
UNESCO - a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable and up-to-date information on TVET systems worldwide. Dynamic TVET diagrams illustrate education systems and the role of TVET at a glance. Statistical data can easily be compared across countries. Please help us improve the profiles by using the feedback form.

KEY STATISTICS

Vocational education

Enrolment in secondary vocational, both sexes (number)

20.6 thousand



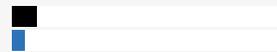
Of which female (%)

15.6%

SDG4

Participation in education and training in the previous year

9.2%



Participation in vocational education (youth)

4.9%

General education

Net Enrolment Rate, secondary education, male (%)

84.3%



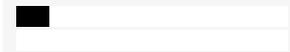
For female students

89.2%

Education finance

Government expenditure on education (% of total)

12.1%



On vocational education (% of total)

-

Socio-economic

GDP (current USD)

18.3 billion



GDP growth (annual %)

8.5%

Labour Market

Unemployment (%)

11.8%



Unemployment, youth (%), modeled ILO estimate)

27.8%

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

99.3%



Labor force participation rate, total (% of total...)

34.7%

Demography

Total Population

2.8 million



Population aged 15-24 years (%)

14.9%

Vocational education

Albania

Secondary education

Enrolment in secondary vocational, both sexes (number)

Source: World Bank / UIS



20.6 thousand (2018)

Percentage of students who are female (%)

Source: World Bank / UIS



15.6 (2018)

Upper secondary education (ISCED 3)

Students enrolled in vocational programmes, both sexes (%)

Source: UNESCO Institute for Statistics



15.8 (2018)

Percentage of students who are female (%)

Source: UNESCO Institute for Statistics



5.2 (2018)

Tertiary education (ISCED 5)

Population with at least short-cycle tertiary degree, both sexes (%). ISCED 5

Source: UNESCO Institute for Statistics



-

Population with at least short-cycle tertiary degree, female (%). ISCED 5

Source: UNESCO Institute for Statistics



12.4
(2012)

SDG4

Albania

Target 4.3.1 - Participation of youth and adults in formal and non-formal education and training in the previous 12 months.

Both sexes (%)

Source: UNESCO Institute for Statistics



9.2
(2016)

Male (%)

Source: UNESCO Institute for Statistics



8.8
(2016)

Female (%)

Source: UNESCO Institute for Statistics



9.5
(2016)

Target 4.3.3 - Participation in technical and vocational programmes, 15-24 year-olds.

Both sexes (%)

Source: UNESCO Institute for Statistics



4.9
(2018)

Male (%)

Source: UNESCO Institute for Statistics



7.9
(2018)

Female (%)

Source: UNESCO Institute for Statistics



1.8
(2018)

General education

Albania

Primary education (ISCED 1)

Gross Enrolment Rate (%)

Source: UNESCO Institute for Statistics



100.2
(2020)

Students who are female (%)

Source: UNESCO Institute for Statistics



101.6
(2020)

Secondary education, all programs

Net Enrolment Rate, secondary education, male (%)

Source: World Bank / UIS



84.3
(2018)

Net Enrolment Rate, secondary education, female (%)

Source: World Bank / UIS



89.2
(2018)

Gross Enrolment Rate (%)

Source: World Bank / UIS



94.3
(2020)

Percentage of students who are female (%)
Source: World Bank / UIS



95.3
(2020)

Higher secondary (ISCED-3)

Gross Enrolment Rate (%)
Source: World Bank / UIS



92.7
(2019)

Students who are female (%)
Source: World Bank / UIS



91.9
(2019)

Tertiary education (ISCED 5-8)

Gross Enrolment Rate
Source: UNESCO Institute for Statistics



57.8
(2020)

Students who are female (%)
Source: UNESCO Institute for Statistics



71.4
(2020)

Education finance

Albania

Government expenditure

Expenditure (% of total)
Source: UNESCO Institute for Statistics



12.1
(2020)

Expenditure on vocational education (% of total government expenditure)
Source: UNESCO Institute for Statistics



-

Socio-economic

Albania

Gross Domestic Product

GDP (current USD)
Source: World Bank



18.3
billion
(2021)

GDP growth (annual %)
Source: UNESCO Institute for Statistics



8.5
(2021)

GDP per capita (current USD)
Source: UNESCO Institute for Statistics



6,494.4
(2021)

By sector

Agriculture, value added (% GDP)
Source: World Bank



17.7
(2021)

Industry, value added (% GDP)
Source: World Bank



6.2
(2021)

Services, value added (% GDP)

Source: World Bank

47.7
(2021)

