

# MONITORING VET RECOMMENDATION AND OSNABRÜCK DECLARATION

Albania 2023

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# CONTENTS

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<b>CONTENTS</b>	<b>3</b>
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<b>COUNTRY BRIEF</b>	<b>4</b>
Introduction	4
Main policy developments in 2021 and 2022	6
Performance against EU targets	13
Conclusions	14
References	15

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# COUNTRY BRIEF

## Introduction

The first integrated monitoring of the 2020 [Council Recommendation on VET for sustainable competitiveness, social fairness and resilience](#) and the [Osnabrück Declaration on VET as an enabler of recovery and just transitions to digital and green economies](#) was carried out in 2023. It was guided by an integrated framework connecting priorities of both policy documents and it focused on five EU priorities<sup>1</sup>: agile and resilient VET, adaptive to labour market needs; flexible VET and inclusive, providing progression and lifelong learning opportunities; innovative and excellent VET; attractive VET, based on modern and digitalised provision; VET underpinned by quality assurance.

This country brief summarises policy developments in Albania in 2021 and 2022 with regard to the priorities addressed in the [national implementation plan \(NIP\)](#). The aim is to provide information on the progress achieved in the implementation of the VET Recommendation and the Osnabrück Declaration (OD) by Albania as part of EU reporting and monitoring activities. More information about the country's policy developments (PDs) covered by this report can be found in the PD fiches published on [ETF OpenSpace](#).

Over the last decade, vocational education and training (VET) in Albania has undergone important reforms which have been crucial in addressing major challenges such as: (i) the steady decline in population due to low birth rates and emigration (7 % decline over the last two decades) which has resulted in lower enrolment rates in education and a reduction of the labour force, coupled with internal migration, both of which contribute to a reduction in population in rural areas and overcrowding in main urban centres (33 % of the population is currently living in the capital), as well as an increase in the number of returning migrants and foreign workers; (ii) the structural reforms undertaken by the Albanian government to ensure equitable growth, increase productivity and economic competitiveness, create more jobs and improve governance and public service delivery. These factors underpin the importance of better tailoring of VET provision with a focus on initial VET and also on preparing young people for the continually changing skills needed in the labour market and the need for re-skilling and up-skilling of adults with different backgrounds and skill levels.

The vision for quality jobs and lifelong learning set out in the National Employment and Skills Strategy (NESS) 2023-2030 is well aligned with the Osnabrück Declaration and aims to address the challenges defined by a rapidly changing economy, the digital and green transition agenda and the needs of local communities. Albania has developed a Youth Guarantee Implementation Plan (an element of the NESS 2023-2030) which includes the recommendations of the European Union and takes into account the principles of the European Social Pillar and more specifically equal opportunities in access to the labour market. The strategy is closely linked to the country's development priorities set out in the National Strategy for Development and Integration 2030 under its second pillar 'Agenda for Economic Sustainable Growth, Interconnection and Green Growth'. It is linked to two sectoral policies, notably the National Strategy for Social Protection (NSSP) 2030 (currently being drafted) and the National Strategy for Education (2021-2026) and its priorities are reflected in the Economic Reform Programme (ERP) 2022-2024. The Albanian government has launched a bilateral screening process jointly with the EU and is committed to full alignment with EU acquis by the time of accession.

The country brief for Albania was drafted in cooperation with the main institutions responsible for the Osnabrück Declaration (OD) National Implementation Plan (NIP): the Ministry of Finance and Economy (MFE) as the lead institution with overall responsibility for guiding change in the system and its two subordinate institutions – the National Agency for Vocational Education, Training and Qualifications (NAVETQ) and the National Agency for Employment and Skills (NAES), under the

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<sup>1</sup> Those selected by each country in their NIP.

guidance and supervision of an ETF team. Significant support has been provided by the staff of various ongoing projects/programmes funded by the European Delegation in Albania (EUD), the Swiss Development Cooperation (SDC), the German Government (through GIZ and KfW), the Austrian Development Agency (ADA), the Italian Agency for Development Cooperation and the World Bank.

For a description of the national VET context, challenges and priorities, check the [2022 country brief](#).

