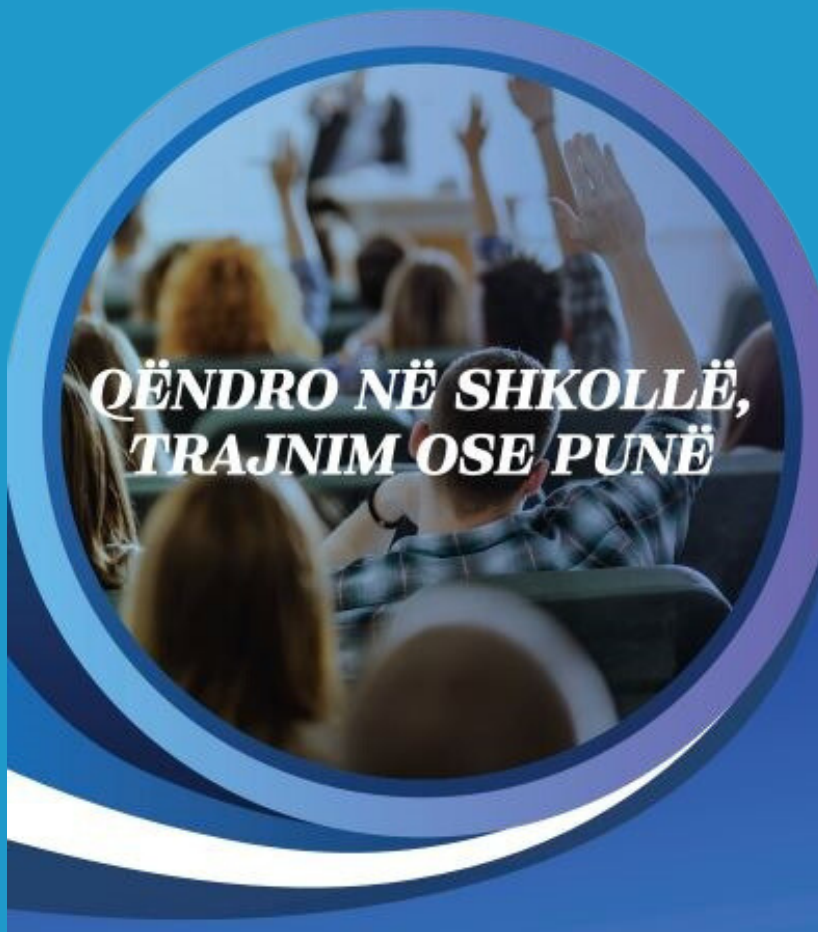
# Desk review and policy notes

## ON ADDRESSING NEETS' NEEDS AT UPPER SECONDARY EDUCATION AND PROFESSIONAL TRAINING CENTERS




**Observatory for Children and Youth Rights**

**Albania, May 2023**

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# List of Abbreviations

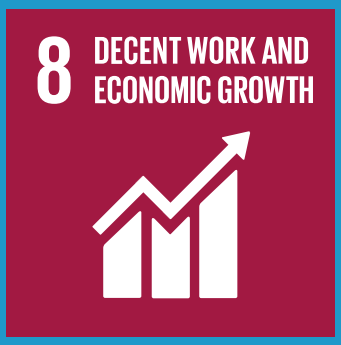
- **AKPA ->** National Employment and Skills Agency
- **AQF ->** Albanian Qualifications Framework
- **DCM ->** Decision of Council of Ministers
- **ELET ->** Early leaving from education and training
- **EU ->** European Union
- **EQF ->** European Qualifications Framework
- **ID ->** Identification Document
- **INSTAT ->** Institute of Statistics
- **EMIS ->** Education Management Information System
- **MES ->** Ministry of Education and Sport
- **MFE ->** Ministry of Finance and Economy
- **MoU ->** Memorandum of Understanding
- **NAES ->** National Agency for Employment and Skills
- **NAVETQ ->** National Agency for VET and Qualification
- **NEET ->** Not in Education, Employment or Training
- **NGO ->** Non-Governmental Organization
- **Observatory ->** Observatory for Children and Youth Rights
- **OOSC ->** Out of School Children
- **SDGs ->** Sustainable Development Goals
- **SLISS ->** State Labor inspectorate and social Services
- **VET ->** Vocational Education and Training
- **VTCs ->** Vocational Training Centres

# 1. About NEET (Not in Education, Employment or Training)

## 1.1 SHORT INTRODUCTION OF NEET PROFILE

NEET (Not in Education, Employment or Training) is a term used to describe young people who are not engaged in education, employment or training. **It's essential to identify NEET individuals and reach out to them**. This can be done through surveys, community outreach, or by working with local schools and colleges.

It is one of the indicators under the SDG8:



To be in line with objective 8.6, this indicator must decrease.
The purpose of the NEET concept is to better reflect the problematic access to the labor market of vulnerable young people.

NEET individuals may have **diverse needs and challenges**. It's important to provide personalized support that meets their individual needs. This could include career guidance, mentorship, counseling, or financial assistance. **Creating pathways to education and training is critical to help NEET** individuals acquire the skills and qualifications they need to enter the workforce. This could include vocational training programs, apprenticeships, or online courses.

**Engaging employers is crucial** to creating job opportunities for NEET individuals. Building partnerships with local businesses and organizations can help create job placements and work-based learning opportunities.
**Supporting NEET individuals doesn't end when they secure a job or enter education or training**.

Ongoing support is essential to help them sustain their employment or education and overcome any challenges that arise. **NEET individuals often face multiple barriers** to employment and education.

Collaborating with other organizations, government agencies, and community groups can help create a more comprehensive approach to support NEET individuals. **Celebrating the successes of NEET** individuals can help build their confidence and motivation. Recognize their achievements and share their stories to inspire other NEET individuals and demonstrate that success is possible.

## 1.2 LEGAL FRAMEWORK FOR EDUCATION AND VET

### 1.2.1 Country Regulatory Framework for Education

Albanian legislation in the field of education has advanced significantly in the last decade. This achievement is also recognized by the latest European Union (EU) report, from 2020, which estimates that, **from the perspective of educational legislation, Albania is moderately prepared** in this field **as a whole for EU membership**.

This legislation consists of **four framework laws**:

1. **Law no. 69/2012** "On the pre-university education system in the Republic of Albania", amended
2. **Law no. 80/2015** "On higher education and scientific research in higher education institutions in the Republic of Albania"
3. **Law no. 15/2017** "On vocational education and training in the Republic of Albania"
4. **Law no. 10 247**, dated 4.3.2010, "On the Albanian Framework of Qualifications", as amended

As well as **some other laws related to the administration of the education system**:

1. **Law No. 10 171**, dated 22.10.2009, "On professions regulated in the Republic of Albania"
2. **Law No. 115/2014** "On administrative-territorial division of local government units in the republic of Albania"

### 1.2.2 Country Regulatory Framework for VET and Employment Promotion Programmes

The Government of Albania has recognized the need to address the employment issue. Vocational Education and Training (VET) generates the workforce of tomorrow, and, thus, plays a key role in economic growth, employment generation and social stability.

**The VET system** is mainly regulated by **the framework law:**

**Law 15/2017** "On vocational education and training in the Republic of Albania"

Though some sublegal acts are still to be adopted, in particular those concerning the recognition of prior learning.
In addition, the Albanian Parliament adopted **the Law on the Albanian Qualifications Framework** (AQF), which it amended in 2018. The law defines the AQF's objectives, functions and fields, its governing body, its levels and types of qualifications, and its alignment with the European Qualifications Framework (EQF). In addition to the EU Member States, Albania is one of other 11 countries that work towards implementing the EQF.

