



National Employment and Skills Strategy
2014-2020

Annual Progress Report 2015

July 2016

Tirana, Albania



Credits

The preparation of the first Annual Progress Report on the implementation of the NESS 2014-2020 was developed in a close cooperation between the MoSWY, its main public institutions responsible for the interventions in the sector (NES, NAVETQ, SILSS), IPMG and other line Ministries as MoES, MoEDTTE, MoF, AIDA, Social Enterprise Agency, etc., and the international development partners active in this field (UN agencies, ETF, Austrian, German, Italian and Swiss development cooperation agencies). INSTAT has played also a crucial role on providing the necessary statistical data for society organizations was also a very relevant aspect of this M&E process. EU Delegation in Albania has given a remarkable support to this process.

ILO has the main supporter to the definition of the monitoring and evaluation procedures for the NESS and the drafting of the report, including the technical assistance for data collection and consultation process.

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Foreword

Dear readers,

In November 2014, the Government of Albania adopted the Employment and Skills Strategy through a Decision of the Council of Ministers, as well as its detailed Action Plan for the period 2014-2020, envisaging Higher Skills and Better Jobs for all women and men.

This has been a decisive step for what would be the next developments and actions in this area. It's noticed that this Governmental act has brought us to the position where we are today, as a result of an intensive work done over the last year and half. The steady and sound work developed by the relevant Ministries' technical departments and related public institutions, supported by several development partners, has been also a decisive input to this process.

The Ministry is presenting the progresses towards the implementation of the NESS 2014-2020, which are the result of the first monitoring process undertaken by our services with the support of international experts. These results are included in the 2015 Annual Progress Report of the Strategy, which is also a mandatory requirement to move forward with the signature of the Sector Reform Contract. In the meantime, the Ministry of Social Welfare and Youth, the EU Delegation to Albania, the Ministry of European Integration and the Ministry of Finance have developed a substantial policy dialogue that has allowed us to make the Budget Support, a reality ready to be materialized very soon in the Employment and Skills sub-sector. The main objective of the Sector Reform Contract is to contribute to a more inclusive and effective labour market by supporting our employment and skills development policy as per the Strategy adopted.

This has required from the Ministry departments, from the National Employment Service, from the National Agency for Vocational Education and Training and Qualifications, and from the State Inspectorate for Labour and Social Service an effective and efficient delivery of their services to the Albanian citizens and institutions, but has also required more transparent financial management mechanisms and accurate and reliable monitoring and reporting procedures.

Progresses have been made in the implementation of the Strategy for Employment and Skills, and in some significant ones, as it is the case of the modernization of public employment services and the evaluation and adaptation of (existing and new) active labour market measures. The new VET reform is ongoing and we are seeing the first results but there is a need for continuing focus from our side. In any case, this demonstrates a clear attitude by the Government of Albania and by this Ministry – the achieving of concrete, strategically defined results, in our accession pathway to the European Union.

I would like to deeply express my gratitude, on behalf of the Albanian government, for the support provided so far and the constructive and productive dialogue built over the last years. The European



Union accession is an opportunity for all interest parties in Albania – Government, citizens, private and public organizations – and it has been remarkable the support provided by the EU Delegation to Albania on progressing towards this collective aim.

I will reaffirm that I'm confident to say so that the Ministry of Social Welfare and Youth is ready to respond to the expectations on the implementation of such challenging Strategy for supporting our structural reforms on employment and skills development policies, aiming at impact positively the Albanian economy and society.

The challenging times ahead of us will be faced with our best professionalism, dedication and commitment, bringing together the best of our administration with the best expertise of our development partners, always reinforcing the role of our social partners and civil society.

Monitoring and reporting on the progresses are one of the transparency mechanisms that our Ministry would like to strengthen in the near future. This will allow us to perform better and to use our resources more effectively. I would like to thank all our partners for the cooperation and support on the implementation of the Strategy, hoping that our work together can be kept.

Thank you very much,

Blendi KLOSI

Minister

Executive Summary

The **National Employment and Skills Strategy 2014-2020 (NESS) and its related Action Plan were adopted by the Government of Albania in November 2014**, by the Decision of Council of Ministers No. 818, dated of 26.11.2014. This configures an unprecedented step forward on policy definition and strategic planning for this policy area, and is being considered as the main document for any further technical assistance, current and future interventions.

The **Employment and Skills Strategy focus on four strategic objectives**, as follows:

- A. Foster decent job opportunities through effective labour market policies
- B. Offer quality vocational education and training to youth and adults
- C. Promote social inclusion and territorial cohesion
- D. Strengthen the governance of the labour market and qualification systems

The NESS is being implemented under the leadership of the Ministry of Social Welfare and Youth, in close cooperation with other Ministries and with the support and technical assistance provided by many international development partners.

The European Union has selected this policy area for receiving Budget Support through a Sector Reform Contract (SRC) expected to be signed in the second quarter of 2016. Employment and skills development policies are included in the Employment and Social Policy Sector, according to the Order of Prime-Minister 129, dated of 21.09.2015, on the establishment of Integrated Policy Management Groups. Monitoring and reporting obligations need to be fulfilled, within the SRC, as described below.

The elaboration of this first annual progress report on the NESS aims at monitoring the implementation of the planned activities of the NESS Action Plan, as well as tracking the progress towards the achievement of the defined results and targets. Progress in the sector is measured and monitored through different indicators of achievements (input, process, output/ outcome and impact indicators). This report provide an accurate account of implementation of the NESS, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding SRC indicators.

The NESS comprises 52 Actions to be implemented in the defined 7-year period. In December 2015, out of these 52 Actions, 42 have been initiated (80% of the total). 20% of the Actions was still to be initiated. Considering the self-reported information, 58% was the average level of implementation for the 42 actions already under implementation. This shows a somewhat high degree and relative fast pace of implementation of the NESS, after such a short period of time. As it would be seen, the effort of implementation being made by MoSWY is strongly supported by the international agencies developing technical assistance projects.

Nevertheless, there are still 10 Actions whose implementation was not started by the end of 2015.



The first result to underline is that there is no Action left to be initiated under **Pillar A**. Employment policies and services have had a significant attention in the last two years (modernization of the public employment services – employment offices– and better service delivery model; new and revised Active Labour Market Measures are in place with more accurate and transparent procedures for its application and selection of the beneficiaries; Labour Market information is available and data is more reliable.

In what regards **Pillar B** implementation, New legal framework on VET aligned with the EU orientations has been prepared, and initiated the procedures for adoption. Establishment of multifunctional VET centers and schools of excellence is in the focus of the Ministry. Support from the project IPA 2013 in this direction and other in the area such as Swiss Government, the German Government, Italian, Austrian, etc who are supporting us strongly in the development of schools of excellence. Apart from donors the government attention is focused on improving the quality of vocational education by increasing significantly the funds. VET School Boards are improving but still have to work for autonomy and financial planning methodology. Training teachers to "Basics of didactics for teachers AFP" is one of the steps on which work has started but that the ongoing implementation of the strategy should be further intensified. Establishment of a tracking system for employment of students or trainees who complete vocational education and training is in process. The actions not initiated demonstrate a clear evidence on the difficulties found by the Ministry's institutions to strengthen the cooperation with private sector, as well as to develop and further implement Quality Assurance Mechanism for the Vocational Education and Training system at all levels (programmes, offers, providers, procedures).

Pillar C which is related to social inclusion and territorial cohesion, is the one where the implementation is lower, not only in terms of the number of Actions initiated out of the total, but also in terms of its overall level of implementation. This is mainly due to the fact that this Pillar requires a high level of inter-ministerial (for tackling the challenges of the rural areas in terms of job creation and up-skilling of the most vulnerable groups) and inter-departmental (for raising synergies between employment and skills development policies, and social assistance programmes) coordination for implementing the defined activities, and so far, this has not had the necessary attention and needed resources allocation. Social Protection Strategy 2015-2020 was approved (with a significant component on Labour Market inclusion of the most vulnerable groups through VET offers). Law on Social Enterprises is approved. New programs for People with Disabilities, for girls and women with children under the age of 18 years, for the young orphans were drafted for the first time during this period and are being implemented. A special attention has been paid and the inclusion of Roma in employment promotion programs and VET.

Lastly, within **Pillar D**, the governance system still needs significant improvements. The transfer of responsibilities from the Ministry of Education over the VET system was completed, but other governance arrangements are still being discussed and to be adopted (i.e. institutional roles and responsibilities within the MoSWY). Monitoring and reporting procedures need to be strengthened and in most of the cases applied systematically. Law on craftsmanship was adopted with the aim of introduction for the first time the dual system in Albania.

National Labour Council meets regularly and is fully functional. Changes to the labor code have already entered into force.



All in all, the implementation progress of the NESS in the first one and half years after its adoption is on track, and shows a clear focus of the MoSWY to move forward with the planned activities.

1. Introduction

The *National Employment and Skills Strategy 2014-2020 (NESS)* and its related Action Plan were adopted by the Government of Albania in November 2014, by the Decision of Council of Ministers No. 818, dated of 26.11.2014. This Strategy is fully aligned with the Europe 2020 Strategy¹ objectives and targets which aims at promoting *smart, sustainable and inclusive growth*, as well as with the South Eastern Europe 2020 Strategy² – *Jobs and Prosperity in a European Perspective*.

The overall goal of the NESS 2014-2020 is *to promote quality jobs and skills opportunities for all Albanian women and men throughout their lifecycle*. This will be achieved through coherent and concerted policy actions that simultaneously address labour demand, labour supply and social inclusion gaps.

Therefore, the Albanian Employment and Skills Strategy focus on four strategic objectives, as follows:

Figure 1. Vision and Strategic Priorities of NESS 2014-2020



Within these four strategic priorities, the NESS has identified 16 sub-objectives and 52 actions to be implemented, as per the following table:

Table 1. Strategic Areas, Sub-objectives and Actions of NESS 2014-2020

Strategic Areas	Sub-objectives	Actions
EMPLOYMENT SERVICES AND PROGRAMMES	4	9
VOCATIONAL EDUCATION AND TRAINING	5	21
SOCIAL INCLUSION AND TERRITORIAL COHESION	2	7
GOVERNANCE	5	15
Total	16	52

These broader policies are accompanied by a number of reforms aimed at: i) ensuring the effectiveness of labour market policies; ii) offering quality skills development opportunities; iii) promoting equality and

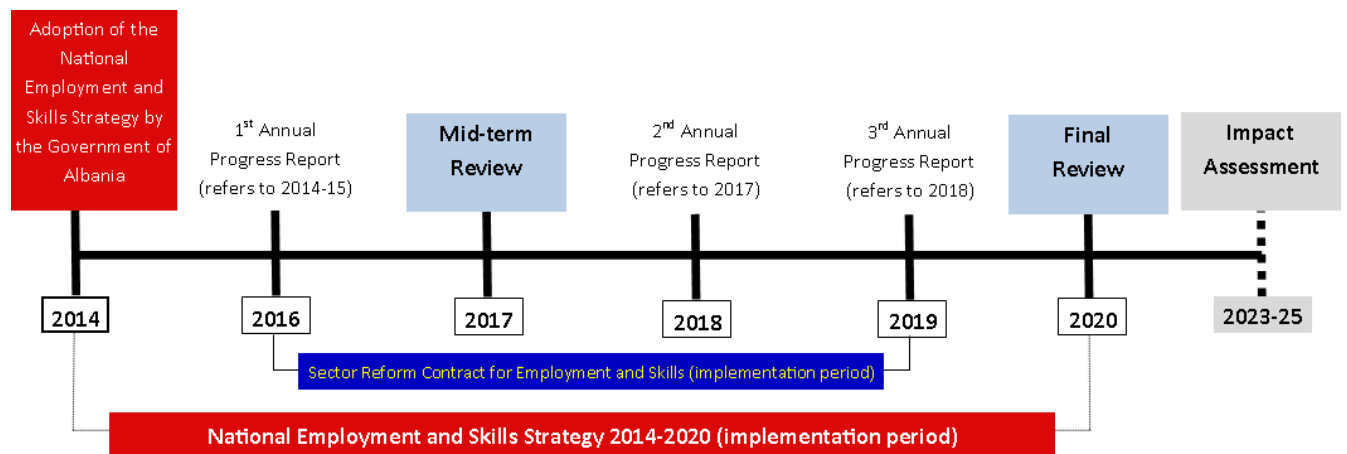
¹ http://ec.europa.eu/europe2020/index_en.htm

² <http://www.rcc.int/files/user/docs/reports/SEE2020-Strategy.pdf>

social inclusion; and iv) strengthening the education, training and labour market governance framework. The policy interventions outlined in the NESS aimed at strengthening those public policies whose objective is to remedy educational and training gaps, address poverty and inactivity traps and bridge labour demand and supply.

An interim evaluation of the NESS to analyse the results achieved, the management of resources and the quality of its implementation is planned at the end of 2017 (Figure 2). A final evaluation is planned to be carried at the end of 2020. The two evaluations will assess the success of the measures undertaken, the resources invested and the extent to which the expected outputs have been achieved.

Figure 2. Timeline for Monitoring & Evaluation procedures of the NESS 2014-2020



A set of key-indicators and respective targets have been identified and set up, both for 2017 and 2020. These will be closely monitored annually as part of the monitoring procedures defined. Data from various sources, including the findings of performance monitoring and impact evaluation of different programmes, shall be used for this purpose, among others.

The elaboration of this first annual progress report on the NESS aims at monitoring the implementation of the planned activities of the NESS Action Plan, as well as tracking the progress towards the achievement of the defined results and targets.

The specific objectives of this monitoring and reporting exercise are the following:

- a. to *take stock* of the status and level of implementation of each Action, including financial expenditures and allocations, based on quantitative and qualitative data, presenting its status by Action and by Pillar;
- b. to identify *challenges and mitigating actions*, using SWOT analysis technique;



- c. to identify *recommendations* for future implementation of the NESS Action Plan, through a *participative consultation process*, including social partners and active international agencies operating in the field;
- d. to *build capacities* of MoSWY staff on *Monitoring & Evaluation systems and procedures*;
- e. to establish *regular procedures for monitoring and reporting* annually on the NESS implementation and *for collecting data* to be used at the mid-term and final reviews;
- f. to reinforce the role of *IPMG and policy coordination* mechanisms at the MoSWY;
- g. to comply with the Monitoring and Reporting requirements of the *Sector Reform Contract (SRC) for Employment and Skills (2016-2018)*.

The report is organized in ten chapters. The first one besides introducing the NESS and the monitoring requirements and objectives, also describes the main elements of the Sector Reform Contract for the Employment and Skills sub-sector. The second one presents in detail the methodological procedures and the steps taken for data collection, data analysis and the drafting of the annual progress report, aiming at defining a monitoring system for the implementation of the NESS. Chapter 3 focuses on the analysis of the status and level of implementation of the 52 Actions (initiated and not initiated ones) included in the NESS Action Plan, using quantitative indicators self-reported by the responsible institutions for implementing it. Chapters 4 to 7 include a qualitative description and analysis of the status of implementation of each Action and by Pillar highlighting the main challenges met, and present the evolution of the Output and Result indicators in 2014/2015, including the ones selected for the Sector Reform Contract monitoring from 2016 onwards. Chapter 8 focuses on the financial analysis of budget expenditures and planned allocations. In Chapter 9, it is introduced the analysis of the progress regarding the NESS key-targets 2020, which are also linked to the EU benchmark indicators and to the SEE 2020 Strategy monitoring indicators for this area. Finally, Chapter 10 identifies a set of recommendations to be taken into account by the MoSWY and its related public institutions for resuming the progress on the NESS implementation. It also comprises a set of Annexes that illustrate the main steps of the process of preparation of this report, methodological tools used, among others.

The Sector Reform Contract (SRC) for Employment and Skills (2016-2018)

The NESS is being implemented under the leadership of the Ministry of Social Welfare and Youth, in close cooperation with other Ministries and with the support and technical assistance provided by many international development partners operating in Albania.

In 2015, the European Union through a concerted dialogue with public institutions and civil society has selected this policy area for receiving Budget Support through a Sector Reform Contract (SRC) expected to be signed in the second quarter of 2016, amounting to 30 Million Euro. Employment and skills development policies are included in the Employment and Social Policy Sector, according to the Order of Primer-Minister 129, dated of 21.09.2015, on the establishment of Integrated Policy Management Groups.

The overall objective of the SRC is to contribute to a more inclusive and effective labour market by supporting the employment and skills development policy of the Albania Government as defined in the



National Employment and Skills Strategy 2014-2020. The specific objectives of the SRC for the period 2016-2018 are:

1. Increase labour market participation and provide job opportunities for all;
2. Improve quality and increase coverage of vocational education and training;
3. Improve the quality and effectiveness of labour market institutions and services.

By supporting the implementation of the NESS 2014-20, the SRC will contribute to the following expected results:

- Increase of youth employment rate;
- Reduction of gender gap in employment;
- Increase of labour market participation of vulnerable and marginalized groups;
- Improvement of competences of VET teachers and teacher trainers;
- Effectiveness and extension of VET offer to vulnerable and marginalized groups;
- Better match of VET offer and employment opportunities;
- Development and implementation of the Albanian Qualification Framework (AQF);
- Modernization of the employment services;
- Compliance of the institutional framework with international labour standards.

Reform targets in relation to the expected results are based on selected performance indicators, which the Government is expected to fulfil in order to obtain the disbursement of the fixed and variable tranches of the SRC. Monitoring and reporting obligations need to be fulfilled, within the SRC, as described below.

Progress in the sector shall be measured and monitored through different indicators of achievements (input, process, output/ outcome and impact indicators). The day-to-day technical and financial monitoring of the implementation of the SRC is a continuous process and part of the responsibilities of the Ministry of Social Welfare and Youth. To this aim, the MoSWY, with the support of the Integrated Policy Management Group (IPMG) Secretariat, will establish a permanent internal, technical and financial monitoring system for the implementation of the NESS and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the NESS, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding SRC indicators, NESS Outputs and Key-targets. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the SRC. A final report, narrative and financial, is expected by the end of the contract period, and will cover the entire SRC implementation.

For the disbursement of the first fixed tranche (6 Million EURO), it was required to the MoSWY, in conjunction with the Ministry of Finance, to make available the following documents after the signature of the Financing Agreement:

- The annual monitoring report and any other related documentation produced in the framework of the monitoring of the implementation of the NESS 2014-20 and its action plan;



- The annual monitoring report and any other related documentation produced in the framework of the monitoring of the implementation of the Public Finance Management strategy 2014-20 and its action plan;
- Report on progress regarding the implementation of a credible stability-oriented macroeconomic policy;
- Report on progress regarding the implementation of the budget transparency roadmap.

The preparation of the present Progress Report responds to the first required document in the above list.



2. Methodology

The setting-up of Monitoring and Evaluation procedures for the NESS is a responsibility of the MoSWY, which leads the overall implementation of the adopted Strategy and Action Plan within the Government of Albania. Complying with the instructions defined by the Order of Prime Minister Nr. 93, dated 07.08.2012, the NESS was one of the first sectoral strategies elaborated and adopted in the context of the preparation of the National Strategy for Development and Integration (NSDI). Therefore, the NESS includes a specific chapter on Accountability, Monitoring and Assessment Analysis (Chapter 5), in which it is defined generically the forms and timings for the main activities to be developed in this scope.

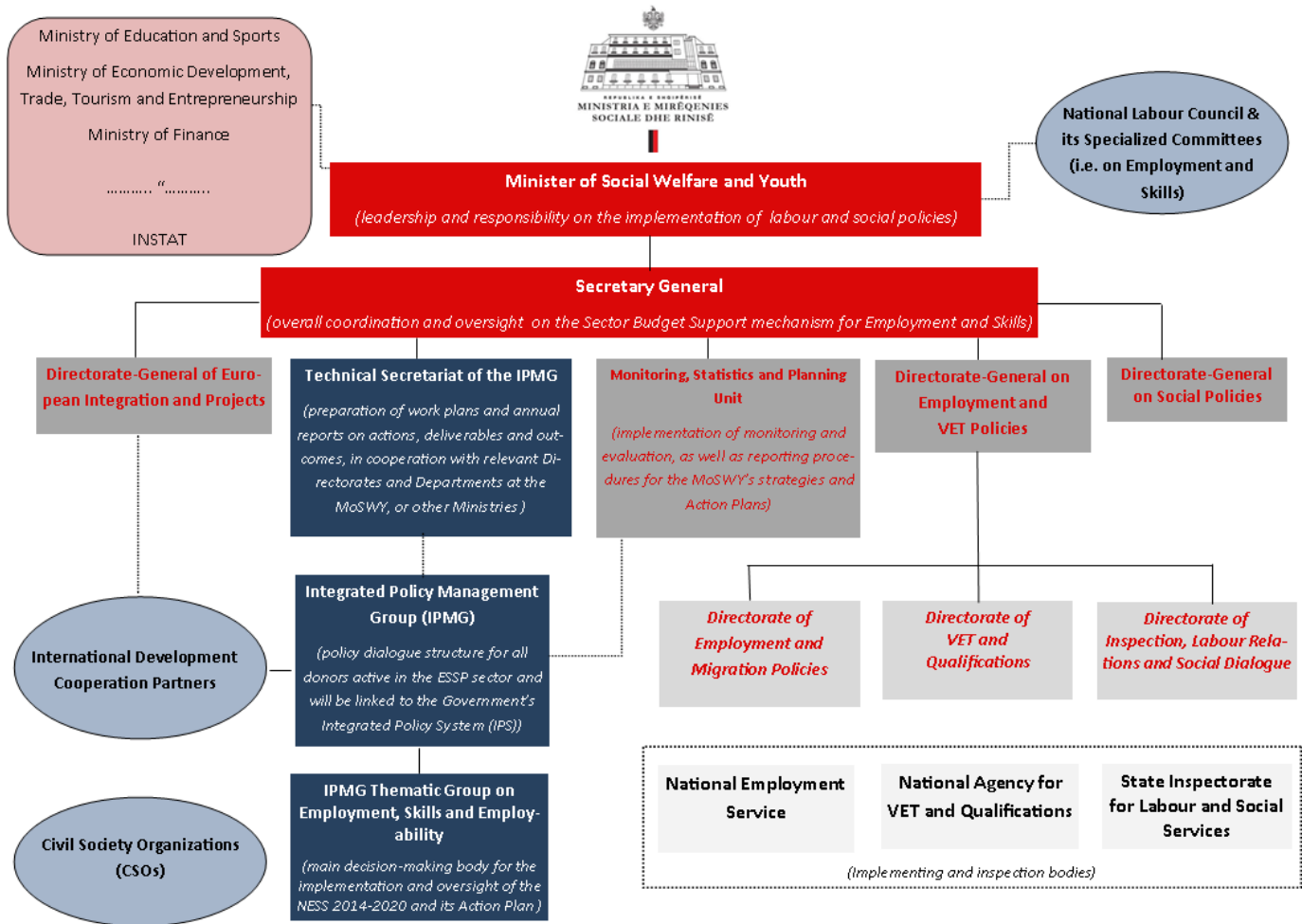
Since 2014, particular efforts have been made, mainly through by the DFPPFA – the Department of Prime Minister’s Office in charge of Strategic Policy Planning and International Aid Coordination – for defining concrete guidelines for the for monitoring and evaluating procedures to be used on the reviews of the adopted sectoral strategies by the Government of Albania, namely in establishing IPMGs and defining their policy coordination role.

