
SETTING UP SECTORAL SKILLS COMMITTEES IN ALBANIA

Concept Note for Discussion



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List of Abbreviations

AQF	Albanian Qualification Framework
ECORYS	Economic Research and Consulting Company
ETF	European Training Foundation
HE	Higher Education
HELVETAS	HELVETAS Swiss Intercooperation
ICT	Information Communication Technology
INSTAT	Albanian Institute of Statistics
MoES	Ministry of Education and Sports
MoU	Memorandum of Understanding
MoYSW	Ministry of Youth and Social Welfare
NAVETQ	National Agency for Vocational Education, Training and Qualification
NES	National Employment Service
RISI	Making Labour Market Work for Youth /SDC financed HELVETAS implemented program
SNA	Skills Need Analysis
SSC	Sectoral Skills Committee
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Projects
VET	Vocational Education and Training

1. Project idea¹

1.1 Economic and employment situation

During 2014 Albania maintained overall macroeconomic stability and achieved a higher 2.1% economic growth compared to 1.4% in 2013 and 1.6% in 2012². The positive trend is expected to continue in 2015 with the economic growth *circa* 3% as forecast by the Albanian government. The new World Bank Group report "Doing Business 2015" finds that Albania made progress in business regulatory reform, moving up 40 slots, from 108th position a year ago to 68th. Albania has improved in three areas of business regulatory reform: Starting a business, Dealing with construction permits, and Registration of properties.

Despite counting on important elements of a conducive economic environment, there are missing elements which would support further the economic growth, important conditions to reduce un-employment, especially youth un-employment which is almost as double as high as for the entire working age group,

Box 1. Employment to population ratio and unemployment rate (2007-14)³

	Employment to population ratio (%)							
Year	2007	2008	2009	2010	2011	2012	2013	2014
15-29 (youth)	40.2	31.3	35.6	34.3	42.8	34.5	28.2	28.2
15-64 (total)	56.6	53.9	53.5	53.5	58.7	55.9	49.9	50.5
15-29 (females)	36.4	27.2	31.0	29.6	37.3	29.4	23.0	23.3
15-64 (females)	49.3	45.6	43.6	44.5	51.8	49.6	43.1	43.4
	Unemployment rate (%)							
15-29 (youth)	19.8	24.7	21.9	22.5	21.9	26.0	27.2	32.5
15-64 (total)	13.5	13.2	13.8	14.2	14.3	13.8	16.4	17.9
15-29 (females)	15.8	23.8	22.2	20.7	20.6	22.0	23.6	27.4
15-64 (females)	12.2	13.9	15.9	15.9	14.7	12.0	13.8	15.5

1.2 The core problem and rationale for Sector Skills Committees

The problem of high youth unemployment⁴ exists in the context of structural problems noted in the MoSWY skills strategy^{5,6}

- Not satisfied demand for skilled labor, a skills mismatch and labor market distortion.

¹ I would like to thank Deputy Minister Genta Sula and Ejvis Gishti for their guidance during the completion of this assignment.

² World Bank Report 2015.

³ Source: INSTAT, Labour Force Survey (2007-2014), data accessed in May 2015, at: <http://www.instat.gov.al/en/themes/labour-market.aspx>

⁴ The document at hand focuses on youth unemployment, which is 2 times higher than the unemployment of adults, of course the Sector Skills Committees will benefit youths and adults.

⁵ National Skills and Employment Strategy, Albania 2014, page 44.

⁶ The document at hand focuses on youth, though other structural problems exist but with the unemployment rate of youth almost doubling the overall employment rate it appears justified.

- Weak relations between the industry and the vocational education and training system and no incentives for the participation of employers.
- Out of date curricula with little scope for practicing the skills learned.
- Development of occupational standards and programs oriented to the acquisition of competencies, and embedding internship and apprenticeship periods, is lagging behind.
- VET system is still underfinanced and with poor image.
- The lack of qualifications that reflects the new competencies required by emerging economic sectors and an innovation-driven economy, coupled with labor market information gaps.

Box 2. Skills mismatch in Albania⁷

The Skills Need Analysis 2014 added very detailed data about skills needs, an excellent research giving information out of all economic sectors, as well as recommendations. But again, the SNA 2014 proves that the problem is not the lack of data and the lack of awareness but the lack of the right and powerful mechanism to turn knowledge into practical changes. To build up an **appropriate institutional mechanism to channel** and take into account employers (private and public sector) demand and **co-ordinate demand and supply of skills**, this is the objective of the guidelines at hand.