In Albania, young people entering the labor market for the first time and recent young graduates were identified as priority groups in the year 2018 by several public institutions and most of the Employment Promotion Programmes aimed to activate these categories. Moreover, **Employment Promotion Programmes** have been implemented in accordance with **the framework law**:

**Law no. 15/2019** "For Employment Promotion"

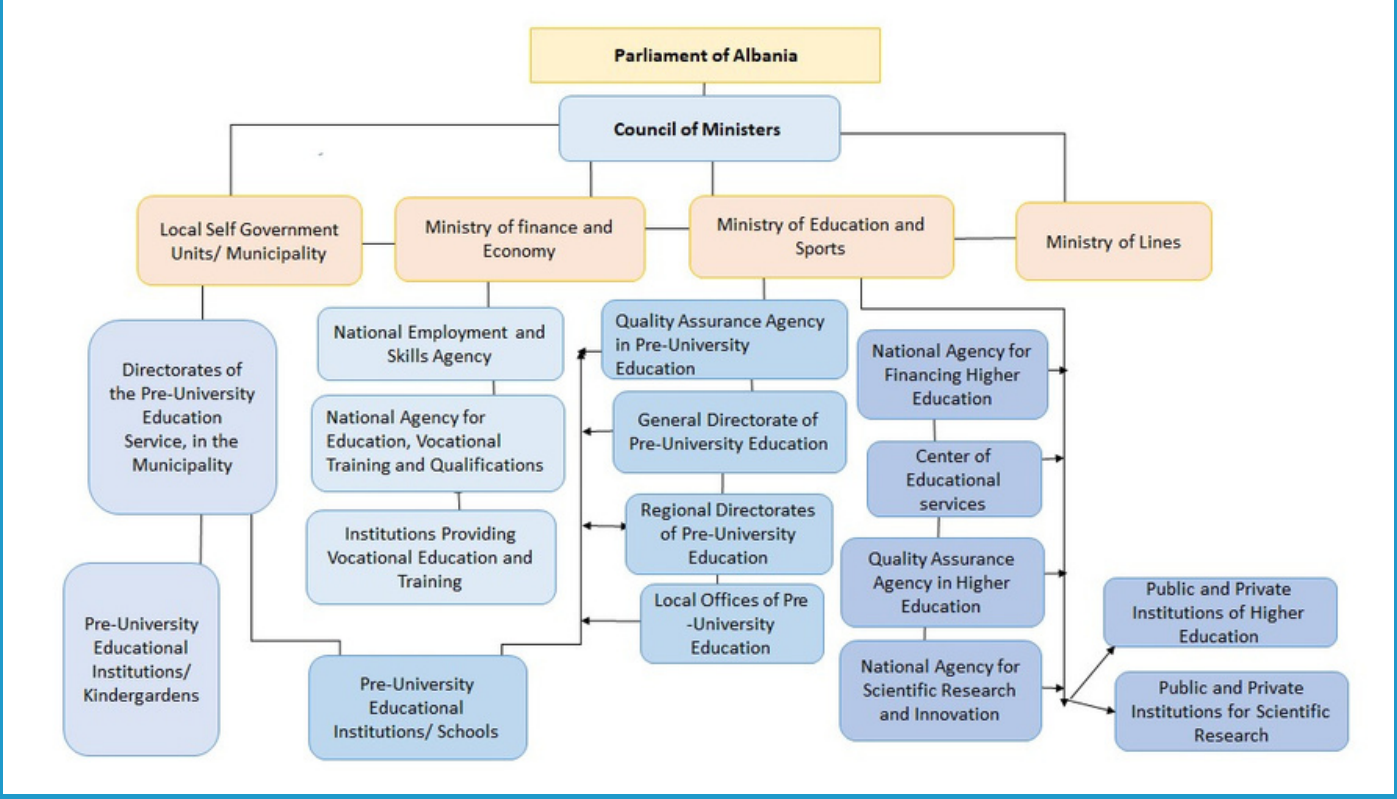
**And the following Decision of Council of Ministers (DCM):**

1. **DCM no. 873**, dated 27.12.2006 "On the amount of funding, the criteria and procedures for the implementation of vocational internship programs for unemployed who have completed higher education, internally or abroad"
2. **DCM no. 47**, dated 16.01.2008 "Programme for encouragement of employment through on-the-jo training"
3. **DCM no. 48**, dated 16.01.2008 "The program of encouraging the employment of jobseekers in difficulty" (the latest change as per DCM no. 175, date 28/3/2018)
4. **DCM no. 27**, dated 11.01.2012 "On the program of promotion of employment of women and girls by special groups" (the latest change: DCM no. 178, date 28/3/2018)
5. **DCM no. 199**, dated 11.01.2012 "Program for promoting employment of youth jobseekers 16-30" (latest changes: DCM no. 177, date 28/3/2018)
6. **DCM no. 248**, dated 30.04.2014 "On the program of Encouragement of Employment of Persons with Disabilities"
7. **DCM no.64**, dated 27.01.2016 "The Youth Incorporation Program for the Orphans – Youth Initiative Program"
8. **DCM no. 162**, dated 21.03.2018 "On the Payment of Participation of Professional Training Courses"

# 1.3 INSTITUTIONAL FRAMEWORK FOR EDUCATION AND VET

## 1.3.1 Country Institutions Framework for Education

The following chart reflects information on Governance in Education in the Republic of Albania:




## 1.3.2 Country Institutions Framework for VET

VET is offered in both public and private institutions.
The key actors in VET are:

1. The state

- Ministry of Finance and Economy (MFE)Ministry of Education and Sport (MES)
- Agencies: National Agency for Employment and Skills (NAES) and
- National Agency for VET and Qualification (NAVETQ)
- State Labor inspectorate and social Services (SLISS)
- Advisory bodies: National VET Council, Sector Skills Committees.

2. Private sector (training, and prospective training, companies)
3. VET providers (VET schools, and Vocational Training Centres, VTCs)
4. Social partners (employer associations and trades unions).

# 1.4 INDICATORS FOR IDENTIFYING NEET

To monitor children at risk of exclusion, the following is a basic list of required information to be recorded by schools for all children enrolled:

1. **Name**
2. **Unique ID** – ideally an ID which can be used to link to other databases, and not an ID used only within the Education Management Information System (EMIS/SMIP). Currently an electronic passport system is being implemented which could be used for this.
3. **Date of birth**
4. **Sex**
5. **Address / phone**
6. **Grade** – with a means to keep track of repetition, such as by having a 'grade' field for each year the child is in school, or alternatively a 'number of times repeated' field for each grade.
7. **Days absent by week** (partial day absenteeism could be rounded to either 0.5 day or 1 day)
8. **Pre-primary experience**: none, < 1 year, 1-2 years, >3 years
9. **Academic records** (test/exam results) – this item consists of multiple sub-items.
10. **Behavioral problems** if any
11. **Disability or special needs** if any: type of disability or special need
12. **Family situation**: living with both parents, living with single parent, living with relatives, living in an orphanage, other

To monitor out of school children, the following is a basic list of required information to be recorded by schools for each out of school child. These should be added to the list above.
For children who are out of school but have never been enrolled, only items 1-5 and items 13-14 would need to be completed.

