MALTA
SKILLS
SURVEY | 2022

Preliminary Report

MALTA SKILLS SURVEY 2022

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Foreword

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An undeniable fact about Malta is its limited supply of natural resources. As such, it is very easy for one to understand how crucial the human capital is for the country's progress and economic prosperity.

In October 2022, the National Statistics Office launched a new dedicated survey on skills in Malta – the Malta Skills Survey (MSS). A first of its kind, the objective of this nation-wide survey was to bring forth the array of skills among the resident population of working age of Malta and Gozo. Skills profiling of the available workforce is fundamental to identify any skills gap and/or skills mismatch, thereby making it possible for better training and re-training programmes. Furthermore, results obtained from the MSS will also assist policy makers and researchers to better understand what business interests can be brought to the Island's shore, knowing well what the workforce has to offer. In view of this, the slogan chosen for the MSS was 'Understanding Better Our Competencies'.

Since this was a national exercise, the MSS questionnaire was developed after consultations with different stakeholders, which helped in identifying all the objectives of this survey. Additionally, the NSO also reviewed all relevant statistical work conducted at international level and, whenever possible, used harmonised definitions to allow cross-country comparisons. The survey mainly focused on collecting information about a variety of skills which the respondent may potentially use in a work setting, employment, education and qualifications, languages, and licences.

For the purpose of this survey, 130,000 individuals aged between 15 and 64 years, living in private households, were sampled. When selecting the sample, the NSO ensured a proper representation of the population by sex, age group, region, citizenship (National and Non-national) and labour status. The sample included Maltese citizens residing in Malta, non-Maltese citizens were only included if they had lived in Malta for at least five years prior to the survey.

The data was collected in line with the provisions of the Malta Statistics Authority Act (2000). The MSS continued on the successful data collection methods used in the Census of Population and Housing 2021, giving participants the option of completing the survey questionnaire either online or by a telephone interview.

This preliminary report presents the first results of this survey, which covered skills from eight different categories namely, artistic and creative, construction, agriculture and fishing, tools and machinery, assistance and care, communication and collaboration, information, and computer skills. The most common skills among the target population were computing (78.5 per cent), communication and collaboration (70.6 per cent) and assistance and care (65.6 per cent).

In conclusion, I would like to thank all the respondents of the survey and all those who made this project possible. My gratitude is also due to all the staff at NSO involved in the collection, compilation and dissemination of this publication.

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BACKGROUND INFORMATION

1.1. The Malta Skills Survey 2022 – Understanding Better Our Competencies

The Malta Skills Survey is the first survey of its kind carried out at a national level with the main objective of collecting information on the skills of the resident population in Malta and Gozo. The slogan chosen for the Malta Skills Survey (MSS) 2022 was 'Understanding Better Our Competencies'. The official launch of this project took place in October 2022, with the last quarter of 2022 dedicated to the data collection fieldwork.

Malta has limited natural resources and as a result, human capital is the most important resource on the island. Skills profiling of the available workforce is crucial to ensure the country's progress and economic prosperity. This survey is expected to be an important source of official statistics for policy makers and researchers as it helps guide the formation of various labour market policies and strategies. Data collected through this survey is expected to assist in attracting business interests tailored to the available workforce, while also providing information on skills gaps.

1.2 Security and privacy

In line with the provisions of the Malta Statistics Authority Act (2000), all data collected by the National Statistics Office is treated as confidential. The information collected in the MSS questionnaire is used for statistical purposes only and will not be published or shared with any third parties if it may lead to the direct or indirect identification of data subjects.

The NSO applied rigorous confidentiality processes to ensure the anonymity of respondents. All staff involved in the MSS are bound by the oath of secrecy, as stipulated in the Malta Statistical Authority Act and this ensures that personal information is kept confidential and secure. In addition, portable media devices used throughout the data collection process (e.g. tablets) were configured in such a way so as to ensure maximum protection of data, and restricted accessibility to only a select group of NSO staff.

1.3 The Malta Skills Survey 2022 questionnaire

The MSS questionnaire was developed primarily by taking into consideration national needs, after consultation with various stakeholders, including researchers and policy makers. Consultations were carried out to identify the requirements, recommendations, concepts and definitions of the survey. The MSS also collected respondents' key socio-economic information, which will eventually allow for further disaggregation of the main results.

The NSO also reviewed relevant work conducted at international level and, whenever possible, used harmonised definitions to allow cross-country comparisons. The MSS questionnaire adopted the European Skills, Competences, Qualifications and Occupations (ESCO) Classification, which is endorsed by the European Commission.

The final questionnaire included the following 6 sections:

 Section A - Personal information;
 Section B - Work experience;
 Section C - Education and qualifications;
 Section D - Licences;
 Section E - Skills;
 Section F - Languages.

The skills section (Section E) was sub-divided into 8 sub-sections, with each section addressing different individual competences. The skill sets included in this section adhere to the ESCO classification:

- Artistic and creative skills;
- Construction and related skills;
- Agriculture, fishing and related skills;
- Tools, machinery and related skills;
- Assistance, care and related skills;
- Communication, collaboration and related skills;
- Information and related skills;
- Computer and related skills.

A copy of the MSS 2022 questionnaire in English is provided in Annex I.

1.4 Communication and information campaign

To maximise the success of the survey, the NSO implemented a broad communication and information campaign to raise public awareness and encourage participation. Emphasis was made on the availability and use of the online self-administered questionnaire. A dedicated website was also developed and launched, and this provided users with details about the survey. The website also contained an online contact form, through which the public could send their queries.

A freephone service (freephone number 1712) was launched in September 2022 with the objective of addressing any queries from the general public and survey participants. Additional support was provided through a dedicated e-mail address.

DATA COLLECTION & FIELD OPERATIONS
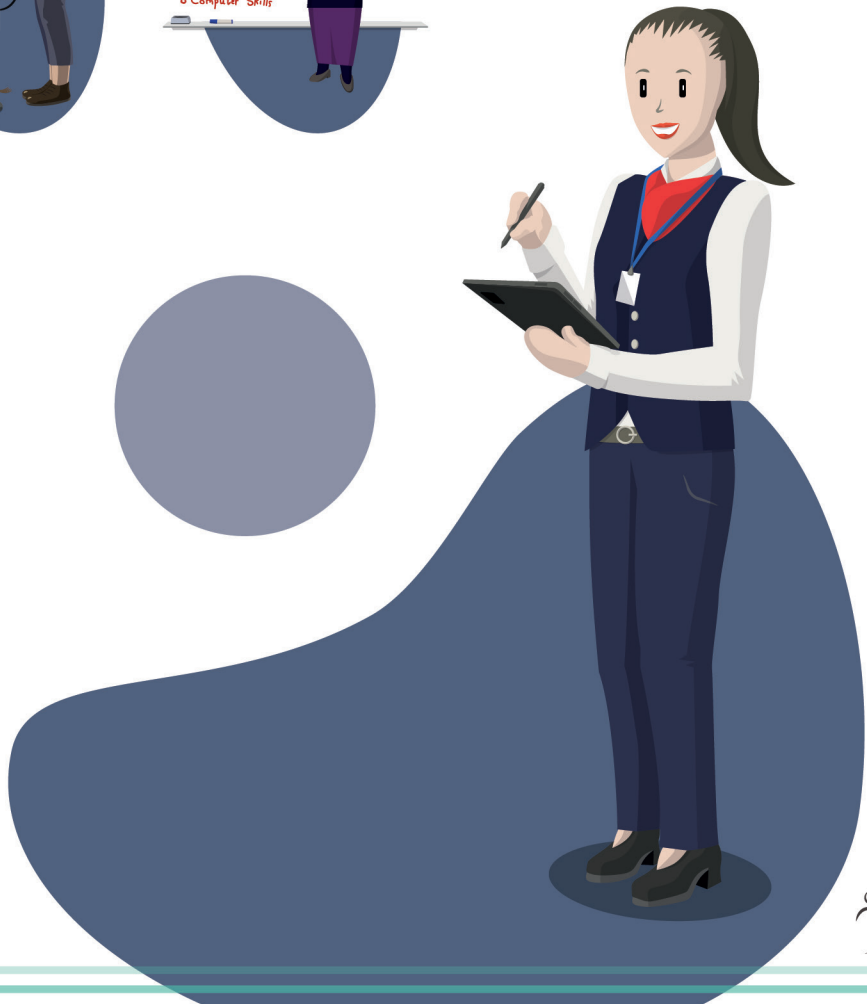
2.1 Project management

The NSO officially launched the MSS 2022 on the 5th of October 2022. The management of this project was entrusted to the Labour Market and Information Society Statistics Unit within the Directorate for Social Statistics. Other key players who were crucial for this exercise were NSO staff from the Information Technology Unit, the Methodology and Quality Unit, the Procurement, Support and Resources Unit, the Human Resources and Staff Development Unit, the Communication and Dissemination Unit and the Data Management Unit. A group of around 400 interviewers were engaged to collect information and to chase non-respondents and these were in turn monitored by 21 supervisors. A call centre agency was also sub-contracted to handle queries from the general public and respondents.

2.2 Staff training

Ten training sessions for supervisors, interviewers and call centre personnel were held in the first week of October 2022. These sessions focused on various aspects of the project process, particularly field operations, the content of the MSS questionnaire, the data collection platforms, as well as the responsibilities tied to each role. Upon completion of the training, all staff were provided with the required hardware, and any other material essential for the completion of their duties.

2.3 Gross sample

A total of 130,000 individuals, aged between 15 and 64 years and living in private households, were selected to participate in this survey. While the gross sample included Maltese citizens residing in Malta, non-Maltese citizens were only included if they had lived in Malta for at least five years prior to the survey.

The gross sample covered around half of the working age population in the Maltese Islands. The methodology used for selecting the respondents for this survey ensured a sample which was representative of the population by sex, age group, region, citizenship (Maltese and non-Maltese) and labour status. The gross sample comprised 64,565 males and 65,435 females. With regards to citizenship, 103,062 were Maltese nationals, while 26,938 were non-Maltese.

Table 1. Gross sample

	Gross sample - Individuals	Per cent
Sex		
Males	64,565	49.7
Females	65,435	50.3
Age group		
15-34	45,943	35.3
35-54	52,069	40.1
55-64	31,988	24.6
Citizenship		
Maltese	103,062	79.3
Non-Maltese	26,938	20.7
Labour status		
Employed	88,353	68.0
Not employed	41,647	32.0
Region		
Malta	112,557	86.6
Gozo	17,443	13.4
Total	**130,000**	**100.0**

2.4 Field operations

Individuals participating in the MSS had the possibility to complete the questionnaire through an online form. This mode of data collection is referred to as Computer Assisted Web Interviewing (CAWI). In October 2022, all selected respondents received an official letter from the NSO with unique login credentials. These credentials allowed participants to access and complete the survey at any given time throughout the day via a secure online portal. Participants were given the possibility to fill in their questionnaire progressively, saving the partially completed survey via the online form, and thus enabling them to complete the remaining part of the questionnaire at a later stage.

Individuals who did not submit the online questionnaire were contacted by interviewers via telephone. The Computer Assisted Telephone Interviews (CATI) began on 10th of October 2022. For environmental reasons, paper questionnaires were made available only on request by the respondents. Data collection through all available modalities was carried out between 5th October and 12th December 2022.

During the period the call centre was active, it addressed nearly 8,500 calls, an average of 113 calls per day. Most of the calls were received in the first weeks of the campaign. The maximum number of calls received in one day was 432 calls on the 3rd of October 2022.

During November 2022, SMS reminders were sent to non-respondents. These reminders boosted the data collection process during the month of November and improved the response rate. The impact of the reminder was also reflected in the number of calls received by the call centre.

Most individuals contacting the call centre requested to either set an appointment with one of the interviewers (43.7 per cent) or requested a new password to complete the online questionnaire (32.9 per cent).

Table 2. Overall response by interviewing mode and month

Month	CATI	CAWI	Total	CATI	CAWI	Total
	No. of participants			%		
October	30,084	42,262	**72,346**	65.6	85.8	**76.0**
November	15,217	6,268	**21,485**	33.2	12.7	**22.6**
December	570	736	**1,306**	1.2	1.5	**1.4**
Questionnaires received	45,871	49,266	**95,137**	100.0	100.0	**100.0**
of which ineligibles			**1,070**			
Final net sample	**45,159**	**48,908**	**94,067**			

Almost 50 per cent of the completed CAWI surveys were collected during the first week of data collection. The distribution of completed surveys by CATI was consistent during October and the first two weeks of November. Data collection by CATI and CAWI reached the same levels and stabilised as from the third week of November up to the end of the data collection period.

Chart 1. Number of survey responses by date and mode of data collection: October-December 2022
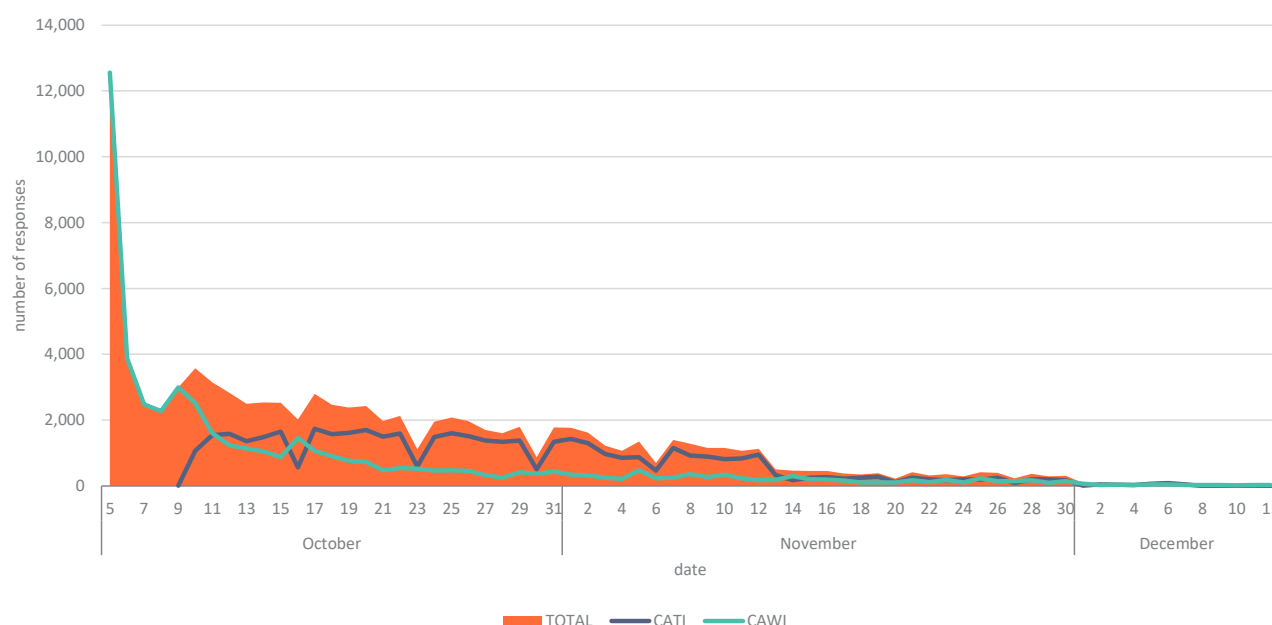
2.5 Net sample

A total of 94,067 individuals, aged between 15 and 64 years living in private households, participated in this survey. The net sample comprised of 44,753 males and 49,314 females. With regards to citizenship, 82,685 were Maltese nationals, while 11,382 were non-Maltese.