Skills mismatch in Albania take predominantly two forms: i) **over-qualification**, with individuals working in jobs for which they are over-qualified or in areas unrelated to their fields of study; ii) **under-skilling** resulting from skills shortages that lead employers to hire workers who are not the best fit for the job on offer.

There is a mismatch between skill needs from businesses and graduates 'filed of studies'. Business in agriculture and agro-processing, textile and footwear, tourism, construction, transport and communication, energy, and information communication technology, cost accounting, agronomy, production logistics, textile engineering, mechanical engineering, information technology (IT) analysis and programming.

Fortunately the Government of Albania is aware of the need to build up proper mechanism and has included the designing and implementing of sector committees in the National Skills and Employment Strategy 2014-2020 as an appropriate mechanism for facilitating solutions to the above-mentioned structural problems.

Box 3. foreseen establishment of sector committee National Employment and Skills Strategy and its Action Plan⁸

D2.2 Establishment and operationalization of sector committees. Outputs:

- Sectors of strategic importance to Albania have been prioritised and sector committees established with social partner representation
- Compliance with 30% minimum quota of qualified women in leading/decision-making / management position
- NAVETQ revised list of profession

Besides valuable researches, amongst others the

⁷ National Skills and Employment Strategy, Albania 2014, page 45.

⁸ Ibidem, page 57.

already mentioned TNA 2014, RISI completed in 2014 a skills gap analysis⁹ with the main recommendation to focus on setting up of sector councils, as one of the key mechanisms to help bridge the labour demand and supply and to involve the private sector on the definition of key qualifications.

----- 2. Regulating Sectoral Skills Committees -----

The Sectoral Skills Committees will complement the existing VET system at basic, secondary, post-secondary and tertiary levels for the different sectors of the Albanian economy in meeting the entire value chain's requirement in quality and quantity of appropriately trained human resources on a sustained and evolving basis. Thus, the SSCs of every economic sector must have the active collaboration of all mayor players of that sector, including government's support, in order to be successful in its role.

Type of SSCs

The National Skills and Employment Strategy opened the door for the establishment of the sectoral skills committees, together with the initiatives coming from the professional associations, such as the ones from ICT, Tourism and Food Processing industries, the next step, the selection of the types of SSCs shall be tackled. International experiences are manifold; the following are proposals on the background of international experiences, compiled by the ETF:¹⁰

- The institutional mandate given to the SSCs could be either professional bodies or working bodies. Both options have mainly budget implications, whereas professional bodies are permanently financed professionals, kind of state employees, the members of working bodies are financed by their institutions as chambers of industries or other business membership organizations or are employees from vocational institutions or universities. Working bodies need also financing, but not for the SSC's members. The examples compiled by ETF mention only Canada, Netherland and UK as professional bodies, whereas Croatia, Kyrgyzstan, amongst others, have chosen the working body status. It's recommended for Albania to choose working bodies being a non-professional body, the sectoral skills committees shall be open to any competent person having been appointed by member association of the SSCs. The role of the association will be strengthened through the selection of members for the SSCs.
- Sectoral Skills Committees could be led by employers or by the government, experiences show that only few SSCs are employer led, mentioned are well advanced economies as UK and Singapore. Since in Albania the national Skills Development and Employment Strategy has initiated the establishment of the SSCs , the initiative should be continued and the SSCs should be under the state responsibility and further development should be assumed by the government.
- The SSCs could have an advisory role or a decision making role as the experiences of Croatia and Romania suggest. We propose a mixed role regarding the definition of occupational standards the SSCs shall have a decision making role this takes into account the decision competence of employers as customer of skilled HR. Regarding other responsibilities, as e.g. further development of the TVET system, an advisory mandate will be appropriate.

⁹ Institute for Promotion of Social & Economic Development, Albania 2014.

¹⁰ Sector Skills Councils. What? Why? How? Contributing to better VET relevance to the labour market needs, Petri Lempinen, ETF 2013.

- The SSCs shall cover education and training at all education levels (primary, secondary, post-secondary and tertiary education and training). The need for skilled human resources doesn't rely on the above mentioned categorization of education levels, but on the description of competences required, as per the Albanian Qualification Framework levels.

