

ANNEX 2

ACTION PLAN AND INDICATORS FOR THE NATIONAL EMPLOYMENT AND SKILLS STRATEGY 2014-2020 - ALBANIA

Strategic Objective A: Foster decent job opportunities through effective labour market policies						Outcome Indicator: The labour market policies are effective and promote basic employment services to all women and men in order to enhance their job opportunities		
No.	Sub-objective	Actions to be taken	Timeline	Financial resources ¹ /000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance Indicators ²
A1	Modernising the National Employment Service, including headquarters and regional and local offices	<p>A1.1 Reorganisation of NES offices according to the New Service Model.</p> <p>a. Preparation of specific terms of reference for each employment office.</p> <p>b. Reorganisation of all employment office premises.</p> <p>c. Introduction of the Manual on the New Employment Service Model through training of NES Directors and staff on and capacity development for coaching for groups with special needs.</p> <p>d. Verification of quality of</p>	2014-2016	36,468 ALL 360.000 USD	MoSWY NES	<p>NES Regional and local employment offices</p> <p>Business representatives</p> <p>ILO-EU IPA 2010 project technical assistance</p> <p>International experts</p>	<p>Policy paper on New Service Model and action plan adopted in 2014.</p> <p>Model operational within 1 'trial office' in Tirana early January 2014.</p> <p>36 employment offices re-organised according to the New Service Model by 2016.</p> <p>Specific ToR prepared for 12 offices within 1 year.</p> <p>Manual on the type and quality of services to be delivered by each regional and local employment office.</p> <p>Quality of services by each office verified.</p> <p>Gender equality and equal opportunities goals are integrated in all models, mechanisms, processes, and materials.</p> <p>Targets for female and male Roma, PWD, women in rural areas and disadvantaged categories of women are defined and</p>	<ul style="list-style-type: none"> • Share of female and male registered unemployed progressing through the service model, by tier and individual characteristics; • Number of employment offices deploying standardised counselling and guidance approaches and quality assurance systems; • Number of partnership and contracting-out agreements signed; • NES client-staff ratio; • Annual share of job

¹ Exchange rate is based on Ministry of Finance reference for April 2014, 1 USD = 101.35 ALL.

²All gender-sensitive and sex-disaggregated indicators fully compliant with the National Set of Harmonised Gender Indicators, adopted through Ministerial Order no.1220, dated May 27, 2010, and pursuant to Council of Europe's Recommendations of the Committee of Ministers to Member States on Gender Equality Standards and Mechanisms Recommendation CM/Rec(2007)17, adopted 21 November 2007. The list of indicators will be revised during the preparation of the Monitoring and Evaluation Plan of the National Strategy for Employment and Skills 2014-2020.

	<p>services provided by each office based on this model.</p> <p>e. Integration of gender-sensitive goals, non-discrimination, and equal opportunities in the New Service Model Manual.</p> <p>f. Integration of gender-sensitive labour mobility/migration considerations into all relevant models, labour market information systems, mechanisms and processes to implement employment policies.</p>					<p>monitored.</p> <p>Gender-sensitive labour mobility/migration considerations are integral part of all relevant models, labour market information systems, mechanisms and processes.</p> <p>Campaigns to increase the understanding of the wider public, of public and private organisations as well as of enterprise for the need to improve the recruitment base, and to offer equal pay for equal work.</p>	<p>vacancies captured by NES over total available in the labour market;</p> <ul style="list-style-type: none"> • Number of foreigners employed in Albania and number of those who receive information services. • Share of funding available for active labour market policies; • Share of registered unemployed referred to active labour market programmes, by individual characteristics (sex, age-group, national origin, geographical location); • Share of long-term unemployed women and men (over total unemployed); • Amount of funding allocated to active labour market policies; • Number of female and male participants and locally adopted active labour market programmes and their success after completing; • Number of performance monitoring cycles and impact evaluations conducted; • Number and type of labour law violations
	<p>A1.2 Definition and implementation of a NES staff recruitment and development plan.</p> <p>a. Establishment of a quality assurance system to manage performance in the National Employment Service.</p> <p>b. Adoption of job descriptions, including competence standards from managers to staff, at Ministry, NES and regional/local levels.</p> <p>c. Drafting of Mid-term plan for HR recruitment and development.</p> <p>d. Training of staff according to NES Development Plan and Annual Training Plan, including obligatory gender equality and equal</p>	2014-2020	10,135 ALL 100.000 USD	MoSWY NES	<p>NES Regional and local employment offices</p> <p>ILO-EU IPA 2010 project technical assistance for QA system development</p> <p>International experts</p>	<p>Number of NES staff increased by 30%, including a minimum of 30% qualified women in leading/management positions.</p> <p>Annual rate of vacancy filling reaches 85%</p> <p>Annual rate of female/male participation in active labour market programs reaches 18% in 2014, and 35% by the end of 2020.</p> <p>Job descriptions including competence standards adopted for all categories from managers to staff, at Ministry, NES and regional/ local levels.</p> <p>Performance management system in place and NES performance to meet female/male clients' needs is assessed twice a year.</p> <p>Staff competences tested against the standards and whether they understand the service manuals.</p> <p>Equal pay for equal work pursued at NES, using sex disaggregated wage statistics.</p> <p>Mid-term plan for HR recruitment and development.</p> <p>Staff trained according to NES Development Plan and Annual Training Plan, and</p>	<p>vacancies captured by NES over total available in the labour market;</p> <ul style="list-style-type: none"> • Number of foreigners employed in Albania and number of those who receive information services. • Share of funding available for active labour market policies; • Share of registered unemployed referred to active labour market programmes, by individual characteristics (sex, age-group, national origin, geographical location); • Share of long-term unemployed women and men (over total unemployed); • Amount of funding allocated to active labour market policies; • Number of female and male participants and locally adopted active labour market programmes and their success after completing; • Number of performance monitoring cycles and impact evaluations conducted; • Number and type of labour law violations

	<p>opportunities/diversity training module.</p> <p>e. Testing of staff competences and actual practice against the standards under d).</p> <p>f. Definition of a set of performance indicators and development and operationalisation of a performance monitoring system.</p> <p>g. Adoption of the new status of NES as a National Employment Agency and its incorporation in the civil service.</p> <p>h. Preparation of required legal amendments ensuing from the new status of NES.</p>					<p>capacitated to address gender equality, equal opportunities and diversity, and to engage in coaching for special needs groups.</p> <p>Zero tolerance against discrimination and sexual harassment policy is in place and also promoted with third parties.</p>	<p>detected annually and proportion redressed, including (sexual) harassment at the workplace;</p> <ul style="list-style-type: none"> • Share of economic units and workers covered by inspection; • Share of female/male workers employed under informal employment arrangements; • Number of licensed high skilled technicians for safety relevant occupations, by sex; • Number of international agreements and schemes facilitating labour employment of Albanian nationals and foreigners in Albania;
	<p>A1.3 Modernisation of IT infrastructure and systems in NES.</p> <p>a. Training of staff at all levels to use and operate the new IT software/system for Employment Services in NES.</p> <p>b. Continuous upgrading and maintenance of the IT system.</p> <p>c. Integration of categorization of different types of clients and services provided into the system, in line with statistics generation requirements and the new</p>	2014-2017	15,203 ALL 150.000 USD	NES	<p>Regional and local employment offices</p> <p>Employers Jobseekers/ NES counsellors responsible for data insertion and continuous updating</p>	<p>New IT software/ system used by all NES staff at all levels and upgraded enabling it to categorize different types of clients and services provided for statistics generation purposes.</p> <p>Staff trained on the use of the IT system.</p> <p>IT-based (rather than paper-based) administrative procedures defined and adopted at managerial level.</p> <p>Migration counters within local NES offices are equipped with relevant IT to provide quality services (counselling, job matching) on employment in other locations in Albania and abroad</p> <p>Sufficient number of computers installed in regional and local employment offices.</p> <p>Job vacancy database installed covering the whole of Albania and constantly updated</p>	<ul style="list-style-type: none"> • Existence of a well-functioning regulation mechanism over activities of recruitment agencies; • Regulated legal framework for inspection of Private Employment Agencies from SLI. • Adoption of the programme for Integrity and Corruption Prevention for the State Labour Inspectorate • Number of training courses on integrity and corruption

	<p>standards for service delivery.</p> <p>d. Integration of differentiated data on services provided in migration counters in local NES areas into the system.</p> <p>e. Installation of a Job vacancy database covering the whole of Albania and continuous updating through inputs by employers, NES and jobseekers (and linked with EURES).</p> <p>f. Definition of technical and legal modalities for other institutions to access the NES data-base and exchange information on labour market data and the quality of services provided, considering also the needs of a regional database for SEE countries.</p> <p>g. Establishment of online links with other interested and eligible/authorised institutions, such as Tax Office, Real Estate Registration Office, Social Assistance, etc. in order to receive real time data on the unemployed.</p>					<p>through inputs by employers, NES and jobseekers (and linked with EURES).</p> <p>The new IT system is mutually accessible for MoSWY institutions and other interested and eligible ones at national and at SEE region levels.</p>	<p>prevention delivered</p> <ul style="list-style-type: none"> • Number of participants in the training courses on integrity and corruption prevention. • Share of staff trained on integrity and corruption prevention. • Number of activities on OSH organized by social partners (workshops, work meetings, press conferences, press releases, articles, etc) • Number of participants in workshops and work meeting on OSH organized by social partners • Number of leaflets produced • Number of workshops for labour inspectors • Number of labour inspectors trained (that is of the ones participating in workshops) • Number of migrants turning to/counting on this type of services. • Number of employees working in migration counters trained annually/per year. • Number of posters produced (to be evaluated based on needs). • Number of agreements
	<p>A1.4 Establishing new cooperation modalities with third parties.</p> <p>a. Development and signing of cooperation agreements for collecting vacancies and design and</p>	2014-2016	3,041 ALL 30.000 USD	NES MoSWY	<p>Private agencies</p> <p>Social partners</p> <p>Businesses</p>	<p>Number of vacancies announced through third parties at NES increased to 20.000 per year.</p> <p>One Job Fair organised at national level and four at regional level per year.</p> <p>Two new international labour mobility agreements signed with third countries per</p>	

