

United Nations Development Programme

Country: ALBANIA

Project Document

<b>Project Title</b>	Addressing social inclusion through vocational education and training (VET)
<b>UNDAF Outcome(s):</b>	<ol style="list-style-type: none"><li>1. A transparent and accountable government developing and implementing effective national policies</li><li>3. An enabling environment in place to ensure people's participation in policy formulation and the national decision-making process</li></ol>
<b>Relevant One UN Programme Goal and Outcome:</b>	<p>Goal 1: More transparent and accountable governance Outcome 1.2: Government policies and practices necessary to promote social inclusion and reduction of regional disparities are strengthened</p> <p>Goal 2: Greater participation in public policy and decision making Outcome 2.2: Institutions and Forums in place to support people's participation and empowerment to take active part in policy formulation and decision making</p>
<b>Expected Output(s):</b> <i>(Those that will result from the project)</i>	Improved labour market integration of socially excluded and marginalized groups through better access to VET and improved VET services offered in three selected municipalities.
<b>Implementing Entity:</b>	UNDP (DIM)
<b>Partner Agencies:</b>	ILO, UNDP

**Brief Description**

In line with the national Vocational Education and Training (VET) strategy and the UN initiative on social inclusion, this project will facilitate access to vocational education and training by both promoting participation in VET as well as building the institutional capacity to support the inclusion of marginalized and socially excluded groups in the VET system. The ultimate aim is to promote coordination on employment and social services across national institutions and between the central and local levels. It further addresses the needs of disadvantaged groups through the design of employment programmes linked to social services in selected target municipalities. The objective will be accomplished by focusing on four strategic directions:

- Generation of better and more reliable information on vulnerable and marginalised groups at risk of labour market exclusion
- Institutional capacity support to relevant institutions
- Advocacy, policy dialogue, and awareness raising
- Design of employment programmes in target municipalities

The expected results by the end of the programme include improved knowledge and understanding among policy makers on labour market measures that can be undertaken to tackle the disadvantage of socially excluded and marginalized groups, and a more prominent focus on the employment of these groups through a comprehensive VET strategy and interventions at the local, regional and national level.

This initiative will build upon the vast experience of the UN in addressing social inclusion and the needs of the vulnerable groups, while collaborating closely with all other development partners working in the VET sector.

Programme Period:	2010 -2012
Key Result Area (Strategic Plan)	_____
Atlas Award ID:	_____
Start date:	01 September 2010
End Date	31 August 2012
PAC Meeting Date	22 July 2010
Management Arrangements	_____

Total resources required	USD 583,061
Total allocated resources:	_____
• Regular	58,306 USD
• Other:	
○ ADC	524,755 USD
○ Donor	_____
○ Donor	_____
○ Government	_____
Unfunded budget:	_____
In-kind Contributions	_____

Agreed by (Government): \_\_\_\_\_

Agreed by (Executing Entity): \_\_\_\_\_

Agreed by: \_\_\_\_\_

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## ACRONYMS

ADA	Austrian Development Agency
AlbVET	Albanian Vocational Education and Training Support Programme
ALMP	Active Labour Market Programme
AWP	Annual Work Plan
CEFA	Alternated Vocational Education and Training
CARDS	Community Assistance for Reconstruction, Development and Stabilization
DIM	Direct Implementation
EU	European Union
GDP	Gross Domestic Product
GTZ	German Development Cooperation
ILO	International Labour Organization
IPA	Instrument from Pre-accession Assistance
LFS	Labour Force Survey
LSMS	Living Standards Measurement Survey
MoES	Ministry of Education and Science
MoLSAEO	Ministry of Labour Social Affairs and Equal Opportunities
NES	National Employment Service
NVETA	National Vocational Education and Training Agency
PPR	Project Progress Report
SDC	Swiss Agency Development Cooperation
SICS	Social Inclusion Crosscutting Strategy
SWG-VET	Sub-sector Working Group on Vocational Education and Training
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
VE	Vocational Education
VET	Vocational Education and Training
VT	Vocational Training
YEM	Youth Employment and Migration

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## I. SITUATION ANALYSIS

### 1.1 Background

In the broader framework of the joint United Nations' initiative on social inclusion in Albania, social exclusion is defined as the process whereby certain individuals and groups are pushed to the edge of society and prevented from participating fully by virtue of their poverty, lack of access to basic services and opportunities, lack of capabilities, and/or as a result of discrimination. This distances them from job, income and education opportunities as well as from social and community networks and activities. They have little access to power and decision-making bodies and thus often feel powerless and unable to take control over the decisions that affect their day-to-day lives<sup>1</sup>.

Social exclusion is both an observable process and a measurable outcome. To describe individuals as "socially excluded" rather than to describe them simply as "poor" is to suggest that they have weak social relatedness, e.g. they lack ties to the family, local community, health care and education systems, voluntary associations, trade unions, or even the nation. In addition to this weak participation in formal and informal networks, weak social relatedness also means rupture with the basic systems that structure society: social, but also economic, political, institutional and cultural systems. This perspective, in contrast to traditional notions of poverty, sees individual disadvantage as multi-dimensional and multi-layered<sup>2</sup>, with different forms of exclusion often reinforcing each other and (re)-producing a condition of powerlessness and lack of control over one's life. Because of the diverse nature of the socio-economic and political forces that determine social exclusion, different population groups may experience different and overlapping vulnerabilities or face different barriers, each of which may require different strategies to be overcome<sup>3</sup>. Gender is a key element with a compounding effect to one's exposure to social exclusion and poverty, with women, particularly single heads of households, those from ethnic minorities, the long-term unemployed and the disabled, facing higher levels of disadvantage<sup>4</sup>.

Education and training, and employment represent central dimensions of social exclusion. These are interlinked, as limited access to educational and training services affects employability. Unemployment does not relate only to poor living conditions and inability to afford material goods, services and housing, but in itself it inhibits people's ability to fully participate in society, build social networks and realise their potential. Among all the different types of joblessness, long-term unemployment is clearly associated with social distress.<sup>5</sup> Another important question relates to the extent to which inactivity – e.g. not having a job and not looking for one as well as not being in education or training – is associated with exclusion. This is because the measurement of social exclusion requires the inclusion of time as an important variable, since an individual experiences a higher degree of social exclusion when deprivation is present in consecutive periods<sup>6</sup>. Cumulative and compounding effects due to the mutual connections between different dimensions of exclusion, which generate vicious circles, also characterize this process. For instance, low income due to unemployment can create difficulties in housing, while having no legal address can be an obstacle to finding a job.

In a regime of limited state resources, where legislative reforms primarily target systemic changes, the implementation of education and training programmes that aim labour market integration

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<sup>1</sup> A UN Initiative on Social Inclusion in Albania, Final Draft, 19 October 2009, page 3.

<sup>2</sup> Social exclusion is *multi-dimensional* because it embraces income-poverty, but it includes also other kinds of disadvantage which may or may not be connected to low income, such as unemployment and poor self-esteem. The *multi-layered* aspect refers to the fact that the causes of social exclusion operate at many levels: individual, household, community and institutional.

<sup>3</sup> Ibidem, p. 2.

<sup>4</sup> EC, Manual for Gender Mainstreaming, Social Inclusion and Social Protection Policies, page 5.

<sup>5</sup> EU, Joint Report on Social Protection and Social Inclusion, Supporting Document, Brussels, 2007

<sup>6</sup> W. Brosset, C. D'Ambrosio, V. Peragine, Deprivation and social exclusion, Journal of Economic Literature D63, February 2005.

sometimes fails to reach out to the least advantaged. Improving access to Vocational Education Training (VET) for marginalised groups is key to enhancing their functionings and thus facilitating their labour market inclusion. In fact, since decent employment is a central dimension of social participation, developing the employment capabilities of the most marginalised through farther-reaching VET provision will help relieve their individual disadvantage and promote social inclusion. ILO Recommendation No. 195 on Human Resources Development: Education, Training and Lifelong Learning adopted at the 92nd Session of the International Labour Conference (Geneva, 17 June 2004) calls for, among other things, innovative approaches in skills development directed towards poverty reduction and socio-economic empowerment.

