

FINAL REPORT

“Road Map for the Implementation of the National Adult Learning Agenda”

Ref: 592058-EPP-1-2017-1-AL-EPPKA3-AL-AGENDA

Agreement number Agreement 2017-2300/ 001 001

Prepared by: Dr. Mirela Andoni

Tirana, October – November 2019

Content

- 1. Introduction and context of the assignment**
- 2. Main concepts and principles of Adult Learning**
- 3. European Agenda for Adult Learning**
- 4. Background information on Adult Learning in Albania**
- 5. Road Map for the Implementation of the Albanian Adult Learning Agenda**
- 6. Literature**



1. Introduction and context of the assignment

Albania is in a continuous process of approaching the European Union (EU), adapting the current systems and establishing new systems in line with the EU policies, principles and criteria. In this context, reforming of Adult Education is considered as a high priority intervention of the Albanian Government political agenda. There is no doubt that being part of the EU require a labour force that is well prepared and competitive in a regionalized and globalized world.

Recently, significant changes in the legislation and institutional frame have positively contributed to improve the pre-conditions for real changes of Adult Education system and Adult Learning process that still need active measures to be in place. Apart from the internal resources, considerable contributions and resources are provided by external actors, EU initiatives in particular, as a clear guarantee for sustainability of the reforming changes.

The European Union have launched and supported several regional initiatives to develop Adult Learning concepts and mechanisms that operate in an international and national context, such as European Programs for Education and Youth (Erasmus+), European Platform for Adult Learning in Europe (EPALE) and European Agenda for Adult Learning (AL-AGENDA)

The National Agency for Vocational Education, Training and Qualifications (NAVETQ) as the National Coordinator for Adult Learning Agenda and as well National Support Service for EPALE in Albania, is playing a leading role in the implementation of the European Agenda for Adult Learning through a specific project that aims: (i) to steer an action of support and promotion on adult learning nationally; (ii) to strengthen the inter-institutional coordination, participation and policy debate; (iii) to generate a better understanding on the needs and benefits of adults learning; (iv) to promote and raise awareness among beneficiaries of Adult Learning, and (v) to improve capacity at NAVETQ to drive policy change and interventions in the system of skills and training delivery.

The assignment to develop the “Road Map for the Implementation of the National Adult Learning Agenda” in Albania is carried out by the Consultant in conformity with the respective Terms of Reference (ToR). As clearly described in the ToR, the assignment is in line with the overall goal of the project “to develop Adult Learning in Albania in synergy with the EU principles and recommendations” and with the strategic Albanian vision to enhance and improve adult learning policies and practices in Albania. The final objective of the assignment is the development of a “Road Map for the Implementation of the National Adult Learning Agenda” in Albania. To achieve this objective, the Consultant, in close contacts with NAVETQ experts, have carefully planned the activities, have collected relevant information and also contacted Adult Learning authorities and

providers. In the initial phase of the research we analysed a large number of relevant strategies and analyses and collected a number of data. In Albania there is a wealth of such analyses by now, written with different purposes in mind, but they were nevertheless found useful for this study. A special focus is given to collection and analysis of EU documents that comprise recommendations for Adult Learning development. The consultants have also collected and considered the data on previous and current initiatives and interventions taking place in Albania. The information collected is selected and structured to facilitate the analysis and to conceptualize the future “model” of Adult Learning in Albania.

The methodology and the main stages of completing this assignment by the Consultant, as agreed with NAVETQ, are as follows:

- Contract signature, clarification of assignment issues;
- Initial collection of information on Adult Learning in Albania and Europe;
- Preparing the Inception Report on detailed Work Plan;
- Collection of detailed information on the current situation of Adult Learning in Albania;
- Analysis and validation of collected information;
- Preparing of the Report on “Road Map for Implementation of the National Adult Learning Agenda”;
- Presenting key findings and recommendations of the Report (to be implemented).

At the end of the assignment, the Road Map for the Implementation of the Albanian Adult Learning Agenda is “designed” and presented to NAVETQ for consultation and, based in the comments and recommendations, this final draft of the Report is prepared. The key findings and recommendations of this report will also be presented and discussed with main stakeholders. The Road Map refers to the expected “model” of Adult Learning in Albania and recommend the necessary steps to approach this model. Furthermore, the model is complemented with the sequence of steps, responsibilities, outcomes and necessary resources.

In achieving the objective of the assignment, the consultant has closely cooperated with all Adult Learning stakeholders, NAVETQ in particular.

2. Main concepts and principles of Adult Learning.

Nowadays, there are different definitions for “Adult Learning” and usually, this term is used interchangeably with the term “Adult Education”. But, meanwhile Adult Education mainly refers to

the systemic aspects that facilitate personal and professional progress of individuals throughout active life, Adult Learning is more focused on procedural and methodological aspects. Frequently, used terminology include both education and learning all together.

According to UNESCO Recommendation on Adult Learning and Education (2015), *Adult Education and Learning is an integral part of the right to education and lifelong learning, and comprises “all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organisations and societies”*. Adult Education is a specific form of education targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as “continuing education”, “recurrent education” or “second chance education”.

The European Union Council Resolution on a Renewed European Agenda for Adult Learning (2011) emphasize that *“Adult Learning is a vital component of the lifelong-learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training”*. More specifically, Adult Learning comprise the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills. Adult learning will include a proportion of adults aged between the end of compulsory schooling and about the age of 25 and all adults thereafter. This also includes university-level or higher education undertaken after a break (other than for deferred entry) since leaving initial education and training.