1. Grade when dropped out (if ever enrolled)
2. Main reason for not going to school (information obtained from household visit):

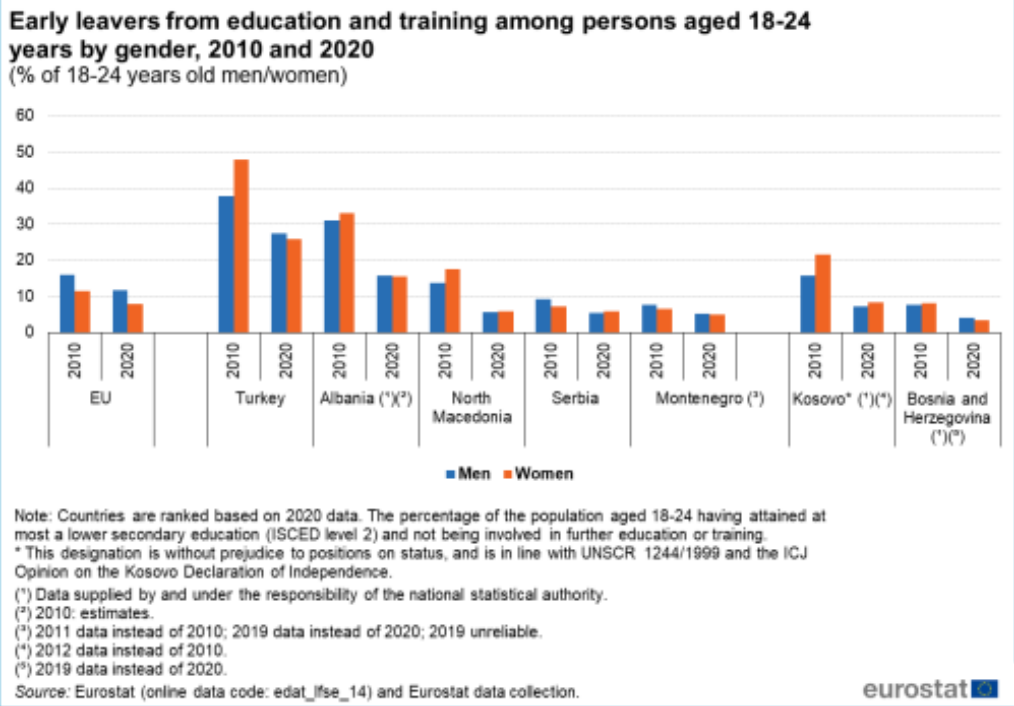
- Cannot afford to send child to school
- Transportation is a problem
- Child has a physical disability
- Child has a learning disability
- Child has a health problem
- Parents have no desire/ interest
- Other

# 1.5 FACTS ABOUT NEET

- In 2020, Albania had the lowest proportion of persons aged 20-24 having attained at least an upper secondary level of education (55,7%). [1]
- In 2020, the proportion of early leavers from education and training among persons aged 18-24 is relatively high in Albania with 15,7% of young men and 15,5% of young women, by ranking Albania the second country when first is Turkey.

Between 2010 and 2020, Albania recorded the highest changes, the proportion of early leavers decreased by 15,3% for young men and by 17,5% for young women, reversing the gender gap from +2.0% in 2010 to -0.2% in 2020.

**Figure 1:** Early leavers from education and training among persons aged 18-24 years by gender, 2010 and 2020 (% of 18-24 years old men/women)

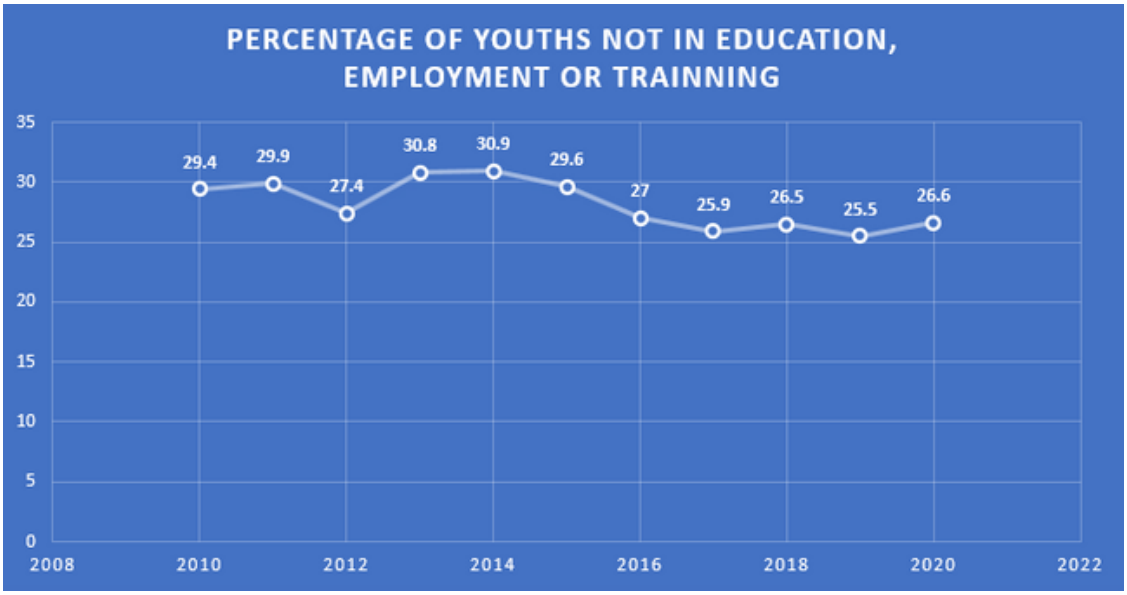



Source of information: Eurostat (edat_lfse_14) and Eurostat data collection

[1]Source: Eurostat - Enlargement countries - education statistics - Statistics Explained (europa.eu), Data extracted in March 2022.

Based on the Labor Force Survey of INSTAT, the data for this indicator are reflected in the following chart:

**Figure 2:** Percentage of youth NEET within years




Source of information: INSTAT, the Labor Force Survey

Meantime, the latest data on percentage of adolescents aged 15–19 years not in education, employment or training NEET (December 2022), show the following figures:

| Country | % NEET male | % NEET female |
|---|---|---|
| Albania | 21 | 17 |
| World | 13 | 22 |

Some of the analytic points of the young NEET population **by age group and gender** [2] are listed as follows:

- The number of young NEETs is higher in the 15-24 age group, representing 61.2% of the total. In the 15-24 age group the distribution by gender is practically identical, with women/ girls representing 49% of the total in this group.
- Women are significantly more represented in the 25-29 group than men/ boys, (60% of young NEETs are women/ girls). This show that the difficulty on the transition to the labor market increases significantly for older women within this group.
- Meantime, the 20-24 age group concentrates the largest proportion of young NEETs (41.6% of the total, that includes 76.712 young NEETs).

Some of the analytic points of the young NEET population **by educational level** [3] are listed as follows:

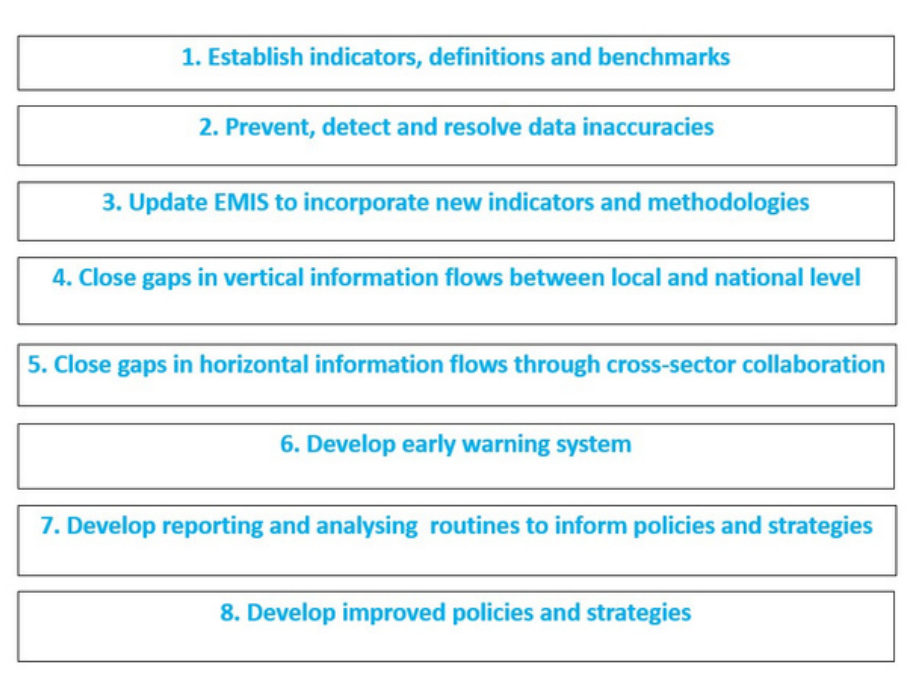
- In absolute terms, the vast majority of them do not have more than an average level of education (76% with a medium and low level of education).
- NEET youth with secondary education level make up 31.4% of the total youth in this group, while NEET youth with higher education make up 27.1%. On the other hand, young people with low educational level make up 25% of this group.
- Less qualified young people are more prone to long-term unemployment.

