

**IPA National Programme 2011 for Albania**  
**Project Fiche no 05**

**Rehabilitation of Vocational Education and Training (VET) schools in Leyha, Fier and Cerrik**

**1. Basic information**

**1.1 CRIS Number:** IPA/2011/ 023-035/5

**1.2 Title:** Rehabilitation of Vocational Education and Training (VET) schools in Leyha, Fier and Cerrik

**1.3 ELARG Statistical code:** 02.26 - Education and culture

**1.4 Location:** Republic of Albania: Lezha, Fier and Cerrik

**Implementing arrangements:**

**1.5 Contracting Authority (EU):** The European Union represented by the Commission of the European Union and on behalf of the Government of Albania.

**1.6 Implementing Agency:**

Delegation of the European Union to Albania.

**1.7 Beneficiary:**

Ministry of Education and Science of the Republic of Albania  
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## **Financing:**

**1.8 Overall cost (VAT Excluded):** EUR 2 590 000

**1.9 EU contribution:** EUR 2 200 000

**1.10 Final date for contracting:** Two years following the date of the conclusion of the Financing Agreement.

**1.11 Final date for execution of contracts:** Two years following the end date of contracting. These dates apply also to national co-financing.

**1.12 Final date for disbursements:** One year following the end date for the execution of contracts.

## **2. Overall Objective and Project Purpose**

### **2.1 Overall Objective<sup>1</sup>**

Improve employability of Albanian youth.

### **2.2 Project purpose**

The project purpose is to improve the learning outcomes for VET students and graduates.

### **2.3 Link with European Partnership, Stabilisation and Association Agreement and other key strategic documents**

The Thessaloniki European Council endorsed the introduction of the **European Partnership** as a means to materialise the European perspective of the Western Balkan countries within the framework of the stabilisation and association process. The main priorities identified for Albania relate to its capacity to meet the criteria defined by the Copenhagen European Council of 1993 and the conditions set for the stabilisation and association process, notably the

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<sup>1</sup> The objectives of this project fiche are in line with the broad Ministry of Education and Science objectives which are indicated in the framework of the Sector-Wide Approach Programme - Education Excellence and Equity Project jointly financed by the Government of Albania, The World Bank, European Investment Bank and Central European Bank, which is implemented following the World Bank Procedures for Procurement.. Despite the fact that this SWAP is also developing Performance Based Management indicators, there are no indicators on secondary VET in order to monitor progress of the policy implementation which have been set up by the Government of Albania.

conditions defined by the Council. The last European Partnership document, in the list of Medium Term priorities indicates that Albania should step up efforts to improve the education system, including the creation of a modern Vocational Education and Training<sup>2</sup>.

Following the entry into force of the **EU-Albania Stabilisation and Association Agreement** in 2009, referring to article on Education and Training, this document indicates that “the Parties<sup>3</sup> shall cooperate with the aim of raising the level of general education and vocational education and training in Albania, as well as youth policy and youth work.” Clearly, vocational education has been identified as a key priority. Furthermore, according to the EU-Albania Stabilisation and Association Agreement, the relevant Community programmes and instruments (i.e. IPA) shall contribute to the upgrading of educational and training structures and activities in Albania.

In July 2006, Albania adopted a National Action Plan to implement the European Partnership recommendations. Progress on these reform priorities is encouraged and monitored by the European Commission, notably through the annual EU Progress Reports and through political and economic dialogue<sup>4</sup>. The Analytical Report of the **European Commission Opinion to Albania’s application to EU membership** issued in November 2010 indicates in the Chapter 26: Education and Culture that: “Some quality assurance measures have been introduced or strengthened, such as new textbooks and school inspections. However, the quality of education is affected by the need for continuous school rehabilitation, equipment upgrading and teacher training.”

Furthermore, under the Mid-Term priorities, in the **European Partnership** document, it is clearly stated that the Albanian Government should step up efforts to improve the education system, including primary education, and to create a modern vocational education and training system.<sup>5</sup>

Recommendations follow that Albania should:

- Continue efforts to improve the governance of the education system, teacher training and education infrastructure. Worthy of note is the fact that local government units and municipalities are responsible<sup>6</sup> for maintenance of all school areas (including buildings and surroundings) and for sustainable functioning of all school premises.
- Continue efforts to improve the quality of education

## **2.4 Link with Multi-annual Indicative Planning Document (MIPD)**

The Multi-annual Indicative Planning Document 2011-2013 for Albania includes as one of the six priority sectors a sector, which is called "Employment and Social Inclusion".

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<sup>2</sup> 2006/54/EC: Council Decision of 30 January 2006 on the principles, priorities and conditions contained in the European Partnership with Albania and repealing Decision 2004/519/EC

<sup>3</sup> Stabilisation and Association Agreement (SAA) is signed between the European Communities and their Member states, of the one part, and the Republic of Albania, of the other part, and they are referred to as Parties

<sup>4</sup> The National Action Plan for the Implementation of the Stabilisation and Association Agreement 2007 – 2012, has been developed with EU Technical assistance. Electronic version of the document is available on the WEB page of the Ministry for European Integration <http://www.mie.gov.al>

<sup>5</sup> 2006/54/EC: Council Decision of 30 January 2006 on the principles, priorities and conditions contained in the European Partnership with Albania and repealing Decision 2006/54/EC.

