



REPUBLIC OF ALBANIA

**Ministry of Education
and
Science**

**Ministry of Labour,
Social Affairs and
Equal Opportunities**

FINAL DRAFT

**National Strategy for
Vocational Education Training and
Lifelong Learning
(2013-2020)**

"For a better prepared and qualified workforce"

Tirana, November 2012

This is the main outcome of the ETF Torino Process in Albania and it represents the state of play in 2012. It is part of ongoing discussions on policies and strategies in the country.

The contents of this document are the sole responsibility of the authors and do not necessarily reflect the views of the ETF or the EU institutions.

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LIST OF ACRONYMS

AQF	Albanian Qualifications Framework
CARDS	Community Assistance for Reconstruction, Development and Stabilization
DCM	Decision of the Council of Ministers
ECVET	European Credit Transfer System for VET
EO	Educational Offices
EQARF	European Quality Assurance Reference Framework
EQF	European Qualification Framework
ETF	European Training Foundation
EU	European Union
GDP	Gross Domestic Product
GEL	Gender Equality in Society Law
ICT	Information and Communication Technologies
ILO	International Labour Organisation
INSTAT	Institute of Statistics
IPA	Instrument for Pre-Accession
LFS	Labour Force Survey
LG	Local Government
LLL	Lifelong Learning
MDG	Millennium Development Goals
MIS	Management Information System
MoES	Ministry of Education and Science
MoLSAEO	Ministry of Labour, Social Affairs and Equal Opportunities
MS	Member State
NAVETQ	National Agency for Vocational Education, Training and Qualification
NES	National Employment Service
NPO	Non-profit organization
NSDI	National Strategy for Development and Integration (2007-2013)
NSPWD	National Strategy on People with Disabilities
NSGE-GBV	National Strategy on Gender Equality and Reduction of Gender Based Violence 2011-2015
OECD	Organization for Economic Cooperation and Development
RED	Regional Educational Directorate
SAA	Stabilisation and Association Agreement
SCF	Strategic Coherence Framework
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNICEF	United Nations Children's Fund
VE	Vocational Education
VET	Vocational Education and Training
VT	Vocational Training
YAPS	Youth Albania Parcel Service

PRESENTATION FROM THE TWO MINISTERS AND ACKNOWLEDGMENTS

(to be completed)

CHAPTER 1. CURRENT SITUATION

1.1. STRATEGIC AND LEGAL FRAMEWORK FOR VET AND LLL IN ALBANIA

The Republic of Albania has started a reform process in the sectors of education, training and employment in the last decade. This means that some measures have been developed in order to improve the education and training levels of the Albanian population as well as to modernise the education and training systems aiming to increase the employability of the work force and to reduce the gap between labour market demands and the skills supply.

Continuous reforms in education, training and employment **remain key strategic priorities** for the Government of Albania, as they underpin the sustainable social and economic development **and the country's regional and European integration**. In the European context, Vocational Education and Training (VET), Lifelong Learning (LLL) and Employment have also been defined as key priorities of the European Union (EU) policies in the last few years.

Building a modern and high quality VET and LLL system contributes to the continuous professional and civic advancement of the young people and adults through provision of vocational qualifications that meet the demands of economic and social development of the country. Considering the CEDEFOP definition, VET is understood in a broad sense to **cover education and training that aims to equip both young people and adults with knowledge, know-how, skills and competences required in particular occupations or, more broadly, on the labour market** (Cedefop, Terminology of European education and training policy: A selection of 100 key terms, 2008). VET is **provided at different levels, including secondary, post-secondary and tertiary**. It can take place in **formal, non-formal or informal settings**, in institutions, companies or other places, and at different stages of individuals' lives.

Being important to the human resources development, these sectors have been going through permanent changes in order to fit in with the socioeconomic transformations. In particular with those related either to the citizenship and social participation demands and the labour market and employment dynamics. A key-factor for increasing of the relevance of these sectors and for improving and ensuring of system quality is **the increase of participation** of the Albanian population in these systems.

VET systems should be accessible to all the interested partners (private and public ones), providing increased employment and qualification opportunities in all education and training levels (e.g., elementary, secondary and post-secondary education) in compliance with the Albanian Qualification Framework (AQF). In the long-term, **it is necessary to undertake a more comprehensive and systemic reform**, which will aim, on the one hand, at transforming it into a system that is adjustable to the labour market demands and, on the other hand, at achieving a more integrated and articulated approach in this specific field, between Ministry of Education and Science (MoES) and Ministry of Labour, Social Affairs and Equal Opportunities (MoLSAEO). The adoption of a lifelong learning perspective is a key issue for the Albanian development of these sectors.

Albanian strategic documents for VET and LLL systems and interventions

The *Strategy and Action Plan for VET and LLL in Albania (2013-2020)* is coherently aligned with a set of strategic documents already prepared and endorsed by the Albanian government. In this scope it is important to highlight the most important strategic documents which frame the document here presented (Annex 1). They are the following:

- The *National Strategy for Development and Integration 2007-2013 (NSDI)*;
- The *Strategic Coherence Framework (SCF)*;
- The *National Strategy on Pre-University Education 2009-2013*;
- The *Employment and Vocational Training Strategy for 2007-2013*;
- The *National Strategy on Gender Equality and Reduction of Gender Based Violence 2011-2015*;
- The *National Strategy for Higher Education 2008-2013*;
- The crosscutting *Strategy on Social Inclusion 2007-2013*;
- The *National Strategy on Science, Technology and Innovation 2009-2015*;

Subsidiary to these strategic documents, the *Operational Programme – IPA IV* has as its main goal “*To improve the welfare and life chances for Albanian citizens in the context of integration into the European Union through increased employment, improved employability, and the development of an inclusive labour market*”. The IPA IV component and corresponding Operational Programme (OP IPA IV) will address the key issues of labour market improvements and VET.

[Respectively these will focus on access to employment and social inclusion in the labour market by facilitating integration in the labour market of young people, women, Roma and long term unemployed as well as other target groups; by enhancing skills, facilitating pathways to employment and retaining more people in employment. These will include job training, local employment programs in public works, and will also focus on the creation of new workplaces. Increased employability of target groups such as unemployed jobseekers will be addressed by offering training in skills needed in the labour market for a larger number of beneficiaries, than presently. Employment promotion programs will be implemented to meet objectives of social inclusion of the target groups.

Promotion of measures on improving and updating vocational information and guidance in career planning for job seekers and offering new services and programmes better adapted to the demands of the world of work, will be pursued. Lifelong learning is a component that will be improved primarily via multifunctional VET centres, widening participation and at the same time increasing the diversification and provision of skills needed for the labour market. A main priority to be addressed in OP IV is also the development of a modern system for human resources development in VET.

An important issue to be also addressed in OP IV is increasing institutional and administrative capacities to support via technical assistance the implementation of the operational programme on Human Resources Development for Albania]¹

¹ Human Resources Development Operational Programme - IPA IV.

Legal framework and its evolution in the recent years

a. Vocational Education (for young people)

The MoES is responsible for the Vocational Education (VE) system through the Pre-University Education Department, the Vocational Education Development Sector and the National Agency for Vocational Education, Training and Qualifications (NAVETQ), as well as the Regional Education Directorates and Education Offices. After the adoption of Law No.8872, dated 29.03.2002, for “Vocational Educational and Training in Albania”, several pieces of legislation were prepared, including the 2011 amendment of the law regulating VET and LLL (see Annex 2).

Vocational Education (VE) is an integral part of the education system in Albania. It has undergone significant strategic, institutional and legal framework developments during the two decades of transition. VE development is part of the Education Strategy (ES) 2009-2013, which defines the objectives, priorities of the vocational education and the main routes of its development. The ES 2013 target was to attract in VE 25% of the total number of learners enrolled in secondary education, compared to an existing level of less than 20%.

The 2002 Law on VET (Law No 8872 of 29.03.2002, “On VET in Albania”) and the 2010 Law on the Albanian Qualification Framework (Law No 10247, dated 04.03.2010, for “*National Qualification Framework*”) identify all types of qualifications while recognizing respective diplomas/certificates. At the same time, it allows for the vertical and horizontal movement of pupils and students in the system, both for informal and non-formal learning.

Amendments to the VET law adopted in June 2011 consisted of the following:

- *Modernization of the VET system* in Albania and quality assurance and enhancement in the vocational education institutions;
- *Changing of the vocational education structure* which is based on the structure of vocational training qualifications as provided for by the Albanian Qualifications Framework (AQF), which is aimed at the developing, recognizing and granting qualifications in the Republic of Albania, in line with the standards of knowledge, skills and competencies that should be achieved by students and trainees.
- One of the strategic goals covered by the law on VET is also the increased diversification of Vocational Education and Training curricula through the introduction of *post-secondary VET courses*. Within the Albanian Qualifications Framework, the post-secondary VET should provide qualifications of level 5. The main focus of this level is on the vocational education rather than on the academic direction.
- The law creates opportunities for providing a *dual professional education form*, which integrates vocational education with the practice in enterprises and companies that operate in the respective profile of education. Such method can be applied both in the secondary and tertiary education.
- The law also provides *the support the state shall provide to companies and the involvement of the latter in the public VET system*. The Council of Ministers Decisions implementing the law determines that the state support for companies or the agreements stipulated with the companies

and public institutions should provide an opportunity **for the institutionalization of internships** of the VET students or trainees in private or public companies.

- In the framework of decentralization, vocational training schools and centres benefit *a larger autonomy which allows them to make a more flexible use of their resources*. Thus, schools and centres are transformed into vocational training agencies and **multifunctional centres** able to offer their services to the market. The vocational centres and schools are intended to become **multifunctional VET providers**, which will provide a range of courses with different duration periods for different categories of students, participants and customers, in an effort to achieve use of their capacity throughout the day.
- The school autonomy in the fields of curricula, funding, staff and management at school level and beyond shall be delivered effectively following the completion of the relevant legal framework and the establishment of the responsible execution and supervision bodies. *The Law on VET* provides for the *establishment of the boards of public VET providers*, defining their main duties and composition.
- Changes related to the institutions and structures involved in policy-making and implementation of VET development policies. *Restructuring of the VET National Council (VETNC)*, with an increased representation of the social partners (6 members) as compared to that of the government (4 members).
- *Teachers' continuous training and qualification* remains a priority for the VET development and consolidation. As part of their autonomy, schools can organize training and qualification courses aimed at the professional development of teachers.

b. Vocational Training (for adults)

The MoLSAEO is responsible for Vocational Training (VT) system through the National Employment Service (NES) which includes a specific Department for Labour Market Programmes. The main legislation was adopted further to the adoption of the Law 8872, dated 29.03.2002, as for the Vocational Education sector (see Annex 3).

c. Other relevant legislation

- **The Law no. 9970**, on Gender Equality in Society (GEL), dated 2008, establishes the legal framework with respect to equal rights between women and men. This law places both sexes in equal position in terms of employment, education, decision-making processes, anti-discriminatory behaviour, and sexual harassment.
- Following up on the GEL and on the **Order by the Minister, No.1220, dated 27.5.2010** for defining the “Indicators of Evaluation and Monitoring of Gender Equality and Violence against Women, including Domestic Violence, and Their Supervision, Collection and Processing”, the National Set of Harmonized Gender Indicators was developed and formalised. Its use and application are mandatory for all government institutions at central and local level.

European Union strategic documents framing the VET and LLL

The Republic of Albania aims to become a candidate country for membership to the European Union. That is why the strategy presented here also needs to take into account the main policy orientations and targets, prepared by the European Commission and formally approved by the EU member states in the fields of education, employment and social inclusion.

The *Europe 2020 Strategy*, approved in 2011, is "*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. The strategy is focused on five ambitious goals in the areas of employment, innovation, education, poverty reduction and climate/energy.*" (European Commission website, accessed in June 2012).

This strategic document is the overarching strategy that includes also the following recently approved *7 Flagship Initiatives*:

Smart growth

- Digital agenda for Europe
- Innovation Union
- Youth on the move

Sustainable growth

- Resource efficient Europe
- An industrial policy for the globalisation era

Inclusive growth

- An agenda for new skills and jobs
- European platform against poverty

Europe 2020 targets and other EU average indicators related to education and the labour market are presented in the table below, as well as corresponding data for Albania.

Table 1. Albania and the EU benchmarks - Education, 2009 (%)

	EU 27 2009	EU 27 2010	EU 2020 objectives	AL 2009
Early school leavers % of 18-24 with at most lower secondary education and not in further education or training	14.4		10.0 (EU 2020)	35.0
Tertiary educational attainment % of 30-34 who have successfully completed university or university-like education	32.3		40.0 (EU 2020)	11.8
Lifelong learning % of 25-64 participating in education and training	9.3 (p)		15.0 (ESCOET)	2.0
Four-year-olds in education - Participation rate (%)	90.1 (2008)		at least 95.0 (ESCOET)	54.9

% of pupils with low performance in the reading scale (Level 1 or below)	20.0		less than 15.0 (ESCOET)	56.6
% of pupils with low performance in the mathematics scale (Level 1 or below)	22.7		less than 15.0	67.7
% of pupils with low performance in the science scale (Level 1 or below)	18.1		less than 15.0	57.3

Notes: PISA performances for the EU average refer to the 25 EU countries participating in PISA 2009 and it is calculated as a weighted average, where the weight is the 15 years old population; 'ESCOET' refers to the European Strategy and Co-operation in Education and Training; 'p' refers to a provisional value.

Sources: (EU27) Eurostat (<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/introduction>, accessed on 16/03/2011); (AL) Labour Force Survey and UNESCO Institute for Statistics; OECD (PISA 2009)

Table 2. Albania and EU benchmarks - Labour Market, 2009 (%)

	EU 27 2009	EU 27 2010	EU 2020 objective	AL 2009
Employment rate (20-64)	69.1	68.6	75.0	60.4
Employment rate (15-64)	64.6	64.1	--	53.4
Female employment rate (15-64)	58.2	58.2	--	43.6
Employment rate of older workers (55-64)	46.0	46.3	--	48.9
Employment in agriculture (% of total) ⁽¹⁾	4.6	4.7	--	44.1
Unemployment rate (15+)	9.3	9.7	--	13.8
Female unemployment rate (15+)	9.2	9.6	--	15.9
Youth unemployment rate (15-24)	20.3	21.1	--	27.2
Unemployment rate of the elder workforce (55-64)	9.9	9.8	--	7.7
Total long-term unemployment rate (%) ⁽²⁾	3.0	3.9	--	9.1

Notes: (1) Agriculture, forestry and fishing; (2) Long-term unemployed (12 months and more) as a percentage of the total active population.

Sources: (EU27) Eurostat; (AL) INSTAT (2010), LFS 2009.

(<http://www.instat.gov.al/graphics/doc/downloads/lfs/2009%20Labour%20Force%20Survey%20Results.pdf>, accessed on 21/03/2011).

While it is clear that Albania will not be able to achieve all EU targets by 2020, efforts will be taken to improve on all indicators from current levels.

The EU Copenhagen Process, established in 2002, laid out the basis for cooperation in VET, involving all EU member states and candidate countries. In this context, EU member states have cooperated on the European Qualifications Framework (EQF), the EUROPASS system, the European credit transfer system for VET (ECVET) and the European Quality Assurance Reference Framework in VET (EQARF). The *Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020*, adopted on 7 December 2010, and the *Education and Training Strategy 2020 (ET 2020)* present the long-term strategic objectives in this field for the next decade. By 2020, European VET systems (including initial VET and continuous VET) should be more attractive, relevant, career-oriented, innovative, accessible and flexible than in 2010, and should contribute to excellence and equity in lifelong learning. EU member states have to report on a regular basis whether they have made progress vis-a-vis a number of commonly agreed short-term deliverables (see: http://ec.europa.eu/education/lifelong-learning-policy/vet_en.htm).

