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Toward a VET Cross Border network in the Adriatic Ionian Macro region"

# DELMVET

DELMVET - Developing an Efficient Locally Managed Model of Vocational Education and Training (IPA Adriatic Cross Border Cooperation Programme Priority 1 - Economic, Social and Institutional Cooperation Measure 1.4 - Institutional Cooperation DELMVET - 283/2009)"

## Toward a VET Cross Border network in the Adriatic Ionian Macro region"

DELMVET





## DEVELOPING AN EFFICIENT LOCALLY MANAGED MODEL OF VOCATIONAL EDUCATION AND TRAINING

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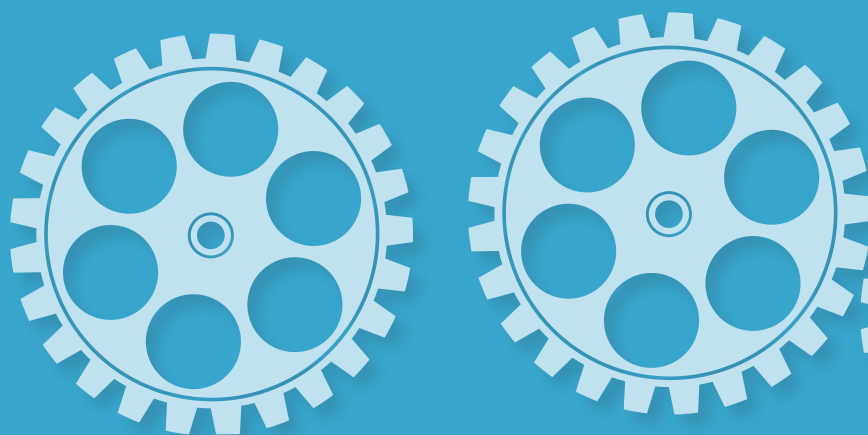


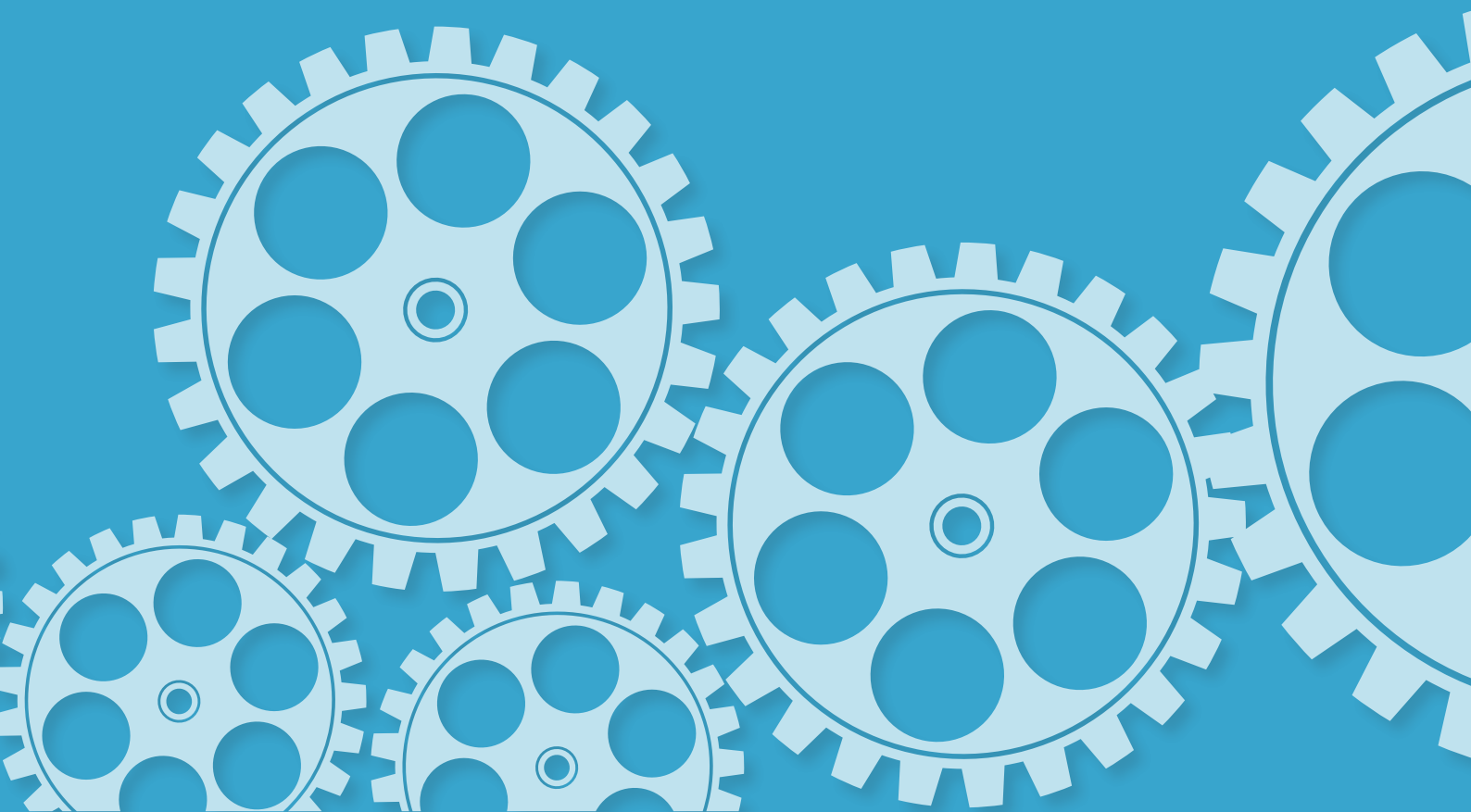
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# GENERAL INTRODUCTION



*DELMVET (acronym of Developing an Efficient Locally Managed Model of Vocational Education and Training) is a project funded by the 1<sup>st</sup> call for proposal of the Adriatic Cross Border Cooperation Programme. The project has been designed with the aim of promoting innovative actions on capacity building and know-how transfer within the Vocational Education and Training (VET) system of the Adriatic regions, supporting the socio-economical development of the area.*

*Now at its final stages, DELMVET has provided a framework to innovate, improve and achieve a more effective VET, through the introduction of locally tailored and managed models and the exchange of good practices across the Adriatic basin. The project been mainly based on a 3-step approach, able to be repeated, replicated, adapted and adopted in different contexts and economic sectors:*

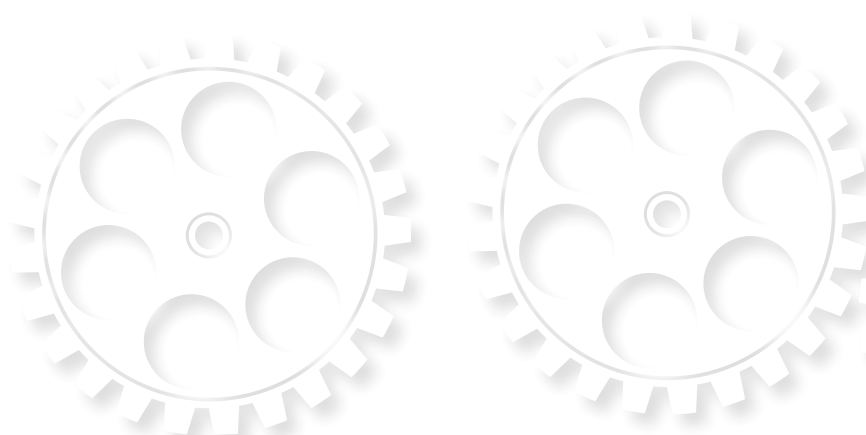
*First step: establishing, maintaining and fostering an active VET network, composed by a wide range of relevant key actors and stakeholders; introducing the issue of 'modern VET' though the share of experiences and good practices.*

*Second step: designing and systemising a deep and complete analysis of labour market needs in the target areas, with the aim of harmonizing the VET system with local and regional labour markets needs and requirements and providing a coherent (and respondent) VET offer.*

*Third step: developing and proposing a VET pilot model in post-secondary VET, promoting the integration of further levels of training (specific and tailored) within the VET system, strengthening the local management capabilities of the partners and stakeholders involved.*

*The main outcome of DELMVET is constituted by the designing of a shared and agreed strategy for the implementation of secondary and post-secondary VET models, through the exchange of experiences and know-how within the Adriatic basin.*

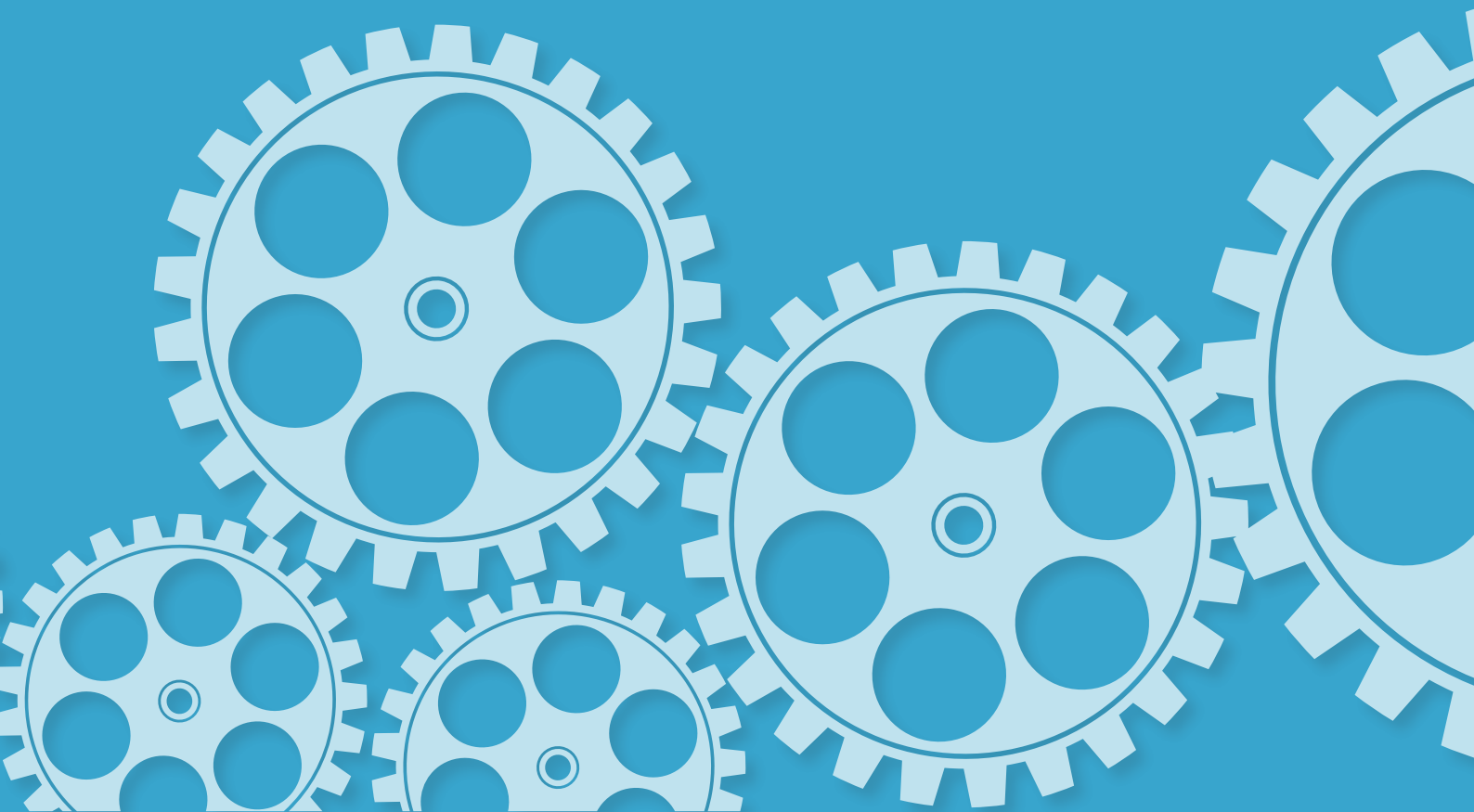
*On this respect, this book represents the first of three publications containing data and information on the major results of the project and on the procedures, activities and tools implemented to reach the project objectives. The documents included therein are the result of the joint effort of professionals and researchers coming from different regions of the Adriatic basin that have worked together to achieve the goals set above. The elaboration and dissemination of a standard methodology, formulated in compliance with the European Qualification Framework and the main European recommendations on the field of VET, has contributed to the construction of a common European space for lifelong learning, where innovative and effective models are jointly designed through the participation of social partners and in accordance with real socio-economic needs.*



I.

# ASSESSMENT OF LOCAL INSTITUTIONS OF VET SYSTEM IN DURRES REGION

Regional Council of Durres,  
Albania





# EXECUTIVE SUMMARY

## Introduction

This Study is part of the consulting services requested by Durres Regional Council (Lead Partner of the project DELMVET) within the WP n. 4, “VET Harmonization with Local Labour Market Needs”. The study has been conducted taking into account the main relevant conclusions and recommendations of prior studies, with the aim of assessing the feasibility of two priority post-secondary profiles in Albania.

The research will provide a double assessment evaluation of local VET institution's performance on micro and macro level dimensions, constituting a basis for the proposal of a pilot scheme for a locally managed model of VET in Durres Region. The economic development of Albania as a whole is strictly connected to a balanced development of its regions, particularly in rural areas. It requires a qualitative reform in pre-university education, especially in vocational education, with the (re)training of specialists and professionals of all levels and the further expansion of secondary vocational education. Institutional reforms are therefore of crucial importance, concerning both the decentralisation of VET, the development of appropriate methods of teaching and the availability of funding resources.

An appropriate legal framework for the implementation of these reforms already exists, and the DELMVET Project constitutes a first attempt on this direction.

One of the main objectives of the project is to harmonize the VET system supply with local labour market demand, with the implementation of VET pilot models. The present study aims at supporting this process, providing Durres Region with an overview of the existing vocational education and training supply, with a scheme of current main actors in the VET system and of the financial resources available, along with a summary of the major weaknesses of the system.





## Current developments of VET system

The Reform of the VET system has been a dynamic process in Albania. As a result, the structure of vocational secondary education changed from a 3+2 years system to a 2 +2 +1 years system. The main VET regulations were also modified, as testified by the Law no. 10434, dated 23.06.2011, which provided the necessary legal framework for VET and defined 4 levels of vocational education and training and their respective duration, in compliance with the main European Recommendations.

The Durres Region is a territorial unit composed by two districts, Durrës and Kruja, with 16 local government units, 6 municipalities and 10 communes. Communes and municipalities are the first level, while the Durres Regional Council is a second level unit of local government. The Durres Region has a surface of 775 square kilometers, with a population of nearly 410 thousands, experiencing a considerable increase as result of migratory movements after 90's.

The Durres Region has an extended network of primary (the nine-year schooling) and secondary education schools. There are 143 nine-year schools with a total number of 40,854 pupils and 31 schools of general secondary education and vocational secondary education attended by 13,256 pupils. In 2006 the first public University was created in Durrës City, owning now 10 faculties and a branch in Peshkopi. For the academic year 2011-2012, 8863 students attended the courses.

Around 12 thousands of enterprises run their business in Durres Region, divided in two categories: nearly 1100 big enterprises (about 220 in Kruja district), with an annual turnover greater than 8 million Leke, and a great number of small and medium enterprises. The structure of SME-s is in changing in order to better enter the global market, with 53% of SME engaged in trade, 10% in manufacture, 26% in other services, 8% in transport and 3% in construction sector.

The number of the employed persons in Durres Region, both in public and private sector, is nearly 140000 and the unemployment rate is around 14.1%.

The VET supply in Durres Region consists of two public vocational secondary schools and one Vocational Training Center. Both high professional schools (one of them with the status of a national school) offer studies in various profiles defined by MoES. The Training Centre instead is on dependence of the National Employment Service (NES). The teaching process in the vocational secondary schools is developed in 10 different specialties, while the number of attending students is increasing every year. It is noted that the largest number of pupils attending vocational schools is from Durres district. The growing demand for attending this type of education has led to a liberalized registration of pupils by the schools. The management of national schools as well as the maintenance of the equipment (furniture and machinery), is run by the MoES. Foreign donors have implemented projects in these schools. The dormitory is maintained and restructured by the Municipality of Durrës.

“B. Çela” School has the status of a national school and during the last three years (2010-2012) has prepared specialist and professionals in the following sectors: Auto-mechanic, Electro-mechanic, Thermo-hydraulic and Information technology and communication. The number of pupils has increased every year, even though there’s still a lack of appropriate infrastructures.

The vocational school “Hysen Çela” has an average of 750 pupils attending four types of courses for the following professional profiles: *hotel and tourism*, *confections - styling*, *food technology* and *economic*. This school is under the Regional Education Directorate (RED) of Durrës. In the past four years this school has been supported by donors of Austrian and French associations, supplying equipment and training of teachers.

The Public Centre of Vocational Training provides both vocational and non vocational courses. The most required vocational courses are: tailoring, electrical installation, plumbing, secretary and baby-sister and Italian language, computer programs. The whole later courses named above consist of about 50% of requests.

The PCVT has had an almost-constant attendance of courses in last three years, with an annual average of 2000 trainees, 75% of which completed the courses. Unfortunately, only the 10% of the income created by training fees remains to the Center, provoking a low motivation of staff to increase it.

The VET system in Durres Region functions and operates in respect to the regulation issued by two Ministries, MoES for vocational education and MoLSAEO for vocational training.

This type of VET structure creates a profound gap between vocational education and vocational training, seen as two absolutely separated public services, causing major performance problems.

Anyway, the two services are expected to be unified under the same Ministry in the next years, with considerable improvements in terms both of human and financial resources.

These changes will also helps in better defining the role of NAVETAQ and NES in curricula preparation and the position and responsibilities of the local RDE in the creation of a stable network for the management of the local VET system.



## Budgeting process of VET system

The State Budget planning for the education sector is defined by the Ministry of Education and Science on the basis of existing programmes. The budget for vocational secondary education is about 5-8% of MES budget, with limited opportunities to increase. This relatively small fund covers the expenditures of VET system all over Albania, while 21% of it is used for investment and 12% for operating expenses. The funding plan is designed on the basis of a *cost per pupil* indicator. In fact, the national schools like “B.Çela” and Sports school “B.Qeraxhia” may benefit of additional budget funds during the school year due to a motivated request.

The detailed budget for the years 2009 for the national high vocational school “B.Çela” shows that only about its 15% is destined to capital investment. Therefore Durres Region obtains annually only 138 million Leke, a very small amount compared with the substantial funding given to local governments. At the same time, the training of VET specialists remains a critical issue in order to boost local and regional economic development.

The budget of PCVT transferred by MoLSAEO through NES has been very small last three years, reaching the maximum of about 14 million Leke for the year 2012. Meantime, the Centre can obtain only 10% of the income from its training fees

## The role of local government in management of VET

Albania has already completed and approved the Strategy of Decentralization and Local Autonomy and institutional and legal reforms of local government have partially liberalized the use of local finances. With the changes made in 2008 and in 2011 to the Law “On vocational education and training” the Government has given to municipalities and communes the right to open local VET centers and manage pre-university education structures. However, there is still a discrepancy between the provision of vocational schools and the needs and requirements of the labour market, in terms of type and quality of professional profiles.

Nowadays, only 14% of pupils attend vocational education. The initiative undertaken by Durres Regional Council to establish a new VET scheme to foster the decentralization of the system at regional level was widely supported by 16 local governments units and other local stakeholders. The evaluation of local VET institutions has therefore given the possibility to discover its disadvantages, as well. Among these, the present research shows that the financing amount of by local governments for VET activities is not sufficient to cover the educational needs of the area. In fact, because the Durres Municipality gets about 80% of the budget of all municipalities at regional level through unconditional transfers from the state budget, it possesses significant financial potential to assist VET.

Considering the decentralization reform of local government as a priority of any government, it is then important to evaluate both the regulation on local tax system and the other relevant recent reforms aimed at increasing the local government budget, clearly indicating the necessary finances needed to effectively support the VET system at regional level.

## The main weaknesses of the existing VET system

The opportunities for pupils who have finished compulsory education to attend vocational education are limited. According to official data, only 2.489 pupils attended vocational education while 10.142 pupils are oriented toward general education. The assessment of VET local institution indicate as main reasons for this a series of defects, lacks, limitations and “not-s” that cause a weak performance of VET system.

Despite the recent reforms, the VET system is still is deeply centralized. Local governments have not concrete substantial power, while schools and VET centers operate in absence of competences and financial autonomy. The centralization of the VET system is the main reason of problems related to its performance, development, effectiveness and efficiency, causing the underdevelopment of this system in comparison with other Countries of the Adriatic Macro region and the EU standards required.

The “not-s” to support VET mainly concern the low interest of local governments, low business cooperation, the lack of teaching materials and didactical tools and the small amount of financial resources.

There is also a lack of harmonization and clarity among the different functions of the two Ministries in charge of vocational education, with serious consequences affecting the efficient use of resource, the curricula preparation, the overall quality in the provision of services and the implementation of employment promotion programs. The shortage of feasibility studies on labour market should be considered too as a critical issue within the system.

The study presented here reveals the main problems and disadvantages of the Albanian VET system, giving suggestions and recommendations on how to build an Efficient Locally Managed Model of Vocational Education and Training”, which is the main objective of the DELMVET project.



# INTRODUCTION

## Context to EU IPA DELMVET Project

As an integral part of the project DELMVET, the present study takes into account the main conclusions and recommendations of two prior studies realized within the Work Package 4 of the DELMVET Project:

- Survey on labour market in Durres Region;
- Feasibility study on the definition of two post-secondary professional courses.

Referring to the project's Terms of Reference, this Study will provide an evaluation of local VET institution's performance in two dimensions:

- a. an internal dimension (micro level dimension) providing an overview on services, internal staff, beneficiaries or clients, policy and/or internal organization, project of development and so on;
- b. an external dimension (macro level dimension) providing an analysis of the educational offer and the territorial networks of actors (local decision-makers, unions, local governments, type of labour market and its needs for VET supply, type of population interested to a certain learning offer and evolution of the needs, main results of work at national and European level concerning the VET sector).

This double assessment should serve even as a base for two other studies within the project aiming to propose a pilot scheme for a locally management of VET system in Durres Region.

## On the challenges of VET system in Albania

Albania is a developing Country with candidate-member status in the European Union (EU). The opportunity to access programs funded by the EU is one of the most important challenges for our Country.

For the coming years, all the developments that are mentioned above obviously require a qualitative reform in pre-university education, where an important role will be played by vocational education. The reforms in vocational qualification should address also the training of specialists and professionals of all levels, in order to cope with the development challenges. In particular, the strengthening of secondary vocational education and higher education should be one of the

government's strategic goals for the forthcoming period.

In order to achieve this objective, comprehensive policies and reforms should be designed, individuating qualitative indicators for assessing the state of the education system, as: institutional reforms, decentralisation of VET, use of appropriate methods of teaching and increasing budget and funding resources for VET.

In this context, it is of paramount importance to stimulate local governments towards the delegation of functions and the increasing of financial support of pre-university and vocational education.

Indeed, after the signing of the European Charter of Local Autonomy in 1998, Albania has already completed and approved its Strategy of Decentralization and Local Autonomy. Institutional and legal reforms of local government have given more access to the use of local finances which are supported by a decentralized legal framework, including the Law No. 8652, dated 31.07.2000 "On the organization and functioning of local government" and Law no. 9632, dated 30.10.2006 "On the local tax system."

The recent reforms in vocational education have allowed a slight modernization of secondary vocational education, making it more respondent to the needs of the labour market and increasing the number of pupils. Furthermore, with the changes made in 2009 and in 2011 with the Law "On education and vocational training", the government has deepened the decentralization of functions, promoting the participation of local actors to vocational education and training. In fact, the Ministry of Education and Science since 2009 has deepened the transfer of responsibilities to the communes and municipalities, to Regional Directories of Education and schools. However, the situation of the VET today is not in accordance with expectations and requirements of the labour market, because of the persistent gap between VET provision and the needs and requirements of the labour market.

## OBJECTIVES AND EXPECTED OUTCOMES

### Objectives

According to the Terms of References, the main objectives of the project DELMVET are:

- a. To harmonize the VET offer with local labour market demand
- b. To establish a locally managed pilot model of VET
- c. To establish a post-secondary pilot model within the VET system.

With the aim to provide the information needed to the realization of the second objective, taking into consideration the human and financial resources requested, it was possible for this study to individuate some favorable premises to this scope:

- The VET provision in Durres Region is one of the richest in Albania;
- The structure of the VET system in Durres Region is completed and operates according to recent Albanian laws and rules;
- The human resources involved in VET system are already prepared for a possible establishment of a locally managed pilot model;
- The financial resources available need additional funds for the improvement of its performance;
- The management of the VET system in Durres Region through a public private partnership is to be considered as a challenge that can be successfully faced out.

### Expected Outcomes

- A general overview of vocational education supply in Durres Region;
- A general overview of vocational training supply in Durres Region;
- The scheme of current administration of VET system in Durres Region;
- A description of the financing plan for the VET system in Durres Region;
- A description of the role of local government in managing and financing VET system;
- An explanation of the strengths and weaknesses of the Albanian VET system;
- A summary of main project outputs and outcomes.



## CURRENT DEVELOPMENTS OF VET SYSTEM

### Reformed VET system in Albania

The reform of the VET system has been a dynamic process in Albania. Its legal basis has been already sanctioned since 2002 through the adoption of the Law No. 8872, dated 29.03.2002 “On vocational education and training in the Republic of Albania”.

However, the main changes in the system of compulsory education happened in 2009, with the extension of the period of the elementary study from 8 to 9 years and few major changes in the structure of secondary education and relevant curricula. The reform process was also accompanied by the reduction in duration of the general secondary education from 4 to 3 years, while the structure of vocational secondary education changed from a 3+2 years system to a 2 +2 +1 years.

The above changes are associated with further legal amendments. The basic law for the VET was modified by Law no. 10434, dated 23.06.2011, accompanied with legal acts by providing the necessary legal framework for the implementation of a VET system.

A. Public and private vocational education after the termination of basic education. It has duration of 2-4 years, offering these levels of education:

- Basic vocational education at Level I (according to the International Standard Classification of Education, ICED 3C entry to employment), with a duration of two years. This level is equivalent to the level II of the Albanian Curriculum Framework (ACF) and European Curriculum Framework (ECF). It provides the certificate in basic vocational preparation (semi-skilled workers, assistant), and allows the transition to the level II of the AP
- Vocational education at Level II (IECD 3C), is oriented according some vocational profiles, with duration of 1 year. It is equivalent to the level III of the ACF and the ECF. It provides a certificate of vocational preparation of qualified workers. It allows the transition to Level III of the AP or in the labour market
- Technical/managerial education at Level III (ISCED 3A). It is oriented according vocational profiles, with duration of one year. It is equivalent to Level IV of the AQF and the ECF. In the end of this study level, the pupils are subject to the state vocational mature test. It provides the technician certificate, the state vocational certificate and allows the transition to the labour market and tertiary education.
- Post-secondary vocational education at Level IV (ISCED 4B). It has a



duration of 1-2 years and begins after the vocational secondary education (level III), or after the secondary school. A vocational diploma is issued at the end of the course enabling the transition to the labour market;

B. Public or private vocational training course after the basic education, provided by vocational training centers and lasting up to two academic years.

C. Vocational education and training in the dual form. It combines vocational education and training both in the school and in the workplace, in order to promote the acquisition of specific professional skills.

### Data on territory, population, education and employment in Durres Region

The Durres Region is a territorial unit created by Parliament with the law No.8653, dated 31.07.2000 "On administrative-territorial division of the Local Government units." It consists of two districts, Durrës and Kruja. There are 16 local government units, 6 municipalities and 10 communes, extended in these districts.

The Region has a surface of 775 square kilometers, divided in districts. The district of Durrës covers a surface of 430 km<sup>2</sup>; instead Kruja district lies in surface of 335 km<sup>2</sup>. After 90-s, the population in the Durres Region has experienced a considerable increase as result of migratory movements.

The city of Durres, the center city of the Region, has a population of around 200.311 inhabitants, while the Municipality of Kruja, the center of the district, has a population of about 16.020 inhabitants (data are taken from the Statistical Bulletin of the Regional Directorate of Statistics, bulletin no. 14, the year 2009).

**Table 1.**  
**Population by Municipality and Commune in the Region of Durrës**

	2005	2006	2007	2008
<b>Region in Total</b>	<b>389283</b>	<b>392264</b>	<b>402943</b>	<b>409058</b>
<b>Durrës District</b>	<b>312656</b>	<b>314684</b>	<b>324616</b>	<b>329603</b>
<b>Kruja District</b>	<b>76627</b>	<b>77580</b>	<b>78327</b>	<b>79455</b>
Durrës	189648	189648	197699	200311
Shijak	12698	12698	12840	12893
Sukth	23350	24139	24598	25139
Manze	10377	10555	10757	10952
Katundi i Ri	15604	15480	15488	15665
Rrashbull	25143	25642	26099	26903
Gjepalaj	5823	5850	5849	5892
Xhafzotaj	15586	15988	16387	16723
Ishem	7955	8105	8201	8317
Maminas	6472	6579	6698	6808
Kruje	15657	15753	15829	16020
F-Kruje	22898	23277	23671	24122
Bubq	7760	7840	7918	8020
Nikel	10035	10334	10499	10772
Thumane	16472	16612	16784	16945
Cudhi	3805	3764	3626	3576

## Vocational education and training in Durres Region

VET courses in Durres Region are provided by two public vocational secondary schools and one Vocational Training Center, with curricula defined by the Ministry of Education and Science (MoES). One of them has also the status of a national school under the responsibility of the same Ministry. The Vocational Training Centre instead has the status of a Regional Directorate of Public Vocational Training on dependence of the National Employment Service (NES).

The provision of vocational secondary courses is structured in 10 different specialties, while the number of attending students is increasing every year.

**Table 2.**  
**Number of the pupils in professional schools during the years 2010 -2012<sup>1</sup>**

No	School name	Year			
		Profile	2009-10	2010-11	2011-12
1	Beqir Çela	Vocational	601	822	1134
2	Hysen Çela	Vocational	731	674	717
<b>Total pupil's number</b>			<b>1331</b>	<b>1496</b>	<b>1851</b>

The data provided in table 2, demonstrate the increasing trend of pupil's number in these schools. According to the information provided by the schools, the most preferred professions or branches are hotel and tourism, auto mechanical, electromechanical.

The national school "Beqir Çela" has a dormitory with capacity to 50 beds, providing shelter and food to pupils coming from other Country districts. The dormitory is under the administrative responsibility of Durres Municipality.

In recent years, it has been noted that the largest number of pupils attending these schools is from Durres district, mainly at the national vocational-secondary school "B. Çela". Indeed, the school attendance of the pupils coming from districts depends on the diversity of courses provided. Those pupils who come from districts follow more auto and electro mechanic branch and the pupils coming from Durrës follow other branches such as thermo-hydraulics and ITC. At the meantime, at the technological school "Hysen Çela" about 95% of pupils are from Durres district.

Since two years ago, the number of pupils that will attend these schools is systematically planned every year. The planning by MoES determined annually the quotas for each school as well as the districts where pupils come from. The growing demand for attending this type of education has requested a partial liberalization of the system of registration of pupils by transferring this competence to the schools.

The maintenance of national schools and the provision of specific equipments and teaching materials is under the responsibility of MoES, financially delegating the directories of schools managing them as "maintenance and equipment services".

The financial support of the schools has also been provided by foreign donors who have implemented projects in these schools through the support of

<sup>1</sup> These data are retrieved from the Unit of Statistics at the Regional Directory of Education, Durrës

counterpart organizations and schools such as Austria for the “H. Çela” School and Switzerland through the AlbVET program.

The dormitory is maintained and restructured by the Municipality of Durrës.

Listed below are some detailed data on schools and training center in Durres Region:

#### **a) The vocational school “Beqir Çela”**

“B. Çela” School has the status of a national school. The school possesses: the school building where are placed classrooms, teaching cabinets and administration. Near the school is the basis of the vocational practices of pupils, with an overall of 14 units in order to cover teaching practices for three levels of four specialties provided by the school. There are two dormitories in this school, one of them built in 2010. The administration of these dormitories is under the administrative responsibility of Durres Municipality. The dormitories have a total capacity of 200 pupils, but need to be equipped with necessary equipments in order to ensure normal conditions for those pupils coming from districts.

During the last three years 2010-2012, this school has prepared substantially specialist of three levels for the following branches:

Auto-mechanic;

Electro-mechanic;

Thermo-hydraulic;

Information technology and communication

Year after year this school has increased the number of pupils attending its courses. Thus, in 2010, 601 pupils have attended the school, while in 2102 the number arose up to 1134. Indeed, the number of pupils has been increased due to decentralization of competences regarding the admission criteria and number of pupils.