Table 3. Net sample

	Net sample - Individuals	Per cent
Sex		
Males	44,753	47.6
Females	49,314	52.4
Age group		
15-34	31,816	33.8
35-54	37,007	39.3
55-64	25,244	26.8
Citizenship		
Maltese	82,685	87.9
Non-Maltese	11,382	12.1
Labour status		
Employed	64,287	68.3
Not employed	29,780	31.7
Region		
Malta	80,200	85.3
Gozo	13,867	14.7
Total	**94,067**	**100.0**

2.6 Level of accuracy of the information included in this report

In order to improve the quality of the results, the NSO performed several checks to verify the consistency of data provided by the respondents. For this purpose, the NSO uses administrative data sources, which are also used to build statistical models to estimate missing information. These processes are ongoing and take several months for completion. In view of this, the results in this publication should be considered as provisional and indicative of the final results which will be published, at a later date, in the final report.

PRELIMINARY RESULTS

3.1. Demographic characteristics

The target population for the Malta Skills Survey comprised persons between 15 and 64 years residing in private households. Persons with a foreign citizenship were selected if they had been residing in Malta for five years or more. The total population was estimated at 291,843 persons of whom 151,710 were males (52.0 per cent) and 140,133 were females (48.0 per cent).

The majority of persons in the target population were in the 25 to 44 age group (45.8 per cent), followed by the 45 to 64 and the 15 to 24 year age group (39.7 per cent and 14.5 per cent respectively). The age distribution of males and females was nearly identical (Chart 2).

All areas in Malta and Gozo were adequately covered in this survey. The majority of persons resided in the Northern Harbour district (27.9 per cent) followed by the Northern district (18.3 per cent) and the Southern Harbour district (16.6 per cent). The lowest share of persons resided in Gozo and Comino (7.5 per cent).

Chart 2. Percentage distribution of persons by age group and sex
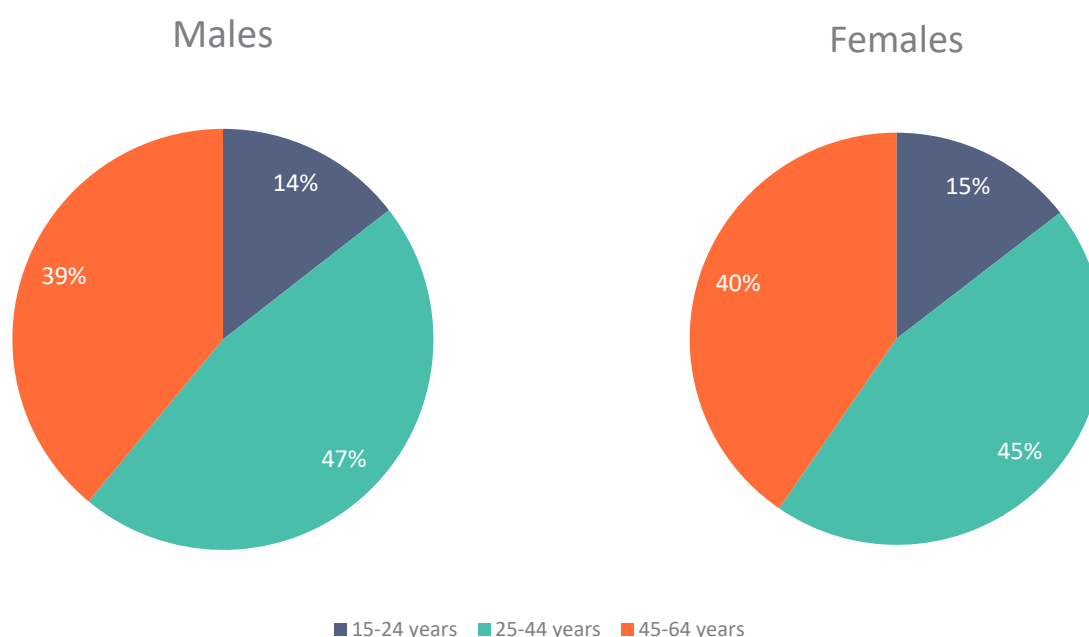
Males

Females

■ 15-24 years   ■ 25-44 years   ■ 45-64 years

Table 4. Target population by demographic characteristics

	Males		Females		Total	
	Number	%	Number	%	Number	%
Age group						
15-24	21,956	14.5	20,351	14.5	42,306	14.5
25-44	70,599	46.5	63,175	45.1	133,774	45.8
45-64	59,155	39.0	56,607	40.4	115,763	39.7
District						
Southern Harbour	25,257	16.6	23,278	16.6	48,535	16.6
Northern Harbour	42,779	28.2	38,504	27.5	81,282	27.9
South Eastern	24,350	16.1	22,628	16.1	46,977	16.1
Western	20,181	13.3	19,518	13.9	39,699	13.6
Northern	27,505	18.1	25,948	18.5	53,453	18.3
Gozo and Comino	11,639	7.7	10,258	7.3	21,897	7.5
Citizenship						
Maltese	128,032	84.4	123,217	87.9	251,249	86.1
Non-Maltese	23,678	15.6	16,916	12.1	40,594	13.9
Total	**151,710**	**100.0**	**140,133**	**100.0**	**291,843**	**100.0**

Note: Totals may not add up due to rounding.

3.2. Skills

The survey covered skills from eight different categories namely, artistic and creative, construction, agriculture and fishing, tools and machinery, assistance and care, communication and collaboration, information, and computer skills.

When identifying a skill, respondents were instructed to flag any skills which they already use or used for work purposes or would consider using. It is understood that persons have multiple skills and these may be obtained through various ways, such as through academic learning, work experience and natural aptitude. This preliminary report shall cover all skills identified by respondents irrespective of the way they were attained. Results are to be considered as preliminary since information shall be updated following additional analysis and checks with administrative sources. The general picture on the national situation on skills can however be garnered from the following tables.

The most common skills among the target population were in the following categories: computing (78.5 per cent), communication and collaboration (70.6 per cent) and assistance and care (65.6 per cent) (Table 5).

Almost 77 per cent had basic computer skills. Soft skills within the communication and collaboration category such as supervising a team (42.1 per cent), solving problems (39.0 per cent), leading and motivating (36.0 per cent) and coordinating activities with others (32.2 per cent) were also among the top skills. In addition, more than a third of the population could assist the public and clients (36.2 per cent) while almost 25 per cent could gather information from physical or electronic sources (24.6 per cent) (Chart 3).

Table 5. Number of persons by broad skills category

Skills category	Number of persons	% of population
Artistic and creative skills	154,841	53.1
Construction and related skills	68,840	23.6
Agriculture, fishing and related skills	64,206	22.0
Tools, machinery and related skills	95,034	32.6
Assistance, care and related skills	191,464	65.6
Communication, collaboration and related skills	205,922	70.6
Information and related skills	140,891	48.3
Computer and related skills	229,141	78.5
None of the above skills	7,762	2.7
Total population	**291,843**	**100.0**

Note: Respondents could select more than one skill (within or outside the same category).

Chart 3. Top 10 skills
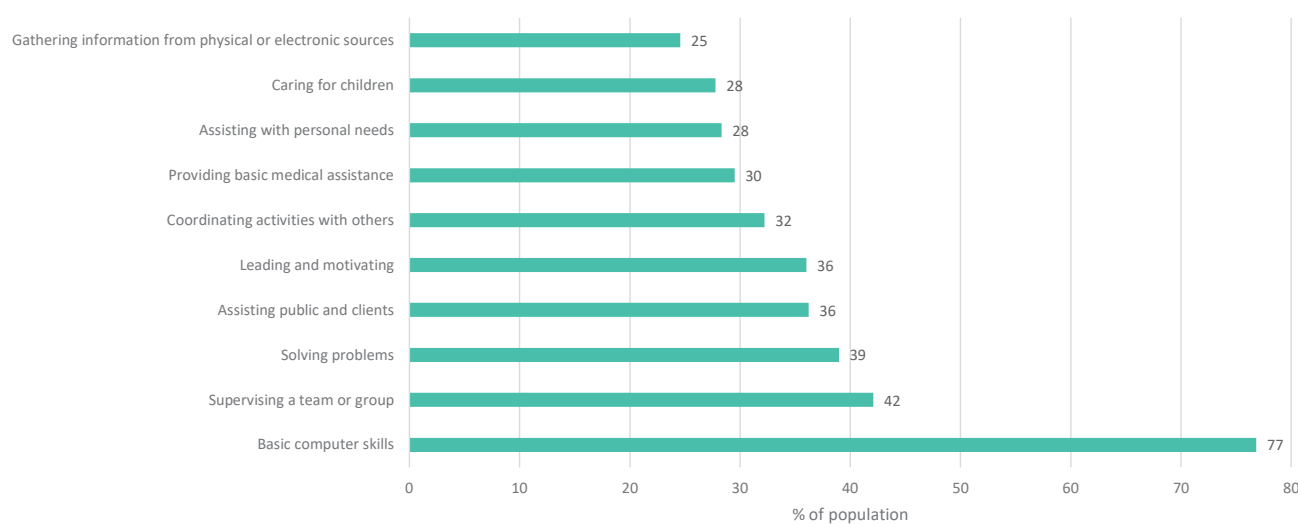
% of population

3.2.1. Artistic and creative skills

The most common artistic and creative skills among the total population were culinary (20.0 per cent) followed by sports (16.9 per cent) and art (10.5 per cent) (Figure 1). The share of females with at least one artistic and creative skill was slightly higher when compared to males (55.3 per cent and 51.0 per cent respectively) (Table 6a).

Almost 23 per cent of all males identified sports as a skill that they possessed contrasting with a share of 10.8 per cent among females. Meanwhile 24.4 per cent of all females chose the culinary skill. Among the younger segment, sport was the most common skill, whereas culinary abilities were the more popular skills indicated by those over 25 years (Table 6b).

Figure 1. Top 3 artistic and creative skills

| **20%** **Culinary** | **17%** **Sports** | **11%** **Art** |
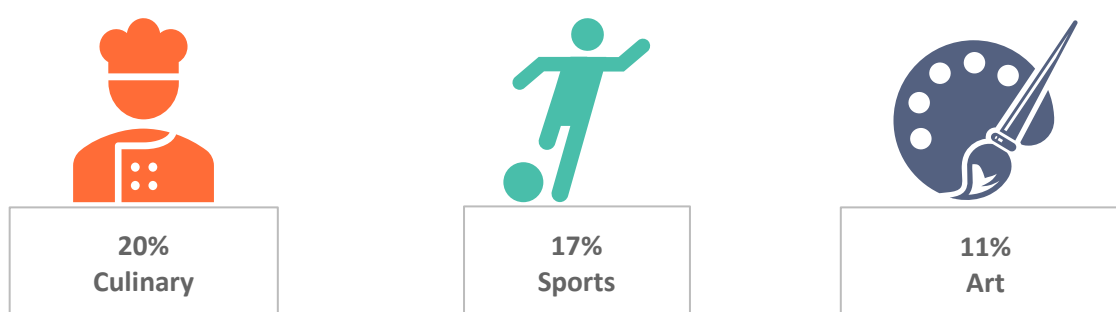
Table 6a. Persons having at least one skill in the artistic and creative skills category

		Number of persons	% of population
Sex	Males	77,298	51.0
	Females	77,542	55.3
Age group	15-24	29,506	69.7
	25-44	72,573	54.3
	45-64	52,762	45.6
Citizenship	Maltese	130,711	52.0
	Non-Maltese	24,129	59.4
Region	Malta	143,762	53.3
	Gozo	11,078	50.6
Total		**154,841**	**53.1**

Table 6b. Counts and shares of persons with artistic and creative skills

Artistic and creative skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Dancing	2,976	13,328	5,312	7,689	3,302	12,748	3,555	15,301	1,002	**16,303**
Singing	4,019	8,862	3,093	6,147	3,641	9,847	3,034	11,976	905	**12,881**
Drama	6,221	9,414	4,094	7,482	4,059	13,622	2,013	14,692	943	**15,635**
Art	13,438	17,139	7,340	14,336	8,901	25,971	4,605	28,503	2,074	**30,577**
Culinary/cooking	24,109	34,135	7,863	27,143	23,238	48,258	9,985	53,758	4,485	**58,243**
Playing a musical instrument	12,083	10,047	5,740	10,586	5,805	19,002	3,128	20,498	1,633	**22,131**
Decorating/designing indoor or outdoor spaces	9,670	13,355	4,149	11,429	7,446	18,565	4,459	21,505	1,520	**23,025**
Crafts	7,566	22,343	4,115	12,478	13,316	26,331	3,578	27,183	2,726	**29,909**
Flower arranging	1,573	6,565	946	3,297	3,894	6,142	1,996	7,484	654	**8,138**
Designing systems and products	10,267	3,324	2,942	7,535	3,114	10,883	2,708	12,764	827	**13,591**
Tattooing	786	644	391	868	171	1,150	279	1,368	62[u]	**1,430**
Sports	34,138	15,092	12,998	24,332	11,900	39,924	9,306	46,352	2,878	**49,230**
Other related skills	17,323	15,924	5,803	15,915	11,529	27,773	5,474	31,110	2,137	**33,247**
% of population										
Dancing	2.0	9.5	12.6	5.7	2.9	5.1	8.8	5.7	4.6	**5.6**
Singing	2.6	6.3	7.3	4.6	3.1	3.9	7.5	4.4	4.1	**4.4**
Drama	4.1	6.7	9.7	5.6	3.5	5.4	5.0	5.4	4.3	**5.4**
Art	8.9	12.2	17.3	10.7	7.7	10.3	11.3	10.6	9.5	**10.5**
Culinary/cooking	15.9	24.4	18.6	20.3	20.1	19.2	24.6	19.9	20.5	**20.0**
Playing a musical instrument	8.0	7.2	13.6	7.9	5.0	7.6	7.7	7.6	7.5	**7.6**
Decorating/designing indoor or outdoor spaces	6.4	9.5	9.8	8.5	6.4	7.4	11.0	8.0	6.9	**7.9**
Crafts	5.0	15.9	9.7	9.3	11.5	10.5	8.8	10.1	12.4	**10.2**
Flower arranging	1.0	4.7	2.2	2.5	3.4	2.4	4.9	2.8	3.0	**2.8**
Designing systems and products	6.8	2.4	7.0	5.6	2.7	4.3	6.7	4.7	3.8	**4.7**
Tattooing	0.5	0.5	0.9	0.6	0.1	0.5	0.7	0.5	0.3[u]	**0.5**
Sports	22.5	10.8	30.7	18.2	10.3	15.9	22.9	17.2	13.1	**16.9**
Other related skills	11.4	11.4	13.7	11.9	10.0	11.1	13.5	11.5	9.8	**11.4**

[u] Under represented - between 20 and 49 sample observations.

Note: Respondents could select more than one skill within the same category.

