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Annexes

Review of Albania's Vocational Education and Training System

including a comparative analysis with
selected countries from Central and
Western Europe and the Balkan Region



May 2020

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List of consulted institutions and persons

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September 2019

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Annex

2

Legislative framework for VET in Albania

Brief description of the national strategies and VET relevant laws:

The National Strategy for Development and Integration (NSDI II)

In May 2016 the Albanian Government adopted the National Strategy for Development and Integration 2015-2020 (NSDI II).¹ The NSDI II is the main policy document that outlines the development vision and strategic priorities for Albania as a middle income economy aiming to advance to an upper middle income level by achieving the national value proposition of “a strengthening democracy, on the path towards its integration with the European Union (EU), with a competitive, stable and sustainable economy, and with guarantees of fundamental human rights and liberties”.

NSDI II is composed by four main pillars, aiming the delivery of its vision, as per below:

- Consolidating good governance, democracy and the rule of law with strong, effective and democratic institutions and a fully functional and open judicial system (foundations)
- Ensuring growth through macroeconomic and fiscal stability (Pillar 1)
- Ensuring growth through increased competitiveness and innovation (Pillar 2)
- Investing in people and social cohesion with objectives related to a modern educational system, a universal and quality health care system, expanded employment opportunities, a stronger social protection system, gender equality and social inclusion; (Pillar 3)
- Ensuring growth through connectivity and the sustainable use of resources and territorial development. (Pillar 4)

The National Strategy for Employment and Skills (NESS)

The National Employment and Skills Strategy (NESS) 2019–2022 and its related Action Plan were adopted by the Government of Albania in October 2019 by the Decision of the Council of Ministers (DCM) no. 659, dated 10.10.2019. This document serves to orient the reforms and policies undertaken in the area of skills development and employment, as well as the technical and financial assistance, in these development areas. The Strategy is fully aligned with the Europe 2020 Strategy objectives and targets, which aim at promoting smart, sustainable and inclusive growth, as well as with the South Eastern Europe 2020 Strategy—Jobs and Prosperity in a European Perspective.

The overall goal of NESS 2019–2022 is to promote quality jobs and skills opportunities for all Albanian women and men throughout their lifecycle. This shall be achieved through policy actions that simultaneously address labour demand, labour supply and social inclusion gaps.

Legal Framework

Law No.15/2017, as of 16.02.2017 “On Vocational Education and Training”

The Law on Vocational Education and Training (VET Law) defines the mission and objectives of VET, the core principles of VET delivery, governance, financing and management. It defines the dimensions of VET in accordance with the entire education system, as well as the labour market.

¹ Decision of the Council of Ministers No. 348, dated 11.05.2016, Published in the Official Gazette No. 86/2016

It contains rules for the establishment, organization, administration, financing and closing of VET providers. Furthermore, it determines roles and responsibilities of public authorities and other mechanisms responsible for planning, implementing and monitoring the dimensions of the VET system.

The implementation of the law has to be operationalized by a large number of secondary legislation (see next page) that has been completed / adopted only partially by the time of this report.

VET Bylaws of the new VET Law (15/2017) and their State of Play 03/2020

No	Sublegal Act for VET Law (15/2017)	Approved / drafted / pending for approval
Sublegal Acts based on Decision on the Council of Ministers (DCM) according to Article 35, Point 1		
1	DCM on Criteria and Procedures for the Opening and Closing of public VET providers (Article 7, letter e?)	Pending
2	DCM for the organization, functioning and competences of NAES (Article 9, point 3).	DCM No. 554 31.07.2019
3	DCM for the organization and the activity of NAVETQ (Article 10, point 2).	DCM No. 673 6.10.2019
4	DCM on the composition and the field of activity of the National VET Council , its membership functions and modalities of work (Article 11, point 2 and 3).	DCM No. 729 12.12.2018
5	DCM for the National List (Classification) of Professions (Article 18, point 2).	DCM No. 514 20.09.2017
6	DCM to regulate the system of prior non-formal and informal learning (Article 21, point 4).	Pending
7	DCM for the documentation, procedures and criteria for carrying out state inspection in the VET system (Article 26, paragraph 3).	Not yet drafted
8	DCM for level, eligibility criteria and award procedures for scholarships from the Local Government to students attending Vocational Education and Training (Article 32, point 2)	Not yet drafted
Sublegal Acts based on Instruction of the Minister According to Article 35, Point 2		
9	Ministerial Instruction on Procedures for the Recognition Learning and Vocational Qualifications of levels 2-5 in the AQF, including Vocational Qualifications Acquired Abroad (Article 7, letter l and Article 21, point 3)	Instruction No. 24 30.07.2018
10	Ministerial instruction on Procedures for the Recognition of Vocational Qualifications for Regulated Professions in line with EU Directives (Article 7, letter j)	Pending
11	Instruction of the Minister of Education on General Criteria for the Qualification of Teachers of General Subjects (Article 8, letter ç)	Instruction No? of the Minister of Education
12	Ministerial Instruction on the organization and functioning/activity of public VET providers: incl. HR management, Composition of Development Units, continuous qualification of staff (Article 12, point 4 and Article 15 point 3).	Pending
13	Ministerial Instruction on the criteria for participation, organization and functioning of the steering boards of public VET providers (Article 13, paragraph 4)	Instruction No.28 30.07.2018
14	Ministerial Instruction on the Adoption of the National Catalogue of Vocational Qualifications - Article 17, point 2).	Instruction No. 26 30.07.2018
15	Ministerial Instruction for the formats and procedures of VET curricula (Article 19, paragraph 2)	Instruction No. 27 30.07.2018
16	The joint instruction of Minister in charge of VET and Minister in charge for education on the conditions and procedures for transfer from general education to secondary VET and vice versa (Article 20, point 5).	pending
17	Ministerial instruction for assessment and certification procedures for the recognition of prior learning (Article 21, point 2)	Requires RPL system in place -> pending DCM for RPL (Article 21/4)
18	Ministerial Instruction (rules) for recognition of foreign certificates or diplomas (Article 21, point 3)	Requires RPL system in place -> pending DCM for RPL (Article 21/4)
19	Ministerial Instruction on the Rules for Career Guidance and Vocational Counselling of learners in the VET system (Article 23)	pending
20	Ministerial instruction on the Approval of Standards, Criteria and Procedures for the Accreditation of VET Providers (Article 25, point 2)	Requires accreditation model to be defined
21	Ministerial Instruction on the Organization and Implementation of Examinations in VET . (Article 28, points 4 and 6).	Instruction No. 1526.04.2019
22	Ministerial Instruction on the types, procedures and modalities for issuing certificates in VET Article 29, point 4).	Instruction No. 16 26.04.2019
23	Ministerial Instruction on the financing from the state budget (based on legal procedures on the budgetary management in the Republic of Albania) (Article 30, paragraphs 2 and 3)	pending
24	Ministerial instruction on the rules of investing and re-investing income generated through legal activity of VET providers (article 31, point 1)	pending

Law No. 10247, as of 04.03.2010 “On the Albanian Qualifications Framework” amended by Law No.23/2018, as of 10.05.2018

The Law on the Albanian Qualifications Framework (the AQF Law) is the law that established the National Qualifications Framework based on the European Qualifications Framework and the respective Recommendation of the EU.² Notwithstanding the adoption of the AQF Law in 2010, its implementation deferred first due to lack of understanding and experience, and lack of governance structures. The amendments adopted by the Parliament in 2018 entrusted responsible Ministries with the AQF governance in the respective subsector: the AQF for qualifications of programmes of basic, general upper secondary education and Higher Education is to be governed by the Ministry responsible for general education while the part of the AQF that includes vocational qualifications of levels 2-5 is managed by the Ministry responsible for VET.

Three bylaws to the AQF Law were adopted on June 26, 2019 by the Council of Ministers:

Law No. 69/2012 “On Pre-University Education in the Republic of Albania” amended by Law xx/2015 and Law No. 48/2018

The main principle underlying this law and respective secondary legislation is that education is a human right that must be guaranteed through a quality offer. The law defines the structure, activity and governance of the pre-university education system in Albania, including secondary vocational education³, in addition to aspects of structure, activity and governance of the VET system that are regulated by the respective law on VET.

Law No. 70/2016 on Craftsmanship

The Law No. 70/2016 as of 30.06.2016 “On Craftsmanship” is crucial to the development of vocational education and training because it regulates the dual education of crafts occupations. This legislation provides an opportunity that selected vocational qualifications (mainly artistic craftworks) are obtained through the dual path, with the intention to diversify the VET offer. Nevertheless, the law needs to be operationalized through secondary legislation, implementation guidelines and capacity building programmes for the responsible bodies.

Law on Employment Promotion (No 15/2019 as of 13.03.2019)

This law aims to increase employment opportunities and strengthen the labour market functioning, by setting clear objectives of the system of public employment services, active and passive programmes, and vocational training; and defining the functions of the institution that is responsible to manage them. The law aims to further develop the employment promotion and vocational qualification policies to contribute to better jobs and equal opportunities.

² Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, which was repealed by the Council Recommendation of 22 May 2017 on the European Qualifications Framework for Lifelong Learning.

³ Pre-university includes all levels of education aligned to the International Standard Classification of Education (ISCED) levels 0-3 as follows: pre-school education, primary education, lower secondary education and upper secondary education.

One of the novelties of the law is the establishment of the **National Employment and Skills Agency (NAES)**. NAES, based on the stipulations of this law and the respective Decision of the Council of Ministers⁴, will manage the implementation of employment and skills development policies, the Employment Offices at the local and regional level, as well as the network of public VET providers (secondary VET schools, vocational training centers (VTC) and multifunctional centers (MFC)).

The Employment Promotion Law has re-conceptualized the collaboration of NAES with the employers with regards to provision employment services and Active Labour Market Programmes, as well as for their engagement in the provisioning of VET.

Labour Code

The new Labour Code was adopted in December 2015 started to be implemented in June 2016. It contains some improvements, especially in chapters regulating labour relations between employees and employers to bring the law closer to European Union directives.⁵ The Labour Code sets out employees' rights in relation to non-discrimination on the grounds of race, colour, gender, age, religion or belief, political convictions, national or social origin, family connections, physical or mental disability, which prejudices the individual's right to equal employment or treatment. It also addresses gender equality in the workplace (employers must treat men and women equally, as regards access to employment, working conditions, promotion and pay), health and safety at work (preventive measures against accidents and occupational diseases), maternity leave (protection for female employees during pregnancy time and maternity leave). Concerning VET, the Labour Code is especially relevant in the case of work-based learning implementation. Protection of minors' rights at work, prevention of hazardous work etc. are some of the provisions of the Labour Code that need to be reflected in any further regulation of work-based learning in a company. A novelty in the new labour code is that businesses are required to pay students during internships but it is still far from being a reality since the respective DCM that stipulates the remunerations has not been issued yet."⁶

As an overarching Law, the Labour Code has laid the foundation for tripartite social dialogue, which is anchored in the National Labour Council, which is the highest body of tripartite social dialogue with regards to labour relations in the country.

⁴ Decision of the Council of Ministers No. 554, dated 31.07.2019 "On the Organization and Functioning of the National Employment and Skills Agency.

⁵ Nikoll Doci: Annual Review of Labour Relations and Social Dialogue, Albania 2016, Friedrich Ebert Stiftung, February 2017, page 4.

⁶ ETF: Torino Process 2018 – 2020 Albania, National Report, page 67.

Annex

3

Governance of VET in Albania

The role and responsibilities of key actors in the Albanian VET system

The governance of the VET system is based on the legal framework, which is defined by the responsible Ministry, in the case for VET, this is the Ministry of Finance and Economy (MFE). The MFE is in charge for a national policy formulation, development and supervision of its implementation. Because VET functions at the interface between employment and general education, the MFE maintains a close consultation with the Ministry of Education, Sports and Youth (MoESY) and their subordinated agencies. The responsibility of the key stakeholders in VET is clearly defined in the Law on **Vocational Education and Training** (15/2017). The **Law of Local Governance** makes a clear distinction of the vocational education policy being a national policy.

The function of the key actors are explained below.

Governance at Central Level

The Ministry of Finance and Economy (MFE)

MFE is the key institution that defines and monitors policies in the VET sector on behalf of the Albanian Government. The Ministry has the responsibility to develop the *sector strategy* (NESS) aligned with the *National Strategy for Development and Integration*, as well as with the *National Plan of European Integration*. More concretely, based on the VET Law, the **Ministry has the following responsibilities:**

- Development and monitoring of policy implementation in the VET sector
- Development and proposal of the legislative framework
- Provision of infrastructure, logistics and human resources for the functioning of the VET system
- Cooperation with social partners in the VET sector
- Coordination with central level institutions (e.g. the Ministry responsible for Education) that are responsible for the regulation and organisation of specific aspects of VET, such as Recruitment and Continuous Professional Development of teachers of general subjects or the organisation of the Matura Examination.
- Adoption of national VET qualifications (level 2 to 5 of AQF), frame curricula and programmes. In addition, the Ministry is responsible to adopt all procedures for the recognition of prior learning, as well as for the recognition of vocational qualifications acquired abroad, and defines the procedures for the recognition of qualifications of regulated professions as stipulated in EU Directives.
- Decision on the opening and closing of public VET providers based on Criteria and Procedure defined by the Council of Ministers (DCM)
- Decision-making on the offering and closing of VET Programmes of public VET providers
- Cooperation with the National Business Centre in licensing of private VET providers
- Coordination with national and international partners and monitoring especially of foreign aid in the VET sector.

The National Agency for Vocational Education, Training and Qualifications (NAVETQ)

NAVETQ is one of the key institutions in the development of a VET system. It was established by the Decision of the Council of Ministers no. 273 in 2006. Between 2006 and 2017, NAVETQ operated under different line Ministries, i.e. from 2006-2012 it was a subordinate of the Ministry of Education and Science, from 2013 to 2017 it was attached to the Ministry of Social Welfare and Youth and since 2017 it operates under the directive of the Ministry of Finance and Economy. The mission of NAVETQ is to create a unified national system of vocational qualifications based on the Albanian Qualification Framework (AQF) which should be further aligned to the European Qualification Framework (EQF).¹ The AQF shall support the alignment of the qualifications and programmes to the needs of the labour market.

Main responsibilities of NAVETQ in the governance of the VET system are as follows:

- Development and revision of the National Classification of Occupations (based on ISCO -08)
- Development of occupational standards at national level for levels 2-5 of the AQF
- Development of qualifications standards for levels 2-5 of the AQF
- Development of assessment standards for qualifications for levels 2-5 of the AQF
- Development of frame curricula for vocational qualifications of levels 2-5
- Development of nationally recognized vocational training programmes
- Provides the Technical Secretariat(s) for Sector Skills Committees
- Organizes and coordinates continuous professional development of VET teachers and instructors at national level
- Develop national programs, administer and monitor procedures for continuing training and career progression (examinations/attestation) for VET teachers and instructors
- Develops standards and criteria of accreditation of VET providers
- Carries out the accreditation of public and private VET providers

The National Agency of Employment and Skills (NAES / former NES)

NAES is entrusted by Law to develop the Albanian workforce through the provision of Vocational Education, Training, Vocational Guidance and Employment Services. In concrete terms, this Agency is responsible for the following:

- Management of the network of public VET providers
- Support for public VET providers in improving the quality of their services through regular monitoring and management by results
- Holding the registry of VET certificates of all levels
- Tracing of VET graduates.

With VET Law 15/2017 NAES has been given a new / extended responsibility which is the systemic management and monitoring of public VET providers (VET schools and VTCs) “day-today business”. The former National Employment Service (NES) has contributed to the VET system through the management of the 10 public Vocational Training Centres (VTCs) that provide occupational and other short-term trainings. In addition, NES has been responsible to conduct the Skills Needs Analysis since 2010 on a two-year basis. Findings of this employers’ survey inform the VET system on shortages of skills in a short-term perspective.

¹ <https://epale.ec.europa.eu/en/nss/national-support-services-albania>

The National Council of Vocational Education and Training

The National Council for Vocational Education and Training (National VET Council) is a tripartite advisory body established by the Law on Vocational Education and Training and regulated by Decision of the Council of Ministers (DCM No. 729, dated 12.12.2018). The National VET Council is a platform of tripartite social dialogue that contributes to reforming the VET system and enhancing cooperation with business and strengthening its engagement in VET.

More concretely, the National VET Council is responsible to foster social dialogue for the purposes of improving the VET system at national, regional and local level. It provides recommendations for a better coordination of VET activities and development of VET policies, as well as for the administration and development of human resources in VET. It promotes the VET system and review mechanisms. The Council may propose improvement of VET curricula, improvement and changes to the VET financing system. It may also propose new VET projects and the creation of VET support structures. It also endorses the Annual Report on VET and submits it to the Council of Ministers.

The National VET Council is currently not active. It is the responsibility of NAVETQ, which is acting as a secretariat, to activate the council and to report to the ministry in charge for VET.

Advisory Council on Employment

This council is composed of representatives of employers' organizations, trade unions and government. Its role is mainly to advise NAES on employment services and employment promotion programmes, i.e. on how to improve cooperation between employers and workers. The Council also advises NAES on the use of funds from the Social Employment Fund.

The Advisory Council was founded with a DCM and NAES is responsible for bringing it to life.

Sector Skills Committees (SSC)

The Albanian Qualifications Framework (AQF Law 2010 / last amendment 2018), foresees the establishment of Sector Committees, also referred to Sector Skills Councils (SSC). SSC shall be established in a maximum of 10 sectors and functions as advisory committees to the National Agency for VET and Qualifications (NAVETQ) to align the VET system closer to the labour market needs. They shall meet regularly, at least ones every three months. Main functions are:

- Identifying the future sectoral needs for required qualifications
- Proposing new qualifications / revision of existing ones to maintain the catalogue of qualifications
- Support NAVETQ in drafting and validating occupational and qualification standards before approval by the Ministry

By the time of this report, none of the SSC were functioning yet. The main cause for this delay was the missing bylaw on the "*Establishment, functioning and funding of the SSC*" (AQF Law, Article 10, point 5.) which was only adopted in 26.6.2019 (DCM No. 426).

Two sectors, which are in urgent demand for skilled labour have been selected to establish the first SSC: Tourism and ICT. RISIA Albania who has been supporting the Ministry and National Agency (NAVEQ) since 2015 in this regard has developed a model for the Tourism SSC that is currently in its establishing phase. The experiences from this pilot will be analyzed for scaling up the model to the other sectors.

According to DCM No. 426, § 2, SSC² shall comprise of up to 10 members, representing the public and private sector as follows:

- 1 representative from the **ministry responsible for education;**
- 1 representative from the **ministry responsible for vocational education and training;**
- 1 representative from the **ministry (ies) responsible for the relevant sector (s)** of economic activity;
- 1 representative from the **employers' associations of the relevant sector**, with the largest number of members in the relevant sector;
- 1 representative from the relevant **sector employee associations**, with the largest number of members in the relevant sector;
- 1 representative from the vocational education and training **(VET) institutions** of the relevant sector, with the largest number of students / trainees in the relevant sector;
- 1 **business representative** with rich practice in the development of human resources in the sector;
- 1 to 3 **independent experts**, with not less than 5 (five) years of experience in developing and implementing the Albanian Qualifications Framework.

The Ministry of Education, Sports and Youth (MoESY)

MoESY is the Ministry that has the overall responsibility for the development of education policies in general and for the system of pre-university, including upper secondary education. It adopts curricula for general subjects taught in upper secondary VET. The Ministry of Education defines recruitment procedures and organises the continuous professional development of teachers of general subjects in the VET schools.³ The Ministry organizes the process of Vocational State Matura through the Centre for Education Services, which role and functions are explained below.

The Agency of Quality Assurance in Pre-University Education

This is a **newly established institution**, which merged the State Inspectorate of Education that held the functions of external quality assurance (inspection) and the Institute for Education Development that was responsible for curriculum and standards development, continuous professional development of teaching staff in pre-university education and examinations related to career progression of teachers in the pre-university education system.

² DCM Nr. 426, dated 26.6.2019: "The manner of organization, functioning, criteria of selection of the sectoral committee members and their manner of remuneration", page 1.

³ "Teacher" is a regulated profession and the Ministry of Education is the public body entrusted by the Law on Regulated Professions to define all rules and procedures for the regulation of this profession. Nevertheless, these regulations are yet to be defined for VET teachers and instructors.

The Centre of Education Services (Qendra e Shërbimeve Arsimore)

The Centre is a specialized agency under the Ministry of Education and is responsible for the organization, monitoring and supervising the implementation of the education reform. This agency is also responsible for the quality assurance of national assessments and examinations. In this respect, it exercises technical, professional, support and advisory functions to assessment policies. It is responsible for the organisation of the State Matura Exams as well as of State Exams for Regulated Professions.⁴

This agency is responsible to develop and organise the Vocational State Matura. The Vocational State Matura exam consists of four written tests: 1. Foreign languages 2. Albanian Language and Literature 3. Mathematics and 4. Integrated Vocational Theory. The test of integrated vocational theory is based on VET frame curricula and specific guidelines developed by NAVETQ.⁵

⁴ Law No. 10171, 22.10.2009 “On Regulated Professions in the Republic of Albania”

https://arsimi.gov.al/wp-content/uploads/2016/01/LIGJ_NR_10_171_PRR1.pdf last retrieved October 11, 2019

⁵ See <http://www.akafp.gov.al/vleresimi-dhe-certifikimi/programe-orientuese-matura-shteterore-profesionale/>

Governance at Meso Level

Role of Chambers

The Chamber of Commerce and Industry was established in 1994 by a Law. This Law was repealed by the Law No. 9640 as of 9.11.2006 “On Chambers of Commerce and Industry”, which was amended in 2008 and 2016. The scope of this Law is to define rules of the organization, functions and activity of the Chamber of Commerce and Industry, as well as those of the Union of Chambers of Commerce and Industry. The Ministry responsible for Trade is the supervisory body of the CCI and the Union of Chambers of Commerce and Industry.

As defined in its Law, typical services of the Chambers of Commerce and Industry and the Union of Chambers of Commerce and Industry are:

- To represent legitimate economic interests of Members
- To promote commercial and industrial activity in the country
- To promote economic and trade cooperation with other countries
- To exchange information with public authorities for the promotion and development of businesses in their region (area)
- To promote and provide services of general interest of its Members.
- The Chamber can provide any other service stipulated by law

The Chamber of Commerce and Industry is organized at the regional level, i.e. the Chamber of Commerce and Industry Tirana represents businesses in Tirana region (administrative unit).

The interests of all Chambers of Commerce and Industry at the national level are represented by the Union of Chambers of Commerce and Industry.

Since its creation, the Chamber of Commerce and Industry has been active in providing logistic support to its members, especially facilitating business travelling abroad by supporting its members to receive trade visa, participate in different fairs or cooperate with other countries.

In the beginning, the membership with the Chamber of Commerce and Industry was mandatory. The amendment of the Law in 2008 repealed mandatory membership in the Chamber. This change in the regulatory framework created a gap between the Chambers and their members, which was deepened by the visa liberalization process of 2010. The following amendment of the Law in 2016 re-introduced the mandatory membership in the Chamber.

The VET legislation does not clearly assign a function to the Chamber of Commerce in the governance and delivery of vocational education and training. Thus, the Chambers/Union of Chambers do not consider coordination of VET delivery as a service of their portfolio. Their contribution is limited to lobbying and advocating for certain topics.

The National Chamber of Crafts was established by Law No.70/2016 (30.06.2016) with the initiative of the Employers Association “Business Albania” and the Chamber of Crafts in Koblenz/Germany. The Koblenz Chamber of Crafts supported the Ministry of Social Welfare and Youth to develop the Law on Crafts based on the legislative framework of Germany. Like the German model for the functions, organization and role of Chambers in the delivery of VET, the National Chamber of Crafts is entrusted by Law to coordinate the dual VET in the sector of Crafts, as a parallel pathway to the school-based VET, which is offered and coordinated explicitly by public bodies and implemented by VET schools and Vocational Training Centres.

Following the enforcement of the respective law, regional meetings were organized to select the Assembly members. Finally, the National Chamber of Crafts was established in December 2017. The operation of the Crafts Chamber is supported by the state budget (budget for VET) for the first two years. The Chamber has commenced its activity and is making efforts to build a relationship with its members and, on the other hand, is planning for the piloting of some dual training initiatives (starting with Bakery professions) in cooperation with a private training institute. Currently, the dual training mode is planned to be provided to employees of the Chambers' member companies only and not as an integrated pathway for secondary VET students.

Notwithstanding these attempts, the National Chamber of Commerce has still to define jointly with public bodies (Ministry of Finance and Economy, NAVETQ, NAES) to what extent to develop dual VET in the crafts sector. A set of bylaws, a clear understanding of the Chamber's role and coordination with the school-based VET system are only a few of the many pre-conditions for this type of VET delivery to function.

Role of Employers' Associations

There are around 30 employers' organizations, the majority of them (24) have joint into an umbrella organization called Business Albania:

- (1) Union of the Industrialists and Investors of Albania
- (2) The National Union of Civil Guards
- (3) The Italian Chamber of Commerce in Albania
- (4) The National Chamber of Fashion Producers
- (5) The Confederation of Entrepreneurs of Construction Materials
- (6) Albanian Confindustria
- (7) The Association of Food and Beverage Businesses of Albania
- (8) The Association of Albanian Publishers
- (9) The Association of Organic Agriculture
- (10) The Association of Albanian Exporters
- (11) The Association of Professional and Business Women
- (12) The Association of Meat Importers and Processors
- (13) The Association of Accountants and Financial Experts of Albania
- (14) The Association of Constructors of Albania
- (15) The Association of Wood Processing
- (16) The Association of Bread Producers
- (17) The Association of Flour Producers
- (18) The Association of Hydrocarbon Companies
- (19) The National Association of Shoe Producers
- (20) The National Association of International Road Transporters (ANALTIR)
- (21) The Environmental Association for Sustainable and Rational Development
- (22) The Albanian Tourism Association
- (23) "Dinamo" Agro-Food Market Association
- (24) The Union of Tour Operators of Albania

Other important employers' representations are the Council of Employers' Organizations, the Confederation of Employers' Organization Council, the Agro-Business Council of Albania and the Union of Business Organizations of Albania.⁶

The main objective of the employers' associations is to promote the economic interest of the business community during negotiations with trade unions and government bodies. Their members (businesses and employers) pay a membership fee and benefit from the associations' advice on employment and labour regulations, tax law and occupational health and safety rules. Many associations also provide forums for discussions, skill-up training and exposure to latest technologies. Despite the high number of employers' organizations operating in Albania, they are mainly not engaged in Vocational Education and Training. There is no clear role for them assigned in the legislative framework leading to the fact that VET is simply not a topic on their agenda. Nevertheless, when approached and asked about their opinion and interest to cooperate in VET, they are receptive and interested. Considering the fact, that majority of employers face about skill shortages and mismatches, the current governance set-up in VET would certainly benefit from a more formal cooperation framework that includes and assigns a clear role to the social partners.

Role of Trade Unions

There are around 80 recognized trade unions in Albania, most of them, operating under the umbrella of two confederations: the Confederation of Trade Unions of Albania (KSSH) and the Union of the Independent Trade Union of Albania (BSPSH). KSSH and BSPH representing 90% of the total membership (200.000 employees) in the trade unions. In 2016, collective agreements covered about 1/3 of the total number of formal employees (366,510 out of 1,031,441 persons), whereas popularity is much higher in the public sector and in former state enterprises than in the private sector companies. Trade Unions operate in all 12 provinces and concentrate in the following sectors⁷:

- *Education and Science*
- *Health*
- *Public administration*
- *Industry*
- *Metallurgy*
- *Textiles*
- *Construction*
- *Agriculture*
- *Transport and telecommunication*
- *Oil*
- *Trade*

The main task of the unions is to represent their members in negotiation of collective agreements and working conditions. This comprises wages, compensations, working hours and employee's rights with the aim to improve the working conditions and job security of the workforce.

⁶ Nikoll Doci: Annual Review of Labour Relations and Social Dialogue, Albania 2016, Friedrich Ebert Stiftung, February 2017, pages 20-21.

⁷ Nikoll Doci: Annual Review of Labour Relations and Social Dialogue, Albania 2016, Friedrich Ebert Stiftung, February 2017, page 4.

There is no direct involvement of the trade unions in Education and Training. As social partners they are consulted by the Government for important strategies related to employment and vocational training (e.g. the Labour Code defines the conditions for **apprenticeship and internship contracts** which are relevant for organizing work-based learning).

The National Labour Council and its role in the Social Dialogue

The National Labour Council that was established in 1997 is the highest tripartite body in Albania. Since 2014 it was consolidated into a functioning mechanism of social dialogue. The NLC comprises 27 members, 10 representatives from the employers' side (trade unions), 10 representing employers' associations and 7 government representatives. The NLC has established specialised tripartite working commissions to discuss on specialized issues: Wages and Pensions, Economy and Finance, Employment and Vocational Training, Working Conditions, Health and Safety at Work, Legal Affairs, and Equal Opportunities. Since 2015, the NLC has additionally regional consultative bodies.⁸

Governance at Implementation Level

VET Providers

According to the new VET Law (15/2017) VET can be provided by public and non-public institutions, such as Vocational Secondary Schools, VET Multi-functional centres, Vocational Training Centres (VTCs), specialized training institutions for specific groups, commercial companies and other licensed and/or accredited institutions or individuals. Their service offer can comprise: VET training for youth and adults (initial VET – I-VET, short-term courses or further education), training based on company demand, basic skills training, specific key competence training and recognition of prior learning.

Nevertheless, due to the current institutional framework and setup of public VET providers, the offer is limited to upper secondary vocational education programmes (school-based I-VET) and vocational training (in the VTCs) for all people of 16+ years that have completed basic education. The private VET offer supplements the public offer. The set-up of will be further explained in the section on the landscape of VET providers. As entrusted by respective legislation, VET providers have the following responsibilities:

- Development and approval of school-based curricula (instructional plans prepared by teachers)
- Development and implementation of level exams
- Organization and monitoring of students' internships in companies
- Set-up a network with the community and private sector in their region
- Coordination of VET Provider's Board meetings
- Selection and recruitment of teaching staff (according to recruitment procedures stipulated in the bylaws and communicated with NAES in the yearly budgeting / operational plans)

The new law foresees the establishment of a development unit in each public VET provider to establish closer linkages to the provide sector and support the transformation of the VET schools into effective and market-oriented service providers that prepare students for decent employment in the world of work. Respective bylaws are in the process of development and

⁸ <https://www.eurofound.europa.eu/country/albania#actors-and-institutions>, last retrieved 18.1.20

shall regulate the set-up and functioning of the Development Units⁹ as well as the possibilities for income generating activities and a broader financial autonomy of VET providers¹⁰.

Private companies

Article 6 of the new VET Law (15/2017) defines the following main actors in the institutional framework for in VET:

- 1) The Ministry in charge for VET (currently the MoFE)
- 2) The National Agency for Employment and Skills (NAES)
- 3) The National Agency for VET and Qualifications (NAVETQ)
- 4) VET providers
- 5) Social Partners
- 6) Other public and non-public actors at central and local level

The role of the private companies in VET is not specifically defined in a separate paragraph in the VET law except for Article 22: “VET dual form” – which is currently piloted for some selected handicrafts occupations under the crafts law but not aligned to secondary VET.

Participation of private companies in VET is voluntary. They are approached by VET providers to support them in implementing their programmes, especially with regards to work-based learning:

- Placement of VET students as interns in their company
- Provision of in-company instructors that supervise the students during the internship
- Implementation of the internship programmes in line with requirements of the national curricula

Besides that, the law foreseen the engagement of subject matter experts from businesses in the schools’ assessment commissions at the level exams. The roles and responsibilities of the business representatives, in the assessor panel their mandate and authorization is not finally clarified.

The most important formal cooperation structure between VET providers and private sector is their collaboration in the VET Provider’s Steering Boards (see below).

VET Provider’s Steering Boards

The composition and functions of the Governing Board of VET providers (shortly called “the Board”) is regulated in the new VET Law (15/2017), Article 13, §4 and related DCM No. 28 dated 30.7.2018.

