

# VET policies and practices for social inclusion

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# Structure of presentation

Policies enhancing social inclusion

Entrance into  
the VET  
system



VET  
institution  
experience



Transition to  
work

# Main research reports referred to

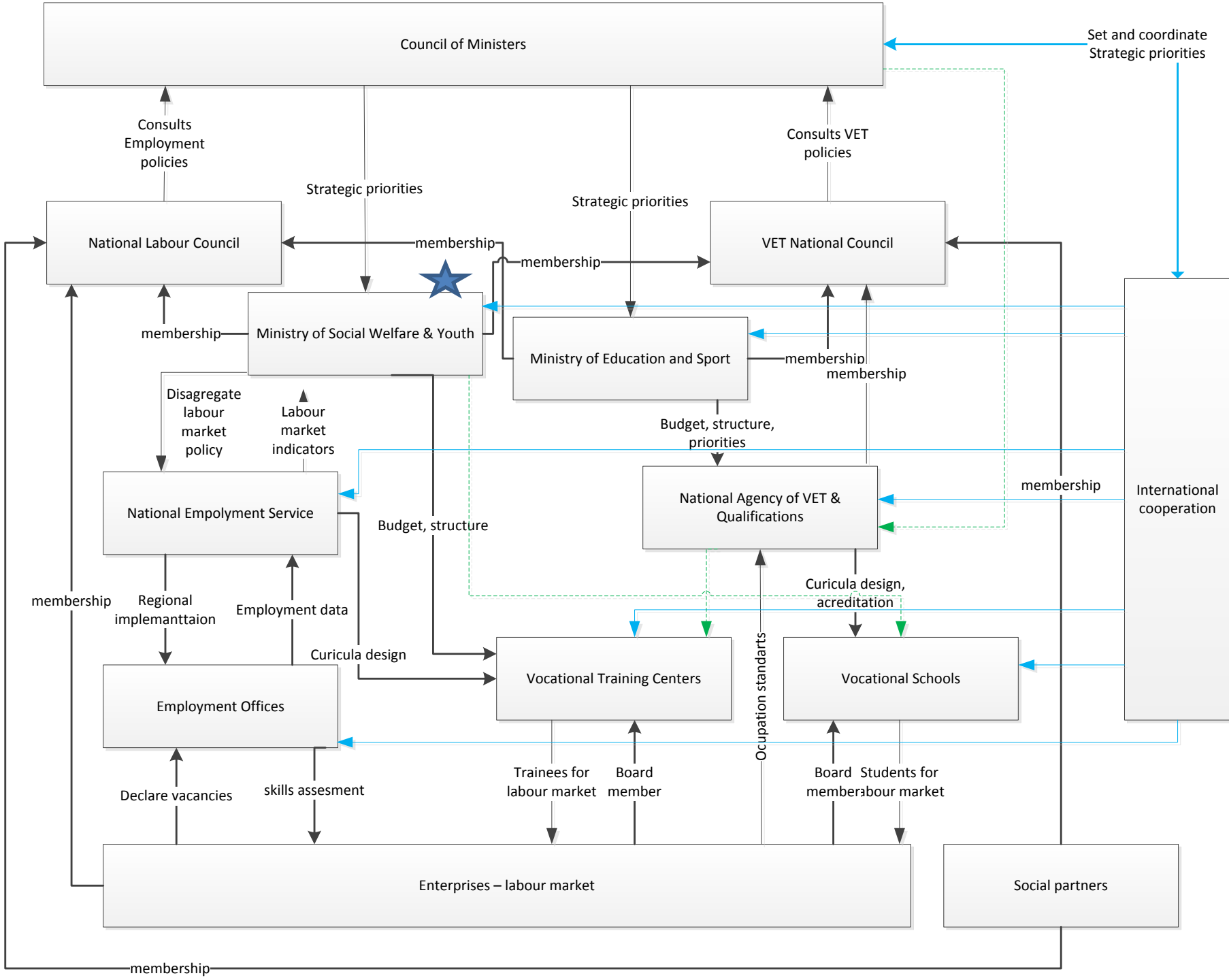
Report	VET institutions
Xhumari, M. and Dibra, S., <b>ETF &amp; LSE</b> , 'Mapping of VET Educational Policies and Practices for Social Inclusion and Social Cohesion', ETF, Turin, 2013	Beqir Cela VSS – Durres Economy VSS – Tirana Regional VTC - Elbasan
Xhumari, M. and Dibra, S., <b>CoE &amp; LSE</b> , 'Regional Support for Inclusive Education', (Draft), 2014	Beqir Cela VSS – Durres Isuf Gjata VSS – Korça
Heitmann , W., Pasha, A., Dibra, S., Huibregtse, A., Shkreli, A., <b>GIZ &amp; ETF</b> , 'Baseline Survey of Public VET Providers in Albania', (Draft), 2014	ALL public VET institutions
Tracer study from <b>GIZ/PEM</b> 2013	North Albanian VET providers
Tracer study from <b>GIZ</b> 2014	Public Albanian VET providers

