

# WORK BASED LEARNING IN ALBANIAN VET

## Goals, success factors and challenges

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## Work Based Learning – Main Goals

- Work Based Learning (WBL) plays a fundamental role in developing student vocational competences;
- WBL adjusts and updates what is learned at the school environment, according to the real occupation requirements;
- WBL improves students' self-confidence and adaptation to uncertain work situation;
- WBL improves student employability;
- WBL brings the VET sector and the business world closer to each other.

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## Work Based Learning – Main Forms

- Vocational practice – integral part of curricula and teaching & learning process in VET.
- Vocational practice - practical modules or theory and practice integrated modules/projects
- According to the PLACE and MODALITIES, there are three main types of WBL:
  - School based vocational practice where the work conditions are simulated (labs, workshops, farms, training firms etc.).
  - Company based vocational practice (distributed or in block), in the real job conditions.
  - Apprenticeship, as formalized type of WBL

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## Experience – Success (and failure) Factors<sup>(1)</sup>

- **School Based Vocational Practice:**
  - Variety of experiences – adaptation of inherited concept with the new social and economic conditions
  - Different situation in different schools/qualifications
  - Formalized (planned, organized, financed)
  - Regulated with strictly defined modalities
  - Implemented in block, distributed or alternated form
  - Implemented in school labs, workshops, training firms etc.
  - Develop initial levels of vocational competences
  - Limited impact on transferable competences such as work organization and entrepreneurship.
  - Outdated work environment and technology

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## Experience – Success (and failure) Factors<sup>(2)</sup>

### ■ Company Based Vocational Practice:

- Practice is carried out at the company work environment, mainly during the last years of schooling.
- There are positive and negative experiences (with the state and donor projects support).
- School–company relations: not regulated, sporadic and based in personal relations.
- Swisscontact: contractual agreement with automobile services (internship type)
- Albiz and IPA program: PASO model
- Albavet project: school – farm reciprocal profit.

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## Experience – Success (and failure) Factors<sup>(3)</sup>

- Schools and the state are initiators – companies are mainly in a passive role;
- The practice is not programmed – the company provides the work environment, the school supervises the students;
- There is no guaranty for continuity - contracts are not obligatory for the companies;
- The business part not well represented and organized;
- Practical training in company contracts are not considered as employment contracts;
- Legal implications (labor inspectorate, fiscal authorities)
- There are attempts for formalizing a cooperation model (the state promotes but does not obligate the business part)
- There is a partnership agreement state-employer-employee parts at central level, but implementation is not in place.
- Business initiatives are limited at their own business.

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## Challenges - Why do apprenticeship systems work?

### ■ Employers perspective:

- Qualified people-competitive advantage;
- Internal resource for recruitment-minimizing the recruitment costs;
- Contribution to production;
- Apprentices contribution with their motivation and new energies;
- Through learning – teaching process, employers and apprentices understand the importance of learning;
- Harmonizing qualification process with employers skills needs.

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## Challenges - Why do apprenticeship systems work?

### ■ Individual perspective

- Better perspectives to labor market
- Recognized certification
- Income generations during training
- Practical orientation of training.

### ■ Government perspective

- Assure national standards of qualifications
- Increase economic competitiveness
- Reduce social cost of unemployment

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## Challenges – How to make apprenticeship systems work?

- **Legal basis - a clear and enforceable formulation of rights and responsibilities of the apprenticeship partners**
- **Legislation should:**
  - recognize the unique status of the apprentice as learner and secure the right to high-quality training;
  - set a minimum duration for the apprenticeship and secure provision for career progression;
  - exempt young apprentices from minimum wage;
  - legislate and set a separate minimum wage for young apprentices;
  - Etc.

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## Challenges – How to make apprenticeship systems work?

- **The fundamental role of the social partners**
  - Employers based on their assessment of present and future skill needs they recruit a young person and both then freely enter into a contract which sets out respective rights and responsibilities.
  - Employee organizations/trade unions play an important role in helping to ensure that apprentices rights in law are safeguarded.
- **The role of government**
  - *Facilitator and regulator*, ensuring that social partners act in the interests of the general good.

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## Challenges – How to make apprenticeship systems work?

- **Institutional support for apprenticeship**
  - All partners in apprenticeship—firms, apprentices and the public authorities need assurance that the quality and standards required by the apprenticeship program are respected and achieved.
- **Finance**
  - Just as the benefits of apprenticeship are shared by firms, apprentices and society, so the costs should also be shared.
- **Recognition**
  - National recognition of apprenticeship certification – linking with AQF levels

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## Challenges – PILOTING

- **Memorandum of Understanding with DEKRA and Business Albania, to pilot Dual scheme in tourism sector.**
- **Erasmus + (2014-2016):**
  - Apprenticeship scheme for Youth Employment - A Road Map for introducing Apprenticeship scheme at VET System in Albania.

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