

ALBANIA

RIGA MID-TERM DELIVERABLES 2015-17

- ④ New law on craftsmanship (2016) providing for apprenticeships in the handicrafts
- ④ New VET law (2017) providing for dual elements in VET and for recruiting school-business liaison persons in VET institutions
- ④ Roadmap elaborated for establishing a dual VET system
- ④ Membership in EAfA (2015)

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- ④ New VET law (2017) stipulating the introduction of QA mechanisms for VET providers, bylaws needed to complete the framework
- ④ Working group established to elaborate criteria for accreditation of VET providers
- ④ Electronic tracer system for VET graduates introduced in 2016

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- ④ Campaigns and career guidance to raise IVET enrolments
- ④ VET system made horizontally and vertically permeable with the new VET law (2017)
- ④ Amendments of the AQF law prepared, AQF handbook drafted and a roadmap for referencing to EQF elaborated
- ④ Provisions available in the new VET law (2017) for establishing VNFIL system

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- ④ Key competences introduced in IVET curricula
- ④ Promotion of entrepreneurship learning

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- ④ New VET law (2017) foresees the establishment of School Development Units (SDUs) to be in charge of the continuous professional development of VET teachers/instructors, among other functions; SDUs piloted in 3 VET schools/MTCs
- ④ Concept paper on in-service pedagogical training for VET teachers/instructors adopted and 42 teachers/instructors trained

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MOVING FORWARD

- ↻ Introduce elements of dual education in VET and students' internships in companies
- ↻ Develop national QA approach in line with EQAVET; extend and sustain the newly launched VET tracking mechanisms and apply their results for adapting VET provision
- ↻ Expand VET provision to cover unserved or "underserved" areas, decrease the gender gap in IVET participation, decrease the early leaving from education and training and increase participation in adult learning, while implementing the AQF and introducing VNFIL procedures in practice
- ↻ Strengthen the promotion and monitoring of key competences in VET curricula and through teacher training, provide more effective opportunities to acquire those skills through CVET
- ↻ Ensure more opportunities for CPD that concern both the subject-matter and pedagogical skills of VET teachers and practical instructors in vocational schools; develop systemic approach to initial and CPD of trainers and mentors in enterprises