*+legislative framework & strategic documents*

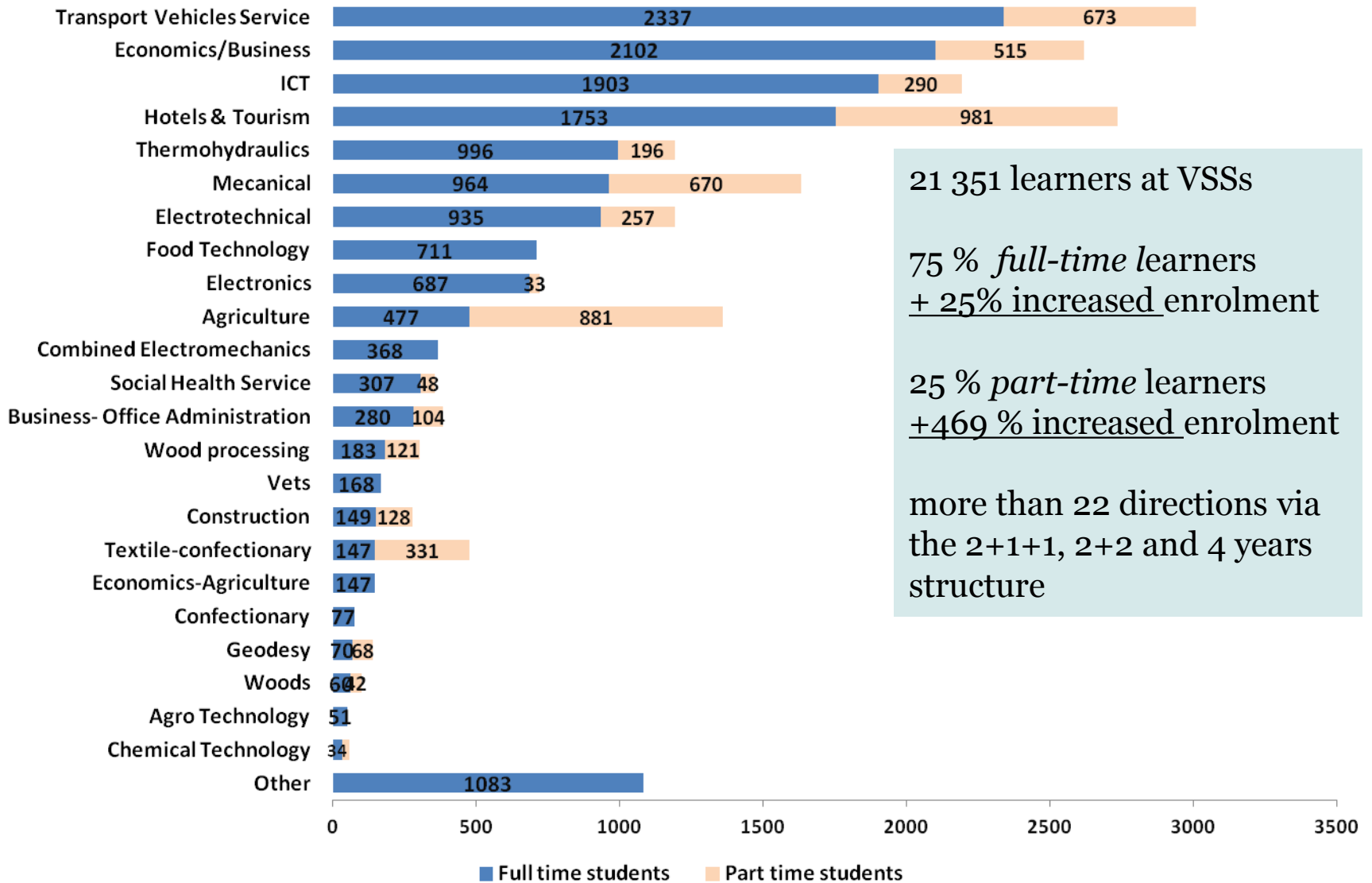
# Overview of the Albanian VET system

- VET providers (Vocational Schools & Training Centres)
  - Public: 42 schools and 10 training centres (29 150 learners enrolled)
  - Private: 31 schools and training centres
  - Vocational schools: 22 % enrolment (vs. gymnasiums)
- Main actors
  - Ministry of Social Welfare and Youth
    - National Employment Service
    - Employment Offices
  - National VET Agency
- Main strategic development
  - Ministry of Social Welfare and Youth became responsible for the integrated system (VE + VT) + employment

