

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR VET TEACHERS AND TRAINERS IN ALBANIA (2018)

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for

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DRAFT

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DRAFT

1 RATIONALE

Professional development of VET teachers and trainers has been identified by the ETF as a key driver for the improvement of VET systems across all regions: *firstly*, because they are the most important input in the VET System; *Secondly*, teachers and trainers are critical to the successful implementation of other reforms, such as changes in organizations, curriculum, and development of work-based learning, technology and pedagogy. In 2015, ETF implemented a research regional project on provision of CPD, including Albania, followed by other research and analysis carried out during the period 2015-2017 including the support for the implementation of 14 Demonstration Projects which sought to inform policymaking through the experience of implementation. The CPD Survey 2018, builds on the earlier work. The main objectives of the CPD Survey 2018 are to:

- Inform national policymakers about the condition and needs of vocational teachers and help them to monitor implementation and change through a bottom-up and systemic approach, making use of findings from 2015;
- Help policymakers to understand what is required to bring out improvements in quality, effectiveness and responsiveness of CPD, at the national level including training provision;
- Address some of the factors which influence the effectiveness of teachers in more general terms, with regards to their motivation and career structure;
- Benchmark the state of their professional teacher workforce against other countries.

In addition, the survey aims to:

1. Empower teachers and other stakeholders in the policy process while reporting their experience with professional development, impact on teaching quality and future needs;
2. Encourage international collaboration in policy making;
3. Support systematic use of data in policy making.

At the request of national authorities the survey was extended to include post-16 Vocational Training Centres. The results from survey of VTCs is reported in Annex 1.

This survey is part of an international, comparative survey which also includes: Algeria, Belarus, Kosovo*, Moldova, Montenegro, Serbia and Tunisia.

2 METHODOLOGY

Purpose

The methodology of the study combines literature review, a national scale survey of teachers/instructors at VE schools and centers, a survey of principals and in-depth interviews with stakeholders.

Literature Review

The literature review summarized information from previous studies and publications, official documents, reports from international donors and agencies in the fields of policymaking regarding VET. In addition it reviewed the national strategy (NESS), the progress reports of strategy implementation, as well as the legal acts and guidelines parallel to other policy measures in the education sector. A list of such references is provided in the appendixes of the document.

Interviews

In-depth interviews with key stakeholders served to validate information gathered through the literature review and gather evidence on strategy development and implementation, challenges, institutional changes, stakeholder dialogue and to access administrative data. The in-depth interview structure was prepared and standardized by ETF project team. During May 2018 - September 2018, 12 in-depth interviews were implemented with representatives from: (1) Ministry of Economy and Finance - 3 interviews; (2) National Agency of Vocational Education, Training and Qualifications - 2 interviews; (3) GIZ VET project - 1 interview; (4) Swiss Development VET Project "Skills for Jobs" - 1 interview with project representative; (5) UNDP Skills for Employment Program - 1 interview; (6) Human Development Promotion Center – 1 interview; (7) Experts in VET policy - 2 interviews; (8) School Director - 2 interviews; and (9) VET training provider - 1 interview.

2 Surveys

A national scale survey on teachers/instructors needs with respect to CPD, was designed to gather information on current situation and needs for CPD in VET system in Albania. The surveys made use of two standardized questionnaires: one for teachers/instructors and another one targeting school principals. Both questionnaires were provided by ETF and were reviewed, translated and further adopted in the national language and to the local context. The questionnaires were designed by ETF for the purpose of international, comparative surveys. They draw upon other international surveys, in particular OECD's TALIS survey.

The survey was tested with the selected number of schools during the week 07-11 May, 2018. After testing, the necessary adjustments were made in the questionnaires and training sessions were organized for all the schools and centres. The purpose of the training session prior to the survey implementation was: (i) to inform the school/centre principle on the survey and to raise his awareness on the importance of the survey regarding the CPD of VET institutions; (ii) to explain the role of the principal as the one who will complete the questionnaire, but also who will distribute the questionnaire link to every teacher/instructor of their school and constantly remind them to participate in the survey; (iii) to provide training on how to complete the questionnaires, to clarify all raised questions and to be prepared to help other teachers/instructors in their schools/centres in the process of completing the questionnaire.

Due the small population size of the public VET sector in Albania, it was decided that the survey sample should include all the existing population of teachers/instructors and principals of the

schools. The database of teachers/instructors *at school level* was used to identify the sample of *1,114 eligible teachers/instructors* (excluding principals and vice principals, so 1,198 minus 84) to be involved in the survey.

Table 1: Population of CPD survey

	Teachers of professional subjects (Full-Time)	Instructor of practical teaching (Part-Time)	Teachers of General subjects in VET schools	Principals	Vice Principals	Total
VET Public Schools	492	122	500	34	50	1,198
VTC	69	348	-	10	-	417
Total	561	470	500	34	50	1, 615

The sample *for the vocational centers* includes all instructors that have a full-time contract with the vocational centres (59 instructors) from the pool of 69 reported. Additionally, 41 part-time instructors (4 part-time instructors per each vocational centre) were selected randomly to complete the sample, particularly targeting those having a long-term commitment with the VTC. This criteria was identified in consultation with NAVETQ and performed with the support by the VTC directors.

Table 2: Sample of teachers/instructors of vocational schools and centres

	Teachers of professional subjects (FT)	Instructor of practical teaching (PT)	Teachers of General subjects in VET schools	Total
VET Public Schools	492	122	500	1,114
VTC	59	41	-	100
Total	551	163	500	1,214

The sample of principals is the whole population of the principals among 34 vocational schools and 10 vocational centers, is presented in the table no. 3.

Table 3: Sample of Principals of vocational schools and centers

	Population of Principals	Sample of Principals
VET Public Schools	34	34
VTC	10	10
Total	44	44

The survey completion lasted between May - August 2018. Coordination with school coordinators and cooperation with the national school directory, led to the successful completion of the surveys. Data quality check and data cleaning procedures were applied, following instructions from ETF project team. The final dataset, based on which the assessment report is prepared, contains:

- a. 701 observations reported by teachers in vocational schools and 98 observations from instructors in vocational centers (total responses of 799 out of the 1,214 targeted), with a completion rate of about 66% - *disaggregated to 64% for the schools and 91% for the centers*;
- b. 25 observations from the vocational schools and 7 responses from the vocational centers (total responses of 32 out of the 44 targeted), with a completion rate of about 73%.

A more detailed Methodological Report is presented in Appendix 4.

PART 1 THE CONTEXT: THE WORKFORCE, TEACHING AND MANAGEMENT IN SCHOOLS

3 THE WORKFORCE

Age of Teachers

The average age of teachers in vocational education schools is declared 41.7 years old. Teachers in vocational education are dominated by mid age group (30-49 years old), which represents 5% of the overall interviewed teaching staff. Young teachers (up to age 29 years old) represent 16% of teaching staff, thus teachers under 50 years old represent 72% of the total number of teachers.

Table 1: Age of Teachers

Age groups	%	Cum. %
0-29 years	17.3	17.3
30-49 years	54.2	71.5
50-59 years	23.0	94.4
60 years and more	5.6	100.0

Role in the school

45% of the survey's respondents are general education profile teachers, 41% of respondents are teachers of theoretical vocational profile, 12% are instructors (teaching practice in the vocational profile). 3.0% of the respondents declare to have a non-direct teaching role such as advisors, assistants, laboratory technician, etc.

Table 2: What is your role in the current school ?

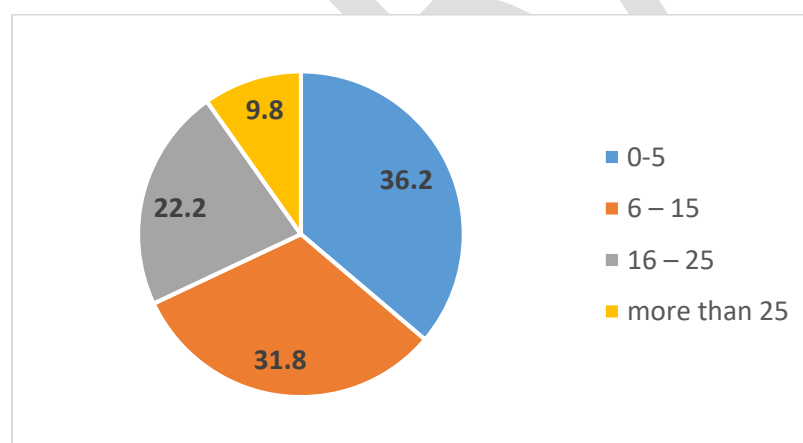
Roles	Number	%
Teacher of general education profiles	310	44.6
Teacher of vocational profile	282	40.6
Instructor of practical education	83	11.9
Others	20	2.9
Total of valid answers	695	100.0

Length of Teaching Experience

1/3rd of the teachers have less than 5 years teaching experience and another 1/3rd have a teaching experience that varies from 6-15 years. Comparing the tables 2 and 3 reveals that the share of teachers with 0-5 years of experience is more than double of those falling in 0-29 group age meaning that, for around 17% of respondents, teaching is not the first job. There are only 10.0% of the teachers declaring to have more than 25 years teaching experience coinciding with the teachers that are around 60 years old.

Table 3: Number of years working as a teacher

Number of years	%	Cum. %
0-5	36.2	36.2
6 – 15	31.8	68.0
16 – 25	22.2	90.2
more than 25	9.8	100.0

Figure 1: Number of years working as a teacher

Experience in current school

There is high job stability of the teachers in the surveyed schools. Thus, 54% of the teachers have more than 5 years teaching experience in their current school. Further analysis reveals that about 67% of the teachers who have spent their entire teaching carrier at only one school.

Table 4: Number of years working in current school

Number of years	%	Cum. %
0-5	46.4	46.4
6 – 15	38.2	84.6
16 – 25	13.8	98.4
more than 25	1.6	100.0

Work experience in the trade, profession of industry of the vocational branch taught

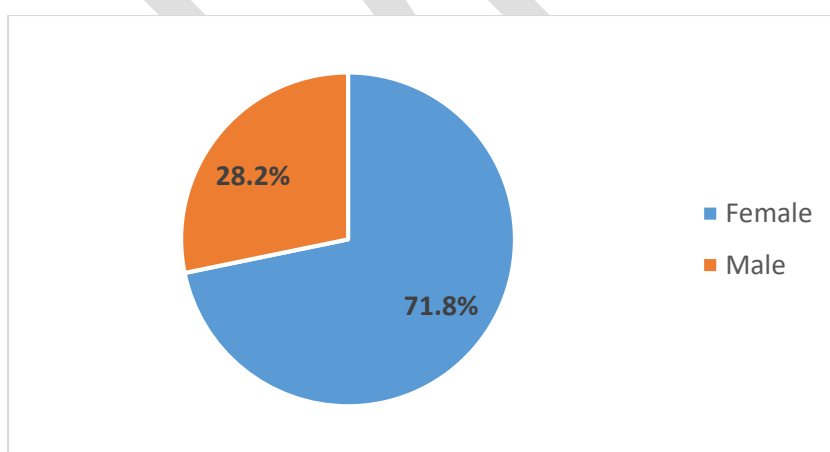
The majority of vocational teachers and instructors, report to have experiences in the profession of industry of the vocational branch taught. 19% of the teachers of vocational subjects have no any job experience in the industry of the vocational subject they teach in the school, and another 16.8% of the teachers have little experience in the industry that varies from 1-3 years. 64% of the responding teachers say they have more than 3 years' working experience in the of industry of the vocational branch taught.

Table 5: Number of working years in profession/ industry corresponding to the vocational subject that you teach? (Only for teachers of vocational subjects)

Experience in the profession/industry of the teaching subject	Number	%
0 years	70	19.0
1-3 years	62	16.8
More than 3 years	237	64.2
Total of qualified answers	369	100.0

Gender

The large majority (72%) of the teachers are females.

Figure 2: Teachers' gender distribution

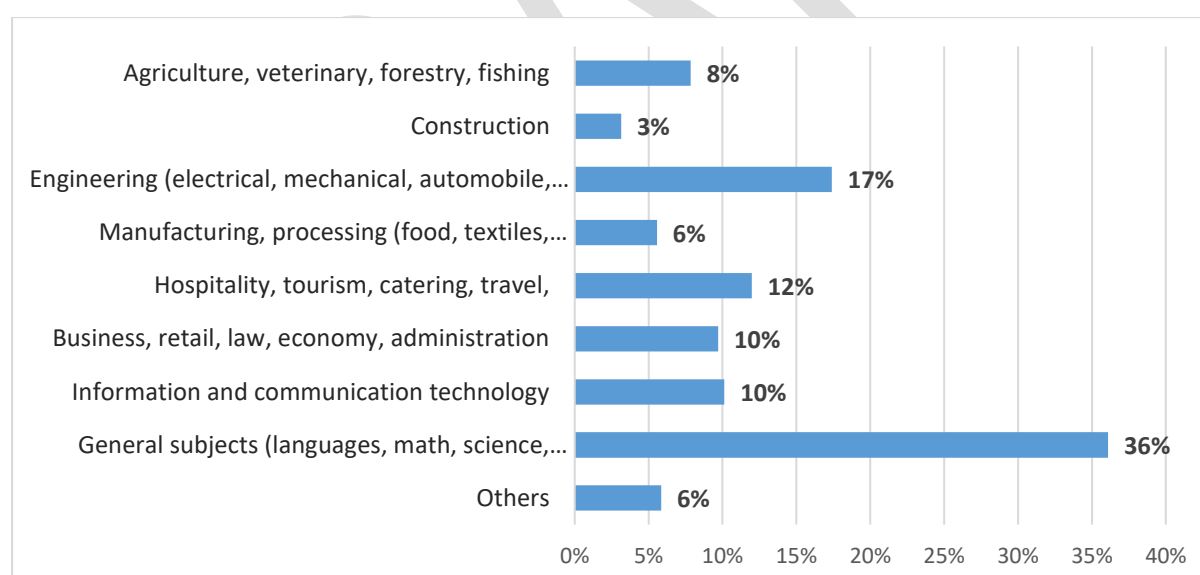
Vocational sector or specialism

36% of the teachers responding to the survey are specialized in general subjects such as languages, mathematics, social science, science etc. 17% of the teachers teach vocational subjects related to engineering such as electrical, mechanical, automobile, civil construction etc., followed by 12% of respondents teaching hospitality, tourism, catering and travel, 10% business retail, Law, economy, management and administration and 8% of the respondents teach subjects related to agriculture, veterinary, forestry and fishing.

Table 6: Which vocational sectors does your main teaching specialism relate to?

Vocational sectors	%
Agriculture, veterinary, forestry, fishing	7.8
Mining, metallurgy	0.3
Construction (e.g. brick laying, plumbing, roofing, carpentry)	3.1
Engineering (electrical, mechanical, automobile, civil construction, chemical, geodesy)	17.4
Manufacturing, production, processing (food, textiles, leather, wood)	5.6
Hospitality, tourism, catering, travel,	12.0
Business, retail, law, economy, management, administration	9.7
Information and communication technology	10.1
Logistics, traffic, transportation	0.0
Health-related (including medicine), social protection	1.4
Beauty, hair, cosmetics	0.0
Craftwork, fashion, art, design, film, media and creative	0.6
General subjects, e.g. languages and mathematics, science, social science	36.1
Other	3.6

Figure 3: Which vocational sectors does your main teaching specialism relate to?



Initial training

44% of the teachers in the survey declare to have completed pedagogical training as part of their degree studies, 41.0% of respondents did not complete any initial pedagogical training before they started teaching.

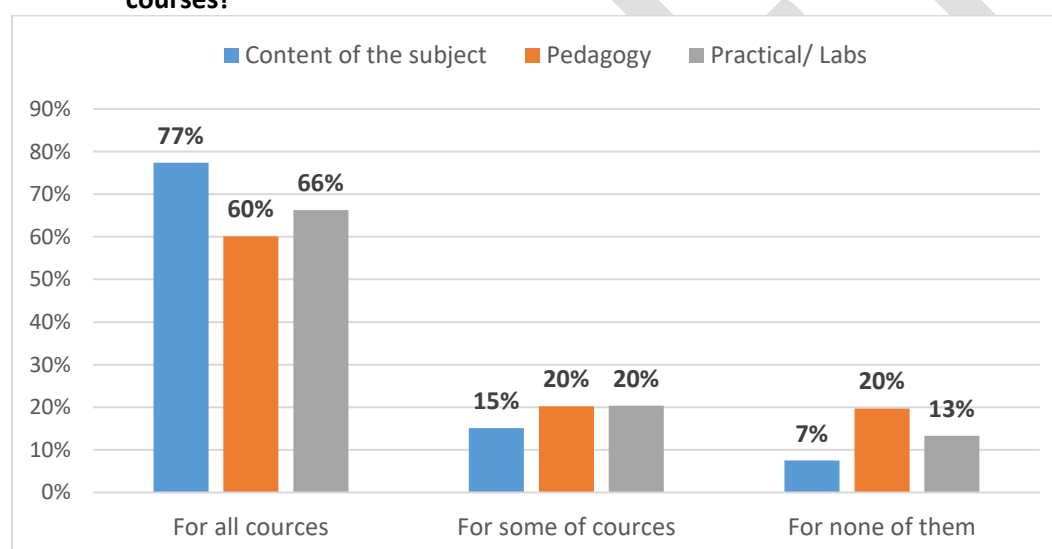
Table 7: Did you complete an initial educational or training program that prepares to be a teacher or instructor?

Pedagogic training history	Number	%
I completed pedagogical training as part of my degree studies	289	44.2
completed a separate pedagogical training which was not part of a degree program	97	14.8
I did not complete an initial pedagogical training before I started teaching	268	41.0
Total of valid answers	654	100.0

77% of teachers declare that their formal education courses included content elements related to the courses they currently teach, while 66% say that their formal education included practice/laboratory work related to what they teach now.

22% of teachers/instructors report that they teach at least one course for which they haven't got any training on content during their formal education, and 33% of teachers report they received little or no knowledge on the practice of teaching during their initial education.

Figure 4. Were the following elements included as part of your formal education or training courses?

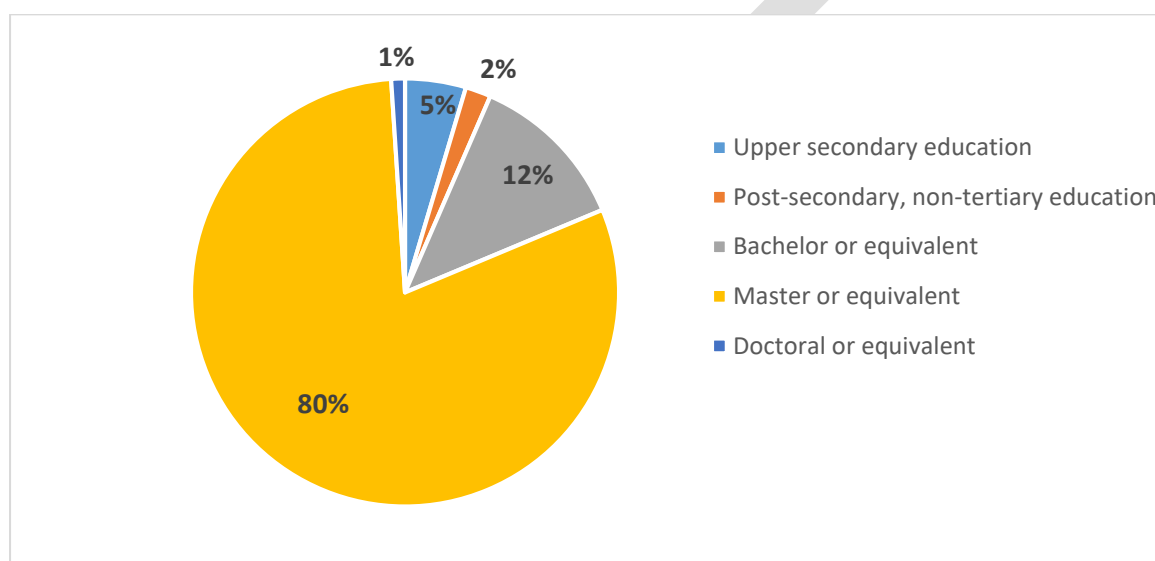


Qualifications

VET schools' teachers report to have a high level of formal education. Teachers with the degree of master or equivalent constitute 80% of the total number of the teachers in the survey. Only 7% of the teachers result to hold a qualification lower than bachelor degree.

Table 8: The highest level of formal education completed

Level of education	Frequency	%	Cum. %
Upper secondary education	31	4.6	4.6
Post-secondary, non-tertiary education	5	0.7	5.3
Short-cycle tertiary education	8	1.2	6.5
Bachelor or equivalent	82	12.2	18.7
Master or equivalent	541	80.3	99.0
Doctoral or equivalent	7	1.0	100.0
Total of valid answers	674	100.0	

Figure 5. The highest level of formal education completed

4.0% of the teachers in the survey say that they have taken the state exam and completed the teaching practice. 13% of the teachers say that they are not qualified as teachers or instructors or that they haven't take the state exam or performed the formal in-service practical experience. 87% of teaching staff at vocational schools declare their teaching qualification to be in compliance with the formal qualification requirements set by the Law for teachers in VET school.

Table 9: Are you formally qualified as a teacher or as an instructor or coordinator of practice?

