CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND PRINCIPALS IN ALBANIA – 2018

Culture, teaching practices, professional duties, working conditions, beliefs and professionalisation

The contents of this working report are the sole responsibility of the author and do not necessarily reflect the views of the ETF or the EU institutions.

ACKNOWLEDGEMENTS

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Further information relating to this research can be found in the annexes, which have been published separately: analysis of the survey on vocational training centres, technical report, literature review, and research instruments.

EXECUTIVE SUMMARY

Introduction

Continuing professional development (CPD) for vocational education and training (VET) teachers and trainers has been identified by the European Training Foundation (ETF) as a key driver for the improvement of VET systems across all regions, for two reasons. Firstly, teachers and trainers are the most important input in the VET system, and secondly, they are critical to the successful implementation of other reforms, such as changes in organisations and curricula, and the development of work-based learning, technology and pedagogy.

The CPD survey 2018 builds on the 2015 survey. Its main objectives are to:

■ inform national policy makers about the conditions and needs of vocational teachers and help them to monitor implementation and change;
■ help policy makers to understand what is required to bring about improvements in the quality, effectiveness and responsiveness of CPD at national and local levels;
■ address other factors that influence the effectiveness of teachers, such as their motivation and career structure;
■ benchmark the state of the professional teacher workforce against those in other countries.

The research was carried out through close cooperation between the Ministry of Finance and Economy (MoFE), the National Agency for Vocational Education and Training and Qualifications (NAVETQ), VET schools and training centres and the ETF.

This is part of an international comparative survey that also includes Algeria, Belarus, Kosovo[1], Moldova, Montenegro, Serbia and Tunisia. The international comparative report will be published in 2020.

Methodology

The literature review summarised information from previous studies and publications, official documents, and reports from international donors and agencies in the fields of policy making on VET. In-depth interviews with key stakeholders served to validate information gathered through the literature review, to collect evidence on strategy development and implementation, challenges, institutional changes and stakeholder dialogue, and to access administrative data. Two national online surveys were designed to explore the experiences of teachers, instructors, principals and trainers. Owing to the small population size of the public VET sector in Albania, it was decided that the survey samples should include all teachers, instructors, trainers and principals of public vocational schools and vocational training centres (VTCs).

The final dataset on which the assessment report is based contains:

■ 701 responses from teachers in vocational schools and 97 responses from instructors in VTCs, a total of 798 responses out of the 1 214 targeted (a response rate of about 63%, 64% for the schools and 97% for the centres);

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[1] This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence – hereinafter 'Kosovo'.

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- 25 responses from principals of vocational schools and 7 from principals of VTCs, a total of 32 responses out of the 44 targeted (a response rate of about 73%).

The surveys offer representative samples of the overall populations, although it is possible that individuals who are averse to using information and communication technologies (ICT) were less likely to respond than others.

Conclusions and priority issues and recommendations

This section summarises the findings of the report and identifies the issues that were considered most urgent and the recommendations that were deemed to be the most practicable, as decided at a workshop in Tirana on 30 January 2019.

The workforce

The teachers who responded to the survey are mostly middle-aged, but only around 6% are close to retirement age. The share of teachers teaching vocational theory and vocational practice is 7 percentage points higher than those teaching general subjects. One third of teachers have less than five years of teaching experience and the majority of teachers have gained their whole teaching experience in the same school. The vast majority of vocational teachers and instructors have work experience in the industry of the vocational branch they teach. Some 41% of teachers working in vocational schools did not have pedagogical training as part of their degree studies.

Teachers dedicate most of their working hours to teaching. Teacher cooperation and exchange of information with each other averages only 2.3 hours per week. The same is true for involvement in extracurricular activities and communication with parents.

School governance

There is a good level of representation of teachers, students, employers and parents in school management boards. School directors make key decisions on teachers' recruitment and dismissal and students' admission. Teachers have authority for students' assessment and 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.

Priority issues	Priority recommendations
Lack of opportunities for professional development, and government regulation and policy were identified as the most critical constraints on the effectiveness of principals.	More opportunities and better planning for relevant CPD are needed. Principals should be consulted in policy making so that policy is complemented by effective school management.
Some 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 practical instructors and inadequacy of instructional materials.	Gaps should be addressed through recruitment of high-quality teachers and instructors and through targeted CPD and collaborative work to generate instructional materials.
The majority of principals say that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction had some negative effects on school performance.	All vocational schools should be incrementally equipped with appropriate information technology (IT) resources and plans put in place for maintenance and replacement.