3.2.2. Construction and related skills

Painting was the most common skill within the construction and related skills category, at 16.9% (Table 7b). Skills in this category were more common amongst males than females, as well as the older segment of the population (Table 7a).

The most common construction and related skill among males was painting (27.7 per cent), followed by plastering (19.1 per cent) and installing plumbing or piping equipment or systems (15.1 per cent) (Chart 4).

Chart 4. Top 5 construction and related skills for males

Painting		28%
Plastering		19%
Installing plumbing or piping equipment or systems		15%
Welding, soldering or brazing		14%
Building		13%
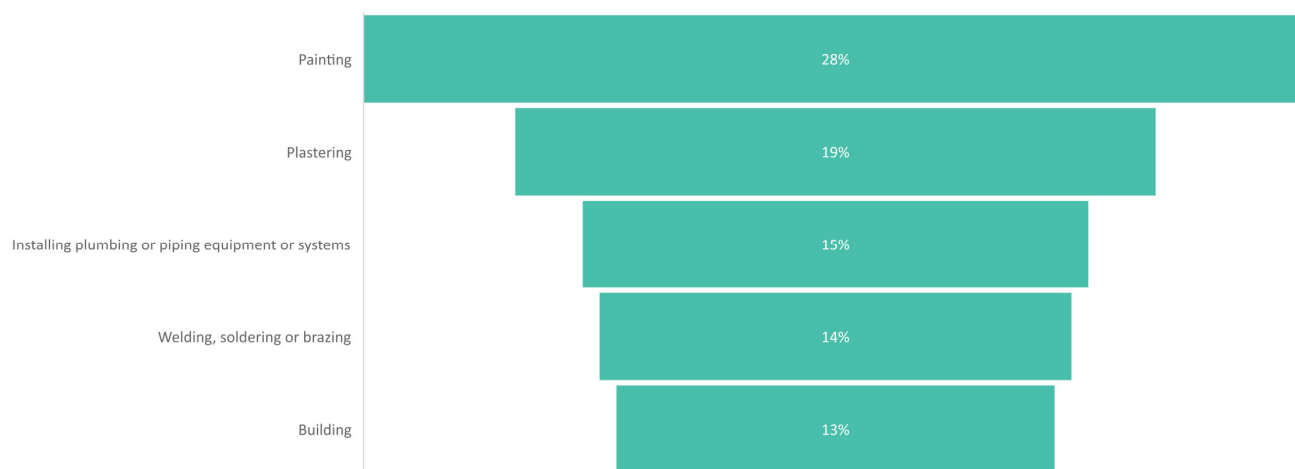
Table 7a. Persons having at least one skill in the construction and related skills category

		Number of persons	% of population
Sex	Males	60,099	39.6
	Females	8,741	6.2
Age group	15-24	7,200	17.0
	25-44	31,756	23.7
	45-64	29,884	25.8
Citizenship	Maltese	57,769	23.0
	Non-Maltese	11,071	27.3
Region	Malta	63,061	23.4
	Gozo	5,779	26.4
Total		**68,840**	**23.6**

Table 7b. Counts and shares of persons with construction and related skills

Construction and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Building	20,186	544	1,377	9,374	9,979	16,810	3,920	18,375	2,355	**20,730**
Welding, soldering or brazing	20,704	888	2,302	9,183	10,107	19,084	2,508	19,687	1,905	**21,592**
Installing heating, ventilation and air conditioning equipment	7,662	93[u]	615	4,217	2,923	6,114	1,641	7,100	656	**7,755**
Installing plumbing or piping equipment or systems	22,857	331	1,169	10,833	11,187	20,204	2,984	21,243	1,946	**23,188**
Installing insulation materials	8,270	120[u]	461	4,508	3,420	6,490	1,900	7,721	669	**8,390**
Plastering	28,973	1,744	2,060	14,349	14,308	25,593	5,125	28,082	2,635	**30,717**
Painting	41,996	7,384	5,308	23,396	20,677	41,110	8,271	45,489	3,892	**49,381**
Tile-laying	15,487	581	1,105	7,350	7,614	13,031	3,037	14,446	1,622	**16,068**
Making moulds and casts	6,540	585	721	2,975	3,429	6,171	953	6,541	584	**7,125**
Other related skills	7,984	681	822	4,407	3,437	6,410	2,255	7,963	702	**8,665**
% of population										
Building	13.3	0.4	3.3	7.0	8.6	6.7	9.7	6.8	10.8	**7.1**
Welding, soldering or brazing	13.6	0.6	5.4	6.9	8.7	7.6	6.2	7.3	8.7	**7.4**
Installing heating, ventilation and air conditioning equipment	5.1	0.1[u]	1.5	3.2	2.5	2.4	4.0	2.6	3.0	**2.7**
Installing plumbing or piping equipment or systems	15.1	0.2	2.8	8.1	9.7	8.0	7.4	7.9	8.9	**7.9**
Installing insulation materials	5.5	0.1[u]	1.1	3.4	3.0	2.6	4.7	2.9	3.1	**2.9**
Plastering	19.1	1.2	4.9	10.7	12.4	10.2	12.6	10.4	12.0	**10.5**
Painting	27.7	5.3	12.5	17.5	17.9	16.4	20.4	16.9	17.8	**16.9**
Tile-laying	10.2	0.4	2.6	5.5	6.6	5.2	7.5	5.4	7.4	**5.5**
Making moulds and casts	4.3	0.4	1.7	2.2	3.0	2.5	2.3	2.4	2.7	**2.4**
Other related skills	5.3	0.5	1.9	3.3	3.0	2.6	5.6	2.9	3.2	**3.0**

[u] Under represented - between 20 and 49 sample observations.

Note: Respondents could select more than one skill within the same category.

3.2.3. Agriculture, fishing and related skills

Within the category of agriculture, fishing and related skills, animal handling was the most common skill. This was followed by the cultivation of land and crops and fishing (Figure 2).

The share of males with at least one agriculture, fishing and related skill was 10 percentage points higher when compared to their female counterparts. Skills within this category were more common in Gozo, with the proportion reporting at least one skill being higher than that for the total overall population (Table 8a).

Figure 2. Top 3 agriculture, fishing and related skills

13% Handling animals	10% Cultivating land and crops	6% Fishing
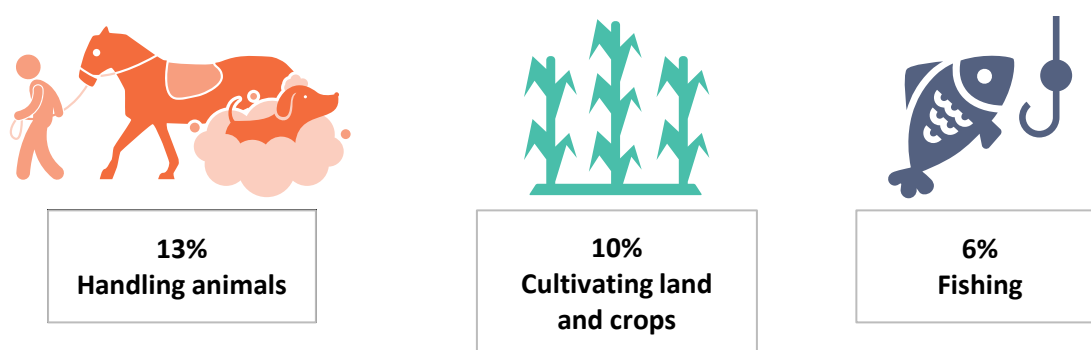
Table 8a. Persons having at least one skill in the agriculture, fishing and related skills category

		Number of persons	% of population
Sex	Males	40,726	26.8
	Females	23,480	16.8
Age group	15-24	9,461	22.4
	25-44	29,123	21.8
	45-64	25,622	22.1
Citizenship	Maltese	54,591	21.7
	Non-Maltese	9,614	23.7
Region	Malta	57,685	21.4
	Gozo	6,520	29.8
Total		**64,206**	**22.0**

Table 8b. Counts and shares of persons with agriculture, fishing and related skills

| Agriculture, fishing and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Handling animals	19,878	16,534	6,609	16,947	12,855	30,978	5,433	33,116	3,296	**36,411**
Animal farming	9,613	3,735	1,713	6,507	5,128	10,891	2,457	11,659	1,689	**13,348**
Cultivating land and crops	20,169	8,580	3,127	12,972	12,650	24,309	4,440	24,838	3,910	**28,749**
Fishing	13,746	2,694	2,841	8,051	5,548	13,727	2,713	14,800	1,640	**16,440**
Fabricating food-related products	7,235	4,182	1,169	5,305	4,943	9,802	1,615	9,879	1,537	**11,417**
Other related skills	2,863	897	332	1,912	1,517	3,008	753	3,385	375	**3,760**
% of population										
Handling animals	13.1	11.8	15.6	12.7	11.1	12.3	13.4	12.3	15.1	**12.5**
Animal farming	6.3	2.7	4.0	4.9	4.4	4.3	6.1	4.3	7.7	**4.6**
Cultivating land and crops	13.3	6.1	7.4	9.7	10.9	9.7	10.9	9.2	17.9	**9.9**
Fishing	9.1	1.9	6.7	6.0	4.8	5.5	6.7	5.5	7.5	**5.6**
Fabricating food-related products	4.8	3.0	2.8	4.0	4.3	3.9	4.0	3.7	7.0	**3.9**
Other related skills	1.9	0.6	0.8	1.4	1.3	1.2	1.9	1.3	1.7	**1.3**

Note: Respondents could select more than one skill within the same category.

3.2.4. Tools, machinery and related skills

The category of tools, machinery and related skills covers a person's ability to operate machinery and other tools along the ability to operate watercraft. Almost half of all males in the target population identified at least one skill in this category. The share for females was much lower (15.4 per cent) (Table 9a). The most common skills in this group were the operation of machinery for the manufacture of products along with the operation of lifting or moving equipment and the operation of watercraft (Figure 3).

The kind of tools, machinery and related skills present within the population, varied by age. The younger cohort (15-24 years) was predominately skilled in the assembly and installation of furniture. Those between 25 and 44 years were more likely to report being able to operate lifting and moving equipment and watercraft, whereas the most common skill among those between 45 and 64 years was the operation of machinery for the manufacture of products (Table 9b).

Figure 3. Top 3 tools, machinery and related skills

10%	9%	9%
Operating machinery for the manufacture of products	**Operating lifting or moving equipment**	**Operating watercraft**
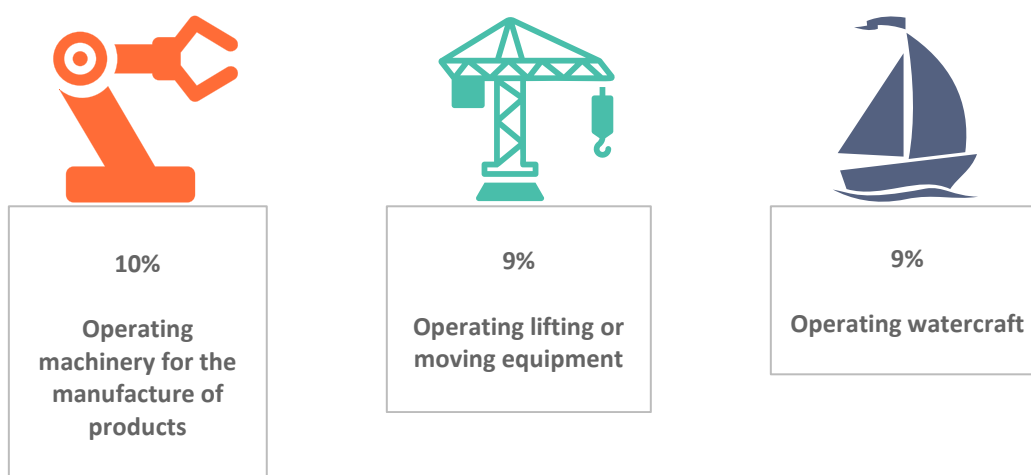
Table 9a. Persons having at least one skill in the tools, machinery and related skills category

		Number of persons	**% of population**
Sex	Males	73,503	48.4
	Females	21,531	15.4
Age group	15-24	8,387	19.8
	25-44	44,261	33.1
	45-64	42,386	36.6
Citizenship	Maltese	82,470	32.8
	Non-Maltese	12,565	31.0
Region	Malta	87,653	32.5
	Gozo	7,382	33.7
Total		**95,034**	**32.6**

Table 9b. Counts and shares of persons with tools, machinery and related skills

Tools, machinery and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
	Number of persons									
Operating excavation and demolition equipment	11,665	243	812	6,232	4,865	9,935	1,974	10,580	1,329	**11,909**
Operating lifting or moving equipment	23,496	1,981	1,773	13,065	10,639	21,668	3,809	23,595	1,882	**25,477**
Operating watercraft	21,569	3,158	1,828	13,077	9,821	22,091	2,636	22,395	2,331	**24,727**
Carpentry	17,440	895	1,567	8,132	8,637	15,657	2,678	16,681	1,654	**18,335**
Operating machinery for the manufacture of products	17,177	12,568	1,670	12,670	15,405	26,402	3,343	27,832	1,913	**29,745**
Installing, maintaining and repairing mechanical equipment	16,256	412	1,638	8,226	6,804	14,252	2,416	15,467	1,200	**16,668**
Panel beating and spray painting	6,032	119[u]	730	2,925	2,496	5,442	710	5,656	496	**6,152**
Vehicle electrician	4,649	48[u]	487	2,359	1,851	4,028	669	4,368	329	**4,697**
Installing and repairing electrical, electronic and precision equipment	15,095	481	1,254	7,904	6,417	13,249	2,326	14,312	1,263	**15,575**
Assembling mechanical products	14,321	744	1,666	7,609	5,790	12,792	2,273	14,030	1,035	**15,065**
Assembling electrical and electronic products	9,809	887	1,502	5,774	3,419	8,699	1,997	10,067	628	**10,695**
Assembling and installing furniture	20,630	2,809	2,618	11,485	9,336	19,597	3,843	21,647	1,793	**23,440**
Handling, collecting, storing and disposing of hazardous materials	4,626	601	551	2,653	2,024	4,628	600	4,788	440	**5,228**
Other related skills	10,020	2,402	894	5,702	5,826	10,531	1,891	11,584	838	**12,422**
	% of population									
Operating excavation and demolition equipment	7.7	0.2	1.9	4.7	4.2	4.0	4.9	3.9	6.1	**4.1**
Operating lifting or moving equipment	15.5	1.4	4.2	9.8	9.2	8.6	9.4	8.7	8.6	**8.7**
Operating watercraft	14.2	2.3	4.3	9.8	8.5	8.8	6.5	8.3	10.6	**8.5**
Carpentry	11.5	0.6	3.7	6.1	7.5	6.2	6.6	6.2	7.6	**6.3**
Operating machinery for the manufacture of products	11.3	9.0	3.9	9.5	13.3	10.5	8.2	10.3	8.7	**10.2**
Installing, maintaining and repairing mechanical equipment	10.7	0.3	3.9	6.1	5.9	5.7	6.0	5.7	5.5	**5.7**
Panel beating and spray painting	4.0	0.1[u]	1.7	2.2	2.2	2.2	1.7	2.1	2.3	**2.1**
Vehicle electrician	3.1	0.0[u]	1.2	1.8	1.6	1.6	1.6	1.6	1.5	**1.6**
Installing and repairing electrical, electronic and precision equipment	9.9	0.3	3.0	5.9	5.5	5.3	5.7	5.3	5.8	**5.3**
Assembling mechanical products	9.4	0.5	3.9	5.7	5.0	5.1	5.6	5.2	4.7	**5.2**
Assembling electrical and electronic products	6.5	0.6	3.6	4.3	3.0	3.5	4.9	3.7	2.9	**3.7**
Assembling and installing furniture	13.6	2.0	6.2	8.6	8.1	7.8	9.5	8.0	8.2	**8.0**
Handling, collecting, storing and disposing of hazardous materials	3.0	0.4	1.3	2.0	1.7	1.8	1.5	1.8	2.0	**1.8**
Other related skills	6.6	1.7	2.1	4.3	5.0	4.2	4.7	4.3	3.8	**4.3**

[u] Under represented - between 20 and 49 sample observations.

