

SKILLS 2020

ALBANIA

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The full list of all those who took part in the workshops is provided in Annex 3 of this document.

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List of Acronyms

Acronym	Term
AIDA	Albanian Investment Development Agency
AFMIS	Albanian Finance Management Information System
ALMP	Active Labour Market Policy
AQF	Albanian Qualifications Framework
BRIC	Business Relay and Innovation Centre
CFCU	Central Financing and Contracting Unit (related to IPA management)
CoM	Council of Ministers
CSP	(EU) Country Strategy Paper
DCM	Decision of the Council of Ministers
DDPFFA	Department for Developing Programming, Financing and Foreign Aid
DM	Decentralised management
DSDC	the (then) Department for Strategy and Donor Coordination, now DDPFFA
EAMIS	External Assistance Management Information System
ETF	European Training Foundation
EU	European Union
FDI	Foreign direct investment
FS	Foresight
GDP	Gross Domestic Product
GIZ-EDEP	Gesellschaft für Internationale Zusammenarbeit - Economic Development and Employment Promotion programme
GoA	Government of Albania
GSM	Group for Strategic Management
HE	Higher Education
HRD	Human resource development
ICA	Institutional capacity assessment
I(C)T	Information (and communication) technologies
ILO	International Labour Organization
IMF	International Monetary Fund
INSTAT	Albanian Institute for Statistics
IPA	Instrument for Pre-accession Assistance
IPA II	Instrument for Pre-accession Assistance programming period 2014 - 2020

IPA MC	IPA Monitoring Committee
IPS	Integrated Planning System
IPSI	Integrated Planning System Information System
IVET	Initial vocational education and training
M&E	Monitoring and evaluation
LLL	Lifelong learning
LM	Line ministries
MoARDWA	Ministry of Agriculture, Rural Development and Water Administration
MoEI	Ministry of European Integration
MoES	Ministry of Education and Sports
MoETE	Ministry of Economy, Trade and Entrepreneurship
MoF	Ministry of Finance
MoSWY	Ministry of Social Welfare and Youth
MTEF	Mid-Term Expenditure Framework
MTBP	Mid-Term Budget Programme
NIPAC	National IPA Coordinator (related to IPA management structure)
LMI	Labour market information
NAO	National Authorising Officer (related to IPA management structure)
NAVETQ	National Agency for VET and Qualifications
NE	Ndhime Ekonomike = Albanian social benefit system
NES	National Employment Service
NESS 2020	National Employment and Skills strategy 2014-2020
NGO	Non-government organisation
NLC	National Labour Council
NPISAA	National Plan for the Implementation of the Stabilization and Association Agreement
NSDI	National Strategy for Development and Integration (2014-2020)
OECD	Organisation for Economic Competitiveness and Development
PAF	Performance Assessment Framework
PAO	Programme Authorizing Officer (related to IPA management structure)
PAR	Public Administration Reform
PASO (model or teachers)	(Albanian abbreviation) = teachers within schools in charge of liaising with businesses
PES	Public Employment Service
PMO	Prime Minister's Office

PPF	Project Preparation Facility
RIA	Review of Institutional Arrangements
SA	Sector approach
SIGMA	Support for Improvement in Government and Management
SSP	Sector Support Programmes
VE	Vocational education
VET	Vocational education and training
VT	Vocational training
WBL	Work based learning

OVERVIEW

Foreword

IPA, the Instrument for Pre-Accession Assistance, offers assistance to countries engaged in the EU accession process. The programming cycle 2007-2013 is drawing to an end and IPA II covering the period 2014-2020 is now being planned. Albania has been granted candidate country status on 27 June 2014. IPA II will support the accession countries in implementing the political, institutional, legal, administrative, social and economic reforms required to bring the countries closer to Union values and to progressively align to Union rules, standards, policies and practices with a view to Union membership.

To prepare for IPA II, the enlargement countries will have to prepare national strategy documents. IPA II will adopt what is referred to as a 'sector wide approach' bringing together all issues related to human resource development (HRD), employment and social cohesion, under a single policy domain. An effective and efficient implementation of a sector approach requires a future-oriented strategy for HRD, with adequate institutional settings and capacities, budgets, and monitoring systems. Whenever possible, sector support will be provided by means of Sector Support Programmes (SSPs). It is intended that SSPs will be developed for sectors defined in the Country Strategy Papers (CSP) and that each of these programmes should have clearly formulated objectives, targets and results. Programmes will be strategic, efficient and better targeted than before.

The sector-wide approach requires a wide number of policy areas to cooperate more closely, to develop more coherent and evidence-based policy approaches for HRD in line with the national and EU 2020 strategies.

The EU/ETF FRAME initiative has placed skills at the centre of HRD and social development, as skills are key elements contributing to the prosperity of national economies and the better lives of individuals. The focus is on the adaptation of the education and training systems in a lifelong learning perspective, covering initial and continuing vocational education and training (VET) and higher education. It also includes adult learning, company based training and training of unemployed people.

To help pre-accession countries to get the most out of the sector approach, the European Commission had contracted the European Training Foundation to launch the FRAME – Skills for the Future initiative to help in the development of coherent policy approaches for HRD in line with the EU 2020 Strategy. As such, the FRAME exercise has aimed at providing a clear overview about the main priorities of Albania in the HRD sector so to have a coordinated action plan among key stakeholders and a linked monitoring instrument to be consequently used to assess progresses. The vision document, together with the capacity development plan for institutions in charge of HRD and the monitoring instrument, can allow to better align the education and training system with the needs of the economy and the labour market and to strengthen institutional capacities and inter-institutional co-operation across government. This has required a future-oriented participatory approach that brought together all relevant stakeholders involved in higher education and research, VET in a lifelong learning perspective, including labour market policy, job creation, entrepreneurship and social Inclusion. The aim was to create a vision for skills and employment in Albania until 2020 along with a roadmap that accommodates all HRD-related priorities and measures.

The ETF FRAME Initiative consisted of 4 interrelated components, which constitute building blocks of the sector approach in HRD, namely:

Component 1 – Foresight: Implement a foresight methodology for vision-building of future skills towards 2020 as an input for building coherent national HRD strategies in EU enlargement countries, including priorities and a roadmap for the vision.

Component 2 – Review of Institutional Arrangements: Implement a methodology to review institutional arrangements in the HRD sector in relation to the capacity to achieve the country vision for skills 2020, and consequently to develop capacity-building responses.

Component 3 – Monitoring: Develop a performance-monitoring and indicators-based system to monitor progress and strengthen accountability in implementing the sector-wide approach in HRD in line with the national strategic objectives and EU 2020 goals, as well as headline targets put forward in the South East Europe Strategy 2020.

Component 4 – Regional: Facilitate a mutual learning process among enlargement countries in the region through the organization of regional meetings and peer learning activities that will allow exchange of results and will pave the way for future joint activities.

As such, the exercise is very inclusive and comprehensive, as it puts together stakeholders in charge of Human Resources Development in the country with the objective of elaborating a shared vision, built on previous work and existing national strategies. The outcome of the exercise represents the shared opinion and work of the country stakeholders, who have jointly worked on the content of the document in the course of 2013 and 2014, through the organization of a series of workshops and continuous bilateral contacts.

Executive Summary

The new Albanian Government that took office in September 2013 decided to move all responsibilities for VET under the Ministry of Social Welfare and Youth (MoSWY). As part of the National Strategy for Development and Integration 2014-2020 process, the Ministry wanted to merge the two strategies drafted earlier in 2013 - the National Strategy for Vocational Education and Training (VET) and Lifelong Learning (LLL) and the National Inter-sectoral Strategy for Employment 2013-2020 - into one National Strategy for Employment and Skills (NESS) 2020. The ETF, under the FRAME initiative, and the ILO-IPA 2010 HRD project, together with the Ministry and relevant stakeholders, contributed to the design of such a Strategy and Action Plan, outlining clear priorities and measures to be undertaken from 2014-2020.

The Strategy covers HRD-related areas in a comprehensive manner, comprising VET, employment and social inclusion. In line with the objectives of the European Commission, the ETF also complemented activities with a review of the institutional capacities and related capacity-building needs of key institutions who will be involved in implementing the IPA sector approach and who are to deliver the national strategy. Finally, work has been undertaken on a monitoring plan.

The resulting strategy and plans are being used now to define further support by the IPA 2013 and IPA II programmes and by other donors in the HRD sector. In addition, they will serve as a basis for monitoring whether progress has been achieved.

The vision of the NESS 2020 – inspired by the overarching goal of Europe 2020 to deliver smart, sustainable and inclusive growth – is to have by 2020 a competitive economy and an inclusive society that is grounded on:

“Higher skills and better jobs for all women and men”.

The overall goal of the Strategy is to promote quality jobs and skills opportunities for all Albanian women and men throughout the lifecycle.

This will be achieved through coherent and concerted policy actions that simultaneously address labour demand, labour supply and social inclusion gaps. The Employment and Skills Strategy centres on four strategic priorities, as follows:



The main objective of the NESS 2020 is the identification and design of proper employment promotion policies including the vocational training of the labour force, in order to create quality jobs and skills opportunities during the whole cycle of their lives.

The Strategy centres on an increase of decent work opportunities through efficient labour market policies, offering quality VET for both youth and adults, the promotion of social inclusion and cohesion, as well as the strengthening of the labour market and qualification systems. In accordance with the Government's programme, this strategy considers VET and employment as two limbs of the same body. The aim is to provide training to young people and jobseekers, which can lead to their employment afterwards.

The Strategy aims to considerably improve both the service system for jobseekers and the VET system. This will be achieved through the development of a unified system of employment services throughout the country, implementing the new model of service delivery for all citizens, based on the best European practices. A significant part of this system will also be the establishment of sustainable and flexible partnerships with all labour market stakeholders.

The strategy is based on a system which brings vocational schools and vocational training centres together under the MoSWY and aims to establish a VET system capable of contributing to develop quality training for the labour force, with a special focus on youth, women and vulnerable groups.

In the period from February to April 2014, a review of institutional arrangements (RIA) and related capacity-building needs was undertaken with an emphasis on the following assessment themes:

Capacity-building needs in relation to implementing a sector approach in HRD, as required by the Integrated Planning System and the IPA II programme, including the following elements:

- i. Sector policy and strategy: a clear nationally owned sector policy and strategy;
- ii. Institutional setting and capacity assessment: institutional arrangements for implementation of sector policy objectives; capacities for programming of the resources that support the sector;
- iii. Sector and donor coordination: broad consultation mechanisms that involve all significant stakeholders; a formalised government-led process for aid co-ordination and dialogue at the sector level;
- iv. Sector budget analysis: a medium-term expenditure programme that reflects the sector strategy;
- v. Sector monitoring: a performance monitoring system that measures progress and strengthens accountability.

Capacity-building needs in relation to implementing the measures outlined in the Action Plan 2014-2020.

The RIA Report highlights the need for investment to improve institutional capacities through an injection of resources, thereby enabling implementation of the NESS 2020 priorities and actions.

Endorsement by the Ministry

The National Employment and Skills Strategy was officially launched by the Prime Minister Edi Rama together with the Minister of Social Welfare and Youth Erion Veliaj in Tirana on 26 February 2014.

The high involvement of all implementing agencies as well as different stakeholders from the start of the creation of the NESS 2020, as well as clear leadership of the MoSWY has enabled ownership over the documents and commitment as the two most important preconditions for implementation.

As a first step and follow-up to the NESS 2020, the MoSWY has established an inter-ministerial working group to prepare for the transfer of competences for vocational schools and the reform of the VET sector, including the revision of the legal frameworks. Furthermore, the National Employment Service (NES) deals with the implementation of all employment service-related priorities and measures. The opening of newly laid-out employment offices and implementation of the New Service Model are proceeding according to plan.

PART I – VISION FOR SKILLS 2020: THE FORESIGHT VISION BUILDING PROCESS

1. Background and Context

The new Albanian Government that took force in September 2013 decided to move all responsibilities for VET under the Ministry of Social Welfare and Youth (MoSWY) who will manage it in its close cooperation with the Ministry of Education and Sports (MoES). As part of the National Strategy for Development and Integration 2014-2020 process, the Ministry wanted to merge the two strategies drafted earlier in 2013 - the National Strategy for Vocational Education and Training (VET) and Lifelong Learning (LLL) and the National Inter-sectoral Strategy for Employment 2013-2020 - into one National Strategy for Employment and Skills 2020.

The Ministry made available experts and specialists from all its general directorates and from NAVETQ to contribute to the identification of the main gaps and challenges, priorities, actions and related indicators of achievement. In addition, representatives from other ministries (mainly economy and education), social partner organisations, schools and vocational training centres, employment services, civil society organisations and all relevant donors supported greatly the drafting process of the new strategic document.

1.1 Economic Backdrop - Macroeconomic trends and sectoral policies

During the last years, Albania has remained one of the growing economies in Europe. Growth has been the result of a structural transformation, based largely on the movement of labour from low productivity agricultural occupations to services, construction, and – to a lesser extent – manufacturing. In the period 2001-2011, Gross Domestic Product (GDP) per capita increased twofold (to US\$4,555) to reach 31% of the European Union average.¹ This economic growth was accompanied by stable macroeconomic and fiscal policies, structural reforms to improve the business environment and investment in infrastructure, technology and human resources. As a result, labour productivity increased by an average of 6.4% on an annual basis.

However, economic activity started to decelerate in 2009 (3.3% per year) due to exhaustion in factors of growth combined with the global economic and financial crisis. In 2012, output growth was positive, albeit below potential (1.2% on an annual basis) and during 2013 the growth decreased further. The slower growth characterized almost all economic sectors, but this was more evident in the services, processing industry and construction sectors. Currently, there is a high stock of non-performing loans in the banks' portfolios, which is an important obstacle in the efficient capital intermediation. The latest fiscal projections for the upcoming years reveal a challenging environment for the Albanian economic growth.

The private sector is dominated by micro and small enterprises. In 2011, 91% of active enterprises employed up to 4 workers, with an overall contribution to employment of 37%, primarily in the service sector. Enterprises employing 20 workers or more represent only 2% of the total active enterprises, but account for 47% of total employment. Enterprises engaged in the production of goods (namely industry, agriculture and construction) represent 17% of all active enterprises, while nearly 46%

¹ INSTAT, *Gross Domestic Product in the Republic of Albania*, August 2012 at http://www.instat.gov.al/media/101280/llogarite_rajonale_4faqeshi_ang_pdf; World Bank, *World development indicators*, 2001-2010, at <http://data.worldbank.org/data-catalog>; EUROSTAT, *News release 97/2012*, at http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/2-20062012-AP/EN/2-20062012-AP-EN.PDF.

operate in the trade, hotel and restaurant sectors. In 2011, the rate of enterprise creation was 11.8%, down from 16% recorded one year earlier.²

1.2 Labour market situation and main policies

The economic growth recorded throughout the last decade had a limited impact on employment. The table below shows the key labour market indicators of the Labour Force Survey (LFS) in 2012³, as well as the indicators resulting from reprocessed data based on the newly adopted International Standards⁴.

Table: Key labour market indicators Albania and EU27, by age and sex, 2012 (working age population)						
Age groups	Labour force participation rate		Unemployment rate		Employment to population ratio	
	2012	2012 Q2 to 2013 Q1	2012	2012 Q2 to 2013 Q1	2012	2012 Q2 to 2013 Q1
Total						
15-64	65.5	51.4	13.9	22.2	56.3	40.0
15-24	37.4	27.4	27.9	40.3	26.9	16.4
25-64	75.8	60.2	11.4	19.2	67.1	48.6
EU27 (15-64)	71.8	71.8	10.6	10.6	64.2	64.2
Men						
15-64	74.3	63.7	15.0	22.7	63.2	49.2
15-24	45.3	36.1	31.4	43.6	31.0	20.3
25-64	85.6	74.3	11.6	18.8	75.7	60.3
EU27 (15-64)	78.0	78.0	10.5	10.5	69.8	69.8
Women						
15-64	56.6	39.3	12.5	21.4	49.5	30.9
15-24	28.8	18.5	22.0	33.8	22.5	12.3
25-64	66.2	46.7	11.1	19.7	58.9	37.5
EU27 (15-64)	65.6	65.6	10.6	10.6	58.6	58.6

Source: INSTAT, *Labour Force Survey Bulletin* 2012, <http://www.instat.gov.al/themes/trequ-i-pun%C3%ABs/publications/books/2010/rezultatet-paraprake-nga-anketa-e-forcave-t%C3%AB-pun%C3%ABs-2010.aspx>; EUROSTAT database; Labour Force Surveys 2012 Q2 to 2013 Q1. Reprocessed data according to the international standards adopted by the 19th International Conference of Labour Statisticians, Geneva, 2013.

In 2012, the labour force participation rate stood at 65.5% (74.3% for men and 56.6% for women), three percentage points lower than that recorded in 2011.⁵ Such a decline is due to decreasing labour force participation rates among young people 15 to 24 years old (from 44.8% in 2011 to 37.4% in 2012) and especially among young women.

²INSTAT, *Results of the annual structural survey of enterprises, 2011* at http://www.instat.gov.al/media/178154/rezultatet_e_asn_2011.pdf

³ The Labour Force Survey was introduced in Albania in 2007. Data prior to that year are based on administrative figures.

⁴ The data for 2012 were reprocessed according to the new international standards adopted by the 19th International Conference of Labour Statisticians, Geneva, 2013. The data for the period 2007-2011 are therefore not strictly comparable to those of 2012.

⁵ The Labour Force Survey sampling frame was adjusted in 2011 on the basis of the Census figures. The data of the period 2007-2010 therefore are not strictly comparable to those of 2011 and 2012.

The newly processed data indicate an even lower rate of labour force participation at 51.4% with a gender gap of 24.4% in favour of men. The labour force participation rate of youngsters 15-24 years old results to be very low (27.4%), while for women this indicator is much lower at 18.3%. Thus, Albania has a 20% lower level of labour force participation rate, around 11% higher level of unemployment rate and 24% lower level of employment to population ratio. Several factors have influenced the lower labour market activity such as higher participation of young people in education, young people and women being increasingly discouraged from searching for work, etc.

In the period 1998-2006, the employment to population ratio, as recorded by administrative data, declined from 57% to 48.7%. In 2007, however, the first Labour Force Survey (LFS) recorded an employment rate of 56.4%. These figures show that job creation in the private sector – despite doubling in the 1996-2008 period – was not strong enough to compensate for the losses in public sector employment (30%) and agriculture (28%).

Similar to that observed for activity rates, the employment rate declined from 58.7% in 2011 to 56.3% in 2012. Again, this is due to the sharp decrease of the employment to population ratio of young people (from 34.1% in 2011 to 26.9% in 2012). Employment drops have been particularly severe for young women (with losses ranging around 25% year-on). This represents a clear loss in human resources for Albania's economy and points to the existence of particularly unfavourable conditions and mechanisms of exclusion from the labour market for young women - which requires targeted, gender-sensitive policy responses.

The data point to a striking difference between male and female performance in the labour market. The labour force participation of women – despite an upward trend since 2001 – is over 17% lower than men, while the employment gap is around 14%. The gender gap, however, diminishes slightly at higher levels of education. In 2012, the gap in activity between highly educated men and women was 7.5%, while the employment gap was 10.4%.

In 2012, the youth (15-24) unemployment rate was 27.9% (31.4% for young men and 22% for young women), with an increase of 4% (see Table 9). This raise was due mainly to two factors: a decline of youth labour force participation (more pronounced for young women) and a slight increase in the number of young unemployed men (5% between 2011 and 2012).

As data show, youth, and particularly female youth, appear quite constrained in the labour market. It faces challenges in all labour market indicators, and scores lower than all other age categories. High rates of youth unemployment are not solely an Albanian labour market characteristic. Rather, many European countries have faced high youth unemployment rates, especially in the aftermath of the financial crisis. Another one such challenge faced by youth is in terms of transition from the education system into first time employment. Lack of job opportunities for youth is also apparent from Labour Force Survey data. According to the 2011 LFS, the gap of time until first employment takes on average four years or longer for youth. Consequently, the time of idle labour means lost productivity in the labour market.

Labour migration has been an important feature of the Albanian labour market. A part of the workforce has emigrated and works abroad. Working abroad is an alternative that is still attractive. For example, during the implementation of the employment agreement with Italy, for the period January 2012 to May 2013, 4431 persons were registered for employment in Italy, of which 15% were women. The most common push factors for employment abroad are the lack of employment at home and the need to find a job that is better paid. Attractive factors for seeking employment abroad are higher wages in destination countries and better quality of life.

Another segment of the workforce in the country is represented by returnees. After a period of several years of emigration, as a result of completing the cycle of migration but also influenced by economic factors in host countries, a part of the Albanian work force is returning. However, returnees are met with increasingly poorer or impoverished households, and some of the returnees face difficulties in re-integrating and finding a job. Return of Albanian citizens to the country, in particular from countries of the European Union, continues to influence the demographic outlook of Albania, as well as the labour force in the country. During the period 2009-2013, a total of 133545 individuals of the age group 18-64 returned to Albania.⁶

1.3 Education and Training: trends and policies

There is a strong and positive relationship between individuals' education and skills level and labour market outcomes. This is well recognized in Albania and it is reflected in the wide-ranging primary and secondary education reforms initiated in the last decade. These reforms encompassed curricula reforms; enhanced teacher training; more equitable distribution of resources across regions; improvement of learning conditions (less crowded classrooms and less need for multiple shifts in schools); increases in teachers' average salaries; and the revision of the content and administration of the exam at the end of secondary education. In higher education the focus has been on the adoption of the Bologna process, the expansion of students' enrolment and the introduction of short-cycle, sub-degree programmes in regional universities.

Unlike general education, vocational education shows a decreasing trend. The number of students enrolling in vocational education declined in the period 2006-2011 by over 38% to recover somewhat in the last academic year. This is partly due to demographic factors (the number of students attending primary and secondary education decreased by approximately 10% in the period 2001-2010), but mainly due to low performance of the vocational education (VE) system's decreasing attractiveness of this education stream among students and their families. Graduates of vocational education in this academic year were 2,844 compared to 4,801 in the previous year, while the female graduates were twice less. Vocational education graduates are predominantly male, especially during the most recent years, which indicate that vocational education is mainly taken up by men.

Albania still spends less on education as a proportion of GDP (3% in 2011), than other countries in the region (4.4% on average) and EU countries (5.4%). Spending per student at primary and secondary levels remains among the lowest in the region. Primary education commands most of education expenditures (61%), while vocational education the lowest (5.9%). Secondary general education accounts for 13.3% of total spending on education and university 16.1%.

Technical-vocational education and training⁷ is offered in 53 schools (44 public including the branches in the secondary comprehensive schools and 9 private) almost all located in urban areas. Most schools offer two to four profiles, with only a quarter of all schools offering more than eight occupational choices. The average number of students per school is 300, with less than a quarter of all schools covering 500 students and more. In the academic year 2009-2010, boys represent 69% of all vocational students, with the share of girls on a decreasing trend. Most girls use vocational education as a pathway to higher education (over 79% of girls graduating from vocational education enrol into university compared to 39.2% of boys), whereas boys predominantly enter the labour market upon graduation.

The VET Amendment Law 2011 created the legal ground for the establishment of multifunctional VET Centres (MFC), which will be the entry gate to the labour market, and also an important hub linking

⁶ INSTAT & IOM, (2014), *Report on return migration and reintegration*, (unpublished).

⁷ The VET system is regulated by the Law on VET No. 8872, date 29.03.2002 improved in 2008 and 2011 and Law No. 7995, date 20.09.1995 modified in 2002 and 2006.

VET clients (youth, students, adults) and potential employers and businesses through internships and practical work in the premises of such local businesses. The comparative advantage of multifunctional VET Centres vis à vis vocational education and training institutions is that the multifunctional VET Centres, by virtue of their multi-functional and comprehensive nature, operate as a one-stop shop, responding contemporaneously to the needs of many beneficiaries and to the cross-cutting needs of the local community and labour market. An MFC was established in Kamza in 2012 based on a 5 year plan of transformation, but its activity is still in the very first step. Recently, a feasibility study was carried out regarding the transformation into MFC of the current public vocational education and training institutions in four Albanian regions⁸.

The adult training provision is realised through a network of ten public vocational training centres (one is a mobile training centre), under the aegis of the MoSWY. In addition, there are over 340 private licensed subjects, 30 of which are VTCs. They award certificates recognized by the MoSWY, but no monitoring system is in place on the standards of training they provide and the quality of knowledge they deliver. The major training providers in Albania for adults are enterprises through on-job trainings and specific courses of duration from 1 to 3 months. Medium and large enterprises are most active in training provision and the majority of training is provided in trade, car repair, extraction, and the energy and processing industry⁹.

The above described picture regarding the public vocational education and training system, including post secondary education and lifelong learning, is certainly reflected in the quality of labour force in terms of qualifications and skills. Several surveys have analysed the situation with knowledge and skills in the economy and clearly recognise that there are many problems businesses have. Thus, under the 2008 Business Environment and Enterprise Performance Survey (BEEPS) more than half of surveyed firms reported lack of such skilled labour as an impediment for doing business. In the 2009 Investment Climate Survey (ICS), 51% for large firms, 41% for exporters, and 48% for foreign-owned firms reported skills as a major obstacle. Over 35% of firms that acquired new technology cited workforce education as a major constraint. In addition, the three NES SNA Surveys held in 2008, 2010 and 2012 in Albania found that skills gaps are present in all sectors of the economy. "Unsuitable qualification of labour force" seems to be a major problem for most of the businesses operating in the agro-processing sector, processing industry and extraction, and energy industry; the "attitude of jobseekers/work culture" is considered a major problem for around half of the businesses operating in agriculture, trades and repairing, hotels and restaurants and the education sector. The interviewed businesses declared that it is hard to find certain qualifications in the labour market, while most of the current qualified employees are over 55 years old and soon need to be replaced.

⁸ ETF, (2014), *Feasibility Study for the Establishment of the MFCs in Albania*, forthcoming.

⁹ NES, Skills Needs Survey Report, 2012, unpublished.

2. The Foresight Approach and Process

2.1 Foresight Approach and Rationale

Foresight is a change management tool which supports the design and implementation of policies with a medium to long-term perspective using systematic participatory approaches. Foresight includes a range of forward-looking activities but it is not about predictions or merely about forecasting. It is about engaging relevant stakeholders, scanning for and making sense of key emerging trends and drivers, exploring alternative futures and shaping and enabling a shared desired future through the development of a vision and roadmap. These are used to influence and steer present day decisions and actions to achieve the vision.

Foresight includes a range of forward-looking activities but it is not about predictions or merely about forecasting. It is primarily about making sense of emerging trends and drivers, exploring alternative futures and shaping and enabling a desired future.

Foresight is distinctive due to a set of core elements and approaches:

- Participatory – since it brings together a wide range of stakeholders and encourages interactions, networking and learning.
- Future intelligence gathering – studying economic trends and drivers, their interactions and possible influence on future skills needs, thereby allowing more evidence-based policy approaches and a level of anticipation.
- Vision-building – exploration of alternative scenarios facilitates eventual focus on a common vision and basis for a sector approach.
- Mobilising action – by engaging stakeholders to support effective policy implementation through joined up approaches for the vision.

The foresight in policy making has two prime functions:

- Foresight for policy - where it can be used in a strategic way. In FRAME it is used to formulate on a joint vision for skills.
- Foresight as policy - where it can be used in a more functional way in implementing a particular policy instrument. In FRAME it is in particular used in the context of IPA II.

At the strategic level, foresight can be used as a policy tool for priority setting in identifying key policies to be implemented, key areas of national priority to be targeted and how to target investments in education and training. Foresight provides a methodology and mix of qualitative tools which are adapted to address a range of goals and objectives.

The key objective of the foresight exercise is to promote a more future-oriented approach to skills policies, involving key stakeholders (public and private) and bringing together different existing country strategies relevant to education, training, skills development, employment and economic development into a coherent vision on skills for the future. Moreover, the process aims at breaking down silos between ministries in charge of skills development and to develop more joined-up policy approaches for skills development by bringing together the key players in the sector and by identifying the interfaces between the existing strategies related to skills development.

The methodology designed for the project aims at addressing these fundamental questions:

- Which skills should we (the country) develop towards 2020, and how can these skills be generated by the education and training system?
- What would policy leaders like to achieve in the current situation and what can be achieved by the country?
- What are the feasible and preferred options, based on resources and capacities (available and further developed)?
- Which strategic vision for the complexity of skills, in terms of skills levels and technical/generic skills and for which sectors?

Human resources development is an area that tackles responsibilities of different actors, including politicians, Ministries of Education, Labour and Economy, public employment services, regional authorities, social partners, NGOs, research bodies and international and national donors.

Accordingly, a participatory approach for the strategic development of human resources is necessary for ensuring policy coherence and relevance to the emerging socio-economic challenges of the countries. The active involvement and close cooperation with EU delegations and Commission country desks will be a core principle in conducting the exercise.

An effective and efficient implementation of a sector-wide approach, as planned under IPA II will require a future-oriented strategy for the human resources development, with adequate institutional settings and capacities and monitoring systems.

By engaging in foresight, policy actors and relevant stakeholders explore the future and use these insights in deciding on the direction of jointly designed policies which relate to skills development, balancing the demand and supply. It is thus not intended by the FRAME Initiative to come up with a qualitative or quantitative list of skills, but rather to elaborate a visionary and strategic orientation to skills development.

Tomorrow's jobs will be different from those that we know today. Which skills will be needed the coming years until 2020? The skills people need are evolving faster than ever and future jobs are likely to require higher levels and a different mix of skills underlining the importance of training and adaptation of qualifications and skills. It will be increasingly necessary to acquire transversal key competences, to participate in lifelong learning and to develop new skills to be able to adapt to a variety of tasks over one's working life.

The FRAME Foresight component addresses the core foresight question:

Which skills should Albania develop towards 2020, and how can these skills be generated by the education and training system?

This has been done through a practice oriented, cross sector approach involving stakeholders at the central level representing industry, employment and education with the aim to formulate of a joint skills vision with related priorities and a road map. It has thus not intended to come up with a qualitative or quantitative list of skills, but rather to elaborate a visionary and strategic orientation to skills development.

2.2 The FRAME Foresight Process

The foresight process consisted of three main phases:

- Preparation - aiming to ensure commitment, representativeness and ownership;
- Implementation - through a participatory approach aiming to formulate a shared vision for employment and skills in 2020, with priorities and a roadmap; and
- Follow-up - ensuring optimal use of the results.

2.2.1 Preparation phase

In order to ensure a broad commitment to the FRAME initiative among relevant stakeholders as well as to tailor the Foresight workshops to the Albanian context, ETF undertook a preparatory mission in Albania in September 2013.

Preparatory mission	
Date	10 – 19 September 2013.
Purpose	<ul style="list-style-type: none"> • Ensure commitment and ownership of the FRAME Initiative. • Ensure coordination with the on-going planning and preparation process for sector strategies and IPA II. • Identify lead ministry for the Foresight Component. • Ensure nomination of relevant institutions and participants for participation in the Foresight workshops. • Scope Foresight process. • Analyse reference documents in skills development (education, employment, etc.)
Persons met	<ul style="list-style-type: none"> • Local ETF experts • Ms Maria Gomes, ILO • Mr Erion Veliaj, Minister of Social Welfare and Youth • Mr Niko Peleshi, Vice Prime Minister, in charge of strategy and donor coordination, may also coordinate IPA • Ms Yesim Oruc, UNDP Country Director and current chair of the Donor Technical Secretariat (DTS) • Mr Arbi Mazniku, (designate) Deputy Minister for Education and Sport. • Ms Genta (Mara) Sula, (designate) Deputy Minister of Social Welfare and Youth, in charge of VET and employment. • Local events' framework contractor to prepare for FRAME workshops. • Ms Sabine Hartig, GIZ VET programme manager. • Mr François Begeot and Xheni Sinakoli, EU Delegation Tirana
Output	<ul style="list-style-type: none"> • Ministry of Social Welfare and Youth identified as coordinator. • Joint focus: creation of 300.000 new jobs in selected sectors – alignment of different policies. • Agreement on coordination and division of tasks between ETF and ILO. • Detailed time and activity plan for implementation of FRAME in Albania. • Alignment with the new government's strategic priorities. • Coordination with IPA programming process.
Comments	<ul style="list-style-type: none"> • Interest and commitment to the FRAME Initiative is positive. The FRAME initiative's placement of skills at the centre of HRD and social development is in line with the Ministry's initiative for the new NESS 2020, where skills can serve as bridge builder between economic development, education and employment, reflecting an HRD sector approach. • The assistance provided by the ETF team will be characterised by: <ul style="list-style-type: none"> • Close cooperation and communication with the MoSWY • Close coordination and cooperation with the ILO

- Facilitation of workshops and discussions.
- Participatory approaches and active involvement of target group.
- Use of national experience and expertise in workshops.
- Building on existing institutional reviews.
- Coordination with international donors working in the HRD sector.

2.2.2 Implementation phase

The foresight process has been implemented through three logically interlinked workshops:

- Workshop 1: Kick off of FRAME - What is the current situation and Visioning?
- Workshop 2: Policy action planning - What are the priorities and what actions do we need to achieve our Vision?
- Workshop 3: Road mapping - Detailing of Roadmap

The detailed agendas of the workshops can be found in Annex 4 of this working paper.

Foresight Workshop 1 – Kick off FRAME	
Date	30 October 2013
Purpose	<ul style="list-style-type: none"> • Kick off of FRAME Initiative and presentation of the foresight approach. • Ensure linkage to the Government's strategies. • Identification of current issues and challenges in relation to supply and demand for skills. • Ensure communication and cooperation between participants representing different roles and institutions in the HRD sector. • Stimulate innovative policy solutions to the skills mismatch. • Agreement of joint vision for skills.
Content	<ul style="list-style-type: none"> • Update on preparation process for IPA II. • Presentation of the Governments economic development goals. • Presentation of FRAME and the foresight approach. • Group work on current skills gaps and challenges in relation to skills supply and demand.
Coordination	<ul style="list-style-type: none"> • Close cooperation and communication between ETF and ILO.
Output	<ul style="list-style-type: none"> • A jointly agreed formulation for an Employment and Skills Vision 2020. • Issues paper on challenges discussed in relation to matching of demand and supply of skills.

Foresight Workshop 2 – Policy action planning	
Date	4 – 5 December 2013
Purpose	<ul style="list-style-type: none"> • Agreement of priorities • Jointly formulate and agree on policy actions and measures.
Content	<ul style="list-style-type: none"> • Priority setting for Employment and Skills Vision 2020 – group work • Formulation of concrete actions and measures.
Coordination	<ul style="list-style-type: none"> • Close cooperation and communication with the MoSWY. • Close donor coordination.
Output	<ul style="list-style-type: none"> • Agreed priorities for the Employment and Skills Vision. • Roadmap introduced and preliminary measures identified. • Increased networking and cooperation between representatives of the HRD sector.

Foresight Workshop 3 – Drafting of roadmap	
Date	11 February 2014
Purpose	<ul style="list-style-type: none"> • Meeting implemented in the donor coordination forum DACH+ (involving Germany, Austria, Switzerland, plus other donors). • Presentation and discussion of the draft NESS 2020 with donors. • Receiving comments on the NESS Roadmap. • Identifying in a first round what individual donors could finance. • Presentation of FRAME RIA Component (The RIA goes one step further with the Roadmap for the identification of needs for capacity building actions linked to the implementation of the measures). • Presentation of FRAME monitoring plan.
Content	<ul style="list-style-type: none"> • Presentation of foresight and drafting process for the NESS 2020. • Review and finetuning of Roadmap.
Coordination	<ul style="list-style-type: none"> • Coordination between donors. At the meeting the following donors were represented: <ul style="list-style-type: none"> • ILO • Swedish Embassy • GIZ • IPA VET • Swiss Cooperation • KulturKontakt Austria • Swiss Contact • UNDP
Output	<ul style="list-style-type: none"> • Final Roadmap

2.3 The Partners and Participants

The Ministry of Social Welfare and Youth coordinated the foresight process in cooperation with the Ministry of Economic Development and Entrepreneurship, Ministry of Finance, Ministry of Agriculture, Ministry of Urban Development and Tourism, Ministry of Energy and Industry, Ministry of Transport and Infrastructure and Ministry of Innovation and Public Administration.