<sup>6</sup> Referring to Law nr 8652, dated 31/7/2000; Law nr. 10190 dated 26/11/2009; and Ministerial Directive Nr. 1, dated 21/1/2010.

The MIPD identifies as one of the specific objectives in this sector "[...] to create better links between the education system, the research and innovation policy and the labour market. Furthermore, social integration shall be strengthened through employment and further training, in particular of women, youth and vulnerable groups." According to the MIPD this should also help to prevent engaging in internal and international migration as the only option as well as to ensure a sustainable reinsertion of returning migrants in the labour market making use of the skills and knowledge gained in migration.

## **2.5 Link with National Strategy for Development and Integration 2007-2013**

In November 2005, the Government of Albania, committed itself to adopt the Integrated Planning System<sup>7</sup>, which has two cornerstone processes: i) mid-to-long-term strategic planning process : National Strategy for Development and Integration 2007-2013, which establishes national strategic priorities and goals, and ii) the Medium-Term Budget Programme. During 2007, the Government of Republic of Albania, worked intensively to compile the National Strategy for Development and Integration document, which consists of 24 sector strategies and 8 cross-cutting strategies, where education, Vocational Education and Training (VET), employment policy and labour market are identified as key sectors. In addition, Mid-Term Budgetary Program, in the chapter for Education indicates that extension of the VET schools capacities and construction of new schools are key objectives to attain.

## **3. Description of the project**

### **3.1 Background and justification**

Education is one of the top priority areas in the agenda of the government of Albania.

Ministry of Education and Science is responsible for VET schools at the level of secondary education. Ministry of Labor, Social Services and Equal Opportunities (MoLSAEO) is responsible for the Vocational Training Centers. The National Agency for VET, which has been established in December 2006, has a mandate to work on institutionalization and improvement of the quality of the VET provision.

Albania has developed a comprehensive education sector strategy, especially for pre-university education, as spelled out in the National Strategy for Development and Integration 2007 - 2013, National Pre-University Education Strategy 2009-2013 and the Mid-Term Budget Framework, focusing on 5 main pillars: improved governance in education, improved quality of teaching (teacher training) and learning, improved financing of pre-university education, capacity building and human resource development, and development of VET in the context of overall pre-university education. The target set for secondary VET is to increase participation from 20% to 30 - 40% of overall enrolment and to increase the budget share allocated to VET, from 3.7% of Gross Domestic Product to 5% of Gross Domestic Product.

There are 41 VET schools in Albania, which are distributed across 22 Districts of the country. The VET schools are organised in a structure of 3-levels: 2+1+1 years VET, 2+2 years and 4 years in bloc.

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<sup>7</sup> The Integrated Planning System is a broad planning and monitoring framework which aims to ensure that the core policy and financial processes developed by the Government of Albania in an integrated manner. These core processes are: National Strategy on Development and Integration, Mid-Term Budgetary Program, Government Program, European Integration, Public Investment Program, and External Assistance.

The number of pupils enrolled in VET schools in Albania has been dropping during the past two decades, primarily owed to a) migration, b) pursuit of higher education (as highly attractive alternative *vis-à-vis* technical / professional schools), c) lack of quality services offered by VET schools (referring to weak infrastructure, few qualified teachers and technical experts, lack of didactical supplies and learning equipments, etc); d) reduction in the number of VET schools (low popularity of such schools over time) and e); early entrance in the job market and placement with relatively low-skilled jobs (which may cause interruption of schooling).

Speaking in figures, vocational enrolment rates fell from 72% (total enrolment in VET secondary schools) in 1990 to 21% in 2010.

Vocational attendance has shrank, arguably due to few root causes: a) generally weak societal perception against ‘vocational education’, b) generally declining performance of VET schools over the years; c) weak reputation and generally low profile of VET schools; d) societal mal-conception related to the rigor and seriousness of VET schools as well as to the effectiveness of VET delivery; e) societal status for VET graduates and technicians oriented in VET areas is often linked with low skilled labour, under-paid workers and a weak labour environment leading to insufficient job security.

While enrolments have been falling in the VET system, they have increased in the secondary general education system. Also, there has been significant increase in enrolments at tertiary level (university enrolments). This means, that more and more Albanian youth are opting to pursue higher studies, at the university level. However, as the supply of university graduates in the labour market has abundantly increased, this has put a denting pressure on the labour market to absorb all – hence the employability of this contingent is at risk. The challenge in Albania is to increase the employability of youth by helping them to be market-ready and acquire market-friendly skills. Hence, VET becomes an important instrument and a solution to cope with this challenge.

Therefore capital investments in construction and rehabilitation of secondary VET schools are the first steps to transform and improve VET education structure.

Under IPA 2008 it was foreseen the construction and rehabilitation of 8 VET schools. However due to the budget limitation, it was possible to cover the construction of 5 VET schools only. These limitations were due to the fact that the detailed designs undertaken by the 2008 project revealed higher costs than initially foreseen, partly due to the fact, that the VET schools had not only to fulfil national but also European standards.

Therefore the IPA 2011 project will allow the rehabilitation of the 3 remaining VET schools in Lezha, Fier and Cerrik.. Detailed designs for the selected three schools have been prepared through a service contract funded by IPA 2008.