Note: Respondents could select more than one skill within the same category.
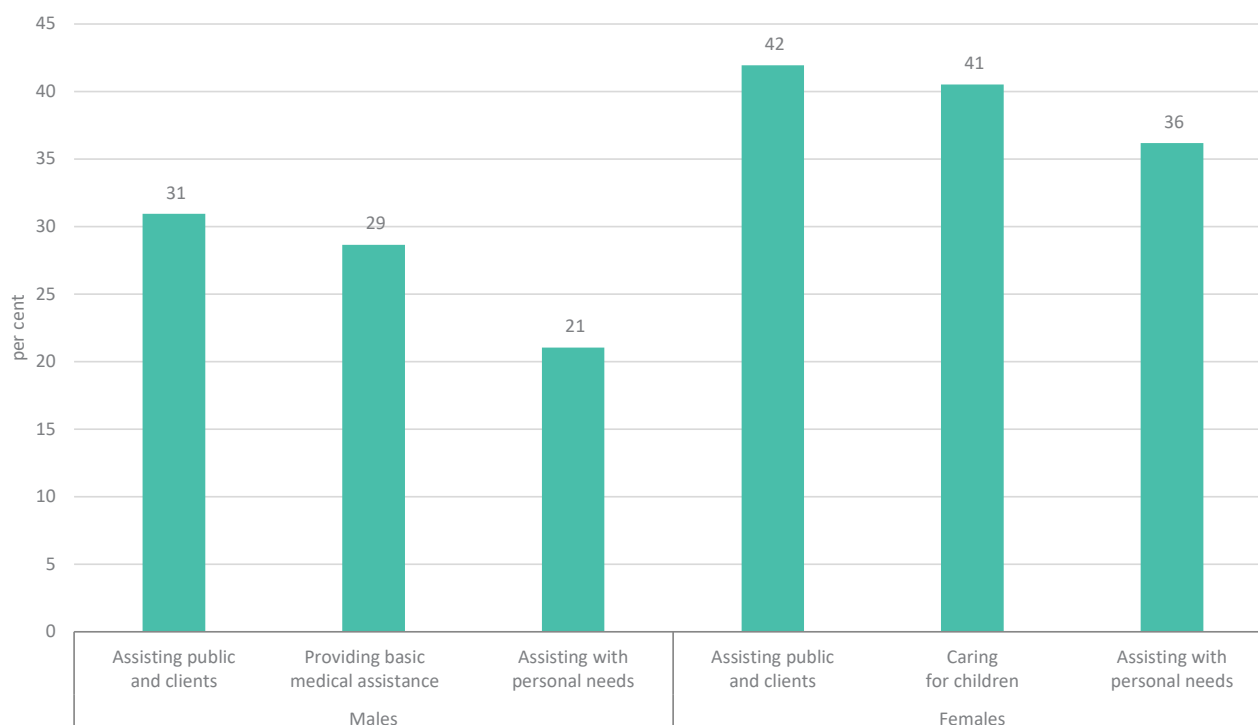
3.2.5. Assistance, care and related skills

This category covers a broad range of skills, some of which are strictly tied to the care and assistance of children, elderly and persons with health issues, whereas other skills are more related to the assistance of the general public and clients, and protection and enforcement. This category covers the skills that are most commonly required in the health and services sector, amongst others.

Persons with skills in assistance and care tend to be predominately female. In fact, almost 75 per cent of all females in the target population selected at least one assistance, care and related skill. The share was much lower for males at 58.4 per cent (Table 10a).

The most common skill among males and females was assisting public and clients (30.9 per cent and 41.9 per cent respectively). For females, the second most common skill was that related to caring for children (40.5 per cent), while among males, it was providing basic medical assistance (28.6 per cent). The third ranking skill in this category was assisting with personal needs, with 21.0 per cent and 36.2 per cent of males and females respectively having this skill (Chart 5).

Chart 5. Top 3 assistance, care and related skills by sex

Table 10a. Persons having at least one skill in the assistance, care and related skills category

		Number of persons	% of population
Sex	Males	88,634	58.4
	Females	102,830	73.4
Age group	15-24	27,263	64.4
	25-44	91,281	68.2
	45-64	72,919	63.0
Citizenship	Maltese	165,914	66.0
	Non-Maltese	25,549	62.9
Region	Malta	176,698	65.5
	Gozo	14,766	67.4
Total		**191,464**	**65.6**

Table 10b. Counts and shares of persons with assistance, care and related skills

Assistance, care and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Providing basic medical assistance	43,458	42,640	12,195	42,087	31,816	73,982	12,116	78,836	7,263	**86,099**
Assisting people with mobility	16,151	27,300	6,009	20,116	17,326	36,960	6,492	39,597	3,854	**43,452**
Providing therapy	5,341	9,333	1,986	7,924	4,765	12,441	2,234	13,562	1,113	**14,675**
Assisting with personal needs	31,918	50,709	11,820	37,548	33,259	70,774	11,853	75,577	7,049	**82,626**
Caring for children	24,270	56,786	13,956	39,356	27,744	71,523	9,532	74,802	6,254	**81,056**
Assisting public and clients	46,918	58,767	16,167	53,409	36,110	91,024	14,661	98,295	7,390	**105,685**
Providing hair and beauty treatments	1,314	13,052	2,481	8,565	3,321	12,442	1,924	13,572	794	**14,366**
Protecting and enforcing	18,846	7,782	3,123	12,586	10,919	23,706	2,921	24,152	2,475	**26,627**
Other related skills	2,932	4,978	774	4,177	2,958	6,165	1,744	7,464	446	**7,910**
% of population										
Providing basic medical assistance	28.6	30.4	28.8	31.5	27.5	29.4	29.8	29.2	33.2	**29.5**
Assisting people with mobility	10.6	19.5	14.2	15.0	15.0	14.7	16.0	14.7	17.6	**14.9**
Providing therapy	3.5	6.7	4.7	5.9	4.1	5.0	5.5	5.0	5.1	**5.0**
Assisting with personal needs	21.0	36.2	27.9	28.1	28.7	28.2	29.2	28.0	32.2	**28.3**
Caring for children	16.0	40.5	33.0	29.4	24.0	28.5	23.5	27.7	28.6	**27.8**
Assisting public and clients	30.9	41.9	38.2	39.9	31.2	36.2	36.1	36.4	33.7	**36.2**
Providing hair and beauty treatments	0.9	9.3	5.9	6.4	2.9	5.0	4.7	5.0	3.6	**4.9**
Protecting and enforcing	12.4	5.6	7.4	9.4	9.4	9.4	7.2	8.9	11.3	**9.1**
Other related skills	1.9	3.6	1.8	3.1	2.6	2.5	4.3	2.8	2.0	**2.7**

Note: Respondents could select more than one skill within the same category.

3.2.6. Communication, collaboration and related skills

Overall, 70.6 per cent of the population reported having at least one skill from the communication and collaboration skills category, making it the most common skill category within the population (Table 11a). Within this category supervising a team or group, problem solving and leading and motivating were the top-three skills (Figure 4).

Communication, collaboration and related skills varied across age groups. Problem solving was the most common skill among those between the age of 15 and 24 years (37.7 per cent). Among those aged between 25 and 44 years and 45 and 64, supervising a team or group was the most common skill (49.0 per cent and 38.7 per cent respectively) (Table 11b).

Figure 4. Top 5 communication, collaboration and related skills

1	42% Supervising a team or group
2	39% Solving problems
3	36% Leading and motivating
4	32% Coordinating activities with others
5	24% Interviewing and obtaining information from others

Table 11a. Persons having at least one skill in the communication, collaboration and related skills category

		Number of persons	% of population
Sex	Males	107,354	70.8
	Females	98,568	70.3
Age group	15-24	28,787	68.0
	25-44	103,852	77.6
	45-64	73,283	63.3
Citizenship	Maltese	175,687	69.9
	Non-Maltese	30,234	74.5
Region	Malta	191,807	71.1
	Gozo	14,115	64.5
Total		**205,922**	**70.6**

Table 11b. Counts and shares of persons with communication, collaboration and related skills

Communication, collaboration and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Teaching and training of academic or vocational subjects	27,712	29,614	6,514	32,129	18,683	48,892	8,434	53,202	4,124	**57,326**
Presenting research or technical information	29,184	23,833	9,966	30,987	12,064	44,431	8,586	49,766	3,251	**53,017**
Envisioning and developing strategies, plans and programmes	33,756	31,391	5,893	34,972	24,282	54,035	11,112	61,264	3,883	**65,147**
Promoting, advertising and marketing goods, services, programmes or policies	29,367	30,785	9,256	31,576	19,320	50,577	9,575	56,389	3,764	**60,152**
Interviewing and obtaining information from others	35,731	34,550	10,148	39,333	20,800	57,882	12,399	66,570	3,711	**70,281**
Problem solving	62,151	51,581	15,932	61,731	36,069	95,365	18,367	106,594	7,138	**113,732**
Translating and interpreting another language in written or spoken form	16,786	19,381	6,039	19,359	10,769	26,808	9,358	34,074	2,093	**36,167**
Teaching sports including gym instruction	11,120	4,817	4,217	8,215	3,505	12,779	3,158	15,062	875	**15,937**
Monitoring, inspecting and testing equipment, systems and products	20,497	6,174	2,992	15,068	8,610	22,115	4,556	24,953	1,718	**26,671**
Coordinating activities with others	50,732	43,294	12,716	50,288	31,022	79,338	14,688	87,747	6,279	**94,026**
Advising and consulting	28,153	21,529	5,445	28,462	15,775	41,098	8,584	46,685	2,997	**49,682**
Leading and motivating	55,062	50,047	11,383	55,974	37,752	88,477	16,632	98,552	6,557	**105,109**
Supervising a team or a group	66,515	56,290	12,419	65,586	44,799	102,557	20,247	115,076	7,729	**122,805**
Other related skills	9,011	10,347	1,887	10,091	7,380	15,166	4,192	18,230	1,128	**19,358**
% of population										
Teaching and training of academic or vocational subjects	18.3	21.1	15.4	24.0	16.1	19.5	20.8	19.7	18.8	**19.6**
Presenting research or technical information	19.2	17.0	23.6	23.2	10.4	17.7	21.2	18.4	14.8	**18.2**
Envisioning and developing strategies, plans and programmes	22.3	22.4	13.9	26.1	21.0	21.5	27.4	22.7	17.7	**22.3**
Promoting, advertising and marketing goods, services, programmes or policies	19.4	22.0	21.9	23.6	16.7	20.1	23.6	20.9	17.2	**20.6**
Interviewing and obtaining information from others	23.6	24.7	24.0	29.4	18.0	23.0	30.5	24.7	16.9	**24.1**
Problem solving	41.0	36.8	37.7	46.1	31.2	38.0	45.2	39.5	32.6	**39.0**
Translating and interpreting another language in written or spoken form	11.1	13.8	14.3	14.5	9.3	10.7	23.1	12.6	9.6	**12.4**
Teaching sports including gym instruction	7.3	3.4	10.0	6.1	3.0	5.1	7.8	5.6	4.0	**5.5**
Monitoring, inspecting and testing equipment, systems and products	13.5	4.4	7.1	11.3	7.4	8.8	11.2	9.2	7.8	**9.1**
Coordinating activities with others	33.4	30.9	30.1	37.6	26.8	31.6	36.2	32.5	28.7	**32.2**
Advising and consulting	18.6	15.4	12.9	21.3	13.6	16.4	21.1	17.3	13.7	**17.0**
Leading and motivating	36.3	35.7	26.9	41.8	32.6	35.2	41.0	36.5	29.9	**36.0**
Supervising a team or a group	43.8	40.2	29.4	49.0	38.7	40.8	49.9	42.6	35.3	**42.1**
Other related skills	5.9	7.4	4.5	7.5	6.4	6.0	10.3	6.8	5.1	**6.6**

Note: Respondents could select more than one skill within the same category.

3.2.7. Information and related skills

In Malta, the most common information and related skill was gathering information from physical or electronic sources (24.6 per cent), followed by entering and transforming information in electronic or other information systems (24.0 per cent) and conducting studies, investigations and examinations (19.6 per cent) (Table 12b). The share of persons with information and related skills was higher among the 25 to 44 and the 15 to 24 years age group when compared to the 45 to 64 age cohort (Table 12a).

Chart 6 illustrates the share of males and females within each skill in the information and related skills category. Males prevailed in each skill within this category. The largest differences between males and females were recorded in reading and interpreting technical documentation and diagrams, and documenting technical designs, procedures, problems or activities (Chart 6).