The *EU Strategy for equality between women and men 2010-2015* spells out actions under five priority areas and one area addressing cross-cutting issues. The actions proposed follow the dual approach of gender mainstreaming, i.e. integration of gender equality goals into all policy areas, and implementation of specific measures. Specifically Priority Area 5 addresses the issue how the EU will further gender equality in all its work undertaken in third countries. Active cooperation is foreseen with a range of international organizations. With reference to the current reform processes in the VET system, the paragraph on EU accession is particularly relevant: “Candidate countries must fully embrace the fundamental principle of equality between women and men. Monitoring the transposition, implementation and enforcement of EU legislation in this area remains a priority of the enlargement process [...]”.²

The *EU Plan of Action 2010-2015 on Gender Equality and Women’s Empowerment in Development* includes nine Specific Objectives on how development cooperation of the European members’ states is expected to further gender equality goals. Some of them have a direct link to VET system: Mainstreaming of gender equality concerns in all projects; Use of sex-disaggregated data; Application of gender performance indicators; Inclusion of gender equality issues in interventions on economic policy, health, education and political empowerment (in line with MDGs 3 & 5); Measures to combat gender-based violence and all forms of discrimination against women and girls; Support for full implementation of UNSCR1325, 1820, 1888 and 1889.³

Albania looking for accessing its status of a EU candidate MS has also taken these documents, their priorities and strategic goals into consideration in the process of definition of its new strategic priorities and policies for VET and LLL.

1.2. MAIN TRENDS IN ECONOMY, LABOUR MARKET AND EMPLOYMENT

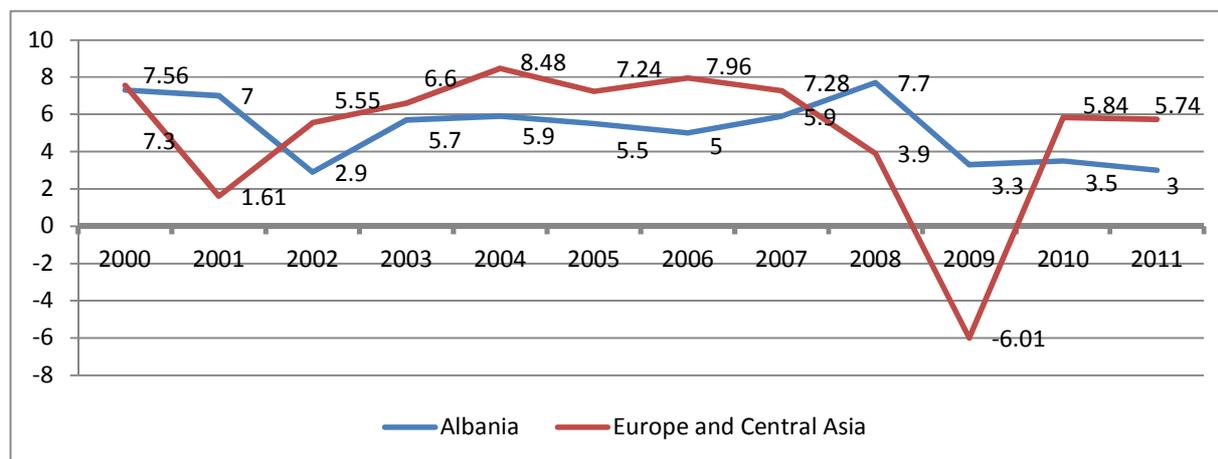
² GIZ. 2011. Gender Analysis of the GIZ HRD Programme and VET Sector in Albania, Tirana.

³ http://www.dev-practitioners.eu/fileadmin/user_upload/EU_GEAP.pdf

Macroeconomic indicators at a glance

In the last decade, Albania's growth rate has been positive and during the years 2008-2009 was even higher than the Europe and Central Asia region's economies performance. The average GDP growth during the period 2000-2011 was 5.2 %.

Figure 1. GDP growth rate (2000-2011)



Source: World Bank, updated 13.07.2012

Dynamics in imports, exports and trade

Over 80% of the current domestic product is generated by the private sector. However, the restructuring input of the domestic product has started to drop, while there is an increased improvement of efficiency, although the innovation-based growth remains a challenge for the future. The general economic efficiency has improved significantly, following the impact produced by the continuous infrastructure improvements, the technology renewal in various sectors and human resources capacity building.

One of the most critical elements of Albanian economy is the in-balance between imports and exports. Mainly it is an import-oriented economy, with exports still being at low levels, narrow and lacking diversity. The main growth in exports was driven by the export of minerals and energy, followed by textiles, construction materials, and the export of metals and footwear. The immediate recovery of the textiles and footwear industry is particularly important, as these sectors employ a significant number of the low-skilled workers.

The trade deficit was reduced by 3.3% in 2010 as compared to the previous year. The foreign net investment flow in Euro increased to 23% in 2010 as compared to 2009. The continuous business incentives through tax reduction and administrative policies has positively affected their progress. Remittances amounted to 9% of the GDP in 2009, but they dropped to 3.7% in 2010, yielding a negative impact on the economic growth and consumption (consumption was mainly affected by the increase in wages).

Albania's EU membership process is expected to produce large positive benefits. The estimated impact of the Stabilization and Association Agreement (SAA) between Albania and EU, as well as the full harmonization with the EU *acquis* is more than 2% of the GDP. Political and economic integration is a lengthy process that should take into account the original conditions of the countries, as well as their physical and administrative capacities to undertake reforms.

Labour force, employment and unemployment

Labour force and employment

According to the Labour Force Survey 2009 working age population in Albania is 87.9% of the population, belonging to the age group of the 15 years old and above. Labour force participation rate is an indicator of the working age population percentage of a country which is actively engaged in the labour market, either working or looking for work. Labour force participation rate for 2009 is 61.9%. In Table 3 it can be noticed that the women labour force participation rate follows a downward trend from 2007 to 2009.

Table 3. Labour Force participation rate

Years	2007	2008	2009
Labour Force participation rate	65.2	61.9	61.9
Males	74.4	72.1	73.3
Females	56.2	52.8	51.8

The employment rate for 15-64 population was 53.4% in 2009. This rate is 64.3% for men and 43.6% for women.

Table 4. Employment rate

Years	2007	2008	2009
Employment rate	56.4	53.8	53.4
Males	63.6	63.0	64.3
Females	49.3	45.6	43.6

Employment rate in 2009, if compared to 2007 and 2008, has decreased for women, while for men this indicator has increased compared to 2008. The employment rate is higher for those belonging to the age-group of 35-54 years whereas the trend from 2007 to 2009 is almost the same.

In the table below it can be found the employment distribution according to the public and private economic sectors. A falling trend can be noticed in terms of the agriculture sector employment rate, if compared to 2007, whilst there is an increasing trend of employment in the non-agricultural sector.

Table 5. Distribution of employment by public and private sectors (15-64 age-group), %

Sectors	2007			2008			2009		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Public Sector	15.1	15.4	15.2	18.0	18.7	18.3	16.0	17.6	16.7
Private Sector (excluding agriculture)	48.2	24.1	37.6	48.7	25.5	38.3	50.8	25.9	40.1
Private Agriculture Sector	36.7	60.5	47.2	33.3	55.8	43.4	33.2	56.5	43.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The structure of employment by economic activity for 2009 indicates that employment in the construction sector constitutes 10 per cent of total employment, whilst in 2008 it accounted for 8.4%. There is a change in the structure of employment in the Agriculture, Forestry and Fishing sectors where as shown in Table 6, the percentage of employed in the agricultural sector has declined from 47.9% in 2007 to 44.1% in 2009. The structure of employment according to gender, reflects the fact that women employed in the private agricultural sector continue to occupy the highest percentage. Under this structure, the percentage of women employed in non-agricultural private sector in 2009 has decreased, compared to 2008.

Table 6. Employment rate according to economic activity (15-64 age group), %

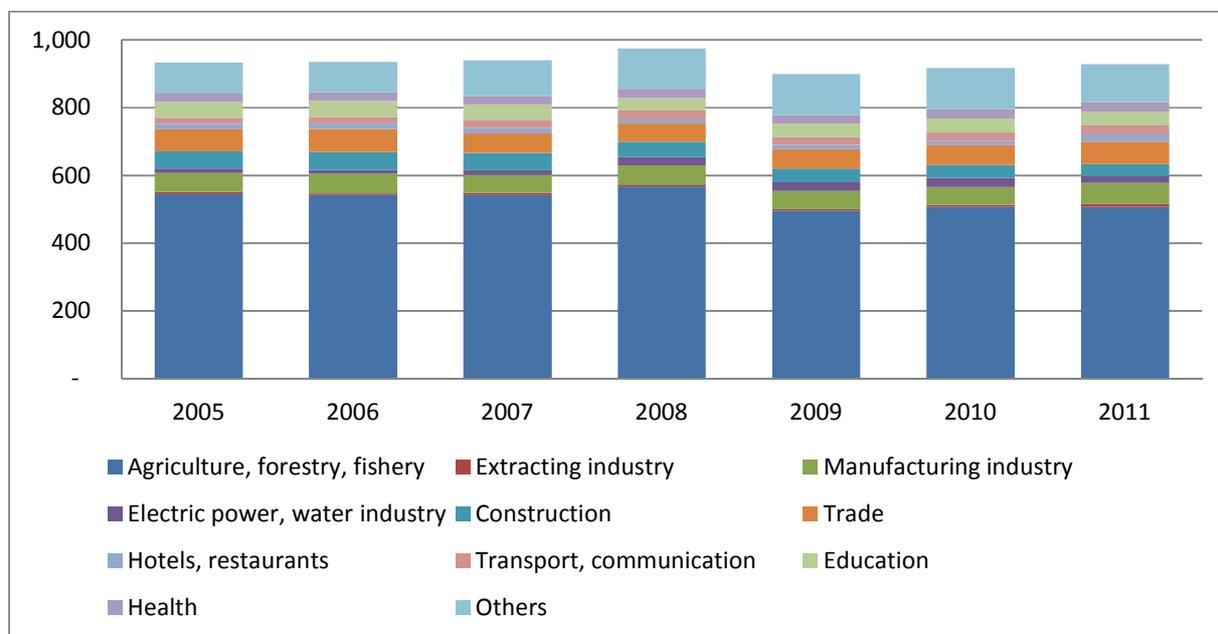
Sectors	Year	2007	2008	2009
Agriculture, Forestry, Fishing		47.9	44.7	44.1
Industry		10.5	9.4	10.0
Construction		8.1	8.4	9.9
Commerce		11.0	11.7	10.8
Transport and communication		3.7	3.6	3.7
Other services		18.8	22.2	21.5
Total		100.0	100.0	100.0

From 2000 the increase in employment has taken place in non-agricultural sectors (between 2000-2011 from 116.000 employed to 256.000) and decreasing development has been dominant in the state sector (from 191.000 to 169.000) and in agricultural sector (from 761.000 to 506.000). Despite of the significant reduction in agricultural employment, this sector still have a dominant role as a source of employment in Albania.

Employment according to economic sector show marked gender differences, where agriculture remains the sector with the highest participation of women, 56.5% in 2009. Women's share in the public sector is slightly higher compared to men, and in the non-agriculture private sector there are approximately twice as many men as women. Data on employment in all sectors shows that women

are predominantly employed in three sectors. In the health & social work and education sector women represent almost 70% of total employed.⁴

Figure 2. Employment in economic sectors (2005-2011)



Source: INSTAT on-line data on Social Indicators (employment), August 2012

According to the National report on the situation of women and gender equality in Albania⁵ and abovementioned regarding employment by economic activity, the labour market in Albania reflects important occupational segregation. This means that some sectors are considered exclusive domains of men and some other of women. This implies also differentials regarding wages, as the “exclusive female” professions are less paid than the others. As stated in the report, more recent professions such as real estate, wholesale and retail, and also hotel-tourism or ICT could be perceived as gender “neutral” and expected to be chosen by females and males alike. However, data show that there is a gender imbalance in the new professions too.⁶

Unemployment

The unemployment rate for 2009 is 13.8% according to Labour Force Survey 2009 data. As seen in Table 7, the unemployment rate for young people in 2009 was 27.2% and the unemployment rate for adults (25-64 years), was 11.3%.

⁴ MoLSAEO, UNWomen. 2012, p. 72

⁵ Ibid. p.75

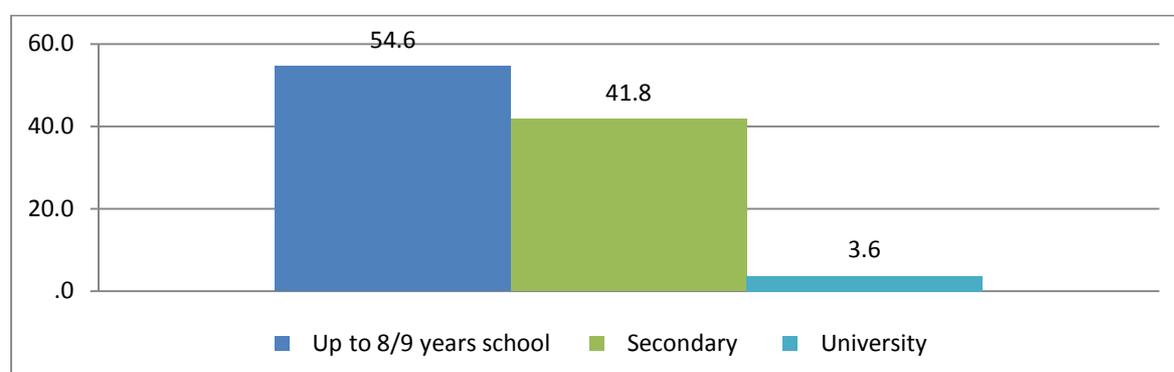
⁶ MoLSAEO, UNWomen, 2012, p. 75

Table 7. Evolution of the Employment indicators (2007-2009), %

Years	2007	2008	2009
Unemployment rate	13.5	13.0	13.8
Males	14.4	12.5	12.2
Females	12.2	13.5	15.9
Long term unemployment rate	9.4	8.5	9.1
Males	9.9	8.0	7.8
Females	8.8	9.1	10.6
Unemployment rate for youth (15-24 years old)	20.1	27.2	27.2
Males	22.8	27.1	26.2
Females	16.6	27.2	28.3
Unemployment rate for adults (25-64 years old)	12.0	10.9	11.3
Males	12.6	10.3	9.6
Females	11.3	11.6	13.4
Unemployment rate for the youth	11.5	12.8	14.5
Males	13.0	13.2	15.4
Females	9.4	12.3	13.4
Unemployment rate for adults	9.0	7.9	8.0
Males	9.3	7.2	6.4
Females	8.6	8.7	10.0

Unemployed jobseekers are considered all those unemployed who have been such for a year or longer. This indicator is higher for females and there is an increasing trend from 2007 to 2009, while for males it is moving in the opposite direction. According to Labour Force Survey 2009 the ratio between the unemployment rate for young people 15-24 years to the unemployment rate for adults 25-64 years, is 2.4, which means that the labour market chances to find a new job are 2.4 times smaller for a young person if compared to an adult. Youth unemployment remains a challenge – the youth unemployment rate increased from 20.1% in 2007 to 27.2% in 2009 (LFS, 2009). Also the long-term unemployment rate of youth aged 20-24 is a concerning trend, which increased from 17.4% in 2007 to 21.6% in 2009. Highest employment rates have persons with secondary VET or tertiary education. However, people with only 8-9 years of schooling or less face the bleakest chances of finding a job.