Status of qualification for being VET teacher	Frequency	%
Qualified for being a teacher/instructor	440	66.6
Have taken the state exam for teaching profession and completed practice	29	4.4
Not qualified for being a teacher	42	6.4
Qualified for being an instructor	55	8.3
Not qualified for being a teacher/instructor	43	6.5
Other	52	7.9
Total of valid answers	643	100.0

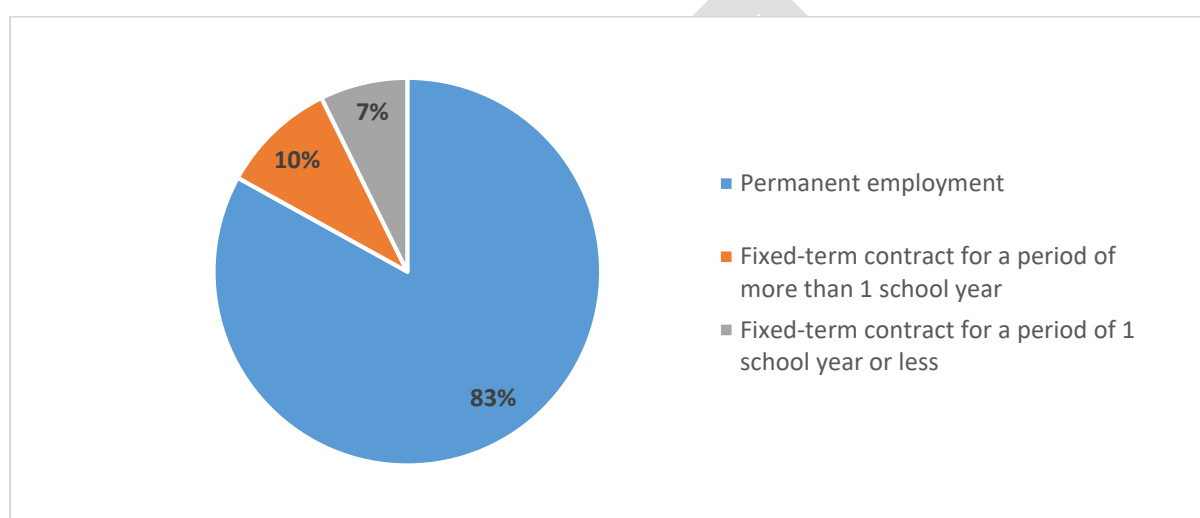
Employment Status

Permanent employment with a contract with no fixed end-point is the typical type of employment contract for 83% of the VET schools teachers responding in the survey. Up to one academic year employment contracts apply for 7.3% of the interviewed teachers. Only 4% of the total number of teachers are not full-time employees at school.

Table 10: Current employment status as a teacher

Employment status	Frequency	%
Permanent employment (an on-going contract with no fixed end-point)	534	83.1
Fixed-term contract for a period of more than 1 school year	62	9.6
Fixed-term contract for a period of 1 school year or less	47	7.3
Total of valid answers	643	100.0

Figure 6: Current employment status as a teacher



Membership of TU and professional association

31% of the surveyed teachers declared to be a member of the Trade Union and 14% a member of a professional teachers association.

Table 11: Membership frequency of trade unions and teachers' professional association

Employment status	Frequency	%
Member of Trade Union	188	30.8
Member of a professional teachers association	81	13.7

Working Hours

Teachers/instructors of VET schools state that they spend an average 39 hours per week on different tasks from teaching to administrative and communication tasks. The number of working hours during the week corresponds to the definitions in the Labor Code (5 working days, 8 hours/ day). Most of the teachers' time is used for teaching (46% of the weekly working hours are reported to be spent for teaching). Teachers/instructors spend on average an hour per day on preparing individual

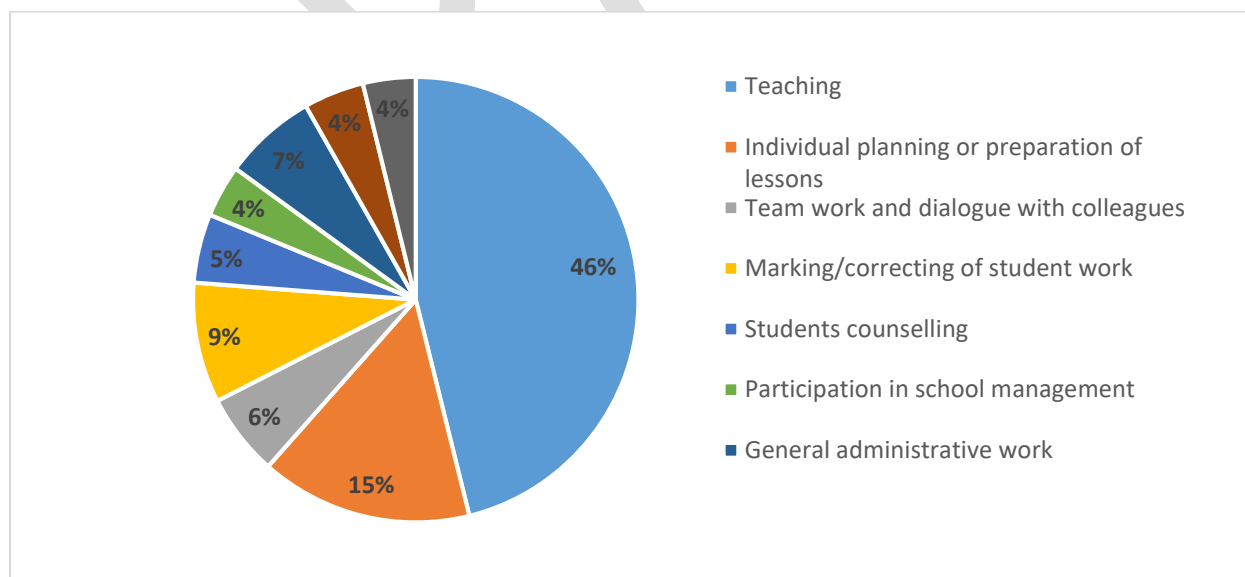
class plans, which amounts to 15% of the total working hours per week used to prepare for teaching. Teachers' activities related to teaching process such as Marking/correcting of student work and students counseling, take on average 13% of a teacher weekly working hours.

Teacher cooperation and exchange of information with each other seems low. The teachers declare to spend an average 2.3 hours per week on team work and dialogue with colleagues within the school, which does not allow for very much depth conversations or development work. Teachers report to allocate 4% of their time to communication with parents and 4% of weekly working time in extracurricular activities at school.

Table 12: The (average) share of working time spent on specific tasks (N=508)

Tasks	Hours	%
Teaching	18.2	46.1%
Individual planning or preparation of lessons either at school or out of school	6.1	15.4%
Team work and dialogue with colleagues within this school	2.3	6.0%
Marking/correcting of student work	3.4	8.7%
Students counselling (including student supervision, counselling, career guidance and delinquency guidance)	2.0	5.0%
Participation in school management	1.5	3.8%
General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)	2.7	6.8%
Communication and co-operation with parents or guardians	1.7	4.4%
Engaging in extracurricular activities (sports and cultural activities after school)	1.5	3.8%
Total time spent	39.4	100.0%

Figure 7: The (average) share of working time spent on specific tasks (% , N=508)



CONCLUSIONS

- Teachers in vocational education are dominated by those falling in the mid age group and only around 6% are close to retirement age.

- The share of teachers teaching vocational theory and vocational practice is 7% more than those teaching general subjects.
- One third of teachers has less than 5 years of teaching experience, while there is a good job stability: the majority of teachers by have their whole teaching experience in the same school.
- The vast majority of teachers report to have experiences in the industry of the vocational branch taught. Engineering, tourism and ICT are the sectors that correspond to the teaching specialism.
- The major part of teachers do not have pedagogical training as part of their degree studies, however some pedagogical content has been integrated in their formal education. Over half of teachers do not have any training on professional content during the formal education.
- Teachers dedicate most of their working hours to teaching. Teacher cooperation and exchange of information with each other seems low, only 2.3 hours per week in average. The same is true for involvement in extra curricula activities and communication with parents (although it remains to be further analysed the extent of using mobile communication instead of personal contacts).

4 SCHOOL GOVERNANCE

Who is involved in school governance

All the stakeholders of the school have strong presence in the schools' management teams. For example parents are present in the management team in 91% of schools, while teachers are in 87% of cases.

Table 13: Are the following currently represented on the school management team?

Job title	Frequency	%
Principal	23	100.0
Vice/deputy principal or assistant principal	18	78.3
Financial manager	20	87.0
Department heads	22	95.7
Teachers	20	87.0
Representative(s) from school	15	65.2
Parents or guardians	21	91.3
Students	18	78.3
Other	7	30.4
<i>Total of valid answers</i>	23	100.0

The survey results regarding the distribution of responsibilities among different actors related to different school aspects indicate that school principals have a large degree of authority within the school management structure and governing board with respect to appointing or hiring teachers, teachers' dismissal or suspension and students' disciplinary actions. However the salary policy for the teachers is centralized and no role is given to the principal in this regard.

According to principals, teachers are the most frequent decision makers for choosing which learning materials are used and for student assessment. On the other hand, the national authority has the main word on deciding which courses are offered. Regarding budget allocations, the schools present their request to the MoFE and it is the Ministry that decides the funds allocated to the school. The survey shows that the decision for funds allocation within the school are mainly the responsibility of the board decision and the management team including the principal.

Table 14: Regarding this school, who has a significant responsibility for the following tasks?

Tasks	Principal	Other members of the school management team	Teachers	School (governing board)	Local (municipality, regional, or national) authority
Appointing or hiring teachers	74%	0%	30%	70%	35%
Dismissing or suspending teachers from employment	87%	22%	22%	52%	30%
Establishing teachers' starting salaries, incl. setting pay scales	0%	9%	0%	5%	91%
Determining teachers' salary increases	0%	0%	0%	0%	100%
Deciding on budget allocations within the school	29%	24%	14%	62%	38%
Establishing student disciplinary policies and procedures	55%	82%	41%	18%	9%
Establishing student assessment policies	22%	30%	52%	0%	43%
Approving students for admission to the school	74%	52%	26%	30%	22%
Choosing which learning materials are used	32%	50%	82%	9%	9%
Determining course content, including curricula	5%	9%	32%	5%	73%
Deciding which courses are offered	10%	10%	10%	5%	90%

Tasks	Main responsible actor	The Legal Stipulations on competences
Appointing or hiring teachers	School (Principal, School Board)	
Dismissing or suspending teachers from employment	School (Principal, School Board)	
Establishing teachers' starting salaries, incl. setting pay scales	National Authority	
Determining teachers' salary increases	National Authority	
Deciding on budget allocations within the school	Mixed- (school board, national authority)	
Establishing student disciplinary policies and procedures	School (management team, principals, teachers)	
Establishing student assessment policies	School (teachers)	
Approving students for admission to the school	School (principal, management team)	
Choosing which learning materials are used	School (teachers)	
Determining course content, including curricula	Mixed – (National authority, teachers)	
Deciding which courses are offered	National Authority	

What is the role of the Principal

On average time distribution for a school principal, is as expected: administrative and leadership tasks are the main role, occupying 39% of their time, while parent interaction takes only 10% of the time.

However, it can be noted big variations between principals.. For example, regarding curriculum and teaching-related tasks, there are principals that spend only 5% of their time, while there are others spending 50% of their time.

Table 15: On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school?

Tasks	N	Mean	Median	Min	Max
Administrative and leadership tasks and meetings (Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials).	23	38.6	30.0	18.4	80.0
Curriculum and teaching-related tasks and meetings (Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development)	23	23.0	23.8	5.0	50.0
Student interactions (Including counselling and conversations outside structured learning activities, discipline).	24	13.5	15.0	3.0	30.0
Parent or guardian interactions (Including formal and informal interactions).	23	9.7	9.1	2.0	20.4
Interactions with local and regional community, business and industry.	23	14.6	14.3	5.0	33.3

Every single school principal used student performance and student evaluation results to develop the school's educational goals and programs and simultaneously worked on a professional development plan for her/his school.

Table 16: Please indicate if you engaged in the following in this school during the last 12 months.

Tasks	%
I used student performance and student evaluation results to develop the school's educational goals and programmes.	100.0
I worked on a professional development plan for this school.	100.0

The following table reports that most principals are engaged in all the issues related to the school performance and the teaching and learning process. For every single task more than 75% (values between 75%-96%) of schools 'principals have reported that they are engaged in the listed tasks often or very often.

Table 17: Please indicate how frequently you engaged in the following in this school during the last 12 months.

Tasks	Never / rarely [1]	Sometimes [2]	Often [3]	Very often [4]	Mean
I collaborated with teachers to solve classroom discipline problems	0%	8%	50%	42%	3.1
I observed instruction in the classroom	0%	13%	54%	33%	3.1
I took actions to support cooperation among teachers to develop new teaching practices	0%	8%	58%	33%	3.4

I took actions to ensure that teachers take responsibility for improving their teaching skills.	0%	17%	46%	38%	3.3
I took actions to ensure that teachers feel responsible for their students' learning outcomes	0%	21%	54%	25%	3.1
I provided parents or guardians with information on the school and student performance	0%	17%	58%	25%	3.1
I checked for mistakes and errors in school administrative procedures and reports	0%	4%	54%	42%	3.4
I resolved problems with the lesson timetable in this school	0%	25%	33%	42%	3.1
I collaborated with principals from other schools	0%	17%	46%	38%	3.1

How are other stakeholders engaged

Instruction No. 28 (dated 30. 07. 2018) defines the organization and composition of the Board for the VET providers. The Board consists of 2 members of the private sector, one elected representative of teachers and one elected representative of students. The survey results refer to the situation before this instruction was issued, and indicate that the governing board representation is the Teachers (100.0%), students (91%), representatives of the enterprises (100%) and parents (86%).

Table 18: Are the following currently represented on this school's governing board?

Potential members of governing board	Frequency	%
Teachers	22	100.0
Members of the school management team	7	33.3
School administrative personnel	8	38.1
Parents or guardians	18	85.7
Students	19	90.5
Trade unions	1	5.0
Representatives of enterprises (labour market institutions, employer associations)	22	100.0
Others (e.g. a religious organization, charity)	6	31.6

With rare exceptions, school principals believe that there is a high level of cooperation, open discussions and mutual respect that exists in their schools. Their average frequency on level of agreement/disagreement with positive statements is 3.1-3.5 on the scale 1-4.

Table 19: How strongly do you agree or disagree with these statements as applied to this school?

Statements	Strongly disagree [1]	Disagree [2]	Agree [3]	Strongly agree [4]	Mean
The school staff share a common set of beliefs about learning	0%	13%	58%	25%	3.1
There is a high level of co-operation between the school and the local community.	0%	4%	83%	8%	3.1
School staff have an open discussion about difficulties.	0%	0%	71%	25%	3.3
There is mutual respect for colleagues' ideas.	0%	0%	63%	33%	3.3
There is a high level of co-operation between the school and the local businesses.	0%	8%	50%	38%	3.5
The relationships between teachers and students are good.	0%	4%	63%	29%	3.2

What constrains the effectiveness of management?

This section will discuss those factors which limit the effectiveness of principals: human resources, other resources, behaviour of teachers and students.

Lack of opportunities for professional development, government regulation and policy and teachers' absence were identified as the most critical constraints on the effectiveness of principals. However, principals also believed that teacher absence was relatively infrequent (See table 23). By contrast, teachers' career based wage system and workload and level of responsibilities were not regarded as big hindrances. For every single potential hindrance, more than 50% (values between 52%-77%) of schools' principals have reported that it limits their effectiveness a lot or to some extent.

Table 20: To what extent do the following limit your effectiveness as a principal in this school?

Hindrances	Not at all	Very little	To some extent	A lot	N
Inadequate school budget and resources	13%	17%	52%	17%	23
Government regulation and policy	9%	35%	30%	26%	23
Teachers' absences	13%	22%	43%	22%	23
Lack of parent or guardian involvement and support	9%	26%	48%	17%	23
Teachers' career-based wage system	22%	13%	52%	13%	23
Lack of opportunities and support for my own professional development	5%	23%	50%	23%	22
Lack of opportunities and support for teachers' professional development	0%	23%	50%	27%	22
High workload and level of responsibilities in my job	22%	26%	39%	13%	23
Lack of shared leadership with other school staff members	13%	30%	57%	0%	23

According to principals, the main hindrances to school's capacity to provide quality instruction are shortage of qualified/high performing vocational teachers, shortage of teachers with competence in teaching students with special needs, shortage of practice instructors and inadequacy of instructional materials. 52% of schools' principals saw these barriers as has having a large impact. Also, although in general it is reported that 100% of the VET schools have internet access, most

principals said that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction had some negative effect upon school performance.

Table 21: Is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Hindrances	Not at all	Very little	To some extent	A lot	N
Shortage of qualified and/or [well performing] vocational teachers.	0%	0%	48%	52%	23
Shortage of teachers with competence in teaching students with special needs	0%	17%	30%	52%	23
Shortage of general subject teachers	30%	9%	22%	39%	23
Short of practice instructors	4%	17%	26%	52%	23
Shortage or inadequacy of instructional materials (e.g. textbooks)	4%	9%	35%	52%	23
Shortage or inadequacy of computers for instruction	4%	4%	52%	39%	23
Insufficient Internet access	17%	13%	52%	17%	23
Shortage or inadequacy of computer software for instruction	9%	13%	57%	22%	23
Shortage or inadequacy of library materials	0%	9%	65%	26%	23
Shortage of support personnel	13%	22%	48%	17%	23

In general, schools principals have good control of students' behaviour. Problematic behaviour happens rarely or never, with a few exceptions. In 9% of the schools, student absence and/or arriving late at school are daily problems. Nonphysical bullying is declared to happen on daily basis in just one of the schools.

Table 22: In this school, how often do the following occur by students of the school?

Problematic events	Never	Rarely	Monthly	Weekly	Daily	N
Arriving late at school	0%	78%	9%	4%	9%	23
Absenteeism (i.e. unjustified absences)	9%	61%	9%	13%	9%	23
Cheating	9%	87%	0%	4%	0%	23
Vandalism and theft	74%	26%	0%	0%	0%	23
Intimidation or verbal abuse among students (or other forms of nonphysical bullying)	13%	83%	0%	0%	4%	23
Physical injury caused by violence among students	52%	48%	0%	0%	0%	23
Intimidation or verbal abuse of teachers or staff	55%	41%	5%	0%	0%	23

Teachers' misconduct is mostly absent and a rare event in just some of the schools. Principals say that arriving late at school happens only rarely in 54% of the schools, while discrimination (based on gender, ethnicity, religion, or disability) of teachers towards students happens rarely in 13% of the schools.

Table 23: In this school, how often do the following occur by teachers of the school?

Problematic events	Never	Rarely	Monthly	Weekly	Daily	N
Arriving late at school	46%	54%	0%	0%	0%	23
Absenteeism (i.e. unjustified absences)	71%	29%	0%	0%	0%	23
Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)	88%	13%	0%	0%	0%	23

Appraisal of teachers

Almost all listed tasks related to the formal appraisal of teachers' work seem to be performed by the principal and members of the school management team. There is little role played by external individual bodies, assigned mentors, and other teachers (who perform some role in discussing feedback received by parents).

Table 24: Who performs the following tasks as part of the formal appraisal of teachers' work in this school? (N=11)

Tasks	External individuals or bodies	Principal	Members of school management team	Assigned mentors	Other teachers	Not used in this school
Direct observation of classroom teaching	9%	82%	82%	18%	9%	0%
Student surveys about teaching	10%	50%	80%	10%	20%	0%
Assessments of teachers' content knowledge	10%	50%	70%	10%	10%	10%
Analysis of students' test scores	0%	82%	91%	0%	9%	0%
Discussion of teachers' self-assessments of their work	0%	45%	64%	18%	27%	9%
Discussion about feedback received by parents	0%	64%	82%	0%	64%	0%

Discussions with the teacher and a development or training plan for each teacher are widely used by the principals to remedy any weaknesses in teaching. Appointing a mentor to help the teacher improve his/her teaching is an action used also a frequent remedy.

A negative appraisal does not have any financial consequence for teachers, such as for instance reduction of payment or bonus. 78% of the principals interviewed reported to never connect the financial compensation with staff performance. This may be explained by the fact that the salaries and bonuses are decided by the national authorities. Principals do not play a role. Also, dismissal or non-renewal of contract is not a usual practice.

Table 25: Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

Actions	Never	Sometimes	Most of the time	Always	N
Measures to remedy any weaknesses in teaching are discussed with the teacher	0%	13%	48%	39%	23
A development or training plan is developed for each teacher	0%	35%	48%	17%	23
If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher	78%	13%	4%	4%	23
A mentor is appointed to help the teacher improve his/her teaching.	17%	39%	35%	9%	23
A change in a teacher's work responsibilities (e.g. increase/decrease in teaching load or administrative responsibilities)	26%	35%	30%	9%	23
A change in a teacher's salary or a payment of a financial bonus	78%	13%	9%	0%	22
A change in the likelihood of a teacher's career advancement	9%	61%	30%	0%	22
Dismissal or non-renewal of contract	35%	61%	0%	4%	23

School Culture

With few exceptions, school principals declare that they agree or strongly agree with the positive statements about the high level of cooperation between school and community, school and local businesses, open discussions among school staff regarding difficulties, mutual respects for colleagues ideas. However, principals were rated cooperation with their local community less strongly. Most principals claimed that their schools had a high level of cooperation with local business. However, other evidence suggests that the intensity and frequency of interaction between business and education varies greatly between schools.

Table 26: How strongly do you agree or disagree with these statements as applied to this school?

Statements	Strongly disagree	Disagree	Agree	Strongly agree	N
The school staff share a common set of beliefs about learning	0%	13%	61%	26%	23
There is a high level of co-operation between the school and the local community.	0%	4%	87%	9%	23
School staff have an open discussion about difficulties.	0%	0%	74%	26%	23
There is mutual respect for colleagues' ideas.	0%	0%	65%	35%	23
There is a high level of co-operation between the school and the local businesses.	0%	9%	52%	39%	23
The relationships between teachers and students are good.	0%	4%	65%	30%	23

CONCLUSIONS

- There is a good level of representation of teachers, students, employers and parents in school management.