The **VET school in Lezha** is focused in the field of Economics and IT – both fields are highly sought after by job searchers and for future employers. Investing in this particular school will also prove a good investment in the region of Lezha as it will bring an added value to the labour force and service sector there. According to the statistics of the Ministry of Education and Science, the number of students enrolled in the 10<sup>th</sup> grade during the academic year 2010-2011 reached 169 students. The enrolment figure has increased by 21.6%, relative to the academic year 2009-2010 (same 10<sup>th</sup> grade). Arguably, the increase in total enrolment is due to the opening of the new study area, the IT department in the VET school in Lezha. After works execution (based on the existing design as per Ministry of Education and Science requirements)

the VET School in Lezha is expected to reach a student capacity up to 480. One of the main priorities of Ministry of Education and Science is to increase the number of students and improve the quality of VET providers. This will be achieved with improvements of quality of teaching, infrastructure and equipments. Given the geographic position of Lezha in the north part of Albania we expect that this city will serve as a regional centre for the rural students of the surrounding areas which will attend this VET school, therefore increase the number of students.

The **VET school in Fier** is focused in General Electric's, Mechanics and Hydro-Technology. Today, as we are shifting towards a more technological oriented economy and approaching high-tech standards, it is of particular importance to invest into our human resources that are oriented towards technical sciences. The Ministry of Education and Science statistics show that the number of students enrolled at this vocational school during this academic year (2010-2011) reached 168. This figure increased by 133% relative to the academic year 2009-2010.

Arguably, this evident increase in the enrolment figure is attributed, once again, to the opening of the new study area, the IT department at the VET school in Fieri. After works execution (based on the existing design as per the Ministry of Education and Science requirements) the VET School in Fier is expected to reach a student capacity up to 360. VET schools offer different direction of qualifications within the main profile of the school. Therefore an IT department in the VET school of Fieri which has a profile focused on mechanics, will make this school more appealing to the students. In today labour market there is a demands for professionals with IT skills as well besides their mainqualifications. Given the geographic position of Fieri in the southwest part of Albania we expect that this city will serve as a regional centre for the rural students of the surrounding areas which will attend this VET school therefore increase the number of students.

The **VET school in Cerrik**, Elbasan is focused on Agro-business, Veterinary and Agro-Machinery Agriculture and veterinary are highly pursued and highly absorbed by the market, particularly in rural regions such as Cerrik. Ministry of Education and Sciences statistics show that the number of students enrolled in the 10<sup>th</sup> grade at this school during the academic year 2010-2011 reached 65. This number increased by 23%, as compared to enrolments in the same 10<sup>th</sup> grade, during the 2009-2010 academic year. After works execution (based on the existing design as per Ministry of Education and Science requirements) the VET School in Cerrik is expected to reach a student capacity up to 220. Considering the agriculture potential in the Cerrik area, this VET school will be relatively more attractive; hence, enrolment figures will go up.

### **3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact**

The proposed project IPA 2011 would be implemented in the broader context of considering government objectives in VET, which are clearly indicated in the National Strategy for Pre-University Education. Therefore, this EU intervention will contribute to the Government priorities through: (i) increasing student attraction in the 3 VET schools listed, by improving conditions and teaching quality across such 3 VET schools; (ii) expanding teaching and learning opportunities, respectively in the economic/banking sector in Lezha, in auto-mechanics in the region of Fier, and in the field of agriculture in the Cerrik area. Another impact would be to reverse the unemployment trends in these areas and secure with time, some degree of employability for all VET graduates from these 3 schools. As per unemployment figures, according to the available data published by the Albanian National Institute of Statistics (INSTAT) per county, the trends indicates relatively diminishing figures of unemployment up to 2008 (Registered unemployment rate by qark/county are reported in Annex VI).

Yet, another positive impact would be a gradual slow-down of internal migration for all youth that come from these 3 regions towards the center of Albania (creating so an over-crowdedness in the capital or metropolitan/urban areas, which leads to environmental degradation and low quality of life with all associated air pollution, traffic jam, waste mismanagement).

According to INSTAT there is a long term pattern of migration from less favourable mountainous northern, southern and eastern parts of the country towards the western coast, especially to the central locations in and around Tirana. Also, evidence collected by INSTAT indicates that there is an increased pressure on environment and infrastructure taking place in recipient locations (mitigated by economic agglomeration gains).

*Vis-avis* this reality, these 3 schools will offer VET education for all the levels meaning that students from the rural areas which offer only the first level will attend these VET schools where all the levels will be available for the students.

The IPA 2011 project directly contributes in improving conditions in the VET learning environment, in terms of infrastructure. By improving learning conditions, arguably, this will lead to increased enrollment rates in VET (with an expected capacity after works completion of a total 1260 students, 480 in Lezha, 360 in Fier and 220 Cerrik) particularly as it applies to VET schools located in periphery and rural regions. In turn, this will lead to a reduced disparity of attendance (lower the gap) between rural and urban schools. Furthermore, it is expected that an improved VET infrastructure will yield to better prepared VET graduates; will equip a new generation of graduate with the right knowledge, skills and attitude to respond to the changing demands of the competitive regional and global market. Eventually, this will lay the basis for better development of human capital in Albania.