Chart 6. Distribution of information and related skills by sex
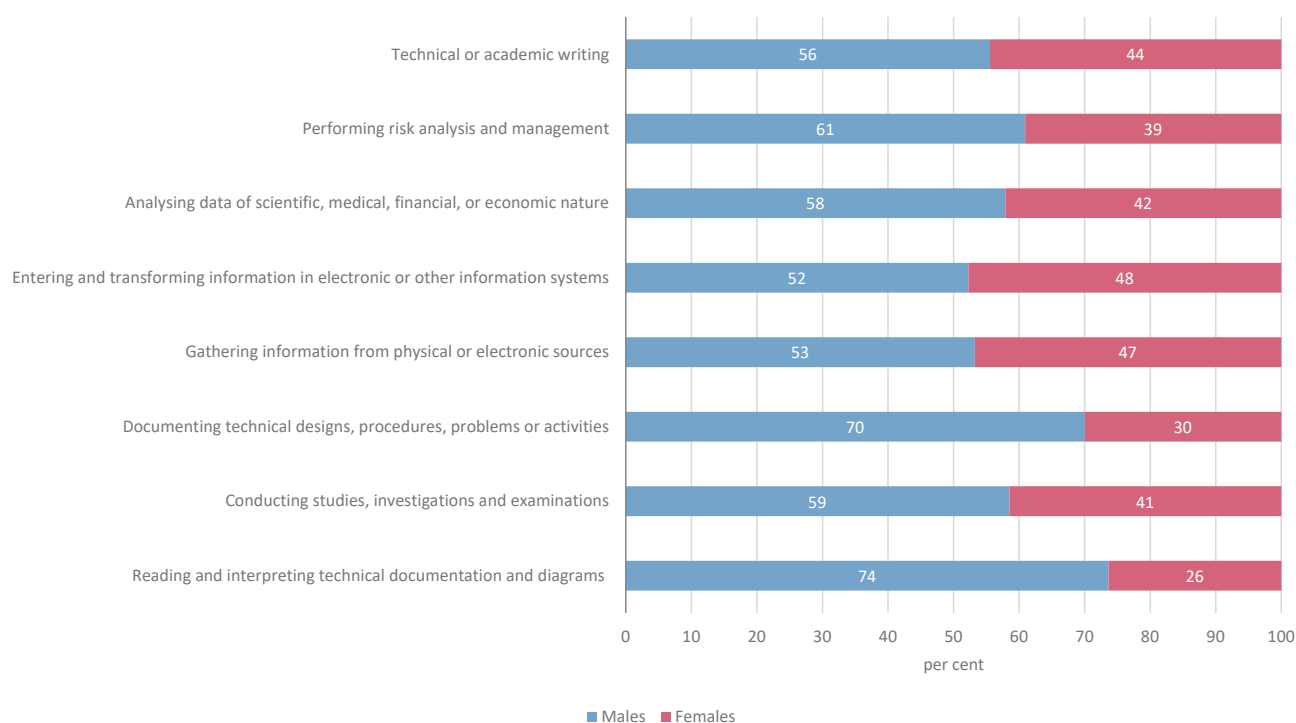
Males ■ Females

Table 12a. Persons having at least one skill in the information and related skills category

		Number of persons	% of population
Sex	Males	78,965	52.0
	Females	61,927	44.2
Age group	15-24	21,340	50.4
	25-44	73,712	55.1
	45-64	45,840	39.6
Citizenship	Maltese	120,240	47.9
	Non-Maltese	20,651	50.9
Region	Malta	131,382	48.7
	Gozo	9,510	43.4
Total		**140,891**	**48.3**

Table 12b. Counts and shares of persons with information and related skills

Information and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
					Number of persons					
Reading and interpreting technical documentation and diagrams	39,541	14,131	7,335	29,274	17,062	44,708	8,963	49,921	3,751	53,672
Conducting studies, investigations and examinations	33,539	23,769	9,343	32,838	15,128	48,432	8,877	53,922	3,386	57,309
Documenting technical designs, procedures, problems or activities	21,714	9,303	4,436	18,767	7,814	25,121	5,896	29,289	1,728	31,017
Gathering information from physical or electronic sources	38,185	33,540	11,847	39,581	20,297	60,581	11,144	67,262	4,463	71,725
Entering and transforming information in electronic or other information systems	36,616	33,411	12,124	37,070	20,833	60,730	9,297	65,422	4,605	70,027
Analysing data of scientific, medical, financial, or economic nature	21,559	15,678	6,435	21,736	9,066	30,172	7,065	34,941	2,296	37,237
Performing risk analysis and management	25,436	16,298	5,442	24,528	11,764	34,171	7,563	39,385	2,349	41,734
Technical or academic writing	21,715	17,368	7,332	22,221	9,531	33,293	5,790	36,635	2,448	39,083
Other related skills	2,344	1,768	401	1,994	1,719	3,146	966	3,914	199	4,113
					% of population					
Reading and interpreting technical documentation and diagrams	26.1	10.1	17.3	21.9	14.7	17.8	22.1	18.5	17.1	18.4
Conducting studies, investigations and examinations	22.1	17.0	22.1	24.5	13.1	19.3	21.9	20.0	15.5	19.6
Documenting technical designs, procedures, problems or activities	14.3	6.6	10.5	14.0	6.8	10.0	14.5	10.8	7.9	10.6
Gathering information from physical or electronic sources	25.2	23.9	28.0	29.6	17.5	24.1	27.5	24.9	20.4	24.6
Entering and transforming information in electronic or other information systems	24.1	23.8	28.7	27.7	18.0	24.2	22.9	24.2	21.0	24.0
Analysing data of scientific, medical, financial, or economic nature	14.2	11.2	15.2	16.2	7.8	12.0	17.4	12.9	10.5	12.8
Performing risk analysis and management	16.8	11.6	12.9	18.3	10.2	13.6	18.6	14.6	10.7	14.3
Technical or academic writing	14.3	12.4	17.3	16.6	8.2	13.3	14.3	13.6	11.2	13.4
Other related skills	1.5	1.3	0.9	1.5	1.5	1.3	2.4	1.4	0.9	1.4

Note: Respondents could select more than one skill within the same category

3.2.8. Computer and related skills

More than three fourths of the population had basic computer skills (76.8 per cent), whereas 16.2 per cent stated that they know how to set up computer systems. Skills relating to the use of digital tools for processing sound and images were reported by 11.7 per cent of the population (Table 13b).

More than 90 per cent of persons aged between 15 and 24 reported at least one computer and related skill. The share was lower among the older age groups with 64.5 per cent of all those aged between 45 and 64 years having computer related skills (Chart 7).

Chart 7. Share of persons with at least one computer and related skill by age group
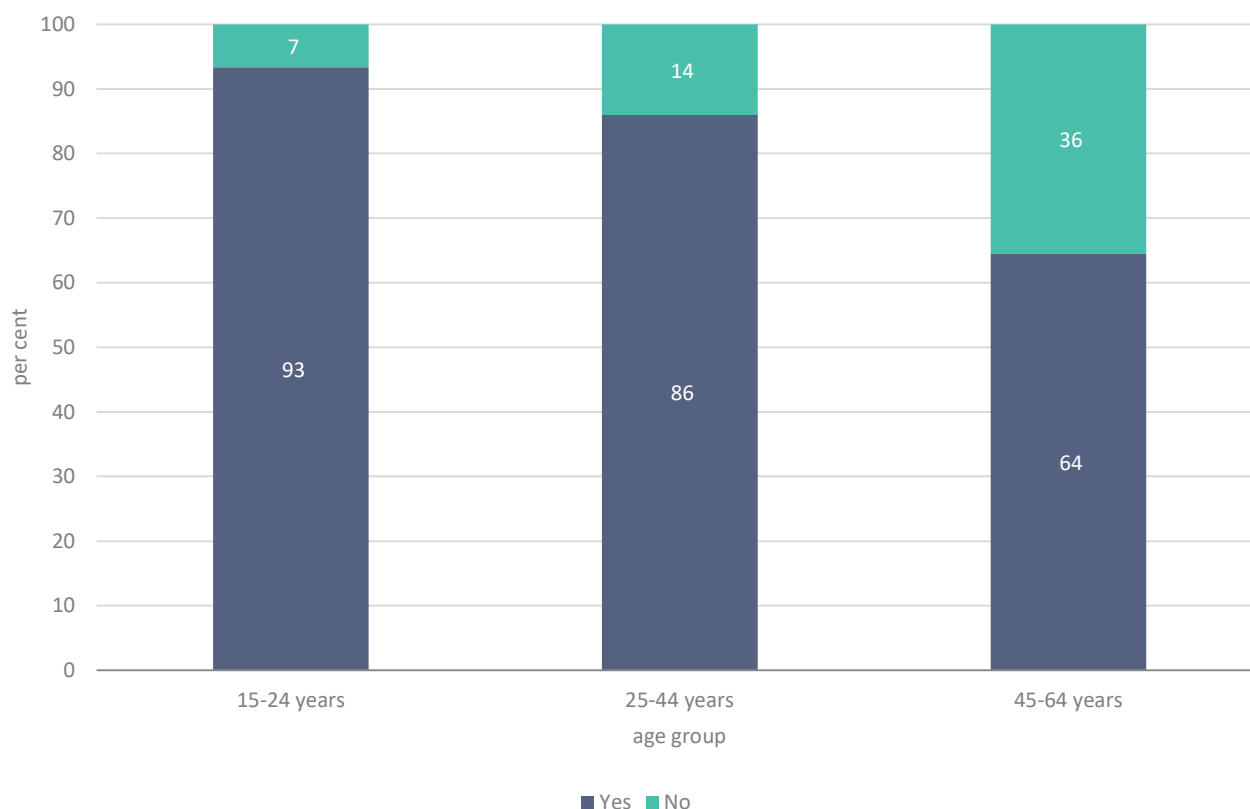
Table 13a. Persons having at least one skill in the computer and related skills category

		Number of persons	% of population
Sex	Males	117,675	77.6
	Females	111,466	79.5
Age group	15-24	39,481	93.3
	25-44	115,024	86.0
	45-64	74,635	64.5
Citizenship	Maltese	195,778	77.9
	Non-Maltese	33,363	82.2
Region	Malta	213,057	78.9
	Gozo	16,084	73.5
Total		**229,141**	**78.5**

Table 13b. Counts and shares of persons with computer and related skills

Computer and related skills	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
Number of persons										
Basic computer skills	114,230	109,994	39,111	112,470	72,643	192,228	31,996	208,447	15,777	**224,224**
Programming computer systems	20,198	6,689	7,514	15,044	4,328	21,670	5,216	25,199	1,688	**26,887**
Setting up of computer systems	34,852	12,374	10,939	27,429	8,858	38,135	9,090	44,513	2,712	**47,225**
Protecting information and communication technology (ICT) devices and resolving computer problems	21,718	6,550	7,087	16,594	4,587	23,085	5,183	26,572	1,696	**28,268**
Managing and analysing digital data	23,334	10,284	7,484	19,841	6,294	26,539	7,079	31,670	1,949	**33,618**
Designing computer systems and applications	13,020	2,909	3,643	9,536	2,750	12,673	3,256	14,965	964	**15,929**
Using computer (CAD) aided design and drawing tools	16,402	5,997	5,484	12,618	4,298	18,617	3,782	21,047	1,353	**22,399**
Using digital tools for processing sound and images	21,966	12,169	9,417	18,643	6,075	27,945	6,190	32,051	2,084	**34,135**
Controlling machinery with digital tools	14,759	3,975	3,896	10,698	4,141	15,495	3,239	17,593	1,141	**18,734**
Other related skills	8,066	4,708	1,572	6,831	4,370	9,937	2,837	12,089	684	**12,773**
% of population										
Basic computer skills	75.3	78.5	92.4	84.1	62.8	76.5	78.8	77.2	72.1	**76.8**
Programming computer systems	13.3	4.8	17.8	11.2	3.7	8.6	12.8	9.3	7.7	**9.2**
Setting up of computer systems	23.0	8.8	25.9	20.5	7.7	15.2	22.4	16.5	12.4	**16.2**
Protecting information and communication technology (ICT) devices and resolving computer problems	14.3	4.7	16.8	12.4	4.0	9.2	12.8	9.8	7.7	**9.7**
Managing and analysing digital data	15.4	7.3	17.7	14.8	5.4	10.6	17.4	11.7	8.9	**11.5**
Designing computer systems and applications	8.6	2.1	8.6	7.1	2.4	5.0	8.0	5.5	4.4	**5.5**
Using computer (CAD) aided design and drawing tools	10.8	4.3	13.0	9.4	3.7	7.4	9.3	7.8	6.2	**7.7**
Using digital tools for processing sound and images	14.5	8.7	22.3	13.9	5.2	11.1	15.2	11.9	9.5	**11.7**
Controlling machinery with digital tools	9.7	2.8	9.2	8.0	3.6	6.2	8.0	6.5	5.2	**6.4**
Other related skills	5.3	3.4	3.7	5.1	3.8	4.0	7.0	4.5	3.1	**4.4**

Note: Respondents could select more than one skill within the same category

3.3. Languages

Another facet of skills relates to knowledge of languages. Over 30 different languages were identified by respondents reflecting the various nationalities residing in the country. The survey measured respondents' self-perceived knowledge in any of these languages. This knowledge could vary from beginner to advanced in one of the following areas: listening, speaking, reading or writing. Persons with at least basic proficiency in any one of the four areas are being considered in the tables below.

3.3.1. Top 10 languages

This preliminary report focuses on the 10 most understood languages. As expected, the most common languages understood by persons living in the country were English (96.0 per cent), followed by Maltese (90.4 percent) and Italian (62.0 per cent) (Chart 8).

Results indicated that at least a basic knowledge of Italian was more common among persons aged 25 years and over. More than 60 per cent of persons aged 25 years and over had at least basic knowledge in Italian. The share was much lower for the 15 to 24 years age group. Meanwhile, knowledge of the French and German languages was more common among the 15 to 24 age group (Table 14).

Chart 8. Share of persons with at least a basic knowledge of one of the top 10 languages
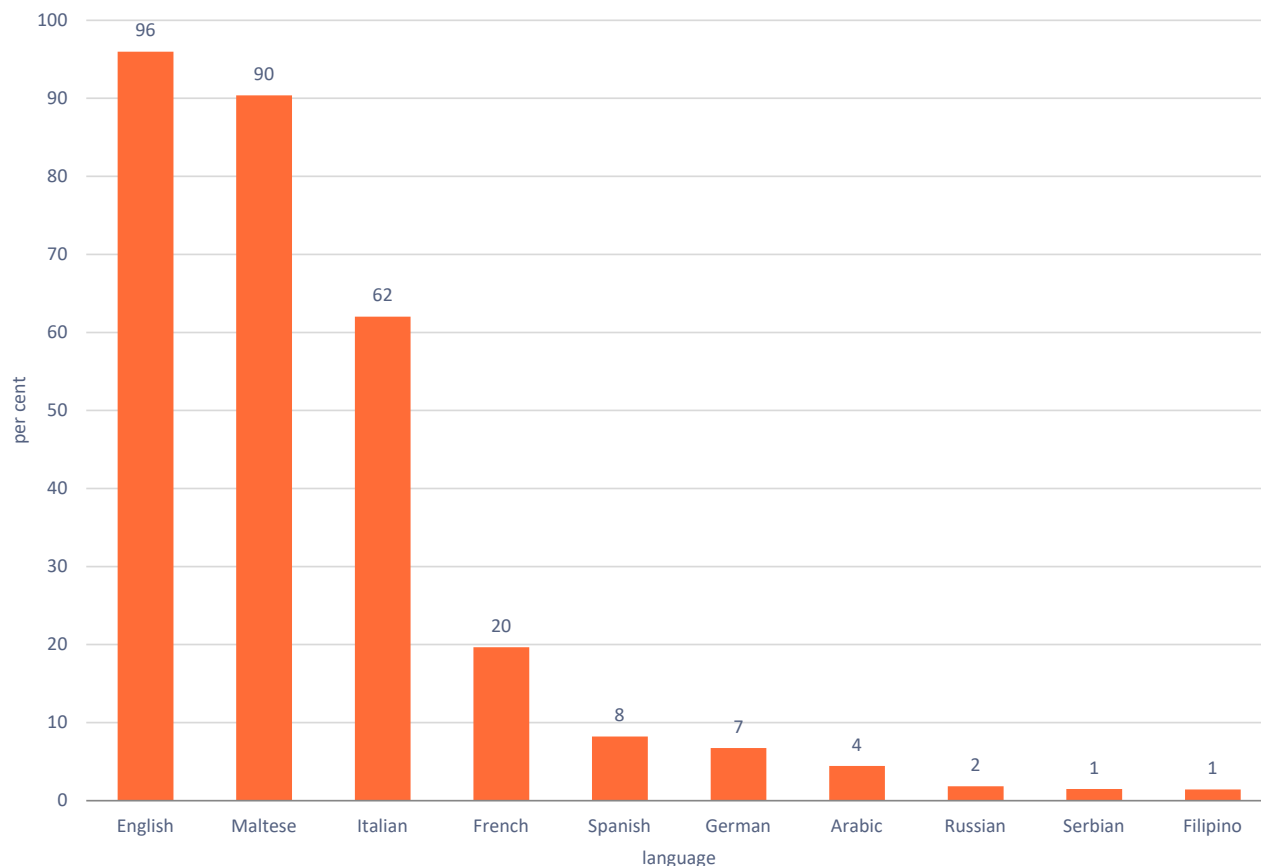
Table 14. Persons with at least a basic knowledge of one of the top 10 languages