		<p>implementation ALMPs with Social Partners and Businesses.</p> <p>b. Development and signing of cooperation agreements with private agencies and NGOs for implementing ALMPs.</p> <p>c. Review of Inspection legislation and programme regarding the inspection of ALMPs.</p> <p>d. Promotion of Job fairs at national and regional levels.</p> <p>e. Joint tables with a range of labour market stakeholders including sector-specific gender experts in each employment office.</p> <p>f. Training for MoSWY staff on how to develop bi-lateral agreements and other inter-state mechanisms facilitating labour mobility and employment of Albanian citizens abroad.</p> <p>g. Signing of new agreements and cooperation arrangements in compliance with the existing international framework regulating labour mobility of Albanian citizens abroad, especially in the SEE countries.</p>				SEE region actors and institutions ILO	<p>year.</p> <p>Cooperation agreements for collecting vacancies and for design and implementation ALMPs with Social Partners and Businesses established.</p> <p>Cooperation agreements with Private agencies and NGOs for implementing ALMPs established.</p> <p>Inspection legislation and programme reviewed to include inspection also of ALMPs.</p> <p>MoSWY is equipped with tools to identify preferential countries for developing bi-lateral agreements and other inter-state mechanisms facilitating employment of Albanian citizens abroad.</p> <p>Existing international framework regulating labour mobility of Albanian citizens abroad is enhanced through new agreements and other cooperation arrangements, especially in the SEE region.</p>	signed with non-profit organisations providing services for returned migrants.
A2	Continuous improvement of legal and institutional framework in compliance with	A2.1 Regulation of private employment agencies and strengthening of the	2015-2018	8,108 ALL 80.000 USD	MoSWY NES NLC	SEE Region actors and institutions	<p>Legislation adopted to ensure ILO convention on private employment agencies.</p> <p>Legal aspects and quality ensured through</p>	

	ratified international labour standards	<p>cooperation with the public employment services.</p> <p>a. Revising the legislation regarding the functioning of private employment agencies.</p> <p>b. Developing a regional database to register and monitoring the job vacancies and placements made by public and private agencies at regional level.</p> <p>c. Preparation of report templates to be used regularly by private and public employment agencies.</p>			(National Licensing Centre)	ILO and IOM technical assistance	<p>development of a minimum set of standards for recruitment, including abroad, and labour inspectorate.</p> <p>Mechanism for quality assurance/ service delivery of private employment agencies established.</p> <p>Local employment partnerships to include also private employment agencies, alongside other partners.</p> <p>Private recruitment agencies report to relevant competent authorities on a regular and transparent basis on the services provided to the female and male population in Albania and abroad.</p> <p>Statistics on the number of female/male Albanian citizens supported with employment abroad are available on a regular basis.</p>
		<p>A2.2 Expanding recognition and improvement of inspection services to reduce the number of labour law violations, especially the ones related to workers' safety and health at work</p> <p>a. Establishment of the Committee for Integrity and Corruption Prevention for the State Labour Inspectorate.</p> <p>b. Training of labour inspectors on integrity and corruption prevention.</p> <p>c. Production/development and dissemination to relevant actors of information materials related to integrity and corruption prevention.</p>	2014-2018	50,675 ALL 500.000 USD	MoSWY SILSS		<p>A modern, professional inspection system is in place throughout the country, ensuring implementation of labour legislation and occupational safety and health in line with European and international standards.</p> <p>Committee for Integrity and Corruption Prevention in the State Labour Inspectorate established.</p> <p>Program for Integrity and Corruption Prevention in the State Labour Inspectorate adopted.</p> <p>State Labour Inspectorate training Action Plan adopted.</p> <p>Information-sharing mechanisms established between MoSWY, SLI and other enforcement agencies with a view to improve the coverage of economic units and workers.</p> <p>Inspection role is strengthened related to implementation of the Law on Employment Promotion in terms of PWDs and of the law on foreigners.</p>

		<p>d. Increase of visibility of social partners as key actors in the OSH area through promotion of the European Week on Occupational Safety and Health.</p> <p>e. Training on the new OSH legislation with a an implementing strategy as basis.</p> <p>f. Translation and distribution of the European code of best practices on inspection work followed by a workshop.</p> <p>g. Translation and distribution of the practical Guideline on inspection visits followed by a workshop.</p> <p>h. Development of updated control/inspection lists followed by a workshop on preventive and proactive role in labour inspection activities.</p> <p>i. Training course on the topic of undeclared work.</p> <p>j. Integration in all Labour Inspectorate modules, materials and trainings of aspects of gender equity and non-discrimination related to descent work, equal pay, safe working conditions, anti-harrasment (sexual).</p> <p>k) Preparation and taking action for training on use of</p>					
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		technology, including TI, data collection, communication skills.					
A3	Expanding the range and scope of employment services and programmes (active labour market policies).	<p>A3.1 Assessment and design of adequate, gender-responsive labour market policies.</p> <p>a. Conduction of a gender-sensitive analysis of current ALM programmes, ALM procedures and practice, and budget allocation, including access and beneficiary (gap) analysis (i.e. gender- and socially responsive budget analysis).</p> <p>b. Revision and adoption of legal basis for provision of ALMPs.</p> <p>c. Revision and simplification of ALMP application procedures application and implementation.</p> <p>d. Definition and specification of affirmative action measures for labour mobility promotion and easy access of immigrants/returnee migrants to labour market information.</p> <p>d. Development and introduction of a new system for adoption of employment promotion programmes, based on points.</p> <p>e. Design of specific programs for various</p>	2014-2020	1,418,900 ALL 14.000.000 USD	MoSWY NES	<p>NES Regional and local employment offices</p> <p>Business industry (for training skilled workers)</p> <p>Social partners</p> <p>VET providers</p> <p>Technical assistance by ILO, UNDP, SDC funded project RISI Albania</p>	<p>ALMPs improved, diversified and tailored to specific regions and target groups.</p> <p>Procedures for application to ALMPs simplified.</p> <p>ALMP implementation on regional level is strengthened through cooperation agreements.</p> <p>Improved indicators in terms of inclusion of vulnerable groups in ALMPs in a regional basis.</p> <p>ALMPs adopted by DCMs and implemented across the country in an effective, efficient, and gender-equitable manner.</p> <p>Regional/Local employment partnerships established (who have identified needs and implement or monitor training and employment measures at local/ regional level).</p> <p>Training for female and male skilled workers organised together with industry to respond to short term requests (eg.TAP project).</p> <p>Legal basis for provision of ALMPs is revised and adopted.</p> <p>Equal opportunity policy and action plan are developed by NES, adopted and annually updated.</p> <p>Designated NES officials are capable of identifying (potential) migrants among their clients and to provide tailored services/refer to other relevant support entities (e.g. on issues of legal status, medical assistance, etc.)</p> <p>Effective, transparent and participative financing system for service delivery is designed and in place.</p>

	<p>industries with growth potential to reflect the government's economic but also social and inclusion priorities (i.e. unemployed female and male Roma, PWD, youth, long-term unemployed, and disadvantaged categories of women).</p> <p>f. Establishment of regional/local employment partnerships (with partners who have identified needs and implement or monitor training and employment measures at local/ regional level).</p> <p>g. Delivery of training for female and male skilled workers together with industry to respond to short term requests (eg.TAP project).</p>					
	<p>A3.2 Registration, profiling and gender-sensitive counseling of Jobseekers</p> <p>a. Assessment of the employability of all unemployed jobseekers.</p> <p>b. Application of group/team work for specific categories of unemployed jobseekers.</p> <p>c. Identification of female and male individuals at high risk for long-term unemployment and development of individual employment plans.</p>	2014-2020	30,405 ALL 300.000 USD	NES	<p>NES Regional and local employment offices</p> <p>Civil registry office</p> <p>Tax office</p> <p>Rural organisations</p> <p>ASPA</p> <p>IOM</p> <p>Migration Counters</p>	<p>Registers of unemployed people verified / cleaned to include only unemployed jobseekers.</p> <p>Brochures published about employment services offered.</p> <p>Unemployed registers cleaned to contain only active jobseekers.</p> <p>National standards on ethical and fair recruitment in Albania and internationally developed and enforced.</p> <p>ISCO/ ESCO list and the National List of occupations used by job counselors.</p> <p>NES counselors trained and capacitated to deliver gender-sensitive counseling that responds to inclusion goals and diversity needs.</p> <p>NES counselors undertake profiling of</p>

		<p>d. Specific identification of young female and male unemployed jobseekers who can be potential entrepreneurs.</p> <p>e. Establishment of start-up programmes for young female and male potential entrepreneurs supporting their self-employment.</p> <p>f. Organisation of Job Clubs.</p> <p>g. Training of Migration Counters personnel to interview, identify needs, provide information and refer Albanian returned female and male citizens.</p> <p>h. Design and production of posters and leaflets offering information on Migration Counters and their contacts to be distributed to Albanian citizens (cross border points, public offices, etc.).</p> <p>i. Cooperation agreements with non-profit local and international organizations providing guidance/orientation for female and male returnees.</p> <p>j. Improvement of job counseling services provided to immigrants.</p> <p>h. Training of employment office specialist on how to organise counseling and career guidance on VET providers at local level.</p>				<p>jobseekers.</p> <p>NES counselors do gender-sensitive group or individual counseling.</p> <p>Job clubs organised.</p> <p>Designated NES counselors are capable to refer young female and male potential entrepreneurs among their clients to respective helpdesks, business development services and relevant support/training entities</p> <p>Migration counters in employment offices provide tailored counseling and guidance to all female and male returnee clients in order to make the reintegration process facilitated.</p> <p>Continuous job counseling to immigrants, on application methods, documentation, criteria and procedures to be implemented in order to receive work permit and certificate for employment declaration.</p>	
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A4	Improving the gender-sensitive monitoring and evaluation of employment measures.	<p>A4.1 Development of a sustainable and gender-sensitive system for monitoring and evaluation, including implementation of impact evaluation of employment measures on sub-groups of female and male job-seekers.</p> <p>a. Development and adoption of a Monitoring Plan for NES.</p> <p>b. Development and adoption of an adequate monitoring methodology, according to standardized agreed criteria, results and indicators.</p> <p>c. Preparation of periodical reports on achievement of gender-sensitive targets for employment, training and participation in ALMPs.</p> <p>d. Periodic reporting on the efficiency and performance of NES.</p> <p>e. Gender-sensitive impact assessment of ALMPs, particularly for female and male youth, women in rural areas, Roma, PWD, and specific categories of disadvantaged women.</p> <p>f. Preparation of annual reports on short-term labour market study/research.</p> <p>g. Revision and/or</p>	2014-2020	25,338 ALL 250.000 USD	MoSWY NES	International agencies (e.g. ILO, UNDP, IOM, UN Women)	<p>Monitoring Plan for NES is designed and implemented including a proper methodology.</p> <p>Programmes monitored and evaluated according to agreed criteria, results and indicators.</p> <p>New policies are redefined or adjusted based on the regular monitoring reports.</p> <p>Gender equality and diversity criteria are integral part of all monitoring and evaluation procedures and processes, and the relevant indicators of the National Set of Harmonised Gender Indicators are consistently applied.</p> <p>Periodical reports on the achievements of gender-sensitive targets for employment and training are prepared.</p> <p>Labour market policies are adapted as per the main recommendations of the studies and assessments carried out.</p>	