Box 4. Typology of Sector Skill Councils¹¹

Functional areas	Scope/nature	Key features & remarks	Country examples (*)
1) Council coverage	Focus on one economic sector	National VET council may cover all sectors at national or regional level.	CZ-FI-DK-NL CA-UK-FR-ETF PCs-
	Focus on more than one sector (transversal)	Some SSCs may come under umbrella organisations (e.g. tripartite institutions/bodies; ministerial departments/directions; agencies for VET quality; national qualification bodies/authorities, etc.).	ES-BE-DK-UK- CY-MT
	Regional focus		BE-UK-DK-FR- RO
2) Institutional mandate	Specialised (or) Professional bodies	Own resources (staff/experts/full-time employees); legal status and permanent public and/or private funded (Levy/payroll systems etc.)	UK-NL-CA-FR
	Working groups	Represent different sectoral interest groups. Members are employed in represented organisations.	HR-EE-ETF PCs-
3) Initiator profile	State-led/driven	Policy dialogue/initiator is mainly led/ funded by government or state organisation, either or by employer organisations (or by both).	ETF PCs-AU
	Employer-led		UK-IN-FR-CZ
4) Policy making role	Decision making role	The role of the first is to become the final decision makers whereas the second is limited to delivering advice or non-binding recommendations to ultimate decision makers.	NL-RO-UK-HR
	Advisory role		HK-FI-ETF PCs
5) Scope of policy functions	Limited functions	Ensuring qualitative/quantitative match between VET skills supply/ demand; development of occupational standards, or contributing to NQFs developments (etc.).	IE-CZ-ETF PCs
	Extended functions	Members extend analysis/advice to other policy areas/stakeholders (e.g. VET planning; implement actions to bridge gaps; skill programmes; education and business partnerships etc.).	AU-BD-NL-IN
5) Policy coverage	I-VET	SSCs can cover I-VET, CVT policies and/or both (approach to lifelong learning). They can be sector focused or transversally oriented whilst operating at either national or regional levels.	CZ-PL-SK-MT
	CVT		ES-MD-AR
	I-VET & CVT (LLL)		FR- FI-EE-RO

2.1 Selection of economic sectors to start

The main objective of the Sectoral Skills Committee is to enhance competitiveness and productivity in the sector through adequately qualified human resources. It is advisable to start with those sectors in which companies already are looking for solutions on how to improve their competitiveness and productivity, because they are challenged by new regulations, as e.g. through Albanians EU accession member status. Food sector companies have to comply with new food safety and hygiene regulations, laboratory have to test and certify it and hence need qualified technician and laboratory workers. Or other sectors as ICT and Tourism will have to comply with new markets and as well new standards and regulations.

Besides contributing on the improvement of competitiveness and productivity in a continuous way, Sectoral Skills Committees shall also include up-coming needs for skilled work force requested for new international/EU and national investment projects¹².

¹¹ INFORM, the sector Councils issue 22, June 2015, European Training Foundation.

¹² The SSC's shall cooperate with the Albanian Investment Development Agency, AIDA.

“The decision to create councils has to be an *informed* one in order to base council actions on real human capital development needs of the industry. Thus, capacity assessment for council’s set-up has to be aligned to sectoral socio-economic dynamics, education and training and labour force occupations.”¹³

The driving force in each Sectoral Skills committee shall be the employers, Education and TVET institutions shall have a support functions, government through its ministries and institutions shall provide a conducive legal and administrative environment. International experiences suggest to start with few sectors and with those in which employers are in dear need of skilled human resources, but not only in need, but already demanding and pushing its organization to request changes.

*“ECORYS (2010a) concluded that Sector Councils should be established when there is a clear and recognised need to do so. The number of such Councils should take into account the diversity of business sectors, the acute needs of the real economy and the possibilities of providing expert and technical support. Sector Councils should not automatically be established for all economic sectors”.*¹⁴

The talks to the organizations of the Food Processors, the Tourism Industry, and the ICT suggest to start with ICT and Tourism. The mentioned sectors are in dear need of skilled human resources, be it to cope with the new requirements to operate in the EU market, or for the case of the ICT sector, which lags quite behind even regionally, to gain momentum. However, the main reason is their willingness to get engaged in Sectoral Skills Committees.