### **3.3 Results and measurable indicators**

**Activity 1:** Support for the rehabilitation of 3 VET schools

**Result 1:** VET schools rehabilitated and functional

**Result 2:** Supervision of Works ensuring compliance with requested services during the construction and Defect Liability Period.

**Indicator:** The VET schools rehabilitated are in use and fully operational

**Activity 2:** Provision of VET didactical tools/ equipment for improving learning conditions of selected schools

**Result 1:** Selected VET schools are equipped with VET equipment, laboratory and workshop professional tools

**Result 2** Providing VET schools with equipments and sophisticated workshop tools will ensure the improvement of the teaching quality (will facilitate the teaching and training aspects), qualification development and results of the students.

**Indicator:** VET didactical equipment installed, functional, and in use by teachers and Instructors

### **3.4 Activities**

#### **Activity 1: Support for the rehabilitation of VET schools**

##### **Contract 1.1 – Works contract - IPA contribution**

Rehabilitation of VET schools

- Sub Activity 1.1.1 Rehabilitation of the *Vocational Economical high school*, Lezha;
- Sub Activity 1.1.2 Rehabilitation of the “*Petro Sota*” Vocational School, Fier;
- Sub Activity 1.1.3 Rehabilitation of *Vocational School*, Cerrik, Elbasan.

##### **Contract 1.2 – Supervision /Service contract - IPA contribution**

Carry out of supervision of works for the rehabilitation of VET Schools

#### **Activity 2: Provision of VET didactical tools for improving learning conditions; equipping with school supplies for practical workshop**

##### **Contract 2.1 – Supply contract – National contribution**

The supply contract will include the delivery and installation of training equipment and tools and adequate supply of training materials. All technical specifications for the supplies needed in the 3 VET schools will be prepared by the consultant contracted for the VET technical assistance funded by IPA 2008.

### **3.5 Conditionality and sequencing**

The rehabilitation of VET schools is conditioned by issues related to construction permits issued by respective municipalities. The procedures for obtaining the construction's permit and securing lawful land property start after the finalisation of the detailed technical designs funded by IPA 2008. The Ministry of Education and Science is responsible for clearing out all issues land property titles and construction permits in close cooperation with the benefiting municipality, where the beneficiary school is located.

The works that is proposed must be covered by risk assessments, keeping in mind education and training process: both the client -the school, as well as the Ministry of Education and Science or the Regional Education Directorate involved- and the contractor(s) are required to carry out formal risk assessments which will effectively define how the work should be carried out to ensure the safety of everyone involved. This should be carried out in line with appropriate safety standards.

In order for works to be completed within the period indicated in section 5 of this project fiche, the beneficiary shall be committed to attend the site progress meetings, the takeover of the works (provisional acceptance) upon notice of completion from supervisor, and the final acceptance after the expiry of the Defect Liability Period.

In order to use effectively the funds allocated for VET didactical material and technical equipments, the Ministry of Education and Science should develop clear criteria for laying out a ranking order of equipments by importance and relevance. The ownership of assets will belong to the Ministry of Education and Science as main beneficiary of the project, where



applicable to the local government; in the case of VET didactical tools, if possible, based on EU regulations, as well as based on Albanian legislation, all tools should belong to the schools. It should not be underestimated that the benefits of education carry considerable financial demands and burdens, including co-financing of the rehabilitation process as well as maintenance costs for the continuation of the functioning of VET schools.

The Albania Government and the Beneficiary will assure adequate financial and human resources in order to allow proper maintenance and functioning of the facilities provided in the context of the present project.

### **3.6 Linked activities**

In year 2010 an EU funded IPA 2008 programme on Vocational and educational Training has started its implementation of the project; “Strengthening the Vocational Education and Training (VET) in Albania: “Construction of 4 new VET schools and rehabilitation of 1 existing VET schools, provision for VET didactical tools for improving teaching and learning conditions in VET, and provision for support of the priorities in VET reform”. Expected results of this intervention are: i) Detailed technical designs for construction of new VET schools and rehabilitation of existing VET schools; ii) New VET schools built; (iii) Detailed technical designs for rehabilitation of existing VET schools, (iv) VET schools rehabilitated, (v) Supervision of works ensured compliance with requested services during construction and Defect Liability Period; vi) VET quality provision has been strengthened, with particular attention to the Region of Tirana, where the majority of poor population is located.

The development of VET in Albania enjoys the support of many donors, organised in the Sectoral Working Group for VET. The Sectoral Working Group consists primarily of: Switzerland, Austria, Germany, Italy, along with international organisations and aid agencies, such as United National Development Programme, International Labour Organization, and United States Agency for International Development.

The European Training Foundation, as an Agency of the European Union has actively supported initiatives in Albania to embed the EU Education and Training 2010 agenda within national system, through work on qualifications, quality assurance and career guidance and wider support to the implementation of human resource development initiatives. Albania has participated also in peer review and peer learning activities of European Training Foundation, since 2003. In its activities in the country European Training Foundation applies a principle of policy-learning through involvement of policy-makers and senior officials from the sector as peers in order to create the conditions for better targeted capacity building and to improve the conditions for policy implementation.<sup>8</sup> In 2006 peer learning exercise on the issue financing VET took place in Albania, while in 2007 peer learning exercise was related to implications of policies on schools and school management.