- School principals possess authority on teachers' recruitment and dismissal and students' admission. Teachers have authority on students' assessment, choosing learning materials as well as some authority for determining the course content. Salaries, curricula and courses offered in VET are the exclusive responsibility of the national Government, while budget allocation within the school is under the authority of the school board.
- Big variation between principals is noticed in the time allocation to different roles suggesting different types of management practice.
-

Issues and Recommendations

Issues	Recommendations
Lack of opportunities for professional development, government regulation and policy and teachers' absence were identified as the most critical constraints on the effectiveness of principals.	These issues should be explored to understand why they are believed to constrain principals.
52% of Principals say that the quality of instruction is greatly hindered by the shortage of qualified/high performing vocational teachers, shortage of teachers with competence in teaching students with special needs, shortage of practice instructors and inadequacy of instructional materials.	Gaps should be addressed through targeted CPD and collaborative work to generate instructional materials. CPD for principals may take the form of mentoring and networking and developing practices to address constraints identified here.
The majority of principals said that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction had some negative effect upon school performance.	Planning and funding to incrementally equip all vocational schools with appropriate IT resources and planning for maintenance and replacement
Cooperation with local communities is not judged to be very strong	Encouragement of greater cooperation with communities, for example, through Parent Teacher Associations, opening access to school resources for life long learning..

5 APPROACHES TO TEACHING AND LINKS TO THE WORK PLACE

Teaching

Teachers/instructors were asked to describe how frequently they use different teaching methods in the class. Teacher use frequently or in every lesson (over 90%) classical teaching methods such as presenting a summary of the subject previously taught, giving assignments and checking them rigorously. Teachers and instructors demonstrate skills and students are expected to learn by observing and then be repeating that practice to gain mastery.

Besides classical teaching, work in groups and projects are emerging as a way of learning, 89% of teachers declare that they use this method frequently or in all lessons.

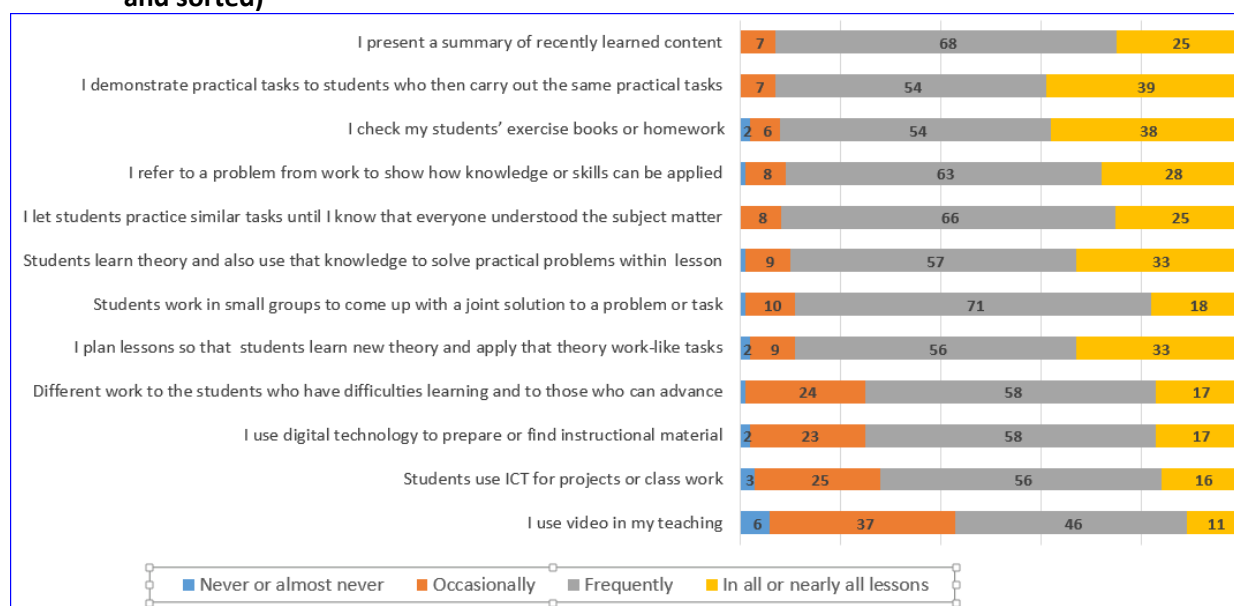
The majority of teachers report that they frequently or always combine practice and theory, asking students to use theory to solve practical problems and using knowledge in work-like tasks at school.

Despite efforts to modernize teaching methods in VET schools through use of ICT, the least frequent used methods of teaching or delivering class materials are those using ICT or multimedia. 25% of teachers responded that they use IT only occasionally for teaching while 3% don't use at all with their students. 43% of teachers responded that video was used occasionally or almost never as a teaching method. About 75% of teachers frequently or always used ICT to prepare lessons.

Table 27: Please indicate how frequently you use the following different teaching methods

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
I present a summary of recently learned content	0%	7%	68%	25%	639
Students work in small groups to come up with a joint solution to a problem or task	1%	10%	71%	18%	642
I give different work to the students who have difficulties learning and to those who can advance	1%	24%	58%	17%	642
I refer to a problem from work to show how knowledge or skills can be applied	1%	8%	63%	28%	637
I let students practice similar tasks until I know that every student has understood the subject matter	0%	8%	66%	25%	638
I check my students' exercise books or homework	2%	6%	54%	38%	637
Students use ICT (information and communication technology) for projects or class work	3%	25%	56%	16%	640
I demonstrate practical tasks to students who then carry out the same practical tasks	0%	7%	54%	39%	637
Students learn theory and also use that knowledge to solve practical problems within one lesson	1%	9%	57%	33%	637
I plan lessons so that when students learn new theory or knowledge they are also apply that theory or knowledge to work-like tasks	2%	9%	56%	33%	637
I use digital technology to prepare or find instructional material	2%	23%	58%	17%	636
I use video in my teaching	6%	37%	46%	11%	635

Figure 8: Please indicate how frequently you use the following different teaching methods (in % and sorted)



Links to the Work Place

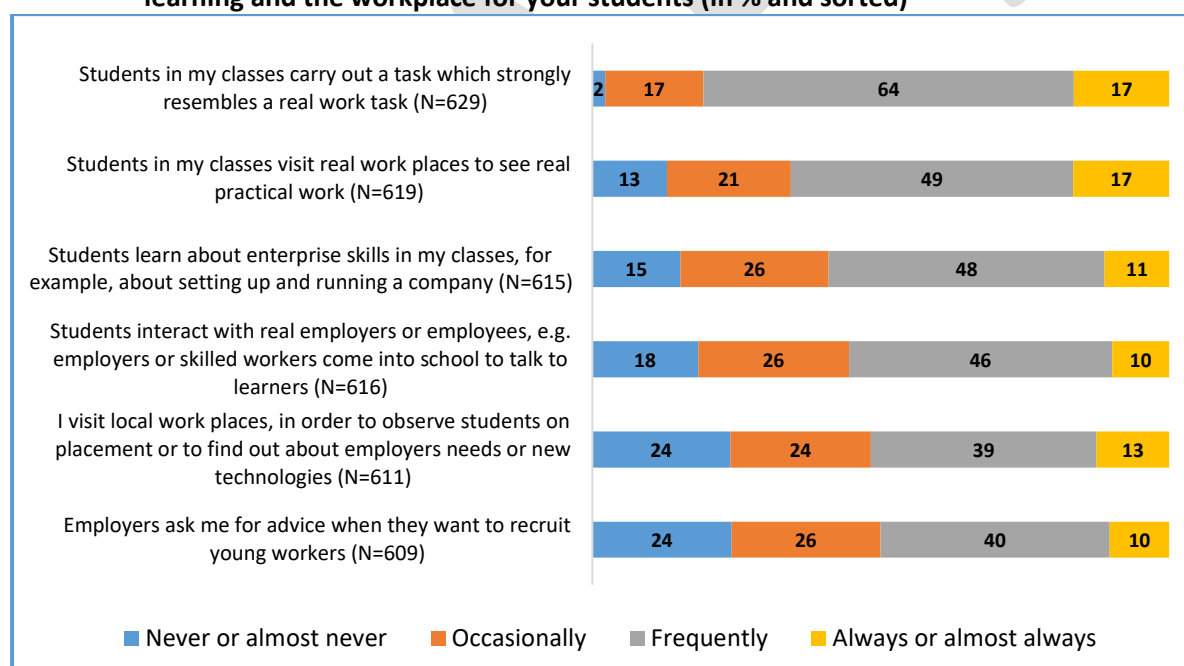
81% of teachers/instructors report that students frequently learn by performing practical tasks that strongly resemble real work tasks.

There is considerable interaction between some teachers and businesses: 66% of teachers have reported that students visit a local business often/always, 56% of teachers report that business representatives were often/always invited to exchange knowledge with students at classroom. The majority of teachers (59%), report that students learn entrepreneurial skills in the classroom environment. However, 25% to 50% of students only participate in direct interaction, such as visits, at best occasionally. About half of teachers seldom visit workplaces and the same share regularly have contact with employers seeking to recruit students.

Table 28: Please indicate how well the following statements describe the relation between school learning and the workplace for your students

	Never or almost never	Occasionally	Frequently	Always or almost always	N
Students in my classes carry out a task which strongly resembles a real work task	2%	17%	64%	17%	629
Students in my classes visit real work places to see real practical work	13%	21%	49%	17%	619
Students in my classes interact with real employers or employees, (employers or skilled workers come into school to talk to learners)	18%	26%	46%	10%	616
Students learn about enterprise skills in my classes, for example, about setting up and running a company	15%	26%	48%	11%	615
I visit local work places, for example, in order to observe students on placement or to find out about employers needs or new technologies	24%	24%	39%	13%	611
Employers ask me for advice when they want to recruit young workers	24%	26%	40%	10%	609

Figure 9: Please indicate how well the following statements describe the relation between school learning and the workplace for your students (in % and sorted)



Work-based learning

38% of the teachers declare that most of their students have placements in work places lasting at least 10% of the time of their entire program and 16% declare that most of their students have less than 10% of the time in the work place. 46% of teachers declare that only some of their students have work placements.

Table 29: How much time do your students spend on learning in the workplace that is organised through the school?

	Frequency	%
Most of the students that I teach have placements in work places lasting at least 10% of the time of their entire program	228	38.3
Most of the students that I teach have placements in work places lasting less than 10% of the time of their entire program	93	15.6
Some of the students that I teach do have placements in the work place	275	46.1

Behaviour and Motivation of Students

Most of the teachers declare that they enjoy teaching and that most of the students they teach are motivated. However there are 24% of teachers that feel they work with motivated students only in some/or none of their classes.

35% of teachers/instructors experience interruptions in at least some of their classes. 26% of teachers lose time waiting for quiet in at least some of their classes.

Table 30: Please indicate how well the following statements describe your teaching experience.

Experiences	None of my classes	Some of my classes	Most of my classes	All or almost all of my classes	N
When the lesson begins, I have to wait quite a long time for students to quiet down	74%	23%	2%	1%	639
Most of the students in the class are well motivated	2%	22%	54%	22%	639
I lose quite a lot of time because of students interrupting the lesson	65%	32%	2%	1%	637
I enjoy teaching my students	2%	4%	45%	49%	637

Assessment

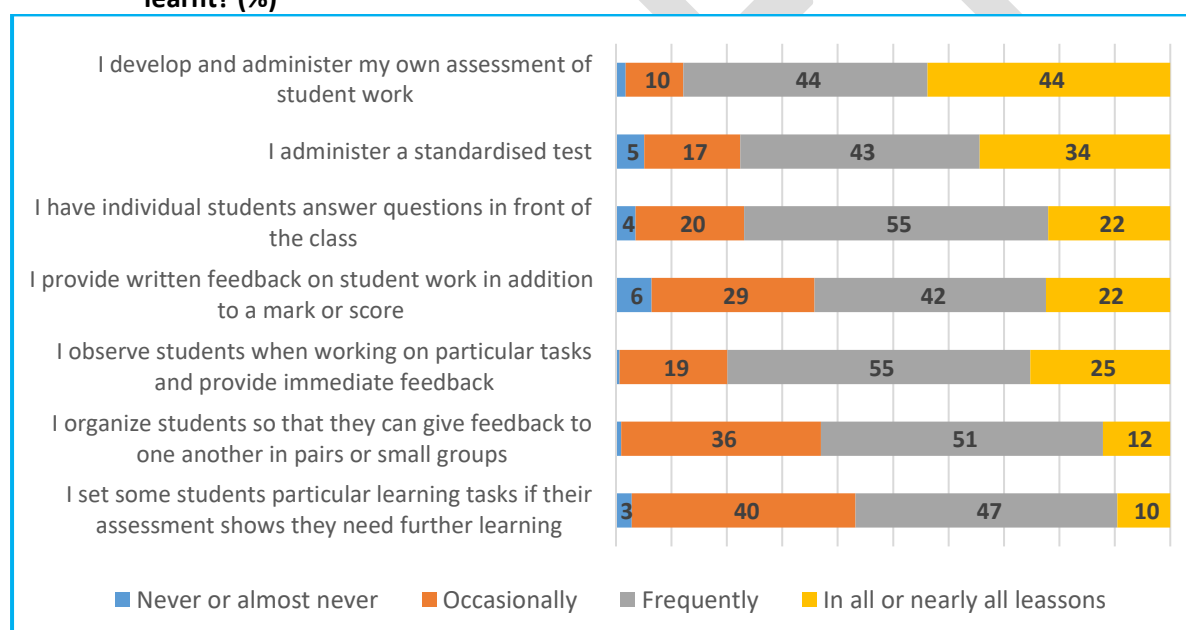
The most frequent methods of students' achievements' assessment are self designed tests by teachers (in written format) or standardized tests (written format). 88% of teachers report to often and always use test prepared by them for students' evaluation, while 75% of teachers report to use standardized tests for students' achievements evaluation. Teachers also report to frequently use the evaluation of students by asking them questions and put them to respond in class (77% of teachers declare to use this assessment method).

The less used evaluation methods are those based on written feedback on students performed projects/tasks, peer evaluation of students as well as project - based assessments. Share for teachers reporting that they occasionally or never use those evaluation methods or their students is reported to be 35% to 43%.

Table 33: How often do you use each of the following methods to assess what students have learnt?

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
I develop and administer my own assessment of student work	2%	10%	44%	44%	626
I administer a standardized test	5%	17%	43%	34%	625
I have individual students answer questions in front of the class	4%	20%	55%	22%	627
I provide written feedback on student work in addition to a mark or score	6%	29%	42%	22%	625
I observe students when working on particular tasks and provide immediate feedback	1%	19%	55%	25%	622
I organize students so that they can give feedback to one another in pairs or small groups	1%	36%	51%	12%	627
I set some students particular learning tasks because their assessment shows that they need further learning	3%	40%	47%	10%	627

Figure 11: How often do you use each of the following methods to assess what students have learnt? (%)



Curriculum

National curricula and teachers' planning, annual and detailed lesson plans are the main drivers of teaching. 75% of teachers/instructors report they are always guided by national curricula for their teaching. Annual teaching plans and lesson plans are usual for VET teachers. 79% of the teachers say that they prepare annual teaching plans and 71% of the teachers declare that they prepare teaching¹ plans for each lesson.

¹ Preparation of teaching plans is a formal requirement in Albania.

Teachers say that their teaching is also guided by their knowledge of what skills employers need (25% always or almost always) and also by assessment expectations (21% always or almost always) – however, these factors are less strong than national curriculum. The majority of teachers say that they frequently or always experiment with their teaching.

Table 31: Please indicate how frequently your teaching is guided in the different ways listed below.

Teaching ways	Never or almost never	Occasionally	Frequently	Always or almost always	N
My teaching and planning are guided by the published national curriculum or qualification standard for my subject	1%	3%	21%	75%	628
I prepare a plan for how I will teach different topics and outcomes over the school year	0%	2%	19%	79%	634
I prepare a detailed lesson plan for my lessons	0%	2%	26%	71%	632
I experiment with different methods of teaching and learning in order to see which works best	0%	6%	68%	25%	631
I focus particularly on topics that students will be assessed on in tests and exams	3%	15%	61%	21%	632
I focus on skills and knowledge that I know are required by employers	5%	10%	59%	25%	620

Educational Resources

Good quality instruction materials are always present in 48% of lessons. Access to consumables and tools and equipment to support practical learning are always present in 29% and 26% of classes respectively. Access to resources varies between schools but the survey suggest that more than 29% of classes only sometimes have adequate consumables. This evidence confirms the judgement of Principals in relation to the factors influencing the quality of instruction. According to teachers, in the majority of classes there are sometimes insufficient or poor quality learning resources. It should be added that expectations with respect to resources are lower in Albania than in wealthier countries².

Students are reported to have adequate learning resources such as books (over 79% of teachers confirm that), however there is still 20% of students who lack basic learning resources in class. Access and availability of practical learning equipment, tools and consumable materials generally is at satisfactory level.

The level of availability of resources to support teaching and learning shrinks in the case of ICT tools, only 15% of teachers report having access adequate computers and software needed for learning process, and another 38% use them frequently. 9% of the teachers say that they have no access at all to ICT infrastructure needed for their lessons.

According to teachers, students have less access to computers: only 13% of teachers report that students always have access to the internet, while 48% of them say that students have access only occasional or almost never to support subject learning.

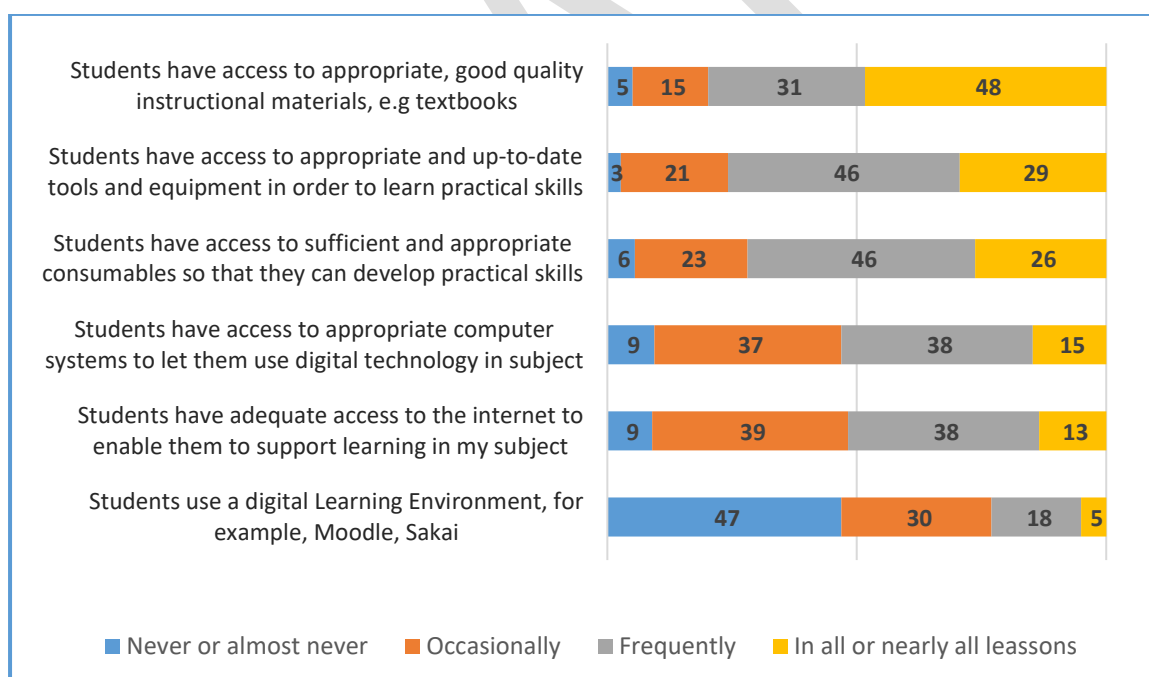
² GIZ Audit on Vocational Schools in Albania

Little use is made of Digital Learning Environments such as Moodle: 47% of the teachers say tha they never use it and another 30% use such systems only occasionally.

Table 32: How often do the following statements apply to you classes?

Accesses to materials and equipment	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
Students have access to appropriate, good quality instructional materials, e.g textbooks	5%	15%	31%	48%	633
Students have access to appropriate and up-to-date tools and equipment in order to learn practical skills	3%	21%	46%	29%	624
Students have access to sufficient and appropriate consumables so that they can develop practical skills	6%	23%	46%	26%	616
Students have access to reliable and appropriate computer hardware and software to let them use digital technology in my subject	9%	37%	38%	15%	625
Students have adequate access to the internet to enable them to support learning in my subject	9%	39%	38%	13%	624
Students use a digital Learning Environment, for example, Moodle, Sakai	47%	30%	18%	5%	618

Figure 10: How often do the following statements apply to you classes? (%)



Teacher self-Efficacy

Research by OECD has revealed a link between teachers' perceptions of their own efficacy and the actual level of achievement of students. Teachers' self-estimation of their work and influence on students is reported relatively high in Albania.

They report to succeed a lot in achieving students' motivation, control of the classroom, creating dedication to learning and knowledge and understanding real work in vocational branch.

Teachers are least likely to judge themselves effective when it comes to developing the practical skills that they will need in the work place and when it comes to giving students up to date knowledge of practice in the work place.

Table 34: In your teaching to what extent are you able to achieve each of the following results?

Actions	Not at all	To some extent	Quite a bit	A lot	N
Get my students to believe they can do well in school work	1%	9%	47%	44%	641
Help my students value learning	0%	8%	39%	52%	639
Prepare good questions for my students	0%	6%	42%	52%	634
Control disruptive behaviour in the classroom	0%	11%	34%	54%	638
Motivate students who show low interest in school work	4%	6%	38%	52%	639
Help my students understand real work in vocational branch	0%	8%	34%	58%	639
Get students to follow classroom rules	0%	5%	37%	58%	638
Help students to develop a commitment to work in my vocational branch	1%	8%	38%	53%	637
Provide an alternative explanation if, for example, students are confused	0%	6%	42%	52%	638
Give my students the practical skills they will need in the work place	3%	17%	43%	38%	629
Give my students up to date knowledge relevant to my vocational branch	2%	14%	40%	44%	629

Career and Job Satisfaction

Teachers report to be very satisfied generally with their profession 99% of teachers are satisfied with their job, 88% of them agree or strongly agree that their profession has more advantages than disadvantages and a small number (5%) of the teachers regret to be teachers.