Languages	Sex		Age group			Citizenship		Region		Total
	Males	Females	15-24	25-44	45-64	Maltese	Non-Maltese	Malta	Gozo	
						Number of persons				
Total Population	151,710	140,133	42,306	133,774	115,763	251,249	40,594	269,946	21,897	291,843
English	143,572	136,531	41,971	130,038	108,093	240,934	39,169	259,206	20,897	280,103
Maltese	136,061	127,698	41,164	116,968	105,627	249,228	14,531	243,014	20,746	263,759
Italian	90,788	90,223	21,365	85,850	73,796	170,246	10,764	167,960	13,050	181,010
French	23,398	33,963	9,406	29,178	18,777	51,143	6,218	53,930	3,431	57,361
Spanish	11,053	12,896	4,225	14,028	5,696	17,178	6,771	22,458	1,490	23,949
German	9,417	10,254	4,634	8,780	6,256	14,600	5,070	18,202	1,468	19,670
Arabic	7,812	5,188	1,060	4,890	7,049	8,417	4,583	12,420	580	13,000
Russian	2,374	2,976	580	2,990	1,781	1,532	3,818	5,198	153	5,350
Serbian	2,550	1,787	326	2,792	1,219	703	3,634	4,223	114	4,337
Filipino	1,355	2,798	90[u]	2,685	1,378	294	3,859	4,112	42[u]	4,153
						% of population				
English	94.6	97.4	99.2	97.2	93.4	95.9	96.5	96.0	95.4	96.0
Maltese	89.7	91.1	97.3	87.4	91.2	99.2	35.8	90.0	94.7	90.4
Italian	59.8	64.4	50.5	64.2	63.7	67.8	26.5	62.2	59.6	62.0
French	15.4	24.2	22.2	21.8	16.2	20.4	15.3	20.0	15.7	19.7
Spanish	7.3	9.2	10.0	10.5	4.9	6.8	16.7	8.3	6.8	8.2
German	6.2	7.3	11.0	6.6	5.4	5.8	12.5	6.7	6.7	6.7
Arabic	5.1	3.7	2.5	3.7	6.1	3.3	11.3	4.6	2.6	4.5
Russian	1.6	2.1	1.4	2.2	1.5	0.6	9.4	1.9	0.7	1.8
Serbian	1.7	1.3	0.8	2.1	1.1	0.3	9.0	1.6	0.5	1.5
Filipino	0.9	2.0	0.2[u]	2.0	1.2	0.1	9.5	1.5	0.2[u]	1.4

[u] Under represented - between 20 and 49 sample observations.

Note: Respondents could select more than one language.

3.3.2. Proficiency in the top 5 languages

Level of proficiency within the areas of listening, speaking, reading and writing within the top 5 languages varied across languages. Results indicated that the share of advanced reading and writing skills in Maltese was much lower (71.4 and 59.1 per cent respectively) when compared to listening and speaking ability (83.3 per cent and 81.3 per cent respectively) (Table 15).

Although 96.0 per cent of persons understood the English language, different levels of proficiency in skills related to the language were reported. More than 60 per cent of those who understood English reported advanced proficiency in listening (70.5 per cent), reading (68.4 per cent), speaking (63.2 per cent) and writing (61.6 per cent) (Table 15).

An advanced level of proficiency in both Maltese and English was more common among females when compared to males in all four language areas (Table 16 and 17).

The share of persons with an advanced level of proficiency in all the four language areas decreased with age. Younger persons were more likely to report an advanced level of knowledge in one of the four areas when compared to their older aged counterparts (Table 16 and 17).

Chart 9. Level of proficiency in Maltese by age group
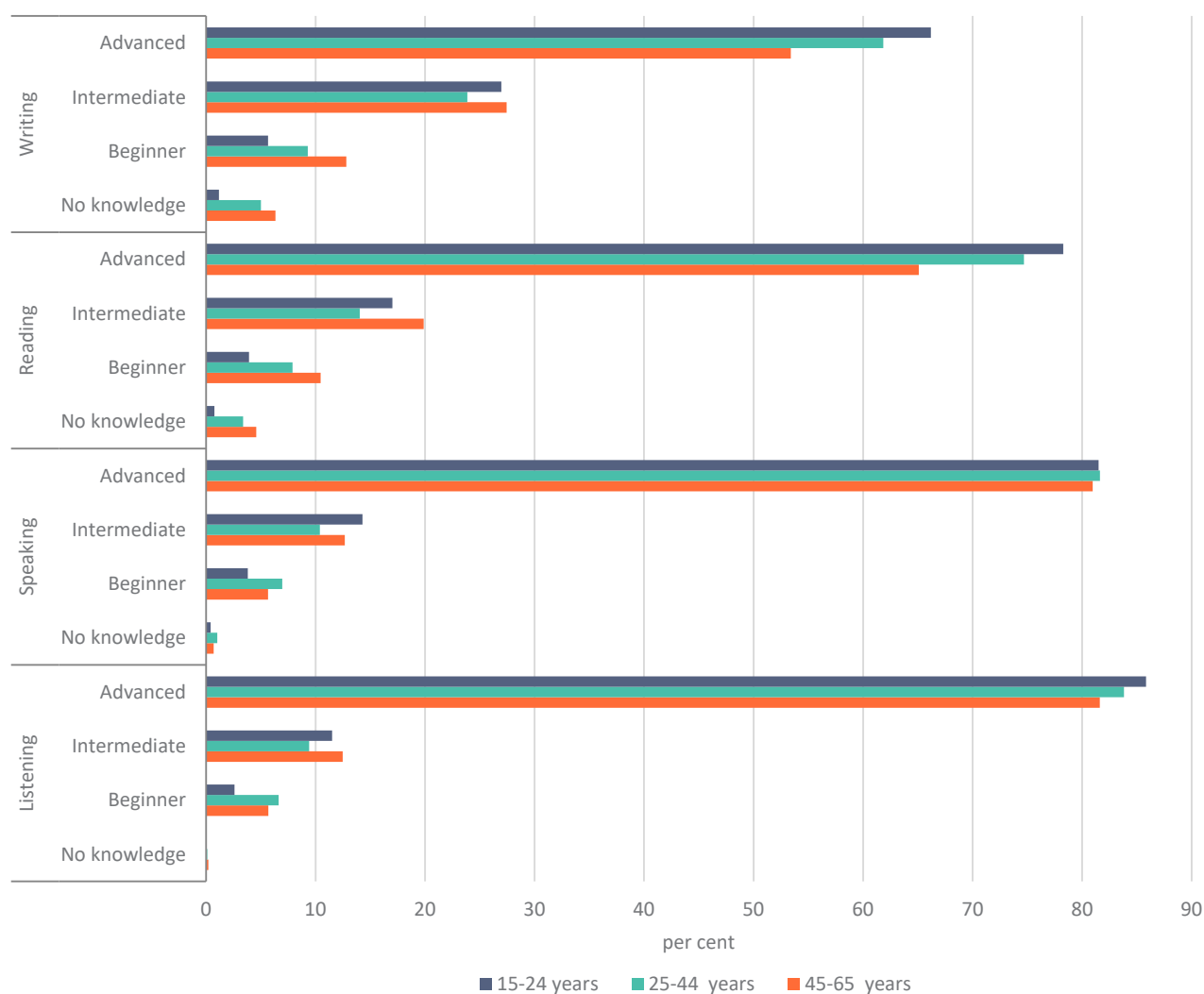
Table 15. Level of proficiency in at least one of the top 5 languages by language skill

Level of proficiency		Language skill							
		Listening		Speaking		Reading		Writing	
		Number of persons	%	Number of persons	%	Number of persons	%	Number of persons	%
Maltese	No knowledge	392	0.1	2,103	0.8	9,106	3.5	13,033	4.9
	Beginner	14,837	5.6	15,700	6.0	21,910	8.3	26,727	10.1
	Intermediate	28,935	11.0	31,421	11.9	44,417	16.8	68,003	25.8
	Advanced	219,596	83.3	214,536	81.3	188,327	71.4	155,996	59.1
	Total	**263,759**	**100.0**	**263,759**	**100.0**	**263,759**	**100.0**	**263,759**	**100.0**
English	No knowledge	349	0.1	1,463	0.5	3,830	1.4	5,536	2.0
	Beginner	21,271	7.6	26,885	9.6	23,065	8.2	27,168	9.7
	Intermediate	61,104	21.8	74,756	26.7	61,646	22.0	74,898	26.7
	Advanced	197,379	70.5	176,998	63.2	191,562	68.4	172,500	61.6
	Total	**280,103**	**100.0**	**280,103**	**100.0**	**280,103**	**100.0**	**280,103**	**100.0**
Italian	No knowledge	305	0.2	5,007	2.8	6,289	3.5	15,836	8.7
	Beginner	42,217	23.3	63,928	35.3	47,525	26.3	63,797	35.2
	Intermediate	63,715	35.2	64,836	35.8	63,547	35.1	58,826	32.5
	Advanced	74,773	41.3	47,240	26.1	63,650	35.2	42,552	23.5
	Total	**181,010**	**100.0**	**181,010**	**100.0**	**181,010**	**100.0**	**181,010**	**100.0**
French	No knowledge	440	0.8	2,958	5.2	1,630	2.8	4,239	7.4
	Beginner	35,118	61.2	38,308	66.8	31,339	54.6	36,070	62.9
	Intermediate	16,148	28.2	11,744	20.5	18,024	31.4	12,629	22.0
	Advanced	5,655	9.9	4,351	7.6	6,368	11.1	4,422	7.7
	Total	**57,361**	**100.0**	**57,361**	**100.0**	**57,361**	**100.0**	**57,361**	**100.0**
Spanish	No Knowledge	114ᵘ	0.5ᵘ	1,794	7.5	1,355	5.7	3,665	15.3
	Beginner	12,838	53.6	14,099	58.9	11,722	48.9	12,843	53.6
	Intermediate	6,968	29.1	4,997	20.9	6,833	28.5	4,509	18.8
	Advanced	4,029	16.8	3,059	12.8	4,040	16.9	2,931	12.2
	Total	**23,949**	**100.0**	**23,949**	**100.0**	**23,949**	**100.0**	**23,949**	**100.0**

[u] Under represented - between 20 and 49 sample observations.

Note: Respondents could select more than one language.

Table 16. Persons with knowledge of the Maltese language by sex, age group and level of proficiency

Level of proficiency		Sex		Age group			Total
		Males	Females	15-24	25-44	45-65	
		Number of persons					
Listening	No knowledge	206	186	:	136[u]	230	392
	Beginner	8,351	6,486	1,071	7,760	6,006	14,837
	Intermediate	16,778	12,157	4,735	11,017	13,183	28,935
	Advanced	110,727	108,869	35,333	98,055	86,208	219,596
	Total	**136,061**	**127,698**	**41,164**	**116,968**	**105,627**	**263,759**
Speaking	No knowledge	1,206	897	168[u]	1,197	738	2,103
	Beginner	8,711	6,989	1,571	8,143	5,986	15,700
	Intermediate	18,306	13,115	5,877	12,154	13,390	31,421
	Advanced	107,838	106,697	33,548	95,474	85,513	214,536
	Total	**136,061**	**127,698**	**41,164**	**116,968**	**105,627**	**263,759**
Reading	No knowledge	6,613	2,493	315	3,949	4,841	9,106
	Beginner	13,457	8,454	1,619	9,245	11,046	21,910
	Intermediate	25,773	18,644	7,009	16,415	20,992	44,417
	Advanced	90,219	98,108	32,221	87,358	68,748	188,327
	Total	**136,061**	**127,698**	**41,164**	**116,968**	**105,627**	**263,759**
Writing	No knowledge	9,051	3,982	480	5,858	6,696	13,033
	Beginner	16,286	10,441	2,334	10,857	13,536	26,727
	Intermediate	37,801	30,202	11,099	27,911	28,993	68,003
	Advanced	72,923	83,072	27,252	72,342	56,402	155,996
	Total	**136,061**	**127,698**	**41,164**	**116,968**	**105,627**	**263,759**
		%					
Listening	No knowledge	0.2	0.1	:	0.1[u]	0.2	0.1
	Beginner	6.1	5.1	2.6	6.6	5.7	5.6
	Intermediate	12.3	9.5	11.5	9.4	12.5	11.0
	Advanced	81.4	85.3	85.8	83.8	81.6	83.3
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Speaking	No knowledge	0.9	0.7	0.4[u]	1.0	0.7	0.8
	Beginner	6.4	5.5	3.8	7.0	5.7	6.0
	Intermediate	13.5	10.3	14.3	10.4	12.7	11.9
	Advanced	79.3	83.6	81.5	81.6	81.0	81.3
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Reading	No knowledge	4.9	2.0	0.8	3.4	4.6	3.5
	Beginner	9.9	6.6	3.9	7.9	10.5	8.3
	Intermediate	18.9	14.6	17.0	14.0	19.9	16.8
	Advanced	66.3	76.8	78.3	74.7	65.1	71.4
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Writing	No knowledge	6.7	3.1	1.2	5.0	6.3	4.9
	Beginner	12.0	8.2	5.7	9.3	12.8	10.1
	Intermediate	27.8	23.7	27.0	23.9	27.4	25.8
	Advanced	53.6	65.1	66.2	61.8	53.4	59.1
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

[u] Under represented - between 20 and 49 sample observations.

: Unreliable - less than 20 sample observations.

Note: Respondents could select more than one language.

