmes at ISCED level 5 have more complex content than programmes in ISCED levels 3 and 4, but they are shorter and usually less theoretically oriented than ISCED level 6 programmes.</p> <p>Programmes at ISCED level 6, or “bachelor or equivalent”, are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions. Entry to these programmes normally requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry to educational programmes at this level may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4.</p> <p>Programmes at ISCED level 7, or “master or equivalent”, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component, but do not yet lead to the award of a doctoral qualification.</p> <p>Programmes at ISCED level 8, or “doctoral or equivalent”, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and typically offered only by research-oriented tertiary educational institutions such as universities.</p>
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DISABILITY

<p>Person with a disability</p>	<p>A person with a disability who is registered with one of the following registries:</p> <ul style="list-style-type: none"> (i) Commission for the Rights of Persons with a Disability; (ii) Social security for those participants benefitting from disability benefits; and (iii) Jobs Plus.
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OTHER DISADVANTAGED

<p>Other disadvantaged</p>	<p>A participant should fall within at least one of the following categories:</p> <ul style="list-style-type: none"> (i) Participant should have an ISCED level 0, that is, does not have basic literacy and numerical skills; (ii) Homeless or affected by housing exclusion (see definition below); (iii) Inmates or former offender; (iv) Former substance abusers or undergoing detoxification treatment; (v) At risk of poverty (Living in poverty means with income below 60% of the national median equivalised disposable income after social transfers, which amounts to €8,096.00, annually).
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HOUSEHOLD SITUATION

<p>Household</p>	<p>A household is defined as a housekeeping unit or operationally, as a social unit:</p> <ul style="list-style-type: none"> (i) having common arrangements; (ii) sharing household expenses or daily needs; (iii) in a shared common residence. <p>A household includes either one person living alone or a group of people, not necessary related, living at the same address with common housekeeping, i.e. sharing at least one meal per day or sharing a living or sitting room.</p>
<p>Participants who live in a single adult household with dependent children</p>	<p>As per above. An adult is a person over 18 years of age.</p>
<p>Homeless or affected by housing exclusion</p>	<p>The participant should be:</p> <ul style="list-style-type: none"> (i) Rooflessness, meaning living rough and/or in emergency accommodation; (ii) Homelessness, meaning living in accommodation for the homeless, in women’s shelters, immigrants accommodation (open centres), people to be released from institutions and people receiving long-term support due to homelessness; (iii) Insecure accommodation, meaning living in insecure tenancies, under threat of eviction or violence; (iv) Inadequate housing, meaning living in unfit housing or non-conventional dwellings without adequate access to basic utilities such as water, electricity or gas, or in situations of extreme overcrowding.