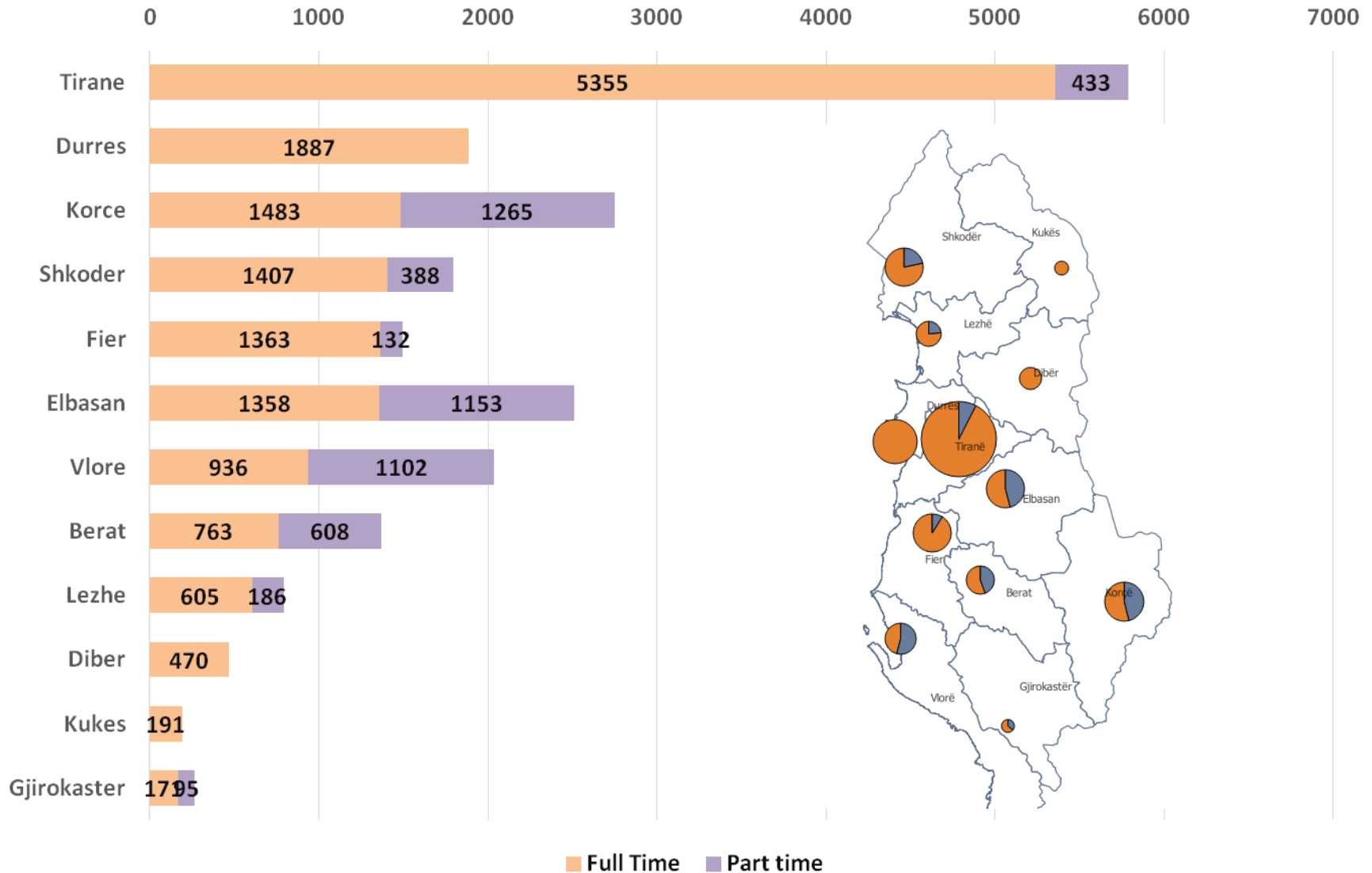




# Students and VET offers in the VSSs

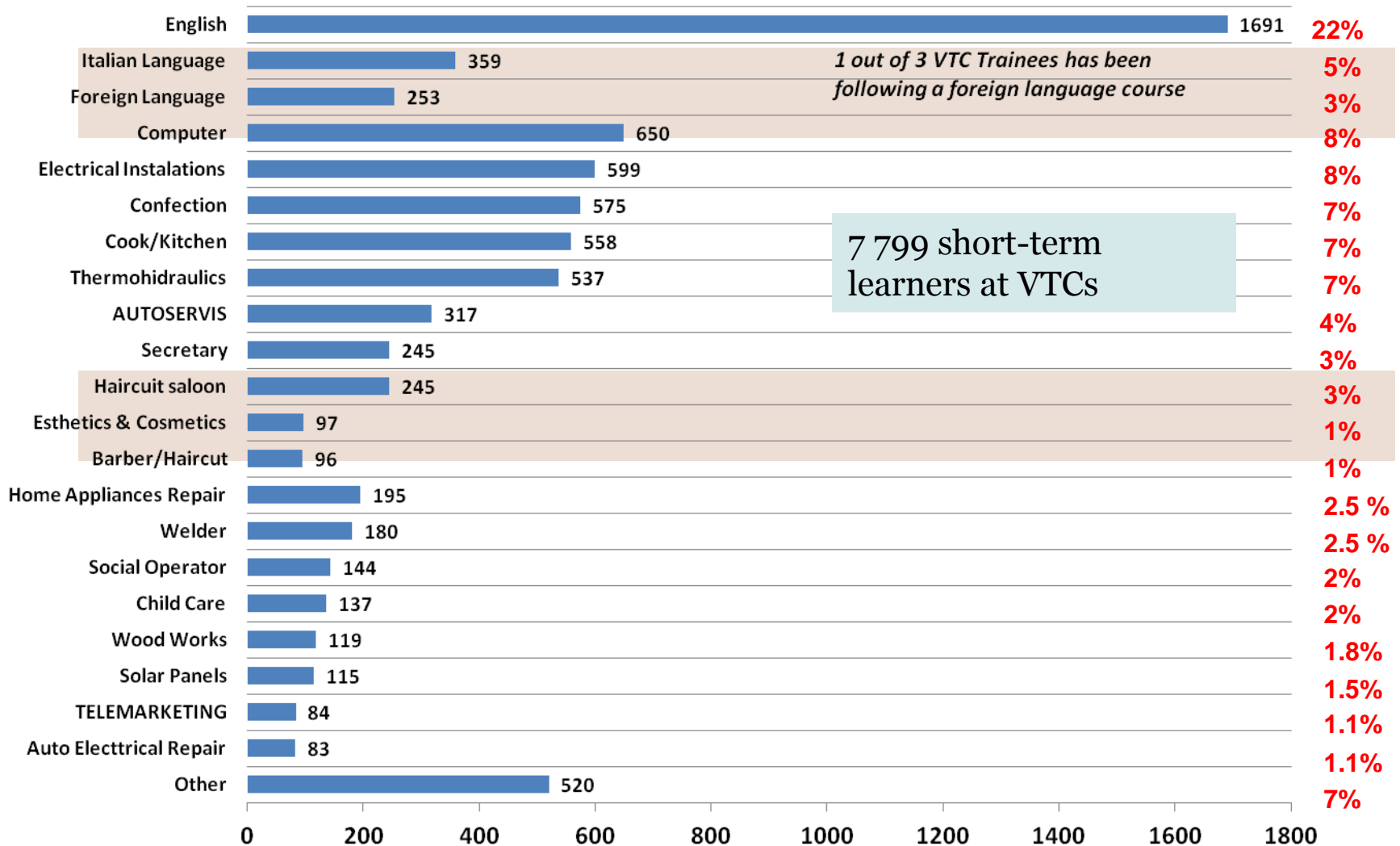


# Full-Time & Part-Time Learners in VSS by Regions



Heitmann et al., (2014), GIZ & ETF

# Training Offer from VTCs – National Scale (2013)





# Entrance into the VET system




- Enrolment criteria limited to compulsory education
- Lack of competition lead to low results students - 6,1 av.grade
- Enrolment campaigns in the region, but
  - only 37% have a marketing and recruitment budget
  - only 18% come from outside the school town
  - only 2,5% of students live in dorms
- Male learners dominance (82% at VSS & 61% at VTC)
- Low participation of vulnerable groups (higher at VTCs)
- Limited access provided for disabled students
  - Only 13% of schools have a ramp
  - 10% VSS and 50% VTCs have special procedures for disabled