Four professional profiles of this school are managed though two curricula levels: curriculum of the central theoretical level and school-level curriculum of integration of theory with practice. The mix of theory and practice is a feature of all the three levels of education in this school, with different characteristics depending on the level and school year. Hence, for the first-year pupils the teaching is divided into 80% practical and 20% theory, for the second-year pupils is divided into 60% theory and 40% practical, for the third-year pupils is divided into 50% theory and 50% practical, while, for the fourth-year is divided into 20 % practical and 80% theory.

The pupils' interest to attend teaching at this school has an increasing tendency from 2008 to 2012. The following table shows the number of pupils who attend this school, divided into years and specialties.

**Table 3.**  
**Number of the pupils that have attended “B.Çela” School during the years<sup>2</sup>**

no	School Year	No. of pupils*
1	2008 -2009	575 *
2	2010 -2011	601*
3	2011-2012	822*
4	2012-2013	1134*
5	2013-2014	1206*

**Table 4.**  
**Number of the pupils according to the study profile during three years<sup>3</sup>**

no	Study Profile	Year 2007- 8	Year 2008 – 9	Year 2011- 12
1	Auto mechanical	235	255	561
2	Electro mechanical	252	196	336
3	Thermal hydraulic	88	82	114
4	ITC	0	68	123
	<b>Total</b>	<b>575</b>	<b>601</b>	<b>1134</b>

#### **b) Vocational school “Hysen Çela”**

This vocational school is one of the largest professional schools in Durrës Region, with an annual average of 750 pupils over the years.

This school has four branches, such as: *hotel and tourism*, *confections - styling*, *food technology* and *economic*. In the last four years this school has also trained fishing experts, even though this branch was closed in 2010 due to the lack of training materials and infrastructures.

This school depends on the Regional Education Directorate (RED) of Durrës. In the past four years it has been supported by donors of Austrian and French associations. The donor's support has consisted in providing specific training equipments both for teachers and pupils.

<sup>2</sup> These data are retrieved from the Directory of Beqir Çela School

<sup>3</sup> These data are retrieved from the Directory of Beqir Çela School

### c) Public Centre of Vocational Training (PCVT)

The Center is located in Durres City and operates through two branches, respectively in Kruja and Kavaja cities, headed at regional level by the same Directorate. The PCVT runs its training activities also in other areas like Fushë – Kruja and Rrogozhina.

The PCVT provide both vocational and non vocational courses. In the category of vocational courses are included 19 types of professions, while in the category of non-professional courses are included around 6 types of professions. The most required categories of professions are: tailoring, electrical installation, plumbing, secretary, and baby-sister. Regarding the non-vocational courses, there are requests for Italian language and computer programs. The whole later courses named above consist of about 50% of requests.

According to the information provided by the PCVT in Durrës, the attendance of courses in last three years is reflected in the table below:

no	Year	Enrolled trainees	Certified trainees
1	2010	2091	1733
2	2011	2161	1843
3	2012	1767	1647
	<b>Total</b>	<b>7019</b>	<b>5232</b>

From this table we can assume that 75% of registered trainees are certified. Categories of trainees attending PCVT are unemployed job-seekers recommended by the Employment Offices. Indeed, a part of trainees pay a reduced fee or for free. In the latter category are included Roma people, persons with disabilities, former political prisoners etc. The CPVT owns cabinets which are equipped with the necessary equipment and didactic tools for training of the trainees.

As a matter of fact, the payment of fees does not guarantee a substantial income to PCVT, because 90% of it goes to the state budget and only 10% remains to the Center, for equipment and didactic tools. In some cases, due to the bureaucracy reasons, the state budget does not return back to the Center even its own income, causing a severe lack of motivation in the teaching staff.

In the following table there provided some data regarding the course length and the fees that this Center charges according to the types of the course.<sup>4</sup>

<sup>4</sup> These data are retrieved from RDPVT Durrës

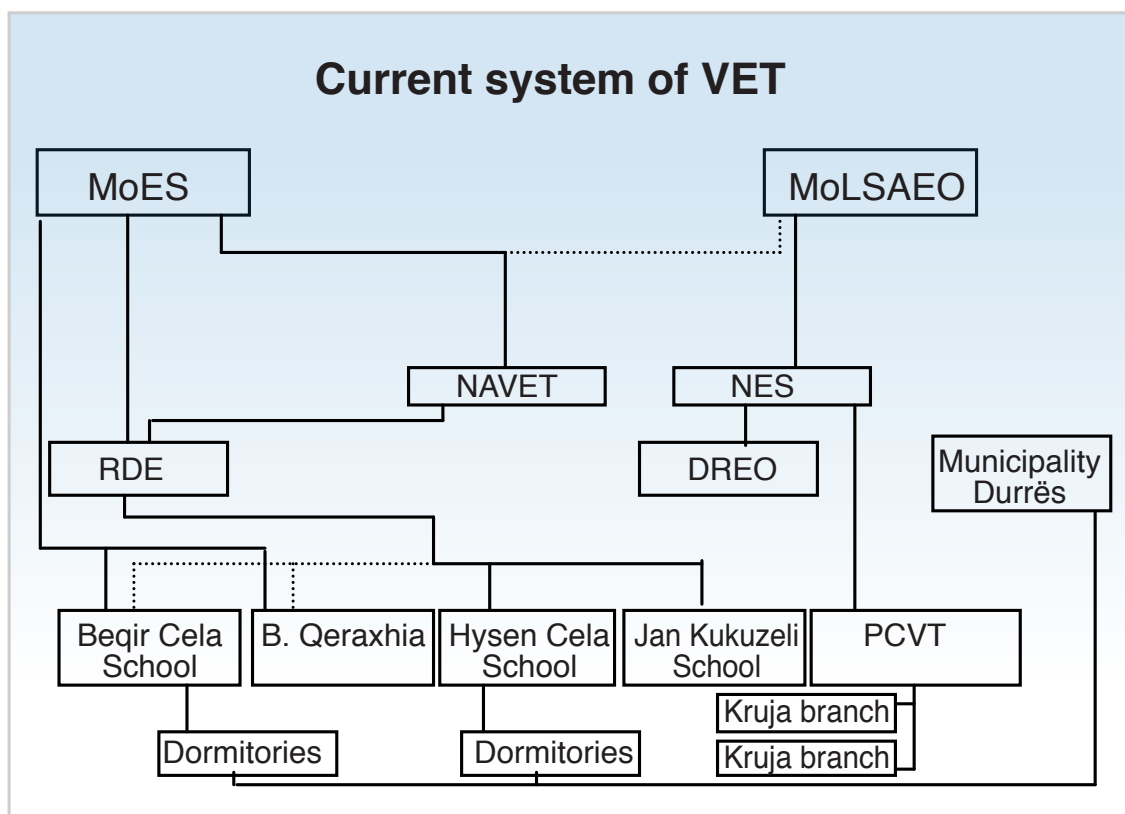
No	Type of Course	Course Length	Course fees	Reduced fees
1	Tailoring	360 hours	3000	1500
2	Electrical installation	360 hours	3000	1500
3	Electrical repairs	310 hours	3000	1500
4	Hydraulic	390 hours	3000	1500
5	Secretary	200 hours	1500	1500
6	Wood layer	320 hours	3000	1500
7	Hair dresser	305 hours	25000	25000
8	Solar panel installation	200 hours	4000	2000
9	Duralumin	160 hours	3000	1500
10	Soldier	360 hours	3000	1500
11	Chef	360 hours	4000	2000
12	Air conditioning repair	132 hours	4000	2000
13	Bricklayer	150 hours	3000	1500
14	Plastering	145 hours	3000	1500
15	Baby-sister	150 hours	3000	1500
16	English language	200 hours	2000	2000
17	Italian language	89 hours	2000	2000
18	Computer	50 hours	3000	3000
19	Auto-service	450 hours	3000	1500
20	Sewing machine repair	120 hours	3000	3000

The staff of PCVT is composed by the Director and eight specialists, 6 persons in the teaching unit and 2 persons in the economic unit. In order to deliver training courses, about 22 instructors are engaged part-time.

## The administration of VET system in Durres Region

In order to diagnose the problems of VET system in Durres Region and to make a realistic assessment, we have presented here a clear operational scheme. In fact, the system is composed by central and local institution. The exercise of their functions and their activities are determined in normative acts issued respectively by MoES on vocational education and by MoLSAEO for vocational training.

### Operational scheme of VET in the region of Durrës



Referring to the presented scheme, the VET system in Durres Region is composed by the following institutions:

- Regional Directorate of Education (RDE), which has the responsibility of the vocational secondary schools “Hysen Çela” and “Jan Kukuzeli”. RDE, in the framework of the decentralization of authority, periodically inspects the national schools “Beqir Çela” and “Benardina Qeraxhia”;
- MES – which has the responsibility of two national secondary schools “Beqir Çela” and “Benardina Qeraxhia”;
- National Employment Service (NES), which has the responsibility of the PCVT;



- The Municipality of Durres, which after 2010, in the context of decentralization is responsible for two dormitories of secondary schools;
- National Agency for Education and Vocational Training, which prepares basic curricula for vocational secondary schools;
- NES has on dependency the Durres Regional Employment Office and a special unit for curricula.

The following notes describe the organization and responsibilities of above-listed institutions.

#### ***a) Regional Directorate of Education (RDE)***

Regional Directorate of Education in Durrës has an organic structure that consists of 27 employees and one Director. In general, the entire staff of RDE is committed much more to the general secondary education and very few to vocational, because there is no a special division or unit of inspectors with specified tasks only for the vocational education. Only an inspector of the RDE, appointed to supervise vocational education subjects, is included in the inspection unit.

#### ***b) Regional Directorate of Public Vocational Training***

The PCVT of Durres Region has the status of a national center. It is under the dependence of the National Employment Service, exactly related vertically to its Directorate of Vocational Training (DVT). This national Directory has among other functions even responsibility on the vocational training and re-training for job seekers and for the young people in the interval between the secondary school and higher education. The DVT operates even in curricula preparation for training courses.

#### ***c) Durres Regional Employment Office (DREO)***

The DREO is under the vertical dependence of the General Directorate of the National Employment Service. It conducts mediation services to work for the unemployed jobseekers, employees who want to change jobs, persons with disabilities and employers. DREO provides also professional consultation and education for employment or self-employment for jobseekers. It conducts the unemployment allowance service, finances employers who create new jobs or employee just graduated young people. Also, it credits employers who provide training and retraining for their employees. The DREO conducts regional and local studies concerning the labour market. RDE has not responsibilities linked directly to curricula for vocational training. But, in fact there it provides information on this subject through a database where are registered unemployed jobseekers and all the business requirements to qualify their employees in specified curricula programs.

#### ***d) Non-public institutions of vocational education and training***

The Law No. 8872, dated 29.03.2002 “On Education and Vocational Training”, amended by the Law no.10434 dated 23.06.2011, in Articles 8 and 9, provides the licensing of private institutions of vocational education and training, as well. These institutions accredit their programs at the National Agency of Vocational Education and Training and Qualifications (NAVETQ).

There was a tendency of opening private vocational schools in quarter of Shkozë, an industrial area of Durrës City. But, these private institutions have not faced out the market competitiveness of the public schools, because they charged schooling fees unaffordable for pupils, due to the fact that the preparation of the necessary environment for practical teaching is costly in comparison with opportunities that public vocational schools offer.

In this regard, a positive example remains the training center “Jorn Steusloff”, which has started its activity as a project since 2002. This center was reactivated in 2006 with the financial support of Port Authority of Durrës for the qualification of its employees, for handler of technological tools operating in the Port of Durrës in loading and unloading unit as electro-metal lifter, security forces specialist, English language courses, etc.

This training center is designed and functioning according to the best practices as recommended by the World Bank and HPC consulting services. For the year 2013, enrollment of the trainees has started since July. In order to attend the theoretical courses, the building is reconstructed for six classes, two of which are equipped with computers.

According to the PAD project, this center will be converted into professional school very soon, therefore fulfilling the learning needs of more types workers and professionals, including (e.g. port manager, terminals operator, loading-unloading operators, forwarding agents, maintenance operator).

# BUDGETING PROCESS OF VET SYSTEM

## Detailed state budget for the secondary education

The State Budget planning for the education sector is compiled according to the following list:

- Planning, management;
- Basic education;
- General secondary education;
- Vocational secondary education;
- Higher education;
- Scientific research.

The budget for basic education, which occupies the main and the most considerable part of the total budget for education, has been variable over years. The budget of MES for primary education has changed from 62% in 2002 to 54% in 2009.

The budget for vocational secondary education is about 5-8% of the budget while the percentage for vocational education in 2009 was about 6.3% of the total budget that owns MES.

Referring to the data of the last five years, we can assume that the opportunities for increasing the funding for vocational education from the state budget are limited, because the other branches of education remain a priority in comparison with the vocational education. Hence, the budget increasing rate for vocational education is limited.

The allocation of the MES budget for vocational education is run at centralized level and distributed among the following local institutions:

- 23 Regional Directorate of Education;
- 24 Education Offices in 24 districts;
- National Agency of Employment and Vocational Training;
- National vocational schools in districts (including 2 schools in Durres Region);
- Local institutions for scholarships and dormitories.

### Detailed State Budget according to programs for years 2005-2009 (in %)<sup>5</sup>

No	Budget detailing by items	2005	2006	2007	2008	2009
1	Planning, management	3	3.2	3	2.4	2.5
2	Basic education	58	57.1	55.1	54.4	54.1
3	General secondary education	12	13.2	14.3	12.3	13.4
4	Vocational secondary education	7	6.9	7	6.3	6.5
5	Higher education	19	18.8	20.2	23.3	22.2
6	Scientific research	0	0	0.4	1.2	1.3
	<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

In the budget structure, the most considerable volume of the budget is represented by 'Employees' Wages' and 'Social Contributions', respectively, article 600 and 601. During 2008-2009, the average of these items in vocational schools is approximately 67% of the detailed budget, versus 21% of the budget used for investment and the 12% used for operating expenses.

The detailed budget for vocational schools highlights the following objectives:

- Increasing trend regarding the orientation of pupils who have finished primary education toward the attendance of vocational and socio-cultural schools;
- Reconstruction of existing school buildings, equipping them with teaching materials, didactic and laboratory equipment;
- The spreading of curricula at three levels and the development of new curricula based on the labour market demand (needs for new professions and specialties);
- Training of the teachers and school directors in the context of school autonomy.
- The funding plan is done on the basis of calculation of a *cost per pupil* indicator, guaranteeing an increased transparency in the planning process.

According to the design and budget planning methodology, the request is managed by the RDE, on the basis of the number of employees for each school approved by the Ministry of Education, on the basis of national teaching

<sup>5</sup> These data are retrieved from Statistical Yearbook 2009 of MES

standards. Budget expenditure regarding the ‘expenses for social and health insurance’ are determined by specific Council of Ministers Decisions.

After the budget detailing, the MES sends to the RDE the amount of funding for vocational local schools. While, for national schools, the funds are allocated in the accounts of those schools that have a financial management structure.

Budget planning for “goods and services” (see article 602) is compiled according to the procedures specified in the “Manual for economic classification of expenditure” enacted by the Ministry of Finance. It includes: transportation expenses for students and teachers, purchase of teaching materials and didactic teaching equipment, other expenses for other materials and school documentation such as class books, receipts, printing etc. In addition, the national schools like “B.Çela” and Sports school “B.Qeraxhia” may benefit from additional funding during the school year due to a motivated request.

### The budget for vocational education schools in Durres Region

The detailed budget for the year 2009, 2010, 2011 and 2012 for the national high vocational school “Beqir Çela” is provided in the following table6:

*(Thousand Leke)*

No	Expenditure item	Year 2009	Year 2010	Year 2011	Year 2012
1	Wages (see article 601)	27.300	23.110	27.159	31.491
2	Social and health insurance	5.100	3.798	4.161	5.132
3	Capital investment	6.200	5.646	2.814	3.381
4	<b>Total</b>	<b>38.600</b>	<b>32.554</b>	<b>34.134</b>	<b>40.004</b>

As reported in this table, approximately 76% of the budget is spent on salaries of employees, 9% is spent on social and health insurance and only 15% of the budget goes for capital investment. In the context of decentralization, Durres Municipality has a conditional budget for dormitories. Also, the MES transfers to the Municipality of Durrës in the form of conditional transfers the budget to cover expenses for scholarship “food quota for pupils classified as vulnerable groups”.

The budget for the year 2009, 2010 and 2011 for other vocational and social-cultural schools is detailed in the following table:

*(Thousand Leke)*

No	Expenditure item	Durres Municipality	School “H. Çela”	School “J. Kukuzeli”	School “B.Qe-razhia”
1	Wages (see article 601)		20.765	15.200	27.387
2	Social and health insurance		4.105	3.000	5.704
3	Operating expenses	5300	0	0	8.000
4	Capital investment		3.000	0	18.000
	<b>Total</b>	<b>5300</b>	<b>27.870</b>	<b>18.000</b>	<b>59.091</b>

Expenditures for two other vocational schools, “H.Çela” and “J.Kukuzeli” are detailed below

*(Thousand Leke)*

no	Expenditure item	Year 2010	Year 2011
1	Wages(see article 601)	45.620	44.076
2	Social insurance (see article 601)	7.149	7.389
3	Operating expenses	773	0
	<b>Total</b>	<b>53.542</b>	<b>51.465</b>

From the data provided in this table results that even though the level of planned budget has been increasing, the annual average that Durrës obtain from state budget through the MES and destined to VET is about 138 million Leke. Knowing the VET expenditure statistics, it is easy to recognize that the sensitivity of local institutions and business is almost nothing.

## The budget of Public Center of Vocational Training

The budget of PCVT can be divided into two main components:  
the funding coming from MoLSAEO through NES;  
the income from the activities of the Centre..

The budget is structured in spending units, such as: wages (600), social insurance (601), maintenance and operating expenses (602) and investment (231). The budget of PCVT is provided in the following table<sup>7</sup>:

*(Thousand Leke)*

No	Expenditure item	Year 2010	Year 2011	Year 2012
1	Wages	10.352	9.863	10.042
2	Social insurance	1.380	1.601	1.441
3	Operating expenses	4.777	2.900	2.500
4	Capital investment	550	479	374
5	<b>total</b>	<b>17.059</b>	<b>14.863</b>	<b>14.357</b>

<sup>7</sup> These data are retrieved from the RDPVT Durres

## THE ROLE OF LOCAL GOVERNMENT IN MANAGEMENT OF VET

### 4.1 Competences and functions of local government

After signing the European Charter in 1998, Albania has completed and approved a Local Autonomy and Decentralization Strategy. During the last six years the government has had a greater sensitivity concerning the delegation of powers and functions to local government, by giving to the local units more freedom in using public finance for the management of education and related activities.

The decentralized legal framework has its main basis in the Law No. 8652, dated 31.07.2000 “On the organization and functioning of local government”, Law no. 9632, dated 30.10.2006 “On the local tax system”, Law no. 8744 dated 22.02.2001 “On transfer of immovable state properties to local government units” and Law nr. 10119, dated 24.09.2009, “On territorial planning”, etc.

Such legal framework supports the reforms especially in vocational education, showing an increased sensitivity of the Government in adapting the structure of ongoing secondary vocational education to the need of the labour market, and also by increasing the number of pupils attending schools in this system. With the changes made in 2009 and in 2011 to the Law “On vocational education and training”, the government has deepened the reform of competence’s decentralization by increasing so the sensitivity and the role of local actors in education and vocational training, giving the opportunity to municipalities and communes to open centers of VET at the local level.

Pre-university education in general and VET in particular, according to the definition of the law “On the functioning of local government” is a common function. The transfer of competences has been realized by DCM no. 632 dated 04.10.2004, “On approval of the policy document in pre-university education” and by open matrix for competencies and responsibilities of local government.

De-concentration and decentralization of the VET system are considered the most important steps in this process. Ministry of Education and Science since 2004 has deepened the transfer of responsibilities to the communes and municipalities, to Regional Directories of Education and schools. However, the situation of the VET today is not in accordance with expectations and requirements of the labour market, because there is a discrepancy between the products that are realized by the schools and the needs and requirements of the labour market, in terms of diversity of professions as well as in terms of quality.



According to data from the statistics of the MES, from 2009 to 2010, it results that the number of pupils attending general education in Durres Region is 13 256 (in 31 public and private secondary schools - Bulletin of INSTAT, Regional Directorate) and only 1772 or 14% of pupils attend vocational education.

The initiative undertaken by Durres Regional Council to establish a new VET scheme in order to deepen decentralization in its system at local and regional level was widely supported by 16 local governments units and other local stakeholders interested to VET. Units of local government as financial contributor of the Regional Council supported the initiative and the Memorandum of Understanding signed by Durres Regional Council and Ministry of Education and Science. Moreover, this initiative found a strong support from the AlbVET program which is well known for the strong backing and contribution that has given towards the development of the VET in Albania.

The evaluation of local VET institutions gives the possibility to discover the disadvantages of the system. One example would be the post-secondary education, not developed especially in Level IV (ISCED 4B), because VET system is totally centralized and not managed according to EU standards. In this respect, the experience from the best practices of VET system within the Adriatic basin has provided a substantial framework to adapt the Albanian VET system to the EU standards, developing new ideas regarding the participation of local, business and central government in the improvement of the VET system in Durres Region.

### Local government units to the developing a VET system managed at regional level

The development of a locally managed VET system needs to follow the following principles:

- Inter-communal cooperation;
- Enhanced responsibility in order to increase local income;
- Strengthening of private partnership in order to reinforce the local labour market;
- Creation of adequate structures for the development of regional VET system;
- Strengthening, improvement of cooperation with the central government;
- Cross-border cooperation;
- Sustainable economic development;
- Qualification of specialist of the VET system;
- Projects application in the framework of EU programs;
- Cooperation with local and international organizations.

Reforming and consolidation of the VET system requires an inter-communal cooperation between six municipalities, 10 communes and the Region Council of Durrës. This inter-communal collaboration aims strengthening the opportunities of an economically and socially sustainable development Durres Region, and also the increasing the efficiency of local public finance by concentrating finances in the framework of supporting inter-communal projects. Indeed, the DELMVET project implementation is one such.

Inter-communal cooperation in Durres Region has recorded positive practices, which should be targeted for implementation of an efficient VET system and the establishment even of a post-secondary system at regional level as a positive experience for Albania. In the framework of the pilot projects, the functioning of a decentralized system according to the EU standards would be a positive practice to extend the implementation of the scheme at national level.

### Local budget supporting VET in Durres Region

Local Budget for both local government levels consists of three resources, transfers from the state budget (conditional and unconditional), own income and donor's grants. Regarding the vocational education common function, the municipalities and communes plan the expenses only for dormitories "B. Çela" and "B. Qeraxhia" schools, and also for operating or maintenance expenses of vocational local schools. During the detailing phase of the budget, municipalities and communes plan pre-university programs. In this programs are planned the expenses explained above. Moreover, in the following table there are detailed planned expenses of the budget for the vocational education, by year<sup>8</sup>

(Thousand Leke)

no	Destination	Year 2009	Year 2010	Year 2011
1	Dormitories * Personal expenses * Operating expenses	17.652 8.712 8.490	22.102 14.330 7.772	25.817 17.337 8.848
2	Secondary schools	3.100	3.250	3.380
3	<b>Total</b>	<b>17.752</b>	<b>25.352</b>	<b>29.197</b>

Given that around 10 million Euros is the budget of the municipality for a year, the funding for vocational education is only its 0.3% (we can say "insignificant"). By

<sup>8</sup> These data are retrieved from the municipality Durres

calculating the budget that all municipalities, communes and Durres Regional Council of Durrës take from the unconditional transfers, it results that the financing by local governments for the vocational education is insignificant, too. In the following table it's presented the delegated transfer from the state budget for each local government unit:

*(Thousand Leke)*

No	Local Units in Durres Region	Unconditional transfer
1	Durrës Municipality	433.031
2	5 other Municipalities	250.981
3	Communes (10)	266.307
4	Regional Council	62.115
5	<b>Total</b>	<b>1.012.434</b>

It can be observed that Durres Municipality gets about 80% of the budget of all municipalities at the regional level through unconditional transfers from the state budget. This means that Durres Municipality possesses significant financial potential to assist VET.

Considering the deepening of the decentralization reform of local government as a priority of any government, assessing the law "On local tax system" and a series of other reforms to increase the local government budget, we can assume that the local governments properly own a great potential of necessary finances to support the VET system at regional level.

## THE MAIN WEAKNESSES OF THE EXISTING VET SYSTEM

### Limited access

As shown by the data presented above, the opportunities for pupils who have finished compulsory education to attend vocational education are limited.

Thus, in 2010 the number of pupils that attended this type of education was 1772 pupils, in 2011 it was 1977 pupils and in 2012 it was 2489. From the data comparison it results that during 2010-2011 the number of the pupils that attended the general secondary education (public and private) was 10.142 pupils (according to Statistical Yearbook of MES) against 1997 pupils that attended vocational education, approximately only 18% of total pupils. The low level of participation in VE system, while the strategic objective of government is 40%, is more evident for communes of the Region that has an extremely low number of pupils attending VE. A significant fact, in year 2010 only 5 pupils from Kruja district attended in “B. Çela” School. The same situation can be emphasized for technological School “H. Çela”. Decentralization of the system and opening of new vocational education in several municipalities is now a necessity.

The assessment of VET local institution made in this Study attempts to indicate as main reasons to the limited access level of pupils to vocational education:

- Centralized System;
- Vocational education network at regional level is concentrated;
- Lack of a suitable feasibility study of the labour market;
- Low sensitivity of the business to cooperate with the VE schools;
- Communes and municipalities not interested to finance VET;
- Limited theoretical and didactic capacity (practical teaching);
- Limited freedom of schools to produce income in order to strengthen capacities;
- Failure to open private schools due to the high costs for the preparation of pupils;
- Lack of a long-term local strategy;
- Lack of harmonization of functions and lack of cooperation between central government and local government;
- Lack of a post-secondary system;
- Lack of short-term training courses;
- Lack of a research study in order to precede preparing of specialists for professions that can qualify employees in the field of industrial park and the energy park, as long as the latter are considered priorities for the development of the region.

## Centralized system

The VET system is still is deeply centralized. The evaluation contained in this report shows that local institutions do not have competences in this sector. Local government has not too much power, while Vocational Education Schools and Vocational Training Centers exercise their functions in the absence of competences and economic freedoms in school management.

Lack of competences in communes and municipalities, especially of the Durres Municipality, have reduced the sensitivity in supporting financially the VET system. The Durres Municipality is still limited only to the granting of 0, 02% of its budget for these types of schools and the VET system as a whole. The transfer of administrative responsibility for vocational schools to local government (because two national schools are depending on MES) has not strengthened the support of the Municipality concerning the system in general and vocational schools in particular. However, in this regard is important to mention two positive examples: the transfer of administrative responsibility concerning a building from the municipality to the PCVT and provision of basic environments for practical teaching to “H. Çela” School.

Centralization of the VET system is associated with problems related to the development, and effectiveness and efficiency of the VET system. It makes this system very backward in comparison with other Countries of the Adriatic Region and the EU standards required. The most visible problems of this system, due to the centralization could reveal as the following:

Low levels of motivation among the staff of vocational schools and non-modernization of professional profiles and curricula:

- Lack of qualified instructors especially for practical teaching, because the payments determined from the MES are lower compared to the private market
- Failure of the Schools to absorb funds from other sources (donors, businesses and so on)
- Distance of the VET system from the local business and wider
- The indifference of the local government to support the VET system

In conclusion, it might be assumed that the decentralization of VET system is a process of reorganization of central government competences toward local institutions that contribute to VET. The transfer of powers (competences) from central to local or regional level is a gradual process. Decentralization is a process, not a goal in itself. Decentralization is never a magic formula that guarantees an absolute success. However it is important because it may allow a process of progressive and advanced development of VET even though it carries a potential risk for the VET system.

The main advantages of Decentralization would be:

- Efficient administration of the VET system
- Control, balance and transparency
- Participation and democratic system
- Preferential harmonization and social cohesion
- Competition, dynamism and development
- Innovation and creativity of directors

## Existing “not-s” to the support of VET

### ***a) The municipalities and communes are not interested***

Local government exercises its functions on the basis of competence that are determined in the organic law No. 86/352 dated 31.07.2000 “On the organization and functioning of local government”. The Article 11 of this Law defines that pre-university education (and vocational training) is a “common function” for the municipalities and communes. In this context, even the Law No. 8872 dated 29.03.2002 (Article 25) limits the local government competencies as follows:

- Proposes opening and closing of directions, profiles and specialties in vocational schools, as well as opening of new schools in compliance with needs of rural development
- In cooperation with institutions that provide VET, it take care concerning the maintenance of the institutions of education and vocational training
- Open courses of VE with its own funds
- Representatives of local government have to participate in boards of schools

Limited powers (competences), especially concerning the management of VET system, does not give too much opportunities to local government to directly support VET. For the VET institutions, only in Durres Municipality is transferred the function regarding the funding and maintenance of schools, but these funding remains negligible or insignificant with only 0.3% of the municipal budget. But, even other institutions such as communes and Regional Council are unwilling to support the VET.

Although the law of local government units allows the cross-local cooperation in order to assist the achievement of regional priorities, although positive steps have been undertaken in 2009 by the Regional Council of Durres, there is no cooperation scheme in order to increase funding opportunities in certain specialties within vocational schools and the system. Indeed, through inter-communal cooperation it is possible the funding (fully or partly) of certain vocational branches for those pupils that attend VE.



### ***b) The businesses are not cooperating***

Referring to the content of this report, it might be emphasized that two of the vocational schools in Durres are national and two others are local schools. Indeed, the VET system should be an interaction of three institutions: Central Government, Local Government and business. A collaboration of this triangle of institutions is a key factor to improve successfully the VET system.

In the vocational schools and the VTC of Durrës there are recorded good practices of cooperation with businesses in “B.Çela” and “H.Çela” schools. However, this cooperation is not systematic and institutional, due to the lack of instruments and incentives in order to encourage business to contribute to the selection of profiles, modernization of schools, reciprocity in vocational practices, participation in the testing of pupils, or recruitment of workers since in the school chairs.

Lack of this collaboration is evident, due to the lack of the regulatory and legal framework and the centralization of the VET system. Improving these two factors will boost cooperation between vocational school and business concerning the financing of the VET system.

### ***c) Not opportunities to dispose proper material and didactic base***

The financial resources of schools and centers are very limited to afford the completion with basic material and school equipment. Thus, this completion considered as an issue of second hand compared to the needs for personnel expenses, which occupies the largest volume of financing. Not only the lack of funds for completion of school equipment, but also the lack of an efficient scheme of the system creates additional problems, because the school division in local and national schools prevents the funds allocation efficiency. It frequently happens that some vocational schools and training centers in the same region have separated laboratories or equipment for the same profession.

The direct income of vocational schools and PCVT in Durres is insignificant and very limited to equip the courses with basic materials. The same occurs with vocational schools that are unable to renovate their equipments in order to adapt to technological innovations.

### ***d) Not so much interest from central institution (MES)***

The MES is the central institution for pre-university education in general and vocational education in particular. It has a different approach concerning the detailing of the budget which is provided by the government. The two national schools “B.Çela” and “B. Qeraxhia” are under the responsibility of MES. These schools, as shown in this report, have more available funds, because they are considered national schools.

In the last five years, the difference between local schools that depend on the RDE and the national schools that depend on the MES is visible, especially in environments of practical teaching and quality of equipments used in them,



although a key element in this direction plays the management of school by their directors.

Delegation of more funds to the national schools, by improving the quality of product (outcome), has influenced other donors to orient their projects towards financing just these schools. A priority remains the “B.Çela” School, which recently is financed in the framework of the Swiss government program, supported by Swiss-contact under the ABVET project.

Another positive experience which is very important to mention is the financial support to “H.Çela” School. It has benefited from Culture-Contact, an Austrian organization funded by the Austrian government for the development of curricula, teaching materials and training of the teachers.

### Lack of harmonization

One of the main factors that influence the development of the system is the lack of the harmonization of functions, as follows:

- There is no cooperation between the VE that depends on the MES and VT that depends on the MoLSAEO. Vocational schools and PCVT in Durrës have no accord for any cooperation or exchange of experiences, although they have joint missions and field of activities;
- Another problem stands on preparation of curricula. National Agency of Vocational Education, the responsible institution for the preparation of the curricula, is engaged only in the preparation of the draft-curriculum of VE, instead the curricula of VT are prepared by the National Employment Service;
- Inspection: Vocational schools are subject of the RDE, operated by an inspector that covers general education, but not qualified for any profession. While, VT-s are not inspected at all to check the quality of the courses offered by them;
- The employment promotion programs: These programs are administered by the National Employment Service. Regional Directorates of Employment have nothing to do with VET, because DCM No. 47, dated 16.01.2008, provides that an employer who organizes vocational training through the work of unemployed jobseekers, can benefit funding from RDE, namely: an amount of 70% of the training costs for small and medium enterprises and an amount of 50% of the training costs for large enterprises. In these cases, the training costs are determined by the committee which is set up at the NES. Vocational schools and VTC have no connection with this program.





