

Albanian Qualifications Framework

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AQF overview

- The current business climate encourages a focus to the significant role of human resources development, which is increasingly seen as a tool for achieving business strategy.
- One of the main features of human resource development is the development of a national qualification framework
- Social partnership in Albania is still in its embryonic stage, although numerous tripartite structures exist in the country.
 - Considering the social dialogue, the Government's role in VET seems to be too dominant.
 - Investments into human resource development are not part of the economic strategy of most enterprises. This panorama is not really helpful for developing and implementing AQF.
- *The AQF issues not rarely* are part of the Albanian VET community agenda, but not yet part of its culture.
- AQF success is directly linked to the success in involving stakeholders by defining clearly their roles. Although, social partners representatives and teachers are part of the working groups in NAVETAQ for developing occupational and qualifications descriptions, framecurricula, etc, still there is no a clear understanding on the AQF, which on the other hand affects their expectations on their tasks and duties that should be performed in order to be an important part of this reform.



AQF Background

- **An AQF law was adopted in 2010, describing the main features of the AQF (structure, scope, objectives and functions), as well as arrangements for governance (Council), institutional management, quality assurance and financing. However, many clauses of this law have not been implemented, yet.**
- **The NESS Action plan foresees a review and implementation of the AQF law. Amendments to the law will be arranged by means of by-laws.**

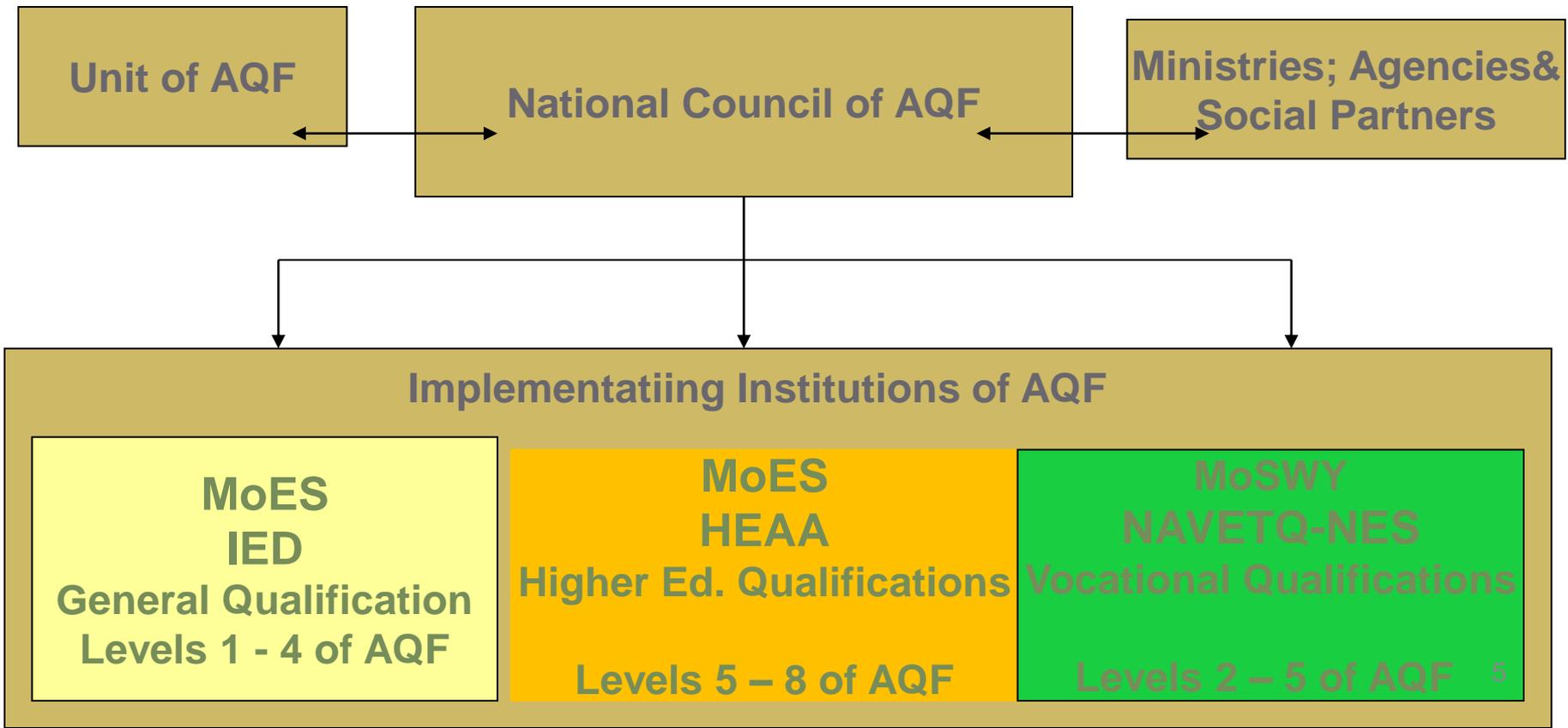


AQF Role

- An instrument to support the reforming of education and training system
- Facilitates access to, and mobility and progression within education, training and career paths;
- Represents an integrated national framework for learning achievements;
- Enhance the quality of education and training;
- Contribute to the full personal development of each individual and to the social and economic development of the nation.