Furthermore, social partners, NGOs and business representatives have actively participated in the Foresight workshops and in the follow up consultations.

On the donor side there was participation and support from the ETF, World Bank, ILO, UNDP, UN Women, IOM, GIZ, ADA, KulturKontakt, SDC, Swisscontact, AADF, SIDA and Cooperazione Italiana.

2.4 Key Issues and Challenges Identified

The economic growth during the second decade of transition in Albania has largely been the result of shifting labour from low to higher productivity sectors and of the structural transformation which created jobs in manufacturing and services while the role of agriculture decreased¹⁰. All the evidences show that such sectoral transformation to growth lasts for a limited period and that is why in 2006 the need for a “New Growth Agenda” for Albania was introduced addressing building human capital through education and skills as the most important factor for sustained growth. Based on this Agenda, convergence to European income levels would need to come from improvements within-sector productivity as well as from accumulation of physical and human capital.

¹⁰ World Bank, Country Economic Memorandum, 2006, 2010.

The Albanian economy is dominated by micro and medium size enterprises and is a net importer. The enterprise development strategies enacted in the recent past to improve the legal framework and access to financial and non-financial services had a positive impact on the business climate. Policy actions to address the informal economy have been mainly focused on reducing the corporate tax and social security contribution burden on enterprises, with little attention paid to the determinants of informality, the need for incentives and support in the process of transition from informality to formality, and to issues related to the enforcement of employment protection legislation. As a consequence, these measures yielded limited results in terms of moving workers and enterprises to the formal economy.

Enterprises still face a number of constraints to productivity, both endogenous (i.e. management capacities, technology and equipment; skills base of the workforce and access to resources) and exogenous (i.e. an enabling business environment and a properly functioning judicial system) that will need to be addressed in the medium term to promote the capacity of the private sector to create more and better jobs, attract foreign business partners, as well as increase the competitiveness of the country.

Eradication of informality and corruption through the maximum reduction of the administrative barriers and business costs, increasing the market freedom, safeguarding fair competition and abolishing monopolies, lifting the small business tax and reducing their fiscal burden over the coming years, encouraging and supporting the modern enterprise culture for business, with special focus on the improvement of management, workers' qualifications, quality standards and competitiveness, attraction of investments, advancement of innovation and new technology, etc. are some of the priorities settled by the Government Program 2013-2017 regarding SMEs development. At the same time, women's entrepreneurial activity has remained limited, reflecting their restricted economic freedom, asset and property ownership, decision-making, and access to credit and business support services.¹¹ Policy responses that aim at a fair and inclusive labour market that fosters innovation, progress and growth, therefore, need to devise special measures that remove obstacles to women's entrepreneurial activity and start-up and increase women's access to support functions, including entrepreneurship learning.

Advancement of technology and innovation will be supported by several programs such as the Italian Program for SMEs development (45 million EUR), EFSE Fund implementation through the NCB (20 million EUR), implementation of the innovation fund (40 million ALL) competition fund (20 million ALL/Year during 2013-2015), the economic creativity fund (10 million ALL/year during 2013-2016) as well as several other programs for business and innovation promotion. Around 2,000 entrepreneurs will be trained about different aspects of entrepreneurship and business development and the entrepreneurship modules and curricula will be extended in all levels of education.

Little attention has been paid to date to the economic and social costs associated to the large number of workers engaged as contributing family members, mainly in the agricultural sector. This phenomenon affects mostly women and youth, often resulting in a lifelong cycle of working poverty and social exclusion.

¹¹ Jorgoni, E., S. Ymeri, J. Miluka and E. Noçka (2013). Women Entrepreneurship in Albania. Tirana: UN Women (unpublished).

2.5 Other outputs from the process

Key findings from a Skills Needs Analysis recently undertaken in Albania¹²:

The analysis was based on the analysis and interviews of the management staff of the leading companies of the main economic sectors. The study made efforts to identify the skills situation in the companies and barriers for human resource development and to draft a list of qualifications considered as hard to fill and for which VE and vocational training (VT) is needed. The list available in the study and the following findings should be considered during the establishment of multifunctional centres.

- Skills gaps exist in almost all businesses for many qualifications that are categorized in relatively hard to fill by what the labor market offers. For some of the industries, the skills gap is problematic not only for the current operation of the businesses, but particularly for the future that will more and more impose the need for advanced technologies and human resources. The most sensitive sectors regarding the skills gap results to be the manufacturing industry, construction, hotelier, bar and restaurants as well as the car service industry.
- Almost all the contacted businesses have the opinion that the labor market is highly dominated by young people that lack the willingness to work in “dirty hands jobs”. They also lack work attitude elements, technical knowledge and practice. The companies declare that the technical knowledge and practice can be improved over time through training, but work willingness and culture are not aspects that the company is willing to deal with.
- Technologists and cost accountants are hard to fill qualifications in almost all food processing industries and other manufacturing businesses. The current technologists are close to the retirement age and the companies find their replacement extremely difficult. The same results to be true for zoo technique and veterinary qualifications in the food processing industry. Many big size companies hire part time foreign specialists for those qualifications, despite the high remuneration they receive.
- 13 out of 19 qualifications in the construction sector are assessed by the businesses as relatively difficult or very difficult to be filled by the labor market supply. There are also 4 listed qualifications such as electricians for central TV antenna, electricians specialized in intercoms, electricians for maintaining the control facilities for parking, and electronic specialists for maintaining the camera system of parking that do not exist in the labor market.
- 16 out of 25 qualifications in the hotelier/bar/restaurant sector are assessed to belong to very difficult or relatively difficult qualifications to be filled. In addition, the businesses declare that most of the employees working in tourism consider their engagement only temporary until they finish their studies in other university profiles, mainly in economics or business management/administration. Also, the majority of those looking to work in tourism widely lack the elements of the Code of Ethics and other behavioural skills that are very important for their relation with clients.
- Generic, electro auto and motorist repair qualifications are considered as very difficult qualifications to be filled. The current technicians involved in the car service businesses are close to the retirement age.

¹² HDPC, Sector Skills Needs Analysis, 2012, financed by the ETF.

- Although the energy generation sector is a government priority for Albania, the study indicates that the hydropower plants are not a labor intensive sector and will need a very limited number of people and qualifications. The construction phase of the hydropower plants will face the same problems in qualifications as the construction sector. In contrary, the energy distribution sector will continue to employ the largest number of workers in the energy sector and the main needed qualification is electrician.
- Most of the businesses in any sector have a maintenance team for repairing the machineries. The team consists of mechanics and electricians who in most cases and for some industries are specialized in repairing certain specific machineries like in the garment, leather shoes or agriculture sector. Without exception, all the interviewed businesses declared that it is hard to find such qualifications in the labor market while most of the current employees are over 55 years old.
- **Results from the assessment of training provision in Albania¹³:**

The introduction of passive and active employment policies at the start of the transition gave priority to interventions that retrained the prequalified workers who had lost their jobs as part of privatization and enterprise restructuring. The priority that the training reaches the unemployed does not seem to be the case today. Also, it appears that “second chance”¹⁴ education programs are inexistent in our public training provision system.
- The official statistics indicate that the reported number of participants in the training courses is artificially higher. Many courses in vocational training centres (VTCs) are delivered at more than one level and the same person can attend courses at as many levels as he/she wants. As a result, the same person that completes the three levels of a certain course is evidenced in the statistics 3 different times.
- There is a big discrepancy between the intended employment status that shall be supported with training in VTCs and the actual employment and social status of the trainees. Although 47% of the training participants are unemployed, only 60% of them are registered unemployed jobseekers. Most of them attend supplementary courses (those attending supplementary training courses are not eligible for tariff reductions, regardless their employment status). The figures indicate that out of 8,949 persons trained in 2011, 74.9% have participated with a full tariff, 21.8% have paid a reduced tariff and 3.4% have attended the courses for free.
- The curricula for the courses are developed and approved at two levels: (i) central level curricula are drafted by hired experts of the field and are approved by the (previous) Ministry of Labour, Social Affairs and Equal Opportunities (MoLSAEO), and (ii) the centre level curricula prepared by the experts of VTCs and approved by the Advisory Board. VTCs face several problems regarding the curricula at both levels. Some of the problems are: (i) many curricula the VTCs are using are more than 10 years old and only in some cases there are curricula developed since 1995. As such, the level of the theoretical and practical knowledge is old and does not comply with the needs of both businesses and trainees; (ii) some of the new courses offered in VTCs lack the framework curricula. In many cases, individual VTCs have developed the curricula through their instructors without having in advance the framework curricula as it is foreseen by law. In such cases, most probably it is followed by a bottom up approach for curricula development, meaning that the MoLSAEO would prepare the framework curricula based on the VTCs’ curricula. This approach is against the law and also cannot guarantee the quality of the curricula and all its

¹³ ILO- HDPC, Mapping of Training Providers in Albania, 2012.

¹⁴ Several new EU member states have launched second chance education and training programs, including components on literacy and functional literacy, as part of programs funded by the European Social Fund.

related aspects; (iii) there is a lack of funds to support curricula development and the regulatory framework is not complete in this respect. Thus, almost all the curricula for VTCs are developed with the support of different donors or with voluntary work of the VTCs. There are cases in which the NES has undertaken the initiative to develop curricula (such as the case of the tourism course), and although all the arrangements were made for the experts, both funds and regulatory framework to ensure their payment were lacking; (iv) currently there is a very weak role of NAVETQ in the curricula development process. The NAVETQ status as a subordinate institution under the MoES has weakened its role in relation to VTCs including the curricula development aspect.

- There are more than 25 vocational training courses delivered in public VTCs. Almost all the courses' durations vary from 1 month to 4.5-5 months depending on the type of received qualification. In most of the cases the knowledge and the skills gained in the VTCs are very basic.
- Instructors and vocational school directors were asked about how realistic could be the idea that certain competencies be taught with very short term courses. They declare that no possibility exists that courses of such duration could provide sufficient level of knowledge and practical skills to interested persons to help them enter the labor market. In many cases the trainees are motivated by secondary interests in getting enrolled and attending professional courses in VTCs such as the need to have a certificate in order to supplement the documents to open or run a small business, the need as an emigrant to present a document abroad during the job application processes, etc. Being a public institution with a certificate issued under the logo of the MoSWY makes VTCs more attractive and more trustful particularly for those trainees interested in having a certificate rather than certain knowledge (especially for emigrants because the public institutions are more trustful to foreign entities).
- Recognition of prior learning is lacking in the vocational training system. No legal and regulatory framework exists in this respect and no institution is defined up to now to fulfil this role. This prevents the assessment and the certification of all prior learning for all the interested persons which can significantly guide the VTCs and private training institutions in adjusting the list of the offered courses and the related level of knowledge.
- The vocational training experts are of the opinion that there is a need that all the instructors or trainers exercising their duty in the public and private VT institutions be licensed and awarded with the title "Licensed Trainer". This requires legal procedures that currently are lacking. The licensing process for instructors and trainers is especially important for the part time instructors as well as for all instructors involved in the private training entities. The licensing process would contribute in increasing the quality of trainings.
- After the completion of the training course, tests are organized in the VTCs for the trainees that have attended more than 80% of the course duration and have demonstrated active participation in it. The participation of the VTC instructor and the business is obligatory in the test commission, otherwise the test cannot be held. Almost all tests are realized mainly by only the instructors of the courses. Very rarely are the tests attended by the other members of test commissions envisaged by the law. A credit system for the knowledge received in the courses is lacking. Introducing the credit system compatible with international standards is very important for quality assurance in vocational training.
- Certificates are awarded to the trainees after the successful finalization of the course and the respective test. The certificates present information about the trainee, the name and the duration of the attended course, the test's result, etc. However, there is not a standard form of the certificates used by VTCs. In the cases when a course is organized in cooperation with other

organizations, the certificate is issued by organizers, the VTC Director and the Director of the other organizations.

- The private training market has increased in size during the last two decades. There are around 340 licensed private entities/individuals as VT providers in Albania. Half of the private training providers are in Tirana and except for Tirana, no correlation is noticed between the number of licensed entities and the size of the city.
- Hairdressing, foreign languages and computer courses are the most preferred programs in each of the cities. There are operators delivering construction, sewers, hotelier services and car repair qualifications, but they are very limited in number.
- The private training providers have followed the licensing procedures in the National Labour Council (NLC), but they declare that this is more a paperwork process rather than a process that checks the quality aspects of their training provision. They are inspected periodically by NES, but the inspection process is more a routine and formal act.
- The courses are of different duration and for certain programs they are organized in several levels like for the foreign language and computer courses. However, no evidence exists on the course duration according to professions. However, the hairdressing courses vary from 3-6 months (including practice), the computer courses vary from 3-5 months for one level, the duration of the professional courses on tourism, hotelier services, electrician, mechanic, tailoring etc. is very different from one provider to another and it is not possible to reach a conclusion.
- No quality control mechanisms exist for the private vocational training market that can ensure that the suppliers of adult education and training programs maintain the quality and the relevance of their program offerings. Thus, policies that set standards for and ensure the quality of adult learning opportunities are lacking and appropriate quality assurance, inspection and accreditation systems are not yet developed. Making the market of vocational training functioning on a competitive basis with clear roles of public and private providers is imperative for quality aspects.

3. The Vision, Priorities and Roadmap

NB. For the full text, please, refer to the complete National Employment and Skills Strategy and Action Plan 2014-2020, as endorsed by the Ministry.

3.1 The Vision Statement and descriptors

The vision of the Employment and Skills Strategy – inspired by the overarching goal of Europe 2020 to deliver smart, sustainable and inclusive growth – is to have by 2020 a competitive economy and an inclusive society that is grounded on:

“Higher skills and better jobs for all women and men”

The overall goal of the Strategy is to promote quality jobs and skills opportunities for all Albanian women and men throughout the lifecycle.

This will be achieved through coherent and concerted policy actions that simultaneously address labour demand, labour supply and social inclusion gaps. The Employment and Skills Strategy centres on four strategic priorities, as follows:

Strategic priorities for employment and skills development (2014-2020)

A. Foster decent job opportunities through effective labour market policies

B. Offer quality vocational education and training to youth and adults

C. Promote social inclusion and territorial cohesion

D. Strengthen the governance of the labour market and qualification systems

3.1.1 Foster decent job opportunities through effective labour market policies

The formulation and implementation of an active policy on employment is of the essence to address the employment challenges highlighted in the previous chapters. Policies aimed at improving employment prospects should have a wider scope, while programmes need to be targeted to those who are more disadvantaged in the labour market, especially individuals with low educational and training levels, women, youth, other vulnerable groups, and those living in rural areas. Hence, a new employment promotion framework will be designed to ensure the delivery of more effective and better resourced labour market policies.

Such a framework centres on: i) the modernisation of the NES delivery, both at central and regional levels; ii) the enhancement of the compliance with ratified international labour standards; iii) the reform of the design of active labour market policies, and iv) the improvement of monitoring and evaluation of employment programmes. The reform of the employment services, including the establishment of a National Employment Agency, will be instrumental to improve the quality of services, ensure equal access to individuals living in urban and rural areas, and improve the range and scope of active labour market programmes.

The reform of the employment service system will centre on the establishment of the National Employment Agency, the introduction of a tiered service model based on profiling techniques, the implementation of a management by objectives and quality assurance system; the design, monitoring and evaluation of more effective active labour market programmes; and development of strategic partnerships with other labour market actors.

Labour market policies will be re-designed with a view to offer a comprehensive package of services and programmes to ease the transition of individuals to decent work and include an activation strategy. The effectiveness of labour market measures will be enhanced through the provision of employment services for all individuals registering with the National Employment Services (through self-service, group counselling and job search training) and more intensive and targeted assistance for those who are “hard-to-place”. Such interventions will be grounded on the introduction of an integrated service delivery model (National Service Model), profiling and targeting approaches to differentiate employment assistance and continuous monitoring and impact evaluation of the measures implemented to assess the result achieved. Compliance with the international standards

ratified by Albania on employment and migration will be improved. This includes the establishment of a regulatory framework on private employment agencies, the alignment of employment service delivery to European standards, and the introduction of a labour migration management system that supports nationals planning to migrate abroad as well as Albanian migrants wishing to return. Labour mobility shall be mainstreamed in all labour market information systems, regulation procedures and mechanisms of the country to ensure high participation and protection for mobile Albanian and foreign workers.

The Labour Inspectorate will increase its efforts to improve the enforcement of labour legislation and enhancing occupational health and safety at work. Particular attention will be devoted to extending the scope and coverage of labour inspection – warning and penalty system –so as to better encompass the informal economy – and establishing an information-sharing mechanism with other enforcement agencies. Such work will be informed by a review of the penalty system envisaged by the labour code for non-compliance with existing legislation to appraise its deterrence effect.

Targeting approaches to differentiated labour market assistance among population groups will focus on: i) the identification of those factors that place a person at risk of becoming long term unemployed; and ii) the development of approaches for caseworkers to assign individuals at risk to the range of employment services and programmes made available.

Coordination between the administration of social protection benefits – especially the unemployment benefit and the Social Assistance programme – and active labour market policies will be strengthened through work-availability and mutual obligation requirements. Benefit recipients will be expected to engage in active job search and participate in programmes to improve employability, in exchange for receiving efficient employment services and social protection benefits.

This policy priority is designed to complement the economic, sectoral development and enterprise promotion interventions deployed by the Government to increase the capacity of the country to generate more employment opportunities.

The targets under this policy priority are to i) raise the share of unemployed women and men benefiting from employment programmes to 10%; ii) increase the proportion of active labour market programmes beneficiaries employed after participation to 55%, out of which 75% are women; and iii) increase to 0.032% of GDP the amount of funds invested in active labour market policies.

The main policy objectives and respective measures are shown in the table below.

A. Foster decent job opportunities through effective labour market policies	
A1. Modernising the National Employment Service, including headquarters and regional and local offices	A1.1 Reorganisation of NES offices according to the New Service Model.
	A1.2 Definition and implementation of an NES staff recruitment and development plan.
	A1.3 Modernisation of IT infrastructure and systems in NES.
	A1.4 Establish new cooperation modalities with third parties.
A2. Enhancing compliance with ratified international labour standards	A2.1 Regulating private employment agencies and strengthening cooperation.
	A2.2 Expanding the range and scope of labour inspection services to reduce labour law violations, especially those relating to workers' protection.
A3. Expanding the range and scope of employment services and programmes	A3.1 Assessment and design of adequate, gender-responsive labour market policies.

(active labour market policies).	A3.2 Registration, profiling and gender-sensitive counselling of Jobseekers.
A4. Improving the gender-sensitive monitoring and evaluation of employment measures.	A4.1 Development of a sustainable and gender-sensitive system for monitoring and evaluation, including implementation of impact evaluation of employment measures on sub-groups of female and male job-seekers.

3.1.2 Offer quality vocational education and training for youth and adults

Investments in human capital and the quality of the education and training system are at the core of an innovative and competitive economy with more and better jobs.

Access to high quality education and training is a central element to determine the employability of the labour force and influencing the investment climate. Increasing men's and women's employability involves making sure that they acquire the skills, knowledge and attitudes that will allow them to find work and cope with unpredictable labour market changes throughout their working lives.

Efforts to increase enrolment rates at all educational levels to bridge the gap with European Union countries will continue, while increasing the quality of educational outcomes, developing qualifications, improving the attractiveness and relevance of the vocational education system and anticipating skills needs to redress mismatches, and improve skills recognition, will become the focus of medium term reforms. Educational gaps across regions and population groups will be identified and addressed.

Lifelong learning and training is instrumental to foster enterprise competitiveness and enhance labour productivity, as well as improve job quality. Therefore, access to quality lifelong learning opportunities will be expanded to ease the participation of individuals of all ages, including those with special needs and disadvantaged groups.

The targets to be achieved by 2020 are to i) increase the share of female and male students attending VET programmes to 25%; ii) increase the employment share of vocational education graduates to 40%, out of which 25% are girls; iii) increase the share of the adult population participating in lifelong learning to 4% and increasing the employment rate of participants to short vocational training courses to 55%, out of which 75% are women; iv) increase the annual share of PWD VET students by 1 p.p. This will be attained by increasing the vocational education and training investment by 30% in 2020.

Main policy objectives and respective measures are shown in the table below.

B. Offer quality vocational education and training for youth and adults	
B1. Optimising the VET providers' network and diversifying offers (including the definition of competences by sectors).	B1.1 Assess and reorganise the main VET providers at regional level.
	B1.2 Maintain the database and quality assurance of training provision by private VET providers country-wide.
B2. Assuring the quality of VET providers and improving the quality and adequacy of VET inputs (labs and equipment, curricula, teaching materials) and processes.	B2.1 Analyse and upgrade buildings, workshops and equipment available in VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of PWD.
	B2.2 Create a National Catalogue of Vocational Qualifications and revision of all VET frame curricula.
	B2.3 Review existing and develop new programmes for post-secondary VET provision.
	B2.4 Evaluate existing teaching materials, including their gender equality content and existence of gender

	stereotypes, as well as adequacy for PWD.
	B2.5 Define and implement quality assurance criteria of VET system (at providers' level) and changing the internal and external verification of VET curriculum implementation (inspection), previously done by REDs.
B3. Raising the image of VET and informing about VET providers, qualifications and training offers.	B3.1 Run publicity/awareness-raising campaigns about the importance of and opportunities in VET and LLL for girls, boys, women and men in urban and rural areas.
	B3.2 Design a public interactive, searchable web portal/database on qualifications, curricula and training offers by VET providers.
	B3.3 Prepare the participation of Albanian VET students in national, European and World skills competitions and related advertising and TV/press coverage.
B4. Strengthening the linkages between learning and work and facilitating the transition to work.	B4.1 Introduce an already tested model in all VET institutions to organise links between VET institutions and businesses.
	B4.2 Establish agreements with companies and/or business associations that meet the criteria for offering training.
	B4.3 Organise elements of a dual system approach, including internships of VET students as part of the VET curriculum.
	B4.4 Promote entrepreneurial learning and women's entrepreneurship as a key competence.
	B4.5 Develop learning materials related to the transition to work skills.
B5. Enhancing recruitment and improving competences of VET teachers and teacher trainers (including pre service training and continuous professional development), actors in charge of regional management, school or centre directors, and inspectors.	B5.1 Define a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning.
	B5.2 Assessment of competences of VET teachers in public VET institutions and carry out an analysis of the demand for VET teachers and instructors, nationwide and by sectors.
	B5.3 Review the teacher preparation model.
	B5.4 Induce training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues.
	B5.5 Organise and deliver massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity matters.
	B5.6 Organise and deliver training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors).

3.1.3 Promote social inclusion and territorial cohesion

Educational attainment, labour market status and geographical location are strong determinants of poverty. Addressing existing gaps in these areas will have a positive impact on reducing social exclusion among vulnerable groups of the population (low-skilled individuals, long-term unemployed, women working as contributing family members and youth living in rural areas). Targeted education and training policy actions will be deployed to reduce gaps in educational and training outcomes between rural and urban areas and between poor and non-poor students.

Access to quality education and training, more and better job opportunities and coherent action against the informal economy are necessary conditions to improve the living standards of the population. Equity concerns, however, demand that specific interventions be deployed to address the needs of individuals at risk of poverty and social exclusion through better access to education, employment and social services as well as employment and income opportunities. The coordination between social assistance programmes and active labour market measures will allow to deploy an activation strategy grounded on a mutual obligation system.

For social inclusion purposes, the focus of the present Jobs and Skills Strategy centres on three policy areas. First, the reform and expansion of the National Employment Service, accompanied by an improvement in the range and coverage of employment services and active labour market programmes, will be key to improve both labour market attachment and employment prospects of population groups at risk of marginalization. Second, higher productivity in the agricultural sector – as main objective of the *Agricultural and Rural Development Strategy* – will spill over into the food production chain, thus increasing off-farm employment and earnings opportunities for individuals living in rural areas. Finally, the reform of social safety nets will improve the equity, efficiency and effectiveness of the social protection system; reduce leakages and targeting errors, thus freeing resources to expand coverage and the level of benefits. The linkages with employment will also be strengthened by the introduction of services and programmes to shift beneficiaries from social assistance to work.

The targets under this priority encompass i) the decrease of the long term unemployment rate for women to 61.0% and for men to 59.0% of total unemployment; ii) the decrease of the youth unemployment rate (15-24 years old) for young females from 33.8% to 25.0% and for young males from 43.6% to 35.0%; iii) the reduction of the gender wage gap in 4 p.p.; iv) raise the share of social assistance beneficiaries referred to employment promotion programmes to 10% of total participants to employment promotion programmes; v) achieve around 1 p.p. annual increase in the number of women and men covered by social and health insurance; and vi) lower the employment divide across regions to 1:2.

The main policy objectives and respective measures are shown in the table below.

C. Promote social inclusion and territorial cohesion	
C1. Extending employment and training services to rural areas.	C1.1 Establish inter-ministerial cooperation to address the situation in rural areas, including the coordination with government initiative and strategies including the Strategy for Rural Development.
	C1.2 Expand the employment services to rural areas.
	C1.3 Increase VET offers in rural areas and outreach excluded, vulnerable women, girls, boys and men in these areas.
	C1.4 Train and employ marginalised and disadvantaged women and men, including Roma and PWD.
C2. Promoting social entrepreneurship (social economy and third sector jobs) and women's economic empowerment.	C2.1 Design and implement measures in relation to social entrepreneurship.
	C2.2 Create conditions for fostering female and male employment in the third sector (social enterprise focus).
C3. Introduce an activation strategy to minimize inactivity and welfare traps.	C3.1 Reform the social assistance system to avoid leakages, targeting errors and increase coverage of eligible individuals and to link welfare with reintegration into the labour market.

3.1.4 Strengthen the governance of the labour market and qualification systems

Effective employment, education and training policies call for improved administration, efficient use of financial resources and better design, monitoring and evaluation of outcomes.

Improving labour administration requires building the capacity of labour market institutions, namely the Departments of MoSWY responsible for employment, migration and VET policies, the National Employment Services (NES), the National Agency for Vocational Education and Training and Qualifications (NAVETQ) and the National Inspectorate for Labour and Social Service (NILSS) to manage their core tasks.

The strategy to improve the governance of the labour market is based on a multi-pronged approach – grounded in robust social dialogue mechanisms – which includes: i) strengthening the capacity of the Employment Policy Department of the MoSWY to manage the employment policy cycle (i.e. analysis, planning, formulation, monitoring and evaluation of employment policy); ii) establishing an autonomous structure for the administration and development of VET; iii) improving the quality, relevance and coverage of the vocational education and training system both at national and international level through the Albanian Qualification Framework (AQF) implementation; iv) modernising the legal framework; and v) improving the quality of labour market information and its usability.

The reform of the skills governance system will centre on the development of evidence-based policies, more effective planning and management system, skills needs identification, optimization of education and training service delivery, and leveraging resources. The mandate of the new structure (currently NAVETQ) – entrusted to plan, coordinate and evaluate the provision of vocational education and training – will be defined in collaboration with the social partners. Social dialogue will underpin the design, monitoring and evaluation of national education and training policies; the identification of skills needs; the design of qualifications; the management of vocational education and training; the provision of enterprise-based learning and internships; and the assessment of individuals' competences. Vocational education and training provision will be expanded in occupations and skills most in-demand in the labour market, as established by the skills forecasting system, and in line with the requirements of a knowledge-based economy. The Albanian Qualification Framework will be operationalized through the development of standards and qualification pathways; the introduction of recognition and certification systems; the upgrading of curricula, programmes and teaching and training methodologies, in partnership with the private sector. The financing system will be revised to also promote private-public partnerships and guarantee the achievement of the strategic priorities established through the creation of an Employment and Training Fund.

A modern governance system requires an effective public administration, strong social dialogue, efficient use of financial resources and sound design, monitoring and evaluation of labour market policies. A result-based management system will be established by the MoSWY to regularly assess the quality of service delivery and the outcomes achieved by labour market policies. Such a system will: (i) identify in measurable terms the results being sought and a roadmap for their achievement; (ii) set gender-sensitive targets and indicators (to judge performance); (iii) develop a method for the regular collection of sex-disaggregated data including but not limited to the National Set of Harmonised Gender Indicators to compare the results achieved against the targets; (iv) integrate evaluations to gather information not available through monitoring; and (v) use monitoring and evaluation information for decision-making, accountability and strategic planning.

The targets under this policy priority – aside increasing the employment rate of female and male vocational educational graduates and the proportion of individuals benefitting from lifelong learning already mentioned above – are to achieve at least 80% of the targets established by the Action Plan

of the Employment and Skills Strategy; to have 75% of the staff of the MoSWY working on core issues of Employment and VET policies; to create an Employment and Training Fund; to create better mechanisms for monitoring and evaluation of the labour market and VET outcomes; to have a modern legal framework aligned with the EU standards, including a further developed Albanian Qualification Framework; to have strengthened the social dialogue; and to have an increased involvement of the private sector in the governance and financing of the sector.

The main policy objectives and respective measures are shown in the table below.

D. Strengthen the governance of labour market and qualification systems	
D1. Reforming the financing and governance of the labour market and VET systems.	D1.1 Create an Employment and Training Fund.
	D1.2 Create (an) autonomous structure(s) for the administration and the development of VET (the current NAVETQ).
	D1.3 Strengthen the role of the National Labour Council.
	D1.4 Create a National Council for Employment and VET.
D2. Developing and implementing the Albanian Qualification Framework.	D2.1 Review the work undertaken on vocational qualifications of the AQF.
	D2.2 Establish and operationalize sector committees.
	D2.3 Revise and link curricula to the AQF.
	D2.4 Select bodies and put in place procedures for the validation of qualifications, skills assessments, certification and the validation/recognition of prior learning.
D3. Improving the quality and gender-sensitivity of labour market information and ensure its use for more equitable and effective governance, including funding.	D3.1 Gender-sensitive review of existing surveys and analysis of skills needs at national and regional levels.
	D3.2 Establish a gender-sensitive tracer system for VET graduates (initial and continuous training).
	D3.3 Develop information sharing instruments about gender-sensitive labour market data (labour market bulletins, websites, etc.).
	D3.4 Establish mechanisms for sectoral skills forecasting.
D4. Modernising the legislative framework for VET (initial VET and adult training).	D4.1 Review all pieces of existing legislation that regulate VET (in schools, VTCs, or higher professional education at universities, by public or private providers) and aspects related to VET (curriculum development, teacher training, etc.).
D5. National legislation regulating mobility and labour market governance are in line with the country's broader socio-economic development goals and EU Acquis.	D5.1 Approximate relevant Albanian legislation with EU directives.
	D5.2 Close skills gaps in the local labour market by active employment of specialists.

3.2 The Roadmap and Indicators

ACTION PLAN AND INDICATORS FOR THE NATIONAL EMPLOYMENT AND SKILLS STRATEGY 2014-2020 - ALBANIA

Strategic Objective A: Foster decent job opportunities through effective labour market policies						Outcome Indicator: The labour market policies are effective and promote basic employment services to all women and men in order to enhance their job opportunities		
No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
A1	Modernising the National Employment Service, including headquarters and regional and local offices	<p>A1.1 Reorganisation of NES offices according to the New Service Model.</p> <p>a. Preparation of specific terms of reference for each employment office.</p> <p>b. Reorganisation of all employment office premises.</p> <p>c. Introduction of the Manual on the New Employment Service Model through training of NES Directors and staff on and capacity development for coaching for groups with special needs.</p> <p>d. Verification of quality of</p>	2014-2016	36,468 ALL 360.000 USD	MoSWY NES	<p>NES Regional and local employment offices</p> <p>Business representatives</p> <p>ILO-EU IPA 2010 project technical assistance</p> <p>International</p>	<p>Policy paper on New Service Model and action plan adopted in 2014.</p> <p>Model operational within 1 'trial office' in Tirana early January 2014.</p> <p>36 employment offices re-organised according to the New Service Model by 2016.</p> <p>Specific ToR prepared for 12 offices within 1 year.</p> <p>Manual on the type and quality of services to be delivered by each regional and local employment office.</p> <p>Quality of services by each office</p>	<p>Share of female and male registered unemployed progressing through the service model, by tier and individual characteristics;</p> <p>Number of employment offices deploying standardised counselling and guidance approaches and quality assurance</p>

¹⁵ Exchange rate is based on Ministry of Finance reference for April 2014, 1 USD = 101.35 ALL.

¹⁶ All gender-sensitive and sex-disaggregated indicators fully compliant with the National Set of Harmonised Gender Indicators, adopted through Ministerial Order no.1220, dated May 27, 2010, and pursuant to Council of Europe's Recommendations of the Committee of Ministers to Member States on Gender Equality Standards and Mechanisms Recommendation CM/Rec(2007)17, adopted 21 November 2007. The list of indicators will be revised during the preparation of the Monitoring and Evaluation Plan of the National Strategy for Employment and Skills 2014-2020.