Table 17. Persons with knowledge of the English language by sex, age group and level of proficiency

Level of proficiency		Sex		Age group			Total
		Males	Females	15-24	25-44	45-65	
		Number of persons					
Listening	No knowledge	200	149	:	124[u]	210	349
	Beginner	12,935	8,336	900	7,611	12,761	21,271
	Intermediate	33,407	27,697	5,458	25,730	29,915	61,104
	Advanced	97,030	100,349	35,598	96,573	65,208	197,379
	Total	**143,572**	**136,531**	**41,971**	**130,038**	**108,093**	**280,103**
Speaking	No knowledge	884	579	84[u]	447	932	1,463
	Beginner	15,863	11,023	1,192	9,743	15,950	26,885
	Intermediate	40,222	34,534	8,396	33,157	33,203	74,756
	Advanced	86,603	90,395	32,299	86,692	58,007	176,998
	Total	**143,572**	**136,531**	**41,971**	**130,038**	**108,093**	**280,103**
Reading	No knowledge	2,920	910	111[u]	1,143	2,576	3,830
	Beginner	13,964	9,101	1,083	8,421	13,561	23,065
	Intermediate	33,926	27,720	6,366	25,989	29,291	61,646
	Advanced	92,762	98,800	34,411	94,486	62,665	191,562
	Total	**143,572**	**136,531**	**41,971**	**130,038**	**108,093**	**280,103**
Writing	No knowledge	4,124	1,413	138[u]	1,629	3,770	5,536
	Beginner	16,382	10,786	1,360	10,306	15,503	27,168
	Intermediate	40,355	34,543	8,955	33,075	32,868	74,898
	Advanced	82,711	89,789	31,519	85,028	55,953	172,500
	Total	**143,572**	**136,531**	**41,971**	**130,038**	**108,093**	**280,103**
		%					
Listening	No knowledge	0.1	0.1	:	0.1[u]	0.2	0.1
	Beginner	9.0	6.1	2.1	5.9	11.8	7.6
	Intermediate	23.3	20.3	13.0	19.8	27.7	21.8
	Advanced	67.6	73.5	84.8	74.3	60.3	70.5
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Speaking	No knowledge	0.6	0.4	0.2[u]	0.3	0.9	0.5
	Beginner	11.0	8.1	2.8	7.5	14.8	9.6
	Intermediate	28.0	25.3	20.0	25.5	30.7	26.7
	Advanced	60.3	66.2	77.0	66.7	53.7	63.2
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Reading	No knowledge	2.0	0.7	0.3[u]	0.9	2.4	1.4
	Beginner	9.7	6.7	2.6	6.5	12.5	8.2
	Intermediate	23.6	20.3	15.2	20.0	27.1	22.0
	Advanced	64.6	72.4	82.0	72.7	58.0	68.4
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Writing	No knowledge	2.9	1.0	0.3[u]	1.3	3.5	2.0
	Beginner	11.4	7.9	3.2	7.9	14.3	9.7
	Intermediate	28.1	25.3	21.3	25.4	30.4	26.7
	Advanced	57.6	65.8	75.1	65.4	51.8	61.6
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

[u] Under represented - between 20 and 49 sample observations.
: Unreliable - less than 20 sample observations.

Note: Respondents could select more than one language.

CONCEPTS AND DEFINITIONS

4.1. Target population

The target population comprised individuals aged between 15 and 64 years residing in private households.

For Maltese nationals, the 'usual residence' definition was followed and thus respondents had to satisfy one of the following criteria:
i. lived in Malta for a continuous period of at least 12 months prior to the date of the survey; or
ii. moved to a country other than Malta for a period of less than 12 months and who had the intention to return to Malta.

Foreign nationals were included in the target population if they had been living in Malta for at least five years prior to the date of the survey.

4.2. Skills

The skills section aimed to collect information about all the skills respondents possess and/or use, or believe they can use, for work purposes.

The European Skills, Competences, Qualifications and Occupations (ESCO) classification was used for the classification of skills in the MSS. ESCO is the European multilingual classification of Skills, Competences and Occupations endorsed by the European Commission (https://esco.ec.europa.eu/en/classification/skill_main).

ESCO provides descriptions for 3,008 occupations classified under ISCO-08 and 13,890 skills linked to these occupations. This classification acts as a dictionary by describing, identifying, and classifying professional occupations and skills relevant to the labour market and education and training. The skills pillar of ESCO includes concepts structured in a hierarchy containing four sub-classifications. Each sub-classification targets different types of knowledge and skill/competence concepts:

• Knowledge
• Skills
• Attitudes and values
• Language skills and knowledge

The skills section of ESCO is sub-divided into 8 major topics:

• S1 - Communication, collaboration and creativity
• S2 - Information skills
• S3 - Assisting and caring
• S4 – Management skills
• S5 – Working with computers
• S6 – Handling and moving
• S7 – Constructing
• S8 – Working with machinery and specialised equipment

These topics laid the foundation for the skills categories which were adopted in the Malta Skills Survey. Definitions for each broad category are as follows:

Artistic and creative skills: This skill set includes competencies related to developing visual representations or materials, artistic designs and performances.

Construction and related skills: This skill category focuses on building, repairing, installing and finishing interior and exterior structures.

Agriculture, fishing and related skills: This skill category incorporates skills related to caring for and harvesting plants and crops, caring for live animals and fishing.

Tools, machinery and related skills: This skill category includes competencies related to operating vehicles, machinery and precision instrumentation and equipment.

Assistance, care and related skills: This skill-set focuses on proficiency related to assistance, care and support to people, and ensuring compliance to guidelines or laws.

Communication, collaboration and related skills: This skill-set includes skills related to negotiating, developing solutions to problems, creating plans, and imparting knowledge to others.

Information and related skills: This skill-set encompasses competencies related to collecting, storing and using information, conducting studies and projecting outcomes.

Computer and related skills: This skill-set includes abilities related to computers and other digital tools to maintain ICT software and infrastructure.

4.3. Languages

This section collected information on respondents' knowledge of different languages.

The Common European Framework of Reference for Languages CEFR or CEFRL, was used as a guideline in the classification of languages.

The CEFR differentiates between four types of language activities: Reception (listening and reading types), Production and Interaction (spoken and written types), and Mediation (translating and interpreting types). The measurement of these activities classifies a user into one of the three broad divisions: Basic User, Independent User and Proficient User. Each of these divisions is further sub-divided into two levels, subsequently resulting in six levels (A1, A2, B1, B2, C1, C2) of language proficiency.

Definitions related to languages are as follows:

Languages knowledge: Self-assessment in Listening, Reading, Speaking and Writing skills.

Level: Self-assessment in each language sub-divided by level, namely 'No Knowledge', 'Beginner', 'Intermediate' and 'Advanced'. The latter three categories are equivalent to the levels measured through the Common European Framework of Reference for Languages (CEFR), namely 'Basic', 'Independent' and 'Proficient' user levels, respectively.

4.4. Other notes

• Data are based on sample data and are therefore subject to sampling error. Sampling error is measured by a quantity known as the margin of error, which in turn, expresses the variability between the true population parameters and their corresponding sample estimates.

• Percentage totals may not add up due to rounding.

• Reliability notes:
  : Unreliable - less than 20 sample observations
  u Under-represented - between 20 and 49 sample observations

ANNEX
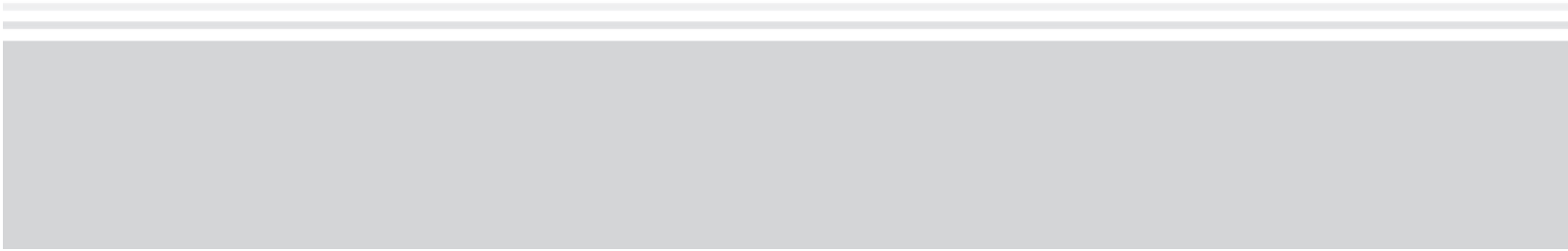
MALTA **SKILLS** SURVEY 2022

CONFIDENTIAL WHEN COMPLETE

The Malta Skills Survey is the first national exercise of its kind. Its focus is the mapping of skills among the working-age population. This exercise is expected to shed light on the skills profile of Malta's workforce. One in every two persons between the age of 15 and 64, and who have been residing in Malta for at least five years, have been selected to participate in this survey.

You are kindly requested to fill in this questionnaire and provide all information to the best of your knowledge.

Participation in this survey is mandatory according to the Malta Statistics Authority Act of 2000. The MSA Act 2000 and the Data Protection Act – Cap. 586 of the Laws of Malta implementing the General Data Protection Regulation (GDPR), empower the NSO to collect confidential data on individuals for the sole purpose of official statistics. In this regard, the NSO gives assurance that all collected data will be confidential and will be used only for statistical purposes in line with the articles and derogations stipulated in the laws quoted above. The NSO commits itself to protecting the identity of all respondents and cannot divulge to third parties data or information that might lead to the identification of individuals or entities.

If you need assistance to answer or fill in the questionnaire, kindly contact us on:

1712

Monday to Sunday
8:00am - 8:00pm

Email: skills.survey@gov.mt

Website: www.skillsnso.gov.mt

- **A1. Name**

[   ]

- **A2. Surname**

[   ]

- **A3. Insert your Maltese Identity card number or Residence card number**

    Notes:
    - Include the ID card letter (e.g. M, G, L, H, A, etc.) (e.g. 0123456M).
    - If you do not hold a national ID card, provide any other official identification number (e.g. passport number)

[   ]

- **A4. Indicate your sex**

    ○₁ Male

    ○₂ Female

    ○₃ Other

- **A5. Insert your date of birth**

D	D	M	M	Y	Y	Y	Y

- **A6. Address details**

House Number	[ ]
House Name	[ ]
Entrance/Block (e.g. Ent. A, Block 2)	[ ]
Flat Number	[ ]
Street Name	[ ]
Locality	[ ]
Postcode	[ ]

- **A7. Preferred contact number/s**

[   ]

SECTION B - Work Experience

● **B1. What is your main labour status?**
Note: Unpaid family workers, paid apprenticeship or traineeship should be included with 'Employee'.

(Mark one circle only)

○₁ Employee	→	B3
○₂ Self-employed with employees	→	B3
○₃ Self-employed without employees	→	B3
○₄ Unemployed (looking for work)		
○₅ Student and/or person having an unpaid working experience		
○₆ Inactive e.g. retired/cannot work due to illness or disability/taking care of the house and/or family		

● **B2. Have you ever worked for monetary compensation (salary) or compensation in kind, or for profit, for a period of at least three (3) months?**

(Mark one circle only)

○₁ Yes		
○₂ No	→	C1

In the following questions you will be asked to provide information about your most recent 3 jobs, which includes your current job (or jobs) if you are currently employed. Only include jobs with a minimum duration of three (3) months.

● **B3. Please answer the following questions in relation to your current main or most recent job. If you are currently without a job, please answer in relation to your most recent job.**

B3a. Insert your current main or most recent job title
(e.g. primary teacher, carpenter, clerk, etc.)

B3b. Provide a brief description of this job
(e.g. teaching in a primary school, making furniture, work in an office, etc.)

B3c. Indicate the year when this job started

	Y	Y	Y	Y
Year when job started				

B3d. Has this job ended?

	Y	Y	Y	Y
○ Yes - indicate the year when this job ended (YYYY)				
○ No, job is still ongoing				

Please answer the following questions in relation to any other current or past job/s.

Notes:
- **If you currently have more than one job (e.g. one full-time and one part-time) provide details in relation to your second job, otherwise provide information about any previous full-time or part-time jobs.**
- **If in the course of employment within the same company, you had different job titles, please consider these as separate jobs, e.g. waiter, restaurant manager.**

● **B4. Identify any other current or past job.**

○ **B4ii. No other job** → C1

B4a. Insert title of any other current or past job
(e.g. primary teacher, carpenter, clerk, etc.)

B4b. Provide a brief description of this job
(e.g. teaching in a primary school, making furniture, work in an office, etc.)

B4c. Indicate the year when this job started

	Y	Y	Y	Y
Year when job started				

B4d. Has this job ended?

	Y	Y	Y	Y
◯ Yes - indicate the year when this job ended (YYYY)				
◯ No, job is still ongoing				

● **B5. Identify any other current or past job.**

◯ **B5ii. No other job** → C1

B5a. Insert title of any other current or past job
(e.g. primary teacher, carpenter, clerk, etc.)

B5b. Provide a brief description of this job
(e.g. teaching in a primary school, making furniture, work in an office, etc.)

B5c. Indicate the year when this job started

	Y	Y	Y	Y
Year when job started				

B5d. Has this job ended?

	Y	Y	Y	Y
◯ Yes - indicate the year when this job ended (YYYY)				
◯ No, job is still ongoing				

SECTION C - Education and Qualifications

- **C1. Select ALL the qualifications that you have <u>successfully attained</u> and, where applicable, indicate the number of qualifications for each level in the space provided.**

(Mark all that apply)

Qualifications	C1a. Obtained (Mark all that apply)	C1b. Number of qualifications
1. No qualifications	☐	
2. Secondary school leaving certificate - **EQF/MQF 2**	☐	
3. O Levels/SEC/GCE - **EQF/MQF 3**	☐	
4. Intermediate Levels - **EQF/MQF 3/4**	☐	
5. A'Levels - **EQF/MQF 4**	☐	
6. Trade School qualifications (pre-2000) - **EQF/MQF 3**	☐	
7. Post-secondary Trade School qualifications (pre-2000); e.g. Fellenberg, Technical Institute, Secretarial School, etc. - **EQF/MQF 4**	☐	
8. Introductory Certificate, Foundation Certificate or equivalent - **EQF/MQF 1/2**	☐	
9. First Diploma or equivalent - **EQF/MQF 3**	☐	
10. Advanced, Extended, National Diploma or equivalent - **EQF/MQF 4**	☐	
11. Higher National Diploma (HND), HTD, Undergraduate Diploma or equivalent - **EQF/MQF 5**	☐	
12. Bachelor's Degree or equivalent - **EQF/MQF 6**	☐	
13. Postgraduate Diploma or equivalent - **EQF/MQF 7**	☐	
14. Master's Degree or equivalent - **EQF/MQF 7**	☐	
15. Doctorate - **EQF/MQF 8**	☐	
16. Other (Please specify any other qualifications in question C3)	☐	

- **C2. Qualification name**

  Please include full name of successfully attained qualification including the main area/s of study (e.g. Bachelor of Commerce (Hons) in Economics).

  Note: These options refer only to options 6 to 15 in question C1.

	Qualifications	C2a. Name of the qualification/s, including area/s of study
6.	Trade School qualifications (pre-2000) - **EQF/MQF 3**	
7.	Post-secondary Trade School qualifications (pre-2000) - e.g. Fellenberg, Technical Institute, Secretarial School, etc. - **EQF/MQF 4**	
8.	Introductory Certificate, Foundation Certificate or equivalent - **EQF/MQF 1/2**	
9.	First Diploma or equivalent - **EQF/MQF 3**	
10.	Advanced, Extended, National Diploma or equivalent - **EQF/MQF 4**	
11.	Higher National Diploma (HND), HTD or Undergraduate Diploma or equivalent - **EQF/MQF 5**	
12.	Bachelor's Degree or equivalent - **EQF/MQF 6**	
13.	Postgraduate Diploma or equivalent - **EQF/MQF 7**	
14.	Master's Degree or equivalent - **EQF/MQF 7**	
15.	Doctorate - **EQF/MQF 8**	

- **C3. Mention any other qualifications or certificates.**

  Note: Mention ALL other qualifications or certificates which were not mentioned in the previous questions, including short courses.