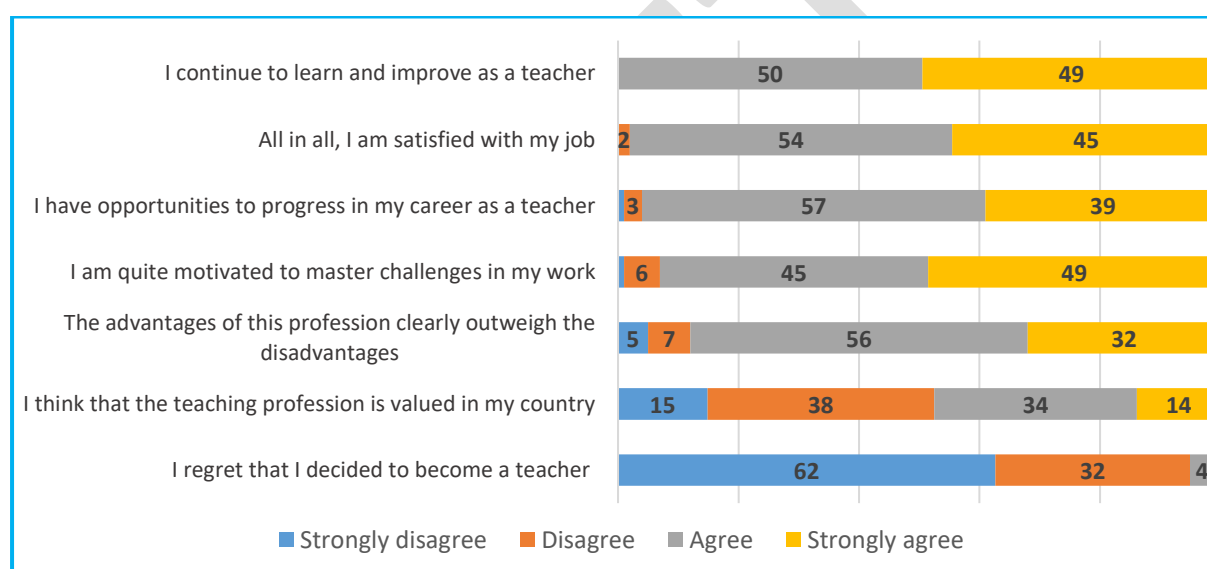
However, 53% of the teachers have the perception that teaching profession is not valued in Albania.

99% of teachers agree/strongly agree that they have a chance to develop themselves through this profession, the work provides chances to professionally develop to 96% of teachers, while 94% of teachers respond to be fully motivated to face challenges ahead.

Table 35: How strongly do you agree or disagree with the following statements about your job?

	Strongly disagree	Disagree	Agree	Strongly agree	N
The advantages of this profession clearly outweigh the disadvantages	5	7	56	32	628
All in all, I am satisfied with my job	0	2	54	45	630
I regret that I decided to become a teacher	62	32	4	1	627
I think that the teaching profession is valued in my country	15	38	34	14	629
I continue to learn and improve as a teacher	0	0	50	49	626
I have opportunities to progress in my career as a teacher	1	3	57	39	626
I think I am quite motivated to master challenges in my work	1	6	45	49	626

Figure 12: How strongly do you agree or disagree with the following statements about your job? (in % and sorted)



The same situation as for the teachers is noticed for school principals. Thus, all schools' principals report to be very satisfied generally with their profession. None of them have regrets about becoming the principal of a VET school and they all recommend their schools as a good place to work.

96% of principals agree or strongly agree that their current profession has net advantages and if they could decide again that were going to choose the same job and position. 87% of the schools' principal would not like to change their school if that was possible.

While principals seem highly satisfied with their job, the same cannot be said regarding their accomplishments. 48% of them are not satisfied with their performance as principals and have higher requirements for themselves.

Table 36: Generally feel about your job as principal of the school. How strongly do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	N
The advantages of this profession clearly outweigh the disadvantages	0%	4%	52%	43%	23
If I could decide again, I would still choose this job/position.	0%	4%	43%	52%	23
I would like to change to another school if that were possible.	39%	48%	13%	0%	23
I regret that I decided to become a principal.	70%	30%	0%	0%	23
I would recommend my school as a good place to work.	0%	0%	39%	61%	23
I think that the teaching profession is valued in society.	0%	0%	48%	52%	23
I am satisfied with my performance in this school.	0%	48%	35%	17%	23
All in all, I am satisfied with my job	0%	0%	70%	30%	22

CONCLUSIONS

- Classical methods of teaching dominate in VET schools. However, other methods such as the work in group and projects, practical teaching have already emerged and have started to be used. ICT and multimedia remain the least frequently used methods of teaching.
- Most teachers relate theory to practice and design work-like tasks for their students. However, 25% to 50% of students only participate in direct interaction, such as visits, at best occasionally. About half of teachers seldom visit workplaces and regularly have contact with employers seeking to recruit students.
- Access to work-based learning exists for a minority of vocational learners: according to teachers 38% of students have at least 10% of their learning in the workplace
- The teachers are to a large extent happy with students' behaviour in class, but students motivation in class is still questionable for 24% of teachers.
- National curricula and teachers' planning, annual and detailed lesson plans are the main drivers of teaching. Teachers are also influenced, but to a lesser degree, but their knowledge of what employers want and by assessment requirements.
- Consumables for practical skills are sufficient only for 26% of teachers, adequate internet access is not present for 48% of teachers.
- The most frequent methods of students' achievements' assessment are self designed tests by teachers (in written format) or standardized tests (written format). The less used evaluation methods are those based on written feedback on students performed projects/tasks, peer evaluation of students as well as projects based assessments.
- Teachers judge themselves to be effective in teaching, motivating and controlling students. Teachers are least likely to judge themselves effective when it comes to developing the practical skills that they will need in the work place and when it comes to giving students up to date knowledge of practice in the work place.
- Teachers seem to be very satisfied with their profession, but many of them think that their profession is not appreciated and valued.
- School principals are satisfied with their job, but they are not satisfied with their accomplishments and have higher requirements for themselves.

Issue	Recommendation
Consumables for practical skills are sufficient for only for 26% of teachers. Other instructional materials are absent for 20% of teachers.	Investment in consumables to permit high quality practical learning in schools for all
Only 15% of teachers report having access adequate computers and software needed for learning process; adequate internet access is not present according to 48% of teachers.	Investment in computers, software and internet access.
The majority of teachers believe that they are not appreciated or valued socially.	Create opportunities for teachers to have their achievements recognised within and beyond the profession.
Direct interaction with the workplace is only present for a minority of teachers and students.	All students should have the opportunity to carry out at least 10% of their learning in work based learning. School learning should be supported through visits and placements. All schools should collaborate more with employers.

PART 2 PROFESSIONAL DEVELOPMENT of VOCATIONAL TEACHERS

6 POLICY AND IMPLEMENTATION

6.1 Legal framework and norms for CPD

Vocational Education and Training in Albania is regulated through **Law No. 15/2017 “For Vocational Education and Training in the Republic of Albania,” approved in February 2017**, which sets out the mission and vision of the national vocational education and training and opens the path to several reforms in employment and skills sector. The Law integrates education and training system under the same institutional umbrella, as a way to bring the system closer to the world of work and generate financial efficiency. The Law sets out the institutional and governance structure of the system and defines roles and responsibilities regarding the CPD of VET teaching staff.

Law no. 15/2017 assigns Ministry of Finance and Economy (MFE) as responsible strategic, policy and legal framework of the VET system and for its governance, management and monitoring. The Law transfers the VET system administrative responsibility to the National Agency of Employment and Skills that would replace the current NES administering both employment services and VET. The Law is not explicit regarding the MFE/ NAES role for CPD of teachers/instructors. The National Agency of Vocational Education, Training and Qualification (NAVETQ) is the responsible institution for administering the teaching and learning processes, including curriculum development, quality assurance and AQF development.

The Law no. 15/2017, article 10, point (d) stipulates that the NAVETQ is in charge of monitoring the CPD of the teaching staff of vocational subjects engaged in the VET system and the article 8, point (c)

of the VET Law, stipulates that the Ministry of Education and Sport (MoES) is in charge of the CPD for the teachers of general subjects mobilized in the VET system and follow up on in-service training and CDP. Law No 69/2012 on 'Pre-university education system in Albania' defines the ways and procedures to implement CPD for the teachers of general profile in VE system, which are then further developed and clarified through the Ministerial Order No. 1, dated 20 January 2017.

The Law no. 15/2017, article 15, point (2.a) defines that each provider will have established the SDU, which will be in charge of CPD inside the VET provider. The Law defines that the way the VET providers are organized, their activities including human resource management, the provider development unit and continuous development of VET personnel will be regulated with a Minister Order. The by laws and ministerial orders to support the implementation of this article are not yet endorsed. Although bringing CPD closer to the provider level is a very positive step, time and resources will be needed to set up a proactive development unit, able to address CDP needs at provider level. Until then responsibility for CDP, including budget allocation, need identification and delivery of training remains an unclear institutional responsibility. So far, CDP for professional profile teachers/instructors of VET has been addressed mainly through donor support. In 2016, NAVETQ supported by ETF undertook a pilot project to set up Teacher Training Units in three schools/VTCs. Under this initiative, a CPD need assessment methodology at school level was developed. Guidelines on how to organise and coordinate CPD provision were also delivered.

Several Instructions are implemented regarding the CPD of VET teachers, such as:

Decision No. 196, dated 20.03.2003, "On the standards for the development of the vocational education and training curricula".

Instruction No. 867/2, dated 30.12.2002, "Establishing the basic requirements for initial preparation and qualification of Vocational Training Centers instructors", issued by MoSWY.

Instruction No. 5, dated 25.02.2013, "On the general standards of teachers", issued by MoES.

Instruction No. 26, dated 02.08.2013, "On duties and functions of Teachers' Council", issued by MoES. [1]
[SEP]

Instruction No. 26, dated 15.08.2014, "On professional development of educational employees", issued by MoES. [1]
[SEP]

Instruction No. 2, dated 12.02.2015, "On the criteria and procedures for the qualification of teachers", issued by MoES.

Instruction No. 3, dated 13.02.2015, "On hiring and compensation of part-time instructors and teachers, in Regional Directories of Vocational Training and Secondary Vocational Schools, for year 2015", issued by Ministry of Finance and MoSWY.

Instruction No. 6, dated 24.02.2015, "On the criteria and procedures for the recruitment of theoretical personnel and practical teaching staff in public institutions providing VET", issued by MoSWY and MoES.

Instruction No. 13, dated 01.04.2015, "On the criteria and procedures for the appointment and the dismissal of the heads of public institutions providing vocational education and training", issued by MoSWY.

6.2 Strategic Framework

The importance of CPD of VET teachers is recognized in Albania. At the end of 2013, the Government launched a comprehensive VET sector reform, which is guided by the National Strategy for Employment and Skills 2014–2020 (NESS 2014–2020). The Strategy recognizes that “in general, there is lack of pre-service and in-service training of teachers in VET/VTC system” and addresses such constraint through the strategic objective to “Offer quality vocational education and training to youth and adults” (Pillar B) which has a clear statement and commitment to improve human resource in VET/VTC by “enhancing recruitment and improving competences of VET teachers and teacher trainers incl. pre service training and continuous professional development, staff in charge of regional management, school or centre directors/managers” (Objective B5: NESS 2014-2020). Under this framework, several measures are envisaged in its NESS 2014-2020 Action Plan such as: (i) Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning. (ii) Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile; (iii) Review of the VET teachers’ preparation model; (iv) Organization and delivery of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues; (v) Organization and delivering of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors)..

The strategic objective B is also enforced through the Budget Support Sector Reform Contract signed with European Union. Under this arrangement, Albania is committed: (i) to improve quality and increase coverage of vocational education and training (expected results: improved competences of VET teachers and trainers); (ii) to define a new policy for VET teachers and instructors recruitment and professional development; (iii) to assess regularly competences of teachers in public VET institutions and identify needs for teachers and trainers development; (iv) to organize the delivery of training for all VET teachers (in-service training programme), including obligatory capacity development on gender equality and social inclusion/diversity issues. (Sector Reform Contract for Employment and Skills - IPA II 2014-2020,

Three annual monitoring reports for the implementation of the NESS have been produced and a Mid Term Review of the Strategy implementation is just completed that opens the path for consultations on an adjusted action plan for the remaining years, prioritization of actions as well as the strategic planning process beyond 2020. The following assessment has been made regarding the Objective B5 of the Strategy that relates to teachers recruitment and training in VET providers.

B5 Enhancing recruitment and improving competences of VET teachers and teacher trainers (incl. pre service training and continuous professional development), actors in charge of regional management, school or center directors/managers.

B5.1. Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning.

Main Developments: After adoption of the Minister of Education and Sport Order No. 6, dated of 24.02.2015, "On the general criteria and procedures for recruitment, personnel theoretical and practical teaching in public education institutions and vocational training", NAVETQ developed the Road Map to Human Resources Management for public VET providers. Both documents are being used by VET schools for the recruitment and initial training of teachers. The Institute for Educational

Development (IZHA) has carried out a national training needs analysis among general subject teachers. Teachers from VET institutions did not participate due to the lack of clarity about who at national level is responsible for their CPD. The European Training Foundation is currently supporting a national scale survey with all teachers and instructors in the VET/VTC regarding needs for continuing professional development. This study will be used to feed the preparation of a policy document on training needs for VET/VTC teachers and instructor. Different donors are supporting teachers' training such as training and mentoring of directors and accountants on financial management (S4J), continuous professional development of teachers in S4J partner schools, 2 teachers are certified as CISCO instructors and 15 others are in process (GIZ), 11 teachers in tourism & hospitality trained in cooperation with the private sector (Plaza hotel), pedagogical mentoring and guidance in using technology in the class and preparing learning material for 40 teachers, 15 teachers were trained through 3 teacher training modules accredited by the National Council for Accreditation for the Programmes/Modules of Training.

B5.2 Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile.

Main Developments: An assessment of competences of VET teachers and VET instructors was carried out in 2015 by NAVETQ. ETF conducted an assessment on continuing professional development (CPD) of VET teachers and trainers, establishing levels & types of CPD that VET teachers and trainers have received. Currently another study is under implementation for training needs assessment of VET Directors and teachers. The National Agency for VET and Qualifications (NAVETQ), with support from GIZ, has developed course materials, and published a manual in the Albanian language, for the Basic Pedagogy program for VET teachers and practice instructors. The program comprises 24 days of intensive training, which includes teacher demonstration practices. 2016-2017 saw the full roll-out of the program. In 2017 NAVETQ, in cooperation with GIZ, S4J and KulturKontakt, managed to train 286 teachers, which constituted 81.8% of the IPA Budget support program target for 2017. In total slightly less than half of the entire VET teaching workforce (including VET theory and practice teachers) in VET institutions have now participated in the Basic Pedagogy program. All donor projects, which cover about half of the VET schools in Albania, include in-service training of teachers on technical & pedagogical aspects of implementing the pilot programs.

B5.3 Review of the VET teachers' preparation model

Main Developments: An overall review of the VET teacher preparation model was part of the two studies on the needs for training and continuing development of VET teachers and instructors, implemented in 2015. Pedagogical training before appointment (pre-service) of VET teachers is a responsibility of the Faculty of Education, nevertheless it is not offered. NAVETQ has prepared the 24-day training on "Fundamentals of didactics on VET" in 2016. This training will be an obligatory a pre-service training for all VET teachers and instructors.

B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues.

Main Developments: No concrete progress made on this direction. With the support of Kulturkontakt Austria, a few activities have been realized such as: the publication of a study on female enrolment in dorms, a national conference, Girls Day in Austria and a first kick off workshop with teachers and head teachers from IT school on ideas to increase girls' enrolment. Swiss Contact has also organized a series of activities in this direction.

B5.5 Organization and delivering of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues.

Main Developments: There are numerous studies on training needs and provision, but no action plan exists to implement this policy commitment. There is a list of 20 trainers, but no database of trainers exists. No list of available training modules is recorded and as currently discussed, this is seen as a responsibility that could be addressed after the reorganization of the NAVETQ, even though the latter lacks of human resources. There are few and sporadic initiatives to bring together teachers of the same occupational field, but no operational network exists so far. Teachers, with support of ETF have set up professional networks based on on-line platform for exchange of teaching and preparation materials. Three professional exchange networks have been set up during 2017, the professional network of economics teachers, teachers of hospitality and accommodation and thermo-hydraulic teachers. Professional platforms such as EPALE may offer a method of communication although donor coordination is also needed. There is a lack of evidence regarding the use of online teacher materials the integration of gender equality modules as part of teachers' training materials.

B5.6 Organization and delivering of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors)

Main Developments: An Assessment study on training needs of VET providers' management staff (directors, deputies and financial staff) and a study on the needs for CT of VET teachers/instructors in 20 VE schools and 10 vocational training centers has been completed. Training and capacity strengthening among directors of VET school and training centers continued in 2017 supported by donors. A database of accredited trainers and programs has been created and is continuously updated by NAVETQ. There is a Network through which directors of VET institutions exchange information, learn and solve problems and there have been some training activities but no systematic interventions are yet in place.

CONCLUSIONS

- A legislative and strategic framework is in place.
- Preparation of the national action plan on teachers and trainers training should take place, but it will require a commitment of financial resources needed for implementation of training and other CDP programs.
- Funding for teachers training remains constraint and not enough to satisfy needs.
- The new VET Law assigns to NAVETQ the function to coordinate VET teacher training. A respective draft by-law on the NAVETQ has not been adopted, yet, i.e. until now no institution is formally in charge. In addition, NAVETQ would require additional human and financial resources to fulfil its new responsibilities.
- Introduction of comprehensive in-service teacher training and assessment, including (i) peer mentoring programs and (ii) instruments to track teacher effectiveness.
- "Fundamentals of didactics on VET" is being implemented for almost all of the existing workforce but it will not be compulsory for new VET teachers and instructors in the future.

- Research has taken place to explore the needs of VET school directors and managers. There has been some training activities and a Network for Directors has been established. There is a Government initiative to organize a 'School Directors Academy'.

Issues and Recommendations

Issues	Recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Assign responsibility and resources to NAVETQ
There is no action plan nor adequate resources to implement the commitment to large scale, systematic provision of CPD for VET teachers and instructors.	The Ministry should consult with NAVETQ and other actors, providers, schools and stakeholders to develop and publish an Action Plan.
"Fundamentals of didactics on VET" will not be compulsory for VET teachers and instructors without pedagogical training after 2020.	Revised "Fundamentals of didactics on VET" programme should be made compulsory for all new teachers and instructors in VET schools that lack pedagogical training.

7 ORGANISATIONS AND INSTITUTIONS THAT SUPPORT CPD IN COUNTRY

National Organisations

The Ministry of Finance, Economy and Employment (MoFEE) is the main regulatory and supervisory institution of the VET system. With regard to the development and management of the VET staff, the MoFEE is responsible for: developing strategic policy documents; proposing the legal basis for the modernization and continuous improvement of the VET system; ensuring overall planning and monitoring of staff development, performance and compensation; ensuring the necessary human, financial, material and physical resources; assuring a high quality of the VET system; and coordinating with other ministries, institutions, donors and foreign assistance in order to increase the quality and effectiveness of the VET providers' staff.

NAVETQ is in charge of capacity development in VET providers and coordinating, supervising and assuring quality of all actions leading to the enhancement of the capacities of VET teaching and management staff of VET providers.

The National Employment Service (NES) manages the public employment services and is the key authority for the implementation of the Labor Market Activation Programmes, which are currently partly implemented by the VTCs. A draft Law on Employment Promotion has been prepared and is waiting approval. The new law envisages upgrading the functions of the Agency, which will become the National Agency for Employment and Skills (NAES). The new agency is expected to play a major role in the management and governance of the whole network for VET providers.

Institute of Education Development (IED) is responsible for training need analysis, CPD and teacher assessment for teachers of general subjects, including those working at VET schools.

Non public and private organizations are involved in in-service trainings. The MoES Commission manages accreditation of organizations and training programmes for teachers (CAT). A list of the training providers that have accredited their training programs is available at the website of IED. The content of the training is developed by the training providers themselves. Examples of such accredited training organisations include:: (i) The Centre of Excellence (FEF) is an institution that develops and provides training and qualification activities for teachers in service. It has no specific modules for VET teachers, except for a module with three credits on ‘Strategies and teaching techniques in different profiles of vocational education’; (ii) The CCP was established in October 2011 as a non-profit organization. Its main operating areas are the development of VET and SME development. The services offered by the CCP include, among others, training for VET teachers and instructors. (iii) ISSETI was created in July 2003 by a group of Albanian mathematicians and informatics specialists from Tirana. The training activity started in September 2003 offering a wide range of services in ICT. ISSETI offers computer, foreign language and financial training. ISSETI is involved in both EU and national projects covering a wide area of ICT education and ICT initiatives in Albania. (iv) Irisoft Professional Academy was licensed in October 2000 after tests conducted by the Ministry of Education and Science. Its activity includes trainings in IT, foreign languages as well as different pre- and post-university trainings.

Donor and international organisations such as: EU, GIZ, Kultur Kontakt, Cooperation, UNDP etc. Donors’ programs offer teachers/instructors training as part of the assistance they provide at provider level. Some of the training modules delivered by them are accredited, but not all of them. Currently, GIZ, Swiss Cooperation, EU and Austrian Cooperation are supporting projects that include CPD for vocational teachers and instructors.

CONCLUSIONS

- Responsibilities for strategic leadership, coordination and encouraging provision, quality assurance and recording with respect to CPD are shared between the Ministry of Finance, Economy and Employment, NAVETQ and IED.
- None of these organisations currently has full authority and capacity to implement systematic provision of CPD for vocational teachers and instructors.
- International donor organisations are active, in partnership with national agencies, in providing CPD as part of larger VET development projects.
- There are very few national organisations that provide specialized CPD to vocational teachers in Albania.
- Employers, higher education institutions and teacher associations make little contribution to CPD for vocational teachers.