Within the frame of education and employment as two central dimensions of social exclusion, the long-term unemployed, people receiving social insurance or unemployment benefits, the disabled, the Roma and Egyptian minorities and women are some of the more marginalized groups at risk of social exclusion. In addition, children and women belonging to any of these marginalized groups face an added risk of exclusion both from the education system and subsequently the labour market.

According to the 2008 Labour Force Survey (LFS), the level of participation in the labour market was 53.8% overall with a clearly lower participation rate of 45.5% for women when compared to 63% for men. The importance of education in terms of acquiring skills that can be used in the labour market is underlined by the differences in the level of employment depending on the level of educational attainment. Lower employment rates (49.4%) were observed for those having completed only mandatory education, whereas employment rates for those with high school education or tertiary education were 55.6% and 75.1% respectively. The LFS unemployment rate in 2008 was 13%, with higher rates observed for those under 30 and for women in the 30 - 49 age group. 16.1% of the working age population is deemed to be discouraged workers, of which 73.2% are women.

In Albania, social exclusion and disadvantage are closely connected to the large measure of informality that percolates the local economy and society, as well as to the lack of effective and comprehensive schemes of social protection. The size of Albania's informal economy<sup>7</sup> is subject to diverse estimates, ranging from between 30% and 60% of GDP. In addition to informal labour in agriculture, construction, and in small businesses, there is a considerable degree of informality in terms of property assets with significant numbers of migrants living on the edge of large urban conurbations and whose lack of legalised ownership and registration documents limits their access to essential services and to loans. In addition, labour market statistics are also problematic in this context although surveys show that there has been a significant restructuring of employment, with 85% of total employment now in the private sector, including 47% in agriculture<sup>8</sup>.

While the categories at risk of social exclusion in general can be broadly defined, specific information/data that provide an indication on the size of these groups are scarce. Similarly labour market data disaggregated by the categories at risk of labour market exclusion are largely inexistent.

## **1.2 Policies and Strategies related to Social Inclusion and VET**

The Social Inclusion Crosscutting Strategy (SICS) 2007 – 2013, approved in February 2008 through the decision of the Council of Ministers No. 218, focuses on poverty and social exclusion risks that remain even after the onset of economic growth. As a crosscutting strategy, it is meant to

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<sup>7</sup> See ILO (2002) Decent Work and the Informal Economy, International Labour Conference, Report VI, ILO: Genève, especially p. 122, for a rigorous definition of "informal economy".

<sup>8</sup> E. Jorgoni et al (2008) Social Protection and Social Inclusion in Albania, report for the European Commission, web: [http://ec.europa.eu/employment\\_social/spsi/docs/social\\_inclusion/2008/albania\\_study\\_en.pdf](http://ec.europa.eu/employment_social/spsi/docs/social_inclusion/2008/albania_study_en.pdf)

be fully consistent with underlying sector strategies and in particular those policies and institutional arrangements that aim to assist vulnerable individuals, families and groups in the community so that they are able to operate on their own, to be self-sustaining and to have the same rights as other members of the society. The SICS suggests policies and outlines targets with regards to raising incomes, increasing access to services, and addressing the needs of vulnerable groups. The strategy is complemented by three inter-sectoral strategies, namely the National Strategy on Children, the National Strategy on the Improvement of the Living Conditions of the Roma Community, and the National Strategy on Persons with Disability, all of which have their own targets and monitoring mechanisms. Another strategy on Gender Equality and Domestic Violence was also approved by the Government in the frame of NSDI aiming among other things to increase the economic empowerment of women and specifically addressing their access to the VET system and employment services. The Ministry of Labour, Social Affairs and Equal Opportunities (MoLSAEO) is the ministry responsible for co-ordinating the further development of these strategies and their monitoring and evaluation.

The Sectoral Strategy on Employment and Vocational Training 2007 – 2013 foresees the improvement of employment and vocational training systems through a series of interventions including here the establishment of a computerized employment service, development of partnership relations with different actors in the labour market, particularly the private sector, establishment of a qualitative VET system, and provision of vocational qualifications in line with market demands. In close cooperation with one another, the Ministry of Education and Science (MoES) and MoLSAEO are playing an important role in the re-design of the “Strategy on Employment and Vocational Training – VET Law Nr. 8872 (revised in 2008 by Law Nr. 10011)”. A working group was established, comprising of staff of both ministries, to prepare a draft VET Law that would align the legal framework with the reality of the VET system. The draft law is being currently reviewed by the National VET Council.

In 2008, the Council of Ministers adopted Decision 48, which established an active labour market measure targeting socially excluded and marginalised groups<sup>9</sup>. According to this classification, “Disadvantaged unemployed” are:

- Long term unemployed
- People receiving social assistance
- People receiving unemployment benefit
- First entrants in the labour market, aged 18-25 years old
- People over 45 years of age, who do not have any education higher than the secondary education or its equivalent
- People with disabilities
- People from Roma communities

While explicit political commitments have been made, institutional interventions initiated, and (some) statistical instruments are available, not much work has been done to achieve comprehensive profiling of the most socially excluded and marginalised groups. The response for the socially excluded is further weakened by the remaining needs to strengthen coordination between the labour market and VET policy making institutions, VET operational institutions, and National Employment Services. Consequently, labour market programmes that address disadvantage through more narrowly targeted criteria are thin on the ground in their design, implementation and monitoring.

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<sup>9</sup> Council of Ministers. Decision 48 – Employment promotion programmes for registered unemployed belonging to vulnerable categories.

## 1.3 Overview of VET in Albania

### 1.3.1 Institutional structure

The Vocational Education and Training (VET) in Albania is composed of public and private vocational schools and training centres. The public system consists of 41 technical and professional schools which provide full time professional education to students from the age of 16, and nine public vocational training centres, which provide courses from several weeks up to four months for graduates of professional schools, for employed people, and for jobless people, covering a wider range of subjects. In addition, a mobile vocational training unit is operational to serve remote areas in the north-eastern regions of the country. The vocational training schools fall under the auspices of the Ministry of Education and Science (MoES), while the vocation training centres are under the responsibility of the Ministry of Labour Social Affairs and Equal Opportunities (MoLSAEO).

The National VET Council, composed of representatives of the two lead ministries, as well as of other stakeholders (other ministries, workers' and employers' organizations, civil society), is established to play an advisory role to the Council of Ministers on shaping VET policies. However, the VET Council, since its inception, has been largely inactive in generating VET research and VET policies. No functioning commissions exist under the National VET Council<sup>10</sup>.

The institutional structure under which the VET system operates is rather complex, particularly in sight of the disengagement between institutions that offer labour market services, those responsible for VET provision and curricula development. The key institution responsible for the implementation of the labour market policy objectives is the MoLSAEO and the key department responsible is the Department of Employment Policies, which is also formally responsible for vocational training policy. The National Employment Service (NES) is responsible for implementing the employment policy and the related vocational training. Among the main functions of NES are those related to adult learning such as career guidance and qualifications for jobseekers; incentives for employers who create new jobs and employ people with disabilities; and the preparation of labour market studies<sup>11</sup>.

On the other hand, the National VET Agency (NVETA) was established in 2006 as a subordinate institution of MoES. Preparation of the national list of qualifications, the Albanian Qualification Framework (AQF) and Frame Curricula; accreditation of VET providers; establishment of standards for initial and on going training for teachers and trainers; and the establishment of VET evaluation and certification criteria are the main functions of NVETA<sup>12</sup>. While the synergies in the collaboration between NES and NVETA are evident (particularly in use of labour market information for curricula design), the collaboration is not at a desirable level.

Two coordination bodies are active in harmonizing government and donor activities in VET, namely the Sub-Sector Working Group (SWG) on VET and DACH-Plus. In the SWG on VET, the MoLSAEO and MoES represent the priorities of the Albanian government with regards to the development of VET. DACH-Plus, an informal coordinating body of bilateral and multilateral donors and implementing agencies working on the development of the Albanian VET system is actively working to support the full implementation of the VET law, as well as creating one joint VET strategy. In addition, it aims to strengthen the advisory and operational capacity in VET through strengthening the National VET Council and the National VET agency.