  Examples: Certificate in Food Handling, Award in IT Skills for Accountants, Award in Dairy Cattle Production and Husbandry, Certificate in Interior Design, Certificate in Plastering and Tile laying, Award in Quantity Surveying, etc.

Specify name of the other qualifications/certifications
Other qualification/certification 1:
Other qualification/certification 2:
Other qualification/certification 3:
Other qualification/certification 4:
Other qualification/certification 5:
Other qualification/certification 6:
◯ No other qualification/certification → D1

D1. Do you have any of the following licences?

Notes:
- *Include all licences, irrespective of whether licence is valid or expired.*
- *Should you have any other licence/s which are not featured in the list, select the 'Other licence/s' option and specify any other licence/s in question D2.*

(Mark all that apply)

	Licences	(Mark all that apply)
1.	Driving Licence	☐
2.	Nautical Licence	☐
3.	Trade Licence	☐
4.	Tourist Guide Licence	☐
5.	Real Estate Licence	☐
6.	Wireman Licence 'A'/ 'B'	☐
7.	Stone Mason Licence	☐
8.	Fireworks Licence	☐
9.	Firearms Licence	☐
10.	Private Guard Licence	☐
11.	Other Licence/s → D2	☐
12.	No Licences → E1	☐

D2. Specify any other licences.

Licence 1

Licence 2

Licence 3

Licence 4

Licence 5

In this section consider any skills that you have and use, or believe you would be able to use for work purposes.

Example: If you know how to cook but you do not believe you have the level of skill necessary to work as a chef, do not list that as one of your skills.

- **E1a. Select all the** <u>artistic and creative skills</u> **that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

  Note: Should you have any other skill/s which are not featured in the list, select the 'Other artistic and creative skill/s' option and specify any other skill/s in question E1b.

  (Mark all that apply)

	Artistic and creative skills	I have this skill (Mark all that apply)
1.	Dancing	☐
2.	Singing	☐
3.	Drama	☐
4.	Painting/Art	☐
5.	Culinary/Cooking	☐
6.	Playing a musical instrument	☐
7.	Decorating/Designing indoor or outdoor spaces	☐
8.	Crafts *e.g. ganutell, tapestry*	☐
9.	Flower arranging	☐
10.	Designing systems and products, *e.g. electrical or electronic equipment, structures or facilities, developing recipes or menus*	☐
11.	Tattooing	☐
12.	Sports	☐
13.	Other artistic and creative skill/s → E1b	☐
14.	I do not have any artistic and creative skills → E2a	☐

E1b. Specify any other artistic and creative skill/s.

- **E2a. Select all the <u>construction and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

  For each skill you have selected, indicate any relevant qualification, if applicable.

  Note: Should you have any other skill/s which are not featured in the list, select the 'Other construction and related skill/s' option and specify any other skill/s in question E2b.

  (Mark all that apply)

	Construction and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)	
1.	Building *e.g. brick laying, masonry, installing concrete components, metal and wooden structures, roofing skills*	☐	
2.	Welding, soldering or brazing	☐	
3.	Installing heating, ventilation and air conditioning equipment	☐	
4.	Installing plumbing or piping equipment or systems	☐	
5.	Installing insulation materials	☐	
6.	Plastering	☐	
7.	Painting	☐	
8.	Tile-laying	☐	
9.	Making moulds and casts *e.g. cast metal, master models*	☐	
10.	Other construction and related skill/s → E2b	☐	
11.	I do not have any construction and related skills → E3a	☐	

● **E2b. Specify any other construction and related skill/s. For each skill indicate any relevant qualification, if applicable.**

● **E3a. Select all the <u>agriculture, fishing and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

For each skill you have selected, indicate any relevant qualification, if applicable.

Note: Should you have any other skill/s which are not featured in the list, select the 'Other agriculture, fishing and related skill/s' option and specify any other skill/s in question E3b.

(Mark all that apply)

Agriculture, fishing and related skills		Mark all that apply and insert <u>qualification name</u> (If applicable)
1.	Handling animals *e.g. feeding, grooming, training animals*	☐
2.	Animal farming *e.g. tending, breeding, moving, herding, slaughtering*	☐
3.	Cultivating land and crops *e.g. planting crops or trees, pruning, cutting and harvesting*	☐
4.	Fishing	☐
5.	Fabricating food-related products *e.g. cheeselet production, sundried tomatoes, olives, tuna in brine, apply preservation treatments*	☐
6.	Other agriculture, fishing and related skill/s → B3b	☐
7.	I do not have any agriculture, fishing and related skills → B4a	☐

● **E3b. Specify any other agriculture, fishing and related skill/s. For each skill indicate any relevant qualification, if applicable.**

● **E4a. Select all the <u>tools, machinery and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

For each skill you have selected, indicate any relevant qualification, if applicable.

Note: Should you have any other skill/s which are not featured in the list, select the 'Other tools, machinery and related skill/s' option and specify any other skill/s in question E4b.

(Mark all that apply)

	Tools, machinery and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)
1.	Operating excavation and demolition equipment *e.g. bobcat, excavator, chainsaw, jack hammer*	☐
2.	Operating lifting or moving equipment *e.g. cranes, forklifters, furniture lifter*	☐
3.	Operating watercraft *e.g. ships, boats, fishing vessels*	☐
4.	Carpentry *e.g. operating wood processing machinery such as sanders, cutters*	☐
5.	Operating machinery for the manufacture of products *e.g. packaging, textiles, food processing, metal and plastic forming equipment*	☐
6.	Installing, maintaining and repairing mechanical equipment *e.g. mechanic*	☐
7.	Panel beating and spray painting	☐
8.	Vehicle electrician	☐
9.	Installing and repairing electrical, electronic and precision equipment *e.g. electricity and wiring installation (electrician), solar panels, appliances repair*	☐

● **E4a. Select all the <u>tools, machinery and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

Tools, machinery and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)
10. Assembling mechanical products *e.g. assembling machines, bicycles*	☐
11. Assembling electrical and electronic products *e.g. assembling robots, sensors, telecommunications equipment*	☐
12. Assembling and installing furniture	☐
13. Handling, collecting, storing and disposing of hazardous materials, such as toxic waste, pyrotechnical materials, flammable substances	☐
14. Other tools, machinery and related skill/s → E4b	☐
15. I do not have any tools, machinery and related skills → E5a	☐

● **E4b. Specify any other tools, machinery and related skill/s. For each skill indicate any relevant qualification, if applicable.**

- **E5a. Select all the <u>assistance, care and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

  For each skill you have selected, indicate any relevant qualification, if applicable.

  Notes:
  - *This includes providing assistance, nurturing, care, service and support to people, and ensuring compliance to guidelines or laws, e.g. providing medical assistance, therapy, child care, care for the elderly and persons with disability, general assistance to the public, beauty care, and protecting and enforcing.*

  - *Should you have any other skill/s which are not featured in the list, select the 'Other assistance, care and related skill/s' option and specify any other skill/s in question E5b.*

  (Mark all that apply)

	Assistance, care and related skills		Mark all that apply and insert <u>qualification name</u> (If applicable)
1.	Providing basic medical assistance *e.g. first aid, administering medicine*	☐	
2.	Assisting people with mobility *e.g. tending to guests with special needs, transferring patients*	☐	
3.	Providing therapy *e.g. physiotherapy, psychotherapy, speech therapy, occupational therapy, etc.*	☐	
4.	Assisting with personal needs *e.g. providing domestic care, tending to the elderly*	☐	
5.	Caring for children *e.g. supervising, playing, assisting in homework*	☐	
6.	Assisting public and clients *e.g. attending to requests from clients, guests or members of the public, customer care, receptionist duties*	☐	
7.	Providing hair and beauty treatments *e.g. hairdressing, nail artist/technician, facials*	☐	
8.	Protecting and enforcing *e.g. protecting privacy and personal data, maintaining and enforcing physical security such as police, security guard, life guard duties*	☐	
9.	Other assistance, care and related skill/s → E5b	☐	
10.	I do not have any assistance, care and related skills → E6a	☐	

● **E5b. Specify any other assistance, care and related skill/s. For each skill indicate any relevant qualification, if applicable.**

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● **E6a. Select all the communication, collaboration and related skills that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

For each skill you have selected, indicate any relevant qualification, if applicable.

Note: Should you have any other skill/s which are not featured in the list, select the 'Other communication, collaboration and related skill/s' option and specify any other skill/s in question E6b.

(Mark all that apply)

	Communication, collaboration and related skills	Mark all that apply and insert qualification name (If applicable)	
1.	Teaching and training of academic or vocational subjects *e.g. lecturing, mentoring, car instructor*	☐	
2.	Presenting research or technical information *e.g. delivering visual presentation of data*	☐	
3.	Envisioning and developing strategies, plans and programmes *e.g. developing business case, drawing up a marketing and sales plan, creating a financial plan, planning research process*	☐	
4.	Promoting, advertising and marketing goods, services, programmes or policies *e.g. performing public relations, advertising a new product*	☐	
5.	Interviewing and obtaining information from others *e.g. identifying customer needs, interacting with users to gather requirements*	☐	
6.	Solving problems *e.g. developing solutions, implementing new procedures or processes*	☐	
7.	Translating and interpreting another language in written or spoken form	☐	
8.	Teaching sports including gym instruction	☐	
9.	Monitoring, inspecting and testing equipment, systems and products *e.g. performing test run, testing vehicles, monitoring traffic conditions, inspecting cargo*	☐	

● **E6a. Select all the <u>communication, collaboration and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

Communication, collaboration and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)	
10. Coordinating activities with others	☐	
11. Advising and consulting *e.g. financial, medical advice*	☐	
12. Leading and motivating *e.g. inspiring employees*	☐	
13. Supervising a team or group	☐	
14. Other communication, collaboration and related skill/s → E6b	☐	
15. I do not have any communication, collaboration and related skills → E7a	☐	

● **E6b. Specify any other communication, collaboration and related skill/s. For each skill indicate any relevant qualification, if applicable.**

- **E7a. Select all the <u>information and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

    For each skill you have selected, indicate any relevant qualification, if applicable.

    Note: Should you have any other skill/s which are not featured in the list, select the 'Other information and related skill/s' option and specify any other skill/s in question E7b.

    (Mark all that apply)

Information and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)	
1. Reading and interpreting technical documentation and diagrams *e.g. blueprints, architectural plans, electrical wiring diagrams*	☐	
2. Conducting studies, investigations and examinations *e.g. conducting surveys, interpreting evidence, conducting clinical research, diagnosing medical conditions, investigating crime reports*	☐	
3. Documenting technical designs, procedures, problems or activities *e.g. creating documented procedures, providing manufacturing documentation*	☐	
4. Gathering information from physical or electronic sources *e.g. collecting data, obtaining financial information*	☐	
5. Entering and transforming information in electronic or other information systems *e.g. formatting documents, transcribing data*	☐	
6. Analysing data of scientific, medical, financial, or economic nature *e.g. following-up lab results, interpreting medical results, identifying statistical patterns*	☐	
7. Performing risk analysis and management *e.g. drawing up risk assessment, applying risk management processes*	☐	
8. Technical or academic writing *e.g. proofreading, writing manuals, drafting legislation*	☐	
9. Other information and related skill/s → E7b	☐	
10. I do not have any information and related skills → E8a	☐	

E7b. Specify any other information and related skill/s. For each skill indicate any relevant qualification, if applicable.

- **E8a. Select all the <u>computer and related skills</u> that you have. Please select the skills that you either use, or believe you would be able to use, for work purposes.**

    For each skill you have selected, indicate any relevant qualification, if applicable.

    Note: Should you have any other skill/s which are not featured in the list, select the 'Other computer and related skill/s' option and specify any other skill/s in question E8b.

    (Mark all that apply)

	Computer and related skills	Mark all that apply and insert <u>qualification name</u> (If applicable)
1.	Basic computer skills *e.g. word processing, spreadsheets, presentations*	☐
2.	Programming computer systems *e.g. using of query languages, writing computer programming code*	☐
3.	*Setting up of computer systems* *e.g. installing software or operating systems*	☐
4.	Protecting Information and Communication Technology (ICT) devices and resolving computer problems *e.g. removing computer viruses, implementing computer recovery systems, maintaining database security*	☐
5.	Managing and analysing digital data *e.g. performing data cleansing, creating digital files, digitising documents*	☐
6.	Designing computer systems and applications *e.g. creating software design*	☐
7.	Using computer (CAD) aided design and drawing tools *e.g. using software tools, digital mapping*	☐
8.	Using digital tools for processing sound and images *e.g. editing photographs, synchronising sound with images, film editing*	☐
9.	Controlling machinery with digital tools *e.g. entering commands, instructions, or specifications into a machine or equipment*	☐
10.	Other computer and related skill/s → E8b	☐
11.	I do not have any computer and related skills → E9	☐

- **E8b. Specify any other computer and related skill/s. For each skill indicate any relevant qualification, if applicable.**

- **E9. Do you have any other skill/s that you either use, or believe you would be able to use, for work purposes?**

  For each skill, indicate any relevant qualification, if applicable.

  (Mark one circle only)

◯₁	Yes - Specify
	Other Skill 1:
	Other Skill 2:
	Other Skill 3:
	Other Skill 4:
	Other Skill 5:
◯₂	No

- **E10. Do you want to improve upon your skills or acquire any new skill/s for work purposes?**

  (Mark one circle only)

◯₁	Yes	→	E10b
◯₂	No	→	F1

- **E10b. Specify which skill/s you want to improve upon or acquire.**

Skill 1:
Skill 2:
Skill 3:
Skill 4:
Skill 5:

- **E11. Would you be interested in participating in training courses to improve upon your skills or acquire new skill/s?**

  (Mark one circle only)

◯₁	Yes
◯₂	No

- **E12. Are these skills that you want to improve upon or acquire needed in your current job?**

  (Mark one circle only)

◯₁	Yes
◯₂	No

SECTION F - Languages

This section will ask questions about language skills. Include all languages for which you have some level of knowledge, even if you are only a basic user.

● **F1. Select all the languages you speak and/or understand.**

Note: Should you have knowledge of any other language/s which are not featured in the list, select the 'Other' option and specify any other language/s in question F1b.

(Mark all that apply)

Language			Language		
Maltese	☐	→ **F2**	German	☐	→ **F2**
English	☐	→ **F2**	Spanish	☐	→ **F2**
Italian	☐	→ **F2**	Arabic	☐	→ **F2**
French	☐	→ **F2**	Other	☐	→ **F1b**

● **F1b. Specify any other language/s.**

Other language 1:
Other language 2:
Other language 3:
Other language 4:
Other language 5:

F2. What is your level of proficiency in these languages?

Note: Please answer with reference to the languages chosen in question F1.

Language	Listening Level	Reading Level	Speaking Level	Writing Level
Maltese	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
English	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Italian	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
French	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
German	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Spanish	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Arabic	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Language from F1b	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Language from F1b	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Language from F1b	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Language from F1b	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced
Language from F1b	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced	☐ 0=No knowledge ☐ 1=Beginner ☐ 2=Intermediate ☐ 3=Advanced

END