## Lack of feasibility study on labour market needs

The vocational schools and training centers do not have still a clear and comprehensive picture of labour market needs. The Regional Directorate of Employment prepares every year research studies, but there is no cooperation between vocational education and RDE. Particularly, in Durrës, there are yet no centers or private civil associations dealing comprehensively with these studies. The schools and centers do not have a database of pupils and trainees who complete vocational schools or courses and do not know the number of the pupils that are employed after the courses. In the vocational schools and training centers there are limited conditions regarding pupil's theoretical and practical preparation, hindering their entry to the labour market. But, a shortage of the above conditions is related to a number of factors, as the following:

- There is a completely absence of the study and preparation in these schools of agricultural profile and agro-processing professions, related to the diversification of activities in village economy
- The feasibility study is lacking either in terms of opening new profiles or towards the deepening of knowledge in terms of rapid technological change. This is particularly visible in Durrës, where is approved the developing of Energy Park and Industrial Park;
- Significant absence concerning the completion of laboratories and environments of teaching practices with new modern equipments
- There is a lack of texts for vocational subject;
- There is no continuous treatment of trainers and teachers in recognizing the development of close vocational profiles and development of new technologies
- There is a lack of coordination with business and business institutions to develop teaching practices
- There are no short-term training courses for professional trainers for those branches and specialties which require a short cycle of professional preparation.
- One of the most positive developments in Durrës is the national vocational school 'Beqir Çela', which is financially supported by the Ministry of Education as well as by donors that fund the VET programs.

## CONCLUSIONS AND RECOMMENDATIONS

The evaluation of Local VET Institutions presented in this report provides the knowledge needed in order to build an Efficient Locally Managed Model of Vocational Education and Training”, which is the final product of the DELMVET project.

On the basis of the data presented here, we can define some important conclusions on how the VET system might be reformed at local level, properly in Durres Region.

These conclusions are listed as follows:

- The necessity of building a new VET system by creating an single regional institution, which will unify the management of both vocational education and training;
- The need of promoting the gradual decentralization of the VET system from the central government to local institutions, in order to increase the sensitivity, interests and role of local government towards this system;
- The necessity of conducting a feasibility study on labour market needs, in accordance with the short-term and long-term policies of local development of Durres Region;
- The need of strengthening and boosting the cooperation between central government, local government and business institutions (for example, Chamber of Trade and Industry) in order to legalize and formalize an agreement (Memorandum) for the construction of a new VET system for Durres Region;
- The elimination of divisions that still exist between vocational education and training;
- The need of strengthening and boosting inter-local cooperation, between municipalities, communes and the Durres Regional Council for rationalization and enhancing the financial resources in support of VET system;
- The necessity of implementing post-secondary vocational education pilot courses in Durrës, after studying which are the most flexible vocations, based on Article 6 of Law No. nr.10011, dated 30.10.2008 and Law No. 10434, dated 23.06.2011 “On some changes and amendments to the law on vocational education training in Albania”;
- The need of independence of the new VET system management from Central Government and the delegation of its competencies to local governmental bodies;
- The need of strengthening and boosting of collaboration between local government and public/private institutions that offer vocational training

courses at local and regional level (for example, Training Center in Durres Port Authority);

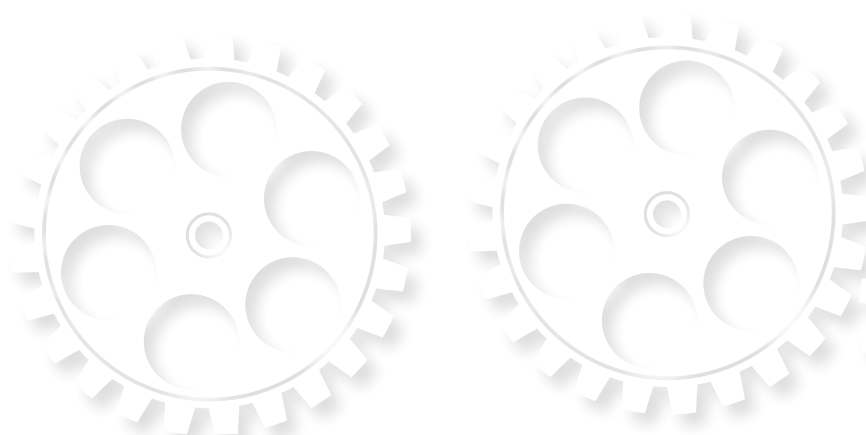
- The necessity of new premises expanding the existing capacities of vocational schools in Durrës and Kruja, in order to achieve the government's objective and attract around 40% of pupils towards vocational schools (from 18% that is nowadays)
- The need to develop new qualifications for teachers with respect to new vocational programs;
- The need of creating a public institution at the local level for the preparation of projects on the development and modernization of VET. This institution should carry out researches and study and design project proposals in order to apply to specific European Programmes;
- The need of an effective Regional Directorate of Employment with local structures engaged in VET and institutional cooperation within the VET system.

## LIST OF ACRONYMS AND ABBREVIATIONS

VET	Vocational Education and Training
IVET	Initial Vocational Education and Training
CVET	Continuing Vocational Education and Training
GDP	Gross Domestic Product
MES	Ministry Education and Science
EU	European Union
ISCO	International Standard Classification of Occupations
ISCED	International Standard Classification of Education
EQF	European Qualification Framework
ESF	European Social Fund
RDVET	Region Directory Vocational Education and Training
ECVET	European Credit System for VET
NVETA	
ACF	National Agency of VET (Albania) Albanian Curriculum Framework
AQF	Albanian Qualification Framework (Albania)
IKAP	National Inspectorate of education (Albania)
IZHA	Education Development Institute (Albania)
PCVT	Public Centre of Vocational Training
RED	Regional Education Directorate
NES	National Employment Service
RED	Regional Employment Directorate

(Footnotes)

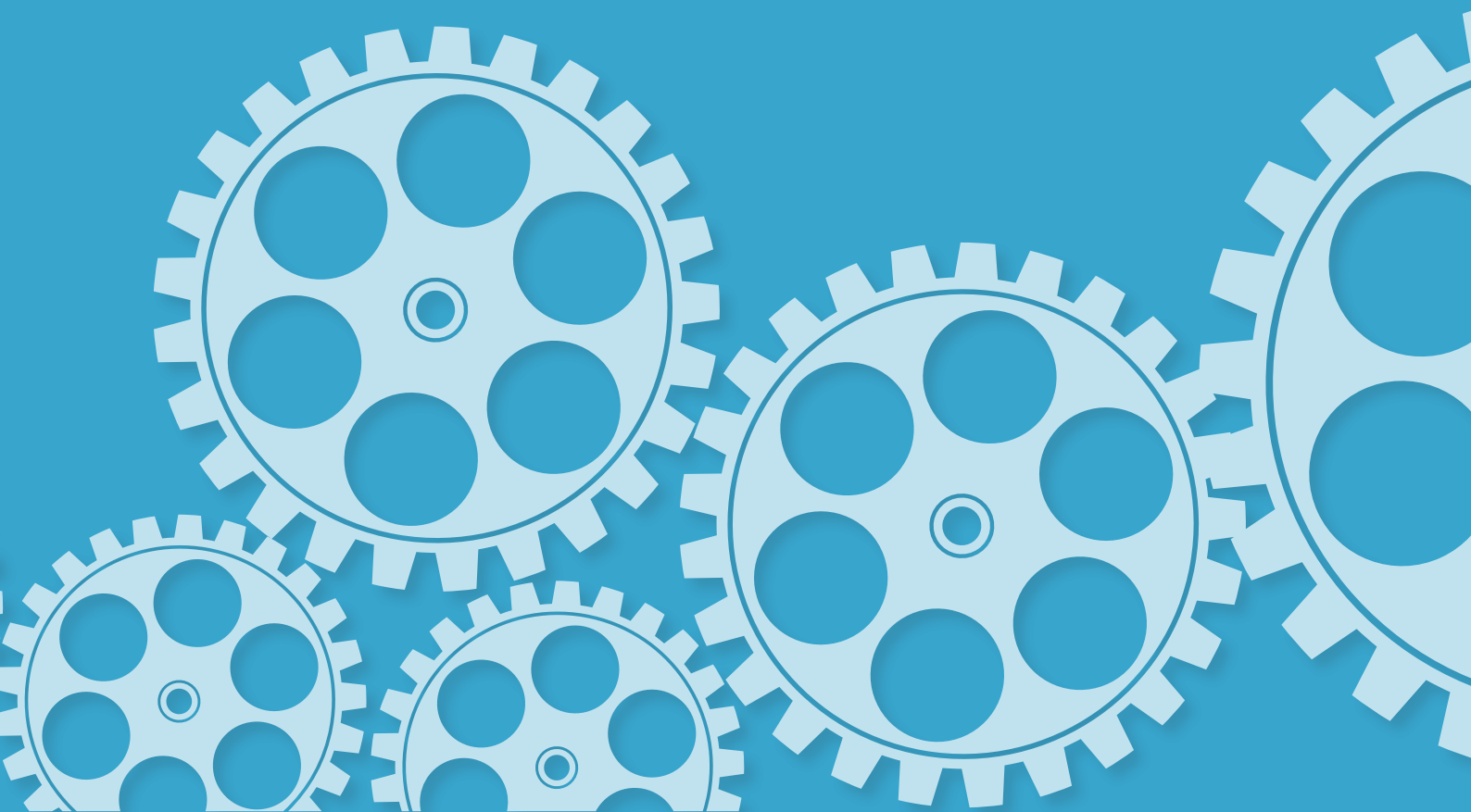
- 1 source: INSTAT - Instituti i Statistikës ([www.instat.gov.al](http://www.instat.gov.al)), data as for 1.1.2010
- 2 source: Statistical Office of the Republic of Serbia (<http://webrzs.stat.gov.rs>), data as for 1.1.2009
- 3 source: INSTAT - Instituti i Statistikës ([www.instat.gov.al](http://www.instat.gov.al)), data as for 1.1.2010
- 4 source: Statistical Office of the Republic of Serbia (<http://webrzs.stat.gov.rs>), data as for 1.1.2009
- 5 source: ISTAT - Istituto nazionale di statistica (<http://demo.istat.it>), data as for 1.1.2011
- 6 source: ISTAT - Istituto nazionale di statistica (<http://demo.istat.it>), data as for 1.1.2011
- 7 source: Agency for Statistics of BiH (<http://www.bhas.ba>), data as for 2007



II.

# THE VET STATUS IN THE ADRIATIC REGION: DELMVET COUNTRIES

COOSS Marche Onlus,  
Italy





## INTRODUCTION

Among its goals, the DELMVET project has been mainly oriented toward the definition a shared and agreed strategy for the implementation of secondary and post-secondary VET models. Within the project, the Work Package no. 3 has been specifically aimed at establishing a VET network composed by stakeholders and key actors coming from different VET systems in the Adriatic macro-region, engaged in the designing and implementation of a successful and efficient *locally managed model of VET*. Project partners have been therefore engaged in a common effort to acquire a deep and homogeneous base of knowledge about VET in each specific Country involved, both in terms of contents (what is VET), methodologies (how VET is implemented) and actors (who is doing VET).

The WP3.1 report is the first result of the activity 3.1 of WP3 within DELMVET work plan, devoted to the establishment of the Regional VET Network. Activity 3.1 is aimed at creating a common base of knowledge and understanding about the functioning and the regulatory structure of VET system.

The WP3.1 report provides quantitative and qualitative information about Vocational Education and Training system in partners' target areas: Albania (Durrës region), Serbia, Italy (Marche region) and Bosnia and Herzegovina.

The WP3.1 report is based on the elaboration of Country reports on VET status; those were achieved according to a common research tool, aimed at exploring the key data and the relevant information about VET systems. Those Country results are analyses, investigated, compared and discussed in the WP3.1 report.

After a short presentation of DELMVET project, WP3 and activity 3.1, WP3.1 report summarises and compares the main results of Country reports, according to the main items of analysis:

1. Policy, rules and regulations of VET system
2. Models, principles and typologies of VET provision
3. Actors, beneficiaries and target of VET initiatives
4. Contents, outputs and outcomes of VET courses

Afterwards, WP3.1 report provides some final considerations and some assessment reflections, as regards the VET status in partners' target areas as well as the establishment of a VET networking within the Adriatic basin.

WP3.1 report is completed by the WP3.2 report, devoted to a desk analysis of VET status in the whole Adriatic Macro Region and providing qualitative information about the VET systems in the other countries of IPA CBC Programme: Greece, Slovenia, Croatia and Montenegro.



## GENERAL OVERVIEW OF THE NATIONAL/REGIONAL CONTEXTS

Partners' target areas are characterised by different framework in terms of local contexts, as concerning, firstly, the demographic composition, as well as the social and economic structure.

As concerning population, the composition is the following:

Countries/regions/districts	Male	Female	Total
<b>Albania</b>	<b>1.605.657</b>	<b>1.589.315</b>	<b>3.194.972*</b>
Durres district	119.587	123.214	242.801 <sup>1</sup>
Kruja district	33.808	33.890	67.698 <sup>2</sup>
Durres region (Durres and Kruja districts)	153.395	157.104	310.499 <sup>3</sup>
<b>Serbia</b>	<b>3.560.048</b>	<b>3.760.759</b>	<b>7.320.807<sup>4</sup></b>
<b>Italy</b>	<b>29.413.274</b>	<b>31.213.168</b>	<b>60.626.442<sup>5</sup></b>
Marche region	759.397	805.938	1.565.335 <sup>6</sup>
<b>Bosnia and Herzegovina</b>	<b>1.684.248</b>	<b>1.762.908</b>	<b>3.447.1567<sup>7</sup></b>

**Source: [www.indexmundi.com](http://www.indexmundi.com), data as for 1.1.2011**

All countries and regions investigated demonstrate to suffer from the current global crises, with a reduction of the growth rate of GDP, more or less important. Similarly, as a result of the crises, all areas show the decrease of the employment rate and the parallel increase of the unemployment rate.

In some cases, such a fact aggravates a situation already difficult, in other cases, the effect of the crises on the labour market seems to arrest a previous positive trend of employment.

Countries	GDP growth	Unemployment rate
<b>Albania</b>	<b>3,5%</b>	<b>13,5%</b>
<b>Serbia</b>	<b>1,8%</b>	<b>19,2%</b>
<b>Italy</b>	<b>1,3%</b>	<b>8,4%</b>
<b>Bosnia and Herzegovina</b>	<b>1,7%</b>	<b>43,3%</b>

## NATIONAL/REGIONAL VET POLICIES

All targeted areas show an intense process of regulation and government of the VET system. Following reforms, revisions and integrations, the VET systems of the partner contexts are object today of a clear and well defined policy for VET, starting from National interventions up to regional/local dimensions. However, the institutional complexity in **Bosnia and Herzegovina** slows down reform of strengthening VET system governance.

In **Albania**, the national policy of VET is in line with the overall mission of the Education System, and the VET contributes to educate and generate a human/social capital able to meet the needs of labour market, to sustain the growth of the Albanian economy and its sustainable development.

Also in Serbia and in Italy, National Strategies are outlined, considering the VET system as part of the overall learning system.

In **Serbia**, the policy of VET is based on the connection of the learning outcomes (knowledge, skills and working competences) with the labour market needs and the individuals' attitudes and potentials.

In **Italy**, the policy for VET is strongly driven by European Union direction; therefore, it is part of the Lifelong Learning process, with a specific mission of enhancing the integration of education, training and employment systems.

In **Bosnia and Herzegovina**, the VET Development Strategy 2007 – 2013 was adopted by the Council of Ministers in 2007. The strategy represents an explicit endorsement of the European policy framework on employment and VET. The basic purpose of the Strategy was to define general directions for the development of VET but it was unfortunately never complemented by an action plan or a sustainable budget from the relevant authorities. The priorities and recommendations given in the strategy are at the moment in need of review, especially in important areas such as: legislative and institutional framework; labour market evolution; internationalisation of VET; quality and efficiency of VET; and attractiveness and relevance of VET.

In terms of specific and tailored objects of VET systems (as outlined by national/

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1 source: INSTAT - Instituti i Statistikës ([www.instat.gov.al](http://www.instat.gov.al)), data as for 1.1.2010

2 source: Statistical Office of the Republic of Serbia (<http://webzrs.stat.gov.rs>), data as for 1.1.2009

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7 source: Agency for Statistics of BiH (<http://www.bhas.ba>), data as for 2007

regional policies for VET), some similarities can be highlighted; therefore, generally speaking, VET in target areas is aimed at:

- developing key knowledge, competences and skills of individuals;
- providing opportunities for the development of personal capacities, attitudes, specificities;
- enhancing the employability of individuals, through a better and closer connection of education and working fields;
- Ensuring quality, effectiveness, efficiency and innovation of VET.
- In all targeted areas, a pool of actors for VET is identified, with a clear definition of roles, tasks and responsibility, according to a hierarchy model. Therefore, there are always National Ministries on the top of the chain:
- Ministry of Education and Science and Ministry of Labour, Social Affairs and Equal Opportunities in Albania;
- Ministry of Education and Science in Serbia;
- Ministry of Education, University and Research and Ministry of Labour in Italy.

The Ministries, generally, define the overall principles and criteria, outline plans and systems, monitor and supervise performances and results. A slight difference, in Italy, is given by the strong involvement of the Regional Authorities, which have the exclusive competence on Vocational Training, as concerning the planning and the provision. Also in Albania, the Central Level delegates the responsibility in terms of implementation at Regional level, towards Regional Education Directorates and municipal Education Offices, as well as regional and municipal councils.

**Bosnia and Herzegovina** has a devolved and fragmented education system the most complex in the region with no less than 13 or 14 distinct actors for VET system governance and implementation. The prime responsibility for education policy and qualifications lies with the Ministry of Education of the Republika Srpska, with ten canton ministries of education in the Federation of Bosnia and Herzegovina, which are coordinated by the Federal Ministry of Education, and with the Brcko District Ministry of Education. Furthermore, international cooperation is handled by the Ministry of Civil Affairs. The extremely fragmented institutional framework of the Country makes any reforms extremely time consuming and challenging. To this should be added some persistent lack of willingness to cooperate on many inter-entity cases. An important step forward is the establishment of the Agency for Pre-primary, Primary and Secondary Education at the state-level, particularly its VET Department. It has played an important role since it came into operation in early 2009; two years after the related law was passed in 2007. According to the Framework Law on VET, this agency is responsible for the implementation, monitoring and improvement of curricula, for the issues of standards and quality, as well as for cooperation with educational authorities and social partners.

In all targeted area, the Social Partners is an important actor; it contributes to the definition of VET policies, it participates in the drafting of standards for VET, it provides VET courses, it brings the active labour market needs. Sometimes,

the Social Partners are included within institutional bodies, as representative of business community (e.g. the Council for Vocational Training and Education in Serbia).

The cooperation of Social Partners is, everywhere, considered as one of the requirement in order to achieve specific objectives of the VET policy: employability of individuals through a close connection between labour market and education.

The **BiH** Strategy for VET Development 2007-2013, as well as other relevant documents, strongly promotes a greater role for social partners in VET. However, in Bosnia and Herzegovina Social partners have not, to date, been either sufficiently or systematically involved in the VET reform process. There is long way to go in order to make social partners real partners in VET development in BiH. Without formal networks and active participations of the social partners but also active engagement of Civic Sector, the progress in VET reform in BiH may suffer.

Summarising, several similarities can be drawn amongst the targeted areas as concerning the policy for VET and its main actors; in all targeted areas it seems that:

The level of refinement, analysis, development of VET is achieved, as a result of reforms and regulation often drafted through best practices transfers and benchmarking;

The policy of VET is more and more connected and closed to the labour market, taking into consideration, on one side, the evolution of the employability conditions and, on the other side, the framework of the qualifications;

The quality of training, the evaluation and the assessment of performances, the certification of the learning outcomes are key factors of the VET policies in all targeted area, through the implementation of different instruments (e.g. establishment of standards, accreditation procedures, etc.).

## INSTITUTIONAL AND ORGANIZATIONAL FRAMEWORK OF VET

As anticipated above, all targeted areas present a VET framework object of previous reforms and revision. Of course, a main direction of reform is the orientation from European Union and from the Lifelong Learning Strategy the European Commission introduced. This is, naturally, obvious for Italy as member state; but it is also true for Albania and Serbia as a result of the Pre-Accession process ongoing in those countries.

Also, current changes in education in the Bosnia and Herzegovina are strongly influenced by the aspirations of the Country to join the European Union (EU).

Namely, the institutional and organisational framework of VET in **Albania** is the result of a reforming process that addressed:

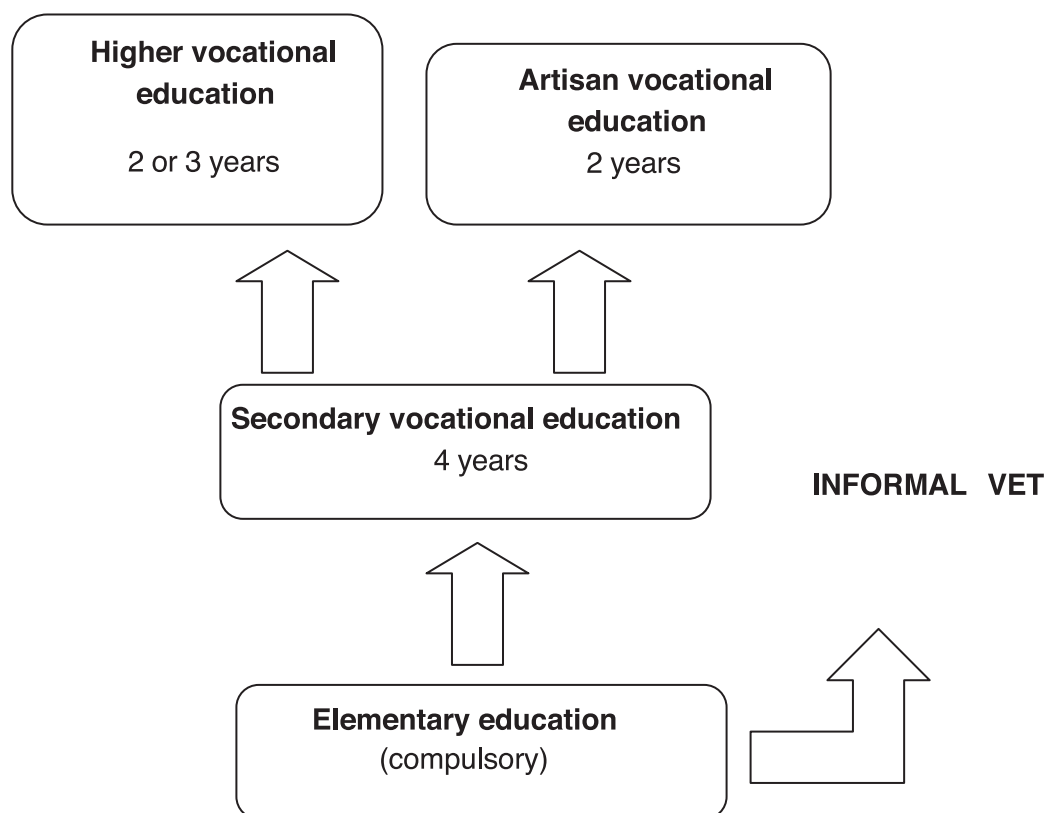
- The structure, replacing the traditional vocational school with new institutions within the general framework of Education (with a duration of 2+1+1, of 2+2 or of 4 years);
- The curriculum, introducing a two level curriculum: the central level curriculum, based on the European Framework of Qualifications and on the Albanian Qualification Framework (AQF), and the school level curriculum, based on the compliance with local market needs;
- the management and the financing of VET, creating and restructuring a set of agencies and institutions (e.g. National Agency of Education and Training - NVETA, the National Inspectorate of Education - IKAP, the Education Development Institute - IZHA, etc.), in order to assess the quality, to introduce innovation in didactics and learning methods, to test the learning outcomes, and so on.

In **Serbia**, the reform of VET system started in 2003, thanks to financial assistance of the EU; the process of reform was aimed at developing a VET based on the needs of the economy and the labour market. The intention of the reformed VET is to educate students in order to easily and quickly find a job or to continue education, such as higher schools or universities. Through the reform, new educational profiles have been introduced, based on modules (modular training) and oriented toward the achievement of learning outcomes.

The VET reform in Serbia is the result of a 4-phase programme, characterised by continuity and progression of results and achievement. Initially, the National Strategy for Development of VET was outlined, new curricula were developed and others were re-designed, new partnerships were established, ICT equipments were provided. Actually, the reform is going through its last phase, dealing with the modernisation of the VET system and consisting in strengthening the institutional capacities, reinforcing the social partnership, improving the national qualification system, developing the quality assurance system and implementing the Continuing VET.

The resulting framework is the following.

## FORMAL VET SYSTEM



The VET reform has been implemented since 1998 in **Bosnia and Herzegovina**, mainly through programmes financed by the EU, which has acted as the major donor and driver of innovation and modernisation in the sector.

A considerable number of key documents have been issued that give recommendations and can provide the basis for new legislative frameworks to transform VET in the Country. However, the complexity of the administrative structure of the Country means the implementation and management of reform has met with intermittent obstacles and delays and the results achieved were unable to fulfil initial expectations.

Reform is slowly on-going at rates that vary from one entity and canton to the next, sometimes with ambivalent results. Nevertheless, various activities linked to policy and strategy development, institution building, teacher training, skills need analysis and the revision and implementation of new curricula have been implemented under the reform.

Activities implemented through EU-financed projects can be summarised as follows:

- Secondary VET curricula drafted and in use for about 80 professions and also for general subjects;
- Institutional capacity-building through cooperation with social partners leading to the production and adoption of Green and White Papers, the development of a VET strategy, the formulation of a concept note for a Baseline Qualifications Framework and many other policy documents;
- A new classification of occupations adopted reducing the listings from 500 detailed occupations to 100 more general professions;
- Purchasing of equipment for vocational schools;
- Research into a new VET financing system;
- Creation of a VET database;
- Guidance manual on labour market research developed and in use;
- Staff development through the training of mentors, teachers and school principals in the application of new curricula and modern teaching methods.

The vocational training reform process initiated changes in almost all education functions, but its quality remains a challenge, particularly in terms of learning outcomes, the accreditation of training providers and the teaching and learning process.

The reform process has continued to focus on bringing vocational training closer to the labour market. In this respect substantial support has been provided by EU through institution building, staff and curriculum development, and teacher training. However, social partners have only recently been involved in the reform process and they need to enhance their capacities if they are to play an equal role in the process. Furthermore, the recent education reform continues to be limited to the initial VET system, while continuous VET and adult learning in general have received little attention.

In Italy, initially VET addressed only the adult learners, with the aim of providing professional requalification for unemployed.

The major milestone in the Italian historical background was the national law reforming the Constitution (law 3/2001), distinguishing the general education, under the competence of the State, and the VET, under the competence of the Regions.

Another fundamental milestone (law 53/2003) introduced the right/duty to education and training, assuring to all the right to education and training, for at least 12 years or, in any case, until the achievement of a vocational qualification within 18 years of age.

The Italian organisational framework distinguishes Initial VET from Continuing VET; as concerning IVET, the organisation is shared amongst School System and Regions; as concerning CVET, the organisation is more complex as it involves Regions, Interprofessional Joint Funds, and Territorial Centres for the Adult Education and Universities (see further chapters for more details).



## MODELS OF VET

According to the historical, institutional and organisational framework, DELMVET countries/regions developed specific and tailored model of VET, also according to the social and economic contexts where to implement the VET policies.

In **Albania**, the VET system is made of Vocational Education and Vocational Training.

*Vocational Education* enables students to develop vocational skills and practical knowledge; the main aim is to improve the professional skills of people entering the labour market, but a further goal is to provide alternatives of higher education. The structure of Vocational Education is defined according to the AQF, EQF and ISCED, providing long term education (from 2 to 4 years). It is made of:

- Basic Vocational Education - Level I (ISCED 3C);
- Vocational Education - Level II (ISCED 3C);
- Technical/Managerial Education - Level III (ISCED 3A);
- Vocational post-secondary education - Level IV (ISCED 4B).

*Vocational Training* is mainly provided by public vocational training centres, in the major cities of Albania. Target is made mostly of unemployed people, wishing to enter or re-enter the job market, or rather wishing to remain in it. Courses of Vocational Training have a flexible duration (from 3 months to 2 years).

A new and stimulating area in Albania is that of *Adult Education and Training*, a concept not still fully introduced within the education and training policies. Nevertheless, the participation of adults in vocational training and retraining programme is the object of a strong action, aimed at improving and enhancing the achievements of adult populations as concerning VET. Such a new interest is also explained by the opportunity to get closer to the Lifelong Learning approaches (the pillar of the European Union policy), trying to promote further development, transparency and evidence (certification) for the education of adults.

In **Serbia** too, the European Union indication are source of inspiration of VET models. The Serbian VET system distinguishes regular students from adults.

Regular students have access to the formal VET, provided by public vocational schools (secondary education). Students are prepared for an employment in 15 sectors of economy, such as agriculture, forestry, geology, mechanical engineering, electrical engineering, graphic industry, etc. Secondary VET is either 3 or 4 years long.

Adult learners also access the secondary vocational schools, participating to specialized training (re-training or additional training for certificate), with a duration of 1-3 years.



Within the secondary vocational school, the Centres for Continuing Adult Education are established, aimed at offering professional education and training of adults, primarily the unemployed ones. The Centres cooperate with local enterprises and associations; they provide curricula/modules based on the economy and needs of the regions. Namely, adult learners can access:

- IVET programmes: adapted module-based programmes, addressing people between 18 and 30 who left or were forced to leave regular education system and who want to acquire qualifications for certain profession. IVET programmes are financed by individuals, companies, local and regional employment offices.
- Labour market programmes: short modular programmes (educational packages), aimed at satisfying the request from the labour market, specific employer or groups and individuals. Labour Market programmes are most suitable for unemployed and people without professional qualifications or skills (vulnerable groups).

The VET system in **Bosnia and Herzegovina** also distinguishes regular students from adults. Regular students have access to the formal VET, provided by public vocational schools (secondary education). Vocational schools offer 3-years courses, mainly for craft professions, while the technical schools offer 4-year courses, providing qualifications in the industrial and services sectors. The VET system is currently mainly confined to secondary education, where gross enrolment rates are decreasing especially in the 3-year vocational cycle. Three-year programs are oriented directly into the labour market. The four-year programs can be completed with graduation, allowing students enrolment at the high school / college.

Adult training is poorly developed. It is mainly provided by secondary technical and vocational schools and individual enterprises in different settings. Documents regularly refer to the need to further develop the system for adult education and training. According to the ILO<sup>10</sup>, only a small proportion of the working age population (3.3% of youth and 1.9% of adults) are currently offered any opportunity to upgrade or to change their skills, despite the legal provision obliging enterprises with more than 50 employees to provide training for workers who have been working between 6 and 12 months. VET school<sup>11</sup>s make up the majority of providers. Some NGOs also provide training but this does not lead to certification and most of this is paid for by participants.

Vocational schools in BiH organize trainings for adults mostly according to programs of formal education for those pupils/participants who did not finish regular school and want to increase their employment opportunities by acquiring qualifications and certificates. Trainings for adult proceed in accordance with the

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1 ILO, (2009), Employment Policy Review Bosnia and Herzegovina; prepared by the International Labour Office and the Council of Europe in 2007 and 2008, Council of Europe, 2009.

same curricula and methodology as for regular education in vocational schools. That is why Adult education in BiH does exist but it is not institutionalized. Adult education obviously does not have strategic status and it is not recognized as an education field of vital importance for the present and future of our Country. In practice there are many educational programs and project for adults but their work is not connected by mutually defined standards and principles neither by legal regulations. This kind of education is usually financed by the participants themselves and only in special cases by companies or employment agencies.

Although a new classification of occupations and new modular curricula exist, some schools still use the old curricula for adult education and training.

Pre-qualification is organised in one-year courses for other occupations at the same (three-year) level and two-year courses for pre-qualification from the three-year to the four-year level. One-year specialisation programmes (e.g. catering specialists) are organised for levels formerly known as highly-qualified workers.

In **Italy**, the system is a little bit more complex, as it foresees several models of intervention:

### Initial VET – first level

It concerns training offer for trainees aged 14-17 and it is carried out by accredited training agencies and schools involved in triennial courses of VET. These paths have a 3-years duration and include relevant activities and disciplines both as for the general culture and as for professional areas, allowing the obtainment of a vocational qualification nationally recognised.

### Initial VET – second level

Activities of second level of IVET address young people who achieved a high school diploma or a first level qualification within triennial IVET of first level. IVET courses of second level foresee a full-time participation, as well as a mandatory internship (stage), with the aim to train professionals with a high degree of specialisation, able to meet the professional needs of the territory.