According to a study carried out in the EPAL context, Adult Education means “teaching of adults using an organized formal or informal plan of education with direct involvement of a teacher”, while Adult Learning is “a continuous part of adult life, primarily skills and knowledge for personally relevant situations, without a formal educational institution or teacher”.

As part of Adult Education are also considered Adult Training or Continuous Education and Training, that mainly deals with the acquisition of subject-specific competences and qualifications for the labor market. Adult Lifelong Learning is generally shown in the literature to have two main aims:

increasing skills and competences which have positive personal and social outcomes, and generating positive employment effects.

There is no single theory of learning that can be applied to all adults. Indeed, the literature of the past century has yielded a variety of models, sets of assumptions and principles, theories, and explanations that make up the adult learning knowledge base. The more that adult educators are familiar with this knowledge base, the more effective their practice can be, and the more responsive their practice can be to the needs of adult learners. Three major theories include andragogy, self-directed learning, and transformational learning.

“Andragogy” means the process of helping adults learn. As opposed to pedagogy, where the teacher is the focal point, andragogy shifts the focus from the teacher to the learner.

Transformative learning (TL) is often described as learning that changes the way individuals think about themselves and their world, and that involves a shift of consciousness. For example, English language learners often report a shift in their view of U.S. culture and in their view of themselves as they gain confidence communicating in a new language (King, 2000).

Approximately 70 percent of adult learning is self-directed (Cross, 1981), and about 90 percent of all adults conduct at least one self-directed learning project a year (Tough, 1971). Self-directed learning (SDL) is a “process in which individuals take the initiative”. Adult learning theories provide insight into how adults learn, and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve.

In essence, SDL is an informal process that primarily takes place outside the classroom. What qualifies learning as “self-directed” is who (the learner) makes decisions about content, methods, resources, and evaluation of the learning. Individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the outcomes. The benefit of SDL is that learning can easily be incorporated into daily routines and occur both at the learner’s convenience and according to his/her learning preferences. It can involve the learner in isolated activities, such as researching information on the Internet; it also can involve the learner in communication with experts and peers, as in a traditional class-room.

There are three types Adult Learning provision: formal; non-formal and informal. *Formal* adult learning includes education and training programs leading to certificates/qualifications equal to those obtainable through the school or academic system, recognized on a National Qualification Framework. *Non-formal* adult learning comprises organized and sustained educational activities

which do not lead to attaining an official qualification. Non-formal education may take place both within and outside educational institutions and caters to all age groups. *Informal* adult learning is generally without tutoring, intentional, but less organized and less structured. This may include for example learning activities that occur in daily life (in and out of work) provided the learning is intentional.

3. European Agenda for Adult Learning

The European Union has developed a coherent strategy in relation to Adult Learning, strategy that is embraced by the member states. The European Union have also recommended the ways and mechanisms for successful implementation of this strategy. The Adult Learning Agenda highlights the need to significantly increase adult participation in formal, non-formal and informal learning whether to acquire work skills, for active citizenship, or for personal development and fulfilment. The Agenda also represent a vision of how adult learning should develop in Europe, setting the following specific priorities for the years 2015 - 2020:

- Improve governance through better coordination between policy areas, enhanced effectiveness and societal relevance
- Significantly increase the supply and demand for high-quality provision, especially in literacy, numeracy and digital skills
- Ensure effective outreach, guidance and motivation strategies to reach and assist adult learners
- Offer more flexible opportunities for adults to learn and improved access through more learning at the workplace, the use of ICT and so-called “second chance” qualification programmes
- Enhance the quality of adult learning by monitoring the impact of policies and improving the training provided to adult educators

The European Council Recommendation (December 2016) on “Upskilling Pathways: New Opportunities for Adults”, recognizes that “in today’s society everyone needs to have a wide set of skills, knowledge and competences, including a sufficient level of literacy, numeracy and digital competence or a specific upper-secondary level qualification (level 3 or 4 in the European Qualifications Framework - EQF), in order to achieve his or her full potential, play an active part in society and undertake his or her social and civic responsibilities”. Adult Learning also contributes to improving social cohesion and promotes active citizenship of individuals that must rely on continuous professional development to be successful and remain competitive in the global labor market. A focus on Adult Learning is, therefore, vital for Europe to overcome economic challenges it

is currently facing, as well respond to the demand for new skills and sustained productivity in an increasingly digitalized world economy. Of course that each of the Member States takes into account specific national legislation, circumstances and available resources according to their identified priority target groups, delivered in line with the implementing arrangements put in place by the Member States and on the basis of the individual's commitment and interest.

The Commission, in the context of Education and Training 2020 has set up a Working Group on Adult Learning consisting of national experts, representatives of European social partners and civil society members. The group exchanges and analyses, and develops policy guidance in the field of adult learning based upon best practices taken from across Europe. A network of National Coordinators who promote Adult Learning in their countries, provide policy advice and support, and gather and disseminate best practices has also been established.

The Electronic Platform for Adult Learning in Europe (EPALE) is another mechanism that provides a multilingual online space to exchange, showcase and promote best practices in Adult Education, as well as to promote peer learning.