8 DESIGN, QUALITY ASSURANCE AND FUNDING

Commissioning and Design of CPD

There are four distinct categories of teachers and trainers involved in initial vocational education and training, namely:

1. Teachers of general subjects;
2. Teachers of vocational theoretical subjects;

3. Teachers of practical subjects in school workshops or simulated learning environments;
4. Apprentice tutors/ mentors assigned to students in companies (not subject of this report).

The qualification categories for the teachers of the general subjects and teachers/instructors of vocational subjects and practices are defined in specific Instructions issued by the responsible ministries, which specify the following qualification categories:

1. Qualified teacher (5 years work experience);
2. Specialized teacher (10 years of experience, 5 years as qualified teachers)
3. Master teacher (20 years of experience, 10 years specialized teacher)

The formal requirement is that the candidate applicant for a certain qualification category should present the personal portfolio and should have attended 3 days of training/calendar year (18 training hours=6 credits) before application. The personal portfolio is prepared by the teacher/instructor and consists in the following documents:

Teachers of general subjects	Teachers of vocational subjects & Instructors of practical subjects
<ol style="list-style-type: none"> 1. CV 2. The most recent evaluation of the School manager; 3. Copy of the certificates and respective credits; 4. Copy of documents for received titles and scientific grades; 5. Copy of certificates for foreign language; 6. One Activity plan for the students of one class; 7. A summary test for the respective profile; 8. Presentation of achievement objectives of students for one text chapter; 9. A diary (plan) for an open lesson; 10. A plan of a curricular project and respective description; 	<ol style="list-style-type: none"> 1. CV 2. Copy of the certificates and respective credits; 3. Copy of documents for received titles and scientific grades; 4. Copy of certificates for foreign language; 5. Education plan (for a certain subject); 6. A summary test for the respective chapter or module; 7. Presentation of achievement objectives of students for one chapter or module; 8. A diary (plan) for a lesson; 9. A plan of a curricular project and respective description.

Regulation and accreditation

The Institute of Education Development (IED) under the MoESY, is currently responsible for conducting the so called “teacher of general subjects’ qualification” in three categories, which is linked with their salary scales. The IED provides guidelines, issue the Teacher Qualification Standards and the annual National Teacher Qualification Program, accredits the teachers’ training providers (public or private), conducts teachers’ qualification exams and issues the respective certificates. The qualification programs, the calendar of qualification exams and the catalogue of accredited teacher training providers and their respective training offers are published in the IED web page. Both MoEYS and IED inspect the accredited training providers during the delivery of the trainings. The teachers must collect a certain number of annual “credits” through accredited trainings, prepare a “portfolio” of their trainings and present to the Regional Education Directories/Offices. Teachers must pass the qualification exam in order to receive the certificate of the respective qualification category, according to the teaching experience duration (linked with the salary scale). There is no recognition of teachers' achievements outside the compulsory training.

The vocational teachers and instructors in VE schools (but not in public vocational training centres) are also currently part of the above mechanism. The qualification exams (subject based) are organised by the IED and funded by the MoFE. All vocational teachers conduct the same test, regardless their specific vocational profile/subject (because the test is focused in didactic, legislation, ethics and not related to the vocational skills). IED currently cooperates with NAVETQ to prepare the annual National Qualification Program for vocational teachers and the respective test exams. The plans are to soon transfer this responsibility for VET teachers and instructors to NAVETQ.

Funding

National Funding

Funding of CPD for VET teachers is mainly covered by donors. At the national level, there is not a specific budget line dedicated to VET staff CPD.

Cost Sharing

No specific budget is allocated to VET providers for CPD. VET providers do not receive a specific dedicated budget for CPD of the staff and it is difficult to calculate their funding allocations in this regard (in some cases, schools cover transport costs for teachers following training events not in their residence). Within the allocated budgets, the schools can create modest amounts of funds to be used for training purposes, but they complain about complicated procurement procedures that take time and might not guarantee the quality of training provision to teachers. The establishment of School Development Units(SDU) is intended to create the institutional basis for carrying out training needs assessments and allocation of CPD budget at the provider level as well as better development of all training and capacity building opportunities within and outside the VET school.

The NAVETQ and IED contributions in CPD are covered by the budgets which are allocated to them by their Ministries.

The delivering of the national 24 days training program on “Basic didactics in VET” is funded by the VET donor projects, implemented by a number of donors: GIZ (Germany), KulturKontakt (Austria) and Swisscontact (Switzerland). NAVETQ contributes to a small degree, covering costs for planning, harmonisation and monitoring of the training program.

Contribution of Teachers

Teachers were asked about how much they personally paid to attend activities for their professional development in the last 12 months. Only 6% of them paid all the costs for CPD.

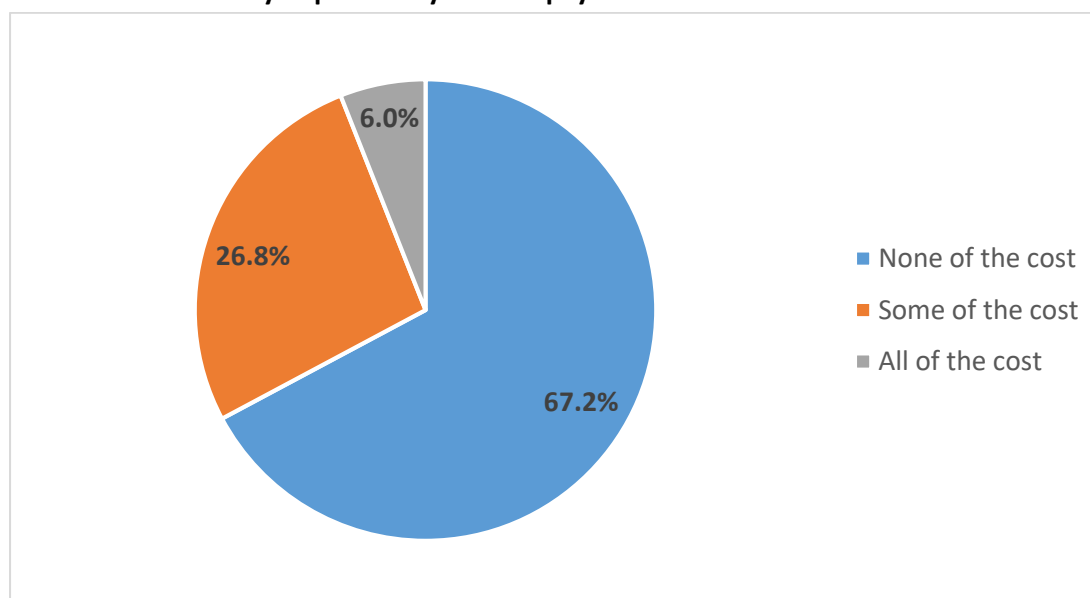
In 67% of the cases the CPD costs were fully covered by the organizers and in 27% was cost sharing activity between organizers and teachers.

It appears then that in most cases teachers are making no contribution to the costs of their CPD, however, there are some programmes to which they financially contribute.

Table 37: For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

Roles	N	%
None of the cost	434	67.2
Some of the cost	173	26.8
All of the cost	39	6.0
<i>Total of valid answers</i>	<i>646</i>	<i>100.0</i>

Figure 13: For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?



CONCLUSIONS

- Currently, IED has the responsibility for designing the Teachers Qualification Standards, Teachers Qualification Program, accreditation of training providers, organization of exams and certification. These responsibilities, for vocational teachers, should be transferred to NAVETQ according to the Law 15/2015. NAVETQ cooperates with IED to prepare the exams for vocational teachers.
- A 24 days obligatory on Basic Didactics in VET has been designed, approved and implemented by NAVETQ since 2015 supported by GIZ, Swiss Development and Kulturkontakt.
- No specific budget line is allocated to CPD either at national or provider level.
- Most of the costs of CPD for vocational teachers is covered by donors.

Issues and Recommendations

Issues	Recommendations
Formal responsibilities for CPD for vocational teachers are currently exercised by IED in cooperation with NAVETQ	Responsibilities for CPD for vocational teachers should be formally assigned to NAVETQ together with the School Development Units
No specific budget line is allocated to CPD either at national or provider level	Define budgets for CPD for vocational teachers at national and provider levels
Donors play the lead role in the design of CPD for vocational teachers in Albania	Support Albanian institutions (schools, NGOs, universities) to design and provide high quality CPD programmes for vocational teachers

9 VOLUME, MODE AND CHARACTER OF CPD PROVISION – BY PROVIDERS OTHER THAN THE VET SCHOOLS

EVIDENCE OF PROVISION FROM PERSPECTIVE OF PROVIDERS

No Catalogue for CPD Programs exists at the national level. There is no national database recording participation.

Since 2015, NAVETQ in cooperation with GIZ, initiated a national 24 days training program on “Basic didactics in VET”. The delivered curricula was approved by the MoSWY, formerly responsible for VET. After piloting with a group of VET teachers/instructors, the MoSWY appointed NAVETQ to organize and monitor the implementation of this program in the national scale. The programme was supported by a number of donors. The program is obligatory for vocational teachers and instructors of all public VET providers and is organized during weekends. 289 teachers and instructors are certified for this program and more than 100 others are in this process. The programme has benefited from an interim evaluation³. It seems likely that this programme has made a major contribution to the increase in participation evidenced by the survey.

Extensive CPD has been developed and provided by projects.

EVIDENCE OF PROVISION FROM PERSPECTIVE OF TEACHERS (SURVEY)

Participation

88% of teachers/instructors report to have participated in at least some kind of professional development over the last 12 months

The survey provides strong evidence that participation of vocational teachers in CPD in Albania has improved since 2015. 80% of vocational teachers participated in formal in-service training, 62% organized in schools and 70% out of schools, up from 65% in 2014/15⁴. 53% of teachers reported that they participated in CPD that addressed their vocational specialism up from 23% in 2014/15⁵. Participation in education conferences or seminars has increased from 17% to 50%, observation

³ Reference evaluation.

⁴ ETF, CPD of Vocational Teachers and Trainers in Western Balkan and Turkey, 2018.

⁵ Idem

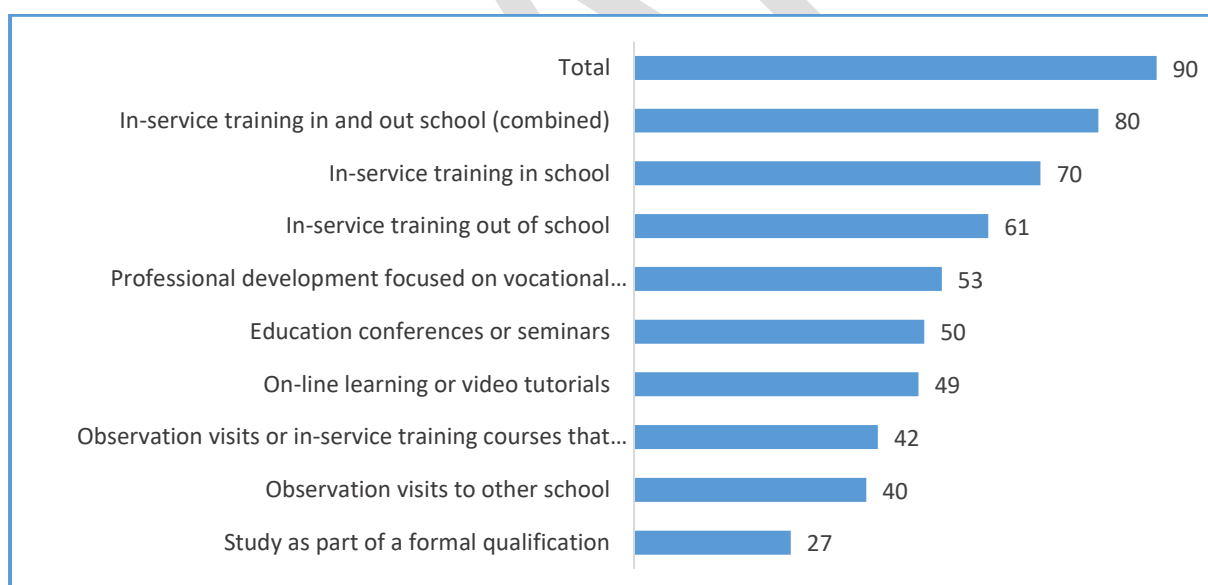
visits to other schools has increased from 31% to 40% and observation visits or trainings in businesses premises has increased from 29% to 42%.

Almost 50% of teachers claim to have furthered their professional development through on line or video tutorials, whilst 27% report that they participated in CPD that results in a formal qualification.

Table 38: The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months

Type of professional development	%	N
In-service training out of school	61.5	641
In-service training in school	69.7	641
In-service training in and/or out school (combined)	80.2	652
Professional development focused on vocational specialism	52.6	639
Education conferences or seminars	49.8	628
Observation visits to other school	40.3	628
Observation visits or in-service training courses that took place in business premises	42.0	629
On-line learning or video tutorials	48.5	633
Study as part of a formal qualification	27.2	618
Total (at least one of above)	89.8	655

Figure 14: The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months (in % and sorted)



Volume of CPD

Those vocational teachers that participated in In-service training say that they obtained 70 hours/year on average. The percentage of these participants with 30 hours or more in-service training p.a. has increased from 33% in 2015 to 47% in 2018.

Teachers that underwent a formal qualification, during the last 12 months, claim to have spent on average 113 hours on it, equivalent to one month training with 5-6 active hours of training during each business day.

Table 39: Hours of the following kinds of continuing professional development (in-service training) received over the last 12 months

Programs/ methods	Average no. of hours	% of respondents with 30 hours and more	N
In-service training in and out school (combined)	70	46.5	523
Professional development focused on vocational specialism	25	24.7	336
Education conferences or seminars	21	15.7	313
Observation visits to other school	15	10.7	253
Observation visits or in-service training courses that took place in business premises	27	28.8	264
On-line learning or video tutorials	26	20.5	307
Study as part of a formal qualification	113	45.8	168

Note: Values calculated only for those who participated in the specific trainings.

Table 40 gives an indication of which topics were addressed in CPD. Knowledge of the curriculum was the most frequent topic (82% of the teachers), followed by pedagogical competencies in teaching my subject field (78%). By contrast only 53% and 54% of vocational teachers participated in CPD addressing teaching in a multicultural/multilingual setting and teaching students with special needs respectively.

Table 40: The share of respondents who participated in professional development activities on the following topics during the last 12 months (%)

Topics of development activities	%	N
Knowledge and understanding in my subject field (s)	71	651
Pedagogical competencies in teaching my subject field, including feedback to learners	78	646
Knowledge of the curriculum	82	651
Student evaluation and assessment practices	79	642
ICT (information and communication technology) skills for teaching	73	641
Student behaviour and classroom management	74	647
Approaches to individualised learning	73	644
Teaching students with special needs	54	639
Teaching in a multicultural or multilingual setting	53	643
Teaching cross-curricular skills	70	644
Approaches to developing cross-occupational competencies for future work	72	641
New technologies in the workplace	68	643
Student career guidance and counseling	73	645
Updating professional knowledge/ skills in relation to current practice in the workplace	73	644
Addressing the issues of learners at risk of early leaving and learner drop out	64	641

Distribution of CPD - AGE

All age groups have similar rates of participation in CPD (82%) except for those aged 60 years or more, who participate less (55%). However, there is a strong correlation between the teachers' age and the duration of in-service training. Younger teachers obtain more hours of CPD.

Table 41: Distribution of participation in any kind of CPD in the last 12 months by Age group

	0-29 years	30-49 years	50-59 years	60 years and more	Total
In-service training participation	82.5%	81.9%	82.2%	55.3%	80.5%
<i>Only those with 30 hours or more</i>	43.9%	41.7%	27.4%	15.8%	37.3%
No training participation	17.5%	18.1%	17.8%	44.7%	19.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Distribution - Region

There is not any significant variation between regions regarding CPD provision. Northern region have a slightly lower frequency compared to the other regions, but they declare a higher percentage of teachers with more than 30 hours during one year.

Regarding the distribution of participation among the 12 prefectures the differences are significant. However, it cannot be proved that such differences are region related; they are more likely to be related to characteristics of the schools and the location (Big City, Town or Village).

Table 42: Distribution of participation in any kind of CPD in the last 12 months by Region

	North	Center	South East	South West	Total
In-service training participation	70.7%	83.6%	77.9%	82.7%	80.0%
<i>Only those with 30 hours or more</i>	42.4%	40.2%	31.5%	35.5%	37.2%
No training participation	29.3%	16.4%	22.1%	17.3%	20.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Distribution - School

Some schools are more effective at obtaining CPD for their teachers than others. Analyzing only those schools where are at least 10 teachers, in-service training participation varies from 52.6% to 100%.

For teachers with training participation of more than 30 hours, the variation is even bigger, from 13% to 79%.

Table 43: Distribution of participation in any kind of CPD in the last 12 months by School

	Schools with less than 10 teachers answering	Schools with 10 or more teachers answering	Total
In-service training participation <i>Only those with 30 hours or more</i>	Range [0% -100.0%]	Range [52.6% -100.0%] Range [12.5% -78.6%]	80.1% 37.2%
No training participation	Range [0% -100.0%]	Range [0.0% -47.4%]	19.0%
Total	100.0%	100.0%	100.0%

Distribution – location

The large cities have the biggest frequency of teachers who received in-service training during the last 12 months, 91%, and also the largest share of teachers with 30 hours or more training. The opposite is true for small towns with only 47.8% of the teachers receiving the training and 26% participating in more than 30 hours.

Table 44: Distribution of participation in any kind of CPD in the last 12 months by Location

	City	Village/rural area	Large city	Small town	Town	Total
In-service training participation <i>Only those with 30 hours or more</i>	73.7% 22.3%	72.9% 25.4%	90.9% 58.0%	47.8% 26.1%	81.5% 42.7%	80.0% 33.8%
No training participation	26.3%	27.1%	9.1%	52.2%	18.5%	20.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Distribution - School size

No significant variation of CPD provision is noticed considering the school sizes' subgroups.

Table 45: Distribution of participation in any kind of CPD in the last 12 months by school size

	0-20 people	21-40 people	41-60 people	more than 60 people	Total
In-service training participation <i>Only those with 30 hours or more</i>	73.3% 38.4%	77.5% 39.6%	83.3% 31.9%	78.3% 29.3%	78.0% 35.1%
No training participation	26.7%	22.5%	16.7%	21.7%	22.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

CHARACTER OF CPD

The survey reveals that modern methods, such as active learning, collaboration and new technologies, are present in CPD. However, the data suggest that there is much CPD that offers little active learning for teachers and that the use of collaborative learning and new technologies are occasional rather than normal.

Use of web-based community or social media to share practice or materials is used the least compare to all other listed methods. 33% of teachers report to have never used such method in CPD activities and another 35% report to have used it only occasionally.

Table 46: Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

Engaging methods	Not in any activities	Yes, in some activities	Yes, in most activities	Yes, in all activities	N
A group of colleagues from my school	15%	43%	26%	16%	658
Opportunities for active learning methods (not only listening to a lecturer)	17%	37%	31%	15%	651
Collaborative learning activities or research with other teachers	26%	40%	24%	10%	638
New technologies, including information technology	21%	37%	31%	11%	650
Using an web-based community or social media to share practice or materials	33%	35%	24%	8%	642

VET school teachers have a good participation in networks, research and mentoring. 67% of them contribute on Individual or collaborative research, 62% undergo mentoring and/or peer observation and/or coaching, as part of a formal school arrangement. Nearly half of the teachers (48%) declare themselves to be part of networks of teachers formed to support the professional development of teachers.

Table 47: During the last 12 months, did you participate in the following forms of professional development?

	N	%
A network of teachers formed to support the professional development of teachers (By 'network' is meant a group of teachers from more than one school that meets or communicates regularly.)	311	47.9
Individual or collaborative research on a topic of interest to you professionally	435	66.8
Mentoring and/or peer observation and/or coaching, as part of a formal school arrangement	401	61.6

CPD for Principals

During the last 12 months, the vast majority of the principals participated in the CPD aimed at principals. 92% participated in courses, conferences or observational visits, 91% in a professional network, mentoring or research activity and not less than 23% of them participated in other CPD trainings.

For those principals that participated in CPD training, the average time of training during the last 12 months was about 166 hours (28 days) in courses, conferences or observational visits; 104.8 hours (17 days) in a professional network, mentoring or research activity; not less than 285.5 hours (48 days) in all kinds of CPD training.

Table 48: CPD for principals, during the last 12 months, *hours* of participation in any of the following professional development activities? (1 day equals 6 hours)

	Participations		Mean	St. Dev	Min	Max
	N	%				
In a professional network, mentoring or research activity	19	90.5	104.8	121.3	12	420
In courses, conferences or observational visits	22	91.7	166.4	218.0	12	900
Total (including "Other" answers)	22	91.7	285.5	326.1	24	1140

Note: Percentage calculated over those who answered about the specific trainings. Other columns are calculated only for those participating (ie excluding "zero" answers).

CONCLUSIONS

- The survey provides strong evidence that levels of participation by vocational teachers in CPD in Albania has improved since 2015. 80% of vocational teachers participated in formal in-service training (62% organized in schools and 70% out of schools) up from 65% in 2014/15. The average duration of CPD has also gone up: the percentage of participants with 30 hours or more in-service training p.a. has increased from 33% in 2015 to 47% in 2018.
- 53% of vocational teachers say that they accessed CPD which addressed their specialist vocational profiles (up from 23% in 2014/15), however, the duration of this training was relatively short (30 hours or more for only 25% of participants) also increased.
- CPD involving business and observation in other schools
- A strong correlation is noticed between teachers' age and in service training participation: younger teachers obtained more hours of CPD.
- Large cities, followed by towns, have the highest participation of teachers in in-service training and the largest share of those with more than 30 hours of trainings. Small towns and rural areas have the lowest participation and volumes of trainings.
- Modern methods, such as active learning, collaboration and new technologies, are present in CPD. However, there is much CPD that offers little active learning for teachers and the use of collaborative learning and new technologies are occasional rather than normal.
- More than 90% of principals participated in CPD aimed at principals.