## Main policy developments in 2021 and 2022

### EU priority 1: Agile and resilient VET, adaptive to labour market needs

Albania has made progress under EU priority 1, concerning the relevance and responsiveness of VET. All measures envisaged in the OD NIP for Albania with reference to integrating digital skills and competences, as well as green transition and sustainability in VET curricula and programmes are currently being implemented. In addition, six measures are being implemented under the thematic priority area 'Establishing and developing skills intelligence systems, including graduate tracking' and the implementation of 4 measures will commence between 2023 and 2025. Good progress has also been achieved in increasing VET stakeholder engagement, strengthening partnerships and reinforcing work-based learning and integrating digital skills and competences. The green transition and sustainability are well articulated in the relevant strategic documents, but remain challenging due to limitations in human capacity and infrastructure. It should be noted that five out of six measures are currently being implemented and the implementation of the sixth measure will commence in 2023. These areas are part of the priority measures set out in the National Employment and Skills Strategy (NESS) 2030.

The developments are analysed in the three policy development fiches which are summarised below (full information on each policy development can be found in the PD fiches published on [ETF OpenSpace](#)).

#### **1: Expanding/ introducing new qualification standards, also in view of the green transition** (Thematic priority 'Modernising VET standards, curricula, programmes and training courses').

The Albanian Qualifications Framework integrates and coordinates the national qualifications areas in line with the principles of the European Qualifications Framework (EQF). It governs and improves qualifications in accordance with the economic, social and cultural needs of the country through the development, recognition and award of qualifications, based on standards for knowledge, skills and competences to be achieved by the pupils/students/adult learners. NAVETQ is committed to identifying and maintaining the list of occupations so that it keeps up with and remains relevant to changes in the different sectors of the economy. It is also responsible for ensuring that internal and external quality assurance processes and procedures are in place to enable the development of vocational qualifications (AQF Law 10247/2010, as amended in 2018). The NESS 2023-2030 and the OD NIP 2022-2025 include, as a strategic measure, the further development of the AQF by developing new vocational qualifications or updating existing ones. All measures in this area foreseen in the OD NIP for Albania are being implemented.

- In 2022, Albania completed the process of referencing the AQF to the EQF by submitting the self-referencing report to the EQF AG. Following its adoption, [the referencing report](#) was published on the website of the European Commission. Based on Guidelines issued by the Minister of Finance and Economy in March 2023, the EQF level will be included in all vocational certificates and their respective supplements in VET.
- Two sectoral committees (SC) on the ICT sector and the Tourism and Hospitality industry have been established and are fully operational. They are composed of representatives of the relevant ministries, employer organisations and employee associations, leading companies in the relevant sectors, representatives of qualification providers and field experts (the DCM envisages the establishment of up to ten sectoral committees). Skills needs analyses (SNA) for both sectors are being conducted to inform the work of the sectoral committees. The SNA for the ICT sector has been finalised and published and the SC has presented its first proposals for consolidation of the

existing offer and diversification of the ICT offer at AQF level 5 while the SNA for the tourism and hospitality sector is currently in progress. The experience of both sectoral committees will create a solid basis for the establishment of other sector committees.

- In 2022, *e-VET Albania 2030* – a roadmap for the ICT-supported modernisation of Albanian VET – was jointly drafted by the NAVETQ, NAES and the Swiss Development Cooperation Agency (SDC). The document identifies current gaps and outlines a vision for VET modernisation by 2030 and the ways to achieve it. The integration of digital and green skills in VET programmes and curricula remains a challenge due to human and infrastructure capacity limitations.
- The National Catalogue of Vocational Qualifications was developed by the NAVETQ and approved by Ministerial Decree No 99 of 25.5.2021 on approval of the National Catalogue of Vocational Qualifications. The document was subsequently revised and adopted in 2022.
- The NAVETQ ensures that vocational qualifications, described in terms of learning outcomes, are revised in an appropriate manner every 4 years or at shorter intervals if necessary (to reflect both green and digital skills). The development/revision of occupational standards (10 new and 38 revised qualification standards during the monitoring period) and the development/revision of framework curricula and uniform training courses (9 new and 43 revisions) has continued.

## 2: **Skills intelligence systems for better informed policies and decisions** (Thematic priority 'Establishing and developing skills intelligence systems, including graduate tracking').

The establishment of a skills intelligence system that generates information about developments in the labour market and VET is one of the priority measures set out in the NESS 2023-2030 under Policy objective 1 (Skills development and better matching of labour market demand and supply for more employment). To support the development of the national intelligence system and ensure institutional buy-in, the MoFE has adopted a phased approach to the implementation of a fully-fledged national intelligence system. The adoption of such an approach would help other government partners and stakeholders to understand the tangible benefits that can be generated by a Labour Market Information Observatory (LMIO) platform.