Some of the analytic points of the young NEET population **by employment level and location [4]**, are listed as follows:

- Only 28,7% of young NEETs were registered in the public employment service.
- The NEET distribution by region vary strongly, being the highest concentration in Tirana encompassing 35,1%% and the lowest in Kukes encompassing only 1,2% of the young NEETs in Albania.

[2] "Youth Guarantee Implementation Plan - Mapping and Profiling of Young NEETs in Albania (2022)"
[3] "Youth Guarantee Implementation Plan - Mapping and Profiling of Young NEETs in Albania (2022)"
[4] "Youth Guarantee Implementation Plan - Mapping and Profiling of Young NEETs in Albania (2022)"

# 1.6 STEPS FOR EARLY IDENTIFICATION OF NEET




1. **Establish indicators, definitions and benchmarks:** establish clear indicators, definitions and benchmarks for the three groups of Out of School Children (OOSC) and children at risk of dropping out.
2. **Prevent, detect and resolve data inaccuracies:** Use data quality management procedures to prevent, detect and resolve data inaccuracies, and incentivize accurate reporting.
3. **Update EMIS to incorporate new indicators and methodologies:** Incorporate indicators and revised data collection processes in EMIS, and establish school-level management of information.
4. **Close gaps in vertical information flows from the local to the national level and back:** Enable child-level data to be linked and monitored at regional and national levels and ensure information flows back to the local level.
5. **Close gaps in horizontal information flows through cross-sector collaboration to identify semi-invisible OOSC, invisible OOSC and children at risk of dropout:** Establish Memorandum of Understanding (MoU) to enable cross-sector data sharing; link child-level information from multiple sources through a common unique ID.
6. **Develop an early warning system for identifying children at risk of dropping out:** Monitor dropout risk at different levels; use dropout risk data to develop individualized support strategies.
7. **Develop automated reporting routines and analyse reports to inform evidence- based policies and strategies:** Institutionalize regular routine reporting and analysis of data; automate reporting catered to the need of the organization, person role and level of administration.
8. **Develop and implement evidence-based strategies and policies to reduce education exclusion**

# 1.7 YOUTH GUARANTEE

## 1.7.1 European Youth Guarantee

**The European Youth Guarantee is a policy initiative by the European Union** to help young people more easily access employment, education, training, or apprenticeships. It is a policy that aims to ensure that all young people under the age of 25 are able to acquire the necessary skills to access the labour market or complete further education or training. One of the best practices for implementing the European Youth Guarantee is to ensure that all young people have access to quality career guidance and mentoring.

**Youth guarantee best practice involves creating a safe and supportive environment for young people**. This can include providing access to counseling, mentoring and job training. It also includes providing access to education and employment opportunities, helping young people to develop their skills and foster a sense of belonging in their communities. It also involves creating positive relationships between youth and adults, as well as providing support for young people to develop their self-esteem, identity and independence.

Additionally, youth guarantee best practice includes promoting positive youth-adult relationships, helping young people to recognize and reach their potential, and ensuring that young people are protected from harm.

**Youth guarantee best practices within Balkan countries:**

1. Establishing coordination mechanisms for better cooperation among stakeholders, such as youth councils, youth networks, and youth organizations.
2. Increasing access to quality education and training opportunities for young people, including apprenticeships and internships.
3. Strengthening youth-friendly labor market policies and employment services to ensure youth inclusion in the labor market.
4. Enhancing access to financing mechanisms and support for young entrepreneurs.
5. Improving access to quality, affordable health and social services for young people.
6. Strengthening the capacities of youth organizations, youth networks and youth councils through training and capacity building.
7. Developing effective youth participation and consultation mechanisms.
8. Supporting the involvement of young people at all levels of decision-making.
9. Encouraging cross-border initiatives, such as exchange programs and joint initiatives between stakeholders in different countries.
10. Promoting public awareness campaigns on the importance of youth engagement and participation.

### 1.7.2 Albanian Youth Guarantee

The Pilot Phase Implementation Plan has been compiled by the National Employment and Skills Agency (AKPA), and the steps envisaged are as follows:

#### 1. Youth Enrollment (NEET)

The purpose of this phase is to create a long-term and reliable system to characterize the target group. In this context, it is proposed to develop an autonomous statistical module, which will allow the collection of information related to field activity and more detailed information on economic and social conditions and the educational path of young people (NEET).

#### 2. Youth outreach (NEET)

The Youth Guarantee Plan proposes actions aimed at early intervention for young people at risk of becoming NEET are identified in a coordinated manner. This approach should be followed in collaboration with institutions at the local level, allowing it to reach young people at risk of being NEET throughout the territory.

Since it is closely related to the production and analysis of data, this stage also includes the development of a system of analysis of qualification needs, which will allow the orientation of the implementation of Youth Guarantee. The contribution of this system will be particularly important for the support of vocational and career guidance and the tuning of the portfolio of measures as appropriate.

#### 3. Preparatory Phase

- The preparatory phase will identify the role of the institution responsible for employment, education and vocational training in Albania in the implementation of Youth Guarantee and the intermediate services that young people must receive to be a participant in the offer phase. Currently, the main role of AKPA in this process and the limitations to significantly expand its current responsibilities have been identified. In this framework, the focus will be on:
- The need for an information system able to track new paths forward,
- Preparing and providing more specific information (advice and guidance are services that must be provided in the preparatory phase),
- Development of a platform that targets and will be accessible to young people, providing them with basic information and allowing self-registration,

- To avoid redundancy of systems, the portal "For young people" will be connected to the information system of the public employment service,
- Providing assistance for job search,
- Providing specific training programs on several important areas such as: job search, soft skills and digital skills, etc.

### 4. Offer

The offers that will be provided between Youth Guarantee in Albania refer to the four branches defined in the framework of Youth Guarantee across the EU:

1. Employment
2. Education
3. Practice through work (Apprenticeship)
4. Practices

**Employment and apprenticeship measures** may first be based on the measures of the Employment Promotion Program (including the self-employment program regulated by DCM).

In order to achieve the goal of increasing the performance of these programs, the following interventions are foreseen:

- Gradual increase of budget expenditures in labor market policies,
- Raising the capacities of AKPA at the central and local level,
- Development of predictive systems to accommodate in the best form of policies in accordance with the needs of the labor market,
- Removing the rule that obliges unemployed jobseekers to register 3 months in advance to participate in an incentive program.
- To assess the need for additional revision of employment programs legislation taking into account the existing experience of implementing employment promotion programs and employment services.

**The second level of intervention** concerns the improvement of VET and vocational training services to expand their capacities and strengthen their effectiveness in responding to the needs of young people. The main anticipated developments should be:

- Expanding the offer of VET in the public and private sector,
- Autonomy in the completion of upper secondary education within a VET from general education and the removal of graduation examinations as a requirement for the completion of level 4 qualification for those VET students who do not want to continue higher education.

- To allow VET students to register in the system after the age of 21,
- Creating vocational training courses with short and medium duration that address work, market needs and providing the possibility of accreditation for completing VET qualifications,
- Expansion of VET courses that deal with level 5 qualification of the National Qualifications Framework,
- To strengthen work-based learning as a source of quality VET offer,
- Careers advice as well as the provision of information and communication are key parts to develop the provision of VET and its role in responding to the needs of young people (NEET).