Figure 3. Unemployment by the level of educational attainment (%), 2011



Source: INSTAT on-line data on Social Indicators (unemployment), August 2012

Regarding to the educational attainment among the unemployed, the majority (54.6%) has received training up to 8/9 years, however also the share of unemployed with secondary training is significant (41.8%). University graduates consists only 3.6% on the unemployed.

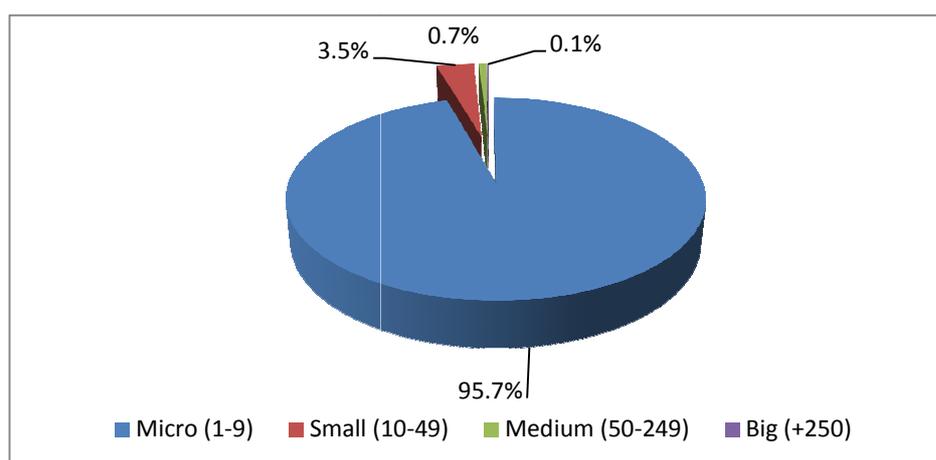
According to LFS 2009 women apparently have fewer and unequal employment opportunities in comparison to men with the same educational attainment. The phenomenon is most pronounced in vocational education pointing to the fact that this type of education does not pay off for girls in the labour market. Data shows that the share of employed boys with this education (2-3 and 4-5 years of vocational education) is 16.7% compared to 10.5% for girls.⁷

Another important indicator to be considered is the inactivity rate that refers to the percentage of persons who, in principle are available for the labour market but are neither registered as employed nor unemployed. According to the LFS 2009 data, the inactivity rate was 26.7% for men and for women almost twice as high, namely 48.2%.⁸

Enterprises by size and economic sectors

The private sector in Albania is mostly dominated by micro and small enterprises (99.2%), with 95.7% of the active ones having between 1 and 9 employees (Figure 4). This is one of the main features of the country's economy and it is a factor to take into account in the definition of a VET and LLL strategy. It creates challenges with a view to the cooperation with Ministries and schools and the provision of work-based training or internships.

Figure 4. Distribution of active enterprises by size, 2010



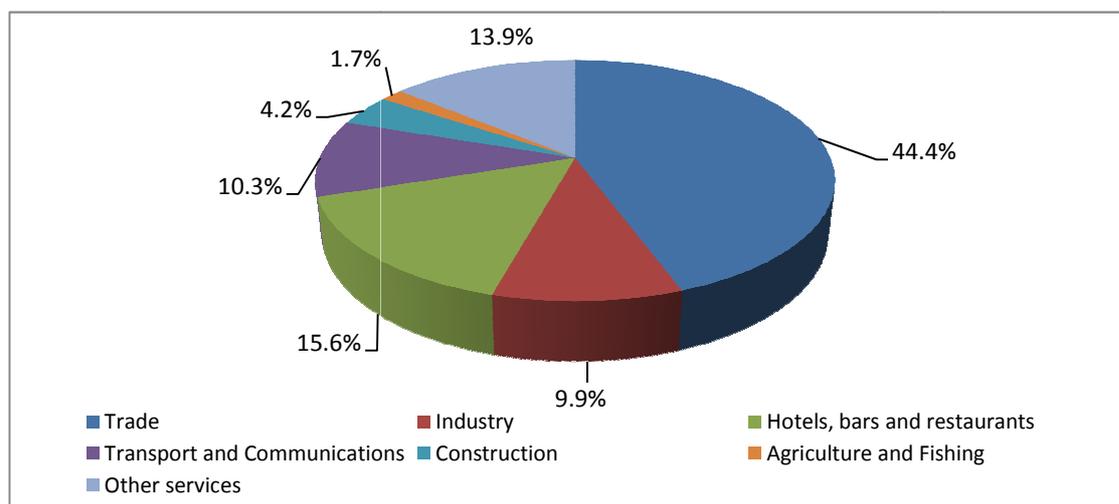
Source: Ministry of Economy, Trade and Energy, 2010 (n=100.687)

⁷ MoLSAEO, UNWomen. 2012. *National report on the status of women and Gender Equality in Albania*. Tirana, p. 74

⁸ MoLSAEO, UNWomen. 2012. *National report on the status of women and Gender Equality in Albania*. Tirana, p. 68

The analysis of the distribution of enterprises by economic sectors (Figure 5) shows that there is a huge concentration in the trade sector.

Figure 5. Distribution of enterprises according to sectors, 2010



Source: Ministry of Economy, Trade and Energy, 2010

Although the sectors with the highest employment rate in Albania remain agriculture, forestry and fishery followed by other services, having tourism as the main component; trade and industry are the sectors with the highest number of enterprises, followed by hospitality services and manufacturing industry.

The business services, including ICT, are currently on the rise, offering both a variety of services and a growing number of jobs. Different ICT profiles will be required both in the hardware and software fields. Other important sectors for which VET will have to provide relevant qualifications include: agro (food)-processing industry (incl. fruit and vegetables, olive oil, dairy products/cheese, fish, meat, eggs, herbs, fish, water & soft drinks); construction; textile (garments, clothing, fashion); hotel, catering and tourism; leather and shoes; transport and vehicle repair; energy production and distribution, and mining. Crafts trades are generally in need of development.

Disadvantaged social groups and their specific needs for VET

Vulnerability is in Albania a result of numerous and varied processes that are closely linked to the social and economic problems encountered by certain groups of society. Among these it may be mentioned: low labour market accessibility (in particular for women, people with disabilities, Roma people), poverty life conditions, lack of education and qualification, problems caused by internal migration during the transition years and lack of infrastructure in the remote mountainous areas.

The vulnerable groups identified in different strategic documents are: (i) people with disabilities; (ii) children and youth at risk; (iii) girls and women in need; and (iv) Roma and/or Egyptian people.

These groups have been the focus of related, mainly donor-funded policies. Although the *Strategy on Social Inclusion 2007-2013* (and its follow-up strategy) defines the above identified groups as vulnerable, target beneficiaries of respective measures and activities may be expanded in the light of a more comprehensive social inclusion concept in line with EU parameters and policy orientations.

In 2010, over 16.300 people with disabilities were granted the right to have a paid caregiver, as compared to 13.000 people in 2007. The main concerns for this category included limited access to social services and other public services and the existence of significant accessibility barriers to the labour market, due to the improperly developed infrastructure. Specialized vocational training centres and special courses for people with disabilities are lacking in the country. Some public vocational training centres are under reconstruction,. Currently, there are two centres under reconstruction in Fier and Elbasan in order to create the special conditions required by disabled people. Other initiatives, such as the Youth Albania Parcel Service (YAPS) run by the Don Bosco Social Centre in Tirana and funded by UNICEF, operate as social business entities, which train and recruit young people with disabilities. The Government has prepared the National Strategy on People with Disabilities (NSPWD) for implementation and has set out individual programmes aimed at ensuring their social integration by the active participation of their representative associations.

Concerning children at risk, this category includes children from cultural minorities, poor families, children without parental care, children with disabilities, working children, unregistered children, abused children, trafficked children and children who are confined because of the blood feud. The above groups of children are at a higher risk of not benefiting from the Early Childhood Care and Education services (ECCE). They continue to be excluded even when they become adults. The net enrolment ratio in preschool education for 2005 was 51.1% (INSTAT), with boys having a higher enrolment rate as compared to girls. There is a particularly low enrolment ratio at all school levels for marginalized groups, such as Roma children and children with disabilities, who represent the poorest groups of the population. Further, in an analysis of 2002, ILO-IPEC estimated a number of 6 700 children who worked and lived in the streets. In another analysis of 2004, ILO stated that the majority of the working children belonged to the 12-17 age group, where 82% were boys. Two thirds of these children had dropped out of school, while 35% had attended school on a part-time basis. Children confined because of blood feud⁹ are isolated in their houses. There are 1,460 families affected by blood feud in Albania, of which 738 confined families with 100 children (males) that have no possibility whatsoever to benefit from any early childhood care and education service or from employment opportunities at a later stage of their life.

HIV/AIDS, abuse with drugs, alcohol and smoking, violence against youth and trafficking of young girls are some of the issues affecting vulnerable youth. In terms of reported and diagnosed cases, Albania tends to remain a country with a low HIV infection rate. The total number of HIV-infected cases was 291 in 2008. Only in 2008 were discovered 35 new cases with HIV. Even young people over 18 with no parental care are faced with economic problems. This group is entitled to economic

⁹ Families involved in blood feud, where the males of the family are at risk of being eliminated, because one of the family members or a relative has committed a murder in the past.

assistance following graduation from high school or university and during the period they are unemployed. Likewise, there are other organizations that provide financial support to young people by offering scholarships. The total number of children who benefit social assistance is 150.

Referring and in line with the NSGE-GBV 2011-2015 girls and women in need includes girls and women from communities of the Roma and the Balkan Egyptians, trafficked girls and women, abused women, women heads of household in urban and rural areas, or women living with HIV/AIDS. Although there are no specific studies regarding the current situation of these groups in Albania, various human development reports show that girls and women in these categories have a higher probability than women in general to live in poverty or extreme poverty as consequence of but not limited to low level education, non participation in the labour market, on emigration of spouses¹⁰. For this reason, as stated also in the NSGE-GBV 2011-2015, work to empower women in this category will continue through various interventions including programs of professional training and promotion of employment.

The Roma and Egyptian communities are also considered at risk of social exclusion. Available data show that Albania has around 5,000 Roma children from 3 to 16 years of age. There is a low enrolment rate in the legal school age. Currently, only 27% of 6-year old children attend the first grade. Approximately, one out of two Roma children who are at school age (6-16 years old) has dropped out of school. At least 43% of Roma children of the 15-16 age group are illiterate. Albania has adopted the Declaration of the Decade of Roma Inclusion by CMD No 437 of 08.04.2008. Albania is a party to the Decade of Roma Inclusion 2005-2015. The number of Roma population registered with NES offices¹¹ countrywide is 6.814. Policies have been mainly targeting the social inclusion of Roma through priority training and employment.

Socio-demographic projections and implications to VET and LLL

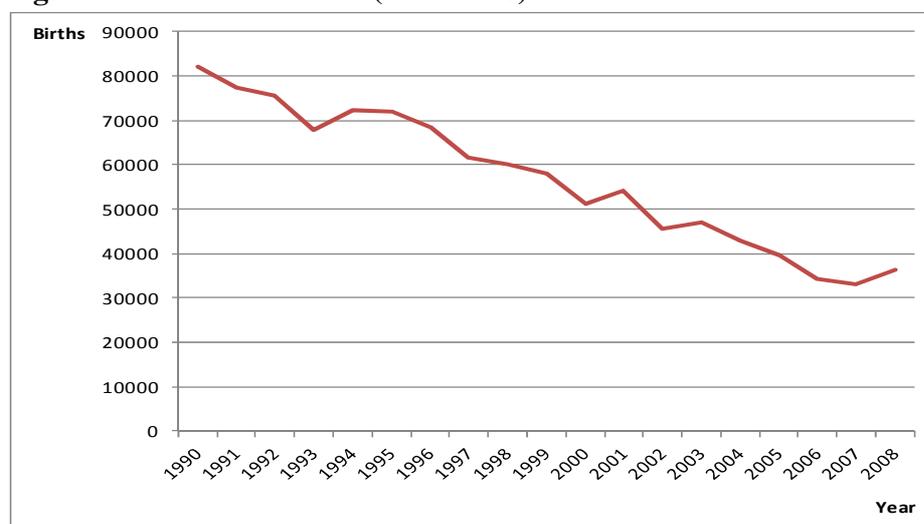
Changes in demography have to be taken into consideration in VET planning, as they have an impact on VET enrolments and graduates and generally on the education and training systems.

The number of births in Albania declined sharply from 82.125 in the year 1990 to 33.163 in the year 2007. In recent years, the birth rate in Albania has been rising again slightly, but remains at a lower level compared to the 1990s. From 2013-2020, the birth cohorts 1998-2005 will be enrolled in upper secondary education. These birth cohorts vary from 60.139 (1998) to 39.612 (2005).

¹⁰ GoA. 2011. National Strategy on Gender Equality and Reduction of Gender Based Violence. Tirana

¹¹ In 2010, the employment promotion programme managed to find a job to 20 Roma people, who benefited from the training programme, while it provided vocational training course in various profile to 63 Roma free of charge. NES conducted two short-term surveys on the labour market and employment-related issues for Roma people. Two awareness raising companies informed Roma people on the registration procedures with the local employment offices, in order to obtain the status of the “unemployed” and also told them how to take advantage of the services made available, with focus on the opportunities and benefits of the employment programmes for Roma people.

Figure 6. Births in Albania (1990-2008)



Source: INSTAT, Census

The Albanian government aims to increase both the enrolment rate in secondary education and the share of secondary education students who follow a VET path. In the following table a scenario on the future enrolment in upper secondary education (general schools and VE schools) is shown. This scenario is based on the assumptions that:

- (1) the “ratio total enrolment in upper secondary education / births” will be 90% and;
- (2) the “ratio enrolment in general schools / enrolment in VE schools” will be 67% (general schools) / 33% (VE schools)

Table 8. Scenario: Enrolment (Grade X) in Upper Secondary Education 2013-2020

Year	Total	General School	VE school
2013	54.125	36.263	17.889
2014	52.153	34.922	17.231
2015	46.118	30.899	15.219
2016	48.855	32.732	16.123
2017	40.964	27.446	13.518
2018	42.311	28.348	13.963
2019	38.720	25.942	12.778
2020	35.651	23.886	11.765

This requires a combination of measures to boost the enrolment rate in upper secondary and reinforce VET as a valid option to complete this level of education.

1.3. VET AND LLL IN ALBANIA

Sector Budget

Within the labour market and education budget, there is used a more traditional type of input-oriented budgeting, where allocations are based on budget proposals submitted by the two ministries to the Ministry of Finance. These budget proposals are normally based on those of the previous year, often augmented by across-the-board incremental budgetary increases or perhaps, according to political influence or the negotiating skills of institutional actors. Input-based systems of allocation, rooted as they are in the status quo of Albania, are unlikely to facilitate internal efficiency or market-orientated dynamism within the two ministries and subordinate authorities responsible for the delivery of labour market and educational services.