According to the legislation, every public VET provider has been assigned such a board as a collegial body with representatives from the public and private sector that jointly takes decisions on the schools strategy, the vocational directions and offered programmes, and agrees on the planning of HR, financial, material and physical resources utilization. The Steering Board is responsible to analyse and approve the following:

⁹ Ministerial Instruction on the organization and functioning/activity of public VET providers: incl. HR management, Composition of Development Units, continuous qualification of staff) (Article 12, point 4 and Article 15 point 3).

¹⁰ Ministerial instruction on the rules of investing and re-investing income generated through legal activity of VET providers (article 31, point 1)

- The Mid-term plan (strategy) of the VET provider
- The Annual work plan of the institution
- The Operational Budget for the following year

The particularity of the VET Board is the fact, that the **chairperson of the board is a private sector representative**. This is an excellent entry point to the regional business community which is important to arrange the urgently needed Work-based Learning possibilities for the students.

The board consist of the following members as defined in the legislation:

- 2 representatives of the private sector related to the VET institution profile (*one of them to be elected as the chair person*);
- 1 representative of the local education unit (regional directorate/education office), covering the public educational VET providing institution (public vocational schools);
- 1 representative of the district council, covering the public educational VET providing institution;
- 1 representative of the employment regional/local office, covering the public educational VET providing institution;
- 1 representative of the teaching personnel of the public VET providing institution;
- 1 representative of the students of public vocational education schools or one representative of employees of public vocational training centres.

Transversal Management and Coordination Mechanism at national Level

Integrated Policy Management Group (IPMG) “Employment and Skills”

The establishment and functioning of Integrated Policy Management Groups (including the one on Employment and Skills) is based on the Integrated Planning System (IPS). The IPS includes mechanisms and tools for an integrated planning of all public policies to ensure effective allocation of financial resources. The Integrated Planning System requires, therefore, the implementation of a sectoral/cross-sectoral approach with the aim of a better management and coordination of and between priority sectors. For this purpose, the Prime Minister issued the Order on the Establishment of Integrated Policy Management Groups. This approach was initiated in 2015 and renewed in 2018.¹¹

Following IPMGs were (re) established based on the Order of the Prime Minister:

1. Good Governance and Public Administration
2. Competitiveness and Investments
3. Employment and Skills
4. Integrated Management of Land
5. Integrated Management of Water

¹¹ Order No. 157, dated 22.10.2018 of the Prime Minister

Membership in the IPMG “Employment and Skills”

IMPG	Employment and Skills
Chaired by:	Minister of Finance and Economy
Technical Secretariat	Directorate of Employment and VET in the Ministry of Finance and Economy
Members	<ul style="list-style-type: none"> • Minister of Finance and Economy • Minister of Infrastructure and Energy • Ministry of Agriculture and Rural Development • Minister of Tourism and Environment • Minister of Education, Sports and Youth • Minister for Europe and Foreign Affairs • Minister of Health and Social Protection • State Minister for Entrepreneurship • Prime Minister’s Office (Cabinet) • Department of Good Governance at Prime Minister’s Office • National Employment Service
Invitees	<ul style="list-style-type: none"> • Representatives of the Ministry for Europe and Foreign Affairs • National Agency of Vocational Education, Training and Qualifications • National Institute of Statistics (INSTAT) • Department of Public Administration • National Youth Service • State Inspectorate of Labour and Social Services • Representatives of the National Labour Council • Trade Unions • Private Sector (Chambers, Associations) • Representatives of the Council of Higher Education and Research • Representatives of the National Pre-University Education • Association of Municipalities and Regions • Providers of social services • Providers of education and training • Donor / lead donor in the sector (focal point for the sector) • Other (based on the decision of the IPMG chair)
Priority areas (sectors and subsectors)	Education (higher education, pre-university education), vocational education and training, creation of new jobs, employment services, employment promotion programmes, Albanian Qualifications Framework, social protection and inclusion, economic aid, vulnerable groups (children, women, elderly persons, people with disabilities, Roma community etc.), equity and gender equality, science, research and smart specialization, human capital development etc.
Thematic Group	Thematic Group – Employment and Skills Thematic Group – Inclusion and Social Protection

The IMPG on Employment and Skills convenes regularly and endorses priority strategic and legal initiatives, such as the Draft Law on Employment Promotion (2018), the Mid-Term Review of the National Employment and Skills Strategy 2014-2022 (December 2018), the revised action plan of the National Employment and Skills Strategy 2022 (May 2019) and the Strategy of Social Protection (October 2019). In addition, each IPMG acts as Steering Committee of EU IPA projects in the respective sector. The IPMG on Employment and Skills monitors the progress and results of the Sector Reform Contract in the Employment and Skills Sector.¹²

The functioning of IPMGs is crucial, yet still dependant on the initiative of the chairing Minister or responsible Deputy Minister. Further effort and coordination are needed to help each IPMG contribute substantially to the Integrated Planning System Providers Landscape (Public VET schools /VTC and non-public provides).

¹² The Sector Reform Contract (budget support) was signed in 2016 between the European Commission and the government of Albania, as part of IPA II Assistance.

Annex

4

Enrolment in AQF Qualifications levels 2 to 5

List of vocational qualifications Level 2- 5 of the Albanian qualifications framework (AQF)¹

List of Vocational Qualifications based on the 2+1+1 VET structure

Qualification Area, profiles and enrolment	Vocational qualifications of LEVEL 2 of the AQF (two years VET programmes)	Vocational qualifications of LEVEL 3 of the AQF (2+1 year structure)	Vocational qualifications of LEVEL 4 of the AQF (two years VET programmes)
1 (6 profiles) (3272 students)	Hospitality and Tourism	1.1 Cook – Patisserie 1.2 Bar and Restaurant Service 1.3 Tourism 1.4 Tour Guide 1.5 Services in Hotels and Restaurants 1.6 Travel and Tourism Services	Hospitality and Tourism
2 (7 profiles) (3211 students)	Transport Vehicles Services	2.1 Car Electrics Services 2.2 Engine Services 2.3 Generic Services 2.4 Vehicle Chassis Services 2.5 Agri-Mechanics 2.6 Services 2.7 Heavy Transport Vehicles Services	Transport Vehicles Services
3 (5 profiles) (1184 students)	Mechanics	3.1 Metallurgy and Foundry 3.2 Metal Constructions 3.3 Mechanical Maintenance & Repairs 3.4 Metal Working Machines 3.5 Metalworking Technologies	Mechanics
4 (4 profiles) (1356 students)	Electrotechnics	4.1 Installation of low & high Voltage lines 4.2 Electro-Mechanics 4.3 Appliances Repairs 4.4 Automatization Technology	Electrotechnics
5 (5 profiles) (480 students)	Electronics	5.1 Telecommunications 5.2 Electronic Devices Repair 5.3 Mechatronics 5.4 Electronic Devices Repair 5.5 Mechatronics	Electronics

¹ Source: NAVETQ Homepage: www.akafp.gov.al, retrieved August 28, 2019

6 (2 profiles) (1174 students)	Hydraulics / Plumbing	6.1 Hydraulic Installations 6.2 Installation of Heating & Cooling systems	Hydraulics / Plumbing
7 (2 profiles) (199 students)	Wood processing	7.1 Semi-finished wood products 7.2 Joinery and upholstery	Wood processing
8 (7 profiles) (220 students)	Construction	8.1 Masonry 8.2 Plaster 8.3 Paving and tile coating 8.4 Carpentry, iron- and concrete work 8.5 Road works and repairs 8.6 Decorative and Painting Works 8.7 Building Maintenance	Construction
9 (4 profiles) (390 students)	Textile and Clothing	9.1 Tailoring 9.2 Modelling 9.3 Leather Processing 9.4 Textile	Textile and Clothing
10 (5 profiles) (851 students)	Food processing	10.1 Milk Processing Technology 10.2 Dough Processing Technology 10.3 Fruit & Vegetable Processing Techn. 10.4 Meat & Fish Processing Technology 10.5 Drinks production technology	Food processing
11 (6 profiles) (724 students)	Agriculture	11.1 Agricultural and livestock farming 11.2 Gardening 11.3 Animal and Poultry Breeding 11.4 Fruit-Growing 11.5 Agri-Tourism 11.6 Farm Animal and Poultry Care Services	Agriculture
12 (4 profiles) (32 students)	Chemical Technology	12.1 Oil Processing Technology 12.2 Production Technology of Building Material 12.3 Ink Production Technology 12.4 Plastic & Rubber Processing Technology	Chemical Technology
13 (4 profiles) (559 students)	Social and Health Services	13.1 Child Care Services 13.2 Elderly Care Services 13.3 Social Services 13.4 Social Animation	Social and Health Care Services
14 (5 profiles) (0 students)	Crafts/Handicrafts	14.1 Jewelry 14.2 Stone Works 14.3 Copper Works 14.4 Lacework	Crafts/Handicrafts

		14.5 Artistic Woodwork	
15 (3 profiles) (0 students)	Polygraph	15.1 Bookbinding 15.2 Layout 15.3 Book Graphic Design	Polygraph
16 (4 profiles) (137 students)	Geology/Mining	16.1 Geology 16.2 Mining 16.3. Drilling 16.4 Mine Survey	Geology/Mining
17 (3 profiles) (112 students)	Maritime	17.1 Fishing 17.2 Fish Processing 17.3 Fishing Technique	Maritime
18 (2 profiles) (48 students)	Oil, Gas and Water Exploration, Drilling and Exploitation	18.1 Oil, gas, water exploration and drilling 18.2 Oil, gas & water extraction (production)	Oil, Gas and Water Exploration, Drilling and Exploitation
19 (1 profile) (no data)	Electrotechnics	1. Electrical civil and industrial wiring	Electrotechnics

List of Vocational Qualifications based on the 2+2 years VET structure

Qualification Area, profiles and enrolment	Vocational qualifications of LEVEL 2 of the AQF (two years VET programmes)	Vocational qualifications of LEVEL 4 of the AQF (2+2 structure)
<p style="text-align: center;">1 (6 profiles) (1608 students)</p>	<p style="text-align: center;">Business/Economy</p>	<p>1.1 Bookkeeping 1.2 Bank Services 1.3 Taxes 1.4 Insurances 1.5 Trade 1.6 Administration of Travel Agencies</p>
<p style="text-align: center;">2 (4 profiles) (1986 students)</p>	<p style="text-align: center;">Information and Communication Technology (ICT)</p>	<p>2.1 Support to ICT users 2.2 Data Networks 2.3 Website Development 2.4 Multi-Media</p>
<p style="text-align: center;">3 (4 profiles) (62 students)</p>	<p style="text-align: center;">Forestry</p>	<p>3.1 Forest Use 3.2 Silviculture 3.3 Forest Protection 3.4 Floriculture (Flower Farming)</p>

List of Vocational Qualifications based on the 4-years VET structure (en bloc)

No.	Vocational Qualifications (LEVEL IV of the AQF) as per the 4-years VET programs
1 (76 students)	Geodesy
2 (282 students)	Veterinary
3 (107 students)	Elderly Care Services

List of Vocational Qualifications of Level V of the AQF

No.	Vocational Qualifications LEVEL V of the AQF (Post-Secondary VET Programmes)
1 (0 students)	Marine Deck Services
2 (0 students)	Laboratory Food Control
3 (0 students)	Fashion Design

Annex

5

List of public VET schools and their training offer

List of Public Secondary VET schools in Albania (2018-2019)

No.	Name of the vocational school	Region	Broader occupational profiles
1	Vocational School "Arben Broci"	Shkodra	1-Electrotechnics 2-Mechanics 3-Transport Vehicles Services 4-Hydraulics / Plumbing 5-Construction
2	Technical Forestry School "Kolë Margjini"	Shkodra	1-Wood Processing 2-Forestry
3	Technological School "Hamdi Bushati"	Shkodra	1-Hospitality and Tourism 2-Business / Economics 3-Textile-Clothing
4	Vocational School "Ndre Mjeda"	Shkodra	1-Veterinary 2-Agriculture 3-Food Processing
5	Vocational School "Kolin Gjoka" *	Lezha	1- Information and Communication Technology 2- Business / Economics 3- Social and Health Care Services 4-Hospitality and Tourism
6	Vocational School "Nazmi Rushiti"	Dibra	1- Information Communication Technology (ICT) 2- Economy - Business 3- Food Processing 4- Social and Health Services 5-Geology and Mining
7	Hospitality and Tourism School Tirana	Tirana	1- Hospitality and Tourism 2- Food Processing
8	Technical Economic School of Tirana	Tirana	1- Business Economics 2- Textile and Clothing
9	Construction School "Karl Gega"*	Tirana	1- Construction 2- Geodesy 3- Mechanics 4- Transport Vehicles Services 5-Hydraulics / Plumbing 6- Wood Processing
10	Technical Vocational School "Gjergji Canco"	Tirana	1- Electrotechnics 2- Electronics 3 - Information and Communication Technology
11	Vocational School Kamza (Pilot Multi-Functional Centre by GIZ)	Tirana	1- Agriculture 2- Transport Vehicles Services 3- Social and Health Care Services* 4- Information and Communication Technology * 5- Hospitality and Tourism
12	Shkolle profesionale "Hermann Gmeiner"	Tirana	Information and Communication Technology
13	Agri-Business School Golem	Tirana	1- Agriculture 2- Business / Economics 3- Veterinary

Annex 5 List of public VET schools and their training offer

No.	Name of the vocational school	Region	Broader occupational profiles
14	Vocational School "26 Marsi" Kavajë	Tirana	1-Mechanics 2- Information and Communication Technology (ICT) 3- Plumbing
15	Vocational School "Beqir Çela"	Durrës	1-Mechanics for agriculture vehicles 2-Hydraulics / Plumbing 3-Information and Communication Technology (ICT) 4-Electromechanics
16	Technological School "Hysen Çela"	Durrës	1- Hospitality and Tourism 2-Food Processing 3-Textile and Clothing 4- Business / Economics 5 - Maritime (Fishing and Maritime Economy)
17	Vocational School "Ali Myftiu"	Elbasan	1- Mechanics 2- Transport Vehicles Services 3- Electrotechnics 4- Construction
18	Vocational School "Sali Ceka"	Elbasan	1- Hospitality and Tourism 2- Textile and Clothing 3-Hydraulics / Plumbing 4- Wood processing 5- Information and Communication Technology (ICT) 6- Business / Economics 7 - Social and Health Services
19	Vocational School "Mihal Shahini" Cërrik	Elbasan	1-Veterinary 2- Agriculture
20	Vocational School "Petro Sota"	Fier	1. Electrotechnics 2. Mechanics 3. Transport Vehicles Services 4. Information and Communication Technology (ICT) 5. Hydraulics /Plumbing 6. Chemical Technology 7. Oil, gas, water exploration and production
21	Agricultural Vocational "Rakip Kryeziu"(Çlirim)	Fier	1-Agriculture 2-Veterinary 3- Social and Health Services 4- Food Processing
22	Mechanics School Lushnja	Fier	1- Mechanics 2-Transport Vehicles Services 3- Hydraulics / Plumbing 4- Electrotechnics 5-Information and Communication Technology (ICT)
23	Vocational School "Kristo Isak"	Berat	1-Hospitality and Tourism 4-Food Processing 3- Business / Economics 4- Textile and Clothing 5 - Social and Health Care Services
24	Vocational School "Stiliano Bandilli"	Berat	1-Transport Vehicles Services 2 -Electrotechnics

Annex 5 List of public VET schools and their training offer

No.	Name of the vocational school	Region	Broader occupational profiles
			3- Mechanics 4- Hydraulics / Plumbing
25	ICT School "Fan.S.Noli"*	Korça	Information and Communication Technology (ICT)
26	Vocational School "Isuf Gjata"	Korça	1- Hospitality and Tourism 2-Food Processing 3-Textile and Clothing 4- Business / Economics 5 Social and Health Care Services
27	Construction School	Korça	1- Construction 2- Geodesy 3-Hydraulics / Plumbing 4- Wood Processing
28	Shkolla Teknike Profesionale "Demir Progri"	Korça	1- Transport Vehicles Services 2- Electrotechnics 3- Mechanics
29	Agricultural School "Irakli Terova"*	Korça	1- Agriculture 2- Veterinary
30	Vocational School "Enver Qiraxhi" Pogradec	Korça	1- Hospitality and Tourism 2- Mechanics 3- Electrotechnics
31	Industry School "Pavaresia"	Vlora	1- Electrotechnics 2. Mechanics 3.Transport Vehicles' Services 4. Information and Communication Technology (ICT) 5. Hydraulics / Plumbing
32	Shkolla "Tregtare"	Vlora	1- Hospitality and Tourism 2- Business / Economics
33	Shkolla e Mesme Teknike Ekonomike Hoteleri-Turizem "Antoni Athanas" Sarandë	Vlora	1- Business / Economics 2. Hospitality and Tourism
34	Vocational School "Thoma Papapano"	Gjirokastra	1 - Electrotechnics 2 - Transport Vehicles Services 3 - Information and Communication Technology 4 - Hydraulics / Plumbing
35	Havzi Nela	Kukes	Information and Communication Technology (ICT)

Annex

6

Enrolment in VTCs

Enrolment in Vocational Training Centers (VTCs) in Albania

Enrolment in Vocational Training Schools (VTCs) between 2013 and 2018

	2013	2014	2015	2016	2017	2018	Jan-Sep '19 Vocational Training	Jan-Sep.'19 Start SMART
Total	8.884	13.102	17.524	16.860	15.711	14.794	8.875	7.455
VTC No.1 Tirana	1.945	2.640	3.642	3.383	3.403	3.032	2.018	524
VTC No.4 Tirana	1.214	2.269	2.523	2.973	2.779	2.565	1.792	440
VTC Shkodra	636	979	1.207	927	2.135	935	836	1.280
VTC Korça	602	813	956	926	926	668	855	714
VTC Durrës	1.340	1.869	2.301	2.426	1.797	1.930	330	757
VTC Elbasan	1.362	1.967	2.857	2.011	795	1.817	483	555
VTC Vlorë	990	1.196	1.847	1.678	1.825	1.470	997	909
VTC Gjirokastër	194	441	497	899	826	926	698	762
VTC Fier	443	665	1.231	1.168	844	1.106	554	750
Mobile VTC	158	263	463	469	381	345	312	764

Start SMART – A National Good Practice Example to Unlock Personnel Competences of Young Unemployed Job Seekers¹

Since 2018, a new training component, a career orientation course called Start SMART, has been added to the Vocational Training Centres' (VTC) service portfolio to complement their technical course offers. Start SMART has been developed by the National Employment Service (NES) with the support of the German International Cooperation (GIZ, ProSEED Programme). It is a 10 days (40 hours) training programme for registered young job seekers to unlock their personal strengths and potentials to better orient them into training measures (based on a personal skills profile that is being developed during the course) and support their labour market entry. SMART start is based on an action-oriented approach and focusses especially on soft skills that are relevant for a successful job search (such as CV writing and job interview skills, team work, problem-solving, work-ethics etc.). Since 2018, more than 11.000 job seekers were trained through the Start SMART module throughout Albania with promising results: 9.5% of the graduates could be directly placed in employment upon graduation without any additional vocational course, 88.2% stated the course supported their personal development, 34.7% have a clearer picture about their career options, and 47.7 % stated that the course enhanced their employability.

¹ Source: interview with Jürgen Kosemund, Team leader, GFA Consulting Group (GIZ ProSEED VET component "Support of public VTCs", November 2019.

Annex

7

**Case study on VET challenges
in dynamic sectors:
tourism, agribusiness, ICT**

CASE STUDY:

Sector Dynamics and Challenges for VET in Tourism, Agribusiness and ICT

The service sector is the largest and most dynamic sector of the economy, as well as the strongest contributor to economic growth of the country. Despite huge potential, the contribution of agriculture contribution has shrunk over the years and manufacturing industries are slowly revitalizing their contribution after a stagnation in the period 2011-2014.

The needs of trained and qualified personnel and the opportunities of employment for VET students and graduates vary between different sectors of Albania's economy: Three sectors are in a phase of rapid growth and technological transformation: Hospitality and Tourism, Agribusiness and ICT.

1. Hospitality and Tourism Sector

Within the service sector, Tourism and Hospitality has become one of the most important sources of national income. In 2019, Albania registered 5,9 million arrivals of foreign citizens, which is an increase of 38 % since 2014 (3,7 million).¹ According to the 2019 World Travel and Tourism Council Report on Albania, travel and tourism receipts in 2018 reached 4.27 billion USD, or 27.3 % of GDP. Leading sub-sectors of tourism are marinas, leisure boats, hotel franchises, upscale hotel accommodations, design, architectural and engineering services, and construction materials.²

The number of enterprises operating in the hotel and tourism industry has grown between 2014 and 2017 by more than 20% from 18,061 to 22,785 ventures. Each year the country experiences an increase of tourists by half a million. Tourism is the sector with the highest potential for employment. In 2017, 93,000 people were directly employed in the sector, accounting for 7.7% of total employment. Indirectly, the tourism and travel sector has generated 291,600 jobs, accounting for 24.1% of total employment in the country.³

The pleasant Mediterranean climate, beautiful natural resources (362 km coast-line and more than 60% mountain areas) as well as the numerous cultural heritage sites are favourable factors for the country. The good strategic position and the well-developed flight connections (29 direct flight links) make Albania easily accessible from all over Europe. The Albanian Government is aware of the huge development potential of tourism and has defined clear objectives and development indicators in the National Tourism Strategy (2014 – 2020). A fiscal incentive package has been adopted in January 2018 introducing tax exemptions for strategic investments in the hotel and tourism sector. Concomitantly, the Government undertakes huge infrastructure investments with the support of the World Bank and the European Bank for Reconstruction and Development, EBRD, to modernize Albania's road, rail and air transport networks.⁴

Despite the positive dynamics and growth, the tourism sector is still performing far below its natural, historical and cultural potential. The infrastructural conditions are not sufficient to cope with the high and ever growing numbers of tourists. Accommodation facilities very often operate at a minimum level of standard. Amusement and recreation facilities, as well as adventure sports

¹ INSTAT, Arrivals of Foreign Citizens 2014 - 2018

² <https://www.export.gov/article?id=Albania-Travel-and-Tourism>

³ Ministry of Tourism and Environment and Environment: "National Strategy on Sustainable Tourism Development, 2019-2023.

⁴ Horwarth HTL., Market Report Albania: The (last) undiscovered pearl of the Mediterranean, April 2018.

sites or combined tours are hardly present, thus limiting the tourism season mainly to the summer months, where seaside and natural tourism can be explored the best.

The **National Strategy on Sustainable Tourism Development 2019-2023** has identified the following medium-term challenges:

- Upgrading the infrastructure to allow easy access to different points of destinations and to assure a pleasant and safe stay at side
- Introduction of a standardization and classification system for hotels and accommodation facilities
- Attracting international hotel brands and tour operators
- Reduce the informal economy
- Clarify property rights
- Establishment of an efficient system of continuous professional training of HR in the tourism industry

43.9% of businesses in the accommodation and food service sector declare that their staff lack the relevant skills to perform their job assignments in a satisfactory way. The situation is even worse for waiters and bartenders, as 70 % of their employers are not satisfied with their level of performance.⁵

There are currently 12 public secondary schools which offer vocational training programmes in Hospitality and Tourism in 10 prefectures of Albania. They train a total of 3 272 students, representing 18% of total VET enrolment. Students can choose between 6 specializations: (1) Cook-Patisserie, (2) Bar and Restaurant Services, (3) Tourism, (4) Tour Guide, (5) Services in Hotels and Restaurants, (6) Hotel and Tourism Services.⁶

Good Practice Example of School-Business Cooperation in the Albanian Hotel & Tourism Sector

There are excellent examples of school-business cooperation in the field of Hotel and Tourism. One of them is the Hotel and Tourism Vocational School in Tirana. Business representatives, recommended by the school's board members, take part in the development of training programmes and in the planning of professional practice of students at the business sites.

The Hotel and Tourism School works in close cooperation with the Municipality of Tirana, the Albanian Hotel and Tourism Association and Business Albania, and it is a member of the European Association of Hotel and Tourism. The school maintains twinning relations with several European H&T schools, to enjoy continuous professional upgrading of their management and teaching staff, up to date infrastructure and teaching materials.

80% of the school's graduates are directly recruited by the businesses in the sector, whereas the remaining part continues their academic studies at institutions of higher education.

The value chain in the tourism sector includes travel organisation and booking, transportation, accommodation, food and beverage, handicrafts, touristic attractions and destinations, leisure, excursions and tours, as well as various support services including operation and maintenance.⁷ Strengthening the agricultural sector and the national food processing industry will trigger economic impacts in the entire Hotel, Restaurants and Catering (HORAC) sector in Albania. These unexplored synergies will be further discussed in the next paragraph.

⁵ Dr. Lindita Rama: "Skills Needs Analysis, 2017.

⁶ Source: NAVETQ Homepage: www.akaftp.gov.al, retrieved August 28, 2019

⁷ Ejvis Gishti and Alma Shkreli: "Building an Albanian Qualification Framework: demand Side Analysis and List of Occupations", ETF, February 2015, page 26.

Consultants Conclusions:

The National Strategy on Sustainable Tourism Development 2019-2023 has identified the following medium-term challenges:

- Upgrading the infrastructure to allow easy access to different points of destinations and to assure a pleasant and safe stay at side
- Introduction of a standardization and classification system for hotels and accommodation facilities
- Attracting international hotel brands and tour operators
- Reduce the informal economy
- Clarify property rights
- Establishment of an efficient system of continuous professional training of HR in the tourism industry

The sector strategy integrates continuous professional training of HR in the tourism industry (last bullet point). This is the only one direct mention, and it does not include initial VET. Public VET institutions rarely offer continuing VET, but some have started to do it, by the initiative of Hotels, VET institutions, or cooperation projects.

Three other pillars of the strategy have an incidence in initial VET:

- The “Introduction of a standardisation and classification system for hotels and accommodation facilities” includes requirements for the human resources of the businesses in the sector that have to be knowledgeable and skilful.
- “Attracting international hotel brands and tour operators”: This implies that the staff of newly opened hotels will be trained, often within the company or contracted to a private training provider. But this reaches potentially out to the public VET providers.
- “Reduce the informal economy”: The efforts to reduce the informal economy have an economic and legal side: official work contracts with the service personnel, but also a training aspect: Formalisation includes the differentiation of the human resources involved in hotel and tourism services according to occupational profiles and levels of qualification. 6 specialisations, corresponding with occupational profiles, are included in the Albanian Qualifications Framework: (1) Cook-Patisserie, (2) Bar and Restaurant Services, (3) Tourism, (4) Tour Guide, (5) Services in Hotels and Restaurants, (6) Hotel and Tourism Services

The good practice example (Tirana Hotel and Tourism School) shows that partnerships are multi-faceted – and therefore not easy to replicate:

- Training programmes and professional practice: When designing/reviewing their training programmes, the school includes business representatives (suggested through their board members) in the development process and takes into consideration their proposals, especially for the planning of the professional practice of the students at the business sites.
- Institutional management: Board members from the business side play an active and driving role and are present in decision making and strategic planning.

- **Institutional linkages:** The School has a close cooperation with the Municipality of Tirana, the Albanian Hotel and Tourism Association and with Business Albania and is a member of the European Association of Hotel and Tourism.
- **Partnerships facilitating internships:** The school maintains an every growing network of cooperating hotels and resorts with about 300 business partnership agreements, enabling all of the hotel profile students to conduct an internship as part of their studies.
- **“Soft skills”:** Professional communication is not only integrative part of the professional practice modules but also an important part of the student’s assessment.
- **Teaching and learning methods:** Theory and practice modules are interlinked and embedded in project work.
- **Joint monitoring and assessment:** Work-based learning in companies is jointly monitored by professional module teacher and business mentors. Business mentors have an active share in students’ assessment during the internship and in the final exams of each level.
- **School twinning:** The school maintains twinning partnership with European schools to enjoy continuous professional up-skilling of their management and teaching staff, up to date infrastructure and teaching materials.
- **Professional competitions:** Students participate in national and European activities (professional competitions and Olympiads) to incite and boost their love for the profession.
- **Employment/ further studies:** 80% of students from the hotel-tourism direction are immediately taken over by the hotel and tourism businesses while the remaining continue with an academic study at the university.

The risk of a vicious circle for both – for the tourism companies who fear the brain drain of their efforts of investing in HR training, and for the young people who are afraid to end up in a deadlock if they do not progress with university studies can be transformed into an opportunity, if it is tackled at the roots. Permeability of the education and training system is a key. At the same time, professional Matura shall not become an impediment for vocational training but a valuable add-on. Vocational training needs a focus and dedication on those skills which are really needed by the business community. The engagement of the private sector in the design and delivery of training programmes is a must for a functioning VET system.

2. Agribusiness Sector

The Albanian Food Industry (AFI) association, established in 2010, is today a well-recognized network of about 60 registered members - all farmers and food processors such as dairy products producers, meat processors, as well as fruit and vegetable producers. The association has 4 subsector committees (milk, meat, agriculture and slaughterhouses).

An interview with the Executive Director, Mr. Alban Zusi, revealed the following key problems as regards the local producers in Albania:

- (1) Imported agricultural products are safer than local products in terms of food quality and hygiene standards.
- (2) Local producers have higher costs because they don’t know the state-of-the-art technology.

- (3) The majority of local producers are alone in their business; they lack guidance and advice, since they are not part of professional networks.

The association of food industrialists tries to tackle these problems. Today, most of the members are leading food producers; they are aware of the problems and are eager to unlock their potential for growth and expansion. They are the pioneers in their sector and have understood the advantages of joining and producing together.

Nevertheless, small subsistence farmers with backyard businesses represent the majority of agricultural businesses in Albania. They are still reluctant to join cooperative structures, in spite of the huge potential of the agricultural sector that needs to be addressed to achieve significant economies of scale. At present, about 90% of meat and more than 50% of poultry are imported instead of being produced locally, although about 45% of Albanian population live in villages and depend on agriculture.

A more effective agricultural sector will also boost synergies in other sectors, primarily the Hospitality and Tourism sector. Hotels and restaurants will become more profitable relying on locally produced vegetables, meat, poultry and dairy products. In conclusion, improving agriculture has a great potential to develop the country, generate employment, economic growth and better qualified jobs, and finally, will have a social impact on the whole society.

The agribusiness association is currently trying to create a model for transforming the agricultural and food processing industry into a dynamic and innovative economic cluster. AFI offers professional expertise, skill-up courses and access to latest technology, such as the introduction and training in a software for farmers to optimize life stock breeding. It will be an excellent opportunity for VET schools to learn more about the association's service offer and training approaches and to deliberate jointly, how VET school programmes can be optimised. The demand for well-trained agribusiness specialists is considerable: According to the estimation of AFI, Albania needs about 3 000 professional agronomists.

There are individual good cases of cooperation between individual schools and single companies, but this is not enough to respond to the skill shortage in the entire branch. According to AFI, an umbrella organisation or schools' network could make it easier to discuss the needs of the food industry on a consolidated level and channel the discussion between schools and businesses instead of approaching individual schools. Reforms need to go beyond the current project-supported case-by-case solutions.

It is not the preliminary purpose of business associations to "teach" the schools about optimization of their educational offer, but they can be consulted as an excellent source of information for sector specific trends, needs and definition of professional profiles, standards and requirements. They can also become generators of ideas for a better knowledge transfer from the businesses community into the schools, e.g. through a well-organized work-based learning in the facilities of the leading food producers which are members of AFI. In order to make this cooperation functional, it needs a *jointly* developed training concept with clear roles and responsibilities for the school and business side. It should be based on the prevailing standards in the food industry and allow for freedom to adapt to the different business realities.

1 206 students are enrolled in agriculture-related programmes. 439 of them specialize in agriculture, 485 in food processing, and 282 in veterinary services. Agriculture-related programmes are chosen by 6.65% of all VET students.

Good Practice Example of an Agricultural and Veterinarian School, integrated in the Rural Community

The Agricultural School Mihal Shahini in the village of Cerrik, Elbasan⁸, once a model in the whole country, has been struck with the phenomenon of outmigration. The local business community has approached the school management and they have agreed to open new programmes in agritourism and farm mechanisation.

Thanks to a project implemented in partnership with the NGO VIS Albania and another one with Save the Children, the school has equipped itself with furnished laboratories such as a small veterinary clinic, which on top of training has been used to assist the local breeders. The idea of the Principal is to create a community farm, a hub for agricultural innovation. The project foresees to put at disposal of the local farmers parcels of the land owned by the school, to test new seeds and growing techniques.