Approaches to teaching

Traditional methods of teaching dominate in VET schools. However, teachers have started to use other methods, such as group work and projects. ICT and multimedia teaching methods of teaching are rarely used.

Most teachers relate theory to practice and design work-like tasks for their students. However, 25% to 50% of students have very limited direct interaction with employers; for example, they visit workplaces only occasionally, if at all. About half of teachers seldom visit workplaces or have contact with employers seeking to recruit students.

Access to work-based learning exists for a minority of vocational learners: according to 38% of teachers, most students have at least 10% of their learning in the workplace. The teachers are, to a large extent, happy with students' behaviour in class, although 24% of teachers are concerned about students' motivation in class.

National curricula and teachers' annual and detailed lesson plans are the main drivers of teaching. Teachers are also influenced, though to a lesser degree, by their knowledge of what employers want and by assessment requirements.

Priority issues	Priority recommendations
Consumables for practical skills are sufficient for only 26% of teachers. Other instructional materials are absent for 20% of teachers.	Investment in consumables is needed to permit high-quality practical learning in schools for all.
Only 15% of teachers report having access to adequate computers and software for the learning process. The absence of adequate internet access is mentioned by 48% of teachers.	Investment in computers, software and internet access is necessary.
The majority of teachers believe that they are not appreciated or valued in society.	Opportunities should be created for teachers to have their achievements recognised within and beyond the profession.

Policy and implementation

A legislative and strategic framework is in place. A national action plan on teachers' and trainers' training should be prepared, but it will require commitment of the financial resources needed for implementation of training and other CPD programmes. The new VET law assigns the coordination of VET teacher training to NAVETQ. A corresponding draft by-law on NAVETQ has not yet been adopted; thus, until now no institution is formally in charge. Moreover, NAVETQ will require additional human and financial resources to fulfil its new responsibilities. Funding for teacher training remains limited and is not enough to satisfy needs.

The introduction of comprehensive in-service teacher training and assessment, including peer mentoring programmes and instruments to track teacher effectiveness, remains a challenge. Research has been conducted to explore the needs of VET school directors and managers. Some training activities have taken place and a Network for Directors has been established. There is a government initiative to organise a School Directors' Academy.

Priority issues	Priority recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.
There is neither an 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 a strategy and an action plan.
The Basic Didactics in VET programme will not be compulsory for VET teachers and instructors without pedagogical training after 2020.	A revised Basic Didactics in VET programme should be made compulsory for all new teachers and instructors in VET schools who lack pedagogical training.

Organisations and institutions

Responsibilities for strategic leadership and coordination and for encouraging provision, quality assurance and recording with respect to CPD are shared between the MoFE, NAVETQ and the Institute of Education Development (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 providing specialised CPD to vocational teachers in Albania. Employers, higher education institutions and teacher associations make little contribution to CPD for vocational teachers.

Priority issues	Priority recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.

Design and quality assurance

IED is currently responsible for designing the Teachers' Qualification Standards and Teachers' Qualification Programme, accrediting training providers, and organising examinations and certification. These responsibilities, for vocational teachers, should be transferred to NAVETQ according to Law No 15/2015. NAVETQ cooperates with IED to prepare the examinations for vocational teachers.

An obligatory Basic Didactics in VET programme (lasting 24 days) was designed, approved and, since 2015, implemented by NAVETQ, supported by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Swisscontact and KulturKontakt. No specific budget line is allocated to CPD at either national or provider level. Most of the costs of CPD for vocational teachers are covered by donors.

Priority issues	Priority 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 (SDUs).
No specific budget line is allocated to CPD at either national or provider level.	Budgets for CPD for vocational teachers should be defined at national and provider (within the SDUs) levels.

CPD provision

The survey provides strong evidence that levels of participation by vocational teachers in CPD in Albania have improved since 2015. Some 80% of vocational teachers have participated in formal in-service training (62% organised in schools and 70% outside schools), up from 65% in 2014/15. The average duration of CPD has also increased: the percentage of participants with 30 hours or more in-service training per year has risen from 33% in 2015 to 47% in 2018. Around 53% of vocational teachers say that they accessed CPD that addressed their specialist vocational profiles (up from 23% in 2014/15), although the duration of this training was relatively short (only 25% of participants had 30 hours or more). CPD involving business and observation in other schools also increased.