Labour Market

Albania

Employment

Labor force participation rate (% of total pop. ages 15+)

Source: World Bank / ILOSTAT

58.5
(2021)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT

34.7
(2021)

Vulnerable employment, total (%)

Source: World Bank / ILOSTAT

51.2
(2019)

Youth unemployment (%)

Source: World Bank / ILOSTAT

25.8
(2019)

Gender-wise Employment Indicators

Unemployment, male (% of male labor force)

Source: World Bank / ILOSTAT

11.7
(2021)

Unemployment, female (% of female labor force)

Source: World Bank / ILOSTAT

11.9
(2021)

Unemployment, youth male (% of male labor force ages 15-24)

Source: World Bank / ILOSTAT

28
(2021)

Unemployment, youth female (% of female labor force ages 15-24)

Source: World Bank / ILOSTAT

27.6
(2021)

Labor force participation rate, male (%)

Source: World Bank / ILOSTAT

66.2
(2021)

Labor force participation rate, female (%)

Source: World Bank / ILOSTAT

50.7
(2021)

Labor force participation rate, male (% of male population aged 15-24)

Source: World Bank / ILOSTAT

40.8
(2021)

Labor force participation rate, female (% of female population aged 15-24)

Source: World Bank / ILOSTAT

27.9
(2021)

Vulnerable employment, male (% of male employment)

Source: World Bank / ILOSTAT

51.3
(2019)

Vulnerable employment, female (% of female employment)

Source: World Bank / ILOSTAT

51.1
(2019)**Youth unemployment, male (%)**

Source: World Bank / ILOSTAT

26.2
(2019)**Youth unemployment, female (%)**

Source: World Bank / ILOSTAT

26.2
(2019)**Employment, Sectoral Indicators****Employment in agriculture (%)**

Source: World Development Indicators

36.4
(2019)**Employment in agriculture, male (% of male employment)**

Source: World Bank / ILOSTAT

32.7
(2019)**Employment in agriculture, female (% of female employment)**

Source: World Bank / ILOSTAT

41.6
(2019)**Employment in services (%)**

Source: World Bank / ILOSTAT

43.4
(2019)**Employment in services, male (% of male employment)**

Source: World Bank / ILOSTAT

44.4
(2019)**Employment in services, female (% of female employment)**

Source: World Bank / ILOSTAT

44.4
(2019)**Employment in industry (%)**

Source: World Bank / ILOSTAT

20.1
(2019)**Employment in industry, male (% of male employment)**

Source: World Bank / ILOSTAT

22.9
(2019)**Employment in industry, female (% of female employment)**

Source: World Bank / ILOSTAT

16.3
(2019)**Self-employed (%)**

Source: World Bank / ILOSTAT

54.3
(2019)**Self-employed, male (% of male employment) (Modeled ILO Estimate)**

Source: World Bank / ILOSTAT

55.8
(2019)**Self-employed, female (% of female employment) (Modeled ILO Estimate)**

Source: World Bank / ILOSTAT

55.8
(2019)

Literacy

Albania

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

Source: UNESCO Institute for Statistics



99.3
(2018)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



34.7
(2021)

Demography

Albania

Population

Total Population

Source: UNESCO Institute for Statistics



2.8
million
(2021)

Population aged 15-24 years (thousands)

Source: UNESCO Institute for Statistics



443.5
(2019)

Population aged 15-24 years (%)

Source: UNESCO Institute for Statistics



14.9
(2019)

Population growth (annual, %)

Source: UNESCO Institute for Statistics



-0.9
(2021)

Population ages 65 and above (%)