Furthermore, the school can provide machinery and specialised expertise of its veterinary and agronomy teachers to farmers. The students can engage in applied research and learn the production cycles, and the villagers will be less eager to leave their homes, as they can profit from a lively, prosperous and innovative hub.

Consultants Conclusions:

The agribusiness sector has a huge potential, as the demand for locally produced foodstuff (milk, meat, vegetables, and fruits) is strong. As the large majority of agricultural businesses are small subsistence farmers with small-scale operations, demand and offer do not match easily. They are still reluctant to join cooperative structures, in spite of the huge potential of the agricultural sector that needs to be addressed to achieve significant economies of scale. VET is not at reach for the older part of the population, but can attract the younger generation of family members and other people living on the countryside and in small towns.

The Agribusiness Association is aware of individual good cases of cooperation between individual schools and single companies, but stresses that this is not enough to respond to the skill shortage in the entire branch. The Executive Director thinks that an umbrella organisation or schools' network would make it easier to discuss the needs of the food industry on a consolidated level and channel the discussion between schools and businesses instead of approaching individual schools. He imagines that the association can serve as an excellent source of information for sector specific trends, needs and definition of professional profiles, standards and requirements. The member businesses can serve as generators of ideas for a better knowledge transfer from the business community into the schools, through a well-organized work-based learning in the facilities of the leading food producers. He proposes to develop jointly a training concept with clear roles and responsibilities for the school and business side. It should be based on the prevailing standards in the food industry and allow for freedom to adapt to the different business realities.

The good practice example from the Agricultural School in a village confirms that it is not enough to train young people in the narrow limits of a standard VET programme to tap the potential of the agricultural sector. Management capacities and technology transfer facilities will have to be

⁸ Case study compiled by Stefania Sechi, UNDP SD4E programme, 17.10.2019 as part of this VET review

added to an initial and continuing VET offer, which is adapted to local conditions and product-specific value chains.

3. Information and Communication Technology (ICT) Sector

In today's economies, Information and Communication Technology (ICT) is a generator for economic growth and competitiveness. The use of Internet and computers is a must for almost all sectors to establish and maintain customer contacts, to develop, customize, produce, store, sell and distribute products and services, and to manage financial and administrative processes. According to the national institute of statistics, INSTAT, the share of businesses that use computers for work purposes increased from 96% in 2017 to 97.3% in 2018; sectors such as Hotel and Tourism and Real Estate Services fully rely on the use of computers. ICT is one of the most dynamic sectors in Albania and has a huge potential for growth.

According to a sector study of Price Waterhouse Coopers in 2018⁹, the main business opportunities and employment generators for ICT services are in the following economic segments:

- (1) Development of e-services and related internet platforms (infrastructure management, software development, IT consulting services)
- (2) Business Process Outsourcing (BPO) to call centres
- (3) Introduction of ICT technology in strategic sectors (AgriTech, Energy & Renewables, Apparel & Fashion, Tourism)

Despite a well-functioning digital infrastructure in the country (63% of the companies confirm a good infrastructure, 13% even optimal conditions for broadband / mobile availability, speed and costs), 50% of the ICT businesses face problems in recruiting skilled workers.¹⁰ Skills shortage is the biggest problems that hinders economic growth in the ICT sector and prevent synergies in the related economic sectors. ICT professionals are needed as software application developers and as website and multimedia designers and developers, who are able to use java script, php, laravel, html, css, angular, photoshop, illustrator, etc. This is an excellent field for secondary VET schools to come in.

The present vocational training offer consists of 13 public secondary schools, which offer ICT vocational training programmes spread over in 10 prefectures of Albania. In total, 1 986 students are enrolled in ICT programmes in secondary VET schools, representing almost 11 % of the total VET enrolment. Students can choose between four vocational specialisations: (1) ICT User Support, (2) Data Networks, (3) Website Development, and (4) Multi-Media. 11

The following good practice sample describes the school-business cooperation from the perspective of a cooperating company that offers internship / work-based learning opportunities for ICT students:

⁹ PricewaterhouseCoopers (PwC): "ICT Sector Study, Macedonia, Albania, KOSOVO", 2018

¹⁰ Ibid.

¹¹ Source: NAVETQ Homepage: www.akafp.gov.al, retrieved August 28, 2019

Good Practice Example of a School-Business Cooperation in the ICT Sector

The ICT services company Albanian Business Partners (abp), founded in 2010, is a member of AITA, the Association of ICT companies in Albania. The Tirana-based company employs 13 staff members. They provide services in software application development, testing and maintenance, and web design. Customers are companies and institutions in various branches (e.g. health, education), in Albania and abroad (Italy, Germany, Czech Republic).

Since 2017, abp cooperates with three VET schools in Tirana. More than 50 students spent their internship in the company, in groups of three to six, 2 to 3 times a week for 3 to 5 hours (10 to 15 hours a week). abp enrolls them in on-line courses offered by e-learning platforms such as udey.com. After having passed successfully the final test, the students get real work assignments (e.g. developing / improving a website). Abp staff members serve as mentors, foster their professional development and observe their progress. Good performers get paid work assignments already during their studies, and the best graduates are recruited as regular staff members.

In order to scale up the cooperation with the three ICT schools, abp enrolls the ICT teachers in advanced online courses (e.g. Java course for professionals), alongside with their company's staff. The side effect is that teachers not only learn the latest technologies, but also become familiar with modern teaching methods in ICT. This allows them to deliver professional ICT basic training for all year-one students in the ICT schools, in their own computer labs, before sending them on internship to the company.

Abp considers their cooperation and financial contribution as social investment into the young generation of Albania and for the growth and expansion of their company. The benefit for the company is that it can select the smartest students to become part of the company's team. The CEO's message to the business community is: "Businesses that invest and cooperate in VET will certainly experience a win-win situation."

Consultants Conclusions

ICT is one of the most dynamic sectors in Albania and has a huge potential for growth. Nearly all formal enterprises use computers, ICT technology is being introduced in strategic sectors such as agribusiness, energy and renewables, apparel and fashion, tourism, e-services and related internet platforms are widely used or required and call centres are operating or in the planning stage. Nearly 50 % of ICT companies face problems in recruiting ICT experts.

The good practice example (abp, member of AITA) shows a creative method how a VET provider-Business partnership can be beneficial for the company, the VET institution (in the example 3 VET schools with ICT department), the students and even the teachers. When the students do their internship, they do real professional work at different levels, after having passed through an obligatory online course with a professional e-learning platform.

The students learn and work in the company under real-life conditions and are guided by professional staff. The better ones earn already some money during their studies, and some are recruited upon examination. The VET school teachers benefit from being upgraded, as they are enrolled, side by side with company staff, in advanced online courses. The VET school benefits as the teachers deliver professional ICT basic training in the first school year, using the schools own computer labs. In addition, the company equips the school with course materials. The

benefit for the company is that it can select the best students to become part of the company's team.

As the company is a member of the sector association for ICT, the message of the CEO to the business community will be heard: "Businesses that invest and cooperate in VET will certainly experience a win-win situation."

In conclusion, it can be stated that a strong competitive business environment is the only way to keep the professionals in the country. The participation of the private sector in designing and delivering high quality training is a must to keep track of the market demand and the latest technologies. Private sector representatives considered a participation in VET if it generates a win – win situation. Professionals do not only produce high quality products, reduce production costs and raise the companies' competitiveness but bring in a positive and dynamic upwind towards cooperative patterns with the European and international market.

Annex

8

Country brief: VET in Germany

COUNTRY BRIEF

Vocational Education and Training (VET) in Germany

1. Overview

Pre-school education is voluntary. It is mainly provided by non-public organisations, such as Churches, Welfare or Parent's Associations. Local authorities may offer preschool education services, only if there's a lack of private initiatives or if the quality of such services is insufficient.

Compulsory education starts with the age of 6 years and covers 10 years of school. Primary education last for 4 years, with the exception of Berlin and Brandenburg, where it covers the first 6 years of school.

For secondary education, children and their parents have the choice between three or four different pathways: Hauptschule (5 years), Realschule (6 years) and Gymnasium (9 years). There is a fourth pathway, provided by "Integrated Comprehensive Schools", which combine all three pathways under one roof.

Vocational education and training start normally after the 10th class. A large part of VET is provided in the Apprenticeship modality, but it coexists with mainly school-based VET training programmes, mainly in commercial and health-related occupations.

The concept of a full vocation or profession (Berufskonzept) is the basic principle for VET in Germany. It means, that an individual who has gone through a VET programme and has successfully passed the final examination, is fit for a qualified work post in an enterprise or an administration. The vocational certificate is recognised throughout the whole country.

2. Regulatory framework

VET is defined in several legal acts approved by the federal parliament and promulgated by the Government:

- The Vocational Training Act (BBiG) regulates nation-wide vocational preparation, initial VET, continuing education and retraining
- The Crafts and Trades Regulation Code (HwO) regulates VET in crafts companies.
- National standards for specific occupations are codified in Ordinances and Training regulations on initial VET, promulgated by the relevant Ministry of the Federal Government.
- Continuing education and higher education are regulated by a) the Distance Learning Protection Act (FernUSG) and the Framework Act on Higher Education (HRG).
- School education and the school part of Vocational Education and Training are regulated by laws and regulations of the Länder (16 in total). The Standing Conference of Ministers of Education and Arts (Kultursministerkonferenz – KMK) enacts frame curricula for the school part of VET for each vocation and profession.
- The Länder laws on higher education
- A multitude of collective agreements per sector of the economy, concluded between the social partners – employers and trade unions

Note: Germany does not have a unified Labour Code, but a multitude of laws and regulations with regard to labour and employment.

3. Governance

At federal level:

- The Federal Ministry of Education and Research (BMBF) is in charge of strategic planning and framework legislation for VET, in close cooperation with the Ministry of Economics and Technology (BMWi), professional associations and social partners.
- The Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung - BIBB) develops and updates the training ordinances and regulations for the company-based part of VET, in close cooperation with the line ministries and the professional associations. The vocational standards have national validity.
- The four-party “General Committee” (Hauptausschuss) within the BIBB has by law the mandate to advise the Government on VET policy strategy and issues. It is composed of representatives of the federal government (8 votes), of the Länder (8 votes), of the employers (Employer Organisations, 8 votes) and of the workers (Trade Unions, 8 votes).
- The Social Partners are involved in legislation and in preparation and approval of training regulations. They negotiate and determinate the remuneration of apprentices (Collective Agreements between the social partners)
- The Federal Employment Agency observes the labour market, informs about vacancies including apprenticeship posts, and runs a network of job and career information centres (Berufsinformationszentren).

At Länder / regional level:

- State Ministries of Education are responsible for the *school-based part* of dual VET. National compliance is guaranteed by a frame curricula issued by the Standing Conference of the State Ministers of Education and Arts (KMK)
- Chambers of Industry and Commerce, Chambers of Crafts etc. (“Competent Bodies”) administer and monitor the company-based part of the training and conduct semi and final assessments. They award the vocational and professional certificates on behalf of the public authority. In addition, they accredit companies willing to train apprentices, and issue official certificates for trainers in companies.
- Competent Bodies: Chambers of Commerce and Industry, Chambers of Crafts, Chambers of Agriculture, Chambers of Medical Doctors and Veterinarians, Chambers of Public Accountants, Chambers of Lawyers and Notaries,

4. Key statistics

Population 82.8 Mio (Destatis – Federal Office of Statistics, 2017)

According to VET Data Report Germany 2019 (BIBB):

- Number of recognized Training Occupations: 325 (2017)
- Training duration 2 to 3.5 years (usually 3 years)
- Total trainees in VET (12/2017): 1,32 Million
- New apprenticeship contracts: 516,500 (12/2017): 60% in Trade & Industry, 26.5% in Craft trades, 8% in Liberal Professions, 2.6 % in Agriculture, 2.5% in the Public Sector and 0.4 % in Housekeeping)
- Share of school leavers enrolling in VET: 56% (*thereof, 27.7 % with Higher Education Entrance Qualification “Abitur”, 42.7% with intermediate secondary education*)

certificate, 26.7 lower secondary school leavers and 2.8 without a lower or intermediate secondary education certificate)

- Overall rate to progression in employment after VET: 68%
- Training companies: 19.8 % of all companies (2017)

5. Modernisation of VET system

- 132 training ordinances (vocations and professions) have been updated since 2009.
- 25 new training vocations have been adopted in 2018. The new training ordinances integrate new qualification requirements, resulting from the digitalization of communication, design and work processes
- Employer organisations, Trade Unions, Chambers of Industry and of Crafts are the main motors of modernization of the German VET system.
- The federal government and the governments of the Länder are conscious of the need for modernization and change, as the duration of technological cycles becomes shorter and international competition fiercer. They are used to They are aware that they need the actors in the economy to keep vocational training policy up to date.
- The Social Partners (Employer's associations and Trade Unions) are keen to take part in the debate on VET policy in the framework of the internationalisation.
- Private sector is the key backbone and driver in the system, having the main responsibility for training design and delivery and bearing the main costs in training
- All partners are convinced that VET qualifications have to be based on the occupational principle, and that it is in their own interest that VET qualifications are recognized and appreciated in the society and the labour market.

6. Curricula VET/dual

Curricula include vocational practice, vocational theory and a minimum of general education in applied mathematics, German and technical English for some vocations.

Curriculum development is one of the core tasks of the Federal Institute for Vocational Education and Training (BIBB), in compliance with the VET Act (Part 5, §90 BBiG updated version of 2005).

For this purpose, the BIBB:

- conducts VET research
- organises expert committees in the process of developing initial and continuing vocational education and training programmes
- designs and runs national pilot projects preceding the adoption of new or modified training ordinances
- maintains and publishes the "Index of Recognized Training Occupations"

The Ministries of Education of the 16 Länder develop and adopt Framework Curricula for the school part of VET programmes. The final examination at a VET school is not a legal component of the final examination organised under the authority of a "Competent Body" (the professional chambers).

Individual VET schools have little room to adapt the framework curricula to local needs.

7. Role of companies in VET

Companies have to register at the regional chamber to become a recognized training enterprise Eligibility criteria are:

- The ability to cover all aspects of the respective training ordinance by themselves or, if necessary, through courses offered by an inter-company training centre
- The provision of a certified in-company instructor according to the Trainer Aptitude Ordinance (Ausbildereignungsverordnung - AEVO)

Training companies are responsible for:

- Recruitment of trainees
- Conclusion of apprenticeship contract and registration with the regional chamber
- Payment of apprenticeship remuneration according to the collective agreement
- Provision of training infrastructure to ensure compliance with national standards (ordinance/training regulations)
- Appointment of certified in-company instructor(s)
- Development and implementation of an individual training plan in line with the national ordinances /training regulations
- Supervision of the trainee's logbook entrances
- Granting free leave allowing the apprentices to take courses at the VET school and, if required, at an inter-company training centre
- Preparation and registration of trainees for interim and final examinations at the regional chambers

8. VET/dual education teaching staff

VET teaching staff consists of teachers in the VET school and instructors in the training company.

Requirements for in-company instructors:

- A company instructor in a dual VET programme needs to have acquired the training qualification from the Chamber of Industry and Commerce (according to the Ordinance on Trainer Aptitude (AEVO).
- The person needs to enrol in a short-term training course at the Chamber to get familiar with his / her roles and responsibilities in training and prove their personal and professional competence (certificate of skilled labour or equivalent years of professional experiences).
- In-company instructors train the apprentices according to an individual training plan based on the national training ordinances and regulations.
- They supervise and proof the trainees' learning progress as per training logbook (which is regularly/daily filled in by the trainee)
- Bigger companies with a high number of trainees appoint additionally a training coordinator who supervises the in-company-instructors and handles the administrative tasks (e.g. conclusion of training contracts, registration of trainees at the Chamber, enrolment in examinations with the Chamber).

Requirements for VET school teachers:

- Academic studies of the technical subject, Bachelor (3 years) + Master (2 years) + preparatory studies to become a teacher (1 ½ to 2 years) + State examination for the teaching profession
- Master of Crafts in a determined vocation or profession + preparatory studies of 1 year, plus a preparatory practice as a candidate to the teaching profession. The conditions vary from Land to Land.

9. Assessment and certification:

The “Competent Bodies” (Chambers of Industry and Commerce, of Crafts etc.):

- organise and conduct written, practical / project and oral tests, in line with the training ordinance and regulation for the specific vocation or profession;
- assess the VET-school learning achievements (The final exam of the VET school has no binding effect.);
- appoint the examination committees, comprising of at least 3 members (representatives of employers, employees and VET schools);
- issue the nationally recognized skilled worker’s certificate and skilled employee’s certificate.

Note: There is no link between the vocational certificate and the secondary school leaving exam giving access to higher education studies.

10. Financing of VET

Main sources of funding are the training companies, the State and the learners and their parents:

- Training companies contribute around 70% of the total training cost: Training allowance / apprenticeship remuneration and staff cost are the largest cost items;
- Trainees contribute to the training company’s revenue during their training and work;
- The Ministries of Education of the Länder fund the VET schools: Teacher salaries, running cost;
- In some branches with severe skill shortages (e.g. elderly care and construction), a training levy has been introduced. All companies of the respective branch are obliged to pay a certain amount into a training fund. Those who train get the full training allowance reimbursed from the fund. The regulations vary from one Land to the other.

11. Challenges

- Increasing average age of the population and trend towards academization (increasing share of school leavers with university entrance qualification) lead to less interest of youth for VET and to skilled labour shortages in lower level professions;
- Need for innovative offers of career guidance that integrate the social environment of the pupils;
- Too many, fragmented and narrow qualifications. 53 % of all apprentices choose one of the “Top 20” occupations, out of a total of 327 occupations! There are proposals to merge the present occupations to around 50 with a broad basic qualification, followed by a specialization.
- Regional disparities between East and West Germany;
- Limited permeability of the education system and lack of transparency regarding the career options make VET unattractive, as compared with the access to higher education. Steps towards a higher acceptance of VET would be to develop VET at the tertiary education level, to expand the recognition of non-formally acquired knowledge and skills (Recognition of Prior Learning – RPL, and the recognition of VET qualifications acquired in other European countries and internationally);
- Continuing education and training have no national standards and do not fit within the existing system of initial VET qualifications.

- The influence of training companies on the school-curricula and on the sequence of teaching modules in the school calendar is limited, since they are regulated by the education authorities of the Länder; thus the quality of matching of theoretical and practical training parts varies from occupation to occupation.
- Recognition of foreign professional qualifications of refugees coming to Germany is complex, slow and frustrating.

Annex

9

Country brief: VET in Switzerland

COUNTRY BRIEF

Vocational Education And Training (VET) in Switzerland

1. Overview

Compulsory school education lasts for eleven years. The primary level - including two years of kindergarten or the first two years of an entrance level - comprises eight years, the secondary level I three years. When compulsory schooling begins, the children are usually four years old. Vocational Education and Training starts with the first year of secondary level II.

The Cantons (regions with a high level of autonomy, 26 in total) are responsible for compulsory school education. They determine the curricula, time tables and teaching materials. In accordance with the “Intercantonal Agreement on the Harmonization of Compulsory Schools”, curricula are harmonized and teaching materials are coordinated at the level of each language region (German-speaking, French-speaking and Italian-speaking region).

The municipalities organize school operations. The local anchoring of the responsibility for school education allows customized solutions in each school.

All children attend the compulsory public school free of charge. 95% of the children visit public institutions. Compulsory schooling applies to all children, irrespective of their residence status. The education system reflects the composition of society: The heterogeneity in performance and talent among the pupils and the cultural heterogeneity of the classes present the schools with major challenges. With appropriate measures, the schools guarantee shared learning. The pupils receive differentiated and individualized lessons and enjoy individual support by the regular school teachers or, if necessary, by specialists (e.g. special education teachers).

Most VET programmes are of the dual-track variety (i.e. part-time classroom instruction at a vocational school combined with a part-time apprenticeship at a host company). The less common variety is a school-based VET programme (i.e. full-time classroom instruction, no apprenticeship). School-based VET programmes are generally offered by trade schools or commercial schools.

Tertiary-level professional education also combines classroom instruction with work-based training, thereby ensuring a smooth transition from dual-track VET programmes to employment.

2. Regulatory framework

The most important law for the area of VET is the Vocational and Professional Education and Training Act (BBG) of 13 December 2002. The last update is from 14 January 2017.

According to § 1 BBG,

- VET is a joint task of the Confederation, the Cantons and organisations of the world of work (social partners, professional associations and other competent organisations, and other providers of VET). The aim is to provide a sufficient offer of VET, especially in future-proof vocational and professional areas.
- The Confederation – the national level - may support the initiatives of the Cantons and of the world of work with financial and other means (principle of subsidiarity).

3. Governance

The Government of the Swiss Confederation oversees the VET sector, as far as the Vocational Training Act it allows. The Government of the Confederation is not responsible for implementation.

The Cantons are the responsible authorities in charge of the education sector, including a large part of VET. They

- a) fund and organise the training process,
- b) open and close specialisations in their region,
- c) train and fund the teachers,
- d) “own” most of the public VET Schools.

The State Secretariat for Education, Research and Innovation (SERI) issues “educational regulations” for the field of VET, upon request by the organizations of the working world, or, if necessary, on their own initiative.

The Federal Institute for Vocational Education and Training (EHB - FIVET) is the Swiss expert institution for vocational education and training. EHB – FIVET

- a) educates and trains VET practitioners;
- b) undertakes VET research;
- c) develops vocations and professions, and
- d) supports international cooperation in VET.

EHB – FIVET has its headquarters in Zollikofen near Berne, and branch institutes in Lausanne for the French-speaking region in the West of the country, and Lugano for the Italian-speaking region in the South of Switzerland. For the German-speaking part of the country, two external sites operate in Olten and Zurich.

4. Key statistics

- Population: 8.3 Mio (2017)
- Two-thirds of all young people coming out of compulsory education in Switzerland enroll in vocational education and training (VET), which provides them with a solid foundation in a given occupation.
- In Basic Vocational Education and Training at the secondary education level, there are around 230 occupations to choose from.
- The duration of training varies between 2 and 4 years.

Statistics for 2018 (Swiss Federal Statistical Office):

Upper-secondary level VET

- Federal VET Diploma 201 567 (f: 82 847 /m:118 720)
- Federal VET Certificate 13 934 (f: 5 441/m: 8 493)
- Federal Vocational Baccalaureate (Vocational Matura) 9 568 (f: 49.6 %)

Tertiary level: professional education

- Qualification awarded by colleges of higher education 9 112 (f: 4 565 /m: 4 547)
- Advanced Federal Diploma of Higher Education 2 840 (f: 778 /m: 2 062)
- Federal Diploma of Higher Education 14 575 (f: 5 578/m: 8 897)

<https://www.bfs.admin.ch/bfs/en/home/statistics/education-science/pupils-students/upper-secondary/vocational-training-apprenticeships.html>

Mainly school-based versus mainly company based VET

School-based Basic Vocational Education and Training in German-speaking Switzerland represents only 4.4 percent of all VET. In the French-speaking part of Switzerland, the proportion is 25.1 percent, and in the Italian-speaking part 29.2 percent.

The 10 most popular occupations for apprenticeship - as of April 2019:

- 1) Businessman / woman (KV) EFZ profile B, E + M
- 2) Specialist support (FaBe) EFZ
- 3) Retail specialist EFZ
- 4) Computer specialist EFZ
- 5) Health specialist (FaGe) EFZ
- 6) Draftsman / woman EFZ
- 7) Medical practice assistant (MPA) EFZ
- 8) Logistician EFZ
- 9) Dental assistant EFZ
- 10) Chef EFZ

5. Modernisation of VET system

The three main stakeholders of VET in Switzerland, the Confederation, the Cantons and the professional organisations, have discussed and convened an Agenda 2030 for VPET = Vocational and Professional Education and Training. The areas which need to be reinforced, are:

- Integrating of digitalisation and new learning technologies in all VET programmes and training pathways;
- Modernising VET programmes;
- Strengthening information and counseling for individuals during education and throughout professional life;
- Ensuring the greatest possible level of permeability across the education system as a whole;
- Optimising governance of the system and within cantonal administrations and training companies:
 - Reduction of bureaucratic burden in apprenticeship companies;
 - Simplification of data which are exchanged between the involved parties;
 - Improvement of cooperation between the 26 Cantons, simplifying and harmonizing their administrative and financial processes;
- Optimising VET programmes for adults, from the acquisition of basic skills at the workplace, enhancing the appeal of VET programmes to the availability of tertiary professional education for holders of vocational qualifications;

www.berufsbildung2030.ch

6. Curricula VET/dual

“Organisations of the World of Work“

They define vocational and professional profiles and design outlines of training programmes, specifying the necessary content areas for in-company training, inter-company training courses, and the VET school education complement.

These organisations play the role of sector associations or sector councils. In their majority, they are identical with professional organisations. They are voluntary associations of professionals in a certain area of activity. The organisation may include employers and workers.

This means, that the “social partners” of a specific sector may sit in one and the same “Organisation of the World of Work”.

The „Organisations of the World of Work“ (e.g. professional associations):

- define the contents in the VET curricula;
- organise basic vocational education;
- offer inter-company VET courses;
- develop and organise training offers at the tertiary education level;
- can engage in quality development;
- are competent to create sectoral VET funds.

Inter-company training courses – the third learning location

A specific feature of the Swiss Vocational and Professional Education and Training system is that a part of the practical training, but also the instruction of technical theory of a specific occupation, take place in institutions outside of the training companies and the vocational schools or colleges.

The Vocational Education and Training Act (BBG) of the Swiss Confederation, of 13 December 2002, in its updated version of 1st January 2017, gives these courses an official status.

§23 BBG

3 The cantons provide, with the collaboration of the Organisations of the World of Work (Professional Associations etc.), a sufficient offer of inter-company courses and comparable third learning locations.

4 Organisations delivering inter-company courses and comparable training offers have the right to request of the training companies or the VET institutions an adequate participation in the cost.

Organisations of the World of Work running such courses or comparable training offers, may ask for a higher share of participation in the cost, in order to avoid distortions of competition.

7. Role of companies in VET

Private Sector engagement in VET is certainly high in Switzerland. However, it is spread in different channels and the social partners employers – trade unions as such are not part of the structural set-up of the VET system.

The organisations providing sector-specific expertise are organisations of professionals, independently from their status as employers or employees-workers.

However, social partners are regularly heard at the national policy level, and they have a voice at the level of the Cantons.

8. VET/dual education teaching staff

Teacher training for pre-school level, primary school level, lower secondary level and upper secondary level general education schools (baccalaureate schools and upper secondary specialised schools) and for special needs education mainly takes place in universities of teacher education.

Teacher training for vocational schools at upper secondary level and for colleges of higher education at tertiary level takes place at the Swiss Federal Institute for Vocational Education and Training (SFIVET) and at other tertiary-level institutions such as universities of teacher education.

For teachers at vocational schools, Continuing Professional Development (CPD) is regulated by the Vocational and Professional Education and Training Ordinance (VPETO) and is compulsory. CPD courses for teachers are offered by universities of teacher education and other institutions. For lecturers at higher education institutions, universities or service centres offer specific CPD and advisory services in the field of university teaching.

Training for people who implement training courses for adults is – with the exception of courses at higher education institutions and colleges of higher education – not regulated by the state.

Instructors in companies training apprentices need to acquire a trainer's certificate. They are obliged to take a trainer's course and to pass an examination before obtaining the certificate.

9. Assessment and certification

The professional associations and sector organisations (Organisations of the World of Work) design the core content of the occupations and the standards of competence to be reached by a candidate for certification.

Formative and summative assessment take place at the three training sites: in the VET school or college, the training company and the inter-company training centre. Professionals of the concerned specialisation sit on the examination committees.

The Cantons organise the examinations and grant certifications.

10. Financing of VET

The Swiss Confederation, the Cantons and the Organisations of the World of Work finance jointly the costs of VET. The overall cost amounted to around CHF 3.6 billion in 2017.

Public authorities: Federal Government and Cantons

Most of these costs fall with the cantons for the conduction of vocational training: approx. 72% for the Vocational Schools, approx. 10% for the Higher Technical Schools and about 7% for the preparation for Basic Vocational Education. The federal government participates with a quarter in the cost of the public authorities. In 2017 the federal contributions for VET amounted to CHF 866 million. Up to 10 % of federal funds are allocated for the promotion of development projects and special services provided in the public interest.

The economy

With their offers, professional associations and industry organisations make an important financial contribution to vocational training: They develop the basics, run their own educational institutions and run job advertisements. Furthermore, by offering apprenticeships, the individual companies contribute to the financing of vocational education and training.

Financing Basic Vocational Education and Training (Basic VET)

Basic vocational training is financed both publicly and privately.

On the public side, it is the cantons, the federal government and the municipalities that are involved participate in the financing.

On the private side, the training companies as well as the professional and industry associations assume their share.

Vocational training is generally worthwhile for companies. According to an investigation from the year In 2009, the gross costs for training are high of 5.3 billion francs in productive performance by learners of CHF 5.8 billion.

Financial contribution of the companies: around 43% (the costs for the one year initial school-based basic VET training is considered in this calculation) (training allowance/apprenticeship remuneration, staff cost are the largest items)

The trainees contribute also to cover the cost of training.

Financing Higher Vocational Education and Training (Higher VET)

In contrast to Basic Vocational Education and Training, Higher Vocational Education and Training is characterized by a higher financial engagement of students and employers. But the public sector also plays an increasingly important role in financing. In 2017, the public authorities made in Higher Vocational Education and Training and Continuing Professional Development (CPD) a financial contribution of around CHF 515 million.

11. Challenges

- Keeping VET teachers and trainers at the front of technological development. Therefore, cyclical review of core syllabuses used to train vocational school teachers and workplace trainers;
- Clarifying governance and reducing administrative burdens for training companies
- Assessing cash flows, in order to keep VET attractive for businesses and affordable for public authorities.

As main achievements of the Swiss VPET system, in comparison with other systems, politicians highlight regularly:

- the high quality,
- the flexibility,
- the high rates of successful transition to qualified workplaces,
- the permeability of the system,
- and the affordability for providers (companies, public administration) and learners.

Annex

10

Country brief: VET in Austria

COUNTRY BRIEF

Vocational Education and Training (VET) In Austria

1) Overview

The Austrian educational system is divided into three large blocks: Pre-school Education, Primary Education and Secondary Education. Most of Vocational Education and Training is part of Secondary Education.

Compulsory education starts with the age of 5 years and lasts until the age of 15 years. Obligatory Kindergarten attendance was introduced in 2010 for 5 year olds. As from 2017, all youth aged less than 18 are obliged to follow an education or training programme of their choice after the completion of compulsory school, as a reaction to the increase of early school leaving and the increasing share of learners with serious lacks in reading, writing and mathematics (<https://education.stateuniversity.com/pages/88/Austria-EDUCATIONAL-SYSTEM-OVERVIEW.html>)

A distinctive feature of the Austrian school system is the strong diversification of programmes at all levels of education.

Austria has put in place a strong vocational education sector. Only 18% of 15-19 year olds are enrolled in general upper-secondary education programmes, compared with 82% in vocational pathways.

The offer of VET programmes is differentiated in three different levels: Pre-vocational Vocational Education and Training, Secondary education-level Vocational Education and Training, and Tertiary-level Vocational Education and Training.

- 1) Pre-vocational - preparation for a school-based or dual VET programme: 1 to 2 years
- 2) Full-scale Vocational Education and Training at the Secondary Education level
 - o 3 to 4 years, entirely school-based or dual
 - o 5 years, if the Secondary Education Matura is includedMinimum entry level is the completion of compulsory education with the age of 15 years.
- 3) VET in health-care sector occupations: From end-2023, VET for certified health and medical care occupations will require a Bachelor diploma.
- 4) Tertiary level Vocational Education and Training: Bachelor and Master studies at Universities of Applied Sciences, in a variety of disciplines, combined with internships, and in some cases “Dual Studies” = theory phases alternate with practice phases in companies.

2) Regulatory framework

The legal basis for Vocational Education and Training in the form of Apprenticeship is laid down in the Vocational Training Act (Berufsausbildungsgesetz – BAG) of 1969, with last amendments of 2018.

The Federal Ministry of Digitalisation and Economics (BMDW) issues for every occupation a specific training regulation (Ausbildungsordnung), which is compulsory for any training provider and student or apprentice.