2.2 Membership of the Sectoral Skills Committees

The membership is defined through the duties and tasks the SSCs have to fulfil. It should be guaranteed that the employer’s demands will be tackled and to their satisfaction attended. In order to do so, it is also important the inclusion of representatives from the education system (both VET and Higher Education) in to the SSC’s work. The education sector and education and training providers are important actors in the process, and a critical source of information on current state of art in education and training provision, just like employers and trade unions are regarding the topics of labour market needs, they are experts of the sector regarding use of actual technology and its further development, the organization of work and the roles of human resources, not necessarily main knowledge of the VET specialist.¹⁵

Considering the before mentioned the members of the Sectoral Skills Committee shall be:

- Employers: Associations of Employers, Chamber of Commerce, individual employers
- Trade Unions
- Line ministries regarding the sector or in its absence Ministry of Economy, as well as Agencies and Institutes
- NAVETQ, Department for HE at MoES, NES
- Public and private Education and Training providers, including private and public Universities
- Non-voting members as experts, which on the request from the majority members of SSCs could be invited for particular meetings

2.3 Functions of the Sectoral Skills Committees

¹³ ETF Galvin Arribas, SSCs in ETF PCs: forging sectoral partnership for relevant skills in the labour market'-forthcoming published 2015.

¹⁴ Sector Councils on Employment and Skills at EU level Country reports, Marjolein Peters, Kees Meijer Etienne van Nuland, Thijs Viertelhuizen, Ekim Sincer, ECORYS Rotterdam, March 2010.

¹⁵ Analysis of the existing structures for social partnership in VET in Belarus and proposals on technical establishment of the pilot Sector Councils, ETF “continuing Vocational Training in Eastern Europe” working document prepared with contribution of Mr. Nino Buic, 2014.

There is no single or globally dominant model of SCCs, which fit for all countries, in order to be appropriate for the system of a given country it must be “tailor made”. Most important is to decide, what is the purpose for setting up Sectoral Skills Committees, its function and role for achieving the purpose? In Albania, as in many other countries, the initiative was driven from international experiences and afterwards taken up by the Government, which consequently will have an important role for setting up and keeping functioning the SCCs.

The Functions of the SSCs have to ensure, that the competitiveness and the productivity of the sector’s companies are constantly improved, for the near, mid-term and long term future, contributing by that to the economic and also social development of Albania.

In order to sustainably contribute to increased competitiveness and productivity through adequately skilled human resources, well established and functioning Sector Skills Committees “*need to be informed about skill and qualification mismatches (skill gaps, obsolescence, use of qualifications), as well as with sectoral job and skill trends related issues (deficits, pressures and/or bottlenecks on occupations and jobs; replacements prospects; obsolete qualifications, curricula, etc.)*. All these aspects become key drivers for regulating, legislating and/or funding councils’ work as well as to identify the most feasible and accurate mission, mandate, functions and tasks to be deployed by SSCs”.¹⁶

In order to start successfully, the scope of work should be more narrow but increasingly widened as capacity of the Sectoral Skills Committees increase. The function of the SSCs is thus divided in immediate and near future, and mid-term and long-term horizon¹⁷:

Function immediate, at near future

- Identifying qualitative gaps, emerging and changing skill needs in the companies from the sector.
- Defining competences needed in the respective industries as input for the development of occupational standards.
- Identifying quantitative gaps, how many of skilled human resources with defined skills are needed.
- Identifying best approach to get the human resources skilled, taking in account prior learning at different TVET levels, considering principles of Lifelong Learning¹⁸.
- Tasking agencies, institutes to develop training packages as response to occupational standards and appealing universities to do the same (considering their autonomous status).¹⁹
- Lobbying for industry attachment (internship), indispensable for students to getting the final fitness for the job.

Function at Mid-term, long-term

- Identifying future qualitative and quantitative skills needed by screening existing surveys (analysis of sector studies, statistics information of demographic data of the workforce in the sector) or outsourcing to experts or to survey institutes.
- Mapping the supply of education and training services for the sector, creating a living inventory.
- Advice education and training providers and universities on actualization of training equipment.
- Liaising with companies to provide industry internship, apprenticeship and any kind of exposure for students to new equipment, machines and systems.

¹⁶ ETF Galvin Arribas, SSCs in ETF PCs: forging sectoral partnership for relevant skills in the labour market'-forthcoming published 2015.

