

Albania - Green Elements for VET Curricula in Albania

Title of inspiring practice	Green Elements for VET Curricula in Albania
Geographical area	Albania, at the national level.
Period of implementation	2009-2022
Rationale	<p>Albania is part of the Paris Climate Change Agreement signed in 2016 and properly reports on progress. As an EU candidate country since 2014, Albania is in the process of transposing the EU acquis into its legislation. The country is working towards aligning its energy policies on supply, infrastructure and distribution, diversifying energy production sources including renewable energy, increasing energy efficiency, etc going hand in hand with further improving legal framework.</p> <ul style="list-style-type: none"> • In 2020, following the EU Green Deal, the Sofia Declaration on the Green Agenda for the Western Balkans was adopted during the EU-Western Balkans summit. -With respect to all these commitments, Albania has adopted framework legislation for electricity and gas in line with the National Energy Strategy 2030. • Given its natural endowments, Albania has the potential to diversify its renewable energy sources. The expected increase in tourism and intensification of the agricultural sector, as well as the impact of climate change, may put additional strain on Albania's water resources. <p>These developments will require new competences and skills in the local labour market, and changes to some existing occupational profiles.</p> <ul style="list-style-type: none"> • The shift towards a greener economy will be dependent upon possessing the skills to allow new technologies to be developed, • National Strategy on Employment and Skills 2022 has prioritised the importance of providing VET in line with what is needed in the labour market to support economic growth • National Employment and Skills Strategy 2023-2030, as the main policy document that guides the implementation of actions related to employment and skills development in the country is in the process of being drafted. The National Implementation Plan in Albania has also been drawn up in implementation of the Osnabrück declaration (2021-2025). <p>In both of these documents, the goals are to guarantee efficient and effective VET provision, effective engagement of the private sector in VET and employment and quick response of VET, and particular importance is given to the measures and activities used for digital transformation and green transition.</p> <p>An important role in VET is to anticipate changes in skills needs of the labour market so that the training system can be tailored to those needs.</p>
Scope of the practice	All levels of VET
Educational level	AQF level 2-5, respectively EQF levels 2-5
Introduction and context	In VET system, the National Agency for VET and Qualifications has developed a coherent policy cycle of internal processes for the development and maintenance of vocational qualifications which supports the relevance of the qualifications for the labour market. The first step is an analysis of labour market, by using different methods and tools in identifying skills/occupations needed in the labour market. Based on these signals, both occupational and qualifications standards are designed with the participation of business representatives. In this respect, the current national catalogue of vocational qualifications adopted in 2021 is prepared in collaboration with main stakeholders,

	including social partners, professionals and qualification experts and is subject to be updated every 4 years.
Key activities and outcomes	<p>Based on this methodological approach, the integration of greening as part of vocational qualifications is a reality. Currently, one of the vocational competences included in all vocational qualifications (Level 2 – 5 of Albanian Qualification Framework –AQF) is linked with the ability of the students to apply safety and environment protection rules”.</p> <p>One dedicated subject named “Environment and sustainable development”, 32 class hours, is part of all vocational qualifications (branches/profiles) in grade 13 (Level 4 of AQF).</p> <ul style="list-style-type: none"> • This subject develops student’s knowledge and skills on main concepts and practices related to environment issues and the impact of rapid economic development on sustainable development. • Practical activities and small projects to protect local environment, are also part of this subject. • A teaching and learning package, published in the NAVETQ web page, is supporting teachers and students. • Teachers delivering “Environment and sustainable development” subject are also trained on the contents and delivering approaches. <p>In some vocational qualifications such as “Food technology”, “Forestry protection”, “Oil extraction”, etc., specific vocational subjects and practical modules are covering sustainable development aspects.</p> <p>Learning Outcomes of all vocational practice modules contain one performance criterion that is formulated such as: “the student should be able to apply safety and environment protection rules”.</p> <p>Some general education subjects (such as Chemistry and Biology) contain specific themes related to environment and sustainable development.</p> <p>Environment and sustainable development issues are part of VET teacher training standards, pre-service training programme and continuous professional development programmes for VE teachers.</p> <p>More than 80% of current vocational teachers and instructors, attending “Basics of Didactic in VET” course, are also trained on how to incorporate environment and sustainable development concepts and practices in teaching and learning process. General education teachers of vocational schools are also trained on integration of green concepts (and not only) in their respective subjects.</p> <p>Textbooks and other teaching and learning support materials (in hard copy or digital format) include green aspects, as required by the learning outcomes of respective qualifications.</p> <p>All vocational schools organise student’s extracurricular activities focused on local environment protection measures.</p> <p>Not only “green skills” but other “soft skills” (21st century skills) such as digital, communication, entrepreneurial, teamwork, problem-solving skills are also becoming part of the vocational qualifications, teacher training and school culture.</p>
Other information	Similarly to vocational education, green concepts are becoming part of VT courses in terms of content and methodologies. In all training course practical modules, there are specific learning outcomes or specific performance criteria, asking for implementation of green concepts and procedures.
Contacts and sources	<p>NAVETQ website</p> <p>https://www.akafp.gov.al/</p>