Specific regulations apply for agricultural and forestry related training programmes (Land- und forstwirtschaftliches Berufsausbildungsgesetz – LFBAG 1990, last modification 2014) and for professions in the health sector (Ministry of Public Health).

The legal basis for School-based VET is regulated by the School Instruction Act of 1986 (Schulunterrichtsgesetz – SchUG), Law Nr. 472/1986, the School Instruction for Professionals Act (Schulunterrichtsgesetz für Berufstätige – SchUG-B), Law Nr. 33/1997 and the School Organisation Act (Schulorganisationsgesetz), Law Nr. 242/1962.

3) Governance

The Federal Ministry for Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung) is competent for:

- the entire educational system of general and vocational schools, from compulsory schooling until completion of secondary education level 2. This includes fully school-based VET;
- for all University Colleges of Teacher Education (Pädagogische Hochschulen) in Austria;
- for adult education and life-long learning.

(<https://www.austria.org/education>)

The governance of Apprenticeship is shared by the Ministries of Economy (for the company-based part) and Education (for the school-based part), the social partners (Employers and Trade Unions) and the Länder (regions). The Ministry of Economy manages the list of apprenticeship occupations (Lehrberufsliste).

Other Ministries with responsibilities for VET in their field of responsibility are the Ministry of Agriculture and Forestry and the Ministry of Health.

Employer Federations and Trade Unions, and representatives of VET teachers and students sit on the Federal Committee for VET (Bundesausschuss). They advise the Government and assess modified and new training programmes.

The Economic Chamber (Wirtschaftskammer) assesses and decides, whether a company is qualified to train Apprentices.

The Economic Chamber has set up specific offices giving guidance and advice on Apprenticeships, called “Apprentice Departments” (Lehrlingsstellen), one per Land, attached to the “Wirtschaftskammer” in this Land. These offices:

- register the Apprenticeship contracts;
- conduct final examinations of Apprentices and Master-Crafts-persons;
- organise training courses for in-company instructors and examiners.

4) Key statistics

Population: 8.8 Mio (2018)

Around 80 percent of all pupils make opt for a VET pathway, when their start secondary education. Around 48 % enter dual vocational training and 51 % a full-time vocational school. There are two types of Vocational schools: Vocational Middle Schools (BMS) and Vocational Higher Schools and vocational high schools (BHS).

Education statistics 2017:

- | | |
|--|----------------------------------|
| 1) Pre-vocational programmes: | 15,414 students in 236 schools |
| 2) Secondary level Vocational Education and Training | 44,003 students in 395 schools |
| 3) Tertiary level Vocational Education and Training | 145,216 students in 363 colleges |

(BM BWF Statistics 2018 - CEDEFOP Spotlight on VET Austria 2018)

203 industrial and service professions and 15 agricultural and forestry professions are open for Apprenticeship training (July 2018). Around 29,000 companies train some 100,000 Apprentices.

(BDW Die Lehre – Berufsausbildung in Österreich, August 2018)

5) Modernisation of Education / VET system

The Education Reform Act of 2017 (Bildungsreformgesetz 2017) has introduced a new governance model for the whole education system (thus including school-based VET) and it has generalised a system of evidence-based quality assurance:

- Joint responsibility of the federal level and the Land level for all public schools. Creation of Education Directorates combining the two levels;
- Optimisation of the regional educational offer and use of resources by the educational region. Instauration of school clusters in regions with small schools, favouring the professional management of schools;
- The role of school inspection is redirected from direct vertical leadership and dependency to strategic support of the school in relation to school quality.
- Principle of autonomy of the schools: Principals and their team select teachers and engage in continuous staff development;
- Definition of a comprehensive framework on school quality, defining criteria for “good schools”;
- Establishment of uniform responsibility structures across Austria. Agreements at all levels of control regarding resources and results ensure responsibility and reliability.
- Regular collection of data on all aspects of school quality. Availability of these data for all levels of the school administration. Production of annual school reports.

6) Curricula VET/dual

Dual VET programmes:

A country-wide Training Regulation (Ausbildungsordnung) exists for every apprenticeship programme (a total of around 200).

The Training Regulation includes the Occupational Profile (Berufsbild), a type of framework curriculum for the company-based part of training, The Occupational Profile contains, structured

per training year, the minimum knowledge and skills, which have to be transmitted to the Apprentice during the in-company training.

The Competence Profile (Berufsprofil), which is also part of the training regulation, formulates in a learning outcome-oriented manner the competences apprentices will have acquired by the end of their training in both learning sites.

The Social Partners of the different economic sectors and branches decide in advisory councils about the structure and content of the occupational profile and the competence profile. The design of occupational profiles is in the hands of VET Research and Development institutes.

The VET School curricula correspond largely with the Training Regulation. In many vocations, the vocational profile is complemented with a training guideline and training materials (media). Training guidelines and training materials are developed by expert groups under the guidance of the Ministry of Education.

Before the official approval by the Ministry in charge, the draft documents are open to assessment by all interested and concerned parties.
(BMDW Die Lehre – Berufsausbildung in Österreich August 2018)

School-based VET programmes:

The training objectives and contents of school-based VET programmes are specified in Framework Curricula, which are regularly adapted with the help of experts from the economy. They are issued by the Ministry of Education, as these programmes fall within its sphere of competence. When implementing the Framework Curricula, schools are entitled to make changes autonomously to a certain extent to take better account of local / regional business needs.

(CEDEFOP Country Profile Austria, REFERNET 2016)

The Vocational Matura:

It comes in addition to the full vocational education and training programme (school-based or dual) and the corresponding certification as a skilled worker or employee in a chosen profession. Only three general education subject matters are added: German, Mathematics and a foreign language. The Vocational Matura gives access to academic studies at a University and to higher vocational studies at a University of Applied Sciences or another institute of the tertiary education level.

7) Role of companies in VET

In the case of Dual VET / Apprenticeships, companies are the main actor:

- They select the candidates;
- They organise the in-company training and assume its cost (Apprenticeship compensation paid to the apprentice, trainer salary, cost of materials, running cost);
- Company management charges qualified staff members with the role of trainers;
- Qualified company staff participate in defining VET standards and VET policies;
- and delegate qualified staff members as examiners in the Apprentice and Master examination committees (Chamber of Economy).

8) VET/dual education teaching staff

VET teachers are educated and trained in Universities. They need to pass a state examination and have to possess practical experience of the area, for which they teach.

For many subjects of occupation-related practice and occupation-related theory, teachers are required to prove subject-related business practice. Only with this and with pedagogical training at a higher education establishment are teachers entitled to teach at BMS and BHS. People with a master craftsman qualification can also teach certain occupation-related practice subjects.

(CEDEFOP Country Report Austria, REFERNET, 2016).

In-company instructors need to be certified in their profession, they need to take an instructor training course of at least 40 hours and to pass successfully the final examination.

When new training profiles are introduced, VET teachers and in-company instructors undergo dedicated in-service training.

Skilled workers, technicians and professionals who participate in examination committees, need to undergo specific training and obtain the official trainer's certificate, before they are allowed to become members in examination committees for the final Apprenticeship exams.

9) Assessment and certification

School-based VET programmes:

The students of school-based VET programmes offered at Vocational Middle School (BMS) can acquire qualifications in various areas (business, technology, agriculture, social affairs, tourism, etc.), entitling them to immediately exercise relevant occupations at the intermediate qualification level and giving them access to specific regulated professional activities. These programmes are completed with a final examination. Following completion of the Vocational Matura (Berufsreifeprüfung) or attendance of additional courses, graduates can attend different programmes in the Tertiary Education and the Continuing Vocational Education and Training sector. BMS attendance is also the prerequisite for a later activity as an entrepreneur.

The students of school-based VET programmes offered at Vocational Higher School (BHS) can acquire in-depth general education and high-level specialist training in theory and practice in various areas of specialisation (business, engineering, fashion, design, agriculture, tourism, kindergarten, teacher training, etc.).

Dual VET programmes

Vocational Education and Training Act, updated version of 25 February 2016, § 21:

“(1) The purpose of the final apprenticeship examination is to determine whether the apprentice has acquired the skills and knowledge required in the apprenticeship in question and is able to carry out professionally the tasks peculiar to the apprenticeship profession. The final apprenticeship exam is divided into a practical and a theoretical test and consists of a written and an oral part.”

The “Apprenticeship Offices”, attached to the regional sites of the Chamber of Economy (Wirtschaftskammer Österreich), organise the final examinations and grant the vocational certificates, on behalf of the Federal Ministry of Economy. Examination and certification take place in one of the 200 legally recognised apprenticeship programmes in a wide range of

areas, such as construction, electrical engineering, information technology, wholesale and retail.

Representatives of the Chamber of Economy and of the Chamber of Labour sit on the examination committees. They assess also the suitability of training companies (i.e. the facilities and the qualification of the trainers).

(CEDEFOP Country Report Austria, REFERNET, 2016)

10) Financing of VET

The companies finance the in-company part of training, for Apprenticeship and for Internships. The largest share of cost is the Apprentice's compensation.

The Apprentices contribute to the public social insurance scheme (health insurance, insurance against work accidents, pension insurance, and unemployment insurance).

Companies training Apprentices can apply for Government support to the Apprentice compensation: 3 months' salary in the first year, 2 months in the second year and 1 month each in the third and fourth year.

The cost of training in the VET Schools is covered by the state budget on three levels: national, Land (region), and municipality.

The authority in charge of a VET School (in most cases the respective Land) assumes the cost of equipment, tools and pedagogical media.

The cost of teaching staff is shared half and half by the respective Land and the federal budget.

In the case of school-based VET, the public authorities assume all the cost, with the exception of the cost of internships in companies, such as instructors and eventual compensation.

(BDW Die Lehre – Berufsausbildung in Österreich, August 2018)

11) Challenges

- Austria has a strongly segmented education system with low permeability, especially between formal and non-formal training courses in the higher qualification segment. Non-formal education and training do not enjoy the same public perception as formal VET. The authorities hope that the National Qualifications Framework (NQF), which is used for the description and classification of qualifications ("learning outcomes"), will reduce the difference of perception, as non-formal training will lead to the same qualifications as formal VET.
- Basic skills: The proportion of students with low skills in mathematics is comparatively high (PISA tests).
- Companies in particular complain about the often lacking basic skills of their apprentices in the first year. The Government promises that that no student leaves the school system without basic skills in reading, writing and arithmetic;
- Early school or leaving is relatively frequent. Therefore, the Government has extended compulsory education until the age of 18 years. Every youth has to complete either general education or a recognized training programme.

(CEDEFOP Spotlight on VET Austria 2018)

Annex

11

Country brief: VET in the Netherlands

COUNTRY BRIEF

Vocational Education and Training (VET) in The Netherlands

1. Overview

Education is compulsory in the Netherlands between the ages of 5 and 16. Children in the Netherlands get 8 years of primary education, and 4, 5 or 6 years of secondary education, depending on the type of school. VET on the secondary education level is a full part of the public education system. However, it is provided by a specific type of institutions: the Regional VET Centres, Agricultural VET Centres, in conjunction with their business partners.

2. Regulatory framework

Vocational Education and Training in the Netherlands is governed by several laws:

- The Secondary Education Act (Wet op het Voortgezet Onderwijs, WVO) adopted in 1968 (with later amendments): It provides regulations for lower secondary and pre-vocational education. This law grants upper secondary VET schools ample space of autonomy.
- The General Adult Education and Vocational Education Act (Wet Educatie en Beroepsonderwijs, WEB) adopted in 1996 (with later amendments). This law contains regulations on the functioning of upper-secondary vocational education.
- The Higher Education and Scientific Research Act (Hoger Beroepsonderwijs, HBO) adopted in 1993 (with later amendments) concerns higher professional education.
- The Student Finance Act (Wet op de Studiefinanciering, WSF), adopted in 2000, applies to students over the age of 18 and in full-time education.
- The Reduction of Wage Tax Contributions Act (Wet Vermindering Afdracht Loonbelasting, WVA), adopted in 1995, introduces financial support for enterprises that provide places for apprentices and interns.
- The Professions in Education Act (Wet op Beroepen in het Onderwijs, BIO), adopted in 2006, concerns minimum requirements for teachers in primary, secondary and general adult education and in TVET at lower / upper secondary level.
- The Adult and Vocational Education Act (Wet Educatie en Beroepsonderwijs, WEB) of 1996 and the VET and Education Law, 2006 regulate Continuing Technical and Vocational Education and Training (CTVET).

Schools have full control over deployment and continuing professional development of teaching staff, programme offer, regional industry-specific training portfolios, organisation of learning, and choice of cooperation partners.

School management is also responsible for deciding how to allocate the annual lump sum grant from the national budget (Ministry of Education) to personnel costs, materials, housing and reservations for future investments. Yearly auditing reports provide insight into how the grant is spent.

3. Governance

The Ministry of Education (*Ministerie van Onderwijs, Cultuur en Wetenschap*) is in most areas responsible for financing of education, organises the general education and defines the guiding lines for access conditions, structure and objectives of education.

On all levels (primary, secondary and tertiary) the choice has been made to regulate to a minimum, allowing the education and training institutions to decide autonomously over the implementation of their roles and responsibilities. (Nuffic 2019, p. 8-9)

The Organisation for VET-Business Cooperation (*Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven - SBB*) develops the structure of qualifications in upper secondary VET, based on labour market research. Under its roof, there are eight sector chambers.

SBB is responsible for:

- maintaining the qualifications for secondary VET,
- accrediting and coaching companies offering work placements,
- and collecting suitable labour market information.

The Regional training centres (ROC), Agricultural Colleges and Specialised Vocational Schools (*vakscholen*) develop their pre-service and in-service training programmes autonomously. They carry out their own market research to gain insight into expected labour market needs for qualified employees at regional level.

The Regional training centres offer pre-vocational and VET programmes in technology, economics, personal/social services, health care and adult education. The Agricultural VET colleges offer pre-vocational and VET programmes in the agricultural and food technology sectors. Specialised colleges offer programmes for one branch of industry only, such as graphic art and design, butchery, house painting, furniture making, fishing or shipping and transport.

The **Council of Intermediary VET institutions** (*Middelbare Beroepsopleidings Raad – MBO Raad*) represents all government-funded colleges for secondary VET and adult education in the Netherlands.

4. Key statistics

- There are nearly 70 VET institutions in the Netherlands (Agricultural VET Colleges (AOC), Regional VET Colleges (ROC) and Specialised Colleges (*vakscholen*)).
- More than 200.000 companies have the right to train students (Internships) and apprentices (Apprenticeships).
- The proportion of secondary-level students participating in VET has reached 69% in 2015). This percentage exceeds significantly the EU average (47% in 2015).
- The share of upper-secondary VET learners on work-based programmes was lower than the EU average, at 24.8% in 2014, against 34% on average in the EU (Cedefop 2017a, p. 101).
- The employment rate of recent upper secondary graduates was well above the EU average: 83.4 % in 2014 (European Commission, 2015, p. 8) and 85.8% in 2015 (European Commission, 2015, p. 7), compared to 70.8% and 74.1% on average in the EU in respective years (CEDEFOP 2018)

- Approximately 40 % of the Dutch working population have completed a vocational course to at least a secondary vocational training level.
- There are currently 630,000 students in the VET sector, 485,000 of whom take part in regular VET courses. The remainder follows adult education programmes. The government invests about EUR 2.6 billion annually in this sector—approximately 12 percent of the total budget for education

5. Modernisation of VET system

In February 2018, the Minister of Education has signed an administrative agreement with the Secondary Vocational Education Council. The agreement gives schools in a region more scope to decide how to improve secondary vocational education, in partnership with the regional business community, municipal authorities, teaching staff and students.

The two partners have agreed a set of three national priorities, which the VET Colleges will apply to their specific situation. These three priorities are ‘vulnerable young people’, ‘equal opportunities in education’ and ‘education that prepares students for the job market of the future.’

The Ministry of Education, Culture and Science has budgeted a total of €1.6 billion for a four-year period (until the end of 2022).

Schools for vocational education and training should adapt faster to the emerging professions. The Cabinet has agreed to an experiment scheme of the Minister of Education, in which schools for vocational education and training together with the labour market can develop new programs at regional level. The Cabinet wants that schools and businesses offer the opportunity to anticipate on the actual and innovative developments in the labour market.

Many of the future professions are at the interface of different sectors. For example, social services have to deal more and more often with technology, such as robots, health apps and new equipment. The agricultural sector has an increasing need for skilled workers with expert knowledge in the field of robotics, drones, sensor technology, precision farming and the use of GPS.

Over the next few years, all secondary vocational schools will be working to improve the quality of vocational education. Jointly with other schools and businesses in their region, they have drawn up quality agendas setting out their ambitions for the future. The MBO Quality Agreements Committee, an independent body, has visited all colleges and has evaluated 61 quality improvement plans. Subsequently, it has advised Education Minister Ingrid van Engelshoven to approve the agendas and allocate the earmarked funding.

The schools have worked closely with the regional business community in developing their plans. And that of course leads to a much better match between what businesses need and what schools deliver,’

Another reform has become necessary regarding the decreasing number of students for demographic reasons. In the future, several colleges may offer training together, under the name of “cooperation college” (Samenwerkingscollege).

6. Curricula VET/dual

VET provides several programmes for young people from the age of 16 to develop their skills and increase their employability. Normally, a VET programme contains general education subjects such as Mathematics, Dutch and Technical English, and the theory of the area of specialization, and a large part of practical learning in the specialization. Students can choose between a school-based learning route with full-time education (BOL) and a work-based route (BBL) in which students combine work and study. In both routes and at every training level, students must spend part of their time on work experience in order to obtain a diploma, so that all students acquire competency in a work environment.

The duration of the VET courses varies from six months to four years, depending on the course level:

- Level 1: Assistant training
- Level 2: Basic vocational training
- Level 3: Full professional training
- Level 4: Middle management and specialist training

For VET programmes at Level 3, the BOL pathway includes 2 months internship per year in the years 1 and 2 and 6 months internship per year in the years 3 and 4. The BBL pathway dedicates 4 days a week for learning and work in the company, and 1 day for learning at school. The school phases can also be organized in block phases, but the relation 4 : 1 remains the same.

Both pathways lead to the same qualifications and certificates.

7. Role of companies in VET

Companies are essential cooperation partners in the modernised VET system of the Netherlands: Business representatives sit on the expert committees revising existing VET qualifications and designing new ones (Sector Councils in S-BB). Those willing to accept students for internships and apprenticeships, have to be accredited by the same body (S-BB). Company representatives sit on examination committees. They cooperate also with Regional VET Colleges, Agricultural Colleges and Specialised Schools, in order to develop components of existing qualifications which correspond with local or regional needs, and to introduce new training programmes on demand of the business community. In the case of both internships (BOL) and full apprenticeship (BBL), the company or institution hosting the student, signs an agreement with the sending VET college and with each individual. In the case of the BBL pathway, the company pays a salary corresponding with at least 80 % of the minimum salary for the specific sector of the economy.

8. VET/dual education teaching staff

Teachers in Secondary Education VET (VMBO and MBO) are obliged to have obtained a Masters degree or a certification of a similar level. Professionals with a VET certificate can add studies at a Higher Vocational College (HBO) to obtain a Vocational Teacher diploma.

Companies which are training students on internships and apprenticeships are obliged to designate at least one professional as Mentor. Candidates have to undergo dedicated training (short-term training). S-BB grants the Mentor's certificates. Several institutions are allowed to run short-term training programmes for future mentors.

9. Assessment and certification

Mechanisms in the Netherlands to recognise formal learning in government-regulated VET include the following:

- (a) in lower secondary VET (VMBO), central, national examinations and school examinations are held, which are important for gaining a diploma. The education inspectorate supervises school exam quality;
- (b) in VET at upper secondary education (MBO) level, assessment of learning results is the responsibility of schools. The law stipulates that companies providing work-based learning have to be involved. Qualification standards serve as benchmarks for assessments. The education inspectorate supervises examinations quality (content, level and procedures at programme level);
- (c) in both lower and upper secondary VET, the introduction of obligatory central examinations in Dutch language and basic mathematics will be carried out in phases;
- (d) in higher professional education (HBO), schools are responsible for examinations in accordance with teaching and assessment regulations designed by providers. These regulations are part of the accreditation request for recognised HBO programmes.

10. Financing of VET

Government expenditure is 68% of all spending on upper secondary VET, companies and households pay the rest.

The funding arrangements for VET are as follows:

- a) In pre-vocational education and training (VMBO) the funding principle is block grant funding. This gives schools considerable freedom in deciding how to spend available resources. They receive a fixed amount per student plus a fixed amount per school. Part of funding rewards good performance based on national targets agreed at sector level with governing bodies. There are also extra financial incentives for students at risk.
- b) In upper secondary VET (MBO) the principle is block grant funding based partly on number of students per course / learning path and partly on number of certificates awarded per institution. In 2014 'cascade funding' was introduced: Schools receive money for each student for a maximum of six years with extra funding for the first year. This is to encourage schools to place students directly in the right track and prevent learners following different tracks consecutively. A recently introduced type of performance-based funding is quality agreements rewarding individual schools for

good performance. MBO colleges also have other funding sources, such as contracted activities for companies and individuals (and for municipalities in civic integration training or adult education) and course fees paid by students.

- c) Finally, there is a subsidy scheme for companies to cover costs of offering learning places in dual tracks (BBL).

11. Challenges

The quality of VET, independently from the pathway (VET centre-based or dual company-VET centre) is kept at high levels, due to the autonomy and good management capacity of VET providers, which enables them to forge sustainable partnerships in their local or sectoral neighbourhood.

The leaders of public institutions are not afraid of managing large budgets and contracting with private companies for continuing training. Thanks to their closeness to the market actors in their different areas of training,, they can prepare their student-trainees for internships, apprenticeships and contract work in their partner businesses.

Challenges include:

- a) The heterogeneity of the public, the gaps in the basic education subjects. The preparatory VET stage of 1 to 2 years duration allows for closing gaps and for smoothening the transition from school to VET with internships and to apprenticeship (Innovation: “Starter College”).
- b) The high expectations of the business side, which require in many cases an individualised mentoring of interns and apprentices both within the company and outside.
- c) The general trend towards Higher Education, which earns more prestige than secondary education level VET. Several measures are under way,
 - to consolidate VET on the Higher Education level (HBO), with a considerable part of internships, and make it known and relevant for businesses, and
 - to open up secondary level VET to Level 4, which corresponds with positions with increased responsibility and simultaneously gives access to Higher Education level VET (HBO).
- d) The low level of attractiveness of the teaching profession: The answer is opening the teaching profession for professionals with a solid work experience and pedagogical motivation and capacities.
- e) The rapid technological progress. ROCs are answering with inviting business associations to establish their own technology and training centres within the ROC’s premises, allowing for combined theoretical and practical training of apprentices and staff members.

Annex

12

Country brief: VET in Serbia

COUNTRY BRIEF

Vocational Education and Training (VET) in Serbia

1. Overview

Secondary education in Serbia is free of charge and it is not compulsory¹. It covers pupils aged from 15 to 19 and corresponds to ISCED 3 level (and to upper secondary education in EU countries). Secondary education is provided through general, VET and dual education pathways.

2. Regulatory framework

The regulatory for the secondary education in Serbia is defined by the General Education Act and specific laws on secondary education, dual education and NQF.

3. Governance

Governance of secondary VET and dual education is entrusted to the Ministry in charge of education – the highest education authority, and the three multistakeholder national councils for pre-university education VET and Adult Education and NQF. The Institute for Improvement of Education (IIE) the Institute for Education Quality and Evaluation (IEQE) are specialised institutions in charge for development and improvement of VET education, and quality assurance respectively. The Agency for Qualifications (AQ) deals with all aspects of the development and implementation of the NQF, including expert support to Sector Skills Councils (SSCc). The Government Commission for the development and implementation of dual education is set to manage dual education model. Chamber of Commerce and Industry of Serbia (CCIS) is a strategic partner in implementation of dual education responsible for management and quality assurance of employers for WBL. Private sector involvement is institutionalised in planning, design and implementation of VET programmes through participation in relevant bodies and institutions and processes related to VET and dual education. Employers' Associations, Trade Unions professional chambers, and associations are members of relevant Sector Skills Councils.

4. Key statistics

VET is provided in duration of 2, 3 or 4 years, and 4-year programmes offer the possibility of progressing to higher education. Around 65% of secondary school students opt for VET, out of which 85% in 4-year VET profiles. 250 VET education profiles (156 - 4-year VET) within 15 fields of work/economic sectors were available to students. The most popular VET profiles are from the following fields: Economics, Law and Administration (13.3%), Electrical Engineering (10.9%), Health Care and Social Protection (9.6%), Mechanical Engineering (8.7%) and Trade, Catering and Tourism (8.1%) (Ministry data 2018). Full implementation of the dual education model into the secondary VET system has started in the school year 2019/2020. Currently, there are 38 education profiles offered in dual education model, with around 5,500 student places, offered in 84 schools with involvement of over 800 companies.

¹Government is currently considering the extension of compulsory education to cover secondary education

5. Modernisation of VET system

VET reform started in 2002, has resulted in 90 VET education profiles and curricula modernised based on qualification standards and learning outcomes, developed based on the methodology involving business/industry sector and education professionals. Almost half of VET students are enrolled in modernised profiles. VET modernisation is ongoing process with the aim that all students by 2021 are enrolled in VET profiles based on qualification standards ensuring learning in accordance with modern, up-to-date educational programmes.

6. Curricula VET/dual

Curricula for VET profiles, including dual, consist of general part/subjects and vocational part that include theory subjects and various forms of practice. The ratio of general and vocational subjects is prescribed by the law and is approximately 35%: 65%, for 3-year profiles, or 45%: 55% for 4-year profiles. The relation between vocational theory and practice, it is in favour of practice in particular in dual profile. There is no difference in structure of the curriculum between dual and classic VET profiles, and each of the VET profile could be implemented as a dual one (with strong in-company WBL) and school-based one (practical training mainly done in school workshops). In the case of dual profiles legislation prescribes minimum duration of WBL in companies. Curriculum defines in detail the outcomes of practical teaching related WBL, and schools and employers can change up to 30% of the prescribed requirements to accommodate the outcomes of education to the needs of employers. Ministry adopts and provides accreditation for VET/dual education curricula, based on the proposal made by the IIE, and following opinion received from the NEC (for general education subjects) and CVEAE (for vocational part of the curriculum).

7. Role of companies in dual education

Companies have to be accredited by the CCIS to provide WBL in dual education – based on eligibility criteria and provision of certified in-company instructor. Companies conclude contracts with VET schools and with students/trainees and they are responsible for: taking part in student placement, covering costs of apprenticeship (health and safety at work equipment, insurance for work related injuries, transportation, refreshment cost, and financial remuneration for trainees (cannot be lower than 70% of the national minimum wage), conduct training in line with training programme for WBL, supervise trainee's work and cooperate with WBL coordinator in VET school in all aspects, including assessment.

8. VET/dual education teaching staff

VET teachers should have master studies for respective subjects or groups of subjects, with at least 30 ECTS in psychological, pedagogical and methodological disciplines. Teachers are licenced by the Ministry. In dual education, VET school appoints WBL coordinator – practical training teacher to plan, monitor, deliver and evaluate WBL in cooperation with in-company instructors. In-company instructors in dual VET profiles are licenced by the CCIS against certificate on passed instructor exam and criteria set in the Law.

9. Assessment and certification

The assessment of students in VET/dual education is done in accordance with the curriculum, the law and the rulebook regulating in more detail the student assessment in secondary education. IIE prepares programmes for the state Final exam (3-year profiles) and Professional Matura (4 -year profiles) for each VET profile based on qualification standards. Reform of Matura/final exam has started and the new Programme for Professional Matura and Final Examination was adopted to be implemented from school year 2020/2021. Professional Matura will provide direct access to higher education, there will be no more entry exams by the higher education institutions. Final Exam diploma does not grant access to higher education in Serbia, and the student may complete the programme for acquiring competence required by general or Professional Matura. During the Final and Professional Matura examinations in the part of the verification of vocational competences, the participation of employers' qualified representatives is mandatory. The employers' representatives are to be approved by the Serbian Association of Employers or CCIS or other professional association or chamber. Upon passing the final or Matura examination, a student receives an official document/diploma, stating the education profile completed and recognised qualification received. Diploma supplement will be issued to a student that will contain the data on the scope of completed WBL and the list of employers where WBL was delivered.

10. Financing of VET

Secondary education is funded from central government funding, funding by local municipalities and own income of secondary schools. Around 70% comes from the central government budget and local funding cover operating costs and school staff professional development. Around 19% of national education budget is allocated for secondary education, while data on public expenditure on VET and the share of VET funding by the source are not available.

11. Challenges

Incomplete regulatory framework and administrative capacities for reform developments in occupations and qualifications development, process, methodologies, procedures still to be developed. Capacities of newly established structures are still weak, Agency for Qualifications, SSCs, social partners in policy development and implementation. Capacities of relevant stakeholders, in particular CCIS, companies, in implementation of dual education need to be strengthened. Role of companies in curriculum development needs to be enhanced. Slow VET profiles modernisation, the number of profiles that awaits modernization is high, particularly having in mind that some modernised profiles are long time ago updated and might need refreshment, along with old -outdated profiles. Parallel existence of classic and dual VET profiles may negatively affect dual education in VET system. Assigning dual profiles needs to be carefully managed. WBL delivery plan needs to be defined along with strengthening of competencies of both instructors and WBL coordinators in VET school. Progression routes horizontal and vertical are not transparent and career options - VET – Tertiary Level (permeability particularly for 3-year VET profiles), RPL of non-formal acquired knowledge and skills, recognition of VET qualifications in the European and international context. No institutional home for the development and regular updating of occupational standards can further slow down qualifications' development and modernisation of curricula, and such relevance of education to labour market needs. Since no single methodology can provide a reliable picture of skills demand, the use of an integrated set of different methods to forecast short- to long-term skills demand shall be considered by SSCs - including employers' surveys, sector profiling, job advertisement content analysis, functional analysis and qualitative methods such as DACUM and others. Inclusiveness and access and quality of dual education for students from vulnerable groups needs to be enabled.