*Heitmann et al., (2014), GIZ & ETF*

**Policies:** *Minimal enrolment criteria*  
*Scholarships for northern rural students*

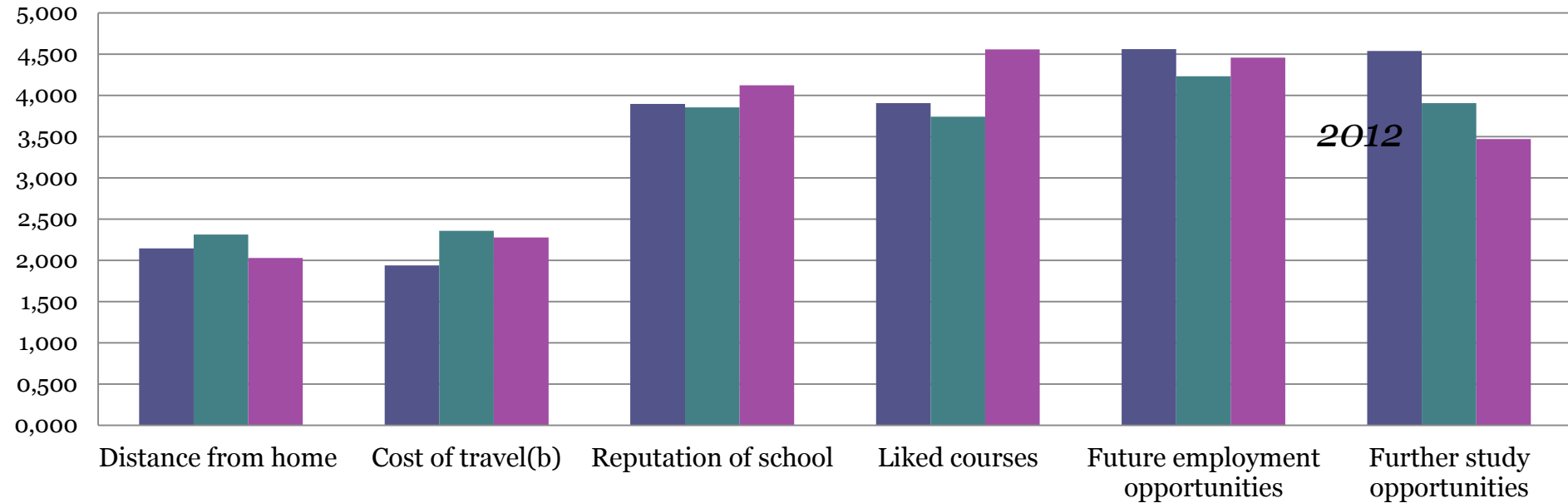
*VTC fee exemption for vuln.group*  
*Doubled benefits for disabled @VET*

# Inclusive practices for entry into school

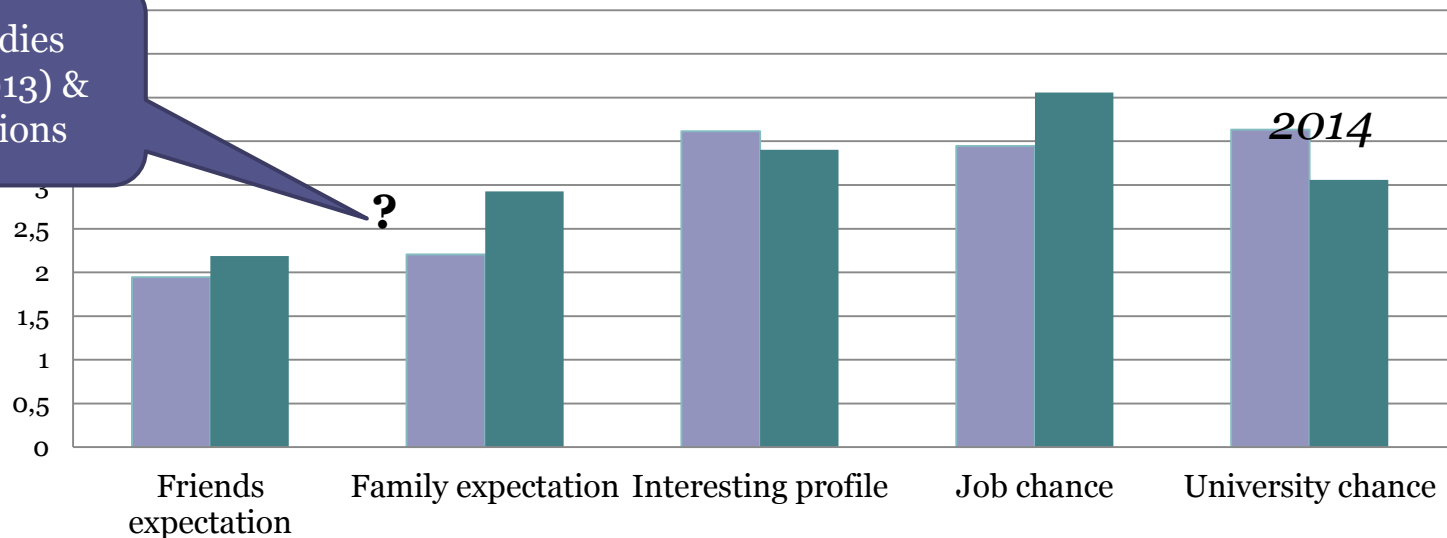
Dimension A	Students	Teachers	Principals	Parents	Dimension A average
Inclusive practices for entry into school					
All students welcomed	3.30	4.76	4.60	3.66	
Difficulties of entry 	3.84	4.38	5.00	4.49	
Students helped on entry	2.98	4.12	4.20	3.17	
Familiarisation 	2.81	3.50	3.20	2.57	
<b>Average scores</b>	<b>3,23</b>	<b>4,19</b>	<b>4,25</b>	<b>3,47</b>	<b>3.79</b> 
N of respondents	150	42	5	35	-

Dimension A	Students	Teachers	Principals	Parents	Dimension A average
Inclusive practices for entry into school					
All students welcomed	3.40	4.95	3.60	4.05	
Difficulties of entry 	4.21	4.58	4.80	4.41	
Students helped on entry	3.49	4.26	3.75	3.95	
Familiarisation 	3.32	4.37	3.80	3.95	
<b>Average scores</b>	<b>3.61</b>	<b>4,54</b>	<b>3,99</b>	<b>4,09</b>	<b>4.06</b> 
N of respondents	81	19	5	22	-