		<p>adjustment of new policies based on NES studies and regular NES monitoring reports.</p> <p>h. Designing and updating of targeted e-information for female and male returnees on NES.</p>						
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Strategic Objective B: Offer quality vocational education and training for youth and adults							Outcome Indicator: VET system is capable across sectors to prepare and maintain a skilled work force answering to the existing demand in Albania and in the SEE region labour market		
No.	Sub-objective	Actions to be taken	Timeline	Financial resources /000 ALL & USD	Responsible Units		Outputs & Indicators		
					Lead Agency	Together with	Outputs	Performance indicators	
B1	Optimising the VET providers network and diversifying offers (including the definition of competences by sectors)	<p>B1.1 Assessment and reorganisation of the main VET providers at regional level.</p> <p>a. Completion of the National Survey for public VET providers.</p> <p>b. Rationalization and reconceptualization of the public network of VET providers to reflect labour market needs and principles of multi-functionality, equality, diversity and flexibility of the VET offer.</p> <p>c. Elaboration of detailed</p>	2014-2018	<p>3,065,838 ALL</p> <p>30.250.000 USD (including rehabilitation and construction of premises and equipments for VET providers)</p>	MoSWY Local government	NAVETQ Regional actors	<p>National Baseline Survey of public VET providers is completed.</p> <p>National public network of VET providers is rationalized and re-conceptualised according to labour market needs, migration and demographic trends, as well as principles of multi-functionality, equality, diversity and flexibility of VET provision.</p> <p>Detailed plans elaborated jointly with all actors concerned on how to implement the transfer or merging of schools/VTCs into new networked structures in each region and within each institution.</p> <p>Implementation plans implemented.</p> <p>Some VET providers are developed into multifunctional centres of competence for certain sectors (in charge of curriculum development and teacher training for the</p>	<ul style="list-style-type: none"> Amount invested in vocational education and training at secondary, post-secondary and higher professional levels; Number of providers, programmes, teachers and trainers accredited; Much reduced number of vocational educational and training providers delivering services; Number of VET participants; Share of vocational education and training 	

		<p>plans for each region regarding joint administration of schools and VTCs (when possible) into a network of new structures.</p> <p>d. Conversion of some VET providers (for certain sectors) into Multifunctional Centres, through PPP.</p> <p>e. Design and implementation of a scheme which guarantees links between VET providers and EOs, to address the demand for long-term and short-term qualifications.</p> <p>f. Establishment of a system for accrediting VET providers (including private ones) further developed to assure quality of provision/offer.</p> <p>g. Definition of the required criteria for registration of accredited VET institutions.</p> <p>h. Opening of new professional profiles and vocational courses for females and males to respond to the local and inter/national business demand.</p> <p>i. Definition of costs for student/trainee for each course, direction and study/school year.</p> <p>j. Allocation of budget for each public VET provider, based on the number of</p>					<p>respective sector in Albania) through public-private partnerships.</p> <p>VET providers are knowledgeable about labour migration trends in Albania and interest among the population to obtain skills on demand in main destination countries, especially in the SEE region.</p>	<p>graduates employed in occupation of training, by sex;</p> <ul style="list-style-type: none"> • Number of qualifications developed and approved; • Share of female/male individuals attending short and long term courses based on the occupational standards and qualifications agreed upon; • Share of female/male vocational education graduates employed (over total) and share employed in the occupation of learning; • Share of female/male PWD and Roma attending and graduating from VET courses; • Share of female/male PWD/Roma VET graduates employed in the occupation of learning; • Share of adults (25-64) participating to lifelong learning, by sex, age and geographical location; • Number of frame curricula developed and number of short and long courses designed on their basis which are needed by
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		female/male students, trainees, etc. k. Development of a financial incentive scheme for VET providers implementing specified affirmative action measures (girls in non-traditional occupations, rural women and girls, female and male PWD and Roma, specific marginalized/disadvantaged categories of women and girls).						<p>the labour market;</p> <ul style="list-style-type: none"> • Adherence to VET gender equality and diversity policy and absence of gender stereotypes in profiling, curricula, promotion and teaching methodologies established as key quality criteria and adhered to by VET providers; • Number of female/male individuals attending courses embedding core employability and entrepreneurial skills (over total individual attending short and long courses); • Number of qualified female/male vocational education and training practitioners recruited through new procedures; • Number of teacher and trainers regularly attending staff development programmes (over total); • Global ranking in the education and training pillar of the Global Competiveness Index; • Number of women and men whose foreign-received qualifications and skills are recognized by
		<p>B1.2 Maintaining the database and quality assurance of training provision by private VET providers country-wide.</p> <p>a. VET providers self-develop a “quality label” system.</p> <p>b. VET providers develop a system periodic transparent monitoring of their adherence to the “quality label” system.</p> <p>c. Private training providers include qualifications and training offered by them in line with the official Qualification Catalogue.</p> <p>d. Establishment of a disqualifying and exclusive mechanism for non-public providers who do not guarantee quality services.</p>	2014-2020	21,620 ALL 210.000 USD	MoSWY NAVETQ	Network of VET providers	<p>System for accrediting VET providers (including private ones) further developed to assure quality of provision.</p> <p>More and more VET providers voluntarily adhere to a self-developed “quality label” system.</p> <p>Private training providers have included the qualifications and training offered by them in the database.</p>	
B2	Assuring the quality of VET providers and improving the	B2.1 Analysis and upgrading of buildings,	2014-2015	20,270 ALL	MoSWY NAVETQ	Technical assistance by ETF/	Once the VET providers network and the range of profiles to be offered in each VET	

	quality and adequacy of VET inputs (labs and equipment, curricula, teaching materials) and processes	workshops and equipment available in VET providers, including facilities for girls/women amenities, and required amenities responding to the needs of PWDs.		200.000 USD		GIZ (for VET School/VTC baseline study only) Technical assistance by IPA 2013 VET project	institution have been redefined, an in-depth analysis by sector experts into the required infrastructure upgrading is undertaken. Strategic Facilities and Equipment Investment Plan 2015-2020 defined in line with sectoral priorities, new VET provider network plan, national and regional Skills Need Analysis and respective diversification of VET offers, private sector involvement in VET delivery, based on clear criteria - following quality training standards - and balanced and agreed at regional level. VET providers equipped according to the investment plan, including safe amenities and facilities for girls/women, and infrastructure and equipment responding to the needs of PWD. Contracts with companies to use their equipment and facilities promoted and established by VET providers based on an analysis of which companies comply with certain standards to offer training places.	citizenship, category of skill and qualification and country where the skill and/or qualification was received; <ul style="list-style-type: none"> • Share of female/male vocational education students employed , by place of employment (in Albania and abroad) after leaving school; • Share of female/male individuals attending short vocational courses leading to a recognized qualification; • Share of female/male individuals attending work-based learning programmes (over total); • Share of female/male participants to short vocational courses employed at follow-up; • Share of female/male vocational education and training graduates working in the occupation for which they received training; • Number of marketing VET materials produced; • Number of national/local meetingsto promote VET; • Number of visitors in WEB portal;
	B2.2 Create a National Catalogue of Vocational Qualifications and revision of all VET frame curricula	2014-2020	50,675 ALL 500.000 USD	NAVETQ to coordinate, using/ reviewing existing models, templates and curricula &	International and local experts Technical assistance by ILO-EU IPA 2010 project for 4 qualifications at level 5 and one	New VET curriculum model (modular system) defined jointly with NAVETQ staff and approved, based on competence standards for each learning area. National List of professions revised/ National Catalogue of Vocational Qualifications designed and adopted.		

		<p>vocational qualifications market.</p> <p>b. Conceptualization of the NVQF Model to address full qualifications (long-term) and partial ones (short-term).</p> <p>c. Capacity development of NAVETQ staff and other relevant collaborators.</p> <p>d. Analysis of sector skills needs.</p> <p>e. Undertaking measures towards AQF development/reform:</p> <ul style="list-style-type: none"> - Review of the existing draft of the vocational qualifications list. - Development of occupational standards. - Development of qualification standards for each AQF level (levels 2-5 of AQF). - Improvement of the approach to individuals' assessment-certification for each qualification. - Validation and adoption of the NVQF. - Review of frame curricula model. - Development of frame curricula. - Definition of criteria for quality assurance of official approval of VET curricula. <p>f. Establishment of a mechanism for gender equality control of all</p>			<p>standards from previous and current donor projects</p>	<p>qualification for level 3 or 4</p> <p>Technical assistance by IPA II projects</p>	<p>Sector Councils with the participation of social partners have been set up and defined qualifications/ competences for selected priority sectors and qualifications (see D2).</p> <p>NAVETQ actors trained and frame curricula for long and short courses revised, based on job descriptions and qualification descriptions ("national qualification or competence standards") and on examples developed by donors.</p> <p>Actors in VET institutions trained and frame curricula further developed/ adjusted (and revised at regular intervals) in collaboration with experts from the business world.</p> <p>Quality assurance criteria for official approval of VET curricula are defined.</p> <p>One national competence-based framework curriculum for each qualification, published online as part of the National Catalogue for Vocational Qualifications.</p> <p>Gender equality and diversity goals are integrated into VET design, contents and provision, and gender stereotypes in profiling, curricula, promotion and teaching methodologies are eliminated.</p> <p>VET providers develop programmes which are tailored towards preparing specialists in professions on demand in other countries, taking into consideration Albania's strategic advantage and overall governmental policy towards providing employment of nationals in other countries</p> <p>There are cooperation platforms between VET providers and their counterparts abroad on sharing best practices and modern education technologies</p>	<ul style="list-style-type: none"> • Share of women/girls enrolled in VET courses in prospective economic sectors; • Number of VET providers with infrastructure and amenities in place that ensure access for PWD; • Number of VET providers with adequate and safe facilities and infrastructure for women and girls in place (including dormitories); • Coaching for girls and boys in non-traditional courses established and conducted in a percentage of VET providers.
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	<p>vocational qualifications and VET Frame Curricula: scrutinizing for occupational diversity (non-segregation) and replacing of gender stereotypes.</p> <p>g. Online publication of the National Catalogue of Vocational Qualifications and framecurricula.</p> <p>h. VET providers develop programmes which are tailored towards preparing female and male specialists in professions on demand in other countries.</p> <p>i. Establishment of cooperation platforms between VET providers and their counterparts abroad on sharing best practices (including on non-traditional occupations for females; PWD; female and male youth; disadvantaged and marginalized women and men; and Roma) and modern education technologies.</p>						
	<p>B2.3 Review of existing and develop new programmes for post-secondary VET provision.</p> <p>a. Identification of needs for qualifications and types of qualifications in Level V of AQF.</p> <p>b. Development of</p>	2014-2020	50,675 ALL 500.000 USD	NAVETQ to coordinate	<p>VET providers Universities Social partners International and local experts IAL</p> <p>Technical assistance by ILO-</p>	<p>Qualifications identified reflect sector skill needs.</p> <p>Occupational and qualification standards developed</p> <p>Curricula for post-secondary VET developed for priority sectors and qualifications and published online as part of the National Catalogue of Vocational Qualifications.</p> <p>Inter-institutional cooperation arrangements</p>	