¹⁷ It is suggested to discuss the function and tasks in a round table with concerned ministries and institutions and representative of employers.

¹⁸ For example to train electricians or mechanics through a special upgrading course to become elevator mechanics, this approach would respond in a relative short time to a concrete demand.

¹⁹ The power to task involved public institution to develop curricula and training packages is essential for the SSCs, as mentioned above – often the skills needs are known, but nobody turn them into appropriate training offers.

- Support the establishment and function of quality assurance of skills development in the sector, as independent assessments.
- Advise the higher government bodies²⁰ on challenges and solutions to achieve better services from the TVET and Higher Education system to the economy.

2.4 Supporting the functions of the Sectoral Skills Councils

Considering that the SSCs will be established as **non**-professional bodies²¹ and members will have their main occupation and responsibilities and hence limited in time for the SSCs, they will not be able to carry out all the tasks and duties which are listed above. There is a need to establish a support structure which shall be established in two dimensions, as:

- Administrative Support and
- Thematic Expert Support

3. Action Plan for setting up and initial work of Sector Skills Committees, proposal for piloting

3.1 Legal Framework

In order to guarantee a successful functioning, SSCs have to be institutionalized and embedded into the Albanian system. As above mentioned, the National Skills and Employment Strategy endorsed in November 2014 has already introduced the Sectoral Skills Committees. Even though the initial legal framework is given it needs to be amended or completed through by-laws.

We propose the constitution of an executive committee as the high level governing body of the Sectoral Skills Committees in which the Ministry of Economic Development, Trade and Entrepreneurship, MoEDTE as the responsible institution for the economic development, the Ministry of Youth and Social Welfare, responsible for TVET, and the Ministry of Education and Sports, responsible for HE are the main public drivers. The pursued outcome will be the positive impact on the sector, expressed in growth and capability of the sector to respond new opportunities and challenges as well as employment and decent income growth. The proposed governing body of the Sector Skills Councils is a high level body in some countries even directly under the prime minister's office.

Considering that currently the law on Albanian Qualification Frameworks is being revised and revitalized, national and international experts²² suggested, that the AQF Council, composed by high representatives of MoES, MoYSW, MoEDTE, as proposed above and the Conference of Rectors, Chamber of Commerce

²⁰ In Albania, besides the MoSWY and the MoES several bodies will have an important role, as the National Employment Service (NES) and its governing body the Tripartite Administrative Council (TAC); Councils, as the National Labour Council, National VET Council.

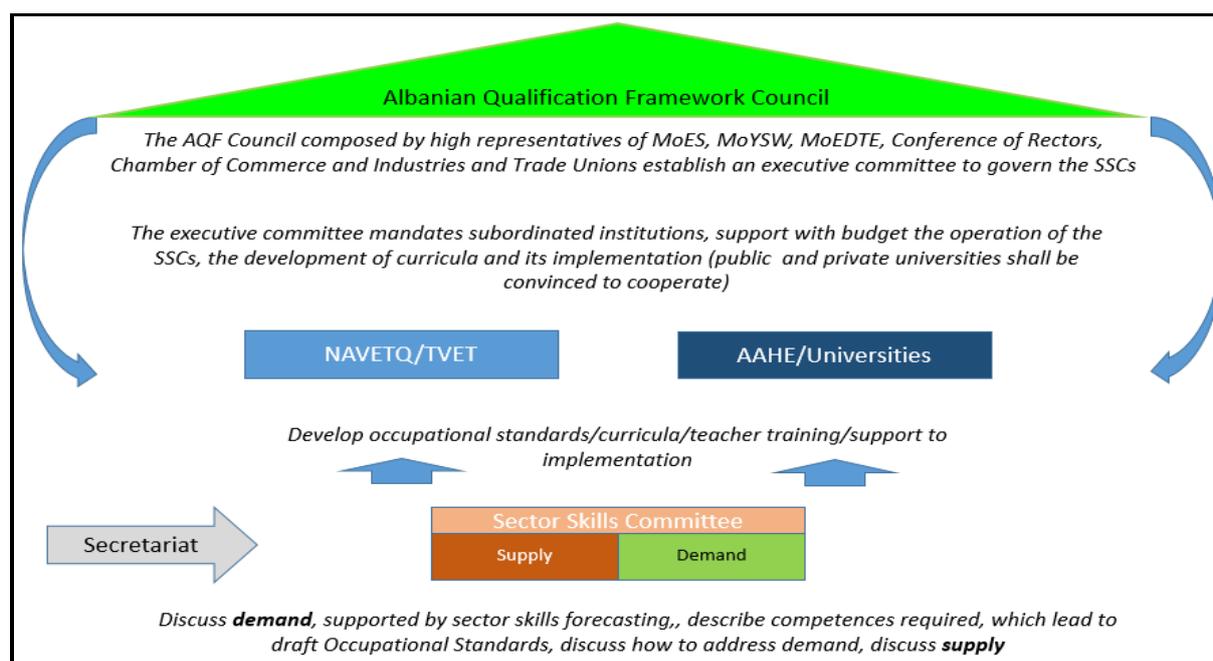
²¹ See page 6.