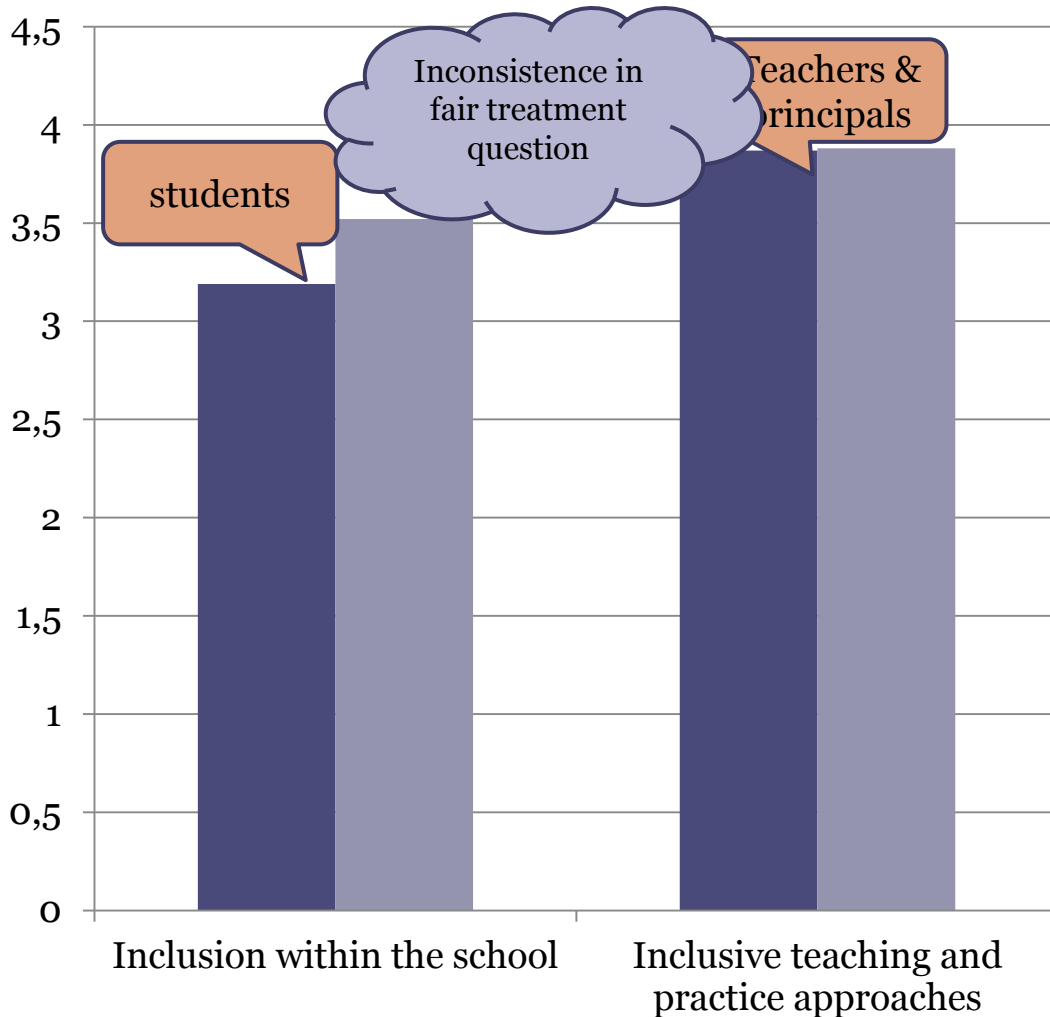
# Reasons to choose this school



Previous studies (GIZ/PEM 2013) & general opinions



# Institution experience

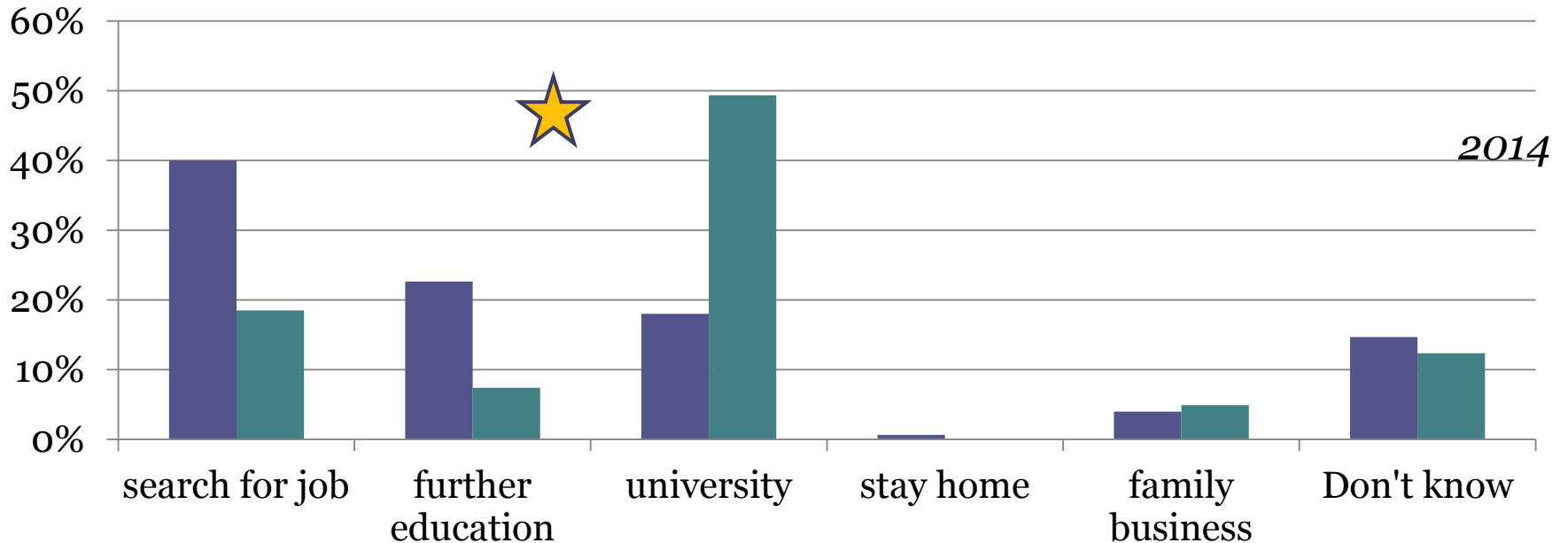
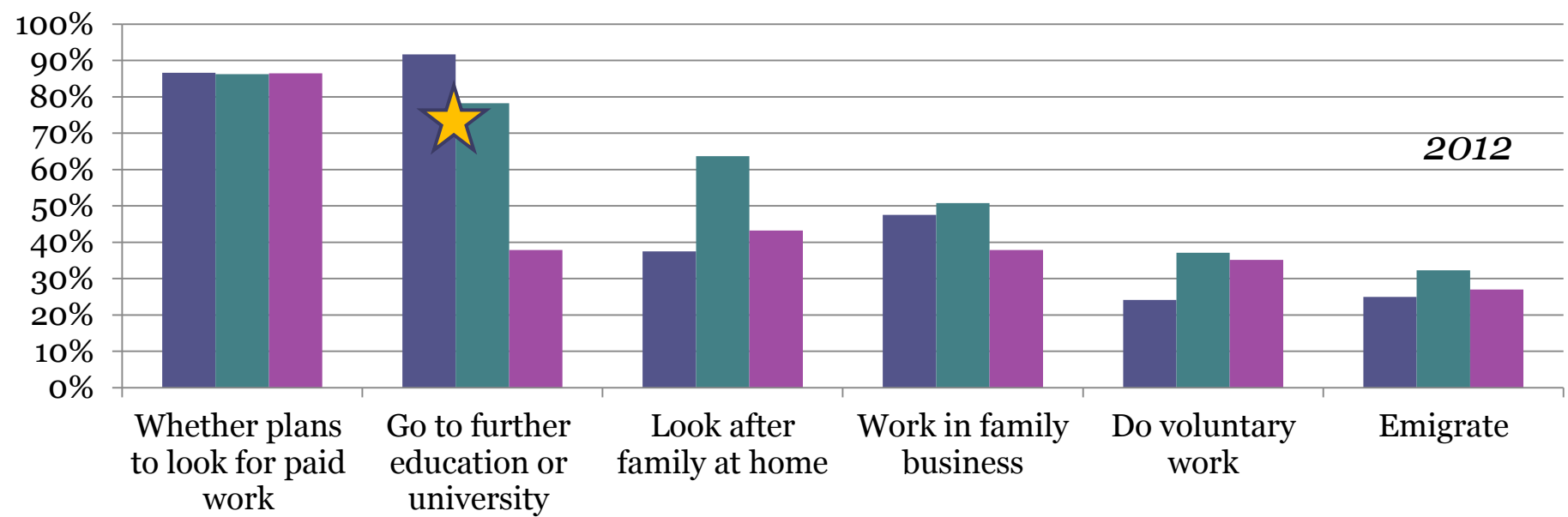


- **Schools teaching environment**
- General poor quality of teaching
- Lack of teachers pedagogical skills