Table 9. Labour Market and Education Budget (2011-2014)

Sector Budget and Medium Term Perspective					
Sub-sector	Planned budget (€ million)				Overall Increase %
	2011	2012	2013	2014	
Social Protection	138,50	143,30	152,70	162,20	17,1%
Labour Market	11,80	11,70	12,40	12,70	7,6%
Equal Opportunities	0,15	0,17	0,19	0,20	
Labour Inspection	1,20	1,18	1,24	1,33	
Social Insurance	563,00	598,90	643,00	687,20	22,1%
Planning, Management and Administration (Ministry of Labour)	1,20	1,23	1,20	1,23	
Planning and Management (Ministry of Education)	6,30	6,10	6,30	6,50	
Basic Education	167,10	174,50	180,20	198,80	19,0%
General Secondary Education	36,40	37,80	38,90	42,70	17,3%
Vocational Education	16,00	18,10	18,60	20,60	28,8%
Higher Education	43,90	47,00	48,70	53,50	21,9%
Scientific Research	3,90	4,00	4,20	4,60	
State Budget total	989,45	1043,98	1107,63	1191,56	20,4%
Foreign investments	14,40	14,64	14,27	31,40	
Grant	2,70	3,76	3,80	11,40	
Loans (IFI)	11,70	10,88	10,47	20,00	
TOTAL	1018,25	1073,26	1136,17	1254,36	23,2%

Source: Ministry of Finance

With the present investment in education and training, Albania will not be able to catch up with other fast growing economies. Within this share, basic education receives the biggest share with 61%, secondary general education accounts for 13,3% and university education for 16,1%. Conversely, secondary vocational education takes by far the smallest share with 5,9%. Secondary education is severely underfunded, which affects in particular VE where the budget made available never reflects real costs. Nevertheless, the **Vocational Education sub-sector has recorded the biggest increase with 28,8%** for the time window 2011-2014, but it should be noted here that there exists a large need to catch up compared to the other education sub-sectors. The total budget allocated to VE, in 2011, presents 85,6% of what was planned in the Strategy for Pre-university Education 2009-2013. The need is even more urgent taking into consideration the young population of Albania and its need for a skilled labour force to become more competitive in a global market. Table 10 shows the sub-sector budget per student for general upper secondary education, vocational education and higher education.

Table 10. Sub-sector budget per student (2011)

Sub-sector	Sub-sector budget (million €)	Number of Students*	Sub-sector budget per student in €	Coefficient
Basic education	167,1	382.870	436	1,0
General secondary education	36,4	118.566	307	0,7
Vocational education	16,0	19.180	834	1,9
Higher education	43,9	95.000	462	1,1

*Students in public institutions only.

Source: Ministry of Finance, MoES

The above presented data shows a major difference in the cost per student when compared the different branches for completing secondary education. A simple analysis show that the VE costs are almost three times more than the general secondary education costs. Being the most expensive track, one might argue that VE has to be oriented, in a more efficient and effective manner, to its purposes - to qualify the youth for a more rapid and relevant entrance to the labour market.

A look at the structure of the budget allocation for VE in 2012 shows that simply more than three quarter (77,8%) goes to the expense of salaries and social insurance of personnel. One consequence of this is that the provision of equipment and learning materials for the VE providers is highly insufficient. The outcomes of the VET programs are then affected seriously.

A solution might be to establish an effective funding partnership between government, private sector and individuals, because all three are benefitting from a well funded VET system. This is a key issue around which agreement with the social partners will need to be achieved.

Table 11. Expenditure for the Education and Labour Market budget

Budget Item	Budget Expenditure 2012					
	Ministry of Education and Science (MoES)			Ministry of Labour, Social Affairs and Equal Opportunity (MoLSAEO)		
	Overall MoES (€ million)	VE (€ million and %)		Overall MoLSAEO (€ million)	Labour Market (€ million and %)	
Total	277,9	14,3	100,0%	382,0	11,0	100,0%
Salaries	169,2	9,7	67,1	6,7	2,3	20,7
Social Insurance	28,2	1,5	10,7	1,1	0,4	3,3
Goods and Services	7,8	1,7	11,6	2,5	0,5	4,3
Subsidies	2,5	--	--	0,6	0,6	5,5
Others, Transfers, Running Costs	34,7	--	--	227,9	--	--
Foreign Transfers, Running Costs	0,8	--	--	0,02	--	--
Transfers to Families and Individuals	5,2	0,04	0,3	141,1	7,1	64,6
Capital investments (not materialized)	0,03	--	--	0,01	--	--
Capital Investments (materialized)	29,5	1,4	9,7	2,0	0,14	1,3

Source: Ministry of Finance

Past mechanisms for the disbursement of the modest public funds to VET providers have contained numerous problems. As a result, it is necessary to formulate new approaches to the planning, management, funding and evaluation of publicly financed VET programmes. The mechanisms to be adopted here will aim to achieve a funding system based on nationally agreed qualifications and high-quality provision, which is responsive, cost-effective and accountable. One of the options to explore are financial or other incentives to both individuals and the private sector to co-fund VET.

Current situation in Vocational Education

a. VE for young people

Vocational Education (VE) follows directly after the 9-year basic education track and has as its main goal to enable students to develop vocational skills and practical knowledge. Although the primary goal is to increase the skills base for new entrants into the labour market, this route can also open alternative paths into higher education. Vocational education is composed by technical vocational and socio-cultural education. Technical vocational education is provided respectively in 41 public schools and 9 private schools, located mostly in main urban areas of the country, with only three in rural areas.

Naturally, as with the whole educational system, resource constraints limit intake, curricula and qualifications offered.

Since the 2009-2010 academic year, VE has been structured into three consecutive levels with maximum duration of four years.

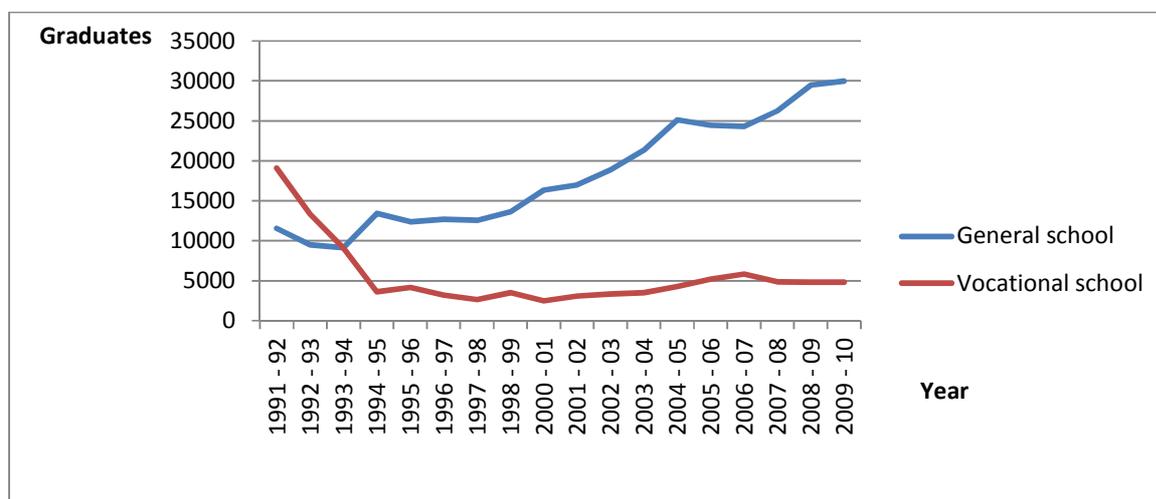
The existing levels are:

- **Level I** (2 academic years) prepares semi-skilled workers;
- **Level II** (1 academic year) prepares skilled worker; and
- **Level III** (1 academic year) prepares technical experts/managers and enables them to obtain secondary vocational diploma and attend university or post-secondary studies.

The new VE structure allows for vertical movements to higher levels of study, as well as to enter the labour market upon completion of each VE level. There are various ways in which VE levels are provided (with duration of 2+1+1 years, 2+2 years and 4 consecutive years). In parallel with the new structure the part-time system has started to function. It provides opportunities to attend secondary education for every working individual.

In 2012, there were 41 vocational schools and several general high schools that provide vocational education in Albania (with the latter focusing only in certain particular courses). Students conduct their practical vocational activities mainly in the school premises (workshops, laboratories, educational offices, farms, etc. where existent), but in a few cases also in the working premises of local companies.

Figure 7. Graduates from upper secondary education (1991-2010)



Source: Instat, MoES

Since the beginning of the 1990s the share of students graduating from VE schools has decreased significantly. In 1992, 62 % of all students graduating from upper secondary education (total number of graduates: 30.616) had followed the VE track while 38 % graduated from general schools. In the

year 2002 the portion of VE graduates was down to only 15 % and since then it has changed till 20% in 2011.

Table 12. Compulsory Education and Upper Secondary Education in Albania (2004-2009)

Year of birth	Births	Year of Graduation from Compulsory Education / Enrolment in Upper Secondary Education	Graduation from Compulsory Education	Ratio: Graduation from Compulsory Education / Births	Enrolment in Upper Secondary Education	Ratio: Enrolment in Upper Secondary Education / Graduation from Compulsory Education	Ratio: Enrolment in Upper Secondary Education / Births
1990	82.125	2004	57.403	70%	41.483	72%	51%
1991	77.361	2005	59.519	77%	47.059	79%	61%
1992	75.425	2006	58.216	77%	46.725	80%	62%
1993	67.730	2007	55.785	82%	44.941	81%	66%
		2008*					
1994	72.179	2009	51.028	71%	45.775	90%	63%

*From 2008 onwards, compulsory education has been extended to 9 years.

Source: Instat, MoES.

The overall students' enrolment in upper secondary education varied from 41.483 to 47.059 during the period 2004 to 2009. These enrolment numbers represent 72-90% of the respective graduates from compulsory education (grade VIII: 2004-2007; grade IX: 2009) and 51-64% of the respective birth cohorts (1990-1995).

Table 13. Enrolment in Upper Secondary Education by type of school (Grade X, 2004-2009)

Year	Enrolment in Upper Secondary Education	Enrolment in General Schools	%	Enrolment in VE Schools	%
2004	41.483	33.910	82%	7.573	18%
2005	47.059	39.425	84%	7.634	16%
2006	46.725	38.569	83%	8.156	17%
2007	44.941	37.789	84%	7.152	16%
2008*					
2009	45.967	40.351	88%	5.616	12%
2010	49.433	43.111	87%	6.322	13%
2011	48.681	41.999	86%	6.682	14%

*From 2008 onwards, compulsory education has been extended to 9 years.

Source: MoES

In other words: approximately 35% of these birth cohorts do or did not receive any upper secondary education in Albania. The reasons for this relatively low upper secondary school attendance in Albania are manifold: emigration, lack of access to general and VET upper secondary schools, scarce students/families' financial resources, school drop-outs during compulsory education, girls not

allowed to go to school especially in rural areas, etc. During the span of 2004-2009, enrolment in VE schools counted for 12-20% of the total enrolment in upper secondary education. Currently, the VE schools in Albania offer four different tracks: (a) the 2+1+1 years track; (b) the 2+2 years track; (c) the 4 years track; (d) the socio-cultural track.

Table 14. Enrolment in VE schools by different tracks (Grade X, 2009-2011)

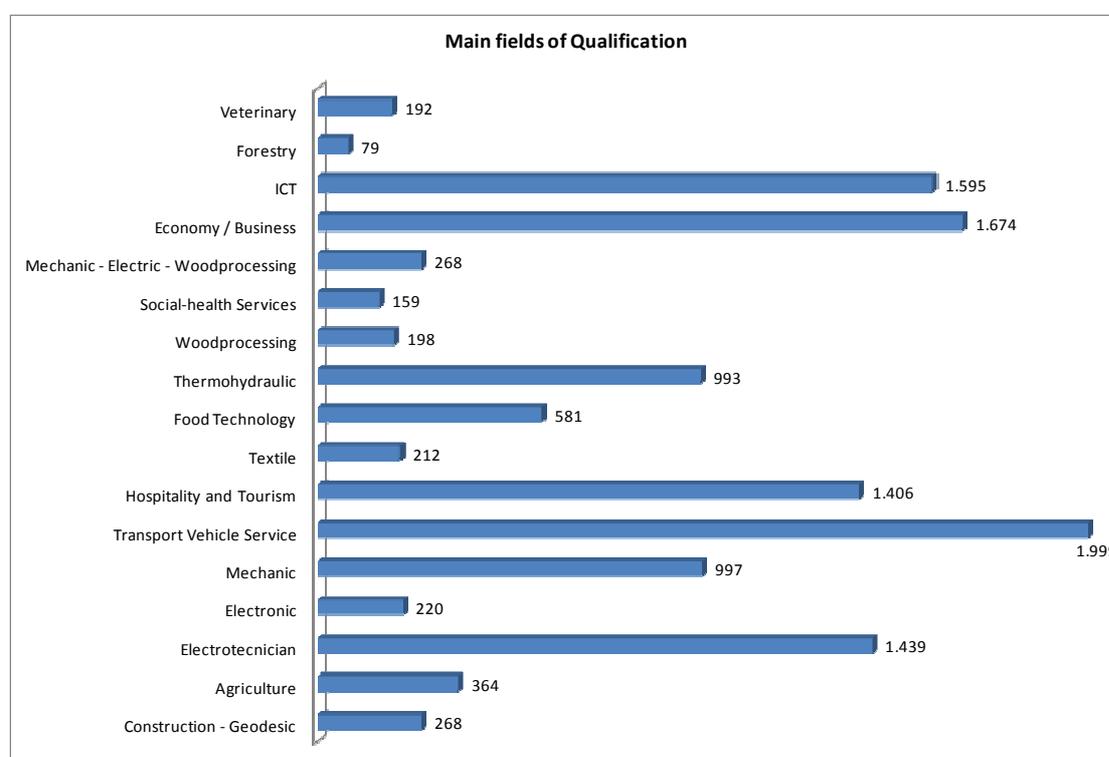
Year	Enrolment in VE Schools	2+1+1	%	2+2	%	4	%	Socio-cultural	%
2009*	5.616	1.059	19%	1.862	33%	0	0%	2.028	36%
2010	6.322	3.379	53%	1.469	23%	0	0%	1.474	23%
2011	6.682	3.407	51%	1.609	24%	96	1%	1.570	23%

*In 2009, the last students of the old 2+1 track were taken in.

Source: MoES

In 2010 and 2011, the number of students' enrolment in the 2+1+1 track counted for approximately 50% of the overall enrolment in vocational education. VE schools focus their supply in different areas of qualification. They have more freedom now to adjust the specialization profile of each school to regional and local labour market needs.

Figure 8. Main fields of qualification: 2+1+1, 2+2, 4 year tracks, Grade X-XII (2011)



Source: MoES, 2011

Table 15 shows the students' distribution by occupational areas in the 2+1+1 track.