	<p>Occupational and Qualification Standards for each new qualification.</p> <p>c. Development of frame curricula for post-secondary VET.</p> <p>d. Development of teaching and learning materials and their online publication.</p> <p>e. Selection of providers (vocational schools, VTCs, Universities or business companies) to implement qualifications in the post-secondary level.</p> <p>f. Training of teachers/trainers on post-secondary VET programmes.</p> <p>g. Completion of legal and by legal basis to enable provision of higher non-university studies by quality VE providers for some important economic branches.</p> <p>h. Design of Cooperation agreements for implementation of higher non-university studies.</p>				<p>EU IPA 2010 project (four AQF Level 5 qualifications)</p>	<p>between schools and universities in place to deliver post-secondary VET.</p> <p>Teachers/ trainers trained on post-secondary VET programmes.</p> <p>Conditions for practice learning in place enhanced together with the private sector.</p> <p>Cooperation agreements for implementation of post/secondary VET programmes or other higher non-university studies are established between HE institutions, VET providers and private sector.</p>	
	<p>B2.4 Evaluation of existing teaching materials, including their gender equality content and existence of gender stereotypes, as well as adequacy for PWD.</p> <p>a. Analysis of existing teaching and learning</p>	<p>2015-2016</p>	<p>25,338 ALL</p> <p>250.000 USD</p>	<p>NAVETQ to coordinate</p>	<p>International and local experts</p> <p>Technical assistance by GIZ (Kosovo model)</p> <p>Technical assistance by IPA II projects</p>	<p>Teaching and learning materials (rather than textbooks) to accompany new curricula are developed (Moodle to be considered as used for economic schools).</p> <p>Gender-sensitive revision completed.</p> <p>Adequacy for PWD assessed and gaps identified.</p> <p>Teaching and learning materials published in e-book formats online in the web portal for the VET System.</p>	

	<p>materials.</p> <p>b. Removal of gender stereotypes in teaching and learning materials.</p> <p>c. Development of gender-sensitive teaching and learning materials to accompany new curricula.</p> <p>d. Assessment of adequacy of teaching and learning materials for PWD and identification of gaps.</p> <p>e. Design of the plan for publication and printing of textbooks and other VET materials for students and trainees of VET providers by PHoST.</p> <p>f. Development of school textbooks and other teaching and learning materials in e-book formats.</p>						
	<p>B2.5 Definition and implementation of quality assurance criteria of VET system (at providers' level) and changing the internal and external verification of VET curriculum implementation (inspection).</p> <p>a. Proposal of a model for external Quality Assurance of VET providers.</p> <p>b. Redefinition of accreditation and quality assurance criteria for public and private</p>	2014-2020	40,540 ALL 400.000 USD	NAVETQ to coordinate	<p>VET providers</p> <p>VET inspectors</p> <p>International experts</p> <p>To be considered the previous work undertaken by British Council/ETF/NAVETQ</p> <p>Technical assistance by ILO-EU IPA 2010 project (QA system to be defined)</p>	<p>Accreditation and quality assurance criteria for public and private providers redefined and linked to whether they offer training for employable skills.</p> <p>Public VET providers undertake self-evaluation and implement own development plans.</p> <p>Role and criteria for inspection of public VET provision redefined (national standards).</p> <p>Multiannual plan for VET providers' inspections being implemented.</p>	

		<p>providers to reflect quality of programmes offered and their relevance to the AQF requirements.</p> <p>c. Conduction of a comparative study on piloted and current self-assessment models for VET providers.</p> <p>d. Selection and adoption of a model for VET providers' self-assessment based on accreditation criteria.</p> <p>e. Revision and improvement of the Guidelines on VET institutions' self-assessment.</p> <p>f. Redefinition of the role and criteria for inspection of public VET provision (national standards).</p> <p>g. Harmonization and implementation of a perennial plan for VET providers' inspection.</p>						
B3	Raising the image of VET and informing about VET providers, qualifications and training offers	<p>B3.1 Running publicity/ awareness-raising campaigns about importance of and opportunities in VET and LLL for girls, boys, women and men in urban and rural areas.</p> <p>a. Organisation of open door days by all VET providers.</p> <p>b. Organisation of</p>	2014-2020	212,835 ALL 2.100.000 USD	MoSWY NAVETQ VET providers	NES Social partners Technical assistance by ILO-EU IPA 2010 project(in charge of preparing a campaign in the 1st year -2014)	<p>TV spots, talk shows, newspaper articles, posters/ banners, leaflets, brochures which are free from gender stereotypes and transmit an inclusive message are produced and distributed.</p> <p>Information on VET pathways to primary school pupils disseminated.</p> <p>Annual Career and job fairs organised.</p> <p>Open door days of VET providers organised.</p> <p>School pupils' taster days in businesses organised.</p> <p>Job insertion and salary levels of graduates from reformed VET analysed.</p>	

	<p>information events targeting female and male youth (and their parents) in rural areas by mobile units.</p> <p>c. Preparation of print information/PR materials for those not connected to the internet, particularly in rural areas.</p> <p>d. Organization of joint activities between VET providers and businesses (competitions, olympics, training, etc.).</p> <p>e. Organization of Mock Firms Fair.</p> <p>f. Organization of Job Fairs.</p> <p>g. Using communication means and social networks to promote VET</p> <p>h. Maintaining and updating the VET portal.</p> <p>i. Development of social network platforms to massively promote the VET system and its providers.</p> <p>j. Development of publicity materials for counseling and career guidance.</p>						<p>Focused approach on outreach to women and girls in rural and urban areas pursued</p> <p>Coaching for girls and boys opting for training in non-traditional occupations.</p> <p>Girls' uptake of non-traditional courses - particularly in high-potential and high-productive sectors - publicly promoted.</p>
	<p>B3.2 Design of a public interactive, searchable web portal/database on qualifications, curricula and training offers by VET providers.</p> <p>a. Conceptualization and development of an</p>	2014-2017	30,405 ALL 300.000 USD	NAVETQ	<p>MoSWY</p> <p>Public and private VET providers</p> <p>International and local experts</p> <p>Technical</p>	<p>Demand-oriented, interactive, user-friendly database, searchable by region/ location, sector/ qualifications and VET offers, incl. links to providers' web links for further information is made available.</p> <p>Approved curricula and teaching materials available published online.</p> <p>Data updated by NAVETQ and by VET providers as a matter of publicity (to be used</p>	

		<p>interactive database for VTCs (SIM-2, VET Portal).</p> <p>b. Design of a webpage to promote VT.</p> <p>c. Training of VTC specialists on management of data from the central web portal.</p> <p>d. Connecting VTCs to the central web portal.</p>				assistance by GIZ	<p>by potential learners, NAVETQ, NES, and social partners).</p> <p>Publicity to ensure use by potential learners, NAVETQ, employment services.</p>	
		<p>B3.3 Preparation of the participation of Albanian VET students in national, European and World skills competitions and related media promotion.</p> <p>a. Albanian female and male VET students participate in national EuroSkills and World Skills competitions.</p> <p>b. Preparation of assessment tools (tests) to assess students' knowledge, skills and attitude in national competitions.</p>	2014-2020	<p>101,350 ALL</p> <p>1.000.000 USD</p>	MoSWY NAVETQ	<p>Technical assistance by ETF to organise study visit to European Skills competition in Lille, October 2014</p>	<p>Albanian female and male VET students participate in national EuroSkills and World Skills competitions.</p>	
B4	Strengthening the linkages between learning and work and facilitating the transition to work	<p>B4.1 Introduction of an already tested model in all VET institutions to organise links between VET institutions and businesses.</p> <p>a. Designing the general structure of the dual Model.</p> <p>b. Preparation/design of the bylegal basis to</p>	2014-2020	<p>152,025 ALL</p> <p>1.500.000 USD</p>	MoSWY NAVETQ	<p>To be considered the Kulturkontakt model and the Swisscontact Alb VET project model</p>	<p>Teachers in all public VET institutions have the PASO or similar role (teachers require relevant technical background for the given occupational areas).</p> <p>Training to be delivered to the teachers selected for implementing such a model.</p>	

	<p>institutionalize PASO's position.</p> <p>c. Piloting the dual/PASO system(s) in sectors of potential interest and with opportunities for businesses to cooperate.</p> <p>d. Training for the selected PASO.</p>					
	<p>B4.2 Establishment of agreements with companies and/or business associations that meet the criteria for offering training to students.</p> <p>a. Signing of agreements with business associations in important economic areas on a central level, including targets e.g. for girls, and for females and males belonging to specific disadvantaged groups (e.g. PWD, Roma).</p> <p>b. Implementation of agreements by VET schools and businesses at local level, including targets e.g. for girls, and for females and males belonging to specific disadvantaged groups (e.g. PWD, Roma).</p>	2015-2020	30,405 ALL 300.000 USD	MoSWY (with CIM expert support)	Business associations, chambers or individual businesses	<p>Agreements with businesses and/or business associations, chambers signed by the Ministry (and in the future by the VET providers).</p> <p>Periodical renewal of agreements (facilitating role by the Ministry)</p>
	<p>B4.3 Organisation of elements of a dual system approach, including internships of VET students as part of the VET</p>	2015-2020	202,700 ALL 2.000.000 USD	MoSWY NAVETQ	Social partners International experts	<p>Lessons learnt from past experiences under Swisscontact and GIZ projects analysed.</p> <p>Elements of a dual training model are implemented, including project and work-based learning in VET institutions and</p>