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<sup>10</sup> CARDSVET, VET In Albania: Beyond current situation, December 2009

<sup>11</sup> ETF Country Plan 2009 - Albania

<sup>12</sup> Ibidem



### 1.3.2 Donor support to VET

Reform of the VET system in Albania has been a priority for over 10 years in the agenda of the Albanian government. To this end, significant donor support has been provided to address a multitude of problems facing the system, with the aim of transforming it into an efficient system that responds to the needs of the labour market, meanwhile in terms of quality it strives towards European standards. A high level of cooperation exists between donors and other stakeholders, with main lines of support ranging from policy formulation to training delivery, notwithstanding efforts towards the decentralization of VET service delivery and system flexibility and responsiveness. The Swiss Agency for Development Cooperation (SDC), the European Commission (EC), German Development Cooperation (GTZ) and the Austrian Development Cooperation (ADC) are among the donors that have provided substantial support to the reforms in the VET system in the past decade. Of the wide range of projects being implemented most address the system as a whole, rather than provide targeted interventions for the inclusion of marginalized groups.

The EU delegation in Albania has substantially contributed to the reform of the VET system under the Community Assistance for Reconstruction, Development and Stabilization (CARDS) Programmes. The CARDSVET – 3 project, which ended in May 2010, aimed to address the insufficient system capacity to design and implement reform policies, the fragmentation of the VET systems and the ineffective and inefficient delivery of the system. IPA 2008, 2009 and 2010 funding will provide further support to the implementation of VET reform priorities.

SDC has been providing support to the VET system since 1994. Two ongoing projects financed by SDC are the Albanian Vocational Education and Training Support Programme (AlbVET), and the Alternated Education and Vocational Training (CEFA). AlbVET, implemented by Swisscontact, currently, in its second phase of implementation, is oriented towards labour market demand. It aims to enhance the capacities of central, regional, and local public and private stakeholders in order for them to deliver market-relevant vocational education and training with adequate quality. The four programme components relate to overall vocational education reform, fostering the partnership with the business community, supporting the decentralization process, and addressing the labour market inclusion of the Roma minorities and other special need groups. The CEFA project was designed aiming at the inclusion of Roma children through a combination of mainstream education, vocational training and community empowerment. The project started in mid 2009, and is implemented in Korce, Elbasan, Berat and Tirana.

GTZ support to VET in the recent years has focused in the north-eastern part of the country. The project has supported increased dialogue between regional training institutions, employment offices and the private sector. The development of flexible curricula, coupled with support in terms of career advice and a balance between theoretical and practical approaches aims at increased employability of the trainees.

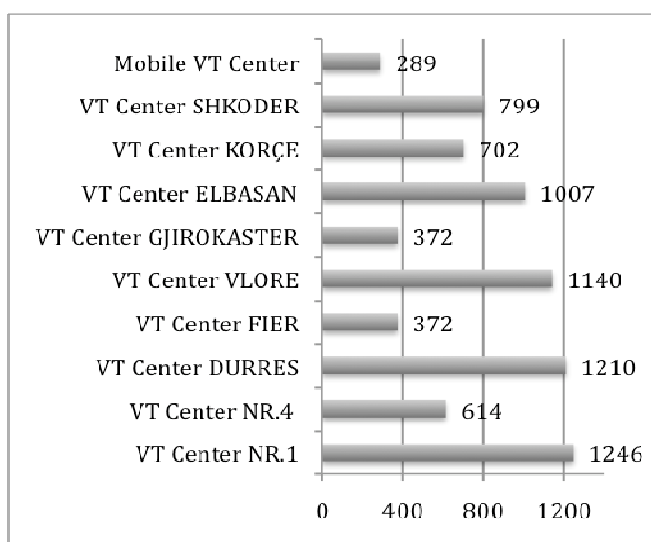
The Austrian Development Cooperation (ADC) is another major donor contributing to VET reform since 1995. Past interventions have focused on support to agricultural schools in Korca and Fier, as well as support with regards to the modernization of tourism education at secondary vocational schools in Tirana, Durrës and Saranda. As of early 2010, a new programme financed by ADC and implemented by Kulturkontakt was launched with the envisaged objective to improve the quality and relevance of vocational education towards the labour and business market. The main pillars of this intervention include the development of school management plans, training of teachers and instructors, development of teaching materials as well as fostering effective interactions between the economic schools and the business sector.

### 1.3.3 VET challenges

Both MoES and MoLSAEO identify changes in the legal framework on VET as a key priority, while recognizing that legislative changes alone are not sufficient in achieving objectives with regard to vocational education and training in Albania. Infrastructure improvements, increased capacities in VET schools and centres, improved curricula, stronger formalized partnerships with social partners and with the private sector, and strengthened cooperation with local governments (as part of the strategy for decentralization) are all seen as priority areas of work to achieve the broader goals of increasing the number of students/trainees in VET and ensuring that provision of VET better meets labour market needs.

Despite significant efforts by both the government and donors for reform in the VET system in Albania, overall participation remains significantly lower than the 60% mark in many European countries. Enrolment data for vocational training centres are indicative of the small number of people that opt to enrol in the offered courses (Fig. 1). In 2009, a total of 7,751 people (of which 49.5% are women) registered in courses offered by the 10 vocational training centres (including here the mobile VT centre), well below their capacity.

**Figure 1: Attendance in VT Centers by Location (Jan - Dec 2009)**



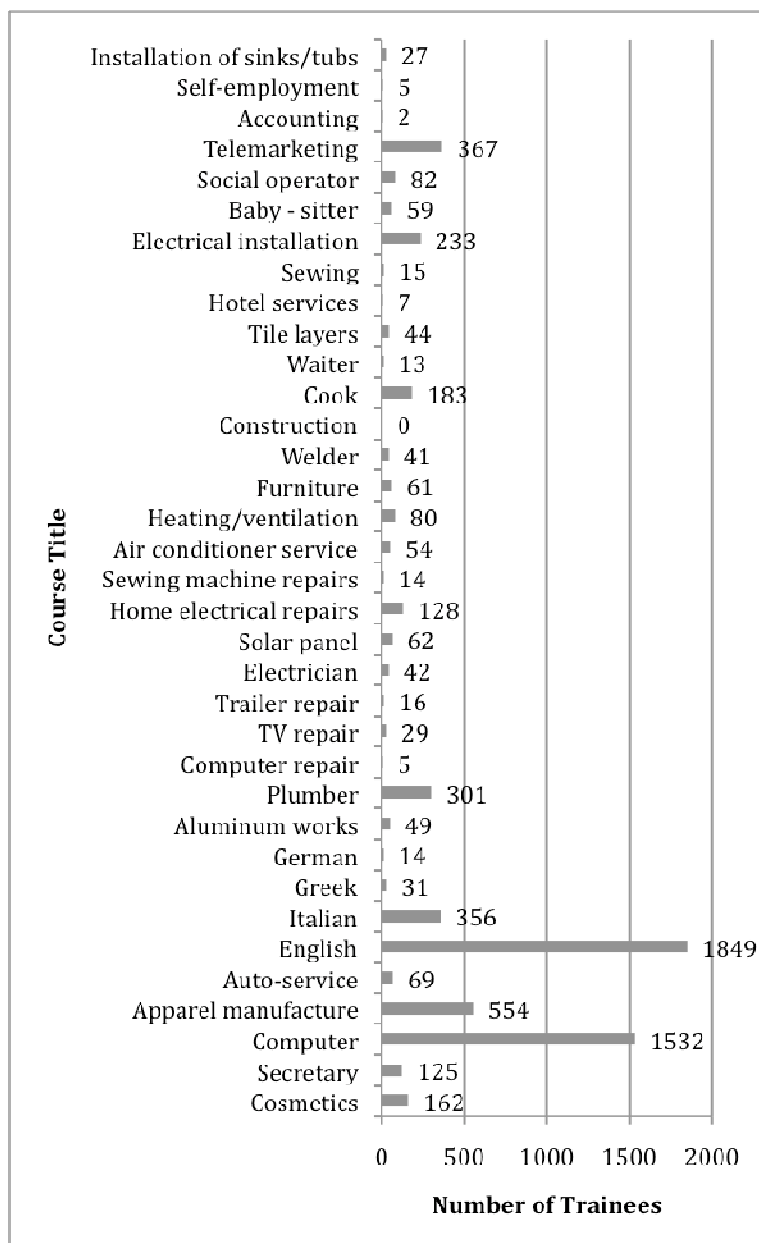
Similarly, vocational education schools are also operating below capacity, with an estimated ratio of 10 students per teacher. Current enrolment levels in vocational education schools are well below 20%, and enrolment levels in the 2009-2010 academic year have declined compared to the previous year. Parents and students usually tend to choose general secondary education over VE in the formal education system for a variety of reasons, including low awareness about the possibilities and qualifications of VET, inadequate efforts to promote VET in the regions, low quality and insufficient courses on higher levels of VET<sup>13</sup>.