Education Excellence and Equity Project jointly financed by the Government of Albania, the World Bank, Central European Bank and European Investment Bank supports the National Education Strategy to be implemented based on Sector-Wide Approach and aims at (i) maximizing support to teachers and school principals in order to improve the quality of teaching and learning; (ii) increasing opportunities of good education for all; (iii) targeting support to regions and populations that are most affected by poverty and lack of opportunities;

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<sup>8</sup> Reports on recent initiatives in Albania of the European Training Foundation/ Agency of European Union are available on ETF Web page: <http://www.etf.europa.eu/>

(iv) recognising and encouraging local and regional initiatives to improve the quality of schools; and (v) raising efficiency and reducing corruption by participatory transparent review procedures of the sector performance.

### **3.7 Lessons learned**

Experience from previous interventions in VET suggests that to successfully instigate changes, it is required to continue investing over a number of years. The failure to tackle VET reforms in a systemic, holistic way has, in other countries within the region, resulted in key functions in the system failing to operate effectively, insufficient institutional capacity and resulting lack of commitment from stakeholders, social partners and industry.

Experience from the previous IPA 2008 project shows that no assistance was provided to assist schools in managing the risks associated with building works. This refers to the planning of the various stages of the work as well as the actual work activities, the equipment and hazardous substances in use and the interface with normal school activities and processes which are taking place in the schools and/ or other school facilities, like school yard, etc. Even though some building work can be arranged for school holiday periods, it is often necessary for work to be done when the premises are occupied.

#### 4. Indicative Budget (amounts in EUR)

			TOTAL EXP.RE	SOURCES OF FUNDING								
				IPA EU CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	%(2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
<b>Activity 1</b>			<b>2 200 000</b>	<b>2 200 000</b>								
Contract 1.1 Works contract	-	X	1 950 000	1 950 000								-
Contract 1.2 Supervision	-	X	250 000	250 000								-
<b>Activity 2</b>			<b>390 000</b>			<b>390 000</b>		<b>390 000</b>				
Contract 2.1 Supply Contract	-	X	390 000			390 000		390 000				-
.....												
TOTAL IB			-									
TOTAL INV			2 590 000	2 200 000	85	390 000	15	390 000				
<b>TOTAL PROJECT</b>			<b>2 590 000</b>	<b>2 200 000</b>	<b>85</b>	<b>390 000</b>	<b>15</b>	<b>390 000</b>				

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

## 5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of tendering	Signature of Contract	Project Completion
Contract 1.1 Works Contract	Q1 2012	Q3 2012	Q3 2014
Contract 1.2 Supervision	Q1 2012	Q3 2012	Q3 2014

## 6. Cross cutting issues

### 6.1. Equal Opportunity

The adequacy and effectiveness of the policies, agreements, laws, rules and practices governing VET in Albania, with particular reference to equal opportunities are also related to the conditions under which students get their education, and in particular access to education and training. The rehabilitation of the schools will contribute to insuring equality and access for and to all the students in schools in the rural areas. This will increase enrolment rate especially in the outskirt poor areas and reduce disparity of attendance between rural and urban areas as a major social issue in education.

In general, not only in Albania, but in most of the countries, high levels of early school leavers are encountered representing low socio economic groups in society. Early school leavers have low levels of access to VET consequently they have low levels of employment and earn less. Albania is striving to achieve high school enrollment from all the children of different background especially from the poor, less privileged groups, provided that this will arguably help them to improve their current condition.

### 6.2 Environment

This project fiche includes significant amount of works/ rehabilitation of VET schools buildings and this will include different environmental issues, like: dust; noise and vibration, hazard materials split, etc. Therefore, in all cases, it is important to pay attention to Albanian legislation and/or EU regulations, where applicable on environmental protection. Environment Impact assessment will be carried out during the design stage.

### 6.3 Minorities

VET programs are intended to be all-inclusive and are inherently flexible to accommodate the needs and demands of different target and beneficiary groups.

## **ANNEXES**

- Annex 1 - Log frame in Standard Format
- Annex 2 - Amounts contracted and Disbursed per Quarter over the full duration of Project
- Annex 3 - Description of Institutional Framework
- Annex 4 - Reference to laws, regulations and strategic documents:
- Annex 5 - Details per EU funded contract
- Annex 6 - Registered unemployment rate by qark/county in %, 2001-2008

## ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Programme name: Support to the Vocational Education and Training (VET) infrastructure in Albania	
		Contracting period expires: Two years following the date of the conclusion of the Financing Agreement	Disbursement period expires: One year following the end date for the execution of contracts
<b>CRIS Number:</b>		Total budget : EUR 2 590 000	IPA budget: EUR 2 200 000
<b>Overall objective</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	
Employability of Albanian youth	<u>Increased employment rates</u> (and employability) respectively in 3 labour markets of Lezha, Fier and Cerrik in the private and public sector, involving fields such as IT, Economics, Mechanics, Agro-business	Employment (skilled and unskilled) figures from the regional employment offices located in Elbasan (covering Cerrik), in Fier and in Lezha  INSTAT reports	
<b>Project purpose</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
Improved <i>learning outcomes</i> for VET students and graduates	<ul style="list-style-type: none"> <li>• Increase in enrolment rates per VET school.</li> <li>• Increase in successful number of VET graduates</li> <li>•</li> <li>• Decrease in drop-out rates in the VET schools</li> </ul>	Monitoring reports from National Agency of VET , which is responsible for quality assurance in VET schools across Albania, including the 3 VET schools in Lezha, Fier, Cerrik	Matching VET program profiles with labour market trends in the 3 regions
<b>Results</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
<p><b>Activity 1:</b> Support for the rehabilitation of 3 VET schools</p> <p><b>Result1:</b> VET schools rehabilitated</p> <p><b>Result 2:</b> Supervision of Works ensuring compliance with requested services during construction and Defect Liability Period.</p> <p><b>Activity 2:</b> Provision of VET tools and</p>	<p>The 3 selected VET Schools have been taken over by the beneficiary and fully operational</p> <p>The 3 selected VET Schools are</p>	<p>Provisional acceptance and final acceptance of works.</p> <p>Technical reports from the monitoring authorities (delegated from European Union Delegation, Ministry of Education and Science and respective municipalities) that attest to completion of contract obligations (works and supervisory)</p> <p>Provisional acceptance and Final acceptance by the last beneficiaries (3 VET schools' authorities) on supplies,</p>	<p>Sufficient teachers and instructors on payroll</p> <p>Teachers and instructors will be trained through parallel programs tailored to Teacher Training, and will upgrade their knowledge on respective profiles</p>

equipment for improving learning conditions of selected schools <b>Result 3:</b> Selected VET schools are equipped with VET didactical tools/ equipment	equipped with VET didactic tools/equipment, which are properly installed and fully operational	didactical tools and furniture purchased for the 3 VET schools	Sufficiently improved profile of each of the 3 VET schools  Demand for VET sustained  Equal access to VET
<b>Activities</b>	<b>Means</b>	<b>Costs</b>	<b>Assumptions</b>
Activity 1: Support for the rehabilitation of VET schools  Contract 1.1 – Works contract - IPA contribution Rehabilitation of VET schools . <ul style="list-style-type: none"> <li>• Rehabilitation of the Vocational Economical high school, Lezha;</li> <li>• Rehabilitation of the “Petrol Sota” Vocational School, Fier;</li> <li>• Rehabilitation of Vocational School, Cerrik, Elbasan;</li> </ul> Contract 1.2 – Service contract, Supervision - IPA contribution Carry out of supervision of works for the rehabilitation of VET Schools  Activity 2: Provision of VET didactical tools for improving learning conditions; equipping with school supplies for practical workshops  Contract 2.1 – Supply contract -	Works contract - IPA contribution  Supervision contract - IPA contribution  Supply contract - National contribution	2 200 000 EUR - EU Contribution  Contract 1.1 – Works contract: EUR 1 950 000  Contract 1.2 – Service contract: EUR 250 000   390 000 EUR - National contribution  Contract 2.1 Supply contract: EUR 390 000	All permits for rehabilitation are available on time being Ministry of Education and Science in charge for that.  VAT paid for by Ministry of Education and Science  While the 3 existing VET schools will be renovated, local students will be relocated using premises in the surrounding area and local gymnasium space

National contribution Provision of adequate training equipment and tools, adequate supply of training materials, and practice.			
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**ANNEX II: amounts (in €) Contracted and disbursed by quarter for the project**

<b>Contracted</b>	<b>Q1 2012</b>	<b>Q2 2012</b>	<b>Q3 2012</b>	<b>Q4 2012</b>	<b>Q1 2013</b>	<b>Q2 2013</b>	<b>Q3 2013</b>	<b>Q4 2013</b>	<b>Q1 2014</b>	<b>Q2 2014</b>	<b>Q3 2014</b>	<b>Q4 2014</b>
Contract 1.1 Works			1 950 000									
Contract 1.2. Supervision			250 000									
<b>Cumulated</b>			<b>2 200 000</b>									
<b>Disbursed</b>	<b>Q1 2012</b>	<b>Q2 2012</b>	<b>Q3 2012</b>	<b>Q4 2012</b>	<b>Q1 2013</b>	<b>Q2 2013</b>	<b>Q3 2013</b>	<b>Q4 2013</b>	<b>Q1 2014</b>	<b>Q2 2014</b>	<b>Q3 2014</b>	<b>Q4 2014</b>
Contract 1.1 Works				195 000	390 000	585 000	585 000					195 000
Contract 1.2 Supervision				50 000		75 000		75 000		25 000		25 000
<b>Cumulated</b>				<b>245 000</b>	<b>635 000</b>	<b>1 295 000</b>	<b>1 880 000</b>	<b>1 955 000</b>		<b>1 980 000</b>		<b>2 200 000</b>

### **Annex III: Description of Institutional Framework<sup>9</sup>**

There are 41 public Vocational Educational Training (VET) schools in Albania out of which 20 are national public schools depending directly on the Ministry of Education and Science. The Ministry: (i) hires the school principals; (ii) gives the approval for hiring the teaching staff upon the proposal of the Regional Departments of Education; and (iii) decides on the school budget and manages the largest part of it. The national VET schools propose to the Ministry of Education and Science to introduce and/or to drop courses based on their relevance for their region. In addition, there are 26 local VET schools depending on the Regional Departments of Education that are responsible for the principals and teachers' recruitment, financial management etc.