Efforts made by the MoSWY regarding the definition of Monitoring & Evaluation (M&E) procedures for the social sector can also be identified. The first one, supported by the European Training Foundation (ETF), consisted of drafting a *Monitoring and Evaluation Plan for the MoSWY*, which aimed to support policymakers in assessing the progress towards the National Employment and Skills Strategy (NESS) and Action Plan 2014-2020 in the wider context of EU and regional cooperation processes. Unfortunately, this monitoring plan was not completed by the time it was produced (July 2014), due to the lack of data available and responsible monitoring contact persons at the MoSWY. The second effort was the elaboration of the document *Measuring, Monitoring and Reporting for Result-led Policies*, in the scope of the preparation of the Social Inclusion Policy Document 2015-2020, supported by the UNDP and dated of June 2015. In this document it can be found a set of indicators (primary, secondary and national indicators) for each policy area, including of course, the Employment and Vocational Education and Training Policies sub-sector. The third and last effort, having a different nature from the previous ones, but structurally very significant, was the establishment and staffing of a *Monitoring, Statistics and Planning Unit* at the MoSWY, which has become operational in late 2015. This unit is coordinating the preparation of the current NESS Annual Progress Report and preparing further monitoring procedures, under the supervision of the Secretary-General, working in close cooperation with the thematic operations’ Directorates at the Ministry and the IPMG Technical Secretariat, through a continuous technical support provided by the International Labour Organization (ILO).

In this way, it is expected that all these efforts can contribute significantly to address one of the Recommendations from the EU progress report, dated of November 2015, in which it could be read: “*on employment policy, the 2014-20 national jobs and skills strategy and action plan were adopted, but no mechanism for monitoring their implementation is in place yet.*” (EU Progress Report to Albania, November 2015). The urgency of establishing such M&E procedures for the implementation of the NESS has become even more necessary and evident with the mandatory requirements for reporting, defined within the Sector Reform Contract for Employment and Skills (2016-2018).

In the figure below, are represented all the institutions and stakeholders involved in the implementation of the NESS, and therefore also involved in the preparation of the report.

Figure 3. Mapping of the responsible institutions on the NESS 2014-2020 implementation



The preparation of the first Annual Progress Report on the implementation of the NESS 2014-2020 was developed in a close cooperation between the MoSWY, its main public institutions responsible for the interventions in the sector (NES, NAVETQ, SILSS), other line Ministries as MoES, MoEDTTE, MoF, AIDA, Social Enterprise Agency, etc., and the international development partners active in this field (UN agencies, ETF, Austrian, German, Italian and Swiss development cooperation agencies). INSTAT has played also a crucial role on providing the necessary statistical data for monitoring the key-indicators and respective targets/results. The participation of social partners and civil society organizations was also a very relevant aspect of this M&E process.

Key definitions³

What is monitoring?

Monitoring can be defined as a continuing process that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. Effective monitoring and evaluation is a key component of the policy cycle, informing policymakers by means of feedback essential to adjust on-going policies and build an evidence-based institutional memory.

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

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

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

Tracking changes from baseline conditions to desired results, through analysis and comparison of indicators over time.



It signals problems in performance, providing input for corrective actions.

Monitoring is a reiterative process, based on indicators (quantitative and qualitative), consisting of the following elements:

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

³ These definitions have been taken from: ETF, FRAME Monitoring tool, Turin, 2014.

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

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

Indicators for monitoring

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



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

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

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

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

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

The indicators can be grouped according to the following taxonomy:

- **input indicators**, dealing with dimensions influencing the skills' generation process and therefore measuring investments in education, teachers' training and active labour market policies;
- **process indicators**, capturing participation in education and training from a lifelong learning perspective and a forward looking content of learning processes (e.g. digital skills, foreign learning);
- **output/outcome indicators**, capturing the dimensions depending on and resulting from the phenomenon under consideration, i.e. achievements and failures of education and training processes (e.g. completion rate, early school leavers);
- **impact indicators**, providing information on the returns from education and training and improved skills for a knowledge intensive economy;
- **context indicators**, providing information on employment level and other relevant indicators on demographic and economic trends, fully reflecting the national characteristics.

Phases, Expected Results and Responsible Institutions

The Minister of Social Welfare and Youth has established a working group in February 2016 (see Annex A) that was responsible for preparing the first Annual Progress Report on the implementation of the NESS 2014-2020, according to the methodology and the guidelines presented in a concept note (see Annex B).

Data collection tools and variables

The present report combines different sources of information, using both qualitative and quantitative data, gathered through the usage of several instruments and tools (Annexes C, D and E). The objective of these tools (Fiches #1, #2 and #3) was to collect quantitative and qualitative data by Action, by Output and By Key-target, which could afterwards be analysed in a more aggregated way by Pillar. The fiches elaborated were addressed to different institutions as defined in Annex F.

The results presented in Chapters 3-8 are based on the data collected and systematically analysed for the purpose of drafting this Progress Report. It aims at providing information on the following variables:

FICHE #1 – by ACTION

- Action Outputs achieved by year (2014/2015) – QUANTITATIVE & QUALITATIVE
- Action Outputs achieved by year and by Pillar – QUANTITATIVE & QUALITATIVE
- Action Outputs on track by year and by Pillar – QUANTITATIVE & QUALITATIVE
- Action Outputs delayed by year and by Pillar – QUANTITATIVE & QUALITATIVE
- Status of implementation of the Actions by Pillar (initiated/not initiated) – QUANTITATIVE & QUALITATIVE

- Level of implementation of the Actions by Pillar (0-100%) - QUANTITATIVE
- Detailed activities developed by Action - QUALITATIVE
- Detailed activities developed by Pillar - QUALITATIVE
- Challenges met (overall and by Pillar) – QUALITATIVE
- Actions Taken for mitigating risks (overall and by Pillar) – QUALITATIVE
- Best cases (by Action and by Pillar) – QUALITATIVE
- Financial expenditures by Source of Funding by Action, by Pillar and in Total (2014-2015) – QUANTITATIVE
- Expected allocations from PBA 2016-2018 by Action, by Pillar and in Total (2016-2018) – QUANTITATIVE
- Recommendations for future implementation (by Action, by Pillar and Overall) – QUALITATIVE

FICHE #2 – Result indicators

- Specific NESS result indicators by Action (2014-2015) – QUANTITATIVE (see Annex G)
- Specific SRC result indicators by Action (2014-2015) – QUANTITATIVE

FICHE #3 – Key-targets

- NESS Key-targets for 2017 and 2020 (2014-2015) – QUANTITATIVE (see Annex G)

This set of variables has been used as the analytical basis for all the empirical data presented throughout the report chapters and is now stored in “monitoring files” (format *.xls) that will be used to insert the data for the next monitoring exercises and in this way keep up-to-date records on the progresses achieved. The Monitoring, Statistics and Planning Unit keeps the archive of all the data collected and monitoring tools elaborated for the purpose of drafting this report and future ones. This information will be available for the mid-term and final reviews.

Monitoring system for the NESS implementation (annual progress, mid-term and final reviews)

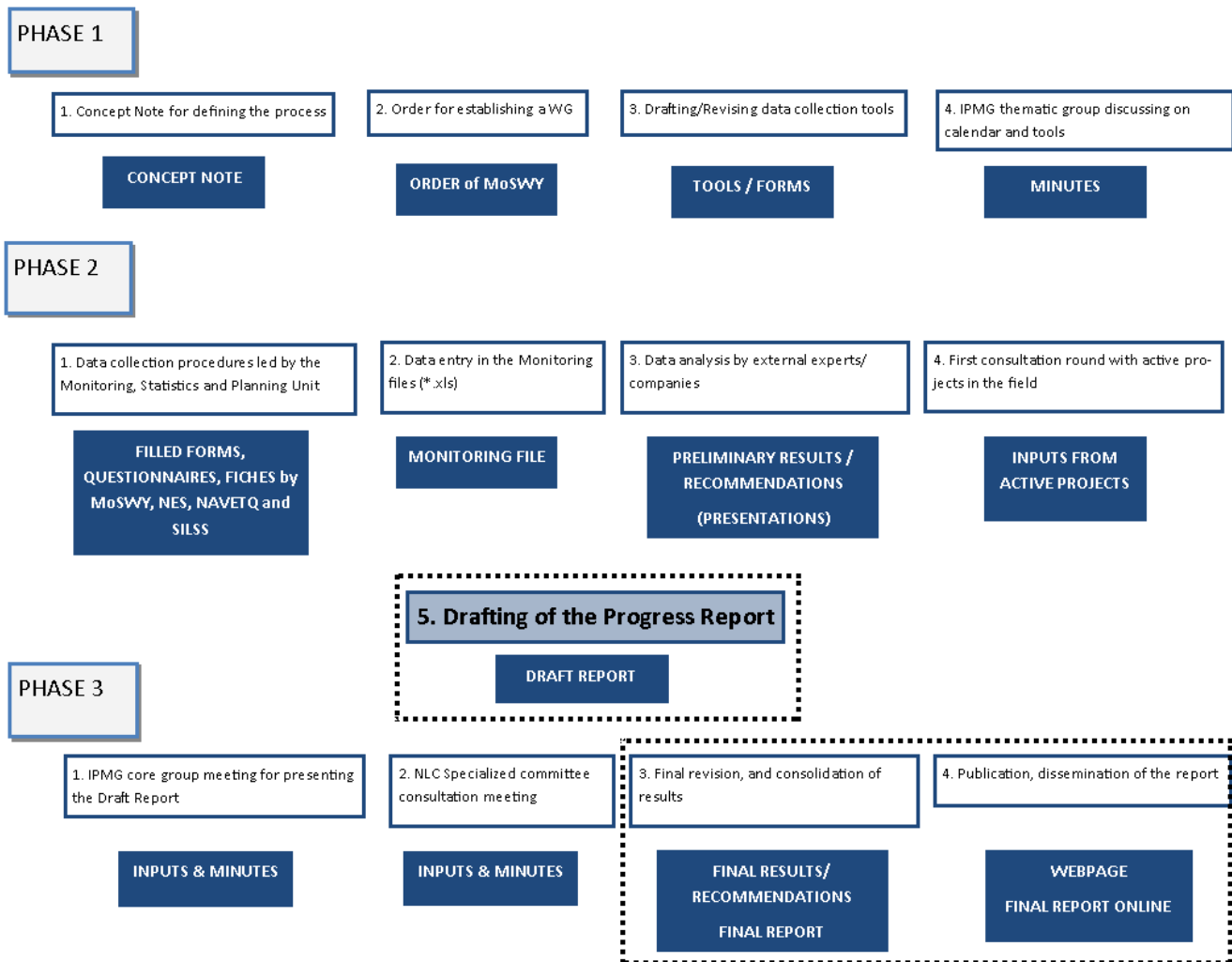
Despite the efforts made to improve and implement monitoring procedures for all sectoral strategies, there is still a long way to go, in order to have timely, accurate and reliable information regarding the implementation of the different activities and achievement of expected results, outputs and targets.

In what concerns the NESS, the approved document includes national quantitative targets, including EU benchmarks for employment and education. The Action Plan 2014-2020 lists, for each measure and activity, clear outputs and performance indicators. Annex G list all these indicators (what needs to be monitored? expected outcome and indicators), as well as by whom. The MoSWY has to review progress and report against the targets and measures of the NESS and Action Plan on an annual basis. The Strategic Planning Unit/Delivery Unit within the Department of Development Programming, Financing and Foreign Aid of the Prime Minister's Office requires line ministries to report on the last year and plan for the following year by March/April each year. There is a second deadline at the end of September if the

required indicators are available only later in the year. The Unit plans to deliver guidelines, report formats and coaching for the monitoring of indicators and the process, but they are not available yet.

Below it is described the M&E implementation cycle, including the main products/documents to be elaborated in each step.

Figure 4. Implementation cycle for the preparation of a Monitoring Report



Key actors for providing the necessary data and information include INSTAT, the various departments of the General Directorate for Employment and Skills within the MoSWY, the National Employment Service (NES), the National Agency for VET and Qualifications (NAVETQ), the State Inspectorate for Labour Labour and Social Services (SILSS) and other institutions or experts (including donor’s experts). The Monitoring, Statistics and Planning Unit at the MoSWY will:

- a. seek to commit all actors to deliver the respective inputs according to the specified time schedule;
- b. coordinate the inputs from various institutions;
- c. compile all inputs received into one annual NESS progress report;
- d. articulate with experts/evaluators working on the data analysis and on the drafting of the report;
- e. articulate and cooperate with the IPMG Technical Secretariat for further discussion and adoption of the monitoring reports,
- f. support the consultation process for the preparation of the report, and
- g. assist Ministry officials with the publication, presentation and dissemination of the report.

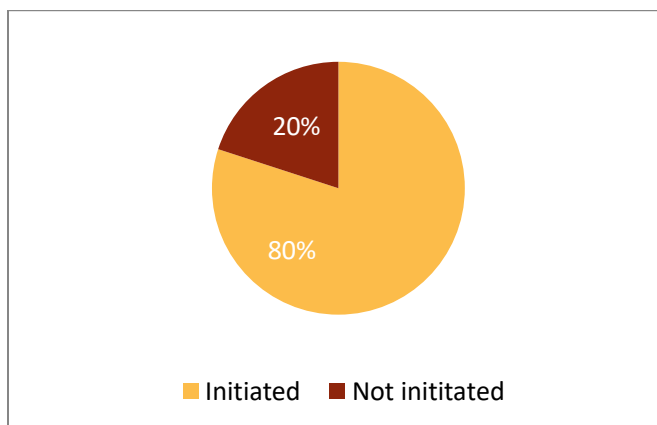
For next reviews, the MoSWY might consider collaborating with academia, or contracting out the evaluation of progress made under the NESS Action Plan to an independent research institution or consultancy.

The publishing of the annual progress report, as well as its presentation and on line dissemination to the public is the final and a mandatory step of the monitoring cycle.

Implementation status and levels

The NESS comprises 52 Actions to be implemented in the defined 7-year period. In December 2015, out of these 52 Actions, 42 have been initiated (80% of the total). 20% of the Actions was still to be initiated. Considering the self-reported information, 58% was the average level of implementation for the 42 actions already under implementation. This shows a somewhat high degree and relative fast pace of implementation of the NESS, after such a short period of time. As it would be seen, the effort of implementation being made by MoSWY is strongly supported by the international agencies developing technical assistance projects.

Figure 5. Status of the implementation of the 52 Actions (December 2015)



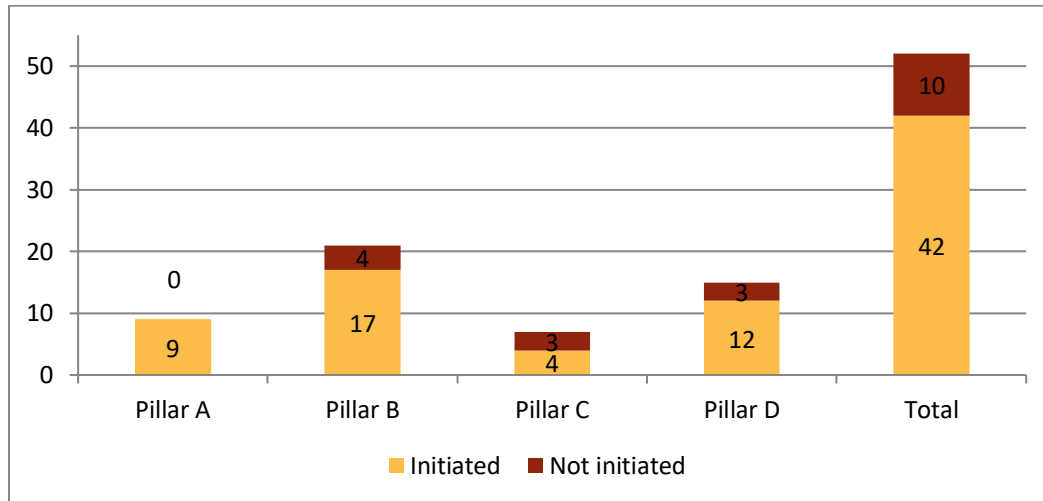
Nevertheless, there are still 10 Actions whose implementation was not started by the end of 2015. These Actions are listed in the Table below. The first result to underline is that there is no Action left to be initiated under Pillar A. In the opposite position, Pillar C is the one where the implementation is lower, not only in terms of the number of Actions initiated out of the total, but also in terms of its overall level of implementation (Table 2 and Figure 4). This is mainly due to the fact that this Pillar requires a high level of inter-ministerial (for tackling the challenges of the rural areas in terms of job creation and up-skilling of the most vulnerable groups) and inter-departmental (for raising synergies between employment and skills development policies, and social assistance programmes) coordination for implementing the defined activities, and so far, this has not had the necessary attention and needed resources allocation.

Table 2. Actions not started yet being implemented by Pillar (December 2015)

B1.2	Maintaining the database and quality assurance of training provision by <u>private VET providers</u> country-wide.
B2.5	Definition and implementation of <u>quality assurance criteria of VET system</u> (at providers' level) and changing the internal and external verification of VET curriculum implementation (inspection).
B4.1	Introduction of an already tested model in all VET institutions to organize <u>links between VET institutions and businesses</u> .
B4.5	Development of <u>learning materials</u> related to the transition to work skills.
C1.1	Establishment of <u>inter-ministerial cooperation</u> to address the situation in rural areas, including the coordination with government initiative and strategies including Strategy for Rural Development.
C1.2	Expansion of the <u>employment services to rural areas</u> .
C1.3	Increase of <u>VET offers in rural areas</u> and outreach to excluded, vulnerable women, girls, boys and men in these areas.
D1.2	Creation of (an) <u>autonomous structure(s)</u> for the administration, the development and oversight of VET (the current NAVETQ).
D1.4	Creation of a <u>National Council for Employment and VET</u> .
D3.4	Establishment of mechanisms for <u>sectoral skills forecasting</u> .

In what regards Pillar B implementation, the Actions not initiated demonstrate a clear evidence on the difficulties found by the Ministry's institutions to strengthen the cooperation with private sector, as well as to develop and further implement Quality Assurance mechanism for the Vocational Education and Training system at all levels (programmes, offers, providers, procedures).

Figure 6. Status of implementation of actions by Pillar and Total (December 2015)



Lastly, within Pillar D, the progresses done on the re-design of the institutional arrangements and responsibilities over the VET and employment policies is ongoing. This is mainly related to the finalization of the transfer of responsibilities over the VET system from the Ministry of Education to the MoSWY, and the necessary clarification of roles and responsibilities for the management and oversight of this sector.

All in all, **the implementation progress of the NESS in the first one and half years after its adoption is on track, and shows a clear focus of the MoSWY to move forward with the planned activities.**

4. Decent job opportunities through effective labour market policies

Strategic Priority A. Foster decent job opportunities through effective labour market policies

Outcome Indicator: The labour market policies are effective and promote basic employment services to all women and men in order to enhance their job opportunities

The new employment promotion framework defined by the National Employment and Skills Strategy aims at ensuring the delivery of more effective and better resourced labour market policies.

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

Key-results (by result indicators and targets)

Results – Strategic Priority A:		
	2014 (Baseline)	2015
National Employment and Skills Strategy 2014 – 2020		
10 per cent more women and men in employment programmes	4064	5805
75 per cent women benefit out of 55 per cent employed after active labour market programmes	Not provided	Not provided
2 times more investment for the active labour market programmes	270 M ALL	450 M ALL
Sector Reform Contract Result Indicators (IPA 2015)		
Youth employment rate (15-29 years), Labour Force Survey	28.2%	31.1%
Gender gap in Employment, Labour Force Survey	14.7 p.p.	15 p.p.
Share of registered unemployed jobseekers benefiting from Employment Promotion Programmes (EPPs), NES	2.6%	4.0%
Number of public employment offices reorganized according to the New Service Model, NES	10	14

Increased **youth employment rate** is one of the key indicators. The focus is set on review of active labour market programmes to better target youth; tailor-made entrepreneurship programmes specifically targeting young girls and women, including in rural areas.

Lowering **gender gap in employment** is another key indicator. The focus is set on Assessment and design of adequate, gender-responsive labour market policies; registration, profiling and gender-sensitive counselling of jobseekers; training of NES staff on gender; review of active labour market programmes to better target women and youth; tailor-made entrepreneurship programmes specifically targeting girls and women, including in rural areas; leadership and management skill programmes developed and conducted specifically targeting women and girls.

Pillar A - Description of results achieved by sub-objective and by Action

<p>A1. Modernizing the National Employment Service, including headquarters and regional and local offices</p>
<p>A1.1 Reorganization of NES offices according to the New Service Model.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Policy paper on New Service Model and action plan adopted in 2014. ▪ Model operational within 1 "trial office" in Tirana early January 2014. ▪ Specific ToR prepared for 12 offices within 1 year. ▪ 36 employment offices re-organised according to the New Service Model by 2016. ▪ Manual on the type and quality of services to be delivered by each regional and local employment office. ▪ Quality of services by each office verified. ▪ Gender equality and equal opportunities goals are integrated in all models, mechanisms, processes, and materials. ▪ Targets for female and male Roma, PWD, women in rural areas and disadvantaged categories of women are defined and monitored. ▪ Gender-sensitive labour mobility/migration considerations are integral part of all relevant models, labour market information systems, mechanisms and processes. ▪ Campaigns to increase the understanding of the wider public, of public and private organizations as well as of the enterprises for the need to improve the recruitment base, and to offer equal pay for equal work.
<p>A1.2 Definition and implementation of an NES staff recruitment and development plan.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Annual rate of vacancy filling reaches 85% ▪ 30% qualified women in leading/management positions. ▪ Annual rate of female/male participation in active labour market programs reaches 18% in 2014, and 35% by the end of 2020. ▪ Job descriptions including competence standards adopted for all categories from managers to staff, at Ministry, NES and regional/ local levels. ▪ Performance management system in place and NES performance to meet female/male clients' needs is assessed twice a year. ▪ Staff tested for knowledge of the standards and understanding of service manuals. ▪ Equal pay for equal work pursued at NES, using sex disaggregated wage statistics. ▪ Mid-term plan for HR recruitment and development. ▪ Staff trained according to NES Development Plan and Annual Training Plan, and enabled to address gender equality, equal opportunities and diversity, and to engage in coaching for special needs groups. ▪ Zero tolerance against discrimination; sexual harassment policy is in place and also promoted with third parties.

A1.3 Modernization of IT infrastructure and systems in NES.

Outputs:

- New IT software/ system used by all NES staff at all levels and upgraded enabling it to categorize different types of clients and services provided for statistics generation purposes.
- Staff trained on the use of the IT system.
- IT-based (rather than paper-based) administrative procedures defined and adopted at managerial level.
- Migration counters within local NES offices are equipped with relevant IT to provide quality services (counselling, job matching) on employment in other locations in Albania and abroad
- Sufficient number of computers installed in regional and local employment offices.
- Job vacancy database installed covering the whole of Albania and constantly updated through inputs by employers, NES and jobseekers (and linked with EURES).
- The new IT system is mutually accessible for MoSWY institutions and for those interested and eligible at national and at SEE region levels.

A1.4 Establishment of new cooperation modalities with third parties.

Outputs:

- Number of vacancies announced through third parties at NES increased to 20 000 per year.
- One Job Fair organised at national level and four at regional level per year.
- Two new international labour mobility agreements signed with third countries per year.
- Cooperation agreements for collecting vacancies and for design and implementation ALMPs with Social Partners and Businesses established.
- Cooperation agreements with Private agencies and NGOs for implementing ALMPs established.
- Inspection legislation and programme reviewed to include inspection also of ALMPs.
- MoSWY is equipped with tools to identify preferential countries for developing bi-lateral agreements and other inter-state mechanisms facilitating employment of Albanian citizens abroad.
- Existing international framework regulating labour mobility of Albanian citizens abroad is enhanced through new agreements and other cooperation arrangements, especially in the SEE region.

A1.1 Reorganisation of NES offices according to the New Service Model.

Since January 2014, ten client-oriented Employment Offices were reorganized and opened in Tirana, Durres, Kavaja, Vlora, Elbasan, Gjirokastra, Korca, Fier, Berat, and Laç. These offices were reorganised basing on the new NES service model (3-tiered service delivery), as designed through the technical assistance provided by the ILO-EU IPA 2010 project and adopted by NES. The employment offices of Kruja, Librazhd and Devoll were restructured but not inaugurated yet. The employment offices of Librazhd, Devoll and VLora were restructured with funds from the 2015 budget. The reconstruction of the employment office of Skrapar is under process with funds from the 2015 budget.