Table 15. Students in the 2+1+1 track by main fields of qualification (2011)

Main fields of qualification of Level I Education (2 Years)	Number of Schools	Grade 10 (enrolment in 2011)	Grade 11 (enrolment in 2010)	Grade 12 (enrolment in 2009)	Total	Offered profiles in the Level II (1 Year)
Construction	5	97	38	62	197	<ul style="list-style-type: none"> • Tile laying and wall dressing • Carpentry, iron shaping and cementing • Brick laying and plastering • Roadworks, road repairing
Agriculture	6	145	142	77	364	<ul style="list-style-type: none"> • Agriculture and livestock farms • Fruitculture • Agricultural mechanics • Gardening • Livestock production
Electrotechnician	16	588	478	373	1439	<ul style="list-style-type: none"> • Civil and industrial electrical Installations • Electro Mechanic • Electro domestic devices repairing • Instalation and maintainance of TU and TL lines
Electronic	2	97	60	63	220	<ul style="list-style-type: none"> • Telecommunication • Electronic device repairing • Mechatronic
Mechanic	12	411	312	274	997	<ul style="list-style-type: none"> • Metallic construction • Mechanical repairing and maintenance • Metal processing machineries • Metallurgy and Foundry
Service of Transportation Vehicles	14	828	725	446	1999	<ul style="list-style-type: none"> • Electro-automobile services • Engine services • General car services • Car body services
Hotel-Tourism	10	620	454	332	1406	<ul style="list-style-type: none"> • Cooking/patisserie • Bar-restaurant • Reception • Tourism • Tourist guide
Textilegarment	4	93	69	50	212	<ul style="list-style-type: none"> • Tailoring • Textile • Modeling • Gallantry
Alimentary Technology	3	276	210	95	581	<ul style="list-style-type: none"> • Milk-processing technology • Dough-processing technology • Fruit- and vegetable-processing technology • Meat and fish-processing technology • Alcoholic drinks production technology
Thermohydraulic	12	399	326	268	993	<ul style="list-style-type: none"> • Plumbing installations • Thermo system installations
Woodprocessing	4	93	62	43	198	<ul style="list-style-type: none"> • Half-ready wood productions • Fuirniture and upholstery
Social-Health Service	1	64	33	62	159	<ul style="list-style-type: none"> • Babysitting services • Social animation • Care services for the elderly • Social services
Mechanic-Electric-Wood-combined (pilot)	2	94	81	93	268	<ul style="list-style-type: none"> • Profiles of the Mechanics path - Lev. I • Profiles of the Elektro-techni path - Lev. I • Profiles of theWood processing path - Lev. I
Total		3805	2990	2238	9033	

Source: MoES, 2011

There is a mismatch between the profiles/ occupations offered by the VET system and those sought after by the labour market. For many qualifications, which are needed by employers, no training at all or too little quality training is offered, while other courses (such as “transport vehicle service” or, in essence, car repair) are overbooked and graduates have difficulties to find a job. Hence, a future VET system in Albania will have to take better account of existing skill and qualification needs, which have been analysed by NES and various donor projects.

The majority of the vocational schools offer 2 to 4 vocational profiles. 25% of the vocational schools have less than 100 students, whereas about 50% of them have less than 200 students. Only less than 25% of the schools have over 500 students. The average number of students in vocational schools is 300 students per school.

Great differences among schools are noticed also with regard to the number of provided courses. Data show that about 25% of the vocational schools provide 1-3 courses/profiles and only 25% of them offer 8-13 profiles. A characteristic of vocational schools is that they are “*specialized*”, which means that even when they offer a relatively considerable number of profiles, they cover determined economic sectors.

When it comes to gender differentials, according to INSTAT, during the academic year 2009-2010 male constituted 69% of all registered students in vocational schools. Compared to the previous academic year girls’ enrolment decreased by 4%. Vocational education does not represent a particularly attractive option for girls.¹² Also, if we refer to the data provided by INWENT survey, 79.1% of the graduated girls from VE schools go to the University, 6.4% are employed and 14.5% are unemployed, compared to 39.2% of boys going to University, 28.1% employed and 32.7% unemployed. This shows again that VE system is first of all not very attractive to girls (and their families)¹³, and second is mainly “used” for having the Matura certificate and proceeding to University level and not as a direct way to labour market, that is the main purpose of the VE.

b. Post-secondary or higher professional education

The Law on VET and the Law on Higher Education emphasize the possibility of VET providers and universities to offer post-secondary education programs. The two main target groups imply (i) graduates from gymnasia who, for some reason, do not continue on to universities and do not have any labour market qualifications and (ii) graduates from vocational schools who want to obtain VET qualifications at an advanced level. Currently, post-secondary programs are offered by the Faculty of Vocational Studies at the University of Durrës: Diploma as Dentist Assistant; Diploma as Legal Assistant; Diploma as Administrative Assistant; Diploma in Construction Management; Diploma as Computer Network Specialist; Diploma in Automobile Technology and Diploma in Transport Management. These programs are attended by about 700 students. As part of the Swiss-supported AlbVET program, a new IT branch was opened during the academic year 2010-2011. The theoretical

¹² MoLSAEO, UNWomen 2012, p. 56.

¹³ If we refer to the Gender analysis of the GIZ HRD program and VET sector in Albania (October 2011) we see that families play an important role in choosing the high school, especially when it comes to girls

curriculum is organized by the University of Durrës, while the practical curriculum is provided by the Vocational School Beqir Cela in Durrës. About 60 students are enrolled in this program. Other post-secondary programs offered since the academic year 2010-2011 include the Veterinary Management Programs by the Lushnje branch of the Agricultural University (about 100 students), and Programs for Laboratory Technicians by the University of Elbasan (about 110 students). Respective qualifications correspond to level V of the Albanian Qualification Framework.

The VET law allows for a dual form of vocational education, which combines vocational education provided by schools with practical training provided by companies. Good examples of dual training in the form of informal apprenticeships have been pilot-tested under the AlbVET project and the GIZ-supported project in VET in the Northeast of Albania. An example where a dual form of education is provided at tertiary level is the Faculty of Integrated Studies with Practice (FASTIP), which is being experimented at the University of Durrës. The duality of learning places works fine in the Bank Management field, while employers were hesitant to cooperate in the Tourism Management and Small and Medium Entrepreneurship Management fields. This pilot project is worthwhile to be followed up on.

Actual situation in Vocational Training

a. Adult VT system

Vocational training is an active labour market policy, aiming at the integration and reintegration of unemployed job seekers into the labor market.

The Ministry of Labour, Social Affairs and Equal Opportunities in collaboration with the National Employment Services provides vocational training through 9 public vocational training centers which operate in the biggest cities of the country such as in Tirana (there are 2 operational centers), Shkodër, Durrës, Elbasan, Korçë, Fier, Gjirokastër as well as the mobile center which covers mainly the north-eastern part of the country (Pukë, Kukës, Tropojë, Peshkopi, Burrel, Bulqizë, etc.).

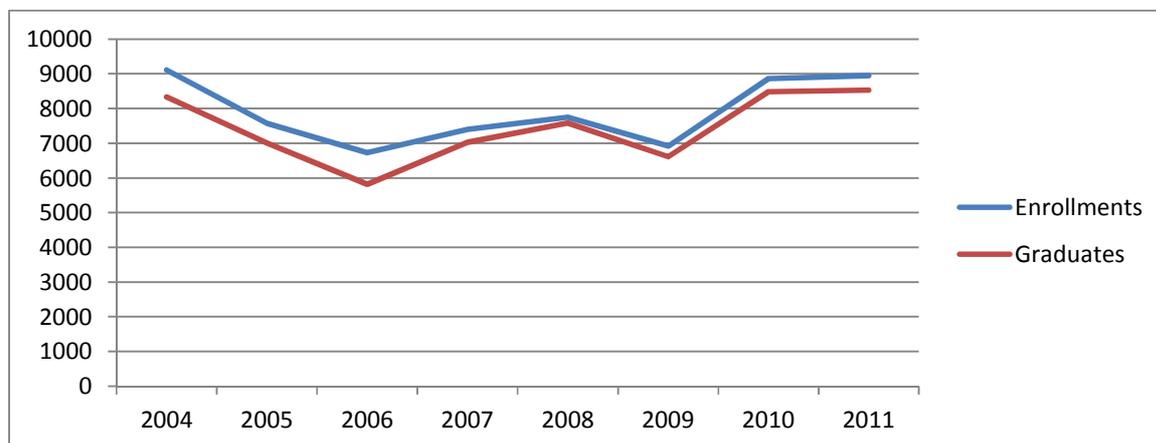
The Regional Directorates of Vocational Training cover four main target groups (categories):

- Jobseekers registered at the employment offices;
- Persons out of work who are not registered at the employment offices;
- Employed people who want to update their skills;
- Economically inactive people (students, etc).

Public vocational training centres offer short-term courses of 4-6 weeks as well as longer courses up to 7 months for all beneficiaries. They particularly target unemployed people who wish to reintegrate back to the job market. VT centres apply free of charge courses for marginalised groups such as Roma, trafficked women, orphans, returned emigrants, ex-prisoners and disabled persons. Unemployed job

seekers who are registered in NES offices benefit from reduced fees. Annual trainee enrolment for the last seven years varies from 6.700 up to near 9.000.

Figure 9. Enrolments and graduates of trainees in VT Centres (2004-2011)



Source: MoLSAEO and NES, 2012

For the year 2011 about 8.949 people attended the VT centres as presented in the following table. NES data for the public VT Centres in 2011 indicate that around 53% of the trainees are female.

Table 16. Trainees of the VT Centres (2004-2011)

	2004	2005	2006	2007	2008	2009	2010	2011
Total registered/enrolled	9114	7574	6727	7400	7752	6915	8855	8949
female	5243	4388	3693	3899	4409	3843	4514	4751 (53%)
employed	2080	1747	1068	1317	1495	1192	2016	1548 (17%)
unemployed	3611	3157	2901	3977	3429	3580	4025	4159 (47%)
ex-prisoners							932	1229 (14%)
others	3260	2228	1995	2318	2563	2143	1882	2013 (22%)
Age group								
16-19 years	2911	2319	2310	2628	2659	1924	2144	2085 (24%)
20-24 years	2773	2443	2187	2295	2581	1920	2910	3249 (33%)
25- 34 years	1854	1497	1266	1488	1609	1258	2192	2088 (25%)
over 34 years	1576	1315	964	989	903	725	1609	1527 (18%)
Level of education								
8/9 years	2065	1592	1515	2032	1902	1636	2013	2007 (23%)
high school	3624	3192	2808	2795	3170	2302	3380	3554 (38%)
VET School	1279	1062	922	1968	574	418	949	864 (11%)
university	2146	1728	1482	605	2106	1471	2513	2524 (28%)
Equipped with certificate (graduated)	8328	7004	6118	7029	7577	6611	8485	8531 (95%)

Source: MoLSAEO and NES, 2012

Around 46% of the trainees come from the category of unemployed and 17% come from the category of employed. The public vocational courses were also attended by pupils and students (around 28% of the total enrolled).

Divided by education level, 23% of the total is constituted by individuals having completed 9-year education, 38% of the total by individuals with general high education (gymnasium), 11% of the total by individuals with upper secondary vocational education and 28% of the total by individuals with university education. As far as the age group is concerned, trainees of the 15-19 group age years old occupy 25% of the total, the age group of 20-24 years old 34%, the age group of 25-34 years old 26%, and over 34 years old represents 19% of the total.

An analysis of the data shown indicates that around 58% of the graduated trainees have been trained at the Regional Directorates of the Public Vocational Training in Tirana, Durrës and Elbasan, which are also the regions with the highest population in the country. In general terms, the numerical supply of the public VT is proportionate to the concentration of the population. The geographic distribution and location of Regional Directorates for Vocational Training is a clear evidence for this.

Table 17. Number of graduates of the Vocational Training Centres by regions (2001-2011)

City/Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2011 (%)
Total	7252	8558	8097	8328	7004	5818	7029	7577	6611	8485	8531	
VTC 1 (TR)	2188	2581	1992	1680	1804	1300	889	1036	857	1420	1636	19%
VTC 4 (TR)	505	657	460	607	323	415	396	508	567	537	708	8%
Shkoder	916	957	680	720	507	428	604	532	772	640	845	10%
Korçë	700	596	874	1078	796	321	907	633	693	695	648	8%
Durrës	1146	1888	2199	2350	2079	1482	1442	1555	1206	1714	1843	22%
Elbasan	825	1065	878	894	433	624	1066	1116	780	1168	758	9%
Vlorë	842	710	827	849	845	878	972	1051	953	1187	924	11%
Gjirokastër	130	104	187	150	89	282	422	677	250	341	319	4%
Fier					128	88	331	256	244	496	543	6%
Mobile VTC								213	289	287	307	4%

Source: MoLSAEO and NES, 2012

Regional distribution of the VE schools and VT centres is one of the central aspect of the education and training system since it is a condition that allows the existence of VET supply. The following chart puts in evidence the national coverage of the VET public providers network in the country. As it can be seen there are some regions completely uncovered comparing to the ones that have the biggest rates of population density. This is one of the critical elements that must be discussed and tackled within the planning of VET reform.

Figure 10. Current geographic distribution of public vocational schools and vocational training centres in Albania (2011)

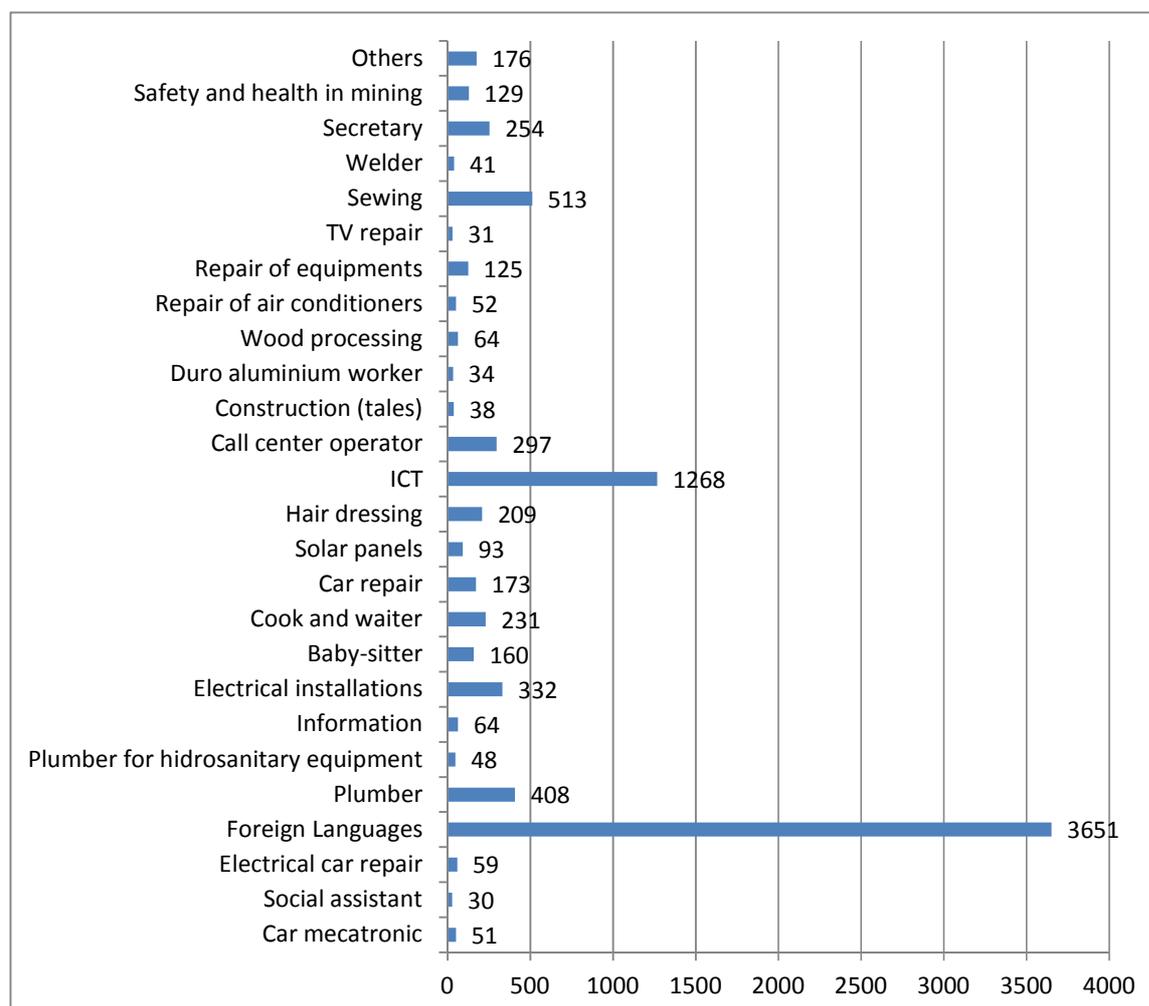


Legend:

	Public Vocational Schools
	Vocational Training Centres

The public VT system provides training courses for about 40 profiles, part of which are not considered as vocational courses (it refers to languages or computer skills). The later are the ones that have more trainees' attendance (Figure 11). The other courses are quite few in terms of diversification of training areas as well as they have few students attending them. This is a major problem in regards to the supply of VT in Albania for adults, and namely, for the unemployed ones. This is also related to the fact that vocational courses are offered in workshops which have limited number of places and there cannot be arranged more than one course, whilst language courses can be provided in the same classroom several groups at a time.