The VET schools have the same status as the general education schools. According to the existing regulatory framework<sup>10</sup>, they should have School Boards, which are already established in all VET schools, composed of 7-11 members<sup>11</sup> and representing teachers, parents, students, Regional Departments of Education and Local Government. This is a Board with responsibilities: approval of the 4-years and annual Working Plan of the school, management of the financial contribution of parents, and approval of the detailed curricula. Some parents who are entrepreneurs are always included in these boards but this is rather for pragmatic reasons than for establishing a real cooperation with social partners at VET schools' level.

The Ministry of Education and Science is the main governmental body responsible for preparing and implementing of educational policies and management of the education system, including overall resource management of the public education system and supervision of the non public education sector. In addition and according to the VET Law, the Ministry of Education and Science is responsible for VET schools of the secondary education and for issuing licenses to VET providers and VT courses within VET schools. In particular, the national VET schools depend directly from Ministry of Education and Science. The responsible department for VET is the VET Unit within the Department of Pre-university Education. The sector coordinates the work of subordinate agencies such as the National Agency for Vocational and Educational Training (NAVETA) and the Institute of Education Development, and covers a range of other tasks such as VET schools human resources and infrastructure, curricula and teacher training etc. The Ministry of Education and Science has also 13 Regional Departments of Education and 24 district education offices. The local VET schools depend directly from the Regional Departments of Education<sup>12</sup>.

The National Agency for Vocational and Educational Training (NAVETA) was established in 2006<sup>13</sup> as subordinate institution of Ministry of Education and Science. Its mission is the establishment of a unified VET system, which is nationally and internationally recognised. NAVETA prepares programs for VET development that are approved by the Ministry of Education and Science and Ministry of Labour Social Affairs and Equal Opportunities. Preparation of the national list of specialities (professions), Albanian Qualification

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<sup>9</sup> Institutional Framework presents the situation as of 31 December 2007. Given the fact the VET sector is in the process of significant restructuring, and given the fact that even the structure of VET system is in the process of policy dialogue the moment, it is important to take into account the lap time between writing this part of the document and the time needed for EC program cycle.

<sup>10</sup> Ministry of Education and Science Instruction No. 40, date 17.10.2007.

<sup>11</sup> This number depends from the total number of students in the VET school.

<sup>12</sup> As per reorganisation of the Ministry of Education and Science in May 2010.

<sup>13</sup> Government Decree No. 237, date 10.05.2006.

Framework Law no. 10 247 dated 4.03.2010 and Frame Curricula; accreditation of VET providers; establishment of standards for initial and ongoing training for teachers and trainers; and establishment of VET evaluation and certification criteria are the main functions of National VET Agency, which are highly important for enabling the environment and recognition of adult learning in Albania.

#### **Annex IV: Reference to laws, regulations and strategic documents**

VET legislation was adopted in 2002, and a National VET Council with tripartite representation was established, with the aim of improving policies and reform management in the VET sector. The legislation also prepared the ground for the creation of a National VET Agency to perform inter-sectoral functions not covered by other VET institutions and departments. The agency has been established in December 2006. The VET Law also defines the National VET Council as a consultative body in charge of the VET coordination among the Ministry of Education and Science, Ministry of Labour, Social Affairs and Equal Opportunities and other related public and non-public institutions. According to this law, National VET Council is a tripartite structure. The newly amended VET law was approved by the Council of Ministers in January 2011 and will be soon ratified by the Albanian Parliament. The proposal for the opening and closure of VET schools and Vocational Training courses according to the labour market needs, the participation in the national VET standards and curricula development processes, the implementation of vocational courses according to their specific needs, and the support for the organisation of professional practices and tests for students are the main competences of social partners as defined by this law. Consequently, the National VET Council functions, responsibilities and procedures are defined by a specific Government Decree<sup>14</sup>.

The **National Strategy for Socio-Economic Development** was the basic policy document of the Albanian Government defining the long-term development objectives and identifying the appropriate priority measures to achieve these objectives. This strategy was adopted by the Albanian Government in 2002 and its implementation status was analysed twice, in 2003 and 2004 defining also the specific objectives and priority measures to be achieved for the periods 2003–2006 and 2004–2007 respectively. Reducing unemployment and increasing the vocational component in secondary education were important objectives of this strategy. At present, the Government has prepared the National Strategy for Development and Integration 2007-2013, which is in the consultation process with different actors and groups of interests and is foreseen to be adopted soon replacing in this way the National Strategy for Socio-Economic Development.

The **National Strategy for Development and Integration 2007-2013** develops an integrated approach for the social-economic development of the country and its European Union integration perspective. Increasing the effective role of the government in the labour market and creating direct employment opportunities are emphasised as important challenges of the National Strategy for Development and Integration 2007-2013 in the field of employment. The strategic priorities relates to improvement of public employment services across the country and development of partnerships with private sector, increasing efficiency of the active and passive employment programs, improvement of the vocational education and training system including preparation of Albanian Qualification Framework, curriculum modernisation, institutional developments, development of competencies of teachers and

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<sup>14</sup> Government Decree No. 16, date 28.12.2002.

instructors etc. Although the strategic priorities relate and facilitate the process of adult learning, no specific and explicit reference about lifelong learning including adult learning and related European and national processes is made in the National Strategy for Development and Integration 2007-2013.