The New Service Model (NSM) Handbook was discussed and finalized by NES. This Handbook was published online on the NES website and distributed to all regional and local NES offices' staff. The new Service model Handbook was distributed to all employment offices and is being implemented in almost all of them. The extension of this model to the local employment offices encompassing all the territorial administrative units in the country should be considered as a next stage for further implementation of modern and client-oriented public employment services, focused on those that reach out the rural populations in Albania.



Continuous capacity building actions were carried out. The pilot employment office in Tirana was used by NES for on-site training sessions. In addition, from the 10th to the 18th of November, 2014, officials from the regional employment offices from all regions of Albania attended three rounds of trainings on "Interviewing and Counselling the Jobseekers" as per the New Service Model. A total of 323 persons, including managers and sub staff were trained. Information workshops for employers on the new NES service model and on the employment promotion programmes were organised in 12 regions with about 620 participants in total, out of which approximately 400 were representatives of local businesses. In the framework of the project "Coaching for employment and entrepreneurship", implemented by NES and Swisscontact, a training action of 25 specialists is under implementation.

Improvement of intermediation and performance management for regional employment offices, according to the new NES service model is focused in designing a practical Management Model and Intelligent Job Matching System for the Regional Labour Offices.

A1.2 Definition and implementation of a NES staff recruitment and development plan.

Job Descriptions have been completed, including the standards of competence for all categories of Ministry and NES staff and submitted to the Department of Public Administration. NES staff was trained according to the Development plan approved by NES Board.

The Guide on NES Quality Assurance System was finalized with the support of the EU-ILO IPA 2010, after being reviewed and discussed with the working group members in several meetings during 2014, as well as in a series of bilateral meetings with NES staff. The Guide is accompanied by an implementation plan which takes into consideration the current needs and capacities of NES both in terms of human, technical and financial resources. Further assistance on the implementation of the Quality Assurance System by NES will be needed in the upcoming years.

A1.3 Modernisation of IT infrastructure and systems in NES.

A qualitative step in the modernization of the National Employment Service (NES) was the full conception and installation of the Information System of Employment Services. This Information System was developed by NES, through Swedish Government funds and supported by the technical assistance of the National Labour Service in Sweden. This new system is in use since February 2014, in all 12 Regional Directorates and 24 Local Employment Offices. It comprises two components: the Internal System (NES Intranet) and the On line external system (NES Webpage). It was completed and installed by the National Agency for Information Society (NAIS). In 2014, training for all NES staff at central and regional levels on the functioning of the Information System of Employment Services was delivered. The website www.puna.gov.al is fully operational, updated regularly and accessible to all. Further improvements based on the Information System of Employment Services were made, such as the functionalities for registering job seekers and job vacancies, in order to enhance the matching between supply and demand in the Albanian labour market; as well as the introduction of a "Reports" module that will make possible to generate several reports related to the NES staff performance, by office, by region, and overall. This will also allow producing regular statistics reports on labour market indicators, based on

the administrative data gathered by NES. The challenge faced in the context of the Information System of Employment Services usage is that its operation is based on the completeness and quality of data that it contains. In many cases, NES is still facing some constraints on keeping the administrative records up-to-date.

A1.4 Establishing new cooperation modalities with third parties.

After the success of 2014, the Job Fair has been turned into a positive “tradition” for the National Employment Service. In the last edition was attended by over 70 companies from various economic sectors, such as construction, telecommunication, services, food industry, banking sector, and for the first time, businesses from new mines in northern Albania have been also participating in the Fair. During the Job Fair period, the participating companies announced 6 200 job vacancies, out of which 1 200 in the construction sector, 2 250 in the services, 2 500 in the processing industry, 100 in telecommunications, and 100 in the food industry. At the Job Fair, several initiatives of the Government and of the social partners were introduced to the general public, bringing their visions and needed policies towards labour market and skills development, career development, human resources management, etc. GIZ has supported the presentation of the VET schools of Tirana in the Job Fair 2014 and 2015. ILO-EU IPA 2010 project has supported the NES participation with a new brand stand for promoting the recently opened Employment Offices in Albania.

A2. Continuous improvement of legal and institutional framework in compliance with ratified international labour standards

A2.1 Regulation of private employment agencies and strengthening of the cooperation with the public employment services.

Outputs:

- Legislation adopted to ensure ILO convention on private employment agencies.
- Legal aspects and quality ensured through development of a minimum set of standards for recruitment, including abroad, and labour inspectorate.
- Mechanism for quality assurance/ service delivery of private employment agencies established.
- Local employment partnerships to include also private employment agencies, alongside other partners.
- Private recruitment agencies report to relevant competent authorities on a regular and transparent basis on the services provided to the female and male population in Albania and abroad.
- Statistics on the number of female/male Albanian citizens supported with employment abroad are available on a regular basis.

A2.2 Expanding recognition and improvement of inspection services to reduce the number of labour law violations, especially the ones related to workers' safety and health at work.

Outputs:

- A modern, professional inspection system is in place throughout the country, ensuring implementation of labour legislation and occupational safety and health in line with European and international standards.
- Committee for Integrity and Corruption Prevention in the State Labour Inspectorate established.
- Program for Integrity and Corruption Prevention in the State Labour Inspectorate adopted.
- State Labour Inspectorate training Action Plan adopted.
- Information-sharing mechanisms established with other enforcement agencies with a view to improve the coverage of economic units and workers.
- Existing legislative and procedural framework on labour inspection and enforcement is compliant with EU directive on sanctions against employers hiring irregular migrants.

- Labour inspectors are knowledgeable on rights and duties of foreigners working in Albania, capable of identifying (potential) victims of trafficking and referring them to relevant authorities.
- Mechanisms of protecting labour and human rights of migrants are in place.
- Legislation/by-laws for inspections amended to ensure that ALMPs can be implemented and (regulated) professions with high health& safety risks are inspected.
- Inspection role is strengthened related to implementation of the Law on Employment Promotion in terms of PWDs and of the law on foreigners.

A2.1 Regulation of private employment agencies and strengthening of the cooperation with the public employment services.

During 2015, a concrete collaboration between MoSWY and private employment agencies has been initiated in order to establish bridges of cooperation with the National Employment Service. The goal is the fulfilment of registered job vacancies available in the labour market timely for both employers and jobseekers.

Albania has ratified several conventions in the field of labour migration that focus on migrant workers and the integration of legal migrants. Albania has also ratified the ILO Convention for Private Employment Agencies, and recently approved changes to the Labour Code (December 2015 and entered in force on June 2016), to predict the formation of a new form of employment agencies, the agencies for temporary employment/work. Further regulations are needed to be adopted for the functioning of this particular type of private employment agencies.

A2.2 Expanding recognition and improvement of inspection services to reduce the number of labour law violations, especially the ones related to workers' safety and health at work.

The Occupational Safety and Health Policy Document for the period 2016-2020 was developed under the auspices of the MoSWY, together with other related Ministries, public institutions and social partners, with the assistance of the ILO-EU IPA 2010 and the further ILO technical assistance project for supporting the implementation of the NESS. The document is supplemented by an implementation plan for 2016-2020. The document has passed through all mandatory legal procedures and is prepared to be endorsed by the Council of Ministers in Q2 2016. This document outlines the policy priorities for this area, specific objectives and actions to be taken, including a set of result indicators to monitor the progresses achieved.

In 2014-15, 5 training of trainers (ToT) were delivered to a selected group of inspectors, plus 2 training actions for all labour inspectors for strengthening the capacity of labour inspectors. In addition, 12 trainings actions were delivered by trainers in the framework of training of controllers. The total number of participants was 360 (five times 28 trainers and two times 110 inspectors) from SILSS. A study visit of 10 Labour Inspectors of SILSS to Austria was carried out successfully in 2014. 8 institutions and/or organisations were visited. The comprehensive programme allowed the transfer of good practices on

organisation and management of labour inspection⁴, to learn different methods of law enforcement, to hear about proper implementation of prevention principles, and benchmarking of work accident statistics and challenges for research, as well as to develop familiarity with ways of raising awareness in the OSH area. A new working tool, supplementing the labour inspection manuals for labour inspectors, was developed to improve the effectiveness and consistency of labour inspection performance. This tool is a set of checklists aiming at the implementation of the new harmonised Albanian legislation, as well as particular topics and subjects of inspection visits. The set consists of 50 checklists for the most essential areas of labour inspection, comprising around 1250 questions/items to be observed.

A concept for the Digital Archive for the Labour Inspectorate was developed for improving the technological environment of SILSS. This system, as specified by SILSS, supplements the new governmental information system "e-Inspection", prepared by the Central Inspectorate as a national tool that all the inspection bodies are obliged to use as a mean to harmonise the reporting system.

SILSS reports in this period a significant improvement of the standard of services provided to the companies and the workers on what regard labour law compliances, by: a) allowing the persons directly to self-declare electronically their complains, without the need to go physically at SILSS offices; b) increasing the effectiveness of the work of labour inspectors in inspections of economic subjects, by increasing the number of workers subject to inspection in each inspected subject by 1, 2 or 3 times more, compared with the previous year; c) increasing of confidence in SILSS institutions and especially on readiness of labour inspectors to register and handle all the incoming cases, resulting into an increase of 2.3 times more complains made by employees, employers or citizens, as well as in the reporting of the number of accidents at work declared by the subject (increase of 1,08 times compared to the previous year) and reporting about the number of informal workers (increase of 1.2 times).

After a detailed analysis made by the SILSS, it was referred to the responsible authority - the MoSWY - the difficulties faced by labour inspectors in the practical implementation of legal provisions that regulate the employment of the disable persons and foreigners. This was a result of the strengthening of the inspection system for this category of employees. Further actions are needed in this domain.

A3. Expanding the range and scope of employment services and programmes (active labour market policies)

A3.1 Assessment and design of adequate, gender-responsive labour market policies.

Outputs:

- ALMPs improved, diversified and tailored to specific regions and target groups.

⁴ Bilateral cooperation agreements were established between SILSS and 4 Labour Inspectorates from neighbour countries, as follows: FYROM, Kosovo, Bulgaria and Romania. The agreement with the Labour inspectorate in Montenegro was accepted but not signed, due to organisational changes in the Government of Montenegro. The agreements are the basis, one hand, for a wider cooperation between Labour Inspectorates in the region and, on the other hand, for the establishment of a future regional network of labour inspectorates in South Eastern Europe countries. The international cooperation in the region was acknowledged and further discussed at the Regional Seminar organised by the MoSWY and SILSS, with the support of the ILO-EU IPA 2010 Project, in June 2014, in Tirana, with representatives of the above mentioned countries and of the EU and of international organisations.

- Procedures for application to ALMPs simplified.
- ALMP implementation on regional level is strengthened through cooperation agreements.
- Improved indicators in terms of inclusion of vulnerable groups in ALMPs in a regional basis.
- ALMPs adopted by DCMs and implemented across the country in an effective, efficient, and gender-equitable manner.
- Regional/Local employment partnerships established (which have identified needs and implement or monitor training and employment measures at local/ regional level).
- Training for female and male skilled workers organised together with industry to respond to short term requests (e.g. TAP project).
- Legal basis for provision of ALMPs is revised and adopted.
- Equal opportunity policy and action plan are developed by NES, adopted and annually updated.
- Designated NES officials are capable of identifying (potential) migrants among their clients and to provide tailored services/refer to other relevant support entities (e.g. on issues of legal status, medical assistance, etc.)
- Effective, transparent and participative financing system for service delivery is designed and in place.

A3.2 Registration, profiling and gender-sensitive counselling of jobseekers

Outputs:

- Registers of unemployed people verified / updated to include only unemployed jobseekers.
- Brochures published about employment services offered.
- Unemployed registers updated to contain only active jobseekers.
- National standards on ethical and fair recruitment in Albania and internationally developed and enforced.
- ISCO/ ESCO list and the National List of occupations used by job counsellors.
- NES counsellors trained and capacitated to deliver gender-sensitive counselling that responds to inclusion goals and diversity needs.
- NES counsellors undertake profiling of jobseekers.
- NES counsellors do gender-sensitive group or individual counselling.
- Job clubs organised.
- Designated NES counsellors are capable to refer young female and male potential entrepreneurs among their clients to respective helpdesks, business development services and relevant support/training entities
- Migration counters in employment offices provide tailored counselling and guidance to all female and male returnee clients in order to facilitate the reintegration process.
- Continuous job counselling to immigrants, on application methods, documentation, criteria and procedures for obtaining a work permit and certificate for employment declaration.

A3.1 Assessment and design of adequate, gender-responsive labour market policies.

Since 2014, several changes have been made to the Active labour market policies under implementation in Albania. With assistance of UNDP, in 2014 a revised scoring system of evaluation of the applications began to be implemented, which has contributed to simplify the application procedures by the employer and to increase the transparency in the funds used. During the 2013-2016 period, MoSWY has significantly increased the funds for active labour market measure - from 90 million ALL in 2013 to 450 million ALL in 2015, and reaching 490 million ALL available for the year 2016. This has been the result of the recommendations coming from assessments made to the way active labour market measures have been implemented in the country.

Additional support has been provided for a comprehensive assessment of the existing Employment Promotion Programmes (EPPs) . In September 2014, a concept note on the program evaluation of the EPPs being implemented in the country was developed. Based on it, a comprehensive evaluation of EPPs

implementation from 2008-2014 was undertaken comprising five components: desk-review of international best practices; analysis of the dynamics and trends in EPPs in Albania, in the period 2008-2014; survey to the beneficiaries of EPPs in 2014 on the implementation of such programmes; focus groups to NES staff and jobseekers to identify new possible programmes; impact assessment in terms of employment and earnings for the 2012/2013 years. The main recommendations of the review on the improvements of the Employment Promotion Programs have been embedded in the revised Law on Employment Promotion, and in designing/reformulating of the Employment Promotions Programs launched in the beginning of 2016.

Thus, in the scope of the SDC-UNDP Skills for Employment (SD4E) Programme, during the second half of 2015, UNDP focused on the improvement and diversification of employment promotion programmes. The SD4E programme has assessed the feasibility of new models and approaches to employment promotion programmes. The latter includes considerations on financial, management and coordination capacities for implementation - paving the way for their implementation during 2016.

As a result of the joint work carried out in collaboration with the Department of Employment Policies and Migration at the Ministry of Social Welfare and Youth and the National Employment Service, 3 Decisions of the Council of Ministers have been revised/drafted and approved by the Council of Ministers in January 2016. More specifically DCM 27 has been tailored to the needs of women single heads of household with children under the age 18, DCM 199 to the needs of recent graduates and DCM 64 sets a support package for individuals under 30 years of age who were orphaned prior to turning 18. In addition, support is being provided by the “Skills Development for Employment” Programme implemented by UNDP to the National Employment Service in revising all operating procedures for the implementation of active labour market programmes, and the scoring system for the selection of enterprises.

A3.2 Registration, profiling and gender-sensitive counselling of jobseekers.

The number of job vacancies registered at NES by potential employers in 2014 was 30 583, an increase of 14 408 more than in 2013. In 2015, the total number of job vacancies registered at NES was of 35 345. It is estimated that for 2016, there will be an increase in the number of job vacancies by 5%. This reflects a better cooperation between public employment offices and employers, but still far from the public employment services performance in other EU countries, where the job vacancy announcement, job placement is much higher and effective than in Albania.

At the end of 2015, aiming at cleaning up the NES registry of active jobseekers, the Law No. 146 of 2015 "For Jobseekers" was adopted, which specifies the criteria for registration and deregistration of each unemployed jobseeker at the public employment offices. By implementing this Law, it is expected that during 2016, the Employment Offices will be able to identify the right number of persons actually searching for a job and interested to contact an Employment Office for receiving information about suitable employment opportunities. In this way, NES will be able to remove those who are currently registered as jobseekers but at the same time working informally, or in certain cases, registering at NES only for the purpose of benefiting from the economic aid and/or free health care scheme. This implies that a verification is made by the Tax Department using the self-declaration records of the person seeking to

gain the status of “registered unemployed jobseeker” (soon available online). This Law also creates a mandatory procedure for each registered jobseeker to be presented regularly (each month, instead of the previous once every 3 months) to the public Employment Offices. Refusal of a suitable job offer or other Employment Promotion Programme (EPPs = ALMPs, - vocational training) to a jobseeker leads to the loss of the “registered unemployed jobseeker” status. This will contribute to the prevention of fictitious inflows and outflows of economic aid schemes.

A4. Improvement of the gender-sensitive monitoring and evaluation of employment measures

A4.1 Development of a sustainable and gender-sensitive system for monitoring and evaluation, including implementation of impact evaluation of employment measures on sub-groups of female and male job-seekers.

Outputs:

- Monitoring Plan for NES is designed and implemented including a proper methodology.
- Programmes monitored and evaluated according to agreed criteria, results and indicators.
- New policies are redefined or adjusted based on the regular monitoring reports.
- Gender equality and diversity criteria are integral part of all monitoring and evaluation procedures and processes, and the relevant indicators of the National Set of Harmonised Gender Indicators are consistently applied.
- Period reports on the achievements of gender-sensitive targets for employment and training are prepared.
- Labour market policies are adapted as per the main recommendations of the studies and assessments carried out.

A4.1 Development of a sustainable and gender-sensitive system for monitoring and evaluation, including implementation of impact evaluation of employment measures on sub-groups of female and male job-seekers.

The indicators for monitoring the activities of NES have been revised and the Monitoring Plan re-conceptualized and implemented. The development of the "Reports" add-on module within the Information System of Employment Services is on-going and will allow the elaboration of better monitoring reports of NES staff work and other statistical reports on the services provided by the Employment Offices, including active and passive employment programmes. This module is expected to be fully operational in the beginning of 2016. NES reports that all monitoring indicators about employment services and policies offer gender equality indicators, which has also resulted in a revised NES statistical program made operation at the end of 2015. In all periodic reports made available, gender disaggregated data are included. Support by UNDP is also being provided towards the preparation of the NES Annual Review and the creation of a statistical bulletin that will be updated on a regular basis.

The 2015 assessment study report on "Employment Promotion Programmes in Albania: assessment of their quality in the process of formulation and implementation (2008-2014)" includes a review of the impact assessment methodology in terms of job creation and income earnings, and has a full set of recommendations for the necessary improvements in the upcoming years. During 2016, UNDP envisages support to the National Employment Service in the reviewing the methodology for monitoring and evaluating active labour market measures. In addition, the impact assessment for the programmes completed during 2014 and 2015 will be carried out.

Challenges met and actions taken

- NES experienced difficulties on extending services to rural areas due to the on-going territorial administrative reform
- Administrative burden on employment services' officials in the new offices – new legislation on registered unemployed jobseekers
- Standardized data on the beneficiaries of active labour market measures are not collected/updated regularly, with different employment offices using different standards. During the first 6 months of 2016, NES will be supported with streamlining the process of data collection on the beneficiaries of active labour market measures. An electronic module is being developed linking the database of unemployed jobseekers to the one of ALMM beneficiaries.

On track	On progress	Delayed or not completed
<p>Progresses made on opening 9 new employment offices and 5 reconstructed ones</p> <p>New Service Model delivery adopted and being implemented (training delivered to staff)</p> <p>Six Employment Promotion Programmes implemented in 2014/15 (improved application and selection procedures)</p> <p>Assessment carried out on the existing EPPs (2008-2014) - Revised programmes ready for implementation in 2016 (financial allocations substantially increased)</p> <p>Information System for Employment Services installed and upgraded at all 12 RDE and 24 local employment offices</p> <p>www.puna.gov.al made accessible to all</p> <p>Job Fairs and information made available to jobseekers and employers</p>	<p>Action Plan for implementing the NES Performance Management System drafted but not implemented yet</p> <p>Job descriptions and competence standards defined for all staff categories at MOSWY/NES</p> <p>Reporting modules of the Information System for Employment Services being developed</p> <p>Regulatory framework and collaboration with private employment agencies needs to be strengthened (according to the Labour Code amendments)</p> <p>International Labour Standards compliance and Labour Inspections data needs to improve reliability and systematic data collection procedures</p> <p>Law 146, dated of 2015, needs further implementation (job counselling services and mediation to be improved; needs harmonized models and staff training). Nevertheless, 323 specialists of NES offices are trained</p>	<p>Private sector involvement in employment programmes and policies is still weak</p>

	<p>Impact assessment of Active Labour Market Programmes 2015-2016 is planned (control groups and data collection needs to be improved)</p>	
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5. Quality vocational education and training to youth and adults

Strategic Priority B. Offer quality vocational education and training for youth and adults

Outcome Indicator: VET system is capable across sectors to prepare and maintain a skilled work force answering to the existing demand in Albania and in the SEE region labour market

Investments in human capital and the quality of the education and training system are at the core of an innovative and competitive economy with more and better jobs and were also considered as a core pillar of the National Employment and Skills Strategy. Increasing men's and women's employability involves making sure that they acquire the skills, knowledge and attitudes that will allow them to find work and cope with unpredictable labour market changes throughout their working lives.

Efforts to increase enrolment rates at all educational levels to bridge the gap with European Union countries is an ongoing priority of the Government of Albania, in which the medium term education reforms are at the centres, namely the ones focusing on the reform of skills development policies and systems. Increasing the quality of educational outcomes, developing qualifications, improving the attractiveness and relevance of the vocational education system and anticipating skills needs to redress mismatches, and improving skills recognition are critical objectives of this reform in the country. Lifelong learning and training are also considered instrumental to foster enterprise competitiveness and enhance labour productivity, as well as to improve job quality. Educational gaps across regions and population groups should be identified and addressed, aiming at promoting territorial cohesion and social inclusion of the most vulnerable.

Key-results (by result indicators and targets)

Results – Strategic Priority B:		
	2014 (Baseline)	2015
National Employment and Skills Strategy 2014 – 2020		
Up to 25 per cent increase of the share of female and male students attending VET programmes	30458	35262
25 per cent are females of the 40 per cent employed from vocational education graduates	Not provided ⁵	Not provided
Up to 4 per cent increase of adults participating in lifelong learning	1.3%	1.0%
Up to 55 per cent increase of employment rate of short training courses	13893	19483

⁵ This figure will be identified once the tracer system is in place by the end of 2017 according to the Sector Reform Contract document.

participants, out of which 75 per cent are females	46% Female	48% Female
Increase the annual share of PWD VET students by 1 p.p.	250	134
30 per cent increase of investment for VET by 2020		227 million lekë
Sector Reform Contract Result Indicators (IPA 2015)		
Share of VET teachers/instructors trained through the “Basic didactics training programme in VET”, NAVETQ	0%	3.5%
Establishment of Multifunctional VET Centres, MoSWY	0	1
VET graduates employment rate, MoSWY and NES tracer system	--	Not available

Pillar B - Description of results achieved by sub-objective and by Action

B1. Optimizing the VET providers network and diversifying offers (including the definition of competences by sectors)

B1.1 Assessment and reorganization of the main VET providers at regional level.

Outputs:

- National Baseline Survey of public VET providers is completed.
- National public network of VET providers is rationalized and re-conceptualized according to labour market needs, migration and demographic trends, as well as principles of multi-functionality, equality, diversity and flexibility of VET provision.
- Detailed plans elaborated jointly with all stakeholders on how to implement the transfer or merging of schools/VTCs into new networked structures in each region and within each institution.
- Operational plans implemented.
- Some VET providers are developed into multifunctional centres of competence for certain sectors (in charge of curriculum development and teacher training for the respective sector in Albania) through public-private partnerships.
- VET providers are knowledgeable about labour migration trends in Albania and interest among the population to obtain skills on demand in main destination countries, especially in the SEE region.

B1.2 Maintaining the database and quality assurance of training provision by private VET providers country-wide.

Outputs:

- System for accrediting VET providers (including private ones) further developed to assure quality of provision.
- More and more VET providers voluntarily adhere to a self-developed “quality label” system.
- Private training providers have included the qualifications and training offered by them in the database.

B1.1 Assessment and reorganisation of the main VET providers at regional level.