²² In a workshop held on the 24th of June at the MoES with high representatives of MoES, MoYSW, NAVETQ, ETF, UNDP and HELVETAS Swiss Intercooperation.

and Industries and Trade Unions could be the high level body responsible for the further development of the SSCs.²³

The following chart tries to embed the Sectoral Skills Committees in the political structure of Albania and defines roles at the different levels. As mentioned above the overall coordination is tasked to the executive committee, with a decision making power, which includes access to finance for the work of the Sectoral Skills Committees and power to mandate institutions as NAVETQ to support as per request the SSCs. The SSCs in order to work properly need a support structure already mentioned above in administrative and thematic aspects.²⁴

Box 5. Organizational structure of SSCs



3.2 Setting up Sector Skills Committees

3.2.1 Function of the Secretariat

The sustainability and the efficiency of the Sectoral Skills Committees system depend on the embeddedness into the Albanian system, the institutional arrangement of their work as well as the overall co-ordination.

But ownership and overall coordination have to guarantee also a supporting structure, in continuation denominated the secretariat of the sector skills committees. As mentioned above, NAVETQ as professional institution, tasked with the development of the VET system and its quality assurance shall assume the role of the secretariat of the SSCs²⁵. Since the SSCs shall cover the whole education and TVET system,

²³ In order to progress with the establishment of the SSCs it was agreed that the task force for AQF shall include in its mandate the drafting of regulations for the SSCs. The joint draft order to establish the AQF task force will make reference to Sector Skills Committees, as starting point to develop regulations to embed the SSCs into the Albanian Qualification Framework.

²⁴ The law on AQF assigns to a unit (secretariat) of the AQF council administrative and organizational tasks, it could be reasonable to include to this secretariat also the task for administrative and organizational support to the SSCs, by increasing the staff.

²⁵ The secretariat function could also be attached to the secretariat of the Albanian Qualification Framework Council.

including higher education, the MoES and MoYSW shall support the secretarial work with human resources.

The secretariat shall be in charge of:

- Administrative and organizational support for SCCs:
Organization of meetings, administration, communication, coordination, etc.
- Expert support for SCCs:
 - Screening existing data from different sources, provide information in Sector Skill Committees meetings.
 - Inviting experts to SSC's meetings.
 - Organising working groups to develop occupational standards, conduct labour market research.
 - Follow up the development of curricula / training packages derived from occupational standards based on requests/inputs from SSCs.
 - Communication within SSC and in-between SSCs and other institutions.
 - Coordination of work of all SSCs, exchange of information, support to yearly planning.

Regarding the coordination of the work of the SSCs, the secretariat shall be the channel for communication to and from higher policy level and other organizations, as well as the communication to the SSCs. It is important to note that communication and dissemination is an important factor for the SSCs. Stakeholders employers which are not directly involved in SSCs should be aware of the SSCs and able to communicate with them. The communication and dissemination of the work of the SSCs is an important tool to make SSCs sustainable. The secretariat shall function as an **one-stop shop** for all work, coordination, communication and information related to the SSCs and working groups. The secretariat cannot by its own carry out studies, but based on the request of the SSCs it shall be able to outsource it within the yearly budget or as extra activity²⁶.

3.2.2 Preparing the working plan of the SSCs

The initial work plan, also considered for the pilot phase with 2 Sectoral Skills Committees, consists out of 2 chapters, 1st, capacity building for the SSC and for the secretariat and 2nd, plan to carry out initial tasks.