### ***System for higher technical education and training***

The framework of higher technical education and training is aimed at accelerating the entry of young people into employment and re-qualify those already in possession of a work experience, through paths that let young and adults, employed and non-employed, to achieve specific cultural knowledge and technical and professional targeted training.

Such a sub-system involves the following types of action:

- the provision carried out by the Higher Technical Institutes (Istituti Tecnici Superiori - ITS);
- the offer related to Higher Technical Education and Training (Istruzione e formazione tecnica superior – IFTS).

***System of adult education and continuing VET***

As concerning training and education for adults, two areas exist:

- Adult education (Educazione degli Adulti - EDA), under the responsibility of the Ministry of Education, University and research (MIUR);
- Continuing VET (CVET) of adult workers, under the competence of Region and Provinces, social partners, Ministry of labour, health and social policy.

Summarising, it seems that VET system in Albania, Serbia, Bosnia and Herzegovina and Italy are structured in sub-systems (models), referring to different jurisdictions/responsibilities/targets. Generally speaking, the main distinction can be regrouped in Education vs. Training (young vs. adults), as following:

	Education	Training
<b>Albania</b>	It is about <b>Vocational Education</b> , under the responsibility of the Ministry of Education and Science	It is about <b>Vocational Training</b> , under the responsibility of the Ministry of Labour, Social Affairs and Equal Opportunities
	Beneficiaries are students coming from 9 year basic education	Beneficiaries are, mainly, unemployed people, wishing to reintegrate the labour market
<b>Serbia</b>	It is assimilated to <b>formal VET</b> , and it is provided by vocational schools	It is assimilated to <b>non formal VET</b> , focused on specialised training (re-training, additional training) and it is provided by vocational schools too
	Beneficiaries are regular students (secondary schools) who get prepared for employment	Beneficiaries are adults, mainly unemployed, considering young adults (from 18 to 30) out from regular education as well as employed or unemployed asking for competences and skills.
<b>Bosnia and Herzegovina</b>	It is about the <b>initial VET</b> , and it is provided by vocational schools	It is about <b>adult learning</b> and it is provided by vocational schools too
	Beneficiaries are regular students, coming from 9 year primary education. Three-year programs are oriented directly into the labour market. The four-year programs can be completed with graduation, allowing students enrolment at the high school / college.	Vocational schools in BiH organize trainings for adults mostly according to programs of formal education for those pupils/participants who did not finish regular school and want to increase their employment opportunities by acquiring qualifications and certificates.
<b>Italy</b>	It is about Initial VET ( <b>IVET</b> ), namely the first level (3 years duration) and the system of <b>Higher Technical VET</b> (ITS-IIS)	It is about Continuing VET ( <b>CVET</b> ) and <b>Adult Education</b> , as well as about some initiatives under the <b>second level of IVET</b> and the system of <b>higher technical VET</b> (IFTTS)
	Beneficiaries of IVET are trainees aged 14-17 or, alternatively, young people with an high school diploma or first level qualification	Beneficiaries are mainly adults, aimed at re-entering the system of training or education

It is interesting to highlight that following such a scheme; a further area can be outlined: it is about Lifelong Learning and about the European Union policies aimed at advancing the level of knowledge, competences and skills of European citizens. Therefore, it seems that the common approach of the models of VET in the targeted areas is that assumed in the wider context of Europe: consider the VET as a component of the strategy for Lifelong Learning, promoting the acquisition of knowledge, competences and skills all over the life of the individual. A further component is that of informal learning, which is acknowledged by all countries.

## CONTENTS OF VET

Competences and skills object of VET system in partner countries are quite different, even if in all cases it seems that it is possible to outline a similar pathway: from general and tailored competences to specific and professional skills.

Furthermore, all VET systems develop contents in terms of knowledge, skills and competences in line with what defined by the EQF; for instance, the implementation of the AQF in Albania, based on the EQF, is allowing the integration of general secondary education with professional models, as well as the full application of advanced education.

In **Albania**, the contents of curricula, modules, didactical and learning materials, etc, reflect the latest technological development of works and professions. Such contents are adapted to technological innovations through:

- increasing the autonomy of the content of curricula;
- practising within work environments and professional units;
- training of trainers, teachers and lecturers;
- improving educational infrastructure (ICT equipped);
- Using new educational media in the learning process.

Therefore, contents of Albanian VET system are organised in:

- subjects of general culture, in order to allow students the mobility across the horizontal as well as vertical levels of the educational system;
- Modules of professional education, related to different professional profiles and including special academic knowledge (oriented towards the world of work and the labour markets).

Finally, in Albania, the definition of contents of VET refers also to the process of identification of innovations, good models, best practices, etc. A formal system is set, aimed at detecting most successful standards for learning and at transferring and piloting such methodologies.

In **Serbia**, within the Vocational Education, students gain both general and specific knowledge, as well as competences for work or further education. The four-year vocational educational programmes comprise minimum 40% of general studies and 55% of specific-field studies, that is, 30% general and 65% specific studies in three-year programmes. The practical training is carried out in school workshops or in enterprises/ companies.

The achievement of the competences gained through the vocational education process is assessed at the end with a graduation exam. As concerning the

vocational training, the learning process is completed by an exam, too; after successfully mastering the program of specialist or artisan education, an adult shall sit for the specialist or master-of-the craft exam on which a public document shall be issued in keeping with the pursuant law.

In **Bosnia and Herzegovina**, pursuant to the Framework law on secondary VET, secondary VET curricula consist of the common core developed in compliance with the Framework law on primary and secondary education, syllabi for vocational subjects and the part of the curriculum designed by the schools. Public and private schools have the freedom to develop and implement educational contents according to the requirements of the local labour market up to 30% of the overall curriculum. The ratio between the general and vocational part is not predetermined for each curricula for the simple reason that curricula is developed based on the established knowledge, skill and competency standards. In some professions, practical training takes significantly more time than in another profession from the same family of professions (for instance: a cook and a waiter).

Curricula for a total of approximately 80 occupations have been developed in the format of modular outcome-based (competency-based) curricula. Unfortunately, several types of curricula are currently applied in vocational education and training in Bosnia and Herzegovina. A portion of those curricula was inherited from the period before 1992, one part was created in 1992-1995, and then in the period of 1995-1998, and finally, the curricula entered into application as developed using the modular technology. In the Republika Srpska, curricula were developed using modular curricula, but only one third of all VET schools in the FBiH are implementing modular curricula. In traditional curricula still in use in Federation, the ratio between the general education, vocational theory and practical skills goes to the detriment of practical knowledge.

The following documents are obtained at secondary vocational schools: school reports, diplomas and certificates. Certificates are issued to pupils after they have passed specific modules, upon pupils' requests or when pupils change professions. At the end of education at three-year schools, the final examination follows, and at four-year schools, the graduation examination follows.

In **Italy**, contents of the Initial VET (first level) are designed on the basis of the main European recommendations, foreseeing the acquisition of a set of learning objectives related to the "Cultural Axis" (axis of languages; axis of mathematics; scientific-technological axis; historical-social axis) as well as to the key competences (learning to learn; design/development; communication; collaboration and participation; acting autonomously and responsibly; problem solving; identification of links and relationships; acquisition and interpretation of information). Regarding the second level of IVET, contents are adapted to the specific professional profiles and the professional competences required:

key skills, referring to competences in Italian/foreign language, mathematics, technological and informatics;  
transversal skills, referring to the ability to work in team, to solve problems, to have

initiative, to communicate (essential skills for any type of professional figure); Professional skills, referring to knowledge/competences needed to carry out the professional activity of the profile (area of expertise experienced by the stage).

Contents of higher technical VET curricular (ITS-IIS-IFTS) refer to common competences such as linguistic, scientific and technological, legal and economic, organizational, relational, communicative, as well as technical-professional skills regarding the specific figure of high-level technician, according to EU indicators for qualifications.

Finally, as for the CVET in Italy, contents refer basically to:

- activities of continuing professionalization, aimed at updating and retraining of professional skills and competences;
- activities of lifelong learning, aimed at acquiring basic (key), general and pre-professional skills;
- activities of lifelong learning, aimed at strengthening the cultural context and at acquiring useful skills for social life and active citizenship.

## RESULTS OF VET

Learning results (referring specifically knowledge, skills and competencies), as defined in the European Qualifications Framework (EQF) are guidelines for curriculum frameworks at all levels of education in **Albania**. The implementation of the AQF, based at EQF, is facilitating the integration of general secondary education with professional models, enabling the application of advanced education (among others through the accumulation and transfer of credits).

AQF, in line with the EQF, collects and arranges all kinds of qualifications and relevant diplomas / certificates, providing vertical and horizontal opportunities of motilities of pupils and students within the system, including informal learning and non-formal. AQF is also developed according to the credit system, based on current European models such as ECTS (European Credit Transfer and Accumulation System) and ECVET (European Credit System for VET).

In **Serbia**, the national framework of qualification (currently under revision) recognises 8 levels of qualifications according to the complexity of professions:

Level of qualifications	Completed education
8 – High	/
7 - High (2 sub-levels)	/
6 - Higher (2 sub-levels)	higher post-secondary vocational education
5 - Specialised medium	post-secondary specialist education
4 – Medium	4-year secondary vocational education
3 - Lower medium	3-year secondary vocational education
2 - Semi-qualified	vocational skills training or 2-year vocational education
1 – Unqualified	elementary



In order to improve learners' and workers' mobility, the transparency of qualifications, and progression and quality of education, stakeholders in **Bosnia and Herzegovina** have been discussing the development of a framework of qualifications. The document "Baseline of the Qualifications Framework in BiH" was adopted in 2011. It is the first document in BiH dealing with the qualifications framework for all levels of education, and it requires further development over the coming years. This document is in compliance with the European Qualifications Framework for Lifelong Learning. It defines, co-ordinates, and places qualifications within eight reference levels (some being further divided into sub-levels). The document has got the title "Baseline of the Qualifications Framework in BiH" because it represents only the beginning of a long process of the development and establishment of the qualifications framework in BiH.

Table “Baseline of the Qualifications Framework  
in BiH vs. earlier system in BiH”

Reference to the ISCED and EQF levels		Baseline of the Qualification Framework			Earlier system in BiH based on educational levels		
ISCED level	EQF	Qualifications	Education completed	Level	Educational level	School completed	Qualification
1 - 2A	1	Unskilled worker	Elementary education	1	I.	Elementary school	Unskilled worker
2B	2	Low-skilled worker	Occupational Training Programmes	2	II.	Elementary school and occupational training	Semi-skilled worker
3C	3	Skilled worker	Secondary vocational education and training	3	III.	Three-year secondary school	Skilled worker (secondary education) level III
3A - 3B	4	Generally or specialised skilled worker	Secondary general and technical education	4	IV.	Four-year secondary school	Secondary education, level IV
4A - 4B	5	Highly skilled worker specialised for certain occupation	Post-secondary education, including master craftsman exams and related exams	5	V.	Specialisation based on secondary school competences	Highly skilled worker
5B	6	Bachelor or Baccalaureate	First cycle of higher education	6	VI.	Two/ three year post-secondary education	Associate's degree
5A	7	Master	Second cycle of higher education	7	VII./1	Faculty, undergraduate studies	University degree
					VII./1	Specialisation	Master Specialist Degree
5	8	Doctorate	Third cycle of higher education	8	VII./2	Master degree	Master of Philosophy
6					VIII.	Doctorate	PhD

It should be noted that the relations between the existing system in BiH, based on educational levels, and qualifications defined by the European Qualifications Framework will be further elaborated and defined through amendments to the existing legislation, and where applicable, separate legal regulations and by-laws. The ultimate goal is the development of a system which will enable companies in Bosnia and Herzegovina to find skilled workers and facilitate mobility of workers in the European labour market.

In **Italy**, all levels of VET allow the trainee/student to achieve a qualification; it can be a vocational qualification (IVET first and second level, CVET), rather a Higher Technical Diploma (as for ITS) or Higher Technical Certificate of Specialisation (as for IFTS).

## BENEFICIARIES OF VET (TRAINEES)

The VET systems objects of analysis have defined the categories of beneficiaries of education and training, according to the more recent indications and suggestions by European Union approaches. The consideration of the right/duty of education is a concept well developed in all countries investigated, as well as the European process of Lifelong Learning.

In **Albania**, about 7.500 people are trained by the VET system. Data shows that VET offer is gaining in quality and quantity; positive indicators are the improved infrastructure of schools, the improved teaching equipment and the better teaching methodologies (better trained VET teachers).

Trainees in Albania are:

- students who completed the compulsory education;
- jobseekers registered at the employment offices as well as unemployed people not registered at the employment offices;
- employed people who want to update or to improve professional skills;
- Special groups, as people with disabilities mothers with many children, persons under 18 years old, long-term unemployed, people belonging to families living below the poverty line, etc.

An Educational and Vocational Guidance is provided in Albania. Educational Orientation is about the cognitive and orientation activities of educational opportunities at all level; it is provided through publications and web sites by many educational institutions and organizations. Professional Orientation recognizes employment opportunities and requirements, and it is provided through specific areas such as Technological Education (basic education), Career Education (the VET), Technological Education, Economic Education, Arts, Career Education and Enterprise. Cognitive and guidance activities on employment opportunities are organized by schools, together with Labour offices.

In **Serbia** VET beneficiaries are: young people who have completed elementary education (age 15) as well as adults (who have not completed secondary education or those who have completed it but who are unemployed).

Every year, when elaborating plans for enrolment in secondary schools, the Ministry of Education consults social partners at local and regional levels with the aim of providing adequate choice of vocational schooling programmes. Even if there isn't a precise evidence of workforce qualifications and skills, such activities are maintained in order to create the core of the model for prediction of demand for certain knowledge and skills in the future.

National Employment Office is an important actor of professional orientation activities and inclusion of young people in labour market, as well as the Ministry of Youth and Sports that realises programmes for career guidance. Some secondary vocational schools also offer counselling and guidance. In cooperation with secondary schools, National Employment Office organises at the regional level professional orientation fairs for young population. The goal is to give them more information about the professions they intend to choose, requirements for enrolment in relevant school and trends on the labour market, and to prevent young people from making a wrong choice of profession.

In **Bosnia and Herzegovina**, the VET system is currently mainly confined to secondary education, where gross enrolment rates are decreasing especially in the 3-year vocational cycle.

Beneficiaries are regular students, coming from 9 year primary education. Some 80% of high school pupils complete four-year secondary school courses. Furthermore, vocational schools in BiH organize trainings for adults mostly according to programs of formal education for those pupils/participants who did not finish regular school and want to increase their employment opportunities by acquiring qualifications and certificates.

The enrolment quota is centrally decided at ministry level before the start of the school year on the basis of school capacity and student interest and performance. In recent years the Ministry has consulted employment offices, chambers of commerce and employers before setting the enrolment quotas. In some communities, local labour market analyses are prepared but pupils are still enrolled in accordance with existing resources, school premises, teachers and the traditional occupational profile of the region, irrespective of any real employment potential.

The Ministry of Education and Culture and the employment bureaus of Republika Srpska, have produced a career guide for pupils in the final year of primary school. The Federation of Bosnia and Herzegovina recently published new career guidance documents in cooperation with Republika Srpska and employment agencies. However, there is still little experience of this type of measure and for the time being enrolment policy is not adequately in tune with labour market needs meaning that schools and the ministry approve enrolment in professions that are oversupplied.

In **Italy**, beneficiaries of VET are:

- young people completed the first grade of the secondary school (lower secondary school) – IVET first level;
- young people who have a high school diploma (upper secondary) or a qualification of a triennial IVET first level course – IVET second level;
- young people and adults, employed and non-employed, having a diploma of higher secondary education (upper secondary school) – ITS and IFTS;

- employees – CVET;
- other categories (layoffs, over 50 years, employees of micro, low-skilled employees, etc.) – CVET.

In 2005, it was introduced in Italy the **training booklet**, as a means of recording the experiences of study and work. Owner of the training booklet is the person, solely responsible for updating; the regions and the provinces release the booklets. Furthermore, two issues are still under discussion: the way to compile it and the nature of the body in charge of its certification and of supporting the person in its compilation.

It is also increasingly spreading the use of the **portfolio of skills**, as a systematic collection of skills acquired through the presentation of works, providing documentation, analysis, interpretation and evaluation. The portfolio of skills allows the assessment of the performances and the learning processes, including the strategies implemented and the progresses made by each beneficiary.

## PROVIDERS OF VET (TRAINERS)

Vocational Education in **Albania** is provided respectively in 41 public schools and 9 private schools, located mostly in main urban areas of the Country; the providers of Vocational Education seems to be in need of restructuring, in terms of infrastructure, modernisation, innovation, resources. Vocational Training is provided by 10 regional public vocational training directorates, in the major cities of the Country.

Non formal learning is provided mainly by private vocational training centres (not licensed by the Ministry), by non-governmental organizations, by public institutions and other businesses offering training their employees. In these cases, certificates are not verified and not recognized by any national authority.

In **Serbia**, VET providers can be public (established by the Republic of Serbia, autonomous province, or local self-government) and private secondary and post-secondary schools (established by citizens or organisations, from Serbia or abroad).

Public secondary VET schools are established in accordance with the national/provincial act on establishment of the network of secondary schools. Private schools are not covered by this act and the location of establishment is up to founder's decision.

The requirements for establishment for all secondary schools, both private and public, are: adequate teaching facility, equipment, staff, hygienic and technical conditions, etc. Besides, founders of private school must provide bank guarantee evidencing existence of funds that are sufficient to cover the whole cycle of secondary education.

Accreditation of institutions providing higher education is somewhat different. It is in the authority of the Accreditation and Quality Assurance Commission (task force of the National Council of Higher Education). Besides the implementation of the accreditation procedure and issue of licenses, the Commission also proposes the following standards and procedures determined by the National council:

- standards and procedures for accreditation of higher education institutions;
- accreditation of study programs;
- Self-assessment and quality evaluation of the higher education institutions.

In **Bosnia and Herzegovina**, providers of VET are mainly public secondary vocational schools for both young and adults. Private and non-governmental sector provide programs which do not demand publicly recognized certificates; the content and quality of programs is subject to fluctuation; the teaching staff is not equipped with the adequate qualification to work with adults. Nevertheless, the number of adult education organizations is relatively small and does not satisfy the real needs for education and training of individuals and the labour market at all. Today in Bosnia and Herzegovina exist just 7 workers universities

and adult education centres (before 1992 the number was 56) and 2 centres for vocational education and training of adult <sup>12</sup>. The number of secondary schools which additionally provide education and training for adult is very small.

According to current legislation in Bosnia and Herzegovina, teachers holding positions in vocational schools are grouped into two main categories: teachers assigned to positions of general education subjects; and those assigned to positions in professional subjects (teachers and experienced assistants). It seems that teacher training was, and still is to a certain extent, a considerably neglected component of VET reform in the Country, particularly in relation to the education of VET teachers. National policies and international programmes currently focus on this second area as a top priority.

As for the **Italian** providers, Vocational Education is entrusted exclusively to the public school system and/or peer private, whilst Vocational Training can be carried out by:

- private bodies/agencies;
- public body (of any kind);
- universities;
- schools.

Generally, it is necessary to be accredited to be able to provide training. Surely, it is necessary to be accredited to be able to provide training with public funds (e.g. ESF – European Social Funds).

Accreditation is managed on a regional basis. The minimum requirements for accreditation by the Marche region are:

- Legal requirements and formal commitments;
- Resource requirements (e.g. equipments, venues for training, etc.);
- Job requirements: ability to manage and implement the key processes related to educational activities;
- Results requirements: demonstrations of the results/outcomes of VET actions undertaken and of resources employed.

If the institution owns all the requirements, it enters in a Regional Register, reporting the indication of validity of accreditation (type, duration, interim arrangements, etc.) which is updated every four months. Since the beginning, the accreditation can be requested for the three categories of VET: compulsory, continuing and higher. Each year, the accredited agency must self-assess and declare the maintenance of minimum standards, together with the yearly obligations of the accreditation system (budget, results of the training activities, outcomes of the training actions, etc.). Accreditation is subject to ongoing verification by the regional authorities that may conduct to the withdrawal of the accreditation if the standards and the conditions are not complied.

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<sup>12</sup> The Development and State of the Art of Adult Learning and Education (ALE) National report of Bosnia and Herzegovina, 2008



## MATCHING VET PROVISION (skills) WITH LABOUR MARKET NEEDS (job)

Together with a strong VET policies and framework, it is also important to benefit of good relations amongst the VET system and the Labour market; it is about the capacity of VET to meet the needs and requirements expressed by the labour market.

In **Albania**, a positive development in this direction is considered the drafting of the National List of Occupations (November 2009) based on ISCO 2008, which is serving as a framework for getting information from the labour market, as well as for the development of VET. NVETA has developed over 35 descriptions of occupations, reflecting the current technical and technological changes and challenges. Those descriptions are based on preliminary analysis of the profession; are also based on learning outcomes described. In this way it is provided an integration of links (job market + VET) in order to harmonize the information of the working field with the professional qualifications offered by the VET system.

Furthermore, based on descriptions of professional qualifications and on 2003 regulations (“On the development of standards curriculum of Education and Training”) NVETA, in collaboration with occupational specialists, has developed professional qualifications curricula for 22 profiles; those are also developed at school level, through the definition of school curriculum by the schools themselves.

Locally, professional schools and public vocational training centres contact directly local businesses and professional practices, contributing to the implementation of the work environments in these businesses: thus, learners are provided with competences requested by the job market, but also instructors (teachers) receive information on the latest technological developments within the professional fields, adjusting programs accordingly.

Finally, some tailored and specific projects contribute to the identification of skills needs (e.g. Cards I and II funds).

In **Serbia**, even if no systematic process is implemented to anticipate the skill needs, a strong and close relation is experienced amongst VET system and job market.

Since 2003, thanks to the wide VET reform, the new subject “fundamentals of entrepreneurship” has been introducing to the curriculum of vocational schools, in order to provide learners with knowledge about business start-up, business plan, business idea, networking, etc.

Furthermore, the involvement of business community in the VET system is ensured by the participation of the member both in the elaboration of curricula

as well as in the examination of final year students as concerning those profiles.

In order to help job-seekers, some new profiles are identified, based on 'real time' labour market needs; furthermore, some specific measures are implemented:

- Loans assigned by the Ministry of Education to students engaged in VET processes for profiles requested by the job market. This is a sort of incentive provided in order to stimulate the students to complete the VET pathway and to find the relevant employment. The list of profiles requested by the job market is provided by the National Employment Office;
- Assistance to young learners in gaining work experience through volunteering and internships, increasing their opportunities for finding a full-time employment. Namely, through the programme "First Chance" started in 2008, during internships, the government provides salaries and social contributions for 12 months to young beneficiaries.

In **Bosnia and Herzegovina**, at present, very few initiatives are actively being implemented to meet the needs of the local labour market and communities in the VET network. The Ministry and schools are still the main actors in the enrolment policy in BiH. There is only sporadic influence of the local labour market. Additionally, the greatest interest is for surplus occupations.

In theory, the curriculum already provides flexibility for up to 30% of content, allowing it to be fitted to labour market needs, but the system is hampered by major constraints like the current labour market situation and the lack of opportunities for social partners and stakeholders to form real connections with VET.

Concerning the problem of youth unemployment there are some projects implementing in BiH like "The Youth Employability and Retention programme in BiH", which is a joint initiative by UNDP, UNFPA, IOM and UNICEF and funded through the Spanish MDG (Millennium Development Goals) Achievement Fund (MDG-F). The project aims to address the problem of high levels of youth unemployment and irregular migration in Bosnia and Herzegovina. During the project it is planned to open 15 Youth Employment & Information Centres – or CISOs centres across the Country. CISO centres will provide a range of employment counselling, training and advice to young people across the Country. CISO is open to all young people aged 15-30 years that are unemployed or want to change profession.

The Council of Ministers in Bosnia and Herzegovina approved the strategy for entrepreneurial learning in education systems in Bosnia and Herzegovina for the period 2012-2015 on 7th March 2012. With developments in entrepreneurial learning BiH has a unique opportunity to ensure that majority of VET teachers are implementing problem-base, student-centred, and creative risk-taking approach.

As concerning the anticipation of skills needs, agencies of the **Italian** Ministry of Labour developed a national system aimed at achieving an on-going observation of employment needs. Gathering labour market information from different sources (surveys by social partners, outcomes of econometric modelling), the system provides quantitative information (short term trends as regards occupational needs and medium term forecast of occupation) and qualitative information (occupational skill needs, derived by the results of national surveys lead by social partner).

In order to improve the system, a new occupational classification system was developed, based on Occupation Unit and derived from the official statistic one; the result is a comprehensive description of each Occupation Unit, in terms of knowledge, skills, attitudes, activities, etc. It represents a benchmark for the better assessment of required individual skills.

Even if several national-level surveys are conducted to anticipate skills needs, currently, in such a severe crises in Italy, the urgency is to promote the match of job/demand in the labour market. In 2010 a survey of short-term skill needs, both at sectoral and territorial level, was implemented, in order to provide key actors with clear and precise information concerning competences and skills necessary at promoting a qualified employment for workers.

The involvement of key stakeholders in the building of a National Framework Strategy for matching skills with jobs has been articulated by National Board and Technical Assistance bodies. The aim is to assure equal dignity and participation to all the institutional and involved actors, through a constant dialogue between Institutions and Social Partners.

## FINANCING OF VET

The whole public pre-university education in **Albania** is financed by the State budget. Schools can also conduct business activities with financial benefits in areas related to curriculum implementation; namely, public vocational schools with practical training centres operate as economic units for realization of manufacturing activities or services.

Vocational education has two systems of financing and administration: national level schools are directly funded by the Ministry of Education and are managed by the school's administrative structures; local level schools are funded by the state budget but are managed by the correspondent Regional Education Office.

Besides education and professional training of students in vocational and technical schools, public and private vocational training courses are carried out, as services on behalf of third parties; use of revenues derived from these activities are done in accordance with relevant legal provisions.

Vocational training institutions rely on budget funds based on performances; they can absorb funds from third parties against the services they provide as well as to receive and use donations.

Public funding of education (estimated by the Ministry of Education budget and actual financing by local governments) is characterized by an average annual growth rate of 10%. During period 2001-2012, an average of 58% of total public expenditure (excluding expenditure incurred on education by local governments) is allocated to basic education. In secondary education (general and professional) are allocated on average 18% of public sources of funding, while higher education receives 19% of these funds.

Assessment of private expenditure, which means each individual investment in education, or private investments in the education sector, is difficult to generate and measure. World Bank and INSTAT have estimated costs of private (individual and family) education in 0,7% of GDP (Living Standard Measurement - LSMS 2005).

As concerning **Serbia**, according to the Minister of Education, the investment in the whole education system in 2011 was 290 million EUR. Figures for VET only are not available.

The whole public secondary education system, including VET, is financed by:

- Budget of the state
- Budget of the local self-government.

The amount allocated to a particular school depends on the implementing costs

of the education programme of that school, which in turn depends on the number and education level of the staff, school size, number of students and classes, material costs.

The extraordinary funding of VET is usually associated with projects that are financially supported by various donors (EU, USAID, GTZ, Nordic Initiative, single EU states...). A number of projects was realised in the last decade that included vocational (re)training of the long-term unemployed, Roma population, women, former army personnel, etc. with the aim of assisting them in finding a sustainable employment solution.

Tables below show that investment in education, and VET in particular, is not low in **Bosnia and Herzegovina** when compared to other countries in the region. Quality is thus at stake in secondary VET despite public spending on education that is relatively high in comparison to standards in the EU (4% GDP in RS, 6% in FBiH and 11.2% in BD compared with 5.1% in the EU). Namely, the heavy administrative fragmentation leads to wasted resources.

*Table - Total public expenditure on education as a percentage of GDP<sup>13</sup>*

	EU	HR	BiH	MO	AL
2001	4,9				3,3
2002	5,1	4,3			3,0
2003	5,1	4,5			3,1
2004	5,1	4,5	4,3	4,6	3,2
2005	5,1	4,6	4,3		3,2
2006					3,0

13 Sources: EUROSTAT structural indicators (12/06/2008 extraction) for EU countries plus Croatia and Turkey; EUROSTAT Pocket book on Candidate and Potential Candidate countries, 2008 edition for Albania; Public expenditure and institutional review by the World Bank, 2006 for BiH; National sources for Montenegro and BiH.

**Table - Share of public expenditure on education per education sector (%)<sup>14</sup>**

	HR 2005	BiH 2004	MO 2004	AL 2004	TR 2002
<b>Primary</b>	47	55	60	62	46
<b>General Secondary</b>		7		14	12
<b>Vocational/Technical Secondary</b>		21		5	9
<b>Total Secondary</b>	25	28	25	19	21
<b>Higher Education</b>	28	17	15	19	33
<b>Total</b>	100	100	100	100	100

Table above shows the share for VET amounts to 21% of total public spending on education. This is three times the amount spent on general education. However, VET spending should really be higher as this type of education is more expensive than general education.

Secondary vocational schools are financed by the school founders. This understands that secondary vocational schools as public institutions in the Federation of BiH are financed from the cantonal budgets and municipality budgets, and in the Republika Srpska, they are financed from the entity and municipality budgets, while in the Brcko District, they are financed from the District budget.

Pursuant to the law, secondary vocational schools may acquire proceeds from the following sources:

- sale of intellectual and other services, as well as sale of products,
- participation of pupils,
- lease of school premises.

Funds are allocated from the education budget for:

- gross wages of employees,
- costs of employee compensations,
- cost of materials.

The drawbacks affecting the financial efficiency in secondary vocational education are:

- a large number of laws governing education in BiH,
- a high percentage of the funds for education in the total gross national product, but nonetheless those funds are insufficient for good quality education, because the GNP is low,
- financing of vocational schools is more complex and more expensive than

14 Sources: for BiH: Financing of VET in Bosnia and Herzegovina by Aalborg Technical College, Aarhus Technical College and CPI-Center for VET of Slovenia, EU VET programme II, 2006, A Public Expenditure and Institutional Review, 2006, World Bank; for Croatia RSO, Croatia report; for Montenegro, Ivana Petricevic and Cazim Fetahovic, Study on VET Financing, Montenegro Report, ETF peer learning 2006; for Turkey, National Education Statistics 2006-2007

- the general education,
- the financing model has no strategic but it has an operational role,
- the school network is not rational, thus making the financing more expensive,
- The school capacities are not fully utilized.

**Italian** system for funding VET is based on three channels:

- public funds (ESF, Ministerial, regional Funds, etc)
- private resources (particularly business)
- Payment by participants/attendees.

In the case of public resources, the main source is the European Social Fund. There are also resources directly allocated by ministries (e.g. public schools in the field of Vocational Education). An important source of public funding is from regional governments (as regions are the political responsibility for the definition and implementation of VET policies), and in some cases even from those of other local authorities.

Private resources are those of self-investment of enterprises or by the JIF - Joint Interprofessional Funds (Fondi Paritetici Interprofessionali). Those funds for CVET are bodies of associative nature promoted by organizations representing the social partners, through specific agreements concluded by Inter-confederation organisations of employers and workers most representative nationally. In the course of 2003, with the agreement of the top ten institution Joint Funds, the enterprises undertake to allocate the quota of 0, 30% of social contributions to the training of its employees. (The so-called “mandatory contribution for involuntary unemployment”).

An additional source of funding for VET comes from the courses though the payment fees. Anyway, those are generally authorized by Universities.

The expenditure in VET in the Marche region is difficult to estimate. It is already hard to calculate the amount of public resources invested on VET and it is almost impossible to estimate the expenditure by enterprises or by private individuals. As a matter of comparison, the Marche Regional Government foresees an investment of public resources (ESF, State, and Region) for the Regional Operative Plan 2007-13 of more than 280.000.000 euro.