During this period we have conducted several studies on the situation of vocational schools in order to support the transferring process from the Ministry of Education to the Ministry of Social Welfare and Youth. These studies have been supported by international partners such as GIZ, ETF, UNDP, etc. GIZ and ETF have supported the *Baseline survey of Public VET providers 2014*. ETF has supported the *elaboration of the Feasibility Study on the establishment of VET Multifunctional Centres in Albania*. GIZ has developed a *Multifunctional VET Centre Concept for the Vocational Education School in Kamza*



including a School Development Plan. In view of the transfer of VE schools from the Ministry of Education to the Ministry of Social Welfare and Youth and the subsequent management challenges encountered, UNDP supported MoSWY in re-visiting the institutional set up for the administration of VET providers. The SD4E programme has provided technical expertise in elaborating through a participatory approach a detailed scenario towards an efficient and effective ways for the management of Vocational Schools in the country.

UNDP supported the analysis of the terms of reference of the National Employment Service in light of the Ministry's efforts to (i) improve the connection of schools and TVET centers with employment service and programs; (ii) define the role of NES in the implementation of the dual system and especially regarding the registration of apprentices and recognition of both formal and non-formal learning – the latest being short terms challenges for the first year of issuing of the diplomas by the MoSWY in 2015. More specifically the programme's contributions included: a) Development of a *transfer roadmap* that includes financial implications and leading to the migration of the vocational schools to NES; b) Drafting optional *legal provisions, organigrams, management structures*; c) Drafting a *manual for the schools' management*. The functional analysis carried out at the central and local level for the management of public VET providers, and the advisory support provided both in terms of defining the functions of VET providers, as well as harmonizing their functioning and optimizing public investments, resulted in MoSWY's decision to gradually reduce the number of public VET providers to 33 (compared to 39 in 2014-2015 academic year).

Based on these studies the MoSWY started reforming the VE schools. Some schools have been merged, namely the veterinary school "Zija Buliqi" with the agricultural school "Ndre Mjeda" in Shkodra district. The profiles of "Thermo-Hydraulics" and "Construction" of the school "Kole Idromeno" in Shkodra were transferred to the industrial school "Arben Broci" located in the same city. Seven schools in different cities - "26 March", Kavaja; "Halit Bërzeshta", Librazhd; "Havzi Nela", Kukes; Industrial Rubik "Myrteza Cape", Kucova; Professional, Poliçan, and "Qemal Bazelli", Çërravë (Pogradec) stopped enrolling new students due to its low attractiveness for new students, and the conditions of schools' infrastructure, equipment cabinets and laboratories.

In the meantime, given the emergent labour market needs, attention is being paid to offer other vocational qualifications in the field of sea economy with a focus on fishery as well as in the field of geology, mining. To stimulate the participation of students in secondary vocational schools scholarships are awarded. These scholarships are based on criteria as the selection of priority profiles, the area of residence of the students, their economic and social situation, among others.

With the support of the German government (GIZ program support vocational education and training) is being piloted professional Kamze School as a multifunctional center. While supported project "Support for education and vocational training oriented towards employment" funded by the EU under the IPA 2013 (who has just begun to be implemented) are working for the conversion of some schools in the multifunctional center in (4 Centers) Tirana, Shkodra, Elbasan and Fier.

Based on studies on the situation of vocational schools, MMSR has started and continues reforming



schools. We are working in collaboration with donors (EU, GIZ, Germany, Switzerland SDC, ADA-Austria, the Italian Cooperation, etc.) to support the best professional schools, with a view to their transformation to schools of excellence.

During this period, a new draft Law on VET was drafted, which aims to support reform in education and training by adapting it to the needs of the labor market and to improve elements on management, financing, decentralization, etc. The draft was developed in close cooperation with the Ministry of Education and Sports, social partners and with the support of donors and it is sent for comments in the line Ministries.

B1.2 Maintaining the database and quality assurance of training provision by private VET providers country-wide.

No progresses made until December 2015. UNDP has commenced and will continue in 2016 on defining an Albanian model for quality assurance and accreditation of public and private VET providers and programmes. The SD4E programme is currently working on three main research components related to this output; 1) the clarification and harmonization of the terminology related to VET Quality Assurance, Accreditation and work-based learning schemes in Albania; 2) the current institutional situation of VET Quality Assurance and Accreditation in Albania, assessment of the best practices and proposal of applicable models in Albania and 3) mapping of the private VET providers, the quality of their services, models and variety of fields offered. In addition by mid-2016, a self-assessment manual will be developed and rolled out.

B2. Assuring the quality of VET providers and improving the quality and adequacy of VET inputs (labs and equipment, curricula, teaching materials) and processes

B2.1 Analysis and upgrading of buildings, workshops and equipment available in VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of PWDs.

Outputs:

- Once the VET providers' network and the range of profiles to be offered in each VET institution have been redefined, an in-depth analysis by sector experts into the required infrastructure upgrading is undertaken.
- Strategic Facilities and Equipment Investment Plan 2015-2020 defined in line with sectoral priorities, new VET provider network plan, national and regional Skills Need Analysis and respective diversification of VET offers, private sector involvement in VET delivery, based on clear criteria (following quality training standards) and balanced and agreed at regional level.
- VET providers equipped according to the investment plan, including safe amenities and facilities for girls/women, and infrastructure and equipment responding to the needs of PWD.
- Contracts with companies to use their equipment and facilities promoted and established by VET providers based on an analysis of which companies comply with certain standards to offer training places.

B2.2 Create a National Catalogue of Vocational Qualifications and revise all VET frame curricula.

Outputs:

- New VET curriculum model (modular system) defined jointly with NAVETQ staff and approved, based on competence standards for each learning area.
- National List of professions revised/ National Catalogue of Vocational Qualifications designed and adopted.
- Sector Councils with the participation of social partners have been set up and defined qualifications/ competences for selected priority sectors and qualifications.

- NAVETQ actors trained and frame curricula for long and short courses revised, based on job descriptions and qualification descriptions (“national qualification or competence standards”) and on examples developed by donors.
- Actors in VET institutions trained and frame curricula further developed/ adjusted (and revised at regular intervals) in collaboration with experts from the business world.
- Quality assurance criteria for official approval of VET curricula are defined.
- One national competence-based framework curriculum for each qualification, published online as part of the National Catalogue for Vocational Qualifications.
- Gender equality and diversity goals are integrated into VET design, contents and provision, and gender stereotypes in profiling, curricula, promotion and teaching methodologies are eliminated.
- VET providers develop programmes which are tailored towards preparing specialists in professions on demand in other countries, taking into consideration Albania’s strategic advantage and overall governmental policy towards providing employment of nationals in other countries.
- There are cooperation platforms between VET providers and their counterparts abroad on sharing best practices and modern education technologies.

B2.3 Review of existing and develop new programmes for post-secondary VET provision.

Outputs:

- Qualifications identified reflect sector skill needs.
- Occupational and qualification standards developed
- Curricula for post-secondary VET developed for priority sectors and qualifications and published online as part of the National Catalogue of Vocational Qualifications.
- Inter-institutional cooperation arrangements between schools and universities in place to deliver post-secondary VET.
- Teachers/ trainers trained on post-secondary VET programmes.
- Conditions for practice learning in place enhanced together with the private sector.
- Cooperation agreements for implementation of post/secondary VET programmes or other higher non-university studies are established between HE institutions, VET providers and private sector.

B2.4 Evaluation of existing teaching materials, including their gender equality content and existence of gender stereotypes, as well as adequacy for PWDs.

Outputs:

- Teaching and learning materials (rather than textbooks) to accompany new curricula are developed (Model to be considered as used for economic schools).
- Gender-sensitive revision completed.
- Adequacy for PWD assessed and gaps identified.
- Teaching and learning materials published in e-book formats online in the web portal for the VET System.

B2.5 Definition and implementation of quality assurance criteria of VET system (at providers’ level) and changing the internal and external verification of VET curriculum implementation (inspection).

Outputs:

- Accreditation and quality assurance criteria for public and private providers redefined and linked to whether they offer training for employable skills.
- Public VET providers undertake self-evaluation and implement own development plans.
- Role and criteria for inspection of public VET provision redefined (national standards).
- Multiannual plan for VET providers’ inspections being implemented.

B2.1 Analysis and upgrading of buildings, workshops and equipment available in VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of PWDs.

Improving buildings, workshops and existing equipment at the VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of people with disabilities, is a



process that is followed by the Ministry of Social Welfare and Youth in a continuous basis and accomplished through the support of funding from the state budget as well as the contribution and funding provided by various donors. During 2015, specifically with funds from the state budget are bought furniture for different vocational schools, were purchased equipment for the laboratories of general subjects (physics, chemistry, biology) and are also bought equipment for vocational cabinets for tailoring, IT and food technology. Also being funded from the state budget, the MoSWY has furnished some cabinets for courses offered by public vocational training centers. GIZ in particular has contributed with the following equipment for MfC Kamza: 2014 - Equipment and installation of 4 IT labs; 2015 - CISCO Networking Academy (accreditation, installation and set-up of equipments), ICT: computers, racks, tables, chairs; Car mechanics; didactic car, testing equipment, tools and small diverse equipment. Kulturkontakt Austria has furnished Workshop/Kitchen facilities for school "Hamdi Bushati", in Shkodra. The investments made are far from covering the needs in this regard. The recommendations of the Baseline Survey highlight the need of developing a *National Development Plan for the network of VET providers*, which has not started yet.

Kulturkontakt Austria on behalf of the Austrian Ministry of Education and Women's Affairs has supported the Ministry of Social Welfare and Youth to establish the Albanian IT school, based on the model of the Austrian school "Peter Mahringer" in Shkodra with an Austrian curriculum for IT education. The curriculum has been adapted by Austrian experts and teacher trainings for the IT teachers of the school with an Austrian expert have started. PEER-Learning units between teachers of the Hermann-Gmeiner School and the Peter-Mahringer School have been initiated. The Austrian Ministry has deployed a pedagogical supervisor to the school who is responsible for the implementation of the new curriculum in the vocational practical subjects. The Austrian ministry and KKA have also made small investments in equipment and teaching material.

B2.2 Create a National Catalogue of Vocational Qualifications and revise all VET frame curricula.

Despite the fact that the National Catalogue of Vocational Qualifications is still not regulated from a legal point of view and is not technically structured yet, NAVETQ has developed all necessary elements of it (List of Vocational Qualifications, Titles and descriptions of Vocational Qualifications, and Frame Curricula qualifications), which are drafted in accordance with the requirements, and the process of updating is continuing regularly.

Some donors have supported the development of specific vocational qualifications, such as GIZ, which has elaborated Qualification Descriptions for ICT, developed in cooperation with businesses and under the leadership of NAVETQ. This curriculum has been approved by MoSWY. The draft curriculum for elderly care was also developed and aligned with German standards. GIZ facilitated the participation of experts from MoSWY, NAVETQ, NES and VE Schools to visit the Didaktika Fair for VET in Germany for years 2015 and 2016.

Based on ISCO-08, this classification of occupations organized 4,225 jobs in 435 unit groups, 125 minor groups and 37 sub-major groups with the aim of facilitating dialogue between the labour market and the



education and training sector, boosting skills-based job matching, and allowing for international comparison across occupations. To allow for international comparison, ISCO-08 requires that there is 100% matching in the list of occupations at the 3 digit level. This has not been the case with the 2009 List of occupations. As such, the SD4E programme has supported NAVETQ in revising the list of occupations to ensure alignment to ISCO-08. ESCO was also considered at the very beginning and jointly with NAVETQ and MoSWY it was agreed to proceed with the revision of the list of occupations as per ISCO-08. ESCO is significantly much broader and it also shows the relationships between occupations, skills, competences and qualifications. Beyond the index of occupational titles, NAVETQ embarked on developing the descriptive component of the classification system. The latter consists of descriptions of the tasks and duties as well as other aspects of the jobs which belong to each of the defined groups, including goods and services produced, skill level and specialization, occupations included and excluded, entry restrictions, etc. As of September 2015, descriptions have been elaborated for almost all sub-major groups, and selected minor and unit groups (2 sub-major groups, 61 small groups and 310 unit groups still remained to be elaborated). During this period the UNDP Programme has supported the elaboration of the latter. 272 occupational descriptions linked to the private sector have been elaborated through thorough in-depth interviews and consultations with private sector companies and representative organizations.

B2.3 Review of existing and develop new programmes for post-secondary VET provision.

Despite the fact that NAVETQ is still not responsible for inter-institutional cooperation agreements and other aspects of implementation of the post-secondary qualifications, descriptions of post-secondary vocational qualifications and curricula has been drafted by NAVETQ with the support of donors' projects. In the framework of the ILO-EU IPA 2010 project, a feasibility study on the expansion of the post-secondary VET system was conducted and its final report submitted to MoSWY. An implementation plan for the expansion of the post-secondary VET system was submitted to MoSWY as a main follow-up product of the feasibility study. The policy options set forth by the implementation plan were discussed and validated in a National Seminar held in January 2014.

Further to this, four frame curricula for post-secondary VET programmes were drafted by NAVETQ with the support of ILO-EU IPA 2010 project' - covering the agro-food processing industry, garment manufacturing industry, maritime services and VET instructors' sectors - and a flagship initiative for maritime sector was discussed and set forth for its future implementation, together with the IFC initiative for developing a public-private partnership. NAVETQ was fully involved in the process, considering the priority qualification of Deck Rating and VET Instructors Initial discussions with GIZ VET programme were carried out in order to prepare the implementation of a trial course for VET teachers' training at Kamza multifunctional centre, in order to evaluate its adequacy and suggest a further systemic adoption of this programme for in-service training of all existing VET teachers in the country.

Further the NAVETQ has reviewed the National List of Vocational Qualifications and in this list (to be approved by MoSWY) 39 post-secondary vocational qualifications are identified as needed by the private sector.

B2.4 Evaluation of existing teaching materials, including their gender equality content and existence of gender stereotypes, as well as adequacy for PWDs.

Teaching materials have been drafted by experts, these experts are from related fields, in accordance with criteria set in advance.

B2.5 Definition and implementation of quality assurance criteria of VET system (at providers' level) and changing the internal and external verification of VET curriculum implementation (inspection).

No progresses made until December 2015. In 2016, UNDP's SD4E programme will support NAVETQ in two main outputs, namely designing a self-evaluation manual for public VET providers, and defining roles and responsibilities (i.e. national standards for inspection of VET providers).

B3. Raising the image of VET and informing about VET providers, qualifications and training offers

B3.1 Running publicity/ awareness-raising campaigns about importance of and opportunities in VET and LLL for girls, boys, women and men in urban and rural areas.

Outputs:

- TV spots, talk shows, newspaper articles, posters/ banners, leaflets, brochures which are free from gender stereotypes and transmit an inclusive message are produced and distributed.
- Information on VET pathways to primary school pupils disseminated.
- Annual Career and job fairs organized.
- Open door days of VET providers organized.
- School pupils' taster days in businesses organized.
- Job insertion and salary levels of graduates from reformed VET analyzed.
- Focused approach on outreach to women and girls in rural and urban areas pursued
- Coaching for girls and boys opting for training in non-traditional occupations.
- Girls' uptake of non-traditional courses (particularly in high-potential and high-productive sectors) publicly promoted.

B3.2 Design a public interactive, searchable web portal/database on qualifications, curricula and training offers by VET providers.

Outputs:

- Demand-oriented, interactive, user-friendly database, searchable by region/ location, sector/ qualifications and VET offers, incl. links to providers' web links for further information is made available.
- Approved curricula and teaching materials available published online.
- Data updated by NAVETQ and by VET providers as a matter of publicity (to be used by potential learners, NAVETQ, NES, and social partners).
- Publicity to ensure use by potential learners, NAVETQ, employment services.

B3.3 Preparation of the participation of Albanian VET students in national, European and World skills competitions and related media promotion.

Outputs:

- Albanian female and male VET students participate in national EuroSkills and World Skills competitions.



B3.1 Running publicity/ awareness-raising campaigns about importance of and opportunities in VET and LLL for girls, boys, women and men in urban and rural areas.

Organizing media campaigns and raising awareness on the importance of and the opportunities in VET and Lifelong Learning for girls, boys, women and men in urban and rural areas is a measure that is organized on a yearly basis aimed increasing the number of students enrolled in vocational schools, as well as the number of unemployed registered jobseekers at employment offices attending training courses at public vocational training centres. During 2015, many activities were organized in this regard. It is worth to mention: the Open Days organized by each vocational school in cooperation with the 9-year schools in the region where these schools operate; Olympiads organized by vocational schools in cooperation with the company MEGATEK; Various fairs work and study; More TV conversations and programs focusing on vocational education and training topics. A strong support from GIZ to the 2014 – 2015 campaigns was assured: Open days (including girl's day) for VET in MfC Kamza, Film social health care/; Social media campaign for VET (TV spot in Facebook, YouTube); Brochure MfC Kamza; National VET Conference 2015 (organised by FES, DIHA, GIZ).

B3.2 Design of a public interactive, searchable web portal/database on qualifications, curricula and training offers by VET providers.

NAVETQ products, as approved by MoSWY, were uploaded periodically in its renewed website: www.akafp.gov.al, easily accessible to users. This webpage is accessible to all. Products were sent to MoSWY along with an electronic copy (on CD) and serve as a database for the VET Portal created by MoSWY, which was extended to accommodate new informative modules about VE schools and VT centres, with the support of GIZ. Review of Draft National List of Qualifications - 20 descriptions of professional qualifications are revised and made available to the VET providers and general public.

B3.3 Preparation of the participation of Albanian VET students in national, European and World skills competitions and related media promotion.

In the frame of social responsibility, the company MEGATEK in cooperation with the MoSWY, MoES, and the NAVETQ, with the support of GIZ, Swisscontact and Vodafone, organized the project: "Vocational Skills Olympics 2015". This project is aimed at promoting vocational education in Albania through the training and then competition of students of vocational schools in Albania nationwide directions / profiles: Thermo-hydraulics, Construction, Electrical Engineering, Agriculture (Horticulture), Wood Processing, Information and Communication Technology and Painting. For the first time, with the invitation of the Ministry of Social Welfare and Youth, were part of this competition and three groups of five (5) students from the "Center of Competence" Skenderaj, Kosovo have competed in the profiles of Thermo-hydraulics, Construction and Electrical Engineering. In 2015 competed in a single day, 49 teams with 270 competitors, backed by about 1,500 students, teachers and principals from all public and private vocational schools in Albania and Kosovo.

The event has included competitions for vocational competences, where VET students demonstrated abilities, theoretical and practical skills, as well as key competences that they have acquired throughout

the years of schooling. Participants were introduced to the modern premises, materials and equipment available at MEGATEK. NAVETQ specialists participated in all phases of the event: presentation in vocational schools, training of participants, preparation of theoretical and practical tests, monitoring and evaluation teams during their competition.

<p>B4. Strengthening the linkages between learning and work and facilitating the transition to work</p>
<p>B4.1 Introduction of an already tested model in all VET institutions to organize links between VET institutions and businesses.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Teachers in all public VET institutions have the PASO or similar role (teachers require relevant technical background for the given occupational areas). ▪ Training to be delivered to the teachers selected for implementing such a model.
<p>B4.2 Establishment of agreements with companies and/or business associations that meet the criteria for offering training to students.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Agreements with businesses and/or business associations, chambers signed by the Ministry (and in the future by the VET providers). ▪ Periodical renewal of agreements (facilitating role by the Ministry).
<p>B4.3 Organization of elements of a dual system approach, including internships of VET students as part of the VET curriculum.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Lessons learned from past experiences under Swisscontact and GIZ projects analyzed. ▪ Elements of a dual training model are implemented, including project and work-based learning in VET institutions and company internships have become a systematic part of VET curriculum implementation in strong cooperation with private sector.
<p>B4.4 Promotion of entrepreneurial learning and women's entrepreneurship as a key competence.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Recommendations from BDI strategy and from EU Small Business Act assessment (OECD/ETF 2013) have informed a joint (MoEDTE, MoSWY, MoES, MARDWA) Entrepreneurial Learning Strategy. ▪ Joint action plan for Entrepreneurial Learning, including the design of curricula, teaching materials, teacher training, part of initial VET and adult training drafted and implemented, both as part of business education and as a compulsory subject for all. ▪ Key competencies captured by the EU Small Business Act Istanbul Indicators are reflected in VET training curricula and courses. ▪ Tailor-made entrepreneurship programmes specifically targeting girls and women, including in rural areas. ▪ Leadership and management skill programmes developed and conducted specifically targeting women and girls.

B4.1 Introduction of an already tested model in all VET institutions to organise links between VET institutions and businesses.

No progresses made until December 2015.

B4.2 Establishment of agreements with companies and/or business associations that meet the criteria for offering training to students.

Many studies on vocational skills development have yielded that key to the success of work-based learning schemes is the meaningful participation of the private sector. In the Albanian context, the latter remains minimal. To gain a better understanding of the incentives/disincentives, interests and needs for private sector participation in VET, a study has been commissioned by UNDP. The study is expected to explore the present situation and environment for private sector participation in VET and will recommend entry points for discussions with experts in the working group on WBL, for defining strategies for private sector involvement. In connection with the strengthening of the relations between learning and work and for facilitating the transition to work of young people who complete secondary vocational schools and trainees that are trained at public vocational training centres, in every VET provider (vocational education schools and public vocational training centres) was established a Board of Directors, where representatives of the business community participate. The presence of business representatives on Boards facilitates the performance of students / trainees on their vocational practices, which can be developed directly on the premises of companies aiming at equipping them with the required competencies at the workplace. The signing of agreements with the business community, e.g. the Association of Banks, also facilitates the professional practice of school students with economic terms at second-tier banks.

Through GIZ, MfC Kamza has established agreements with different companies and institutions on internships. In 2014, the signing of a MoU between GIZ, NAVETQ, MFC Kamza, BiznesAlbania and AITA for cooperation and placement of students in internships was a milestone in this direction.

B4.3 Organisation of elements of a dual system approach, including internships of VET students as part of the VET curriculum.

NAVETQ applied in October 2014 for a project entitled "Apprenticeship schemes for Youth Employment in Albania", funded by the EU Erasmus+ programme and co-funded by MoSWY. GIZ has supported NAVETQ for developing the project proposal and has also funded the study visit of Governmental officials to Hamburg and the launching workshop of the project.

Within this project, in the period from June to October 2015 it was conducted an analysis of the state of learning in the workplace (work-based learning) in the whole system of secondary and post-secondary professional in Albania. Within this study, best practices implemented in Albania in the period 1992-2014 regarding work-based learning were identified. Also within this project, a feasibility study was conducted and a Roadmap for the implementation of dual vocational education scheme was elaborated. The feasibility study also identified legal interventions, which should be included not only in the new VET Law, but also in other legal acts.

Awareness activities were also conducted: two study visits in Hamburg / Germany near Hamburg Institute of Vocational Education (HIBB) and businesses in the hotel and tourism sector. Participants in these visits were business representatives, MoSWY, NAVETQ and vocational education schools. All results



and reports from this project can be downloaded from the link below:
<https://www.dropbox.com/sh/iq2jv8xby9puwfo/AADPs548qJUyDSyaqgKyU1TTa?dl=0>

In the frame of this project, NAVETQ has conducted a study on the feasibility of the apprenticeship scheme in the Albanian secondary vocational education. This study identified main aspects that should be arranged in order for the apprenticeship scheme to be functional, such as the role of the in-company instructors. A roadmap was developed to implement the apprenticeship scheme. This roadmap includes the following steps: 1. Definition of the legal status of the apprentice; 2. Clarification of the insurance status for the apprentice at the work place; 3. Training of the in-company instructors; 4. Training of the apprenticeship coordinators at school; 5. Adaption of curricula; 6. Contract between the apprentice and the company.

Further to this, the UNDP SD4E Programme had planned to carry out a study that would identify existing best practices of work-based learning schemes in Albania, describe their main characteristics, advantages and disadvantages, and assess their feasibility for replication and up-scaling. During the programme operationalization phase it was however identified that a similar study was being carried out by the National Agency for Vocational Education and Training and Qualifications, funded by Erasmus+. To avoid duplication, it was decided to postpone this intervention to a later stage, until the findings of the Feasibility Study carried by NAVETQ are made available. A complementary, study will be undertaken in 2016 key elements of which include 1) costing of a national rollout of a work-based learning schemes; 2) legal support required; 3) sectorial approaches to work-based learning.