- Plan for capacity building:
Based on the general introduction of the work of the SCCs facilitate self-evaluation, and conclude which capacity building measures would be feasible for the committee. Starting from meeting management as agenda setting, minutes writing, time discipline, and working plan development, amongst others. Capacity building plan shall be completed and up dated during time based on needs.
- Plan for work and deliverables development for next 6 month, tentative plan for 12 month.
- Activity plan development for the secretariat based on individual SSC's plan and the overall for all SCCs.

3.2.3 Setting up working groups

²⁶ Analysis of the existing structures for social partnership in VET in Belarus and proposals on technical establishment of the pilot Sector Councils, ETF "continuing Vocational Training in Eastern Europe" working document prepared with contribution of Mr. Nino Buic, 2014.

Though Sectoral Skills Committees are considered, as **non**-professional bodies, it cannot be expected that all the work will be done from the SSCs it-self. If the members of the SSCs are composed as described above and with important participation of employers and their associations and other well occupied stakeholders, the research work and the formulation of occupational standards, only to mention some, can't be performed by the SSCs themselves. Thematic working groups, even only engaged temporarily, shall to be created.

The thematic working groups²⁷ shall develop occupational standards based on information and description of required competencies from the SCCs. Additional to the working groups, experts or research institutes, universities shall be contracted to conduct research which will be requested from the SSCs in order to verify own or available data for developing advises regarding actions for human resource development at longer time horizon.

3.2.4 Kick-off of the Sectoral Skills Committees

Invitation to the 1st meeting of the SSCs

The executive committee / AQF Council shall issue an invitation letter to relevant stakeholders from the sector, Business Associations, the Chamber of Commerce and Industry, outstanding employers, Trade Unions, concerned line ministries depending on the sector²⁸, private and public TVET institutions and Universities from sector, NAVETQ the department of HE at MoES, explaining the aim of sector skills committees and inviting 2-3 delegates of each stakeholder organization to first meeting.

First meeting of SSCs work

- At the 1st meeting shall take place the Introduction of the work of the SSCs, the legal framework, duties and rights of the SSCs. The introduction shall be done at least by a state secretary member of the executive committee of the 3 ministries. The SCCs members shall introduce themselves and use the time to get to know each other.
- After the introduction and become acquainted to each other, the Chairperson, Vice-Chairperson shall be elected. The SCCs chairperson preferably shall be an employer or a committed representative of an employers association, the Vice-chairperson shall be a committed representative of a public or private TVET institution or University, or a representative of a state agency or institution. Additionally shall be elected the keeper of minutes in order to document properly each session of the SSCs. The keeper of minutes shall be elected out of the representatives of education and training institutions.
- The secretariat shall support the chairperson to moderate the workshop and propose homework to be prepared for next session:
- Employers and their Associations shall prepare an overview of the sector, number of companies categorized in SMEs and big companies, persons employed in which occupations.
- Education and trainings institution shall prepare a mapping of the education and training services actually provided to the sectors companies (mapping of relevant education and training services)

Continuation of work of SSCs

²⁷Working groups shall be created of knowledgeable persons experienced on the development of occupational standards amongst others.

²⁸ For the sector of agriculture/agro processing the Ministry of Agriculture.

- The Secretariat shall prepare the meetings based on the suggested agenda form the SCCs' chair and its members and shall deliver via email invitation and material to be considered.
- The second meeting shall aim at a better understanding of the sector, considering both perspectives employers' and education and training providers'.
- The second meeting shall also serve to develop a work plan, a more detailed for the next 6 months and more general for the next 12 month considering the need for adapting and detailing.
- The following meetings shall follow the work plan but including into the agenda issued raised during the previous session or requested by SCCs members.

4. Reviewing pilot arrangements and improve for regular establishment of Sector Skills Councils

As mentioned lines above, there is no single or globally dominant model of SCCs, which fits for all countries, in order to be appropriate for the system of a given country it must be "tailor made". The proposed model, to embed the Sector Skills Committees into the system of the Albanian Qualification Framework seems to be feasible, but has to be further discussed and developed. The foreseen exposure visit to Estonia, where the SSCs are embedded into the Estonian Qualification Framework shall help to fine tune and to the Albanian decision makers to remove doubts and enable them to decide for the appropriate model for Albania.

The chapters 2 and 3 shall be understood as a proposal for piloting, as how to start with basic regulations and only selected sectors. The work of the Sector councils shall be closely monitored and documented in order to could make evidence based improvements.