Annex

13

Inventory of good practices in VET in Albania and benchmarking countries

inventory of good practices in VET in Albania and the benchmarking countries

Topic	Good Practices Examples / Country (please click on the tool for detailed information)
1. Optimization of Donor Coordination	<ul style="list-style-type: none"> • VSD Typology Tool (SDC international) • Web-based Monitoring Tool (WebMo) Serbia) • Vocational Education and Training Fund (West Africa)
2. Career Guidance	<ul style="list-style-type: none"> • Start SMART – a Training Programme to unlock personal competences of young unemployed jobseekers” (Albania) • Online-Career Guidance Tool (Switzerland) • Career Guidance and Soft Skills Training (Serbia)
3. Work-based Learning	<ul style="list-style-type: none"> • Gradual Skills Development: Apprenticeship Model (Albania) • Work-Based Learning in a VTC in Korca (Albania) • Work-based Learning in Serbia – Lessons learnt from the VET reform • Work Placement Protocol for Key Actors in VET (Netherlands) • Technology Centers – an innovative approach for a School-Business-Cooperation (Netherlands)
4. Twinning Projects in VET	<ul style="list-style-type: none"> • Twinning Project between an Albanian and Swiss Training Institute in the Hospitality and Service Non-Formal Training Sector (Albania)
5. Continuous Training of Teaching Staff	<ul style="list-style-type: none"> • The 24-days Training Programme for in-service Teachers: “Basic on Didactics of VET” (Albania) • Training of In-company Mentors (Albania) • Master Programme for secondary VET staff (Cape Verde)
6. VET Awareness Campaigns	<ul style="list-style-type: none"> • VET Image and Media Interventions, National VET Campaigns (Albania)
7. Permeability and Recognition of Prior Learning	<ul style="list-style-type: none"> • Transition Pathways in Germany and crediting of VET qualifications (Germany) • Dual Studies (Germany) • “Choice of several VET pathways and system permeability in Austria” (Austria) • Flexible pathways in the Netherlands (Netherlands)
8. Instruments to support roll-out of VET Legislation	<ul style="list-style-type: none"> • Master Plan on the Implementation of the Dual Education Law (Serbia) • Training Ordinances (Germany) • Practical Implementation Guides for VET Regulations (Germany) • FORAUS –online Forum for VET Teachers (Germany) • Online Platform on VET programmes, Internship Companies and Career Guidance (Netherlands)

Topic	Good Practices Examples / Country (please click on the tool for detailed information)
9. Roles and Responsibilities in VET Governance	<ul style="list-style-type: none"> • The Role of the Chambers as Competent Bodies in VET (Germany) • Large Autonomy of VET providers (Netherlands) • Strengthen the Role of Key Actors in an emerging dual VET system (Serbia)
10. VET Funding	<ul style="list-style-type: none"> • VET Funding Mechanism in Germany • Financial Autonomy of VET Providers (Netherlands) • VET Funding Mechanism through expanded business activities of VET schools (Serbia)
11. Occupational standard to enhance Labour Market relevance of VET	<ul style="list-style-type: none"> • Occupational Analysis with the DACUM approach (international) • Training Programme Design (Switzerland)
12. Assessment and Certification of Occupational Competences	<ul style="list-style-type: none"> • The Role of Chambers and Industry Experts in Assessment of Occupational Competences (Germany) • VET Assessment and Certification in the Netherlands • Matura and Vocational Exams in Serbia
13. Quality Mechanism for VET Provision and Delivery	<ul style="list-style-type: none"> • Quality Assurance in the German Dual System (Germany) • Accreditation Procedures for VET (Serbia) • Change Agents Programme (Serbia) • Continuing Professional Development of Teachers (Serbia) • Individualization Strategies (Netherlands, Switzerland)

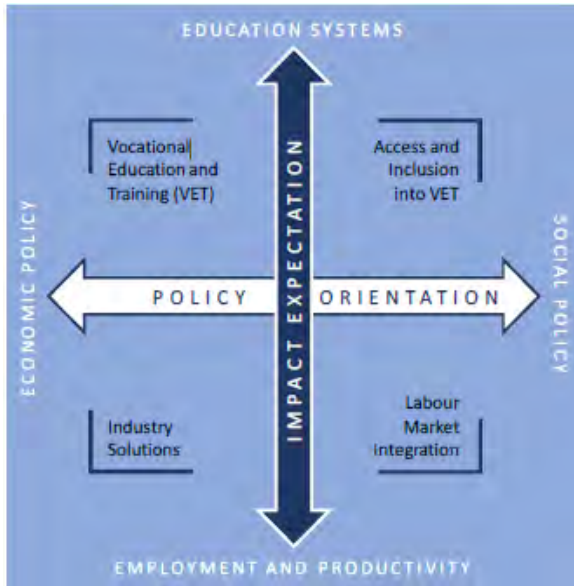
1. Good Practices to Enhance Donor Coordination in VSD/VET

Case 1: Good Practice Example from the Swiss Development Cooperation: VSD Typology Tool¹

In order to align the various measures of its projects, to enhance synergies and avoid overlaps, the SDC focal point on employment and income (e+i focal point) developed the so called VSD Typology Tool – a planning matrix to define the orientation of VSD interventions. It helps to support SDC operations in defining the orientation of their VSD interventions, in selecting the right partners, and thus in managing their projects and project portfolios in line with the relevant SDC strategies, the policy goals of partner countries, and professional standards. This paper is particularly useful at the beginning and the end of project cycles, i.e. in the design stage and in evaluating VSD interventions. It supports the formulation of realistic and plausible outcome and impact expectations of VSD projects. The tool was developed by a team of VET subject matter experts appointed by SDC Berne, in close cooperation with practitioners from the SDC country offices over a period of two years (2017 to 2018) and finally refined in a consultation process with the broader donor community in a webinar and subsequent online discussion in November 2018. SDC Albania with its three projects (SD4E, S4J and RISIAIbانيا) volunteered in the testing of the tool and presented its results in above mentioned webinar to share its positive impression. Since April 2019, the final version of the Typology Tool is officially approved and recommended by SDC as a planning instrument for project development, review and revision. The Typology Tool is a **matrix that structures the landscape of VSD interventions** in a two-dimensional co-ordinate system. The horizontal axis visualizes the policy orientation of an intervention, pursuing either more social or more economic objectives in the short run. The vertical axis reflects the intended impact of an intervention, whether they are designed to contribute primarily to the education system improvement or intend to generate employment and productivity impacts. By positioning project interventions in those quadrants, one can differentiate between the four prototypes of VSD projects/programmes: (1) Vocational Education & training (VET), (2) Access and Inclusion, (3) Industry Solutions and (4) Labour Market Integration.

The team of consultants suggests to implement a workshop with all donors in Albania and apply the typology tools to map out the current landscape of donor interventions. This will help the national stakeholders and the donors to have an overview about all ongoing projects and their scope and type of activities. It is an excellent starting point to identify to identify cooperation patterns, synergies but also overlaps in the set-up. The results of such a workshop will be an excellent input for the EAMIS.

¹ <https://www.shareweb.ch/site/EI/Pages/VSD/Documents%20VSD%20typology.aspx>



To cater for the complexity of the programmes, the basic typology tool come along with 4 add on's which allow a more detailed analysis of crucial aspects in VSD:

- (1) Governance Issues in VSD
- (2) Roles and Interest of the Private Sector
- (3) Engagement with the Private Sector
- (4) Dual Vocational Education and Training

The Typology Tool and the add-ons can be downloaded from the SDC shareweb.

Case 2: Good Practice Example from SDC Serbia:

WebMo – A Performance Monitoring Tools

In Serbia, since 2016, the Swiss Agency for Development Cooperation (SDC) is implementing a Skills Development Project in the field of non-formal training called “From Education to Employment (E2E): Youth Skills Development and Public-Private Partnerships in Serbia”. The project has two components with different interventions including the management of an opportunity fund.

Component 1 is implemented by SIPRU - the Social Inclusion and Poverty Reduction Unit, attached to the Prime Minister’s Office. SIPRU provides policy level support to Line Ministries, National Agencies and Social Partners for defining evidence-based youth employment promotion policies. Component 2 is implemented by the international consulting company NIRAS-IP in cooperation with Civil Society Organizations (CSO) in five Regions in Serbia. The CSOs acting as Brokers between Training Providers, Private Sector and (Local) Government Entities to arrange non-formal skills trainings (work-based learning courses), career guidance and placement support to young unemployed people. In order to improve the alignment of the project interventions of component 1 and 2 and to enhance the transparency of project progress and achievements of results, SDC requested its implementing partners to establish and maintain a joint monitoring and reporting system.

The project management decided for a web-based monitoring tool (WebMo) designed by the German company **energypedia**². WebMo has been successfully applied in more than 50 international development cooperation programmes, mainly by GIZ but also other international actors. Webmo is based on the **Wiki software** – one of the most widespread and flexible software in the world. It can be tailored to the individual projects and country context and allows a variety of applications such as results monitoring (logframe based performance monitoring), project management, joint reporting, knowledge management etc. Authorized users can access the WebMo system and insert, analyze and share data. Energypedia provides design and system set-up support, training and user service and hosts the server (whereby a transfer to the client’s server is possible at any time). The staff of energypedia has a background in development cooperation and is familiar with the international standards and best practices in results based monitoring and reporting.

The E2E project extended their WebMo and included additional features such as a beneficiaries’ database that allows the continuous tracing of training graduates and an inventory of good practices, instruments and tools as well as a joint reporting mechanism. Experiences from Serbia show that WebMo has an extremely user friendly and easy to manage surface, is very cost-effective, highly flexible in the set-up and easy to administer.

Key Questions to be answered before setting up a Web-Mo for Donor Coordination:

- (1) Is there a mutual interest on all sides (national stakeholders and the different donors) in jointly setting up and maintaining such a monitoring system? The system functions **bottom-up** and needs the regular and continuous input of all involved parties. In the ideal case, it is based on participative approach, a joint vision and shared goals to design and implement such a system.
- (2) Who has the lead in the design, administration and coordination of such a system? (line ministry?)

² <https://www.energypedia-consult.com>

(3) Who bears the costs for the initial set-up, the monthly service fee and administrative efforts? SDC Serbia is currently upscaling their Web-Mo from a project-based pilot to a coordination and monitoring instrument for their entire country portfolio. The E2E project team in Belgrade offered their support to the Albanian partners in case there is interest to learn more about this instrument.³

³ <https://www.niras.com/development-consulting/projects/from-education-to-employment-e2e-serbia/>

Case 3: Good Practice Example: “Vocational Education and Training Fund”, West Africa

Several international cooperation agencies have agreed on a cooperation modality, which is situated between individual projects, characterized by high “transaction costs”, and direct budget support, which bears the risk of less transparent funding and diluting responsibility. This modality consists in setting up **sector funds**, which can be **managed jointly, by several donors with the participation of the beneficiary country**. In the West African region, this modality was introduced by the French cooperation (AFD), in close cooperation with Luxemburg and Switzerland. Sectoral Funds have, compared with direct budget support, the advantage that they can be subdivided in several “windows”.

For the area of Vocational Education and Training, the following fund “**windows**” could be feasible:

- one window can be dedicated to *equipment and infrastructure* of VET providers
- a second window for *capacity building measures* (management and teaching staff),
- a third for *innovative initiatives*, integration of target groups which are usually excluded from VET (rural population, adults, women, small entrepreneurs, groups with special needs) etc.
- Yet another window may *co-finance training actions initiated by private sector companies*, in order to upgrade their staff. This modality exists in France and has been implanted in a series of countries in French-speaking Western Africa, normally including apprenticeships, if they are initiated by companies.

It is evident that such a funding method can have beneficial effects for companies, VET Providers, organisations and individuals. For VET Providers, public and private alike, it will definitely result in an increase of training requests, which come in a package with adequate funding at market prices. The instrument of a VET Fund can be managed with less staff than individual projects, and it is flexible over time, so that it can respond rapidly to newly appearing needs and changes. Also, it allows a **mixture of funding according to a national or regional strategy**, and an approach which motivates potential user groups (companies, groups of agricultural producers and artisans, non-government initiatives) to formulate their capacity building and training proposals, according to priorities established by the fund managers. Another particularity is that priorities can change from one year or one call to another (usually one or two calls for proposals per year). The VET Fund can also finance specific technical assistance, international and national, in case of need and with the consent of the decision-making board members. Expert missions can be mobilized within short notice (after agreement over the terms of reference), as such missions don’t have to be integrated in a cooperation project cycle.

In the Western African countries, one “collateral” positive change has been noticed: With the joint funding via sector funds, “flagging” of individual donors has lost value. Instead, it has been replaced by more discussion over subject matters and technical issues resulting in collective decisions and consensus among the donors and beneficiary country’s representatives.

Another advantage is that the responsible officials in the Ministry in charge of the specific sector will have to attend a shrinking number of meetings with the individual donors, thus allowing to focus their time on day-to-day work, policy planning, decision-making and coaching of additional staff members.

One caveat needs to be considered regarding the project proposal window with its one or two calls per year may attract undesired “project formulating machines” for invented beneficiaries,

thus perverting the purpose of funding: building and improving the capacities of user groups and creating or increasing the demand for initial and continuing VET, which will also benefit the public and private training providers.

2. Good Practices in the Field of Career Guidance

Case 1: Start SMART – A National Good Practice Example to Unlock Personnel Competences of Young Unemployed Job Seekers⁴

Since 2018, a new training component, a career orientation course called **Start SMART**, has been added to the Vocational Training Centres' (VTC) service portfolio to complement their technical course offers. Start SMART has been developed by the **National Employment Service (NES)** with the support of the German International Cooperation (**GIZ, ProSEED Programme**).

The beneficiaries of this course are all registered young unemployed jobseekers from all over Albania. The purpose of this course is to activate and support them to find their way back into employment. This course is offered by all the regional employment offices in cooperation with the VTCs.

Start SMART is based on an action-oriented approach to unlock personal competences and develop job related soft skills that are relevant for a successful job search (such as CV writing and job interview simulation, as well as exercises on communication, team work, problem-solving, work-ethics etc.).

The training is implemented in 10 working days (4 hours a day, in total 40 hours of teaching) and is structured in 3 phases:

- **Initial Phase (2 days duration)** to identify needs of intervention
 - Assessment tests (Math test, language test if required)
 - Assessment exercises (communication, teamwork, conflict avoidance, work ethics)
- **Main phase (5 days duration)** to address during initial phase identified skills gaps, to deliver information on VTCs educational offer and to address job search skills
 - Deliver information on professions were the VTCs offer short term training measures
 - How to search and apply for a job, CV and cover letter writing
 - Additional exercises on communication, negotiation and conflict transformation to develop job related soft skills and assess their development
- **Conclusion phase (3 days duration)**
 - Preparation for- and training on job interview
 - Additional exercises on communication, negotiation and conflict transformation to develop job related soft skills and assess their development

During the training course, the Start SMART trainers develop a **personal skills profile** for each trainee, which is continuously reflected during the whole training cycle. At the end of the

⁴ Source: interview with Jürgen Kosemund, Team leader, GFA Consulting Group (GIZ ProSEED VET component "Support of public VTCs", November 2019.

START SMART course the individual assessment results are reported to the related Employment office to better channel the unemployed jobseekers into appropriate support and training measures or to match them with job vacancies.

After successful piloting of Start SMART in 5 VTCs, the training was upscaled on national level and is now provided in all 10 VTCs to be made available to all unemployed job seekers all over the country. The project has trained more than 100 Start SMART Trainers to use this methodology, among them also a pool of 15 Multipliers (ToT) qualified to train and certify additional Start SMART trainers for Albania. From the introduction of the programme in 2018 until today, more than 11.000 job seekers were trained through the Start SMART module throughout Albania. A tracing survey confirmed the benefits of this programme: 9.5% of the graduates could be directly placed in employment upon graduation without any additional vocational course, 88.2% stated the course supported their personal development, 34.7% have a clearer picture about their career options, and 47.7 % stated that the course enhanced their employability.



Start SMART participants during a teambuilding exercise

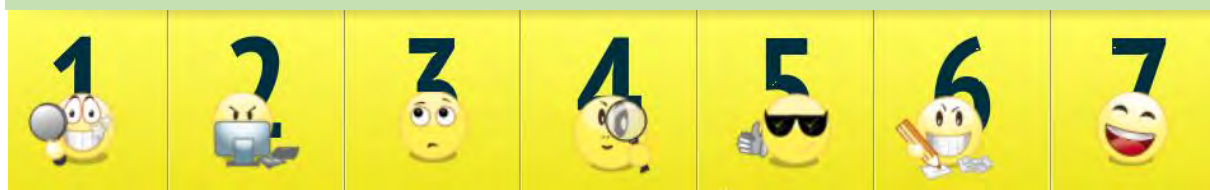
Case 2: Innovative Career Guidance in Switzerland – a Cantonal Task

In Switzerland, career counseling falls under the sovereignty of the individual cantons. At national level, the Swiss Service Center for Vocational Training - Vocational, Study and Career Advice (SDBB www.sdbb.ch) assumes a coordinating and quality assurance function. It develops the career guidance material, maintains the national databases for VET (www.berufsberatung.ch;/;www.berufsbildung.ch; www.panorama.ch), and provides guidance and support to the cantonal career guidance centers.

Each canton provides public career guidance service in one or more locations (depending on the size of the canton). The so called **Ask! Centers** provide free-of-cost information and advice to young people and adults on all questions related to vocational training, further training, work and career.

They offer online support, information events and apprenticeship fairs, group coaching and individual counselling to guide young people into the most suitable career path matching their interests, talents with the existing VET offer and career possibilities. They also offer youth psychological and social services and teacher advice and supervision..

One innovative interactive tool is the career guidance platform: www.myBerufswahl.ch which offers students of grade 7 to 9 an online tool to accompany the career identification and training placement process in seven stages.



Unlock Interest and personal Strengths	Research Occupations and Training Possibilities	Matching personal attributes with job requirements	Taster training to familiarize with working environment	Identify relevant VET providers and training programmes	Search for Apprenticeship Place and apply with a training company and enroll in a VET school	Identify supportive offers and bridging courses – <i>if needed</i>
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Source: <https://www.beratungsdienste.ch>

Case 3:**Career Guidance and Soft Skills Training in Serbia**

According to some research done among the citizens of Serbia, more than half of interviewed stated that students do not acquire sufficient soft skills in the secondary education. Employers share the same opinion.

The new educational legislation (adopted in 2017) aims to strengthen soft skills such as communication, inter-personal skills and social competence, learning to learn, citizenship and other cross-curricula competences (problem solving, environmental responsibility, etc). Curricula are based on competences (as defined by qualification standards for VET profiles or education standards and learning outcomes in primary education and general secondary education). Thus, their acquisition is integrated in teaching and learning programmes. Soft skills are part of the curriculum, but in a cross-curricular way, within different subjects and topics - language, or entrepreneurship, civic education class, etc. They are also practiced by students in extracurricular activities - usually implemented with NGOs, private sector, local authorities, etc. Teachers use different teaching techniques.

Implementation and assessment of Soft Skills

The new education law promotes active learning and team work (project-based / interdisciplinary) for the training of practical skills to foster adequate development of soft skill.

In dual education, there is a Rulebook regulating the work of career guidance and counselling teams (CGC) in schools. There are many workshops dealing with soft skills (communication, self-awareness, presentation skills, team work, etc.) and they are implemented cross-curricular, in different subjects.

Upgrading Vocational Teachers Know How to impart Soft Skills to VET Students

In Serbia, there is also a system of accredited training programmes for continuous professional development of teachers. It contains a number of training modules for soft skills (apart from subject related ones) - such communication and cooperation, leadership, social skills etc. Materials, manuals, tools are available for those who are enrolled and pay tuition fee. Zavod-IIE, the Centre for VET and Adult Education, also has some database of good teaching practices and extracurricular activities. Besides this, teachers use the Erasmus network for professional development and share of knowledge. There are also web based training and seminars. Here is a selection of the most frequently used platforms used by Serbian teachers to improve teaching practices:

Teacher Platform:	Website
eTwinning European Teacher Platform	https://www.etwinning.net/en/pub/index.htm
European Schoolnet – guides and good practice examples for teachers	http://www.eun.org/professional-development/teacher-communities
PESTALOZZI Programme Saveta Evrope za profesionalni razvoj nastavnika i ostalih aktera u obrazovanju	https://www.coe.int/en/web/pestalozzi/reports-articles
UNESCO Learning Portal	https://learningportal.iiep.unesco.org/en
UNESCO Databases on Resources of Education	http://www.unesco.org/new/en/education/resources/online-materials/databases/
EDUTOPIA	https://www.edutopia.org/videos
LESSON PLANET	http://www.lessonplanet.com/lesson-plans

EU toolkit	http://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm
EU Commission - Education and Training	http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm#schools
OECD	http://www.oecd-ilibrary.org/education;jsessionid=vkjcpaomu11x.x-oecd-live-03
ERRISEE VET platform	https://wba4wbl.com/tools-and-links/tools-and-links2/
EDUCATION INNOVATIONS	http://www.educationinnovations.org/programs
ICSEI - International Congress for School Effectiveness and Improvement	http://www.icsei.net/
British Council (BC) resources on employability skills – an interesting variation of soft skills, most relevant for VET graduates' mentoring and job matching support.) BC also works on vocational education exchange. They have an office in Albania.	<ul style="list-style-type: none"> • http://www.excellencegateway.org.uk/ • Foundation Online Learning • Development and Innovation in TVET Building a robust technical and vocational education and training system • https://hcukflipped.wordpress.com/ • Employer Engagement Guide British Council • Home

Professional Orientation and Career Guidance

There is a model of professional orientation (CGC for primary schools developed) which has been adapted to secondary school students.) This **model is done cross-curricular, it is not a separate subject**. The model support the students to develop a **Professional Orientation Portfolio** to (a) discover their personality, interests, capacities and talents and (b) to explore what professional career may fit and what training programmes / pathways are offered by which providers.

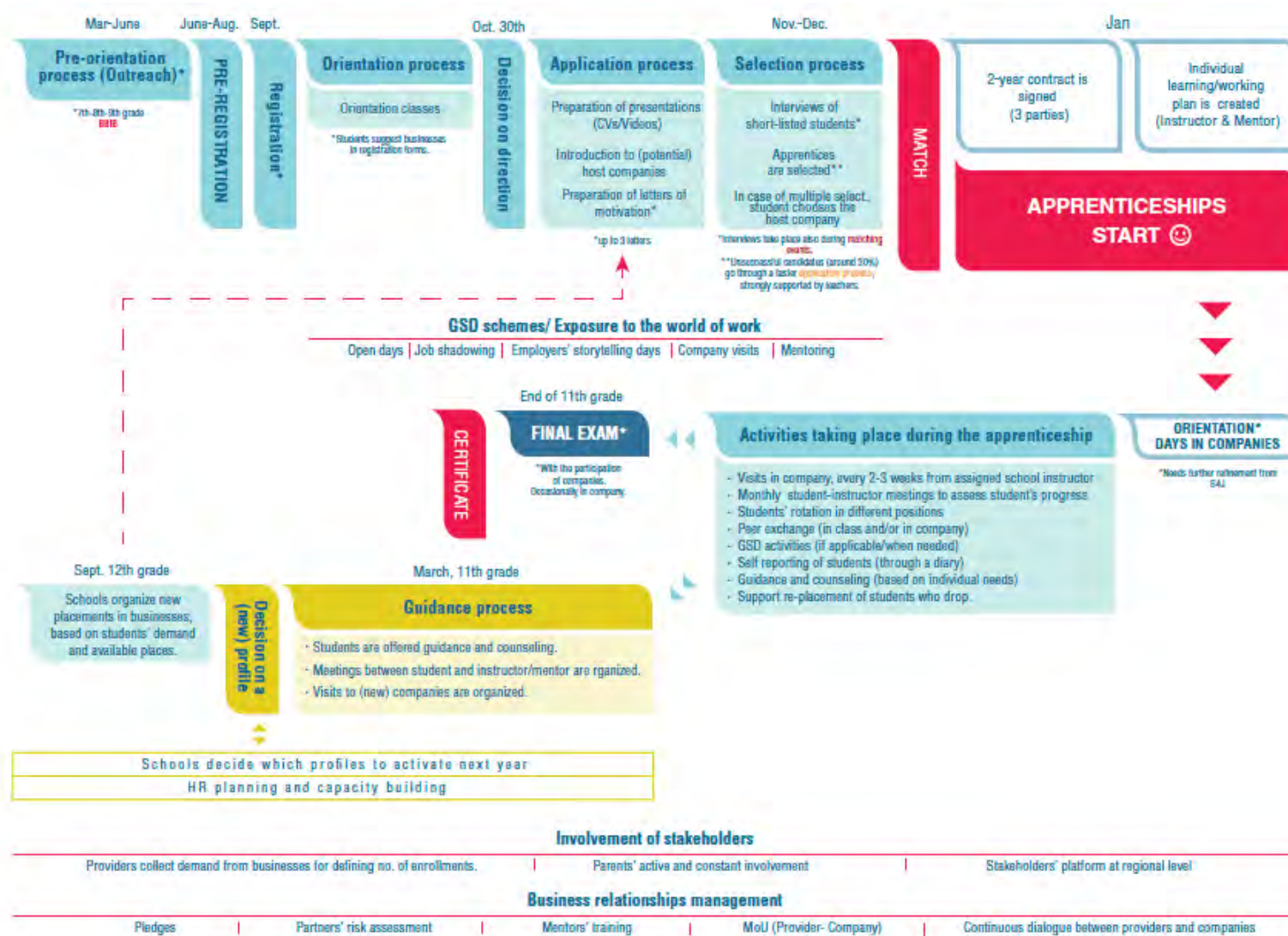
1: I am getting to know myself	→ work sheets and documents that serve for my personal self-evaluation
2: I am getting informed, I am researching and processing information	→ information on school offers, education and employment prospects, interesting curricula vitae in some occupations, important information of the world of work and occupation, from the National Employment Service, from magazines, from the internet
3: I know the educational and professional career pathways that lead to the desired occupation	→ work sheets in which I intensively dealt with school and occupation selection and which I know are important for my school and professional career selection
4: I research schools (educational pathways) and occupations that interest me	→ work results from professional training encounters: reports, interview transcripts, forms for school and company information, occupation information centers, education fairs
5: I check and decide	→ I compare, i.e. I recheck my personal profile against the requirements of education and professional career and I opt for a corresponding school

The Portfolio will accompany students on their professional orientation pathway. They can always go back and check: *What have I achieved by this work? What interested me especially? What do I know better/more of than before? What did I find especially easy/ difficult? What will I be able to use after graduation as well? What will I be carefully observing and listening in the future?* There is a full website on the model, with site dedicated to teachers for workshops, methods, type of work, duration etc.

The guidelines for the professional orientation portfolio are available in English and in Albanian (for Albanian minority in Serbia).

3. Good Practice Approaches for Work-based Learning

Case 1: Apprenticeship Scheme of the Skills for Jobs (S4J) Project, Albania



Good Practice Case 2: Work-Based Learning in a VTC in Korca, supported by GIZ ProSEED

Programme⁵



Key Features

- Distribution key for delivering the TU is 35% in the VTC and 65% in the internship company
- To ensure quality, the internship company is allowed to host max. 2 interns at the same time
- Representatives of internship companies are member of the examination board
- Internship companies are obliged to control and sign internship logbook and attendance sheet of the interns

**Case 3:
Improving Work-based Learning – Lessons Learnt from the Serbian VET Reform**

In the VET reform and modernization of education profiles, one of the core element has been improving practical training both in school and companies. As in the past this was very weak, low quality and neglected part of VET education. And these developments influenced structure of the practical training both in modernised VET and dual profiles.

Practical training is conducted in line with curriculum for the respective education profile. Curriculum defines in detail the outcomes of practical teaching and practice of the related WBL, and schools and **employers can change up to 30% of the prescribed requirements to accommodate the outcomes of education to the needs of employers**. There is a WBL plan - developed by the VET teacher and company aligning theory and practice. There is no difference in structure of the curriculum between dual and other VET profiles, apart from the fact that in dual education, the share of practical classes in the company is set in the legislation.

For 3-year VET profiles that are based on qualification standards, the currently established standard for practical classes is: during the first year of schooling one 1 per week; 2 days per week in the second grade and 3 days per week in the third grade. In certain number of schools, practical classes take place in school workshops and cabinets, in other there is combination of work in school workshops and cabinets and companies, and in the case of dual profiles, students have practical classes in companies, i.e. **maximum of 25% of WBL classes foreseen**

⁵ Source GIZ/GFA: Work-Based Learning Approach PPP

by curricula can be implemented in school. According to the Law on Dual Education, the day of learning and practice in the company lasts 6 hours. Before going to practice in the company, students pass health and safety at work training. In the final year, in addition to practice, students also have a block teaching in company, for a duration of 2 weeks, at the end of the school year.

For four-year VET profiles, curriculum leaves less time for practice even this has been changed in the case of dual profiles.

The only difference between classic VET and dual profiles is that participation of employers in dual education is defined by the legal requirements, while, on the other hand, employers hosting students for practice in classic profiles do not have any of such requirements - no financial remuneration for students, no accreditation of companies, or licensing of in-company instructors. So, WBL in companies in classic VET are less regulated than in dual ones.

Implementation of Work-based Learning:

- The practical training takes place in VET school and company in both VET and dual profiles:
- For 3-year VET profiles that are based on qualification standards, the currently established standard for practical classes is: during the first year of schooling 1 day per week; 2 days per week in the second grade and 3 days per week in the third grade. In the first year of teaching, practical lessons take place in the school, while in the second or third year, learning takes place in companies the schools have previously signed appropriate cooperation agreements for the practical part of the curriculum.
- In dual education, share of work-based learning (WBL) is at least 20% and not more than 80% of total of vocational subjects' classes
- WBL takes place in companies and VET schools, but not more than 25% of WBL can be realised in VET school
- WBL in companies lasts up to 6 hours a day, and maximum 30 hours a week.
- In the final year, in addition to practice, students also have a block teaching in companies, for a duration of 2 weeks, at the end of the school year.
- For 4-year VET profiles, curriculum leaves less time for practice even this has been changed in the case of dual profiles.

There is no difference in structure of the curriculum between dual and classic VET profiles, apart from the fact that significant number of practice classes in dual must be implemented in companies. It means that each of the VET profiles could be implemented as a dual one (with strong in-company WBL) and school-based one (practical part of training is mainly done in school workshops). The only difference between those two is that employers participating in dual education have a range of obligations to fulfil in accordance to the Law on Dual Education, while, on the other hand, employers hosting students for practice in classic profiles do not have any of such obligations. If a school cannot provide support of the companies to implement a profile as dual, it will ask MoESTD to allow the implementation of this profile as classic, which means that students will have WBL in the company but they will not be paid for, companies will not have to have accreditation, nor have they to have licensed instructors. Thus, there is a risk that employers will give up on dual education and continue to cooperate with schools within patterns of not enough regulated students' practice and WBL within classic VET profiles.

Training of in-company Instructors

The training of in-company instructors is a key element of quality assurance in the Serbian dual VET system. Zavod-IIE, the Centre for VET and Adult Education, has developed a training course for companies that what to apply for a training licence in dual education. All in-company instructor are obliged to participate in this training in order to get familiar with VET and some key didactical concepts/methods, which they can apply when running internships/apprenticeships.

Case 4: Work Placement Protocol for Key Actors in VET (Netherlands)

The Work Placement Protocol contains agreements between the Dutch Ministry of Education, Culture and Science, employers' organisations, and the Netherlands Association of VET Colleges on good quality work placements

WORK PLACEMENT PROTOCOL

vocational education  labour market

	Student	School	Work placement company	SBB
Preparation and matching	<ul style="list-style-type: none"> Searches for information about the company Familiarizes himself/herself with sectors, occupations, companies and learning opportunities Knows what he/she wants to learn Is motivated Makes a good impression on the company 	<ul style="list-style-type: none"> Prepares the students in practical terms for the work placement Supports the students while they look for a work placement Ensures a good match between the student and the company Provides company orientation, and presentation and job application skills Provides clear information before the start of the work placement period about the responsibilities and obligations of the company and the school Makes specific agreements with the company in the work placement contract about the form and content of the work placement, the method and frequency of support, the personal learning programme and examination methods 	<ul style="list-style-type: none"> Is a by SBB accredited work-placement company Investigates whether the expectations of the student and the company are a good match Makes specific agreements with the school and the student about form, content, support and assessment of the work placement Records these agreements in the work placement contract provided by the school 	<ul style="list-style-type: none"> Ensures there are enough accredited work placement companies and recruits new companies as required Provides accreditation within two weeks Publicizes the companies with workplacement opportunities in SBB's public register and on www.stagemarkt.nl Supports the company presentation on www.stagemarkt.nl Supports the school in using www.stagemarkt.nl and in matching the student with the work placement company
Work placement period	<ul style="list-style-type: none"> Is well prepared and motivated to start the work placement Keeps to the agreements defined in the work placement contract Follows the instructions of the work placement supervisor Gives feedback to the school work placement supervisor 	<ul style="list-style-type: none"> Ensures that the student and the work placement supervisor know who the school contact person is, and when he/she is available Provides sufficient support in line with the agreements in the work placement contract Monitors progress and the match between the student's learning objectives and the learning opportunities at the work placement company Provides a competent and dedicated work placement supervisor 	<ul style="list-style-type: none"> Provides the student with day-to-day supervision and training at the work placement company Provides a qualified, motivated and accessible work placement supervisor Carries out coach interviews and progress meetings with the school supervisor and the student 	<ul style="list-style-type: none"> Trains and coaches the work placement supervisor and provides them with advice and resources so that they can do their job properly Encourages the equal partnership between school and company If necessary, provides replacement workplacement for the student, in consultation with the school
Assessment	<ul style="list-style-type: none"> Ensures that every component of the work placement programme has been completed and submitted 	<ul style="list-style-type: none"> Ensures an objective assessment of the student Has contact with the company about the assessment of the work placement and the evaluation of the work placement period. The school takes the initiative Includes the company's judgement of the student's work placement as part of the assessment Provides the company with feedback about the assessment 	<ul style="list-style-type: none"> Assesses the student at the end of the work placement period in line with the agreements in the work placement contract Maintains contact with the school about the student's work placement assessment 	<ul style="list-style-type: none"> Trains and coaches the work placement supervisor in carrying out valid and objective assessment Provides the work placement supervisor and the company with advice and resources so that they can assess well
Evaluation	<ul style="list-style-type: none"> The school and the company evaluate the work placement with the student The school and the company evaluate their collaboration during the work placement and see where improvements can be made Based on these evaluations, the work placement advisor from SBB determines whether the company, together with this work placement supervisor, can be considered a 'durable' work placement company The work placement advisor from SBB supports the company if they require help in drawing up and implementing a plan for improvement If necessary, the work placement advisor from SBB terminates the work placement company's accreditation 			<p>Established by MBO Raad, SBB, MKB-Nederland, VNO-NCW and the Ministry of OCW on June 10, 2009 Updated by the board of SBB on July 3, 2015</p>

Source: <https://www.s-bb.nl/en/companies/work-placement/work-placement-protocol>

Case 5: Innovative Approaches for a VET-School – Business Cooperation Regional VET Center “ROC Curio” in West Brabant region, the Netherlands

In the Netherlands, the state limits its mandate in VET to the core tasks which are VET policy, funding, and inspection. This provides a high degree of autonomy to the VET providers. The Regional VET Center ROC is a network of 9 VET colleges and 10 preparatory VET schools, employing a total of 2,500 staff and a total enrollment of 25,000 students.