B4.4 Promotion of entrepreneurial learning and women's entrepreneurship as a key competence.

Based on the Memorandum of Cooperation signed between the Ministry of Social Welfare and Youth, Ministry of Education and Sports and Ministry of Economic Development, Tourism, Trade and Entrepreneurship regarding entrepreneurship learning, the NAVETQ has developed various curricula including relevant to the learning modules for the enterprise. More concretely, NAVETQ has introduced two separate subjects "Basics of Entrepreneurship" (grade 12 for all profiles except for business-administration) and "Entrepreneurial Behaviour" (grade 13 of business administration).

The Kulturkontakt Austria Regional Project implemented in Albania, Macedonia and Kosovo has delivered Train of Trainers actions (6 Trainers in Albania) on new and innovative approaches to Entrepreneurship Learning at VET schools. Development of a Teacher Training module on entrepreneurial learning (3 Training actions). Trainers trained in the project have already held the first module with about 70 participants from more than 30 VET schools in Albania. The second and third module will be held in April and October 2016. A tool-kit with methods and teaching instruments is being developed that will be made available to all schools/teachers participating in the project

B4.5 Development of learning materials related to the transition to work skills.

No progresses made until December 2015.

B5. Enhancing recruitment and improving competences of VET teachers and teacher trainers (incl. pre service training and continuous professional development), staff in charge of regional management, school or centre directors/managers.

B5.1. Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning.

Outputs:

- Approved policy paper regarding competence standards, pre service training and induction periods, certification, criteria for selection or recruitment, salary levels and continuous professional development of VET teachers and instructors (referring back to resp. CARDS document).

B5.2 Assessment of competences of VET teachers in public VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile.

Outputs:

- Once regional VET providers' network and VET profiles to be offered have been redefined, a national plan for selection/ recruitment and development of VET teachers and instructors/ specialists in 5-10 year perspective approved.

B5.3 Review of the VET teachers' preparation model.

Outputs:

- VET teacher pre-service programme revised.
- Training actions to VET instructors in pedagogical elements delivered.
- Pre/service training program implemented as of 2015.
- Accreditation mechanism for the access to the VET teacher occupation and training actions are in place.

B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues

Outputs:

- Compulsory induction training on gender equality and social inclusion/diversity issues for potential VET teachers implemented.

B5.5 Organization and delivery of extensive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues.

Outputs:

- Training needs identified.
- Database of trainers (including those trained under different donor projects), by specialist area, for both pre and in service training prepared.
- List of available training modules recorded in a database.
- Annual plan to organize VET teacher training defined and funds allocated.
- Networks of teachers in the same occupational field organized (as communities of practice).
- Online teacher materials for self-learning adopted.
- Modules on gender equality and diversity knowledge skills are integral part of VET teacher training materials.

B5.6 Organization and delivery of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors).

Outputs:

- Training needs identified.
- Database of accredited (gender) trainers and training modules created and updated.
- Network of directors of VET institutions exchange information, learn and solve problems.
- Training actions to managers, directors, Board members and other VET human resources are delivered starting from 2015.



B5.1 Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning.

In cooperation with the Ministry of Education and Sports was approved the Instruction No. 6, dated of 24.02.2015, "On the general criteria and procedures for recruitment, personnel theoretical and practical teaching in public education institutions and vocational training". Based on this instruction all public VET institutions (vocational education schools and public vocational training centres) must apply the same set of criteria for the recruitment of theoretical and practical teaching staff.

GIZ supported NAVETQ to develop a *Road Map to Human Resources Management for public VET providers* based on a wide consultative process. Although, there is no legal mandate for NAVETQ to initiate, coordinate and supervise HR development at level of VET providers.

B5.2 Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile.

NAVETQ has conducted an analysis of training needs of VET teachers and instructors, and has contributed with technical expertise for drafting the concept paper for developing in-service training programmes of VET teachers. It also contributed to the implementation of a pilot program course on "Fundamentals of didactics on VET", to the conception of training teachers' modules and has provided inputs to the draft of the new VET Law.

ETF conducted a national survey on continuing professional development (CPD) of VET teachers and trainers, establishing levels & types of CPD that VET teachers and trainers have undergone in the previous year (=baseline), among others.

B5.3 Review of the VET teachers' preparation model.

Pedagogical training before the appointment (pre-service) of VET teachers is the responsibility of the Faculty of Education (which currently does not offer), and not NAVETQ. NAVETQ, with the support of GIZ, has prepared and is piloting a program training 24 days (in-service) for "Basics of didactics on VET", which will be obligatory for all VET teachers and instructors and will serve as a pre-service training. It is assumed that NAVETQ should perform training needs analysis, organization, monitoring and funding of this program. NAVETQ, in cooperation with the ETF, shall support the creation of Units for Training of Teachers and Instructors in all public VET providers.

B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues.

NAVETQ, funded by the German government (GIZ), has conducted a study on the situation and the level of VET teachers and instructors, and their needs for initial and continuous training, including a wide range of topics.



Kulturkontakt Austria Project aims at increasing the number of girls enrolled in VE schools with a focus on IT - Girls in technical/a-typical professions. In 2015 a national conference, a study trip to the "Girls Day" in Austria (by representatives of MoSWY) and a first Kick-Off Workshop with teachers and head teachers from IT schools have taken place to assess needs and ideas of what schools can do to increase female enrolment. Ideas for development of gender sensitive promotion material have been discussed. Study on female enrolment in dorms has been published.

B5.5 Organisation and delivering of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues.

GIZ supported the elaboration of a *Concept paper on in-service pedagogical training for VET teachers and instructors*, which was approved by MoSWY. NAVETQ drafted in cooperation with and financial support by the Vocational Education Program of GIZ the curriculum for "Basics of didactics on VET". After compiling this program, they trained an 18-member group of trainers, who will be the basic group to implement the program).With the support of GIZ has started the first national training cycle of in-service pedagogical training of VET teachers and instructors: 4 out of 6 modules delivered in 2016 for pilot group of 42 VET teachers/instructors. GIZ has also developed training of teachers of the MfC Kamza as follows: (a) pedagogical training of all 64 teachers (VET and general teachers); (b) training in technical fields: ICT, elderly care, car mechanics; (c) organisation and follow-up on internships (d) study visits to GER (Educational fairs, school exchange, etc).

ETF together with NAVETQ has started a pilot to set up Teachers Training units in three schools/VTCs (Beqir Cela Durres, Kamza, Industrial school/ VTC Fier).

B5.6 Organisation and delivery of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors).

During 2015, NAVETQ has taken a qualitative analysis on the needs for continuous training of VET teachers and instructors in 20 VE schools and 10 vocational training centres. From this study, it was identified the need for training in the following areas: a) The legal framework of AFP; b) The terminology and basic concepts of VET; c) The involvement of the business in updating curricula; d) Familiarity with new technologies of the profession; e) Use of traditional and digital media in teaching; f) Organization of theoretical and practical exams; and g) Encouraging the entrepreneurial skills of students.

GIZ supported MoSWY to assess the training needs of VET providers' management staff (directors, deputies, and financial staff) and funded a study visit of school managers in Hamburg to the Hamburg Institute for VET (HIBB) on ""good practice in school management".

Challenges met and actions taken

- Outdated, unclear or inexistent legal frameworks (VET legislation, in particular)

- Overlapped responsibilities with other Ministries and public bodies (i.e. MoES & MoSWY: BOTEM & NAVETQ)
- Unclear responsibilities over VET teachers' and other staff training
- Very limited participation of business/private sector representatives in VET system (dual approach) due to lack of interest and inexistent incentives
- Strategic and Operational management of AQF is lacking due to limited human and financial resources

On track	On progress	Delayed or not completed
<p>VET providers baseline survey completed & VET providers management Roadmap elaborated</p> <p>Feasibility study on Multifunctional VET Centers prepared</p> <p>Vocational Qualifications titles and descriptions made available at NAVETQ website (www.akafp.gov.al)</p> <p>Media campaigns on VET offers and opportunities, Open Days, Vocational Skills Olympics 2015, and increased media coverage on Employment and Skills development topics</p> <p>Concept paper for VET teachers' continuous professional development elaborated</p> <p>Human Resources (HR)</p> <p>Management of VET Providers Roadmap drafted</p> <p>Craftsmanship Law is approved</p>	<p>Only Kamza MFC is operating as such (4 other are planned in IPA 2013 project: 3 in SDC Skills for Jobs project: 3 in the EU SRC – IPA 2015 funds)</p> <p>Feasibility study on post-secondary VET offers elaborated and 4 curricula drafted but no further actions for its implementation have been taken (HE & VET institutions)</p> <p>VE schools Boards improved but still lacking autonomy and financial planning methodologies</p> <p>Only a training pilot action on “Fundamentals on Didactics for VET teachers” has been organized for 25 teachers</p> <p>Teaching and learning materials still underdeveloped, outdated and not accessible to all</p> <p>Business participation in a “dual approach” perspective is still limited due to lack of legal provisions and other incentives</p>	<p>New VET Law adopted is critical for the progress to be achieved in the VET reform (procedures for its approval has already started)</p> <p>VET staff needs training in all its dimensions (pedagogics, technical, managerial, etc.)</p> <p>Financial resources available through the Sector Reform Contract need to be allocated to the planned activities (i.e. VET staff training, MfCs establishment, AQF further implementation)</p>

6. More social inclusion and territorial cohesion through employment and skills policy

Strategic Priority C. Promote social inclusion and territorial cohesion

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

Educational attainment, labour market status and geographical location are strong determinants of poverty. Addressing existing gaps in these areas will have a positive impact on reducing social exclusion among vulnerable groups of the population (low-skilled individuals, long-term unemployed, women working as contributing family members and youth living in rural areas). Targeted education and training policy actions will be used to reduce gaps in educational and training outcomes between rural and urban areas and between poor and non-poor students. Equity concerns, however, demand that specific interventions be deployed to address the needs of individuals at risk of poverty and social exclusion through better access to education, employment and social services as well as employment and income opportunities. The coordination between social assistance programmes and active labour market measures will allow activation strategies grounded on a mutual obligation system.

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

Key-results (by result indicators and targets)

Results – Strategic Priority C:		
	2014 (Baseline)	2015
National Employment and Skills Strategy 2014 – 2020		
Decrease of long term unemployment for women to 61.0 per cent, for men to 59.0 per cent	Female 70.1% Male 61.0%	Female 66.3% Male 65.8%

Decrease in youth unemployment (15-29 years) for girls from 33.8 to 25.0 per cent, for boys from 43.6 per cent to 35.0 per cent, Labour Force Survey	Female 27.4% Male 35.6%	Female 34.7% Male 32.3%
Reduction of the gender wage gap in 4 per cent point, Labour Force Survey	14.7 p.p.	15 p.p.
10 per cent of social assistance beneficiaries come from employment promotion programmes	306 (n)	353 (n)
Annual number of women and men covered by social and health insurance by 1 per cent point	Not provided	Not provided
Sector Reform Contract Result Indicators (IPA 2015)		
Number of Roma and Egyptians who complete training programmes, NES	175 Roma & Egyptians in VT and 164 in EPPs	77 Roma & Egyptians in VT and 162 in EPPs

Pillar C - Description of results achieved by sub-objective and by Action

C1. Extending employment and vocational training services to rural areas

C1.1 Establishment of inter-ministerial cooperation to address the situation in rural areas, including the coordination with government initiative and strategies including Strategy for Rural Development.

Outputs:

- Inputs to Rural Development Strategy by Ministry of Agriculture and Rural Development provided.
- Statistical survey methodologies revisited to consider women and men living in rural areas.
- New system in place for registering female and male unemployed jobseekers from rural areas.
- Reconsider definition of "self-employed" in rural areas together with INSTAT. People (families) who own a piece of land are not self-employed *per definitionem* (e.g. Macedonia and Romania do cover people in villages).
- System for registration of female and male rural workers, payment of a small tax for receiving minimum social protection and employment services in return defined and implemented.
- Statistical methodology tracking female/male rural out-migration established.
- Areas of significant out-migration from rural areas to urban areas are mapped.

C1.2 Expansion of the employment services to rural areas.

Outputs:

- Territorial coverage of NES office/services is mapped out. (Focus on uncovered areas with a view to ensure service delivery according to regional differences.)
- NES staff has updated their knowledge on needs of women and men in rural areas and the support including training and other ALMPs to which they could be referred. Action Plan including capacity building of NES staff is drafted and implemented.
- Initiatives to promote registration of unemployed women and men from rural areas are developed
- Mobile units offer employment services to female and male unemployed jobseekers in rural areas.

C1.3 Increase of VET offers in rural areas and outreach to excluded, vulnerable women, girls, boys and men in these areas.

Outputs:

- Public or private training providers to establish satellites or mobile units to offer training courses also in rural areas, tailored to the needs of rural population, including female and male youth and women of all age groups.
- Basic & practical skills courses for crafts trades, farming, food processing offered to female and male rural workers.
- Post-secondary VET to cover agro-food processing technician training, particularly for women.

C1.4 Training and employment of marginalized and disadvantaged women and men, including Roma and PWDs.

Outputs:

- A new program on wage subsidies and on the job training for people with PWDs will be implemented for the first time in 2014.
- Review of the ALMMs is carried out and new measures designed.
- New measures for employment promotion of marginalized and disadvantaged women and men, among which Roma and PWDs are extended to rural areas.

C1.1 Establishment of inter-ministerial cooperation to address the situation in rural areas, including the coordination with government initiative and strategies including Strategy for Rural Development.

No progresses made until December 2015.

C1.2 Expansion of the employment services to rural areas.

Study for the structure of the rural economy/employment has begun. It is expected that the study will provide a clearer picture of the working age population out of the labour force in rural areas, and establish a basis for the extension of employment services and VET in rural areas.

C1.3 Increase of VET offers in rural areas and outreach to excluded, vulnerable women, girls, boys and men in these areas.

Study for the structure of the rural economy/employment has begun. It is expected that the study will provide a clearer picture of the working age population out of the labour force in rural areas, and establish a basis for the extension of employment services and VET in rural areas.

C1.4 Training and employment of marginalised and disadvantaged women and men, including Roma and PWDs.

For the first time, in 2015, a new ALMP was implemented according to the Decision of the Council of Ministers No. 248 "On employment promotion for persons with disabilities". Other 5 employment promotion programmes are being implemented targeting mainly the most vulnerable groups.

Special attention has been paid and the inclusion of Roma in employment promotion programs and VET during 2014 - 2015. Ministry of Social Welfare and Youth, is working on establishment and operation of the online monitoring system of the indicators for R&E in different areas and government programmes, such as employment promotion, VET, economic aid and others. ROMALB is accessed by responsible institutions at central and local level at www.romalb.org. We are working on the institutionalization of the system in order to make it mandatory for the different institutions collecting data for R&E persons.

C2. Promoting social entrepreneurship (social economy and the third sector jobs) and women's economic empowerment

C2.1 Design and implementation of measures in relation to social entrepreneurship.

Outputs:

- Increase in the number of women and girls benefiting.
- Tracer study on female/male beneficiaries progressing into employment, start-up, clusters etc, in rural and urban areas.
- Mentoring programme for women and girls in place and accessible in rural areas.
- Concept of social enterprise (incl. model of cooperatives) is defined and addressed through proper legislation, in a SEE regional perspective.
- Comprehensive start-up strategies consisting of an all-inclusive consultancy, professional business idea assessment is composed.
- Modularized training in preparation of a start-up and on-going consultancy for at least the first year of self-employment is assured
- Required qualifications ensuing from the Small Business Act for Europe - Istanbul Indicators integrated into NES modules, and reflected in all training, coaching, counselling and business consultancy measures.
- Increased access to training and the labour market for women by supporting policies, measures and initiatives that aim at reconciling work and family life (e.g. child care facilities), including in rural areas.
- Inter-sectoral cooperation between the Policy Advisory Group on Women's Entrepreneurship (MoEDTE), NES and the VET system.

C2.2 Creation of conditions for fostering female and male employment in the third sector (social enterprise focus).

Outputs:

- Capacity building of NGOs including improvement of management knowledge and skills, supporting professionalism, training for the establishment and implementation of new business, and promotion of "learning partnership" is promoted.
- Training of local and regional authorities and public institutions how to work with third sector organizations is delivered.
- Cooperation between NGOs and the business sector is promoted.

C2.1 Design and implementation of measures in relation to social entrepreneurship.

The Social Enterprise Law was drafted and approved (July 2016) This Law regulates the organization and operation of social enterprises and sets out the conditions and criteria that an entity must fill to obtain the status of social enterprise. Social enterprises will provide employment opportunities for persons whose age, health and family situation does not allow them to be available to enter into the labour market through other programmes or actions. Social enterprises, in addition to the goal of economic and social integration of vulnerable groups, aim to promote gender equality and encourage a spirit of responsibility, solidarity and social cohesion in the community.

C2.2 Creation of conditions for fostering female and male employment in the third sector (social enterprise focus).

The Social Enterprise Law was drafted and approved (July 2016). This Law regulates the organization and operation of social enterprises and sets out the conditions and criteria that an entity must fill to obtain the status of social enterprise. See C2.1.

C3. Introduce an activation strategy to minimize inactivity and welfare traps

C3.1 Reform of social assistance system to avoid leakages, targeting errors and increase coverage of eligible individuals and to link welfare with reintegration into the labour market.

Outputs:

- Harmonized delivery of employment and social services to address the needs of individuals facing multiple disadvantages, maximize the interaction between passive and active policies, identify disincentives to labour market participation, and reduce welfare dependency.
- A system combining social welfare and active labour market policies (possibly including a community works programme) is established to support labour market integration of *Ndihma Ekonomike* recipients.
- A monitoring mechanism is established which tracks the situation of vulnerable and/or socially excluded women and men in Albania, including those affected by migration.

C3.1 Reform of social assistance system to avoid leakages, targeting errors and increase coverage of eligible individuals and to link welfare with reintegration into the labour market.

The National Social Protection Strategy 2015-2020 was approved in 2015, by the Decision of Council of Ministers Nr. 1071, dated of 23.12.2015. This Strategy mainly aims at reforming the Social Protection Programme. One of the main objectives of this strategy is the transformation of an economic aid program into an active reintegration scheme, by creating packages for the creation of employment opportunities, through increasing the involvement of social assistance beneficiaries in active labour market policies. Increase the efficiency of the social assistance scheme and the return from a passive to an active scheme will be implemented through several steps. It envisages also establishing a sustainable connection between the Economic Aid scheme, the vocational education and training schemes and the employment promotion programmes, thus strengthening and activating at the same time, families and individuals.

A study on social assistance (*Ndihma Ekonomike*) beneficiaries was conducted to understand how these persons are relating to labour market dynamics and how to build mechanisms for integrating them into sustainable jobs. This study looks on people's abilities compared with the skills required by labour market.

In cooperation with other responsible institutions, beneficiaries of social assistance should be involved in territorial development policies, such as rural development, infrastructure development, exploitation of forests and pastures. In the framework of the project "Modernization of Social Assistance", a reform of the social assistance program is being undertaken. In Tirana, Durres, Elbasan it is being piloted a new scheme for selecting the social assistance beneficiaries, which has made possible the realization of a transparent, efficient, process and the use of a dotted formula, better targeting poor households. This aims at improving efficiency and equity of the economic assistance scheme. Legal changes are being made to provide the extension of such scheme nationwide.

Policy Document for Social Inclusion has been approved with DCM Nr. 87, dated 03.02.2016, "On approval of the Policy Document on Social Inclusion 2016-2020". Social Inclusion Policy Document frames, assesses and evaluates social inclusion across policy areas including access to services for vulnerable and deprived groups.

Challenges met and actions taken

On track	On progress	Delayed or not completed
<p>Social Protection Strategy 2015-2020 was approved (with a significant component on Labour Market inclusion of the most vulnerable groups through VET offers)</p> <p>Social inclusion document is approved by the government</p> <p>Law on Social Enterprises is approved</p> <p>New programs for People with Disabilities, for girls and women with children under the age of 18 years, for the young orphans were drafted for the first time during this period and are being implemented;</p> <p>Special attention has been paid and the inclusion of Roma in employment promotion programs and VET.</p>	<p>Pilot of “modernization of Social Assistance Services” in three regions is on-going</p> <p>Study for the structure of the rural economy/employment has begun. It is expected that the study will provide a clearer picture of the working age population out of the labour force in rural areas, and establish a basis for the extension of employment services and VET in rural areas.</p> <p>The monitoring system for R&E to be operational</p>	<p>Extension of Employment and VET services to rural areas not initiated yet – many challenges faced due to the on-going territorial administrative reform</p> <p>Inter-ministerial cooperation is lacking to address the needs of the rural population in a comprehensive way in what regards employment and VET policies</p>

7. Better governance of the labour market and qualification systems

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

Outcome Indicator: Labour market and qualification systems are well governed and use the financing and human resources in a transparent and effective manner

Effective employment, education and training policies call for improved administration, efficient use of financial resources and better design, monitoring and evaluation of outcomes. Improving labour administration requires building the capacity of labour market institutions, namely the Departments of MoSWY responsible for employment & migration, VET, labour relations and OSH policies, the National Employment Services (NES), the National Agency for Vocational Education and Training and Qualification (NAVETQ) and the State Inspectorate for Labour and Social Service (SILSS) to manage their core tasks.

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

Key-results (by result indicators and targets)

Results – Strategic Priority D:		
	2014 (Baseline)	2015
National Employment and Skills Strategy 2014 – 2020		
75 per cent of the staff of MoSWY working for Strategy reforms	Not provided	Not provided
At least 80 per cent of the targets established by the Action Plan of the Strategy achieved	Not provided	Not provided
Establishment of Employment and Training Fund	Law drafted	Cancelled by MoF & IMF
Establishment of sound mechanisms for monitoring and evaluation of the labour market and VET outcomes	On-going	On-going

A modern legal framework aligned with the EU standards, including a further developed Albanian Qualification Framework	--	VET Law drafted AQF Law under revision
Strengthen social dialogue	NLC re-established	NLC met 3 times
Increased involvement of the private sector in the governance and financing of the sector	No progress	No progress
Sector Reform Contract Result Indicators (IPA 2015)		
Number of qualifications designed/revised according to the Albanian Qualification Framework (AQF), NAVETQ	87	--
Adoption of the revised Labour Code and subsidiary legislation, MOSWY	--	Labour Code amendments were adopted by the Parliament by the Law No.136, dated of 5.12.2015.

Pillar D - Description of results achieved by sub-objective and by Action

D1. Reforming the financing and governance of the labour market and VET systems
<p>D1.1. Creation of an Employment and Skills Development Fund.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Employment and Skills Development Fund principles and mechanisms for both the collection of contributions and the disbursement of funds developed in consultation with the private sector and donors. ▪ Legislation for Employment and Skills Development Fund drafted and adopted. ▪ Employment and Skills Development Fund managers and staff recruited and trained. ▪ Employment and Skills Development Fund procedures drafted and made operational. ▪ Annual implementation plans drafted and implemented through specific regulations. ▪ The role of business as intermediaries is strengthened. ▪ Calls for applications published to fund training and employment measures according to specific criteria. ▪ Contracts with providers signed and managed. ▪ Awareness-raising, publicity, monitoring, evaluation and reporting activities implemented.
<p>D 1.2. Creation of (an) autonomous structure(s) for the administration, the development and oversight of VET (the current NAVETQ).</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Revised Law and related by-laws drafted and adopted. ▪ Strong private sector participation ensured in the decision-making of the structures and annual development activities. ▪ Structure(s) for the administration and development of VET in Albania established and organisational chart and tasks defined. ▪ Staff recruited and all staff trained in line with the new tasks and a training needs analysis. ▪ Annual plans for VET development approved in line with NESS 2020 Action Plan and progress reporting assured.
<p>D 1.3 Strengthening the role of the National Labour Council.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Functional National Labour Council with tripartite representation is approved.