Source: World Bank



-

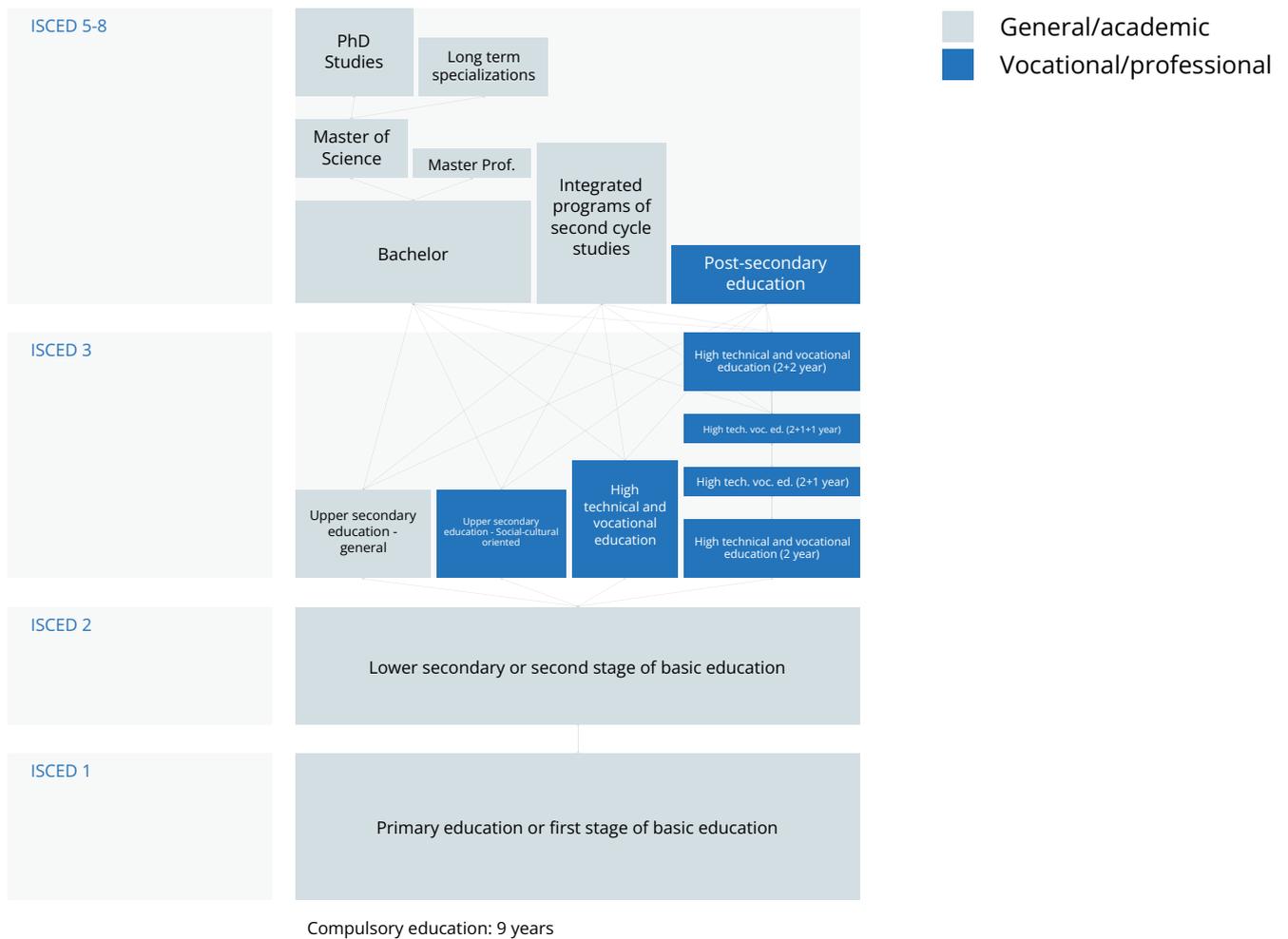
Median Age of Population

Source: UNDESA



36.4
(2020)

FORMAL EDUCATION SYSTEM



Source: Diagram based on UNESCO Institute for Statistics, [ISCED 2011 mapping Albania](#) ↗, (school year reference: 2020)

See the online version of the profile for more details on each item

TVET institutions and responsible ministry

Public Vocational Schools

41

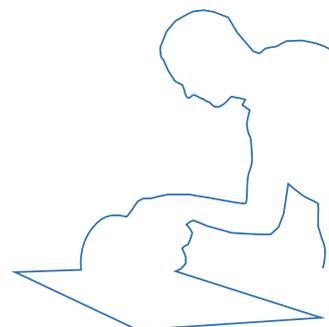
(2020)

Ministry of Education and Sport (MoES)

Vocational Training Centre (VTC)

n/a

Ministry of Social Welfare and Youth (MoSWY)



National Qualifications Framework

The **Albanian Qualifications Framework (AQF)** was adopted by Law No.10247 on 21.3.2010. It comprises of 8 levels similar to European Qualifications Framework.

The responsible institutions for AQF are: Ministry of Education, Sports and Youth, Ministry of Finance and Economy and National Agency for Vocational Education, Training and Qualifications. A National List of Vocational Qualifications is developed for AQF II-IV levels, i.e. qualifications descriptions are developed in terms of learning outcomes. Based on qualifications descriptions, approximately 100 frame curricula are being developed and offered by secondary vocational education institutions.