- Not necessary teaching materials/equipment to deliver the quality VET programmes (VT is better)

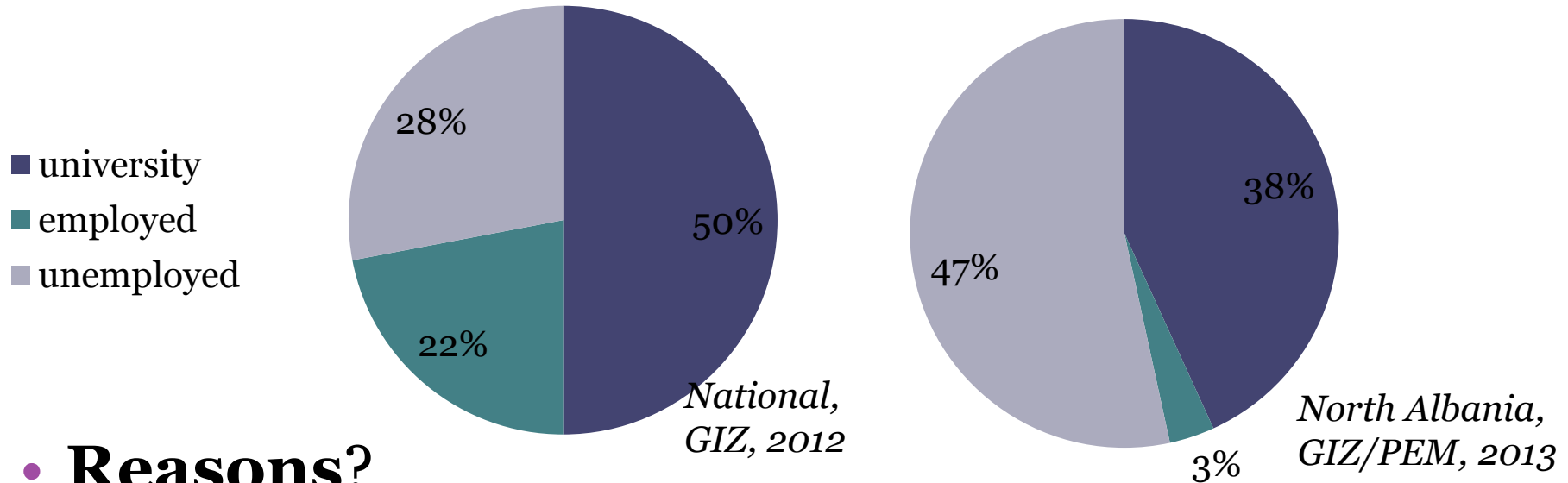
*Heitmann et al., (2014), GIZ & ETF*

**Policies:** *Psychologist in each school -develop the social map & address eventual issues  
Teaching assistant by law for each disabled student*