- Legal framework for the operationalization of the National Labour Council is in place.
- Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions.

D 1.4 Creation of a National Council for Employment and VET.

Outputs:

- Mechanisms for regular meetings of National Council for Employment and VET are created.
- *Ad hoc* working committees are established.
- Operational Plan of the National Council for Employment and VET is in place and regularly updated.
- Deliberations on gender-equitable Employment and VET governance and financing are taken timely.

D1.1 Creation of an Employment and Skills Development Fund.

The Draft Law "On the Fund for Employment and Skills Development" was developed through a long process of consultations with international experts and interested actors of public and private institutions, in the period 2013-2014. Technical assistance was provided by the ILO-EU IPA 2010 project to MoSWY on the creation of such Fund, through (i) the organisation of technical workshops, (ii) the participation on bilateral meetings with the Ministry of Finance, (iii) the participation on the discussions with the National Labour Council members, and (iv) the preparation of a draft Law and its rationale to be submitted for further legislative steps by the Government of Albania. Despite the MoSWY efforts for getting its approval, the legislative process was suspended due to the existing agreement between the Government of Albania (Ministry of Finance) and the International Monetary Fund (IMF), which prevents the creation of extra-budgetary funds.

D1.2 Creation of (an) autonomous structure(s) for the administration, the development and oversight of VET (the current NAVETQ).

No progresses made⁶ until December 2015.

D1.3 Strengthening the role of the National Labour Council.

The National Labour Council (NLC) is the highest tripartite social dialogue structure at national level, which was created in 1996 and carries out its activity on the basis of Article 200 of Law N. 7961, dated 12.07.1995 on "The Labour Code Republic of Albania" (amended), the Decision No. 1039, dated 12.04.2013 "On the functioning of the National Labour Council and the setting of Representative Council of Ministers in this Council", the Decision of Council of Ministers No.1060, dated 14.12.2013 "On determining the number of representatives of organizations of employees and employers in the National Labour Council and its rules of operation". During 2015, three meetings of the NLC were organized and

⁶ With the support of ETF, GIZ and ILO, the new VET law drafted foresees the roles & functions of NAVETQ (to be followed by by-laws). This comes further to technical assistance provided by the ILO-EU IPA 2010 project to MoSWY for reorganising NAVETQ, including the drafting of a new Decision of the Council of Ministers (DCM) needed to transfer this agency from the Ministry of Education and Sports to the Ministry of Social Welfare and Youth. This transfer made part of the overall VET reform undertaken by the new Government as of September 2013, and envisaged in the amended VET Law approved by the Parliament in July 2014. The DCM was submitted to MoSWY in November 2014, after a set of consultations with local and international experts.

held, consulting very important issues in the interest of the parties, namely: the Social Security reform and the fight against informality; the draft law "On employment promotion"; the draft law "On crafts in the Republic of Albania"; the draft law "On jobseekers" discussions on the reporting on the progress of the campaign against informality; consultation on Occupational Safety and Health Policy Document 2015-2020; and examination of a series of draft decisions for adoption of regulations related to issues of safety and health at work as per the EU OSH directives.

D1.4 Creation of a National Council for Employment and VET.

No progresses made until December 2015.

D2. Developing and implementing the Albanian Qualification Framework
<p>D2.1 Review of the work undertaken on vocational qualifications of the AQF.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Legal framework for AQF has been reviewed. ▪ Legal package (financial, administrative etc. regulations) has been prepared. ▪ Reviews undertaken on the work done so far on qualifications by NAVETQ and under different donor projects, and on qualifications offered by public or private VET providers or universities or existing only on paper. ▪ Research of various models for implementation of the credit system in VET is undertaken. ▪ Albanian credit system model is conceptualised.
<p>D2.2 Establishment and operationalization of sector committees.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Sectors of strategic importance to Albania have been prioritised and sector committees established with social partner representation. ▪ Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions. ▪ Sector committees reviewed qualifications required within their sector. ▪ NAVETQ revised list of professions. ▪ Sector committees developed occupational standards at different levels of competence for a prioritised list of occupations.
<p>D2.3 Revision and linking of curricula to the Albanian Qualifications Framework.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Curricula revised on the basis of qualifications referenced to AQF levels.
<p>D2.4 Selecting bodies and putting in place procedures for the validation of qualifications, skills assessments, certification and the validation/ recognition of prior learning.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Bodies appointed and procedures in place for the validation of qualifications; assessments of knowledge, skills and competences; certification; and validation of prior learning. ▪ National system of qualifications is capable of recognizing work experience, skills and qualifications received abroad.

D2.1 Review of the work undertaken on vocational qualifications of the AQF.

NAVETQ plays an important role in the implementation of the Albanian Qualification Framework (AQF). In 2015, based on the joint Order issued by MoSWY and MoES, NAVETQ is leading the work of the AQF Task Force. The scope of the work of this task-force is related to the revision of the Law No. 10247, dated 04.03.2010 "On the Albanian Qualification Framework", the elaboration of a Handbook,



and preparation of proposals for the needed secondary legislation. The Task-force has met twice in 2015. ETF is supporting the AQF task force set up. An action plan was agreed. Inventory and analysis is underway of vocational qualifications against a set of criteria. Law is expected to be approved by the Council of Ministers by the end of 2016.

D2.2 Establishment and operationalization of sector committees.

Several studies are drafted, in which is provided a diverse information about the types of the most demanding sectors, as well as providing more detailed information on the types of required professions. NAVETQ used this information to review the draft list of professional qualifications but also reviewing the List of Vocational Qualifications. It is planned to pilot the establishment of Sector Committees in 3 sectors, including drafting of qualification standards as per the labour market needs. A model for the Skills Sector Committees operation has been developed, agreed upon, and the implementation of the committees. The Skill Sector Committees will be managed by the MoSWY-NAVETQ, with representatives from the Agency of Accreditation of Higher Education (AAHE) of the MoES, and representatives of the MoEDTTE. The Albanian Qualifications Framework Task Force (AQF), under the leadership of NAVETQ, will be responsible for managing the SSCs on behalf of MoSWY. In each sector committee there will be representatives from private sector, including sector associations, lead firms, the Chamber of Commerce and Industry, Trade Unions, and from the skills supply side including public and private TVET institutions, Universities from sector, NAVETQ, AAHE, NES and others

D2.3 Revision and linking of curricula to the AQF.

All curricula and professional qualifications are designed in accordance with descriptions of qualifications associated with AQF levels.

D2.4 Selecting bodies and putting in place procedures for the validation of qualifications, skills assessments, certification and the validation/ recognition of prior learning.

A methodological guide for piloting the implementation of Recognition of Prior Learning mechanisms was drafted with technical assistance provided by the ILO-EU IPA 2010 project and approved by the MoSWY in 2013. The textile sector was selected to undertake the first pilot on drafting the occupational standards and preparing the assessment tools. Two occupational standards for the textile industry were prepared, linked with Levels 2 and 3 of Qualification as per the AQF. Guidelines for preparing occupational standards were also prepared and used by the working group members for this purpose. A set of assessment tools was developed and a pilot was conducted in November 2014 for assessing the competences of textile industry's Production Technician occupation. This pilot was undertaken in close cooperation with the private sector, which has worked closely with the project's experts in the development of the occupational standards and assessment tools, as well. As part of the technical assistance delivered by the IPA 2010 project a group of 10 assessors, including NAVETQ staff members, were trained on how to conduct recognition and certification of competences acquired in non-formal and informal learning. This was an innovative contribution of the project for establishing diverse pathways for adult's qualification as part of the development of lifelong learning opportunities in Albania. Further

developments on the up-scaling and coverage of other sectors by these RPL mechanisms are needed in the country as a very effective way to tackle the skills mismatch of the working population. It is also foreseen that these mechanisms can be used as part of the Fason (garment industry) Fund recently established by the Government of Albania and social partners to improve the skills, working conditions and competitiveness of this important economic sector for the country's economy. The legal basis is currently being revised within the preparation of the new VET Law. With the establishment of the AQF Task Force, it is being revised the AQF Law, and by-laws will be developed to support further the implementation of these procedures.

<p>D3. Improving the quality and gender-sensitivity of labour market information and ensuring its use for more equitable and effective governance, including funding</p>
<p>D3.1 Gender-sensitive review of existing surveys and analysis of skills needs at national and regional levels.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Regular gender-sensitive national skill needs analyses carried out and findings published on line. ▪ Skills needs assessment and related methodologies take into account mobility/migration of the population. ▪ Capacity development measures that ensure that gender equality, diversity and equal opportunity aspects are integrated into all methodologies and studies, and into the analysis and interpretation of VET and labour market data. ▪ Regional skill needs, using ETF-GIZ baseline study and regional development plans (UNDP), among others. ▪ National and regional skill needs analyses have informed the re-conceptualization of the network of VET providers and the gender-sensitive VET profiles offered in Albania and in each region.
<p>D3.2 Establishment of a gender-sensitive tracer system for VET graduates (initial and continuous training).</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Gender-sensitive tracer systems implemented by all VET providers and results released to the general public. ▪ Female and male graduates are tracked and gaps in gender-specific data and information closed. ▪ Results obtained through gender-sensitive tracer studies inform VET and labour market policy, management, decision-making, prioritization and budget allocation. ▪ Employment policy makers are capable of recognizing skill gaps in the national labour market and elaborate measures promoting skill transfer/borrowing from other labour markets.
<p>D3.3 Developing information sharing instruments about gender-sensitive labour market data (labour market bulletins, websites etc.).</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Gender-sensitive labour market data are released regularly. ▪ Gender equality, diversity and equal opportunity goals are integrated into all procedures and processes of information sharing, and into the analysis and interpretation of labour market data. ▪ Labour market information system (LMIS) is capable of feeding into decision making on broadening/narrowing access of foreigners to labour market in Albania, identifying sectors, locations with labour shortages and structural imbalances. ▪ Gender-sensitive labour mobility/migration indicators are inserted into the LFS and monitored. ▪ Methodology for gender-sensitive measuring of labour migration in Albania is developed and applied for generation of statistical data. ▪ Regular gender-sensitive report on labour mobility/migration within, to, and out of Albania is produced.
<p>D3.4 Establishment of mechanisms for sectoral skills forecasting.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ▪ Sectoral skills forecasting methodology is designed.



D3.1 Gender-sensitive review of existing surveys and analysis of skills needs at national and regional levels.

During May and June 2013, five regional trainings on Skills Needs Analysis (SNA) outcomes and methodology were designed and delivered, based on the National SNA 2012 document (prepared under the ILO-UNDP SIVET project). Further to this, the IPA 2010 project provided technical assistance in the preparation of the Skills Needs Analysis Survey 2014, underpinning the promotion of vocational training being more in tune with skills needs. In particular, the SNA survey 2014 included new sample design criteria (comparing with the previous SNA 2012) and other methodological options, such as 'occupations' being the key-variable for defining skills needs, and the cooperation with INSTAT for extracting the sample units as per the National Business Registry, that represented an added value for the survey development, not only because it is one of the most important tools for assessing the real needs for skills of private and public companies in Albania, but also because it should be used a valid methodology to be applied in future surveys. Thus, for the first time a sample design that allowed having quantitative data representative at both (national and regional) levels was used. Furthermore, the SNA Report for 2014 contained for the first time a gender dimension of the skills needs. Periodical Skills Needs Analysis surveys are planned for the period 2016-2018 in cooperation with UNDP.

ETF has supported the elaboration of a study on "Building an AQF: Demand side analysis and List of occupations", which looks into national and regional skill needs/ needs for certain profiles/ qualifications. The list of occupation has informed the inventory of vocational qualifications, which are being further analysed now (see D2.1), while the regional skill needs analysis is to inform the restructuring and reorientation of the network of public VET providers in each region (B1.1). GIZ has undertaken a specific analysis of Skills needs analysis on elderly care field and supported the translation of SNA 2014 final report into Albanian.

D3.2 Establishment of a gender-sensitive tracer system for VET graduates (initial and continuous training).

Aiming to increase the effectiveness of the vocational training and its relevance with the labour market requirements, the ILO-EU IPA 2010 project in cooperation with GIZ VET programme in Albania, discussed and recommended a tracer system methodology for TVET programmes. Two distinct tracer system models were piloted in VT Centres (by ILO) and VE schools (by GIZ). This was followed by joint workshop and meetings with MoSWY and TVET institutions. A policy paper offering options on the best practices for implementing a tracer system in the TVET system in Albania, prepared by ILO and GIZ, was submitted to the MoSWY. GIZ is providing further support to the MSWY and NES to develop an online Tracer System for VET graduates (VESs and VTCs). This system is already operational for Tirana region including Kamza. The reports with information on students/trainees' employability after the completion of schools/VTC are ready. This system will be operational for all the VET schools and centers and will be maintained and administered by NES within 2016.

D3.3 Developing information sharing instruments about gender-sensitive labour market data (labour market bulletins, websites etc.).

The Labour Force Survey 2012-2013 data were reprocessed according to the latest international standards approved by the International Conference of Labour Statisticians (ICLS), adopted in October 2013, in order to allow for reliable statistical data to be used on the analysis of labour market dynamics and the definition of the 2020's targets for the National Strategy for Employment and Skills 2014-2020. The ILO-EU IPA 2010 project technical assistance guaranteed an accurate assessment of the LFS methodology and results, specifically comparing different survey instruments and labour market statistical data that were used in the preparation of the National Strategy for Employment and Skills 2014-2020. Albania is included in the pilot to be undertaken by ILO for testing the full implementation of the new standards from 2016 onwards.

Gender equality and diversity criteria are an integral part of all procedures and monitoring and evaluation processes, and the relevant indicators National Harmonised Gender Indicators consistently applied. In all indicators of monitoring of services and policies offered by the National Employment Service are including indicators of gender equality reflected in the statistical program revised by the end of 2015, also in all periodic reports made for each indication is given diversity gender. NES compiles annually the Labour Market Bulletin, with data on main labour market indicators, compared with previous years. NES reports every 3 months on a limited set of indicators which reflects the activity of the Employment Offices. GIZ has been supporting the publishing of Labour Market Periodic bulletins, twice a year – this is an ongoing process. Periodic bulletins are prepared in cooperation with NES and INSTAT.

There is also a monitoring report on the implementation of the Action Plan for Reintegration of Returned Albanian citizens to the country (2010-2015). Periodic reports (by trimester and annual) are elaborated to report on labour migration (foreigners who come to work) to Albania.

D3.4 Establishment of mechanisms for sectoral skills forecasting.

No progresses made until December 2015.

D4. Modernising the legislative framework for VET (initial VET and adult training)

D4.1 Review of all pieces of existing legislation that regulate VET (in schools, VTCs, or higher professional education at universities, by public or private providers) and aspects related to VET (curriculum development, teacher training etc.).

Outputs:

- Legal working group is created to review examples from other countries and design a new comprehensive VET framework legislation.
- New framework VET legislation that regulates all aspects of a modern VET system in place.

D4.1 Review of all pieces of existing legislation that regulate VET (in schools, VTCs, or higher professional education at universities, by public or private providers) and aspects related to VET (curriculum development, teacher training etc.).

In the second half of 2014, twenty one sub-legal acts were revised/prepared and submitted to the MoSWY in a joint initiative of the ILO-EUIPA 2010 project, GIZ VET programme and Kulturkontakt Austria, which were needed to implement the amended VET Law, as approved in July 2014 by Parliament. The revision of the VET legislation was a decisive operational step to make the transfer of competences over the VE schools to MoSWY possible. This set of legal acts comprised: a DCM on VET providers establishment, closure and reorganization; a DCM on the VET providers' status; Guidelines on VET boards, admission criteria, operational conditions, recruitment of managers, supervision of providers; amongst others. Further legislative work is needed regarding three sub-legal acts that focus on counselling services, monitoring and reporting mechanisms, and List of Qualifications.

In 2015, a working group consisting of specialists, experts, lawyers of the Ministry of Social Welfare and Youth, the NAVETQ, the NES as well as independent experts in the field of education and vocational training worked on the new draft of the VET Law⁷. In the group were representatives from the Ministry of Education and Sports as well. The draft was also consulted with interest groups. The working group was assisted by the expertise of foreign experts with the support of the ETF, GIZ, ILO, and UNDP. Currently, the draft is sent to the line ministries for their opinion and then to be approved by the Council of Ministers. Afterwards it will be sent for discussion and approval by the Parliament within 2016.

D5. National legislation regulating mobility and labour market governance are in line with the country's broader socio-economic development goals and <i>EU Acquis</i>
D5.1. Approximation of relevant Albanian legislation with EU Directives. Outputs: <ul style="list-style-type: none"> ▪ Legislation adopted in conformity with EU legislation. ▪ Compliance is ensured on blue card directive, seasonal worker directive, single permit, researchers and scientists, family unification. ▪ SEE regional labour market is more inclusive and labour mobility is promoted across countries.
D5.2. Closing of skills gaps in the local labour market by active employment of specialists. Outputs: <ul style="list-style-type: none"> ▪ Skill transfer programmes are facilitated in the SEE region.

D5.1 Approximation of relevant Albanian legislation with EU Directives.

EU citizens can enjoy access to the Albanian labour market and equal treatment as citizens of Albania, in terms of employment, working conditions, salary, research and vocational training. By proposal of the Ministry of Social Welfare and Youth, citizens of the Republic of Kosovo and the citizens of the Republic

⁷ The recently approved Law on the Territorial Administrative Reform has left open for future definition the responsibility over the VE schools maintenance and building. This is a sensitive topic that needs to be addressed by the current revision of the VET Law, clarifying these aspects in order to move with the needed renovation of the school infrastructures.

of Serbia, ethnic Albanians who are lawfully in the territory of the Republic of Albania in the field of employment enjoy equal rights with the Albanian citizens and exempted from having to obtain equipping a work permit and a certificate of enrolment at work, unless specifically related to the availability of Albanian nationality.

The harmonisation of the OSH legislation based on the EU Framework Directive was fulfilled within the timeframe and scope of the ILO-EU IPA 2010 Project, even more than envisaged. All missing 17 Individual Directives were transposed and submitted officially to the responsible Ministries for further legislative procedures. Additionally, one Directive on Safety of Young Workers was transposed and 3 other Regulations in the area of Occupational Health were developed, in order to ensure a proper implementation of the new legal framework in this field. In total, 21 legal acts were prepared and 11 were already adopted by the Council of Ministers. The others are in the legislative process to be further adopted by the Government of Albania.

D5.2 Closing of skills gaps in the local labour market by active employment of specialists.

For the strengthening of governance of the labour market and training systems, the Ministry of Social Welfare and Youth in cooperation with the Ministry of Education and Sports, has created with the Joint Order [No. 4906 Prot, dated 09.29.2015 (MoSWY) and No. 7340/1 Prot. (MAS), dated 29.09.2015] "On the establishment of the Task Force for the development and further implementation of a National Qualifications Framework", with the participation of representatives of the social partners, with a view to revising the Law Nr. 10247, dated 04.03.2010, on the Albanian Qualifications Framework in the Republic of Albania. This task-force will propose the necessary changes and prepare proposals for its effective implementation, in accordance with best practices and the requirements of the European Higher Education Area (EHEA). The draft law is expected to be approved by the Council of Ministers within 2016.

Challenges met and actions taken

- Low participation of women in the National Labour Council
- Difficulties on accessing reliable data on Labour Inspections and on compliance with international labour standards

On track	On progress	Delayed or not completed
<p>National Labour Council (NLC) meets regularly and is fully operational</p> <p>AQF task force establishment was approved jointly by the MoSWY and MoES (Handbook and revised AQF Law under preparation)</p>	<p>NLC Specialized Committees still to be further implemented as well as regional structures for social dialogue</p> <p>Guidelines for establishing Sectoral Skills Committees have been drafted</p>	<p>National Employment and Skills Development Fund legal package drafted but not approved by the Ministry of Finance</p> <p>Sector Skills Committees are awaiting for further legal procedures and operational arrangements to be defined</p>

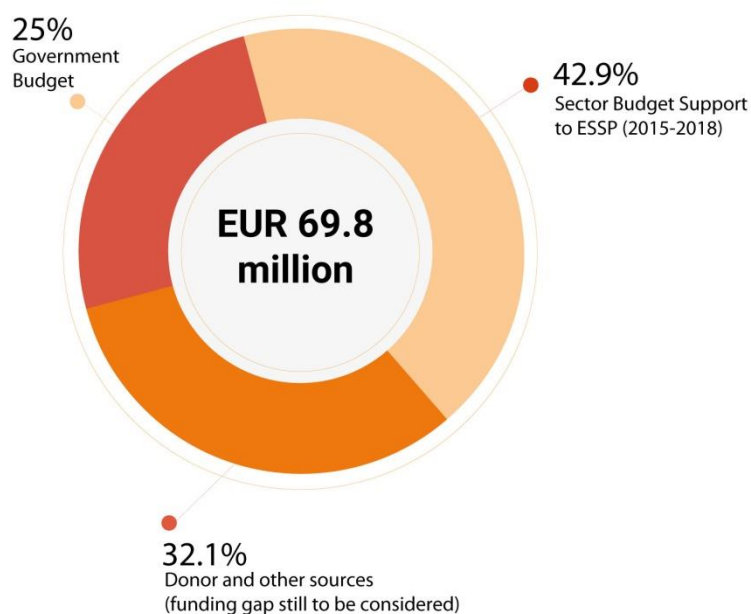
<p>Skills needs Analyses carried out at national, regional and sectoral levels based on improved methodologies</p> <p>Tracer System methodology for VET graduates defined and being implemented on pilot VET schools and centers.</p> <p>EU OSH Directives adopted and international labour conventions, but further implementation is needed</p>	<p>Curricula and qualification standards linked to AQF-EQF is an on-going process</p> <p>Low impact of Skills Needs Analysis findings on changing the VET offers/profiles at all levels (national, regional and local)</p> <p>Tracer System methodology for VET graduates defined and waiting to be adopted by NES within 2016.</p> <p>The new draft VET Law is drafted and the procedures for approval have started.</p>	<p>by MoSWY (pilot in 3 sectors to be decided)</p> <p>Recognition of Prior Learning mechanisms have been defined and tested in few qualifications, but lacks further regulations and resources for its establishment at the system level</p>
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8. Financial sources and allocations to-date

The NESS estimated budget for the period 2014-2020 amounts to a total of EUR 69.8 million. The Figure 8 illustrates the distribution of the total amount by funding sources, including the expected EU Sector Reform Contract for Employment and Skills 2016-2018 in a total amount of EUR 30 Million. These have been the initial estimations of the different funding components. International donors are quite active in this sub-sector and most of the financial gap has already allocated funding, such as the recent Swiss funds made available for the programmes Skills Development for Employment and Skills Development for Jobs. Italian Cooperation has also allocated a significant amount to this sub-sector aligned with SRC initiative.

Figure 7. NESS 2014-2020 Budget by Funding Sources

NESS (2014-2020) BUDGET



Below (Figure 9 and Table 3) it may be found the detailed information on the already approved State Budget allocations to MoSWY (EUR and ALL), where it can also be confirmed an increasing of about EUR 3.5 Million for the SRC related budget programmes (Labour Market, VET, Labour Inspection and Social Inclusion).