Issues and Recommendations

Issues	Recommendations
Around 20% of vocational teachers obtained no CPD in the last 12 months.	Improve the matching of CPD to teachers to ensure that all vocational teachers do participate in appropriate CPD
Teachers working in schools in small towns and rural areas and older teachers were less likely to benefit from CPD	Empower schools working individually or in clusters to plan and organise CPD – explore how access to CPD can be improved, e.g. by using on line provision.
Almost 50% of vocational teachers obtained no specialist vocational CPD; those that did received only low volumes (average 25 hours).	NAVETQ and SDUs and donors should encourage provision of appropriate specialist CPD for vocational teachers

Responsibilities of the School

In the public vocational schools, the CPD of the VET teachers is included in the “school’s annual development plan” that is “formally” based on the training needs analysis of the staff. According to the current regulation, the school management is responsible for analysing the teacher training needs, preparing the training plan and supporting the implementation of this plan. However, no national approved methodology or guidance for this process has been established. In the past, TNA has been undertaken under certain donors’ initiatives in relation to certain profiles (such as hotelery and tourism), but so far they have remained isolated cases and not replicated/disseminated. Nevertheless, many schools have some experience of TNA through projects. Currently, in most cases, the school director delegates this responsibility to one or more experienced teachers that analyse individual needs of teachers and prepare the training plan. In most vocational schools, there are the so-called “teaching departments” and the head of the department also deals with teachers’ CPD. But there is not a legal basis for such a position.

Even when schools do develop a training plan, they cannot implement it because they do not have their own resources or they are unable to access relevant external providers. Usually, there is no guaranty for the implementation of the training plan (the main activities focus on organization of the open classes, exchange visits and attending studies individually or attending accredited training courses). The training measures in schools/centers are mostly dependent on donor projects since only donors provide resources to pay for training.

In public vocational training centres, one person is nominated as “curricula specialist”, that is also responsible for staff CPD, but with limited capacities and resources to execute this role.

On the other hand, many projects have in focus the staff CPD, so that they establish project based bodies (departments, development units, career centres, multipliers etc.) that plan and execute CPD role. There are many CPD activities such as didactic and professional training courses, study visits, workshops etc., that are financially and technically supported by the project (including international expertise). However, the trainings offered through donor projects, if not accredited by the relevant Commission of the MoESY, cannot be accumulated for formal qualification certification.

The newly approved VET Law, envisages the establishment of the School Development Unit (SDU) in each public VET provider. The respective by-law drafts are developed but not yet approved. The law and the by-laws assign to the SDU the following responsibilities: conduct needs analysis, prepare CPD plan, organize and implement training activities. Head and members of SDU will be appointed through certain criteria and procedures and dedicated resources will be allocated to each SDU. An SDU was piloted in 2017 through a donor project⁶.

The “Skills for Jobs” project (implemented by Swisscontact), based on the draft law, have established pilot SDU’s in the VET providers supported by the project and have started to pilot the functions and methodologies in this relation, including CPD activities.

⁶https://connections.etf.europa.eu/wikis/home?lang=en-gb#!wiki/W5d6783a44efb_4f07_b375_e897124cc465/page/Albania%20Demonstration%20Project%202017

Mentoring and Induction

Induction is a kind of CPD which prepares teachers to work in a particular school. 69.3% of the teachers reported to have taken part in at least in one induction programme or introduction activity. Formal induction activities are given only to 46.3% of the teachers.

Table 49: In your first regular employment as a teacher, did you take part in any induction programme?

Induction programme / activity	N	%
I took/take part in an induction programme	295	46.3
I took/take part in informal induction activities not part of an induction programme	309	49.4
I took/take part in a general and/or administrative introduction to the school	227	36.6
I took/take part in an at least one of the above induction programme	455	69.3

The informal induction of new teachers is the most frequent practice, reported in 83% of the schools, followed by formal induction programmes in 65% of the schools. This was confirmed by the principals: order of frequencies in the principals' answers is in line with the respective answers from the teachers.

Table 50: Principals reporting on induction programme for new teachers in their schools

Induction programme / activity	N	%
There is an induction programme for new teachers.	15	65.2
There are informal induction activities for new teachers not part of an induction programme.	19	82.6
There is a general and/or administrative introduction to the school for new teachers.	13	59.1

64% of principals say that the induction programme is provided to all new teachers at his/her school, while 36% of them declare to provide such programme only to the teachers new to teaching.

Table 51: Which teachers at this school are offered an induction programme?

Teacher profile	N	%
All teachers who are new to this school	9	64.3
Only teachers new to teaching	5	35.7

Team teaching (e.g. with more experienced teachers) is the most often used activity in the induction programme, reported in 93% of schools with such programme. It is followed closely by mentoring (87%) by experienced teachers and scheduled meetings with principal and colleague teachers.

Activities like a system of peer review, courses/seminars and networking/virtual communities are occasionally used, by a maximum of 33% of schools.

Table 52: What structures and activities are included in this induction programme? (N=15)

Activities	N	%
Mentoring by experienced teachers	13	86.7
Courses/seminars	5	33.3
Scheduled meetings with principal and/or colleague teachers	13	86.7
A system of peer review	3	20.0
Networking/virtual communities	5	33.3
Collaboration with other schools	8	53.3
Team teaching (together with more experienced teachers)	14	93.3
A system of diaries/journals, portfolios, etc. to facilitate learning and reflection	11	73.3
Total of schools having formal induction programme	15	100.0

Mentoring can be an effective way of improving the practice of teachers, and is used from time to time in VET schools in Albania. 24% of the teachers reported that they have served before as an assigned mentor of teachers for one month or longer, while 22% of teachers even received training to support their subsequent work as a mentor of teachers.

At the time of the survey there were 18% of the teachers with an assigned mentor to support him/her.

Table 53: What is your experience of mentoring?

Mentoring	N	%
I presently have an assigned mentor to support me	117	18.3
I have served as an assigned mentor of teachers for one month or longer	151	23.7
I have received training to support my work as a mentor of teachers	138	21.8

Based on principals reporting, more often than not, VET schools have a mentoring system for teachers in place which for some schools is available for all the teachers but in some schools only for new teachers. In almost all of these schools, the mentor's main subject field(s) is the same as that of the teacher being mentored.

In 48% of the schools at present there is no access to a mentoring system for teachers.

Table 54: Do teachers at your school have access to a mentoring system?

Access to mentoring	N	%
Yes, but only teachers who are new to teaching, i.e. in their first job as teachers	4	17.4
Yes, all teachers who are new to this school have access	2	8.7
Yes, all teachers at this school have access.	6	26.1
No, at present there is no access to a mentoring system for teachers in this school.	11	47.8

Feedback for teachers in schools

Feedback for teacher in relation to their teaching can help them to develop professionally – it may also be linked to other kinds of CPD such as mentoring.

There are two main types of the feedback given to teachers in relation to their performance. Feedback following direct observation of classroom teaching and feedback following an analysis of students' test scores. Both are given by the same group of people and with almost the same frequency.

School principal or school managers are the main source of the feedback for 67%-73% of the teachers interviewed. 18%-20% of the teachers reporting to receive feedback from their colleagues. Given the work load of principals, this dependence raises questions about how much time principals give to this function.

Very rarely, the feedback to the teachers have arrived from external individuals/ bodies (6%-7%) or assigned mentors (3%-4%).

There is a small group of about 6% of the teachers that never received any feedback for their teaching performance.

Table 55: In this school, who uses the following methods to provide feedback to you?

Users	Feedback following direct observation of classroom teaching		Feedback following an analysis of students' test scores	
	N	%	N	%
External individuals or bodies	43	6.1	52	7.4
School principal or school managers	513	73.2	469	66.9
Assigned mentor	23	3.3	30	4.3
Other teachers	125	17.8	143	20.4
I have never received this feedback in this school	42	6.0	43	6.1

Collaboration and Peer Learning

Collaboration can function as a kind of CPD. The advantage of this kind of training is that it can be focused directly on teaching practice and it can be extended over time. Teachers are aware of such advantages and there is extensive collaboration within Albanian vocational schools. More than 80% of teachers report that, in the last month, they carried out discussions related to their teaching, both planned and informal, with other teachers and managers.

Table 56: During the last 1 month, did you participate in the following forms of in-school professional development?

	N	%
Planned discussions with other teachers relating to your teaching	557	84.0
Planned discussions with managers or with pedagogic advisors relating to your teaching	522	79.8
Informal discussions with other teachers or with managers or pedagogic advisors relating to your teaching	527	81.3

CONCLUSIONS

- Schools have a formal responsibility to research training needs, plan and organise CPD but in practice, unless they are involved in a donor funded project, this responsibility is not fulfilled and little training is implemented.

- Legislation has been passed to set up School Development Units. However, SDUs cannot become operational without bye-laws, funding and appointments.
- 70% of teachers have taken part in some kind of induction at their new school, however, less than 50% of teachers obtained a formal induction to their school.
- Team teaching, mentoring by experienced teachers and scheduled meetings with principal and or colleague teachers are the most often used activities for induction program while peer review, networking are the least used.
- Mentoring is available in about 50% of vocational schools.
- Feedback for teachers' performance is commonly provided by the school principal, there is relatively little feedback from mentors, other teachers or external bodies.

Issues and Recommendations

Issues	Recommendations
SDUs are not yet operational	A clear action plan should be published and cooperation established to implement the SDUs across Albania
Many teachers cannot benefit from mentoring	Training, guidance and staff time should be assigned to permit all schools in Albania to offer mentoring
Feedback depends largely on the contribution of principals	Other teachers should be trained so that they are able to offer feedback and mentoring support to their colleagues, e.g. as Specialised or Master Teachers.

11 THE RELEVANCE AND IMPACT OF CPD

Identifying Training Needs

No coherent mechanism for collecting information on the CPD needs of teachers and instructors in VET exists in the central level. The MoFE makes use of various information sources such as the VET providers' annual development plan, statistical reports, workshops and round tables on training needs analysis and donor projects' reports to define the strategic interventions for VET, the staffing and budgeting and to assess CPD needs.

In addition, NAVETQ collects information on teachers needs through national surveys, round tables, workshops and direct contacts with VET provider staff. In certain cases, NAVETQ cooperate with donor projects to conduct such activities. Currently, the main focus regarding VET teachers' needs is in relation to didactic aspects, student assessment and curricula adaption. Being under the responsibility of MoESY, the teachers of general subjects in VE schools usually are not included in such analysis. No national training catalogue exists and the information on training topics offered and respective training providers is not provided in a single national information platform.

Matching teachers to programmes

As explained in the chapter above, the formal systems that should identify training needs and should inform the offer of CPD to individual teachers and schools do not operate well in practice. In

consequence, teachers find themselves participating in particular programmes for one of the following reasons:

1. The course is compulsory (e.g. for initial qualification or the 'Basic didactics in VET' course)
2. A teacher's school is included in a donor-led development programme
3. The teacher independently identifies and gains access to a CPD programme.

Donors usually carry out some kind of needs assessment at school or at teacher level when planning CPD. Currently, for example, the S4J project has distributed a list of training, in those schools which it supports, in order to research the training topics that are with interest for them.

How relevant is the CPD offer?

Table 57 gives an indication of which topics were addressed in CPD. Knowledge of the curriculum was the most frequent topic (82% of the teachers), followed by pedagogical competencies in teaching my subject field (78%). By contrast only 53% and 54% of vocational teachers participated in CPD addressing teaching in a multicultural/multilingual setting and teaching students with special needs respectively.

Comparing the results of the 2018 survey with equivalent data from the year 2015 survey, we see a large increase for every type of CPD. Training in both knowledge and understanding in subject field and updating professional skills in relation to current practice in the workplace increased by over 30%, moving from 40% to 71% and from 45% to 73% respectively.

Table 57: The share of respondents who participated in professional development activities on the following topics during the last 12 months (%)

Topics of development activities	N	%	% in year 2015
Knowledge and understanding in my subject field (s)	651	71	40
Pedagogical competencies in teaching my subject field, including feedback to learners	646	78	50
Knowledge of the curriculum	651	82	54
Student evaluation and assessment practices	642	79	56
ICT (information and communication technology) skills for teaching	641	73	51
Student behaviour and classroom management	647	74	50
Approaches to individualised learning	644	73	45
Teaching students with special needs	639	54	37
Teaching in a multicultural or multilingual setting	643	53	33
Teaching cross-curricular skills	644	70	44
Approaches to developing cross-occupational competencies for future work	641	72	40
New technologies in the workplace	643	68	38
Student career guidance and counselling	645	73	39
Updating professional knowledge/ skills in relation to current practice in the workplace	644	73	45
Addressing the issues of learners at risk of early leaving and learner drop out	641	64	N/A

What impact did training have?

In general, CPD had a good impact according to teachers. 71%-84% of participating teachers report that the impact of particular CPD programmes on their teaching was moderate or major, except for CPD relating to teaching in a multicultural/multilingual setting and teaching students with special needs where the impact was less.

Table 58: Impact of professional development activities on teaching by the following topics

Topics of development activities	No/limited impact	Moderate/ major impact	Do not know	N
Knowledge and understanding in my subject field (s)	14%	81%	5%	459
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	13%	83%	4%	506
Knowledge of the curriculum	13%	84%	4%	533
Student evaluation and assessment practices	14%	82%	4%	508
ICT skills for teaching	15%	79%	6%	471
Student behaviour and classroom management	14%	82%	4%	477
Approaches to individualised learning	17%	78%	5%	472
Teaching students with special needs	27%	66%	7%	348
Teaching in a multicultural or multilingual setting	26%	61%	13%	340
Teaching cross-curricular skills	21%	74%	4%	453
Approaches to developing cross-occupational competencies for future work	15%	79%	6%	463
New technologies in the workplace	16%	79%	5%	438
Student career guidance and counselling	13%	83%	4%	468
Updating my professional knowledge and skills in relation to current practice in the workplace	14%	80%	6%	470
Addressing the issues of learners at risk of early leaving and learner drop out	21%	71%	8%	412

Note: Values refer only to those who have participated in the specific trainings.

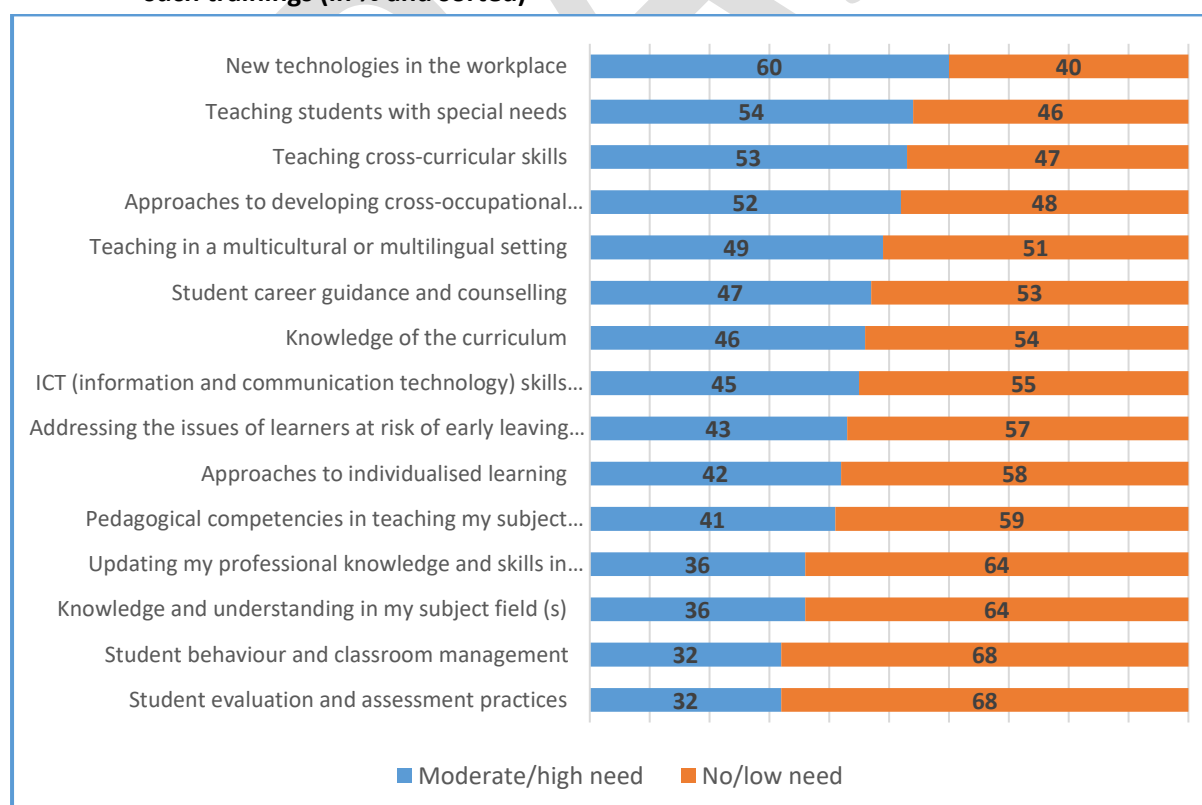
Table 59 reveals that many teachers did not obtain training for which they judge that they have a need. For all types of CPD, at least one third of the teachers/instructors who have not participated in that specific training declared themselves to be in moderate or high need for it.

Training gaps were highest for CPD addressing new technologies in the workplace (60%), teaching students with special needs (54%), teaching cross-curricular skills (53%) and approaches to developing cross-occupational competencies for future work (52%).

Table 59: Respondents who have not participated in specific trainings by the level of need for such trainings

	Moderate/high need	No need/low need	N
Knowledge and understanding in my subject field (s)	36%	64%	190
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	41%	59%	138
Knowledge of the curriculum	46%	54%	118
Student evaluation and assessment practices	32%	68%	133
ICT (information and communication technology) skills for teaching	45%	55%	168
Student behaviour and classroom management	32%	68%	169
Approaches to individualised learning	42%	58%	170
Teaching students with special needs	54%	46%	288
Teaching in a multicultural or multilingual setting	49%	51%	300
Teaching cross-curricular skills	53%	47%	189
Approaches to developing cross-occupational competencies for future work	52%	48%	175
New technologies in the workplace	60%	40%	204
Student career guidance and counselling	47%	53%	176
Updating my professional knowledge and skills in relation to current practice in the workplace	36%	64%	172
Addressing the issues of learners at risk of early leaving and learner drop out	43%	57%	228

Figure 15: Respondents who have not participated in specific trainings by the level of need for such trainings (in % and sorted)



CONCLUSIONS

- 71%-84% of participating teachers report that the impact of particular CPD programmes on their teaching was moderate or major. CPD relating to teaching in a multicultural/multilingual setting and teaching students with special needs was judged to have less impact.
- Overall, about one third of teachers reported an unmet training need for particular kinds of CPD. Training gaps were highest for CPD addressing new technologies in the workplace (60%), teaching students with special needs (54%), teaching cross-curricular skills (53%) and approaches to developing cross-occupational competencies for future work (52%).

Issues and Recommendations

Issues	Recommendations
Many teachers do not receive training relevant to some of their training needs: training gaps were highest for CPD addressing new technologies in the workplace (60%), teaching students with special needs (54%), teaching cross-curricular skills (53%) and approaches to developing cross-occupational competencies for future work (52%).	Development and provision of CPD should be informed by research and consultation with teachers and principals and employers.
Processes for identifying needs and matching relevant training to individual teachers and schools are not working effectively.	SDUs should be empowered to improve matching between offer and the development needs of teachers and schools.
There is no coherent and reliable process through which information about development needs can inform strategic priorities for CPD.	Equip NAVETQ with tools and authority to carry out this responsibility.

12 RECOGNITION AND INCENTIVISATION

National information systems

In 2012, the MoES took the initiative to establish the online information system with data regarding the VET staff. Each VET school director had a personal account to get access to the system and to register the main information for each administrative and teaching staff in the school. The system is called “The information management system of AFP” and the main registered information included **personal information** (*name, date of birth, gender, contact information, the school employed, job position, status, employment period*), **career** (*attended secondary and university education, field of graduation, bachelor graduation year, master degree and the year of graduation if applicable, qualification category, teaching profile, teaching years, employment status*), **attended trainings** and **other important information**.

This system has been transferred to the MoSWY as the responsible institution for VET and since 2017 it is under the MoFE. Currently, this database is mainly used for HR reporting purposes and not yet as a planning instrument at the provider/ national level for the staff capacities development. Data about participation in CPD is not regularly added to the database.

Recording

At the national level

According to the Guideline No.1, dt.20.01.2017 of the MoESY, a Training Portal is established to support the Institute of Education Development (IED) to monitor the CPD of teachers (including vocational teachers of vocational schools). Through this portal, accredited training providers must present their training calendar and all teachers can enrol to the trainings if they are interested and can complete their digital portfolio once they have been assessed. The Academic Network of Albania (RASH) is responsible for this portal but the relevant application "Training 4All" is not yet fully operative. *Teachers and instructors of VTC's are not part of this instrument.*

NAVETQ has established an electronic register to record the attendance, completion and certification of all participants in "Basic Didactics in VET" (from both vocational schools and VTCs). The donors that support this training also keep records of teacher participation.

At the school level

All teachers and instructors in vocational schools and MFCs are required to update their individual "training portfolio" and record all their CPD events, including accredited or non-accredited trainings, with or without certificate. The portfolio includes the teacher's CV with the list of trainings and photocopies of eventual training certificates and Evaluation by the School Principal.

Careers, Certification and Qualification

The CPD of vocational teachers is composed by "non-formal" and "formal" parts. The formal CPD of teachers in vocational schools (but not in VTC's) is organized in three qualification levels (teacher categories). The categories are part of the career progress and the salary scale. The teachers can apply for the lowest category (3rd category), after 5 years of teaching experience, for the middle category (2nd category) after 10 years and for the higher category (1st category) after 20 years of experience. Experience duration is a pre-condition but to achieve a certain qualification category, the teachers must complete the portfolio and present it to the respective Regional Education Directory (of the MoESY) and must pass the respective "qualification test". The individual portfolio records all previous CPD events and is considered completed only if the teacher have recorded at least "one credit" of training per year, evidenced with the respective certificate. One credit is considered 3 training days (18 hours) provided by one of the registered accredited agencies. The teacher can select the accredited trainings from the list of accredited providers that is published in the IED website. Usually, teachers must pay the training tariff to attend the course. After completing three conditions (experience duration, portfolio and test) the IED issue the respective qualification certificate that enables career progress and salary increase.