Six measures under this policy area are currently being implemented, while four other planned measures are scheduled to start between 2023 and 2025. The following progress has been achieved over the monitoring period:

- The feasibility study 'Establishment of a functional and reliable national labour market information system' has been completed and the LMIO platform has been created (currently hosted by the UNDP under the name 'Economic Development Tracer'). Work is underway to introduce new modules and make the necessary modifications to the existing ones. In the future, the LMIO will be hosted by the MoFE;
- Some modules are already being populated with data obtained from the National Tracer Survey of upper secondary VET graduates (2021 and 2022 results available at national and provider level), the National Tracer Survey of those certified in VET (conducted in 2021 to trace those certified in 2019), the SNA report for the ICT sector and regional studies on labour market development (the completed Elbasan report which has already been published);
- Further information will be available for the LMIO, such as data from the Management Information System in Pre-University Education (SMIP) (design/development phase) and the SNA for the hospitality and tourism industry (in progress and expected to be published by the end of 2023).

### **3: Develop standardised management and mechanisms for a systematic delivery of work-based learning through cooperation between enterprises and VET providers** (Thematic priority ‘Reinforcing work-based learning, including apprenticeships’).

‘Involving the private sector systemically and systematically in the VET governance, development and provision’ is one of the priority measures of NESS 2023-2030 under the ‘Skills development and better matching of demand with supply in the labour market for more employment’ policy goal. Referring to OD NIP progress on this priority area, it is evidenced that five out of six measures were under implementation. The sixth measure was envisaged to start in 2023.

#### At the national level

- The National Council for VET was activated and it supported the consultation process of NESS 2023-2030;
- The Sectorial Committees have started to serve as important bodies to ensure active participation and contribution of the private sector for the development and maintenance of vocational qualifications (see the progress described under point 1);
- Businesses representatives, after trained and certified, are involved in the accreditation process of VET providers as part of the team of external evaluators.

#### At the provider level

- The VET Law 15/2017 has entrusted schools with a wide range of responsibilities (Order of the Minister of Finance and Economy, No 220 of 16.9.2020). In May 2021, MoFE’s Guidelines ‘On the organisation and activity of VET providers, human resources management. The composition of the school development units (SDU) and continuous professional development (CPD) of VET staff’ was approved. A manual for the implementation of quality criteria for school-business cooperation has also been developed;
- In 2021 and 2022, SDUs were established in all VET schools (SDUs are responsible for CPD, curriculum development, business-school liaison, career guidance, project development and implementation, student tracking analysis). All business liaison coordinators were trained and communities of practices were established to support peer-to-peer learning based on approved guidelines;
- School-business cooperation has been significantly strengthened with the signing of 94 memorandums of understanding, the participation of 30 teachers in company visits and the initial training of SDU careers coordinators. Several capacity-building measures were taken to support in-company trainers in the implementation of WBL. 251 company mentors have been trained and certified in quality aspects of work-based learning;
- The network of VET professionals for three priority areas – hotels and tourism, agriculture and ICT – is in the process of being established;
- A survey to measure the implementation status of WBL with the involved private sector is being conducted and the results for 4 regions have been validated.

## EU priority 2: Flexible VET and inclusive, providing progression and lifelong learning opportunities

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Albania has made progress in each policy area under this EU priority. Progress has also been made in thematic priorities that are not included in the OD NIP for Albania.

The validation of non-formal and informal learning is one of the priority measures in the new NESS for the period 2023-2030. VET qualifications acquired abroad are now being recognised on the basis of Guidelines No 24/2018 'On the procedures for the recognition and unification of learning and professional qualifications at AQF levels 2 to 5, including those obtained abroad', issued by the Minister of Finance and Economy. In December 2021, Council of Ministers' Decree No 756 'On the system for recognising previous non-formal and informal learning' was approved. The system will first be implemented in the framework of a pilot project and will then be scaled up.

Career guidance services are available to jobseekers and students in both in both employment offices and vocational schools.

Good progress has been made in establishing the Youth Guarantee Fund to tackle youth unemployment. In January 2023, there were 17 381 registered NEETs, while the NEET rate in 2021 was 26.1 % on average (29.1 % for women). A Youth Guarantee implementation plan (YGIP) has been developed and incorporated into the NESS 2023-2030. The governance model has been defined and the National Agency for Employment and Skills (NAES) has been designated executive body responsible for the Youth Guarantee implementation plan, with the Ministry of Finance and Economy having an overall coordinating role. Two task forces have been established to mobilise partnerships by Prime Ministerial Decree No 28 of 24.2.2022. A collaborative approach has been adopted for the implementation of the YGIP, involving various stakeholders such as trade unions, youth umbrella organisations, national and international experts, NGOs and municipalities, among others. There are two instruments for the implementation of the Youth Guarantee – the publicly accessible employment portal ([puna.gov.al](http://puna.gov.al)) – as a permanent source of information about job vacancies and the Youth Guarantee portal – a tool for an efficient link between jobseekers and employers – as the main online communication strategy under the YGIP.