Figure 8. MoSWY 2015-2016 Budget for the SRC programmes (EUR)

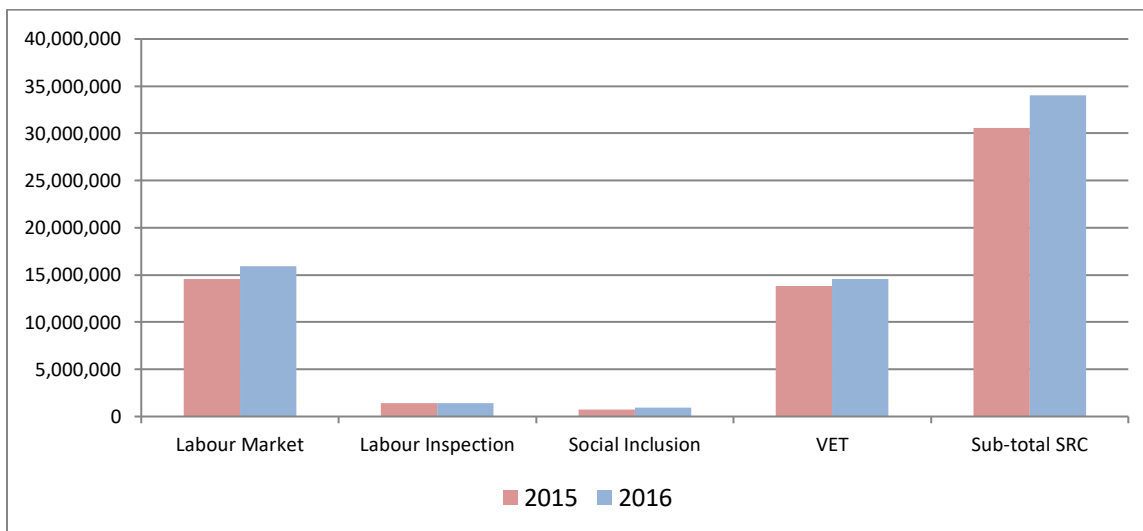


Table 3. MoSWY 2016 Approved Budget (/000 Million ALL)

	EUR		/000 Million ALL	
	2015	2016	2015	2016
Labour Market	14,588,730	15,928,078	2,057,011	2,245,859
Labour Inspection	1,415,773	1,422,645	199,624	200,593
Social Inclusion	731,560	933,433	103,150	131,614
VET	13,838,738	14,562,652	1,951,262	2,053,334
Sub-total SRC	30,574,801	34,047,163	4,311,047	4,631,400
Total	540,170,000	532,546,099	76,163,970	75,089,000

The Table below details the Approved MoSWY budget for 2016, including all programmes.

Table 4. MoSWY 2016 Approved Budget (/000 Million ALL)

		Current Expenditures	Capital Expenditures	Total
25	Ministry of Social Welfare and Youth	74,024,000	1,065,000	75,089,000
01110	Planning and Management	142,250	27,000	169,250
10220	Social Security	46,483,850	0	46,483,850
10430	Social Protection	21,310,000	328,300	21,638,300
10550	Labour Market	2,106,771	139,088	2,245,859
04170	Labour Inspection	182,140	18,453	200,593
10460	Social Inclusion	112,351	19,263	131,614
09240	Vocational Education and Training	1,526,238	527,096	2,053,334
08480	Support to Religions	128,400	1,000	129,400
01190	Political persecuted people	2,032,000	4,800	2,036,800

9. Where we stand on Employment and Skills sector towards EU standards?

Having in consideration that the NESS is aligned with other European and regional strategies, it is fundamental that this monitoring exercise follows the evolution registered concerning the key-targets defined within it.

In Table 5, it can be found the available data regarding a set of indicators chosen by the MoSWY to monitor the progress in terms of results and impacts. As it might be seen, some of these indicators are the same as the EU benchmarking indicators of the EU 2020 Strategy (although the targets are still lower than the ones adopted by the majority of EU member-states, and recommended by the EC), others are related to the SEE 2020 Strategy, and there is another two groups, one related to the World Bank recommended indicators, and the last one related to the Governmental Programme of the current government of Albania.

First of all, there is a methodological note that needs further explanation. At the time of drafting the NESS, there was a detailed analysis about Labour Force Survey (LFS) data made available by INSTAT, and the baselines used were the reprocessed ones of LFS 2012 (see legend of the table). Since this new international standards have not been adopted so far, neither by Eurostat, nor by INSTAT, the option here was to present the official data released by INSTAT and redefine the targets for 2017 and 2020 accordingly. For monitoring purposes, the INSTAT has provided the MoSWY with both set of data (the official and the reprocessed ones), but in the present report it will be used only the first ones. Thus, in brackets it is presented the “reprocessed” baselines and targets 2017 & 2020, and in bold and italic the “official” ones according to the INSTAT public released data.

Concerted action will be instrumental in achieving the following **key-targets** or **impact indicators** (see Table 5 for a complete overview of the 2020 NESS key-targets):

- to increase employment rate to 50.0 per cent (from 35.0% in 2012), especially in priority economic sectors;
- to reduce the unemployment rate to 10.2 per cent from 21.8 per cent in 2012, (not including the subsistent food producers as per the new international statistics standards on labour force data);
- to reduce the youth unemployment rate to 30 per cent, from the current 40.3 per cent.

A detailed analysis of the below table indicates the following:

1. A few indicators (the ones related mainly to services and processes undertaken by public institutions, such as the number of registered ALMP beneficiaries, long term unemployment and the employment in industry) show a **positive evolution**, with the defined target for 2017 already achieved. These are marked with **green colour**.
2. There is another group of indicators which are having a **positive evolution**, but not progressing so far as much as needed to achieve the defined targets by 2017. These are marked with **orange colour**.
3. However, most of the indicators are showing a **negative evolution**, which means that they are progressing exactly in the opposite direction that is needed for the targets’ achievement. These are mainly impact indicators, such as employment and unemployment rates, labour force participation rate, among others. This is mainly due to the deterioration of the labour market conditions, which has

also suffered from the impact of the international and European financial crisis. These indicators are presented in **red colour**.

It is very much recommended that the targets 2020 highlighted in grey could be revised within the mid-term review process in 2017, in order to align better the evolution of labour market dynamics and the results being obtained. The monitoring process of the Economic Reform Programme and the one of the implementation of the five RIGA mid-term deliverables⁸ can also give a relevant contribution to the definition of new targets for 2020.

Table 5. Key-Targets Monitoring - National Employment and Skills Strategy 2014-2020

Indicator	Means of verification	Baseline LFS 2012 reprocessed data (r)	2012 (baseline)	2014	2015	Targets 2017	Targets 2020
Recommended indicators by World Bank's M&E capacity development for the Western Balkans and Turkey							
Youth (15-24 years old) not in employment and not in education (NEET)	LFS 2012 (Q2.2012-Q1.2013)	(31.3%)	27.8%	30.9%	29.6%	(25.0%) 23.5%	(20.0%) 12.2%
Registered unemployed benefitting from employment promotion programmes	NES	<1%	<1%	2.8%	3.6%	3.5%	10.0%
Incidence of long-term unemployment	LFS	(75.1%)	77.6%	64.3%	66.0%	(65.0%) 67.5%	(60.0%) 62.5%
		(females 76.6%)	80.9%	70.1%	66.3%	(66.0%) 70.3%	(61.0%) 65.3%
		(males 74.3%)	75.5%	61.0%	65.8%	(64.0%) 65.2%	(59.0%) 60.2%
SEE 2020 and other related indicators							
Employment rate (population aged 15 years and above)	LFS	(35.0%)	48.4%	44.3%	46.2%	(42.0%) 56.4%	(50.0%) 64.4%
Labour force participation rate (population aged 15 years and above)	LFS	44.7%	56.2%	53.7%	55.7%	(51.4%) 62.9%	(58.4%) 69.9%
Unemployment rate (population aged 15-74 years old)	LFS	21.8%	13.8%	17.5%	17.1%	(17.2%) 9.2%	(10.2%) 2.2%
Youth unemployment rate (15-24), by sex	LFS	(40.3%)	29.3%	39.0%	39.8%	(35.0%) 24.0%	(30.0%) 19.0%
		(females 33.8%)	22.9%	32.6%	40.8%	(30.0%) 19.1%	(25.0%) 14.1%
		(males 43.6%)				(40.0%) 35.0%	

⁸ ETF is supporting the monitoring of the RIGA mid-term deliverables in the country, following the specific recommendations and guidelines of the European Commission for this purpose.

			32.7%	42.5%	39.2%	29.1%	24.1%
Work force by main economic sectors	LFS	(Agriculture 48.2%)	46.9%	42.7%	41.4%	(49.5%) 48.2%	(50.0%) 48.7%
		(Industry 16.0%)	16.3%	17.5%	18.6%	(17.0%) 17.3%	(18.0%) 18.3%
		(Services 33.0%)	36.4%	39.4%	39.8%	(32.5%) 35.9%	(32.0%) 35.4%
		(Other not clas.2.7%)	0.4%	0.4%	0.3%	(1.5%) --	(0.0%) 0.0%
EU Benchmarking indicators							
Employment rate of vocational education graduates (Share of employed with vocational education to the total employment)	LFS	(15.7%)	13.9%	12.6%	12.4%	(25.0%) 24.6%	(40.0%) 39.6%
Share of individuals (25-64yrs) participating in lifelong learning	LFS	(1.1%)	1.1%	1.3%	1.0%	2.5%	4.0%
Related to the Governmental Program							
Gender gap in employment	LFS	(16.4 p.p.)	12.4 p.p	14.7 p.p	15 p.p	(14 p.p.) 10 p.p.	(10 p.p.) 6 p.p.
Share of working poor/low wage workers	LSMS	59.0%	n.a.	n.a.	n.a.	55.0%	50.0%
Share of employment programme beneficiaries employed after participation	NES	43.0%	n.a.	n.a.	n.a.	49.0%	55.0%
Share of social assistance beneficiaries referred to ALMPs	NES	1.4%	--	7.5%	6.0%	5.0%	10.0%
Registered unemployed benefitting from basic employment services	NES	36.0%	--	39.2%	42.4%	50.0%	60.0%
Share of GDP invested in ALMPs	National Accounts	0.016%	n.a.	n.a.	n.a.	0.025%	0.032%
Share of female and male students attending vocational education and training	Education statistics	14.2%	n.a.	n.a.	n.a.	20.0%	25.0%
Share of female students in vocational education and training programmes	Education statistics	20.0%	n.a.	n.a.	n.a.	24.0%	30.0%
Public investment in vocational education and training	National accounts	(100%)	n.a.	n.a.	n.a.	(100%) +20%	(100%) +30.0%
Share of female and male agricultural family workers	LSMS	11.6% (females) 5.5%	n.a.	n.a.	n.a.	20.0% 25.0%	30.0% 35.0%

under social, health and pension insurance		(males) 12.8%				15.0%	25.0%
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(r) reprocessed data according to the new international standards adopted by the 19th International Conference of Labour Statisticians, Geneva, 2013.

The monitoring⁹ exercise of the Europe 2020 Strategy carried out in 2014, highlights the exceptional times faced in Europe after the crisis of 2008. Although there were significant progresses in the educational attainment of the European population and that the economy has turned into a greener and sustainable one, neither the investment in R&D expenditures, nor the employment in most of the EU countries has increased in the period 2010-2014. Actually, the unemployment rate has increased significantly, namely the youth unemployment, and the employment rate has decreased. This has had severe consequences on the social cohesion and reduction of poverty indicators in the EU space, and of course, has spread its effects to the majority of its neighbour countries, as it is the case of the Western Balkans countries. In fact, this review of the EU 2020 shows that the European Union might be for the time being, *smarter* and *more sustainable*, but for sure *less inclusive* and facing a *stagnated scenario regarding economic growth*.

As it can be read in this report “*It is often estimated that reforms in the product, services and labour markets that are well calibrated and sequenced to the needs of the economy, have the potential to trigger significant productivity gains in the long term. (...) Enhancing the quality of human capital, the performance of research, education and training systems and their capacity to foster innovation is also key to foster productivity.*” This is exactly the expected impact of the NESS in Albania. The EU accession process has encouraged the Government of Albania to invest strongly in human resources development and labour market reforms, and it is expected that the Sector Reform Contract can be used as a booster for such reform dynamics. So far, the qualitative progresses are quite relevant, but the results measured by the quantitative indicators are still weak.

⁹ Communication from the Commission “*Tacking stock of the Europe 2020 strategy for smart, sustainable and inclusive growth*”, COM (2014) 130 final, Brussels.

10. Recommendations

This first annual monitoring process on the NESS implementation has provided a relevant *corpus* of information on what has been done, by whom, by when and what have been the main challenges faced.

Based on the information collected from the implementing agencies and the further analysis carried out, it was possible to identify a list of recommendations that should be taken into consideration for the future actions to be taken on what concerns NESS implementation. These recommendations are the following:

On specific NESS related Actions

- **VET legal framework needs to be improved rather urgently to allow the resuming of the system reform.** The lack of a modernized VET legal framework, aligned with an EU vision for the system, has been highlighted often has one of the constraints faced by the institutions responsible for NESS implementation. The procedures for adopting the draft VET Law by the Parliament have started and should move forward rather quickly.
- **Quality Assurance mechanisms of VET delivery need to be adopted.** Despite many attempts of implementing a Quality Assurance model for the VET system in Albania, it is still to be defined a coherent, comprehensive and sequenced approach to be used, comprising all elements of the system and establishing it at all levels. SDC-UNDP SD4E programme intends to support the MoSWY on this area from 2016 onwards.
- **Private sector involvement in the design and implementation of labour market and VET policies is a critical need.** Progresses are needed towards the involvement of private sector on VET delivery, namely through internships, apprenticeship schemes, VET trainers and teachers transfer, among others. Contributions of private sector have been *ad-hoc* and need to be framed by a coherent and encouraging legal framework.
- **Social Tripartite Pact between Government and Social Partners to be signed.** Efforts to strengthen the role of social dialogue have been made in the last two years, but despite these efforts, there is still need for a more concrete, sustainable and sound impact of tripartism relationships in policy definition and implementation at all governance levels. Representativeness criteria of social partners participating in the National Labour Council need to be reviewed based on international standards.
- **Labour market analysis tools need regular and systematic approaches.** Labour market information (ex: SNA, skills forecasting, sectoral demand skills analysis, sectoral skills committees) is a critical tool for developing this sector and to make evidence-based policies. Sound data collection mechanisms, certification as official statistics, improving methodologies and systematic publishing of data and results are critical for monitoring progresses and define further actions. Regional Action Plan for labour market data collection and analysis is needed. Long-term cooperation agreements with INSTAT and Tax Office are needed to be drafted and

signed for data collections, monitoring and reporting. Strengthening of the Monitoring, Statistics and Planning Unit at the MoSWY is a critical step in this regard.

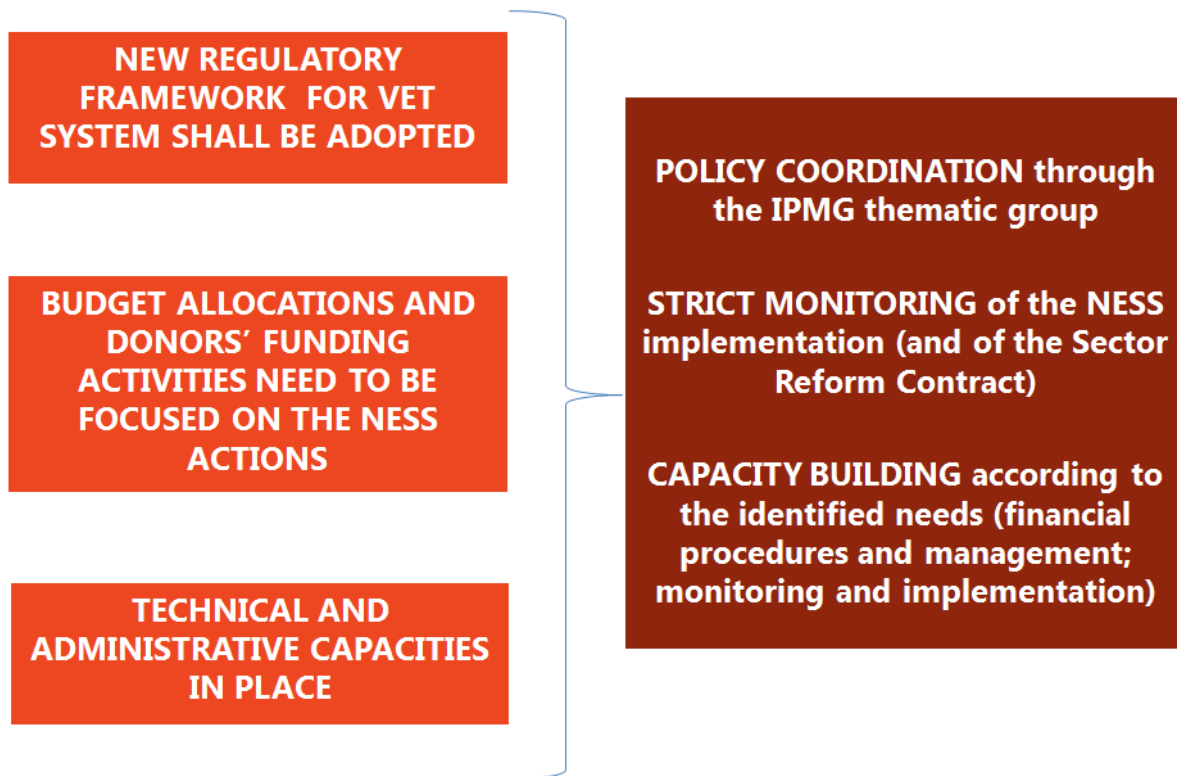
- **Participation of VET students in skills competitions needed.** Raising awareness on VET profiles and offers is a milestone for every system in order to attract more students and to grant their success. National and European Skills competitions are an interesting format for achieving sound results in this area. There is much need of structuring national skills competitions in Albania, including the funding mechanisms and the competition procedures.
- **Extension of services to rural areas and to the most vulnerable groups.** This has been the most critical area of intervention highlighted by the responsible institutions. No progresses have been made on the extension of employment and VET services to the rural areas. Reduced progresses have been made on linking the reform of social assistance programmed to the employment and skills development programmes available. Strong emphasis in these measures is needed in the future for catching up the delivery levels needed. This calls for structured inter-ministerial and inter-departmental approaches, with concrete budget allocations and identified responsible teams.

On NESS future implementation procedures

- **Increased and accurate budget allocations for next years as per the needs of the NESS implementation and SRC expected results should be identified.** The pressure for delivering and implementing the NESS will suffer a strong impulse with the signature of the EU – Sector Reform Contract for Employment and Skills 2016-2018. In this regard, the budget allocations need to be aligned with the result indicators contracted and the needed activities. There is also a need for capacity building at all levels of MoSWY on public finance management mechanisms.
- **Financial and administrative procedures need to be significantly improved both in central government institutions and decentralized ones.** The Public Finance Management Reform is a critical element for increasing the effectiveness and transparency of public expenditures. The SRC requires a high-level of knowledge of finance management procedures, being that even more urgent to the Ministries already selected for its implementation, as it is the case of the MoSWY. Annual budgeting cycles shall involve technical departments for the identification of the priorities according to the NESS Action Plan, followed by its appropriate costing and budgeting.
- **Policy coordination and implementation with other Ministries and public institutions needs to be strengthened.** The establishment of the IPMG is an opportunity for strengthening policy coordination both at inter-ministerial and inter-departmental levels. It is highly recommended that regular meetings of the IPMG take place and follow the progresses achieved both in NESS and SRC implementation.

The Figure below illustrates the focusing needed to progress further on NESS implementation.

Figure 9. Key-aspects to focus on NESS implementation





Annexes

Annex A. Order of the Minister of Social Welfare and Youth



REPUBLIKA E SHQIPËRISË
MINISTRIA E MIRËQENIES
SOCIALE DHE RINISË
MINISTRI

URDHËR

Nr. 21, Datë 15.02 2016

Për

Për hartimin e raportit të progresit të Strategjisë Kombëtare për Punësim dhe Aftësi 2014-2020

Në mbështetje të nenit 102, pika 4 e Kushtetutës së Republikës së Shqipërisë dhe në kuadër të Kontratës së Reformës Sektoriale për Punësim dhe Aftësi 2016-2018, që do të mbështetet nga BE EU-IPA 2015 « Mbështetje Buxhetore »,

URDHËROJ:

1. Ngritjen e grupit të punës për hartimin e Raportit të Progresit të Strategjisë Kombëtare për Punësim dhe Aftësi 2014-2020.
2. Grupi i punës përbëhet nga:
 - Gjergj Teneqexhiu, Sekretar i Përgjithshëm Kryetar
 - Silva Banushi, Drejtor i Përgjithshëm i Punësimi dhe AFP Anëtar
 - Merita Xhafaj, Drejtor i Përgjithshëm i Politikave Sociale Anëtar
 - Artur Micko, Drejtor i Përgjithshëm i Shërbimit Kombëtar të Punësimi Anëtar
 - Dritan Ylli, Drejtor i Përgjithshëm i ISHPSHSH Anëtar
 - Ina Avllaj, Drejtor i Përgjithshëm i Shërbimit Kombëtar të Rinisë Anëtar
 - Genta Prodani Drejtor Drejtorja e Politikave të Punësimi dhe Migratore Anëtar
 - Denada Dibra, Drejtor, Drejtorja e Përkujdesit Shoqëror dhe Shërbimeve të Integruara, Anëtar
 - Erion Manohasa Drejtor, Drejtorja e Inspektimit, të Marrëdhënieve të Punës dhe Dialogut social Anëtar
 - Alida Mici Drejtor, Drejtorja e Integritit European dhe Projekteve Anëtar
 - Brikena Nallbani Drejtor, Drejtorja e Përgjithshme e SHKP Anëtar
 - Stavri Lako Përgjegjës Sektori, Drejtorja e AFP Anëtar
 - Mimoza Hasani Specialiste, Drejtorja e Politikave të Punësimi dhe Migratore Anëtar
 - Etleva Gjellaj, Specialiste e statistikave në Drejtorinë e Përgjithshme të SHKP Anëtar
 - Dikensa Topi, Përgjegjëse e Sektorit të Monitorimit të Statistikave dhe Jetësimi të Projekteve Anëtar
 - Valbona Gogu Specialiste, Drejtorja e Integritit European dhe Projekteve Anëtar.

Nr. P15 prot
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<http://www.sociale.gov.al>



REPUBLIKA E SHQIPËRISË
MINISTRIA E MIRËQENIES
SOCIALE DHE RINISË

3. Grupi i punës, mbështetur në Strategjinë Kombëtare për Punësim dhe Aftësi 2014-2020 dhe Planin e Veprimit për zbatimin e saj, ka objekt të punës së tij mbledhjen dhe analizimin e të dhënave për hartimin e këtij raporti.

4. Grupi i punës të paraqesë draftin e parë të raportit deri në datë 15 Shkurt 2016.

Ky urdhër hyn në fuqi menjëherë.

Blendi KLOSI

MINISTËR



Annex B. Concept note for the preparation of the NESS 2015 Progress Report

- Concept Note -

Preparation of the Annual Progress Report 2015 on the implementation of the National Strategy for Employment and Skills (2014-2020)

1. Background

The **National Employment and Skills Strategy 2014-2020 (NESS)** and its related **Action Plan** were adopted by the Government of Albania in November 2014, by the Decision of Council of Ministers No. 818, dated of 26.11.2014. This configures an unprecedented step forward on policy definition and strategic planning for this policy area, and is being considered as the main document for any further technical assistance, current and future interventions.

The **Employment and Skills Strategy** focus on four strategic objectives, as follows:

- E. Foster decent job opportunities through effective labour market policies
- F. Offer quality vocational education and training to youth and adults
- G. Promote social inclusion and territorial cohesion
- H. Strengthen the governance of the labour market and qualification systems

Within these four strategic priorities, the NESS has identified **16 sub-objectives** and **52 actions** to be taken, as per the following table:

Strategic Objectives	Sub-objectives	Actions
A. EMPLOYMENT SERVICES AND PROGRAMMES	4	9
B. VOCATIONAL EDUCATION AND TRAINING	5	21
C. SOCIAL INCLUSION AND TERRITORIAL COHESION	2	7
D. GOVERNANCE	5	15
Total	16	52

A set of **key-indicators and respective targets** have been identified and set up, both for 2017 and 2020. These will be closely monitored annually as part of the monitoring procedures defined.

An interim evaluation of the NESS to analyse the results achieved, the management of resources and the quality of its implementation is planned at the end of 2017. A final evaluation is planned to be carried at

the end of 2020. The two evaluations will assess the success of the measures undertaken, the resources invested and the extent to which the expected effects have been achieved. Data from various sources, including the findings of performance monitoring and impact evaluation of active labour market programmes, shall be used for this purpose, among others.