This mechanism is currently under the responsibility of MoESY. With the new VET Law (2017), it is foreseen that the responsibility for VET teachers and instructors (including those of VTC's) be transferred to NAVETQ, but the respective by-laws are not yet approved.

The non-formal CPD events and the respective eventual certificates provided by various providers (donor projects in particular) are not formally recorded and do not directly contribute to the formal career progress, but most of vocational teachers record such events in their individual portfolio and present where is needed.

The "Basic Didactic in VET" training is formally approved by the Ministry responsible for VET, and is considered as an obligation to be attended by the current and new coming VET teachers and instructors, but do not formally contribute to the formal qualification categories and salary scales.

Barriers to take up of CPD

Over 91% of teachers believe that they have the pre-requisites for CPD and 96% of them are interested to do it.

The barriers that exist for a significant number of teachers are lack of incentives for participating in CDP (40% of teachers) and no relevant professional development offered (37% of teachers). CPD time requirement conflicting with the work schedule is another hindrance reported by 33% of the teachers.

Table 60: As a teacher, how strongly do you agree or disagree that the following present barriers to your participation in professional development?

Barriers for teachers	Strongly disagree	Disagree	Agree	Strongly agree	N
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	72%	19%	6%	2%	648
Professional development is too expensive/unaffordable	27%	38%	31%	4%	647
There is a lack of employer support	49%	35%	10%	6%	651
Professional development conflicts with my work schedule	29%	38%	27%	5%	647
I do not have time because of family responsibilities	43%	41%	14%	2%	651
There is no relevant professional development offered	31%	33%	29%	8%	647
There are no incentives for participating in such activities	28%	33%	29%	11%	650
I am not interested in any professional development	68%	28%	3%	1%	650

92% of VET schools' principals believe that they have the pre-requisites for CPD and 100% of them are interested in doing CPD.

According to principals, the main barriers are: time requirement conflicting with their work schedule (37% of principals), lack of employer support (29%) and no relevant professional development offered reported (28%).

Table 61: As a principal, how strongly do you agree or disagree that the following present barriers to your participation in professional development?

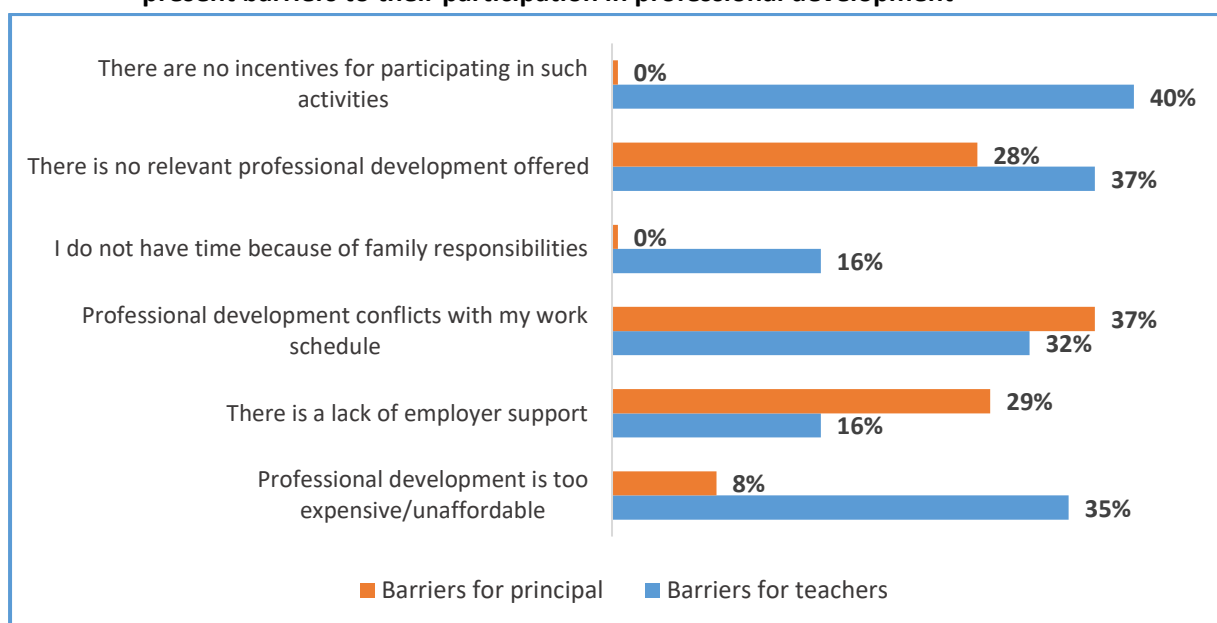
Barriers for principal	Strongly disagree	Disagree	Agree	Strongly agree	N
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	79%	13%	8%	0%	24
Professional development is too expensive/unaffordable	71%	21%	8%	0%	24
There is a lack of employer support	50%	21%	29%	0%	24
Professional development conflicts with my work schedule	17%	46%	33%	4%	24
I do not have time because of family responsibilities	50%	50%	0%	0%	24
There is no relevant professional development offered	36%	36%	24%	4%	25
There are no incentives for participating in such activities	71%	29%	0%	0%	24
I am not interested in any professional development	71%	29%	0%	0%	24

The following table and figure offer a comparison between teachers and principals. Costs and incentives are the biggest difference between them. No incentives for participating in such activities is selected by 40% of teachers but zero principals. Professional development is too expensive/unaffordable for 35% of teachers but only 8% of principals. Principals can afford the CPD and they think that it is worthwhile, while for a significant minority of teachers the cost is unaffordable and CPD does not bring an adequate benefit. Lack of employer support is marginally more of a concern for teachers than principals.

Table 62: Comparison teacher- principal about how strongly they agree on the following present barriers to their participation in professional development

Barriers	Barriers for teachers (Agree/Strongly agree)	Barriers for principal (Agree/Strongly agree)
Professional development is too expensive/unaffordable	35%	8%
There is a lack of employer support	16%	29%
Professional development conflicts with my work schedule	32%	37%
I do not have time because of family responsibilities	16%	0%
There is no relevant professional development offered	37%	28%
There are no incentives for participating in such activities	40%	0%

Figure 16: Comparison teacher- principal about how strongly do they agree on the following present barriers to their participation in professional development

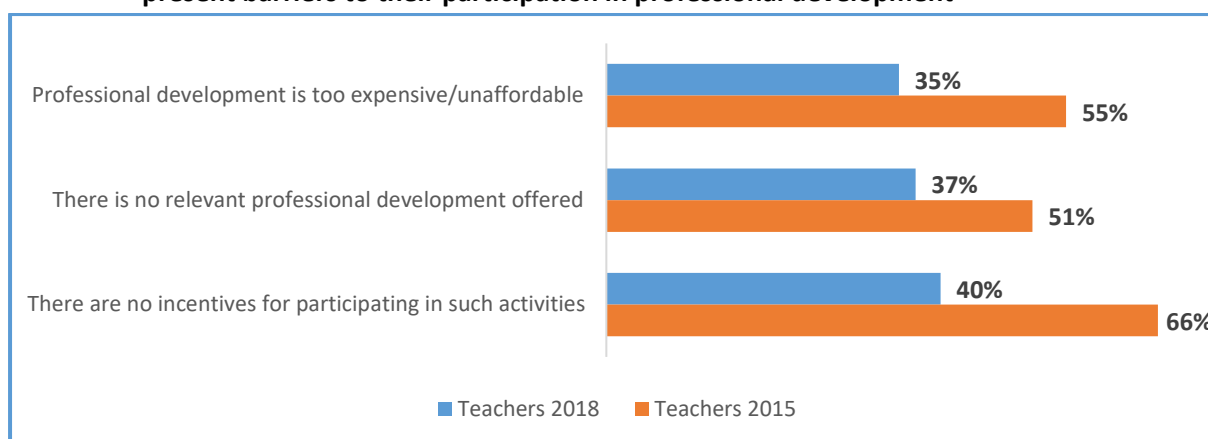


Compared to the data from the survey 2015, while the three most challenging barriers for teachers to participate the CPD have remained the same, there is a significant decrease in the share of teachers that have pointed out these barriers. Combined together these three improvement make a real impact, because there are 20% more teachers from the total that can afford CPD, 14% more teachers that can find relevant offers of CPD and 26% more teachers that have found the incentives for participating in CPD. This finding complements the increase in participation reported above.

Table 63: Comparison teacher 2018 -2015 about how strongly they agree on the following present barriers to their participation in professional development

Barriers	Teachers 2018 (Agree/Strongly agree)	Teachers 2015 (Agree/Strongly agree)
Professional development is too expensive/unaffordable	35%	55%
There is no relevant professional development offered	37%	51%
There are no incentives for participating in such activities	40%	66%

Figure 17: Comparison teacher 2018 -2015 about how strongly they agree on the following present barriers to their participation in professional development



CONCLUSIONS

- Records of participation in CPD are stored in teacher individual portfolios in schools.
- There are two electronic databases that could record the CPD participation of vocational teachers and permit analysis but neither of them is currently operational or updated.
- Participation in CPD is a formal condition of career progress. However, there is little or no relationship between the competences developed through CPD and the responsibilities of higher career teachers
- The barriers that exist for a significant number of teachers are: lack of incentives for participating in CDP (40% of teachers); no relevant professional development offered (37% of teachers) and CPD time requirement conflicting with the work schedule (33%)
- The main barriers for principals to participate in CPD are: time requirement conflicting with their work schedule (37% of principals), lack of employer support (29%) and no relevant professional development offered reported (28%).
- In general, principals can afford the CPD and they think that it is worthwhile, while for a significant minority of teachers the cost is unaffordable and CPD does not bring an adequate benefit.
- Compared to the data from the survey 2015, teachers identify the same barriers but there is a significant decrease in the share of teachers doing this.

Issues and Recommendations

Issues	Recommendations
There is no comprehensive electronic database of CPD participation so there is no accurate aggregate record.	Operationalise one of the existing databases.
There is little or no relationship between the competences developed through CPD and the responsibilities of higher career teachers	Develop CPD that prepares teachers to exercise higher responsibilities that are formally recognised in the career structure, for example, with respect to the SDU functions.
There are barriers for a significant number of	Develop and provide CPD at local or national or

teachers: lack of incentives for participating in CDP (40% of teachers); no relevant professional development offered (37% of teachers) and CPD time requirement conflicting with the work schedule (33%).	cluster level that matches teachers' needs and consider how this can be easily accessed by teachers, e.g. on line.
Some high quality CPD is not accredited for the purposes of accumulating credits in relation to career progress.	Quality assured programmes should carry appropriate credits.

ANNEXES

- 1) RESULTS OF THE SURVEY ON TRAINING CENTRES
- 2) LIST OF ABBREVIATIONS
- 3) REFERENCES
- 4) LITERATURE REVIEW
- 5) TECHNICAL METHOD REPORT

ANNEX 1 - ANALYSIS OF THE SURVEY ON VTCs

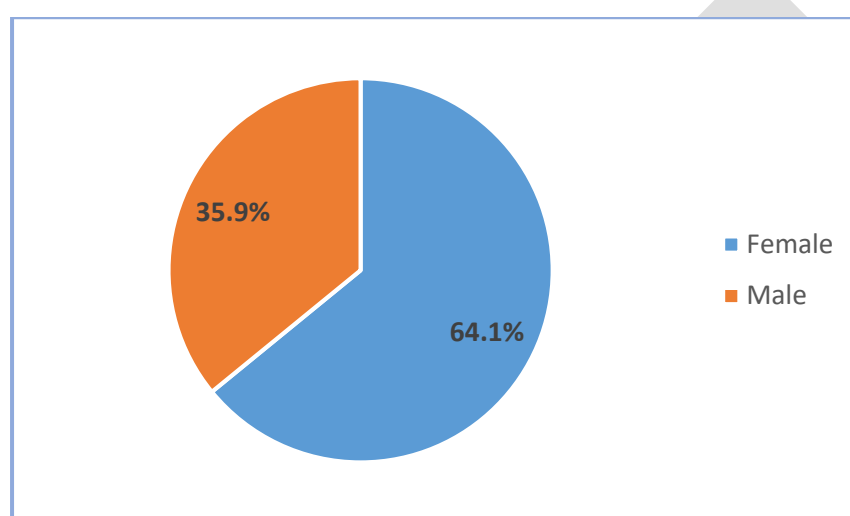
The survey was administered in 32 VTCs. 98 responses were obtained. The results of this survey are presented in this chapter.

THE WORKFORCE

Gender and Age of teachers

The large majority (64.1%) of the teachers interviewed in the VET centers are females.

Figure 1: VTC Teachers' gender distribution



The average age of teachers/instructors in the VTCs is 43.4 years old. 45.4% of VTC staff are middle aged (30-49 years old) while 18.6% are 29 or younger. The average age of the teachers/instructors in the VET Centers is slightly higher than in VET Schools.

Table 1: Age of Teachers in VTCs

Age groups		%	Cum. %
0-29 years	18	18.6	18.6
30-49 years	44	45.4	64.0
50-59 years	23	23.7	87.7
60 years and more	12	12.4	100.0
Total	97	100.0	

Role in the center

20.6% of the survey respondents are teachers and 60.8% are practical teaching instructors. A minority of responses come from non-direct teaching staff such as advisors, assistants, laboratory technician, etc.

Table 2: What is your role in the current school ?

Roles	N	%
Teacher of general education profiles	3	3.1
Teacher of vocational profile	17	17.5
Instructor of practical education	59	60.8
Others	18	18.6
<i>Total of valid answers</i>	<i>97</i>	<i>100.0</i>

Length of Teaching Experience

More than half of the staff have a short teaching experience (54%).

Table 3: Number of years working as a teacher

Number of years	N	%	Cum. %
0-5	49	54	54
6 – 15	13	14	68
16 – 25	25	28	96
more than 25	4	4	100.0

Vocational sector or specialism

Engineering with 16%, has the highest share of the main teaching specialism of teachers/instructors. Beauty, hair and cosmetics continue to be one of the main courses offered in VTCs (12% of VET teachers/instructors specialism) followed by Information and communication Technology.

Table 4: Which vocational sectors does your main teaching specialism relate to?

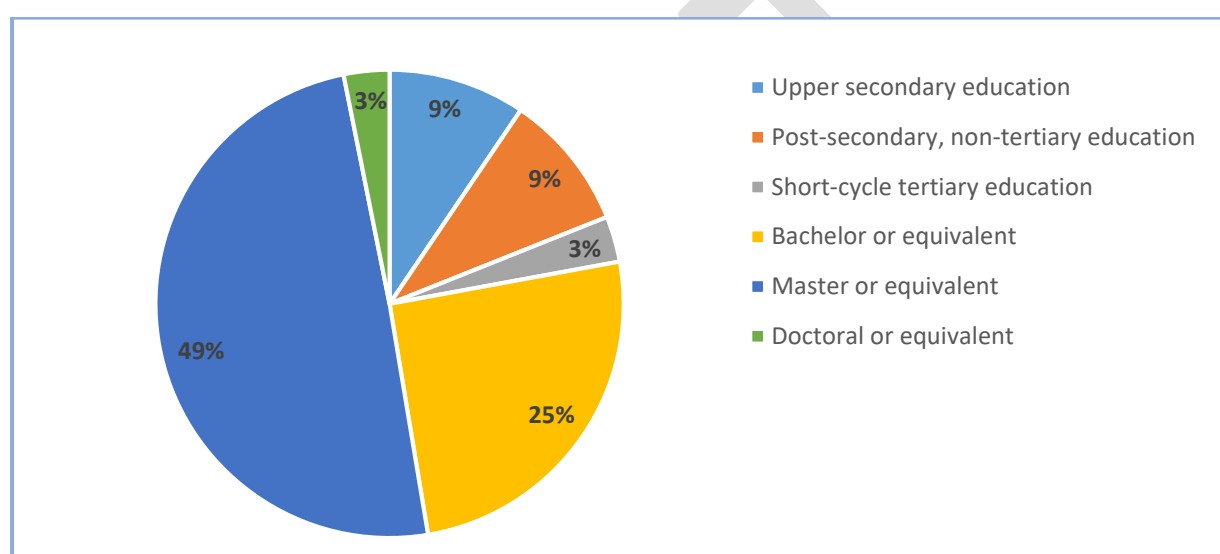
Vocational sectors	N	%
Agriculture, veterinary, forestry, fishing	0	0
Mining, metallurgy	0	0
Construction (e.g. brick laying, plumbing, roofing, carpentry)	6	6
Engineering (electrical, mechanical, automobile, civil construction, chemical, geodesy)	15	16
Manufacturing, production, processing (food, textiles, leather, wood)	7	7
Hospitality, tourism, catering, travel,	10	10
Business, retail, law, economy, management, administration	7	7
Information and communication technology	11	11
Logistics, traffic, transportation	1	1
Health-related (including medicine), social protection	6	6
Beauty, hair, cosmetics	12	12
Craftwork, fashion, art, design, film, media and creative	4	4
General subjects, e.g. languages and mathematics, science, social science	5	5
Other	24	25

Qualifications

In general teachers in VTCs in Albania have reported a high level of formal education, but clearly lower than the level of education of teachers in the VET schools. Teachers with the master degree or higher constitute more than half (52.6%) of total number of the teachers interviewed. 22.1% of the teachers have lower than bachelor degree.

Table 5: The highest level of formal education completed

Level of education	N	%	Cum. %
Upper secondary education	9	9.5	9.5
Post-secondary, non-tertiary education	9	9.5	18.9
Short-cycle tertiary education	3	3.2	22.1
Bachelor or equivalent	24	25.3	47.4
Master or equivalent	47	49.4	96.8
Doctoral or equivalent	3	3.2	100.0
<i>Total of valid answers</i>	<i>95</i>	<i>100.0</i>	

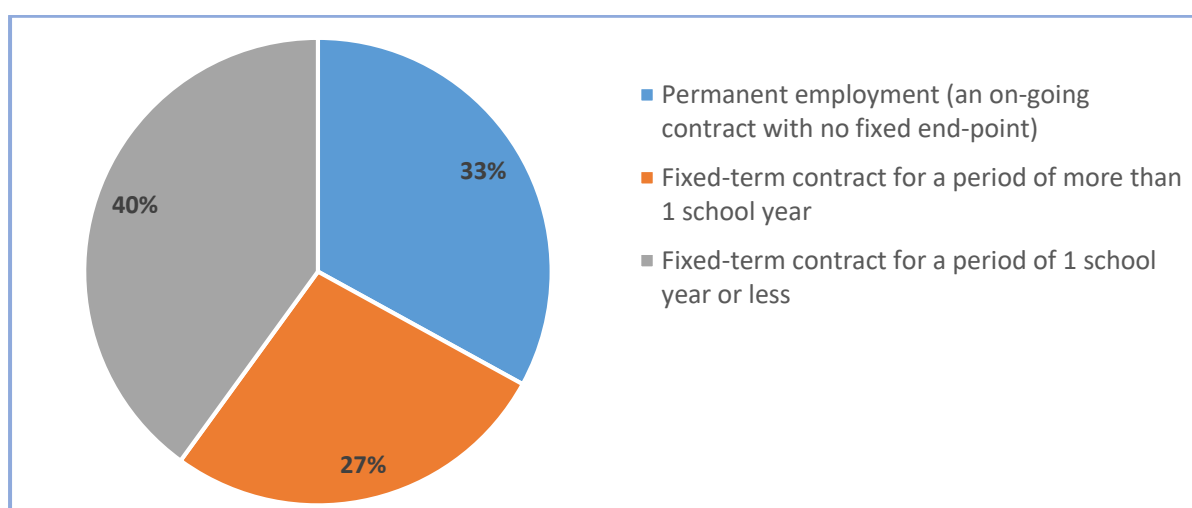
Figure 2. The highest level of formal education completed

Regarding the current employment status the picture is very different with VTCs compared to VET schools. While in VET schools 83.1% of the teachers were with permanent employment contracts, in VTCs only 33.0% of the instructors/teachers are in permanent employment. Furthermore 39.8% of the total number is on fixed-term contract for a period of 1 school year or less.

Table 6: Current employment status as a teacher

Employment status	N	%
Permanent employment (an on-going contract with no fixed end-point)	29	33.0
Fixed-term contract for a period of more than 1 school year	24	27.3
Fixed-term contract for a period of 1 school year or less	35	39.8
<i>Total of valid answers</i>	<i>88</i>	<i>100.0</i>

Figure 3: Current employment status as a teacher



Working Hours

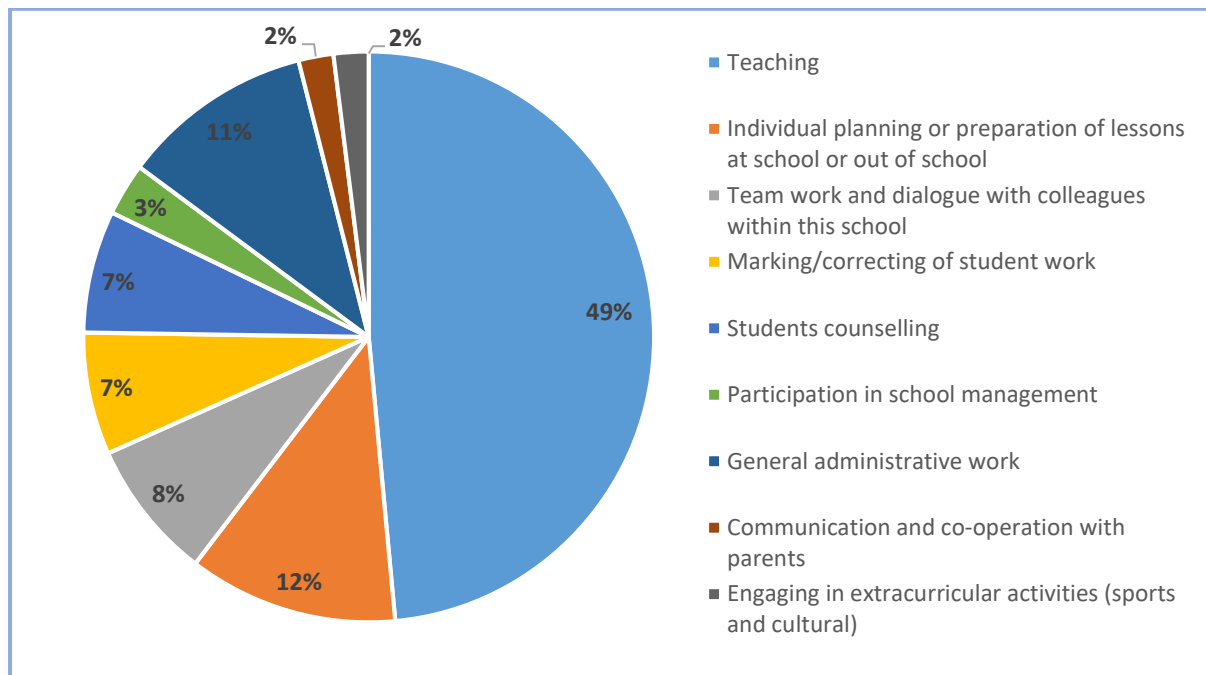
Teachers/instructors in VTCs spent on average 32.9 hours per week on different tasks from teaching to administrative and communication tasks. This is about 15% less than the time committed by teachers in VET schools. Most of the time is dedicated to teaching (48.8%), and 12.2% of working time was dedicated to preparatory work.