Figure 11. Distribution of VT Centres graduates by areas of training (2011)



Source: MoLSAEO and NES, 2012

Analysing the VT centres graduates by Regional Directorate (Table 18) it can be found that some training areas are only covered by one Directorate (i.e. Social Assistant, Plumber for Hidrosanitary Equipment, Information Technology, Call Center operator, Repairing of Air conditioners, Welding, and Safety and Health in Mining). This is too limited according to the needs of the labour market in the country. This limitation is due essentially to financial grounds and the low training demands form the local labour market dynamics.

Some skills need analysis¹⁴ have been conducted in the last years, but NES or VT Centres do not have financial resources to conduct stand alone surveys, therefore similar activities are planed to be conducted with the support of donors. In 2010 NES conducted a post-training employment survey supported by ILO. The data shows that the overall employment rate after the VT course was about

¹⁴ For 2012 it has been foreseen that a skills need survey will be carried out by the NES and the Public Regional Directorates of Vocational Training and its results are expected to be deliver until the end of the year.

43%. Analysing the percentage of the employed individuals by profession after the completion of the training shows that the highest value can be found in the areas of telemarketing (58%), electro domestic repair (37%), ICT (35%) waiter & cook (33%), tailoring (14%) and Plumbing installations (13%), while rather low employment rates can be found in sectors such as wood processing (10%) and duro-aluminium processing (12 %).

Table 18. Graduates from Regional Directorates of VT according to training areas (2011)

Courses	QFP 1	QFP 4	Durres	Fier	Vlore	Gjirokaster	Elbasan	Korce	Shkoder	Mobile center	Total
Car mecatronic				30	5	16					51
Social Assistant		30									30
Electrical car repair	51	8									59
Foreign Language	1003	166	955	203	372	94	253	437	148	20	3651
Plumber		104	133	20	60	8	54	15		14	408
Plumber for hidrosanitary equipment									48		48
Information		64									64
Electrical installation	49	27	88	22	39	14	66	14		13	332
Baby sitter	45	14	60	34		7					160
Cook and waiter		7	53		51		76	25	19		231
Car repair	83						76		14		173
Solar panels	29		32	8				15	9		93
Hair dressing	35	38		26	72		38				209
IT	163	92	252	130	255	117	47	114	56	42	1268
Call center operator									297		297
Construction-tales				9		7	14		8		38
Duro aluminium worker			19				15				34
Wood processing		22	29					13			64
Repair of air conditioners	52										52
Repair of equipments		29	32	11					40	13	125
TV repair		24					7				31
Sewing	65	26	102	24	29	21	112	15	55	64	513
Welder					41						41
Secretary	46	31	88	16					73		254
Safety and health in mining										129	129
Others	15	26	0	10	0	35	0	0	78	12	176
Total	1636	708	1843	543	924	319	758	648	845	307	8531

Source: MoLSAEO and NES, 2012

Finally, regarding the previous table it can be added from its analysis that only Sewing, ICT and Foreign Languages training courses are offered by every Regional Directorates what explains also the higher number of enrolments and graduates in these specific areas. A reform on the training areas and on its regional distribution is needed for the VT Centres¹⁵ supply organisation.

¹⁵ An assessment to the VT Centres is undergoing in the scope of Component 2 of the EU IPA 2010 project on Human Resources Development in Albania. Results are expected to be obtained till the end of 2012.

b. Continuous Adult Education and Training

Continuous education and training for adults is a relatively new concept in the Albania context, which is not at present adequately developed, yet Awareness about it is still low at all levels of governance, as well as among the population.

The participation of adults (25-64 years) in formal vocational training and retraining programs (provided by registered public and non-public vocational training centers) during 2007 and 2008 represented a very low 2.0% of the cohort. In reality, the number of participants in adult training events could be higher than this figure, as much continuing professional development is provided by companies, for which there no data have been gathered. However, adult training is certainly one of the weakest field in education and training and needs serious improvements in the following years.

1.4. VET SECTOR ASSESSMENT

Being insufficiently geared towards employment, the VET system does not meet labour market requirements yet. Apart from some blooming and bright VET islands here and there, be it in the private, public or NGO sector, vocational education and training hardly feeds the economy with the required skills and competences needed by the enterprises. Beside the substantial improvement in the VET system over the last few years, there are still gaps to be filled and many challenges to deal with:

- **Governance:** The current VET system is characterized by shared governance (MoES, MoLSAEO) with overlaps, high centralization, weak participation of the private sector, exclusion of Regional Councils as well as artificial and arbitrary separation between national and local VET providers. In addition, the dichotomy between vocational education and training providers and a lack of harmonization continues.
- **Social partner involvement:** Apart from some outstanding examples (e.g. the banking sector in the FASTIP program), the participation of labour market actors' such as employers/employers' associations and trade unions is still weak. In the future, a more active role of the social partners is needed in various areas: VET policy decision-making on different levels, financing, development of occupational standards and curricula, occupational assessment, provision of internships and industrial attachments, dual-form apprenticeships.
- **Financing:** The Albanian VET system is seriously under-financed. A paradigm shift from input-based towards output- and incentive-based financing mechanism is needed in order to enhance the efficiency and effectiveness of VET. At present, no incentives are available for the private sector to participate actively in VET (e.g. offering workplaces as training places). Innovative funding schemes may include the assistance of industrial attachments for VET students, dual-form apprenticeships, continuous training as well as entrepreneurship.

Detailed financial data for VET providers and VET programs is hardly available (e.g. data on the overall costs specific VET providers/VET programs cause per year). However, taking into

account the limited human and financial resources, such information is much needed in order to plan the VET supply in a most cost-efficient way.

- **VET providers:** Albania has many, to poorly equipped (in terms of workshops, laboratories, computers, tools, furniture, teaching and learning materials, etc.) and sometimes to small vocational education and training providers without a clear profile, identity and reputation as center of competence in their respective occupational areas. Economic sectors in which a majority of the Albanian labour force earns their living (e.g. small-scale trading, agriculture and agriculture products processing, maintenance and repair, low-tech production, hotel and tourism) remain widely unattended.

An overall national VET provider development plan is not in place. Such a development plan should outline the realistic need for VET infrastructure in the country, its districts and communes. A VET provider development plan should take into account data on demographic developments, relocation/migration, students' and families' educational preferences by gender, students' transport and economic development (e.g. expected need for skilled workers in new industrial zones¹⁶ or secure transportation for girls).

- **VET programs:** Despite a recently modernized VET course structure (2+1+1) which theoretically and in principle would allow for adequate vertical and horizontal flexibility with exit and re-entry points, vocational schools are still perceived as general education providers with technical or occupational profiles, but not as institutions which enable students to gain full employability.

In order to exploit the inherent potential of the 2+1+1 system for flexibility, vocational education and training providers would have to offer short-term courses in specialized occupational areas too, allowing more target groups such as socially excluded persons and the already employed workforce to attend this kind of continuous VET courses as part of life-long learning.

In addition, VET providers should offer regular initial vocational education and training programs for persons who were not able to complete compulsory education, upper secondary education as well as for graduates from general upper secondary schools.

Courses for adults with part-time learning exist in higher education, but they are hardly offered in vocational education and training providers at the different qualification levels. Public vocational training centres (MoLSAEO) focus only on short courses for the unemployed under active labour market policy measure.

There are only a few **post-secondary** vocational education and training programs available for graduates from the upper secondary general and vocational education system. Post-secondary vocational education and training programs should focus on selected economic areas where advanced technicians are demanded in a greater number.

¹⁶ The Ministry of Economy, Trade and Energy is planning ten new industrial zones in Albania.

The limitation or absence of VET graduates' practical skills are a ubiquitous complaint by employers. The main reasons for this are lack practice hours for student (in good equipped schools) and lack of up-to-date curricula, insufficiently qualified VET teachers and instructors, lack of equipment on which to practice, and lack of serious assessment of practical skills. Concerning the latter, the participation of independent assessors (e.g. employers' representatives) should be incorporated into examination regulations.

- **Albanian Qualification Framework (AQF):** Major objectives of the AQF are to increase the transparency of the Albanian VET supply, to foster students' mobility between different VET programs and educational sub-sectors (including recognition of prior learning) and to assure the quality of VET programs. However, the AQF is still perceived as a highly bureaucratic instrument that hardly serves the real needs of students/families, employers and VET providers. In order to show the potential benefit of an AQF, it is recommended to develop and implement all necessary instruments (outcome-based qualifications/modules, assessment procedures, procedures for recognition of prior learning etc.) in some selected occupational fields (e.g. information technology).
- **VET provider management:** In most of the VET providers, especially in the smaller ones, management and administrative tasks are very much concentrated at the director's level. This leads to highly inefficient and ineffective procedures in many areas like teaching, students' counselling, maintenance of equipment, cooperation with the VET providers' environment (e.g. families, compulsory schools, enterprises) etc. In the future, Albanian VET providers need to implement professional organizational structures (e.g. department directors) and management procedures which are going along with a culture of delegation and responsibility. The recently developed Education Management Information System (EMIS) should be implemented.
- **TVET teachers and instructors:** Many VET providers face severe problems with the quality and quantity of teachers and instructors. TVET teachers often hired directly after graduation from engineering or business faculties are not equipped with the appropriate practical and pedagogical skills. There is a Professional Master program for pedagogical skills offer by Korca University for VET teachers, but a formal training program for instructors – they usually cover the practice-oriented parts of the curricula - does not exist. There is no training institution for further training of TVET teachers and instructors in the country.
- **Public image of VET:** As a consequence of poor alignment with labour market needs and because of poor quality, vocational education and training institutions have a low reputation, they don't attract trainees, and the enrolment rates remain low. The tendency among young Albanians to go for a university certificate continues, especially among girls.

However, studies show that despite current conditions and enrolment figures in vocational education and training, trainees graduating from VET providers have better employability chances: they end up opening a small (informal) business (self-employed) or gain particular skills that make them ready and marketable for a particular job category. This fact should be

emphasised much more and utilised, together with further improvements in VET in the future, in policy actions for higher enrolments in VET. In this respect, stronger counselling and career guidance services, which are still very weak in Albania, are needed. In order to increase the girls enrolment in VET it is needed to develop and conduct supporting orientation, advisory and recruitment programmes for girls; launch targeted information and promotion campaigns need to be launched to encourage women and girls to apply to the VET system. More work should be done to raise awareness not only among boys and girls but especially the parents who are the ones that take decision about their children's education.

- ***Monitoring and Evaluation, Indicators on quality:*** While there is some basic data available on financing of and access to VET (opportunities, participation, transition), there is only little data to be found on the quality and innovation aspects of the system. In order to shape existing and future VET programs according to the needs of the labour market, more information is needed on the formal and informal employment rate, job vacancies, net job creation, the utilization of acquired skills at the workplace and the satisfaction of employers with VET graduates, to name but a few. In the analysis and researches about VET and labour market, gender-sensitivity would be a given, including the provision of sex-disaggregated data and subsequent analysis and interpretation, with gender equality goals being carefully mainstreamed into all aspects. The analysis should include the gender dimension, and not address the issues in aggregated (total) numbers or in gender-blind terms.

At VET providers level a paradigm shift from traditional inspection to quality management is needed. VET providers still lack clearly outlined, realistic and achievable objectives. Monitoring and evaluation capacities in both VET providers and supervisory bodies have to be strengthened.

Strategy recommendations

A modernized VET system should be multifunctional and flexible: it has to offer a variety of courses with different duration, for different categories of trainees and clients. The VET Amendment Law 2011 legitimizes the right of public VET providers that offer and carry out profitable market activities in fields that are related to the implementation of teaching programs and practices. There is no doubt, a serious improvement in Albania's VET performance requires a coherent system within the constituent parts of the current VET system can begin articulating with each other and with social partners from industry and commerce. The Albanian Qualifications Framework (AQF) under the guidance of an AQF Council goes a long way in supporting this, but there remains no national mechanism to facilitate the links between VET and the labour market.

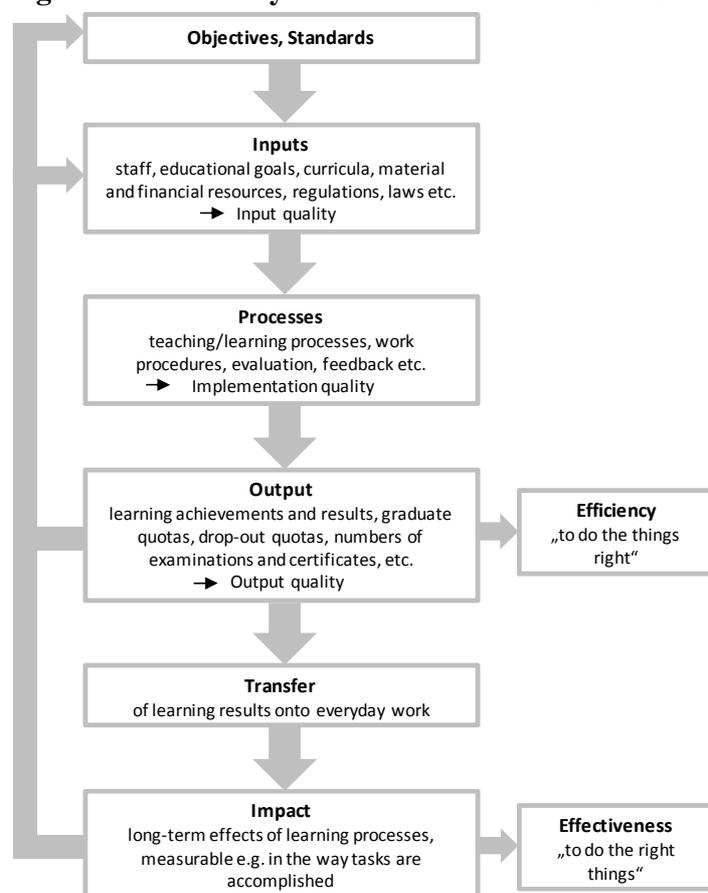
To achieve this it is recommended that the **National Agency for Vocational Education, Training and Qualifications (NAVETAQ)** be restructured and strengthened to form a social partner driven and semi-autonomous **Albanian Training and Qualifications Authority (ATQA)**. This statutory body, together with MoES and MoLSAEO will assist the Albanian Government to implement the

proposed National VET Development Strategy 2013-2020 for the country, which will determine VET priorities for the future, promote more effective investments in VET, evaluate VET achievements against national targets, and assist all role-players to develop best practice approaches to VET. Such an Authority, consisting of all key role-players, should become the champion for VET development in Albania.

The VET Law 2011 makes provision for the establishment of **Multifunctional VET Centres**, which will be the entry gate to the labour market, and also an important hub linking 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 schools (MoES) and vocational training centres (MoLSAEO) 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 market labour. Between multifunctional centers and vocational training centers will be linked to coordinate arrangements and delivery for opening professional qualifications.

The VET Law 2011 is designed to improve the existing VET system, its adaptation to the present situation and its harmonization with European standards and requirements. The main focus of the Albanian Government for a 2013-2020 VET system reform is to improve the overall **efficiency** and **effectiveness** of the VET system.