Due to difficulties encountered in AQF implementation process, both responsible ministries have established a task force by a joint Ministers' Order in September 2015. The task force has a two-year mandate to accomplish three main objectives: Ministry of Education, Sports and Youth, Ministry of Finance and Economy and National Agency for Vocational Education, Training and Qualifications.

AQF	GENERAL/ TRADITIONAL QUALIFICATIONS	VOCATIONAL/ PROFESSIONAL QUALIFICATIONS	LIFELONG LEARNING QUALIFICATIONS	ACCES PROGI
8	Doctorate Graduate school study in Advanced Studies	Executive Master Second Level Master Postmaster Long-term specialisation	Study programmes for continuous education	
7	Master of Science Master of Arts / Master of Fine Arts / Programme Level II study Integrated study programme of the second cycle Four-year study programme (before the enactment of the Bologna system)	Professional Master First Level Master	Study programmes for continuous education	Qualifi at leve catego (gener traditi qualifi give ac qualifi at leve catego 1, 2 an Part of credits 7/2 are recogn level 7.
6	Bachelor Study Programme First Level			Qualifi at leve catego (gener traditi qualifi give ac qualifi at leve catego and 3.

5		<p>Post-secondary study programme of professional type</p> <p>Professional non-university study programme after secondary education</p> <p>Vocational certificate</p>	<p>Bridge courses (Certificate)</p> <p>Specialisation courses based on professional requirements</p>	<p>Credit level 5, recogn level 6.</p>
4	<p>State Matura Diploma issued at the end of the general secondary school programme</p>	<ol style="list-style-type: none"> 1. State Vocational Matura Diploma issued upon completion of the vocational high school programme; 2. Vocational Certificate issued at the conclusion of the four-year study programme for middle technicians / managers; 3. Vocational certificate issued at the conclusion of the one-year programme for middle technicians/ managers; 4. Vocational Certificate issued at the conclusion of the two-year programme for technicians / middle managers; 5. Vocational Certificate issued at the end of an apprenticeship programme. 	<p>Bridge courses</p> <p>Vocational training courses</p> <p>Specialisation courses based on professional requirements</p>	<p>State M diploma (level 4) Vocati State M diploma (level 4) access 5/2, 5/6/1.</p>
3		<ol style="list-style-type: none"> 1. Vocational certificate issued at the end of a one-year programme for skilled workers 2. Vocational certificate issued at the conclusion of a three-year programme for skilled workers 3. Vocational certificate issued upon completion of an apprenticeship programme 		<p>Qualifi at leve give ac qualific at leve</p>
2		<p>Vocational certificate issued at the conclusion of the two-year programme for semi-skilled workers</p>		<p>Qualifi at leve give ac qualific at leve</p>

1	Final school report after completion of compulsory nine-year education		Minimum entry requirements to work or social life	Qualifi at leve give ac qualifi at leve
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Sources:

- EURYDICE, 2019, [National Qualifications Framework, Albania](#) ↗
- CEDEFOP, ETF, UNESCO, UIL, [Global inventory of regional and national qualifications frameworks 2017](#) ↗, v. II: national and regional cases

NON-FORMAL TVET

Validation of Non-formal Learning already part of both Albanian Qualification Framework Law and VET Law. National Employment and Skills Strategy and Action Plan 2020 (NESS) has identified a Validation of Non-formal Learning as one of the priority measures.

Non-formal education is realized within separate courses (for typists, cosmetologists, dressmakers, etc.) and schools for learning foreign languages. They are under the responsibility of the Ministry of Education and Science, if they last more than 6 months. Otherwise, they are under the responsibility of the Ministry of social welfare and youth.

Courses for pre-qualification and additional qualification of workers with different vocational profiles are also organized. Persons older than 16 years can obtain their elementary education in special schools for adults, i.e. in classes for adult education, part-time schools, or, so called, evening schools.

The teaching process for adults is realized according to the curriculum for adults which is approved by the Minister of Education and Sport. The instruction includes classes from the fifth to the eighth grades. There are both comprehensive and vocational secondary schools and they last three years.

In the AQF Law, Article 6 within the Scope of the AQF implementation is: "certification of non-formal and informal learning outcomes, in cases when the latter is certified, including here recognition of prior learning". As well, In the VET Law "Recognition of informal and non-formal prior learning is the process through which competences a person obtained earlier in the informal and formal system, can be considered through an assessment leading to the award of a certificate of a formal qualification".

Validation of Non-formal Learning is one of the priority measures in the National Strategy for Employment and Skills 2014-2020. The recognition of knowledge and skills acquired through work experience and/or voluntary activities is a valuable tool to encourage people to pursue lifelong learning and for optimizing the training costs.

