

FINAL REPORT

On the Demonstration Project

**“Establish and pilot the functions of units
for CPD for VET teachers at the school/center level”**

Albania, 2016

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Project Title:

“Establish and pilot the functions of units for CPD for VET teachers at the school/center level”

Project Lead:

Centre for Competitiveness Promotion (CCP), Tirana, Albania

Project Partners:

- Vocational School “Bqqir Çela”, Shkozet, Durrës, Albania (Lead Partner)
- Multifunctional Vocational School of Kamza, Tirana, Albania
- Vocational School “Petro Sota”, Fier, Albania
- Public Vocational Training Center, Fier, Albania
- National Institute for VET and Qualifications (NAVETQ), Tirana, Albania

Project Duration:

One year (2016)

Project Aim:

To establish the model (example) of the TT Units responsible for CPD of VE teachers at the school level and to pilot the functions of the Units through demonstration of teacher training activities for the school teachers and instructors, according to their evidenced training needs

Project Results:

- The design of CPD scheme at the school/center level
- Increased TT capacity at the school/center level
- Demonstration of 3 examples of CPD’s implementation at the school/center level
- One event for dissemination of CPD model in VET community, in policy, regional and school/center level

- A set of methodological materials and templates developed and provided for VET community (through the ETF webpage:
https://connections.etf.europa.eu/wikis/home?lang=en-gb#!/wiki/W5d6783a44efb_4f07_b375_e897124cc465/page/2016%20Demonstration%20Project%20in%20Albania

Project Activities:

In regards to the Design the CPD Scheme at the school level with the specific responsibilities and duties of TT Unit:

- Analysis of situation (legislation, rules, models)
- Design the first draft of the CPD scheme (TT Unit also)
- Round table with stakeholders and actors for CPD scheme, Unit composition and functions
- Design of the final draft on CPD Scheme

In order to increase TT capacity at the school level (for 12 members of 4 TT Units):

- Training on how to conduct training needs analysis
- Training on how to plan, organize and deliver TT activities
- Training on how to assure quality of CPD at the school level

Demonstration of three examples of CPD's implementation

- Planning and conducting of school teacher training needs analyses
- Definition of the most relevant training needs for intervention
- Preparing the annual TT plan.
- Planning, organizing and conducting of 2 training events in school level
- Planning, organizing and conducting of a workshop for exchange of experience with teachers
- Monitoring and evaluation tools for QA are developed

Dissemination event on CPD model in VET community, in policy, regional and school level (2nd February 2017), supported by ETF.

Project Conclusions and Recommendations:

- The activities are carried out in conformity with the Project plan and methodology.
- The TT Unit concept piloted during the Project implementation is positively accepted by all Project partners and VET community in general
- The Project partners, “Beqir Çela” School in particular, are very actively involved in Project activities and contributed for the achievement of Project expected results.
- The members of “Beqir Çela” School TT Unit have accumulated a valuable theoretical and practical experience that can serve as a good basis for continuity.
- The director of “Beqir Çela” School have actively participated in all project activities and strongly supported the functioning of the school TT Unit.
- The members of TT Units of three other partner schools/centres have participated in all Project training events and have also benefited from experience exchange with TT Unit of “Beqir Çela” School.
- The representatives of local businesses have contributed with their expertise in the teacher training process and have shown motivation to continue the cooperation.
- The teachers of “Beqir Çela” School have positively accepted this approach and have directly benefited from the contribution of the TT Unit.
- In general, it is noted an increased responsibility of all actors to contribute for the success of this pilot initiative.
- The Project has developed and piloted a set of template documents and procedures in relation to teacher training needs analysis, planning and delivering teacher training events

and quality assurance. Such templates and procedures can be further adapted and finalized for future utilization.

- What is piloted during the demonstration projects in terms of methodology is only a “pilot” approach and needs further analysis, reviewing and improvement for future implementation.
- The activities of the “Beqir Çela” School TT Unit are funded by the Project budget (including the extra time of Unit members) and the Project did not exactly calculated the annual amount of time/resources needed for an average size school/centre.
- In terms of future institutionalization of TT Units at the national scale, there is a need to define a “formula” that calculate the necessary human and financial resources considering some variables such as number of teachers and number of departments of each vocational school/centre.
- Just as an example for orientation, after a rough calculation and considering the demonstration project experience in “Beqir Çela” School (with 45 vocational teachers and 4 Departments), the consultants proposal is that a full teacher job (20 hours/week) can be enough for the TT Unit in this school to execute its functions. This weekly working time could be distributed between two or more TT Unit trainers (2 trainers x 10 hours or 4 trainers x 5 hours). Of course, the working time allocated to the trainer function, will be deducted from the working time as normal teacher.
- The normal functioning of TT Unit needs not only human, but financial resources also, so it is necessary that every vocational school/centre include in the annual budget a certain amount of money to cover costs of teacher training events.
- The TT Unit at “Beqir Çela” School have efficiently used internal resources to perform needs analysis and teacher training planning but the provision of teacher training events with external resources was limited in relation to the project budget. This was in part due to lack of methodological capacity. It follows that the set up and training and support of TT Units should give particular attention to enabling this Units to ensure that professional development, in various forms, is actually delivered.
- The TT Unit should not be considered as a strictly internal mechanism of the school/centre but should be open for exchange with the units of other schools/centres and other bodies. A good experience in one school/centre, an open lesson, a good trainer for a specific issue, an interesting material developed by one teacher and other similar aspects should be available and accessible for all VET community. Communities of practice, e-platforms, dedicated web pages and other means of fast information exchange should be promoted and supported by governmental and donor resources to the network of TT Units (and Development Units).
- The consultative and supporting role of NAVETQ have contributed for the Project success.
- The ETF monitoring and continuous support through Project Leader J.Stanley, have promoted and facilitated the implementation of activities and achievement of Project objectives.
- The Project have contributed for expanding of TT Unit mechanism towards Development Unit concept in vocational schools/centres.
- The Project consultants recommend that the future Development Units (included in the new VET Law) execute not only teacher training function, but other function such as mentoring, school curricula development, business liaison, carrier orientation, development projects and graduate tracing role.
- Formalization of TT Units (or Development Units) in vocational schools/centres and of the role of NAVETQ in this regard, is only the first step. There should now follow a phase in which:
 - o Legal and normative measures are confirmed
 - o The role of the Units within the development process and structure of VET institutions is clarified
 - o Budgets are agreed
 - o Appointments are made

- Training and support networks for TT units is planned and delivered and guidance developed
- The process is reviewed
- The dissemination workshop could be followed up by a planning process in which all stakeholders were involved in setting out a timetable for the next phase of development, agreeing milestones, responsibilities and resources