## LIST OF ACRONYMS AND ABBREVIATIONS

VET	Vocational Education and Training
IVET	Initial Vocational Education and Training
CVET	Continuing Vocational Education and Training
GDP	Gross Domestic Product
LL	Lifelong Learning
EU	European Union
ISCO	International Standard Classification of Occupations
ISCED	International Standard Classification of Education
EQF	European Qualification Framework
ESF	European Social Fund
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for VET
NVETA	National Agency of VET (Albania)
AQF	Albanian Qualification Framework (Albania)
IKAP	National Inspectorate of education (Albania)
IZHA	Education Development Institute (Albania)
IIS	Higher Education Institutes (Italy)
ITS	Higher Technical Institutes (Italy)
IFTS	Higher Technical Education and Training (Italy)
JIF	Joint Interprofessional Funds (Italy)



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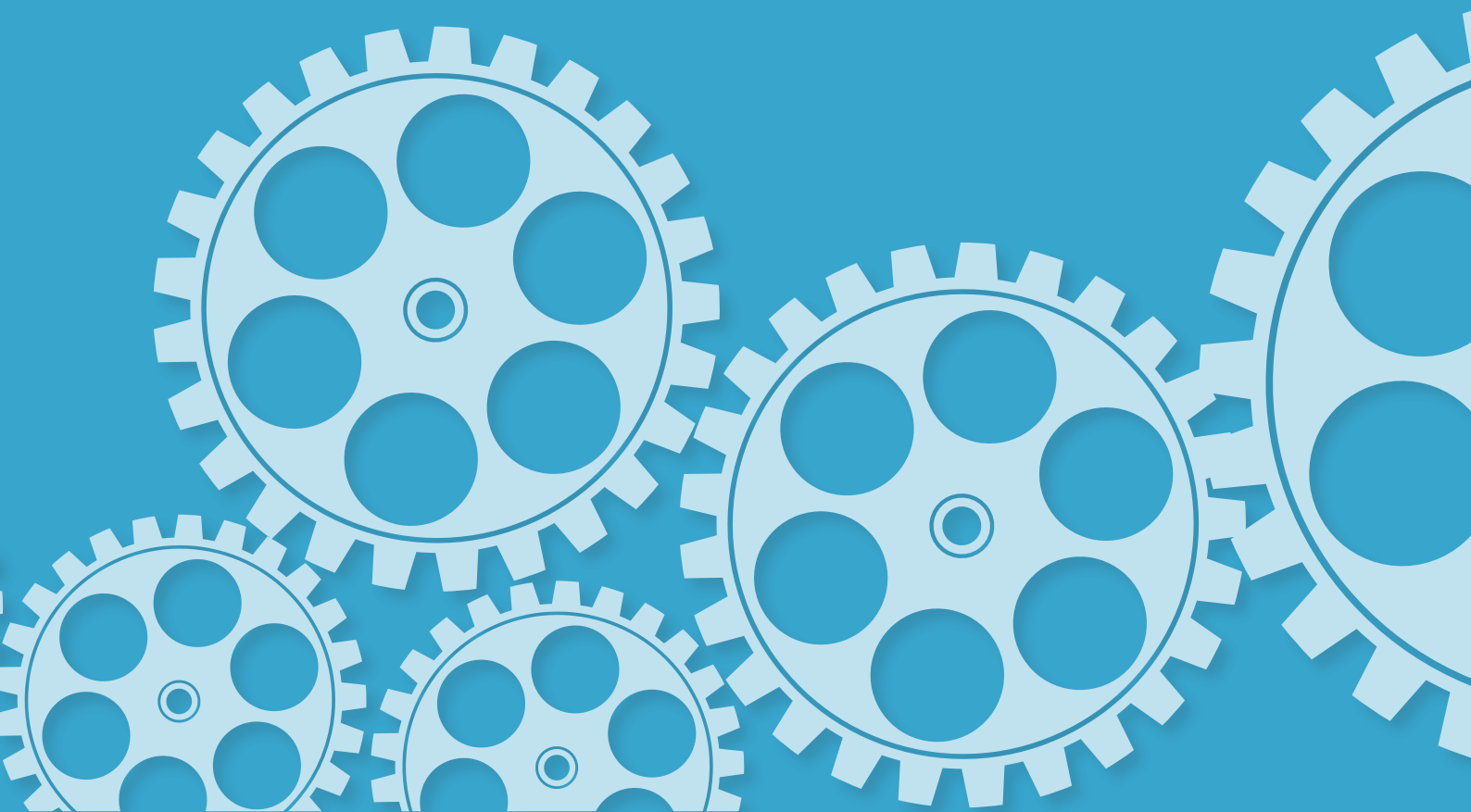
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III.

## VET IN ITALY: AN OVERVIEW

Regional Authority of Marche,  
Italy





## INTRODUCTION

This report represents an integration in terms of information and references to the second chapter of this publication “The VET status in the Adriatic Region: DELMVET countries” (DELMVET Project, WP3 – Establishment of the Regional VET Network – act. 3.1, WP3.1 Report).

The latest relevant Italian laws and regulations on vocational education and training, have been synthetically presented here as following:

- Italian national regulation on education and vocational training;
- Specific laws and regulations on education and vocational training issued in the Marche Region.

The European level is the framework in which Italy, as the other EU member Countries, has chosen to draw its institutional and regulatory framework for lifelong learning policies. Finding innovative solutions to the challenges faced by Europe to make the lifelong learning a real opportunity for everyone, is the main goal of this process.

According to this goal, this Report also includes a section on the European Qualification Framework established through Recommendation number 23 of April 2008 in order to tackle the huge problems due to the economic and social changes occurred in the last few years. In fact, the European Qualification Framework represents one of the main tools to satisfy the needs of transparency and readability of competences and learning outcomes in a context of great mobility across Member Countries, through the definition of a common system for qualifications and recognition of competences in vocational education and training.

In Italy, the process of referencing to the European dimension has formally started in June 2012 with the publication of the 1st Referencing Report to the EQF. The representatives of the Ministry of Labour and Social Policies, the Ministry of Education, University and Research, the Department of European Policies and ISFOL (National Institute for the Training of Workers) have been responsible for managing the referencing process. The Report is therefore a result of this cooperation with the Social Parts and Regional Institutions aiming at selecting and analysing the system of qualifications and planning its future developments. The crucial role of the Regions in defining Lifelong policies actually started ten years ago through the Reform of the Title V of the Italian Constitution that provided the Regions with the legislative power on vocational education and training.

Since then, each Italian Region has tried to innovate its own internal framework by taking into consideration the *essential levels* also through the implementation

of regional and interregional pilot projects. This reform process have not ended yet, as proved by the continuous revision among the Regions in order to achieve a high level of homogenization and satisfy the local labour market needs. The Regional Decree n° 808 of the 6th of June 2011 is a main step on this direction in the Marche Region, defining a protocol between Marche Region and Tuscany aiming at the definition of common standards and criteria for the recognition of competences also through exchanges of know-how, expertise and operative procedures.

As specified in the Italian referencing Report to the EQF, the European overview of the vocational education and training system is extremely heterogeneous and characterized by a variety of significant differences, both at national and transnational level.

Unfortunately, the wide range of European opportunities in vocational education and training are often only virtually available because of the lack of transparency of qualifications and the need for instruments and devices allowing the citizens to transfer their competences from a system to another.

DELMVET represents, under this point of view, an important achievement of Marche Region in a global common effort of European Member Countries to share experiences, knowledge and tools in a view of building a strong European space for Lifelong Learning. The achievement of quality and transparency vocational education and training will make Europe the first economy based on knowledge and human capital.

# THE ITALIAN REGULATION FOR VOCATIONAL EDUCATION AND TRAINING

## The innovation process: the Italian Report on European Qualification Framework

The European Qualification Framework has been established with Recommendation of the 26th of April 2008. As main one of the major steps the development of a European space for Lifelong Learning, the Recommendation required Member Countries to define their own national qualification systems by referencing them to the European Qualification Framework by 2010.

In Italy, the referencing process was formally launched by the State-Regions Conference of the 20th December 2012. The preface of the Agreement refers to the European strategy EU2020 in which “the process of innovation is oriented to a strong convergence towards the centrality of human capital and its competences”. According to this, the issue of certification in vocational education and training is crucial for allowing a good level of mobility and lifelong learning and guaranteeing transparency of qualifications and competences. A complete and comprehensive framework structured into eight reference levels has therefore been defined in order to promote the homogenization of the EU systems of vocational education and training and support the cooperation among different Countries and Institutions. Each level comprise a specific type of education and/or training and can be internally described following the principle of learning outcomes, meaning what a learner knows, understands and is able to do, making it possible the transfer of qualifications throughout Europe.

In the Italian Referencing Report, the term “qualification” is used to refer to certifications and qualifications issued “by a competent authority taking into account standards and public rules”. Then the eight levels are introduced and fully described ranging from 1 to 8 and allowing the transfer of qualifications at all levels of education. The process of referencing of Italian qualifications has analyzed the vocational education and training systems and the related qualifications by using 10 European basic criteria (process and technical criteria) elaborated by the EQF Advisory Group.

## The State-Regions Conference (n. 137/2011)

The State-Regions Conference number 137/2011 of the 27th of July 2011 defines the standard for the transfer of qualifications in vocational education and training according to the European Recommendations. In compliance of the reform of Title V of Italian Constitution, the main goal of this Agreement is to guarantee the implementation of the principles and contents of the European Qualification Framework within the Italian VET system.

The Agreement therefore identifies no. 21 vocational education and training qualifications and no. 21 professional degrees, describing criteria for description of competences and minimum educational standard, in order of guaranteeing the maximum level of homogeneity throughout the national territory in terms of learning outcomes the abilities acquired<sup>15</sup>.

The Agreement of 2011 contains a list of qualifications and professional profiles and provides a full explanation, under the legislative and descriptive point of view, of competences, skills, knowledge that learners should acquire for each specific professional profile. The description of professional qualifications set out at national level can be further enriched by Regions in order to respond to specific labour market needs.

Also, the Agreement defines the minimum standards of vocational education basic competence of the third and the fourth year; at the end of the third year learners should have the foundations for facing the fourth year that is focused on the features of the professional roles. Each professional role is fully described and its features and competences are described through a strong reference to the European key-competences and through the dimension of consciousness, responsibilities, profitability in a perspective of progressive development.

The national minimum educational standards allow identifying at a territorial level more specific qualifications according to the need and characteristics of the local socio-economic systems. The vocational education and training standards are therefore structured as follow:

- Linguistic skills, referring to the “communication in context” and to the professional context;
- Math, science and technology competence: expresses the ability of explaining the world in which the learners live by identifying and solving the possible problems of everyday life, by using scientific methods and math processes and communicating reasoning in a coherent way. These skills are the foundation for the development of an efficient and consciousness professionalism oriented on a scientific approach.
- Historic, economic, social competences enabling the use of instruments that allows taking part, in a responsible, efficient and productive way to the social and professional life.

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<sup>15</sup> The Agreement of 2011 was followed by, the Agreement States-Regions number 21/2012, which has furtherly upgraded the previous list by adding n. 2 professional profiles (“Sea Professionals” and “Beauty and wellness professionals”).

According to the linguistic competences and the foreign languages, the level A2 is the foundation for obtaining the professional qualification and the level B1 for obtaining the professional degree (levels established by the European Framework for foreign languages). The Agreement ends by showing the model of certificates of professional qualifications, professional degrees and intermediate certificate that lists the competence acquired so that, having homogeneity in the whole territory is possible.

### The regulation for promoting the young people access into the world of work: the “Consolidation act on apprenticeship” number 167/2011

The legislative decree number 167/2011, “Consolidation act on apprenticeship”, became law on the 25th October 2011 after a long procedure in which consultations and cooperation among social parts and Regions took place. After a temporary period of 6 months, the new regulation replaces the pre-existing one in order to propose a new kind of apprenticeship in a new and more efficient way; thus, the apprenticeship becomes an instrument for promoting the young people access into the world of work.

The article number 1, paragraph 1, defines the apprenticeship “as a permanent contract that is oriented to the vocational education and to the employment of young people”. The reference to the youths and to the vocational education is immediately highlighted: young employee need to be properly trained in order to find a permanent job.

For those young people without a long working experience or with not working experience at all, the competitive gap can be therefore filled by attending an apprenticeship programme, allowing them to improve their employability and their possibilities to (re)enter the labour market. The legal regulation on apprenticeship contracts is based on interconfederal or national collective labour agreements and foresees a list of principles which need to be followed such as: the formulation of individual educational plans, the provision of adequate salaries, etc.. At the end of the training programme, the apprenticeship contract can be terminated or either transformed into a standard contract.

The legislative decree defines a wide range of apprenticeship contracts:

- Apprenticeship for qualification and professional degree;
- Professional training apprenticeship;
- Apprenticeship for superior vocational education and research.

Youths ranging from 15 to 25 years old can accede to the apprenticeship for qualification and professional degree. The length of the contract can change according to the kind of qualification and degree workers have to obtain; the vocational education path can't exceed a 3 year period or 4 years if the worker



has to get a Regional professional qualification. This also depends on Regions and autonomous Provinces of Trento and Bolzano in agreement with the social parts.

Professional training apprenticeship concerns both public and private employees. The age of workers ranges from 18 to 29 years old even though also 17 years old workers already owning a professional qualification can be hired with this kind of contract. The maximum length of the vocational educational path is 3 years (5 years for the artisanal sector). The definition of vocational education paths must take into consideration the competences and qualifications already acquired by the apprentices. The company is responsible for the provision of a training that encompasses a set of basic and key competences and skills for a maximum of 120 hours of education in the whole three period year.

The designing of vocational education apprenticeship courses is under the responsibility of the Regions. However, the presence of a variety of modules allows the apprentices to attend a part of the training directly on the job, in a lifelong learning perspective.

The apprenticeship for upper vocational education and research is accessible only by workers from 18 to 29 years old. It refers to all economic sectors and allows the workers to get a high school degree, academic and superior educational degrees, Ph. D, graduate studies, specialization degrees.

The definition of the duration and contents of the apprenticeship falls under the responsibility of the Regions and the Autonomous Provinces of Trento and Bolzano in accordance to trade and workers associations, Universities and other Institutions. In case of lack of specific agreements, the employees and the associations they belong to, are allowed to make agreements with Universities, Professional schools, Vocational education centres.

The regulation defines that the employees are responsible for the vocational education of apprentices. If they default to this responsibility, they have to pay a levy, recharged of 100%, for the whole period they have been relieved for. Apprentices contracts are particularly convenient thanks to the large amount of benefits aiming to promote the young people access into the world of work. For example, if, at the end of the apprenticeship contract, the employee decides to transform the apprenticeship contract into a permanent contract, the process of hiring will benefit of a variety of both legal and economic benefits.

### The certification of competences in the apprenticeship

The legislative decree number 167/2011 (article 6) of the Ministry of Labour and social policies, in cooperation with the Ministry of Education, University and Research, with the prior agreement of the Regions and the autonomous provinces of Trento and Bolzano, identifies the professional and vocational education

standards for the certification of competences gained through apprenticeship courses. The standards constitute the basis on which it is possible to evaluate and certify the apprenticeship paths according to national collective labour agreements.

At the same time, the employees are responsible for registering the attendance to the vocational education paths and the professional qualification the apprentice has gained.

The Conference State-Regions number 96/2012 has established a national system of certification of competences for the apprenticeship sphere and it highlights the importance of providing homogeneity of the competence workers can acquire. Thus, a list of principles, definitions, didactic methods aiming to value each kind of learning, has been defined. In this way, the worker's skills and competences are crucial for allowing, in line with the Lifelong learning mission, a certain grade of professional growth and for better accessing the world of work. At the same time, the accreditation of competence is an objective, legal instrument for recognizing skills and knowledge of the apprentices. The common framework that has been selected provides the guide lines for certifying the competence. The basic certifiable competence is defined as "attested skill of employing the outcomes of the learning process in terms of knowledge, skills, abilities"; in addition, the guide lines provides the parameters that are made up of simple procedures for reaching such minimum goal.

At the end of the certification process, the vocational education centre issues a certificate specifying: the centre that issues the certificate, personal data of the apprentice, the competences the apprentice has gained. This last section is organized as follows:

- The competences acquired;
- The reference to the regional or national Repertoires (list of categories);
- Both Regions and Provinces are asked to verify the homogeneity of procedures and criteria across the national territory. The type of qualifications, the learning and testing methods concerning the certification of competences are registered in the certificates and in the vocational education booklet of the citizen.

## The reform of the labour market – 28th of July 2012

The law number 92 of the 28th of July 2012 "Regulation of the labour market in a growth perspective" is the result of a long negotiate between the Italian government, the social partners and other relevant politic entities. The European economic and financial crisis affecting Italy since 2008 highlighted the major weaknesses of the Italian labour market, leading to a worsening of the economic stagnancy and undermining the relationships between workers and employers. Improve the flexibility of the labour market is supposed to be the right solution

for increasing the Italian competitiveness in a global perspective. This idea has been integrated with a variety of stabilizing measures aimed at protecting workers and guaranteeing incomes and quality performance.

### The reform of article n. 18 of the Workers Regulation

This regulation highlights the delicate economic and social situation of Italy and introduces important reforms in the field of working contracts – among them, the apprenticeship. In fact, apprenticeship has been reformed in order to promote the access of young workers into the world of work. In order to avoid the abuse of this kind of contract, apprentices must be hired in a ratio of 2 to 3 with the qualified and specialized workers unless the company has less than 10 workers. In this case, apprentices can be hired in a ratio 1 to 1. The employers who haven't hired qualified and specialized workers can't hire more than 3 apprentices. In addition, the employer has to transform at least the 30% of the apprentices contracts working in the company into permanent subordinate labour contracts before hiring other apprentices. Such percentage will increase to 50% in 2015. If employers don't respect such percentages, they will be allowed to hire only 1 apprentice.

Under a vocational education and training point of view, the article 4, paragraph 51, provides definitions of lifelong learning, formal and informal learning according to what has been established by the European Union. As a result, the reform of the labour market aims to satisfy the need of harmonization among different vocational education and training systems of the Members Countries, promoting the certification and transparency of competences of workers that must be certified and recognized in the world of work.

In accordance to the specific regional regulations, the law defines few main priorities:

The creation of territorial VET networks;

The establishment of a system for the certification of competences and the definition of criteria for the assignment of credits;

The establishment of career counseling services through the cooperation of both public and private actors.

The regulation defines as certifiable competence a set of knowledge and skills that learners have acquired either in formal vocational education and training contexts or in non-formal or informal contexts. According to the article 4, such knowledge and skills can be transformed into vocational education credits after a procedure of accreditation.

On this respect, the law defines also the establishment of a national public system for certification of competences, based on minimum services standards aimed at guaranteeing homogeneity on the whole Italian territory and certifying learning outcomes and skills anywhere acquired.

The list of qualifications and competences will be included in national and

regional Repertoires (the latter referred to a national vocational education and training catalogue of professional qualifications). This system must be upgraded each three years and aims at making the certification of skills and competences recognizable at regional, national, European level. The procedures of certification will follow the principles of traceability, accessibility, simplification of documents and services thanks to a public deed aiming to transparency and validation of learning outcomes and skills, therefore defining the lifelong learning as a right to be promoted and valorized.

## The national system for the certification of competences

The legislative decree number 13/2013 of the 16th of January 2013, defines the minimum levels of performance for identifying and validating formal and informal learning, individuating minimum standards of the national system of certification of competences. On the basis of the recent reform of the labour market in a growth perspective, the Decree 13/2013 aims at organically regulating the Italian system of lifelong learning, detailing the procedures for the certification of competences acquired in informal (e.g. experiences gained in the daily life) or non-formal (e.g. working experiences) contexts.

As a result, the National system for the certification of competences becomes a connection point among vocational education and training policies, the business sector and the enterprises, civil society organizations, etc.. in line with the Recommendations and goals of the European Union.

The regulation aims at defining a clear set of rules allowing verifying and validating the real competences possessed by candidates. The competent authorities for the certification of competences are defined as the “Official recognized authorities”, which is to say public or private actors formally authorized by the regular public institution (Public administration, Regions..) through a process of accreditation (among these: schools, universities, high schools, training agencies, etc...).

The decree also defines the minimum standards of the national system of certification of competences in terms of:

- Processes for identification, evaluation, certification of competences;
- Description of the qualification achieved with reference to the national professional qualifications catalogue and to the European Qualification Framework to Italian statistics coding system (ATECO) and to the Italian classification (CP ISTAT).
- Individuation of public competent authorities ensuring the homogeneity of regulation and providing both candidates and organizations with information on opportunities of certification of competences

The article number 3 defines the process of certification of competences as a

voluntary process, being at the same time a right and a duty that citizens are supposed to attempt in order to certificate their competences and have their skills officially recognized. Personal skills therefore become a personal patrimony.

The certification procedures are defined by following the principles of: simplification, accessibility, transparency, traceability, objectivity, service privacy, accuracy of methodologies, completeness, equity and impartiality (non discrimination). A National Technical Committee composed by the representatives from the Ministry of Labour and the Ministry of education has been therefore created order to guarantee the respect of the principles set out in the regulation. The committee is also in charge of defining methods and parameters for the implementation of the national regulation in line with the European recommendations.

The National Repertoire of Qualifications represents the main framework for the certification of competences and the progressive standardization of qualifications and titles according to both a national and European regulations, with reference to the European Qualification Framework. The qualifications and the competences acquired must be registered in the personal booklet of citizens filled in by competent institutions at Regional levels.

Finally, one of the main objectives of the decree is to constantly monitor and evaluate processes in order to improve the overall quality of the Italian certification system, both at national and regional level. The results of these monitoring and evaluating processes are periodically reported and summarized in a triennial communication of the Italian Parliament.

## VET REGULATION IN THE MARCHE REGION

### The certification of competences in Marche Region

The regional resolution n. 1656/2012 on the definition of a regional system for the validation and accreditation of competences is in line with Lisbon strategy that aims to make the European economy “the most dynamic and competitive in the world”, guaranteeing, at the same time, social cohesion and employment.

Before the reform of labour market in 2012, Italian Regions had already tested other systems and approaches for the validation and certification of competences that allowed a certain kind of cooperation between the vocational education and training institutions and relevant socioeconomic actors.

After 2012, the main goal of the system has been to make possible the certification of skills, abilities and competences achieved by learners in a variety of contexts, allowing companies and enterprises to avoid an inefficient distribution of human capital. The widespread mobility of workers across national, regional and local contexts requires the transparency and readability of competences and skills of workers and the use of common and shared tools and approaches to recognize and validate the learning outcomes.

In recent years, according to the national and the European legislation, the Regione Marche has deeply analyzed the most critical issues concerning the certification of competences, providing possible effective solutions adapting the national framework to local socioeconomic needs and features.

The structure of the regional system for the certification of competence allows the recognition and validation of formal, non formal and informal knowledge, focusing on the whole learning process.

Particularly, the system is organized as follow:

- *Regional Repertoire of professional standards*, defining the competences that can be combined to create a specific professional profile. The Repertoire describes the learning objectives in terms both of the professional activities that characterize each profession and the set of knowledge, abilities and skills needed to perform the tasks required by the profession, independently from the learning paths attended. The professional standards must take into consideration two parameters:
  - a) Coherence between the learning outcomes and the professional profiles they describe;



- b) Cohesion between the regional economic system and the professional profiles.
- *Minimum standards for identifying the learning outcomes.* This section includes the contents to be used for the planning of vocational education and training paths and refers to the goals and competences described in the catalogue of professional standards. In addition the minimum standards for identifying learning outcomes refer to the standards of the process concerning the management of such paths. Consequently, this section includes the rules to be implemented in the vocational education and training paths. The Regional Committee specifies that the parameters of the process of certification of learning included the incomplete ones, must considerate the principles defined by ECVET (European Credit System for Vocational Education and Training) for the transfer of credits. The definition of minimum standard must take into consideration: the graduation of the learning process, the organization of the process in units in order to highlight a determined set of skills and competences, the graduation of professional qualifications and their modularity, focusing and flexibility. Both, the professional standards and the minimum standards for identifying the learning outcomes, are the foundations of the planning and management of vocational education and training regional offer.
- *Standards for assessment and for the evaluation and certification of competences,* referring to the process in which competences gained in each kind of contest (formal and informal) are evaluated and consequently certificated. Marche Region distinguishes between formal learning and informal learning, but they are recognizable at the same level.
- *Procedures and documents for the certification of learning outcomes* of vocational education and training initiatives and of the process of certification of competences except for institutions such as schools and universities. With the aim of ensuring transparency and readability of certifications, the Regional Committee defines the procedures aiming at referring the contents of certifications with National minimum standards, setting out the procedures in terms of documents and competent actors.

The Marche Region aims at including social partners and other institutions that work in the sector of vocational education and training in order to create a shared process for the realization of a Regional system for the standards and certification of competences. The deliberation ends by providing an attachment containing operational solutions to face a national fragmented outlook.

Therefore, the document lists the more significant experiences of other regions and it identifies the changing that will interest all the actors working in the field of vocational education and training (Regions, Provinces, Public Employment Offices, vocational education and training entities) in terms of competences for guaranteeing the legibility of competence, for combining them by identifying the learning outcomes gained through each experience.

## Sharing experiences through the net: the agreement protocol between Marche and Tuscany

On the 6th of June 2011, the Director of vocational education and training department of Marche and Tuscany Regions, signed the regional deliberation number 808/2011 aiming to define the professional standards for the certification of competences in the regional vocational education, training and employment sector.

The main goal of European Social Fund is to promote the development of human capitals even through transnational and interregional initiatives of sharing experiences and the best practice.

The Asse IV of POR (Regional Operative Planning) on human capital is about the vocational education and training systems and focuses on lifelong learning for guaranteeing transparency and legibility of qualifications and degree and their certifications. Thus, the lack, at national levels, of qualifications and minimum standards, has led both, Marche Regions and autonomous Provinces, to create independently such minimum standards.

Tuscany Region has considered useful to share what has been produced in line with the European guide lines in order to create a system and source sharing. Marche Region is about to quicken the process that has already started by means of the Deliberation number 1656/2010. As Marche and Tuscany economic systems seem to look similar, Marche Region has identified Tuscany as a partner to cooperate with. Such cooperation would aim to create an inventory of professional figures that are described through a set of competences and that can be adapted according to the features of each territory. The two Regions are cooperating for promoting the access to vocational education and training opportunities and to employment opportunities through the improvement of professional education systems. Therefore, the issue of certifiable qualifications and degrees and the focus on human capital by evaluating each kind of competence, is necessary.

Thus, the agreement protocol represents a good instance of the creation of a net through the cooperation among the actors involved in the process, in line with the European Unions and the Lisbon strategy whose goal will have to be reached by 2020. As a result, citizens of Tuscany and Marche regions will benefit from a certain grade of mobility and flexibility. Above all, the cooperation between Tuscany and Marche region shows how sharing results is crucial for optimizing the use of existing sources and for promoting the implementation of further project.

Therefore, Tuscany and Marche regions will join the interregional project "Towards the construction of a national system of certification of competences" in order to share experiences gained through different regional contexts and for creating, in this way, a national reference framework. Thanks to this synergic use of resources, it will be possible to improve the management of the system getting positive results in different contests.



## The regional resolution n. 1786/2012: the training booklet of citizens in the Marche Region.

The Interministerial Decree of 10th of October 2005 establishes the vocational education and training booklet of citizens in Marche Region (Italian Acronym LCF – Libretto Formativo del Cittadino). This document aims to valorize the competences that learners have gained during their personal, educational and professional experiences, making it easier to certify and transfer the skills possessed across different contexts.

The booklet organizes and documents all the competences the candidates have gained through formal, non-formal and informal learning experiences. Those competences are presented in an easily identifiable and recognizable way, allowing both candidates and employers to immediately recognize the competences possessed and compare them to the requirements of specific professional profiles.

The vocational education and training booklet is an important instrument usable by citizens that require it and it is supposed to be managed and run by Regions and autonomous Provinces. Trainee operators will be tasked of issuing and periodically upgrading its data (it won't be possible to issue this document autonomously).

The vocational education and training booklet will be made up of two sections: the first one containing personal data, vocational education qualifications and degrees; the second one containing a chart including indicators and parameters and the certification of competences the learner has gained through each kind of experience.

The example of the booklet has been experimented by a technical group made up of representatives for Regions and autonomous provinces. For immediately actionating the booklet and for allowing the certification of competences, the regional Deliberation number 1786 of 28th of December 2012 draws the project through with Marche Region is going to activate the vocational education and training booklet. This includes a specific target of beneficiaries: workers on redundancy fund who have availed of services from the 13 CIOF (Offices for employment, counselling, vocational education and training) of the Marche region.

In fact, this system should be able to promote the employability of weak groups of society that have difficulties in finding a job, focusing on the professional identity of each candidate.

Of course, the cooperation with the national system of validation and certification of competence is unavoidable, therefore requiring the commitment of a national expert task force. The goal is to make the booklet usable even from employers with the aim of promoting workers mobility. Therefore, in the definition of their personal portfolio candidates will be supported by experts able to identify and valorize their abilities and skills.

The professional booklet of the citizen is part of a wide strategy including the establishment of a certification system (2010) and the implementation of specific interregional projects (Marche and Tuscany Region, 2011). The initiative is in line with the strategies and recommendation of the European Union aimed at promoting the transparency of competences and guaranteeing the mobility of learners and workers (European qualification framework - EQF, ECVET - European Credit System for Vocational Education and Training).

## A new perspective for work training experiences: the Regional law number 1134/2013

The reform of labour market number 92/2012 has introduced important changes, creating a national system for the certification of competences and reforming the system for work training experiences, ensuring a more effective protection of trainees in the workplace.

As defined by the law, trainees must now receive compensation, in terms of a lump-sum payment for their performances. Free professional services will be punished under penalties ranging from 1.000 to 6.000 Euros and trainees will not be allowed to replace in any case regular workers in case of disease, pregnancy and/or vacation.

According to the legislation, the State-Region Conference will be in charge of the definition of specific Guidelines according to the following criteria:

- a. Revision of the protocol for working work experience;
- b. Definition of actions and measures aiming at combating the abuse of work training experiences;
- c. Identification of the qualifying elements and minimum standards of work training experiences;
- d. Definition of the criteria for compensation according to the professional services provided by the trainees.

The Regional Decree refers to the national law number 92/2012. The “Guidelines on training experiences” were therefore set out the 24th of January 2013 by the permanent Conference State-Regions, which constituted also the main reference for the Regional Decree n. 1135 of the 29th of July 2013<sup>16</sup>. The Regional Decree is also referred to the “Quality framework for work training experiences” presented by the European Commission with the aim of defining a European quality chart for work training experiences, promoting youth mobility and the use of apprenticeship as main instrument for accessing the labour market.

The Regione Marche has therefore defined a work training experiences as a vocational education and training measure aiming at strengthening the relationship between hosting companies and young people, providing the latter with the opportunity to increase their knowledge and competences and promoting their access in the world of work.

The article 3 of the regional Decree defines four types of work training experiences: Vocational education and training experiences addressing trainees who have gained a certificate in the previous twelve months. This kind of placement must be intended as a sort of career counselling aiming at helping trainees who have

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<sup>16</sup> The Regional Decree does not consider: work training experiences organized by Universities, vocational education and training training experiences, internships for professional officers, transnational and Lifelong Learning Programmes experiences, summer work training experiences and work training experiences of non-European citizens. Moreover, it does not affect the specific legislation of social cooperatives.

just left school in defining their professional path;

Work training experiences aiming at creating employment opportunities, addressing unemployed people and/or recipients of social security benefits as part of active labour market policies;

Vocational education and training experiences addressing disadvantage people (law number 381/91), political refugees and/or people under international protection;

Vocational education and training experiences addressing people with disabilities (law number 68/99).

The work training experiences cannot last more than 6 months except for the last two categories listed above, which must not exceed respectively 12 and 24 months<sup>17</sup>.

Vocational education, career guidance and employment public centres, universities, schools, vocational education and training centres accredited by the Regione Marche, social cooperatives and other accredited employment agencies are in charge of the organization of work training experiences. Candidates can also ask for work training experiences directly to the potential hosting company.

The relationship between the company and the trainee is regulated through a specific agreement aiming at guaranteeing that the activities in which the trainee is involved correspond to the training project. At the end of the work training experience the activities undertaken will be listed and the competences gained by the trainee will be certified through the reference to the regional Repertoire. The vocational experience will be registered in the booklet of citizen if the trainee carries out at least the 75% of the whole path indicated in the agreement.

The article n. 9 is the most important innovation of the regional Decree, defining the maximum number of trainees that a company can host, according to its dimensions:

For companies with a number of permanent subordinate labour contracts ranging from 1 to 5: 1 trainee,

For companies with a number of permanent subordinate labour contracts ranging from 5 to 20: two trainees;

For companies who have hired more than 21 workers on permanent contract, the number of trainees can't exceed the 10% of the amount of workers.

As stated by the law, the trainee must be accompanied throughout its training experience by a tutor, identified by the promoter of the work training experience. The tutor will guide the trainee in the learning process and help him/her by supporting the activities in which he/she is involved and promoting his/her integration in the company.

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<sup>17</sup> In order to avoid abuses, the regulation does not allow companies to host trainees for a period longer than 12 months, if during the previous 24 months the same company has not hired at least one third of the trainees that have been hosted. In this case, the duration of the contract must be the same of the total duration of the work training experience.

## Conclusions

The present document was intended to show the importance of the European legislation in the field of national vocational education and training in the definition of national and regional Italian frameworks.