ROC functions as the administrative body taking care of:

- Staffing, personnel matters
- Financial Management
- Student administration
- Quality control and innovation
- Open/closing colleges
- Industry contacts
- Possibilities of RPL
- Liaison with the external examination commission

For implementing the practical parts of the training, the colleges of ROC Curio cooperate with 3 sector associations:

- (1) Building & Construction (300 member companies)
- (2) Installation Works (Electrical, Heating & AC for Households and Industry (150 member companies)
- (3) Association of Truck Dealers (“Truck Academy” representing leading manufacturers such as Volvo, Scania, DAF, MAN, Mercedes Benz, IVEVO, Renault)

The sector associations have established their own Technology and Training Centres at the land of the college (*provided free of cost*).

For the two economic sectors of Building / Construction and Installation Works / Electrical technology, a large group of companies of these sectors have established, already 20 years ago, their own theoretical and practical training site in buildings, which they have financed themselves, but built on the ground of the College = a public space. In the case of the Installation / Electrical technology, the training firm called “iw” for Installatie Werk (Installation Work) is the joint operation of 150 companies. The training firm is active all over the territory of the Netherlands, with 5 or 6 training sites. In the case of the Building / Construction, around 300 companies have joined forces to establish and run their training firm called “bauw mensen” (Builders and Construction workers). The Truck Academy is a new cooperation partner for ROC and support the colleges in the design of training programmes for heavy vehicle maintenance and repair. They established a fully equipped truck workshop, lend various models of trucks for training purpose, second technical experts / specialist from the different vehicle models as trainers, as well as teaching materials / maintenance guideline.

The centres are fully financed by the associations (through membership fees, income from service provision, donated equipment from leading manufacturers (as part of their marketing strategy). The centres are managed by the sector associations. Colleges are member of the board and jointly plan the service structure of the centre. The staff / trainers are young professionals engineers contracted by the centre.

This solution has the advantage for the public VET College that the equipment is always up-to-date, and also that innovations and new expertise, as well as changes in technology and in the market is much faster transposed in the training process, as it would be possible for a public VET College. In the case of the sister Technical College in Breda, Radius College, it is the College that offered its workshops for rent, whereas the business associations equip and operate. In all cases, the College pays a contribution to the training cost per trainee. The dedicated training centres are also used in the evenings, mainly for upgrading courses for workers and employees, who want to acquire a certificate for a higher degree. One evening is used for practical training and another evening for theoretical training.

Win-Win Situation:

Not every company, especially the smaller ones, are able to train themselves and cover the broad range of competences of an occupational profiles. The member companies of the associations consider their financial investment in the Technology Centre a win-win situation. The companies use the Technology Centre for staff training in the latest technology at a central location (single companies are not able to provide the same standard of training). The college can train their students through highly skilled experts from the industry in a state-of-the art workshop at a reduced fee. This ensures a reliable and steady supply of skilled workforce to the regional labour market. Besides that, the colleges can utilize the centre for upskilling of their own teaching staff. Being established at the premises of the school, it provides short and direct ways for communication between the teachers and practitioners from the world of work.



“bauw mensen” training workshop at ROC curio college

4. Good Practices of Twinning Projects in VET

Good Practice Sample of a Twinning Project between an Albanian and Swiss Training Institute in the Hospitality and Service Non-Formal Training Sector

RISI Albania initiates twinning partnership between Albanian and foreign training partners to benefit from international exchange of experience. For instance, RISI arranged a twinning agreement between the Albanian Hospitality and Tourism Academy (HAT) located in Tirana with the **Business & Hotel Management School (BHMS) in Lucerne**, Switzerland. HAT is a private training provider offering a variety of training programmes such as face-to-face seminars, online courses, and individual business consultancy) in areas such as bar tending, restaurant services, front desk, hotelier, and management. BHMS is a hospitality school with international reputation and offers undergraduate, BA, Post-Graduate Diploma and MBA courses in the broad field of Hotel, Hospitality, Global Business and Culinary Management. Thanks to the cooperation agreement, students of HAT, which successfully completed a one-year hotelier course, can apply for a scholarship to attend the second year of study at the BHMS in Switzerland while working in leading Swiss and international hotels and resorts.

Besides the international partnership, RISI has supported HAT in developing an e-learning platform to deliver some of their training courses online to reach people living outside Tirana in remote areas. To promote social inclusion and territorial cohesion is one of the reform priorities defined in the National Employment and Skills Strategy 2014-2020.

5. Good Practices of Continuous Teacher Training

Case 1: National Good Practice from Albania:

The 24-days Training Programme for in-service Teachers: “Basic on Didactics of VET”

This training programme on Basic Didactics was initially developed with the support of the IPA ILO 2010 project and the GIZ VET Programme as a pre-service training for aspiring VET teachers and instructors to standardized pre-service qualification of VET teaching staff. Due to the lack of a complete legal framework in 2015, the training programme was piloted and later adopted as an **in-service training package** for the current teaching workforce in the Albanian VET system. In 2016, it was included in the Sector Reform Contract as one of the 10 performance indicators (Indicator No.4: Share of VET teachers and instructors trained through the 24-days training programme “Basic of Didactics in VET”). NAVETQ was assigned to coordinate and monitor the implementation of this programme on a national scale, in the frame of the Sector Reform Contract. From 2016 through 2018, more than 50% of the total teaching force (464 VET teachers and instructors out of 700) throughout the country were trained by NAVETQ with the support of the international donor community (GIZ, Swisscontact / Skills for Jobs project and KulturKontakt Austria).

The scope of the curriculum for the training programme on the Principles of Didactics for Teachers and Trainers in Vocational Education and Training (VET) is to build their knowledge and skills, in order to enable them to plan and conduct theoretical and practical teaching processes that, at the end, will equip students/trainees with the required professional competences for employment.

The training programme curriculum consists of 6 modules that take place in 24 days of training a 6 hours/day, in total 144 training hours.

Because this training programme was adopted as an in-service training offer, it requires that participants must be working as teachers or trainers in vocational education schools or vocational training centres by the time of enrolling in the programme. The training consists of the following modules:

1	Introduction to the profession of VET teacher/instructor	MK-27-018-15	2 training days (12 hours) Recommended: 60% Theory 30% Practice 10% Assessment	<ol style="list-style-type: none"> Participant reviews the characteristics of VET system and of the profession of VET teacher/instructor. Participant reviews basic concepts of competence-based VET Participant reviews the characteristics of the competence-based VET curricula.
2	Introduction to the psychology of learning	MK-27-019-15	2 training days (12 hours) Recommended: 70% Theory 20% Practice 10% Assessment	<ol style="list-style-type: none"> Participant reviews psychological traits of learning Participant reviews the learning traits and styles of a teenager and adult Participant reviews socio-cultural factors interfering with learning Participant reviews communication traits in the learning process
3	Fundamental elements of didactics in VET	MK-27-020-15	4 training days (24 hours) Recommended: 20% Theory 70% Practice 10% Assessment	<ol style="list-style-type: none"> Participant develops teaching and learning objectives Participant defines teaching and learning contents Participant selects teaching and learning methods
4	Management of teaching and learning environment, tools and materials in VET	MK-27-021-15	3 training days (18 hours) Recommended: 20% Theory 70% Practice 10% Assessment	<ol style="list-style-type: none"> Participant prepares and maintains teaching and learning environment and means Participant uses teaching media Participant prepares supporting teaching and learning materials Participant uses <i>internet, on-line</i> media and <i>communities of practice</i> for continuous professional development.
5	Assessment of VET students and trainees	MK-27-022-15	5 training days (30 hours) Recommended: 30% Theory 60% Practice 10% Assessments	<ol style="list-style-type: none"> Participant reviews significance, principles, types and characteristics of VET students and trainees' assessment. Participant describes forms, methods and instruments for VET students and trainees' assessment. Participant develops instruments for assessment of knowledge Participant develops instruments for assessment of working skills and competencies.
6	Planning and conducting teaching and learning sessions in VET	MK-27-023-15	8 training days (48 hours) Recommended: 10% Theory 70% Practice 20% Assessment	<ol style="list-style-type: none"> Participant reviews basic didactic principles in VET. Participant describes characteristics and stages of theory and practice sessions in VET Participant plans and demonstrates theory sessions Participant plans and demonstrates practice sessions

Case 2: Good Practice Example initiated by the Skills for Jobs (S4J) Project:

Rising the Quality of Work-based Learning (WBL) through Training of In-company Mentors

The private sector continues playing a major role in the design and provision of Vocational Skills Development (VSD)

The network of companies offering apprenticeships and/or internships and collaborating with the VSD providers supported by Skills for Jobs project reached to **436 in April 2019**. Of those, **422 companies offered WBL**.

Apprenticeships and internships have become the norm in most partner providers. **A total of 1,422** students from secondary Vocational Schools (the initial target was target 40!) **engaged in apprenticeships** (44% of the total student's population of partner providers in AY 2018-2019) and 144 trainees engaged in internships in Vlora VTC.

For the first time since the start of the project, partner providers had in some directions more vacant positions (Sept. 2019) for apprenticeships that required for their students. This favourable position allows *them to choose which* companies to cooperate with, thus, increasing **the quality of the work-based learning (WBL)**. A cost-benefit analysis of the apprenticeships in tourism and hospitality direction was conducted at the end of the phase. Among other, it concluded that the business case for companies to host apprentices stands, therefore explaining the significant take up from companies and students. **Apprenticeships/ Internships** are proven to be the only way to go for better skilled and trained students. VET providers are facing challenges for Quality Apprenticeships and are starting to select and shortlist the companies to assure a quality WBL experience for their students / interns.

Though there is a list of criteria to be fulfilled by the hosting business to be qualified as Partner Company, an **urgent need for developing mentoring skills** of the In-Company Trainers has risen during communications with all stakeholders. As a prerequisite to introduce an apprenticeship scheme *it needs to be guaranteed that the companies have the capability* to collaborate with the school and to offer mentoring for apprenticeship. The In-Company Mentors Training qualification program enables the companies to carry out professional training programs and to raise the service quality of the companies. In the early stages of identifying this need, public institutions have been very willing to cooperate and facilitate this process.

The project has subcontracted SFIVET – the Swiss Federal Institute for Vocational Education and Training to design and implement the first Training of Trainers (ToT) for in Company Mentors. As future trainers the project selected Development Unit teachers from the VET schools, VTC instructors, university teachers and local institutions/training providers since a pedagogical background was considered an important attribute to maintain a quality standard for the programme. This “multiplier capacity building approach” was the right step towards sustainability and the basis for replication and upscaling standards for quality in WBL. During the first missions in Albania in October and November 2018, SFIVET conducted several

meetings with NAVETQ executives and representatives of the line ministry to dialogue on this initiative and to discuss the continuation of this product.

During spring 2019, the trained Mentor Trainers conducted a series three trainings for in-company mentors in Shkodra, Lezha and Vlora with a total of **33 in-company mentors** who successfully completed training. The training was organized in 3 modules – each module half a day - allowing the companies to second their staff for training participation:

Module 1: “Business and School” covering topic such as the importance of the intern for the business; **role of in-company mentors** tasks and responsibilities; Legal framework / regulation relevant for the relationship mentor- school – interns

Module 2: “Work Pedagogy “ including issues on the competencies – instruction technique, IPERKA - which is a concept to structure a complete work process in 6 steps (I = Inform, P = Plan, E = Elect, R = Realize, C = Control, A = Assess), and curricula – specific curricula for specific profiles

Module 3: “Workplace Training Scenario and Assessment, i.e. criteria/indicators for assessing learning in the workplace



In-company Mentor Training – ToT participants

Source: <https://skillsforjobs.al/al/trained-company-mentors-soon-reality-albania/> last retrieved 19.1.20

**Case 3: Good practice example:
Master Programme “Institutional Management of VET institutions”, Cape Verde**

Starting 2010, a university-level master's course in institutional management of VET institutions was developed and carried out in Cape Verde, with the support of the cooperation of Luxemburg, addressing current heads of department and other younger but experienced professional staff of the VET institutions. This approach can be a model for Albania.

The Master's course in Cape Verde proved to be an innovative action and the resonance among the participants was very positive. Conducted outside the individual VET institutions and the institutional hierarchies, the programme helped creating an “esprit de corps” (corps spirit) and reinforced the professionalism of the participants. The overall structure was conceived with the collaboration of the Chief Technical Adviser of the VET support project and run by two university institutes in Praia and Mindelo, in partnership with the State University of Santa Catarina in Florianopolis, Brazil.

The organisers made an effort to assess the skills and weaknesses of the candidates before the start of the training. The thematic modules were: philosophy and value system of VET, management of VET institutions, VET finance and financial management of public and private VET providers, integration of special needs, collaboration with employers and work-based learning. Every participant undertook a case study of his or her VET institution and its future development, embedded in the regional setting of companies, VET providers and other key stakeholders.

A similar approach may also be interesting for trainers, but on a voluntary basis, in order to motivate and train them in a more systematic way than is the case with the ad-hoc training normally carried out within the framework of cooperation projects.

6. Good practice examples of VET Image Campaigns:

Case 1: TV Campaign: “Made in Albania”

In 2014, the Ministry of Social Welfare and Youth initiated a TV campaign “Made in Albania”. In a series of 10 episodes, a well-known actor presented his three-days experience in a blue-collar profession, such as: car mechanics, shoemaking, fishing, cooking, farming, etc. The series was developed with the support of the IPA ILO 2010 project.⁶

Case 2: RISI Albania Media Intervention “Inspiring and Influencing The Young Job Seekers of Albania”⁷

In 2016, RisiAlbania project took an innovative approach to disseminate information on education and training as well as employment opportunities for young people in Albania. By supporting media houses in the development and launching of pilot radio programmes, TV shows, print and online media, young people should be provided with information, food for thinking and guidance to make the right career choice. Between 2014 and 2016 RisiAlbania supported 6 pilot media products through cost sharing, technical support and analysis of audience perceptions. This resulted in the realization of two TV programmes, one radio programme, one newspaper supplement and one online portal – all pioneer products focussing on VET and (self-)employment in the country. In 2017, two more TV programmes were launched and two online portals were expanded to include employment relevant information. These programs have attracted high viewership/listenership/readership, 71% of the audience stated that the programs have changed their perception about jobs and careers as well as employment seeking behaviour (32%).⁸

Here are two examples of TV programmes that have been supported by RisiAlbania:

1) Ti Mundesh (You can do it) on Top TV: Ti Mundesh is in many ways RisiAlbania’s flagship media product. The station is an industry leader and influencer with a large outreach. Ti Mundesh combines field based filming and interviews with studio panel discussions with experts and practitioners. Each programme focuses on an industry or sector and explores both formal employment and self-employment. Topics have included tourism, agriculture, beekeeping, IT and fashion. The programmes were 40 minutes long in season 1 increasing to 50 minutes in season 2 and were broadcast in the early evening as well as being put up online. Ti Mundesh is the first locally produced TV programme in Albania that focuses on employment issues.

2) TV show “Do you have an idea”?

In 2017, the RisiAlbania supported a TV show named “Do you have an idea?” that comprised 15 episodes in which 20 students from vocational schools and training centres presented their ideas, received advice on how to convert those ideas into businesses and received financial support to advance them.⁹

Case 3: National VET Image and Awareness Campaign

⁶ <https://www.youtube.com/watch?v=2Xyki2bcW8s&feature=youtu.be>

⁷ Gavin Anderson: Inspiring and influencing the young job seekers of Albania, RisiAlbania, November 2016.

⁸ National Employment and Skills Strategy 2014-2020: Annual Progress Report 2016, pg.44

⁹ National Employment and Skills Strategy 2014-2020:

In the recent years, each Ministry responsible for VET (Ministry of Social Welfare and Youth, Ministry of Finance and Economy) has organised on a yearly basis media and other awareness raising campaigns on the importance of and the opportunities in VET and Life Long Learning for girls, boys, women and men in urban and rural areas. These measures have had a considerable impact in the increase of numbers of students enrolling in initial VET and public vocational training courses. Every year, the responsible Ministry develops jointly with the public VET providers, a campaign, consisting of **Open Days** in each VET provider, regional **Skills Fairs** and National Skills Fairs and **Competitions**. In 2016, the VET image and awareness raising campaign was implemented under the slogan “I choose VET”. In 2017 and 2018, the National Skills Fair was organized to raise awareness at national level. The National Skills Fairs have a considerable public impact with approximately 15,000 visitors each year.¹⁰

There was a change in 2019, when the public awareness campaign was not organized on a national level but at providers’ level only. This interruption of the annual tradition might have had an impact in the enrolment rate, especially in the secondary VET schools.

¹⁰ National Employment and Skills Strategy 2014-2020: Annual Progress Report 2017,

7. Permeability and Recognition of Prior Learning

Case 1: Permeability and Recognition of Prior Learning in the German Education and Training System

The connectivity of the dual vocational training for existing pre-qualifications and degrees as well as the transitions from the dual vocational training to higher educational paths are of great importance for the attractiveness of the vocational training. The permeability of VET degree holders (without Matura) to university studies has already been significantly improved. In addition, there are ample of post-secondary training opportunities (e.g. in the form of one- and two-year technical schools) to allow graduates of the dual training to work successfully in middle and upper management of craft and industry. Further challenges and opportunities arise from possible **crediting of VET qualifications to university courses** or with the transition from university dropouts to the dual system.

University entrance without a high-school diploma¹¹

There are several options for persons to enter university without Matura. The most common cases are the following:

- (a) **Holders of a Master Degree or equivalent** (e.g. certain post-secondary degrees) can often enroll directly into any university programme. In some cases, a consultation is required. The equivalence of vocational and university education is also reflected in the German and European Qualification Framework (DQR / EQF), since the master degree and the bachelor's degree are at the same level (Level 6)
- (b) **VET certificate holders that can proof professional experience and want to study a related discipline**
With a completed and recognized vocational training certificate and a proof of several years of professional experience, a person can enroll in **university courses in related disciplines** if he/she proofs a minimum of work experience (usually 2 to 3 years, depending on the regulations in the Federal States) in the respective job. Access is relatively easy with this variant.
- (c) **VET certificate holders that can proof professional experience and want to study a different discipline**
Same conditions as mentioned under /b) plus a university entrance test. Some Federal States offer the possibility for a “trial study” of two semesters where the person has to take certain exams to proof its aptitude to continue with the study programme. The credit points achieved during the trial course will be taken into account when enrolling in the regular programme afterwards.
- (d) **Academic Aptitude Tests for especially Gifted People**
In some disciplines (e.g. art), persons are allowed to study if they demonstrate a special talent and sufficient general education for taking up a university study.
- (e) **Acquiring Matura through second-chance education**
The classic method to catch-up on the “Abitur” (Matura) is the so-called second-chance educational path at the evening gymnasium or similar institutions and then apply for studying in a regular way. Some years ago, this was the usual way until access to university was simplified for non-high school graduates. It usually takes two to three years depending on the school leaving certificate.

¹¹ <https://www.das-richtige-studieren.de/vor-dem-studium/studienbewerbung/studieren-ohne-abitur/#laendersache>, last retrieved 20.1.2020

Recognition of non-formal and informal learning in Germany¹²

It is estimated that about 70% of a learning takes place outside the formal education and training system. Formal education is not the end of learning, but a beginning for Life-Long-Learning (LLL). With regard to the EU Council's recommendation of December 2012, in which the European member states are encouraged to develop suitable national regulations for the recognition of informal and non-formal learning by 2018, Germany has not succeeded yet in setting-up a nationwide recognition system. The discussion is ongoing and the will is there:

According to the BIBB expert monitor, 70% of VET experts want a nationwide uniform recognition system for informal and non-formal learning outcomes. Such a system would not only improve the individual chances for professional development and better employment but also effectively countering the forecasted shortage of skilled workers in certain sectors.

Nevertheless, the complexity of the issue and consequence for the entire education and training system are not clear yet.

A nationwide recognition system must consider. Portfolio methods, such as the ProfilPASS, are therefore good approaches to make informally and non-formally acquired competencies visible. Such validation instruments should be an essential element of such a recognition system. The assessment of the identified learning outcomes was also controversially debated in the BIBB. Self-assessments and external evaluations (such as job references) enjoy little trust and, from the experts' perspective, are not suitable for evaluating learning outcomes. Despite all skepticism, care should be taken to ensure that access is made easy and that no additional hurdles are created. If a validation procedure for informally and non-formally acquired competences would require twice as many exams and work samples as the regular path of learning to achieve the degree in the usual way, it would make a nationwide recognition system of this type unreasonable. Validation of non-formal and informal learning is a long and complicated process and will certainly remain a burning topic on the Germany Government's agenda in the next years.

¹² <https://www.nachweise-international.de/single/article/ueberfaellig-bundesweites-erkennungssystem.html>, last retrieved 20.1.2020

Case 2
Combining University Study with Apprenticeship Training
Attractive Career Options through Cooperative Education:
“Dual Studies” in Germany

In Germany, combined training and study courses (simply called “dual studies”) have gained popularity in recent years.

There is still no uniform definition for the term dual study (also dual study course or cooperative study course). Nevertheless, a sharper definition has developed in science and practice over the years, which is gaining more and more acceptance. This helps to better distinguish the dual study program from a classic university programme and vocational training.

In practice, a dual study program as a coordinated combination of theoretically oriented studies and practical assignments / apprenticeship in a company or a similar organization leading to a double qualification (bachelor degree and a recognized vocational certificate). The main features of a dual course of study are the “two learning venues” (University and Company) and the connection between theory and practice. There are different types of dual study opening various pathways of initial or continuous VET:

Dual Study Forms in I-VET:

- Vocational Training Attendant Learning Programmes
- Vocational Training Integrated Learning Programmes

Dual Study Forms in C-VET:

- Job Attendant Learning Programmes
- Job Integrated Learning Programmes
- Work Attendant Learning Programmes
- Work Integrated Learning Programs

Since 2015, there have been pilots to introduce a “**three-way course of study**” (German: “Triple Study”) at selected universities of Applied Sciences to create an even more attractive career pathway combining a Vocational Training, a Master’s Certification and a Bachelor’s degree (e.g. in Business Administration). Such educational offers are very appealing since they broaden the range of employment opportunities upon graduation. At the other side, they are extremely demanding in terms of time and personal efforts; the programme lasts five years and requires a six-day week from the participants due to the heavy workload for academic studies and work-based training.

From a financial point of view dual study programmes are also attractive since the person can earn money (through the apprenticeship contract) while at the same time studying. It also requires a certain flexibility of the companies to provide an enabling work arrangement that allows the combination of work and study. Companies that have a long-term Human Resource Development strategy will surely benefit from this type of training programmes. Theoretically, the dual study is open to everyone, in practice; nevertheless, the companies regulate access because a person needs to have an apprenticeship or internship contract to enter in such programmes. Companies tend to choose the applicants with the best grades.

Sources:

<https://www.azubi.de/duales-studium/tipps/duales-studium-vorteile-nachteile>

https://www.deutschlandfunk.de/triales-studium-nichts-fuer-faulenzer.680.de.html?dram:article_id=450981

<https://www.zeit.de/campus/studienfuehrer/2018/duale-studiengaenge-unternehmen-hochschule-chancen-interview>

last retrieved 20.1.2020

Case 3
Good practice experience “Choice of several VET pathways and system permeability in Austria”

Vocational training has an important place in the Austrian education system. More than 70 % of the age group chooses a VET pathway at the end of grade 9 of compulsory education. The school-based pathway and dual vocational training cover almost all economic sectors and lead to qualification levels EQF 4 and 5 of the European Qualification Framework.

1 to 2 years programmes serve as a preparatory stage for those pupils, who have not decided, which pathway to choose, the school-based or the dual pathway, or who have unsuccessfully applied for an apprenticeship post in a company.

The 3 to 4 years programmes lead to broad vocational profiles, which are wider than the occupations of the dual vocational training (apprenticeship) and combine general education contents with vocational theory. The practical part is divided between training in the school and regular internships, mainly in the periods of school vacations.

The 5 year programmes lead to a double qualification: the vocational Matura gives access to higher education and the vocational diploma opens the way to the labour market.

The dual vocational training pathway leads within 3 years to a certificate in one of 203 occupations, which correspond directly with occupational profiles in companies and institutions. 80 % of the training time is spent in the company or institution. Around 1/3 of the total number of VET students opt for an apprenticeship. However, their number is decreasing steadily.

However, there are some specifics, which limit the Austrian VET system’s success and equity: Austrian youth who enter dual apprenticeship training, are younger than their colleagues in Germany and in Switzerland, and have acquired on average a relatively low level of basic educational competences. Regarding the continuously increasing cognitive requirements in many vocations and professions, adequate measures seem to be necessary to elevate continuously the level of basic education.¹³

Another effect is the competition of university graduates and university of applied sciences graduates with those from secondary vocational schools, for the same vacancies in companies and institutions.

A third phenomenon is that a growing share of school-based VET at the secondary education level continue their studies at the tertiary level, instead of looking for a qualified employment once they have graduated from the VET school.

And finally, the school-based pathway lacks in many specializations a share of organized internships which allow the student to become acquainted with the professional practices in the specialization s/he has chosen. Internships are in many cases limited to the holiday periods and not stringently integrated in the curriculum.

¹³ Ferdinand Eder, in: Joseph Thonhauser (Editor), Baustellen in der österreichischen Bildungslandschaft, Münster/Westphalia 2018. For the other aspects, confer with CEDEFOP Refernet VET Austria, 2016 and CEDEFOP Spotlight on VET Austria, 2018

Case 4:

How VET Providers in the Netherlands achieve high transition rates into qualified employment through flexible pathways and close industry-cooperation

In the Dutch VET system, school-based VET programmes lead to the same qualifications and certificates as company-based VET programmes.

The employment rate of recent upper secondary VET graduates was well above the EU average:

83.4 % in 2014 (European Commission, 2015, p. 8) and 85.8% in 2015 (European Commission, 2015,

page 7), compared to 70.8% and 74.1% on average in the EU in respective years (CEDEFOP 2018). Approximately 40 % of the Dutch working population have completed a vocational course to at least a secondary vocational training level. The proportion of secondary-level students participating in VET has reached 69% in 2015. This percentage exceeds significantly the EU average (47% in 2015). The share of upper-secondary VET learners on work-based programmes was lower than the EU average, at 24.8% in 2014, against 34% on average in the EU (Cedefop 17a, p. 101).

The Netherlands VET system is level-based offering training programmes with a duration from six months to four years:

Level 1: Assistant Training

Level 2: Basic Vocational Training

Level 3: Full professional training

Level 4: Middle management and specialist

Candidates for VET can choose between a company based and a school-based programme, according to their own perspective:

- If they choose the apprenticeship pathway (BBL), with 80 % of training time spent in the company, they have a high chance to be employed in a company of their choice.
- If they choose the school-based pathway (BOL), they acquire a considerable wealth of experience through obligatory internships in several companies, 2 months per year in the first two years and 6 months per year in the years 3 and 4. Level 4 VET Diploma allows for direct access to tertiary education (“21 plus rule”) in Higher Vocational Education Colleges and Universities of Applied Sciences, or to start working in the vocation of their VET programme.

Companies appreciate both pathways, the one being more practical and hands-on and the second more theoretical and therefore being a better base for continuing education and training, which is also in the interest of some employers.

The creative practice of VET providers to “invite” employer organisations to locate their own training and technology centres within their premises ensures an everyday contact with employers and skilled workers, technicians, engineers and managers of companies. This proximity has also an effect on the theory and practice teachers and instructors of the VET provider, who may update and keep on track themselves in a smooth way and without exposing their gaps in a stigmatising way.

8. Instruments to support roll-out of VET Legislation

Case 1: Serbia

Master Plan on the Implementation of the Dual Education Law¹⁴

Master Plan Concept:

A master plan is a planning instrument that contains all relevant information about the implementation of a complex change (reform) process. It gives all involved stakeholders:

- an overview of the organization structure of the implementation
- a summary of the roles, responsibilities, deliveries and monitoring of all units (commissions, committees, working groups, stakeholder groups)
- information about intended implementation processes for each involved unit
- information about intended implementation processes for each part of the project
- an overview of the highlights of the dual education system building process ('critical path') within the change process

The Master Plan will contain various data collected through primary research since approach to its development respect principles of evidence-based policy making. In other words, research to be implemented as a part of the process of development of the Master Plan are to provide the Commission (see below) with the necessary empirical evidence to support future active policy decisions, in order to overcome system inertia and maintenance of the status quo.

Article 40 of the LDE envisages the **formation of the Commission for the development and implementation of dual education** with the aim to implement and improve dual education and evaluate results achieved in a three-year period. Commission has its own Rules of Procedure regulating its work manner and decision-making procedures.

The Tasks of the Commission are:

- Coordination of activities in the implementation of dual education based on the requirements of the labour market at the national level;
- Supervision of the quality of realization of secondary vocational education, which is realized according to the model of dual education, with the aim of evaluation of the achieved results in a three-year timeframe;
- Coordination of the activities of domestic and international projects aimed at developing and improving dual and entrepreneurial education;
- Submitting annual reports to the Government (in the first quarter of the current year for the previous reporting period), which will contain data on opportunities and challenges in the process of implementation of the Law on dual education and the opinions of all relevant participants in the implementation of dual education.

The master plan on the implementation of the Dual Education Law in Serbia will be certainly a valuable reference document for Albanian policy makers to consult when defining their national roll-out and monitoring mechanism for the VET reform legislation.

¹⁴ Master Plan on the Implementation of the Dual Education Law in Serbia, Belgrade May 2019.

Case 2: Germany¹⁵

Legislative Framework for VET in Germany and the particular importance of the National Training Ordinances

The centerpiece of the legislative framework for VET in Germany is the **Vocational Training Act (BBiG)** of 1969 which was amended in 2005. It regulates all 4 fields of VET in non-craft training occupations: Vocational Preparatory Courses, Initial VET, continuous vocational training and retraining. For the training in crafts occupations, the **Law in Craftsmanship** (“Crafts Statute”) is the legal base. It is adjusted to the Vocational Training Act. Other relevant laws, regulations and practices are:

- For each *recognized training occupation*, a **National Training Ordinance** sets the objectives, content and examination requirements for training in enterprises. Training regulations apply nationwide and *have the force of law*.
- The school laws of the Federal States regulate the school-part of the dual apprenticeship (**frame curricula**). They are developed on the basis of the Training Ordinances.
- A training company has to prove that at least one staff member has passed the trainer aptitude test conducted by a competent body (Chambers). The **Ordinance on Trainer Aptitude** regulates the structure and the content of the examination for the pedagogic aptitude of the trainers in the companies.
- For apprentices under 18 the **Youth Labour Protection Law** regulates the working time, the paid vacation time guaranteed by law and the leave in order to attend the vocational school.
- Apprentices in the German dual apprenticeship system have the *legal status as students in the vocational school* and they are *employees with a special legal status at the training company*. The training is based on a **training contract under private law** between a training company and the apprentice. The specifications of the contract are regulated in the Vocational Training Act.
- For the uniform application of the Vocational Training Act the Board of the Federal Institute for Vocational Education and Training, also informally called “*Parliament of German VET*”, issues **recommendations** which further specify the legislative regulations.

