SD4
EMPLOYMENT
CONSOLIDATION PHASE

EMPLOYMENT AND VET POLICY REFORM IN ALBANIA

ACCREDITATION MODEL FOR PUBLIC AND PRIVATE VET PROVIDERS

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*Empowered lives.
Resilient nations.*

AN ACCREDITATION MODEL FOR PUBLIC AND PRIVATE VOCATIONAL EUCATION AND TRAINING PROVIDERS IN ALBANIA

For improving the performance and increasing attractiveness of VET institutions in Albania
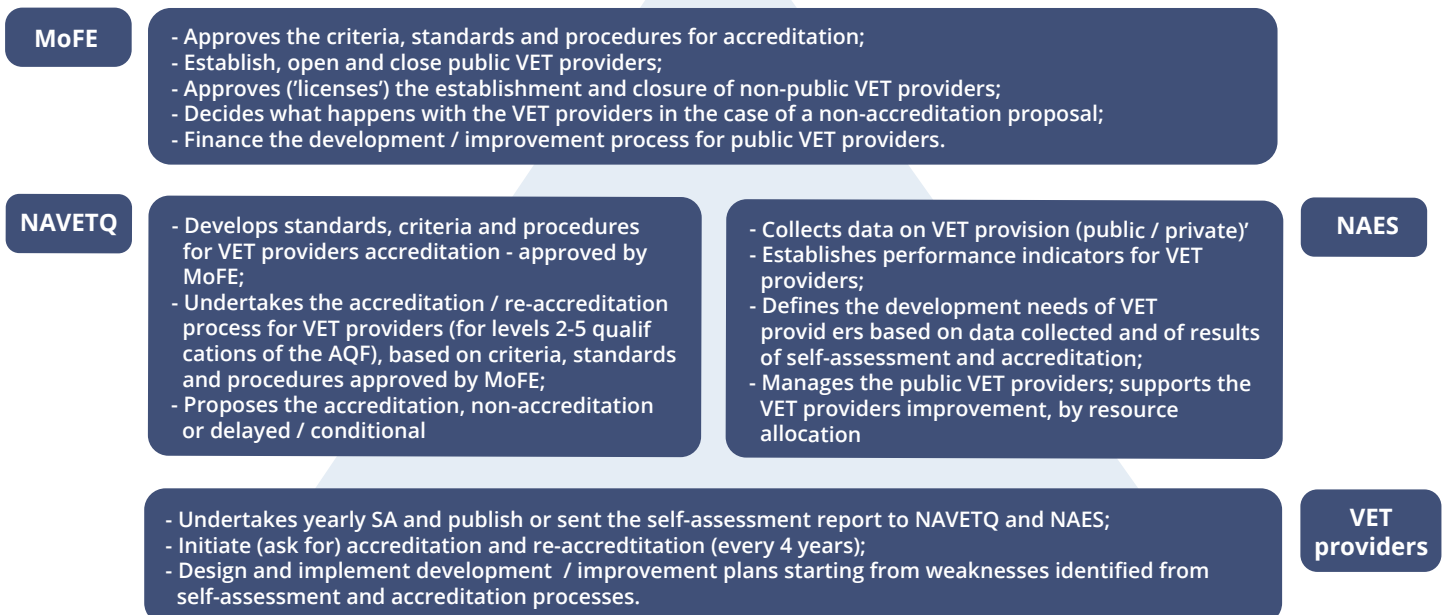
Introduction

Quality assurance in Vocational Education and Training (VET) is an element that can play a major role in modernizing the system and improving its' performance and attractiveness. UNDP Albania through SD4E project, continue to assist NAVETQ to develop the accreditation model, including standards/criteria and guidelines for the accreditation of public and private vocational education and training institutions.

Accreditation is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas ortitles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.

The accreditation process it is undertaken at **two levels**: *National Level* and *VET provider level*.

The main institutions and their roles in the accreditation process are:

MoFE
- Approves the criteria, standards and procedures for accreditation;
- Establish, open and close public VET providers;
- Approves ('licenses') the establishment and closure of non-public VET providers;
- Decides what happens with the VET providers in the case of a non-accreditation proposal;
- Finance the development / improvement process for public VET providers.