# Plans after finishing school



# Exit to the labour market



- **Reasons?**

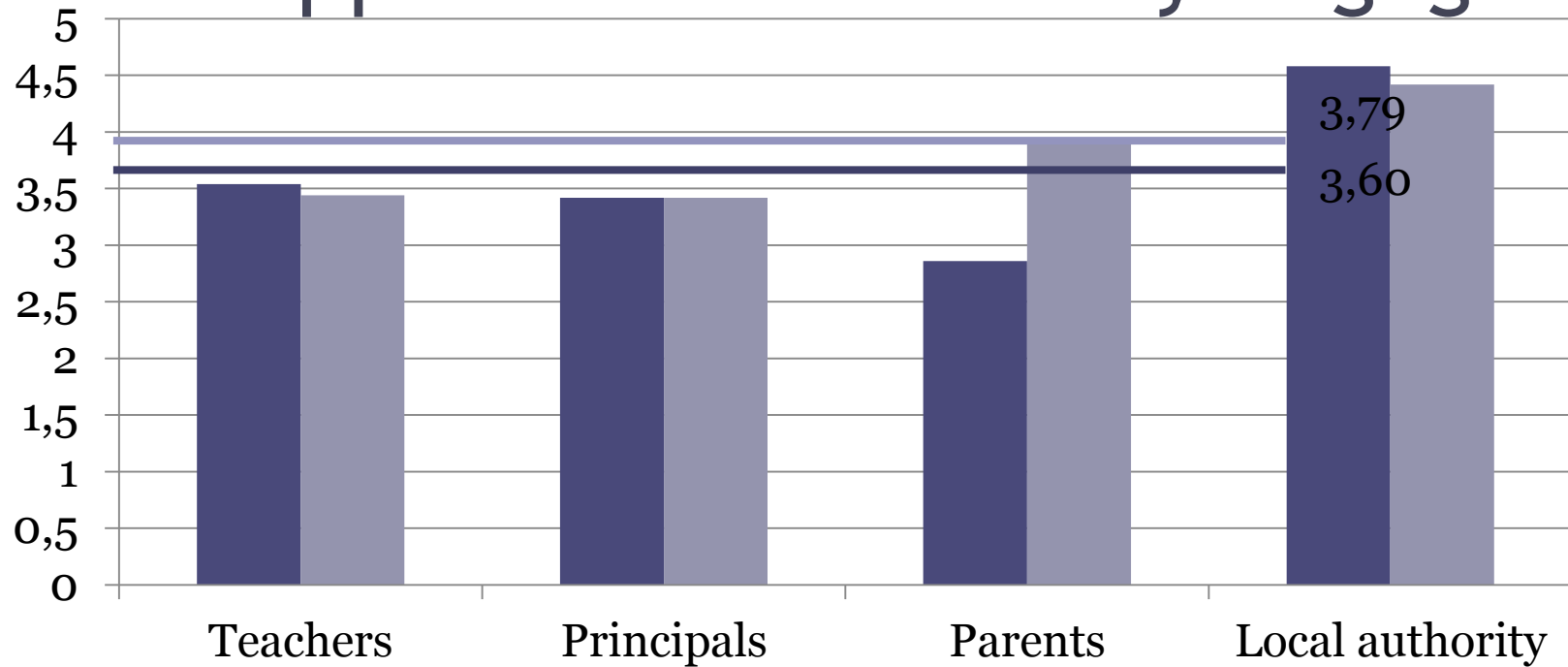
- VET curriculum lacks practical training (35%)
- Low collaboration with businesses and formal boards

***Beqir Cela** school has a **60-70% employment rate** due to pilot curricula 50% practice and 37 formal contract with business*

**Policies:** VET students get a state matura  
New strategy - employment & skills (VE + VT)

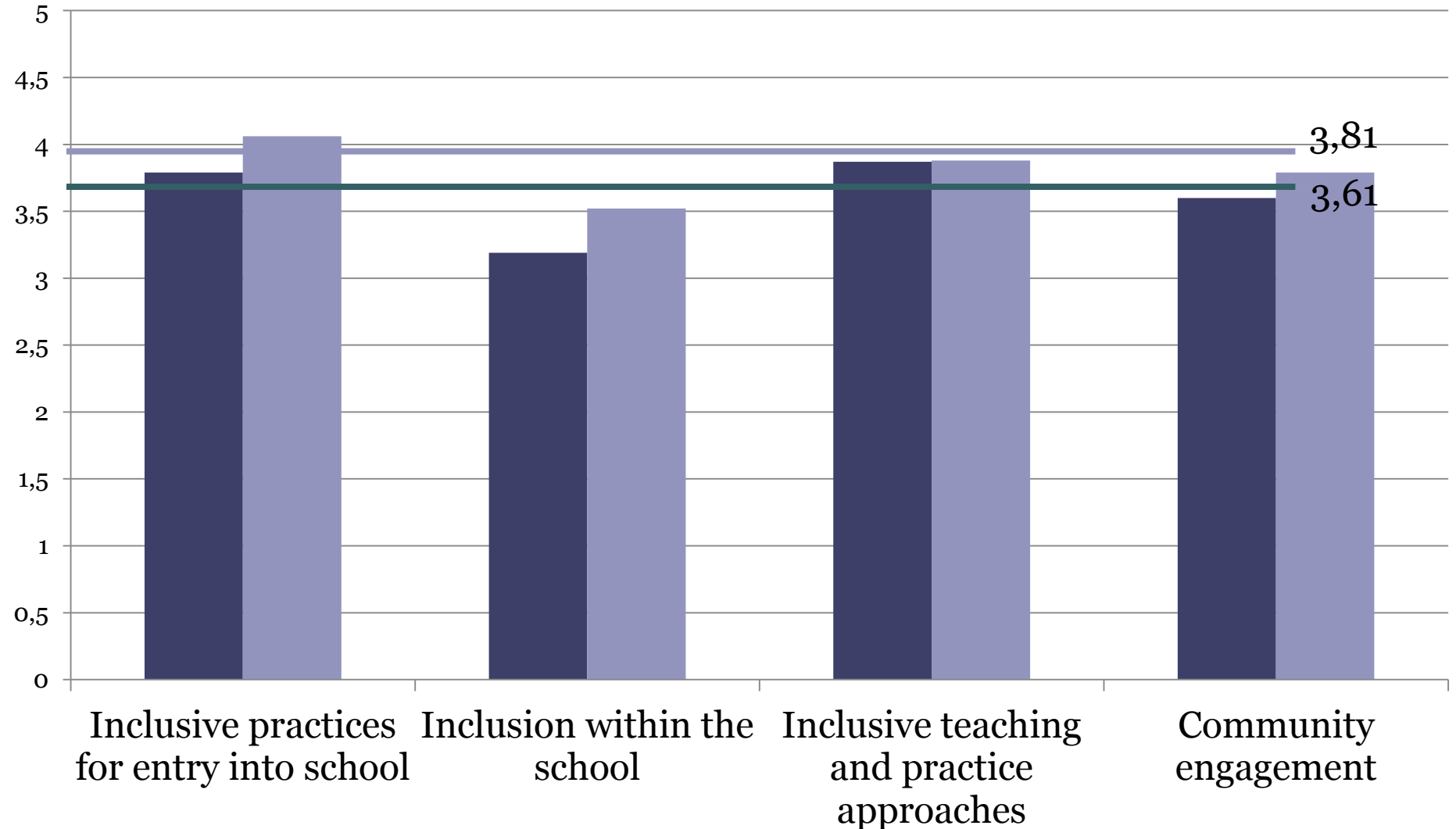
VET institution boards  
3 level Structure for job mobility