4. Background information on Adult Learning in Albania

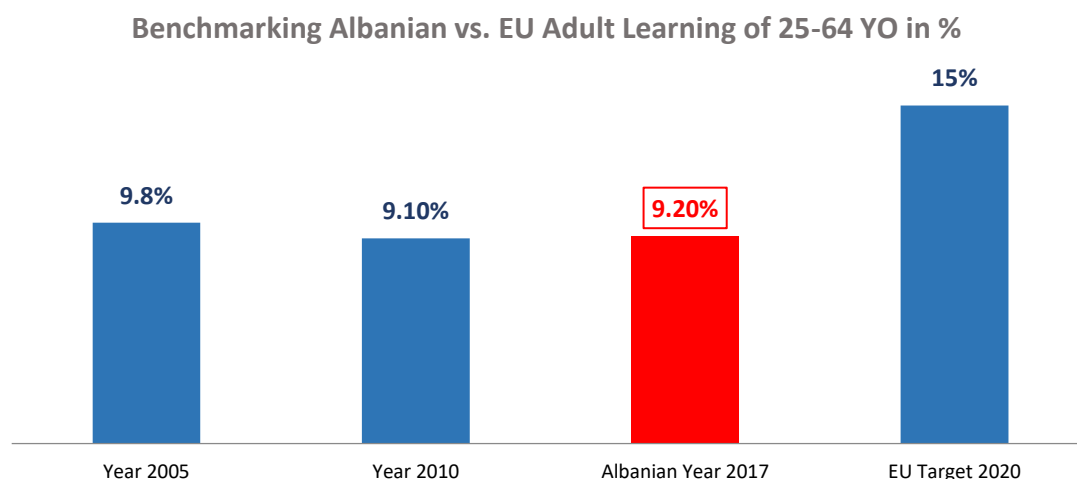
Against illiteracy courses, second chance for those who drop out of school for various reasons (children with addictions to social problems, Roma, isolated children etc.), vocational public and private training provision, continuing training for regulated professions such as teachers, doctors, pharmacists, dentists, nurses etc., career counseling and orientation are representing the main characteristics of adult learning in Albania.

Improving adult learning involves many challenges, from both an analytical and policy perspective. Many of these are not unique to Albania. Defining adult learning is a first issue. Challenges involving lack of data, poor economic conditions, which reduce demand for skills and interest in investing in skills; the lack of a coherent adult learning policy; inconsistent financing and a complex patchwork of adult learning programmes. Insufficient guidance and support helping learners to overcome barriers were noted as challenges particularly relevant for adults with low skills. In many OECD countries, adult learning has proved to be a challenging policy area involving complex problems of co-ordination (OECD, 2005; Windisch, 2015; Desjardins, 2017). Overall challenges of adult learning in Albania include as following:

a. Low number of adults participating in adult learning

INSTAT publishes for the first time the main results of the Adult Education Survey 2017, which refers to the population 25-64 years old. The main objective of this survey is studying main activities of lifelong learning (formal, non-formal and informal education and training). The survey provides information on characteristics of the trainings, participation obstacles, access to information on education and training possibilities, language skills, cultural events, etc. The results of the Adult Education Survey 2017 shows:

- 9.2 % of the population aged 25-64 have participated in formal and non-formal education and training;
- 9.5 % of females aged 25-64 have participated in formal and non-formal education and training, against 8.8 % of males;
- 32.3 % of individuals with higher education have participated in formal and non-formal education and training;
- 7.0% of individuals with secondary education have participated in formal and non-formal education and training;
- 67.8 % of population aged 25-64 has participated in informal learning;
- 39.9 % of population aged 25-64 declared that know at least one foreign language;
- 54.6 % of population aged 25-64 have participated in cultural events;
- 30.7 % of population aged 25-64 has read at least one book during their leisure time.

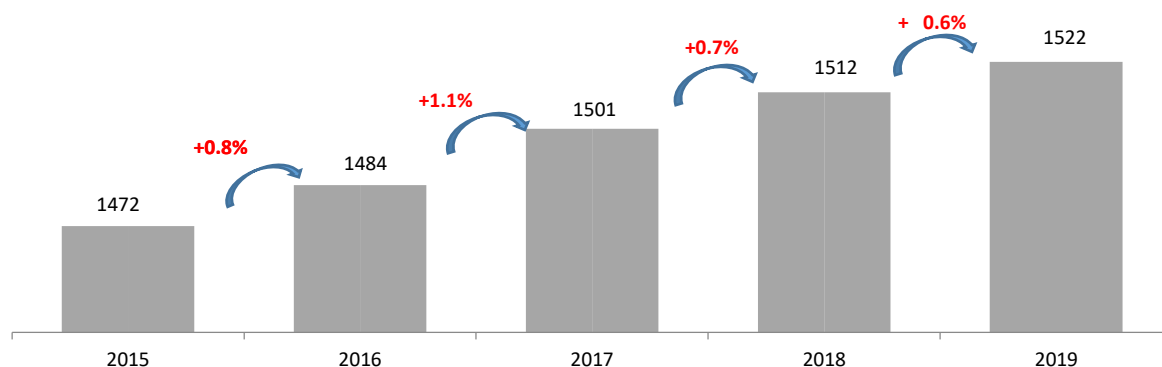


INSTAT 2017.

During 2017, about 8.2 % of persons aged 25-64 declared that have participated in non-formal education or training. Males that have participated in non-formal education or training are 47.8 %

while females are 52.2 %. Participation in non-formal or training is more numerous among those aged 25-44 years old, 70.5 % of this age group. Females aged 25-44 perform more trainings than males, while in the age group 45-64 are males those that dominate.