Only 7.6% of teachers' time (an average of 2.5 hours per week), are spent in exchange of information with other colleagues or participating in team works and cooperation. Communication with parents and working in extra curricular activities at centers is very limited.

Table 7: The (average) share of working time spent on specific tasks (N=92)

Tasks	Hours	%
Teaching	16.0	48.8
Individual planning or preparation of lessons either at school or out of school	4.0	12.2
Team work and dialogue with colleagues within this school	2.5	7.6
Marking/correcting of student work	2.3	7.0
Students counselling (including student supervision, counselling, career guidance and delinquency guidance)	2.2	6.7
Participation in school management	1.1	3.5
General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)	3.6	10.9
Communication and co-operation with parents or guardians	0.5	1.5
Engaging in extracurricular activities (sports and cultural activities after school)	0.7	2.0
Total time spent	32.9	100.0

Figure 4: The (average) share of working time spent on specific tasks (% , N=92)



APPROACHES TO TEACHING AND LINKS TO THE WORK PLACE

Teaching

Teachers/instructors were asked to describe how frequently they use different teaching methods in class. Teacher use classical teaching methods frequently or in every lesson (over 90%) such as presenting a summary of the subject previously taught, setting assignments, and giving practical examples.

Besides classical teaching, 94% of teachers say that they use group and project work frequently or in all lessons.

Teachers frequently expect students to practice similar tasks to develop mastery and make use of work problems to show the relevance of skills. ICT or multimedia are also used frequently by instructors in VTCs, more so than in schools.

Students use of ICT for projects or class work is declared to be applied frequently by 65% of the teachers, while for 10% of them, students never used ICT to complete their works.

Table 8: Please indicate how frequently you use the following different teaching methods

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
I present a summary of recently learned content	1%	4%	57%	37%	89
Students work in small groups to come up with a joint solution to a problem or task	1%	4%	61%	33%	90
I give different work to the students who have difficulties learning and to those who can advance	5%	23%	47%	26%	88
I refer to a problem from work to show how knowledge or skills can be applied	1%	1%	58%	40%	90
I let students practice similar tasks until I know that every student has understood the subject matter	1%	1%	61%	37%	89
I check my students' exercise books or homework	11%	10%	45%	34%	89
Students use ICT (information and communication technology) for projects or class work	10%	26%	37%	28%	90
I demonstrate practical tasks to students who then carry out the same practical tasks	1%	6%	48%	45%	89
Students learn theory and also use that knowledge to solve practical problems within one lesson	1%	2%	42%	55%	88
I plan lessons so that when students learn new theory or knowledge they are also apply that theory or knowledge to work-like tasks	1%	1%	37%	61%	90
I use digital technology to prepare or find instructional material	5%	11%	45%	38%	91
I use video in my teaching	13%	17%	43%	27%	89

Links to the Work Place

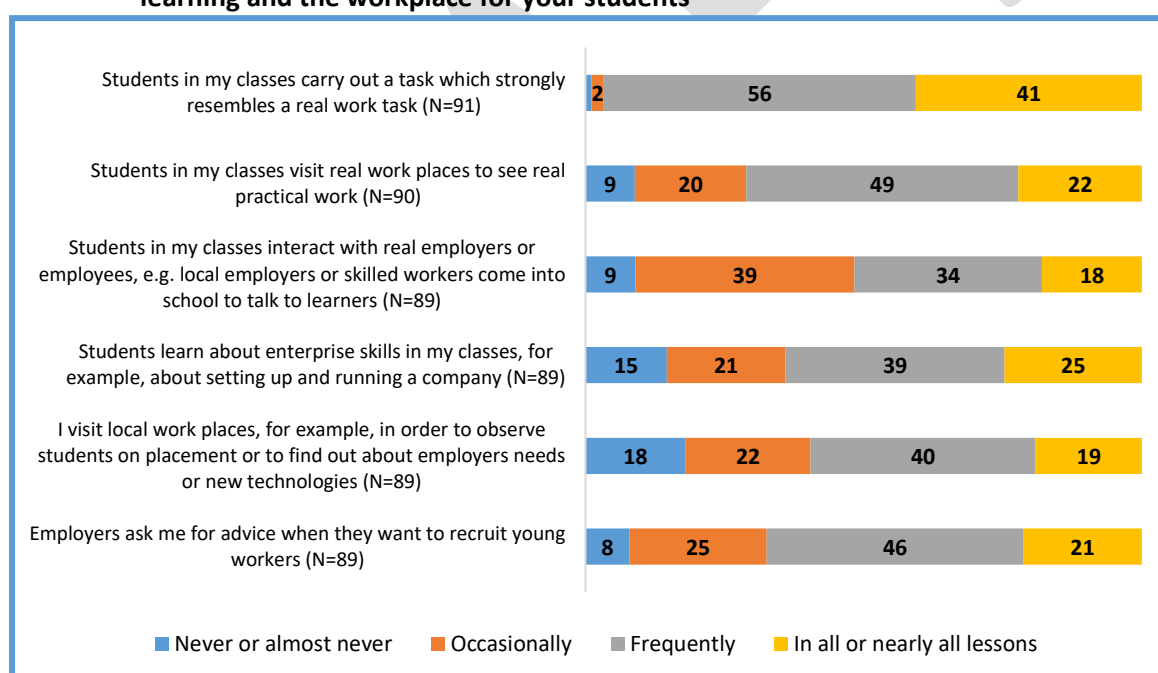
97% of teachers/instructors report that students are able to perform a practical task which strongly resembles a real work task. There is a relatively good exchange between VTCs and businesses, 59% of teachers/instructors have reported that students visit a local business often/always, 52% of teachers/instructors report that business representatives were often/always invited to exchange knowledge with students at classroom. 67% of teachers/instructors have confirmed that they have often/always provided reference or advice for businesses in the hiring process.

The major part of the teachers (64%), report that students learnt entrepreneurial skills in the classroom environment.

Table 9: Please indicate how well the following statements describe the relation between school learning and the workplace for your students

Activities	Never or almost never	Occasionally	Frequently	Always or almost always	N
Students in my classes carry out a task which strongly resembles a real work task	1%	2%	56%	41%	91
Students in my classes visit real work places to see real practical work	9%	20%	49%	22%	90
Students in my classes interact with real employers or employees, (employers or skilled workers come into school to talk to learners)	9%	39%	34%	18%	89
Students learn about enterprise skills in my classes, for example, about setting up and running a company	15%	21%	39%	25%	89
I visit local work places, for example, in order to observe students on placement or to find out about employers needs or new technologies	18%	22%	40%	19%	89
Employers ask me for advice when they want to recruit young workers	8%	25%	46%	21%	89

Figure 5: Please indicate how well the following statements describe the relation between school learning and the workplace for your students



Teacher self-Efficacy

Teachers' self-estimation of their efficacy and influence on students is reported at high level in all related questions.

Table 10: In your teaching to what extent are you able to achieve each of the following results?

Actions	Not at all	To some extent	Quite a bit	A lot	N
Get my students to believe they can do well in school work	0%	5%	31%	64%	91
Help my students value learning	0%	8%	26%	67%	90
Prepare good questions for my students	0%	6%	28%	66%	89
Control disruptive behaviour in the classroom	0%	19%	24%	57%	91
Motivate students who show low interest in school work	4%	8%	32%	56%	90
Help my students understand real work in vocational branch	0%	5%	22%	74%	88
Get students to follow classroom rules	0%	4%	30%	66%	90
Help students to develop a commitment to work in my vocational branch	0%	4%	22%	73%	90
Provide an alternative explanation if, for example, students are confused	1%	6%	27%	67%	90
Give my students the practical skills they will need in the work place	0%	7%	32%	61%	90
Give my students up to date knowledge relevant to my vocational branch	0%	10%	28%	61%	88

Career and Job Satisfaction

97% of instructors/teachers declare that they are satisfied with their profession, but they do not agree on the statement that their profession is appreciated nationally.

31% of the teachers/instructors have the perception that teaching profession is not valued in Albania.

Table 11: How strongly do you agree or disagree with the following statements about your job?

	Strongly disagree	Disagree	Agree	Strongly agree	N
The advantages of this profession clearly outweigh the disadvantages	7%	7%	40%	47%	88
All in all, I am satisfied with my job	0%	2%	30%	67%	89
I regret that I decided to become a teacher	80%	12%	2%	6%	89
I think that the teaching profession is valued in my country	7%	24%	42%	28%	89
I continue to learn and improve as a teacher	0%	1%	38%	61%	89
I have opportunities to progress in my career as a teacher	0%	2%	49%	48%	89
I think I am quite motivated to master challenges in my work	0%	2%	34%	64%	89

VOLUME OF CPD PROVISION

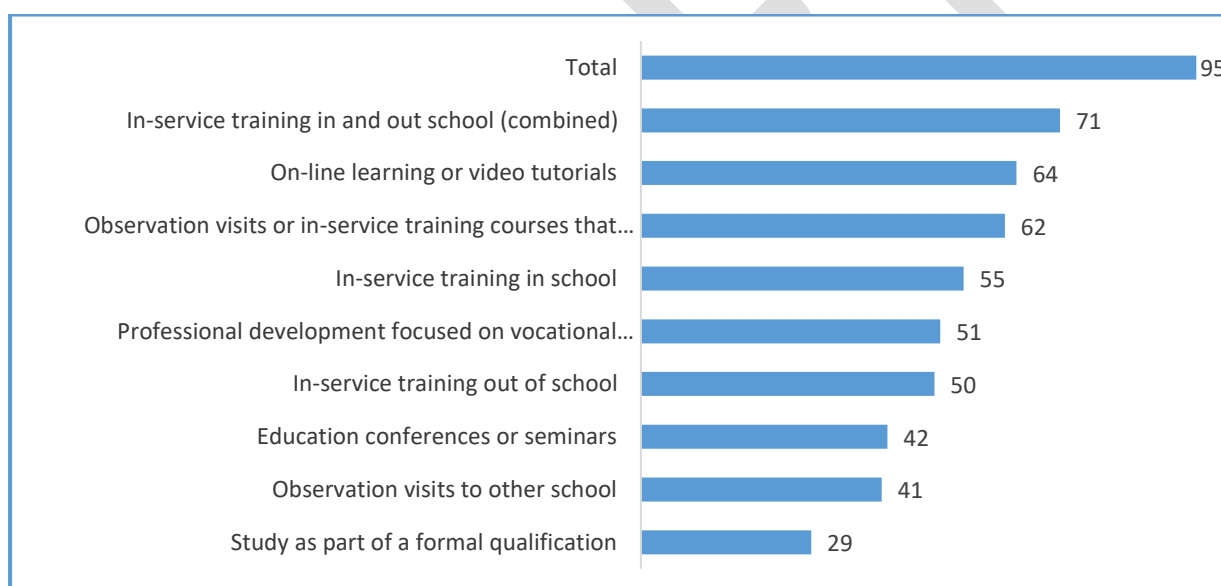
71.4% of teachers/instructors participated in CPD during the last 12 months, of which 55.1% in the VTC and 49.5% out of the VTC. Online learning or video tutorials was used by 64.4% of the teachers/instructors. 64.4% of the teachers/instructors took part in CPD on business premises.

29.1% of teachers/instructors followed a programme leading to a formal qualification.

Table 12: The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months

Type of professional development	N	%
In-service training out of school	91	49.5
In-service training in school	89	55.1
In-service training in and/or out school (combined)	91	71.4
Professional development focused on vocational specialism	90	51.1
Education conferences or seminars	90	42.2
Observation visits to other school	92	41.3
Observation visits or in-service training courses that took place in business premises	86	61.6
On-line learning or video tutorials	87	64.4
Study as part of a formal qualification	86	29.1
Total (at least one of above)	93	94.6

Figure 6: The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months (in % and sorted)



Teachers/instructors averaged 101 hours/year of in-service training.

Teachers/instructors that underwent a formal qualification, during the last 12 months, spent on average 208 hours on it.

In general, the average numbers of hours spent on CPD by instructors/teachers in VTCs of VET centers is higher than that of teachers in VET schools.

Table 13: Hours of the following kinds of continuing professional development (in-service training) received over the last 12 months

Programs/ methods	Average no. of hours	% of respondents with 30 hours and more	N
In-service training in and out school (combined)	101	60	65
Professional development focused on vocational specialism	63	46	46
Education conferences or seminars	65	29	38
Observation visits to other school	22	13	38
Observation visits or in-service training courses that took place in business premises	68	38	53
On-line learning or video tutorials	60	59	56
Study as part of a formal qualification	208	56	25

Note: Values calculated only for those who participated in the specific trainings.

THE RELEVANCE AND IMPACT OF CPD

How relevant is the CPD offer? What impact did training have?

The survey shows that the most popular topics for CPD were: Pedagogical competencies in teaching my subject field; Student evaluation and assessment practices and Student behaviour and classroom management with 75% of the teachers participating on them.

Teaching in a multicultural/multilingual setting and addressing the issues of learners at risk of learner drop out were the less covered topics respectively followed by 40% and 43% of the teachers/instructors.

Table 14: The share of respondents who participated in professional development activities on the following topics during the last 12 months (%)

Topics of development activities	N	%
Knowledge and understanding in my subject field (s)	93	61
Pedagogical competencies in teaching my subject field, including feedback to learners	93	75
Knowledge of the curriculum	93	74
Student evaluation and assessment practices	92	75
ICT (information and communication technology) skills for teaching	89	72
Student behaviour and classroom management	92	75
Approaches to individualised learning	92	73
Teaching students with special needs	90	51
Teaching in a multicultural or multilingual setting	90	40
Teaching cross-curricular skills	91	62
Approaches to developing cross-occupational competencies for future work	91	69
New technologies in the workplace	91	62
Student career guidance and counselling	91	67
Updating professional knowledge/ skills in relation to current practice in the workplace	92	71
Addressing the issues of learners at risk of early leaving and learner drop out	92	43

Almost all teachers and instructors report that all CPD had high or moderate impact on their teaching.

Table 15: Impact of professional development activities on teaching by the following topics

Topics of development activities	No/limited impact	Moderate/ major impact	Do not know	N
Knowledge and understanding in my subject field (s)	4%	96%	0%	57
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	3%	97%	0%	70
Knowledge of the curriculum	3%	97%	0%	69
Student evaluation and assessment practices	4%	94%	1%	69
ICT skills for teaching	5%	88%	8%	64
Student behaviour and classroom management	7%	87%	6%	69
Approaches to individualised learning	4%	90%	6%	67
Teaching students with special needs	17%	72%	11%	46
Teaching in a multicultural or multilingual setting	6%	89%	6%	36
Teaching cross-curricular skills	11%	82%	7%	56
Approaches to developing cross-occupational competencies for future work	6%	94%	0%	63
New technologies in the workplace	7%	93%	0%	56
Student career guidance and counselling	5%	92%	3%	61
Updating my professional knowledge and skills in relation to current practice in the workplace	3%	94%	3%	65
Addressing the issues of learners at risk of early leaving and learner drop out	13%	60%	28%	40

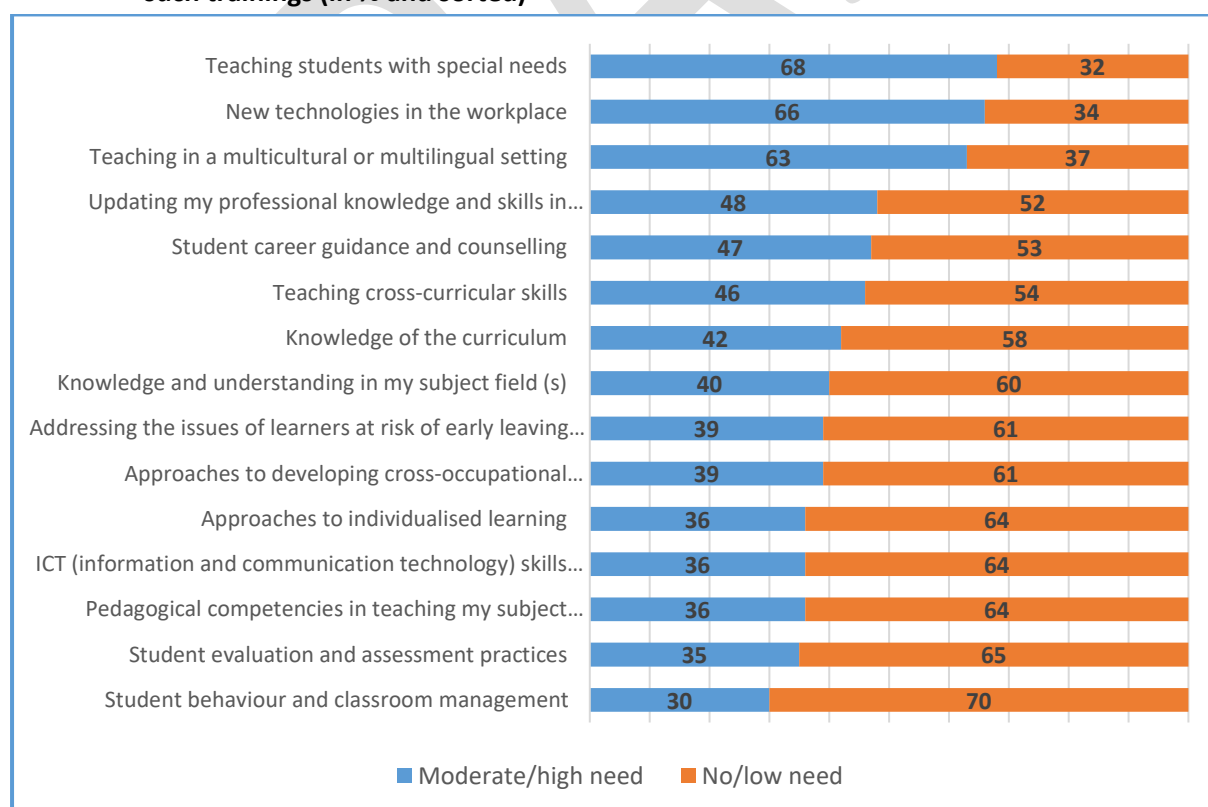
Note: Values refer only to those who have participated in the specific trainings.

On the other hand, analysis of responses suggests that many teachers and instructors had needs for particular kinds of training that were not met. 30% of teachers and instructors declared a moderate or high need for all kinds of CPD. More than 50% of teachers and instructors reported a moderate or high need for CPD relating to new technologies in the workplace (66%), teaching students with special needs (68%) and teaching in a multicultural or multilingual setting (63%).

Table 16: Respondents who have not participated in specific trainings by the level of need for such trainings

	Moderate/high need	No need/low need	N
Knowledge and understanding in my subject field (s)	40	60	35
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	36	64	22
Knowledge of the curriculum	42	58	24
Student evaluation and assessment practices	35	65	23
ICT (information and communication technology) skills for teaching	36	64	25
Student behaviour and classroom management	30	70	23
Approaches to individualised learning	36	64	25
Teaching students with special needs	68	32	44
Teaching in a multicultural or multilingual setting	63	37	54
Teaching cross-curricular skills	46	54	35
Approaches to developing cross-occupational competencies for future work	39	61	28
New technologies in the workplace	66	34	35
Student career guidance and counselling	47	53	30
Updating my professional knowledge and skills in relation to current practice in the workplace	48	52	27
Addressing the issues of learners at risk of early leaving and learner drop out	39	61	51

Figure 15: Respondents who have not participated in specific trainings by the level of need for such trainings (in % and sorted)



CONCLUSIONS

The profile of instructors/teachers in VTCs differs from that of teachers in schools. They are older and with longer teaching experience, but with a lower level of formal education. They have relatively short-term employment contracts and they work less hours.

Teachers and instructors in VTCs make use of classical and modern teaching methods. Links to the work place and to employers are relatively good, better than in VET schools. VTC teaching staff rate their own efficacy highly and have high levels of satisfaction with their work. Like VET school teachers, a significant minority believe that they are not valued socially.

71.4% of teachers/instructors participated in CPD during the last 12 months, of which 55.1% in the VTC and 49.5% out of the VTC. In general, the average numbers of hours spent on CPD by instructors/teachers in VTCs is higher than that of teachers in VET schools.

Almost all teachers and instructors report that all CPD had high or moderate impact on their teaching.

30% of teachers and instructors declared a moderate or high need for all kinds of CPD. More than 50% of teachers and instructors reported a moderate or high need for CPD relating to new technologies in the workplace (66%), teaching students with special needs (68%) and teaching in a multicultural or multilingual setting (63%).