Institutional arrangements

- The Law on the Albanian Qualifications Framework (AQF) foresees the establishment of an institutional structure including:
 - An AQF Council responsible for approving policies and regulations and for the planning of the implementation.
 - An AQF unit for the administrative and organizational tasks of the Council and to coordinate the whole AQF.





AQF Structure

- The AQF is described in the law as a comprehensive 8-level structure that corresponds to the European Qualifications Framework and recognizes three types of qualifications:
 - General or non-vocational qualifications at secondary school level - AQF levels 1-4
 - Higher qualifications offered at universities – AQF levels 6-8
 - Vocational qualifications offered at VET schools, training centres and in the workplace
- In Albania, the Law on Albanian Qualifications Frameworks defined for the first time qualifications as “specifications of the standards in terms of knowledge, skills and broader competences developed to accomplish a predefined aim, which are officially recognized by an awarded body”.

	Higher and General Education	Vocational Education	Vocational Training	
8	Doctorate	Qualifications for higher managers and higher general specialists	Short courses in specialisms based on occupational requirements – acquisition of new or updated knowledge, skills and/or wider competences	8
7	Master's degree			7
6	Bachelor's degree			6
5	Vocational Diploma (two years) Vocational Certificate (one year)	Qualifications for junior managers and higher technicians	Courses designed for the needs of managers, specialists and higher technicians as in the levels of the "Vocational Education" column	5
4	Bridge courses General Matura Short courses for adults	Bridge courses Qualifications for supervisors and technicians Vocational Matura (technician) Diploma for manager/technician	Bridge courses Short courses based on occupational requirements – acquisition of new or updated knowledge, skills and wider competences Certificate for supervisors, technicians and qualified workers	4
3	Short courses for adults	(One-year) certificate for skilled worker	Certificate for skilled worker	3
2	Short courses for adults	(Two-year) certificate for assistant or semi-skilled worker	Certificate for assistant or semi-skilled worker	2
1	MINIMUM QUALIFICATIONS FOR ENTRY TO WORK AND CIVIC LIFE			1

Implementation..

- **National List Of Occupations based on ISCO 2008 was approved in 2009 by the DCM. Currently, in the revision process including the finalization of the occupational descriptions**
- **640 occupational descriptions developed with business representatives**
- **NAVETAQ has proposed a list of vocational qualifications linked with AQF levels, consisted of 20 fields of qualifications for the 2nd level of AQF, and more than 100 profiles linked with 3-5 AQF levels**
- **90 qualifications descriptions based on LO are developed for AQF levels 2-5**
- **IPA-ILO 2010, introduced the RPL mechanism for 2 occupations in textile and garment industry, starting with the development of the respective occupational standards**
- **Risi Albania, conceptualizing the model for establishing SSC in Albania.**



Supporting studies

- ETF - Building an Albanian Qualification Framework: Demand-Side Analysis and List of Occupations, 2015
 - A draft-list of 182 most demanded occupations in 18 sectors
 - An overview over occupations/ qualifications needed in each Albanian region
- ETF - Inventory and analysis of vocational qualifications where a more in-depth analysis of available qualifications and their quality is in the process (on going..)



Challenges

- Shifting from instant crisis solutions to strategic intervention
- The awareness of AQF issues in the country is still low -
Developing ongoing communication infrastructure with SP and other stakeholders
- Legal framework improved
- Adaptability with social, economic and individual contexts -
Addressing sector skills needs and high flexibility in provision
- Capacities and resources are needed to further develop outcome based qualifications, to systematize and register qualifications, and linking them to curricula, teaching materials, teacher training, equipment, exams, certificates etc.



Opportunities

- The NESS makes further development and implementation of the AQF as one of the policy objectives
- An inter-institutional taskforce is established to prepare the required arrangements for the implementation of the AQF for lifelong learning. The task force is estimated to have a 2-year mandate and a proper membership to ensure stakeholder commitment. The main outputs include:
 - An AQF Handbook to inform practitioners and the wider public about the AQF.
 - Piloting and establishment of sector committees
 - The revision of the AQF law and preparation of the necessary by-laws.
 - AQF referencing with EQF



**THANK YOU VERY MUCH
FOR YOUR ATTENTION**