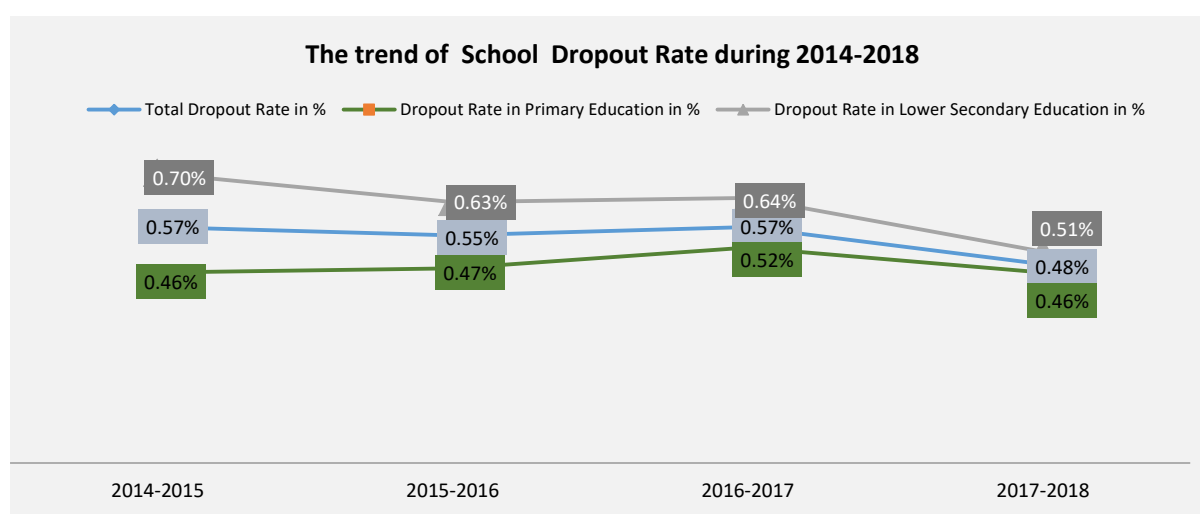
Trends of Albanian Population Segmentet 25-64 YO in 000 (INSTAT)



INSTAT 2017

b. Early school-leavers and low skills achievement

Under the framework of the initiative “Every Child in school”, UNICEF Albania has supported the Observatory of Child and Youth Rights for the draft of important document that will guide all the actors that are responsible for the implementation of the Joint Order no. 292 date 28.5.2019 and the Agreement between the Ministry of Education Sport and Youth, the Ministry of Interior and the Ministry of Health and Social Protection “For the identification and the registration of all the children that are at the age to attend school”.



However, dropouts from the most needy students remain a problem. There are around 12 thousand

Roma and Gipsy minority in Albania (Census 2011).

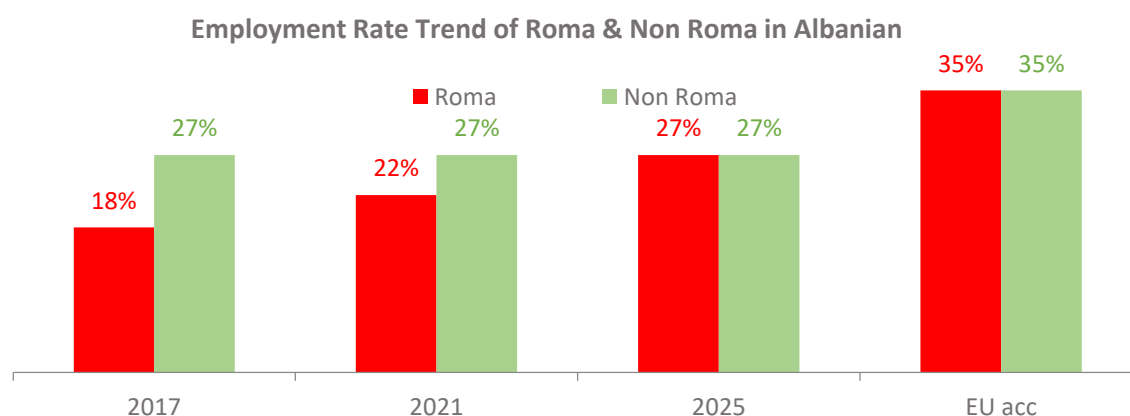
c. Weak career counselling and guidance system as part of LLL philosophy

Career counselling and guidance system in Albania is not yet structured and operative to support adult learners. The current mechanism is mainly focused on formal systems of upper secondary and tertiary education. Adult population find difficulty to find a place that will orient them in their future education, training and employment progress. The Employment Offices (under the National Employment Service) contribute mainly to the formally unemployed categories facilitating their vocational training and promoting employment. For the rest of adult population, the career counselling and guidance remain sporadic and non-effective.

d. Ensuring access and quality is complicated by the diversity and complexity of adult learning systems.