Participation in CPD is affected by external factors. Younger teachers obtained more hours of CPD. Large cities, followed by towns, have the highest participation rates for teachers in in-service training and the largest share of those with more than 30 hours of training. Small towns and rural areas have the lowest participation rates and volumes of training.

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 is occasional rather than the norm. More than 90% of principals participated in CPD aimed at principals.

Priority issues	Priority recommendations
Almost 50% of vocational teachers obtained no specialist vocational CPD; those that did received only limited amounts (average 25 hours).	NAVETQ, SDUs and donors should cooperate to provide appropriate specialist CPD for vocational teachers, including teacher placements in industry.

School-based CPD

Schools have a formal responsibility to research training needs and to plan and organise CPD. In practice, however, unless they are involved in a donor-funded project, many do not fulfil this responsibility and little training is implemented. Legislation has been passed to set up SDUs, although these cannot become operational without by-laws, funding and appointments.

Around 70% of teachers have taken part in some kind of induction at their new school; however, less than 50% of teachers were given a formal induction to their school. Team teaching, mentoring by experienced teachers and scheduled meetings with the principal or teacher colleagues are the activities most often used for induction programmes, while peer review and networking are the least used. Mentoring is available in about 50% of vocational schools.

Feedback on teachers' performance is commonly provided by the school principal, with relatively little feedback from mentors, other teachers or external bodies.

Priority issues	Priority recommendations
SDUs are not yet operational.	A clear action plan should be published and cooperation established to implement SDUs across Albania.

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Relevance and impact of CPD

Between 71% and 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 or multilingual setting and teaching students with special needs was judged to have less impact.

Overall, about one third of teachers report 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 competences for future work (52%).

Priority issues	Priority recommendations
There is no coherent and reliable process through which information about development needs can inform strategic priorities for CPD.	NAVETQ should be equipped with tools and authority to carry out this responsibility.

Recognition and incentivisation

Records of participation in CPD are stored in teachers' individual portfolios in schools. There are two electronic databases that could record the participation in CPD of vocational teachers and allow for analysis, but neither is currently operational or updated.

Participation in CPD is a formal condition of career progression. 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 the lack of incentives for participating in CPD (40% of teachers); no relevant professional development offered (37%); and the time requirement conflicting with the work schedule (33%). The main barriers for principals to participate in CPD are the time requirement conflicting with the work schedule (37% of principals); lack of employer support (29%); and no relevant professional development offered (28%).

In general, principals can afford the CPD and think that it is worthwhile, while for a significant minority of teachers the cost is unaffordable and CPD does not bring adequate benefits.

Priority issues	Priority recommendations
There is no comprehensive electronic database of CPD participation, so there is no accurate aggregate record.	One of the existing databases should be operationalised or a new dedicated database established.
Some high-quality CPD is not accredited for the purposes of accumulating credits in relation to career progression.	Quality assured programmes should carry appropriate credits.

1. RATIONALE

CPD for VET teachers and trainers has been identified by the ETF as a key driver for the improvement of VET systems across all regions, for two reasons. Firstly, teachers and trainers are the most important input in the VET system, and secondly, they are critical to the successful implementation of other reforms, such as changes in organisations and curricula, and the development of work-based learning, technology and pedagogy. In 2015, the ETF implemented a regional research project on the provision of CPD, including in Albania. Further research and analysis was carried out during the period 2015–17, including support for the implementation of 14 demonstration projects aimed at informing policy making through the experience of implementation. The CPD Survey 2018 builds on this earlier work. The main objectives of the CPD Survey 2018 are to:

■ inform national policy makers 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 policy makers to understand what is required to bring about improvements in the quality, effectiveness and responsiveness of CPD at national and local levels, including training provision;
■ address some of the factors that influence the effectiveness of teachers in more general terms, with regard to their motivation and career structure;
■ benchmark the state of the professional teacher workforce against those in other countries.

In addition, the survey aims to:

■ empower teachers and other stakeholders in the policy process while reporting their experience with professional development, its impact on teaching quality, and future needs;
■ encourage international collaboration in policy making;
■ support systematic use of data in policy making.

At the request of national authorities, the survey was extended to include post-16 VTCs. The results from the survey of VTCs is reported in the annex (published separately).