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>services provided by each office based on this model.</p> <p>e. Integration of gender-sensitive goals, non-discrimination, and equal opportunities in the New Service Model Manual.</p> <p>f. Integration of gender-sensitive labour mobility/migration considerations into all relevant models, labour market information systems, mechanisms and processes to implement employment policies.</p>				experts	<p>verified.</p> <p>Gender equality and equal opportunities goals are integrated in all models, mechanisms, processes, and materials.</p> <p>Targets for female and male Roma, PWD, women in rural areas and disadvantaged categories of women are defined and monitored.</p> <p>Gender-sensitive labour mobility/migration considerations are integral part of all relevant models, labour market information systems, mechanisms and processes.</p> <p>Campaigns to increase the understanding of the wider public, of public and private organisations as well as of enterprises for the need to improve the recruitment base, and to offer equal pay for equal work.</p>	<p>systems;</p> <p>Number of partnership and contracting-out agreements signed;</p> <p>NES client-staff ratio;</p> <p>Annual share of job vacancies captured by NES over total available in the labour market;</p> <p>Number of foreigners employed in Albania and number of those who receive information services.</p> <p>Share of funding available for active labour market policies;</p>
		<p>A1.2 Definition and implementation of an NES staff recruitment and development plan.</p> <p>a. Establishment of a quality assurance system to manage</p>	2014-2020	<p>10,135 ALL</p> <p>100.000 USD</p>	MoSWY NES	<p>NES Regional and local employment offices</p> <p>ILO-EU IPA</p>	<p>Number of NES staff increased by 30%, including a minimum of 30% qualified women in leading/management positions.</p> <p>Annual rate of vacancy filling reaches 85%.</p> <p>Annual rate of female/male</p>	<p>Share of registered unemployed referred to active labour market programmes, by individual</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>performance in the National Employment Service.</p> <p>b. Adoption of job descriptions, including competence standards from managers to staff, at Ministry, NES and regional/local levels.</p> <p>c. Drafting of Mid-term plan for HR recruitment and development.</p> <p>d. Training of staff according to NES Development Plan and Annual Training Plan, including obligatory gender equality and equal opportunities/diversity training module.</p> <p>e. Testing of staff competences and actual practice against the standards under d).</p> <p>f. Definition of a set of performance indicators and development and operationalisation of a performance monitoring system.</p> <p>g. Adoption of the new status of NES as a National Employment Agency and its incorporation in the civil</p>				<p>2010 project technical assistance for QA system development</p> <p>International experts</p>	<p>participation in active labour market programs reaches 18% in 2014 and 35% by the end of 2020.</p> <p>Job descriptions including competence standards adopted for all categories from managers to staff, at Ministry, NES and regional/local levels.</p> <p>Performance management system in place and NES performance to meet female/male clients' needs is assessed twice a year.</p> <p>Staff competences tested against the standards and whether they understand the service manuals.</p> <p>Equal pay for equal work pursued at NES, using sex disaggregated wage statistics.</p> <p>Mid-term plan for HR recruitment and development.</p> <p>Staff trained according to NES Development Plan and Annual Training Plan, and capacitated to address gender equality, equal opportunities and diversity, and to engage in coaching for special needs groups.</p> <p>Zero tolerance against discrimination and sexual harassment policy is in place and</p>	<p>characteristics (sex, age-group, national origin, geographical location);</p> <p>Share of long-term unemployed women and men (over total unemployed);</p> <p>Amount of funding allocated to active labour market policies;</p> <p>Number of female and male participants and locally adopted active labour market programmes and their success after completing;</p> <p>Number of performance monitoring cycles and impact evaluations conducted;</p> <p>Number and type of labour law violations detected</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>service.</p> <p>h. Preparation of required legal amendments ensuing from the new status of NES.</p>					also promoted with third parties.	annually and proportion redressed, including (sexual) harassment at the workplace;
		<p>A1.3 Modernisation of IT infrastructure and systems in NES.</p> <p>a. Training of staff at all levels to use and operate the new IT software/system for Employment Services in NES.</p> <p>b. Continuous upgrading and maintenance of the IT system.</p> <p>c. Integration of categorization of different types of clients and services provided into the system, in line with statistics generation requirements and the new standards for service delivery.</p> <p>d. Integration of differentiated data on services provided in migration counters in local NES areas into the system.</p> <p>e. Installation of a Job vacancy database covering</p>	2014-2017	15,203 ALL 150.000 USD	NES	<p>Regional and local employment offices</p> <p>Employers Jobseekers/ NES counsellors responsible for data insertion and continuous updating</p>	<p>New IT software/ system used by all NES staff at all levels and upgraded enabling it to categorize different types of clients and services provided for statistics generation purposes.</p> <p>Staff trained on the use of the IT system.</p> <p>IT-based (rather than paper-based) administrative procedures defined and adopted at managerial level.</p> <p>Migration counters within local NES offices are equipped with relevant IT to provide quality services (counselling, job matching) on employment in other locations in Albania and abroad.</p> <p>Sufficient number of computers installed in regional and local employment offices.</p> <p>Job vacancy database installed covering the whole of Albania and constantly updated through inputs by employers, NES and jobseekers (and linked with</p>	<p>Share of economic units and workers covered by inspection;</p> <p>Share of female/male workers employed under informal employment arrangements;</p> <p>Number of licensed high skilled technicians for safety relevant occupations, by sex;</p> <p>Number of international agreements and schemes facilitating labour employment of Albanian nationals and foreigners in Albania;</p> <p>Existence of a well-</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>the whole of Albania and continuous updating through inputs by employers, NES and jobseekers (and linked with EURES).</p> <p>f. Definition of technical and legal modalities for other institutions to access the NES database and exchange information on labour market data and the quality of services provided, considering also the needs of a regional database for SEE countries.</p> <p>g. Establishment of online links with other interested and eligible/authorised institutions, such as Tax Office, Real Estate Registration Office, Social Assistance, etc. in order to receive real time data on the unemployed.</p>					<p>EURES).</p> <p>The new IT system is mutually accessible for MoSWY institutions and other interested and eligible ones at national and at SEE region levels.</p>	<p>functioning regulation mechanism over activities of recruitment agencies;</p> <p>Regulated legal framework for inspection of Private Employment Agencies from SLI.</p> <p>Adoption of the programme for Integrity and Corruption Prevention for the State Labour Inspectorate;</p> <p>Number of training courses on integrity and corruption prevention delivered;</p>
		<p>A1.4 Establishing new cooperation modalities with third parties.</p> <p>a. Development and signing of cooperation agreements for collecting vacancies and design and implementation</p>	2014-2016	<p>3,041 ALL</p> <p>30.000 USD</p>	<p>NES</p> <p>MoSWY</p>	<p>Private agencies</p> <p>Social partners</p> <p>Businesses</p>	<p>Number of vacancies announced through third parties at NES increased to 20.000 per year.</p> <p>One Job Fair organised at national level and four at regional level per year.</p> <p>Two new international labour mobility agreements signed with</p>	<p>Number of participants in the training courses on integrity and corruption prevention;</p> <p>Share of staff</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>ALMPs with Social Partners and Businesses.</p> <p>b. Development and signing of cooperation agreements with private agencies and NGOs for implementing ALMPs.</p> <p>c. Review of Inspection legislation and programme regarding the inspection of ALMPs.</p> <p>d. Promotion of Job fairs at national and regional levels.</p> <p>e. Joint tables with a range of labour market stakeholders including sector-specific gender experts in each employment office.</p> <p>f. Training for MoSWY staff on how to develop bi-lateral agreements and other inter-state mechanisms facilitating labour mobility and employment of Albanian citizens abroad.</p> <p>g. Signing of new agreements and cooperation arrangements in compliance with the existing international framework regulating labour mobility of Albanian citizens abroad, especially in the SEE</p>				<p>SEE region actors and institutions</p> <p>ILO</p>	<p>third countries per year.</p> <p>Cooperation agreements for collecting vacancies and for design and implementation ALMPs with Social Partners and Businesses established.</p> <p>Cooperation agreements with Private agencies and NGOs for implementing ALMPs established.</p> <p>Inspection legislation and programme reviewed to include inspection also of ALMPs.</p> <p>MoSWY is equipped with tools to identify preferential countries for developing bi-lateral agreements and other inter-state mechanisms facilitating employment of Albanian citizens abroad.</p> <p>Existing international framework regulating labour mobility of Albanian citizens abroad is enhanced through new agreements and other cooperation arrangements, especially in the SEE region.</p>	<p>trained on integrity and corruption prevention;</p> <p>Number of activities on OSH organized by social partners (workshops, work meetings, press conferences, press releases, articles, etc.);</p> <p>Number of participants in workshops and work meeting on OSH organized by social partners;</p> <p>Number of leaflets produced;</p> <p>Number of workshops for labour inspectors;</p> <p>Number of labour inspectors trained (that is of the ones participating in workshops);</p> <p>Number of migrants turning to/counting on this type of services;</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		countries.						Number of employees working in migration counters trained annually/per year; Number of posters produced (to be evaluated based on needs); Number of agreements signed with non-profit organisations providing services for returned migrants.
A2	Continuous improvement of legal and institutional framework in compliance with ratified international labour standards.	<p>A2.1 Regulation of private employment agencies and strengthening of the cooperation with the public employment services.</p> <p>a. Revising the legislation regarding the functioning of private employment agencies.</p> <p>b. Developing a regional database to register and monitor the job vacancies and placements made by public and private agencies</p>	2015-2018	8,108 ALL 80.000 USD	MoSWY NES NLC (National Licensing Centre)	SEE Region actors and institutions ILO and IOM technical assistance	<p>Legislation adopted to ensure ILO convention on private employment agencies.</p> <p>Legal aspects and quality ensured through development of a minimum set of standards for recruitment, including abroad, and labour inspectorate.</p> <p>Mechanism for quality assurance/service delivery of private employment agencies established.</p> <p>Local employment partnerships to include also private employment agencies, alongside</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		at regional level. c. Preparation of report templates to be used regularly by private and public employment agencies.					other partners. Private recruitment agencies report to relevant competent authorities on a regular and transparent basis on the services provided to the female and male population in Albania and abroad. Statistics on the number of female/male Albanian citizens supported with employment abroad are available on a regular basis.	
		A2.2 Expanding recognition and improvement of inspection services to reduce the number of labour law violations, especially the ones related to workers' safety and health at work. a. Establishment of the Committee for Integrity and Corruption Prevention for the State Labour Inspectorate. b. Training of labour inspectors on integrity and corruption prevention. c. Production/ development and dissemination to relevant actors of information materials related to integrity	2014-2018	50,675 ALL 500.000 USD	MoSWY SILSS		A modern, professional inspection system is in place throughout the country, ensuring implementation of labour legislation and occupational safety and health in line with European and international standards. Committee for Integrity and Corruption Prevention in the State Labour Inspectorate established. Program for Integrity and Corruption Prevention in the State Labour Inspectorate adopted. State Labour Inspectorate training Action Plan adopted. Information-sharing mechanisms	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>and corruption prevention.</p> <p>d. Increase of visibility of social partners as key actors in the OSH area through promotion of the European Week on Occupational Safety and Health.</p> <p>e. Training on the new OSH legislation with an implementing strategy as basis.</p> <p>f. Translation and distribution of the European code of best practices on inspection work followed by a workshop.</p> <p>g. Translation and distribution of the practical Guideline on inspection visits followed by a workshop.</p> <p>h. Development of updated control/inspection lists followed by a workshop on preventive and proactive role in labour inspection activities.</p> <p>i. Training course on the topic of undeclared work.</p> <p>j. Integration in all Labour Inspectorate modules, materials and trainings of aspects of gender equity and non-discrimination related to decent work, equal pay, safe</p>					<p>established between MoSWY, SLI and other enforcement agencies with a view to improve the coverage of economic units and workers.</p> <p>Inspection role is strengthened related to implementation of the Law on Employment Promotion in terms of PWDs and of the law on foreigners.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		working conditions, and anti-harrasment (sexual). k. Preparation and taking action for training on use of technology, including IT, data collection, and communication skills.						
A3	Expanding the range and scope of employment services and programmes (active labour market policies).	A3.1 Assessment and design of adequate, gender-responsive labour market policies. a. Conduction of a gender-sensitive analysis of current ALM programmes, ALM procedures and practice, and budget allocation, including access and beneficiary (gap) analysis (i.e. gender and socially responsive budget analysis). b. Revision and adoption of legal basis for provision of ALMPs. c. Revision and simplification of ALMP application procedures and implementation. d. Definition and specification of affirmative action measures for labour mobility	2014-2020	1,418,900 ALL 14.000.000 USD	MoSWY NES	NES Regional and local employment offices Business industry (for training skilled workers) Social partners VET providers Technical assistance by ILO, UNDP, SDC funded project RISI	ALMPs improved, diversified and tailored to specific regions and target groups. Procedures for application to ALMPs simplified. ALMP implementation on regional level is strengthened through cooperation agreements. Improved indicators in terms of inclusion of vulnerable groups in ALMPs in a regional basis. ALMPs adopted by DCMs and implemented across the country in an effective, efficient, and gender-equitable manner. Regional/Local employment partnerships established (who have identified needs and implement or monitor training and employment measures at local/ regional level). Training for female and male skilled workers organised together with industry to respond	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>promotion and easy access of immigrants/returnee migrants to labour market information.</p> <p>e. Development and introduction of a new system for adoption of employment promotion programmes, based on points.</p> <p>f. Design of specific programs for various industries with growth potential to reflect the Government's economic but also social and inclusion priorities (i.e. unemployed female and male Roma, PWD, youth, long-term unemployed, and disadvantaged categories of women).</p> <p>g. Establishment of regional/local employment partnerships (with partners who have identified needs and implement or monitor training and employment measures at local/ regional level).</p> <p>h. Delivery of training for female and male skilled workers together with industry to respond to short</p>				Albania	<p>to short term requests (eg.TAP project).</p> <p>Legal basis for provision of ALMPs is revised and adopted.</p> <p>Equal opportunity policy and action plan are developed by NES, adopted and annually updated.</p> <p>Designated NES officials are capable of identifying (potential) migrants among their clients and to provide tailored services/refer to other relevant support entities (e.g. on issues of legal status, medical assistance, etc.)</p> <p>Effective, transparent and participative financing system for service delivery is designed and in place.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		term requests (eg.TAP project).						
		<p>A3.2 Registration, profiling and gender-sensitive counseling of Jobseekers.</p> <p>a. Assessment of the employability of all unemployed jobseekers.</p> <p>b. Application of group/team work for specific categories of unemployed jobseekers.</p> <p>c. Identification of female and male individuals at high risk for long-term unemployment and development of individual employment plans.</p> <p>d. Specific identification of young female and male unemployed jobseekers who can be potential entrepreneurs.</p> <p>e. Establishment of start-up programmes for young female and male potential entrepreneurs supporting their self-employment.</p> <p>f. Organisation of Job Clubs.</p> <p>g. Training of Migration Counters personnel to interview, identify needs,</p>	2014-2020	30,405 ALL 300.000 USD	NES	<p>NES Regional and local employment offices</p> <p>Civil registry office</p> <p>Tax office</p> <p>Rural organisations</p> <p>ASPA</p> <p>IOM</p> <p>Migration Counters</p>	<p>Registers of unemployed people verified/cleaned to include only unemployed jobseekers.</p> <p>Brochures published about employment services offered.</p> <p>Unemployed registers cleaned to contain only active jobseekers.</p> <p>National standards on ethical and fair recruitment in Albania and internationally developed and enforced.</p> <p>ISCO/ESCO list and the National List of occupations used by job counselors.</p> <p>NES counselors trained and capacitated to deliver gender-sensitive counseling that responds to inclusion goals and diversity needs.</p> <p>NES counselors undertake profiling of jobseekers.</p> <p>NES counselors do gender-sensitive group or individual counseling.</p> <p>Job clubs organised.</p> <p>Designated NES counselors are capable to refer young female and male potential entrepreneurs among their clients to respective</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>provide information and refer Albanian returned female and male citizens.</p> <p>h. Design and production of posters and leaflets offering information on Migration Counters and their contacts to be distributed to Albanian citizens (cross border points, public offices, etc.).</p> <p>i. Cooperation agreements with non-profit local and international organizations providing guidance/orientation for female and male returnees.</p> <p>j. Improvement of job counseling services provided to immigrants.</p> <p>k. Training of employment office specialists on how to organise counseling and career guidance on VET providers at local level.</p>					<p>helpdesks, business development services and relevant support/training entities</p> <p>Migration counters in employment offices provide tailored counseling and guidance to all female and male returnee clients in order to make the reintegration process facilitated.</p> <p>Continuous job counseling to immigrants on application methods, documentation, criteria and procedures to be implemented in order to receive work permit and certificate for employment declaration.</p>	
A4	Improving the gender-sensitive monitoring and evaluation of employment measures.	A4.1 Development of a sustainable and gender-sensitive system for monitoring and evaluation, including implementation of impact evaluation of employment measures on sub-groups of female and	2014-2020	25,338 ALL 250.000 USD	MoSWY NES	International agencies (e.g. ILO, UNDP, IOM, UN Women)	<p>Monitoring Plan for NES is designed and implemented, including a proper methodology.</p> <p>Programmes monitored and evaluated according to agreed criteria, results and indicators.</p> <p>New policies are redefined or</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		<p>male job-seekers.</p> <p>a. Development and adoption of a Monitoring Plan for NES.</p> <p>b. Development and adoption of an adequate monitoring methodology, according to standardized agreed criteria, results and indicators.</p> <p>c. Preparation of periodical reports on achievement of gender-sensitive targets for employment, training and participation in ALMPs.</p> <p>d. Periodic reporting on the efficiency and performance of NES.</p> <p>e. Gender-sensitive impact assessment of ALMPs, particularly for female and male youth, women in rural areas, Roma, PWD, and specific categories of disadvantaged women.</p> <p>f. Preparation of annual reports on short-term labour market study/research.</p> <p>g. Revision and/or adjustment of new policies based on NES studies and regular NES monitoring</p>					<p>adjusted based on the regular monitoring reports.</p> <p>Gender equality and diversity criteria are integral part of all monitoring and evaluation procedures and processes, and the relevant indicators of the National Set of Harmonised Gender Indicators are consistently applied.</p> <p>Periodical reports on the achievements of gender-sensitive targets for employment and training are prepared.</p> <p>Labour market policies are adapted as per the main recommendations of the studies and assessments carried out.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources 15/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ¹⁶
		reports. h. Designing and updating of targeted e-information for female and male returnees on NES.						

Strategic Objective B: Offer quality vocational education and training for youth and adults **Outcome Indicator: VET system is capable across sectors to prepare and maintain a skilled work force answering to the existing demand in Albania and in the SEE region labour market**

No	Sub-objective	Actions to be taken	Timeline	Financial resources /000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
B1	Optimising the VET providers network and diversifying offers (including the definition of competences by sectors)	B1.1 Assessment and reorganisation of the main VET providers at regional level. a. Completion of the National Survey for public VET providers. b. Rationalization and reconceptualization of the public network of VET providers to reflect labour market needs and principles of multi-functionality, equality, diversity and	2014-2018	3,065,838 ALL 30.250.000 USD (including rehabilitation and construction of premises and equipment for VET providers)	MoSWY Local government Regional VET councils or key stakeholders at regional level	NAVETQ Regional actors Technical assistance by ETF for Elbasan, Shkodra and Fier (MfC Feasibility Study)	National Baseline Survey of public VET providers is completed. National public network of VET providers is rationalized and reconceptualised according to labour market needs, migration and demographic trends, as well as principles of multi-functionality, equality, diversity and flexibility of VET provision. Detailed plans elaborated jointly with all actors concerned on how to implement the transfer or merging of schools/VTCs into new networked structures in each	Amount invested in vocational education and training at secondary, post-secondary and higher professional levels; Number of providers, programmes, teachers and trainers accredited; Much reduced number of vocational

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>flexibility of the VET offer.</p> <p>c. Elaboration of detailed plans for each region regarding joint administration of schools and VTCs (when possible) into a network of new structures.</p> <p>d. Conversion of some VET providers (for certain sectors) into Multifunctional Centres, through PPP.</p> <p>e. Design and implementation of a scheme which guarantees links between VET providers and EOs, to address the demand for long-term and short-term qualifications.</p> <p>f. Establishment of a system for accrediting VET providers (including private ones) further developed to assure quality of provision/offer.</p> <p>g. Definition of the required criteria for registration of accredited VET institutions.</p> <p>h. Opening of new professional profiles and vocational courses for females and males to respond to the local and inter/national business</p>				findings); by ETF/ GIZ (Baseline study)	<p>region and within each institution. Implementation plans implemented.</p> <p>Some VET providers are developed into multifunctional centres of competence for certain sectors (in charge of curriculum development and teacher training for the respective sector in Albania) through public-private partnerships.</p> <p>VET providers are knowledgeable about labour migration trends in Albania and interest among the population to obtain skills on demand in main destination countries, especially in the SEE region.</p>	<p>educational and training providers delivering services;</p> <p>Number of VET participants;</p> <p>Share of vocational education and training graduates employed in occupation of training, by sex;</p> <p>Number of qualifications developed and approved;</p> <p>Share of female/male individuals attending short and long term courses based on the occupational standards and qualifications agreed upon;</p> <p>Share of female/male vocational education graduates employed (over total) and share</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>demand.</p> <p>i. Definition of costs for student/trainee for each course, direction and study/school year.</p> <p>j. Allocation of budget for each public VET provider, based on the number of female/male students, trainees, etc.</p> <p>k. Development of a financial incentive scheme for VET providers implementing specified affirmative action measures (girls in non-traditional occupations, rural women and girls, female and male PWD and Roma, specific marginalized/disadvantaged categories of women and girls).</p>						<p>employed in the occupation of learning;</p> <p>Share of female/male PWD and Roma attending and graduating from VET courses;</p> <p>Share of female/male PWD/Roma VET graduates employed in the occupation of learning;</p> <p>Share of adults (25-64) participating to lifelong learning, by sex, age and geographical location;</p>
		<p>B1.2 Maintaining the database and quality assurance of training provision by private VET providers country-wide.</p> <p>a. VET providers self-develop a “quality label” system.</p>	2014-2020	<p>21,620 ALL</p> <p>210.000 USD</p>	<p>MoSWY</p> <p>NAVET Q</p>	<p>Network of VET providers</p>	<p>System for accrediting VET providers (including private ones) further developed to assure quality of provision.</p> <p>More and more VET providers voluntarily adhere to a self-developed “quality label” system.</p> <p>Private training providers have included the qualifications and training offered by them in the</p>	<p>Number of frame curricula developed and number of short and long courses designed on their basis which are needed by the labour market;</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>b. VET providers develop a system periodic transparent monitoring of their adherence to the “quality label” system.</p> <p>c. Private training providers include qualifications and training offered by them in line with the official Qualification Catalogue.</p> <p>d. Establishment of a disqualifying and exclusive mechanism for non-public providers who do not guarantee quality services.</p>					database.	Adherence to VET gender equality and diversity policy and absence of gender stereotypes in profiling, curricula, promotion and teaching methodologies established as key quality criteria and adhered to by VET providers;
B2	Assuring the quality of VET providers and improving the quality and adequacy of VET inputs (labs and equipment, curricula, teaching materials) and processes.	<p>B2.1 Analysis and upgrading of buildings, workshops and equipment available in VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of PWDs.</p> <p>a. In-depth infrastructure analysis for each VET provider compared on a local level, including an assessment of accessibility for PWDs and safety for girls.</p> <p>b. In-depth assessment of all VET boarding facilities including infrastructure,</p>	2014-2015	20,270 ALL 200.000 USD	MoSWY NAVET Q	<p>Technical assistance by ETF/ GIZ (for VET School/VTC baseline study only)</p> <p>Technical assistance by IPA 2013 VET project</p>	<p>Once the VET provider network and the range of profiles to be offered in each VET institution have been redefined, an in-depth analysis by sector experts into the required infrastructure upgrading is undertaken.</p> <p>Strategic Facilities and Equipment Investment Plan 2015-2020 defined in line with sectoral priorities, new VET provider network plan, national and regional Skills Need Analysis and respective diversification of VET offers, private sector involvement in VET delivery, based on clear criteria - following quality training standards - and</p>	<p>Number of female/male individuals attending courses embedding core employability and entrepreneurial skills (over total individual attending short and long courses);</p> <p>Number of qualified female/male vocational education and training practitioners recruited through new procedures;</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>management, suitable premises, and safety of dormitories for females.</p> <p>c. Design of the intervention plan for improvement of objects and premises of VET providers, including suitable premises for females and PWDs.</p> <p>d. Design of a detailed plan on provider level to upgrade/revitalize them with labs, equipment for workshops and professional cabinets.</p>					<p>balanced and agreed at regional level.</p> <p>VET providers equipped according to the investment plan, including safe amenities and facilities for girls/women, and infrastructure and equipment responding to the needs of PWD.</p> <p>Contracts with companies to use their equipment and facilities promoted and established by VET providers based on an analysis of which companies comply with certain standards to offer training places.</p>	<p>Number of teacher and trainers regularly attending staff development programmes (over total);</p> <p>Global ranking in the education and training pillar of the Global Competiveness Index;</p> <p>Number of women and men whose foreign-received qualifications and skills are recognized by citizenship, category of skill and qualification and country where the skill and/or qualification was received;</p> <p>Share of female/male vocational education students employed, by place of employment (in Albania and abroad) after</p>
		<p>B2.2 Create a National Catalogue of Vocational Qualifications and revision of all VET frame curricula.</p> <p>a. Gender-sensitive study of the situation in the vocational qualifications market.</p> <p>b. Conceptualization of the NVQF Model to address full qualifications (long-term) and partial ones (short-term).</p> <p>c. Capacity development of NAVETQ staff and other relevant collaborators.</p> <p>d. Analysis of sector skills</p>	2014-2020	50,675 ALL 500.000 USD	NAVET Q to coordinate, using/reviewing existing models, templates and curricula & standards from previous and current	International and local experts Technical assistance by ILO-EU IPA 2010 project for 4 qualifications at level 5 and one qualification for level 3 or 4	<p>New VET curriculum model (modular system) defined jointly with NAVETQ staff and approved based on competence standards for each learning area.</p> <p>National List of professions revised/National Catalogue of Vocational Qualifications designed and adopted.</p> <p>Sector Councils with the participation of social partners have been set up and defined qualifications/competences for selected priority sectors and qualifications (see D2).</p> <p>NAVETQ actors trained and frame curricula for long and short</p>	<p>Number of women and men whose foreign-received qualifications and skills are recognized by citizenship, category of skill and qualification and country where the skill and/or qualification was received;</p> <p>Share of female/male vocational education students employed, by place of employment (in Albania and abroad) after</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>needs.</p> <p>e. Undertaking measures towards AQF development/reform:</p> <ul style="list-style-type: none"> - Review of the existing draft of the vocational qualifications list. - Development of occupational standards. - Development of qualification standards for each AQF level (levels 2-5 of AQF). - Improvement of the approach to individuals' assessment-certification for each qualification. - Validation and adoption of the NVQF. - Review of frame curricula model. - Development of frame curricula. - Definition of criteria for quality assurance of official approval of VET curricula. <p>f. Establishment of a mechanism for gender equality control of all vocational qualifications and VET frame curricula:</p>			donor projects	Technical assistance by IPA II projects	<p>courses revised, based on job descriptions and qualification descriptions (“national qualification or competence standards”) and on examples developed by donors.</p> <p>Actors in VET institutions trained and frame curricula further developed/adjusted (and revised at regular intervals) in collaboration with experts from the business world.</p> <p>Quality assurance criteria for official approval of VET curricula are defined.</p> <p>One national competence-based framework curriculum for each qualification, published online as part of the National Catalogue for Vocational Qualifications.</p> <p>Gender equality and diversity goals are integrated into VET design, contents and provision, and gender stereotypes in profiling, curricula, promotion and teaching methodologies are eliminated.</p> <p>VET providers develop programmes which are tailored towards preparing specialists in professions on demand in other countries, taking into</p>	<p>leaving school;</p> <p>Share of female/male individuals attending short vocational courses leading to a recognized qualification;</p> <p>Share of female/male individuals attending work-based learning programmes (over total);</p> <p>Share of female/male participants to short vocational courses employed at follow-up;</p> <p>Share of female/male vocational education and training graduates working in the occupation for which they received training;</p> <p>Number of</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>scrutinizing for occupational diversity (non-segregation) and replacing of gender stereotypes.</p> <p>g. Online publication of the National Catalogue of Vocational Qualifications and frame curricula.</p> <p>h. VET providers develop programmes which are tailored towards preparing female and male specialists in professions on demand in other countries.</p> <p>i. Establishment of cooperation platforms between VET providers and their counterparts abroad on sharing best practices (including on non-traditional occupations for females; PWD; female and male youth; disadvantaged and marginalized women and men; and Roma) and modern education technologies.</p>					<p>consideration Albania's strategic advantage and overall governmental policy towards providing employment of nationals in other countries</p> <p>There are cooperation platforms between VET providers and their counterparts abroad on sharing best practices and modern education technologies.</p>	<p>marketing VET materials produced;</p> <p>Number of national/local meetings to promote VET;</p> <p>Number of visitors in WEB portal;</p> <p>Share of women/girls enrolled in VET courses in prospective economic sectors;</p> <p>Number of VET providers with infrastructure and amenities in place that ensure access for PWD;</p> <p>Number of VET providers with adequate and safe facilities and infrastructure for women and girls in place (including dormitories);</p> <p>Coaching for girls and boys in non-traditional courses</p>
		<p>B2.3 Review of existing and develop new programmes for post-secondary VET provision.</p> <p>a. Identification of needs for</p>	2014-2020	<p>50,675 ALL</p> <p>500.000 USD</p>	NAVET Q to coordinate	<p>VET providers</p> <p>Universities</p>	<p>Qualifications identified reflect sector skill needs.</p> <p>Occupational and qualification standards developed.</p> <p>Curricula for post-secondary VET developed for priority sectors and</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>qualifications and types of qualifications in Level V of AQF.</p> <p>b. Development of Occupational and Qualification Standards for each new qualification.</p> <p>c. Development of frame curricula for post-secondary VET.</p> <p>d. Development of teaching and learning materials and their online publication.</p> <p>e. Selection of providers (vocational schools, VTCs, Universities or business companies) to implement qualifications in the post-secondary level.</p> <p>f. Training of teachers/trainers on post-secondary VET programmes.</p> <p>g. Completion of legal and by legal basis to enable provision of higher non-university studies by quality VE providers for some important economic branches.</p> <p>h. Design of Cooperation agreements for implementation of higher</p>				<p>Social partners</p> <p>International and local experts</p> <p>IAL</p> <p>Technical assistance by ILO-EU IPA 2010 project (four AQF Level 5 qualifications)</p>	<p>qualifications and published online as part of the National Catalogue of Vocational Qualifications.</p> <p>Inter-institutional cooperation arrangements between schools and universities in place to deliver post-secondary VET.</p> <p>Teachers/trainers trained on post-secondary VET programmes.</p> <p>Conditions for practice learning in place enhanced together with the private sector.</p> <p>Cooperation agreements for implementation of post/secondary VET programmes or other higher non-university studies are established between HE institutions, VET providers and the private sector.</p>	<p>established and conducted in a percentage of VET providers.</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		non-university studies.						
		<p>B2.4 Evaluation of existing teaching materials, including their gender equality content and existence of gender stereotypes, as well as adequacy for PWD.</p> <p>a. Analysis of existing teaching and learning materials.</p> <p>b. Removal of gender stereotypes in teaching and learning materials.</p> <p>c. Development of gender-sensitive teaching and learning materials to accompany new curricula.</p> <p>d. Assessment of adequacy of teaching and learning materials for PWD and identification of gaps.</p> <p>e. Design of the plan for publication and printing of textbooks and other VET materials for students and trainees of VET providers by PHoST.</p> <p>f. Development of school textbooks and other teaching and learning materials in e-</p>	2015-2016	25,338 ALL 250.000 USD	NAVET Q to coordinate	<p>International and local experts</p> <p>Technical assistance by GIZ (Kosovo model)</p> <p>Technical assistance by IPA II projects</p>	<p>Teaching and learning materials (rather than textbooks) to accompany new curricula are developed (Moodle to be considered as used for economic schools).</p> <p>Gender-sensitive revision completed.</p> <p>Adequacy for PWD assessed and gaps identified.</p> <p>Teaching and learning materials published in e-book formats online in the web portal for the VET System.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		book formats.						
		<p>B2.5 Definition and implementation of quality assurance criteria of VET system (at providers' level) and changing the internal and external verification of VET curriculum implementation (inspection).</p> <p>a. Proposal of a model for external Quality Assurance of VET providers.</p> <p>b. Redefinition of accreditation and quality assurance criteria for public and private providers to reflect quality of programmes offered and their relevance to the AQF requirements.</p> <p>c. Conduction of a comparative study on piloted and current self-assessment models for VET providers.</p> <p>d. Selection and adoption of a model for VET providers' self-assessment based on accreditation criteria.</p> <p>e. Revision and improvement of the Guidelines on VET institutions' self-assessment.</p>	2014-2020	40,540 ALL 400.000 USD	NAVET Q to coordin ate	VET providers VET inspectors International experts To be considered the previous work undertaken by British Council/ETF/NAVET Q Technical assistance by ILO-EU IPA 2010 project (QA system to be defined)	<p>Accreditation and quality assurance criteria for public and private providers redefined and linked to whether they offer training for employable skills.</p> <p>Public VET providers undertake self-evaluation and implement own development plans.</p> <p>Role and criteria for inspection of public VET provision redefined (national standards).</p> <p>Multiannual plan for VET providers' inspections being implemented.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>f. Redefinition of the role and criteria for inspection of public VET provision (national standards).</p> <p>g. Harmonization and implementation of a perennial plan for VET providers' inspection.</p>						
B3	Raising the image of VET and informing about VET providers, qualifications and training offers	<p>B3.1 Running publicity/awareness-raising campaigns about importance of and opportunities in VET and LLL for girls, boys, women and men in urban and rural areas.</p> <p>a. Organisation of open door days by all VET providers.</p> <p>b. Organisation of information events targeting female and male youth (and their parents) in rural areas by mobile units.</p> <p>c. Preparation of print information/PR materials for those not connected to the internet, particularly in rural areas.</p> <p>d. Organization of joint activities between VET providers and businesses</p>	2014-2020	212,835 ALL 2.100.000 USD	MoSWY NAVET Q VET providers	NES Social partners Technical assistance by ILO-EU IPA 2010 project (in charge of preparing a campaign in the 1st year - 2014)	<p>TV spots, talk shows, newspaper articles, posters/banners, leaflets, brochures which are free from gender stereotypes and transmit an inclusive message are produced and distributed.</p> <p>Information on VET pathways to primary school pupils disseminated.</p> <p>Annual Career and job fairs organised.</p> <p>Open door days of VET providers organised.</p> <p>School pupils' taster days in businesses organised.</p> <p>Job insertion and salary levels of graduates from reformed VET analysed.</p> <p>Focused approach on outreach to women and girls in rural and urban areas pursued.</p> <p>Coaching for girls and boys opting for training in non-</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>(competitions, olympics, training, etc.).</p> <p>e. Organization of Mock Firms Fair.</p> <p>f. Organization of Job Fairs.</p> <p>g. Using communication means and social networks to promote VET.</p> <p>h. Maintaining and updating the VET portal.</p> <p>i. Development of social network platforms to massively promote the VET system and its providers.</p> <p>j. Development of publicity materials for counseling and career guidance.</p>					<p>traditional occupations.</p> <p>Girls' uptake of non-traditional courses - particularly in high-potential and high-productive sectors - publicly promoted.</p>	
		<p>B3.2 Design of a public interactive, searchable web portal/database on qualifications, curricula and training offers by VET providers.</p> <p>a. Conceptualization and development of an interactive database for VTCs (SIM-2, VET Portal).</p> <p>b. Design of a webpage to promote VT.</p>	2014-2017	<p>30,405 ALL</p> <p>300.000 USD</p>	NAVETQ	<p>MoSWY</p> <p>Public and private VET providers</p> <p>International and local experts</p> <p>Technical assistance by GIZ</p>	<p>Demand-oriented, interactive, user-friendly database, searchable by region/location, sector/qualifications and VET offers, incl. links to providers' web links for further information is made available.</p> <p>Approved curricula and teaching materials available published online.</p> <p>Data updated by NAVETQ and by VET providers as a matter of publicity (to be used by potential learners, NAVETQ, NES, and</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>c. Training of VTC specialists on management of data from the central web portal.</p> <p>d. Connecting VTCs to the central web portal.</p>					<p>social partners).</p> <p>Publicity to ensure use by potential learners, NAVETQ, employment services.</p>	
		<p>B3.3 Preparation of the participation of Albanian VET students in national, European and World skills competitions and related media promotion.</p> <p>a. Albanian female and male VET students participate in national EuroSkills and World Skills competitions.</p> <p>b. Preparation of assessment tools (tests) to assess students' knowledge, skills and attitude in national competitions.</p>	2014-2020	<p>101,350 ALL</p> <p>1.000.000 USD</p>	MoSWY NAVET Q	Technical assistance by ETF to organise study visit to European Skills competition in Lille, October 2014	Albanian female and male VET students participate in national EuroSkills and World Skills competitions.	
B4	Strengthening the linkages between learning and work and facilitating the transition to work.	<p>B4.1 Introduction of an already tested model in all VET institutions to organise links between VET institutions and businesses.</p> <p>a. Designing the general structure of the dual Model.</p> <p>b. Preparation/ design of the bylegal basis to</p>	2014-2020	<p>152,025 ALL</p> <p>1.500.000 USD</p>	MoSWY NAVET Q	To be considered the Kulturkontakt model and the Swisscontact Alb VET project model	<p>Teachers in all public VET institutions have the PASO or similar role (teachers require relevant technical background for the given occupational areas).</p> <p>Training to be delivered to the teachers selected for implementing such a model.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>institutionalize PASO's position.</p> <p>c. Piloting the dual/PASO system(s) in sectors of potential interest and with opportunities for businesses to cooperate.</p> <p>d. Training for the selected PASO.</p>						
		<p>B4.2 Establishment of agreements with companies and/or business associations that meet the criteria for offering training to students.</p> <p>a. Signing of agreements with business associations in important economic areas on a central level, including targets, e.g. for girls, and for females and males belonging to specific disadvantaged groups (e.g. PWD, Roma).</p> <p>b. Implementation of agreements by VET schools and businesses at local level, including targets, e.g. for girls, and for females and males belonging to specific disadvantaged groups (e.g. PWD, Roma).</p>	2015-2020	30,405 ALL 300.000 USD	MoSWY (with CIM expert support)	Business associations, chambers or individual businesses	<p>Agreements with businesses and/or business associations, chambers signed by the Ministry (and in the future by the VET providers).</p> <p>Periodical renewal of agreements (facilitating role by the Ministry).</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>B4.3 Organisation of elements of a dual system approach, including internships of VET students as part of the VET curriculum.</p> <p>a. Development of guidelines for businesses offering training/practice work/internships, including non-discrimination, decent work, and anti-(sexual) harassment.</p> <p>b. Creating incentives for internships being organised by private companies in a sectoral basis.</p> <p>c. Adaptation of the legal framework to promote an increasing participation of private sector in the organisation of internships.</p>	2015-2020	202,700 ALL 2.000.000 USD	MoSWY NAVET Q	Social partners International experts	<p>Lessons learnt from past experiences under Swisscontact and GIZ projects analysed.</p> <p>Elements of a dual training model are implemented, including project and work-based learning in VET institutions and company internships have become a systematic part of VET curriculum implementation in strong cooperation with private sector.</p>	
		<p>B4.4 Promotion of entrepreneurial learning and women's entrepreneurship as a key competence.</p> <p>a. Elaboration and adoption of a Joint Entrepreneurial Learning Strategy, based on</p>	2015-2020	354,725 ALL 3.500.000 USD	MoSWY NAVET Q	MoETE/AID A MoARDWA MoES	<p>Recommendations from BDI strategy and from EU Small Business Act assessment (OECD/ETF 2013) have informed a joint (MoETE, MoSWY, MoES, MARDWA) Entrepreneurial Learning strategy.</p> <p>Joint action plan for</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>the Recommendations from BDI strategy and the EU Small Business Act assessment, coordinated among the MoETE, MoSWY, MoES, and MARDWA.</p> <p>b. Drafting and implementation of a Joint Action Plan for Entrepreneurial Learning, covering the design of curricula, teaching materials, teacher training, etc.</p> <p>c. Incorporation of the EU Small Business Act Istanbul Indicators in VET training curricula, courses, materials, teaching methodology, and internship design.</p> <p>d. Development and implementation of tailor-made/target group specific entrepreneurship programmes specifically targeting girls and women, including in rural areas.</p> <p>e. Development and implementation of leadership and management skill programmes specifically targeting women and girls.</p>				<p>AADF Junior Achievement Programme</p> <p>Kulturkontakt</p> <p>UN Women tools to be considered</p>	<p>Entrepreneurial Learning, including the design of curricula, teaching materials, teacher training, part of initial VET and adult training drafted and implemented, both as part of business education and as a compulsory subject for all.</p> <p>Key competencies captured by the EU Small Business Act Istanbul Indicators are reflected in VET training curricula and courses.</p> <p>Tailor-made entrepreneurship programmes specifically targeting girls and women, including in rural areas.</p> <p>Leadership and management skill programmes developed and conducted specifically targeting women and girls.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>B4.5 Development of learning materials related to the transition to work skills.</p> <p>a. Development and operationalisation of a special mentoring programme for female students and graduates in non-traditional courses/professions.</p> <p>b. Implementation of the mentoring programme with a strong participation from the private sector.</p>	2015-2018	25,337 ALL 250.000 USD	MoSWY NAVET Q	UN Women GIZ Career guidance tools to be considered	<p>Learning materials developed and teachers trained for implementing compulsory Skills for Life subject in secondary education.</p> <p>In line with national gender policy, promotion of women's and girls' uptake of non-professional courses, particularly in high-potential and high-productive sectors of the Albanian economy.</p>	
B5	Enhancing recruitment and improving competences of VET teachers and teacher trainers (incl. pre service training and continuous professional development), actors in charge of regional	<p>B5.1 Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning.</p> <p>a. Study of human resources and teaching staff for each public provider, as referred in provisions on educational norms, general teachers' standards, etc.</p> <p>b. Design of a policy paper regarding pre-service and continuous training,</p>	2015-2016	20,270 ALL 200.000 USD	MoSWY NAVET Q MoES	<p>Korça University</p> <p>Polis University Tirana</p> <p>Teacher trade unions</p> <p>VET providers</p> <p>VET teacher training</p>	<p>Approved policy paper regarding competence standards, pre service training and induction periods, certification, criteria for selection or recruitment, salary levels and continuous professional development of VET teachers and instructors (referring back to resp. CARDS document).</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
	management , school or centre directors/managers.	assessment and certification of VET teachers and instructors. c. Design of organics for each VET provider according to new staff needs.				experts VET teachers International experts		
		B5.2 Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile. a. Design and adoption of a national plan for selection/recruitment and development of VET teachers and instructors/specialists with a projection for the next 5-10 years, also reflecting the redistribution of VET providers and offers. b. Promotion of competence/merit-based career development of female and male VET professionals.	2014-2020	152,025 ALL 1.500.000 USD	NAVET Q	MoSWY International and local experts GIZ/ETF Baseline survey of public VET providers 2014 findings to be considered	Once regional VET providers network and VET profiles to be offered have been redefined, a national plan for selection/recruitment and development of VET teachers and instructors/specialists in 5-10 years perspective approved.	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>B5.3 Review of the VET teachers' preparation model.</p> <p>a. Development of VET teacher pre-service programme.</p> <p>b. Implementation of a pre/service training at the system level.</p> <p>c. Organisation of a VET instructor post/secondary programme and training delivery to the current teachers in pedagogical elements.</p> <p>d. Design of the legal and by-legal basis for integration of vocational teacher's profession in VET schools in the list of regulated professions/occupations.</p> <p>e. Preparation/development of the Question Bank for the State Exam.</p>	2014-2020	253,375 ALL	NAVET Q	Ministry of Education and Sport	VET teacher pre-service programme revised.	
				2.500.000 USD		Korca University	Training actions to VET instructors in pedagogical elements delivered.	
						Polis University Tirana	Pre/service training program implemented as of 2015.	
						Tempus programme in higher education	Accreditation mechanism for the access to the VET teacher occupation and training actions are in place.	
						VET providers		
						Companies		
		<p>B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues.</p>	2014-2020	50,675 ALL	MoSWY	UN Women	Compulsory induction training on gender equality and social inclusion/diversity issues for potential VET teachers implemented.	
				500.000 USD	MoES	VET providers		
					Universities	Companies		