Of those enrolled in VT courses, nearly 70% belong to the 16-24 age groups. Further disaggregation of the trainees by marginalized and socially excluded groups is difficult. Available data indicate that of the 7,751 trainees in 2009, 144 Roma, 10 people with disability, 81 former prisoners, 67 orphans and 43 female victims of trafficking benefited from free training (as per Decision of Council of Ministers Nr. 48). As such, less than 5% of the trainees belong to the marginalized groups. What is more striking is that this level of participation of marginalized groups is not consistent across the country; rather, their participation is often the result of one-off initiatives in selected localities.

<sup>13</sup> CARDSVET, VET In Albania: Beyond current situation, December 2009

Enrolment levels in vocational training institutions depend partially on the number of referrals of unemployed job-seekers from employment offices. Comparing the number of trainees with the number of unemployed jobseekers registered with the employment offices is indicative of a very low level of referrals from these offices. The registration of unemployed job-seekers that belong to marginalized groups is also very low. Of 144,766 people (51% women) registered with the employment offices as of December 2009, the numbers of the disabled, Roma and victims of trafficking are 2134, 2356, and 33 respectively. Arguably, this could reflect the limited visibility of these offices to marginalized groups and/or a low level of confidence among these groups towards the services offered by the public employment service.

**Figure 2: Attendance in VT Centers by Course Title (Jan - Dec 2009)**



The current VET system in Albania is deemed as being weak both quantitatively and qualitatively. Some of the criticism directed to the training system highlights that it does not, or no longer, produce (enough of) the skills that would contribute towards meeting the country's current macro-economic and social objectives; it does not reflect labour market realities nor does it respond to changing circumstances; it is essentially supply-driven. English and computer courses attract the

highest levels of enrolment, with roughly equal participation of both men and women. Gender stereotypes significantly affect the types of courses offered by the VT centres, as women trainees are offered traditional courses that rarely lead to formal employment opportunities. This is further reflected by the fact that only 10% of those that attended such courses (Fig. 2) in 2009, subsequently found employment. Moreover, systematic mechanisms for monitoring and evaluating the quality of the VET services rendered are entirely lacking.

Several possible causes for the weak linkages of VET with the labour market exist. Firstly, there is lack of adequate labour market needs analysis that orients training provision. In addition, the approval of new courses is often done on the basis of school/centre existing capacities, without labour market consideration. Even though efforts to identify labour market needs have been undertaken by the National Employment Service, these have failed to translate into concrete steps of VET centres designing demand driven training modules. Within VE the introduction of new fields of study is often not justifiable given the limited labour market absorption capacity, particularly in the smaller regions of the country with low levels of economic activity.

An additional concern with the VET's system effectiveness is that it is not capable of delivering the services needed and that it lacks the necessary flexibility to respond to the needs of employers or to the opportunities arising in terms of income generating activities. To this end, VET provision is further deemed inadequate, as it does not involve local decision-making. VET providers often lack autonomy and operate in a highly centralized system<sup>14</sup>. In this regard, the municipalities also have important roles to play as they have the advantage of knowing the local economic and social conditions, and being closer to the local communities makes them able to identify the marginalized groups and involve local stakeholder to address their labour market inclusion. Decentralization of VET in Albania has been promoted by donors as a key priority in to increasing the efficiency of VET provision. Current efforts for decentralization of VET services have been piloted in three regions in the country, namely Elbasan, Durres and Shkodra<sup>15</sup>.

#### **1.3.4 Conclusion**

In the context of the institutional structure of VET, the ongoing donor support to the sector and the challenges it still faces, as well as keeping in mind the opportunities that adequate VET provision can offer to the marginalized groups, a strategy that looks at re-orienting and re-organising the VET system would be tailored towards the identification of innovative products and new "clients", whereby structures, procedures, and the quality of products are improved. The proposed intervention described in the section that follows is complementary to the existing and planned donor activities as well as the national strategies.

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<sup>14</sup> More specifically, public VET schools in Albania remain under the central government, whereas other VET schools and all primary and secondary schools are under local governments. ETF, 2007, "Labour Markets in the Western Balkans – Challenges for the future"

<sup>15</sup> The three pilots involve the CARDS project, AlbVET and GTZ. More specifically, Regional VET Management Boards have been created in Durres and Elbasan, and an advisory VET Board has been set up by GTZ in Shkodra under the overall guidance of the Regional Education Directorates.

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## II. STRATEGY

The proposed project is aligned with the One UN Programme, endorsed by the Government of Albania in October 2007. It aims to contribute to the achievement of three of the five development goals of the One UN Programme, namely more transparent and accountable governance and greater participation in public policy and decision-making. More specifically, it will contribute to Outcome 1.2 on strengthening government policies and practices that are necessary in promoting social inclusion and reducing regional disparities and Outcome 2.2 as it relates to the institutions and forums that support people's participation and empowerment to take an active part in policy formulation and decision-making. Given its focus on promoting social inclusion and the reduction of regional disparities, it also contributes to Outcome 4.1. Furthermore, this project is aligned to the UN programme framework for social inclusion in Albania and it responds to some of the priority social inclusion issues identified there.

The project will draw upon UN's experience in implementing activities geared towards supporting social inclusion, including here the direct assistance provided in developing the monitoring framework for the national Social Inclusion Cross-cutting Strategy. In addition, it will benefit from close collaboration with other organizations that have been and are currently supporting the VET system in Albania.

Recognizing that disadvantaged groups are not homogeneous, but rather have distinct needs that ought to be addressed separately, one particular element of European best practice is tailoring public employment and educational services to address their needs. Furthermore, while employment programmes implemented nationally do create routes into employment, they don't always represent the most effective way to integrate marginalized groups into the labour market. An additional element of best practice is the undertaking of local approaches in ensuring the labour market integration of these groups. More specifically, local approaches can be beneficial in both the identification of the marginalized groups and the related barriers they face in finding employment in local communities, and the customization of public services (be these employment, social or educational services) offered to them.

Taking into account these elements of best practice, and in the context set out in the background section of this document, the project is designed *to facilitate access to vocational education and training by both promoting participation in VET as well as building the institutional capacity to support the inclusion of marginalized and socially excluded groups in the VET system. The ultimate aim is to promote coordination on employment and social services across national institutions and between the central and local levels. It further proposes to address the needs of the targeted disadvantaged groups through the design of employment programmes linked to social services in three selected target municipalities, and building the capacities of local structures to implement such programmes.*

The project stands on four pillars of action:

- i. Generation of better and more reliable information on vulnerable and marginalised groups at risk of labour market exclusion
- ii. Institutional capacity support to relevant institutions
- iii. Advocacy, policy dialogue, and awareness raising (including the private sector)
- iv. Design of employment programmes in target municipalities

**i. Generation of information on vulnerable and marginalised groups at risk of labour market exclusion**

In the context of addressing issues related to social exclusion, periodic generation of information on vulnerable and marginalized groups is key for a better identification and targeting of these groups. Simultaneously, the implementation of all national strategies related to social inclusion and their monitoring hinges on setting clear and measurable indicators as well as coordination among various government institutions. In the context of the existing national strategy on social inclusion, survey instruments like the 2008 Living Standards Measurement Survey (LSMS) and the Labour Force Survey (LFS) provide a wealth of data necessary for measuring the progress of such strategies. Strengthening national capacities for collection, analysis and use of data that will be used for the formulation of evidence-based policies for marginalized groups is the primary aim of this component.

