

TVET provider management model

This is an intervention summary from the MSD for employment (MSD4E) landscape assessment.

S4J has partnered with VET schools to overhaul their internal management systems to be more responsive to the labour market and better prepare students. This includes structural changes to the board and management, strategy changes, IT-based management, regular tracer surveys of graduates, and new internal 'development units' (DUs) providing career services and labour market orientation.

Background information

Project	Skills for Jobs (S4J)
Funder	SDC
Implementer	Swisscontact
Contact	Erka Caro (erka.caro@swisscontact.org) and Borana Barjami (borana.barjami@swisscontact.org)
Rural or urban?	Rural and urban
Sectors	Tourism, hospitality, ICT, electronics, mechanic services
Intended employment outcomes	Access to work Job quality
Target group (end beneficiaries)	Young people (14-20)
Cross-cutting priorities	Digitalisation
Years of operation	2016-2027

What constraints did the intervention aim to address?

Weak management and learning functions in the public TVET providers (supply side of skills development subsystem).

Which market actor partners did the intervention work with?

1. TVET schools
2. Ministry of Finances and Economy
3. Private businesses
4. Government agencies: National Agency of Employment and Skills and National Agency of Vocational Education Training and Qualifications

What were the intended behaviour changes for these partners?

1. TVET schools become more proactive in building relationships with employers, understanding labour market trends and tracking the outcomes of their graduates. This provides important insights for schools' strategies.
2. TVET schools become more responsive to student needs, fostering a strong link between students and employers.
3. TVET schools launch and support new DUs, with responsibilities for:
 - a. Curriculum development
 - b. Career guidance
 - c. Business relations
 - d. Institutional marketing
 - e. Project implementation
 - f. Teacher training
 - g. Tracer studies
4. Government agencies hold VET schools accountable for internal performance, shifting the focus to graduate employment and the relevance of programming.

How sustainable are these behaviour changes?

- TVET providers have taken over the tracer studies and integrated these into their management processes.
- The roles and responsibilities of DUs are clearly defined in the VET law and other legal acts.

What were the intervention's key results?

- DUs are functional and operational
- There has been an increase in student employment.
- There is increased use of evidence in decision-making for new offerings, as well as in annual and mid-term planning.
- Internal regulatory acts have been developed, influencing the internal operation and coordination of processes and structures.
- There is increased collaboration with businesses in decision-making. Business representatives are members of the board and lead the board of the VET schools. There are structured and periodic consultation processes with partner businesses.

Note: The MRM Specialist leads and coordinates the overall measurement efforts of the S4J project in collaboration with external consultants. The impact is measured and validated by external auditors, such as the MTR conducted by an international consultant.

<i>Has a third party been involved in measuring these results?</i>	Yes
<i>Is the partner behaviour change the sole/major/minor contributing factor towards the employment-related outcome you've reported? (i.e. are there other contributing factors?)</i>	Major
<i>Results chain available?</i>	Yes

What is one lesson learned from this work?

This intervention is a foundation for many of S4J's other interventions and the sustainability of changes to Albania's VET system. If VET schools do not shift their orientation and management approach, any targeted intervention may not 'stick' in the long term because it won't have the institutional buy-in and support needed to sustain itself. However, to generate buy-in for management and strategy shifts, there needs to be tangible proof that these changes will benefit the schools. This highlights the interdependence of interventions.

VET schools need to see that better graduate employment is valued by various stakeholders, including the government, parents, and students. This is a crucial factor in choosing which school to attend and whether to choose VET over more traditional educational routes.

Through a bottom-up approach, S4J has been working closely with the two main national agencies for VET. This collaboration eased the transition from good practice to system-wide guidelines and regulations, reflected in different legal acts and the system-wide capacitation of various actors. This includes national training for DU coordinators, national training for school principals, and numerous exchange and peer-sharing events and activities.

Relevant project documents

- The support of the "Skills for Work" project for the establishment of the DUs in VETpartner institutions (available only in Albanian):
<https://skillsforjobs.al/sq/publications/mbeshtetja-e-projektit-aftesi-per-pune-per-ngritjen-e-njesise-se-zhvillimit-ne-institucionet-partnere-te-ioafp-se/>
- Models and successful practices of S4J partner schools for the integration of students into the labor market (available only in Albanian):
<https://skillsforjobs.al/sq/publications/modele-dhe-praktika-te-suksesshme-te-shkollave-partnere-te-s4j-per-integrimin-e-nxenesve-ne-tregun-e-punes/>)

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