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>a. Defining approach and methodology for including gender equality and social inclusion/diversity issues.</p> <p>b. Development of module and materials.</p> <p>c. Integration of gender equality and social inclusion/diversity issues and module in potential VET teachers' training curriculum.</p> <p>d. Identification of trainers for delivering training modules on gender equality and social inclusion/diversity issues for teachers.</p> <p>e. Establishment of an accreditation mechanism for VET gender trainers delivering teachers' training.</p>						
		<p>B5.5 Organisation and delivering of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues.</p> <p>a. Gender-sensitive training needs analysis.</p> <p>b. Definition of the annual</p>	2014-2020	405,400 ALL 4.000.000 USD	NAVET Q (rather than ISHA) to be in charge of coordinating/orga	International and local experts (GIZ, Swisscontact , Kulturkontakt models)	<p>Training needs identified.</p> <p>Database of trainers (including those trained under different donor projects), by specialist area, for both pre and in service training prepared.</p> <p>List of available training modules recorded in a database.</p> <p>Annual plan to organise VET teacher training defined and funds allocated.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>plan to organise VET teacher training and fund allocation.</p> <p>c. List of available training modules recorded in a database.</p> <p>d. Establishment of networks of teachers in the same occupational field (communities of practice).</p> <p>e. Publication of online teacher materials for self-learning.</p> <p>f. Designing of modules on gender equality and diversity knowledge skills as integral part of VET teacher training materials.</p>			nising VET teacher training.		<p>Networks of teachers in the same occupational field organised (as communities of practice).</p> <p>Online teacher materials for self-learning adopted.</p> <p>Modules on gender equality and diversity knowledge skills are integral part of VET teacher training materials.</p>	
		<p>B5.6 Organisation and delivering of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors).</p> <p>a. Identification of training needs.</p> <p>b. Development of training programs and relevant materials.</p> <p>c. Creation and continuous updating of a database of</p>	2015-2017	101,350 ALL 1.000.000 USD	NAVET Q	<p>International and local experts</p> <p>MoSWY</p> <p>VET providers</p>	<p>Training needs identified.</p> <p>Database of accredited (gender) trainers and training modules created and updated.</p> <p>Network of directors of VET institutions exchange information, learn and solve problems.</p> <p>Training actions to managers, directors, Board members and other VET human resources are delivered starting from 2015.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>accredited trainers and training modules, including those on gender, inclusion, and diversity management.</p> <p>d. Institutionalising the pool of VET gender trainers.</p> <p>e. Establishment of a network of directors of VET institutions facilitating exchange of information, learning from best practice and solving problems.</p>						

Strategic Objective C: Promote social inclusion and territorial cohesion

Outcome Indicator: All women and men have access to training and support services enabling their contribution to, and benefiting from, socio-economic development across regions, especially the rural population.

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
C1	Extending employment and vocational training services to rural areas.	C1.1 Establishment of inter-ministerial cooperation to address the situation in rural areas, including the coordination with government initiative and strategies including Strategy for Rural Development.	2015-2017	50,675 ALL 500.000 USD	MoSWY NES	Ministry of Agriculture, Rural Development & Water Administr	Inputs to Rural Development Strategy by Ministry of Agriculture and Rural Development provided. Statistical survey methodologies revisited to consider women and men living in rural areas.	Share of long-term unemployed (over total unemployment), by sex; Youth unemployment rate (15-24) in rural and

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>a. Provision of inputs to Rural Development Strategy by Ministry of Agriculture, Rural Development and Water Administration for increasing the female and male skills base and employability in rural areas.</p> <p>b. Revisiting statistical survey methodologies to consider women and men living in rural areas.</p> <p>c. Establishment of a new procedure for registering female and male unemployed jobseekers from rural areas.</p> <p>d. Definition and implementation of a system for registration of female and male rural workers, foreseeing payment of a small tax for receiving minimum social protection and employment services.</p> <p>e. Establishment of a statistical methodology tracking female/male rural out-migration towards urban areas.</p>				<p>ation</p> <p>INSTAT</p> <p>Technical assistance by ILO, UNDP and UN Women</p> <p>International and local experts</p>	<p>New system in place for registering female and male unemployed jobseekers from rural areas.</p> <p>Reconsider definition of "self-employed" in rural areas together with INSTAT. People (families) who own a piece of land are not self-employed per definitionem (e.g. Macedonia and Romania do cover people in villages).</p> <p>System for registration of female and male rural workers, payment of a small tax for receiving minimum social protection and employment services in return defined and implemented.</p> <p>Statistical methodology tracking female/male rural out-migration established.</p> <p>Areas of significant out-migration from rural areas to urban areas are mapped.</p>	<p>urban areas, by sex;</p> <p>Gender wage gap in urban/rural areas;</p> <p>Employment divide across regions, by sex;</p> <p>Unemployment among returnees, by sex;</p> <p>Share of social assistance beneficiaries referred to employment services and programmes, by sex;</p> <p>Share of individuals both socially and economically excluded (i.e. Roma, migrants, PWD, etc.), by sex;</p> <p>Number of female/male individuals receiving social assistance and registered with the employment</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>C1.2 Expansion of the employment services to rural areas.</p> <p>a. Mapping of territorial coverage of NES office/services with a focus on uncovered areas to ensure service delivery according to regional needs and differences.</p> <p>b. Updating NES staff's knowledge on needs of women and men in rural areas and the required support measures, including training and other ALMPs.</p> <p>c. Drafting and implementation of NES Action Plan, including capacity development of NES staff.</p> <p>d. Development of initiatives to promote registration of unemployed women and men from rural areas.</p> <p>e. Provision of employment services to female and male unemployed jobseekers in rural areas.</p>	2015-2020	50,675 ALL 500.000 USD	MoSWY NES	MoARD WA NES Regional and local offices Rural developm ent partners at national and local levels Internatio nal experts ILO	<p>Territorial coverage of NES office/services is mapped out. (Focus on uncovered areas with a view to ensure service delivery according to regional differences.)</p> <p>NES staff have updated their knowledge on needs of women and men in rural areas and the support including training and other ALMPs to which they could be referred. Action Plan, including capacity building of NES staff, is drafted and implemented.</p> <p>Initiatives to promote registration of unemployed women and men from rural areas are developed.</p> <p>Mobile units offer employment services to female and male unemployed jobseekers in rural areas.</p>	<p>services;</p> <p>Share of social assistance beneficiaries accessing employment services and programmes, by sex;</p> <p>Share of benefit recipients shifted from welfare to work, by sex;</p> <p>Number and type of efforts resulting in increased child care facilities for 3-5 year olds, including in rural areas;</p> <p>Share of girls/boys aged 3-5 who attend kindergarten over total number of girls/boys aged 3-5 in urban/rural areas.</p>
		C1.3 Increase of VET offers	2015-	760,125	MoSWY	Internatio	Public or private training	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>in rural areas and outreach to excluded, vulnerable women, girls, boys and men in these areas.</p> <p>a. Public or private training providers establish satellites or mobile units to offer training courses in rural areas, tailored to the needs of the rural population, including female and male youth, and women of all age groups.</p> <p>b. Basic & practical skills courses for crafts trades, farming, food processing offered to female and male rural workers.</p> <p>c. Post-secondary VET to cover agro-food processing technician training, particularly for women.</p>	2020	ALL 7.500.000 USD	NES	<p>nal partners</p> <p>Local trainers/coaches</p> <p>NGOs</p> <p>Rural development partners</p> <p>Universities</p> <p>VET providers</p> <p>MEDTE</p>	<p>providers to establish satellites or mobile units to offer training courses also in rural areas, tailored to the needs of the rural population, including female and male youth and women of all age groups.</p> <p>Basic & practical skills courses for crafts trades, farming, food processing offered to female and male rural workers.</p> <p>Post-secondary VET to cover agro-food processing technician training, particularly for women.</p>	
		<p>C1.4 Training and employment of marginalised and disadvantaged women and men, including Roma and PWD.</p> <p>a. Development and implementation of the first</p>	2015-2020	152,025 ALL 1.500.000 USD	MoSWY NES	<p>NES regional and local employment offices</p> <p>Rural</p>	<p>A new programme on wage subsidies and on the job training for people with PWD will be implemented for the first time in 2014.</p> <p>Review of the ALMPs is carried out and new measures designed.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>program on wage subsidies and on the job training for women and men with disabilities.</p> <p>b. Review of the ALMPs.</p> <p>c. Design of new ALMPs measures, specially prepared for rural areas/disadvantaged population.</p>				<p>development partners</p> <p>Technical assistance by ILO, UNDP and UN Women</p>	<p>New measures for employment promotion of marginalised and disadvantaged women and men, among which Roma and PWD are extended to rural areas.</p>	
C2	Promoting social entrepreneurship (social economy and the third sector jobs) and women's economic empowerment.	<p>C2.1 Design and implementation of measures in relation to social entrepreneurship.</p> <p>a. Concept of social enterprise (including model of cooperatives) is defined and addressed through proper legislation.</p> <p>b. Composition of comprehensive start-up strategies including one-stop-shop consultancy, professional business idea assessment.</p> <p>c. Provision of modularized, gender-sensitive capacity development measures for clients in preparation of a start-up, and on-going</p>	2015-2020	<p>354,725 ALL</p> <p>3.500.000 USD</p>	<p>MoSWY</p> <p>NES</p>	<p>International partners</p> <p>Local trainers/coaches</p> <p>NGOs</p> <p>Rural development partners</p> <p>MoEDTE</p> <p>MoARD WA</p>	<p>Increase in the number of women and girls benefiting.</p> <p>Tracer study on female/male beneficiaries progressing into employment, start-up, clusters etc., in rural and urban areas.</p> <p>Mentoring programme for women and girls in place and accessible in rural areas.</p> <p>Concept of social enterprise (including model of cooperatives) is defined and addressed through proper legislation, in an SEE regional perspective.</p> <p>Comprehensive start-up strategies consisting of one-stop-shop consultancy, professional business idea assessment is composed.</p> <p>Modularised training in</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>consultancy for at least the first year of self-employment.</p> <p>d. Basic & practical business skills courses on management, marketing, use of technology, adding value, building business, and start-up offered particularly for women and girls and especially in rural areas.</p> <p>e. Establishment of linkage between basic & practical business skills courses (NES/VET) to special programmes supporting clusters of women-run businesses and start-ups (MoEDTE).</p> <p>f. Establishing a mentoring programme for female VET graduates, ensuring access/reach-out in rural areas (mobile units).</p> <p>g. Development of special programmes for supporting clusters of women-run business and start-ups,</p>					<p>preparation of a start-up and on-going consultancy for at least the first year of self-employment is assured.</p> <p>Required qualifications ensuing from the Small Business Act for Europe - Istanbul Indicators integrated into NES modules, and reflected in all training, coaching, counseling and business consultancy measures.</p> <p>Increased access to training and the labour market for women by supporting policies, measures and initiatives that aim at reconciling work and family life (e.g. child care facilities), including in rural areas.¹⁷</p> <p>Inter-sectoral cooperation between the Policy Advisory Group on Women's Entrepreneurship (MoEDTE), NES and the VET system.</p>	

¹⁷ Pursuant to ILO Convention 156 on Workers with Family Responsibilities (ratified by Albania 11 October 2007); the European Commission's Community Charter of the Fundamental Social Rights of Workers; and to the 1998 guidelines for Member States' employment policies, adopted by the Council of Ministers in December 1997, which reaffirms the central role of childcare provisions in reconciling work and family life and calls for adequate provision to be made for the care of children and other dependents.

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>including in rural areas.</p> <p>h. Conducting a tracer study on women and girls benefiting from measures/programmes in relation to social entrepreneurship and women's economic empowerment, including in rural areas.</p> <p>i. Integration of required qualifications ensuing from the Small Business Act for Europe - Istanbul Indicators into NES modules, and their reflection in all training, coaching, counseling and business consultancy measures.</p> <p>j. Training of Trainers on SBA Europe Istanbul Indicators for VET teachers</p> <p>k. Training on the practical application of the SBA Europe Istanbul Indicators for all coaches, trainers, NES specialists, business consultants, collaborating NGOs.</p> <p>l. Provision of support to policies, measures and initiatives that aim at</p>						

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		reconciling work and family life (e.g. child care facilities), including in rural areas. m. Participation of VET policy specialists and decision-makers in meetings of the multi-stakeholder Policy Advisory Group on Women's Entrepreneurship under MoEDTE.						
		C2.2 Creation of conditions for fostering female and male employment in the third sector (social enterprise focus). a. Promotion of capacity building of NPOs including improvement of management knowledge and skills, supporting professionalism, training for the establishment and implementation of new business, and promotion of "learning partnership". b. Delivery of training of local and regional authorities and public institutions how to work with third sector organizations. c. Promotion of cooperation between NGOs and the	2015-2020	152,025 ALL 1.500.000 USD	NES MoSWY	International partners Local trainers/coaches NGOs Rural development partners	Capacity building of NGOs including improvement of management knowledge and skills, supporting professionalism, training for the establishment and implementation of new businesses, and promotion of "learning partnership" is promoted. Training of local and regional authorities and public institutions how to work with third sector organizations is delivered. Cooperation between NGOs and the business sector is promoted.	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL &USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		business sector.						
C3	Introduce an activation strategy to minimize inactivity and welfare traps.	<p>C3.1 Reform of the social assistance system to avoid leakages, targeting errors and increased coverage of eligible individuals and to link welfare with reintegration into the labour market.</p> <p>a. Harmonized delivery of employment and social services to address the needs of female and male individuals facing multiple disadvantages, maximize the interaction between passive and active policies, identify disincentives to labour market participation, and reduce welfare dependency.</p> <p>b. A system combining social welfare and active labour market policies (possibly including a community works programme) is established to support labour market integration of Ndihma Ekonomike recipients.</p> <p>c. Establishment of a monitoring mechanism to track the situation of</p>	2014-2020	304,050 ALL 3.000.000 USD	MoSWY MoF	Social Security Institute NES Local government/ Municipalities World Bank	<p>Harmonized delivery of employment and social services to address the needs of individuals facing multiple disadvantages, maximize the interaction between passive and active policies, identify disincentives to labour market participation, and reduce welfare dependency.</p> <p>A system combining social welfare and active labour market policies (possibly including a community works programme) is established to support labour market integration of Ndihma Ekonomike recipients.</p> <p>A monitoring mechanism is established which tracks the situation of vulnerable and/or socially excluded women and men in Albania, including those affected by migration.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		vulnerable and/or socially excluded women and men in Albania, including those affected by migration.						

Strategic Objective D: Strengthen the governance of labour market and qualification systems **Outcome Indicator: Labour market and qualification systems are well governed and use the financing and human resources in a transparent and effective manner**

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
D1	Reforming the financing and governance of the labour market and VET systems.	<p>D1.1 Creation of an Employment and Skills Development Fund.</p> <p>a. Development of Employment and Skills Development Fund principles and mechanisms for both the collection of contributions and the disbursement of funds in consultation with the private sector and donors.</p> <p>b. Drafting and adoption of legislation for the Employment and Skills Development Fund.</p> <p>c. Recruitment and training</p>	2014-2020	81,080 ALL 800.000 USD	MoSWY MoF	<p>Social partners</p> <p>International donors</p> <p>Private companies</p> <p>Employment and Skills Development</p>	<p>Employment and Skills Development Fund principles and mechanisms for both the collection of contributions and the disbursement of funds developed in consultation with the private sector and donors.</p> <p>Legislation for Employment and Skills Development Fund drafted and adopted.</p> <p>Employment and Skills Development Fund managers and staff recruited and trained.</p> <p>Employment and Skills Development Fund procedures drafted and made operational.</p> <p>Annual implementation plans</p>	<p>Share of staff of the Employment and VET Departments dealing with core tasks;</p> <p>Level of implemented actions compared to interventions planned in the Annual National Action Plan;</p> <p>Social dialogue tables regularly conveyed to discuss structural reforms;</p> <p>Range of gender-</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>of Employment and Skills Development Fund managers and staff.</p> <p>d. Drafting and operationalization of Employment and Skills Development Fund procedures.</p> <p>e. Drafting and implementation of Annual Implementation Plans in line with specified regulations.</p> <p>f. Strengthening of the role of business as intermediaries.</p> <p>g. Publication of Calls for Applications to fund training and employment measures according to specified criteria.</p> <p>h. Signing and management of contracts with providers.</p> <p>i. Implementation of awareness-raising, publicity, monitoring, evaluation and reporting activities.</p>				<p>Fund management authority</p> <p>Technical assistance provided by ILO-EU IPA 2010 project</p>	<p>drafted and implemented through specific regulations.</p> <p>The role of business as intermediaries is strengthened.</p> <p>Calls for applications published to fund training and employment measures according to specific criteria.</p> <p>Contracts with providers signed and managed.</p> <p>Awareness-raising, publicity, monitoring, evaluation and reporting activities implemented.</p>	<p>sensitive employment indicators used for reporting to the Government on employment and VET;</p> <p>Application of the relevant indicators of National Set of Harmonised Indicators in monitoring VET and labour market developments;</p> <p>Number of Private Employment Agencies authorized to operate under the new legislative framework;</p> <p>Amount invested in vocational education and training;</p> <p>Share of vocational education and training graduates employed in occupation of training, by sex;</p> <p>Number of Sector Committees</p>
		D1.2 Creation of (an) autonomous structure(s) for the administration, development and oversight of VET (the current NAVETQ).	2015-2016	152,025 ALL 1.500.000 USD	MoSWY NAVETQ NES	MoES Social Partners	<p>Revised Law and related by-laws drafted and adopted</p> <p>Strong private sector participation ensured in the decision-making of the structures and annual</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>a. Improvement of legal and by-legal basis which guarantees well-functioning of financial administration of public VET providers.</p> <p>b. Assurance of strong private sector participation in the decision-making of structures and annual development activities.</p> <p>c. Establishment of structure(s) for the administration, development and oversight of VET and definition of procedures and action plans.</p> <p>d. Recruitment and training of all staff in line with the new tasks, revised curricula and results of a training needs analysis.</p> <p>e. Establishment of gender equality and diversity management skills as required core competences among VET providers, managers, administrators, specialists, inspectors, and evaluators.</p> <p>f. Approval of annual plans for VET development in line</p>				<p>International agencies and experts</p> <p>Technical assistance by ETF (for work on comprehensive VET legislation)</p> <p>IPA 2013 VET project</p>	<p>development activities.</p> <p>Structure(s) for the administration and development of VET in Albania established and organisational chart and tasks defined.</p> <p>Staff recruited and all staff trained in line with the new tasks and a training needs analysis.</p> <p>Annual plans for VET development approved in line with NESS 2020 Action Plan and progress reporting assured.</p> <p>Tasks of the structure in charge of VET development include among others:</p> <p>Supervising sector committees to analyse skills needs and draft qualifications (see D2).</p> <p>Vocational qualifications of AQF developed for priority sectors and inserted in the database.</p> <p>Annual plans for investments into buildings and equipment drafted and implementation monitored.</p> <p>Management of the reconceptualised and rationalised network of public</p>	<p>established;</p> <p>An RPL mechanism and regulations for evaluating/assessing knowledge, skills and competences is in place;</p> <p>Number of individuals undergoing RPL assessments, by sex;</p> <p>A skills forecasting system is available to plan vocational education and training delivery;</p> <p>Percentage of women in leadership/decision-making/management position in all VET and NES bodies;</p> <p>A model for credit accumulation and transfer is developed;</p> <p>EU-approximated national legislation regulating working conditions, labour migration and OSH.</p>

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>with the NESS 2020 Action Plan and assurance of progress reporting.</p> <p>g. Establishment of supervising sector committees to analyze skill needs, draft qualifications, and support VET-internal self-monitoring processes as part of quality assurance, monitoring and oversight.</p> <p>h. Design of annual plans for investments in buildings and equipment, including a plan and mechanism for monitoring implementation.</p> <p>i. Management of the reconceptualised and rationalised network of public VET providers, based on redefined status of these VET providers.</p> <p>j. Preparation and administration of research and development projects and related calls for applications, as well as competitions.</p> <p>k. Assurance of cooperation with donors, and follow-up of donor initiatives.</p> <p>l. Assurance of participation</p>					<p>VET providers, based on redefined status of these VET providers. Frame curricula developed, based on respective vocational qualifications and levels of competence (see B2.2).</p> <p>In-service VET teacher training organised (see B5).</p> <p>Research and development projects and related calls for applications, as well as competitions are prepared and administered.</p> <p>Cooperation with donors and follow-up of donor initiatives is ensured.</p> <p>Participation in EU dialogue processes, reporting exercises and programmes ensured.</p> <p>VET system is capable to prepare specialists who are on demand not only in Albania, but also in other countries.</p> <p>Curricula and training methodologies include occupations which are compatible in international markets, in particular the EU.</p> <p>Foreign employers are offered opportunities to support VET for their potential employees</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>in EU dialogue processes, reporting exercises and programmes.</p> <p>m. Integration of occupations which are in line with international market standards, in particular EU, into curricula and training methodologies.</p> <p>n. Piloting of a system by which foreign employers are offered opportunities to support VET for their potential employees before they depart for work abroad.</p>					before they depart for work abroad.	
		<p>D1.3 Strengthening the role of the National Labour Council.</p> <p>a. Approval of a functional National Labour Council with tripartite representation.</p> <p>b. Development of the legal framework.</p>	2014-2020	5,068 ALL 50.000 USD	MoSWY	Social Partners	<p>Functional National Labour Council with tripartite representation is approved.</p> <p>Legal framework for operationalization of the National Labour Council is in place.</p> <p>Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions.</p>	
		<p>D1.4 Creation of a National Council for VET.</p> <p>a. Creation of a mechanism and procedure for regular</p>	2015-2020	152,025 ALL 150.000 USD	MoSWY	MoES MoETE	<p>Mechanisms for regular meetings of National Council for Employment and VET are created.</p> <p>Ad hoc working committees are</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>meetings of the National Council for VET and its Secretariat - Sectoral Working Group to be established.</p> <p>b. Establishment of the NCAQF and its Secretariat.</p> <p>c. Development and updating of the Council's Operational Plan.</p> <p>d. Establishment of ad hoc Working Committees.</p> <p>e. Deliberations on gender-equitable Employment and VET governance and financing according to the Council's Operational Plan.</p>				<p>MoARDWA</p> <p>MoF</p> <p>Social Partners</p> <p>Technical assistance by ADA</p>	<p>established.</p> <p>Operational Plan of the National Council for Employment and VET is in place and regularly updated.</p> <p>Deliberations on gender-equitable Employment and VET governance and financing are taken timely.</p>	
D2	Developing and implementing the Albanian Qualification Framework.	<p>D2.1 Review of the work undertaken on vocational qualifications of the AQF.</p> <p>a. Revision of the AQF law and development of by-legal acts to amend and implement the AQF law.</p> <p>b. Reviews on the work done so far on qualifications by NAVETQ and under different donor projects, and on qualifications offered by public or private VET</p>	2014-2020	<p>152,025 ALL</p> <p>150.000 USD</p>	<p>MoSWY</p> <p>NAVETQ</p>	<p>MoES</p> <p>Social partners</p> <p>Technical assistance by ETF 2014-2017</p> <p>International and</p>	<p>Legal framework for the AQF has been reviewed.</p> <p>Legal package (financial, administrative, etc. regulations) has been prepared.</p> <p>Reviews undertaken on the work done so far on qualifications by NAVETQ and under different donor projects and on qualifications offered by public or private VET providers or universities or existing only on paper.</p> <p>Research of various models for</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>providers or universities.</p> <p>c. Revision of the system for evaluation and certification of qualifications.</p> <p>d. Conceptualization of the credit system model to be applied in levels 2-5 of the AQF.</p>				local experts	<p>implementation of the credit system in VET is undertaken.</p> <p>Albanian credit system model is conceptualised.</p>	
		<p>D2.2 Establishment and operationalization of sector committees.</p> <p>a. Conceptualization of the operational sector committee mechanism.</p> <p>b. Establishment of sector committees with social partner representation and minimum representation of 30% qualified women.</p> <p>c. Review of qualifications required within each sector committee's sector.</p> <p>d. Participation of the sector committees in the revision of the National List of Professions.</p> <p>e. Participation of the sector committees in the development of occupational standards at different levels</p>	2015-2018	<p>20,270 ALL</p> <p>200.000 USD</p>	NAVETQ	<p>Social partners</p> <p>International and local experts</p> <p>Technical assistance by ILO</p>	<p>Sectors of strategic importance to Albania have been prioritised and sector committees established with social partner representation.</p> <p>Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions.</p> <p>Sector committees reviewed qualifications required within their sector.</p> <p>NAVETQ revised list of professions.</p> <p>Sector committees developed occupational standards at different levels of competence for a prioritised list of occupations.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		of competence for a prioritised list of occupations. f. Development of vocational qualifications of the AQF for priority sectors and their insertion in the database.						
		D2.3 Revision and linking of curricula to the AQF. a. Revision of curricula on the basis of qualifications referenced to AQF levels. b. Interlinking of curricula with the AQF qualifications and standards.	2015-2017	25,338 ALL 250.000 USD	NAVETQ	International and local experts IPA II projects	Curricula revised on the basis of qualifications referenced to AQF levels.	
		D2.4 Selecting bodies and putting in place procedures for the validation of qualifications, skills assessments, certification and the validation/ recognition of prior learning. a. Appointment of special bodies and establishment of procedures for the validation of qualifications; assessments of knowledge, skills and competences; certification; and validation of prior learning.	2014-2020	202,700 ALL 2.000.000 USD	NAVETQ	NES Technical assistance by ILO-EU IPA 2010 Project to implement the pilot for RPL IPA II projects	Bodies appointed and procedures in place for the validation of qualifications; assessments of knowledge, skills and competences; certification; and validation of prior learning. National system of qualifications is capable of recognizing work experience, skills and qualifications received abroad.	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		b. Establishment of a national system for recognizing qualifications, work experience and skills obtained/received abroad.						
D3	Improving the quality and gender-sensitivity of labour market information and ensure its use for more equitable and effective governance, including funding.	<p>D3.1 Gender-sensitive review of existing surveys and analysis of skills needs at national and regional levels.</p> <p>a. Delivery of regular gender-sensitive national skills needs analyses and publication of findings on line.</p> <p>b. Integration of mobility considerations in skills needs assessment and related methodologies.</p> <p>c. Capacity development measures for NES, NAVETQ, National Council for VET, MoSWY, VET experts and practitioners, etc. on integrating gender equality, diversity and equal opportunity aspects into all methodologies and studies, and into the analysis and interpretation of VET and labour market data.</p>	2015-2020	30,405 ALL 300.000 USD	MoSWY NAVETQ NES	GIZ is developing selected instruments of a labour market information system ILO-UNDP SIVET project has carried out SNA surveys	<p>Regular gender-sensitive national skills needs analyses carried out and findings published on line.</p> <p>Skills needs assessment and related methodologies take into account mobility/migration of the population.</p> <p>Capacity development measures that ensure that gender equality, diversity and equal opportunity aspects are integrated into all methodologies and studies, and into the analysis and interpretation of VET and labour market data.</p> <p>Regional skills needs, using ETF-GIZ baseline study and regional development plans (UNDP), among others.</p> <p>National and regional skills needs analyses have informed the re-conceptualization of the network of VET providers and the gender-sensitive VET profiles offered in Albania and</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		d. Reflection of the findings of national skills needs analyses in the re-conceptualization of the network of VET providers and the gender-sensitive VET profiles offered in Albania and on a local level.					in each region.	
		<p>D3.2 Establishment of a gender-sensitive tracer system for VET graduates (initial and continuous training).</p> <p>a. Implementation of gender-sensitive tracer systems by all VET providers and publishing of results to the general public.</p> <p>b. Design and implementation of measures for closing gaps in gender-specific data and information.</p> <p>c. Capacity development for policy makers to recognize skills gaps and gender inequalities in the national labour market and to elaborate respective measures promoting skills transfer from other labour markets.</p>	2014-2020	<p>40,540 ALL</p> <p>400.000 USD</p>	<p>MoSWY</p> <p>NAVETQ</p> <p>NES</p>	<p>ILO-EU IPA 2010 project is piloting a tracer system for VTCs</p> <p>GIZ work on tracer system</p> <p>IPA II projects</p>	<p>Gender-sensitive tracer systems implemented by all VET providers and results released to the general public. Female and male graduates are tracked and gaps in gender-specific data and information closed.</p> <p>Results obtained through gender-sensitive tracer studies inform VET and labour market policy, management, decision-making, prioritization and budget allocation.</p> <p>Employment policy makers are capable of recognizing skills gaps in the national labour market and elaborate measures promoting skills transfer/borrowing from other labour markets.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>D3.3 Developing information sharing instruments about gender-sensitive labour market data (labour market bulletins, websites, etc.).</p> <p>a. Regular release of gender-sensitive labour market data.</p> <p>b. Integration of gender equality, diversity and equal opportunity goals into all procedures and processes of information sharing, and into the analysis and interpretation of labour market data.</p> <p>c. Labour market information system (LMIS) is capable of feeding into decision making on broadening/narrowing access of foreigners to the labour market in Albania, identifying sectors, locations with labour shortages and structural imbalances.</p> <p>d. Insertion of gender-sensitive labour migration indicators in the LFS.</p> <p>e. Design and adoption of a gender-sensitive methodology for statistics on labour migration.</p>	2014-2020	20,270 ALL 200.000 USD	MoSWY NAVETQ NES	GIZ is developing selected instruments of a labour market information system	<p>Gender-sensitive labour market data are released regularly.</p> <p>Gender equality, diversity and equal opportunity goals are integrated into all procedures and processes of information sharing, and into the analysis and interpretation of labour market data.</p> <p>Labour market information system (LMIS) is capable of feeding into decision making on broadening/narrowing access of foreigners to the labour market in Albania, identifying sectors, locations with labour shortages and structural imbalances.</p> <p>Gender-sensitive labour mobility/migration indicators are inserted into the LFS and monitored.</p> <p>Methodology for gender-sensitive measuring of labour migration in Albania is developed and applied for generation of statistical data.</p> <p>Regular gender-sensitive report on labour mobility/migration within, to, and out of Albania is produced.</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		f. Regular reporting on female/male labour mobility/migration within, to, and out of Albania.						
		D3.4 Establishment of mechanisms for sectoral skills forecasting.	2018-2020	10,135 ALL	MoSWY	International experts	Sectoral skills forecasting methodology is designed.	
		a. Designing of a sectoral skills forecasting methodology.		100.000 USD	NAVETQ NES			
D4	Modernising the legislative framework for VET (initial VET and adult training).	D4.1 Review of all pieces of existing legislation that regulate VET (in schools, VTCs, or higher professional education at universities, by public or private providers) and aspects related to VET (curriculum development, teacher training etc.). a. Establishment of a legal working group to review examples from other countries and design a new comprehensive VET framework legislation. b. Development of the new framework VET legislation that regulates all aspects of a modern VET system.	2015	10,135,000 ALL 100.000 USD	MoSWY MoES	Legal experts Technical assistance by ETF 2014-2017	Legal working group is created to review examples from other countries and design a new comprehensive VET framework legislation. New framework VET legislation in place that regulates all aspects of a modern VET system.	