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

2. METHODOLOGY

Purpose

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

Literature review

The literature review summarised information from previous studies and publications, official documents, and reports from international donors and agencies in the fields of policy making on VET. In addition, it reviewed the National Strategy for Employment and Skills 2014–2020 (NESS), the progress reports on 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 annex (published separately).

Interviews

In-depth interviews with key stakeholders served to validate information gathered through the literature review, to collect evidence on strategy development and implementation, challenges, institutional changes, stakeholder dialogue, and to access administrative data. The in-depth interview structure was prepared and standardised by the ETF project team. Between May and September 2018, 12 in-depth interviews were implemented with representatives from:

- MoFE: three interviews;
- NAVETQ: two interviews;
- GIZ VET project: one interview;
- Swisscontact VET Skills for Jobs (S4J) project: one interview with project representative;
- United Nations Development Programme (UNDP) Skills for Employment programme: one interview;
- Human Development Promotion Centre: one interview;
- experts in VET policy: two interviews;
- school directors: two interviews;
- VET training provider: one interview.

Surveys

A national-scale survey on teachers' and instructors' CPD needs was designed to gather information on the current situation in the VET system in Albania. The surveys used two standardised questionnaires, one for teachers and instructors and another for school principals. Both questionnaires were provided by the ETF and were reviewed, translated and further adapted in the national language and to the local context. The questionnaires were designed by the ETF to allow international comparison. They draw upon other international surveys, in particular the Organisation for Economic Cooperation and Development's (OECD's) Teaching and Learning International Survey (TALIS).

The survey was tested with a selected number of schools during the week 7–11 May 2018. After testing, the necessary adjustments were made to the questionnaires, and training sessions were

organised for all the schools and centres. The purposes of these training session, held prior to the survey implementation, were:

1. to inform school/centre principals about the survey and to raise awareness of its importance for CPD in VET institutions;
2. to explain the role of the principal as the person who will complete the questionnaire, but who will also distribute the questionnaire link to every teacher/instructor in their school and constantly remind them to participate in the survey;
3. to provide training on how to complete the questionnaires, to answer any questions and to prepare principals to help teachers/instructors in their schools/centres to complete the questionnaire.

Owing to 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 and instructors at school level was used to identify a population of 1 114 eligible teachers and instructors (excluding principals and vice principals, so 1 198 minus 84) to be included in the survey.

TABLE 2.1 POPULATION OF THE CPD SURVEY

	Teachers of professional subjects (full-time)	Instructors 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
VTCs	69	348	-	10	-	427
Total	**561**	**470**	**500**	**44**	**50**	**1 615**

The sample for the VTCs includes all instructors who have a full-time contract with the centres (59 instructors) from the pool of 69 reported. In additional, 41 part-time instructors (4 part-time instructors per VTC) were randomly selected to complete the sample, particularly targeting those with a long-term commitment to the VTC. This criterion was identified in consultation with NAVETQ, with the support of the VTC directors.

TABLE 2.2 SAMPLE OF TEACHERS AND INSTRUCTORS OF VOCATIONAL SCHOOLS AND CENTRES

	Teachers of professional subjects (full-time)	Instructors of practical teaching (part-time)	Teachers of general subjects in VET schools	Total
VET public schools	492	122	500	**1 114**
VTCs	59	41	-	**100**
Total	**551**	**163**	**500**	**1 214**

The sample of principals is the whole population of principals in 34 vocational schools and 10 VTCs. It is presented in Table 2.3.

TABLE 2.3 SAMPLE OF PRINCIPALS OF VOCATIONAL SCHOOLS AND CENTRES

	Population of principals	Sample of principals
VET public schools	34	34
VTCs	10	10
Total	**44**	**44**

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

■ 701 observations reported by teachers in vocational schools and 97 observations from instructors in vocational centres, total of 798 responses out of the 1 214 targeted (a completion rate of about 66%, disaggregated to 63% for the schools and 97% for the centres);

■ 25 observations from principals of vocational schools and 7 from principals of VTCs, a total of 32 responses out of the 44 targeted (a completion rate of about 73%).

It is important to recognise that the surveys reveal the opinions of teachers and principals, which may be influenced by various factors, such as official norms. It is important that findings from different sources are interpreted. A more detailed methodological report is presented in the annex (published separately).