The developments are analysed in the policy development fiches (on [ETF OpenSpace](#)):

**1: Promote and support LLL among citizens for better permeability and better integration in the labor market** (thematic priorities 'Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats' and 'Ensuring equal opportunities and inclusiveness in education and training').

In Albania, 40 % of the total number of registered unemployed are long-term unemployed jobseekers. Their number decreased from 43 902 in 2021 to 35 530 in 2022 while the number of persons participating in active labour market programmes increased from 4 308 persons in 2021 to 5 250 persons in 2022.

**Four out of 9 of the planned measures envisaged in the OD NIP in the above policy areas are currently being implemented (the implementation of other planned actions will start in 2023 and later).** Progress has been achieved under:

- The two-year project 'Support for Continuous Learning of the Unemployed' (EaSI EU programme), ended in November 2022. Under this project, tailored curricula for basic skills were provided, along with a training package for the target group, divided into levels and modules dedicated to literacy and digital skills. A regulatory act was developed to serve as a potential programme for the training of this target group in the future;
- A one-year community work programme was implemented for the working-age unemployed jobseekers, providing mentoring and supervision during the period of employment as part of the

- package, a voucher of up to USD 200 for training in a vocational course and other supports (more than 3 000 long-term unemployed jobseekers received support between 2021 and March 2023);
- The decree on the system for recognising prior learning was adopted in December 2021;
  - The decree on subsidised training was adopted in 2022 (training has been outsourced to private providers) and in January 2023, guidelines were adopted by the Minister of Finance on the training programmes to be subsidised in 2023. Among priority sectors, the ICT sector (coding/programming) has been selected for support. As of March 2023, more than 2 500 young people applied for subsidised training provided available from selected private training providers in ICT. 320 young people who were selected have already started training with a further 120 soon to be enrolled;
  - In order to support small businesses and the integration of unemployed jobseekers into the labor market during the monitoring period, a self-employment programme was piloted in four regions, including financial support (almost EUR 5 000) and training on drafting a business plan. This programme was the most popular with unemployed jobseekers. The number of beneficiaries increased six times over the period 2021-2022 (286 beneficiaries in 2022 compared to 44 in 2021).

The implementation of these measures has paved the way to continue with the implementation of other planned actions until 2025 such as a baseline and feasibility analysis of lifelong learning in the country, a roadmap for lifelong learning, the development of different platforms for adult learning and diversified cooperation modalities between public and private partners, implementation of employment promotion programmes with a focus on providing lifelong learning opportunities and the need for measures for re-skilling and up-skilling employees.

## **2. Supporting the transition from school/training to work for VET learners (both students and adult learners)** (thematic priority ‘Ensuring equal opportunities and inclusiveness in education and training’).

**All measures foreseen in OD NIP are currently being implemented.** Career guidance coordinators are being trained in all VET schools. Within the framework of promotion and career guidance, each VET provider has designed and implemented its own promotion and guidance plan and updated leaflets, banners and other information materials for this campaign. Various events are organised, such as open days at VET providers with the participation of companies, parents, children, local government representatives, etc. in order to provide information tailored to the respective stakeholders. The open days have also focused on girls’ access to VET and the promotion of VET through student work and success stories. Vocational school students have participated in occupational skills competitions and skills fairs. Together with their career coordinator, students can decide whether to apply for a job or apply to continue their studies at higher AQF levels of vocational education or further training.

In 2021, the NAES, in partnership with companies, organised a national competition for VET students in ICT with a focus on programming. A virtual job and skills fair and a national programming competition were also held in which ICT students had the opportunity to demonstrate their skills. VET students engaged with the events through the R General social media platform. In 2022, the Skills Week and national skills competitions were organised in cooperation with AlbanianSkills. A total of 199 activities were carried out under the ‘Open Days’ theme and VET schools participated in 48 fairs. The National Employment and Career Fair was held in April 2023 and was attended by 35 local and international companies and 29 education and training institutions.