National Training Ordinances regulate minimum requirements, e.g:

- Duration of Training
- Occupational Profile
- List of occupational skills, knowledge and competences to be conveyed through the training
- Regulations for in-company training (training principles, training plan, log book)
- Examination Regulations (timing, structure: written, practical, oral, competences/content coverage, scoring rules, grading and passing criteria)
- Possibilities for continuing education

Attached to each national training ordinance is a **General Vocational Training Plan** providing guidance for the cooperating training companies on training content, expected learning outcomes, skills, capabilities and knowledge to be imparted, and recommended timing. Companies are flexible to “translate” the general vocational training plan into a **Company Training Plan** (which is approved by the competent bodies and becomes an integrated part of the training contract) as long as they guarantee that all elements of the occupation are covered and that the trainees can acquire the full vocational competence. The latter is verified in an external assessment by the competent bodies (Chambers) at the end of the training.

¹⁵ <https://www.apprenticeship-toolbox.eu/governance-regulatory-framework/legal-framework/20-legal-framework-in-germany>

Case 3: Practical Implementation Guides for Vocational Training Regulations (Germany)

The legislative framework – laws and regulations and their terminology are not always easy to understand to those not directly involved in the development: the occupational training personnel in the companies, the teachers and instructors in the VET schools, the apprentices and the examiners. It needs instruments and modes of communication to “translate” the legal framework (national training ordinances and framework curricula) into practice.

The German Federal Institute for Vocational Education and Training (BIBB) has developed an operational assistance tool called “Umsetzungshilfen” for the nationally recognized occupations. These are booklets provide implementation assistance for the practical application of national training regulations in the companies and VET schools. They are developed by groups of specialists who took part in the regulation process in close cooperation with subject matter experts from the implementation level (schools, companies). They explain in plain and intelligible language the regulatory framework and are structured in 3 parts:

Part I: Explanatory notes on the National Vocational Training Regulation

- Covering aspects such as national recognition of occupation, duration of training / shortening / extensions, training objectives and structure, national training framework plan, training plans for the apprentices, time management, verification of learning progress through narrative reports, procedures and prerequisites for intermediate and final examinations

Part II: Explanatory notes and practical guide on the application of the Training Framework in the participating training companies

- model training plan with time structure, hints for methodical procedures to achieve the training objective

Part III: Explanation of Key Elements of VET

- Coordination between training company and VET schools, competent bodies, apprenticeship contract, apprenticeship remuneration, probation period, holidays, requirements for training companies, suitability of instructors

Annex:

- Checklists
 - “What is to be done before start of training”
 - “Obligations of the training company / of the instructor”
 - “Obligations of the apprentices”
 - “The first day training day”
 - “What has to be observed with the registration for the interim examination”
 - “What has to be observed with the registration for the final examination”
- Framework Curricula for VET schools’ training materials
- Addresses / Contact Numbers (line ministries, BIBB, competent bodies, associations etc.)

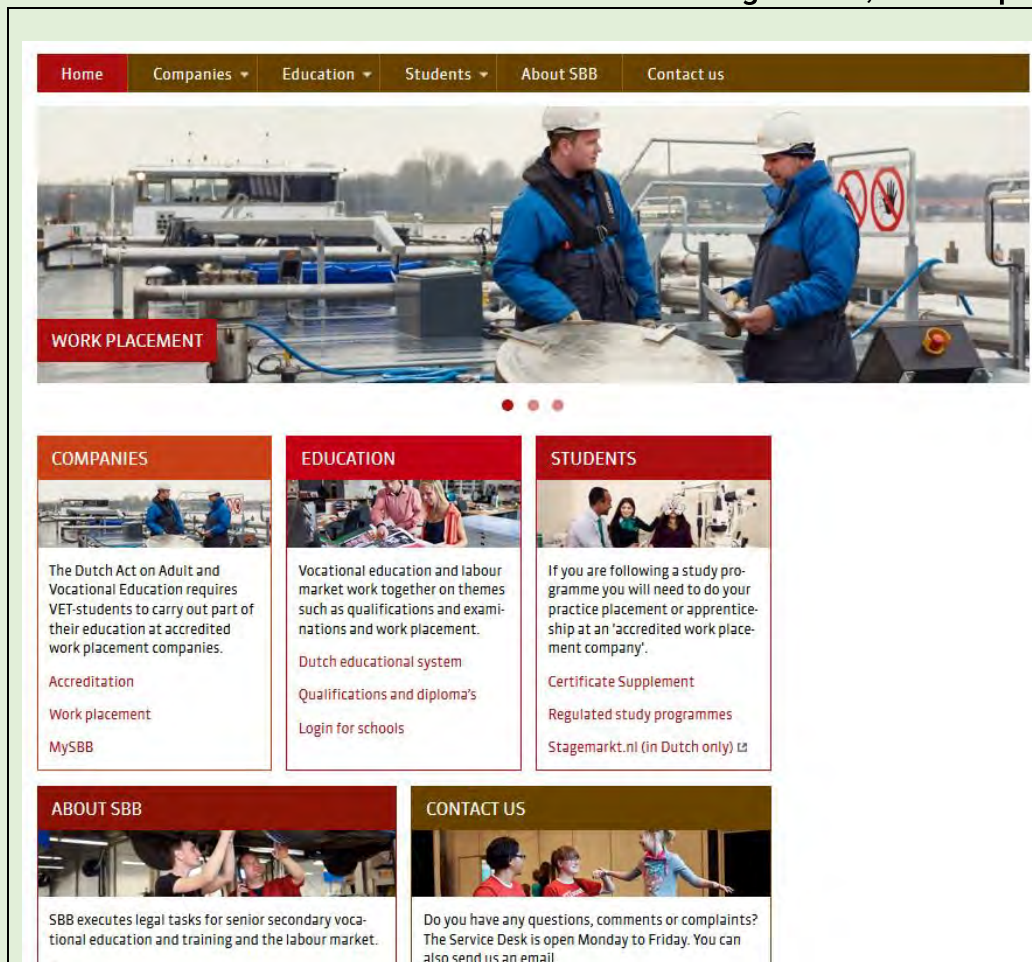
Examples of platforms to disseminate, communicate and exchange on VET related issues

Case 4:

FORAUS – Forum for VET Trainers in Germany: 12.000 members (www.foraus.de)



Case 5: Online Platform of SBB Netherlands – Information on VET Programmes, Internship Companies and Career Guidance



SBB – The Cooperation Organization of the Dutch VET organizations is the national governing body for VET provision in the Netherlands. It is a public organization funded by the Dutch Ministry of Education. Its board is equally represented by educationalists (public and private VET providers, union of teachers) and labour market parties (employers organizations and unions).

SBB is responsible for:

1. Accreditation, Coaching and Advice for Work Placement Companies

- Infrastructure
- Training Opportunities
- Workplace Trainers
- Administration of placement contracts (student, company, school)
- Quality check (every four years)
- Administration of the internship platform of accredited companies (www.stagemarkt.nl)

1. Qualifications and examinations

- Develop occupational profiles into qualifications
- Examination standards
- Guidance and expertise

2. Labour Market Information on VET professions and career paths

3. Policy Advice

- **4 thematic advisory committees:**
 - Workplacement and apprenticeships
 - Efficiency
 - Entry level education
 - Qualification and examination
- **8 sectoral committees**

Source: <https://www.s-bb.nl/en>

Regina Kleingeld SBB , Jules van Well: The success of systemic cooperation VET-industry – an example from the Netherlands, Den hag, October 16th, 2018

9. Roles and Responsibilities in VET Governance (QI-2)

Case 1: Germany

The Role of the Chambers as Competent Bodies in VET

Chambers (of Commerce and Industry, Chambers of Crafts) are assigned as the competent body for delegated public tasks in dual training related accreditation, counselling, monitoring and assessment functions:

According to the Vocational Training Act (BBiG), the Chambers have the following legal authority:

- ❖ Accreditation of training companies
- ❖ Training and licensing of in-company instructors (Ausbildereignungsprüfung)
- ❖ Oversea contractual agreements between companies and apprentices (Maintain the register of apprenticeship contracts)
- ❖ Assess and monitor the quality of training provision in the companies, i.e. compliance of the training companies with the training ordinances and regulations (by company visits, regular checks of documents and logbooks)
- ❖ Engage training advisors to advise and coach companies (e.g. organize supra-company training or combined training involving several enterprises in case one company cannot cover certain learning fields)
- ❖ Act as a mediator to resolve conflicts between trainees, in-company instructor or VET teacher
- ❖ Decide about extending or shortening the duration of VET training
- ❖ Organize professional examinations:
 - Decide on the admission of trainees for the interim and final examination at skilled worker's level and for master craftsmen
 - Develop test items and authorize exam regulations
 - Appoint examination boards / panels, representing employers, workers and VET teachers
 - Conduct interim and final examination at skilled worker's level and for master craftsmen

Case 2: The Netherlands

Governance of VET and Large Autonomy of VET Providers

The governance structure

The Ministry of Education (*Ministerie van Onderwijs, Cultuur en Wetenschap*) is in most areas responsible for financing of education, organises the general education and defines the guiding lines for access conditions, structure and objectives of education.

On all levels of education (primary, secondary and tertiary), the choice has been made to regulate to a minimum, allowing the education and training institutions to decide autonomously over the implementation of their roles and responsibilities. (Nuffic 2019, p. 8-9)

The Organisation for VET-Business Cooperation (*Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven - SBB*) develops the structure of qualifications in upper secondary VET, based on labour market research and enquires with businesses and professionals. Under its roof, there are eight sector chambers.

SBB is responsible for:

- Maintaining and updating the qualifications for secondary VET,
- accrediting and coaching companies offering work placements,
- and collecting suitable labour market information.

The Regional training centres (ROC), Agricultural Colleges and Specialised Vocational Schools (*vakscholen*) develop their pre-service and in-service training programmes autonomously. They carry out their own market research to gain insight into expected labour market needs for qualified workers, employees and self-employed persons at regional level.

The Regional training centres offer pre-vocational and VET programmes in technology, economics, personal/social services, health care and adult education. The Agricultural VET colleges offer pre-vocational and VET programmes in the agricultural and food technology sectors. Specialised colleges offer programmes for one branch of industry, crafts or services only, such as graphic art and design, butchery, house painting, furniture making, fishing or shipping and transport.

The **Council of Intermediary VET institutions** (*Middelbare Beroepsopleidings Raad – MBO Raad*) represents all government-funded colleges for secondary VET and adult education in the Netherlands.

Core Principle: Large Autonomy of VET Providers in the Netherlands

“The Adult and Vocational Education Act (*Wet Educatie en Beroepsonderwijs, WEB*) grants upper secondary VET schools ample space for policy-making. Schools have full control over deployment and continuing professional development of teaching staff, programme offer, regional industry-specific training portfolios, organisation of learning, and choice of cooperation partners. School management is also responsible for deciding how to allocate the annual lump sum grant from the ministry to personnel costs, materials, housing and

reservations for future investments. Yearly auditing reports provide insight into how the grant is spent.” (CEDEFOP VET in Europe, Netherlands 2018)

Public VET Providers are autonomous in budgeting and finance, planning and designing VET offer for their region or locality, recruitment and retention of staff, relations with businesses and administrations in their region. They are also allowed to combine an initial VET offer with continuing VET and other programmes.

Furthermore, as the national occupational profiles and framework curricula are intentionally wide, individual providers are free in completing and adapting VET programmes to specific users (companies of a specific sector in their region, pupils and students from various educational backgrounds etc.).

The national Ministry of Education keeps the right of inspection and of policy formulation and funding strategy. Occupational profiles and standards are still convened nationally with the help of sector-specific professional bodies (Sector Committees) integrating the social partners, under the roof of the Foundation for VET-Business Cooperation (*S-BB = Samenwerkingsorganisatie Beroepsopleiding-Bedrijfsleven*), and issued by the national Government.

The gain in autonomy has allowed public VET providers to professionalise their management and staff. They can mix their traditional general and specialization-specific teaching staff with professionals from the world of work. Several public VET providers have invited sectoral business associations to establish their non-profit training and technology centres within the premises of the VET institute, with the effect, that they keep up with new technologies and working methods.

Examples:

- the electrical, gas and water installation sector – organisation “Installatiewerk”
- the building and construction sector – organisation “bouw mensen”
- A third sector-wide cooperation is in its start-up phase, with the truck dealers – the “Truck Academy”, which is yet entirely managed by a number of public regional VET centres)

A constitutive element of the Governance set-up is the participation of students’ representatives on all levels of decision-making: Students elect their representatives per class, per level and per specialization from the bottom to the top, to participate in the Management Council (Raad van Bestuur).

Another benefit from a high degree of autonomy is that small VET schools can be merged, that specialisations can be concentrated on one or two sites per region, in order to gain economies of scale regarding investments and running cost, and to respond flexibly to diminishing numbers of students and rapidly changing demand from businesses.

Case 3: Serbia

Role of Chambers, Social Partners, Sector Skills Councils in an emerging dual VET System

The **Chamber of Commerce and Industry of Serbia (CCIS)** is a strategic partner in implementation of the dual education system, in line with the **Law on Dual Education** (adopted in 2017).

The Chamber provides opinion on enrolment plans in dual education, and cooperates with the Ministry to arrange placements for students in Work-based Learning (WBL).

CCIS is responsible for

- Accreditation of employers for WBL in dual education,
- Instructors' training and licensing
- Managing and keeping registries of companies
- Keep the registry of dual education contracts signed between schools and companies.

CCIS takes part in education policy formulation and NQF system design through active membership in the CVEAE, NQF Council and Sector Skills Councils (in line with the Law on NQF). CCIS has a network of 17 regional offices.

CCIS, other professional chambers, associations and trade unions are members of relevant **Sector Skills Councils**.

Employers' Associations and Trade Unions

They take part in the education policy design and NQF system implementation through active membership in the National NQF Council, CVEAE and SSCs. Two representatives of the Associations of Employers and 2 from the Trade Unions which are members of the **Socio-Economic Council of Serbia** are appointed members of the **Council for NQF**.

Role of Companies (in dual education pathway):

Companies have to be accredited by the CCIS to provide **WBL in dual education** – based on eligibility criteria and provision of **certified in-company instructor**.

Companies **conclude contracts with VET schools and with students/trainees**.

They are also responsible for:

- taking part in student placement
- covering costs of apprenticeship, and financial remuneration for trainees,
- conduct training in line with training programme for WBL,
- supervise trainee's work
- and cooperate with the WBL coordinator from the VET school in all aspects, including assessment.

Sector Skill Councils (SSCs)

SSC are expert and advisory bodies established in line with the Law on NQF.

Their main functions are:

- to conduct analyses and provide regular updates on demands for qualifications in their particular sector (identify new ones, the ones to be modernized, and the ones that no longer meet the needs of the sector)
- draft standards of qualifications within the sector,
- provide opinion on the expected outcomes of knowledge and skills within the sector,
- promote dialogue and direct cooperation between the world of work and education,
- promote opportunities for education, training and employment,

- identify opportunities for adult education and propose qualifications that can be acquired through RPL.
- in the case of Serbia *SSCs do not have role in developing occupational standards.*

The **mandatory members** of each SSC are representatives delegated by CCIS, representatives of Employers' Associations, Professional Chambers, CVEAE, Conference of the Universities of Serbia/Conference of Vocational Colleges; National Employment Service (NES); ministries responsible for education, labour and employment; Associations of VET schools; trade unions; Centre for VET and adult education (IIE) and other relevant institutions and organizations.

There are **12 SSCs** defined (but not yet fully functional) for Education; Art; Social sciences, journalism and information; Business administration and law; Natural sciences, mathematics and statistics; Information and communication technologies; Engineering, production; Construction; Agriculture, forestry, fishery and veterinary medicine; Health and social welfare; Services and Traffic.

The SDC financed project E2E – from Education to Employment – provides consultancy to the Serbian Ministry of Education, Science and Technological Development (MoESTD) in strengthening the National Qualifications Framework and Sector Skills Councils. The project has initiated a **study on different models of SSC – their financing mechanism, composition and functions (2018).**

10. Equitable VET Funding Arrangements

Case 1: VET Funding Arrangements in Germany¹⁶

Companies participate voluntarily in the VET system. They **cover the cost for in-company training** of apprentices in the dual system (which amounts to about 70% of the total training costs).

Companies conclude an apprenticeship contract with their apprentices and are obliged to pay a monthly training allowance. Training allowances are based on collective agreements between trade unions and employer organizations.

Germany does not have a training levy. A company can refrain from providing apprenticeship training without any financial implications. The only exception is the construction sector where companies are obliged to contribute to a **branch training fund** that benefits training companies as well as contributes to the financing of inter-company training offers.

Vocational schools are financed from the state budget. Public funds are allocated by the Federal Ministry of Education and Research, the German Federal Employment Agency and the Federal States. Public expenditures are also allocated for development, improvement and promotion of apprenticeship and support programmes as well as career guidance and counselling measures.

Inter-company training centres and chambers are operated mainly by public law bodies (municipalities, chambers and guilds) or non-profit private law bodies (trade associations). Financing is based on a mixed approach: membership fees and governmental subsidies / resources.

Apprentices themselves are not required to pay any training costs for enrolling in apprenticeship but they are subject to taxes and social security contributions (depending on the income level).

¹⁶ <https://www.apprenticeship-toolbox.eu/financing/funding-arrangements/47-funding-arrangements-in-germany>, last retrieved, 11.1.2020

Case 2: Financial Autonomy of VET Providers in the Netherlands

Government expenditure is 68% of all spending on upper secondary VET; companies and households pay the rest.

The funding arrangements for VET are as follows:

- a) In pre-vocational education and training (VMBO) the funding principle is **block grant funding**. This gives schools considerable freedom in deciding how to spend available resources. They receive a fixed amount per student plus a fixed amount per school. Part of funding rewards good performance based on national targets agreed at sector level with governing bodies. There are also extra financial incentives for students at risk.
- b) In upper secondary VET (MBO) the principle is block grant funding based partly on number of students per course / learning path and partly on number of certificates awarded per institution. In 2014 '**cascade funding**' was introduced: Schools receive money for each student for a maximum of six years with extra funding for the first year. This is to encourage schools to place students directly in the right track and prevent learners following different tracks consecutively. A recently introduced type of **performance-based funding** is quality agreements rewarding individual schools for good performance.
- c) MBO colleges also have other funding sources, such as **contracted activities for companies and individuals** (and for municipalities in civic integration training or adult education) and **course fees** paid by students.
- d) Finally, there is a **subsidy scheme for companies** to cover costs of offering learning places in dual tracks (BBL).

Case 3 **VET Funding in Serbia** **and the Importance of Expanded Business Activities in the VET Schools**

- Secondary education is funded from diversified sources which can be grouped into **3 main streams**: central government funding, funding by local municipalities and *own income of secondary education school (see further explanations below)*.
- The majority of financial resources for secondary education comes from the central government budget (around 70%) and local funding cover operating costs and school staff professional development.
- 18.8% of education budget is allocated for secondary education.
- Data on public expenditure on VET and as a share of GDP as well as data on the share of VET funding by the source are not available
- **Financial contribution of companies in dual education** covers health and safety at work equipment, refreshment costs, transportation, insurance for work related injuries and training allowance/apprenticeship remuneration. The allowance cannot be lower than 70% of the national minimum wage.

Income-generation in VET Schools

VET schools in Serbia can generate their own revenues from the expanded business activities, as well as other revenues in accordance with the law.

The main Education Act stipulates that an *"educational institution (schools) may also perform other activities that improves and contributes to a better and more rational performance of education (expanded business), provided that it does not hinder the main education activity"*.

It further regulates that *"An expanded business may be the provision of services, production, sales and other activities.... The school may pursue programmes of training, VET and other adult education training if it is accredited as an adult training provider.....The implementation of the expanded business is planned in the Annual work plan by the school..... The Decision on the school extended business is issued by the School Board, and needs to be approved by the Ministry. The decision contains a plan of revenue and expenditure for the business performance"*.

The Law also specifies that *"the school may, in addition to its employees, hire other associates for the purpose of carrying out an expanded business, which will be financed from the school's own revenues, in accordance with the law"*. Still there is no adopted Rulebook specifying conditions for schools' expanded activities and schools' own revenues, though it is envisaged by the Law. The **Law (and by-law regulations) on the Budget system** clearly regulate the obligation for budget users, including schools, to plan, record and report on their own revenues and their spending.

In practice, the **expanded business activities are widespread practice among secondary VET schools** (but also primary schools, gymnasiums). The areas are the same as in Albania: cooperation with

3rd parties e.g. companies, international projects (Erasmus, IPA, etc.), service and goods, provision of non-formal training, renting of premises, etc. There was a survey on the expanded activities and student cooperatives in Serbia in 2010 (no recent ones available), and according to it almost 70% of VET schools have expanded activities – for VET schools – dominant are services provision (73%) and VET adult education & training (72%). The expanded business benefit to both, students and teachers. For students: quality of education, practice etc. and for teacher: increased income and funds for financing professional development.

11. Occupational Standards to enhance Labour Market Relevance of VET

One of the most frequently used method for the design of occupational standards is the so-called DACUM method, developed by Ohio State University, USA. It has been used in more than 50 countries world-wide to improve the labour market relevance of educational offers. In Albania, DACUM has been successfully piloted by NAVETQ for the development of outcome-based vocational qualifications.

Case 1: Occupational Analysis with the DACUM Method

What Does DACUM Mean?

DACUM (**D**evelop **A** **C**urriculum) comes from North America (Canada/USA). DACUM is an international recognized, handy and efficient method for the development of job profiles.

Within a short period of time and at justifiable costs this method produces so called “DACUM charts” – clearly structured job profiles reflecting the labour market requirements for a specific occupation – which can be used as a basis for the development / revision of curricula, assessment and certification instruments.

DACUM is based on a philosophy working on the following assumptions:

- ✓ Subject Matter Expert (“Expert Workers”) are better able than anyone else to describe their job. This is particularly true when they work as a team under the methodical guidance of trained facilitators.
- ✓ A job can be described effectively in terms of duties, tasks and steps competent workers perform.
- ✓ Successful job performance is directly related to the knowledge, skills, tools, and attitudes that workers must possess to perform their work tasks correctly.

How Is DACUM Applied?

The application of the DACUM method to analyse occupational requirements can be briefly characterised as follows:

- ✓ In a **DACUM workshop** (lasting 5 days) a panel of 5 to 12 **expert workers** experienced in the occupation/job to be analysed develop a job profile (“**DACUM Chart**”) under the guidance of a **facilitator team** specifically trained in the method. The occupational practitioners are responsible for the content of the profiles whereas the facilitators are in charge of the correct application of the method and the terms to describe it.
- ✓ Different facilitation techniques are used in the different stages of profile development (e.g. brainstorming, clustering, comparison etc.). The main responsibility of the facilitators in this process is to enable an open exchange of knowledge and experience among the expert workers, to reach consensus on the duty and tasks to be presented in the DACUM Chart and to take care that the central categories of analysis are used precisely.



✓ All (interim) results of group discussion are continuously visualised during the DACUM workshop on flip charts and by means of cards (sized 20x30cm) on a presentation wall.

What Does the Result of a DACUM Workshop Look Like?

The most important result or product of such a workshop is an occupational profile for a

specific occupation in form of a **matrix (DACUM CHART)**.

Furthermore, the DACUM chart provides additional “indicative” information on future trends regarding occupational requirements as well as on the knowledge, skills, behaviours, tool and equipment necessary for successful performance of the job.

Where And By Whom Has DACUM Been Applied So Far?

Besides the countries of origin (Canada and USA), the DACUM method was successfully applied in more than 50 countries worldwide giving proof of the acceptance of the method and the reliability of the results. In many of these countries, the DACUM method was applied in projects on the reform of the national occupational training systems.

Apart from universities, colleges and vocational training providers, the method has also been used by ministries as well as renowned companies.

What Are the Advantages of DACUM?

- ✓ A good facilitation gives the expert workers the opportunity to have an **open-minded exchange of experiences** leading above all to synergy effects when it comes to the development of the product.
- ✓ Due to the **application of the principle of consensus** it is possible to achieve results which are representative for different companies even up to the level of a national standard. Experience shows that expert workers involved identify themselves to a great extent with the results (“buy-in”).
- ✓ The result-oriented DACUM process is a **reliable and very efficient method**. The product (Occupational Profile in Form of a DACUM chart) is “on hand” right after the DACUM workshop.

DACUM Research Chart for Computer Applications Programmer									
Duties				Tasks					
A	Analyze Business Requirements	A-1 Interview customers	A-2 Study existing process	A-3 Conduct focus groups	A-4 Benchmark "best practices" companies	A-5 Determine project benefits	A-6 Identify business rules	A-7 Identify legal and regulatory requirements	A-8 Identify hardware and software issues
		B-1 Diagram process flow	B-2 Create logical model	B-3 Evaluate multiple solutions	B-4 Present recommended solution	B-5 Identify project costs	B-6 Develop application prototype	B-7 Develop performance standards	B-8 Conduct customer walk-through
B	Develop Conceptual Design	C-1 Design data flow diagram	C-2 Design data files	C-3 Diagram program flows	C-4 Define screen requirements	C-5 Define menu requirements	C-6 Define report requirements	C-7 Define audit trails	C-8 Define backup/recovery requirements
		D-1 Validate program specifications	D-2 Create application data files	D-3 Develop application screens	D-4 Develop application reports	D-5 Develop application menus	D-6 Develop application programs	D-7 Develop conversion programs	D-8 Develop backup/recovery procedures
C	Develop Detailed Design	E-1 Develop system test	E-2 Set up test environment	E-3 Execute system test	E-4 Review customer feedback	E-5 Perform necessary modifications	E-6 Document performance/capacity characteristics		
		F-1 Publish implementation time line	F-2 Conduct customer training	F-3 Coordinate implementation activities	F-4 Archive existing environment	F-5 Convert production data files	F-6 Transfer production modules	F-7 Parallel existing processes	F-8 Obtain customer acceptance
D	Test Business Applications	G-1 Provide customer support	G-2 Provide application enhancements	G-3 Resolve reported problems	G-4 Optimize system performance	G-5 Perform routine file maintenance	G-6 Respond to ad hoc requests		

Case 2: Creation of a demand-based VET programme – An example of cooperation between three main partners in Switzerland

In Switzerland, VET programmes are developed by the private sector, i.e. the professional organisations that represent the interests of economic branches. Every five years, the training content and structure of VET programmes are evaluated from an economic, technological, environmental and didactic standpoint and adapted accordingly.

A new occupation emerges

When a professional organisation wishes to introduce a VET programme for a new occupation, it works closely with the other main partners (i.e. the Confederation and the cantons). An important consideration for federal approval is that learners who graduate from a given VET programme will actually be able to find work. Development of a VET programme takes place in accordance with an established workflow.

First steps

Before work on the new VET programme can start, fundamental questions must first be answered: Which professional organisation will sponsor the new VET programme? Has the occupational field been clarified? Is there a need for the given occupation on the labour market and are there enough companies within the given branch that are willing to create apprenticeship positions and hire graduates afterwards? Once these questions have been answered, the professional organisation will contact the State Secretariat for Education, Research and Innovation SERI and schedule a planning meeting with all of the partners involved.

Competence profile and VET ordinance

The main documents in a given VET programme are the job profile, the overview of all professional competences and the statement of the level of difficulty of the given occupation. The VET ordinance includes legal aspects applying to apprenticeship training in dual-track VET programmes as well as the various requirements for practical training within school-based VET programmes.

Consultation and approval

SERI examines the VET ordinance and training plan for quality control purposes. After examination has been completed and any necessary adjustments have been made, SERI organises a consultation session with cantonal agencies, federal agencies and other interested parties. SERI will then take the results of this consultation into account and make whatever changes are needed to the VET ordinance and training plan. Any unresolved issues will be settled in an editing meeting of the various partners. SERI will then issue the VET ordinance and approve the training plan.

Implementation and subsequent modification

The committee for occupation development and quality that is responsible for the given occupation will then meet at least every five years to re-examine the VET ordinance and training plan in view of economic, technological, environmental and didactic developments. Measures may then be taken on this basis to adapt the VET programme accordingly. The Swiss Federal Institute for Vocational Education and Training (SFIVET) has a federal mandate to provide support to the sponsoring professional organisation and the cantons.

12. Learning-Outcome based Assessment

Case 1 Germany:

The Role of Chambers in Assessment of Occupational Competences and the Importance of Assessors from the Industry in the Examination Boards

In Germany the Chambers play a significant role in VET as the intermediaries between companies and apprentices and VET schools. The Vocational Training Act (BIBG) assigned them as competent body not only with a number of controlling and monitoring functions but also with the responsibility to organize, host and coordinate the vocational examinations (intermediate / extended final examination and final examination for skilled worker's level and for master craftsmen) for all apprentices enrolled in the dual system. The Chamber also issue nationally recognized certificates upon successful completion of the final examinations. Chambers appoint **multi-stakeholder (tri-partite) examination boards** usually comprising three subject-matter experts (certified assessors): one employer representative, one employee representative and one VET school teacher. The composition of the examination board follows the principle that it must not include those persons who trained the apprentice!

For the majority of occupations, the final examination is structured in (a) a written part, (b) a work assignment/project and (c) a presentation.

For most of the recognized occupations, the VET law requires the participation of the apprentices in an **intermediate examination** taking place at the end of the second year of training (for 3 / 3.5-years apprenticeship programmes). The purpose is the check the learning progress of the trainee. High achievers in the intermediate exams as well as holders of higher school-leaving qualifications, or trainees that have already studied /graduated in another training programme are given the opportunity to shorten the training duration by a few months to up to a maximum of 2 years) depending on the profession and training regulations. The Chamber decides on the respective application in consultation with the employer and school. While the intermediate examination is not graded, the so called **extended final examination** (which has been introduced in the last years for the newly regulated occupations) is graded and considered in the final graduation grade.

VET is considered a collaborative task, which is reflected in a **high share of voluntary commitment**. Throughout Germany, there are **170,000 assessors (subject matter experts from the industry) trained and certified by the Chambers** who can be called up for the annual examination boards. They do not receive a remuneration but just an expenses allowance for their work. Every year the Chambers appoint about **30.000** of such **examination boards** who conduct about **600.000 assessments** per year. (statistics: GoVET). Additionally there expertise is used to constantly update the test items' database for the recognized occupations.

The **training and certification of accredited assessors** is one key element of quality assurance in the German VET system. The Chambers actively engage in public relation to outreach to the broader business community to generate interest among professionals to join the pool of accredited assessors.

In order to become an assessor, a person needs to proof the following:

- Professional competence / longstanding job experience in the respective occupational area
- Pedagogical/didactical qualification (AEVO certificate – trainer certification by the Chambers)
- Personal traits (accurate, reliable, punctual, sense of responsibility, loyalty, discretion)
- Qualified as assessor (through a training at the Chamber)

The main responsibilities of an assessor are:

- Preparation for assessment (familiarize with the respective training ordinance and frame curricula as well as with the trainees' / candidates' logbook and achievement record)
- Preparation of test items and compilation of test papers
- Assessment of candidates by means of various test methods (written, practical, verbal)
- Documentation of examination results

The average workload for an assessor is about 4 to 6 days per year. This low level of time requirement is only possible because of the coordinating and supporting functions of the chambers and the voluntary contribution by many people.

**Case 2:
VET Assessment and Certification in the Netherlands**

In lower secondary VET (VMBO), central, national examinations and school examinations are held, which are important for gaining a diploma. Sectoral experts participate in test development and sit on examination committees. The education inspectorate supervises school exam quality.

In VET at upper secondary education (MBO) level, assessment of learning results is the responsibility of schools. The law stipulates that companies providing work-based learning have to be involved. Qualification standards serve as benchmarks for assessments. The education inspectorate supervises examinations quality (content, level and procedures at programme level).

In both lower and upper secondary VET, the introduction of obligatory central examinations in Dutch language and basic mathematics will be carried out in phases.

In higher professional education (HBO), schools are responsible for examinations in accordance with teaching and assessment regulations designed by providers. These regulations are part of the accreditation request for recognised HBO programmes.

**Case 3:
Assessment and Certification of VET Students in Serbia**

The new education legislation (*Law on Dual Education 2017* and amendments in the *Law on Secondary Education 2017, 2018*) introduced a concept of **state graduation**.