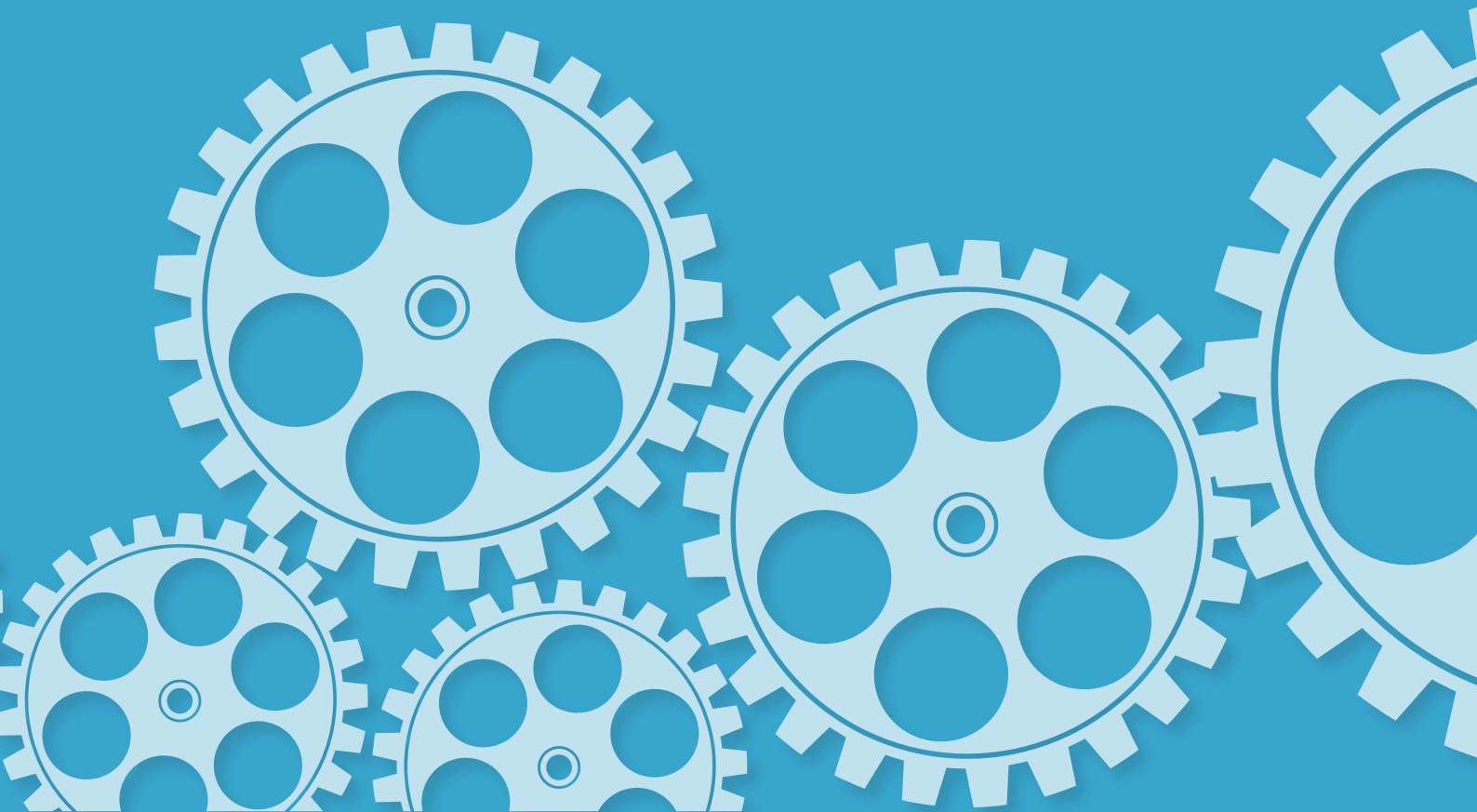
Nowadays, the main challenges faced by VET providers and public competent authorities concern two particular aspects: the need of fighting unemployment and the possibility of investing on human capital and promoting employability of workers through formal vocational education and training paths and by taking advantage of the wide range of learning opportunities provided at national and EU level both in non formal and informal contexts.

The harmonization of vocational education and training systems throughout Europe will also rely on the ability of regional and national competent authorities to ensure standard quality levels in VET and guarantee the transparency of competences and learning outcomes across different contexts and sectors, in a lifelong learning perspective.

## IV.

# THE VET STATUS IN THE ADRIATIC REGION (NOT DELMVET COUNTRIES)

COOSS Marche Onlus,  
Italy





## INTRODUCTION

The present Report is aimed at providing qualitative information about Vocational Education and Training systems in those Countries of the Adriatic Macro Region which have not been involved in DELMVET project: Greece, Slovenia, Croatia and Montenegro.

The Report is a further key result of the activity 3.1 inside the realization of WP3, aimed at the establishment of a Regional VET Network in the Adriatic basin, creating a common basis of knowledge and understanding about the functioning and the regulatory structure of different VET system across the area.

While the WP3.1 Report was devoted to the presentation of the VET systems in DELMVET partner Countries (Albania, Bosnia Herzegovina, Italy and Serbia), WP3.2 Report investigates VET systems and provision in other Countries of the Adriatic Macro Region, in order to allow the achievement of a more complete, exhaustive and comparable knowledge and understanding of VET in the whole Adriatic area.

The Report presents the framework of the VET systems in Greece, Slovenia, Croatia and Montenegro in terms of:

- Principles and strategies as for VET
- Legislative framework of VET
- Initial VET
- Continuing VET
- Post Secondary VET

The WP3.2 Report goes together with WP3.1 report, with a view of providing a complete and exhaustive analysis of VET status in the target area and achieving a clear picture of VET implementation in the Adriatic Macro Region.



# GREECE

## Introduction

As far as vocational education and training (VET) is concerned, the policy is determined and the courses are approved centrally, mainly by the Ministry of National Education and Religious Affairs and the Ministry of Employment and Social Protection while the administration and provision of education are under regional and prefectural control<sup>18</sup>.

General education in Greece is aimed at promoting the all-round, harmonious and well-balanced development of intellectual, physical and inner strengths of learners in such a way that they will be enabled to develop complete personalities and live in a creative way.

- Pre-vocational education is aimed at the development of basic knowledge and skills that complement the knowledge and skills acquired during initial education, whenever they are inadequate.
- Vocational education is aimed at combining general education with technical vocational knowledge, in order to a. develop skills, initiative, creativity and critical thinking of the learners; b. convey all necessary technical and vocational knowledge and develop relevant skills; c. provide learners with necessary knowledge and supplies to continue the studies at the next level. VET is also defined as an action or a set of actions designed in order for the trainee to acquire the necessary vocational knowledge and skills.
- Higher education comprises Universities, National Technical Universities and the School of Fine Arts aimed at developing and promoting science, technology, art, and new knowledge; it also comprises Technical Vocational Institutions (TEI), aimed at developing the applied aspect of the science and arts in different professional fields and at promoting modern technologies, methods, practices and techniques in the area of applications.
- Post-Secondary education is provided by Vocational Training Institutes, which do not belong to the formal education system; it is aimed at providing scientific, technical and practical knowledge to facilitate the professional integration of the trainees.
- Lifelong Training is aimed at training and retraining people, through IVET (basic vocational knowledge, skills and competences for the integration and/or reintegration as well as mobility in the labour market) and CVET (complementary, modernized and updated skills, as well as work experiences, for the integration and/or reintegration into the labour market)
- Generally speaking, formal and informal learning are expected to contribute

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<sup>18</sup> Greece is organised into 13 administrative regions and 52 prefectures. Administrative responsibilities are spread over four levels of authority: central, regional, prefectural and local.

to the fall in unemployment rates and to the development of employment. The aim of training is to modify or complete job seekers' skills so that they would better respond to the labour market needs, and therefore, to contribute to finding a job or to the increase in the income of the employed.

## Principles, regulations and institutional framework

The Lifelong Learning strategy is defined by the Ministry of Education and Religious Affairs, according to a general framework of LL system able to provide the resources and the skills necessary for the active participation in the society, for the achievement of the education and for the access to the labour market.

The basic reform **priorities** of the education, training and LLL systems in Greece are looking for:

- reinforcing the actions of LLL and provision of incentives aiming at increasing participation in it;
- reinforcing the system and the services of LLL and equal opportunities as far as access to it is concerned;
- linking with the labour market more effectively;
- upgrading technological – vocational education aiming at increasing its appeal and effectiveness;
- reforming, modernising and decentralizing the education system;
- reinforcing mobility of pupils and students;
- redefining the role of initial vocational education and training and its content;
- developing distance learning;
- assessing progress in education through the implementation of systems for quality assurance;
- assessing the factors involved in the education system.

The strategy for LLL defined and implemented by Greek VET system intends to allow people to acquire the skills and competences necessary for their personal development, for future employment and for active European citizenship. This is especially focused as for young people, through the improvement of learning process (development of innovative-based content and pedagogical tools, more attractive learning, links between school education and the world of labour, learning of foreign languages, etc.). More generally, the LLL strategy aims at securing the development of high quality VET.

As for the legislative framework, the main laws confirming and inspiring such priorities are:

- Law of LLL (3369/2005); it defines the legal framework for the coordination and systemization of the Lifelong Education and Training actions and bodies; it covers all levels of lifelong education and training of the Public

Sector and it allows social partners to create LL bodies, targeting to increase active participation and strengthen social effectiveness.

- Common Ministerial Decision (113708/2005) “System for the Accreditation of Programmes, Knowledge, Skills and Competences”: it outlines procedures and tools for certifying knowledge, skills and competences, contributing to the recognition of professional qualifications acquired through LLL.

Ministry of Education and Religious Affairs is the main responsible for **IVET**; it has the responsibility to design, develop and implement policy as for IVET. It provides IVET through:

- Vocational Lyceum (EPAS) and Vocational Schools (EPAL), as for upper secondary level;
- Organisation for VET (OEEK) and Institutes of VT (IEK), as for post secondary level.

Ministry of Labour and Social Protection provides IVET mainly through apprenticeship.

Ministry of Employment and Social Protection is the main provider of **CVET**, with the contribution of Ministry of Education and religious Affairs. At national level, the Ministry of Education provides CVET through the Vocational Training Centres (KEK) and the General Secretariat of Adult Education (GGEE). Within the decentralised structure, other actors providing CVET are: regionally, the General Secretariat of Adult Education (GGEE), through 200 Adult Education Centres; locally, the Vocational Training Centres funded by Prefectures and Municipalities.

## Initial Vocational Education and Training (IVET) system

The education system in Greece consists of three successive levels: primary, secondary and tertiary. The Ministry of Education and Religious Affairs has the general responsibility for formal education and implements national educational policy. Compulsory education in Greece lasts for ten years from the age of 5 to 15 and comprises one year at pre-primary education, six years of primary education (ISCED 1) and three years of lower secondary education (ISCED 2).

Initial Vocational Education at upper secondary level (ISCED 3) is provided by:

- Vocational Lyceums (EPAL), providing general education as well as technical vocational education along with training;
- Vocational Schools (EPAS), providing technical vocational education along with training.

Post-secondary education (ISCED 4) is provided by public or private VT Institutes (IEK), supervised by the Organisation for VET (OEEK); it provides opportunities

for those trainees who do not wish to continue studies in tertiary education nor to immediately enter the labour market as unskilled workers but they want to obtain vocational qualifications. Organisation for VET (OEEK) is aimed at providing updated IET and to ensure that trainees obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge, together with cultivating work-related skills. In this way, the VT Institutes (IEK), the educational institutions that provide IVET, can facilitate the integration of the trainees in the labour market and their adaptation to the changing needs of the production process; there are 114 public VT Institutes, operating in all prefectures of the Country and mainly in the big towns and 52 private ones. In the framework of post-secondary education, the Organisation for VET (OEEK) determines the specifications and approves the curricula of the VT Institutions (IEK); thus, all types of IEK follow the same curricula and assessment procedures and their graduates have to take part in final accreditation exams in order to obtain their diploma.

The main target group of post-secondary education consists of adults aged 18+ who do not wish to continue their studies in Higher Education (Universities or Higher Technological Institutions) but they need to obtain IVET so as to enter labour market as already skilled and efficient technicians. VT Institutions also offer further and supplementary training to graduates of Vocational Lyceums and Vocational Schools in their area of specialisation. VT Institutes also suitable for older people who want to upgrade their skills and adapt to the changing needs of the production process.

The basic requirement for entering full-time post-secondary IVET is to hold an Upper Secondary Education certificate (General Lyceum, Vocational Lyceum or Vocational School). Moreover, admission to public VT Institutes is based on criteria primarily relating to the average grade in the school leaving certificate, age, professional experience in the area of expertise and socio-economic conditions. Trainees at public VT Institutes have to pay registration fees each semester.

### Continuing Vocation Education and Training (CVET) system

According to relevant laws that regulate and define CVET, it constitutes a part of lifelong education and training, along with IVET. More specifically, CVET is the process that ensures that a person's knowledge and skills constantly adapt to and correspond with the requirements of the manpower needs of the labour market. The primary aim of Greek CVET is the development and improvement of the qualifications and skills of the unemployed and the workforce as well as the creation of new jobs.

CVET focuses in specific population groups:

- Training for the unemployed;
- Training for employees in the private sector;

- Training for employees in the broader public sector;
- Training for socially vulnerable groups.

In Greece, CVET does not belong to any of the structures of the formal education system but rather to non-formal.

CVET is under the responsibility of the Ministry of Employment and Social Protection and its executive body, the National Accreditation Centre for Continuing VT (EKEPIS). The mission of EKEPIS is the accreditation of VT Centres (KEK) and of the specialized centres for the social and professional integration of disabled people and ex drug users.

The VT Centres admit graduates of both Secondary and Tertiary Education. They can be either public or private, profitable or non-profitable organizations; they are funded by national and European resources. VT Centres plan, organize and offer CVET programmes for employees, unemployed and graduates of all education levels in various fields (environment, health, education, agriculture, finance, services etc).

The main focus of VT Centres is to develop and/or expand upon existing continuing vocational training courses with the aim of more effective intervention in the labour market and to cover the needs of the largest possible number of interested persons in training services.

CVET programmes supported are relevant to the:

- Long-term unemployed;
- Women;
- Social groups facing exclusion or risk exclusion from the labour market.

VT Centres implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses, trainees receive a certificate of attendance. Certificates of attendance from such courses are an element that may be positively taken into account during staff selection procedures by employers; they also constitute qualifications for their career development in their jobs.

As concerning the **Lifelong Learning**, it is mainly provided by the General Secretariat of Adult Education (GGEE), the public executive body who has the responsibility for adult education and training; it belongs to the Ministry of Education and Religious Affairs. Its mission is to design, coordinate and support measures related to the completion of the basic education and lifelong education and training for adults and for those in danger of social exclusion. The basic fields of action are related to:

- basic education programmes;
- literacy programmes;
- continuing vocational training programmes;
- measures for fighting exclusion from the labour market;
- communal initiatives;

- socio-cultural education programmes; and
- programmes of continuing training and further training for manpower, which are funded by the Communal Fund of the European Union.

The General Secretariat of Adult Education (GGEE) supervises the Institute of Lifelong Adult Education (IDEKE), which is a legal entity, whose mission is to provide technological and scientific support to General Secretariat of Adult Education programmes and to implement actions related to lifelong education.

The main body providing lifelong education at a tertiary level is the Hellenic Open University (EAP). The academic programmes are based on the principle of distance learning and the corresponding degrees are equivalent to those issued by Universities.

Despite the actions that have been taken, Greece is in the lowest rank among member states in the field of the citizens' participation in lifelong learning programmes of education and training as far as the age group 25-64 is concerned.

# SLOVENIA

## Introduction

The general objectives of education in Slovenia are: the provision of equal educational opportunities for the optimal development of all individuals; the promotion of mutual tolerance; the development of life skills for a democratic society within the framework of lifelong learning; the promotion of equal opportunities for all; the respect of children and human rights.

General education prepares students for higher academic education, stimulates creativity, and develops the knowledge and personal skills needed for success in a professional career and life. It provides a broad general education and establishes knowledge which is a common basis for all streams of academic higher education. General education serves as the basis for all primary and secondary education.

In Slovenia it by definition includes primary school and general secondary school education, but is also a basic component of most VET programmes.

Lower Secondary Education and Training (ISCED 2) includes education in the last triad of basic education. Slovenia has a single structure of primary (ISCED 1) and lower secondary (ISCED 2) education. It lasts 9 years and overlaps with compulsory education. The same institution provides education in all 9 years.

In Slovenia Upper Secondary Education (ISCED 3) comprises:

- a. Short vocational upper secondary education or lower vocational programmes, for students who have completed at least year 7 of the 9-year basic education; in these programmes, the educational objectives are to refresh and update general education in the core subjects from elementary school that should serve as the basis for a successful life and career.
- b. Vocational upper secondary education or middle vocational programmes, for students who have successfully completed basic education or a short-term vocational education programme; it emphasises the development of skills to transfer vocational knowledge to atypical situations, together with problem solving, and mastering different work techniques and different technological procedures.
- c. Professional and other technical upper secondary education, for students who have successfully completed basic education or upper secondary vocational education; its main objective is to systematically upgrade general education in all basic general subjects typical of secondary education.
- d. Vocational-technical upper secondary education, for students who have completed upper secondary vocational education and who meet the other conditions for a particular educational programme; its main objective is to systematically upgrade upper secondary vocational education with upper secondary technical education.



e. General upper secondary education, for students with general education, which upgrades and broadens the knowledge acquired in basic education. Its main objective is to achieve general education outcomes; to provide the knowledge required for students to continue their studies at university and other tertiary institutions; to develop independent critical judgement and general cultural values.

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Pre-vocational (or pre-technical) education is a form of education and training whose goal is to introduce individuals to working life. It should equip participants with initial information on work, availability and type of work, introducing key competences and showing a route to a profession.

Pre-vocational education has never really become established in Slovenia and it is usually part of secondary education programmes connected with the transition from education to work.

Initial VET (IVET) is the form of education undertaken before first employment or profession. The main goal of Slovenian IVET is to prepare an individual for a specific profession or field of work. It usually comprises both formal education and practical training.

Continuing VET (CVET) updates and extends knowledge gained during basic education. In Slovenia, the aim of CVET is to improve existing competences or acquire new competences needed for mobility or promotion.

Post-secondary non tertiary education (ISCED 4) is considered as upper secondary level in a national context. It is designed to prepare students for studies at ISCED 5 or for labour market. It comprises vocational courses and general courses.

**First stage of tertiary education** (ISCED 5) follows upper secondary education or its equivalent. It comprises:

- short cycle tertiary educational programmes (higher vocational programmes),
- higher professional programmes (1st cycle),
- higher academic programmes (1st cycle),
- masters and uniform masters programmes (2nd cycle).

## Principles, regulations and institutional framework

Article 57 of the Constitution (1991 and subsequent amendments) guarantees equal rights to education to all citizens by stipulating that: "Education shall be free. Basic education shall be compulsory and shall be financed from public revenues. The State shall provide the opportunity for all citizens to obtain proper education".



The new legislative framework for education in Slovenia was adopted at the beginning of 1996 and includes, amongst the others, the Vocational and Technical Education Act (last amended in 2006) and the Adult Education Act (last amended in 2006).

The Matura Act determines the content of the general *matura* and vocational *matura* examinations, the rights and responsibilities of students, the responsibilities of *matura* bodies, and the procedures of the examination.

Recent legislation includes the Postsecondary Vocational Education Act and the National Vocational Qualifications Act, introducing a new certification system and enabling the assessment and verification of vocational-related knowledge, skills and experiences acquired out of school.

The education system is under the responsibility of the Ministry of Education and Sport, which has the authority to decide on administrative matters related to pre-university education and education for ethnic minorities; since 2005, responsibilities over science and higher education (universities) have been transferred to the newly created Ministry of Higher Education, Science and Technology.

The Ministry of Labour, Family and Social Affairs performs some functions in certain areas of vocational and technical education and training, including the certification of national vocational qualifications and the definition of education policies with social partners.

Councils of experts for individual education sectors have been established in order to develop curricula, syllabi, and examination catalogues; among the other, are established the Council of Experts for Technical and Vocational Education, dealing with preuniversity education, the Council of Experts for Adult Education, the Council for Further Teacher Education and Training.

## Initial VET

Initial VET at upper secondary level comprises:

- Short-term vocational education (two or three years programmes);
- Vocational upper secondary education (three-year programmes);
- Technical upper secondary education (four-year programmes);
- Vocational-technical upper secondary education (two years after vocational upper secondary education).

Short-term vocational programmes admit applicants who have successfully completed primary school needs, as well as applicants who, although attending primary school for nine years, have failed to complete it successfully. Students' general knowledge acquired in the final years of primary school is developed, while new general and vocational knowledge and qualifications for simple jobs are gained. The final examination certificate enables students to enter the labour

market or to enter the first year in any other (upper) secondary school.

Vocational programmes can be provided by vocational schools or in partnership with employers as a dual system of apprenticeship and in-school education. They typically last for three years, ending with an internal final examination leading to a certificate that enables students to enter the labour market or to continue education in 2-year vocational-technical upper secondary education programmes.

Technical programmes last for four years and are intended primarily as preparation for vocational higher education and professional higher education. Education ends with the vocational matura examination, a school-leaving examination in four subjects prepared in part externally but assessed internally. This course grants students access to professional higher education. By passing one additional subject in the general matura examination, students also have access to some academic programmes.

The vocational and technical education system offers various paths to occupational qualifications. Transfers between vocational and technical programmes are allowed.

Post-secondary non-tertiary education (ISCED 4) includes courses that aim to broaden students' knowledge base. Courses are not significantly more advanced than programmes at ISCED 3 and they are designed to prepare student for ISCED 5 or work. Vocational courses are designed for those who have not passed the matura or who wish to obtain a vocational qualification and employment.

## Continuing VET

The main objectives of CVET and adult education (AE) are determined in school legislation, within the Resolution on Adult Education Master Plan, as well as in the policies for active employment and in the projects supported by the European Social Fund.

Adults can access to CVET through the traditional/formal school system and through a certificate system designed specifically for adults. The two systems (school and certificate) have not yet been merged.

Qualifications in the school system define the level of education (primary, upper secondary and tertiary), the contents of a vocational qualification, and the type of general, professional and vocational knowledge, skills and competences. The levels, their role, main features and school-leaving certificates are the same as in IVET.

Adults can also obtain CVET qualifications through the National Vocational Qualification Certification System for occupations not covered by formal education programmes. The system defines the content of a vocational qualification and the type of general and professional knowledge skills and competences.

Providers of CVET are folk high schools, department of secondary schools, vocational education colleges, private adult education organisations.

# CROATIA

## Introduction

The national education policy in Croatia is aimed at the promotion of the all-round personal development of students, fostering and developing the national, spiritual, material and natural heritage of the Country. As next member state of the EU, the education is considered as key element for the implementation of an European co-existence, based on the achievement of a knowledge-based society, which enable the sustainable development.

Pre-school education starts for children at the age of 1. The last year of preschool education is considered as a preparatory year before admission to primary school. According to the National Curriculum Framework of 2010, preschool education comprises three cycles based on the age of children.

Primary education is compulsory for children aged 6/7; it lasts eight years and it is divided into two 4-year cycles: lower primary (classroom teachers) and upper primary (subject teachers).

Secondary education is provided by grammar schools (gymnasia), arts schools, vocational (technical) secondary schools, and vocational schools (industrial and crafts schools, mainly preparing for work). Secondary education graduates can continue their studies at the tertiary level in universities, polytechnics and postsecondary vocational colleges.

Higher education, and namely university programmes, have been re-structured into three- to four-year bachelor's degree programmes (five years in the case of engineering, veterinary medicine and dentistry; six years in the case of medicine); and one- to two- year master's degree programmes following the bachelor's degree.

## Principles, regulations and institutional framework

The fundamental educational principles in the Croatian education system are shortly listed below.

Knowledge:

the development of a knowledge-based society is a priority, as knowledge is the basic driver of production and development in a society. Therefore, knowledge, education, and lifelong learning are real keys to the development of Croatian society; they enable individuals to better and more critically understand the society in which they live, and to cope with new circumstances and success in life and work.

Solidarity: it is about a systematic training and education about the concern for the “others”: the family, the weakest, the poorest, the underprivileged, the inter-generational care, the natural environment, the overall living environment.

Identity: education fosters the strengthening of an individual's personal, cultural and national identity, in a global context where people need to become people of the world, while preserving their national identities in terms of cultural, social, moral and spiritual heritage. Therefore, education should promote and encourage the development of personal identities in the respect of differences.

Responsibility: the education should promote the active participation and involvement of all citizens, especially children and youth, in social life; also, the education should foster the development of a sense of responsibility towards the wellbeing of society, considering several elements such as nature, work, self and the others.

The current Primary and Secondary Education Act, adopted in 2008, provides the legal framework for the enhancement of quality in education. The Act states the basic goals of education, which is to ensure a systematic approach to teaching, providing students with basic academic, lifelong learning and vocational competences, and equipping them for living and working in a social and cultural context.

The Vocational Education and Training (VET) Act, adopted in 2009, established the Sector Councils and the National VET Council. It states that the main goal of VET is to enable students to acquire key competences as well as vocational competences. It defines key competences as a set of knowledge and skills necessary to meet basic needs, developing social cohesion, democratic society and employment. It enhanced the adoption of the Baseline for the Croatian Qualifications Framework (CROQF), adopted in July 2007, and the establishment of the Committee for the Development of CROQF, set up in September 2007.

The Adult Education Act recognizes adult education as an integral part of the education system, thus enabling anyone who dropped out from formal education to re-enter the system and continue his/her education without any limitations.

The Ministry of Science, Education and Sports is responsible for the whole cycle of education. It is organized into 13 Directorates (responsible for higher education, science, secondary education, preschool and primary education, inspection, etc.), including the Directorate for the National Curriculum

The mission of the Agency for VET and Adult Education, established in 2005, is to support the development of the VET system for providing young people with the necessary knowledge, skills and competences for successful employment and/or further education, as well as participation in the lifelong learning process. Among other tasks, the Agency: plans, organizes, monitors and evaluates the VET system; develops and modernizes existing VET curricula based on VET qualifications; takes care of the professional development and training of VET teachers; and cooperates with Sector Councils comprising representatives of all VET partners and stakeholders.

The **Agency for Mobility and European Union Programmes** was established in 2007 as a national coordinating organization for Lifelong Learning Programme 2007-2013 (Comenius, Erasmus, Leonardo da Vinci, and Transversal Programme). Administrative functions at the regional level include coordination and development of schools in cities, districts and regions, proposals for new schools to be established and decision-making on additional programmes and their funding (pupils grants, school equipment, building, etc.).

## VET

Vocational educational programme are provided by vocational (technical) secondary schools (4-year programmes), and industrial, trade and other schools (1-to3-year programmes preparing for work).

In technical and 4-year vocational schools, common core subjects, science and mathematics-based subjects, computer science and technical contents for some secondary school categories cover about 50% of the curriculum, while 50% of the teaching disciplines belong to specific vocations and vary depending on the type of school. In three-year trade, industrial and similar schools, common core subjects make up 30 to 40% of the curricula, while the part devoted to skills and crafts takes from 60 to 70% of the curriculum and is different in the various craft schools.

# MONTENEGRO

## Introduction

The VET system in Montenegro is the result of a profound process of revision and reform, started with the implementation of a new legislative framework in 2002, then amended and renovated again in 2007-2010. Great attention is assigned to the EU directives, such as the Bologna and Pisa processes.

Pre-school education is organized by nurseries, providing childcare services for children up to 3 years of age. Kindergartens cater to children aged 3-6. Preschool education is not compulsory.

In 2004/05 a new compulsory primary education programme was introduced, with duration of nine years (instead of 8) for children aged 6-15, consisting of 3 Three-Years cycles. At the end of primary education students have to pass the national exam to obtain the certificate of completed primary school.

Secondary education is offered in gymnasias, combined secondary schools (offering general and vocational education), vocational schools and art schools. Vocational schools offer students two- (lower level), three- and four-year (middle level) programmes, preparing for work and further education. At the end of secondary education students sit the matura exam (academic or technical).

On the basis of the education reform, Post Secondary education is offered by technical high schools, with two-year programmes for graduates from middle-level vocational education.

Higher education is provided at the public university, which comprises faculties/academies and higher institutes, and private higher education institutions.

## Principles, regulations and institutional framework

Education in Montenegro is inspired by the aim of providing the possibility for a full and comprehensive development of the individuals; this must be achieved regardless of the sex, age, social and cultural background, national and religious affiliations and physical conditions. Furthermore, education in Montenegro is aimed at:

- meeting the needs, interests, demands and ambitions of individuals for lifelong learning;
- developing the awareness, the need and the capabilities for the maintenance and the improvement of human rights, legal state, natural and social environment, and multiethnic diversity;
- developing the awareness on national affiliation to Montenegro, its culture, tradition and history;
- enabling individuals' involvement in work and activities in line with their capacities;
- facilitating the process of integration into Europe.

The legislative framework of VET is made by the Law on Vocational Education (2002, amended in 2007 and 2010), together with other regulations such as the Law on Adult Education and the new Law on General Education (amended in 2007). In its initial version of 2002 the Law on Vocational Education provided for school-based vocational education, as well as for the parallel introduction of company-based vocational education. The latest amendments of the law in 2010 specify that vocational education could be provided either by schools alone or jointly by schools and employers, assigning the lead role in the latter case to schools. Where employers are involved, the law requires the signing of an explicit agreement for the rights and obligations of all parties: the school, the company and the student.

The Ministry of Education and Sports is responsible for the implementation of laws and other regulations about VET, through the management and supervision, the adoption of statutes and curricula, the development of education as well as its financing. Since 2010, the Ministry is supported by the National Council for Education, a new institution established through the merging of the Council for General Education, the Council for VET and the Council for Adult Education.

As for VET, the Vocational Education Centre carries out development, advisory, research, and expert activities in the field of vocational education and adult education; it is competent for the area of vocational and adult education, which includes drafting the curricula and in the provision of support to the work of the National Council for Education (as for the former councils now integrated in it: the Council for Vocational Education and of the Council for Adult Education).

Local municipalities implements current legislation, finances the maintenance of school buildings, provides social care for pupils (transport, school meals, health care, etc.), and finances investments and material expenses.



In 2002, the Government appointed the **National Council for Curricula**, which task is to establish commissions responsible for the development of the new curricula for preschool, primary, secondary, vocational and adult education.

## VET

Vocational schools offer students two- (lower level), three- and four- year (middle level) programmes preparing for work and further education. Students are expected to: acquire the necessary knowledge, skills, capabilities and habits based on the scientific, technical, and cultural achievements, for continuing their education or enter the world of work; and develop critical thinking, communication skills, a responsible approach to work and life, a positive attitude towards living in a pluralistic and democratic society, democratic attitudes, tolerance, cooperation, and respect for human rights.

Middle-level (3/4-year programmes) and lower- level vocational schools (2-year programme) prepare students for vocational occupations at different levels of complexity. At the end of 4-year programmes, students apply for a professional exam (a practical exam in the case of three-year programmes). Students completing two-year programmes and passing additional and qualifying exams may enrol at the appropriate level in a 3-year programme vocational school. In 2008/09, about 70% of students entering secondary education enrolled in a vocational education and training (VET) programme. VET programmes cover 14 sectors. Each of these sectors has its own qualification framework, showing links between qualifications and their levels within a specific sector, horizontally as well as vertically. Currently, VET system in Montenegro offer: 53 occupational profiles of 4 years' duration (equivalent to 4,512 hours of training), 28 occupational profiles of 3 years' duration (equivalent to 3,360 hours of training) and 2 occupational profiles of 2 years' duration (equivalent to 2,208 hours of training). Compulsory general education subjects normally include: mother tongue and literature, mathematics, foreign language, computer studies, physical education, and subjects from nature and social studies (depending on the area of work).

As concerning the post secondary VET, this is offered by technical high schools, in the form of 2-year programmes for students graduates from middle-level vocational education.