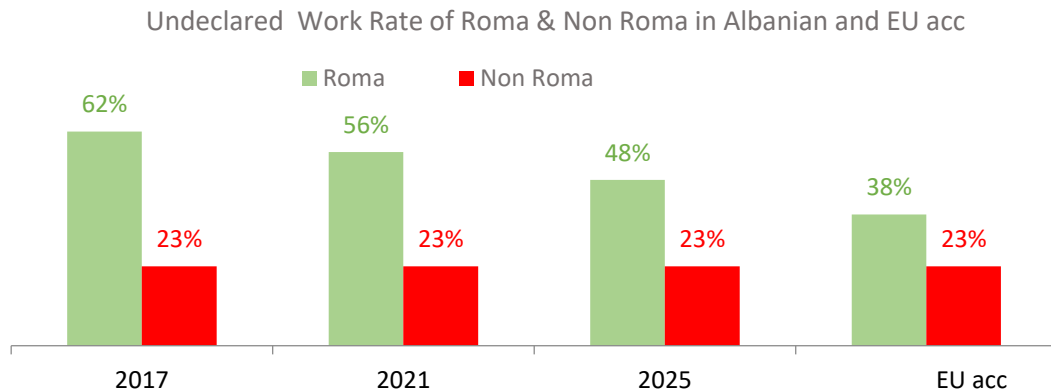
In most countries, adult learning involves activities of different durations and intensity. Work-relevant or work-based learning may or may not be involved, as may formal education components and testing of the knowledge and skills acquired. The diversity of adult-learning systems has benefits: it allows the means and purposes of adult learning to reflect the diverse needs of adult learners. However, it can also make these systems difficult to navigate, especially for those with low skills and marginalized communities, including Roma and Gipsy community in Albania.

According to a UNDP study in Albania, during 2017, the employment rate of the Roma community members is very low, only 18 % compared with 27 % of the non-Roma population.



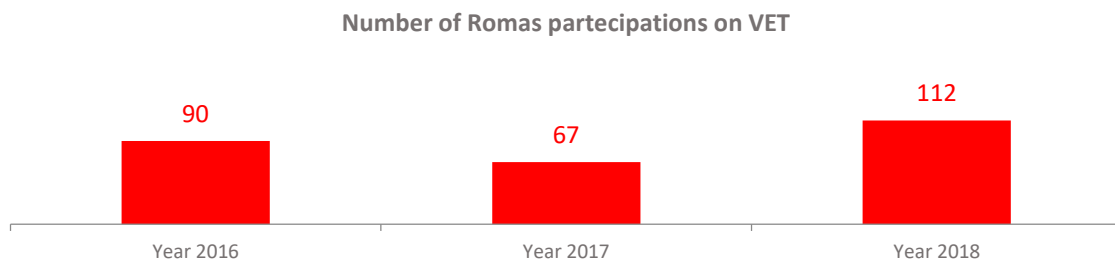
Sourced by UNDP- Study Roadmap 2019-2021

To be mentioned also the very low undeclared work rate for the Roma community members that is 23 % against 62 % for non-Roma community.



Sourced by UNDP- Study Roadmap 2019-2020

The participations of Roma in VET are really low. During the last 3 years only 269 Roma community members participated in VET.



e. Effective governance and financing mechanisms are needed to underpin adult learning.

However, both are often weaker than in other parts of the education and skills systems. Responsibility for adult learning is typically shared by several ministries or public agencies and different levels of government. Adult learning programs are often provided by private and not profit organizations, making monitoring more complex. Finally, by comparison with formal education or active labor market policies, adult-learning policies tend to be piecemeal, and funding is limited.

In **conclusion**, further consensus about the notion of “skills” and the value of acquiring skills in adulthood is needed in Albania. Albanian citizens continue to value formal education qualifications more than skills or competencies.

- ✓ Vocational education and training and learning in adulthood continue to be seen as options that are inferior to higher education, which is only accessible to a minority of individuals.
- ✓ The lack of a coherent and long-term adult learning policy limits improvements in the adult learning system, despite progress in the past two decades.
- ✓ The demand for skills appears to be limited, largely due to continuing high employment in some areas and low productivity and innovation in many firms.
- ✓ Advanced technical skills and transferable skills (e.g. communication, management and “learning to learn” skills), are important but are insufficiently recognized.
- ✓ Adults with low educational attainment tend to be less motivated to participate in learning. Many young adults also are not interested in VET.
- ✓ The motivation to provide employer-sponsored training tends to be lower in smaller than in larger firms. Not all firms have activities that require highly skilled workers.
- ✓ Many factors influence adults’ motivation to learn. These include how the adult learning system is organized, whether broader public services (e.g. public transport, social support etc.) are available to overcome barriers to access, and the economic context.
- ✓ The current system could be more accessible and flexible to attract low-skilled adults and help them to succeed.
- ✓ The lack of a clear “owner” of adult learning policy weakens coherence in the adult learning system.
- ✓ Local partnerships exist, but incentives for the sustained engagement of key players in these partnerships are limited, particularly for employers.
- ✓ Fluctuations in funding have reduced the accessibility of learning opportunities.

5. Road map for the implementation of the Albanian adult learning agenda

The proposed model for Adult Learning Agenda in Albania will be based to five strategic objectives, in coherence with the European Adult Learning Agenda:

1. Stimulate participation in lifelong learning of Albanian adults by creating a demand and a desire for learning. This latent demand does not lie solely among those with low-skills and at risk of poverty and social exclusion, but also among people in employment who wish to further improve their skills set and job mobility.

2. Place the “adult learner” at the center by optimizing all possible types of innovative learning

methods and environments to make learning flexible, personal, accessible and relevant. This implies a commitment to alternative pathways, beyond those defined by formal learning.

3. **Improve skills sets** that contribute to professional development, employment mobility and active citizenship of adult population.

4. **Develop support structures** for Adult Learning. Essential is the implementation of programmes appropriate to adults and the target group in risk, as well as high-quality educational counselling and career guidance.

5. **Improve governance** in the adult Lifelong Learning sector, exploring structural, institutional, fiscal, legal, political and administrative measures available.