The NESS is being implemented under the leadership of the Ministry of Social Welfare and Youth, in close cooperation with other Ministries and with the support and technical assistance provided by many international development partners.

The European Union has selected this policy area for receiving Budget Support through a Sector Reform Contract (SRC) expected to be signed in the second quarter of 2016. Employment and skills development policies are included in the Employment and Social Policy Sector, according to the Order of Prime Minister 129, dated of 21.09.2015, on the establishment of Integrated Policy Management Groups. Monitoring and reporting obligations need to be fulfilled, within the SRC, as described below.

2. Objectives and Results of the Sector Reform Contract (SRC) for Employment and Skills (2016-2018)

The overall objective of this SRC is to contribute to a more inclusive and effective labour market by supporting the employment and skills development policy of the Albania Government as defined in the National Employment and Skills Strategy 2014-2020. The specific objectives are:

1. Increase labour market participation and provide job opportunities for all;
2. Improve quality and increase coverage of vocational education and training;
3. Improve the quality and effectiveness of labour market institutions and services.

By supporting the implementation of the NESS 2014-20, the SRC will contribute to the following expected results:

- Increase of youth employment rate;
- Reduction of gender gap in employment;
- Increase of labour market participation of vulnerable and marginalized groups;
- Improvement of competences of VET teachers and teacher trainers;
- Effectiveness and extension of VET offer to vulnerable and marginalized groups;
- Better match of VET offer and employment opportunities
- Development and implementation of the Albanian Qualification Framework (AQF);
- Modernization of the employment services;
- Compliance of the institutional framework with international labour standards.

Reform targets in relation to the expected results are based on selected performance indicators, which the Government is expected to fulfil in order to obtain the disbursement of the fixed and variable tranches of the SRC.

3. Monitoring and Reporting related to the SRC for Employment and Skills (2016-2018)



Progress in the sector shall be measured and monitored through different indicators of achievements (input, process, output/ outcome and impact indicators). The day-to-day technical and financial monitoring of the implementation of the SRC will be a continuous process and part of the responsibilities of the Ministry of Social Welfare and Youth. To this aim, the MoSWY, with the support of the Integrated Policy Management Group (IPMG) Secretariat, **shall establish a permanent internal, technical and financial monitoring system for the implementation of the NESS and elaborate regular progress reports (not less than annual) and final reports.**

Every report shall provide an accurate account of implementation of the NESS, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding SRC indicators. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the SRC. A final report, narrative and financial, will cover the entire period of the SRC implementation.

For the disbursement of the first fixed tranche (6 Million EURO), the MoSWY, in conjunction with the Ministry of Finance, shall make available the following documents after the signature of the Financing Agreement:

- The **annual monitoring report** and any other related documentation produced in the framework of the monitoring of the **implementation of the NESS 2014-20 and its action plan**;
- The **annual monitoring report** and any other related documentation produced in the framework of the monitoring of the **implementation of the Public Finance Management strategy 2014-20 and its action plan**;
- **Report on progress** regarding the **implementation of a credible stability-oriented macroeconomic policy**;
- **Report on progress** regarding the **implementation of the budget transparency roadmap**.

Therefore, the Ministry of Social Welfare and Youth is setting-up a working group that will be responsible for preparing the first Annual Progress Report on the implementation of the NESS 2014-2020, according to the methodology and the guidelines presented in this concept note.

4. Methodology, phases and timetable

The preparation of the first Annual Progress Report on the implementation of the NESS 2014-2020 is expected to be developed in a close cooperation between the MoSWY, its main public institutions responsible for the interventions in the sector (NES, NAVETQ, SILSS), other line Ministries as MoES, MoEDTTE, MoF, AIDA, Social Enterprise Agency, etc., and the international development partners active in this field (UN agencies, ETF, Austrian, German, Italian and Swiss development cooperation agencies). INSTAT plays also a crucial role on providing the necessary statistical data for monitoring the key-indicators and respective targets/results. The participation of social partners and civil society organizations is also planned and encouraged within this process. The report will combine different sources of information, using both qualitative and quantitative data.

The elaboration of the Progress Report will be done in three phases:

Phases	Description of results	Deadlines
Phase 1 – Preparation and formalization of the process	<ul style="list-style-type: none"> ▪ Set up of the Working Group; ▪ Design of monitoring/reporting tools and data collection fiches; ▪ Approval of the methodology, instruments and calendar in the first IPMG thematic group meeting on Employment, skills and Employability (planned dates 28 or 29.01.2016) 	End of January 2016
Phase 2 – Data collection and analysis, elaboration of the draft report	<ul style="list-style-type: none"> ▪ Data collected from the main stakeholders, including statistical data from INSTAT and best cases/testimonies from the field interventions (deadline: 05.02.2016); ▪ Preliminary results made available in the format of a draft report, including information on where Albania stands on Employment and Skills policies compared to EU standards/processes (SEE 2020, RIGA mid-term deliverables, EU benchmark indicators, national ERP); ▪ Consultation workshop organized with the DACH+ members (active implementing partners in the sector) – planned date 16.02.2016; ▪ Comments to the draft results received and incorporated in the draft report; ▪ Revised draft Report presented to the IPMG thematic group on its second meeting (end of February). 	End of February 2016
Phase 3 – Consolidation of results, final consultation with social partners and final draft of the Progress Report published and made available to the general public	<ul style="list-style-type: none"> ▪ Meeting of the National Labour Council’s Specialized Commission on Employment and VET (planned dates 9 or 10.03.2016); ▪ Elaboration of the final draft of the Progress Report incorporating received suggestions/comments; ▪ Preparation of the publication of the report (English and Albanian versions) ▪ Information made available on-line at the Ministry’s website (dedicated webpage to the NESS implementation) 	End of March 2016

5. Outline of the Progress Report

The 2015 Annual Progress Report on the implementation of the NESS will follow the planned outline:

Cover page
Credits
Foreword (by Minister Blendi Klosi)
Executive Summary
1. Introduction
2. Methodology (on data collection and coordination mechanisms)
3. Decent job opportunities through effective labour market policies
Key-results (by result indicators and targets)
Description of results achieved by sub-objective and by Action
Challenges met and actions taken
Two “best cases” presented
4. Quality vocational education and training to youth and adults
Key-results (by result indicators and targets)
Description of results achieved by sub-objective and by Action
Challenges met and actions taken
Two “best cases” presented as illustrations of the work done
5. More social inclusion and territorial cohesion through employment and skills policy
Key-results (by result indicators and targets)
Description of results achieved by sub-objective and by Action
Challenges met and actions taken
Two “best cases” presented as illustrations of the work done
6. Better governance of the labour market and qualification systems
Key-results (by result indicators and targets)
Description of results achieved by sub-objective and by Action
Challenges met and actions taken
Two “best cases” presented as illustrations of the work done
7. Financial sources and allocations to-date
8. Where we stand on Employment and Skills sector towards EU standards? (reporting on EU benchmarking indicators/targets; national ERP spec. sections; 5 RIGA mid-term deliverables; SEE 2020 strategy objectives)
9. Recommendations
References
Annexes



6. Other

The elaboration of the 2015 Annual Progress Report will set up the procedures, tools and guidelines for the preparation of future reports on this regard.

The preparation of this report shall be developed under the responsibility of the Secretary-General of the MoSWY, with the support of the Monitoring and Evaluation Unit/IMPG Technical Secretariat and the Directorate-General of Employment and VET.

Tirana, 29th of January, 2016

Annex C. Data collection tools – Fiche 1 (example)

Masat A1.1 Riorganizimi i zyrave të SHKP-së sipas Modelit të Ri të Shërbimeve të Punësimit

Institucioni kryesor: MMSR dhe SHKP

Përparësia Strategjike A:				
Nxitja e mundësive për punë të denjë nëpërmjet politikave aktive të tregut të punës				
Nënobjektivat A1.				
Modernizimi i Shërbimit Kombëtar të Punësimit, duke përfshirë Drejtorinë e Përgjithshme dhe zyrat rajonale e vendore të punësimit				
1. Produktet				
	2014 (Baseline)	2015	2016	2017
Dokumenti politik për Modelin e Ri të Shërbimeve si edhe plani i veprimit të miratuara në vitin 2014.				
Modeli funksional me 1 “zyrë provë” në Tiranë në fillim të muajit janar 2014.				
36 zyra të punës të riorganizuar sipas modelit të ri të shërbimeve deri në vitin 2016.				
Termet specifike të referencës të hartuar për 12 zyrat brenda një viti.				
Manuali mbi llojin dhe cilësinë e shërbimeve i përdorur nga secila zyrë pune rajonale ose vendore.				
Cilësia e shërbimeve nga secila zyrë e verifikuar.				
Synimet e barazisë gjinore dhe shanseve të barabarta të integruara në të gjitha modelet, mekanizmat, proceset dhe materialet.				
Synimet në lidhje me popullsinë rome, PAK-të, femrat në zonat rurale dhe kategoritë e femrave në nevojë të përcaktuara dhe të monitoruara.				
Lëvizshmëria/emigrimi i punës duke patur parasysh faktorin gjinor si pjesë integrale e të gjitha modeleve përkatëse, sistemeve të informacionit mbi tregun e punës, mekanizmave dhe proceseve.				
Fushatat për rritjen e informacionit tek publiku i gjerë mbi organizatat private dhe publike, si edhe ndërmarrjet me qëllim përmirësimin e bazës së rekrutimit dhe ofrimin e pagesës së barabartë për punë të barabartë.				
2. Statusi i implementimit dhe niveli				
a) Eshtë Masat A1.1...?				
Filluar <input type="checkbox"/> Jo Filluar <input type="checkbox"/> (Te lutem shko tek seksioni 6)				



4. Praktikat më të mira			
Rasti (shpjegoni pse?): <i>(ju lutem shtoni fotot dhe materiale multimediale)</i>	Institucioni	Lokal	Personi kontaktues: Detajet e kontaktit:
5. Shpenzimet financiare (2015) dhe alokimet e pritura (2016-2017)			
	2015	2016	2017
Buxheti I Shtetit			
Donatorët: ju lutem specifikoni agjencisë / projektit			
Burime të tjera të financimit:			
6. Arsyet për të mos pasur iniciuar këtë Masat			
Në rast se Masat A1.1 nuk ka filluar ende, ju lutem referojuni arsyet pse kjo ka ndodhur?			
Arsyeya 1: _____ _____ _____			
Arsyeya 2: _____ _____ _____			
7. Rekomandime			
Ju lutem referojuni rekomandimeve që ju mund të konsideroni të dobishme për përparimin e zbatimit e Masat A1.1			
Rekomandimi 1: _____ _____			

Rekomandimi 2:

Përgatitur nga: _____
(emri / pozicioni)

Datë: _____

Falimenderit!

Annex D. Data collection tools – Fiche 2 (example)

Përparësia Strategjike A:

Nxitja e mundësive për punë të denjë nëpërmjet politikave aktive të tregut të punës

Institucioni kryesor: MMSR dhe SHKP

Rezultatit - Përparësia Strategjike A:				
	2014 (Baseline)	2015	2017	2020
Strategjia Kombëtare për Punësim dhe Aftësi 2014 – 2020				
10% më shumë gra e burra në programet e punësimit				
75% janë gra nga 55% e të punësuarve pas masave të nxitjes së punësimit				
2 herë më shumë investim për masat e nxitjes së punësimit				
Sector Reform Contract Result Indicators (IPA 2015)				
Youth employment rate (15-29 years), Labour Force Survey	28.2%			
Gender gap in Employment, Labour Force Survey	14.7 p.p.			
Share of registered unemployed jobseekers benefiting from Employment Promotion Programmes (EPPs), NES	2.6%			
Number of public employment offices reorganized according to the New Service Model	10			

Përgatitur nga: _____

(emri / pozicioni)

Datë: _____

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Annex E. Data collection tools – Fiche 3

Synimet e Strategjisë Kombëtare për Punësim dhe Aftësi 2014-2020

Treguesi	Mjetet e verifikimit	Baza sipas të dhënave të ripërpunuara (r) Anketat e Forcës së Punës 2012	2015	Synimi 2017	Synimi 2020
Tregues të rekomanduar nga Banka Botërore për Ballkanin Perëndimor dhe Turqinë					
Të rinjtë jashtë tregut të punës dhe jashtë bankave të shkollës dhe formimit	Anketa e Forcës së Punës	31.3%		25.0%	20.0%
Punëkërkuarit e papunë që përfitojnë nga programet e nxitjes së punësimit	SHKP	<1%		3.5%	10.0%
Frekuenca e papunësisë afatgjatë	Anketa e Forcës së Punës	75.1% (femrat) 76.6% (meshkujt) 74.3%		65.0% 66.0% 64.0%	60.0% 61.0% 59.0%
Treguesit e SEE 2020 dhe tregues të tjerë që lidhen me to					
Raporti punësim-popullsi	Anketa e Forcës së Punës	35.0%		42.0%	50.0%
Shkalla e pjesëmarrjes së forcës së punës	Anketa e Forcës së Punës	31.3%		38.0%	45.0%
Shkalla e papunësisë	Anketa e Forcës së Punës	26.6%		22.0%	15.0%
Shkalla e papunësisë e të rinjve (15-24), sipas gjinisë	Anketa e Forcës së Punës	40.3% (femrat) 33.8% (meshkujt) 43.6%		35.0% 30.0% 40.0%	30.0% 25.0% 35.0%
Forca e punës sipas sektorëve ekonomikë	Anketa e Forcës së Punës	Bujqësi 48.2% Industri 16.0% Shërbime 33.0% Të tjera 2.7%		49.5% 17.0% 32.5% 1.5%	Bujqësi 50.0% Industri 18.0% Shërbime 32.0% Të tjera 0.0%
Treguesit e Krahasimit me Bashkimin Evropian					
Shkalla e punësimit të të diplomuarve nga arsimi profesional	Anketa e Forcës së Punës	15.7%		25.0%	40.0%
Shkalla e individëve (25-64 vjeç) që marrin pjesë në të nxënësit gjatë gjithë jetës	Anketa e Forcës së Punës	1.1%		2.5%	4.0%
Tregues që lidhen me Programin e Qeverisë					

Hendeku gjinor në punësim	Anketa e Forcës Punës	16.4 p.p.		14 p.p.	10 p.p.
Shkalla e të varfërve të zënë me punë/punëtorëve me paga të ulta	AMSJ	59.0%		55.0%	50.0%
Shkalla e përfituesve të programeve të punësimit të punësuar pas pjesëmarrjes	SHKP	43.0%		49.0%	55.0%
Shkalla e përfituesve të asistencës sociale të referuar tek masat e nxitjes së punësimit	SHKP	1.4%		5.0%	10.0%
Punëkërkuarit e papunë që përfitojnë nga shërbimet bazë të punësimit	SHKP	36.0%		50.0%	60.0%
Shkalla e PBB-së investuar në masat e nxitjes së punësimit	Financat Kombëtare	0.016%		0.025%	0.032%
Shkalla e nxënësve meshkuj dhe femra që ndjekin arsimin dhe formimin profesional	Statistikat Arsimore	14.2%		20.0%	25.0%
Shkalla e nxënësve femra që ndjekin arsimin dhe formimin profesional	Statistikat Arsimore	20.0%		24.0%	30.0%
Investimet publike në AFP	Financat Kombëtare	(100.0%)		(100%)+20%	(100.0%)+30.0%
Shkalla e punëtorëve në familje që punojnë në bujqësi, femra dhe meshkuj, që mbulohe nga sigurimet shoqërore, shëndetësore dhe pensionet	AMSJ	11.6% (femrat) 5.5%(meshkujt) 12.8%		20.0% 25.0% 15.0%	30.0% (femrat) 35.0% (meshkujt) 25.0%

(r) Të dhëna të ripërpunuara sipas standarteve të miratuara nga Konferenca Ndërkombëtare e Statisticienëve, Gjenevë 2013.

Përgatitur nga: _____

(emri / pozicioni)

Datë: _____

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Annex F. Responsible institutions by Action (data collection)

File	To be filled by:
Key-targets 2020	INSTAT - Pranvera Elezi
Ind fiche Pillar A	SHKP - Artur Miko/ Brikena Nallbani
Ind fiche Pillar B	NAVETQ - Sonila Limaj
Ind fiche Pillar C	SHKP - Artur Miko/ Brikena Nallbani
Ind fiche Pillar D	MMSR - Silvana Banushi
A1.1	SHKP - Artur Miko/Brikena Nallbani
A1.2	SHKP - Artur Miko/Brikena Nallbani
A1.3	SHKP - Artur Miko/Brikena Nallbani
A1.4	SHKP - Artur Miko/Brikena Nallbani
A2.1	MMSR - Genta Prodani (Qosja)
A2.2	MMSR - Erion Manohasa
A3.1	MMSR - Genta Prodani (Qosja)
A3.2	SHKP - Artur Miko/Brikena Nallbani
A4.1	MMSR - Genta Prodania (Qosja)
B1.1	MMSR - Silvana Banushi
B1.2	MMSR - Silvana Banushi
B2.1	MMSR - Silvana Banushi
B2.2	NAVETQ - Sonila Limaj
B2.3	NAVETQ - Sonila Limaj
B2.4	NAVETQ - Sonila Limaj
B2.5	NAVETQ - Sonila Limaj
B3.1	MMSR - Silvana Banushi
B3.2	NAVETQ - Sonila Limaj
B3.3	NAVETQ - Sonila Limaj
B4.1	NAVETQ - Sonila Limaj
B4.2	MMSR - Silvana Banushi
B4.3	NAVETQ - Sonila Limaj
B4.4	NAVETQ - Sonila Limaj
B4.5	NAVETQ - Sonila Limaj
B5.1	NAVETQ - Sonila Limaj
B5.2	NAVETQ - Sonila Limaj
B5.3	NAVETQ - Sonila Limaj
B5.4	MMSR - Silvana Banushi
B5.5	NAVETQ - Sonila Limaj
B5.6	NAVETQ - Sonila Limaj
C1.1	SHKP - Artur Miko/Brikena Nallbani



C1.2	SHKP - Artur Miko/Brikena Nallbani
C1.3	SHKP - Artur Miko/Brikena Nallbani
C1.4	SHKP - Artur Miko/Brikena Nallbani
C2.1	SHKP - Artur Miko/Brikena Nallbani
C2.2	SHKP - Artur Miko/Brikena Nallbani
C3.1	MMSR - Merita Xhafaj
D1.1	MMSR - Genta Prodani (Qosja)
D1.2	MMSR - Silvana Banushi
D1.3	MMSR - Erion Manohasa
D1.4	MMSR - Genta Prodani Qosja
D2.1	NAVETQ - Sonila Limaj
D2.2	NAVETQ - Sonila Limaj
D2.3	NAVETQ - Sonila Limaj
D2.4	NAVETQ - Sonila Limaj
D3.1	MMSR - Silvana Banushi
D3.2	MMSR - Silvana Banushi
D3.3	MMSR - Silvana Banushi
D3.4	MMSR - Silvana Banushi
D4.2	MMSR - Silvana Banushi
D5.1	MMSR - Erion Manohasa
D5.2	MMSR - Genta Prodani Qosja

Annex G. NESS 2020 List of key statistical indicators

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

Indicator	Unit	Definition	Source	Data release	LAY
EU2020 and SEE2020 reference indicators (common indicators)					
Education					
K. Early school leavers	%	% of 18-24 with at most lower secondary education and not in further education or training	LFS	Yearly	2012
K. Tertiary educational attainment	%	% of 30-34 who have successfully completed university or university-like education	LFS	Yearly	2012
K. Highly qualified people	No.	Number of highly qualified people in the workforce	LFS	Yearly	2012
K. Early childhood education	%	% of children in pre-primary education	Education statistics	Yearly	2012
K. Achievement in Basic Skills	%	Share of 15-years-olds failing to reach Level 2 in reading, mathematics and science	PISA/OECD	Every 3 years	2012
K. Lifelong learning	%	Share of the population aged 25-64 who stated that they received formal or non-formal education or training in the four weeks preceding the survey.	LFS	Yearly	2012
Participation in VET	No.	Number of students in VET as percentage of total enrolment in Upper Secondary education –ISCED 3, Education statistics	Education statistics	Yearly	2012
VET completion	%	Percentage of students having successfully completed a VET programme	Education statistics	Yearly	md

Labour market/Employment					
K. Employment rate (20-64)	%	Ratio between the employed aged 20-64, and the population aged 20-64	LFS	Yearly	2012
K. Overall employment rate	%	Ratio between the employed aged 15+, and the population aged 15+	LFS	Yearly	2012
K. Employment rate of recent graduates	%	The share of employed people aged 20-34 having successfully completed upper secondary or tertiary education, 1 to 3 years before the reference year of the survey and who are no longer in education or training	LFS	Yearly	md
Placement rate of VET learners	%	Share of employed who attended a VET programme on total employment	LFS	Yearly	2012
Share of GDP invested in ALMPs	%	Expenditure on Labour Market Policies categories 2-7, as share of GDP	National Accounts	Yearly	2012
Entrepreneurship					
Entrepreneurship promotion	Score	Scores for the following indicators: - Training needs analysis - University-enterprise co-operation - Training for women's entrepreneurship - Access to training	Small Business Act, OECD	Every 3 years	2012
National specific indicators (reflecting country's policy priorities)					
Employment rate (15-64), total	%	Ratio between the employed aged 15-64, and the population aged 15-64	LFS	Yearly	2013
Employment rate (15-64), female	%	Ratio between the female employed aged 15-64, and the female population aged 15-64	LFS	Yearly	2013
Employment rate of older workers	%	Ratio between the employed aged 55-64, and the population aged 55-64	LFS	Yearly	2013
Unemployment rate, total	%	Unemployed persons aged 15+ as a percentage of the economically active population aged 15+,	LFS	Yearly	2013

Unemployment rate, female	%	Female unemployed persons aged 15+ as a percentage of the economically active female population aged 15+,	LFS	Yearly	2013
Youth unemployment rate (total, male and female)	%	Unemployed persons aged 15-24 as a percentage of the economically active population aged 15-24	LFS	Yearly	2013
Unemployment rate of the older workforce	%	Unemployed persons aged 55-64 as a percentage of the economically active population aged 55-64	LFS	Yearly	2013
Total long-term unemployment rate	%	Long-term unemployed - 12 months and more- as a percentage of the total active population; * data refer to age group 15-74	LFS	Yearly	2013
Youth neither in employment nor education or training (NEET)	%	Percentage of the population of a given age group who is not employed and not involved in further education or training	LFS	Yearly	2012
Registered unemployed benefitting from employment promotion programmes	%	Registered unemployed benefitting from employment promotion programmes as percentage of total registered unemployed	PES	Yearly	2013
Incidence of long-term unemployment	%	Share of the unemployed persons since 12 months or more in the total number of unemployed	LFS	Yearly	2012
Labour force participation rate/Activity rate	%	Active persons as a percentage of same age total population	LFS	Yearly	2012
Share of employed by main economic sectors (Agriculture, Industry, Services, Other not classified)	%	Share of employed by main economic sectors	LFS	Yearly	2012
Gender gap in employment	Percentage points	The difference between male and female male employment rates expressed as percentage points	LFS	Yearly	2012
Working poor/low wage workers	%	Share of working poor/low wage workers	LSMS	Yearly	2012
Share of beneficiaries employed after participation in employment programme	%	Share of beneficiaries employed after participation employment programme	PES	Yearly	2012
Share of social assistance beneficiaries referred to ALMPs	%	Social assistance beneficiaries referred to ALMPs as share of total social assistance beneficiaries	PES	Yearly	2012
Registered unemployed benefitting from basic employment services	%	Registered unemployed benefitting from basic employment services as share of total registered unemployed	PES	Yearly	2012

Public investment in vocational education and training	%	Percentage increase of public investment in vocational education and training (baseline year 2012)	National accounts	Yearly	2012
Share of agricultural family workers under social, health and pension insurance (total, male and female)	%	Number of agricultural family workers under social, health and pension insurance as share of total agricultural family workers	LSMS	Yearly	2012

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