VET	Vocational Education and Training
IVET	Initial Vocational Education and Training
CVET	Continuing Vocational Education and Training
LL	Lifelong Learning
AE	Adult Education
ISCED	International Standard Classification of Education
TEI	Technical Vocational Institution (Greece)
KEK	Vocational Training centre (Greece)
GGEE	General Secretariat of Adult Education (Greece)
OEEK	Organisation of VET (Greece)
CROQF	Croatian Qualifications Framework (Croatia)

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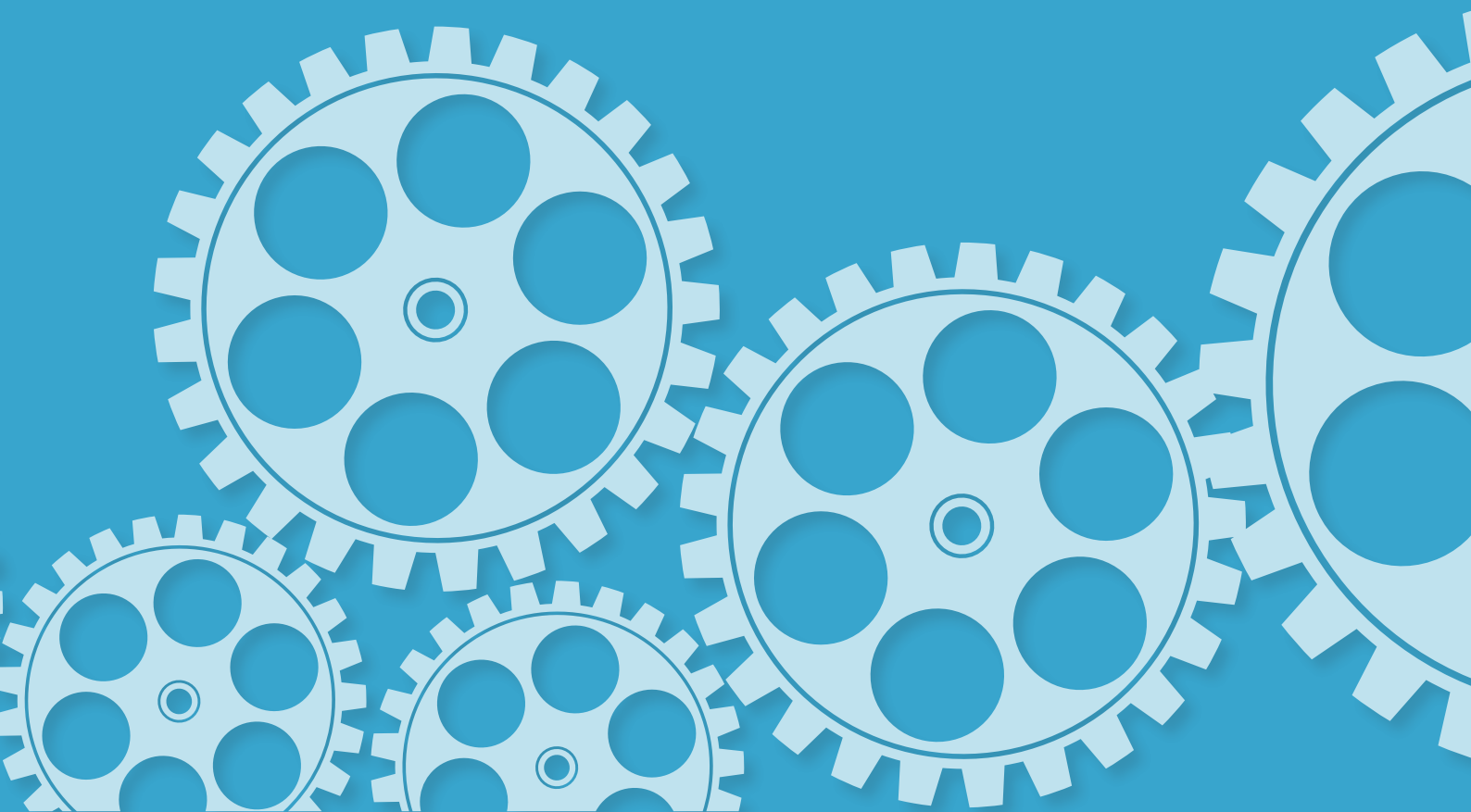
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V.

## INTERNATIONAL WORKSHOP REPORT.

# THE LABOUR MARKET IN THE ADRIATIC MACROREGION: THE ROLE OF SECONDARY VOCATIONAL EDUCATION AND TRAINING

Ancona (Italy), 29th August, 2013  
Regional Authority of Marche, Italy





## INTRODUCTION TO THE REPORT

The present Report contains contributions from researchers, practitioners and experts from different Countries of the Adriatic Macro region, invited to discuss the role of secondary vocational education and training in the Adriatic Macro Region at the International Workshop organized by the Regione Marche - Internationalization, Culture, Tourism, Trade Service and COOSS Marche - Cooperativa Sociale Onlus in Ancona (Marche Region, Italy) the 29th of August, 2013.

The Adriatic Macro-region has been experimenting for about one decade now an intense mobility of labour force among its Countries and regions. This phenomenon has led to considerable cultural exchanges and economic relationships within the area even though it has not been supported by wider strategies at institutional level and agreed policies for education and professional training. In fact, the VET systems of the Adriatic Macro region show problems of mobility due to the lack of shared and agreed frameworks allowing citizens to transfer the competences acquired from a system to the other and easily access the labour market in an Adriatic perspective.

The main objective of the Workshop has been therefore to analyze the different VET systems across the Adriatic area in order to design effective training offers, better serving young adults, learners and trainees from the target Regions (also with a special focus on new comers as migrants) in orientating themselves among employment offers and learning opportunities.

Within the framework of activities of DELMVET Project, the international workshop is at the same time one of the stages of this process and one of its milestones. Taken for granted that every cognitive process is always in progress (especially in these years of rapid and continuous changes) and that European Member States will always be engaged in a common effort of discussing, sharing and building up new strategies and innovative solutions, it is no longer possible to avoid the need of establishing agreed frameworks and standards at wider level, ensuring quality and transparency to education and vocational training systems. The increasing mobility of workers and learners across Europe, the intense flows of goods and trades, and the dense network of relations, connections and links at all levels (political, cultural, economic) require all the Countries of the Adriatic Macro-Region to continue in this journey, developing tools, models, methods and approaches that will contribute to the overall development and growth of the Adriatic area.

## GENERAL STRUCTURE OF THE REPORT

*The contributions offered during the International Workshop “The labour market in the Adriatic Macro Region. The role of secondary vocational education and training” has been briefly presented in this Report. An attempt was made to combine the need to synthesize the materials with the aim to remain faithful to the contents and the objectives of the different authors.*

*The materials have been proposed in accordance with the Program of the Workshop, here reported at the following page.*

### List of materials

#### Agenda of the Workshop

*Education and vocational training in the Adriatic macro-Region. The VET in the countries of DELMVET, by Francesca Scocchera, COOSS Marche Onlus*

*Curricula, professional profiles, certification systems. The certification of skills, by Francesca Scocchera, COOSS Marche Onlus*

*Towards e-learning 3.0. critical issues and new frontiers, by Mr. Stefano Pascoletti, COOSS Marche Onlus*

*Best Practices in the development of Innovative shared Training Profiles in the Adriatic Area, by Ilia Paluka, Regional Council of Durrës, Albania*

*Best Practices in the development of Innovative shared Training Profiles in the Adriatic Area, by Tatjana Dijan, Chamber of Commerce of Belgrado*

*Developing and Integrating the Welfare Systems toward a Welfare Mix System Locally Managed in the Adriatic Area, by Mirela Muca, Municipality of Tirana, Albania*

*The State of Art of Social Entrepreneurship in Croatia. Overview in the influence in the Labour Market and Training Needs, by Ranko Milic, Steering Committee Member of the Adriatic Welfare Mix*

Conclusions

## AGENDA OF THE WORKSHOP

Ancona, 29th August, 2013 – Mole Vanvitelliana

- 9:00** Participants registration
- 9:30** Opening of the Conference
- 10:00** *the Vocational Educational Training in the Adriatic Macro Region*, Marina Maurizi (Marche Region-It) Amelia Strujic (MSC-BiH)
- 10:20** *Curricula, professional profiles, certification systems* Francesca Scocchera (Cooss Marche-It) Stefano Pascoletti (Cooss Marche-It)
- 10:40** coffee break
- 11:00** *Best Practices in the development of Innovative shared Training Profiles in the Adriatic Area*, Ilia Paluka (Regional Council of Durrës-Al) Tatjana Dijan (Belgrade Chamber of Commerce-RS)
- 11:20** *The Model of the social enterprise and its Education and Training System; The “Adriatic Welfare Mix” project*, Mirella Muca (Municipality of Tirana-Al) Ranko Milic (Healthy City-Hr) Mirela Muça (Ncss-Al)
- 11:40** Free Debate
- 12:00** Conclusions

# EDUCATION AND VOCATIONAL TRAINING IN THE ADRIATIC MACRO-REGION. THE VET IN THE COUNTRIES OF DELMVET

by FRANCESCA SCOCCHERA,  
COOSS MARCHE ONLUS, ITALY

*The first contribution by Mrs. Francesca Scocchera (COOSS Marche Onlus) was aimed at offering a general overview of the DELMVET project, highlighting the general contents and objectives of the project and thus providing the workshop general framework. The contribution illustrates that target areas have different characteristics in terms both of demographic composition and socio-economic structure. All Countries and Regions investigated have suffered from the current global crises, with a more or less important reduction of GDP growth rate. As a result of the crises, all areas show a considerable decrease of the employment rate while the impact of the economic downturn on local context varies depending on specific factors. Where the socio-economic situation was already difficult before the crisis, obviously there has been a further deterioration of the situation. In other cases, the effect of the crises on the labour market seems to have arrested or slowed down a previous positive trend of employment. However, all targeted areas show an intense process of regulation and government of the VET system. Reforms, revisions and integrations, the VET systems of the partner contexts are object today of a clear and well defined policy for VET, starting from National interventions up to regional/local dimensions.*

## DELMVET

The objective of DELMVET is to strengthen the VET system in the Adriatic Macro Region, launching a review and reform process in the areas involved and introducing management models that may promote and support improvements and innovations, through:

- The establishment of regional networks of VET systems;
- Harmonization between VET and the labour market;
- The establishment of a pilot model of post-secondary VET;
- Business Analysis models.

## Project activities

Among the activities planned by the project, researches and surveys are aimed at providing a comprehensive analysis of the status of the VET system in the regions involved in the project, mapping stakeholders and promoting the establishment of a network of VET in the Adriatic basin, which might become a real engine for the development of education and training in all the participating countries and for the whole area of intervention of the program.

## Subject of analysis

To achieve the objectives set out above, it is necessary to gain a deep and homogeneous basic understanding of the VET systems in areas addressed by DELMVET, in order to promote the creation of a stable network.

This process obviously requires information and knowledge on:

- Contents (What is VET);
- Methodologies (how VET is implemented);
- Actors (who implements the VET system).

## Report on VET systems in DELMVET area

A final Report has been produced on the basis of the analysis carried out in the target area on the basis of a common tool of investigation. The main elements of the analysis are listed below:

- Policies, laws and regulations of the VET system;
- Models, principles and types offer VET;
- Contents, results and outcomes of VET courses;
- Actors, beneficiaries and targets of VET initiatives.



## Policies

- National policies have been subjected to continuing revisions and updates, following the main European guidelines and Recommendations (LLP, qualifications framework, etc.);
- National actors (local, national and EU institutions and Agencies) have been identified, with well-defined roles and responsibilities;
- National objectives in VET are set out taking into consideration key and transversal competences, personal attitudes and the concept of employability;
- The labour market is linked to the VET system (e.g. through the activities of trade unions), helping to improve employability models;
- National models and standards are formulated as a result of reforms in the VET system, on the basis of local needs and contexts analysis and EU strategies;
- The national frameworks distinguish between vocational education and training, often reflecting the distinction between different types of users (e.g. young people vs. adults);
- National schemes are designed in a lifelong learning perspective, taking into consideration the development of personal and professional skills.

## Contents

- The contents of VET (knowledge, skills, competencies) are inspired by the EQF;
- General Knowledge (culture) is mainly combined with vocational education through practical training (internships, apprenticeships, internships, etc.);
- The innovation of contents is a priority, both for the development of the labour market and for the improvement of learning processes and procedures (e.g. introduction of ICT and new educational opportunities).

## Actors

- Learners/target groups (beneficiaries of training) are identified according to the most recent indications of the EU;
- Career guidance opportunities are provided to the beneficiaries of VET together with personal assistance (e.g., tutoring), in employment centers and schools;
- Public training institutions seems to be mainly involved in formal vocational education while private institutions seems to be more engaged in informal vocational training;
- Accreditation is seen as an opportunity to improve quality, efficiency, effectiveness and functionality.

# CURRICULA, PROFESSIONAL PROFILES, CERTIFICATION SYSTEMS. THE CERTIFICATION OF SKILLS

by FRANCESCA SCOCCHERA,  
COOSS MARCHE ONLUS

*The second contribution of Mrs. Francesca Scocchera was aimed at providing a clear and comprehensive overview of European, national and regional legislative frameworks for the certification of skills. The picture that emerges is that of a system evolving towards the establishment of common standards in terms of quality and process.*

*Competent authorities are gradually adapting the specificity local systems to broader reference frameworks that act as regulator devices capable of ensuring transparency and readability in terms of recognition of learning outcomes anywhere acquired.*

## The legislative framework

The aim of the European Qualification Framework (2008) is to allow a comparison between the qualifications in the various European Union Countries, referencing them to three main elements (knowledge, skills and competences) and eight levels, each one corresponding to a specific order/type of education and training.

The ECVET - European Credit System for Vocational Education and Training (2009) defines the 'learning outcomes' as a coherent set of knowledge, skills and competencies that can be assessed and validated in a view of achieving a qualification. Within the ECVET System, a credit might be attributed for units of learning outcomes by analyzing what has been learned (learning unit's contents) and taking into consideration time needed to learn that unit.

Regarding the certification of competences in Italy, one of the main legislative steps is represented by the Ministerial Decree No. 174/2001, addressing the issue of certification with the aim of ensuring transparency and recognition of skills anywhere acquired. According to the Decree, can be *certifiable* any competence acquired:

- at the end of vocational training courses aimed at providing a qualification;
- as a result of vocational training courses even if the course has not been concluded or has not led to a qualification;
- as a result of work experiences and self-training

The Legislative Decree no. 276/2003 individuates standard levels for validation of learning outcomes within the national system for certification of competences. The Decree also introduces specifications and details regarding the personal training portfolio, creating a specific working group with the task of:

- Identifying the constituent elements of a proposal for a training booklet intended as a tool for commissioning transparency of competences;
- Defining and describing in detail the proposed booklet, together with that relating to one of his first trial.

The State-Regions Agreement no. 96 (April 2012) allows adapting the system to the Italian European directives defines competence as "minimal element certifiable" and describes the guidelines of reference:

- the certification process focuses on the person and the skills acquired in any case (LLL );
- certification is a public act , which is essential to give legal value ;
- A national system of certification is based on minimum standards, based on the principles of accessibility, confidentiality, transparency, objectivity and traceability.

## Definitions

- Competence: the ability to use the learning outcomes (knowledge / skills / abilities) for work, study, professional and personal development.
- Validation of competences: attestation by the persons in charge, that the skills acquired are assessed according to predefined criteria and comply with the requirements of standard validation.
- Certification of competences whole process leading to the issuance of a certificate / diploma / degree which formally certifies the verification and validation of skills.

## Certification process

It's possible to certify a competence also when related only to single parts of one or more professional profiles, in a view of building up the whole profile considered.

Skills certified can be thus capitalized with the aim of attaining a certificates and/or a qualification, provided that the professional profile considered is standardized and described in terms of competences. To certify competence or aggregations of competences a standard reference is needed. A competence can be certifiable through the reference to expected standards encoded in national or regional repertoires, declined in basic, technical and professional skills and available to the general public. This public nature characterizes and distinguishes certification from other forms of validation and is guaranteed by the Public Authority (State, Regions, Autonomous Provinces) even when different entities are involved in the implementation of the certification process. The mutual legibility and correlatability between different regional and national repertoires is guaranteed by the following descriptors:

description/name (object, scope, description of shape/profile);

level (EQF);

references (NACE, NUP);

working process/activity areas;

Competences (minimum elements of a competence, articulated in skills, abilities and knowledge).

The architectural structure of the “national system for certification of competences” is the result of a work carried out by a National Technical Committee in charge of:

- Identifying indicators, thresholds and methods for monitoring, evaluating and assessing minimum standards;
- Defining criteria for the certification within the national repertoire of competences in a European perspective.

## Minimum standards process

Identification of competencies, assessment and evaluation criteria and tools.

#### **Minimum standards for attestation**

Procedures for the validation of acquired skills with references to specific repertoires and qualification systems (EQF, NACE, ISTAT, ecc.....);

Minimum standards system

Identification of institutional regulating actors and related function.

The Decree also introduces the National Repertoire of Qualification for initial VET, accessible via the Internet and describing qualifications in initial vocational education and training in terms of knowledge, competences and skills, in accordance to the EQF, NACE, CP, and ISTAT.

### **Personal training Portfolio**

The introduction of the National Repertoire of Qualifications and the establishment of the institutional structure is closely link to the designing of the Libretto formativo del cittadino (Personal training portfolio of the citizen), promoting the transparency and transferability of competences at national and European level by documenting, using a common language, individual learning experiences and skills anywhere acquired: in school, in training, at work and in everyday life.

### **Considerations**

With the recent Decree, the process of certification of skills is continuing, being able to fill some of the gaps in the VET system, also considering the absence of a comprehensive national Repertoire for formal and informal learning, defining standard national procedures and identifying procedures to recognize the competences anywhere acquired and the actors responsible for certification.

### **VET system in Regione Marche**

- The main steps that led to the configuration of the current education system are:
- The accreditation of responsible institutions and training Centers;
- The definition of minimum standards of professional competence for the staff of training Centers and Institutions;
- The adoption of a Regional Repertoire of Qualifications, periodically updated according to the needs of the local contexts. Up to date, the Regional Repertoire is the only official document through which is possible to define a professional profile and the related training needed.

## Regional Decree no. 1656/2010

- The Regional Decree no. 1656/2010 defines the “Architectural structure of the Regional System for the recognition and certification of skills anywhere acquired”.
- The Decree provides a Regional Directory of professional standards, structured as follows:
- The profiles are described in learning units.
- Professional standards describe the expected performance, the minimum knowledge and the skills to be recognized, validated and certified regardless to the context of learning (formal, non-formal and informal).
- The Region is charge of designing an updating the Regional Repertoire, also by adopting standard criteria already used in other regional contexts and therefore promoting the transparency and readability across different VET systems.

### **Minimum standards for the identification of learning objectives**

The contents of the training courses are to be referred to the Regional Repertoire which is the main reference for the development of training program.

Based on the Regional Repertoire, criteria for the practical implementation of training programs should be defined, also describing the procedures for certification of learning taking into consideration the principles defined by ECVET

### **Standard for the validation and assessment of skills and competences**

Definition of criteria and standards for the recognition, assessment and validation of skills and competences acquired in formal, non-formal and informal contexts, allowing the recognition of credits and promoting the mobility of learners.

### **Procedural standard and documentary attestation**

Individuation of processes and procedures requested to certify the acquisition of specific skills and competences (excluding public schools and universities).

# TOWARDS E-LEARNING 3.0. CRITICAL ISSUES AND NEW FRONTIERS

by MR. STEFANO PASCOLETTI,  
COOSS MARCHE ONLUS

*The contribution of Mr. Pascoletti focused on the analysis of the evolution of FAD (distance learning) within educational and training processes, since the early postal services until the full integration and widespread use of the Internet and ICT information and communication technologies) within VET contexts.*

## Summary

The contribution offered a deep analysis of the theoretical paradigms, pedagogical approaches and technological solutions within the practices of e-learning, highlighting an historical mutation strongly connected to economic and socio-cultural factors at broad spectrum.

In the so-called third generation of distance education there has been, in particular, an important transformation regarding the means of communication, which have slowly switched into integrated e-environment for the delivery and management of training activities, containers of knowledge, places for interaction, participation and collaborative production, through the use of information and communication technologies.

Characteristic element of this new mode of thinking and offering live training is the speed, which combines well with the current use of technology and the actual communication services, the lifestyles and modes of aggregation, and is also related to new self-perceptions styles and innovative approaches to the institutions.

The speed, however, concerns also distance education. The new e-platforms contain elements for collaboration, construction and sharing of knowledge where

the speed is a central element.

Therefore, we actually observe the emergence of integrated platforms (portals, LMS , LCMS , etc.. open source or proprietary ) and a simultaneous process of centralization and decentralization of services, the first referring to the management of forums, archives, message boards , etc. ..., the other related to Web 2.0 tools.

In fact, the web has become the main *platform* through which the e-learning 2.0 may be provided, allowing the creation and development of shared contents (Blog and Wiki), the publication, dissemination and classification of information (Wikipedia, YouTube, RSS, podcasting) and the interaction and collaboration within the network (social networking, social texts, Skype Hangout and cloud services) .

A new information structure is thus emerging through innovative systems for knowledge representation (semantic web) with remote applications transfer, the use of artificial intelligence (self- learning systems) and a possible spread of learning through 3D and virtual reality.

Regarding contents, the new methods of distance education require adherence to standards (compared, for example, the need for re-use, tracking and cataloging of learning objects), accessibility and the development of teaching strategies for the production of materials. All these contents may be paid by the provider organization as well as other specialized agencies for the production of e-learning contents.

The contribution of Mr. Pascoletti stresses, however, that the new Personal Learning Environments (PLE) are not exempt from critical issues such as the difficulty in developing truly collaborative and constructivist environments, due to the high costs of updating and customization and the growing need to ensure portability (multi-device).

Among the problems, the survey focused on the lack of training for e-tutors in relation to pedagogical, social, organizational and technical areas of competences, such as: the ability to effectively manage communication tools, prepare and organize the hyper-multimedia contents and the ability to select the appropriate language (hypertext, audio, video) and organize UD and UF along vertical and horizontal paths, defining possible strategies for training assistance and support for learners.

The real challenge, concludes Dr. Pascoletti, is to anticipate the new trends and possibilities of Web 3.0, retrieving and aggregating the existing resources and, at the same time, maintaining a high level of quality of the training provided, with an offer capable of proposing new solutions with clear, cost-effective and innovative products.



# BEST PRACTICES IN THE DEVELOPMENT OF INNOVATIVE SHARED TRAINING PROFILES IN THE ADRIATIC AREA

by ILIA PALUKA, REGIONAL COUNCIL  
OF DURRES, ALBANIA

*The presentation focused also on the identification of priority needs of local labour market and the selection of two priority profiles in Dures Region.*

*The contribution presented here is an extract of the Questionnaire elaborated within the Work Package no. 4 WP4 - VET Harmonization with Local Labour Market Needs of the DELMVET Project*

## Introduction

In order to achieve successful harmonization of VET with local labour market needs, it is essential to ensure direct and active involvement of business sector, since it is the biggest “user” of the VET system outcomes. For that purpose, a questionnaire has been prepared, with the aim of identifying employers’ requirements in terms competences acquired through VET and, to certain extent, assessing the employability trends for certain VET profiles in the future (short-term). However, when drawing final conclusions, in order to ensure the reliability and validity of the survey, the results of the business sector survey have to be combined with the findings and recommendations of other social partners, first of all with that of local/regional employment offices and VET schools/providers.

## The selection process

Being the involvement of small, medium, and big enterprises of crucial importance for the implementation of the survey, the representative number of companies selected should be minimum 340, for 17 main economic sectors, 5 groups of companies and 4 companies per group.

Since some sectors have quite a number of sub-sectors, additional 100-250 companies should be included in survey in order to enhance the validity of results by involving the sub-sectors as well.

Sectors that are most represented in the economy of the target area (in terms of employment) should be given priority, that is, larger than minimum representative number of companies should be involved. In the fast-changing economic environment, it is not rare that the databases of companies are inaccurate. It is recommended to contact the representative associations such as chambers of commerce, employers unions, professional associations and similar, in order to get the most reliable contact and other data important for selection of companies in target areas (number of employees, main sector of activities, etc.).

## Establishing contacts with companies

The questionnaire, together with the brief explanatory letter about the project, should be then mailed by post to all selected companies, with a reasonable but not too long deadline for feedback from companies (e.g. two weeks). Documents can be sent by e-mail instead by post if reliable e-mail addresses are obtained. In that case, questionnaire in word format should be sent, so that the answers can be typed on the computer. Experiences from similar surveys indicate that the response from companies can be rather limited (around 20% of questionnaires mailed back). For that reason, the intention during creation of the questionnaire for this survey was to make it easy to answer and not time-consuming. In order to increase the chance of having it mailed back, the return envelope with already printed address of recipient, and possibly stamp, could be included (if the project budget provides for such expenses).

Also, in an attempt to attract companies to participate in survey, it could be mentioned in the explanatory letter what the benefits are for companies from participation in this project, that is, further reform of VET system:

- improved competences of VET graduates who will soon be on the labour market,
- identification of VET profiles that might be in deficit at the local labour market, i.e. avoid limited selection of qualified workers,
- better employability of young people who are the future of every society,
- Opportunity to participate in creation of desired VET system in the area, etc.

After the two-week deadline, the companies that did not send any feedback should

be contacted by phone, if possible, and asked if they would rather provide the answers over the phone (which would take 10-15 min of their time), or by e-mail (in that case, questionnaire must be sent immediately), or they would like to be visited and interviewed in person. The latter should be offered only to limited number of companies that are very important for acquiring the representative sample for survey (e.g. big companies that contribute most to employment rate or turnover in the target area, or if there are not enough companies operating in certain economic sector, or if the response by companies so far was very low, etc.), considering the time and resources necessary for field visits.

In case the field visits are to be conducted, the interviewers should be explained in detail the contents of the questionnaire, that is, given directions how to conduct the interview.

The survey is not anonymous, since a company is asked to provide its name, but contact details are optional. The reason for not inquiring contact details is to assure the companies that there are no commitments in the future. Namely, the experience shows that the companies are often choosing not to respond because of fear that they would be bothered with additional and more complicated tasks if they cooperate at this level.

## Structure of the questionnaire

The questionnaire consists of two parts. Within the two sections, the explanation of the terms use (e.g. 'competences', 'profile' and 'skills') is provided to prevent misinterpretation.

Part A. Company's profile, providing general information about the company and its sector of activity

Part B. Company's employment needs, providing information important for analysis of VET.

## Analysis of the results

The analysis of the survey results should be done in close cooperation with VET schools and employment offices, above all. The acquaintance with the national/international Standard Classification of Occupations is necessary for adequate analysis of the received responses, since the providers of information might use different terms to describe the same profile.

# BEST PRACTICES IN THE DEVELOPMENT OF INNOVATIVE SHARED TRAINING PROFILES IN THE ADRIATIC AREA

by TATJANA DIJAN, CHAMBER  
OF COMMERCE OF BELGRADE

*The Regional Council of Durres is the leading Partner of the project DELMVET. With her contribution, Mrs. Dijan presented the Survey carried out within WP of the project entitled "Harmonization of VET system with local labour market needs". The overall scope of this survey was the assessment of the labour market needs in Durres Region with a view to harmonizing its demands with the outcomes of the VET system, with the aim of selecting two priority profiles of post-secondary vocational education to be provided at the near future.*

*The contribution presented here is an extract of the Labour Market Survey conducted in Albania inside the Work Package no. 4 (VET Harmonization with Local Labour Market Needs) Project DELMVET.*

## 1. Introduction

One of the main goals of the project **Developing an Efficient Locally Managed Model of Vocational Education and Training (DELMVET)** is to contribute to harmonising the outcomes of the VET system in the Balkan countries with the local labour market needs. In order to acquire reliable base data, it was deemed essential to involve the business sector in assessment of the present VET outcomes and, to certain extent, in prediction of employability trends for VET profiles in the future (short-term).

For that purpose, in each of the project partner countries from the Balkans (Albania, Serbia, Bosnia and Herzegovina) a survey of labour market needs was conducted, according to the commonly adopted methodology and questionnaire, so that the results can allow for comparison. This report represents the summary of the survey results conducted in the Durres region in Albania, Serbia, and Federation of Bosnia and Herzegovina, in the period July – September 2013.

## 2. METHODOLOGY

### 2.1. Selection of companies for survey

A sample of 200 firms was interviewed in the Durres Region, according to a list drawn by the Durres Chamber of Commerce Directory. This Directory includes nearly 12.000 firms, the total of businesses operating in Durres Region. These businesses are divided into two groups according to the revenues: "Big Businesses", with an annual turnover of more than 8 million Leke (nearly 57.000 Euro), and "Small Businesses", with an annual turnover of up to 8 million Leke. The first group consists of nearly 1.500 companies, while the remaining 10.500 businesses comprise the second group. Considering the final purpose, the sample for the survey was selected from the first group. The number of 200 interviewed companies covers 13.3% of companies that provide the most of jobs in Durres Region. Agricultural farms and public administration entities were excluded, and mainly for-profit private sector firms covering all industrial sectors were chosen for survey. Consequently, all of the largest firms from all major industry groups were included in the sample, and a representative sample of small firms.

All questionnaires were completed by a direct interview with the human resource manager in the case of the large firms or with the managing director or owner-manager in the case of the smaller firms.

200 firms provided data for the survey, which employ approximately 4500 persons. The non-agricultural sector in Durres Region employs nearly 54.000 persons (the total active labor force amounts to 140.000 employees). Since the public administration involves nearly 28.000 employees, we may say that the sample covers nearly 8% of the employed population in the Durres Region.

The survey **in Bosnia and Herzegovina** was conducted with businesses operating on the territory of the Federation of Bosnia and Herzegovina, both in direct interview with owners/directors or HR staff and through the on-line questionnaire. The sample of responding companies is in accord with the higher presence of businesses in the processing industry.

According to administrative data (Bulletin 1, 2013 of the Central Bank of Bosnia and Herzegovina) the number of employed in March 2013 is 688.072 persons. 432.853 were employed in the Federation of Bosnia & Herzegovina. This number does not include the grey market labor, which is estimated at some 200.000 workers at the level of the whole Bosnia and Herzegovina. However, the decrease in employment is continuous since 2009, in spite of slight increase in September 2013 when the number of employed in the Federation was 436.137.

The structure of the employed people, according to administrative data by different industries, shows that processing industry employs the largest share (19.0%) similar to wholesale and retail industries and repair of motor vehicles and motorcycles (17.1%). Five industries employing the largest share of the employed account for 64.4% of the total number of the employed in Bosnia & Herzegovina. Other industries employ from 0.37% (real estate business) to 5.02% (transportation and storage).

Due to over a decade-long dynamic and intensive changes in the business environment **in Serbia**, it is quite difficult to provide accurate data about active businesses and number of employees. According to the data of Business Register of Serbia, that is, Statistical Office of the RS, there are presently 332.928 business operators in Serbia (2/3 are sole proprietorships), which provide employment to slightly over 1.7 million people. However, 179 public companies with some 50.000 workers are under re-structuring; every year a significant number of businesses closes down or become insolvent and grey market economy is still a huge problem. In the first 10 months of 2013, the number of newly registered businesses was 33.859 and the number of closed ones was 21.892, which indicates an improvement trend since in 2012, where 33.776 were the closed ones and 32.175 the newly registered.

In Serbia, over 40% of all economic operators are registered in its capital; this is the reason why half of the interviewed businesses were from Belgrade. However, all larger cities were included in the survey as well (Nis, Novi Sad, Kraljevo, Kargujevac, Valjevo, Zrenjanin...), and a number of smaller towns, which ensures the representativeness of the sample from the aspect of the territorial coverage. All economy sectors foreseen by the common methodology were included.

The providers of information were owners/directors in majority of cases, especially in case of smaller companies. In big ones and in public sector business operators, the interview was conducted with HR manager or head of legal department.

## 2.2. Structure of Questionnaire

The questionnaire that was used for survey in all three countries consists in two parts:

- A. Company's profile
- B. Company's employment needs

Part A. provides general information about the company and its sector of activity, while Part B. contains specific questions that should lead to some useful directions in further adjustment of the VET system to the real market needs.

The explanation of terms 'competences', 'profile' and 'skills' was provided in order to prevent misinterpretation, as follows:

**competences** – job-specific knowledge, e.g. textile dying technology, welding techniques, etc.

**profiles** – profession, vocation, e.g. mechanical engineer, technician, hairdresser, etc.

**skills** – e.g. computer use for general office tasks

## RESULTS OF THE SURVEY

## 3.1. PART A: COMPANY PROFILE

## 3.1.1 Main field of activity

Main field of activity	Alba- nia	B&H	Serbia
Agriculture, hunting forestry			10
Fishing	4		2
Mining and quarrying			2
Electricity, gas and water supply	18		7
Construction	21	6	72
Wholesale and retail trade, repair services	12	12	99
Hotels and restaurants	27	6	23
Transport, storage and communications	18	5	29
Financial intermediation			13
Real estate, renting, business support activities		2	18
Public administration		1	14
Education		10	10
Health and social services		2	15
<i>Manufacturing</i>			
• food, beverage and tobacco	16	10	26
• textile and textile products	25	5	11
• leather and leather products	13	4	4
• wood and wooden products	7	8	7
• pulp, paper and paper products; publishing and printing	6	2	25
• coke, refined petroleum products and nuclear fuel		2	2
• chemicals, chemical products and man-made fibers	1	1	11
• rubber and plastic products		2	2
• other non-metallic mineral products (glass, ceramic, cement...)	14		9
• basic metals and fabricated metal products	15	11	14
• machinery and equipment		2	18
• electrical and optical equipment	1	3	6
• transportation equipment	1	3	2
• furniture	1	2	8
• other		8	11
<b>TOTAL</b>	<b>200</b>	<b>107</b>	<b>470</b>



### 3.1.2. Type of company

Ownership	AL		B&H		SRB	
Private	196	98%	88	82%	390	83%
Public	4	2%	12	11%	16	3.4%
Social	/	/	7	7%	64	13.6%

### 3.1.3. Size of company

Number of employees		AL		B&H		SRB	
0-10	employees	24	12%	33	30.9%	199	42.2%
11-50	employees	107	53.5%	36	33.6%	171	36.3%
51-100	employees	53	26.5%	17	16%	26	5.5%
101-200	employees	7	3.5%	7	6.5%	29	6.4%
over 200	employees	9	4.5%	14	13%	45	9.6%

## PART B: COMPANY'S EMPLOYMENT NEEDS

### 3.2.1. Questions 1-2

Answers to these questions were supposed to provide information about which VET profiles are presently most needed on the local labour market and thus represent priority for further analysis in terms of competences.