While compulsory schooling already incorporates frameworks and governance, adult learning remains the weakest link in the national Lifelong Learning system. Alternative learning pathways and opportunities – whether it be second chance adult education or more job-related continuing training – need new approaches and new forms of governance. The road map for adult education crystallises and builds on ideas and processes already taking shape in different organisations and institutions in Albania, such as to ensure a single, coherent place to guide actions in Lifelong Learning.

Throughout the past two decades, several measures were adopted to reflect our societal and economic exigencies. This road map should also not be considered as a stand-alone, it needs to be read in conjunction with several important national documents published in recent years whose recommendations are included in this document. These include:

- “Strategy for the development of the pre-university education system 2014-2020”
- Law No. 15/17, dated 16.02.2017 “For Vocational Education and Training in Albania”
- Law No. 10247, dated 06.03.2010 “For National Qualification Framework”
- “National Strategy on Education and Employment and Skills 2019-2022”
- “National Strategy for Integration and Development” 2015-2020 (Investing in human capital and social cohesion)

In order that the Road map for Adult Learning in the connection of Lifelong Learning framework to be sustainable, it must be designed to cover learning in all contexts: formal, non- formal or informal education, including education in the workplace; and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning.

In line with the primary goals of EU 2020, an enabling framework for Lifelong Learning must

recognize a number of pre- requisites:

- Lifelong Learning presupposes opportunities for learning at any age.
- Learning can occur in traditional education and training institutions, but also at the work place (on or off the job), at home and during one's free time. Learning may occur in the family, and in many different cultural and community settings, including virtual settings.
- The Road map is underpinned by a set of pillars, supporting at least one of the five above-mentioned strategic objectives. These pillars represent the starting point for the implementation of the overall Adult learning road map.

The following Table represent a tentative Road Map 2020-2022 for the future development of Adult Learning in Albania that need further discussion and improvement.

	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
1	Improve governance through better coordination between policy areas, enhanced	<ul style="list-style-type: none"> ✓ Consolidate institutional framework ✓ Improving evidence based policy making ✓ Improve governance through better coordination between policy areas, enhanced effectiveness and societal relevance ✓ Consolidate governance bodies to advise on adult learning 	<ul style="list-style-type: none"> - There is no clear distribution of roles in central level to support AL policies and practices - Limited financial and human resources in policy and implementation level. 	Ministries in charge for VET and Education The public and private education and VET providers. Universities



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
	effectiveness and societal relevance	<p>policies: national VET Council as a permanent inter-ministerial with the participation of the social partners that has a secretariat and that involves participants from both government and stakeholders, to avoid reduplication of governance bodies</p> <ul style="list-style-type: none"> ✓ Establishing sector skills committees to consider the anticipation of Sector skills Needs, due to its core stakeholder participation within and outside government, but also make it responsible for external quality assurance of qualifications in Albanian Qualifications Framework. Provide dedicated budget and staff support. ✓ Reinforce existing local networks at the regional/local level, or develop new ones, to address current and future needs for skills that align with the local economic development context. The purpose of such networks would be to ensure a forum where key actors can work to develop plans to align local supply with identified needs. seek to maximise policy synergies. Conversely, ensure that skills initiatives and funding support economic development. ✓ Identify initiatives with greater potential for co-financing with employers. When developing new incentives, involve 		<p>The National Agency for Vocational Education and Training and Qualifications (NAVETQ)</p> <p>Various donors operating in the field of adult learning.</p> <p>The National Agency for Employment and Skills (NAES).</p>



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
		<p>individuals from target groups, to better understand their motivation and increase effectiveness</p> <p>✓ Combine financial incentives with non-financial support (e.g. information, guidance, staff capacity for advising target client groups).</p> <p>✓ Set up formal partnerships between educators, enterprise and trade unions to develop work-based learning environments.</p>		



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
2	Significantly increase the supply and demand for high-quality provision, especially in literacy, numeracy and digital skills	<ul style="list-style-type: none"> ✓ Embrace emergence of open education resources as opportunity for connected learning ✓ Implementation of as many digital learning platforms as possible ✓ Integrated digital management of adult information ✓ Financing of digital platforms ✓ Continuous training of adults on digital learning ✓ Inclusion of all adult target groups in digital learning ✓ Promotion of national and international Platforms in AL (EPALE) ✓ Certification of trainers / mentors in using digital platforms ✓ Using video tutorials in the learning process ✓ Training of VET teachers and instructors on the use of digital platforms for their personal and professional development 	<ul style="list-style-type: none"> - The Albanian working-age population has low literacy and numeracy skills and despite some progress in basic skills the number of students performing poorly in mathematics is still high (PISA test results). - Constant technological progress and prolonging careers require continued efforts to maintain and adapt skills once they have been acquired. While newly created jobs require more information processing skills such as literacy, numeracy and ICT knowledge, the number of jobs that require low levels of skills is declining. - Available education and courses for adults with poor basic skills are not sufficiently motivating, so is needed the relevant courses that motivate and boost self-confidence. Many adults need to strengthen their basic skills without necessarily taking a full primary and lower secondary education. Many cannot leave work and can only learn after working-hours. There are few goal-oriented courses for basic skills; the same 	<p>Ministries in charge for VET and Education</p> <p>The public and private education and VET providers</p> <p>Universities</p> <p>The National Agency for Vocational Education and Training and Qualifications (NAVETQ)</p> <p>Various donors operating in the field of adult learning.</p> <p>The National Agency for Employment and Skills (NAES).</p>