**The extent of implementation of the Youth Guarantee Implementation Plan – Albania**

## 1.8 MEMORANDUM OF UNDERSTANDING FOR NEET

Observatory for Children and Youth Rights (Observatory) through MoU between the Ministries, has proposed/ designed to made possible to:

Create a system of regional teams that can work together to identify young people at risk of unemployment, assess their needs, develop tailored solutions to meet their needs, and monitor the progress of the program.
Each team should include representatives from local governments, employers, non-governmental organizations, and educational institutions. This team should also be responsible for creating and implementing an action plan that outlines the steps that will be taken to ensure the successful implementation of the program. Finally, it would be important to set up a system of regular evaluation and monitoring of the program in order to ensure that its goals are being met and that improvements are being made.

# 2. Recommendations for NEET in Albania

## 2.1 A WAY TO LOOK FORWARD, POSSIBLE NEXT STEPS FOR ALBANIA, BASED ON MALTA EXPERIENCE [5]

Early leaving from education and training (ELET) in Malta endorses strategic actions towards a whole-school approach based on the three pillars:

1. Prevention
2. Intervention
3. Compensation

ELET should comprise a strategic partnership between educational institutions, guardians, communities, policy makers, employers, trade unions, and civil society that runs parallel to the current socioeconomic realities.

**Possible steps to be undertaken:**

1. MES in complementing the existing data framework and develop a monitoring system for the identification of students at risk of ELET in Albania;
2. Collection of national, regional and local data, while ensuring that high quality analysis and monitoring is carried out in order to guide future policy making and implementation;
3. Carry out on-going monitoring of strategies, policies and programmes emanating from this strategic plan; analyze their impact and performance, and on the basis of empirical evidence submit recommendations for their improvement;
4. Be responsible for the monitoring of education provision for children and young people who are disengaged or at risk of disengaging from school;
5. Work with the agencies and schools to ensure that teachers and support staff are well equipped to occupy centre stage in the drafting and implementation of strategic responses to educational disadvantage;
6. Work with schools, education and training institutions, NGOs, parents, persons with a disability, members of minority groups, local communities, civil society organizations, trade unions and the business community in order to develop structured mechanisms to tackle the challenge of NEET;
7. Seek to promote partnership between parents, teachers and the community in order to enhance pupils' learning opportunities and to promote students' engagement in the education system.

[5]Early leaving from education and training policy – the way forward 2020-2023; a holistic and inclusive approach to tackle early leaving from education and training (ELET) in Malta; early school leaving unit, Directorate for Research, Lifelong Learning and Employability, Ministry for Education, Malta.

## 2.2 BEST PRACTICES TO REACH OUT NEET

Best practice to reach out young people nor in school, education and training:

1. **Develop relationships with local schools and organizations.** Reach out to organizations that work with young people and develop relationships with them. This will help you to identify potential organizations that you can partner with in order to reach out to young people.
2. **Utilize social media.** Social media is an effective way to reach a large number of young people quickly. Utilize platforms like Facebook, Instagram and Twitter to share information about your program.
3. **Host community events.** Hosting events in the community is a great way to reach out to young people and engage them in your program.
4. **Provide online opportunities.** Utilize online tools and platforms to provide educational materials, classes, and other opportunities for young people to learn and grow.
5. **Offer mentorship.** Developing a mentorship program can be an effective way to help young people develop leadership and career skills.
6. **Develop a volunteer program.** Offer volunteer opportunities that give young people hands-on experience and help them build their skills.

# 3. References


- Early leaving from education and training policy – the way forward 2020-2023; a holistic and inclusive approach to tackle early leaving from education and training (ELET) in Malta; early school leaving unit, Directorate for Research, Lifelong Learning and Employability, Ministry for Education, Malta.
- Eurostat - Enlargement countries - education statistics - Statistics Explained (europa.eu), Data extracted in March 2022.
- INSTAT, the Labor Force Survey; https://www.instat.gov.al/en/themes/labour-market-and-education/
- Labor Force Survey, 2020: https://www.instat.gov.al/en/themes/labour-market-and-education/
- Law no. 69/2012 "On the pre-university education system in the Republic of Albania", amended" https://www.arsimi.gov.al/wp-content/uploads/2017/10/Ligji_Parauniversitar.pdf
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- Law No. 10 171, dated 22.10.2009, "On professions regulated in the Republic of Albania" https://arsimi.gov.al/wp-content/uploads/2017/10/LIGJ_NR_10_171_PRR.pdf
- Law No. 115/2014 "On administrative-territorial division of local government units in the republic of Albania"
- https://aam.org.al/wp-content/uploads/2018/11/Ligj_115-2014_31.07.2014.pdf
- Law no. 15/2019 "For Employment Promotion"
- https://adrf.al/images/publications/ligj_nr_15_dt_1332019.pdf
- National Employment and Skills Strategy 2019 – 2022; https://www.financa.gov.al/wp-content/uploads/2021/06/NESS-Annual-Progress-Report-2020.pdf
- Youth Guarantee Implementation Plan - Mapping and Profiling of Young NEETs in Albania (2022)"

# 4. Annexes

## Annex 1: Data and graphs

Data and graphs of "Youth Guarantee Implementation Plan - Mapping and Profiling of Young NEETs in Albania (2022)", prepared by "Supporting the Reform on Employment Policies and Vocation Education and Training"