Figure 12. Efficiency and Effectiveness in Vocational Education and Training



The **efficiency** of the VET system refers to the systems' learning achievements (outputs) and corresponding inputs. To improve the internal efficiency of the VET system the Albanian government should concentrate on the following strategic interventions:

- Coordinating the national and regional/local VET providers from one central hub in order to strengthen NAVETAQ to avoid duplication and overlapping functions between vocational education schools (MoES) and vocational training centres (MoLSAEO);
- Drafting a national VET provider development plan outlining the realistic need for VET infrastructure
- Developing labour-market oriented VET programs and competency-based curricula for a diverse range of target groups, especially by gender, age and region; registering VET programs according to the standards of the Albanian Qualifications Framework (AQF)/in line with European standards;
- Strengthening and restructuring the 2+1+1 system in the way that students see realistic exit points after each stage. This should include a basic vocational qualification after two years that is fully accepted on the labour market.
- Implementing a learning by working training approach based on partnerships with enterprises;
- Setting up of multifunctional VET centres in main regions of the country;

- Building professional capacity in managerial and teaching staff of VET providers; developing a consistent VET teacher/instructor system outlining entry requirements, pathways and further training opportunities;
- Introducing quality management systems in VET providers;
- Responding to the specific needs of girls and women by giving more attention to the location of VET institutions, security of dormitories, provision of safe transportation, amenities (such as toilets, running water, etc.), and the life circumstances of female students (e.g. need for child care);
- Equipping the workshops and laboratories in VET providers with modern teaching aids and equipment;
- Setting up and implementing innovative financing mechanism.

The **effectiveness** of the VET system refers to long-term effects of learning processes (impact). For instance, a VET program may be implemented in a highly efficient manner. However, if this program is not designed according to the needs of the labour market, the effectiveness will be very low. To enhance the effectiveness of the VET system, the Albanian government should concentrate on the following interventions:

- Capacity building and active participation of labour market actors such as employers' associations and trade unions on VET policy decision-making and on the implementation level of the VET system;
- Setting up of a strategic VET planning system as part of an overall labour market information system;
- Introducing occupational outcomes-based short-term and long-term VET programs for those threatened by social exclusion;
- Implementing an occupational guidance and counselling system based on strong labour market information;
- Supporting and orienting women and girls toward "non traditional female" professions or new professions that are demanded by the labour market;
- Promoting active labour market programs and services for those willing to establish their own small enterprise and become self-employed.

CHAPTER 2. VISION, POLITICS AND THE AIM OF POLITICS (2013-2020)

2.1 VISION BY 2020 AND STRATEGIC PRIORITIES

The overall strategic objective is to increase the employability of young people and adults and ensure their inclusion in the labour market and the Albanian society.

By 2020 Albania will have enhanced the attractiveness, relevance, quality, effectiveness and efficiency of the vocational education and training (VET) system for young people and adults by:

- having in place eight regionally managed, well equipped multifunctional VET centres that excel in specific occupational areas and cater to the needs of both young people and adults;
- having defined an Albanian Qualifications Framework and the main qualifications within it, as well as procedures to ensure the quality of provision, with an independent assessment of skills and the recognition of prior learning mechanisms;
- providing information and guidance on qualifications and related VET courses offered by both public and private providers;
- having updated curricula and teaching materials;
- continuously engaging in upgrading VET teachers' and instructors' skills; and
- having revised the legal and financial framework in such a way it is up-to-date, comprehensive and allows for initiative and participation, thus giving a boost to VET for young people and adults.

To improve the overall educational attainment rate, the Ministry of Education and Science sets itself the target to include, by 2020, 90% of the age cohort in secondary education (current ratio: 2009 enrolment in upper secondary education of children born in 1994 – 63%), while a share of 33% of all secondary education students should follow a VET path (currently 15%). The adult learning participation is to rise to 4% (currently 2%).

The Ministry of Education and Science and the Ministry of Labour, Social Affairs and Equal Opportunities will intensify their cooperation on all aspects related to VET, in particular on issues related to overall VET management and planning, skill needs identification and qualifications, the optimisation of the institutional landscape and the sharing of resources including workshop facilities, materials, teachers/ instructors, etc. Both Ministries will define the mandate for and resource a National Authority who will deal with the planning, coordination and evaluation of all aspects related to VET in Albania.

Employers and their representative organisations will, alongside trade unions, be involved in the planning and provision of VET for both young people and adults at all levels of the system. New ways of partnership working will be put in place as regards the planning and evaluation of national VET

policies and development plans, the identification of skill needs and the design of qualifications, the management of VET at regional level, the provision of training or internships, the testing of learners' skills and teacher training.

Government funds for training adults will be targeted towards younger adults with incomplete education, low-skilled people, women, unemployed jobseekers, people from isolated or deprived areas and other vulnerable groups of people. As a rule, such training shall be "packaged" with tailor-made counselling and support to allow people to engage in some gainful economic activity after training.

Training provision by private providers will be regulated and promoted as part of the Albanian VET system. The skills acquired by learners will be assessed against the qualification standards of the Albanian Qualifications Framework and then certified and recognised, independently of how these skills have been acquired.

The main strategic focus is to reform Vocational Education and Training system in Albania aimed at: a) building capacities that will ensure the economic development and sustainability of the country; b) increasing the number of qualified individuals in the professional areas in demand in the labour market, providing equal opportunities to everyone.

The **general goals for 2020** are therefore: to have **33% of student's enrolment in upper secondary education to be in Vocational Education system, given priority to a more balanced gender participation**; and at the same time **to increase the rate of lifelong learning participation up to 4%**.

For doing so it is necessary to define a strategic framework which includes a vision, its strategic priorities and objectives.

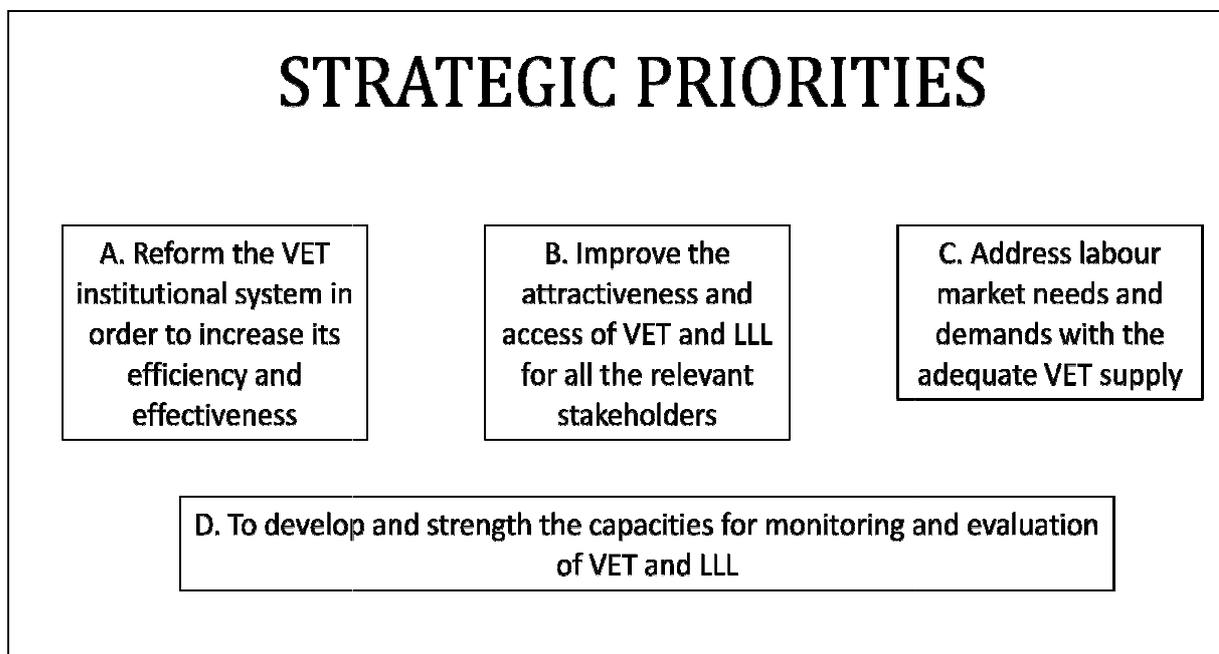
As a vision for VET and LLL in Albania in the next coming years it was defined the following one:

VISION:

"To have a comprehensive VET system including a LLL perspective which ensures the inclusion of young people and adults in the labour market and in the Albanian society as a whole"

Having in mind the existing gaps, the recommendations produced and the defined vision it was possible to establish 4 strategic priorities in line with the previous analysis of the current situation of VE, VT and LLL in the country. Figure 13 presents these main priorities:

Figure 13. Strategic Priorities for VET and LLL system in Albania (2013-2020)



CHAPTER 3. THE OBJECTIVES AND THE MAIN PRODUCTS

3.1 STRATEGIC PRIORITIES AND ITS OBJECTIVES

In the process of elaboration of the VET and LLL Strategy and Action Plan it was defined for each strategic priority the main objectives. A total of 11 objectives were established within the 4 Strategic Priorities.

The following tables present the objectives defined taking into account the assessment made of the sector and the strategy recommendations.

Strategic Priority A. Reform the VET institutional system in order to increase its efficiency and effectiveness
Objective A.1: To improve the governance model of VET and LLL
Objective A.2: To rationalize VET providers network
Objective A.3: To develop an adequate financing model for VET

Strategic Priority B. Improve the attractiveness and access of VET and LLL for all the relevant stakeholders
Objective B.1: To diversify the offers of VET for different target-audiences
Objective B.2: To improve the communication and information about VET
Objective B.3: To improve the quality of VET system

Strategic Priority C. Address labour market needs and demands with the adequate VET supply
Objective C.1 To reinforce the incorporation of the National Qualifications Framework in the VET and LLL systems
Objective C.2 To improve the relationship between the public VET institutions, the VET private providers and the business community

Strategic Priority D. To develop and strength the capacities for monitoring and evaluation of VET and LLL
Objective D.1 To improve the information systems used for regular data collection and monitoring
Objective D.2 To develop monitoring tools for the VET system performance
Objective D.3 To upgrade monitoring and evaluation capacities of the human resources

CHAPTER 4. ACTION PLAN FOR VET AND LLL (2013-2020)

The following action plan outlines the main measures to be undertaken by the different institutions with responsibilities in the respective field. In addition, outcomes are identified to allow for a transparent monitoring and evaluation of the proposed measures during the lifetime of the intervention.

The measures try to combine two different aims: (i) to address the main gaps mentioned before and (ii) to intervene in such a way that a deeper reform of this sector will be possible. The MoES and MoLSAEO assume shared responsibility in a very significant number of measures thus corresponding to a new perspective on these domains and to a start of a new phase of interministerial cooperation in the country. Additionally, for some specific measures cooperation is needed by other Ministries, such as the Ministry of Economy, Trade and Energy, institutions and partners.

Donors and other international partners and agencies are invited to support the MoES and MoLSAEO with the implementation of the various priorities of the Action Plan in the forthcoming years. National and international experts together shall work out more detailed plans for each of the priority areas, analysing existing papers and good practice examples and specifying what exactly is to be changed and how, the expected outcomes by 2020, who is responsible, the cost of the reform and who pays, as well as more detailed indicators for monitoring progress.

The main areas of intervention are:

- **VET governance and financing** (meeting Objectives A.1-A.3)
- **VET providers and Multifunctional centres** (meeting Objectives A.2, B.1, B.3 and to a certain extent C.1 and C.2, as well as the three targets)
- **Albanian Qualification Framework** incl. sector councils, qualifications, quality assurance, assessments, recognition of prior learning (meeting Objectives B.1, B.3, C.1, C.2 and D.2)
- **Information about VET offers** (meeting Objectives B.2 and C.2)
- **Curricula and teaching materials** (meeting Objectives B.1, B.3 and C.1)
- **Teachers' and instructors' training** (meeting Objectives B.1, B.3 and C.1)
- **Evaluation and Monitoring** (meeting Objectives D.1-D.3)

Specific measures for vulnerable adults will be covered under the Strategy for Employment and Training 2013-2020.

Table 19. VET Action Plan 2013-2020: Measures and Outcomes

Strategic Priorities	Objectives	Measures	2013	2014	2015	2016	2017	2018	2019	2020	Entities Responsible	Financial Source	Outcomes	Estimated Costs											
Strategic Priority A. Reform the VET institutional system in order to increase its efficiency and effectiveness	Objective A.1	Measure A.1.1.	Feasibility study on the role of NAVETQ and the New National Authority	Establishment, salaries, running costs and investments	MoES MoLSAEO, Donors	MoES, MoLSAEO (will wait for the results of the study)	New National Authority established in 2014/2015.																		
		Feasibility study for the establishment of a national authority for managing VET and LLL system and further developments																							
		Budget in Euro													700,000 €	700,000 €	700,000 €	700,000 €	700,000 €	700,000 €	700,000 €				4,900,000 €
		Budget in Lek													94,500,000 ALL				661,500,000 ALL						
		Measure A.1.2	DCM								MoES; MoLSAEO; AKAFPK; Other stakeholders		DCM for NCVET approved in 1st sem 2013. NCVET committees and secretariat functioning in 2013												
		Strengthening the role of National Council of VET (specialized committees and secretariat have to be created)																							
		Budget in Euro												n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.				
		Budget in Lek												n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.				0 ALL
	Objective A.2	Measure A.2.1.	TA					TA			MoES; MoLSAEO; Donors		Development Plan for VET providers network elaborated in late 2013.												
	To rationalize VET providers network	Elaboration of a VET providers development plan (infrastructures) by Ministry																							
		Budget in Euro												25,000 €					25,000 €						50,000 €
		Budget in Lek												3,375,000 ALL					3,375,000 ALL						6,750,000 ALL

Strategic Priorities	Objectives	Measures	2013	2014	2015	2016	2017	2018	2019	2020	Entities Responsible	Financial Source	Outcomes	Estimated Costs		
Strategic Priority B. Improve the attractiveness and access of VET and LLL for all the relevant stakeholders	Objective B.1 To diversify the offers of VET for different target-audiences	Measure B.1.1	TA								MoES; MoLSAEO; NAVETQ; Donors; Private sector		Suitability study of the VET offers concluded in the 1st semester 2013.			
		Development of a study on the suitability of the existing VET offers (gender mainstreamed)														
		Budget in Euro		20,000 €												20,000 €
		Budget in Lek		2,700,000 ALL												2,700,000 ALL
		Measure B.1.2	TA for the overall planning of VET system	TA for the overall planning of VET system							MoES; MoLSAEO; NAVETQ; Donors; Private sector		VET offers diversified until the end of 2015 according to a plan to be defined			
	Creation of diversified tracks to target different audiences and need (addressing gender specific needs): - Regular initial VET programs - VET courses for adults - VET post-secondary courses - Dual VET forms - Recognition of Prior Learning															
Budget in Euro	30,000 €	15,000 €														45,000 €
Budget in Lek	4,050,000 ALL	2,025,000 ALL														6,075,000 ALL

		Measure B.1.3.												
		Introducing a new flexible "on-site" basic entrepreneurial training approach to enable VET graduates to establish their own business within the MSME sector.									MoEconomy; MoLSAEO; Donors		New basic entrepreneurial training program to be adopted in 2014	
		Budget in Euro	To be defined											
		Budget in Lek												0 ALL
	Objective B.2	Measure B.2.1												
	To improve the communication and information about VET	Production of information to be publicly disseminate to students, parents and companies about VET system (providers, offers, results)									MoES; MoLSAEO; MoEconomy; NAVETQ; Donors		Information to be disseminate to the general public and main partners about VET will be produced in 2014	
Budget in Euro		50,000 €			50,000 €			50,000 €			50,000 €			200,000 €
Budget in Lek		6,750,000 ALL			6,750,000 ALL			6,750,000 ALL			6,750,000 ALL			27,000,000 ALL
		Measure B.2.2												
		Improvement and publishing of a web portal about VET system in Albania	1								MoES; MoLSAEO; MoEconomy; NAVETQ; Donors		A web portal about VET system in Albania will be published online in 2014 and updated regularly in the following years	
		Budget in Euro	20,000 €	5,000 €	5,000 €	5,000 €	5,000 €	5,000 €	5,000 €	5,000 €	5,000 €			55,000 €
		Budget in Lek	2,700,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL	675,000 ALL			7,425,000 ALL