# School oppenes & commuinity engagment



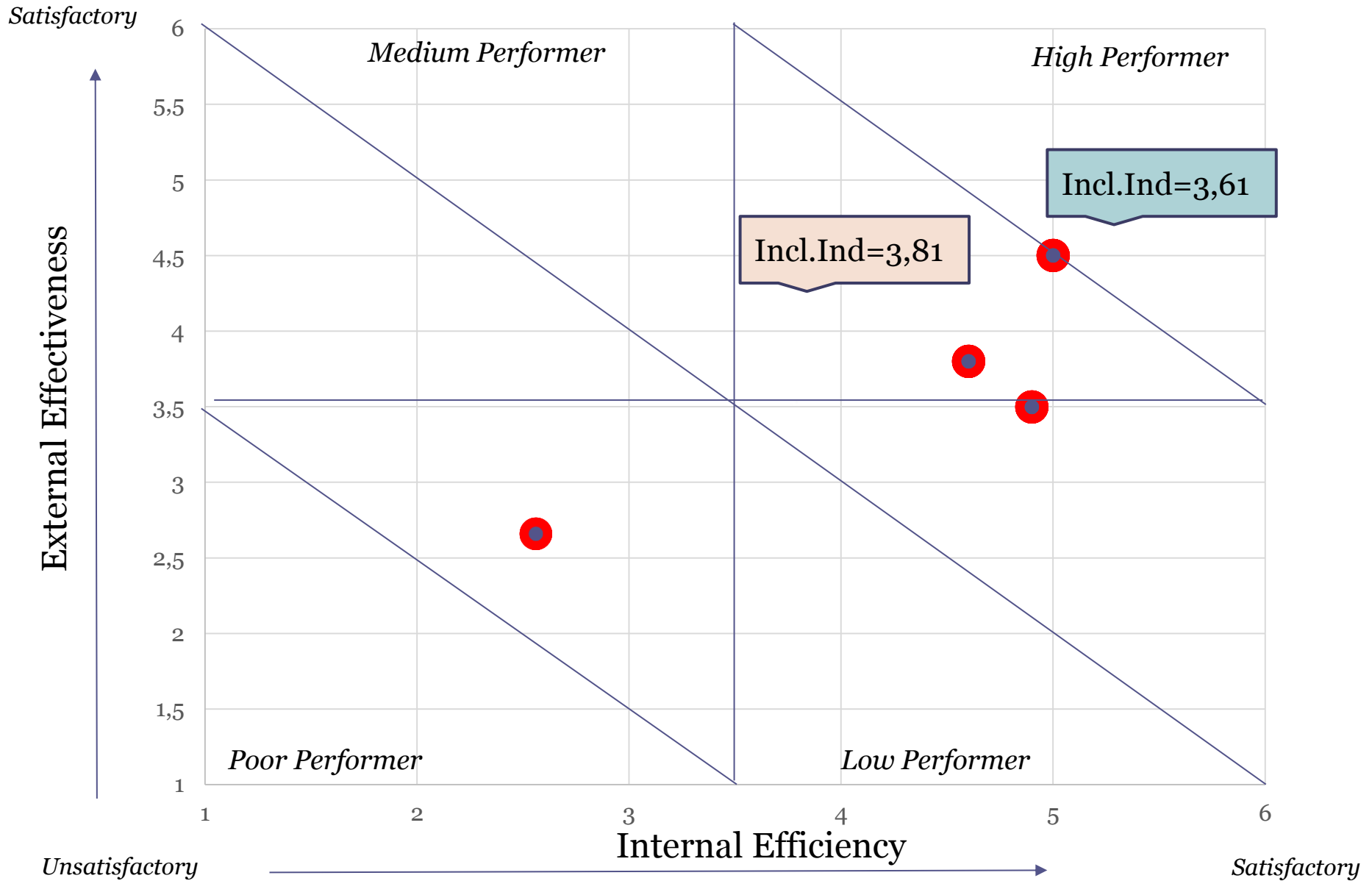
- Offer training courses for vulnerable groups
- Participate in Regional Board
- Proactive in collaboration with NGOs for social projects
- Active parent council
- Collaborates with other VET institutions

# Inclusion Index





# Performance vs Inclusion Indicator



# General conclusions & remarks

- Public VET system is not promoting inclusion
- Progress is made toward VET providers openness, but the prerequisites for proper training delivery are missing
- Albanian VET system radical reformation, should lead to a more inclusive education & training

Thank you for the attention!