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
			applies for adapted courses in the workplace or in connect in with vocational training or other job-related training	



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
3	Ensure effective outreach, guidance and motivation strategies to reach and assist adult learners	<ul style="list-style-type: none"> ✓ Improve the collection, use and dissemination of information on skills performance and the returns to skills investments, building on existing tools. ✓ Pursue the implementation and improvement of the current skills needs assessment and anticipation system ✓ Improve systematic collection and dissemination of data on the outcomes of adult learning, to raise awareness of its benefits ✓ Develop a multi-pronged, ongoing communication campaign, with a focus on proactive guidance tools. The purpose would be to emphasise the value of acquiring skills in adulthood, and the range of available learning opportunities for different profiles of learners. It would also showcase the real-life impacts of learning such as successful personal experiences, as well as best practices in adult learning through national competitions/awards for employers. This, in particular, could encourage investment in training and highlight the benefits from the employers' perspective. ✓ Measure the impact of communication tools over time, to ensure that those that are most effective are identified and maintained over time. 	<ul style="list-style-type: none"> - There is no clear distribution of roles in central level to support career guidance and counseling policies - In general, career guidance is unstructured and fragmented. One of the functions of the Development Unit established at the public VET providers is to provide career guidance for students and trainees. Universities are also providing career guidance for their own students through career centers. Some NGOs provide sporadic career guidance training. Employment offices also provide guidance to unemployed. - In pre-university secondary general and vocational education elements of career guidance are integrated into the curriculum. - Scarce career guidance is provided at an early age, although a good and structured career guidance for adults should begin at an early age. 	<p>Ministries in charge for VET and Education</p> <p>The public and private education and VET providers.</p> <p>Universities</p> <p>The National Agency for Vocational Education and Training and Qualifications (NAVETQ)</p> <p>Various donors operating in the field of adult learning.</p> <p>The National Agency for Employment and Skills (NAES).</p>



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
		<ul style="list-style-type: none"> ✓ Tailor information and communication approaches to reach key target groups. These include the low-educated/low-skilled, unemployed and inactive adults, youth, especially those at risk, employers and specifically SME and micro-enterprise owners and managers. This tailoring of information should be based on understanding the needs of these groups, which requires adequate training of staff in education and training providers. ✓ Increase business and adult awareness of the importance of work-based learning. ✓ Ongoing strengthening of VET provider - business cooperation. ✓ New policies to facilitate the implementation of this approach. ✓ Greater involvement of persons / adults with different abilities. ✓ Provision of appropriate learning materials and infrastructure. ✓ Exchange of experience between different actors operating in the field. ✓ Training of in-company mentors. ✓ Recognition of prior learning and work-based evaluation of adults is a future challenge. ✓ Information on AQF to all concerned. 		



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
4	Offer more flexible opportunities for adults to learn and improved access through more learning at the workplace, the use of ICT and so-called “second chance” qualification programs	<ul style="list-style-type: none"> ✓ Assess the current provision of adult-learning programmes and identify where gaps need to be filled to raise the participation and improve the outcomes of key groups, in particular for low-educated adults and the long-term unemployed: Ensure the availability of flexible opportunities that combine basic skills upgrading and work-relevant learning, in formats suitable to adults for employers, especially SMEs and micro-enterprises ✓ Monitor existing programmes to ensure they reach a critical mass of SMEs and provide relevant training. for young and medium-skilled adults: ensure that VET provision at both secondary and post-secondary levels is of sufficient quantity and quality, taking into account i) the urgent needs of certain economic sectors for skilled professionals (e.g. tourism), ii) the large number of young NEETs ✓ Improve the quality of existing adult-learning programmes by filling gaps in provision and by funding models that demonstrate good results ✓ Establish clear criteria for allocating funding, so that adult-learning programmes are designed or redesigned in a way that reflects good practice. This can be implemented when new 	<ul style="list-style-type: none"> - There is an overall lack of knowledge and updated research about the learning needs of adults. We need to have better charting of adults’ needs for either basic skills or for completion of primary / secondary education. We need to ask learners what and skills they want to learn, and how they want to acquire these. Both learning objectives and pedagogy have to consider the individual’s starting level and needs. - There is a lack of pressure on adults with little education to learn. This is often associated with a generational problem. Moreover, a large percentage of people not in work do not have any qualifications. As a modern state, Albania needs to address the opportunity gap between people who achieve their full potential and those who do not; and the skills gap between people in work and those who are not. - There is a danger of a new digital divide, between those who have access to innovative, 	<p>Ministries in charge for VET and Education</p> <p>The public and private VET and education providers.</p> <p>The National Agency for Vocational Education and Training and Qualifications (NAVETQ)</p> <p>Various donors operating in the field of adult learning.</p> <p>The National Agency for Employment and Skills (NAES).</p>