#### Question 1. *What is the approximate number/percentage of staff with VET diploma\* in your company?*

Post-secondary VET graduates were also taken into account (higher education degree)

Albania	14.3%
B&H	65%
Serbia	65.5%

The high percentage of workers with VET diploma in Bosnia & Herzegovina and Serbia do not reflect the real situation in the market. For administrative jobs, the employers do not specifically ask for economic technician, business administrator or similar VET profiles – for such jobs (e.g. of a business secretary) employers often hire people with general secondary school education, and since number of staff in administration is considerable, this had quite an impact on the above percentages.



**Question 2. *What are the VET profiles that your company employs most (in terms of number)?***

**Albania:** textile or leather technicians, mechanical repair technicians, electricians, IT specialists, food laboratory technicians, hydraulic, skilled construction workers, hotel managers, cooks, receptionists, hairdressers, waiters, etc. The greater demand for vocational educated or trained staff in textile or leather elaboration is explained with the presence of more than 60 enterprises of this sector that employ each of them on average nearly 50 persons.

**Bosnia and Herzegovina:** mechanical engineering technicians, mechanical repair technicians, graphic technicians/designers, economic technicians, locksmiths, welders, electrical engineering technicians, CNC machine operators, textile technicians, food technicians, salesmen.

**Serbia:** mechanical engineering technicians, electricians, electrical engineering technicians, civil engineering technicians, operators of agricultural, construction and heavy machinery, mechanical repair technicians, skilled construction workers, CNC machine operators, automobile mechanics, automobile electricians, salesmen and sales agents, economic technicians, cooks, waiters.

### 3.2.2. Questions 3-4

The aim of the two questions is to provide information about which existing VET profiles need review in terms of competences they provide, and what competences should be in the focus; also, to what extent the VET system outcomes in general satisfy the real-time job requirements.

**Question 3. *Which VET profiles listed above would you consider as least satisfactory in terms of VET acquired competences and which main competences are missing for each profile?***

**Albania:** the least satisfactory in terms of acquired competences and main missing competences are:

- IT specialists, because they should know many other applications of ITC, related to machinery and vehicle functioning and repair. They also need improved knowledge on IT applications for media & communication (cell phones, videos and photos, television station), stock exchange, accounting, etc.
- Specialists employed in hotels & restaurants and also in food industry or wholesale food trade, because they should know much better standards related to food safety and consumer protection. They should also learn to use laboratory equipment in analyzing food content.
- The construction companies have a growing demand for specialists for mechanical and electrical installation of elevators, central TV antennas, maintaining of control facilities at parking areas as well as electronic specialists for maintaining the surveillance systems at parking areas.

**Bosnia and Herzegovina:** The feedback from employers ranges from moderate dissatisfaction to moderate satisfaction. It could be even said that the number of positive comments prevails. The most frequent comment is that additional training at work is needed (3-6 months), but no major problems are experienced in that view.

The most critical profiles are:

- Textile technicians – inadequate knowledge of new materials and organization of work in textile industry.
- Civil engineering technicians – lack of knowledge of new materials and technologies.
- Economic technicians – lack of managerial knowledge and skills.

**Serbia:** The most common objection for basically all profiles is ‘insufficient practical knowledge’, which is attributed to the lack of practical training during schooling. Additional training at work for 6 – 12 months is needed according to the majority, but some employers think that it should last at least 2-3 years. However, a large number of employers consider that the bigger problem is the attitude of young people, who often lack interest in what they are doing. In fact, students who enroll in a VET school do it mainly because they intend to continue schooling afterwards, or because their grades were not good enough to qualify them for the general secondary school. That is the reason for some companies to hire only the experienced staff.

A rather small number of employers (around 15%) had no objections to the level of competences. They recognize the lack of experience, but they think it can be overcome if a young employee is motivated to learn.

The profiles that had most objections in terms of lack of competences:

- Civil engineering technicians and skilled construction workers (masons, millwrights, tillers, wall decorators) - lack of knowledge of modern materials and technologies, construction procedures and regulations, work safety; poor knowledge of basic principles of energy efficiency.
- Mechanical engineering and electrical engineering profiles – lack of knowledge about work with modern equipment and materials, use of new technologies.
- Automobile mechanics and electricians - insufficient practical knowledge concerning diagnostics.
- Economic technicians – lack of accounting knowledge.
- Salesmen – insufficient applied knowledge of mathematics.

**Question 4.** *In your opinion and based on your experience, does the formal VET system generally produces competences that enable successful completion of work tasks at positions in your company?*

Employers in all three countries generally share the opinion that the VET system in their respective country calls for a reform in order to provide outputs needed

by the labor market. In each country, the present VET system is described as outdated (curriculum does not follow the advancements in relevant industry, trends, changes in regulations), and based on too much theory and little practical training.

In **Albania**, 56% of employers think that the VET system produces inadequate qualification level of labor force and 74% shortage of professional skills. In **Bosnia and Herzegovina**, the number of employers who consider the present VET system inadequate is around the same level, but they almost find it acceptable that they should provide the students with additional training on the job. In **Serbia**, the dissatisfaction level is slightly higher (63.7%), but the comments are much harsher. The predominant objection, even from those who described the system as 'adequate', is insufficient quantity or inadequate organization of practical training. There were even some remarks that 1-2 days a week should be dedicated to theory and at least 3 days to practical training. However, in Serbia, significant number of employers is not only critical on the VET system, but also of students who, in their opinion, show no interest in the subject matter and in permanent learning.

### 3.2.3. Question 5

Answers to this question were intended to provide information about which existing VET profiles might be in shortage on the labour market. Since they offer higher employability chances, further analysis could follow in order to discover the reason behind.

*Question 5. Is there a position(s) in your company for VET profile(s) that exist in present VET system for which you have (or had in the past 2 years) difficulties to find enough qualified candidate(s)? If affirmative, please list the profile(s).*

In all three countries, the survey results indicate that the shortage of certain profiles is due to quality than quantity, that is, the employers usually face the problem of finding specific professional competences.

In **Durres region**, the analysis of actual vacancies in companies showed the difficulty to find suitable candidates according to the qualification requirements. The companies are now reluctant to hire even young people with diploma of high vocational schools for profiles like: ICT related with mechanic, production managers, analysis of food content, new applications of ICT, mechanic for textile production, etc.

In **Serbia** and **Bosnia and Herzegovina**, many companies confirmed that they had difficulties in finding adequate workers. In Bosnia and Herzegovina they would be: production quality controllers, tourist guides and sheet metal workers. In Serbia, due to larger number of interviewed companies and variety of sectors included in the survey, the list is somewhat longer: masons, locksmiths, butchers, real estate agents, CNC milling machine operators, avio-mechanics/technicians, specialists for installation of PVC doors and windows, frigo mechanics, mining

technicians, skilled construction workers, chemical and graphic industry specialists. Goldsmith is a profile that is expected to extinct in two years since no school is actually available for training.

### Questions 6 and 7

Answers to questions 6 and 7 were intended to provide information if there is a need to create some new VET profiles, especially if related to specific new technologies.

*Question 6. Is there a specific profile your company needs that formal VET system does not presently offer? If affirmative, please describe necessary competences for that profile(s).*

*Question 7. To your knowledge, is that/are those profile/s specific for your company's line of business, or can relate to the whole industry you are operating in?*

The interviewed employers would welcome the introduction in the educational system of the following profiles:

### In Albania:

- **Mechanic able to use the IT to detect car defects** - There are more than 120.000 cars and trucks actually moving on the roads of Durres Region, and most of them are productions of last years. This new development shows that the time of partial repairs and single spare parts has gone away. Now a modern car-service does not substitute a defective part, but the block containing it, and the diagnosis is done with computer. For a proper check-up of the car state, the use of respective IT software is needed.
- **Specialist able to analyze, read and interpret the food content** - It is a rapid growth of food consume in Durres area this last decade, both local than imported. This pushed the Government to constitute the National Alimentary Agency with its branches in 12 Regions of Albania. The most of the economy is dominated by trade and food consumer sector. This new development determines a number of food-diagnosis specialists to ensure the health and life of consumer in Albania.
- **Manager of middle level** - This is a special need of companies operating in textile or leather production, call centres, and other that assume more than 100 persons. These specialists would manage a specific line of production or service.
- **ICT Specialist** - Specific applications implemented for actual market need to be developed for all web-based activities (web-design, communication, digitalization, e-commerce, document management, process integration, television, and so on). In addition, the development of ICT sector is an important engine for growth of the entire regional economy.

The analysis showed that an introduction of the post-secondary training for these profiles would be the best solution.

### In Bosnia and Herzegovina:

- **Manufacturer and assembler of solar collectors and panels**
- **Sommelier**
- **Customs officer**
- **Renewable energy specialist**

### In Serbia:

- **Auto diagnostics electrical technician** – trained to detect and eliminate car defects in modern cars (with many electronic components)
- **Firemen** - they now have to complete the course, but there should be such profile in regular educational system, where the students could get thorough knowledge about fire protection
- **Residential serviceman** - someone who would have all necessary competences for repairs in an average household
- **Scaffolding operator** - for assembly and dismantling of scaffolding at construction sites
- **Asphalt road installer** - knowledge of traffic regulations, composition and use of primary and secondary materials, repair of road surface damages, knowledge of safety procedures along the road under construction and around machinery
- **Frigo-mechanic**
- **Firebrick mason**
- **Shipping agent**
- **Real estate agent**
- **Waterproofing technician in construction industry**
- **Swimming pool design and construction technician**
- **Plastic - rubber technician**

Some of the above profiles, that is, the fields of expertise, are already included in the existing profiles, but the employers think that the training for these specific jobs is insufficient and that the market demand is big enough to introduce these new profiles.

As far as question n. 7 is concerned, the above listed profiles are relevant for the whole sector or a considerable number of companies.

### 3.2.4. Question 8

Answers to this question should provide information about which additional skills an employer seeks besides professional (VET) qualifications.

**Question 8. Which additional skills would you consider important when hiring staff for positions that require VET diploma (i.e. skills important for their work tasks)?**

In spite of clarification of terms and differences between competences and skills, many of the interviewed employers were mentioning lack of skills and of competences/knowledge, which proves how much they considers them when assessing candidates for employment. Besides the computer and language skills that were offered as an option, communication and interpersonal skills were also highly graded as important in all three countries.

	AL	B&H	SRB
Knowledge of foreign language	68%	65.4%	54.3%
Basic computer literacy	90%	67.3%	70.4%
Advanced computer literacy (specific computer programmes)	21%	28%	33.4%
<i>other</i>			
Communication skills	82%	18%	6.4%
Team player	81%	14%	2.8%
Driving license			2.8%
Marketing skills			1%
Problem solving skills	63%		

### 3.2.4. Question 9

Answers to this question provide information about which profiles are likely to be requested in the next few years and thus identify a shortlist of priority profiles for detailed analysis of competences.

**Question 9. According to your short-term development plans (from 2 to 5 years), what VET profiles will you need most in addition to your present staff? Please provide the estimate of new workers of each profile that your company would employ.**

**Albania:** According to the short-term development plans of interviewed companies, these will be most important unfilled job openings or job openings:

- Mechanic able to use the IT for car defect diagnosis, with nearly 80 new jobs
- Food laboratory specialist, with approximately 65 new jobs
- Media ITC specialist, with about 53 new jobs
- Manager of middle level, with nearly 40 new jobs



### Bosnia and Herzegovina:

- Textile technicians, over 200 new jobs
- Food technicians, around 35 new jobs
- Economic technician, around 35 new jobs
- Graphic arts workers, around 35 new jobs
- Welders, locksmiths, around 25 new jobs each

**Serbia:** 159 interviewed companies do not have plans to employ additional workers in the next 2-5 years, or at least cannot predict anything at the moment due to market uncertainty. 38 companies have plans to expand and engage additional workers, but the listed job positions require unskilled labor or university graduates. In the remaining 195 companies, the number of planned job openings was not always specified, so the given figures represent the minimum of job openings. Almost every profile was mentioned, so the following is a list of top 10 which could be needed the most:

- Sales agents and salesmen, around 300 new jobs
- Carpenters, around 100 new jobs
- Mechanical engineering technicians, around 70 new jobs
- Economic technicians, around 70 new jobs
- Drivers, around 60 new jobs
- Graphic arts workers, around 50 new jobs
- Electrical engineering technicians, around 50 new jobs
- Waiters, around 45 new jobs
- CNC machine operators, around 45 new jobs
- Civil engineering technicians, around 40 new jobs

Right behind them were automobile mechanics and welders (around 30-40 new jobs).

## 4. PILOT PROJECT IN ALBANIA

In addition to the overall objective – to contribute to harmonising the outcomes of the VET system in the Balkan countries with the local labour market needs – the survey in Albania had an additional specific objective – to determine **two priority profiles of post-secondary** vocational education which are needed by the local labor market. Based on the survey results and in consultation with the local stakeholders, two new areas of expertise have been identified:

- Diagnosis of car defects using ICT
- Multimedia ICT

Elaboration of curricula for these two profiles, training of teachers and finalizing of administrative procedures are at the final stage.

# DEVELOPING AND INTEGRATING THE WELFARE SYSTEMS TOWARD A WELFARE MIX SYSTEM LOCALLY MANAGED IN THE ADRIATIC AREA

BY MIRELA MUCA, NATIONAL CENTRE  
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*The contribution of Mrs Muca was aimed at presenting the main features of the Adriatic Welfare Mix project, offering support for the revision of the social security policy framework of the Western Balkans and the implementation of revised social security policies.*

## Introduction

Albania is a Country with parliamentary democracy yet with a transition economy. Tirana became Albania's capital city in 1920 and has a population of 700,000. The city is host to public institutions and private universities, and is the centre of the political, economical, and cultural life of the Country. Tirana is also the financial capital of the Country. Free market reforms have opened the Country to foreign investment, especially in the development of energy and transportation infrastructure.



## The ADRIATIC WELFARE MIX project

Website: [www.awmipa.com](http://www.awmipa.com)

The support for the revision of the social security policy framework of the Western Balkans as well as the implementation of revised social security policies was one of the key points, the IPA Multi-beneficiary programmes 2007 and 2008 focused on.

The Welfare system is one of the main differences between EU & non EU Countries in Adriatic Area. The Welfare Mix model is the main model promoted in the EU countries instead of the Welfare State. The main principles of Welfare Mix are:

- Progressive devolution of powers and functions to lower institutional levels
- Recognition and appreciation of the role of the Family as Care Giver;
- Introduction of regulatory mechanisms that promote competition among providers, public or private (Profit or Non Profit).

This model seems to be the most promising in Europe and is quite new in the East Adriatic Territories. Actually the central administration plays the main role in ruling and planning the welfare system and financing it. There have been several other activities that showed the necessity of reforming the system.

Actually there are reforms ongoing in different countries financed from World Bank or Ec funds. This proposal aims at valorizing the existing works done and to be inserted and to be stimulated and be part of the regulatory reforms ongoing proposing a sustainable model of welfare. The activities will aim at preparing framework policies; make them approved for a real decentralization of the welfare system and an evolution toward a Welfare mix system. Pilot actions will implement the policies proposed and will be established a Decentralized Agency for delivering Social Services in Albania.

The involvement of private actors will be stimulated and a model of Social enterprises proposed and the establishment of 15 social enterprises in the Adriatic region is foreseen. A joint Observatory on Welfare policies will be established in Croatia and a database on line published. The LB, the Municipality of Tirana, one of the biggest municipalities of the Adriatic area will be the proponent of the new model of Welfare Mix, managed at local level in joint cooperation between private and public actors.

ADRIATIC WELFARE MIX aims to create an efficient welfare system as well as to implement a model of social business, harmonizing the supply of professional jobs with the demand for social services. Furthermore project partners intend to address their local needs for youth groups in risk,

In order to support their transition from the secondary school level into the labour force; increase their access to employment opportunities; and increase their inclusion in civic affairs. Added effort in key areas, such as delivery of basic employment services to the poorest, market development and education, must be forthcoming.

## The Welfare mix model

The Welfare system is one of the main differences between EU & non EU Countries in Adriatic Area and the Welfare Mix model is the main model promoted in the EU countries instead of the Welfare State.

The LB, the Municipality of Tirana, one of the biggest municipalities of the Adriatic area will be the proponent of the new model of Welfare Mix, managed at local level in joint cooperation between private and public actors.

The Municipality of Tirana as LB of this proposal aims at moving forward implementing the first model of Welfare Mix within its territory completing the circle starting from the National Regulatory Framework, The Municipal Regulatory Framework to the constitution of local social entrepreneurship as care givers. A shared model of welfare mix will be proposed to all involved territories by the end of the project.

## Project partners

- LB - The Municipality of Tirana
- PP1 - National Centre for Social Studies
- PP2 - Association for Women with Social Problems
- PP3 - Region Abruzzo
- PP4 - COOSS Marche Onlus
- PP5 - Federal Employment Institute of BIH
- PP6 - Healthy City
- PP7 - Municipality of Ulcinj
- PP8 - Municipal Unit No. 9 Tirana
- PP9 - Municipality of Pesaro

## Project background

Different problems and challenges have been evidenced in the countries involved before designing the project. According to recent studies and researches, as well as national statistics, it results that in Albania 29.6% the population is living under relative poverty conditions, lacking most of the proper social services.

Croatia has problems with lack of policy/institutional/participatory framework, lack of financial resources for social programs, lack of human resources and social networking. Welfare mix is lagging behind in smaller municipalities. Also Ulcinj is facing different problems related to social issues on developing programs which

guarantee cohesion and integration of marginalized groups of the society, lack of counseling and daily Centre for vulnerable groups.

Several jobs have been done to address this problem and to stimulate an integration of Welfare Systems within all Adriatic Countries. Important results have been achieved through projects leaded principally by Italian Regional Authorities in the last 15 years; however a lot of job is still to be done.

The Action implemented mainly contributed to increase the effectiveness of social policies, promoting the definition and implementation of an integrated system of social services and interventions (territorial social plan) based on the public private partnership and person-centered, able to identify the needs and the possible answers coming from the territory. Through the promotion of institutional agreements between municipalities and social and health operators, the Action encouraged the creation of “planning table”, as innovative tool of coordination and integrated management of welfare services in a welfare-mix perspective.

The project aims at valorizing and capitalizing the achieved results toward the constitution of an Adriatic Model of Welfare-Mix, respecting the particularities of the different Adriatic Countries.

The main problems coming out from the previous experiences are:

- The lack of an innovative National and Municipal Regulatory framework on the Welfare Mix System;
- The lack of quality indicators to select the Care Givers (Operators, Public or private);
- Lower or no involvement of the private sector;
- Lack of decentralization and centralized services;
- Lack of decentralized structures that can offer social services;
- Lack of joint shared models & systems of Welfare in the Adriatic area;
- Lack of joint structures than can offer information and propose shared policies.

Considering those problems, the Municipality of Tirana aims at moving forward implementing the first model of Welfare Mix within its territory completing the circle starting from the National Regulatory Framework, The Municipal Regulatory Framework to the constitution of local Social Entrepreneurships as care givers.

## General objectives of the project

- To increase the cooperation among Adriatic Countries on the Welfare Mix System and supporting the development of local Welfare Mix Systems through ensuring the delivery of good quality social services, as an aspect of living standards.
- To propose a successful venture model in tackling issues of social cohesion and equal opportunities in creative way, investing to transform usually second chance labour force into active participants of the society, rather than passive recipients of social assistance.

The activities will aim at preparing framework policies; make them approved for a real decentralization of the welfare system and an evolution toward a Welfare mix system.

Pilot actions will implement the policies proposed and will be established a Decentralized Agency for delivering Social Services in Albania.

The involvement of private actors will be stimulated, a model of Social enterprises proposed and the establishment of 15 social enterprises in the Adriatic region, are foreseen. A joint Observatory on Welfare policies will be established in Croatia and a database on line published.

Currently Albanian social enterprises are vulnerable. Therefore we may face difficulties in starting up this kind of business. Referring to a Research Report about Social Economy in ALBANIA – a SURVEY ON Social Enterprises by TACS (Technical Assistance for Civil Society Organizations), published in Tirana on March 2013 there are 4 main standards we should rely on:

- Firstly: Effective legislative framework, expected to be given appropriate legal status and force
- Secondly: Social enterprises need a special financial scheme.
- Thirdly: Fair, transparent market regulations have to be setup and implemented to ensure a level playing field for competition to all the social enterprises involved in market production.

## Short description of the Project

The support for the revision of the social security policy framework of the Western Balkans as well as the implementation of revised social security policies was one of the key points, the IPA Multi-beneficiary programmes 2007 and 2008 focused on. As stated above, the Welfare system is one of the main differences between EU & non EU Countries in Adriatic Area.

The Welfare Mix model is the most promising in Europe and is quite new in the East Adriatic Territories. Actually the central administration plays the main role in ruling and planning the welfare system and financing it. There have been several

other activities that showed the necessity of reforming the system. Actually there are reforms ongoing in different countries financed from World Bank or Ec funds. The project aims at stimulating regulatory reforms by proposing a sustainable model of welfare, preparing framework policies, make them approved for a real decentralization of the welfare system and an evolution toward a Welfare mix system through a Decentralized Agency for delivering Social Services in Albania. The involvement of private actors is intended to promote a new model of Social enterprises in the Adriatic region.

ADRIATIC WELFARE MIX aims at creating an efficient welfare system as well as to implement a model of social business, harmonizing the supply of professional jobs with the demand for social services. Furthermore project partners intend to address their local needs for youth groups in risk, in order to support their transition from the secondary school level into the labour force; increase their access to employment opportunities; and increase their inclusion in civic affairs. Added effort in key areas, such as delivery of basic employment services to the poorest, market development and education, must be forthcoming.

### Coherence of the project with relevant EU policies

ADRIATIC WELFARE MIX project refers to the expansion and improvement of care Services for vulnerable groups as main actors of the Welfare Mix System, proposing a Pilot Model in Eastern Adriatic Area.

The Project falls within the EU Strategy for Employment and Social Inclusion and the objectives of the IPA Adriatic CBC. It sets the standards for the provision of social care services on the local level, and supports the integration of young people to the labour market. Also, the project aims the constitution of an Adriatic Model of Welfare-Mix which is in coherence with the main relevant EU policies such as European platform against poverty and social exclusion and Youth on the Move. Launched in 2010, both platforms are part of the Europe 2020 Strategy for smart, sustainable and inclusive growth.

Concretely, the Union has set five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020. Each State has adopted its own national targets in each of these areas.

Youth on the Move is a comprehensive package of policy initiatives on education and employment for young people in Europe. It aims to improve young people's education and employability, to reduce high youth unemployment and to increase the youth-employment rate, in line with the wider EU target of achieving a 75% employment rate for the working-age population (20-64 years).

The key challenges for Europe 2020 are: to eradicate child poverty; to promote the active inclusion in society and the labour market of the most vulnerable groups; to provide decent housing for everyone; to overcome discrimination and increase the integration of people with disabilities and other vulnerable groups; to tackle financial exclusion and over-indebtedness.

Although combating poverty and social exclusion is mainly the responsibility of national governments, the EU play a coordinating role towards identifying best practices and promoting mutual learning as well as making funding available through CBC programs.

In coherence with EU policies, ADRIATIC WELFARE MIX through tasks and activities intends to:

- combating poverty and social exclusion for marginalized people in Tirana; reform social welfare systems by learning from partners (EU and non EU countries) and identifying what policies and programs work best (in the fields of poverty and social exclusion) long term care, wise and friendly social services, employment services for youngsters aiming at tackling the challenges posed by the economic crises, regularly reporting data directly comparable across the EU.
- Fostering inclusive labour markets and combating social exclusion in Capital of Albania are two of the key challenges that need to be tackled by the ADRIATIC WELFARE MIX project. A set of smart, sustainable and inclusive objectives are to be achieved through this project.

### The added value of the cross-border cooperation

We are witnessing of an increasing cooperation among Adriatic Region countries, and the more we work together, the more we understand that many of the practical problems confronted by administrators, public and private care givers dealing with welfare systems are similar.

There are always less resources and always more necessity to offer quality services. The Welfare Mix model is the most innovative and the most promising in Europe and there have been other attempts to propose it in the East Adriatic Area as well.

Previous works have been done mostly by Italian Local Authorities in the Balkan area dealing with welfare. Results have been achieved but mostly these works never got institutionalized, maybe because didn't consider as necessary it is the typical characteristic of Balkan Countries. Adriatic Welfare Mix Project will have an added value starting from an East Adriatic Country, according to shared needs and West Adriatic institutions experience proposes a shared model of Welfare Mix that can respect the particularities of all territories.

The establishment of the Joint Observatory as well plays a key role, collecting information and making proposals to national or regional policy makers and international donors.

A joint partnership, between 5 Adriatic Countries and public and private partners can make possible to propose a model really shared from all stakeholders.

### The long last effects of the ADRIATIC WELFARE MIX

Financial sustainability of the Adriatic Welfare Mix (AWM) approach can be ensured firstly by the best administration models selected through the experience of the project (models which allow financial mechanisms able to show convincing economic returns), and by institutionalizing the AWM consultancy service offered to local public institutions and private actors .

The presence within the partnership of public bodies in charge of delivering the Welfare Services is itself a guarantee of sustainability. Important European Experiences demonstrates that the model proposed of a Welfare Mix Model where more actors, public and private are involved in the most economically sustainable way:

- a. by promoting strategies to the governments of the Adriatic partner countries for activating specific regulations which encourage local authorities to invest toward a Mix model of Welfare where social Entrepreneurship;
- b. by presenting examples and good practices of Welfare Mix investments which have brought concrete results in other regions;
- c. Proposing concrete actions and measures in order to foster networking and cooperation among key actors involved in Welfare projects in Adriatic area, in order to facilitate transfer of knowhow and mutual learning practice.

During the project different Welfare Models in the Adriatic Region have been analyzed and assessed. At the end of the project a joint model of Welfare Mix will be proposed respecting the particularities of the participating countries. This Welfare Mix model will be thus mainstreamed and proposed to all the Adriatic Region to spread the results delivered in WP3 and Wp4 and Lessons learnt.



# THE STATE OF ART OF SOCIAL ENTREPRENEURSHIP IN CROATIA. OVERVIEW IN THE INFLUENCE IN THE LABOUR MARKET AND TRAINING NEEDS

by RANKO MILIC,  
STEERING COMMITTEE MEMBER  
OF THE ADRIATIC WELFARE MIX

*The presentation of Mr Milić Steering Committee Member of the Adriatic Welfare Mix (see the contribution of Mrs Muca within this Report) was aimed at illustrating the historical process of creation and development of social enterprises in Croatia, with a focus on the current situation and on the challenges for the future.*

## Social Entrepreneurship in Croatia: Cooperative Culture

Cooperatives were part of the Croatian and wider Balkan culture and history for centuries: organization of villages was based on the cooperative model. Even if governed by a leader, decision making was a consensus based democracy. Cooperatives developed further as formal structures until the first World War, with 300.000 cooperative members and 1.000 cooperatives active in Croatia. With the advent of socialism, cooperatives became state-owned/governed. Therefore, members became employees and lost their power, even if (at least formally) cooperatives continued to exist until 1990's. In the 1990's, mostly abandoned or privatised (corruption) or either labelled as a part of the socialist system, few cooperatives survived, characterized by a consistent lack of management capacities while the traditional cooperative spirit seemed destroyed and replaced by the wildest neoliberal individualism.



## Social Entrepreneurship in Croatia: State Owned “Social Enterprises”

State-owned social rehabilitation and protected work centres were part of the welfare state system of social care for PWDs in ex socialist system. These social institutions continued in 1990's but stagnated both in number and quality: few of them continued to develop but their capacities were lagging behind the demand.

## Social Entrepreneurship in Croatia in Transition

Modern social enterprises were initiated by mission driven individuals and organizations in early 1990's: E.g. talking about the rehabilitation and employment of the ex-drug addicts in values-based communes (mostly Christian), in the 2000's a strong civil sector (more than 20.000 CSO) opened opportunities for labour integration of all the other marginalized groups (PWD, women, etc.).

## Social Entrepreneurship in Croatia Today

Today we have about 40.000 CSOs, even though it important to underline a wide lack of criteria, statistics and legislation for that kind of actors. Recent study by CEDRA HR reports that: 24+ registered social cooperatives, 50+ cooperatives governed by social principles and true cooperative rules, 20+ CSO establishing social enterprises; 20+ social enterprises.

Initiated either by CSOs, institutions or individuals working with socially excluded groups or eco-protection, social entrepreneurs suffers of a lack of stimulating framework and measures. Therefore, the growth process is slow, while it would need to need to grow fast.

## Social Enterprises Needs

- Human Capital;
- Support infrastructure;
- Start-up resources;
- Legislation;
- Fragmentation;
- Markets.
- Strategy

## Social Enterprises Training Needs

- Basic entrepreneurial and business skills;
- Social enterprise/cooperative management skills;
- Awareness raising and mind-sets change (corruption, passive and reactive vs. proactive/ entrepreneurship, anti-cooperative culture), Social Entrepreneurship is NOT a return ticket to socialism, but a solution for social intergration, cohesion and welfare;
- Innovative training system (practice more than ex-cathedra).

## Know-How Transfer System

- SEFOR: Croatian Social Entrepreneurship Forum since 2010;
- CEDRA HR: Croatian Cluster for Eco-Social Innovation and Development with 6 regional centres (Čakovec, Split, Osijek, Zagreb, Rijeka, Dubrovnik) since January 2013;
- ESENSEE: Eco-Social Economy Network South and East Europe recognized by RCC (Sarajevo Conference) and UNDP (Almaty Conference for EuroAsia);
- National Strategy for Social Entrepreneurship Development (Ministry of Labour and Pension System, Ministry of Social Policy and Youth);
- Local partnerships for employment coordination.
- Social Enterprises as priority in EU Funds programming 2014-2020 for WB and Croatia

## Training Programs

12 curricula and 3 international study tours for Social Entrepreneurs developed and implemented: pilot regional curricula and national trainings implemented for 200 participants from Croatia and other Western Balkans countries with excellent evaluation results. Social Innovation and Entrepreneurship Incubation Hubs in Zagreb and Split with network of experts, practitioners and trainers/advisors with self-sustainable business model and a capillary local network since summer 2013; first generation of Social Enterprises trainers and consultants trained (1 year programme).

## CONCLUSIONS

After two years of intense activity started in March 2011, and the achievement of important goals, DELMVET is now at its last stages.

During the project, specific researches have been conducted in the Region of Durres (Albania), in Serbia and in Italy. Some of these researches have been shortly presented in this Report. With regard to Italy, the Regione Marche has been directly involved in the implementation of the project, with the fundamental task of proposing models and good practices in the field of vocational training with the aim of assess their transferability to other European contexts.

The researches carried out within the DELMVET Project represent an important step in the development of a common area for lifelong learning in the Adriatic basin, by creating a common and agreed understanding of specific issues related to social inclusion, labour market policies, people employability and mobility of workers in the target area, in view of creating a VET Regional Network among the Countries involved in the Project.

The first results of this analysis were presented during a public workshop held in Durazzo in May 2012. At that time, the analysis showed several similarities in term of organization and management of vocational training activities among partner Countries, as a consequence of the process of adaptation and adjustment to European directives and Recommendations. All along the project, partners have made consistent efforts to further reform their system following common procedures and perspectives, through a constant benchmarking and the exchange of good practices. The overall quality of education and training will also benefit from this process in each one of the Countries involved, thanks to the individuation of agreed models for the recognition and validation of competences.

A second important meeting was held in October 2012 in Belgrade, with the organization of a local workshop entitled “Exchange of experiences among VET systems in the Adriatic area”, as a concrete opportunity to launch the Regional Network. Stakeholders and key actors of the Serbian VET system took part in the meeting, strengthening the network and collaborating in the achievements of project goals.

The meeting in Ancona (Italy) has represented another important step toward the achievement of the project goals, allowing a further strengthening of the VET network in the target area, through the exchange of experiences, know-how and the transfer of competences among professionals and institutions involved in VET.

The present Report intended to show both these two dimensions. On one side, each presentation was the result of a strong commitment by all

project partners in delivering the highest level of research and analysis within the specific local contexts, providing information, models, tools and strategies in the field of vocational education and training.

On the other hand, during the meeting professionals and institutions participating in the project were able to further investigate the issues object of investigation, disseminating contents to a wider audience, in the beautiful surroundings of the Mole Vanvitelliana of Ancona, with a consequent strengthening of the network of exchanges and relations between all the Countries involved.

Each contribution has thus enabled the project to further progress towards the achievement of its objectives, in view of the final meeting to be held in Albania in February 2013.



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