	<p>curriculum.</p> <p>a. Development of guidelines for businesses offering training/practice work/internships, including non-discrimination, decent work, and anti-(sexual) harassment.</p> <p>b. Creating incentives for internships being organised by private companies in a sectoral basis.</p> <p>c. Adaptation of the legal framework to promote an increasing participation of private sector in the organisation of internships.</p>					<p>company internships have become a systematic part of VET curriculum implementation in strong cooperation with private sector.</p>
	<p>B4.4 Promotion of entrepreneurial learning and women's entrepreneurship as a key competence.</p> <p>a. Elaboration and adoption of a Joint Entrepreneurial Learning Strategy, based on the Recommendations from BDI strategy and the EU Small Business Act assessment, coordinated among MoETE, MoSWY, MoES, and MARDWA.</p> <p>b. Drafting and implementation of a Joint Action Plan for Entrepreneurial Learning, covering the design of curricula, teaching</p>	2015-2020	<p>354,725 ALL</p> <p>3.500.000 USD</p>	MoSWY NAVETQ	<p>MoETE/ AIDA</p> <p>MoARDWA MoES</p> <p>AADF Junior Achievement Programme</p> <p>Kulturkontakt</p> <p>UN Women tools to be considered</p>	<p>Recommendations from BDI strategy and from EU Small Business Act assessment (OECD/ETF 2013) have informed a joint (MoETE, MoSWY, MoES, MARDWA) Entrepreneurial Learning strategy.</p> <p>Joint action plan for Entrepreneurial Learning, including the design of curricula, teaching materials, teacher training, part of initial VET and adult training drafted and implemented, both as part of business education and as a compulsory subject for all.</p> <p>Key competencies captured by the EU Small Business Act Istanbul Indicators are reflected in VET training curricula and courses</p> <p>Tailor-made entrepreneurship programmes specifically targeting girls and women, including in rural areas</p> <p>Leadership and management skill programmes developed and conducted specifically targeting women and girls</p>

		<p>materials, teacher training, etc.</p> <p>c. Incorporation of the EU Small Business Act Istanbul Indicators in VET training curricula, courses, materials, teaching methodology, and internship design.</p> <p>d. Development and implementation of tailor-made/target group specific entrepreneurship programmes specifically targeting girls and women, including in rural areas.</p> <p>e. Development and implementation of leadership and management skill programmes specifically targeting women and girls.</p>					
		<p>B4.5 Development of learning materials related to the transition to work skills.</p> <p>a. Development and operationalisation of a special mentoring programme for female students and graduates in non-traditional courses/professions.</p> <p>b. Implementation of the mentoring programme with a strong participation from private sector.</p>	2015-2018	25,337 ALL 250.000 USD	MoSWY NAVETQ	UN Women GIZ Career guidance tools to be considered	<p>Learning materials developed and teachers trained for implementing compulsory Skills for Life subject in secondary education.</p> <p>In line with national gender policy, promotion of women's and girls' uptake of non-professional courses, particularly in high-potential and high-productive sectors of the Albanian economy.</p>
B5	Enhancing recruitment and improving competences of VET	B5.1. Definition of a new policy for recruitment and	2015-2016	20,270 ALL	MoSWY NAVETQ	Korça University Polis University	Approved policy paper regarding competence standards, pre service training and induction periods, certification, criteria for selection or

	<p>teachers and teacher trainers (incl. pre service training and continuous professional development), actors in charge of regional management, school or centre directors/managers.</p>	<p>professional development of VET teachers and instructors to ensure quality of teaching and learning.</p> <p>a. Study of human resources and teaching staff for each public provider, as referred in provisions on educational norms, general teachers' standards, etc.</p> <p>b. Design of a policy paper regarding pre-service and continuous training, assessment and certification of VET teachers and instructors.</p> <p>c. Design of organics for each VET provider according to new staff needs.</p>		200.000 USD	MoES	<p>Tirana</p> <p>Teacher trade unions</p> <p>VET providers</p> <p>VET teacher training experts</p> <p>VET teachers</p> <p>International experts</p>	<p>recruitment, salary levels and continuous professional development of VET teachers and instructors (referring back to resp. CARDS document).</p>	
		<p>B5.2 Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile.</p> <p>a. Design and adoption of a national plan for selection/ recruitment and development of VET teachers and instructors/specialists with a projection for the next 5-10 year, also reflecting the redistribution of VET</p>	2014-2020	152,025 ALL 1.500.000 USD	NAVETQ	<p>MoSWY</p> <p>International and local experts</p> <p>GIZ/ETF Baseline survey of public VET providers 2014 findings to be considered</p>	<p>Once regional VET providers network and VET profiles to be offered have been redefined, a national plan for selection/ recruitment and development of VET teachers and instructors/ specialists in 5-10 year perspective approved.</p>	

	<p>providers and offers.</p> <p>b. Promotion of competence/merit-based career development of female and male VET professionals.</p>						
	<p>B5.3 Review of the VET teachers preparation model.</p> <p>a. Development of VET teacher pre-service programme.</p> <p>b. Implementation of a pre/service training at the system level.</p> <p>c. Organisation of a VET instructor post/secondary programme and training delivery to the current teachers in pedagogical elements.</p> <p>d. Design of the legal and by-legal basis for integration of vocational teacher's profession in VET schools in the list of regulated professions/occupations.</p> <p>e. Preparation/development of the Question Bank for the State Exam.</p>	2014-2020	<p>253,375 ALL</p> <p>2.500.000 USD</p>	NAVETQ	<p>Ministry of Education and Sport</p> <p>Korca University</p> <p>Polis University Tirana</p> <p>Tempus programme in higher education</p> <p>VET providers</p> <p>Companies</p>	<p>VET teacher pre-service programme revised.</p> <p>Training actions to VET instructors in pedagogical elements delivered.</p> <p>Pre/service training program implemented as of 2015.</p> <p>Accreditation mechanism for the access to the VET teacher occupation and training actions are in place.</p>	
	<p>B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues.</p>	2014-2020	<p>50,675 ALL</p> <p>500.000 USD</p>	<p>MoSWY</p> <p>MoES</p> <p>Universities</p>	<p>UN Women</p> <p>VET providers</p> <p>Companies</p>	<p>Compulsory induction training on gender equality and social inclusion/diversity issues for potential VET teachers implemented.</p>	

	<p>a. Defining approach and methodology for including gender equality and social inclusion/diversity issues.</p> <p>b. Development of module and materials.</p> <p>c. Integration of gender equality and social inclusion/diversity issues and module in potential VET teachers' training curriculum.</p> <p>d. Identification of trainers for delivering training modules on gender equality and social inclusion/diversity issues for teachers.</p> <p>e. Establishment of an accreditation mechanism for VET gender trainers delivering teachers' training.</p>						
	<p>B5.5 Organisation and delivering of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues.</p> <p>a. Gender-sensitive training needs analysis.</p> <p>b. Definition of the annual plan to organise VET teacher training and fund allocation.</p> <p>c. List of available training modules recorded in a</p>	2014-2020	405,400 ALL 4.000.000 USD	NAVETQ (rather than ISHA) to be in charge of coordinating/organising VET teacher training.	International and local experts (GIZ, Swisscontact, Kulturkontakt models)	<p>Training needs identified.</p> <p>Database of trainers (including those trained under different donor projects), by specialist area, for both pre and in service training prepared.</p> <p>List of available training modules recorded in a database.</p> <p>Annual plan to organise VET teacher training defined and funds allocated.</p> <p>Networks of teachers in the same occupational field organised (as communities of practice).</p> <p>Online teacher materials for self-learning adopted.</p> <p>Modules on gender equality and diversity knowledge skills are integral part of VET teacher training materials.</p>	

		<p>database.</p> <p>d. Establishment of networks of teachers in the same occupational field (communities of practice).</p> <p>e. Publication of online teacher materials for self-learning.</p> <p>f. Designing of modules on gender equality and diversity knowledge skills as integral part of VET teacher training materials.</p>					
		<p>B5.6 Organisation and delivering of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors).</p> <p>a. Identification of training needs.</p> <p>b. Development of training programs and relevant materials.</p> <p>c. Creation and continuous updating of a database of accredited trainers and training modules, including those on gender, inclusion, and diversity management.</p> <p>d. Institutionalising the pool of VET gender trainers.</p> <p>e. Establishment of a network of directors of VET institutions facilitating exchange of information, learning from best practice and solving problems.</p>	2015-2017	101,350 ALL 1.000.000 USD	NAVETQ	<p>International and local experts</p> <p>MoSWY</p> <p>VET providers</p>	<p>Training needs identified.</p> <p>Database of accredited (gender) trainers and training modules created and updated.</p> <p>Network of directors of VET institutions exchange information, learn and solve problems.</p> <p>Training actions to managers, directors, Board members and other VET human resources are delivered starting from 2015.</p>

Strategic Objective C: Promote social inclusion and territorial cohesion						Outcome Indicator: All women and men have access to training and support services enabling their contribution to, and benefiting from, socio-economic development across regions, especially the rural population.		
No.	Sub-objective	Actions to be taken	Timeline	Financial resources /000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
C1	Extending employment and vocational training services to rural areas	<p>C1.1 Establishment of inter-ministerial cooperation to address the situation in rural areas, including the coordination with government initiative and strategies including Strategy for Rural Development.</p> <p>a. Provision of inputs to Rural Development Strategy by Ministry of Agriculture, Rural Development and Water Administration for increasing the female and male skills base and employability in rural areas.</p> <p>b. Revisiting statistical survey methodologies to consider women and men living in rural areas.</p> <p>c. Establishment of a new procedure for registering female and male unemployed jobseekers from rural areas.</p> <p>d. Definition and</p>	2015-2017	50,675 ALL 500.000 USD	MoSWY NES	<p>Min of Agriculture, Rural Development & Water Administration</p> <p>INSTAT</p> <p>Technical assistance by ILO, UNDP and UN Women</p> <p>International and local experts</p>	<p>Inputs to Rural Development Strategy by Ministry of Agriculture and Rural Development provided.</p> <p>Statistical survey methodologies revisited to consider women and men living in rural areas.</p> <p>New system in place for registering female and male unemployed jobseekers from rural areas.</p> <p>Reconsider definition of "self-employed" in rural areas together with INSTAT. People (families) who own a piece of land are not self-employed <i>per definitionem</i> (e.g. Macedonia and Romania do cover people in villages).</p> <p>System for registration of female and male rural workers, payment of a small tax for receiving minimum social protection and employment services in return defined and implemented.</p> <p>Statistical methodology tracking female/male rural out-migration established.</p> <p>Areas of significant out-migration from rural areas to urban areas are mapped</p>	<ul style="list-style-type: none"> • Share of long-term unemployed (over total unemployment), by sex; • Youth unemployment rate (15-24) in rural and urban areas, by sex; • Gender wage gap in urban/rural areas; • Employment divide across regions, by sex; • Unemployment among returnees, by sex; • Share of social assistance beneficiaries referred to employment services and programmes, by sex; • Share of individuals both socially and economically excluded (i.e. Roma, migrants, PWD, etc.), by sex; • Number of female/male individuals receiving social assistance and registered with the employment services; • Share of social assistance beneficiaries