No	Sub-objective	Actions to be taken	Timeline	Financial resource s/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>c. Drafting and adoption of the Revised VET Law and related by-laws, including the new Vocational Education and Training Law in the Republic of Albania.</p> <p>d. Establishment of a working group and promotion of campaigns and debates to discuss the draft law.</p> <p>e. Discussion of the new VET Draft law with specialists, VET providers' managers, interest groups representatives, etc.</p> <p>f. Development of the final version of the new VET law alongside with the report and submission for adoption.</p>						
D5	National legislation regulating mobility and labour market governance are in line with the country's broader socio-	<p>D5.1 Approximation of relevant Albanian legislation with EU Directives.</p> <p>a. Operationalisation of a respective working group of experts.</p> <p>b. Identification of relevant articles requiring updating/approximation (including seasonal workers, single permit, researchers</p>	2014-2020	50,675 ALL 500.000 USD	MoSWY	MoJ IOM MoFA MoIA MoH	<p>Legislation adopted in conformity with EU legislation.</p> <p>Compliance is ensured on blue card directive, seasonal worker directive, single permit, researchers and scientists, family unification.</p> <p>SEE regional labour market is more inclusive and labour mobility is promoted across countries.</p> <p>OSH Regulations developed by</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
	economic development goals and EU Acquis.	<p>and scientists, family unification).</p> <p>c. Preparation of draft amendments.</p> <p>d. Tabling of draft amendments for feedback and revision by the working groups.</p> <p>e. Submission of final amendment drafts for endorsement by the Government of Albania.</p> <p>f. Improvement and progressive integration of the Albanian legislation with the <i>acquis communautaire</i> through the adoption of 19 OSH regulations towards the implementation of occupational safety and health legislation.</p> <p>g. Revision of current legislation with regard to Article 34 (1) on young people towards implementation of the framework directive 94/33 EC.</p> <p>h. Revision of current legislation in line with national Gender Equality Law and Articles 2, 5 and 6 of</p>				<p>MTI</p> <p>MEI</p> <p>MIE</p> <p>Technical assistance by ILO</p>	<p>the line ministries are in place through a CMD.</p> <p>The Regulation on the protection of pregnant women, women after childbirth, and breastfeeding mothers is in place through a CMD.</p> <p>The Regulation on the protection of minors at the workplace is in place through a CMD.</p> <p>The Policy Document on OSH 2014-2020 is in place through a CMD.</p> <p>Existing legislative and procedural framework on labour inspection and enforcement is compliant with the EU directive on sanctions against employers hiring irregular migrants.</p> <p>Labour inspectors are knowledgeable on rights and duties of foreigners working in Albania, capable of identifying (potential) victims of trafficking and referring them to relevant authorities.</p> <p>Mechanisms for protecting labour and human rights of migrants are in place.</p> <p>Legislation/by-laws for</p>	

No	Sub-objective	Actions to be taken	Timeline	Financial resources/000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
		<p>Pregnant Workers Directive.</p> <p>i. Monitoring and analysis of implementation of OSH legislation in practice and proposal for changes.</p> <p>j. Adoption of the Occupational Safety and Health 2014-2020 document by a DCM.</p> <p>k. Development of OSH regulations to implement the occupational safety and health law.</p>					<p>inspections amended to ensure that ALMPs can be implemented and (regulated) professions with high health & safety risks are inspected.</p>	
		<p>D5.2 Closing of skills gaps in the local labour market by active employment of specialists.</p> <p>a. Design and implementation of Skills Transfer Programmes.</p> <p>b. Cooperation agreements established with other SEE countries for skills transference.</p> <p>c. Review or adoption of new legislation.</p>	2015-2018	<p>20,270 ALL</p> <p>200.000 USD</p>	MoSWY	<p>IOM</p> <p>Other regional actors and institutions</p>	<p>Skills transfer programmes are facilitated in the SEE region.</p>	

PART II – REVIEW OF INSTITUTIONAL ARRANGEMENTS: THE CAPACITY DEVELOPMENT PLAN TO ACHIEVE THE VISION FOR SKILLS 2020

1. The RIA approach and process

The RIA in Albania has been carried out in the period from February to April 2014, under the management of ETF Country Manager Evelyn Viertel and with assistance from external experts: Susanne Møller Nielsen, Sotirag Guga, Linda Rama and Elira Jorgoni.

For the purposes of the RIA exercise in Albania, we subsumed under the “Human Resource Development (HRD)” sector the following areas:

- Vocational Education and Training (VET) for young people and adults (VET system reform).
- Active employment policies (modernisation of the NES, employment promotion measures, including training; regional/local employment partnerships).
- Social inclusion: training, employment and other measures to support labour market inclusion of vulnerable groups or people in specific disadvantaged regions.

The RIA in Albania focused on two major assessment areas:

- a. Steps towards implementation of the NESS 2020 and analysis of capacity-building needs in relation to implementing the measures outlined in the Action Plan.
- b. Capacity-building needs in relation to implementing a sector approach in HRD, as required by the Integrated Planning System and the IPA II programme.

RIA activities in Albania included:

- Review strategy planning capacities, including coordination and monitoring in relation to the introduction of an HRD sector approach for IPA II programme – use of questionnaire for implementation of qualitative interviews with selected target actors and use of information from recent relevant analyses and reports.
- Review budgeting capacities linked to the capacity of institutions to work on Medium-Term Expenditure Frameworks (MTEF).
- Review capacities for the implementation of the Action Plan related to the NESS 2020 – use of questionnaire based on the Priorities and Measures identified in the Action Plan for the NESS, plus use of information from recent relevant analyses and reports.
- Present and discuss draft findings at an RIA workshop with a view to agree with the target group on a list of prioritised capacity development actions.
- Present the final RIA report.

1.1 RIA target group

The findings and analysis regarding Assessment area 1 were based on direct qualitative interviews with relevant staff from the key institutions responsible for the measures, as outlined in the NESS 2020 Action Plan.

The national stakeholders mobilised in relation to Component 1 and participating in the Foresight Workshops have been among the institutions approached in relation to the review of institutional arrangements under Component 2.

The list of persons interviewed and their organisations is attached in **Annex 1**.

2. Review of institutional arrangements: Key findings

2.1. Review focus 1: Capacity-building needs in relation to implementing the measures outlined in the NESS 2020 Action Plan

NB. Prioritised capacity building needs have been highlighted.

2.1.1 Ministry of Social Welfare and Youth

According to the NESS 2020 Action Plan, the MoSWY is in charge of the following measures (left column), which we contrast with our findings (right column).

Measure	Our findings
Overall capacities	<p>General department composed of three directories, but with a new structure already approved by the Ministry of Finance. Another one will be added. Two additional staff will be hired, but there may be a need for up to ten additional staff members.</p> <p>Overall, capacities within the MoSWY are limited, while employment is high on the Government agenda and the strategy is very ambitious. (According to the new IMF agreement, the number of employees in public administration for 2014 shall not increase from the current figure of 87,700.).</p>
<p>NESS 2020 Action Plan:</p> <p>A3.1 Assessing, designing and implementing adequate active labour market policies (ALMPs)</p> <p>A4 Improving the monitoring and evaluation of employment measures</p>	<p>As per the DCM, evaluations of ALMPs are done by external experts. No capacities for this within MoSWY.</p> <p>→ ILO/IPA project support needed to (i) design new ALMPs, including for youth and women’s entrepreneurship and (ii) review impact of existing ALMPs and decide which shall be continued in which way.</p> <p>There is a new monitoring unit with 3 staff members who are in charge of monitoring the NESS 2020, Social Inclusion and Social Protection strategy and other cross-cutting strategies and action plans.</p> <p>→ Need for capacity-building to compile a comprehensive Monitoring plan for MoSWY, including a performance assessment framework that includes all relevant results-based indicators, clear responsibilities, how</p>

	findings shall be used, etc.
C1 Extension of employment services to rural areas	No capacities and concrete plans exist yet. Additional funding, as well as technical assistance, are needed for the various steps and a pilot project under this measure.
D1.4/1.5 Strengthening the role of the National Labour Council	The National Labour Council has been reconceptualised since December 2013. DCM taken to merge NLC with National VET Council. All members are now together with their dependent commissions, such as the wages commission, the employment promotion commission and the one on legislation. One commission dealing with VET. However, one commentator said that there are too many commissions now, which requires streamlining. → Need for reorganising this tripartite dialogue body and all its commissions make it also work as a sector working group to supervise or implement the NESS 2020 and other MoSWY-related strategies, and related capacity building.
B1.1 Organising social dialogue at sector level and identifying key (vocational) qualifications for each sector	No experience with sector councils yet. Highly time- and resource-consuming. → Extra resources and technical assistance including experience/lessons learned from other countries required. Economies of scale: using, and adapting to the Albanian context, vocational qualifications from other countries?
B1.5/1.6 Reorganising the network of VET providers in each region – Developing multifunctional centres/having public-private partnership agreements signed	Assessment efficiency and effectiveness of all public VET providers underway. The MoSWY to decide about which vocational schools to transfer from MoES as of September 2014. → After the assessment, a map will have to be compiled of where VET providers will remain or merged with others or transformed. Shared management and administration to optimise financial and human resources and avoid overlap of VET offers. National and regional skills needs analyses shall inform the future orientation (VET profiles offered) by the VET providers. Once all analyses/evidence have been provided and the related decisions taken, → plans for institutional development of each institution are needed, including transfer of staff and equipment, staffing plans, training needs, strategic investment plans. This is a huge undertaking for which the MoSWY needs technical support, perhaps from the IPA 2013 VET project. The ultimate benefit of the reorganisation and streamlining of the VET provider network is that funds, which are currently invested inefficiently, would be freed up to create stronger, modern regional VET centres. There has been little

	<p>experience so far with public-private partnership agreements in VET. Pilots could possibly be supported also under the IPA 2013 VET project.</p>
<p>B4 Strengthening the links between learning and work</p>	<p>Schools, training centres and employment offices should all be linked and work under one umbrella. → Establish and enhance capacities of Regional VET councils. → Train counsellors from employment offices to act as “sensors to capture business needs”.</p> <p>Introduction of PASO model, where appropriate. Schools to open up to employers and to the community, to offer also afternoon and evening courses → Install and train PASO teachers (in charge of liaising with businesses).</p> <p>Partnership agreements with businesses to offer practical internships have been signed for some sectors (with banking sector for economy schools); others are in the process (insurance, textiles/façon).</p> <p>Identifying companies that could offer training. Learn from experience of donor projects regarding students’ internships. → Capacity building on modern VET curricula & materials and types of learning. → Develop materials and train teachers on experience-based entrepreneurial learning. Develop materials and train teachers on Skills for Life learning. Organise career information events/guidance activities.</p>
<p>B5 Recruitment, competence assessment, pre-service and in-service training of VET teachers and trainers</p>	<p>“The strategy has given a whole new meaning to VET”. Not all teaching staff are considered qualified. Assessment will take place. Need for recruitment to replace retiring teachers, but also to hire certain specialists after VET provider network has been reconceptualised.</p> <p>Many resources and technical assistance through donor support are essential here. → A National VET Staff Development Plan, based on nationwide assessment, and a huge capacity-building effort need to be put in place. Pre-service training system for would-be VET teachers (universities/colleges in collaboration with VET centres and companies) and in-service training of VET teachers to be addressed through leading VET centres in the sector, VET teacher networks, whole-school development projects.</p>
<p>D1.1 Creation and management of an Employment and Training Fund</p>	<p>A first draft for creating an extra-budgetary fund has been prepared, engaging many experts. → Capacity-building/ technical assistance required on legal framework (now), Fund management and administration (experts from other countries, assistance from IPA 2013 VET project?).</p>

D1.2 Strengthening NAVETQ/Creation of a National Training Authority (or “National Qualification Authority”)	See below.
D3 Strengthening cooperation with the private sector (National VET/Labour Councils, possibly merged into one National Skills & Employment Council; sector committees to define qualifications; public-private partnerships)	See D1.4/1.5, B1.1 and B1.5/1.6 above.
D6 Complete overhaul of the legal framework for VET	<p>NAVETQ staff: “Legislation is currently a kind of jungle. It is often contradictory, some pieces are missing, and sometimes it constitutes a real barrier. Resources are available but cannot be disbursed.”</p> <p>→ Capacity-building/technical assistance is required to create a modern legal VET framework.</p>
	<p>Migration department no longer needs assistance in terms of legal frameworks, but on concrete measures in support of return migrants.</p> <p>→ Capacity-building on introducing assessment of prior learning/skills recognition mechanisms.</p> <p>Could grants for small businesses by return migrants be handled by a different institution? (EVI: MoETE/AIDA runs credit/loan schemes to set up SMEs).</p>

2.1.2 National Employment Service

The vision of the National Employment Service is to be the most effective and efficient preferred point of contact between all jobseekers and employers so that it can achieve its main aim of facilitating the functioning of an advanced and successful labour market in which all are included.

Rolling out a standardized National Service Model will comprise:

- Modernisation of all public employment offices with increased accessibility and visibility and including self-service areas with touch-screen kiosks.
- An ICT infrastructure providing good quality information and guidance tools for jobseekers, self-assessment and registration tools for unemployed people, easy-to-use job vacancy entry tools for employers, as well as administrative support and analytical tools for the PES.
- Development of a three-tiered service approach, including a profiling of jobseekers and the design of individual plans, individual or group counselling, as appropriate.
- The establishment of 10 new Job Clubs.
- The provision of a professional qualification structure and training for all counsellors.
- Improving the client-staff ratio of 1:700 in 2012 by cleaning the registers and increasing staffing numbers.
- Partnerships with private employment agencies and a possible contracting out of services for disadvantaged jobseekers/benefit-receivers.

- Improving contacts with employers and increasing the number of job vacancies from the level of 10,000 annually (2012).

Source: Fact-finding on Sector Assessment Criteria – Social Policies Sector by the (then) Ministry of Labour, Social Affairs and Equal Opportunities as an input into the EU Country Strategy paper 2014-2020, version from May 2014.

According to the NESS 2020 Action Plan, the NES is responsible for the following measures:

Measure	Our findings
Overall capacities	<p>Key NES staff was actively involved in the drafting of the strategy and thought realistically about the proposed measures and capacities of responsible institutions for implementation.</p> <p>Current NES structure comprises about 30 staff. Workload is very high.</p> <p>Government wants to create jobs and increase employment rate. → The recruitment of new employment office staff and the provision of new infrastructure and services require major capacity-building. Production of manuals or leaflets is good but not sufficient. NES staff is directly involved in such capacity-building efforts.</p> <p>The envisaged territorial reform and the decentralisation of management responsibilities are expected to have an impact on regional and local employment offices.</p> <p>→ Need for strong institutional cooperation by NES with MoETE, Ministry of Agriculture, Food and Consumer Protection and INSTAT.</p>
<p>A1.1 Reorganising regional and local employment offices according to the New Service Model (three-tiered model of NES services for jobseekers)</p>	<p>“Modernisation of services goes hand and hand with infrastructure modernisation and capacity-building”.</p> <p>New Service Model: Manual finalised. Five employment offices opened, reflecting the new service approach. Work shifting from paper work to individual services. Tirana employment office, whose staff benefitted from tailored training and study visits (not the case for other offices), reflects this new philosophy. Tirana office is an example in terms of good services and of responsibility and accountability of employers. Four similar offices would be needed in Tirana alone to offer the full package of employment services. New model to be reflected in offices, such as Kama, Lapraka, etc. More offices opened at local level to improve coverage. Recent efforts have been taken to establish offices and train staff in Kavaja and Elbasan, but they require further assistance.</p> <p>A system of quality assessment and performance indicators is being established within the NES. The ILO-IPA 2010 HRD project defined in the policy paper, outlining needs for further assistance.</p> <p>Current focus mainly on the self-service</p>

	<p>component of the new model. → Regional employment offices need new competences and assistance to provide full territorial coverage with SNAs and ALMPs. New offices need assistance with the definition of functions/management responsibilities and job descriptions, adapting to new settings and to implement the New Service Model, including tests of jobseekers' competencies and drafting of training modules. Hoping for support from new IPA to establish the new model.</p>
A1.2 NES staff recruitment and development: job descriptions, competence tests, annual training, performance appraisals	<p>→ Job descriptions, competence tests and annual trainings are areas that require assistance.</p>
A1.3 Modernising IT hardware and software, IT staff training, vacancy database	<p>Assistance is required to modernise the IT system and keep it up-to-date, including training on the use of IT systems.</p>
A1.4 New services for employers and cooperation with employers on ALMP implementation	<p>“A large share of jobseekers lacks adequate skills, are older or with different social problems. These jobseekers need individual training. Adapting their skills will be costly. Training to reflect real needs.”</p> <p>(E. Viertel: RIA interviews did not solicit satisfactory answers on this point.) See section on the (economic) social partners.</p>
A3.1 Assessing, designing and implementing adequate ALMPs	<p>Loan or grant schemes for self-employment in urban and rural areas would need to be devised. These should be coordinated with line ministries, e.g. the Ministry of Agriculture, and their development priorities and they should take account of local development policies.</p> <p>→ Capacity-building support needed to establish national and regional/local/rural employment partnerships.</p>
A4 Improving the monitoring and evaluation of employment measures	<p>The 2012 evaluation has not been advertised and contracted out yet. There is still a lot to be done to improve the M&E system including real time reporting and realistic labour market studies. There might be better software to work with rather than using large Excel files.</p> <p>The current system is fragmented, e.g. efficiency of services is not assessed. → More holistic M&E system needed.</p>
C1 Extension of employment services to rural areas	<p>“Will be rather complicated, needs strong decision-making structure. Current NES capacities cannot guarantee this extension. The way the NES works, how information is gathered, indicators, etc. would need to be revised. This measure alone would warrant an assistance project in its own right.”</p> <p>→ Mobile centres that offer VET are required. Capacities on how to establish them and run the services are still not clear.</p>
D5 Improving the quality and use of labour market information	<p>The LMI is still at an embryonic stage. Information has been identified but not efficiently</p>

used. → **Need to standardise information and create a comprehensive LMI system, to revise LM indicators, including also EU benchmarks, to insert data in real time and extract data for analyses. Related capacity-building.**

2.1.3 Tirana Regional Employment Office (as an example of an employment office)

The Tirana Regional Employment Office (TREO) is the most advanced in terms of offering services to jobseekers, following the new service model. Once housed in a new location, it could become a model employment office for other offices to learn from.

Measure	Our findings
<p>A1.1 Reorganisation of regional and local employment offices according to the New Service Model (three-tiered model of NES services for jobseekers)</p>	<p>TREO is currently undertaking an analysis for the territory (Tirana and surroundings) on the density of the population, their socio-economic situation, and searching for locations to potentially establish new offices, as well as for financial support. At least two new offices are due to be opened. Kamyra, Paskuqan and Babrru with large populations and high UE rates. The new offices will be called “employment agencies” and offer only employment services, while the Regional Office will offer also other administrative services.</p> <p>TREO employs 47 people, with considerable workload. 22,000 unemployed jobseekers in the area + many others not registered should benefit from the services. In addition, regional offices deal with some 16,000-17,000 households who receive NE. They require an UE certificate every three months. This should be organised on an appointment basis. At the same time, local Government units request these certificates every month. If increased to three months, TREO could focus on core tasks. NE reform is underway. In addition, employment offices have to issue other papers for registered unemployed people, i.e. to get free healthcare services, social insurance, electricity bill compensation, free enrolment in nurseries/ kindergartens, free books, etc. The high informality in the labour market and registered unemployed who refuse to take part in employment programmes add to inefficiency of services.</p> <p>There is some degree of uncertainty about functions and lack of coordination between institutions.</p> <p>→ There is need for revising the functions of the employment service and the social protection/bonuses system as one integrated system, reducing bureaucracy. There is also need for revised legislation and improved coordination between institutions.</p> <p>Working conditions have been unacceptable in a number of offices, such as in Kavaja. Also, TREO is currently in an unsuitable location. Without</p>

	proper infrastructure (following accessibility and quality standards) there can be no quality services. Donors have supported the opening of new local offices, the IT system and publicity materials. But more is needed, including capacity building on a grand scale.
A1.2 NES staff recruitment and development: job descriptions, competence tests, annual training, performance appraisals	Performance evaluations are done once a year. Training is provided through the Ministry. Regional offices can organise training only by using their internal staff. A one-week training of TREO staff in a labour office in Germany was considered most beneficial. Employment offices should employ more people coming from different disadvantaged backgrounds.
A1.3 Modernisation of IT hardware and software, IT staff training, and vacancies database	The Swedish government helped to establish a vacancies database and install software and hardware. Staff received training. Further support needed (e.g. to buy printers and copying machines and equip other offices).
A1.4 New services for employers and cooperation with employers on ALMP implementation	TREO has established a good cooperation with 10 companies of foreign investors, which comply with the requirements and provide places for the employment subsidy programme to the desired standards.
A4 Improving the monitoring and evaluation of employment measures	EU data have so far rather been estimations using data on NE and EU benefit recipients. Opening the TREO attracted 4,000 EU registrations in only 2 months due to higher visibility and better services including information, counselling and proper case referral.
D5 Improving the quality and use of labour market information	Monitoring of the labour market is difficult. Private employers do not report their real labour force. There are frequent violations of the labour code, even high levels of exploitation. All relevant institutions would need to work together to fight these abuses.

2.1.4 National Agency for VET and Qualifications

NAVETQ is to manage VET (providers) and become a “think tank” in VET. Apart from the envisaged (day-to-day) management of VET providers, tasks would include:

- draft the VET strategy & annual plans and coordinate progress reporting,
- co-draft VET legislation,
- coordinate sector committees to analyse skills needs and design qualifications,
- revise the national list of professions and draft/revise qualification descriptors (manage the Albanian Qualifications Framework),
- draft an investment plan and monitor implementation,

- supervise the network of regional VET councils,
- supervise the network of public VET providers under the leadership of the NES, regional employment offices and centre directors,
- analyse which companies comply with certain standards to offer training places,
- draft public-private partnership agreements,
- develop or oversee the development of curriculum and related teaching guides & materials for all training occupations for competence levels 3-5, including for adult training,
- organise VET teachers' and trainers' training in collaboration with (sector-specific) centres of excellence,
- manage accreditation and quality assurance of providers,
- supervise inspections of VET providers and students' internships,
- oversee examinations jointly with business associations and issuing of certificates,
- manage online information on public and provide VET offers and qualifications at all levels,
- initiate or participate in career guidance activities,
- propose and implement research & development projects,
- manage national skills competitions,
- coordinate cooperation with donors, ensure follow-up of donor initiatives,
- create and maintain a knowledge base in VET,
- take part in EU dialogue processes and reporting exercises, and
- manage participation in EU VET programmes and exchanges.

No tick (√) means that NAVETQ is currently fulfilling these tasks either to a certain extent only or not at all, yet. **To be able to meet the above-mentioned tasks, NAVETQ would require a Development Plan and Roadmap and a major capacity-building effort, once a sufficient number of staff has been hired.**

According to the NESS 2020 Action Plan, the NAVETQ is responsible for the following measures:

Measure	Our findings
Overall capacities	<p>Extensive international expertise has been made available to NAVETQ during the past 20 years. The Agency now has 16 staff that has to handle too many tasks. Computer hardware is obsolete.</p> <p>The Education ministry had restricted the mandate of NAVETQ to a few functions related to secondary VET. Staff training needs will depend on the new, more holistic mandate of the Agency, covering all functions of a modern VET agency. NAVETQ requires human and financial resources and technical assistance.</p>

	<p>Moreover, the planned transfer of management responsibilities for vocational schools to NAVETQ will result in new capacity-building needs.</p>
<p>B2.2 Analysis which companies comply with certain standards to offer training places (are suitable for public-private partnerships)/ Incentives to companies to participate in VET provision</p>	<p>This function is currently not included in the range of functions of NAVETQ. (Contacts with employers so far have only been in connection with list of professions and qualification descriptions.) → Review the scope of work.</p> <p>Criteria/standards for offering training places to be developed.</p>
<p>B2.3/2.4 Revision or development of curricula and teaching materials for all levels</p>	<p>One sector within NAVETQ deals with curricula design for secondary VET and, with donor support, postsecondary VET, as well as methodological guidance. Swisscontact did training on the sector analysis and how this could be translated into curricula. However, curriculum preparation needs improvement. The Sector would need to be considerably extended to cover all curricula for AQF levels 3-5, including adult training materials (currently uncovered).</p> <p>→Capacity building needed on curriculum design (including modularisation) and inclusion of social partners. Training of sector coordinators, including adult training.</p>
<p>B2.8 Accreditation and quality assurance of all public and private VET providers</p>	<p>Criteria and procedures for a system to accredit public and private providers (and programmes?) and to assure quality still need to be put in place. Capacity building needed on a respective systemic approach.</p> <p>The State Education Inspectorate is currently in charge of inspecting vocational schools, just like general schools. NAVETQ could play a role for VET providers and has already worked on quality assurance criteria.</p>
<p>B4 Strengthen the links between learning and work (introducing PASO model, identifying companies that could offer training, students' internships, entrepreneurial learning, Skills for Life learning materials, career information events/guidance)</p>	<p>This is a broad concept which could be included in the Agency's mandate. One person could work on identifying private providers that fulfil conditions for apprenticeships, but it would not be enough. The agency may have an advisory/facilitating role vis-à-vis providers, including coaching PASOs. (EVI: Related capacities of providers?).</p> <p>Currently, NAVETQ does not have the capability or instruments to facilitate the providers' relationships with the private sector.</p> <p>As regards entrepreneurial learning, apart from revising curricula, training is needed for teachers/trainers. New approach: integrated in other curricula (= active types of learning).</p> <p>NAVETQ may also play a more active role regarding career guidance, together with the MoES and the NES. One agreed model and synergy between different institutions is needed, rather than creating a new institution.</p>
<p>B5 Recruitment, competence assessment, pre-service and in-service training of VET teachers</p>	<p>Pre-University education to be changed (a "new legal package for VET") if we abandon the</p>

<p>and trainers</p>	<p>dividing line between professional and general subject teachers. Currently, recruitment is the responsibility of the ministries. NAVETQ has no role.</p> <p>“Poor management practices in general and lack of HR management practices led to failure of all elements of the system.” New criteria are needed, as well as major capacity building efforts for (new type of) managers, including school or centre managers. Soros Foundation delivered useful school manager training, but where are the traces? In-service training is not only related to the legal framework!</p> <p>NAVETQ drafted standards for the development of teachers.</p> <p>(E. Viertel: Need for a revised pre-service and in-service VET teachers’ & trainers’ training system and a massive VET TT training initiative when VET provider network has been reorganised.)</p>
<p>D4 AQF development: legal framework, AQF council, review of existing vocational qualifications, sector committees to define qualifications for each sector, curricula linked to qualifications (see B2.4 above), bodies and procedures for skills assessment and certification procedures</p>	<p>Revision of both the national list of professions and qualification descriptions is top priority. Currently, out of 650, only 180 descriptions have been completed, which translates to huge amounts of work, to be supported by donors.</p> <p>Additional staff and technical assistance needed to create a qualification system linked to competence levels of European QF. The ultimate goal is to certify qualifications rather than course attendance.</p>

2.1.5 Ministry of Economic Development, Trade and Entrepreneurship

According to the NESS 2020 Action Plan, the MoETE is responsible for the following measures:

Measure	Our findings
	<p>The MoETE claims that “MoSWY is the sole ministry in charge of employment”, but the MoETE has a role in promoting entrepreneurship in all but food processing-related sectors.</p> <p>→ Cooperate with both the MoETE and ministry for agriculture/agro food processing.</p> <p>The Strategy for Business Development and Investment 2014-2020 is in the pipeline.</p> <p>The MoETE works on better business climate, elimination of barriers, and provision of incentives. Beyond commercial loans from banks, the MoETE offers financial support to SMEs. The Italian Government has given €20 mln since 2009 and €11 mln during 2014-2016 to increase competitiveness of SMEs/upgrade their products. The German Government has given funds of €10 mln for agro processing businesses/SMEs in rural areas and €12 mln renewable energy sector.</p> <p>Government grant schemes (50% financing) including the Competitiveness Fund and the Creative Economy reserve fund. The latter covers the handicrafts sector (artisans), design, film, photography and arts – sector to be better identified, intertwined with cultural heritage.</p> <p>The Innovation Fund (modest fund from state budget) to perform technology audits, prepare business plans for upgrades and generate bank credits. Strategic Plan on Innovation. New OECD project to link research, innovation and business development, involving universities. Innovation vouchers (€2000-3000) will be offered to businesses to hire innovation experts.</p> <p>AIDA = agency implementing the Ministry’s private sector development policies. Business Relay and Innovation Centre (BRIC) as a part of AIDA. Regular communication and cooperation with business organisations, chambers, incl. offering training to them.</p>
<p>B1.1 Identifying economic sectors and key (vocational) qualifications/skills required for each sector</p>	<p>Positive example: The apparel and footwear industry is one of the most important sectors, very labour intensive. A set of measures being prepared together with other line ministries include waiving VAT for equipment, lease of public properties to companies on €1 basis, training and tax relief for employing staff – training employed staff and 3-month training of newly (to be) employed.</p> <p>→ Explore other key economic sectors with the MoETE and design similar sets of measures. Skill needs analyses.</p> <p>Establishment of sustainable clusters (previous</p>

	<p>donor-supported clusters rather failed). Legal framework will be drafted, pilots, follow up. Networking between enterprises operating in the same sector (at local level), as well as research institutions.</p> <p>→ Include identification of clusters in regional development/employment partnerships. Support capacity-building in clusters.</p> <p>Business incubators to bridge university-business cooperation. Available estates/assets published will be privatised. Part of venues could be used for incubators.</p> <p>GIZ-EDEP: introduced new form of business cooperation: grouping businesses by similarities in production to exchange information on market opportunities, challenges and formulate common positions to influence policy.</p>
<p>B4.4 Introducing entrepreneurial learning as a key competence in all VET institutions (trilateral strategy & action plan; learning materials, teacher training)</p>	<p>The MoETE has no capacities for designing entrepreneurial learning curricula, as it is beyond its scope to offer and finance related training. AIDA offers various donor-supported business training courses in Tirana and districts. Association of trained business trainers/consultants exists by now. The ETF to work not only with the MoSWY, but also help the MoETE to work on business training modules.</p>
	<p>Capacity building: changing business mentality, switching from one-man show businesses to organized teams, responsibility for community and environment, cooperation with local government for economic development and employment promotion. Training institutions to orient towards needs of businesses.</p> <p>Enhance capacities of local Government staff to identify potentials of the region, make partners work together to pursue common goals, know businesses in the area and what their needs, opportunities or barriers are. Make best use of resources.</p> <p>→Cooperation of all local actors through partnerships.</p> <p>The MoETE-s Department of Economic Development includes regional/local economic development, for which new staff has been hired. Interaction with other line ministries.</p> <p>MoETE staff needs training on obligations resulting from the SAA/EU accession preparations.</p>

2.1.6 Social Partners

According to the NESS 2020 Action Plan, social partners are to be responsible for the following measures:

Measure	Our findings
	<p>In general, social partners stressed that the private sector does not only need lawyers and social workers, but skilled labour. Joining of VE and VT and following best examples, e.g. from Germany and Austria, would be a good move to gradually orient youth towards professional skills.</p>
<p>A1.4 Services for employers (that should be offered by the NES) and cooperation of employers on ALMP implementation</p>	<p>Past: “ALMPs costing up to USD10 million lost their impact, as public-private partnerships did not function anymore. The process of selecting businesses for subsidised employment lost credibility, as only those well connected to public administration received funds. Training to be linked to labour market needs (so no more hairdressing in Shkodra; negative example of Eurofish fish conserving factory that couldn’t find workers due to inherited bureaucracy of Shkodra employment office). Ndhime ekonomike (NE = social welfare) recipients who refuse job offers should be sanctioned.” → Public-private partnerships should really work in practice.</p> <p>Positive examples: In 2013 USD 900,000 available for ALMP fund; in 2014 this fund has tripled. Therefore, much higher impact is expected.</p> <p>Employment services targeting NE recipients: this way, women in a Tirana suburb found employment in apparel and footwear companies. Employment offices are being oriented to better serve needs of employers. Better cooperation already in the apparel sector and in the call centre sector.</p> <p>The (Annual) Employment Fair in April 2014 focused on employers.</p>
<p>B4 Strengthening the links between VET institutions and individual companies (companies that could offer training/internships for VET students and/or teachers/trainers, other forms of collaboration with VET institutions)</p>	<p>Agreement with the association of banks on facilitating internships for students of the economic school. Similar agreements are being worked out with insurance associations, the food industry and the metal processing sector.</p> <p>→ Approach sector organisations represented in the NLC to have more public-private partnership agreements signed.</p> <p>Business Albania is a member of the international organisation of employers and partner of Business Europe. They are suggesting to “take and manage” one new vocational training centre in the frame of a public-private partnership, following the successful example of Confindustria in Bari.</p> <p>→ Decide on which centre.</p>
<p>D3 Strengthening cooperation with the Government on VET & employment (National VET/Labour Councils; sector committees to define qualifications; public-private partnerships)</p>	<p>The main social partner is Business Albania, which is the co-chair of the NLC. Business Albania is a member of both the National Economic Council and the NLC, which offers</p>

	<p>possibilities for synergy.</p> <p>The new Government reconstituted the National Labour Council with 27 members (7 ministers + 10 representatives each from employers' and employees' organisations). However, 80% of employers' organisations are "fake".</p> <p>Representatives on both sides were decided on a sector basis.</p> <p>Seven NLC commissions are constituted now and the Ministry will hire additional staff to support the NLC work. Then there are Administrative Councils that will amount to four in total after the inclusion of VET and social insurance. All commissions and councils were to be up and running by the end of March 2014.</p>
D4.2 Organising social dialogue at national/sector level through sector committees (coordinated by NAVETQ) to identify key (vocational) qualifications for each sector	<p>No answer during interviews.</p> <p>→ Approach sector organisations represented in the NLC on how this could be organised, what are the capacity-building needs, etc.</p>
	<p>Capacity building needs: When Albania gets EU candidate country status, training will be needed on EU standards for businesses, juridical institutions and processes (international arbitration), etc.</p>

2.2 Review focus 2: Capacity-building needs in relation to implementing a sector approach in human resource development – key findings and recommendations

Criteria	Findings – questions – recommendations
1. Sector policy and strategy	
The key assessment focus:	
<ul style="list-style-type: none"> • Are policy objectives coherent with national development objectives and EU objectives? • Is the sector policy authored by domestic actors? • Is there enough political support and stakeholder involvement to ensure ownership and future sustainability? • Are the objectives sufficiently SMART? 	
1.1 HRD sector/sub-sector policy	<p>Findings:</p> <p>The National Employment and Skills Strategy (NESS) 2014-2020 consists of 3 Chapters respectively: (i) Review of the economic and social context and public policies; (ii) Challenges to be addressed; (iii) Strategic framework for Employment and Skills Development.</p> <p>The vision of the Employment and Skills Strategy is to have by 2020 a competitive economy and an inclusive society that is grounded on the vision: "Higher skills and better jobs for all women and men". The overall goal of the Strategy is to promote quality jobs and skills opportunities for the Albanian women and men throughout the lifecycle. This will be achieved through coherent and concerted policy actions that simultaneously address labour demand, labour supply and social inclusion gaps.</p> <p>The strategy centres on four strategic priorities, as follows:</p> <ul style="list-style-type: none"> A. Foster decent job opportunities through effective labour market policies B. Offer quality vocational education and training for youth and adults