The main sub-activities to be undertaken under this component include:

- 1.1 Provision of technical assistance to the MoLSAEO on the monitoring of the EU Laeken indicators, as well as the collection of gender sensitive indicators
- 1.2 Using LSMS 2008 data, undertake a study to identify marginalized groups
- 1.3 Conduct workshops on the use of statistical tools to identify socially excluded groups and assess their status over time, both at the national level and in the municipalities
- 1.4 Support the collection of statistics at MoES on the children at risk of social exclusion within mainstream education.
- 1.5 Conduct targeted surveys at the regional level for better identification of marginalized groups

Provided that the Living Standards Measurement Survey (LSMS) is a key information source that can be used for the identification of the vulnerable and marginalized groups, as well as it allows for monitoring of changes over time, a study that will identify the main vulnerable groups and assess their level of exclusion (particularly labour market exclusion) is envisioned within this component. The study should further shed light on the type of labour market/VET participation barriers excluded groups face. Recognizing that monitoring and taking into account gender differences within the disadvantaged groups is essential in tackling social exclusion, particular emphasis will be placed in generating statistical information and indicators broken down by sex. The results of the study combined with capacity building activities for responsible ministry staff (particularly on analyzing information with a view to identify gender gaps and trends) will pave the way for policy making that tackles the social exclusion of these groups.

While groups who are deemed to be most vulnerable to social exclusion are unlikely to vary significantly between different regions in Albania, the level and intensity of their exclusion is subject to greater variation. Surveys will be conducted in the three selected regions to clearly identify the demographics of the marginalized groups there, including the degree of social exclusion within the same social group, and how that varies according to gender. This will be further complemented with labour market information collection, identification of economic opportunities in the regions and assessment of the labour market demand, all of which will serve as the basis for the direct implementation activities under component 4.

Lastly, support will also be provided to MoES in terms of identifying those groups currently in mandatory education that are at risk of becoming socially excluded, and potential target for the VET system. As the completion of compulsory education is a pre-requisite to entering VE schools, many of the vulnerable children at risk of social exclusion should be targeted before they depart from mandatory education. The identification of these groups, coupled with targeted outreach campaigns for attracting these groups in vocational education, aims for increased participation in VET.

**ii. Institutional capacity support to relevant institutions**

The social inclusion of marginalized groups hinges on identifying and tackling barriers to participation, particularly institutional barriers, such as lack of infrastructure, absence or

inadequacy of services and discrimination (intentional or unintentional). The project will place strong emphasis on capacity development of decision-makers, managers and staff of participating central and local institutions as well as social partners to better design, monitor and evaluate policies, strategies and action-oriented employment programmes for marginalised groups, which promote and focus on their skills development and vocational training opportunities. To this end, the following sub-activities are planned:

#### 2.1 Establish a national working group on VET for marginalized groups

In order to ensure cooperation and coordination among all relevant actors, and give inputs to the project implementation, a national working group will be established. The WG will include representatives from the Employment and Social Assistance Departments at MoLSAEO, NES, MoES, VET Centres, NVETA, Municipalities involved in the project, Employers Associations, Trade Unions, Roma associations, NGOs dealing with disabled people, UNDP and ILO as technical advisors.

#### 2.2 Provide technical expertise to the working group on the review of national VET strategies, identifying education and training needs of these groups, and establishing target group oriented delivery modalities

The national WG will set up specific sub-groups tasked with identifying for each of the targeted marginalised groups the appropriate training strategies and delivery modalities. When the issues addressed by some groups are the same and do not need customised solutions, these groups will be clustered and treated by the same sub-group. Possible solutions may include the following:

- ✓ Professional training – training leading to acquiring new knowledge and skills;
- ✓ Retraining – theoretical and practical training leading to a change of current profession by acquiring new knowledge and skills;
- ✓ Up-skilling - additional technical and/or practical training leading to acquiring new knowledge and skills necessary for reaching a higher level of professional qualification within a certain professional category.

The different proposals from the sub-groups will be harmonized by the WG, which will also analyze if there is any need for amending existing VET strategies.

#### 2.3 Provide training to VT instructors and VE teachers on delivery modalities specific to the needs of the target groups

Within VE schools and VT centres, training contents will be driven by the labour market skills needs requirement, while delivery modalities will have to be established based on the needs of the target groups. While curricula development does not fall under the purview of the VET schools/centres, training of VET teachers and instructors on target group oriented delivery modalities is a key activity envisioned under this intervention.

#### 2.4 Support the publication of a practical guide for NES/Employment offices on how to address the needs of marginalized groups and establish a referral mechanism to VT centres (this should be as a result of a consultative process with relevant stakeholders)

The provision of individual support and mentoring to marginalized groups is an aspect of international best practice, particularly bearing in mind that often these groups face barriers that are personal in nature (lack of education, lack of self esteem, withdrawal, rejection, and/or fears). To this end, the National Employment Service (NES)/employment office counsellors, as front line service providers, as well as social workers will be provided with training on how to provide career counselling to the target groups. In addition, workplace tools will be prepared, such as Guidelines for NES/employment office counsellors on how to address the needs of marginalized groups and refer them to the VET system.

The task will aim at drafting a practical manual for the design, monitoring and evaluation of active labour market programmes targeting individuals at risk of labour market exclusion. The indicative structure of the manual will be as follows:

Chapter I – Identification of the target: Identification of the vulnerable groups and their employment needs

Chapter II – Design of employment programmes: Identification of priority economic sectors, occupations and skills and design of active labour market programmes

Chapter III – Implementation of employment programmes: Delivery of employment promotion programmes (selection of beneficiaries and partners, IEPs, matching process)

Chapter IV – Monitoring of employment programmes: Establishing a monitoring system for employment promotion programmes

In order to ensure consistency and sustainability of the technical assistance delivered to NES, this activity will be built on the existing ILO Guide on ALMPs under implementation at the moment with the ILO NES reform project in Albania.

## 2.5 Training of NES counsellors on career orientation for marginalized groups

As NES counsellors have to play a critical role in the project implementation, and, at the same time, as their capacity for the management of day to day tasks should be improved, a series of interactive training workshops will be organized in the three municipalities in which the project will be implemented. In order to avoid duplications with other training initiatives carried out in the past, a training need assessment will be undertaken and the results will be used for fine-tuning the training sessions. In general terms, training will focus on (i) methods and techniques for motivation/activation of jobseekers, (ii) Individual Employment Plans (IEP), (iii) career guidance, and (iv) methods and techniques for working with difficult customers.

In order to benefit from the best practices in the EU, the training sessions will include exchange of experience with colleagues from other countries. One example can be the BBRZ GROUP, which is the largest provider of educational and social services in Austria: the group would present experiences in motivating and activating the unemployed, particularly the disabled, the long-term, and the young unemployed. Similarly, other practical experiences can be derived from the Irish FAS and the Employment Service of Slovenia (ESS).

In order to consolidate the learning outcomes of the training, the ILO will provide on the job assistance in order to provide advice and support in the following phases:

- ✓ Identification of the target groups for the project, through the IEPs;
- ✓ Activation and motivation of unemployed (group and individual sessions);
- ✓ Group session on career guidance.

### iii. **Advocacy, policy dialogue, and awareness raising**

This component will focus on policy dialogue among the relevant institutions, starting from MoLSAEO and MoES, the NES, the National VET Authority, VET centres, public training providers, and the social partners. The dialogue process will highlight the importance of an appropriate legal and institutional framework to support the inclusion of marginalised people into the labour market. This will support the promotion/support of the social reform agenda in line with EU standards and programmes related to social inclusion.

Planned activities include:

#### 3.1 Organize one national and three regional roundtables to present the findings of the studies on marginalized groups, and use this as a platform for policy dialogue

Once the national WG has prepared the action plans for the targeted vulnerable groups and feasibility studies are carried out, a launching seminar will be held at the national level. It will



be followed by three round tables in the municipalities selected to be part of the project. On this occasion, a Local working group will be established with representatives of the local authorities, NES, VET schools and centres, employers, trade unions, NGOs. The Local working group will regularly convene to analyse the project progress. Chaired by the representative of the municipality, the group will meet at least on a quarterly basis.