**Figure 3.** Young NEET rate by sex and age group / 2020

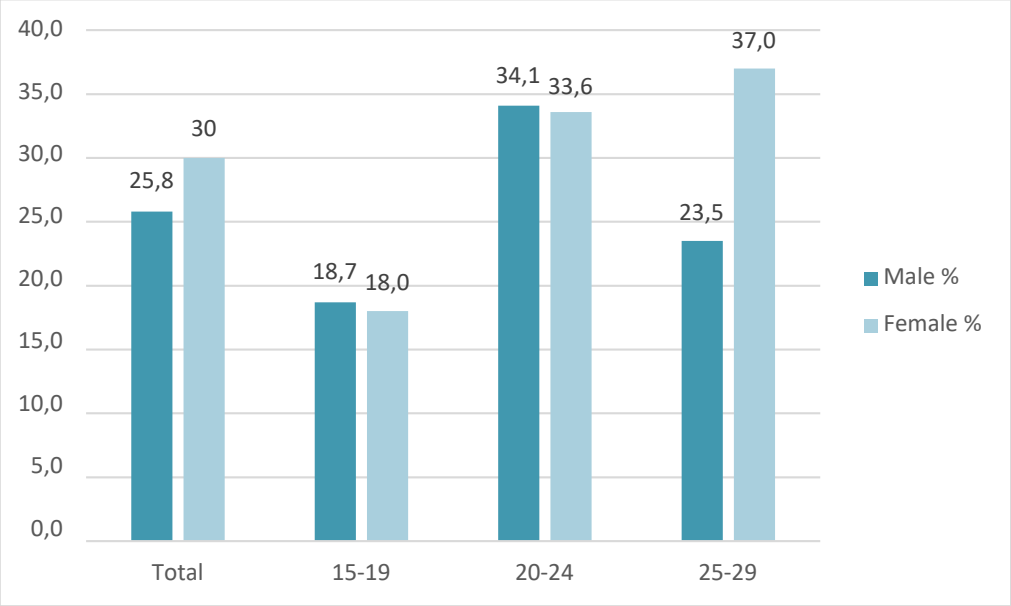


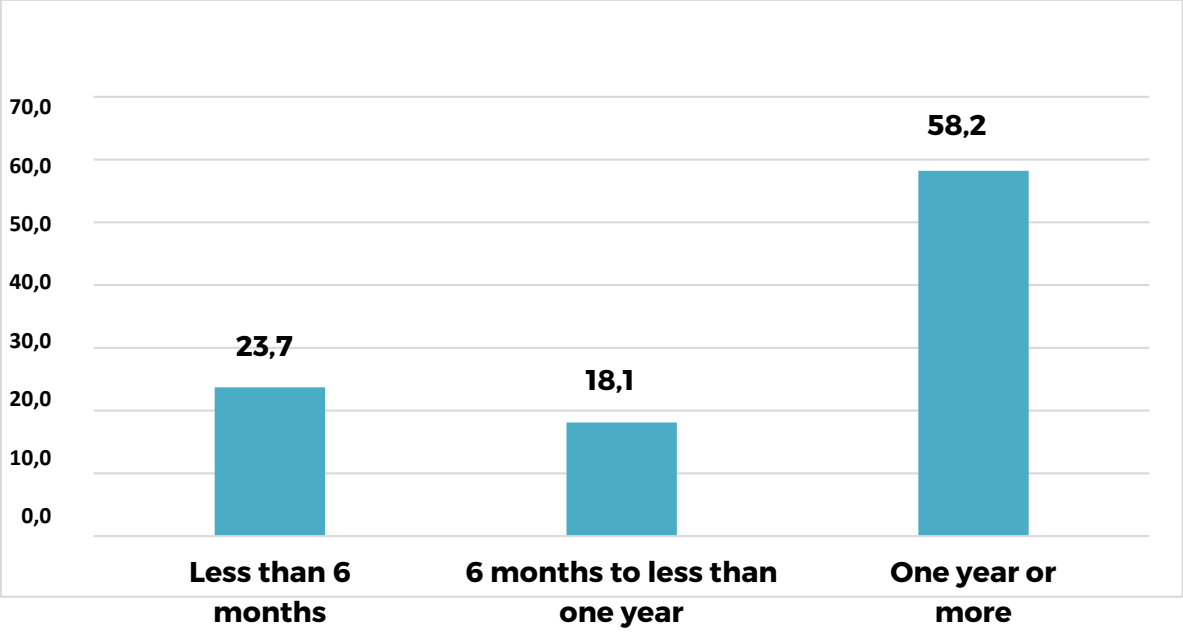

**Table 1**. Number and % of NEET (15-29) by age group and level of education / 2020 (% considers the total number of young in each age group by level of education)

| | | Low | Medium | High |
|---|---|---|---|---|
| 15-19 | | 19951 | 16224 | 0 |
| | *(%)* | 13,7 | 31,6 | 0 |
| 20-24 | | 18425 | 35421 | 22866 |
| | *(%)* | 45,4 | 30,4 | 33,0 |
| 25-29 | | 23755 | 25908 | 21990 |
| | *(%)* | 38,1 | 32,6 | 23,0 |
| *Source of information: Labor Force Survey, 2020* | | | | |

**Table 2.** Number and % of NEET (15-29) by year

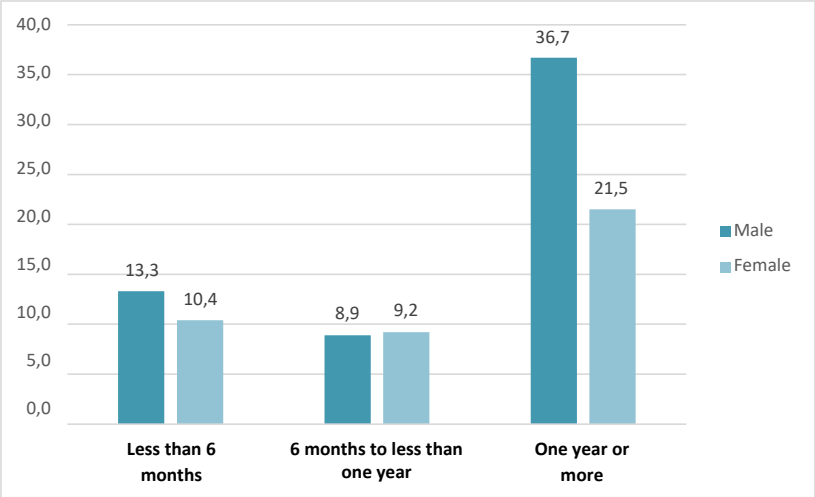
| | 2019 | | 2020 | |
|---|---|---|---|---|
| | Number | % | Number | % |
| Unemployed | 66098 | 36% | 64683 | 35% |
| Inactive | 115160 | 64% | 119856 | 65% |
| Total | 181258 | | 184539 | |
| *Source of information: Labor Force Survey, 2019; 2020* | | | | |

**Figure 4.** % of unemployed NEET (15-29) by unemployment duration / 2020




Source of information: Labour Force Survey, 2020

**Figure 5**. % of unemployed NEET (15-29) by unemployment duration and sex / 2020



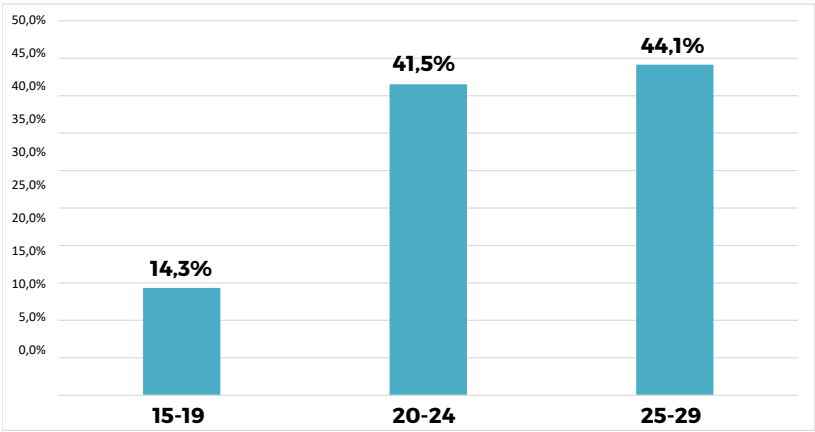

Source of information: Labour Force Survey, 2020

**Table 3**. % of unemployed NEET (15-29) by unemployment duration and education level / 2020

| | Less than 6 months | 6 months to less than one year | One year or more |
|---|---|---|---|
| Low | 17,3% | 13,6% | 69,1% |
| Medium | 28,1% | 16,1% | 55,8% |
| High | 21,7% | 22,8% | 55,5% |