	<p>implementation of a system for registration of female and male rural workers, foreseeing payment of a small tax for receiving minimum social protection and employment services.</p> <p>e. Establishment of a statistical methodology tracking female/male rural out-migration towards urban areas</p>						<p>accessing employment services and programmes, by sex;</p> <ul style="list-style-type: none"> • Share of benefit recipients shifted from welfare to work, by sex; • Number and type of efforts resulting in increased child care facilities for 3-5 year old including in rural areas; • Share of girls/boys aged 3-5 who attend kindergarten over total number of girls/boys aged 3-5 in urban/rural areas.
	<p>C1.2 Expansion of the employment services to rural areas.</p> <p>a. Mapping of territorial coverage of NES office/services with a focus on uncovered areas to ensure service delivery according to regional needs and differences.</p> <p>b.Updating NES staff's knowledge on needs of women and men in rural areas and the required support measures, including training and other ALMPs.</p> <p>c. Drafting and implementation of NES Action Plan including capacity development of NES staff.</p> <p>d. Development of initiatives to promote registration of unemployed women and men from rural areas.</p>	2015-2020	50,675 ALL 500.000 USD	MoSWY NES	MoARDWA NES Regional and local offices Rural development partners at national and local levels International experts ILO	<p>Territorial coverage of NES office/services is mapped out. (Focus on uncovered areas with a view to ensure service delivery according to regional differences.)</p> <p>NES staff have updated their knowledge on needs of women and men in rural areas and the support including training and other ALMPs to which they could be referred. Action Plan including capacity building of NES staff is drafted and implemented.</p> <p>Initiatives to promote registration of unemployed women and men from rural areas are developed</p> <p>Mobile units offer employment services to female and male unemployed jobseekers in rural areas.</p>	

		e. Provision of employment services to female and male unemployed jobseekers in rural areas.						
		<p>C1.3 Increase of VET offers in rural areas and outreach to excluded, vulnerable women, girls, boys and men in these areas.</p> <p>a. Public or private training providers establish satellites or mobile units to offer training courses in rural areas, tailored to the needs of the rural population, including female and male youth, and women of all age groups.</p> <p>b. Basic & practical skills courses for crafts trades, farming, food processing offered to female and male rural workers.</p> <p>c. Post-secondary VET to cover agro-food processing technician training, particularly for women.</p>	2015-2020	760,125 ALL 7.500.000 USD	MoSWY NES	<p>International partners</p> <p>Local trainers/coaches</p> <p>NGOs</p> <p>Rural development partners</p> <p>Universities</p> <p>VET providers</p> <p>MEDTE</p>	<p>Public or private training providers to establish satellites or mobile units to offer training courses also in rural areas, tailored to the needs of rural population, including female and male youth and women of all age groups.</p> <p>Basic & practical skills courses for crafts trades, farming, food processing offered to female and male rural workers.</p> <p>Post-secondary VET to cover agro-food processing technician training, particularly for women.</p>	
		C1.4 Training and employment of marginalised and disadvantaged women and men, including Roma and PWD.	2015-2020	152,025 ALL 1.500.000 USD	MoSWY NES	<p>NES regional and local employment offices</p> <p>Rural development partners</p>	<p>A new program on wage subsidies and on the job training for people with PWD will be implemented for the first time in 2014.</p> <p>Review of the ALMMs is carried out and new measures designed.</p> <p>New measures for employment promotion</p>	

		<p>a. Development and implementation of the first program on wage subsidies and on the job training for women and men with disabilities.</p> <p>b. Review of the ALMPs.</p> <p>c. Design of new ALMPs measures, specially prepared for rural areas/disadvantaged population.</p>				<p>Technical assistance by ILO, UNDP and UN Women</p>	<p>of marginalised and disadvantaged women and men, among which Roma and PWD are extended to rural areas.</p>
C2	<p>Promoting social entrepreneurship (social economy and the third sector jobs) and women's economic empowerment</p>	<p>C2.1 Design and implementation of measures in relation to social entrepreneurship.</p> <p>a. Concept of social enterprise (incl. model of cooperatives) is defined and addressed through proper legislation.</p> <p>b. Composition of comprehensive start-up strategies including one-stop-shop consultancy, professional business idea assessment.</p> <p>c. Provision of modularized, gender-sensitive capacity development measures for clients in preparation of a start-up, and on-going consultancy for at least the first year of self-employment.</p> <p>d. Basic & practical business skills courses on management, marketing, use of technology, adding</p>	<p>2015-2020</p>	<p>354,725 ALL</p> <p>3.500.000 USD</p>	<p>MoSWY NES</p>	<p>International partners</p> <p>Local trainers/coaches</p> <p>NGOs</p> <p>Rural development partners</p> <p>MoEDTE MoARDWA</p>	<p>Increase in the number of women and girls benefiting.</p> <p>Tracer study on female/male beneficiaries progressing into employment, start-up, clusters etc, in rural and urban areas.</p> <p>Mentoring programme for women and girls in place and accessible in rural areas.</p> <p>Concept of social enterprise (incl. model of cooperatives) is defined and addressed through proper legislation, in a SEE regional perspective.</p> <p>Comprehensive start-up strategies consisting of one-stop-shop consultancy, professional business idea assessment is composed.</p> <p>Modularised training in preparation of a start-up and on-going consultancy for at least the first year of self-employment is assured</p> <p>Required qualifications ensuing from the Small Business Act for Europe - Istanbul Indicators integrated into NES modules, and reflected in all training, coaching, counseling and business consultancy measures.</p> <p>Increased access to training and the labour market for women by supporting policies, measures and initiatives that aim at</p>

		<p>value, building business, and start-up offered particularly for women and girls and especially in rural areas.</p> <p>e. Establishment of linkage between basic & practical business skills courses (NES/VET) to special programmes supporting clusters of women-run businesses and start-ups (MoEDTE).</p> <p>f. Establishing a mentoring programme for female VET graduates, ensuring access/reach-out in rural areas (mobile units).</p> <p>g. Development of special programmes for supporting clusters of women-run business and start-ups, including in rural areas.</p> <p>h. Conducting a tracer study on women and girls benefiting from measures/programmes in relation to social entrepreneurship and women's economic empowerment, including in rural areas.</p> <p>i. Integration of required qualifications ensuing from the Small Business Act for Europe - Istanbul</p>				<p>reconciling work and family life (e.g. child care facilities), including in rural areas.³</p> <p>Inter-sectoral cooperation between the Policy Advisory Group on Women's Entrepreneurship (MoEDTE), NES and the VET system.</p>	
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³ Pursuant to ILO Convention 156 on Workers with Family Responsibilities (ratified by Albania 11 October 2007); the European Commission's Community Charter of the Fundamental Social Rights of Workers; and to the 1998 guidelines for Member States' employment policies, adopted by the Council of Ministers in December 1997, which reaffirms the central role of childcare provisions in reconciling work and family life and calls for adequate provision to be made for the care of children and other dependents.

		<p>Indicators into NES modules, and their reflection in all training, coaching, counseling and business consultancy measures.</p> <p>j. Training of Trainers on SBA Europe Istanbul Indicators for VET teachers</p> <p>k. Training on the practical application of the SBA Europe Istanbul Indicators for all coaches, trainers, NES specialists, business consultants, collaborating NGOs.</p> <p>l. Provision of support to policies, measures and initiatives that aim at reconciling work and family life (e.g. child care facilities), including in rural areas.ⁱ</p> <p>m. Participation of VET policy specialists and decision-makers in meetings of the multi-stakeholder Policy Advisory Group on Women's Entrepreneurship under MoEDTE.</p>						
		<p>C2.2 Creation of conditions for fostering female and male employment in the third sector (social enterprise focus).</p>	<p>2015-2020</p>	<p>152,025 ALL</p> <p>1.500.000 USD</p>	<p>NES MoSWY</p>	<p>International partners</p> <p>Local trainers/coaches</p> <p>NGOs</p> <p>Rural development partners</p>	<p>Capacity building of NGOs including improvement of management knowledge and skills, supporting professionalism, training for the establishment and implementation of new business, and promotion of "learning partnership" is promoted.</p> <p>Training of local and regional authorities</p>	

		<p>a. Promotion of capacity building of NPOs including improvement of management knowledge and skills, supporting professionalism, training for the establishment and implementation of new business, and promotion of "learning partnership".</p> <p>b. Delivery of training of local and regional authorities and public institutions how to work with third sector organizations.</p> <p>c. Promotion of cooperation between NGOs and the business sector.</p>					<p>and public institutions how to work with third sector organizations is delivered.</p> <p>Cooperation between NGOs and the business sector is promoted.</p>	
C3	Introduce an activation strategy to minimize inactivity and welfare traps	<p>C3.1 Reform of social assistance system to avoid leakages, targeting errors and increase coverage of eligible individuals and to link welfare with reintegration into the labour market.</p> <p>a. Harmonized delivery of employment and social services to address the needs of female and male individuals facing multiple disadvantages, maximize the interaction between passive and active policies, identify disincentives to labour market participation, and reduce welfare dependency.</p>	2014-2020	304,050 ALL 3.000.000 USD	MoSWY MoF	<p>Social Security Institute</p> <p>NES</p> <p>Local government/ Municipalities</p> <p>World Bank</p>	<p>Harmonized delivery of employment and social services to address the needs of individuals facing multiple disadvantages, maximize the interaction between passive and active policies, identify disincentives to labour market participation, and reduce welfare dependency.</p> <p>A system combining social welfare and active labour market policies (possibly including a community works programme) is established to support labour market integration of <i>Ndihma Ekonomike</i> recipients.</p> <p>A monitoring mechanism is established which tracks the situation of vulnerable and/or socially excluded women and men in Albania, including those affected by migration.</p>	