- 3.2 Undertake awareness raising activities (leaflets, public debates, media campaigns) to encourage the participation of marginalized groups in vocational education schools and training centres (including sensitization on services offered by the employment offices)

Provided the low level of participation of marginalized groups in the VET system, a series of awareness raising activities will take place, including information campaigns on the services available, and opportunities for training that will facilitate their integration into the labour market. Beyond the objective of promoting higher level of participation of marginalized groups in VET, the awareness raising campaigns will also target the parents and communities of the disabled and ethnic minorities as well as the local authorities on their roles. At the end of the project, a wrap-up national conference will be organised, presenting the achieved results. The round-tables will be organised by UNDP with the expert support from ILO

- 3.3 Sensitize the private sector on existing schemes that promote the training of marginalized groups and promote CSR practices to facilitate awareness raising on the integration into the labour market of socially excluded groups

An additional element of international best practice with regards to bringing the most vulnerable in the labour market relates to the engagement of the private sector, more specifically the provision of on-the-job training in private enterprises as a means to ensuring their activation<sup>16</sup>. This component will further emphasise the role of the private sector in addressing the labour market disadvantage of people at risk of exclusion from the labour market. Building on international good practices as well as the experience of some local innovative social enterprises (for instance YAPS, Youth Albania Professional Service), under this component the awareness of employers will be raised with regard to the opportunities to actively seek integration of marginalised groups into the labour market. Awareness will be raised both in terms of legal obligations as well as enterprise social responsibility.

- 3.4 Identify and promote best practices in the integration of marginalized groups in the labour market, including the roles played by the local authority and communities.

ILO will collect the best practices in the region and in EU countries and present them to the national and local working groups through an interactive workshop.

#### **iv. Design of employment programmes in target municipalities**

This component aims to work with the key stakeholders to actually extend the employment services to the socially excluded in the three target municipalities, to build capacities of the service providers and these municipalities to scale up similar services in the future as well as to encourage replication of these services elsewhere in Albania. The component will be implemented in close coordination with other actors undertaking similar initiatives. It will also build on the area-based development approach of the UN Joint Programme on Youth Employment and Migration programme (YEM), which is operating in Kukes and Shkodra regions. Under YEM, Regional Employment Boards would be created to identify both supply and demand side interventions.

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<sup>16</sup> COMM(2006)44 final, Communication from the commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions – Concerning a consultation on action at EU level to promote the active inclusion of the people furthest away from the labour market, pg. 8

Working closely with the municipalities and other local partners, this process will make use of baseline information on employment and income-earning opportunities and development needs and constraints identified under component 1. Furthermore, the regional studies conducted under component 1 will serve as the basis for the outreach and targeting of the vulnerable groups. The ultimate aim is for the project to contribute to the building of sustainable local capacity to run such methodologies, as well as replicate/up-scale them in the future.

Some of the activities include:

- undertaking feasibility studies for the economic activities that have been identified; The ILO will conduct an in-depth feasibility study for the project implementation, in particular the ALMPs, in the three identified municipalities. NES staff in the targeted municipalities will participate in the study. The study and analysis will provide information on occupations where discrepancies between supply and demand are significant. This activity will build on existing skills needs analysis conducted by the running ILO projects in 2009, and will be fine-tuned to the local needs. A detailed analysis of the training opportunities (public and private) will also be included.
- identifying specific training (technical skills, entrepreneurial, small enterprise management, etc.) and post-training support needs, in consideration of maximizing the potentials of the marginalized and disadvantaged people;
- preparing relevant training materials, in particular with a view to addressing the needs of the marginalized and disadvantaged people.

Starting with institutional arrangements and planning among partner organizations at the national and local levels, these processes aim to systematically identify employment and income-generating opportunities at the community/local level; assess their feasibility; and design appropriate training programmes;

ILO will organise for the different partners in the project (local working groups, training providers, NES staff), workshops on methodologies for helping vulnerable groups in job matching support. The active measures to be adopted and the methodologies for their implementation will be identified in cooperation with the national working group during the inception phase of the project (first quarter). The reference will be at the European experience in the field of Active Labour Market Policies, which can be clustered in the following main categories:

1. Training programmes, aimed at increasing the employability of the participants and enhancing human capital by increasing skills;
2. Incentive programmes for the private sector, including wage subsidies to employers or financial incentives to workers for a limited period of time. In this category, self-employment grants and advisory support for unemployed individuals who start their own business can be included;
3. Public works, usually for the most disadvantaged individuals, aimed at keeping them in contact with the labor market;
4. Job Search Assistance, including job search courses, job clubs, vocational guidance, counseling, etc.
5. For disabled, vocational rehabilitation, sheltered work programs or wage subsidies for individuals with physical, mental or social disabilities.

As the importance of this project is to contribute to a systemic approach in the employment sector, the ILO will build upon what has already been done by other donors and by the Albanian Government. In this context, the ILO will refer to its "Guide for the design, monitoring and evaluation of innovative active labour market programmes targeting individuals at risk of labour market exclusion", issued in 2009. The Guide has been fine-tuned to the Albanian context and is based on a detailed functional analysis of the NES' operations and detailed labour market review.

The project will consider a number of active measures, to be drawn from the above list and the ILO ALMPs Guide. It should be noted that the project cannot focus exclusively on one active measure only, given that the target group has multi-layered disadvantages. In addition, NES is already

implementing several measures, which can be further fine-tuned and better targeted. Therefore the project will not provide completely new approaches, given the variety of measures and methodologies, which have been tested or are currently under implementation at NES.

Gender considerations will remain fundamental in the design of the active measures, ensuring that they are available to both women and men and promote their equal entry into high quality decent employment.

It should be further noted that while the direct implementation of the tailor-made active labour market measures is not envisaged within the scope of this project, the produced methodologies will benefit national and local responsible institutions and can be applied through other complementary interventions.

### III. RESULTS AND RESOURCES FRAMEWORK

<b>Intended Outcome as stated in the Country Programme Results and Resource Framework:</b>				
<b>Outcome 1.2</b> - Government policies and practices necessary to promote social inclusion and reduction of regional disparities are strengthened.				
<b>Outcome 2.2</b> – Institutions and forums in place to support people’s participation and empowerment to take active part in policy formulation and decision-making.				
<b>Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:</b>				
<b>Applicable Key Result Area (from 2008-11 Strategic Plan):</b>				
<b>Partnership Strategy:</b> Implemented in close collaboration with the Ministry of Labour Social Affairs and Equal Opportunities (MoLSAEO), the Ministry of Education and Science (MoES), the National Employment Service (NES), the National VET Agency (NVETA) and the National VET Council.				
<b>Project title and ID (ATLAS Award ID):</b> Addressing social inclusion through vocational education and training (ATLAS Award ID – tbd)				
INTENDED OUTPUTS	OUTPUT TARGETS FOR (YEARS)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
<p><b>Output 1</b> Improved labour market integration of socially excluded and marginalized groups through better access to VET and improved VET and employment services offered in three selected municipalities</p> <p><b>Baseline:</b> - Limited use of using existing national data sources to create comprehensive profiles of the socially excluded and marginalized groups - Limited interventions to address the participation of socially excluded and marginalized groups in VET</p>	<p><u>2010 Targets:</u> National study provides quality information on the socially excluded groups  At least 15 staff from national institutes better able to use statistical tools to identify socially excluded groups</p> <p><u>2011 Targets:</u> Regional surveys provide quality information, at a minimum disaggregated by sex and age, on the demographics of the socially excluded groups in the target municipalities  At least 2 national awareness raising events organized and awareness raising materials</p>	<p><b>Activity 1: Information Generation</b> <i>Activity Result:</i> National capacities for the collection, analysis and use of data/indicators to identify marginalized and socially excluded groups, enhanced.</p> <p>1.1 Provide technical assistance to the MoLSAEO on the monitoring of the EU Laeken indicators 1.2 Using LSMS 2008 data undertake a study to identify marginalized groups 1.3 Conduct workshops on the use of statistical tools to identify socially excluded groups and assess their status over time both nationally and at the target municipalities 1.4 Support the collection of statistics at MoES on the children at risk of social exclusion within mainstream education. 1.5 Identification of three target municipalities 1.6 Conduct targeted surveys at the regional level for better identification of marginalized groups</p> <p><b>Activity 2: Institutional Capacity Support</b> <i>Activity Result:</i> The institutional capacity of national institutions to address the labour market exclusion of</p>	<p>UNDP, MOLSAEO, MOES, ILO .....</p> <p>MoLSAEO, MoES, National VET Council, NES, UNDP, ILO and NVETA</p>	<p>See below at the workplan</p>