		Measure B.3.3												
		Decentralisation and implementation of a new organisational and management structure for the VET providers aiming more autonomy and clear responsibilities in the different hierarchy levels.	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	2 additional part-time positions (50 % workload) in all major VET institutions (25 institutions)	MoES; RED/EO	Regulation will be approved about the new organisational and management structure of VE schools and VT Centres in 2014
		Budget in Euro	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €	150,000 €		1,200,000 €
		Budget in Lek	20,250,000 ALL		162,000,000 ALL									
		Measure B.3.4												
		Conception and implementation of a counselling system including the PASO in all VE schools	40 PASOs / 40 schools / 30% workload	40 PASOs / 40 schools / 30% workload	40 PASOs / 40 schools / 30% workload	40 PASOs / 40 schools / 30% workload	40 PASOs / 40 schools / 40% workload	40 PASOs / 40 schools / 40% workload	40 PASOs / 40 schools / 40% workload	40 PASOs / 40 schools / 40% workload	40 PASOs / 40 schools / 40% workload	40 PASOs / 40 schools / 40% workload	MoES; NAVETQ; Donors	A counselling system will be conceived by 2013 and implemented in the following years in the VE schools and MC.
		Budget in Euro	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €	100,000 €		800,000 €
		Budget in Lek	13,500,000 ALL		108,000,000 ALL									

		Measure B.3.5											Teaching/learning materials for VE schools will be reformulated until 2020		
		Development and implementation of up to date teaching/learning materials for VE schools	25.000 students / 50 € per student	8.000 students (new enrolment) /50 € per student	8.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	10.000 students (new enrolment) /50 € per student	MoES; NAVETQ; Donors			
		Budget in Euro	1,250,000 €	400,000 €	400,000 €	500,000 €	500,000 €	500,000 €	500,000 €	500,000 €	500,000 €			4,550,000 €	
		Budget in Lek	168,750,000 ALL	54,000,000 ALL	54,000,000 ALL	67,500,000 ALL	67,500,000 ALL	67,500,000 ALL	67,500,000 ALL	67,500,000 ALL	67,500,000 ALL			614,250,000 ALL	
		Measure B.3.6													
		Improvement of the assessment, accreditation and certification mechanisms in VET system.	6.000 graduates / 10 € per graduate (e.g. for practical assessment)	6.000 graduates / 10 € per graduate	6.000 graduates / 10 € per graduate	7.000 graduates / 10 € per graduate	8.000 graduates / 10 € per graduate	8.000 graduates / 10 € per graduate	9.000 graduates / 10 € per graduate	10.000 graduates / 10 € per graduate	10.000 graduates / 10 € per graduate	MoES; NAVETQ; Social Partners; Donors		Certification mechanisms will be introduced gradually from 2013	
		Budget in Euro	60,000 €	60,000 €	60,000 €	70,000 €	80,000 €	80,000 €	90,000 €	100,000 €				600,000 €	
		Budget in Lek	8,100,000 ALL	8,100,000 ALL	8,100,000 ALL	9,450,000 ALL	10,800,000 ALL	10,800,000 ALL	12,150,000 ALL	13,500,000 ALL				81,000,000 ALL	

Strategic Priorities	Objectives	Measures	2013	2014	2015	2016	2017	2018	2019	2020	Entities Responsible	Financial Source	Outcomes	Estimated Costs										
Strategic Priority C. Address labour market needs and demands with the adequate VET supply	Objective C.1 To reinforce the incorporation of the National Qualifications Framework in the VET and LLL systems	Measure C.1.1	Preparatory work	Albanian Qualifications Framework Council established	Albanian Qualifications Framework Council functioning	Albanian Qualifications Framework Council functioning	Albanian Qualifications Framework Council functioning	Albanian Qualifications Framework Council functioning	Albanian Qualifications Framework Council functioning	Albanian Qualifications Framework Council functioning	MoES; MoLSAEO; NAVETQ; Social Partners; Donors		Albanian Qualifications Council and Technical Secretariat will be established by 2014.											
		Establishment and functioning of the Council of Albanian Qualifications Framework and Technical Secretariat.																						
		Budget in Euro												15,000 €	15,000 €	15,000 €	15,000 €	15,000 €	15,000 €	15,000 €	15,000 €			120,000 €
		Budget in Lek												2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL	2,025,000 ALL		
		Measure C.1.2	Human resources. Development of the necessary legal framework linked with administrative and financial aspects of implementing AQF	Human resources for the development and implementation of AQF	Human resources for the development and implementation of AQF	Human resources for the development and implementation of AQF					MoES; MoLSAEO; NAVETQ; Social Partners; Donors		AQF will be considered as an attribution of the new national authority for VET in 2015											
Integration of AQF maintenance and its implementation as an attribution of the new national authority for VET and LLL management																								
Budget in Euro	37,500 €	37,500 €												37,500 €	37,500 €								150,000 €	
Budget in Lek	5,062,500 ALL	5,062,500 ALL												5,062,500 ALL	5,062,500 ALL									20,250,000 ALL
		Measure C.1.3	Materials produced and printed (brochure, leaflets)		Up to date materials printed (brochure, leaflets)						MoES; MoLSAEO; NAVETQ; Other stakeholders; Donors		Public information about AQF will be produced and diffused in 2013 and updated in 2015											
Production of materials for public diffusion of information about AQF for VET providers, companies and other relevant stakeholders																								
Budget in Euro	20,000 €													20,000 €										40,000 €
Budget in Lek	2,700,000 ALL													2,700,000 ALL										5,400,000 ALL

	Objective C.2	Measure C.2.1											
	To improve the relationship between the public VET institutions, the VET private providers and the business	Implementation of the Agreement between social partners and the Government for VET in Albania (signed on 19 th of March, 2010).									MoES; MoLSAEO; NAVETQ; Social partners; Donors		Agreement will be implemented according to a plan to be defined with the social partners until 2014
		Budget in Euro	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.			
		Budget in Lek	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.		
		Measure C.2.2											
		Conception and adoption of a DCM for VET internships in order to improve the PPP for VET sector.	TA	DCM							MoES; MoLSAEO; NAVETQ; Social partners; Donors		DCM will be produced and adopted for internships in 2014
		Budget in Euro	n.a.	n.a.									
		Budget in Lek	n.a.	n.a.									0 ALL
		Measure C.2.3											
		Identification of occupations of the National List of Occupations which will need to be covered by competency based standards.	n occupations identified	n occupations covered by Competence based standards							MoES; MoLSAEO; NAVETQ; Social partners; Donors		"n" occupations identified as needed to be covered by competency based standards will be identified in 2014
		Budget in Euro	n.a.	n.a.									
		Budget in Lek	n.a.	n.a.									0 ALL

Strategic Priorities	Objectives	Measures	2013	2014	2015	2016	2017	2018	2019	2020	Entities Responsible	Financial Source	Outcomes	Estimated Costs	
Strategic Priority D. To develop and strengthen the capacities for monitoring and evaluation of VET and LLL	Objective D.1	Measure D.1.1	Links with Objective D.2 to be clarified under TA								MoES; MoLSAEO; NAVETQ; Donors		An integrated Information and Management System for VET will be established by 2016		
	To improve the information systems used for regular data collection and monitoring	To establish an integrated Information and Management System for VE schools, VT centres, Multifunctional Centres and VET private providers													
		Budget in Euro													
		Budget in Lek													0 ALL
		Measure D.1.2	Methodology definition and max. 3 surveys (TA)	IT infrastructure improvement	Surveys and data analysis						MoLSAEO; MoES; NAVETQ; NES; Other stakeholders; Donors		Labour Market Information System will be created by 2016		
	Planning and creation of a Labour Market Information System by the National Employment Service together with the state stakeholders and the private sector.														
	Budget in Euro	200,000 €				150,000 €	70,000 €								
		Budget in Lek	27,000,000 ALL	20,250,000 ALL	9,450,000 ALL									56,700,000 ALL	

Objective D.3	Measure D.3.1													
To upgrade monitoring and evaluation capacities of the human resources	Training of the MoES and MoLSAEO staff in monitoring and evaluation to improve their capacities in this field	Training actions at national and international level (max. 20 part.*3 actions* 12 regions)	Training actions at national and international level (max. 20 part.*3 actions* 12 regions)									MoLSAEO; MoES; NAVETQ; NES; Other stakeholders; Donors	Training actions will be carried out for MoLSAEO, MoES, NES and NAVETQ staff to upgrade their capacities in monitoring and evaluation during 2013-2014	
	Budget in Euro	35,000 €	35,000 €											70,000 €
	Budget in Lek	4,725,000 ALL	4,725,000 ALL											9,450,000 ALL
OVERALL ESTIMATED COSTS													Total (EUR)	31,369,000 €
													Total (ALL)	4,234,815,000 ALL

ANNEXES

ANNEX 1 - MAIN NATIONAL STRATEGIES

- The *National Strategy for Development and Integration 2007-2013 (NSDI)*, approved by the Decision of Council of Ministers no.342 dated 12.03.2008 “*For the approval of National Strategy for Development and Integration 2007-2013*”, which represents the core strategic planning document of the Government of Albania; The new NSDI 2013-2020 is in process to be drafted.
- The *Strategic Coherence Framework (SCF)*, prepared by the Ministry of the European Integration represents one of the main programming documents that serve as a reference for the use of the European Union (EU) assistance in Albania, focusing on *IPA component III: Regional Development* and *IPA component IV: Human Resource Development*. These Components are designed to assist candidate countries in policy development and prepare them for the implementation and management of the EU Cohesion policy: in particular the European Regional Development Fund and the Cohesion Fund (Component III) and the European Social Fund (Component IV).
- The *National Strategy on Pre-University Education 2009-2013*. This strategy stipulates short-term and mid-term objectives and goals for the system and introduces policies on strategic priorities for the following years until 2013. The abovementioned strategy includes pre-school education, primary and secondary education, general secondary education and professional education. The new National Strategy on Education 2013-2020 is in process to be drafted (including basic education, pre-university education and higher education).
- The *Employment and Vocational Training Strategy for 2007-2013*, prepared and endorsed by MoLSAEO was published in 2007 and identifies the main goals and activities related to the development of labour market. The sectorial strategy on employment aims to establish the basis for the improvement of employment services and vocational training system, and the implementation of active and passive employment programs.
- The *National Strategy on Gender Equality and Reduction of Gender Based Violence 2011-2015* aims at making efforts to achieve gender equality in Albania through gender mainstreaming into all the aspects of policy drafting and implementation. This means equal participation of women and girls, and men and boys in the social, economic, and political life of the country, as well as equal opportunities for them to enjoy all their rights and to place their individual potential at the service of the society.
- Furthermore, Albania is in the process of implementing a *National Strategy for Higher Education 2008-2013*, in line with the EU Bologna process for higher education.

- Crosscutting *Strategy on Social Inclusion 2007-2013* approved by the Council of Ministers, Decree No 218, dated 12 March 2008. Significant steps have been undertaken to address the problems and challenges in terms of employment, education, social protection to name a few of the *Roma community* – based on a National Roma Action Plan, adopted in 2009.
- Albania's vision towards its future development path is further reinforced and reiterated in the *National Strategy on Science, Technology and Innovation 2009-2015* which makes a meaningful and logical connection between education, research and the labour market. Good quality education and training leads to breakthrough and innovative research, which open up new frontiers leading to new market products, new business ventures, and new jobs.

ANNEX 2 - LEGISLATION ON VOCATIONAL EDUCATION

- The Law No. 69/2012, dated 21.06.2012, for “*Pre-Education system in Republic of Albania*”;
- The Law No. 10 247, dated 04.03.2010, for “*National Qualification Framework*”;
- DCM No. 321, dated 21.04.2011, for “*Creating the National Agency of VET and Qualifications and Unit secretariat for NQF*”
- DCM No. 351, dated 21.04.2011, for “*Functioning the Council of NQF*”;
- “*Agreement between social partners for VET in Albania*”, signed on the 19th of March 2010;
- DCM No.627, dated 11.06.2009, on “*National List of Occupational*”;
- The Law No. 10171, dated 22.10.2009, on “*Regulated Professions in the Republic of Albania*”;
- The Instruction No. 3874, dated 14.07.2011, for “*Organization of professional teaching practices for teachers regulated profession in the Republic of Albania*”;
- The Instruction No. 7170/1, dated 22.11.2010, for “*Qualification of the school principal*”;
- The Instruction No. 1522/1, dated 09.03.2011, for “*Accreditation system of the training programme*”;
- The Instruction No. 21, dated 23.07.2010, on “*The work rates of educational-teaching and the number of students per class in pre university education institutions*”;
- The Instruction No. 22, dated 29.07.2010, for “*Nominated of teaching staff and school principals in the pre-university education*”;
- The Instruction No. 27, dated 09.06.2012, for “*The assessment of students with grades and credits*”;
- The Instruction No. 35, dated 31.08.2011, on “*The structure, curriculum and learning activities of part-time programme*”;
- The Order No. 326, dated 22.06.2010, for “*Opening new qualification on ICT in some vocational schools*”;
- The Instruction No. 957, dated 15.02.2011, for “*Development of Final Exam in Level I and II of vocational education*”;
- The Instruction No. 15, dated 23.07.2012, for “*School boards’ functioning in the VET providers*”;
- The Order No. 300, dated 23.07.2012, for “*Data Entry of Vocational and social culture schools*”;

ANNEX 3 - LEGISLATION ON VOCATIONAL TRAINING

- The **Instruction No. 867/1**, Dated 30.12.2002, focus on the registration procedures in the public vocational training centres. Requisites and guidelines for admissions were defined by this instruction.
- The **Instruction No. 867/2**, Dated 30.12.2002 establishes the basic requirements for initial preparation and qualification of Vocational Training Centres instructors.
- The **Instruction Nr. 867/3**, Dated 30.12.2002 defines the criteria and rules of examinations and tests in the final vocational training assessment.
- The **Instruction No. 867/4**, Dated 30.12.2002 defines the Content, form and procedures for the issuance of diplomas and certificates in vocational training provided by public and accredited private centres providing vocational training.
- **Instruction No. 2222**, dated 31.10.2002 focus on Vocational Training counselling and orientation establishes the framework of vocational training, career guidance, full individual counselling, mediation between them and the vocational training centres and promotion of professional training in special cases when necessary.
- The **Decision No. 196**, dated 20.03.2003 establishes the standards for the development of the Vocational education and training curriculum, specifically the curricula structures of professional qualifications (profiles and specialities) for different levels offered in vocational technical schools, public, and non public vocational training centres.
- The **Order No. 782**, Dated 04.04.2006 establishes the Fees of the VET System, namely the Registration fees for the registered unemployed in employment offices who want to attend vocational training offered by the Vocational Training Centres.
- **Decision No. 543**, dated 31.10.2002 on the Accreditation of VET institutions, adopted by the Ministry of Education and Science and the Ministry of Labour and Social Affairs establishes the Commission for the Accreditation of vocational education and training institutions, its composition, organization and functions which are determined by the joint instruction of the two ministers.