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### **EU priority 3: Innovative and excellent VET**

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The development of skills for the dual transition (green and digital skills) is at the heart of the learning offer and is included in the priority measures under NESS 2030. Albania has made a clear commitment to digital and green skills in its strategic framework for VET. The VET system has progressed in terms of the digital infrastructure for VET provision, with slower progress in terms of making VET institutions sustainable and green.

**All measures envisaged in the OD NIP for Albania under EU priority 3 are being implemented and progress has been made.**

**1. Supporting digitalisation of infrastructure and learning and green transition in VET** (thematic priorities ‘Improving digital infrastructure of VET provision’ and ‘Making VET institutions sustainable and green’).

VET institutions are investing in the digitalisation of internal processes and services in VET and the development of information systems. Internet access and advanced hardware and software continue to be installed by all VET providers.

- In 2021, the study ‘Evaluation of the teaching process in vocational schools’ was conducted to better understand the impact of the pandemic on schools and teachers and the challenges of digitalisation faced by VET providers;
- In 2022, a roadmap for modernisation of the ICT-based VET system was developed which includes the vision and future scenarios for VET modernisation through ICT. Based on the roadmap, several activities have been carried out, such as TVs provided to schools for blended learning; more than 500 PCs and IT equipment provided to schools and VTCs; Wi-Fi systems installed and operational on the premises of all VET providers; MesoVET platform offered in offline modality and as an app, including 77 blended learning classrooms; 476 teachers trained in ‘digital pedagogy’ through 8 online courses on the MesoVET platform; 8 902 current users of MesoVET, 13 360 users of the platform since its activation;
- The design of a management information system for VTC has been launched and will be fully effective by the end of 2023; nine information sessions with school principals on school digitalisation have been held; the ‘Blended Learning for teachers and management’ guide has been developed. In addition, two publications based on best practices of teachers and students have been published, namely ‘Blended Learning: An effective solution in VET’ and ‘Inspiring Youngsters: Best Practices from VET students’; the virtual community of practice ‘Frymeso’ has been established and is active on Facebook and Instagram;
- A survey was conducted in all VET providers in early 2023, to assess readiness in terms of digital infrastructure and other related aspects to support the implementation of the e-VET roadmap.
- Digital promotion campaigns have been organised as well as campaigns on green transition in the regional level, i.e. including #fit4green and the organisation of Skills Competitions & Skills Week 2022: 5<sup>th</sup> edition: Skills for Green Transition (for more details see the relevant policy development fiche on [ETF OpenSpace](#)).

## EU priority 4: Attractive VET, based on modern and digitalised provision

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In recent years, digitisation has been considered a high priority in VET. The exceptional situation created by the COVID-19 pandemic has required special measures to keep VET functioning. Students and teachers have improved their digital skills and most VET providers have enriched their classrooms, laboratories and workshops with didactic digital technologies (both hardware and software). Limited progress has been made in supporting teachers and trainers in the acquisition of skills for the green transition and sustainability.

**All measures envisaged in the OD NIP are currently being implemented.**

### **1: Enhancing Continuous Professional Development (CPD) in the VET system, including digital competences**

Various training events are organised for VET teachers to improve their digital skills for the use of digital tools to support teaching and learning. This process is under continuous development and improvement.

- A revised institutional system for initial and continuing training in VET is in place. The CPD coordinators at the SDUs are trained to identify the training needs of teachers and plan/implement training events in line with the principles of modern pedagogy. Several donor projects implemented by different VET providers are playing an important role in the training of VET teachers in modern pedagogy, not only at provider level but also at national level;
- The training course 'Basics of Didactics in VET' is compulsory for all newly-recruited teachers and has been revised and extended from 24 days to 30 days of training and covers more aspects of the digital learning environment, digital teaching, assessment and material development and creating a positive atmosphere with regard to the teaching and learning process;
- The National Programmes for the Qualification of VET Teachers and Trainers, developed by the NAVETQ, place a strong emphasis on elements of modern pedagogy. These programmes guide VET teacher training providers (public, donor and non-public) in designing training programmes and developing training materials;
- The NAVETQ has established a pool of experienced VET teacher trainers who are keen to acquire and disseminate the latest developments in VET didactics among different groups of VET teachers.
- Starting in 2021 until March 2023, teachers have been trained to use digital platforms for combined and distance/online learning, plan and implement curricula for distance/online and blended learning, choose the most appropriate form of learning and phases of the learning process in the context of blended and distance/online learning, design digital teaching materials, "assess students in blended learning, develop exams using the MesoVET platform, monitor the educational process through the MesoVET platform, etc";