<ul style="list-style-type: none"> <li>- 5% of trainees in VT centres belong to marginalized groups</li> <li>- Inadequate efforts to promote VET among marginalized groups</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Number of key indicators (disaggregated by sex and age) on social exclusion regularly collected and monitored by MoLSAEO</li> <li>- Number of trained staff (both nationally and at the targeted municipalities) using acquired knowledge on statistical indicators</li> <li>- Participation rate of marginalized groups, particularly women in VET increased to 10%</li> <li>- Number of trained professionals in the target municipalities that demonstrate an increased understanding on the tailor-made measures</li> </ul>	<p>disseminated</p> <p>At least 60% of VT instructors and VE teachers trained on target oriented delivery modalities make use of acquired skills</p> <p><u>2012 Targets:</u> At least 3 ALMM methodologies developed and local public service providers trained on implementation modalities</p>	<p>marginalized groups is enhanced</p> <ol style="list-style-type: none"> <li>2.1 Establish a national working group on VET for marginalized groups</li> <li>2.2 Provide technical expertise to the working group on the review of national VET strategies, identifying education and training needs of these groups, and establishing target group oriented delivery modalities</li> <li>2.3 Provide training to VT instructors and VE teachers on how to better address the needs of the target groups</li> <li>2.4 Support the publication of a practical guide for NES/Employment offices on how to address the needs of marginalized groups and establish a referral mechanism to VT centres (this should be as a result of a consultative process with relevant stakeholders)</li> <li>2.5 Training of NES counsellors on career orientation for marginalized groups</li> </ol> <p><b><u>Activity 3: Advocacy, policy dialogue and awareness raising</u></b></p> <p><i>Activity Result:</i> Awareness of the relevant institutions, the private sector, VET providers and social partners on their shared responsibility toward marginalized groups is increased</p> <ol style="list-style-type: none"> <li>3.1 Organize one national and three regional roundtables to present the findings of the studies on marginalized groups, and use this as a platform for policy dialogue</li> <li>3.2 Undertake awareness raising activities (leaflets, public debates, media campaigns) to encourage the participation of marginalized groups in vocational education schools and training centres (including sensitization on services offered by the employment offices)</li> <li>3.3 Sensitize the private sector on existing schemes that promote the training of marginalized groups and promote CSR practices to facilitate awareness raising on the integration into the labour market of socially excluded groups</li> <li>3.4 Identify and promote best practices in the integration of marginalized groups in the labour market including the roles played by local authority and communities</li> </ol>	<p>MoLSAEO, MoES, UNDP, ILO</p>	
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		<p><b><u>Activity 4: Employment programmes in target municipalities</u></b></p> <p><i>Activity Result:</i> Employment programmes tailored to the needs of the marginalized groups in target municipalities designed and implementation capacity of local institutions enhanced</p> <p>4.1 On the basis of the information collected on labour market demand and the identification of economic opportunities in the regions, develop feasibility studies and training proposals</p> <p>4.2 Facilitate institutional linkages with social partners, community associations, and local development actors</p> <p>4.3 Conduct capacity building for local partners tasked with administering training on the identified methodologies</p>		
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## IV. ANNUAL WORK PLAN

Year: June 2010 – June 2011

EXPECTED OUTPUTS <i>And baseline, indicators including annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
Output 1 Improved labour market integration of socially excluded and marginalized groups through better access to VET	<b>Activity 1: Information Generation</b> <i>Activity Result:</i> National capacities for the collection, analysis and use of data/indicators to identify marginalized and socially excluded groups, enhanced.								
	1.1 Provide technical assistance to the MoLSAEO on the monitoring of the EU Laeken indicators	X	X			UNDP, MoLSAEO	ADA		
	1.2 Using LSMS 2008 data undertake a study to identify marginalized groups		X	X		UNDP, INSTAT	ADA		
	1.3 Conduct capacity-building workshops on the use of statistical tools to identify socially excluded groups and assess their status over time, both at the national and local level		X	X	X	UNDP	ADA		
	1.4 Support the collection of statistics at MoES on the children at risk of social exclusion within mainstream education.		X	X	X	MoES, UNDP	ADA		
	1.5 Identification of three target municipalities	X				UNDP, ILO	ADA		
	1.6 Conduct targeted surveys at the regional level for better identification of marginalized groups		X	X		UNDP	ADA		
	<b>Activity 2: Institutional Capacity Support</b> <i>Activity Result:</i> The institutional capacity of national institutions to address the labour market exclusion of marginalized groups is enhanced								
	2.1 Establish a national working group on VET for marginalized groups	X				NVETA, MoLSAEO, NES, MoES, ILO	ADA		
	2.2 Provide technical expertise to the working group on the review of national VET strategies, identifying education and training needs of these groups, and establishing target group oriented delivery modalities	X	X	X	X	ILO	ADA		
2.3 Provide training to VT instructors and VE teachers on how to better address the needs of the target groups			X	X	UNDP	ADA			

2.4	Support the publication of a practical guide for NES/Employment offices on how to address the needs of marginalized groups and establish a referral mechanism to VT centres (this should be as a result of a consultative process with relevant stakeholders)			X	X	ILO	ADA		
2.5	Training of NES counsellors on career orientation for marginalized groups				X	ILO	ADA		
<b>Activity 3: Advocacy, policy dialogue and awareness raising</b>									
<i>Activity Result:</i> Awareness of the relevant institutions, the private sector, VET providers and social partners on their shared responsibility toward marginalized groups is increased									
3.1	Organize one national and three regional roundtables to present the findings of the studies on marginalized groups, and use this as a platform for policy dialogue			X	X	UNDP - ILO	ADA		
3.2	Undertake awareness raising activities (leaflets, public debates, media campaigns) to encourage the participation of marginalized groups in vocational education schools and training centres (including sensitization on services offered by the employment offices)		X	X	X	UNDP	ADA		
3.3	Sensitize the private sector on existing schemes that promote the training of marginalized groups and promote CSR practices to facilitate awareness raising on the integration into the labour market of socially excluded groups			X	X	UNDP	ADA		
3.4	Identify and promote best practices in the integration of marginalized groups in the labour market including the roles played by local authority and communities			X		ILO	ADA		
<b>Activity 4: Employment programmes in target municipalities</b>									
<i>Activity Result:</i> Employment programmes tailored to the needs of the marginalized groups in target municipalities designed and implementation capacity of local institutions enhanced									
4.1	Develop feasibility studies and training proposals			X	X	ILO	ADA		
4.2	Facilitate institutional linkages with social partners, community associations, and local development actors			X	X	ILO	ADA		
4.3	Conduct capacity building on relevant ALMP methodologies for local partners tasked with administering training				X	ILO	ADA		
<b>TOTAL</b>									



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## **V. MANAGEMENT ARRANGEMENTS**

This project will be implemented under the Direct Implementation modality (DIM) by the UNDP country office in Tirana, while in substance both UNDP and the ILO will share responsibilities in the implementation. UNDP will take the overall responsibility for the administration of the financial and human resources, whereas both agencies will be held accountable for the delivery of outputs and proper management of inputs for the components for which they are responsible. The management of project funds will be carried out according to UNDP financial regulations; meanwhile, ILO will manage its components in accordance with ILO procedures as agreed in a separate letter of agreement (LoA) between UNDP and ILO.

**Steering Committee** – Project activities will be steered by the Steering Committee that will consist of MoLSAEO, MoES, NES and the municipalities in which the direct implementation will be undertaken as well as ADA, UNDP and ILO.

The Steering Committee ensures effective and efficient use of funds. It approves the work-plan, allocates resources and provides the necessary skills and guidance to produce the envisioned outputs. The Steering Committee meetings will take place in a quarterly basis during the project implementation period.

**Staffing** – The project staff will comprise a project manager, a national project coordinator, a project assistant and a driver whose time and expenses will be shared with other ongoing UNDP projects. The project manager will report regularly to the two line ministries to ensure that there is full transparency and effective liaison between the project and the ministries. UNDP will ensure the project assurance with relevant programme staff. International and national consultants on labour market needs' assessments, VET programme development and provision of training targeted to the labour market integration of marginalized groups will be recruited as required.