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
		<p>measures are developed, or by including such criteria in calls for providers to design and deliver new programmes. These criteria may include a combination of the following, identified as good practice based on international evidence: (i) clear objectives and relevant performance-measurement approaches and indicators; (ii) strong justification for creating a new programme rather than using existing programmes (e.g. demonstrate existing gaps in the system, growing demand from employers and/or individuals that cannot be met with the current supply, etc.); (iii) relevant content and this includes expanding work-based learning opportunities, collaboration between different training providers (e.g. schools and employers) in the delivery of training, and involving local stakeholders in the design of adult-learning programmes, to ensure that they are relevant in the labour market; (iv) effective and efficient delivery: Ensure all learning opportunities allow for flexible approaches to address adults' time constraints and their potential need to stop and/or resume training at different stages; encourage co-location of services for more efficient delivery, etc.; (v) transferability: Pathways and recognition mechanisms must allow movement</p>	<p>tech-based education and the digitally excluded. 25% of adults lack the skills to use digital technology and therefore to exploit the opportunities available in technology-rich environments. The economy does not provide equal aspirations and meaningful opportunities for all citizens. The educational system actively segregates low achievers from high achievers through the streaming system: in the process, it actively discriminates against traditionally marginalised students through a low-expectations regime complete with segregationist and deficit-oriented policies (Borg, 2014).</p> <p>- In the same way that learning plays an important role in providing a route out of poverty, uneven access to Lifelong Learning can entrench inequality.</p> <p>- For an education regime to be truly inclusive, it needs to be directed at all life phases, extend beyond the obligatory school years and address</p>	



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
		<p>and progression between new and existing programmes;</p> <p>(vi) Provide targeted financial and non-financial support to improve the access and success of disadvantaged groups. Also, ensure adequacy of broader support at the local level (e.g. transport, child care) as a key enabling condition for the participation and success of learners. (vii) Assess the adult-learning delivery network in its entirety, to identify gaps and duplication, and adapt provision to the population density, client profiles and economic needs. This should involve an in-depth evaluation of the network's strengths and weaknesses, and areas where it can be more efficient and effective, which should be done in addition to the existing annual exercises conducted to plan for the provision of learning opportunities.</p> <p>✓ Explore opportunities with higher education institutions to develop modular, multidisciplinary adult learning courses.</p> <p>✓ Provide part-time (evening courses) upper secondary education and vocational education for adults with obligatory education or that have previously interrupted secondary education.</p>	<p>the needs of all stakeholders, including those who are actively or socially marginalised.</p>	



	Objective (Priorities)	Task (What has to be done to achieve the objective - priority)	Challenges	Responsible (Who guarantees delivery)
5	Enhance the quality of adult learning by monitoring the impact of policies and improving the training provided to adult educators	<ul style="list-style-type: none"> ✓ Strengthen quality assurance, including by developing a performance-monitoring and evaluation system and a set of key performance indicators. Based on international best practice, including EQAVET work, develop a limited set of key performance indicators that can be monitored publicly. ✓ Strengthening of existing QA mechanisms and establishment of new mechanisms. ✓ Provide appropriate financial and human resources for institutions in charge of quality assurance. ✓ Ensure that adult-learning professionals are available in sufficient numbers, with the appropriate skills ✓ Engage in peer learning with countries requiring certifications for adult-learning providers, to assess the benefits and drawbacks of such models. ✓ Labor market orientation and flexibility. ✓ VET development to respond to socio-economic needs, modern technologies and labor market development. ✓ Integration of VET and employment in the perspective of lifelong learning 	<ul style="list-style-type: none"> - Qualification levels of Lifelong Learning are still largely assessed on the basis of acquired, legally-regulated certificates. Non-accredited, non-academic learning at non-formally organised places of learning is not necessarily valued. - Accreditation needs to extend to learning which is not necessarily undertaken through institutions and practice-based learning which is specific to particular industries. - Certification and accreditation systems for teachers of Lifelong Learning courses are weak. - The teaching of basic literacy classes requires high quality adult educators. - Citizens have a right to request and providers an obligation to deliver a high quality adult learning experience. 	<p>Ministries in charge for VET and Education</p> <p>The public and private education and VET providers</p> <p>Universities</p> <p>National Agency for Vocational Education and Training and Qualifications (NAVETQ)</p> <p>Various donors operating in the field of adult learning.</p> <p>The National Agency for Employment and Skills (NAES).</p>



Literature:

1. EU 2020: http://ec.europa.eu/eu2020/index_en.htm
2. ET 2020: http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm
3. CEDEFOP (2009), European guidelines for validating non-formal and informal learning.
4. CEDEFOP (2008), Terminology of European education and training policy
5. CEDEFOP (2010), Access to success: Lifelong guidance for better learning and working in Europe: http://www.cedefop.europa.eu/EN/Files/4092_EN.pdf
6. Research voor Beleid, "Impact of ongoing reforms in education and training on the adult learning sector", December 17, 2010
7. "Strategy for the development of the pre-university education system 2014-2020"
8. Law No. 15/17, dated 16.02.2017 "For Vocational Education and Training in Albania"
9. Law No. 10247, dated 06.03.2010 "For National Qualification Framework"
10. "National Strategy on Education and Employment and Skills 2019-2022"
11. "National Strategy for Integration and Development" 2015-2020 (Investing in human capital and social cohesion).
12. OECD (2005), Promoting Adult Learning
13. The Commission's 2001 Communication, Making a European Area of Lifelong Learning a Reality, and the 2002 Council Resolution on lifelong learning.
14. Commission of the European Communities (2006), Communication from the Commission on adult learning: it is never too late to learn, COM (2006)
15. Commission of the European Communities (2007), Action Plan on Adult Learning, COM(2007) 558 final: http://ec.europa.eu/education/policies/adult/com558_en.pdf
16. Council of the European Union (2008), Council conclusions of 22 May 2008 on adult learning (2008/C 140/09)
17. National Research and Development Centre (2010), Final report for: Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector. http://ec.europa.eu/education/more-information/doc/2010/adultreport_en.pdf.