*Source of information: Labor Force Survey, 2020*

**Table 4.** % of unemployed NEET registered by age group / 2020



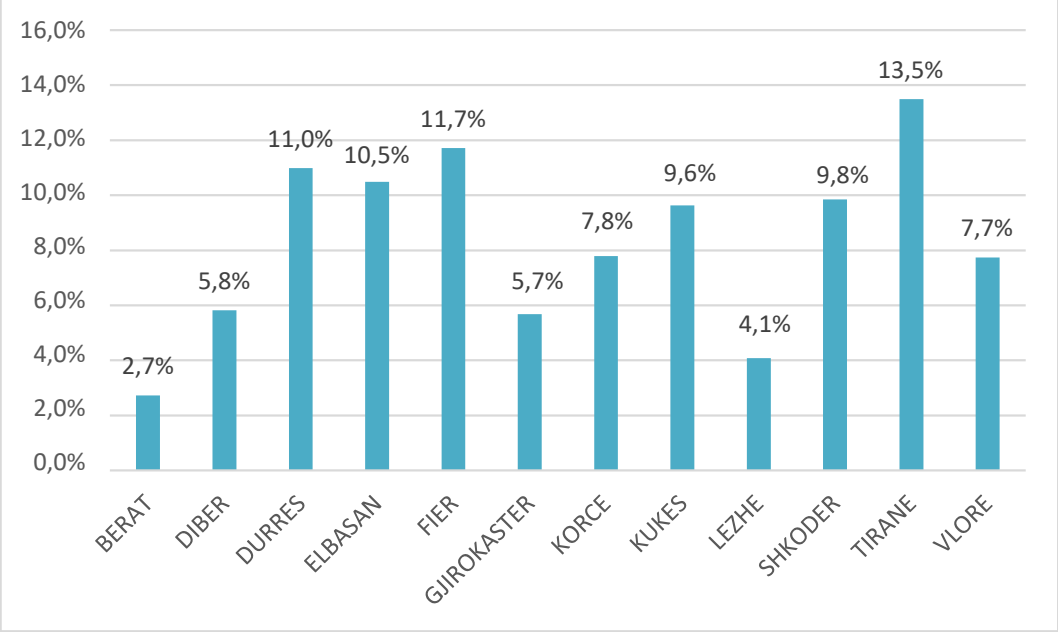

Source of information: NAES, 2021

**Table 5.** Regional distribution of the NEET population by age group / 2019 and 2020

| | Age group 15-29 | | | | Age group 15-24 | |
|---|---|---|---|---|---|---|
| | 2019 | | 2020 | | 2020 | |
| | Number | % | Number | % | Number | % |
| BERAT | 6696 | 3,7% | 8170 | 4,4% | 5363 | 4,8% |
| DIBER | 14803 | 8,2% | 13972 | 7,6% | 9097 | 8,1% |
| DURRES | 15298 | 8,4% | 14227 | 7,7% | 7833 | 6,9% |
| ELBASAN | 15593 | 8,6% | 16385 | 8,9% | 10738 | 9,5% |
| FIER | 17632 | 9,7% | 14996 | 8,1% | 8956 | 7,9% |
| GJIROKASTER | 4656 | 2,6% | 2520 | 1,4% | 2126 | 1,9% |
| KORCE | 12426 | 6,9% | 12669 | 6,9% | 7813 | 6,9% |
| KUKES | **1994** | **1,1%** | **2123** | **1,2%** | 1243 | 1,1% |
| LEZHE | 12720 | 7,0% | 13684 | 7,4% | 7981 | 7,1% |
| SHKODER | 10376 | 5,7% | 12542 | 6,8% | 7169 | 6,4% |
| TIRANE | **59976** | **33,1%** | **64782** | **35,1%** | 39711 | 35,2% |
| VLORE | 9089 | 5,0% | 8471 | 4,6% | 4856 | 4,3% |
| **TOTAL** | 181259 | | 184541 | | 112886 | |

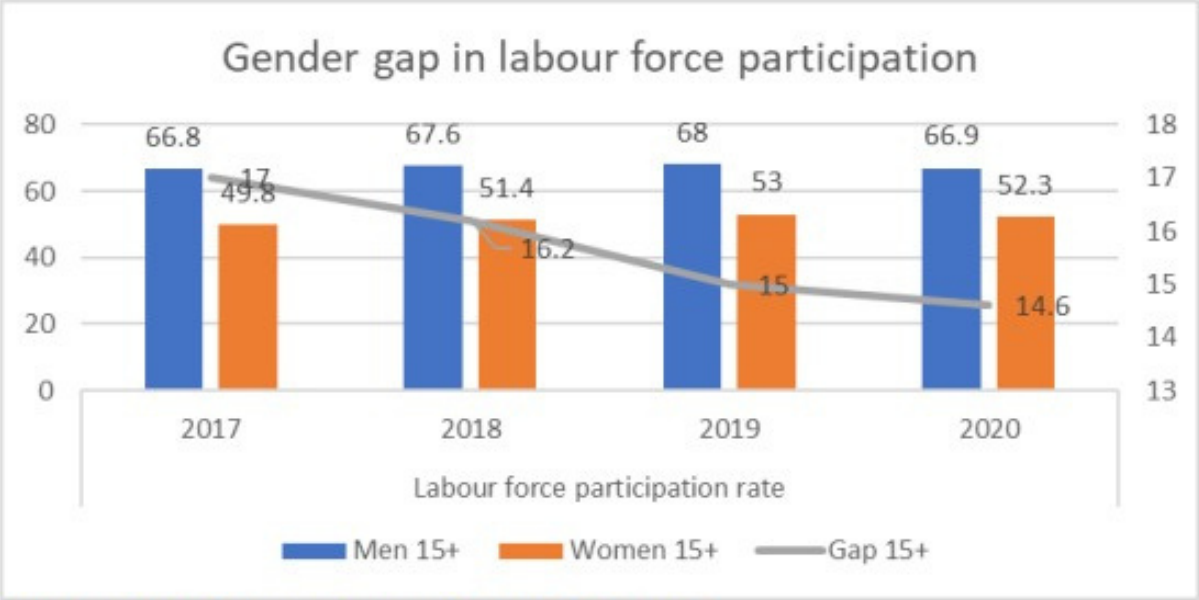
*Source of information: Labor Force Survey, 2020*