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## VI. MONITORING FRAMEWORK AND EVALUATION

In accordance with the programming policies and procedures outlined in the UNDP User Guide, the project will be monitored through the following:

### Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table below.
- An Issue Log shall be activated in Atlas and updated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.
- Based on the initial risk analysis submitted (see annex 1), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.
- Based on the above information recorded in Atlas, a Project Progress Reports (PPR) shall be submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- a project Lesson-learned log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project
- a Monitoring Schedule Plan shall be activated in Atlas and updated to track key management actions/events

### Annually

- **Annual Review Report.** An Annual Review Report shall be prepared by the Project Manager and shared with the Steering Committee and the Outcome Board. As minimum requirement, the Annual Review Report shall consist of the Atlas standard format for the QPR covering the whole year with updated information for each above element of the QPR as well as a summary of results achieved against pre-defined annual targets at the output level.
- **Annual Project Review.** Based on the above report, an annual project review shall be conducted during the fourth quarter of the year or soon after, to assess the performance of the project and appraise the Annual Work Plan (AWP) for the following year. In the last year, this review will be a final assessment. This review is driven by the Steering Committee and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.

## Quality Management for Project Activity Results

<b>OUTPUT 1:</b> Improved labour market integration of socially excluded and marginalized groups through better access to VET		
<b>Activity Result 1</b>	National capacities and local capacities for the collection, analysis and use of data/indicators to identify marginalized and socially excluded groups, enhanced	Start Date: May 2010 End Date: April 2012
<b>Purpose</b>	Enhancing the national capacities for the generation and use of data/indicators that identify marginalized and socially excluded groups and allow for assessing their status over time, will ensure evidence based policy making that addresses the needs of these groups.	
<b>Description</b>	<ul style="list-style-type: none"> <li>• Provide technical assistance to the MoLSAEO on the monitoring of the EU Laeken indicators</li> <li>• Using LSMS 2008 data undertake a study to identify marginalized groups</li> <li>• Conduct workshops on the use of statistical tools to identify socially excluded groups and assess their status over time</li> <li>• Support the collection of statistics at MoES on the children at risk of social exclusion within mainstream education.</li> <li>• Conduct targeted surveys at the regional level for better identification of marginalized groups</li> </ul>	
<b>Quality Criteria</b>	<b>Quality Method</b>	<b>Date of Assessment</b>
Quality of workshops/training	Evaluation forms	
The study is completed and clearly outlines the marginalized groups	Review by project manager Consultants' report	
Regional surveys are conducted and clearly identify the marginalized groups in the regions	Review by project manager Consultants' report	

<b>OUTPUT 1:</b> Improved labour market integration of socially excluded and marginalized groups through better access to VET		
<b>Activity Result 2 (Atlas Activity ID)</b>	The institutional capacity of national institutions to address the labour market exclusion of marginalized groups is enhanced	Start Date: May 2010 End Date: April 2012
<b>Purpose</b>	Capacity development of decision-makers, managers and staff of participating central and local institutions as well as social partners to better design, monitor and evaluate policies, strategies and action oriented employment programmes for marginalized groups.	
<b>Description</b>	<ul style="list-style-type: none"> <li>• Establish a national working group on VET for marginalized groups</li> <li>• Provide technical expertise to the working group on the review of national VET strategies, identifying education and training needs of these groups, and establishing target group oriented delivery modalities</li> <li>• Provide training to VT instructors and VE teachers on delivery modalities specific to the needs of the target groups</li> <li>• Support the publication of a practical guide for NES/Employment offices on how to address the needs of marginalized groups and establish a referral mechanism to VT centres (this should be as a result of a consultative process with relevant stakeholders)</li> <li>• Training of NES counsellors on career orientation for marginalized groups</li> </ul>	
<b>Quality Criteria</b>	<b>Quality Method</b>	<b>Date of Assessment</b>

Establishment of a functional working group	Review of working group meetings and follow up actions agreed upon	
Quality training	Training evaluation	
Practical guide on counselling marginalized groups	Review of guide by project manager	

<b>OUTPUT 1:</b> Improved labour market integration of socially excluded and marginalized groups through better access to VET		
<b>Activity Result 3 (Atlas Activity ID)</b>	Awareness of the relevant institutions, the private sector, VET providers and social partners on their shared responsibility toward marginalized groups is increased	Start Date: May 2010 End Date: April 2012
<b>Purpose</b>	Increase awareness of relevant national and regional institutions as well as the private sector on the importance of increased access to VET and the labour market as a mean to addressing social inclusion	
<b>Description</b>	<ul style="list-style-type: none"> <li>Organize one national and three regional roundtables to present the findings of the studies on marginalized groups, and use this as a platform for policy dialogue</li> <li>Undertake awareness raising activities (leaflets, public debates, media campaigns) to encourage the participation of marginalized groups in vocational education schools and training centres (including sensitization on services offered by the employment offices)</li> <li>Promote CSR practices to facilitate awareness raising on the integration into the labour market of socially excluded groups</li> <li>Sensitize the private sector on existing schemes that promote the training of marginalized groups</li> <li>Identify and promote best practices in the integration of marginalized groups in the labour market</li> </ul>	
<b>Quality Criteria</b>	<b>Quality Method</b>	<b>Date of Assessment</b>
National and regional roundtable serve as a platform for policy dialogue	Outcomes of roundtables and follow up action points identified	
Awareness materials produced	Assessment of outreach of information campaign	

<b>OUTPUT 1:</b> Improved labour market integration of socially excluded and marginalized groups through better access to VET		
<b>Activity Result 4 (Atlas Activity ID)</b>	Employment programmes tailored to the needs of the marginalized groups in target municipalities designed and implementation capacity of local institutions enhanced	Start Date: May 2010 End Date: April 2012
<b>Purpose</b>	Equip local institutions in the 3 target municipalities with the necessary tools to implement active labour market measures tailored to the local development needs and those of the marginalized groups.	
<b>Description</b>	<ul style="list-style-type: none"> <li>On the basis of the information collected on labour market demand and the identification of economic opportunities in the regions, develop feasibility studies and training proposals</li> <li>Facilitate institutional linkages with social partners, community associations, and local development actors</li> <li>Conduct capacity building for local partners tasked with administering training on the identified ALMPs' methodologies.</li> </ul>	
<b>Quality Criteria</b>	<b>Quality Method</b>	<b>Date of Assessment</b>

Guidelines for the implementation of ALMMs produced	ALMM guidelines	
Quality training conducted	Training evaluation reports	

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## VII. LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the SBAA between the Government of Albania and UNDP, signed on 17 June 1991.

Consistent with the Article III of the Standard Basic Assistance Agreement, the responsibility for the safety and security of the executing agency and its personnel and property, and of UNDP's property in the executing agency's custody, rests with the executing agency.

The executing agency shall:

- a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
- b) assume all risks and liabilities related to the executing agency's security, and the full implementation of the security plan.

UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of this agreement.

The executing agency agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

## VIII. ANNEX 1 – RISK LOG

Project Title: Addressing Social Inclusion through VET	Award ID: TBD	Date: April 11, 2010
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#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner	Submitted, updated by	Last Update	Status
1	Lack of sufficient information/data at the national level to identify marginalized groups	Project Inception	Strategic	Reduced ability in achieving a thorough identification of marginalized groups  P = 2 I = 3		UNDP	Project Manager	11/04/2010	No change
2	Problems with the regional surveys – poor data quality and report	Project Inception	Organizational (Execution capacity)	The project would suffer from poor survey data that will serve as the basis for the analytical work to be conducted for identifying marginalized groups as well as for the piloting of activities in the selected municipalities.  P = 2 I = 3	Extensive quality assurance through the design expert and the core project team will ensure that the survey is being conducted properly. Stakeholder meetings and validation of report findings will ensure that the quality of the regional reports is good and that expectations are met.	UNDP	Project Manager	11/04/2010	No change
3	The private sector is reluctant	Project	Strategic	Reduced ability in achieving	To reduce the risk associated with the	UNDP	Project	11/04/2010	No change

	to participate in employment programmes for marginalized groups	Inception		sustainable employment targeted marginalized groups  P = 3 I = 3	of reluctance /stereotypical attitudes of the private sector, the project team will undertake awareness raising activities and promote best practices		<i>Manager</i>		
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**Terms of Reference:** TOR for key project personnel should be developed and attached



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## IX. REFERENCES

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