Source: EURYDICE, 2019, [Validation of Non-formal and Informal Learning, Albania](#) ↗

OTHER USEFUL STATISTICS

EURYDICE, 2020, [Statistics on Educational Institutions, Albania](#) ↗

KEY TVET POLICY DOCUMENTS

National Employment and Skills Strategy 2019-2022 [↗](#)

2019

The renewed National Employment and Skills Strategy 2019-2022 proposes to improve the quality and gender sensitivity of labour market information, develop information-sharing instruments for labour market data, and establish sectoral skills forecasting mechanisms.

National Strategy for Vocational Education Training and Lifelong Learning (2013-2020) [↗](#)

2012

The Strategy and Action Plan for VET and LLL in Albania (2013-2020) it's coherently aligned with a set of strategic documents already prepared and endorsed by the Albanian government:

- The National Strategy for Development and Integration 2007-2013 (NSDI);
- The Strategic Coherence Framework (SCF);
- The National Strategy on Pre-University Education 2009-2013;
- The Employment and Vocational Training Strategy for 2007-2013;
- The National Strategy on Gender Equality and Reduction of Gender Based Violence 2011-2015;
- The National Strategy for Higher Education 2008-2013;
- The crosscutting Strategy on Social Inclusion 2007-2013;
- The National Strategy on Science, Technology and Innovation 2009-2015;

The VET Amendment Law [↗](#)

2011

The VET Amendment Law 2011 legitimizes the right of public VET providers that offer and carry out profitable market activities in fields that are related to the implementation of teaching programs and practices.

LAW No 8872[↗]

2002

1- The aim of this law is supporting a common system of vocational education and training in the Republic of Albania, capable of getting adjusted to the social, economic and technological changes, to labour market needs, as well as ensuring an optimal utilisation of the financial, human and infrastructure resources.

2- This law establishes the fundamental principles, structure, organisation and administration of the vocational education and training in the Republic of Albania, building on the cooperation of the state and governmental institutions with social and other stakeholders in the field of the vocational education and training.

3- This law guarantees the right stated in the Constitution of the Republic of Albania relating to the vocational education and training during the entire life, the opportunity of getting the initial vocational education, as well as obtaining the vocational knowledge being necessary for employment, creating equal opportunities for all

GOVERNANCE

Governance in VET remains centralized. The new Law on VET (No 15, 16 February 2017) reiterates the need and specifies the forms for active involvement of various stakeholders (such as social partners, national and regional agencies and local employers). By-laws are being drafted but have not yet been adopted. These by-laws will prepare the ground for implementing a governance model that involves more stakeholders.

The Ministry of Finance and Economy has been in charge of VET since 2017. In compliance with the EU sector approach, Order No 129 of the Prime Minister (2015) established an Integrated Policy Management Group (IPMG), including for the employment and social sector. Its task is to coordinate and supervise labour/ employment, skills (VET), social inclusion and social protection policies. The IPMG is chaired by the Ministry of Finance and Economy and involves representatives from relevant sector ministries, public agencies (VET, the employment service, and the labour inspectorate), leading social partner organizations and donor organizations. To date, the IPMG is not yet fully functioning as a self-steered mechanism that influences policy and assesses progress with reforms.

VET budgets have increased during 2016 and 2017. In addition, the VET sector in Albania enjoys major inflows of donor funds, including from the EU as the biggest donor, the governments of Switzerland, Germany, Italy and Austria, and other sponsors. They support the implementation of the National Strategy for Employment and Skills adopted in 2014, which sets out the reform path up to 2020, through national reform measures and the modernization of pilot institutions.

Source: European Training Foundation, 2019, [Governance arrangements for vocational education and training in ETF partner countries](#)[↗]

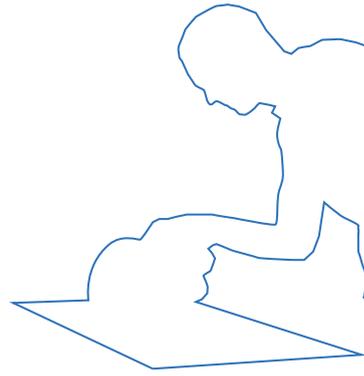
FURTHER RESOURCES

EURYDICE, [Country Overview Albania](#) ↗

UNEVOC NETWORK MEMBERS

National Agency for Vocational
Education, Training and Qualifications

National Agency for Vocational
Education and Training and
Qualifications (NAVETQ) is a public,
budgetary legal entity under the
responsibility of the Ministry...





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TVET Country Profiles

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