		<p>b. A system combining social welfare and active labour market policies (possibly including a community works programme) is established to support labour market integration of Ndihma Ekonomike recipients.</p> <p>c. Establishment of a monitoring mechanism to track the situation of vulnerable and/or socially excluded women and men in Albania, including those affected by migration.</p>						
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Strategic Objective D: Strengthen the governance of labour market and qualification systems							Outcome Indicator: Labour market and qualification systems are well governed and use the financing and human resources in a transparent and effective manner	
No.	Sub-objective	Actions to be taken	Timeline	Financial resources /000 ALL & USD	Responsible Units		Outputs & Indicators	
					Lead Agency	Together with	Outputs	Performance indicators
D1	Reforming the financing and governance of the labour market and VET systems.	<p>D1.1. Creation of an Employment and Skills Development Fund.</p> <p>a. Development of Employment and Skills Development Fund principles and mechanisms for both the collection of contributions and the disbursement of</p>	2014-2020	<p>81,080 ALL</p> <p>800.000 USD</p>	MoSWY MoF	<p>Social partners</p> <p>International donors</p> <p>Private companies</p> <p>Employment and Skills</p>	<p>Employment and Skills Development Fund principles and mechanisms for both the collection of contributions and the disbursement of funds developed in consultation with the private sector and donors.</p> <p>Legislation for Employment and Skills Development Fund drafted and adopted.</p> <p>Employment and Skills Development Fund managers and staff recruited and trained.</p>	<ul style="list-style-type: none"> • Share of staff of the Employment and VET Departments dealing with core tasks; • Level of implemented actions compared to interventions planned in the Annual National Action Plan; • Social dialogue tables regularly conveyed to

	<p>funds in consultation with the private sector and donors.</p> <p>b. Drafting and adoption of legislation for the Employment and Skills Development Fund.</p> <p>c. Recruitment and training of Employment and Skills Development Fund managers and staff.</p> <p>d. Drafting and operationalization of Employment and Skills Development Fund procedures.</p> <p>e. Drafting and implementation of Annual Implementation Plans in line with specified regulations.</p> <p>f. Strengthening of the role of business as intermediaries.</p> <p>g. Publication of Calls for Applications to fund training and employment measures according to specified criteria.</p> <p>h. Signing and management of contracts with providers.</p> <p>i. Implementation of awareness-raising, publicity, monitoring, evaluation and reporting activities.</p>				<p>Development Development Fund management authority</p> <p>Technical assistance provided by ILO-EU IPA 2010 project</p>	<p>Employment and Skills Development Fund procedures drafted and made operational .</p> <p>Annual implementation plans drafted and implemented through specific regulations.</p> <p>The role of business as intermediaries is strengthened.</p> <p>Calls for applications published to fund training and employment measures according to specific criteria.</p> <p>Contracts with providers signed and managed.</p> <p>Awareness-raising, publicity, monitoring, evaluation and reporting activities implemented.</p>	<p>discuss structural reforms;</p> <ul style="list-style-type: none"> • Range of gender-sensitive employment indicators used for reporting to the Government on employment and VET; • Application of the relevant indicators of National Set of Harmonised Indicators in monitoring VET and labour market developments; • Number of Private Employment Agencies authorized to operate under the new legislative framework; • Amount invested in vocational education and training; • Share of vocational education and training graduates employed in occupation of training, by sex; • Number of Sector Committees established; • A RPL mechanism and regulations for evaluating/assessing knowledge, skills and competences is in place; • Number of individuals undergoing RPL assessments, by sex; • A skills forecasting system is available to plan vocational education and training delivery;
	<p>D 1.2. Creation of (an) autonomous structure(s) for the administration, the development and</p>	<p>2015-2016</p>	<p>152,025 ALL</p> <p>1.500.000 USD</p>	<p>MoSWY</p> <p>NAVETQ</p> <p>NES</p>	<p>MoES</p> <p>Social Partners</p> <p>International</p>	<p>Revised Law and related by-laws drafted and adopted</p> <p>Strong private sector participation ensured</p>	

		<p>oversight of VET (the current NAVETQ).</p> <p>a. Improvement of legal and by-legal basis which guarantees well-functioning of financial administration of public VET providers.</p> <p>b. Assurance of strong private sector participation in the decision-making of structures and annual development activities.</p> <p>c. Establishment of structure(s) for the administration, development and oversight of VET and definition of procedures and action plans.</p> <p>d. Recruitment and training of all staff in line with the new tasks, revised curricula and results of a training needs analysis.</p> <p>e. Establishment of gender equality and diversity management skills as required core competences among VET providers, managers, administrators, specialists, inspectors, and evaluators.</p> <p>f. Approval of annual plans for VET development in line with NESS 2020 Action Plan and assurance of progress reporting.</p> <p>g. Establishment of supervising sector</p>				<p>agencies and experts</p> <p>Technical assistance by ETF (for work on comprehensive VET legislation)</p> <p>IPA 2013VET project</p>	<p>in the decision-making of the structures and annual development activities.</p> <p>Structure(s) for the administration and development of VET in Albania established and organisational chart and tasks defined.</p> <p>Staff recruited and all staff trained in line with the new tasks and a training needs analysis.</p> <p>Annual plans for VET development approved in line with NESS 2020 Action Plan and progress reporting assured.</p> <p>Tasks of the structure in charge of VET development include among others:</p> <p>Supervising sector committees to analyse skill needs and draft qualifications (see D2).</p> <p>Vocational qualifications of AQF developed for priority sectors and inserted in the database</p> <p>Annual plans for investments into buildings and equipment drafted and implementation monitored.</p> <p>Management of the reconceptualised and rationalised network of public VET providers, based on redefined status of these VET providers. Frame curricula developed, based on respective vocational qualifications and levels of competence (see B2.2)</p> <p>In-service VET teacher training organised (see B5)</p> <p>Research and development projects and related calls for applications, as well as competitions are prepared and administered.</p> <p>Cooperation with donors, and follow-up of donor initiatives is ensured.</p> <p>Participation in EU dialogue processes, reporting exercises and programmes ensured.</p> <p>VET system is capable to prepare</p>	<ul style="list-style-type: none"> • Percentage of women in leadership/decision-making/management position in all VET and NES bodies; • A model for credit accumulation and transfer is developed; • EU-approximated national legislation regulating working conditions, labour migration and OSH.
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		<p>committees to analyze skill needs, draft qualifications, and support VET-internal self-monitoring processes as part of quality assurance, monitoring and oversight.</p> <p>h. Design of annual plans for investments in buildings and equipment, including a plan and mechanism for monitoring implementation.</p> <p>i. Management of the reconceptualised and rationalised network of public VET providers, based on redefined status of these VET providers.</p> <p>j. Preparation and administration of research and development projects and related calls for applications, as well as competitions.</p> <p>k. Assurance of Cooperation with donors, and follow-up of donor initiatives.</p> <p>l. Assurance of participation in EU dialogue processes, reporting exercises and programmes.</p> <p>m. Integration of occupations which are in line with international market standards in particular EU into curricula and training methodologies.</p>				<p>specialists who are on demand not only in Albania, but also in other countries</p> <p>Curricula and training methodologies include occupations which are compatible in international markets, in particular EU.</p> <p>Foreign employers are offered opportunities to support VET of their potential employees before they depart for work abroad</p>	
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		n. Piloting of a system by which foreign employers are offered opportunities to support VET of their potential employees before they depart for work abroad.					
		D 1.3 Strengthening the role of the National Labour Council. a. Approval of a functional National Labour Council with tripartite representation. b. Development of the legal framework.	2014-2020	5,068 ALL 50.000 USD	MoSWY	Social Partners	Functional National Labour Council with tripartite representation is approved. Legal framework for operationalization of the National Labour Council is in place. Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions.
		D 1.4 Creation of a National Council for VET. a. Creation of mechanism and procedure for regular meetings of the National Council for VET and its Secretariat - Sectoral Working Group to be established. b. Establishment of the NCAQF and its Secretariat. c. Development and updating of the Council's Operational Plan. d. Establishment of ad hoc Working Committees. e. Deliberations on gender-equitable Employment and VET governance and financing according to the Council's	2015-2020	152,025 ALL 150.000 USD	MoSWY	MoES MoETE MoARDWA MoF Social Partners Technical assistance by ADA	Mechanisms for regular meetings of National Council for Employment and VET are created. Ad hoc working committees are established. Operational Plan of the National Council for Employment and VET is in place and regularly updated. Deliberations on gender-equitable Employment and VET governance and financing are taken timely.

		Operational Plan.						
D2	Developing and implementing the Albanian Qualification Framework.	<p>D2.1 Review of the work undertaken on vocational qualifications of the AQF.</p> <p>a. Revision of AQF law and development of by-legal acts to amend and implement the AQF law.</p> <p>b. Reviews on the work done so far on qualifications by NAVETQ and under different donor projects, and on qualifications offered by public or private VET providers or universities.</p> <p>c. Revision of the system for evaluation and certification of qualifications.</p> <p>d. Conceptualization of the credit system model to be applied in levels 2-5 of the AQF.</p>	2014-2020	152,025 ALL 150.000 USD	MoSWY NAVETQ	MoES Social partners Technical assistance by ETF 2014-2017 International and local experts	<p>Legal framework for AQF has been reviewed.</p> <p>Legal package (financial, administrative etc. regulations) has been prepared.</p> <p>Reviews undertaken on the work done so far on qualifications by NAVETQ and under different donor projects, and on qualifications offered by public or private VET providers or universities or existing only on paper.</p> <p>Research of various models for implementation of the credit system in VET is undertaken.</p> <p>Albanian credit system model is conceptualised.</p>	
		<p>D2.2 Establishment and operationalization of sector committees.</p> <p>a. Conceptualization of the operational sector committee mechanism.</p> <p>b. Establishment of sector committees with social partner representation and minimum representation of 30% qualified women.</p> <p>c. Review of qualifications required within each Sector Committee's</p>	2015-2018	20,270 ALL 200.000 USD	NAVETQ	<p>Social partners</p> <p>International and local experts</p> <p>Technical assistance by ILO</p>	<p>Sectors of strategic importance to Albania have been prioritised and sector committees established with social partner representation.</p> <p>Compliance with 30% minimum quota of qualified women in leading/decision-making/management positions.</p> <p>Sector committees reviewed qualifications required within their sector.</p> <p>NAVETQ revised list of professions.</p> <p>Sector committees developed occupational standards at different levels of competence for a prioritised list of occupations.</p>	