The assessment of students in VET/dual education is done in accordance with the curriculum, the law and the rulebook regulating in more detail the student assessment in secondary education.

The **Centre for VET and adult education** (IIE) prepares programmes for the state Final exam (3-year profiles) and Vocational Matura (4-year profiles) following qualification standards.

At the beginning of 2018 the **Vocational Matura** and **Final Examination Program** was adopted.

4-year VET students will take vocational Matura starting from the school year 2020/2021, 3-year VET students will take the final exam as of the school year 2019/2020. Reform of Matura/final exam is supported by the EU IPA programme.

In-company instructors continually monitor students' progress in cooperation with WBL coordinators (VET school teacher)

During the Final and Matura examinations in the part of the verification of competences acquired through WBL – dual education, the participation of employers' qualified representatives is mandatory.

Assessor Training

ZAVOD – IIE (Centre for VET and adult education) has developed a **Manual for Competence-based assessment** following piloting and further systematization of all new/modernism profiles.

The Centre also developed a **training on assessment** and 500 external assessors – all employers' representative have been trained so far. The **database on external assessors** is administered by Zavod. Additionally, ZAVOD introduced a model on assessment in the instructor's (mentors) training for companies participating in the dual pathway. Thus, assessment procedures for examinations of students deciding for the school-based and dual pathway are aligned.

Assessments are set-up in line with the Handbook for Final Assessment developed for each education profile to enable fair and standardized assessment procedure.

Assessors from the companies (“external assessors”) are certified by the Chamber of Commerce (*in case of dual this is a requirement*), or Employers Association, professional associations or other chambers.

Composition of Assessment Panels and Organization of Assessment Procedure

In Serbia there is also a panel of assessors (Examination Committee) consisting of 2 VET teachers and 1 employer representative. There is no strict rule that the teacher or company trainer in the committee was not directly involved in the education of the student.

The school, before the final assessment, should provide a training to all members of the Examination committee.

Assessment takes place in school or company - where the work conditions are provided - VET schools plan and manage final assessment as specified in the manual. Thus, the school is obliged to ensure participation of the qualified assessor from the company in the final assessment.

Assessors from companies are not paid for participation in the final assessment, it is an obligation once they are in the system - at least in dual track this is a part of the companies' obligations by the law.

Until now, **500 external examiners** have been trained and accredited to take up their role as member of the examination panels for the final exams of the VET students.

Certification

Upon passing the final vocational or Matura examination, a student receives an **official document/diploma**, stating the **education profile completed and recognised qualification** received.

A **Diploma Supplement** will be issued to the graduates containing the data on the **scope of completed WBL** and the list of employers where WBL was delivered.

Comparison Table General and Professional Matura and Vocational Exams in Serbia

	General Matura	Professional (VET) Matura	Final Exam
Enforcement	2020/2021	2020/2021	2019/2020
Eligibility	Secondary school students finishing general secondary education/gymnasium	Secondary VET student 4- year duration, including dual profiles	Secondary VET students 3-year duration, incl. dual profiles
Structure	<ul style="list-style-type: none"> – Compulsory part – Elective part 	<ul style="list-style-type: none"> – Compulsory part – Elective part 	Practical exam
Content of the compulsory part	<ol style="list-style-type: none"> 1. Serbian, or mother tongue language – written test 2. Mathematic (in case of 2 years math, possibility to select other subject from the list of general subjects, incl. math) – written test 3. Elective subject from the list of general subjects selected by the student - written test <p>List of genera subjects: Serbian or mother tongue, Foreign language, Mathematic, Physics, Chemistry, Biology, Geography, History and Serbian as a second language</p>	<ol style="list-style-type: none"> 1. Serbian, or mother tongue language – written test 2. Mathematic (in case of 2 years math, possibility to select other subject from the list of general subjects, incl. math) – written test 3. Vocation exam in 2 parts – 1. written test theoretical part and 2. practical work - 1 or more standardized work tasks for assessment of the competences prescribed in the qualification standards 	Practical exam: 1 or more standardized work tasks for assessment of the competences prescribed in the qualification standards
Content of the elective part	Students voluntarily decides to have the elective part by selecting one or more additional general subject(s) from the list of general subjects based on the	Students voluntarily decides to have the elective part by selecting one or more additional general subject(s) from the list of general subjects based on the	n/a

	General Matura	Professional (VET) Matura	Final Exam
Enforcement	2020/2021	2020/2021	2019/2020
	requirements for entering the desired higher education profiles	requirements for entering the desired higher education profiles	
Final exam design	IEQE prepares the programme for general Matura and general subjects in VET	Vocational exam - IIE – Centre for VET and adult education prepares the programme – written test for theoretical part, standardised work tasks and student assessment procedures	IIE – Centre for VET and adult education prepares the programme – standardised work tasks and student assessment procedures
Regulation		Rulebook on content of the Professional Matura for each education profile	Rulebook on content of the final exam for each education profile
Execution	National execution in line with the prescribed school calendar – regular exam periods June and August;	National execution in line with the prescribed school calendar – regular exam periods June and August; In the same day, student may complete only one part of the VET exam	National execution in line with the prescribed school calendar – regular exam periods June and August;
Place	School	In school and work space	In school and work space
Committee	School teachers	<ul style="list-style-type: none"> – VET exam - theoretical test – 3 VET teachers – VET exam – practical part: 3 members – 2 VET teachers and 1 employers’ representative (<i>expert in the economic/technical field</i>). Employers’ representative should be approved by the Employers’ Association, and/or CCIS and/or professional association or chamber 	3 members – 2 VET teachers and 1 employers’ representative (<i>expert in the economic/technical field</i>). Employers’ representative should be approved by the Employers’ Association, and/or CCIS and/or professional association or chamber
Certificate	Recognised certificate on the General Matura with subjects from compulsory and elective part, marks and %/scores	Recognised certificate on VET Matura for the respective education profile + diploma supplement	Recognised certificate on final exam for the respective education

	General Matura	Professional (VET) Matura	Final Exam
Enforcement	2020/2021	2020/2021	2019/2020
	for each subject for each standard level		profile + diploma supplement
Progression	Access to higher education – both higher academic (3-4 years) and professional study programmes (3 years)	<ul style="list-style-type: none"> • Direct access to higher education – professional study programmes (3 years); • Access to academic programmes is subject to selection of additional/ elective subject(s) during VET Matura in line with requirement for entering the desired higher education profiles 	This diploma does not grant access to higher education in Serbia. 2 years after finishing school, the student may complete the programme for acquiring competence required by general or VET Matura
There are also specialist and master exams – following up to 1 or 2 years programmes for re-skilling and up-skilling for adults. Specialist exam takes place after secondary education (post-secondary non-tertiary education), led by industry. Master exams relate to craft profile, however, there is no Law on crafts yet adopted.			

13. Quality Mechanism for VET Provision and Delivery

Case 1: Quality Assurance in the German Dual System¹⁷

The German VET system is catering for some 1.5 million apprentices in dual VET (company plus part-time school) and about 500.000 students in full time VET schools. Standards for the VET schools are set by the State Education Ministers and their national umbrella organization “Standing Conference of State Education Ministers” (Kultusministerkonferenz). The company-base part of the dual VET is regulated by the National Occupational Standards (NOS). The training is outcome based and leads to a full occupational competence (occupation) – Level 3 (Fully Skilled Worker / Facharbeiter) and Level 4 (Master Craftsman). Lower level / semi-skilled qualifications are not foreseen.

The backbone for any quality system is a **coherent regulatory framework**. In the case of German VET, quality assurance is stipulated Vocational Training Act (BbIG) and the Craft and Trades Regulation Code (HwO). These regulate both the development of training regulations, the execution of training and it’s monitoring by the chambers. On system level, it is the Federal Institute of Vocational Education (**BIBB**) – a subordinate to the German Federal Ministry for Education and Research (BMBF) that has been appointed as the **National Reference Point for Quality Assurance in VET (DEQA-VET)** as a supplementary body to the European quality assurance network ENQA-VET.¹⁸

Quality assurance is a multi-level task. It consists of a mesh of interrelated mechanism at company, intermediate and system level. The *intermediate level* is a particular feature of the German system. This level is represented by the Chambers as the main stakeholders and institutional link between the state and the companies. It is important to understand that the three institutional levels are considered a means of dividing task and responsibilities rather than a rigid system.

The following graphic provides an overview about the key elements of quality assurance in each of the three levels followed by a short description of the core elements:

¹⁷ Source: BIBB „Quality assurance of company-based training in the dual system in Germany”, 2017

¹⁸ https://www.bibb.de/en/pressemitteilung_809.php



The German quality assurance frame work in VET is based on 11 cornerstones:

	QA-Cornerstones	Context and Relevance for VET Quality Assurance
1	Consensus principle	Equal voting of state (BMBF, BIBB), employers (chambers and employer association) and employee representatives (trade unions) in the VET committees at national and regional level Legislation and the development of standards in VET does not take place without the participation and consent of the social partners in their capacity as relevant stakeholders and contractual parties on the labour market. Their involvement guarantees a high degree of acceptance and ownership .
2	VET planning is based on indicators-aided reporting (VET specific LMIS)	BIBB constantly monitors the development in VET and publish a yearly “ Report on Vocational Education and Training ”. It sets out the current status and labour market dynamics, e.g. number of VET contracts, number of training places, demand and supply in different sectors and profiles in initial and continuous VET. Data are collected through a monitoring run by the Statistical Office in cooperation with BIBB and the Federal Employment Agency with its special office IAB – the Institute for Employment and Research.
3	Continuous improvement	The BMBF has a special dedicated budget for running pilot projects for experimental development and testing of new and innovative solutions in VET. The pilots are coordinated by the BIBB and implemented in a close dialogue with the social partners. Their aim is to transfer findings from practice to policy making for further improvement in VET.
4	National standards for the company-based training part following	The recognized training occupations (328 in 2016) are regulated on national level through the so called “ training ordinances ”. They are developed in a consultative manner

	<p>the occupation principle (<i>acquiring a full occupation – no semi-skilled levels</i>)</p>	<p>by the BIBB with subject matter experts from the companies and representatives of the social partners (temporary working groups). These are regulations for the practical training taking part in the companies. They define minimum standards for each recognized occupation, such as duration of training (not more than 3, not less than 2), the training profile (professional skills, knowledge and competences), the general training plan for in-company training (content and time structure) and the examination requirements). The training ordinances serve as reference materials when developing the corresponding frame curricula for the VET schools.</p>
5	Practical orientation	<p>In order to ensure that qualifications are in line with the labour market requirements, learning objectives are formulated in a technologically neutral way to retain validity despite ongoing alterations in the world of work. This reduces the necessity of permanent revision of training regulations which only takes place in case of significant changes. To ease the operationalization of training regulations in the training companies, the BIBB has developed so called “implementation guides”.</p>
6	Vocational guidance	<p>Various approaches are in place to support the career choices of secondary school students for a professional pathway and to reduce the risk of premature discontinuation of training, e.g.:</p> <ul style="list-style-type: none"> • Career entry support workers in the schools • BMBF Vocational Orientation Programme (analysis of potential and internships) • Career counselling by BIZ – the Vocational Information Centers of the Employment Agency • Chambers (online guidance on career pathways, regional portal on available training places, regional training fairs)
7	Trainer aptitude	<p>Chambers are assigned through the BBiG to verify the professional competence and personal aptitude of in-company trainers according to a set of criteria. For the professional competence the person must have passed a state-recognised examination in a specialism that is relevant to the training occupation. This examination may have been completed within the scope of dual training or full-time school-based training or at an institute of higher education. The chambers also organize training courses and examination of occupational and vocational teaching aptitude (possession of a master craftsman certificate is considered an equivalent evidence). The details are regulated in the German Trainer Aptitude Ordinance (Ausbildungseignungsverordnung (AEVO)).</p>
8	Suitability of training company’s infrastructure and capacities	<p>Companies who are interested to conclude a training contract with an apprentice have to be approved by the regional Chamber. Suitability is identified specifically for the respective training occupation and is not valid in general. The chamber verifies the suitability of the training infrastructure as per training regulation requirements. The training company has to</p>

		prepare a company training plan based on the general training regulation. In case certain elements cannot be covered by the training company, the chamber assists in arranging training possibilities in inter-company VET centres or through cooperative training. There also needs to be an appropriate ratio of trainees and trainers (max. 3 trainees per part-time trainer or 16 trainees for a full-time trainer). All the details are reflected in the training contract. The chamber maintains the registry of training contracts.
9	Training relationship	The rights and obligations of the training company and the trainee are regulated by a training contract. Consent from legal guardian is required for trainees younger than 18. It also regulates the probation period, remuneration (<i>raising annually with the training progress reflecting the increased productive contribution</i>) and paid leave. The trainee has to record his/her learning progress in a logbook which is checked by the trainer against the training plan. The chamber monitors the compliance and provides mediation in case of disputes.
10	Examination procedures	The occupational proficiency gained by the trainees is identified by an examination board hosted by the chambers as the competent bodies. Candidates are required to demonstrate mastery of the necessary occupational skills, knowledge and competences acquired during the training period. There are two examinations: one interim examination (to verify the status of learning progress to take compensatory measures if necessary) and a final one. The procedure is defined in the national training ordinances. The independent examination board consist of min. 3 members: one VET school teacher, one representatives of employers and one of employees – all subject matter experts in the respective occupational field. The rule is the neutrality of examiners – those who provide training must not participate in the examination! The chamber also enacts examination regulations, which needs approval from the federal state authority. Chambers also issue the certificates and keep a registry of them.
11	Cooperation between learning venues	There are two major instruments to assure alignment of theory training in the VET schools with the practical training in the companies: (a) Learning Fields have been introduced in the training regulation and the frame curricula. They offer possibilities for cross-venue training projects to better link theory and practice. (b) Company placements for teachers to deepen and update their knowledge of the occupational processes and requirements in the world of work It is important to note, that the there is no binding form of cooperation between the two learning venues regulated by law. The legislation is not rigid but flexible and encourages the implementing partners to find their best way of cooperation.

Case 2:
Accreditation Procedures for VET in Serbia
(Training Programmes, VET Providers and Cooperating Companies)

Accreditation of VET and dual education curriculum – teaching and learning programmes is done by the Ministry of Education, Science and Technological Development (MoESTD). Basis for development of VET, including dual education curricula are qualification standards.

Based on qualification standards, the Centre for VET and adult education (IIE) makes a proposal for a VET/dual education curriculum and submits it to the MoESTD. MoESTD seeks for an opinion of the National Education Council (NEC) for general education subjects and the Council for Vocational and Adult Education (CVEAE) for the vocational part of the curriculum. After its reception, the Minister adopts the dual education curriculum. Curriculum defines in detail the outcomes of practical teaching and practice of the related WBL, and *schools and employers can change up to 30% of the prescribed requirements to accommodate the outcomes of education to the needs of employers.*

The MoESTD conducts accreditation of **private secondary schools**.

Companies that want to become a training company in dual VET programmes have to get **accreditation from the Chamber of Commerce and Industry of Serbia (CCIS)** against eligibility criteria set by the Law such as infrastructure, professional expertise (including provision of certified instructors), etc.

Accreditation of Teachers and In-company Instructors:

- VET teachers should have master studies for respective subjects or groups of subjects, with at least 30 ECTS in psychological, pedagogical and methodological disciplines.
- Teachers' license is issued by the Ministry
- VET school appoints a Work-based Learning (WBL) coordinator which is usually a teacher of practical training. The WBL coordinator plans, monitors, deliver and evaluates WBL in cooperation with in-company instructors.
- In-company instructors need to complete the instructor training course – 40 hours delivered by the Chamber of Commerce and Industry of Serbia (CCIS).
- CCIS organises instructor examinations and establishes Examination Boards. Boards include along with an expert in the specific field, at least one representative proposed by MoESTD and the Centre for VET and adult education prepares the programme (IIE)
- In-company instructors in dual VET profiles are licenced by the CCIS against certificate on passed instructor exam and criteria set in the Law.
- In-company instructors train and monitor students' progress in cooperation with WBL coordinator (VET teacher) with a view to acquiring competencies prescribed by qualification standard

Case 3: “Change Agents Programme in Serbia”

The complex national reform of vocational qualifications and training programmes requires large-scale capacity building for teachers, school principals and education staff to equip them with new teaching and management competences to implement the modernized VET profiles and curricula.

Instead of using an individualized approach of massive teacher training, the Serbian government decided for a **multiplier approach by training so called “Change Agents/Trainers” (CATs)**. CATs were school principals and selected VET teachers who have the ability and personality to coach, train and inspire their fellow colleague. Such multipliers have a leverage effect on others and, thus, can boost institutional development and cooperative learning.

Two types of CATs were trained:

1. Internal CATs in charge for internal school affairs, i.e. internal school network, training of teachers in new teaching methods in their own school and other schools, supporting teachers in implementation of the new curricula etc.,
2. External CATs in charge of establishing and sustaining network with other VET schools in Serbia, cooperation with local authorities, parents and students and other stakeholders. In order to be prepared for these tasks, all CATs passed specialized training:
 - **Cross-sectoral modules** for all teachers in teaching methods, vocational pedagogy, communication skills and special techniques for internal as well as external school affairs
 - **Sector-specific courses**
 - **Occupationally-specific courses** plus **industry placements** and **internships** and development of **partnerships** with sector companies.

The following five training modules for teaching staff and four for school principals have been developed under the Training Programme for Internal and External CATs in the VET Reform Programme – Phase II:

Manuals for Teaching Staff (Internal and External CATs)	Manuals for School Principals
Manual 1: “Teaching Methods and Motivation”	Manual 1: “Principal as School Manager and Understanding of Organizational Development”
Manual 2: “Vocational Pedagogy in Vocational Education Teacher Training”	Manual 2: “School Strategy Development Process”
Manual 3: “Interpersonal and Communication Skills”	Manual 3: “Teams and Development of Team-based Organizations”
Manual 4: “Special Techniques for External Cats”	Manual 4: “Twinning and Partnership as a Vehicle for School Capacity Building”
Manual 5: “Applied Vocational Pedagogy”	

Case 4: Continuing Professional Development (CPD) of Teachers in Serbia	
Regulatory framework	<p>The Law on the fundamentals of the education system (2017)- the highest education legal act</p> <p>Bylaws – listing relevant ones</p> <ul style="list-style-type: none"> – Rulebook on continuing professional development and advancement and grading of teachers, pre-school teachers and professional associates (2018) – Rulebook on the standards of quality of work of educational institutions (2018) – The standards of competences in the teaching profession and teacher professional development (2011) –four competence areas with defined knowledge and skills – Rulebook on professional and pedagogical supervision (2012) – The Rulebook on the evaluation of work of education institutions (2019)
Teachers competence framework	<p>The standards of competences in the teaching profession and teacher professional development (2011)</p> <ul style="list-style-type: none"> – 4 competence areas with defined knowledge and skills K1- expert/specialist area, K2 – teaching and learning, K3 – personal development of a child/student and K4 – communication and cooperation – Basis for the entry to the profession: teacher licensing, selection, assessing teacher competences at the end of induction; in CPD developing CPD programmes, preparing individual teachers’ CPD plans; and throughout teacher appraisal, teacher promotion, disciplinary procedures/cases of serious misconduct.
Institutional framework and responsibilities	<ul style="list-style-type: none"> – Ministry of Education, Science and Technological Development (Most) – key education authority in education system with overall responsibility for planning, development, implementation and monitoring of education system. The work of the ministry is organised through network of Regional School Administrations (16). – Institute for Improvement of Education (IIE) – the Centre for professional development and advancement of the education staff (Centre) is responsible for <ul style="list-style-type: none"> o drafting and development of standards of competence for teachers, preschool teachers, professional associates and directors (school managers/principals), o development and improvement of programmes for induction and licences o development and improvement of programmes for mentors and selection criteria for mentors o development of programmes and training for directors o development of exam programme for directors o development and delivery of training programmes for new programmes in teaching and learning and new concepts o participation in national and international research regarding professional development of teachers and education staff o development of guides, manuals, didactic materials for teachers and education staff o analysis of continuing professional development of teachers and education staff

Case 4: Continuing Professional Development (CPD) of Teachers in Serbia

	<ul style="list-style-type: none"> o informing expert public on issues relevant for CPD o conducting accreditation of training programmes for teachers, education staff, directors – Pedagogical Institute of Vojvodina (region) for respective region – Institute for Education Quality and Evaluation (IEQE) is responsible for quality promotion and quality assurance system in the education system, relevant to CPD are responsibilities in development of standards of quality of work of education institutions, external evaluation, development of methodologies and instruments for external and self-evaluation, preparation of programmes for pedagogical added values of schools, preparation of exams for external advisers, assessing effects of CPD. – The Network of Regional Centres and Centres for professional development in Serbia (12) <ul style="list-style-type: none"> o Organize and plan CPD, analyse the needs in education for professional development, analyse program offers for professional development and provide support in developing new ones, monitor implementation of CPD. Cooperate with the Ministry, Institutes, local authorities, regional school administrations.
<p>Licencing of teachers/education staff</p>	<ul style="list-style-type: none"> – Ministry issues and revokes licence to teachers, preschool teachers and professional associates – The trainee (graduated teacher and education staff) – after at least one year of service (induction programme) may take the state exam organised by the Ministry assessing the teacher's ability to carry out educational tasks independently. – Induction programme for trainee/prospective teachers is prescribed by the Law, and mentoring is its mandatory part. It should last at least 1 year and not more than 2 years. – Licence can be suspended to the teachers and education staff by the Ministry for 6 months period – based on the report of the education adviser 1) two negative assessments of teaching and learning practice and/or 2) non-completing minimum requirements for CPD. In order to revoke the suspension, teacher/education staff must within 6 months in case 1) pass the licence exam and in case 2) provide evidences on CPD, otherwise the licence is revoked and employment contract ended. – Ministry can revoke the licence in cases prescribed by the Law for the period of 5 years, after which period the application for a new licence can be submitted, except in case of criminal offence when a new licence cannot be acquired.
<p>Concept of CPD</p>	<ul style="list-style-type: none"> – CPD is one of teachers' statutory professional duties defined in the Law and further specified in the bylaw. – CPD is mandatory for teachers and education staff – defined as minimum 100 scores within 5 years period, out of which 80 should be completed through accredited training programmes. If CPD requirement is not met, the licence will be suspended. – CPD activities are required for promotion to the next career level. – Plan for CPD is a part of the Annual work plan of the education institution, and it is aligned with school development plan (both documents are obligatory school documents as prescribed by the Law). Likewise, the implementation of the plan is part of the Annual Report of the school. Schools follow general guidelines and priorities set by the education authorities and take into account their own priorities and needs (external evaluation, self-evaluation) in designing CPD plan

Case 4: Continuing Professional Development (CPD) of Teachers in Serbia

CPD activities implementation	<ol style="list-style-type: none"> 1. Education institution activities - a) class of excellence with analysis and discussion – microteaching, b) presentation of the CPD learning applied with analysis and discussion to the professional school bodies, c) presentation of the book, guide, manual, study visit, article, with analysis and discussion, d) participation in research, education projects, conferences, seminars, pilot profiles, model school, etc.) 2. Accredited training programmes are <ol style="list-style-type: none"> A. <i>IIE – Centre accredited courses</i> - through an open call selects, and following the assessment issues accreditation of training programmes for the period three year. Accredited courses are presented in the Catalogue/database published on the internet page and organised by: teachers’ competence related to K1- expert/specialist area, K2 – teaching and learning, K3 – personal development of a child/student and K4 – communication and cooperation; priority areas P1 – ICT in education, digital competences, P2 – inclusive pedagogy, P3 – outcome based learning and P4 – antidiscrimination and violence prevention; and education areas such social sciences, natural sciences, health, general education, VET, etc.¹⁹. Programmes can be provided by entities registered in education and training, and for VET by companies in respective field. B. <i>Programmes of public interest</i> approved by the Ministry, known as the Ministry list (often trainings developed within development programmes funded by donors are included in this list) 3. Ministry, IIE, IEQE, Regional centres for continuous professional development 4. International programmes/conferences 5. Personal teacher/education staff learning 6. Higher education institution as lifelong learning <p>Teacher/education staff should spend 64 hours a year for CPD in education institution (1) within the working hours, of which 44 hours for activities under a) and 20 hours for activities b) to d) for which paid leave is approved.</p>
CPD forms and scoring	<ol style="list-style-type: none"> 1. Accredited training programmes (1 hour of accredited training programmes corresponds to 1 score – minimum duration 8 hours to 24 hours, max 40 hours) 2. Professional events- congress, meetings, conferences, counselling, seminars, roundtables, webinars (1 day- 1 score if accredited, international 2 scores if approved by the Ministry/IIE) 3. Winter and summer schools (1 day – 1 score if accredited, international 2 scores if approved by the Ministry/IIE) 4. Study visits and mobility (1 day – 1 score, international 2 scores if approved by the Ministry/IIE) 5. Mentoring of student practice in practice schools (1 day – 1 score)
Monitoring of CPD	<p>– Teacher/education staff – self-assessment and portfolio containing certificates, lesson learned and applied, plan of professional development against competences, reports from education adviser, external evaluation, etc</p>

¹⁹ VET area - currently 51 programmes, mainly K1, some K2 and K3, no K4 specifically

Case 4: Continuing Professional Development (CPD) of Teachers in Serbia	
	<ul style="list-style-type: none"> – Education institution – keeps records in teacher/education file, monitors implementation of CPD, issues certificate of 5-year CPD, assesses applied in practice, analyses result of self-evaluation, external evaluation and professional supervision and undertakes measures for CPD in line with needs – IIE – monitors implementation of accredited professional development and with regional administration and IEQE proposes improvements. IEQE may at the request by the Ministry undertake analysis of effects of CPD
Multi-level career structure - teacher career levels	<ol style="list-style-type: none"> 1. Teacher; 2. Pedagogical Advisor; 3. Independent Pedagogical Advisor; 4. Higher Pedagogical Advisor; 5. Senior Pedagogical Advisor <ul style="list-style-type: none"> – Grades/levels allocated are limited to total of 25% of all teachers/education staff per education institutions, 15% for Pedagogical Advisor, 5% Independent Pedagogical Advisor. 3% Higher Pedagogical Advisor and 2% Senior Pedagogical Advisor. – School director approves an advancement into Pedagogical Advisor and Independent Pedagogical Advisor based on the positive opinion by school bodies and counsels, and the assessment and positive opinion of the education adviser (regional school administration). – For Higher and Senior Pedagogical Advisor grades, positive opinion should be in addition received by IIE, and Pedagogical Institute for Vojvodina region. – Grades lead to higher responsibilities in the school, while still they do not lead to salary increase – Law on salary grades in public sector defines it and it will be in force from 1 January 2020. – Teachers’ grades are considered as an asset in applying for education adviser (responsible for professional and pedagogical supervision), external adviser (supporting schools in need for support – lower performing schools) and principal/director position.
Costs of CPD	<p>Covered by public funds – national, regional Vojvodina, local funds, school</p> <p>Courses of public interest covered by provider (Ministry, IIE, IEQE, regional centres, Pedagogical Institute)</p> <p>Personal funding</p>
Some weaknesses	<ul style="list-style-type: none"> • Limited funds for CPD - in reality, costs are often paid by teachers themselves • If not accredited/approved on time, courses or seminars, are not scored in CPD portfolio • Mismatch between the CPD offer and the needs expressed by teachers • Lack of career guidance for teachers • Conflict with work schedules and the absence of incentives, such salary increase as it is currently • School improvement programmes not still utilized and institutionalised – horizontal learning

Case 4: Continuing Professional Development (CPD) of Teachers in Serbia

- Some survey findings 2016:
 - It does not offer a sufficient number of trainings for VET teachers
 - Practical teaching, in most cases, can only take place at business premises, as part of student internship programmes
 - Around one third of VET teachers received no formal CPD in the last 12 months
 - Many VET teachers do not participate in any training or visits to business premises
 - There were initiatives to develop system of CPD of VET teachers as a separate component within the general CPD system
 - Lack of feedback from the business sector who lacks understanding of the education system. Employers cannot fully articulate their needs - Strengthen effective social dialogue with teachers trade unions, employers' organisations and employers
 - Universities and faculties, as well as employers, low engagement in designing provision
 - Many programmes are too costly or of too long duration, which makes it difficult for teachers to attend them (because of teaching obligations or additional expenses). Recommendation teacher collaborative practice

Case 5: “Individualization Strategy in the Netherlands and in Switzerland”

Individualisation of learning pathways, self-responsibility of learners and diversification of actors

The notion of quality assurance is not merely a question of assessment and evaluation methodologies and mechanisms, but of how the system – in our case the VET system – delivers services to its users and clients. It can be seen in economic terms such as efficiency and effectiveness, or in more philosophic terms, how every individual gets a chance to develop on her or his personal pathway (from adolescence to adult life and professional career).

In the Netherlands, the focus is on developing the **autonomy and self-consciousness of the individual**. VET is in many countries the common reservoir of all those who have not... - who haven't got the good marks to progress directly to the final examination from primary and secondary education and who ask themselves then for the first time, whether they want to enter a higher education programme or seek another way to employment and remuneration. In fact, in this common reservoir, the most advanced ones, those who have selected their dream profession, and the least “performing” ones are merged in the same pool. Thus, it results unfeasible to give the same service and the same answer to all. Another feature adds to this heterogeneity: Young pupils, out-of-school adolescents and adults who have changed their plans (having broken off their university studies, not satisfied with their current occupation etc.) find themselves mixed-up in the same pot.

This is for teachers and instructors a more than challenging situation, and also system-wise it is difficult to manage. The standard answer in many countries is to add intermediary layers in the school, often called “pre-vocational classes” or “preparatory courses”, in some systems accompanied with individual mentoring and coaching funded through projects or other irregular budget allocations. But the phenomenon is structural and not just accidental, and the answer often unsatisfying for all sides: the individuals, the staff in charge, the organisers, and the funding institution.

In the Netherlands, under the roof of the Regional VET Centres, “**StartColleges**” have been created as the body and administrative unit to regroup transition classes, provide basic entrepreneurship training, remedial classes for general education subjects such as Dutch, English and Mathematics, combined with group learning and group projects, individual coaching etc. Several of these offers are combined with visits and **internships in companies** and other real-life entities. One example is a one-year course, in which participants get to know three different occupational fields, with a theoretical and a practical introduction, combined with short internships in the related production and service entities.

The guiding philosophy is to accept every youth in his or her stage of development and to **make a diversity of offers**. At the same time, the individuals are trained and coached to become autonomous and to take their development in their own hands. **Autonomy includes increased responsibility of the individual**. An expression of this principle is that candidates for internships and apprenticeship have to move themselves to find a company or other employer who is willing to accept them, to show them their business and to train them. The VET institution's staff may help, but only in a “subsidiary” way.

So, the concept is a mixture of tolerance and clear guidance, setting the individual in the centre. With the new name “StartCollege”, the negative connotation of an institution for those who have not made it, who are problem cases, who disturb and deviate those who are “good learners” is replaced with a creative and experimental image. Too nice to be true? The leaders, teaching staff and administrative staff of entire VET Colleges all over the Netherlands have discussed and planned for months to formulate reform projects for their institutions, for which the national government has earmarked a 22 million € budget.

As a sign that each individual, independently from age and status, has a voice and ideas to share, VET students elect their representatives and take part in strategic planning and day-to-day management of the institutions. The colleges are not just a copy of a university, but bodies with an identity of their own. (see the box on good practices in Governance)

In Switzerland, where VET and Apprenticeship have kept a high social prestige – many current political and economic leaders have experienced it themselves – the answer to increased diversity of youth is also, to search for individual solutions.

However, the accent is rather on the companies and organisations training apprentices and interns. In fact, most companies are small-size, the responsibilities with organisation and reporting are multiple, VET profiles tend to be wide and in many cases, one company cannot provide the full profile, so that the apprentices have to shift to a second or even third company.

The cantonal VET offices* provide support for all these needs, either with their own staff or with special **coordination offices** and through service contracts with professionals who provide coaching and follow-up. All this under the roof of the cantonal authority and not just project-wise. The aim is to make entrepreneurs confident in that they will not be let alone with time- and energy-consuming tasks, which risk to divert their attention from their core business to rendering services to society.

** Cantons are autonomous regions with their own parliament, government, public administrations, proper tax income and budgets. The national level plays only a subsidiary role.*