	<p>C. Promote social inclusion and territorial cohesion</p> <p>D. Strengthen the governance of the labour market and qualification systems</p> <p>The Social Inclusion and Social Protection Strategy 2014–2020 focuses on specific issues and policies related to different groups of the population who are at a particular disadvantage. The key policy objectives under the social inclusion and territorial cohesion pillar are to:</p> <ul style="list-style-type: none"> • Improve the range and scope of employment services and programmes targeting the most disadvantaged groups of the population; • Increase efforts and public investment to diversify economic activities in rural areas; • Expand vocational training opportunities for low-skilled individuals. <p>The Social Inclusion Strategy is complemented by other crosscutting documents, including the National Strategy of People with Disabilities, the Roma Decade Action Plan 2005-2015, and the National Strategy on Gender Equality and Reduction of Gender-Based Violence 2011-2015.</p> <p>The National Crosscutting Strategy on Gender Equality and Reduction of Gender Based Violence 2011-2015 aims to achieve gender equality in Albania through gender mainstreaming into all aspects of policy drafting and implementation. One of the main pillars of this strategy is the economic empowerment of women, also through fostering the inclusion of women in VET for jobs and skills.</p> <p>The Draft National Strategy on Education for 2014-2020 includes the main priorities on the subsectors of the University Education, Higher Education and Vocational Education (as well as basic education). The aim of policies is to accelerate the integration of our university education in the European educational system, to further continue reforms in the sector in order to improve the performance of the students.</p> <p>Recommendation:</p> <p>Review to what extent social inclusion is sufficiently covered in the NESS if the latter is to be an overarching strategy.</p>
<p>1.2 Alignment of HRD sector policies with the national policies for socioeconomic development</p>	<p>Findings:</p> <p>The national policy framework on HRD is harmonized with:</p> <ul style="list-style-type: none"> • GoA Political Programme, which has as a strategic objective to promote quality jobs and skills opportunities for Albanian women and men throughout the lifecycle. • The draft NSDI 2014-2020, which represents the core/umbrella strategic planning document of the Government of Albania. The national strategy presents a 6 year development perspective and path for Albania. As an integral part of it, strategic priorities are defined in the Government Programme and a 4 year Government Plan. The NSDI harmonizes the sectoral and crosscutting strategies. One of the pillars of the NSDI sets strategic priorities related to investing in people and social cohesion, greater inclusion through economic and social opportunities, driving productivity through quality in higher education, developing a well-educated and healthy labour force, etc. The NESS 2020 will be an integral part of the Integrated Planning System (IPS) and Mid-Term Budget Programme (MTBP) mechanisms established by the National Strategy for Development and Integration (NSDI). • The Draft National Strategy on Business and Investment Development Strategy for 2014-2020 that is expected to be approved by the GoA within the first half of 2014. The advanced strategy draft focuses on the competitiveness of the Albanian economy, while being in line with the EU industrial policy and the European Strategy “Europe 2020” (smart,

	<p>sustainable and inclusive growth), as well as the SEE Strategy 2020. The core of the strategy lies on the increase of employment, improvement of the conditions and support of innovation, research and development, development of human resources and social cohesion.</p> <p>Recommendations:</p> <p>Ensure alignment with economic development strategies such as the National Strategy for Business Development and Innovation.</p> <p>Ensure alignment with the National Strategy for Agriculture and Rural Development, including their focus, among others, on the food processing industry.</p> <p>Include prioritisation of specific economic sectors for NESS Action Plan - Measures (in a 2nd phase).</p> <p>Make use of experience with/expand regional employment partnerships.</p>
<p>1.3 EU policy dialogue</p>	<p>The National Plan for the Implementation of the Stabilization and Association Agreement (NPISAA), 2012-2015, is regularly updated under the lead of the Ministry for European Integration. The NPISAA reflects the priorities established in the NSDI and ensures linkages between the national strategic framework and the European integration agenda.</p> <p>The objective in the NESS - as mentioned before are directly linked to the EU 2020 objectives and targets, which are about delivering growth that is: smart, through more effective investments in education, research and innovation; sustainable, thanks to a decisive move towards a low-carbon economy; and inclusive, with a strong emphasis on job creation and poverty reduction.</p> <p>The EU 2020 strategy is focused on five ambitious goals in the areas of employment, innovation, education, poverty reduction and climate/energy. The main targets of EU2020 related to HRD policy are related to employment and fighting poverty and social inclusion, which are embodied also as objectives and targets in the Albanian HRD context.</p> <p>The vision and goal of the NESS are inspired by the overarching goal of Europe 2020 to deliver smart, sustainable and inclusive growth. Throughout the document, comparisons between national and international indicators regarding education and training as well as employment are used.</p> <p>It is noted in the NESS that a number of broad challenges remain to align Albania's education and training system to the lifelong learning principles of the European Union. A table is included in the strategy that provides a snapshot of the lifelong learning indicators available for Albania and the EU, as well as the benchmarks to be achieved within the Europe 2020 framework.</p> <p>The NESS is also aligned with the SEE Strategy 2020, which includes within its 5 pillar model the inclusive growth: skills development, employment creation and labour market participation by all, including vulnerable groups and minorities.</p>
<p>1.4 Local stakeholder involvement (including social partners and civil society organisations) in the drafting of the NESS</p>	<p>Findings:</p> <p>The drafting process of the NESS was carried out with the participation and contribution of a wide range of actors and stakeholders at national and local level related to the skills and employment issues. Thus, the vision, the goal and the objectives of the strategy as well as the action plan have been the result of consultations and contributions from a high level decision making level to key local stakeholders.</p> <p>The Vice Prime Minister, the Minister of Social Welfare and Youth and the Minister of Economy and Entrepreneurship in the framework of a strategy preparation process have presented the Government's Program regarding employment and skills in Albania and how they envisage the future.</p> <p>Consultations have included Experts from specialised institutions in the field of employment services and VET such as the NES, NAVETQ, Institute of Education Development, State Education Inspectorate, Ministry of Finance,</p>

	<p>INSTAT, representatives of business associations, trade unions, Confindustria, heads of the local employment offices, headmasters of several vocational schools, representatives of donors in the field of vocational education and employment and related experts, NGOs, etc. These meetings and workshops were organized by the ETF in cooperation with the ILO-IPA 2010 VET project.</p> <p>In addition, the MoSWY has held meetings and workshops in order to collect opinions on the existing situation and the necessary reforms to be undertaken in the future. The workshops were focused on topics like “Recognition of Prior Learning and the Returning Emigrants”, “Social Enterprise with Focus on Women”, “Youth Employment and Entrepreneurship” and “Employment and Training Fund and its Operationalisation”.</p> <p>A consultation round was realised with the representatives of the main line ministries with clear targets regarding jobs creation. A matrix was filled in by each ministry regarding main sector priorities, concrete measures and actions it will implement, effects on job creation, existing programs that facilitate the job creation process and the future needs to support this process.</p> <p>The Sector Working Group members had dedicated discussions about NESS and comments were incorporated to the latest draft of the document.</p> <p>Recommendations – questions for consideration:</p> <p>Next steps – ensuring successful implementation will be necessary to involve final beneficiaries and implementers at local level in the preparation of measures.</p> <p>Network of VET providers in the regions should work together with regional/local employment centres in finding regional and local targeted solutions to the local problems. Regional and local stakeholders should be involved in the design of the actual reforms – by the use of bottom up approaches.</p> <p>Make use of experience with regional employment partnerships. (The regional employment partnerships are modeled on the European Social Fund. It finances employment programmes designed regionally).</p> <p>Social dialogue will be enhanced also at regional and local levels, following the examples of donor-supported active labour market programmes, where authorities, employers and their intermediary organisations, employment offices, training providers, NGOs and other partners are involved in the implementation. The actions should be based on concentration and partnership with a view to extend the impact and outreach of the NES. Target specific local labour market problems (informality; urban/rural divide; labour market segmentation) and build on the local comparative advantages, in response to specific labour market needs.</p>
<p>1.5 Political support and stakeholder involvement at national level to ensure ownership of NESS</p>	<p>The Government has provided all the support for the preparation of the strategy to the MoSWY. The Vice Prime Minister presented the Government’s vision and objectives in terms of country’s economic development and integration to the EU. Specific attention was dedicated to the job and skills creation as one of the main objectives for the coming years. Both the Minister of Economy and the Minister of Social Welfare and Youth committed to undertake all the necessary institutional and programmatic reforms as well as to create a good climate for private sector development and for attracting and promoting foreign investments. The Vice Minister and the main staff of the Ministry participated in all the working group discussions. The representative of the Department for the Coordination of Strategies under the CoM has been following the process as well.</p>
<p>1.6 SMART NESS objectives</p>	<p>Findings:</p> <p>The 2020 targets in the NESS are in line with the government policies. However, results have not been clearly defined across the board.</p>

	<p>Recommendations:</p> <p>Ensure a clear setting of the results to be achieved by the NESS together with an implementation plan suitable for being monitored and evaluated.</p> <p>Impact should relate to Copenhagen criteria and to the achievements to be reached.</p> <p>Results represent the NESS immediate advantages.</p> <p>Outputs represent the products of the NESS measures = activities.</p>
<p>2. Institutional setting and capacity assessment</p> <p>The key focus in relation to this assessment criteria is:</p> <ul style="list-style-type: none"> • Has the sector been defined with institutional coherence in mind? • Is there a lead Ministry in the Sector? • Are there inter-institutional agreements showing responsibilities for achieving sector targets in the implementation of the NESS? • What is the capacity of key sector organisations? • Is capacity building envisaged? 	
	<p>This assessment has been covered by implementation of direct interviews with key actors to be involved in the implementation of specific measures of the NESS. The findings and recommendations are presented in Section 4 of this RIA report.</p>
<p>3. Sector and donor coordination</p> <p>The assessment criteria covers 2 elements:</p> <ol style="list-style-type: none"> a. Coordination of government institutions and key non-government stakeholders. b. Coordination of donors. <p>Which includes the assessment of the existence of:</p> <ul style="list-style-type: none"> • Lead Ministry/Institution responsible for establishing and coordinating all government institutions involved in sector policy/strategy. • Functional, Government-led Sector Working Groups. • Government manages database(s) of external assistance per sector. • Government publishes regular monitoring/progress reports for each sector. 	
<p>3.1 Existence of sector working groups</p>	<p>Findings:</p> <p>The DDPFFA within the Prime Minister’s Office oversees the overall national strategy design and budget planning process to which all sector ministries contribute as part of the Albanian Government’s Integrated Planning System (IPS). On the other hand, the coordination of EU assistance is the responsibility of the Ministry of European Integration, represented by the Minister as National IPA Coordinator (NIPAC). The general programming of donor funds is integrated into the IPS, while the EU Country Strategy 2013-2020 now forms the basis for IPA funding.</p> <p>Since 2004, the Sector Working Groups (SWGs) have been a tool for coordination of external assistance at sector level. Since 2008, over 30 SWGs were established by the GoA in priority sectors. Respective donor focal points were nominated to facilitate the work of each group.</p> <p>The aim of SWGs is to enable an effective policy coordination mechanism and dialogue among the Government institutions and donors at sector level. The SWGs are composed by the SWGs Chair (line Ministry/Government), SWGs Co-Chair (donor community/Donor Focal point) and SWGs members representing stakeholders in the sector. In relation to “HRD” areas of interest, there are two SWGs: (i) “VET & Employment Reform” and (ii) “Social protection & Inclusion”.</p> <p>Recommendations:</p>

	<p>Extend the focus of the SWGs, covering a broader HRD focus contributing to and monitoring the NESS implementation.</p> <p>Include social inclusion in the agenda.</p>
<p>3.2 Donor coordination arrangements in relation to HRD</p>	<p>Findings:</p> <p>Donors do exchange information with the MoEI and among themselves to a certain extent. A VET sector working group involving the two ministries and donors exists and meets occasionally. However, currently no functioning donor coordination structure exists covering education, employment and social inclusion in a more comprehensive way, which could guide the work of the donors.</p> <p>SWGs on VET & Employment Reform were co-Chaired by the MoSWY and the Swiss Cooperation Office in Tirana as donor focal point. The donors attending actively the SWGs meeting were: the EU Delegation, Austrian Cooperation, German Technical Cooperation GIZ; Italian Cooperation, Sweden, UNDP, USAID and World Bank. In the SWGs meetings there was also participation of representatives of the VET Donor/DACH+ Group¹⁸, who addressed messages and feedback on the status of the sector and the necessary future sector reforms and interventions to be undertaken by the GoA.</p> <p>SWGs on “Social protection & Inclusion” were co-chaired by the MoSWY and the UN (UNICEF on social protection and social inclusion strategies) as donor focal point. The donors attending the SWGs meeting were: UNICEF, EUD, Austrian Cooperation, German Technical Cooperation GIZ, Swiss Cooperation, Sweden, UNDP, UNFPA, UN Women, USAID and World Bank. The SWGs meeting conveyed on June 14th, 2013 and the main topic was the discussion with the donor community on the draft Strategy on Social Protection and Social Inclusion. The SWGs on “Social Protection & Inclusion” has not been quite active thus far, as this has been the only meeting of the last two years.</p> <p>An important input to the NESS was given by representatives of donors and international institutions present with their programs in the VET sector from the beginning of the transition through the DACH+ group.</p> <p>Other donors and institutions provided their comments such as the ETF, the EU Delegation, IOM, Kulturkontakt, UNDP, UNFPA, the World Bank, etc.</p> <p>Recommendations:</p> <p>Based on the findings above, there is an issue of setting up one coordination structure that involves relevant Albanian ministries, agencies, the social partners, civic actors, etc. on the one hand and key donors on the other hand and that covers education, employment and social inclusion policies (the HRD sector) in a more strategic manner:</p> <ul style="list-style-type: none"> • Establish a mechanism for the HRD Sector Working Group with systematic working arrangements for coordination, planning and monitoring of the implementation of national sector policy/strategies. • Ensure involvement of civil society organisations.
<p>3.3 Existence of an up to date complete database of donor assistance</p>	<p>The former Department of Strategy and Donor Coordination (DSDC) restructured into the Department of Development Programming, Financing and Foreign Aid (DDPFFA) with Council of Minister’s Decision No. 204 date 1.11.2013. It is located in the Prime Minister’s Office. In cooperation with the Donor Technical Secretariat, it has already established a donor database, which comprises data about all active donors that have been working since 1994, including information on foreign assistance disbursements. Together with the Ministry of Finance, the DDPFFA co-leads negotiations with donors on</p>

¹⁸ The DACH+ group is a group of experts working in donor funded projects working for VET reform in Albania. The representatives of the projects meet regularly aiming to foster a concerted approach towards VET reform.

policy-based conditions for loans/credits and participates in negotiations led by the Ministry of European Integration on IPA programming.

The database provides up-to-date information on all assistance provided to Albania by the donors operating in the country. More specifically, the database includes data on the name of a project, the total commitment made for that project, the total amount of yearly disbursement, as well as planned disbursements until 2015, forecasts for commitments and disbursements, the type of assistance provided (grant vs. loan), etc.

The database is intended to help increase coordination and reduce potential overlaps among projects or donors, and it also helps in preparing annual External Assistance Progress Reports. Ultimately, the information contained in the database is also used to better orient external assistance to the country's needs and strategic priorities and sectors. In addition, the database helps in preparing the annual External Assistance Progress Report (EARP) which is produced by the DDPFFA, aiming to provide an analytical overview of donors'19 activities in Albania and mapping of their support in a variety of sectors. The report analyses external assistance implementation both within and across sectors and makes an attempt to identify future government priorities that require donor support. This complies with the intensifying global approach that donor coordination is intimately tied to the more effective use of assistance, as outlined by the Paris Declaration on Aid Effectiveness, of which Albania is one of the signatories. The DDPFFA publishes the reports in its own website.

Currently, the donor database is kept in an excel spread sheet by the Unit of Foreign Financing, DDPFFA and it is updating with the donors data twice per year (January and July) through email correspondence. The whole database info as well as condensed info (i.e. by sector, by type of financing, by type of projects, by beneficiary institutions, etc.) is published and updated twice per year in the website www.dsd.gov.al

Together with the Ministry of Finance, the DDPFFA co-leads negotiations with donors on policy-based conditions for loans/credits and participates in negotiations led by the Ministry of European Integration on IPA programming.

The DDPFFA is leading the design and development of two information systems in support of its multi-faceted mandate for strategic planning, policy analysis, monitoring, evaluation and donor coordination: the Integrated Planning System Information System (IPSIS) and the External Assistance Management Information System (EAMIS) linked with the MTBP and Treasury systems. For this purpose, under the IPS TF II funding, the DDPFFA has recruited two international consultants to prepare the technical requirements for the bidding documents for IPSIS and EAMIS software module, including the specifications for the integration of IPSIS with EAMIS and other systems, hardware and network equipment specifications, etc., for a competitive bidding process. Both systems are expected to be in place and running by early 2015.

Recommendations:

Ensure sustainability of donor support.

Establishment of knowledge base ensuring use of pilot experience and transfer of best practices.

4. Sector budget analysis

Background for sector budget analysis in relation to sector approach assessment:

- There needs to be a clear link between sector policy and budgeting.

¹⁹ Annual Report of External Assistance 2009-2010 and Analysis of Foreign Assistance Performance in Albania 2011-2012

- Sector plans should be properly priced and prioritized within a realistic estimate of the resources available from the national budget and external donors.
- It is necessary to provide a brief description of the sector budget on an annual, and if possible, on a medium-term perspective (3-5 years). Ideally there should be a Medium Term Expenditure Framework (MTEF) for the sector.
- However, development of MTEFs will be gradual and first assessments should focus on the existence of credible annual sector budgets. At minimum, it is crucial to verify whether the sector budget can be identified in the state budget.

The findings and recommendations relating to the sector budget analysis are provided in the next section.

5. Sector monitoring

Stand-alone project-based assistance emphasises the monitoring of resource usage (inputs) and immediate deliverables (outputs) and relatively little on achieving objectives. By contrast, the sector approach will introduce much stronger results orientation to monitoring assistance and will focus national monitoring systems on measuring the achievement of policy objectives. There should thus be agreement on a Performance Assessment Framework (PAF).

5.1 Existence of a national monitoring system based on performance criteria

Findings:

The implementation of the National Strategy for Development and Integration (NSDI) and the related national strategies are monitored on a well-established and Result-Based Performance Assessment System, as part of the IPS.

The result-based performance monitoring system was introduced in 2010 in a standardized way for 11 line ministries²⁰ and is used for monitoring 18 sectorial strategies, and in 2011 also for crosscutting strategies. The core elements of that system are Performance Assessment Matrices (PAMs) based on the core strategy indicators of the NSDI and the (cross) sector strategies. PAMs include about 185 result indicators, selected by using SMART criteria. A calendar on PAMs was developed as part of the IPS calendar. The key milestones in 2013 during the monitoring process included:

- May-June: hearing sessions to analyse the performance of target indicators planned included in the MTBP policy statement, but presented through PAMs.
- June: discussions in the SPC of the findings resulted from the PAMs analyses and launching the monitoring process;
- November - December: discussions between DSDC and the ministries or analysing the monitoring report developed by the ministries based on the PAMs.
- December: DSDC consolidates monitoring reports and PAMs in one single table and presents them in the SPC for consideration and action.

Recommendations:

The NSDI Annual Progress Report and Annual Reports of ministries serve as main instruments of communication and transparency, but their use as an effective means of internal analysis on the progress in achieving the objectives set in the strategy, NSDI, and Government programme in the PBA at the sector level must be strengthened.

The draft NESS 2014-2020 has included a set of indicators in line with the EU policy on HRD. However, the indicators linked to the Action Plan measures need to be improved and reflected as output/result indicators.

The MoSWY should establish and strengthen an effective system to monitor

²⁰ Prime Minister Order Nr. 139, datë 1.7.2010 "For monitoring the implementation of sector and cross sector strategies".

	<p>employment, VET and social inclusion policies and targets. Identifying appropriate counterparts in local and/or regional administrations, capacity building and IT infrastructure are needed to make progress in the area of sector monitoring.</p> <p>(The ETF Monitoring Plan will provide more details on monitoring of the NESS).</p>
<p>5.2 Linkage of PAF to the IPA monitoring system</p>	<p>Findings:</p> <p>The current system for monitoring the implementation of IPA is ensured by the NIPAC and the NIPAC Secretariat located in the Ministry of European Integration. The use of IPA funds is part of the IPS and MTBP. The IPA Monitoring Committee is a high-level committee that meets once a year. The IPA MC meetings are co-chaired by the NIPAC, the Minister of the Ministry of European Integration and a ranking European Commission representative.</p> <p>HRD is one of the policy areas included in the Country Strategy Paper for IPA II. These sections will summarise the medium to long term objectives and targets. In this context, Line Ministries (including the MoSWY) are called to provide SMART indicators equipped with baseline and headline targets.</p> <p>At the moment, there are no straightforward links between IPA monitoring and the Government monitoring system. Both have traditionally been weak.</p> <p>The MoEI is in the process of establishing a proper IPA monitoring system. A dedicated Unit for IPA Monitoring was established recently.</p> <p>On the other hand, the DDPFFA is investing in improving the overall Government monitoring system. The established “Delivery Unit” (under the DDPFFA) and the IPSIS are expected to bring about positive changes in monitoring implementation of key policy initiatives.</p> <p>Comment on Performance Assessment Framework:</p> <p>A characteristic of project-based assistance is that it tends to place undue emphasis on the monitoring of resource usage (inputs) and immediate deliverables (outputs) and relatively little on achieving policy objectives. An important reason for moving towards a sector approach is to introduce a much stronger results orientation to the monitoring of assistance and to focus national monitoring systems on the achievements of policy objectives. This is not to say that the monitoring of input and outputs is unimportant, but this level of monitoring should be taken over by the lead ministry of the HRD sector (Lead of HRD Operating Structure). This leaves the European Commission to focus on policy dialogue with beneficiary governments on the achievement of results and policy objectives and to agree on a Performance Assessment Framework (PAF).</p> <p>The PAF is a set of regular performance measurements which enable programme managers and stakeholders to assess progress in achieving a set of policy objectives. These assessments should inform future decision making, so it is important to coordinate performances assessments with the planning, budgeting and reporting cycles.</p> <p>A jointly agreed PAF allows for the selection of programme indicators which can be tracked and coordinated at various levels and stages of programme implementation, and which can form the basis of joint monitoring arrangements. The adoption of a PAF provides a platform for the setting of programme targets at the results level. Target-setting must be done on the basis of known financial allocations.</p> <p>Recommendations:</p> <p>Strengthen monitoring frameworks (NESS implementation, IPA monitoring and Budget monitoring) and ensure linkages between them.</p> <p>Ensure target setting is done on the basis of financial allocations.</p> <p>Ensure reporting and feedback mechanisms where assessments inform future</p>

	<p>decision making.</p> <p>Enhance involvement of social partners in monitoring of HRD at national level (include them in team for sectorial monitoring).</p> <p>Establish information channels and feedback mechanisms ministries and relevant institutions on lessons learned insuring mainstreaming of successful local innovative solutions.</p>
<p>5.3 Monitoring and evaluation mechanisms for NESS 2020 implementation</p>	<p>The NESS 2014-2020 – with its list of targets and indicators – will become an integral part of the Integrated Planning System (IPS) and Mid-Term Budget Programme (MTBP) mechanisms established by the National Strategy for Development and Integration (NSDI). The monitoring of the Strategy will comprise regular examination of resources, outputs and results of policy interventions. It will be based on a system of information gathering and analysis of performance indicators as per the draft strategy annex.</p> <p>The MoSWY will have the responsibility to systematize the monitoring information for presentation to the Government. This will describe in detail the delivery of inputs, the activities conducted and the results achieved.</p> <p>The objectives and outputs of the NESS will be operationalized through its Action Plan and additional thematic planning documents. The implementation of the Action Plan will be monitored through different indicators of achievements (impact, result and output).</p> <p>Monitoring of the NESS and the achievements of the objectives is planned as follows:</p> <ul style="list-style-type: none"> • An interim evaluation, to be conducted at the end of 2016, will analyze the results achieved, the management of resources and the quality of implementation. This analysis will point to changes in the overall economic and social context and assess whether the aims are still relevant by comparing the state of affairs with the initial situation. • A final evaluation, after the end of the implementation period, will assess the whole strategy, in particular its overall impact. It will assess the success of the measures undertaken, the resources invested and the extent to which the expected effects have been achieved. The final evaluation will be carried out by analyzing the data stemming from various sources, including the findings of performance monitoring and impact evaluation of active labour market programmes. <p>Recommendations:</p> <p>Establish a Performance Assessment Framework for the NESS – results orientation and focus on achievements of policy objectives.</p> <p>Increase capacities of the MoSWY with respect to developing SMART policy indicators and monitoring of policy achievements. It is important for social inclusion and social protection efforts that effective co-ordination and rigorous monitoring and evaluation systems are quickly established.</p>

Review focus 2: HRD sector – Medium Term Budget Programme - Key findings and recommendations

Key challenges related to HRD sector – Medium Term Budget Programme	Comments
<p>1.1 Due to its crosscutting nature, some HRD policy objectives and outputs are located over budget programmes managed by different institutions (ie, MoSWY, MoETE, MoARDWA, MoES, etc.). This calls for better coordination and</p>	<p>Currently, the budget planning of HRD related measures is fragmented between several ministries. While a multi-institutional approach is unavoidable, if not properly coordinated it might lead (as it has been often the case) to</p>

consolidation of the budget planning process.	fragmented outputs among different policy programs not harmonised with each other.
1.2 Responsibility for coordination of Public Investment Planning, (a crucial component of MTBP/PEIP) was recently moved from the MoF to the MoETE. This fragmentation of the budget planning process might lead to a disintegration and inconsistency between planning of capital and recurrent spending.	<p>For the MoSWY (as for other line ministries) these functional changes bear the risk of increasing the complicity in terms of inter-agency coordination during the Budget Planning process, especially leading to a fragmentation of planning of capital and recurrent spending.</p> <p>This would be important especially in the case of relatively larger investment initiatives, i.e in VET schools/centres' infrastructure. Units in charge of budget programming under the MoSWY will have to handle parallel processes with the MoETE (for capital expenditures requests) and the MoF (for recurrent expenditures requests). Unless well-coordinated and consolidated it might lead to disintegrated or fragmented budget planning processes.</p>
1.3 Funds for employment and training-related programmes are very low so as to meet the ambitious NESS objectives. Increase in funding is necessary.	<p>In the 2014 annual budget, the amount allocated increased as compared to 2013. However, it still remains at a comparable level of that in 2009.</p> <p>Nonetheless, the trends of budget allocations remain small to allow for a significant impact in the labour market.</p> <p>This funding gap is more visible considering that quality of future services expected to be offered by the NES (indented to improve considerably in terms of concealing standards, large use of ICT systems, etc.).</p>
Overall budget allocation for “active labour” policies are considerably lower than “passive unemployment benefits”.	Around 60% of the entire Employment and VET Budget Programme in the MoSWY is absorbed by unemployment benefits, leaving too little funds for other active policy measures.
1.4 Major funds to support the VET Network go for operational costs and wages and little on investments on infrastructure improvements or introduction of supplies or new technologies to support training.	78% of the entire expenditures go foremost for schools' operational costs, wages, etc. Far behind remain outputs concerning VET infrastructure & supply and provision of scholarships.
1.5 VET schools and VET centres are not joining resources to offer customised VET programs in line to labour market needs.	<p>This is an important bottleneck and reference for future address of NESS 2014-2020.</p> <p>This means that NAVETQ and the NES need to better coordinate their own actions, also in terms of budget planning.</p>
1.6 While NESS 2014-2020 is fairly costed, the Strategy on Social Protection & Inclusion 2014 - 2020 is still weak, particularly concerning policy costing.	The MoSWY needs to revisit the Strategy on Social Protection & Inclusion 2014 -2020 and provide consistent costing as per NESS. This will have a positive impact in future budgeting exercises.
1.7 Program policy objectives of budget programs under the MoSWY are not fully consistent with program outputs/activities. In many cases, policy objectives appeared overambitious, thus continuously adjusted, since the outputs to be delivered were not affordable. (i.e. Employment and VET; Social Inclusion).	This is a constant remark from the Ministry of Finance, when analysing the MTBP submissions from the MoSWY. With the latest changes and reorganisation of the institutions, improvements are expected with the MTBP 2015-2017 submissions.

Recommendations to improve overall MTBP system in Albania (that will indirectly impact also HRD sector budgeting)	Comments
<p>2.1 Move from an “Output Based Budgeting” towards a “Performance Based Budgeting” system.</p> <p>Short-term (1-2 year):</p> <ul style="list-style-type: none"> • Increase the capacities of central Government Institutions (CoM, MoF, MoEI) and, especially, line ministries in the field of policy analysis; prioritisation and objective setting; development and costing of strategies; and impact assessment. <p>Medium-term (3-5 years):</p> <ul style="list-style-type: none"> • Gradually introduce sectoral performance indicators when planning and reporting on key strategic documents of the Government • Incorporate overall and sectoral performance indicators in the Medium Term Budget Programme. • Integrate monitoring of the implementation of sectorial strategies into the MTBP monitoring system and introduce regular outcome based reporting on the implementation of the MTBP. 	<p>Since the introduction of the Integrated Planning System, Albania has recorded significant improvements related to overall Medium Term Budgeting processes. A coherent planning framework is in place, and the planning system enables the setting of clear priorities for the Government as a whole and for individual ministries and the incorporation of those priorities into the medium-term budget programming process. The system also allows for realistic planning of expenditures. Sectoral ceilings in medium-term budgetary planning are strictly and consistently applied, and the Government has good capacities to ensure the accurate planning of public expenditure.</p> <p>The current system is built on “Output Based Budgeting”. The challenge over the next few years (overall recommendation also from the WB, SIGMA, EC, IMF, etc.) is to move toward a “Performance Based Budgeting”. This will be a multi-year process.</p>
<p>2.2 Budget performance monitoring should lead to introducing policy impact assessment.</p>	<p>The MTBP system should be able to answer to the question of whether in a certain year objectives in the MTBP Programme Priority Statements have been met. A policy impact assessment system will be the next challenge along with the introduction of performance based budgeting.</p>
<p>2.3 The Albanian Finance Management Information System (AFMIS) should be established as soon as possible. The system would make allow delivery timely information to executives on the progress of achieving programme objectives and would facilitate policy costing.</p>	<p>The AFMIS is expected to be introduced by 2015. Introduction of the AFMIS is expected to bring a positive relation to the induction of MTBP indicators into the (budget execution) Treasury System, tracing expenditures related to objectives progressively throughout the implementation year, as well as strengthen the budget discipline. This measure adopted for the overall budget system in Albania is expected to have a positive impact also to HRD related budgeting.</p>
<p>2.4 Introduction of “sectoral ceilings” on the top of existing “budget institution ceilings”. This will provide the budget process with more rigorous and strategic orientation in the view of adopting a sector wide approach to planning and monitoring.</p>	<p>This will be particularly important especially for the HRD sector (given its coverage divided amongst several budget institutions).</p> <p>This will be crucial for the adoption of a sector wide approach in the HRD sector.</p> <p>In real terms, this will not require major changes in the existing MTBP processes. It will necessitate some re-organisations in the IT systems of MTBP and Treasury. These changes could be part of the overall AFMIS package.</p>

Recommendations to improve budget processes and funding in the HRD sector (these recommendations relate directly to institutions involved in the HRD sector)	Comments
<p>3.1 Decision-making structures and processes related to budget programming need to be strengthened, within the MoSWY, but especially subordinate agencies.</p>	<p>A fully, all year around, functional Group for Strategic Management (GSM, former GSBI) will be a key condition for improving policy-making, budget planning and IPA programming. In particular, the GSM within the MoSWY needs to be vitalised and function on a regular basis.</p> <p>The role of the General Secretary needs to be strengthened and functionalised (by law the GS is in charge of coordinating the GSM, as well as coordinating the policy and budget processes).</p> <p>Attention should be given to strengthening planning and monitoring capacities of subordinate agencies (especially the NES and NAVETQ).</p>
<p>3.2 Budget planning and monitoring issues should be imbedded in the agenda of existing Sector Working Groups, and perhaps consolidation of a cross-sectoral “HRD Sector Coordination Group”, could be an option of consideration.</p>	<p>Well-functioning of existing Sector Working Groups and inserting the MTBP calendar (especially priority setting) and budgeting discussions as part of SWGs’ agenda, could become a necessity for better coordination and better linking policies objectives to budget program outputs (both domestic and external funding).</p>
<p>3.3 Adoption of the new NESS policy framework and reorganization of Budget Programmes under the MoSWY should be associated with relevant training and capacity development.</p>	<p>There is a need to improve capacities of Budget Programme Teams in the MoSWY, especially those departments (a good part of them composed of newly hired staff) directly involved in the implementation of the NESS.</p> <p>Improved skills are needed especially in developing and costing SMART policy objectives and monitoring of MTBP indicators.</p> <p>This should be extended also to subordinate institutions under the MoSWY (especially those related to employment and VET).</p>
<p>3.4 Apply the (common) MTBP approach in costing strategies related to the HRD sector. NESS 2014-2020, SSPI 2014-2020 and other interrelated strategies should follow NSDI preparation methodology in terms of costing policies though the MTBP approach.</p>	<p>Apart from the MoSWY budget programmes, there is a need to identify costs of policies in other budget organisations, especially those involved in the preparation and implementation of the Strategy for Business Development and Investments 2014-2020; Agriculture and Rural Development 2014-2020; etc.</p> <p>A common costing approach (based on the MTBP) should be applied to all these strategies.</p>
<p>3.5 Donors` funding should be fully included in the MTBP with respective objectives and outputs to be delivered. This is more demanding when the ministries are benefitting from grants, which are often not reflected in the MTBP.</p>	<p>This will help decision making and budget programming teams (as well as donors themselves) to define the bigger picture on pooled funds and needs for co-financing under each program/project. This becomes particularly important for IPA II funds which should become an integral part of the regular budget planning process.</p>

<p>3.6 The preparation of MTBP 2015-2017 would be an opportunity to further consolidate the linkage and address possible discrepancies between strategic priorities (ref. Employment and Skills Strategy 2014-2020) and HRD related budget programs.</p>	<p>Even though there is a fair reflection of strategic priorities into the HRD related budget programmes, the current planning cycle should catch the momentum by fully translating the NESS 2014-2020 action plan of activities into well defined outputs in respective Budget Programmes.</p>
<p>3.7 Budget Lines attributed to NES and NAVETQ should be planned under the same Budget Programme, offering ground for more effective planning and funding.</p>	<p>As mentioned earlier, a consolidation or reorganisation of some budget programmes or sub-programmes is necessary. Bringing the NES and NAVETQ under the same budget programme could be the basis for improved planning and increased effectiveness of funding under these institutions.</p>
<p>3.8 Need to increase financial allocation of budget programmes supporting job creation and labour market mediation (Employment and VET budget programme).</p>	<p>Overall higher funding and autonomy for the NES is necessary. As mentioned earlier, funds for Employment and VET related programmes are very low so as to meet the ambitious NESS objectives.</p>
<p>3.9 The MTBP 2015-2017 should envisage “dedicated” funds to train vulnerable jobseekers as separate outputs within Employment and VET or/and Social Inclusion.</p>	<p>Active labour market policies targeting vulnerable jobseekers are important policy measures in NESS 2014-2020. So far, there has not been a separate output dedicated to this training, which will be recommended.</p>

Conclusion

The sector-based approach is due to be applied more systematically to multi-annual programmes in the next EU financial perspective, as proposed for IPA II. The intervention logic, ownership and impact of IPA II will be strengthened by focusing assistance on the achievement of national sector policy objectives and results which are relevant for accession.

The Albanian Country Strategy Paper (CSP) prepared by the EC is the key IPA II planning document. The FRAME Initiative has therefore implemented in close coordination with the drafting of the section in the CSP regarding the sector for Human Resource and Social Development.

The NESS will inform the EU Commission and international donors about the priorities and concrete actions, which will in turn be used as a basis for future planning and programming of the IPA II sector approach.

The Sector support will be provided by means of a Sector Support Programme (SSP), which will be drafted in the course of 2014 for the HRD sector in Albania. It is intended that the NESS will form the basis of an SSP.

The shared and prioritised capacity development plan for institutions generated at the RIA workshop should be integrated in the Action Plan of the NESS.