	<p>sector.</p> <p>d. Participation of the Sector Committees in the revision of the National List of Professions.</p> <p>e. Participation of the Sector Committees in the development of occupational standards at different levels of competence for a prioritised list of occupations.</p> <p>f. Development of vocational qualifications of AQF for priority sectors and their insertion in the database.</p>					
	<p>D2.3 Revision and linking of curricula to the AQF.</p> <p>a. Revision of curricula on the basis of qualifications referenced to AQF levels.</p> <p>b. Interlinking of curricula with the AQF qualifications and standards.</p>	2015-2017	25,338 ALL 250.000 USD	NAVETQ	International and local experts IPA II projects	Curricula revised on the basis of qualifications referenced to AQF levels.
	<p>D2.4 Selecting bodies and putting in place procedures for the validation of qualifications, skills assessments, certification and the validation/ recognition of prior learning.</p> <p>a. Appointment of special bodies and establishment of procedures for the validation of qualifications;</p>	2014-2020	202,700 ALL 2.000.000 USD	NAVETQ	NES Technical assistance by ILO-EU IPA 2010 Project to implement the pilot for RPL IPA II projects	<p>Bodies appointed and procedures in place for the validation of qualifications; assessments of knowledge, skills and competences; certification; and validation of prior learning.</p> <p>National system of qualifications is capable of recognizing work experience, skills and qualifications received abroad.</p>

		<p>assessments of knowledge, skills and competences; certification; and validation of prior learning.</p> <p>b. Establishment of a national system for recognize qualifications, work experience, skills obtained/received abroad.</p>						
D3	<p>Improving the quality and gender-sensitivity of labour market information and ensure its use for more equitable and effective governance, including funding</p>	<p>D3.1 Gender-sensitive review of existing surveys and analysis of skills needs at national and regional levels.</p> <p>a. Delivery of regular gender-sensitive national skill needs analyses and publication of findings on line.</p> <p>b. Integration of mobility considerations in skills needs assessment and related methodologies.</p> <p>c. Capacity development measures for NES, NAVETQ, National Council for VET, MoSWY, VET experts and practitioners etc. on integrating gender equality, diversity and equal opportunity aspects into all methodologies and studies, and into the analysis and interpretation of VET and labour market data.</p> <p>d. Reflection of the findings of national skill needs analyses in the re-</p>	2015-2020	<p>30,405 ALL</p> <p>300.000 USD</p>	<p>MoSWY</p> <p>NAVETQ</p> <p>NES</p>	<p>GIZ is developing selected instruments of a labour market information system</p> <p>ILO-UNDP SIVET project has carried out SNA surveys</p>	<p>Regular gender-sensitive national skill needs analyses carried out and findings published on line.</p> <p>Skills needs assessment and related methodologies take into account mobility/migration of the population.</p> <p>Capacity development measures that ensure that gender equality, diversity and equal opportunity aspects are integrated into all methodologies and studies, and into the analysis and interpretation of VET and labour market data</p> <p>Regional skill needs, using ETF-GIZ baseline study and regional development plans (UNDP), among others.</p> <p>National and regional skill needs analyses have informed the re-conceptualization of the network of VET providers and the gender-sensitive VET profiles offered in Albania and in each region.</p>	

	conceptualization of the network of VET providers and the gender-sensitive VET profiles offered in Albania and on a local level.						
	<p>D3.2 Establishment of a gender-sensitive tracer system for VET graduates (initial and continuous training).</p> <p>a. Implementation of gender-sensitive tracer systems by all VET providers and publishing of results to the general public.</p> <p>b. Design and implementation of measures for closing gaps in gender-specific data and information.</p> <p>c. Capacity development for policy makers to recognize skill gaps and gender inequalities in the national labour market and to elaborate respective measures promoting skill transfer from other labour markets.</p>	2014-2020	40,540 ALL 400.000 USD	MoSWY NAVETQ NES	ILO-EU IPA 2010 project is piloting a tracer system for VTC's GIZ work on tracer system IPA II projects	<p>Gender-sensitive tracer systems implemented by all VET providers and results released to the general public.</p> <p>Female and male graduates are tracked and gaps in gender-specific data and information closed.</p> <p>Results obtained through gender-sensitive tracer studies inform VET and labour market policy, management, decision-making, prioritization and budget allocation.</p> <p>Employment policy makers are capable of recognizing skill gaps in the national labour market and elaborate measures promoting skill transfer/borrowing from other labour markets</p>	
	<p>D3.3 Developing information sharing instruments about gender-sensitive labour market data (labour market bulletins, websites etc.).</p> <p>a. Regular release of gender-sensitive labour</p>	2014-2020	20,270 ALL 200.000 USD	MoSWY NAVETQ NES	GIZ is developing selected instruments of a labour market information system	<p>Gender-sensitive labour market data are released regularly.</p> <p>Gender equality, diversity and equal opportunity goals are integrated into all procedures and processes of information sharing, and into the analysis and interpretation of labour market data.</p> <p>Labour market information system (LMIS) is capable of feeding into decision making on</p>	

		<p>market data.</p> <p>b. Integration of gender equality, diversity and equal opportunity goals into all procedures and processes of information sharing, and into the analysis and interpretation of labour market data.</p> <p>c. Labour market information system (LMIS) is capable of feeding into decision making on broadening/narrowing access of foreigners to labour market in Albania, identifying sectors, locations with labour shortages and structural imbalances.</p> <p>d. Insertion of gender-sensitive labour migration indicators in LFS.</p> <p>e. Design and adoption of a gender-sensitive methodology for statistics on labour migration.</p> <p>f. Regular reporting on female/male labour mobility/migration within, to, and out of Albania.</p>					<p>broadening/narrowing access of foreigners to labour market in Albania, identifying sectors, locations with labour shortages and structural imbalances.</p> <p>Gender-sensitive labour mobility/migration indicators are inserted into the LFS and monitored.</p> <p>Methodology for gender-sensitive measuring of labour migration in Albania is developed and applied for generation of statistical data.</p> <p>Regular gender-sensitive report on labour mobility/migration within, to, and out of Albania is produced.</p>	
		<p>D3.4 Establishment of mechanisms for sectoral skills forecasting.</p> <p>a. Designing of a sectoral skills forecasting methodology.</p>	2018-2020	10,135 ALL 100.000 USD	MoSWY NAVETQ NES	International experts	Sectoral skills forecasting methodology is designed	
D4	Modernising the legislative framework for VET (initial VET and adult training)	D4.1 Review of all pieces of existing legislation that regulate VET (in schools,	2015	10,135,000 ALL 100.000 USD	MoSWY MoES	Legal experts	Legal working group is created to review examples from other countries and design a new comprehensive VET framework	

		<p>VTCs, or higher professional education at universities, by public or private providers) and aspects related to VET (curriculum development, teacher training etc.).</p> <p>a. Establishment of a legal working group to review examples from other countries and design a new comprehensive VET framework legislation.</p> <p>b. Development of the new framework VET legislation that regulates all aspects of a modern VET system.</p> <p>c. Drafting and adoption of the Revised VET Law and related by-laws, including the new Vocational Education and Training Law in the Republic of Albania.</p> <p>d. Establishment of a working group and promotion of campaigns and debates to discuss the draft law.</p> <p>e. Discussion of the new VET Draft law with specialists, VET providers' managers, interest groups representatives, etc.</p> <p>f. Development of the final version of the new VET law alongside with the report and submission for adoption.</p>				<p>Technical assistance by ETF 2014-2017</p>	<p>legislation.</p> <p>New framework VET legislation in place, that regulates all aspects of a modern VET system.</p>	
D5	National legislation regulating	D5.1. Approximation of	2014-2020	50,675 ALL	MoSWY	MoJustice	Legislation adopted in conformity with EU legislation.	

	<p>mobility and labour market governance are in line with the country's broader socio-economic development goals and EU Acquis.</p>	<p>relevant Albanian legislation with EU Directives.</p> <p>a. Operationalisation of a respective working group of experts.</p> <p>b. Identification of relevant articles requiring updating/approximation (incl. seasonal workers, single permit, researchers and scientists, family unification).</p> <p>c. Preparation of draft amendments.</p> <p>d. Tabling of draft amendments for feedback and revision by the Working Groups.</p> <p>e. Submission of final amendment drafts for endorsement by the Government of Albania.</p> <p>f. Improvement and progressive integration of the Albanian legislation with the acquis communautaire through the adoption of 19 OSH regulations towards the implementation of occupational safety and health legislation.</p> <p>g. Revision of current legislation with regard to Article 34 (1) on young people towards implementation of the framework directive 94/33 EC.</p>		<p>500.000 USD</p>		<p>IOM</p> <p>MoFA</p> <p>Ministry of Internal Affairs</p> <p>MoH</p> <p>MTI</p> <p>MEI</p> <p>MIE</p> <p>Technical assistance by ILO</p>	<p>Compliance is ensured on blue card directive, seasonal worker directive, single permit, researchers and scientists, family unification.</p> <p>SEE regional labour market is more inclusive and labour mobility is promoted across countries.</p> <p>OSH Regulations developed by the line ministries are in place through a CMD.</p> <p>The Regulation on the protection of pregnant women, women after childbirth, and breastfeeding mothers is in place through a CMD.</p> <p>The Regulation on the protection of minors at workplace is in place through a CMD.</p> <p>The Policy Document on OSH 2014-2020 is in place through a CMD.</p> <p>Existing legislative and procedural framework on labour inspection and enforcement is compliant with EU directive on sanctions against employers hiring irregular migrants.</p> <p>Labour inspectors are knowledgeable on rights and duties of foreigners working in Albania, capable of identifying (potential) victims of trafficking and referring them to relevant authorities.</p> <p>Mechanisms of protecting labour and human rights of migrants are in place.</p> <p>Legislation/by-laws for inspections amended to ensure that ALMPs can be implemented and (regulated) professions with high health& safety risks are inspected.</p>	
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	<p>h. Revision of current legislation in line with national Gender Equality Law and Articles 2, 5 and 6 of Pregnant Workers Directive.</p> <p>i. Monitoring and analysis of implementation of OSH legislation in practice and proposal for changes.</p> <p>j. Adoption of the Occupational Safety and Health 2014-2020 document by a DCM</p> <p>k. Development of OSH regulations to implement the occupational safety and health law.</p>						
	<p>D5.2. Closing of skills gaps in the local labour market by active employment of specialists.</p> <p>a. Design and implementation of Skills Transfer Programmes.</p> <p>b. Cooperation agreements established with other SEE countries for skills transference.</p> <p>c. Review or adoption of new legislation.</p>	2015-2018	20,270 ALL 200.000 USD	MoSWY	IOM Other regional actors and institutions	Skill transfer programmes are facilitated in the SEE region.	