The Albanian government adopted a National Strategy on Pre-university Education (NSPEU) for the period 2009-2013. This strategy stipulates short-term and mid-term objectives and goals for the system and introduces policies on strategic priorities for the following years until 2013. The said strategy includes pre-school education, primary and secondary education, general secondary education and vocational education. The Strategy is in line with the main development trends of education in Europe and in the world, aiming to adopt the development of pre-university education to the governmental vision for mid-term and long-term policies of the sector.

The vision of the National Strategy of Pre-University Education is guaranteeing a modern national educational system that promotes the sustainable economic development, increases competitiveness in the region and beyond and consolidates the democratic system. The objectives are focused in: larger access to all levels of pre-university education; reform and strengthening of policy making, management and decision making capacity; improvement of the quality of teaching process; improvement of financing effectiveness in the area of education; capacity building and development of human resources; the development of vocational education. The target set for secondary VET is to increase participation from 17%-20% to 30% of overall enrolment. VET Strategic objectives are included on the National Strategy on Pre-university Education for the period 2009-2013.

Overall reform of pre-university education is predicated upon a reorganised and more effective Ministry of Education focused on its core activity of policy development and implementation and operating within the context of a decentralised education system and increased school autonomy. In November 2009 a new organisational structure was adopted in the Ministry of Education and Science, with aim to develop more strategic orientation for policy development and implementation and aimed at building capacity and the motivation to carry actions through.

The **Strategy of Employment and Vocational Training** was adopted by the Albanian Government in January 2003<sup>15</sup> covering the period 2003 – 2008 part of which are the priority actions on employment promotion and Vocational Training system development. This strategy was drafted by the Ministry of Labour Social Affairs and Equal Opportunities working group including also experts from the Ministry of Economy, Trade and Energy, Bank of Albania and the Faculty of Economy of Tirana University. The main objective of the document was to assess the current situation and define concrete measures to be undertaken in order to improve labour market policies. It focuses on 4 main dimensions: the labour market and services provision, VET and human resource development, entrepreneurship and job creation, and employment funding policies.

A new **Sector Strategy on Employment 2007–2013** was approved, on 7 November 2007 by the Government, taking into account recommendations of the World Bank, International Labour Organisation and EU Guidelines on employment. This document includes also an

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<sup>15</sup> Government Decree No. 67, date 10.01.2003.

implementation Action Plan, (which is focused on active labour market measures, as well as implementation of Labour Code.

### **Annex V: Details per EU funded contract**

The rehabilitation works of the VET schools in Lezha, Fier, and Cerrik will be executed through one works contract and one service contract as follows:

<b>Contract 1.1 Works contract</b>	
VET School	Estimated amount in EUR
Rehabilitation of the Vocational Economical high school, Lezha	525 000
Rehabilitation of the “Petro Sota” Vocational School, Fier	780 000
Rehabilitation of Vocational School, Cerrik, Elbasan	645 000
<b>TOTAL</b>	<b>1 950 000</b>
<b>Contract 1.2 Service contract (supervision for the 3 selected VET Schools)</b>	
<b>TOTAL</b>	<b>250 000</b>

Possible delays in the implementation of the rehabilitation works may occur as a result of tendering results (how long tender procedures may take). Given that this project entails only rehabilitation, there will not be land property titles and issues with construction permits. Key assumption here is that the Albanian Government ensures the budgeting, staffing and maintenance of the 3 VET schools system, following rehabilitation.

### **Co financing**

85 % of the project cost will be fully covered by EU funds. The Albanian Government will cover the remaining 15. %, as well as the VAT related expenses (currently at the level 20% of the investment) for this project. The co-financing will cover the supply of didactical tools/equipment for improving learning conditions of selected schools.

- Ownership of assets (current and after project completion)  
Albanian Government, Ministry of Education and Science.

**Annex VI: Registered unemployment rate by qark/county in %, 2001-2008**

	2001	2002	2003	2004	2005	2006	2007	2008
<b>National</b>	<b>16.4</b>	<b>15.8</b>	<b>15.0</b>	<b>14.4</b>	<b>14.1</b>	<b>13.8</b>	<b>13.5</b>	<b>13.1</b>
Berat	21.0	19.7	16.1	15.6	14.2	13.6	13.8	8.2
Dibër	16.3	16.4	16.7	16.7	16.5	17.1	8.0	6.1
Durrës	13.4	13.8	13.3	12.4	12	11.4	10.2	18.2
<b>Elbasan</b>	14.9	13.9	13.8	12.9	12.8	12.7	12.3	14.2
<b>Fier</b>	10.8	10.6	10.2	10.8	10.6	10.7	6.6	7.1
Gjirokastrë	12.5	13.7	12.7	11.8	11.9	12.2	20.8	14.4
Korçë	14.2	13.3	11.9	11.4	11.2	12.3	7.3	10.2
Kukës	31.9	33.6	34.3	32.2	33.2	31.6	10.8	7.0
<b>Lezhë</b>	29.2	27.1	26	22.8	23.2	23	14.9	17.0
Shkodër	29.8	28.8	28.3	27.4	27	25.8	9.7	20.5
Tiranë	10.6	10.1	9	8.9	8.4	7.9	20.2	13.8
Vlorë	18.9	17.0	16.8	17	15.8	14.6	16.2	12.1

*Source: INSTAT*