NAVETQ
- Develops standards, criteria and procedures for VET providers accreditation - approved by MoFE;
- Undertakes the accreditation / re-accreditation process for VET providers (for levels 2-5 qualif cations of the AQF), based on criteria, standards and procedures approved by MoFE;
- Proposes the accreditation, non-accreditation or delayed / conditional

NAES
- Collects data on VET provision (public / private)'
- Establishes performance indicators for VET providers;
- Defines the development needs of VET provid ers based on data collected and of results of self-assessment and accreditation;
- Manages the public VET providers; supports the VET providers improvement, by resource allocation

VET providers
- Undertakes yearly SA and publish or sent the self-assessment report to NAVETQ and NAES;
- Initiate (ask for) accreditation and re-accredtitation (every 4 years);
- Design and implement development / improvement plans starting from weaknesses identified from self-assessment and accreditation processes.

The proposed model of accreditation which has been consulted with the key stakeholders, is developed based on the:

- **History and development of the Albanian VET system** - including internal and external reports and analysis
- **International experience** - especially from the EQAVET Network members
- **Permanent consultation** – mainly with NAVETQ, UNDP other stakeholders;

Designing process

- An excessive desk review and info gathering on the existing provisions, legal framework and previous experiences related to accreditation (**Jan-Feb 2020**)

- A field mission took place by the **end of February**, where meetings with stakeholders, NAVETQ staff and VET providers were organized.

- Detailed accreditation procedures, standards/criteria for the accreditation of VET providers/programmes as well as Guidelines and instruments for the implementation of the accreditation of VET and a capacity building plan for specialists of NAVETQ and others involved were developed (**March - May 2020**)

- On-line consultations were organized to discuss on the proposed model, processes, standards and criteria, instruments and capacity building plan during **June- July 2020**.

The proposed accreditation model is based on the self-assessment process which now is a culture among the public VET providers. **The 5 quality dimensions** in the self-assessment are the main pillars for evaluating the functioning and performance in compliance with the set standards and criterias in the accreditation model.

Stages of the accreditation process

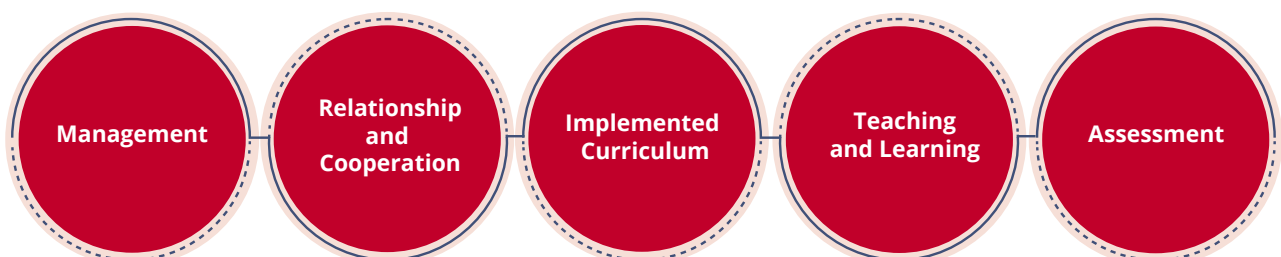The accreditation process is carried out in three main stages:

Before the site visit

- The VET institutions submit the application andthe reqauested documents;
- NAVETQ analysis data and documents (legality and complteness);
- NAVETQ prepares the site-visit - including the appointment of the evaluation team.
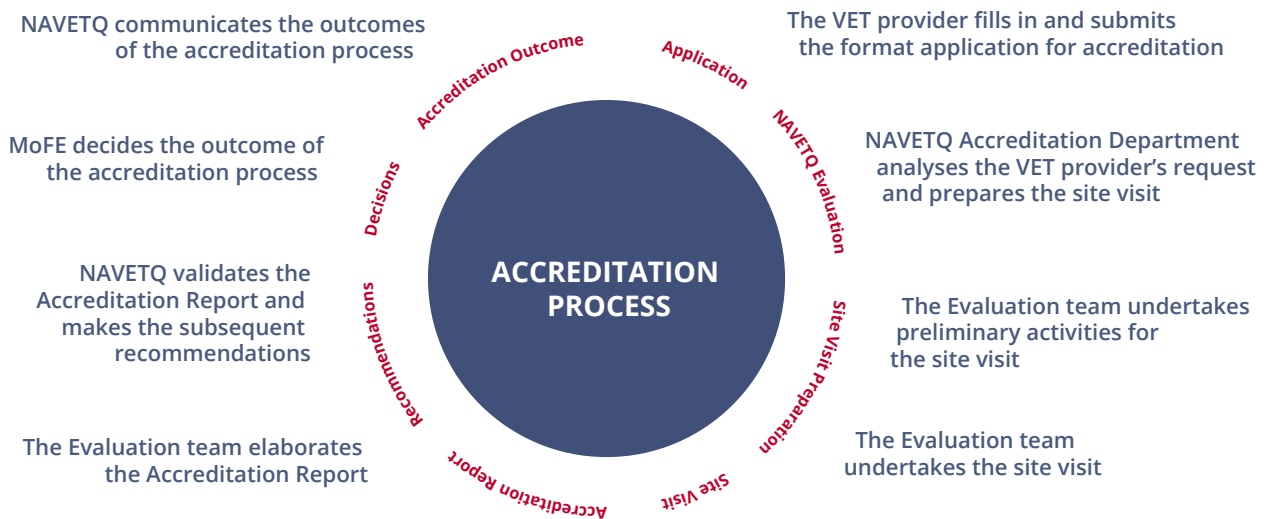
The site visit

- The evaluation team analysis the evidences - by observation, further document analysis and inquiry;
- The evaluation team write the external evaluation report and submit it (after incorporating the feedback from the VETI), to NAVETQ

After the site visit

- NAVETQ analysis the report and proposes accreditation / conditional accreditation / non-accreditation.
- MoFE formalizes the decision.
- The VET institutions may initiate the new VET programme(s) – in the cases of accreditation or conditional accreditation.

| Management | Relationship and Cooperation | Implemented Curriculum | Teaching and Learning | Assessment |

Detailed process of accreditation

NAVETQ communicates the outcomes of the accreditation process

MoFE decides the outcome of the accreditation process

NAVETQ validates the Accreditation Report and makes the subsequent recommendations

The Evaluation team elaborates the Accreditation Report

ACCREDITATION PROCESS

Accreditation Outcome

Decisions

Recommendations

Accreditation Report

Application

NAVETQ Evaluation

Site Visit preparation

Site Visit

The VET provider fills in and submits the format application for accreditation

NAVETQ Accreditation Department analyses the VET provider's request and prepares the site visit

The Evaluation team undertakes preliminary activities for the site visit

The Evaluation team undertakes the site visit

Capacity building plan for NAVETQ and providers

Consolidated plan for capacity building (chart and timeline - 2020 - 2022).

Core curriculum for training internal and external evaluators.

Extended curriculum for training the NAVETQ, MoFE and NAES staff.

Core curriculum for key VETI staff training.

Coming up next on the technical note series

On the next technical note, UNDP will present the process employed by the MFE, with the support of SD4E, in optimizing the Vocational Education and Training Network. The VET optimisation plan is expected to be approved by September 2020 and the implementation of it will be coordinated with the executive agencies, namely the National Employment and Skills Agency (NAES) and the National Agency for Vocational Education and Training and Qualifications (NAVETQ).

Stay tuned!

For more information on the support provided by UNDP to this process, please contact us: eno.ngjela@undp.org

About the UNDP/SD4E technical note series

The Skills Development for Employment Programme (SD4E) is supporting the Government of Albania in the national Vocational Education and Training and Employment Promotion System reform through a comprehensive approach of institutional capacity building on macro/policy level to enable the key actors (MFE, NAES and NAVETQ) to deliver coordinated and demand driven services. The SD4E programme will issue periodically technical notes on particular elements of the reform. These notes will give brief description of a specific development or procedure that are currently discussed, provide details on the newly adopted legal framework, or explain work methodologies introduced in the system.