## Performance against EU targets

	Indicator	share of employed VET graduates should be at least 82% (23);		60% of recent VET graduates benefit from exposure to work-based learning during their vocational education and training (24);		8% of learners in VET benefit from a learning mobility abroad (25);	
	year	value	available source(s)	value	available source(s)	value	available source(s)
Albania	2021	57.5%	NAES Statistical Bulletin 2021	64%	NAES Statistical Bulletin 2021	1%	NAES
	2022	In process	The NAES Statistical Bulletin 2022 - will be published in June 2023	In process	The NAES Statistical Bulletin 2022 - will be published in June 2023	N/A	

From the VET recommendation [C\\_2020417EN.01000101.xml \(europa.eu\)](#)

- ‘The proportion of VET graduates in employment should be at least 82 %<sup>(23)</sup>;
- 60 % of recent VET graduates benefit from exposure to work-based learning during their vocational education and training <sup>(24)</sup>. This target refers to all forms of work-based learning in the workplace and will thus also contribute to increasing the number of apprenticeships that can be supported by the Youth Guarantee;
- 8 % of learners in VET benefit from a learning mobility abroad <sup>(25)</sup>.

<sup>(23)</sup> This will cover the age group 20-34 years who have completed upper secondary or post-secondary non-tertiary VET education 1 to 3 years ago.

<sup>(24)</sup> This will cover the age group 20-34 years who have left education and training between one and three years ago. The indicator will be based on data to be collected from 2021 onwards in the framework of the European Union Labour Force Survey (EU LFS), as defined by the variable identifier ‘HATWORK’ in Commission Implementing Regulation (EU) 2019/2240. This refers to work experience gained at a workplace in a market or non-market unit (i.e. an enterprise, government agency or non-profit organisation) as part of the formal curriculum that led to the highest level of education successfully completed. If a respondent had several work experiences, the cumulative duration of all work experiences should be taken into account. The work experience should be expressed in full-time equivalents.

<sup>(25)</sup> This will be measured as the share of mobile learners in a calendar year, as a proportion of a cohort of VET graduates in the same year. The indicator will be based on the mobility data sourced from Erasmus+ data and data on VET graduates from UNESCO, OECD and Eurostat. Where available and only if the data provided is comparable to Erasmus+ data, including the duration of mobility, data from national authorities’ mobility programmes could also be used to complement Erasmus+ data. If data from the national authorities is included, it should be presented in a transparent manner’.

## Conclusions

- Most activities foreseen in the OD NIP for Albania are under implementation, while the rest are expected to start as planned during the period 2023-2025. The OD NIP 2022-2025 is fully aligned with the National Strategy for Development and Integration 2030 and the NESS 2023-2030. VET priorities are also reflected in the Economic Reform Programme (ERP) 2022-2024. The Albanian government has launched the bilateral screening process with the EU including the Chapter 26 'Education and Culture'.
- The efforts for structural improvements and institutional consolidation of the Ministry of Finance and Economy, NAVETQ and NAES undertaken as part of the NESS 2014-2022 have shown their results and are reflected in the implementation progress of the OD NIP 2022-2025. The legal framework has been further consolidated and processes such as the accreditation of the VET providers, AQF development and implementation, strengthening of the partnership between businesses and VET providers at all levels, initial and continuous development of VET teachers, delivery of employment services and employment promotion programmes have been further advanced.
- Tangible experiences results have been achieved and have been learned under most OD NIP activities. The support of donors has been crucial, while NAVETQ and NAES have managed to coordinate and ensure the dissemination of information and practices and are working on the systematic implementation of interventions whenever this is considered feasible.
- The OD NIP was developed in the context of multiple challenges, including uncertainty (risks related to the 2019 earthquake, the COVID-19 pandemic and the recent energy and raw materials crises) and a rapidly changing economy, the digital and green transition and the challenge of bringing the reform of vocational training and employment services from the national to the local level. These challenges remain important and require continuous efforts for institutional modernisation and capacity building. In addition, the operationalisation of the Social Employment Fund and the Youth Guarantee Scheme as dedicated programmes to ensure equal opportunities and inclusiveness in education and training remain important challenges.
- Lifelong learning, recognition of prior learning greater involvement of the private sector in skills development remain difficult to address. However, the current state of development of some sectors such as tourism, ICT, agriculture, etc. has increased the need and the awareness of enterprises of the importance of skills development.

## References

Detailed lists of references are available in the policy development fiches that are published on [ETF OpenSpace](#).

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