**Figure 6.** Regional distribution of young NEETs registered in the public employment services / 2020



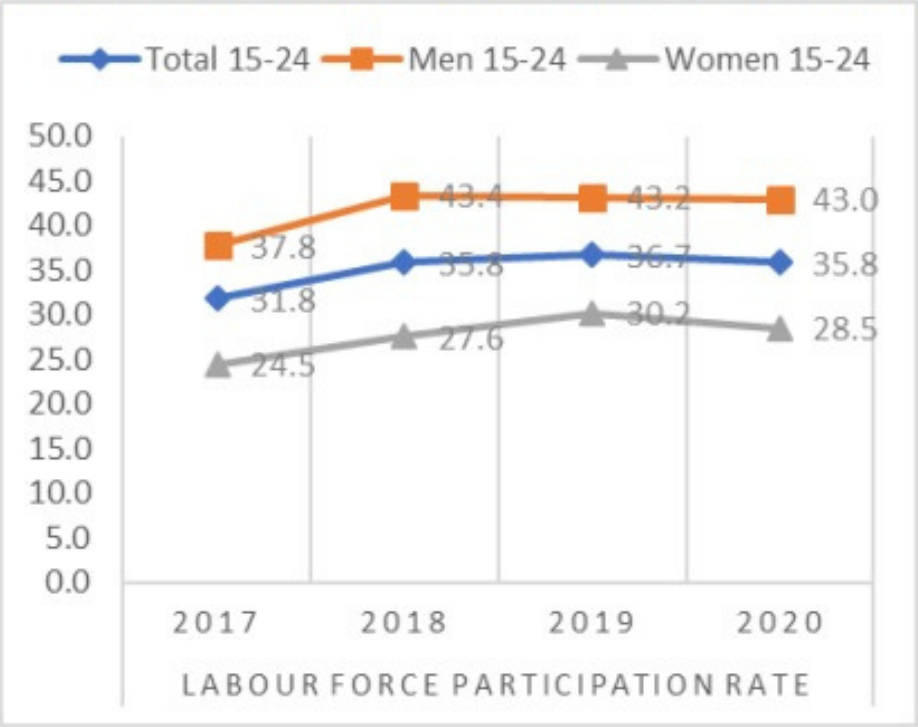

Source of information: NAES, 2021

**Figure 7.** Labour force participation 2017-2020




Source: INSTAT database, author calculations

**Figure 8.** Labour force participation, 15-24 age group




Source: INSTAT database, author calculations

Source: INSTAT database, author calculations

**Table 6.** Enterprises by type of activity

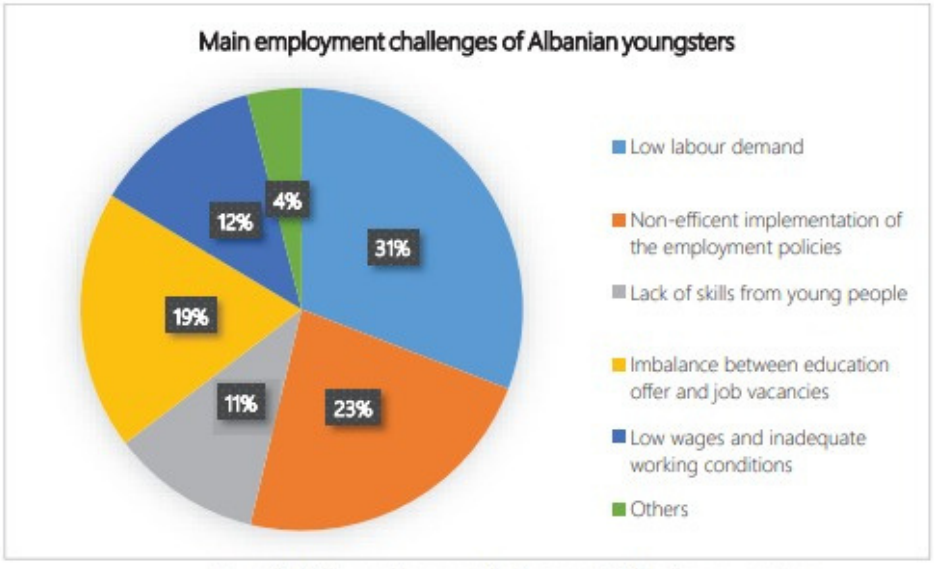
| Year | | 2019 | | 2020 | |
|---|---|---|---|---|---|
| Gender | Women | Men | Women | Men | Women |
| Total | 25.69% | 74.62% | 25.38% | 74.52% | 25.48% |
| Producers of goods | 11.77% | 88.10% | 11.90% | 87.36% | 12.64% |
| Agriculture, forestry and fishing | 10.09% | 89.42% | 10.58% | 88.58% | 11.42% |
| Industry | 19.65% | 80.83% | 19.17% | 79.43% | 20.57% |
| Construction | 9.63% | 90.16% | 9.84% | 90.16% | 9.84% |
| Producers of services | 33.16% | 66.70% | 33.30% | 66.28% | 33.72% |
| Trade | 35.43% | 65.21% | 34.79% | 64.99% | 35.01% |
| Transport and storage | 5.52% | 94.18% | 5.82% | 93.40% | 6.60% |
| Accommodation and food service activities | 28.26% | 71.19% | 28.81% | 70.99% | 29.01% |
| Information and communication | 22.73% | 75.85% | 24.15% | 75.10% | 24.90% |
| Other Services | 39.22% | 60.22% | 39.78% | 59.44% | 40.56% |

Source of information: Women's status in employment and vocational education

**Figure 10.** Number of women registered in professional courses, 2021

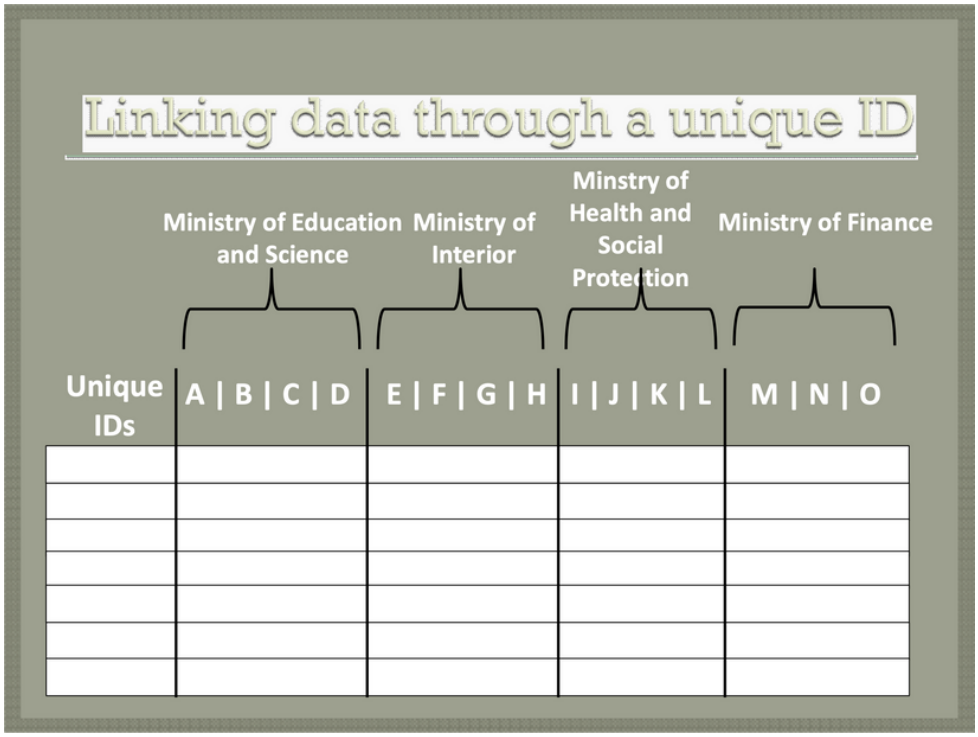
Source of information: Women's status in employment and vocational education

**Figure 11:** Main employment challenges of Albanian youngsters




Source: Western Balkans Through Youth Lens, Regional Policy Report; Western Balkans Youth Cooperation Platform, December 2019, page 13.

## Annex 2: Data base linkages – closing the gaps of systems for identifying NEET



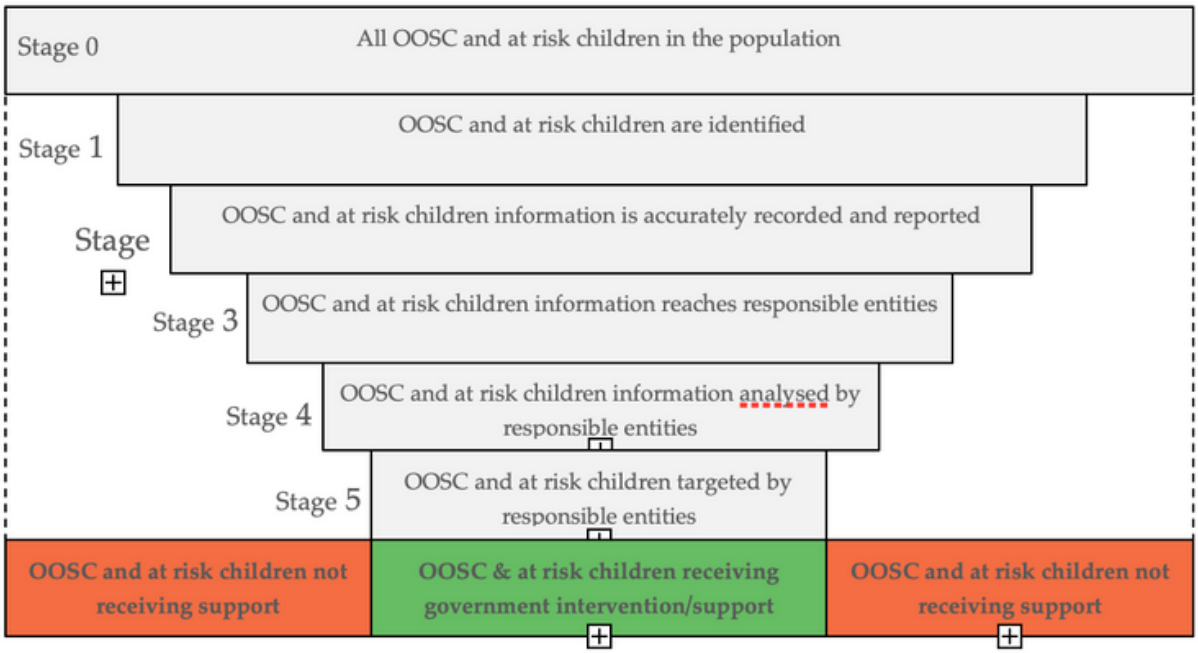


**Figure 12.** Five stage monitoring frameworks for NEET, illustrating potential information gaps at each stage