PART III – MONITORING PROGRESS OF THE VISION FOR SKILLS 2020

1. Scope

The present Monitoring and Evaluation Plan of the Ministry of Social Welfare and Youth (MoSWY) aims to support policymakers in assessing the progress towards the National Employment and Skills Strategy (NESS) and Action Plan 2014-2020 in the wider context of EU and regional cooperation processes.

The NESS and Action Plan 2014-2020 cover the areas of employment services and employment promotion policies, vocational education and training (VET) for young people and adults, and partly also social inclusion – the latter mainly related to the extension of services to cover rural or isolated areas and to involve vulnerable groups of people in employment and training measures.

This Monitoring and Evaluation Plan does not cover monitoring requirements related to the area of social protection. Also, there may be specific monitoring and reporting requirements in relation to the implementation of the Roma Action Plan under the Roma Decade 2005-2015 and thereafter other strategies or plans, which are not covered by this Monitoring Plan.

This Plan embraces the monitoring requirements related to employment and skills (VET), which result from the following strategic documents:

- the National Employment and Skills Strategy and the related Action Plan 2014-2020;
- the EU Country Strategy 2014-2020 and IPA II support in the field of HRD, following a sector-wide approach;
- the regional South Eastern Europe (SEE) 2020 strategy.

2. Rationale

A regular monitoring of the indicators and targets, as well as an evaluation of the progress made to implement the measures from the NESS Action Plan 2014-2020 is required with a view to:

- take stock of achievements and guide further developments in the sector through a joint effort of national actors and donors;
- satisfy the Government's overall strategy and policy monitoring requirements;
- comply with the HRD sector approach, as implemented under the IPA II programme;
- demonstrate transparency and accountability vis-à-vis the general public, officials or specialists from the sector, as well as international and local experts interested in the sector.

3. Key definitions²¹

What is monitoring?

²¹ These definitions have been taken from: ETF, FRAME Monitoring tool, Turin, 2014.

Monitoring can be defined as a continuing process that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results.

Effective monitoring and evaluation is a key component of the *policy cycle*, informing policymakers by means of feedback essential to adjust on-going policies and build an evidence-based institutional memory.

An effective and efficient policy cycle must address a number of questions:

Where are we?	Accurate situation appraisal
Where do we want to go?	Clear formulation of objectives
What are the steps needed to get there?	Clear formulation of policies, strategies, and tasks; understanding of the linkages and priorities
Do we have the capacity to follow the steps?	Sound implementation procedures, with good management, resource mobilization, and accounting
Where do we stand vis-à-vis the planned progress?	Effective, honest and unbiased monitoring and evaluation

The main objective of a Monitoring process is the identification of progress towards results. At the same time, it ensures the creation of evidence to inform decision-making and to support its accountability. A monitoring process aims therefore at:



Monitoring is a reiterative process, based on indicators, made up of the following elements:

- Identification of relevant indicators
- Collection of baseline data to describe the situation
- Identification of key indicators that capture the achievement of the results
- Data collection (according to a defined time schedule)
- Analysis of the indicators, to capture information on success or failure.

In order to inform evidence-based policies in an effective way, monitoring should:

- be continuous
- involve all partners
- be focused on progress
- be based on the right mix of tools and expertise

- be based on clear criteria and indicators.

Indicators for monitoring

Strategies always refer to one or more objectives or “goals” which must be reached through policy interventions.



Indicators are defined as quantitative or qualitative factors or variables providing a simple and reliable mean to measure achievements, to reflect changes connected to an intervention or to help assess the performance of a development actor. Indicators are then aggregations of raw or processed data helping to quantify a phenomenon under study and to grasp complex realities.²²

Quantitative indicators capture objective information about the real world and are numerical (absolute values as well as percentages).

Qualitative indicators instead deal with non-numerical characteristics of the object of study and may include subjective information, opinions or judgments. Qualitative evidence is typically expressed as descriptive information, although it can also be quantified and numerically expressed.

According to the Common Assessment Framework (2012), the common European quality management instrument for the public sector, a **benchmark** is a performance level which is recognised as the reference or measurement standard for comparison against which a certain situation may be compared. It might correspond to the best value an indicator assumes with respect to a certain process under consideration. Alternatively, it can also mean that the value an indicator is assuming for a certain year (baseline) is chosen as reference with respect to which values for the following years are compared in order to analyse their development through time.

At EU level, a set of benchmarks for education and training and employment until 2020 has been identified with the aim to provide standards for comparison, to encourage the exchange of information and to stimulate peer learning.

The indicators can be grouped according to the following taxonomy:

- **input indicators**, dealing with dimensions influencing the skills’ generation process and therefore measuring investments in education, teachers’ training and active labour market policies;
- **process indicators**, capturing participation in education and training from a lifelong learning perspective and a forward looking content of learning processes (e.g. digital skills, foreign learning);

²² See OECD, “Glossary of key terms in evaluation and results based management”, OECD, Paris, 2002.

- **output/outcome indicators**, capturing the dimensions depending on and resulting from the phenomenon under consideration, i.e. achievements and failures of education and training processes (e.g. completion rate, early school leavers);
- **impact indicators**, providing information on the returns from education and training and improved skills for a knowledge intensive economy;
- **context indicators**, providing information on employment level and other relevant indicators on demographic and economic trends, fully reflecting the national characteristics.

4. Monitoring requirements

4.1 National Employment and Skills Strategy and Action Plan 2014-2020

The main text of the National Employment and Skills Strategy 2020 includes **national quantitative targets**, including **EU benchmarks for employment and education**. The Action Plan 2014-2020 (final draft of 30 June 2014) lists, for each measure and activity, clear **outputs and performance indicators**.

Annexes 1 and 2 list all these indicators (**what needs to be monitored?** expected outcome and indicators), as well as **by whom and with whom** (roles and responsibilities), **when** (schedule of activities) and **how** (means of verification/source of information).

The MoSWY has to review progress and report against the targets and measures of the Strategy and Action Plan on an annual basis. The Strategic Planning Unit/Delivery Unit within the Department of Development Programming, Financing and Foreign Aid of the Prime Minister's Office requires line ministries to report on the last year and plan for the following year **by March/April each year**. There is a second deadline at the end of **September** if the required indicators are available only later in the year.

The Unit plans to deliver guidelines, report formats and coaching for the monitoring of indicators and the process.

Key actors for providing the necessary data and information include INSTAT, the various departments of the General Directorate for Employment and Skills within the Ministry, the National Employment Service (NES), the National Agency for VET and Qualifications, and other institutions or experts (including donor experts). The **Sector for the Monitoring** of the Strategies and Implementation of the Priorities within the Directorate of European Integration, Projects Monitoring of the Strategies and Implementation of Priorities of the Ministry of Social Welfare and Youth will:

- a) seek to commit all actors to deliver the respective inputs according to the specified **time schedule**;
- b) coordinate the inputs from various institutions;
- c) compile all inputs received into one **annual NESS 2020 progress report**, and
- d) assist Ministry officials with the publication, presentation and dissemination of the report.

The format and publishing of the annual progress report, as well as its presentation and dissemination to the public will still be decided.

4.2 EU Country Strategy 2014-2020 and IPA II support to HRD following a sector approach

The European Union's IPA²³ II programme (2014-2020) will gradually move from a project-based approach towards a more comprehensive policy or sector-based approach. **Sector Operational Programmes** (SOPs) will be developed, which are linked to EU integration objectives and help improve the coordination of subsector policies. They aim to facilitate cooperation amongst donors and beneficiaries and establish a performance assessment framework to measure results. Sector approaches allow for a better identification and prioritisation of short and medium-term measures, including needs for capacity building, technical assistance and investments. Thus, the cost-efficiency and effectiveness of IPA and other donor interventions are hoped to be increased.

In the context of IPA, we subsume under the **Human Resource Development (HRD) sector** the following areas:

- VET for young people and adults (overall VET system reform and measures for individual target groups),
- Active employment policies (modernisation of the NES, employment promotion measures, including training, regional/local employment partnerships),
- Social inclusion: training, employment and other measures to support the labour market inclusion of vulnerable groups or people living in disadvantaged regions

The EU Country Strategy for Albania 2014-2020 lists the following indicators for HRD:

- to be defined
- to be defined

The decision to bring all responsibilities for employment, VET for both young people and adults and social inclusion under the responsibility of the MoSWY presents a unique opportunity for implementing an HRD sector approach, as required by IPA. The NESS and Action Plan 2014-2020 already present a good basis for an HRD SOP under IPA II.

A key component of the sector approach is a results-based performance monitoring system that measures progress and strengthens accountability of the different actors in charge of implementation. (Operational) monitoring will play a critical role under IPA II. The three dimensions to consider include:

- *Modalities*: Result Oriented Monitoring (ROM); monitoring by the national authorities; internal EUD monitoring; others
- *Tools*: performance indicators; reports
- *Monitoring platforms*: Project/Programme Steering Committees (not IPA specific); IPA Monitoring Committees; Sector Monitoring Committees; others

The Government, in collaboration with the EU Delegation, plans to launch a new type of sector working groups, which involve the line ministry(ies) in charge of the sector, as well as representatives from key donors. HRD has been chosen as one of the pilot sectors (IPA Project Preparation Facility

²³ IPA = Instrument for Pre-Accession Assistance

implemented by ADA, team leader: Luisa Rizzo). This **HRD sector working group** shall play a key role in monitoring and evaluating progress within the sector.

Ultimately, monitoring and evaluation aim to inform the design and planning of new policies in a constant cycle.

4.3 Institutions and persons in charge

The Directorate and Sector in charge of coordinating all inputs to the Monitoring and Evaluation report within the MoSWY is the:

- Directorate of European Integration, Projects, Monitoring of the Strategies and Implementation of Priorities, Sector for the Monitoring of the Strategies and Implementation of Priorities (Ms Alida Mici, Director; Ms Elona Nika, specialist within the Sector for Monitoring, and Ms Inis Morina, statistician in charge of budget and statistics).

The main institutions and persons in charge of providing the required statistical data or qualitative information for the respective sub sectors – employment, VET and social inclusion/measures for vulnerable groups are:

- INSTAT (Ms Pranvera Elezi),
- General Directorate for Employment and Skills (Ms Silva Banushi and heads of department),
- NES (Ms Brikena Nallbani/Ms Etleva Gjelai and staff)
- NAVETQ (Ms Sonila Limaj and staff)

Other sources will be consulted on certain inputs to the report, as required.

The MoSWY might consider collaborating with academia or contracting out the evaluation of progress made under the NESS 2020 and Action Plan to an independent research institution or consultancy.

ANNEXES

Annex 1: NESS 2020 List of key statistical indicators

Key targets and indicators from the NESS 2014-2020 (**what needs to be monitored?**). These data are collected by INSTAT and available around May every year. Sources are indicated.

Indicator	Unit	Definition	Source	Data release	LA Y
EU 2020 and SEE 2020 reference indicators (common indicators)					
Education					
K. Early school leavers	%	% of 18-24 with at most lower secondary education and not in further education or training	LFS	Yearly	2012
K. Tertiary educational attainment	%	% of 30-34 who have successfully completed university or university-like education	LFS	Yearly	2012
K. Highly qualified people	No.	Number of highly qualified people in the workforce	LFS	Yearly	2012
K. Early childhood education	%	% of children in pre-primary education	Education statistics	Yearly	2012
K. Achievement in basic skills	%	Share of 15-year-olds failing to reach level 2 in reading, mathematics and science	PISA/OECD	Every 3 years	2012
K. Lifelong learning	%	Share of the population aged 25-64 who stated that they received formal or non-formal education or training in the four weeks preceding the survey	LFS	Yearly	2012
Participation in VET	No.	Number of students in VET as percentage of total enrolment in upper secondary education – ISCED 3, Education statistics	Education statistics	Yearly	2012
VET completion	%	% of students having successfully completed a VET programme	Education statistics	Yearly	md
Labour market/Employment					
K. Employment rate (20-64)	%	Ratio between the employed aged 20-64, and the population aged 20-64	LFS	Yearly	2012
K. Overall employment rate	%	Ratio between the employed aged 15 and the population aged 15+	LFS	Yearly	2012
K. Employment rate of recent graduates	%	Share of employed people aged 20-34 having	LFS	Yearly	md

Indicator	Unit	Definition	Source	Data release	LA Y
		successfully completed upper secondary or tertiary education, 1 to 3 years before the reference year of the survey and who are no longer in education or training			
Placement rate of VET learners	%	Share of employed who attended a VET programme on total employment	LFS	Yearly	2012
Share of GDP invested in ALMPs	%	Expenditure on Labour Market Policies categories 2-7, as share of GDP	National Accounts	Yearly	2012
Entrepreneurship					
Entrepreneurship promotion	Score	Scores for the following indicators: <ul style="list-style-type: none"> - Training needs analysis - University-enterprise cooperation - Training for women's entrepreneurship - Access to training 	Small Business Act, OECD	Every 3 years	2012
National specific indicators (reflecting country's policy priorities)					
Employment rate (15-64), total	%	Ratio between the employed aged 15-64 and the population aged 15-64	LFS	Yearly	2013
Employment rate (15-64), female	%	Ratio between the female employed aged 15-64 and the female population aged 15-64	LFS	Yearly	2013
Employment rate of older workers	%	Ratio between the employed aged 55-64 and the population aged 55-64	LFS	Yearly	2013
Unemployment rate, total	%	Unemployed persons aged 15+ as a percentage of the economically active female population aged 15+	LFS	Yearly	2013
Unemployment rate, female	%	Female unemployed persons aged 15+ as a percentage of the economically active female population aged 15+	LFS	Yearly	2013
Youth unemployment rate (total, male and female)	%	Unemployed persons aged 15-24 as a percentage of the economically active population aged 15-24	LFS	Yearly	2013

Indicator	Unit	Definition	Source	Data release	LA Y
Unemployment rate of the older workforce	%	Unemployed persons aged 55-64 as a percentage of the economically active population aged 55-64	LFS	Yearly	2013
Total long-term unemployment rate	%	Long-term unemployed – 12 months and more – as a percentage of the total active population, *data refer to age group 15-74	LFS	Yearly	2013
Youth neither in employment nor education or training (NEET)	%	Percentage of the population of a given age group who is not employed and not involved in further education or training	LFS	Yearly	2012
Registered unemployed benefitting from employment promotion programmes	%	Registered unemployed benefitting from employment promotion programmes as percentage of total registered unemployed	PES	Yearly	2013
Incidence of long-term unemployment	%	Share of the unemployed persons since 12 months or more in the total number of unemployed	LFS	Yearly	2012
Labour force participation rate/Activity rate	%	Active persons as a percentage of same age total population	LFS	Yearly	2012
Share of employed by main economic sectors (Agriculture, Industry, Services, Other not classified)	%	Share of employed by main economic sectors	LFS	Yearly	2012
Gender gap in employment	Percentage points	Difference between male and female employment rates expressed as percentage points	LFS	Yearly	2012
Working poor/low wage workers	%	Share of working poor/low wage workers	LSMS	Yearly	2012
Share of beneficiaries employed after participation in employment programme	%	Share of beneficiaries employed after participation in employment programme	PES	Yearly	2012
Share of social assistance beneficiaries referred to ALMPs	%	Social assistance beneficiaries referred to ALMPs as share of total social assistance beneficiaries	PES	Yearly	2012
Registered unemployment benefitting from basic employment services	%	Registered unemployment benefitting from basic employment services as share of total registered unemployment	PES	Yearly	2012
Public investment in vocational education and	%	Percentage increase of public investment in	National	Yearly	2012

Indicator	Unit	Definition	Source	Data release	LA Y
training		vocational education and training (baseline year 2012)	accounts		
Share of agricultural family workers under social, health and pension insurance (total, male and female)	%	Number of agricultural family workers under social, health and pension insurance as share of total agricultural family workers	LSMS	Yearly	2012

Note: K – key indicator (EU2020 or SEE2020 target or benchmark); All data should come on gender where applicable

Planned budget 2014–2020, Ministry of Social Welfare and Youth

Sub-sector	Planned budget (€ million)						
	2014	2015	2016	2017	2018	2019	2020
Social protection	145.6	153.2	161.7	169	174.9	180.6	188.0
Labour market	11.97	12.89	13.4	14.4	15.79	16.64	16.48
Vocational education/training	20.2	21.66	23.29	25.08	27.08	28.58	29.3
Equal opportunities	0.18	0.18	0.18	0.19	0.19	0.2	0.21
Labour inspection	1.27	1.23	1.28	1.32	1.37	1.43	1.48
Social insurance	286	312.26	337.7	364.5	389.2	414.7	434.1
Planning and management	1.23	1.13	1.14	1.18	1.21	1.26	1.33
State budget total	446.36	480.2	513.6	549.59	580.57	612.49	639.52

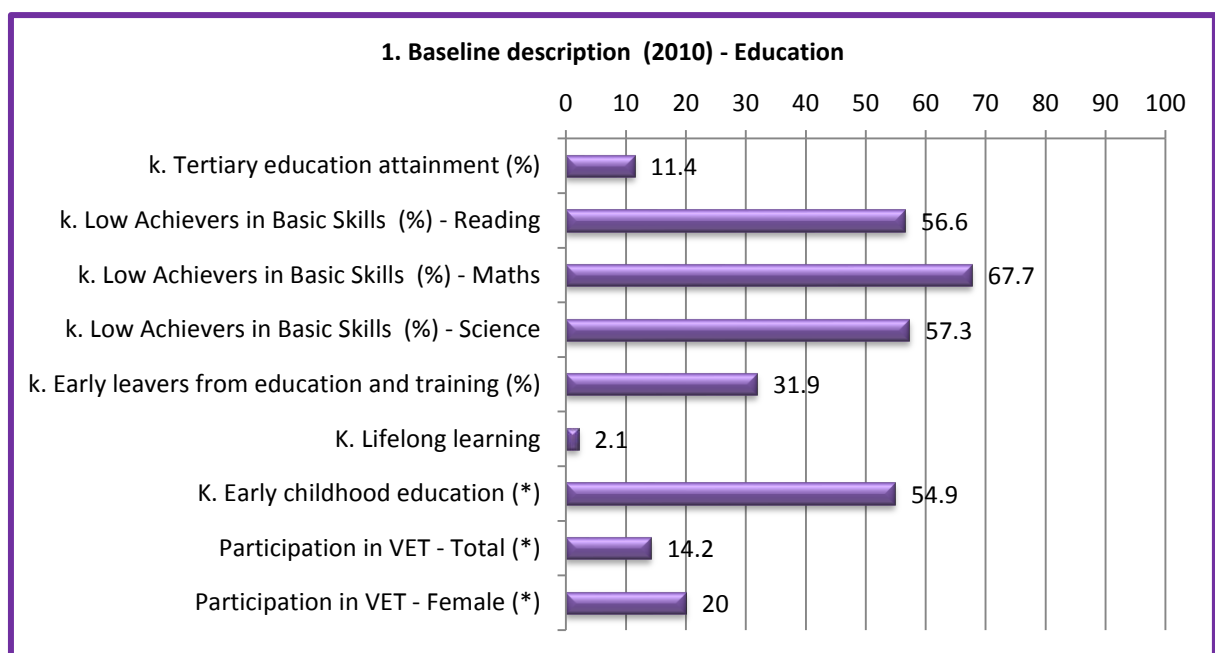
Monitoring graphs

Sources: Labour Force Survey (Eurostat and national statistics offices for SEET countries), PISA/OECD, Education statistics, administrative databases of Public Employment Service, social assistance and social insurance systems. (*) 2012 datum.

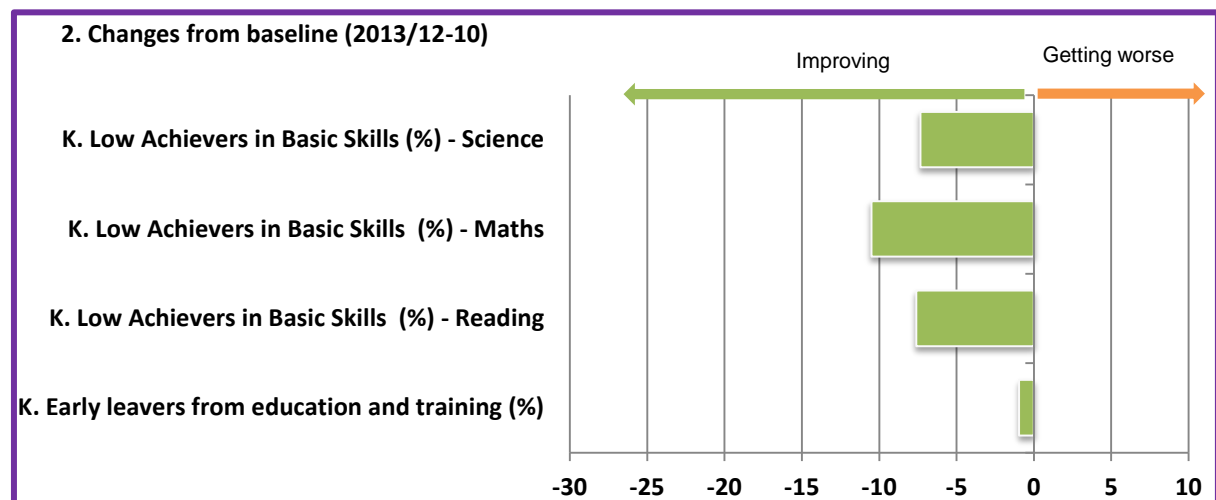
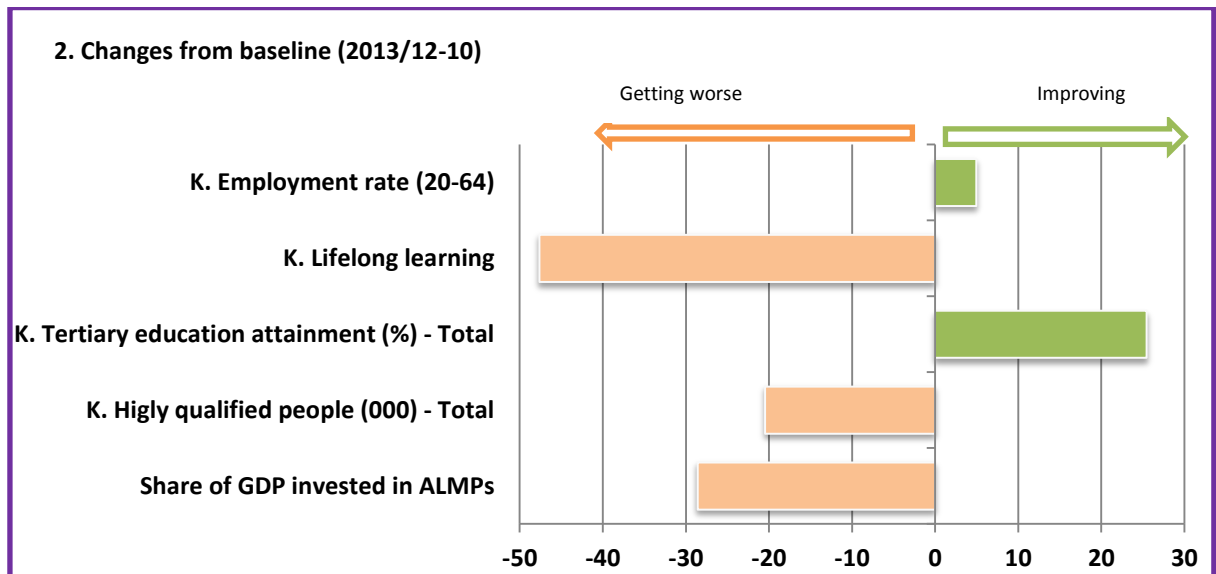
Notes: Albania statistics has been reprocessed according to the new international standards. 2010-2013 series are not fully comparable due to break in data. No reprocessed data for the employment rate on 20-64 age range were available at the time of this document drafting, thus the figure and trend are not fully consistent with the ones on 15-64 age range. SEET average refers to population weighted average of SEET country available data at the moment of calculation

EU2020 and SEE2020 reference indicators (common indicators)

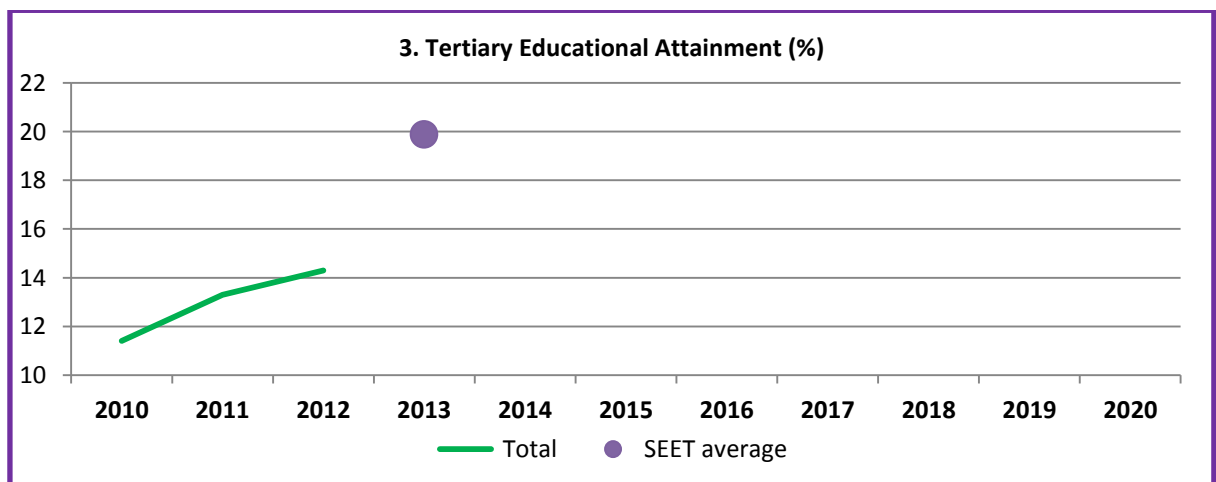
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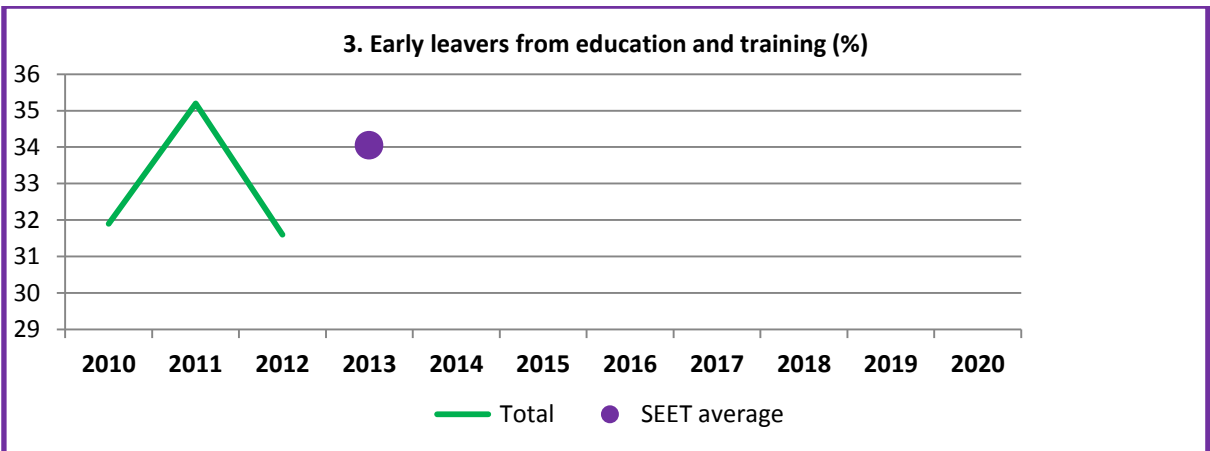
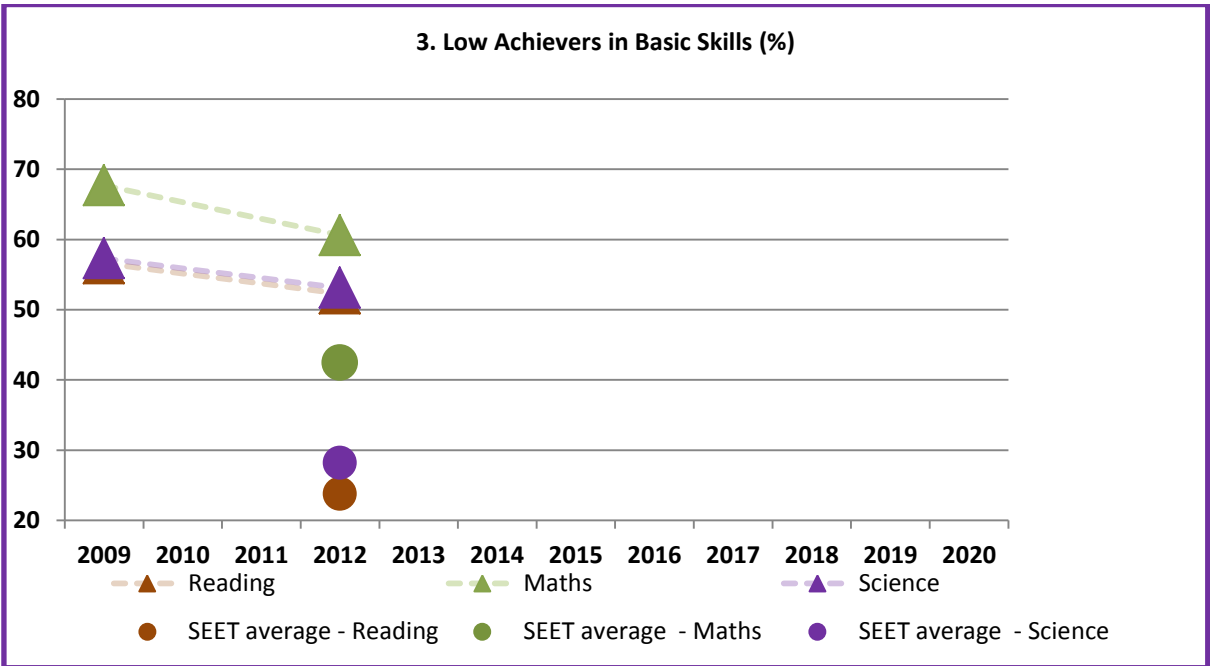
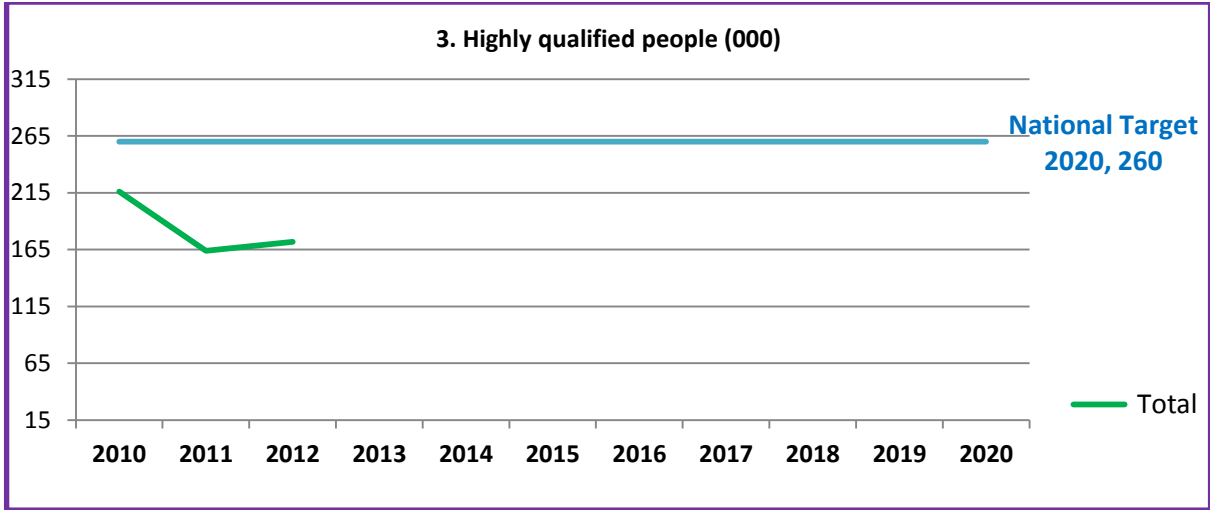


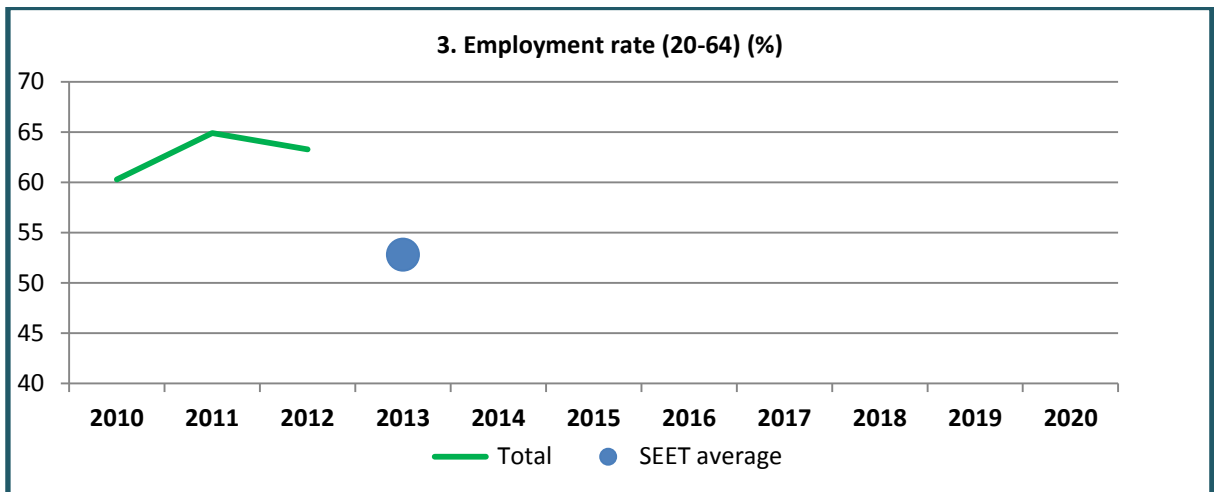
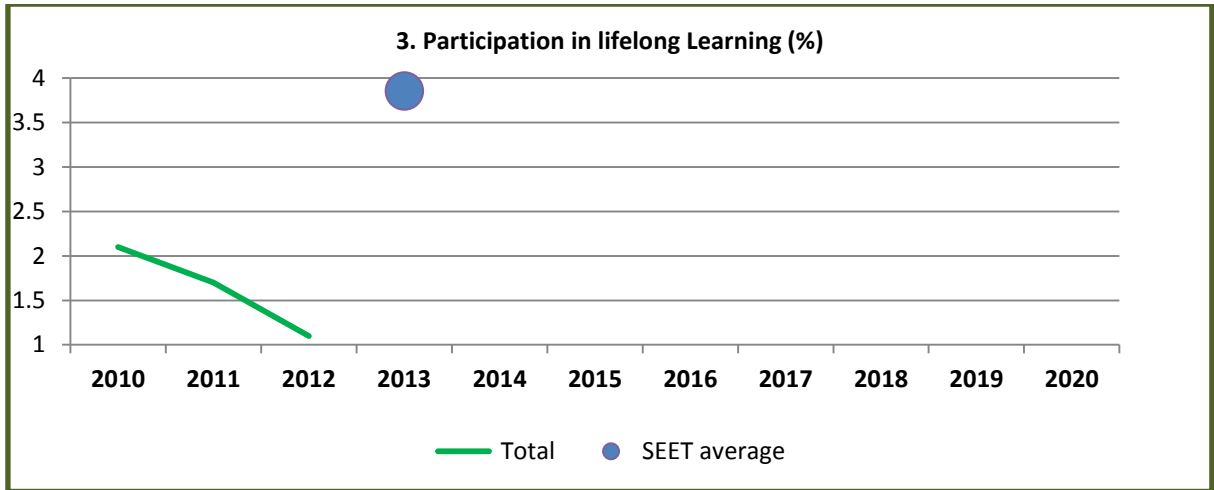
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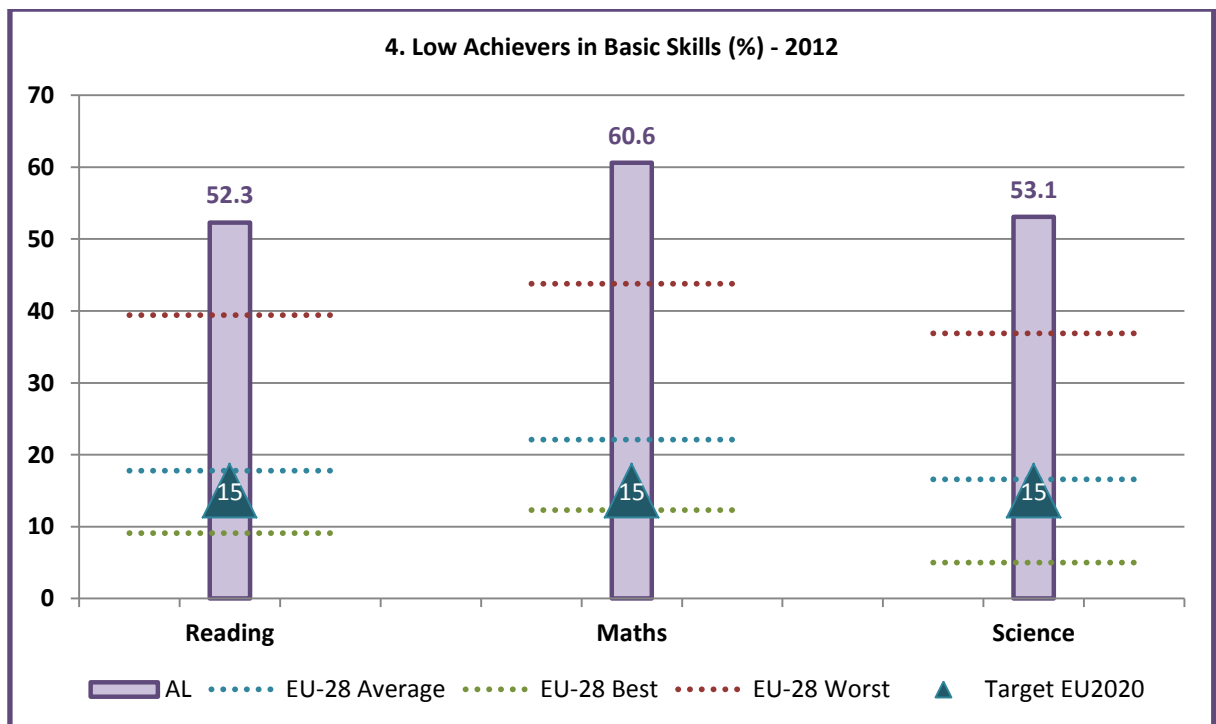
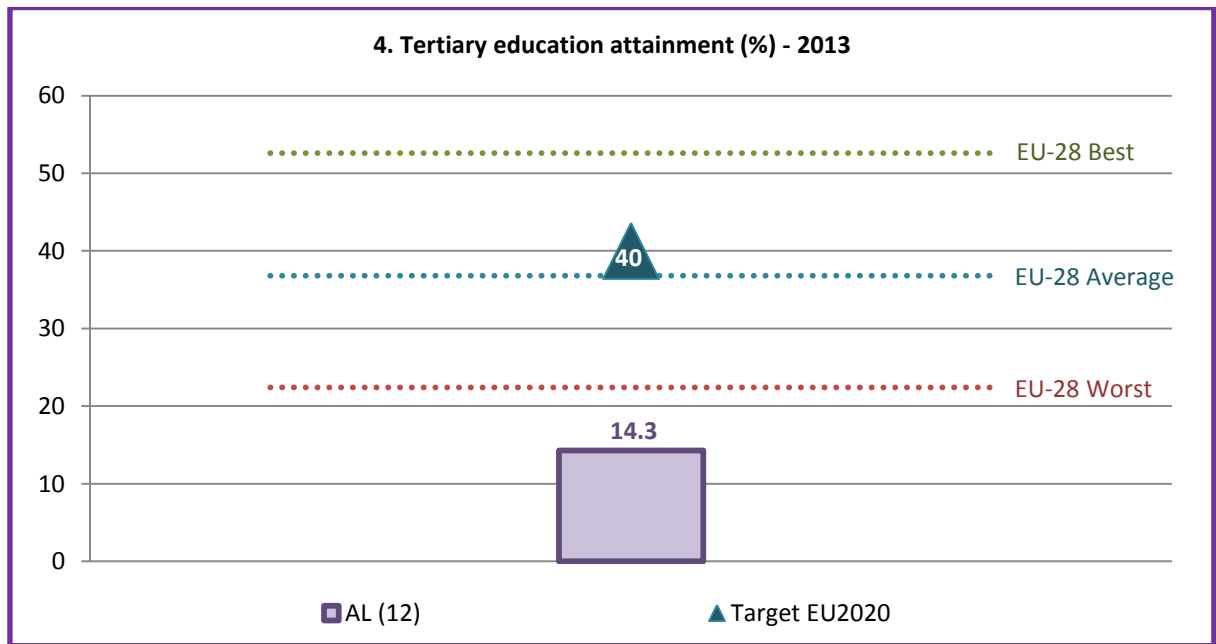
3. Trends and Regional Benchmarking

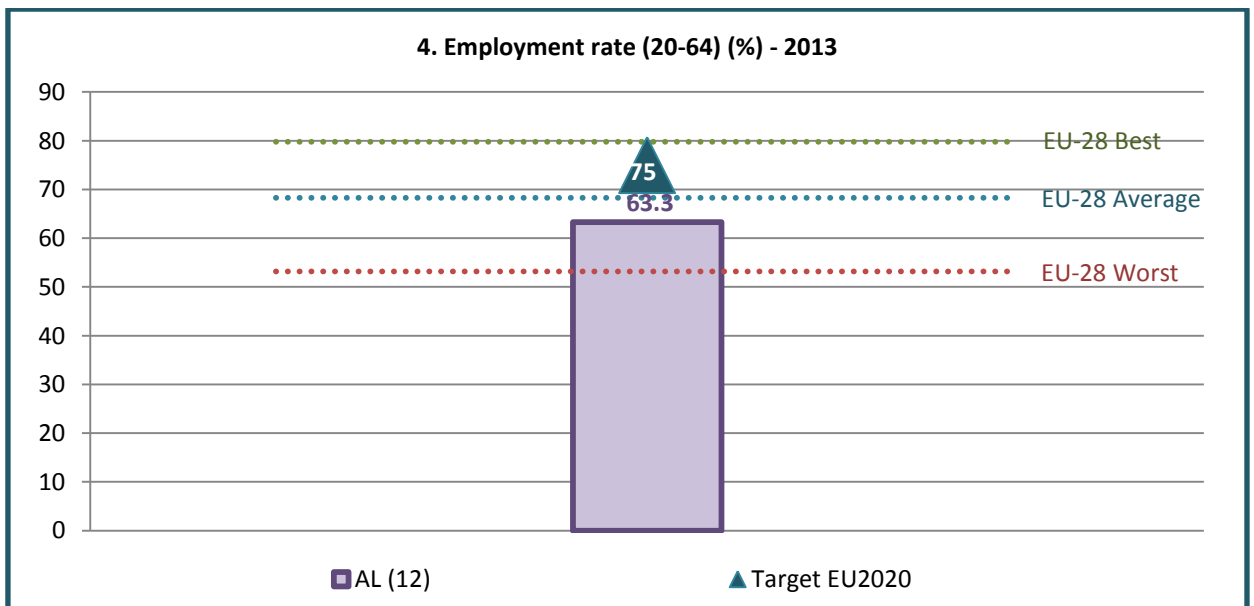
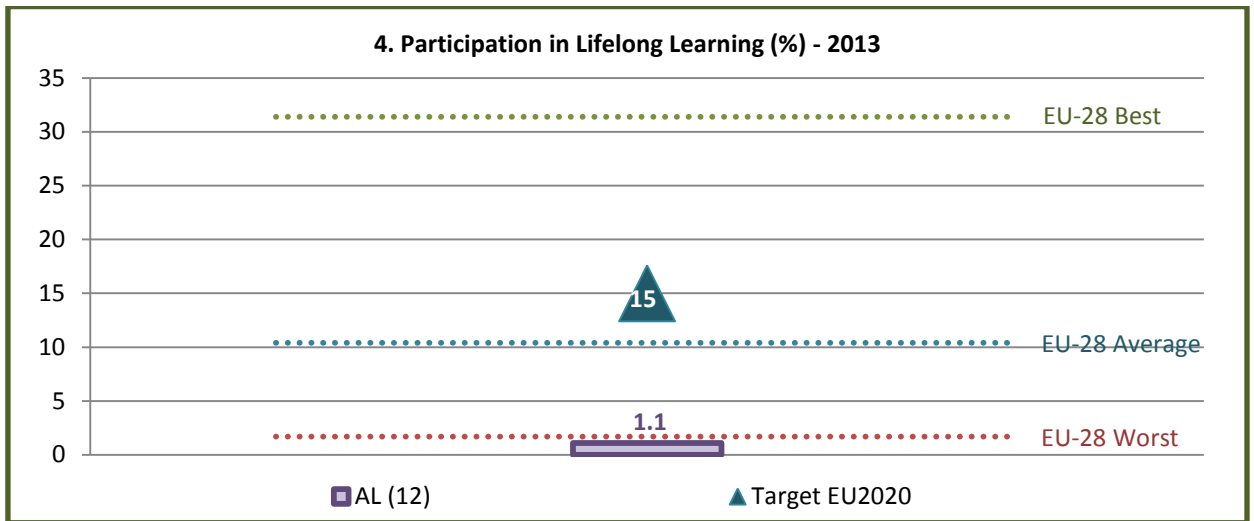
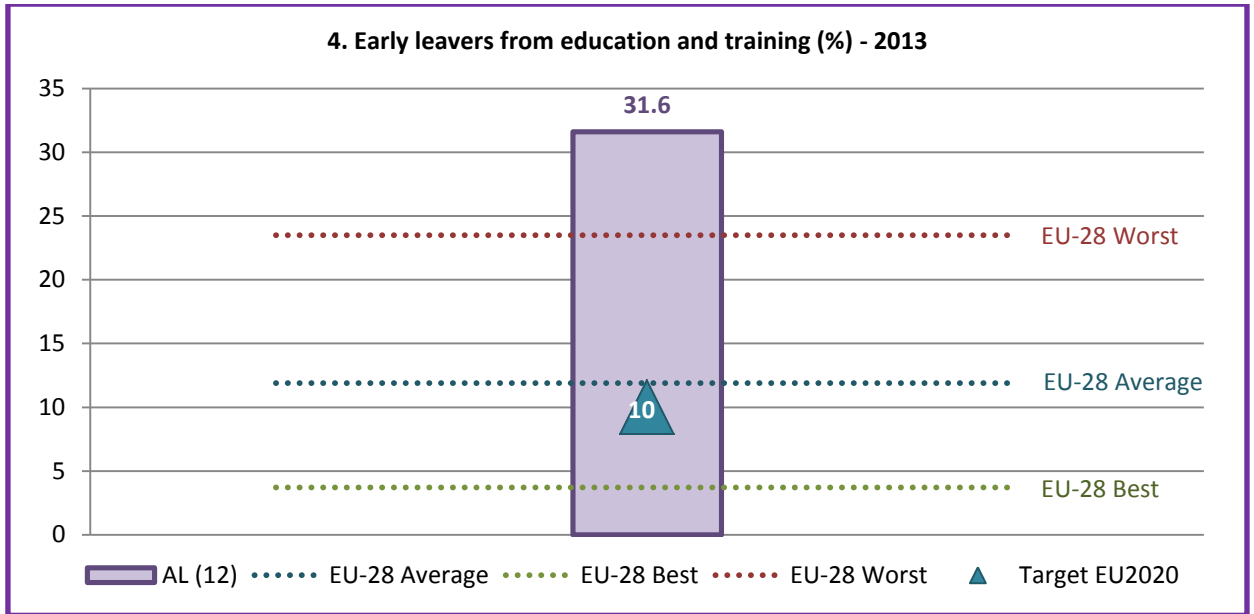




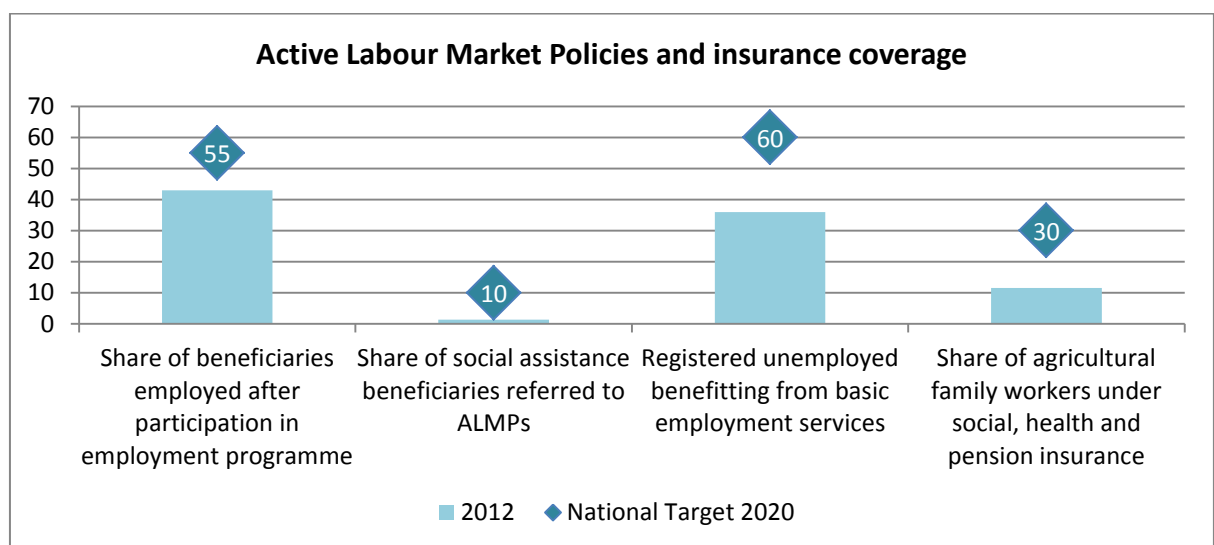
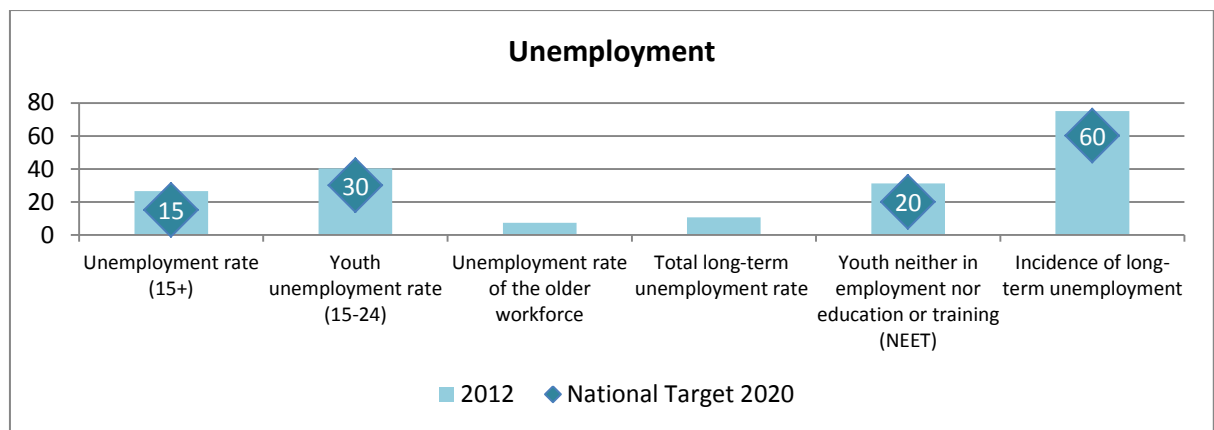
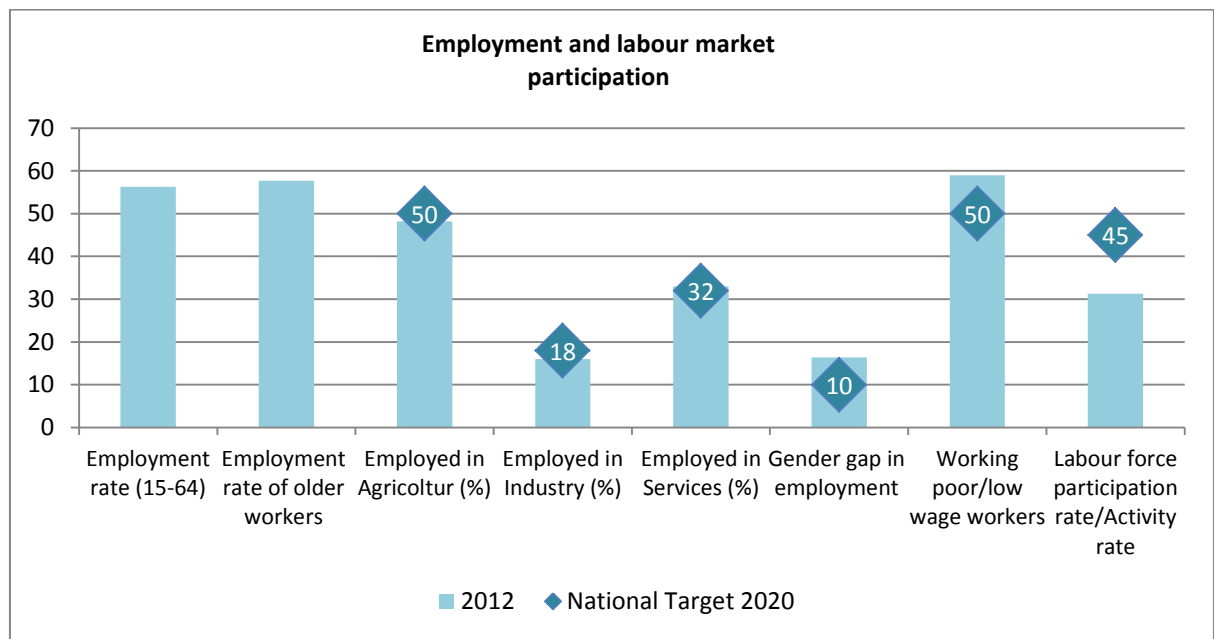


4. EU Benchmarking





National specific indicators (reflecting country's policy priorities)



Annex 2: Progress reporting against the measures of the NESS Action Plan 2014-2020, including who provides what by when

Matrix table with all measures and activities and related outputs and performance indicators from the Action Plan 2014-2020 (see Part II of this report), specifying **what needs to be monitored?** (*expected outcome and indicators*), as well as **by whom and with whom** (*roles and responsibilities*), **when** (*schedule of activities*) and **how** (*means of verification/source of information*).

Annex 3: Participants of Foresight and RIA workshops

Foresight workshops

Name	Title/Institution
Afize Skëndo	VE School “Kristo Isak”, Berat
Agim Bufi	Konfindustria
Agron Pullumbi	Vocational Education Development Sector (MoES)
Alqi Mustafaj	Head of Sector Frame curricula & VET Teacher Training Standards (NAVETQ)
Amela Kora	MZHETS
Andja Trocja	Dev-AID
Anduena Shkurti	SIVET
Anisa Subashi	KSSH-Zv. Presidente
Anna Xheka	Confederation of the Albanian Trade Unions
Arben Ahmetaj	Minister of Economic development, Trade and Entrepreneurship (MoETE)
Arbjan Mazniku	Deputy Minister of Education and Sport (MoES)
Arjeta Ndrico	Director of Employment Policies (MoSWY)
Astrit Kuka	Head of Legal Sector (MoSWY)
Avenir Kika	Albanian Construction Employers’ Association
Bardhi Sejdarasi	National Chamber of Manufacturers for Clothing and Shoes
Bashkim Horho	USPSH
Bashkim Shkëmbi	Vocational High School BeqirCela, Durres
Bianca Duro	Managing Director, WiFi
Bianca Hada	MMSR
Bokim Ymeri	World Bank
Brikena Nallbani	National Employment Service (NES)
Dajna Sörensen	Project Manager, Local Level Responses to the Youth Employment Challenge (UNDP)
Delina Nano	IPSED
Dolly Wittberger	ADC
Dorina Rapti	Vocational Education Development Sector (MoES)
Edlira Muedini	CIVET 2000 Management Director, Project Manager, Helvetas and Partners Albania
Edmond Alushi	VET Expert
Ejvis Gishti	Head of Sector of Occupations & Voc. Qualifications (NAVETQ)

Endrita Cici	Dev-AID
Eno Ngjela	Programme Officer, UNDP
Eriola Shingjergji	ILO-EU IPA 2010 Project on HRD local expert
Erjon Veliaj	Minister of Social Welfare and Youth (MoSWY)
Ermina Shyti	Risi Albania
Eshtem Graci	USPSH
Etleva Gjelaç	Director of Statistics (NES)
Etleva Vertopi	Expert, Vocational Education and Training Programme (GIZ)
Ettore Sequi	Ambassador, EU Delegation in Albania
Evelyn Viertel	ETF, Country Manager and Senior Expert
Florian Nurçe	MoES, Directorate of Budget-Planning
Florenc Qosja	ADC
Flutura Xhabia	Albanian national, professional, businesswomen and crafts' association - SHGPA
François Begeot	Head of Section II, EU Delegation in Tirana
Freda Bregasi	MoES
Genci Kojdheli	Director, National Employment Service (NES)
Genta Qosja	Head of Employment Policy Sector (MoSWY)
Gentjana Sula	Deputy Minister of Social Welfare and Youth (MoSWY)
Gerta Shehu	Dev-AID
Gjergji Xhafo	Budget Analyst, Ministry of Finance
Gjinovefa Parruca	Albanian national, professional, businesswomen and crafts' association - SHGPA
Helene Skikos	European Commission, Directorate General for Education and Culture (DG EAC)
Hiqmete Daja	The Union of the Independent Trade Unions of Albania
Holger Tausch	Country Director, SDC
Ilir Kalemaj	Director (NAVETQ)
Isabelle Fragnigre	Risi Albania
Jorina Kadare	UNDP
Kol Nikollaj	Confederation of the Albanian Trade Unions
Kozeta Rrokomanaj	Vocational Education Development Sector (MoES)
Kristin Hausotter	GIZ HQ
Lindita Dhima	Head of Sector of Student Assessment & Accreditation of VET providers (NAVETQ)

Lindita Rama	HDPC, ETF FRAME Transversal Expert
Luljeta Dauti	Specialist of Employment Policy Sector (MoSWY)
Maksim Konini	AlbVET project, Swisscontact
Manjola Duli	DSDC/Council of Ministers
Maria do Carmo Gomes	ILO, ILO-EU IPA 2010 project on HRD team leader and VET expert
Merita Zylaj	Headmaster, Technical Economic High School Tirana
Mimosa Hasani	MSWY, specialist vocational training sector, Strategy coordinator
Mimoza Ponari	Sector of Employment Policy (MoSWY)
Mirela Andoni	Education Specialist, Curricula and Teacher Qualification Standards (IDE)
Mirela Bimo	Director of Budget and Investment (MoES)
Mirela Muca	National Center for Social Studies, Executive Director
Muharrem Xhelili	Specialist, Sector of vocational training (MoSWY)
Neshat Zeneli	Head of Projects sector, National Employment Service (NES)
Nevin Omuri	MZHETS
Neyrus Kaptelli	SPASH President
Niko Peleshi	Vice Prime Minister
Novruz Kaptelli	The Independent Albanian Trade Unions Education
Oriana Arapi	DSDC/Council of Ministers
Pranvera Kastrati	MZHETS
Rilinda Bulku	Budget and Statistics Sector (MoSWY)
Rudina Canaj	Dev-AID
Rudina Gjoka	VE School "Kolin Gjoka", Lezhe
Sabine Hartig	Programme Director, Vocational Education and Training Programme (GIZ)
Silvana Mjeda	Programme Officer, SDC
Sokol Avxhiu	Education and Leadership Program Manager, Albanian-American Development Foundation
Sonila Limaj	ALBIZ project, Kulturkontakt
Sotiraq Guga	International FRAME expert (ETF)
Stavri Lako	MoSWY, Department of Employment Policies/Sector of Vocational Training
Susanne Møller Nielsen	International FRAME expert (ETF)
Tatiana Mero	VE School "IsufGjata", Korçe
Tefta Demeti	Ministry of Economy, Trade and Entrepreneurship

Vasil Muka	Director of the Vocational Training Centre Tirana No.1
Winfried Heusinger	CIM expert on VET, integrated in MSWY
Xhafer Dobrush	FSASH Union for Independent Trade Unions of Albania
Xheni Sinakoli	Project Manager, EU Delegation in Tirana
Khilda Pinci	Specialist Legal Sector (MoSWY)
Ylli Cabiri	ILO-EU IPA 2010 Project on HRD key expert

RIA Workshop²⁴

Name	Title/Institution
Alma Shkreli	GIZ
Benon Memaga	MMSR
Brikena Nallbani	National Employment Service (NES)
Danti Luyaho	MMSR
Elira Jorgoni	Local FRAME expert
Elona Nika	Monitoring of the Strategies and Implementation of Priorities, MoSWY
Eriola Shingjergji	Local expert, ILO-EU IPA 2010 project on HRD
Etleva Gjellaj	Director of Statistics, NES
Evelyn Viertel	ETF
Evis Qaja	Coordinator, Strategic Planning Unit
Fatjon Dhuli	Director, Employment Office Tirana
Genci Kojdheli	Director, National Employment Service (NES)
Genta Qosja	Head of Employment Policy Sector, MoSWY
Gentjana Sula	Deputy Minister, Social Welfare and Youth (MoSWY)
Gerci Kojheli	SHKP
Inis Morina	Monitoring of the Strategies and Implementation of Priorities, MoSWY
Josif Gjani	Coordinator, Financing Planning Unit
Linda Rama	HDPC, local FRAME expert
Lindita Dhima	Head of Sector of Student Assessment & Accreditation of VET providers, NAVETQ
Lindita Rama	ETF FRAME Transversal Expert
Maria do Carmo Gomes	ILO, ILO-EU IPA 2010 project on HRD team leader and VET expert

²⁴ This list comprises individuals interviewed and individuals who participated in the RIA workshop.

Mimoza Hasani	Vocational Training Specialist, MoSWY
Neshat Zeneli	Head of Projects sector, National Employment Service (NES)
NN	IPA-ILO
Sabine Hartig	Programme Director, Vocational Education and Training Program (GIZ)
Sonila Limaj	Director, NAVETQ
Sotiraq Guga	International MTEF/Budget planning expert
Susanne Møller Nielsen	International FRAME expert, ETF
Teuta Braco	NAVETQ, Head of sector budget and administration, will be in charge of monitoring the strategy
Winfried Heusinger	VET expert
Winfried Heusinger	VET expert, MoES

Annex 4: Agendas of Foresight and RIA workshops

Foresight workshop 1

Time	Session objective
09:00 – 09:30	Registration and coffee
09:30 – 11:45	<p>Niko Peleshi, Vice Prime Minister: Development priorities of the Government, National Strategy for Development and Integration 2014-2020, donor coordination and monitoring</p> <p>Ettore Sequi, EU Ambassador, EU Delegation of Albania: Socio-economic situation in the region, SEE 2020 strategy, national strategy for skills and employment 2020, IPA II and HRD</p> <p>Arben Ahmetaj, Minister of Economic Development, Trade and Entrepreneurship: Economic development vision for Albania 2020 and related skills challenges</p> <p>Erion Veliaj, Minister of Social Welfare and Youth: Government priorities in employment and VET and issues to be considered for the National Strategy for Employment and Skills 2020</p>
11:45 – 13:00	<p>Susanne Møller Nielsen, international expert The EU/ETF FRAME project and its four components IPA sector approach and key concepts used Formulation of a VISION for employment and skills 2020</p>
	<p>Evelyn Viertel, ETF The National Strategy process and expected outcomes Key PROBLEMS – key PRIORITIES - Introduction to the group work sessions</p>
13:00 – 14:00	Buffet lunch and coffee
14:00 – 15:45	<p>Discussion on priorities for employment, skills and VET provision 2020 Four working groups, for which issue papers will be made available to guide and facilitate discussions (in brackets: facilitator/ rapporteur):</p> <p>Skill needs and macro-planning of VET offers and providers at national and regional levels (Linda Rama, local FRAME expert/ Etleva Vertopi, GIZ)</p> <p>Modernising the VET system (Maria do Carmo Gomes, ILO-EU IPA project team leader and VET Expert/ Evelyn Viertel, ETF)</p> <p>Getting people into jobs - Active labour market policies (Dajna Sørensen, UNDP/ Edlira Muedini, Helvetas/ PartnersAlbania)</p> <p>The institutions dealing with employment policies and services (Valli Corbanese, ILO-IPA international expert/ Susanne Nielsen, international expert)</p>
15:45 – 17:00	Feedback by rapporteurs and establishing priorities
17:00 – 17:30	<p>Conclusions and next steps Genta Sula, Deputy Minister of Social Welfare and Youth Arbjan Mazniku, Deputy Minister of Education and Sport Evelyn Viertel, ETF and Maria do Carmo Gomes, ILO</p>

Foresight workshop 2

Day 1

Time	Session objective
09:00 – 09:15	Registration
09:15 – 09:30	Welcome, objectives of the workshop, modus operandi Genta Sula, deputy Minister of Social Welfare and Youth Evelyn Viertel, ETF
09:30 – 11:30	Work on Priorities, Objectives, Measures and Indicators related to Employment policies and services, as suggested by the draft Strategy3
11:30 – 11:45	Coffee break
11:45 – 13:00	Work on Objectives, Measures and Indicators continued
13:00 – 14:00	Lunch and coffee
14:00 – 16:00	Work on Objectives, Measures and Indicators continued
16:00 – 16:15	Conclusions and next steps Evelyn Viertel, ETF Maria do Carmo Gomes, ILO

Day 2

Time	Session objective
09:00 – 09:15	Registration
09:15 – 09:30	Welcome, objectives of the workshop, modus operandi Genta Sula, deputy Minister of Social Welfare and Youth Evelyn Viertel, ETF
09:30 – 11:30	Work on Priorities, Objectives, Measures and Indicators related to skills development/ VET, as suggested by the draft Strategy3
11:30 – 11:45	Coffee break
11:45 – 13:00	Work on Objectives, Measures and Indicators continued
13:00 – 14:00	Lunch and coffee
14:00 – 16:00	Work on Objectives, Measures and Indicators continued
16:00 – 16:15	Conclusions and next steps Evelyn Viertel, ETF Maria do Carmo Gomes, ILO

Foresight workshop 3

The last Foresight workshop was included into a working meeting aiming at the validation of the National Employment and Skills Strategy 2014-2020.

RIA workshop

Time	Session objective
9:30	Registration
10:00	Welcome and introduction on FRAME & RIA , Evelyn Viertel
10:15	IPA II assistance to Albania (state of play) and IPA sector approach in HRD Josif Gjani and Evis Qaja, Prime Minister's Office, Department for Developing Programming, Financing and Foreign Aid
10:45	Capacity-building needs in relation to implementing a sector approach in human resource development Susanne M. Nielsen and Sotiraq Guga (Budget/ MTEF)
11:45	Coffee break
12:00	Capacity-building needs in relation to the key institutions in charge of implementing the measures outlined in the NESS 2020 Action Plan Linda Rama and Evelyn Viertel
13:15	Lunch at Tirana International

Glossary of terms

Term	Explanation
Capacities (technical and functional)	According to the UNDP Capacity Assessment Framework, technical and functional capacities are together one of the three dimensions of the Assessment Framework. Functional capacities are necessary for the successful creation and management of policies, legislations, strategies and programmes such as situation analysis; policy design and strategy formulation; resources and budget allocation; implementation; and monitoring, evaluation and learning. These functional capacities are to be complemented with technical capacities relevant to that sector, e.g. education (curriculum development).
Capacity	The ability of people, organisations and society as a whole to manage their affairs successfully. More concretely, the ability to perform tasks and produce outputs, to define and solve problems and make informed choices.
Capacity assessment	A capacity assessment determines capacity needs by comparing desired capacities against existing capacity assets. The three steps in the capacity assessment process are: defining desired future capacities, defining levels of desired future capacities, and assessing existing capacity level. A capacity assessment serves as input to formulating capacity development responses that address these areas where capacities should be strengthened.
Capacity development	The process by which individuals, groups and organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge; all reflected in their abilities, individually and collectively, to perform functions, solve problems and achieve objectives.
Enlargement countries	Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro, Serbia, Turkey and Iceland.
Europe 2020	“Europe 2020 – A European Strategy for smart, sustainable and inclusive growth” is EU’s strategy for sustainable growth and jobs, in short called “Europe 2020”. The new strategy replaces the Lisbon Agenda, which was adopted in 2000.
Foresight	Foresight is a systematic, participatory, future-intelligence-gathering and medium-to-long-term vision-building process aimed at enabling present-day decisions and mobilising joint actions.
Governance	Governance comprises rules, processes and behaviour related to procedural, structural and instrumental aspects of objective setting, implementation and monitoring. In the governance context, capacity entails the ability of an institution of governance (the legislative, executive, judiciary, civil society or the private sector) to perform its constitutionally or politically mandated function or rules effectively or efficiently.
HRD sector	The HRD sector covers education, higher education, vocational education and training and lifelong learning in a labour market perspective.
IPA HRD Component	The overall strategic objective of the IPA HRD Component is to foster the development of human resources, in particular by improving the quantity and quality of human capital, leading to

	more and better jobs, higher growth and development and the increased national competitiveness at international level.
Mid-Term Expenditure Framework (MTEF)	A Mid-Term Expenditure Framework (MTEF) plans the budget according to annual priorities, in a 3-year horizon. Ideally, it consists of a top-down estimate of aggregate resources available for public expenditure consistent with macro-economic stability and bottom-up estimates of the cost of carrying out policies, both existing and new; and a framework that reconciles these costs with aggregate resources. It is called “Mid-term” because it provides data on a prospective basis, for the budget year and for the following years (n+1 and n+2). The MTEF is a rolling process repeated every year and aims at reducing the imbalance between what is affordable and what Line Ministries demand.
Multilevel governance	Multilevel governance is a dynamic process referring to shared responsibilities and coordinated action by different actors in policy development, implementation, monitoring and evaluation.
Rapid assessment of capacity development (RAC)	RAC is a simplified application of the full methodology adopted by the EC for evaluating the Capacity Development effects of Technical Capacity interventions. The RAC procedure refers to the standard steps and evaluation questions formulated in the full methodology. Its simplification consists of systematic use of existing documentation to acquire the preliminary information, adoption of participatory methods for data collection on outputs and outcomes, and validation of the related causality links.
Sector	A sector is a defined sub-set of public policies addressing a set of challenges by using dedicated resources under the authority of a competent member of the government.
Sector approach	A sector approach is a way of working together between government, donors and other key stakeholders. It is a process aiming at broadening government and national ownership over public sector policy and resource allocation decisions within the sector, increasing the coherence between policy, spending and results, and reducing transaction costs.
Skills	Skills can be defined as the ability and capacity acquired through deliberate, systematic and sustained efforts to perform complex activities or job functions involving ideas (cognitive skills), things (technical skills) and or people (interpersonal skills).
Torino Process	A policy learning assessment tool for policy analysis of VET systems developed by the European Training Foundation (ETF) which informs about the progress of the VET systems in the ETF partner countries. The assessment is used to evaluate the capacity of a VET system and its overall maturity. Four principles are defined as key to VET policymaking: ownership of content and process, holistic vision and approach to VET, evidence base of policymaking, and broad participation in the policy making cycle. The capacity to respond, to activate and to sustain these four principles is a pre-condition for the development of a capable VET system.
Vision	A vision is an imagined representation or a shared picture of the desired future.
Western Balkans	Albania, Bosnia and Herzegovina, Kosovo, former Yugoslav Republic of Macedonia, Montenegro and Serbia.