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

3. WORKFORCE

Age of teachers

The average age of teachers in vocational education schools is 41.7 years. Teachers in vocational education are dominated by the mid-age group (30–49 years old), who represent 54% of all the teaching staff interviewed, while teachers up to the age of 29 represent 17%. Thus, teachers under the age of 50 represent almost 72% of the total number of teachers.

TABLE 3.1 AGE OF TEACHERS

Age group	%	Cumulative %
0–29 years	17.3	17.3
30–49 years	54.2	71.5
50–59 years	23.0	94.4
60 years or over	5.6	100.0

Role in the school

Around 45% of the survey respondents are general education profile teachers, 41% are theoretical vocational profile teachers, and 12% are instructors (teaching practice in the vocational profile); 3% of respondents declare themselves to be in non-direct teaching roles, such as advisers, assistants and laboratory technicians.

TABLE 3.2 WHAT IS YOUR ROLE IN THE CURRENT SCHOOL?

Role	N	%
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

One third of teachers have 5 years or less teaching experience and another third have teaching experience of between 6 and 15 years. Comparing the data in Tables 3.1 and 3.3 reveals that the share of teachers with 0–5 years of experience is more than double the share of teachers in the 0–29 age group, indicating that for around 17% of respondents, teaching is not the first job. Only 10% of teachers have more than 25 years' teaching experience.

TABLE 3.3 NUMBER OF YEARS WORKING AS A TEACHER (*N*=666)

Years	%	Cumulative %
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

Experience in current school

There is a high level of job stability for the teachers in the schools surveyed. Around 54% of teachers have more than five years' teaching experience in their current school. Further analysis reveals that about 67% of the teachers have spent their entire teaching career at only one school.

TABLE 3.4 NUMBER OF YEARS WORKING IN CURRENT SCHOOL (*N*=668)

Number of years	%	Cumulative %
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, industry or profession of the vocational branch taught

The majority of vocational teachers and instructors have experience in the profession or industry of the vocational branch taught. Around 19% of teachers of vocational subjects have no job experience in the industry of the vocational subject they teach, while around 17% have only one–three years' experience. Some 64% of responding teachers have more than three years' work experience in the industry of the vocational branch they teach.

TABLE 3.5 NUMBER OF WORKING YEARS IN PROFESSION OR INDUSTRY CORRESPONDING TO THE VOCATIONAL SUBJECT TAUGHT (ONLY FOR TEACHERS OF VOCATIONAL SUBJECTS)

Experience in the profession or industry of the teaching subject	N	%
0 years	70	19.0
1–3 years	62	16.8
More than 3 years	237	64.2
Total of valid answers	369	100.0

Gender

The large majority (72%) of teachers are women.

FIGURE 3.1 TEACHERS' GENDER DISTRIBUTION
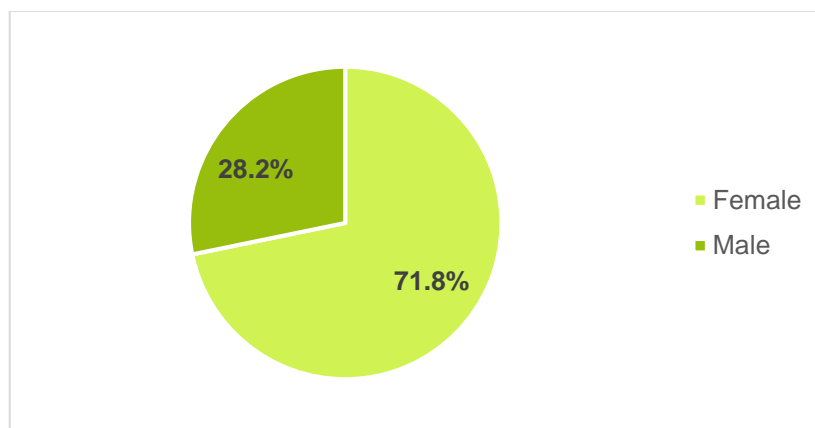
Vocational sector or specialism

Around 36% of the teachers responding to the survey specialise in general subjects such as languages, mathematics, social sciences and science. Some 17% of teachers teach vocational subjects relating to engineering, such as electrical, mechanical, automobile and civil construction, while 12% teach hospitality, tourism, catering and travel, 10% teach business, retail, law, economics, management and administration, and 8% teach subjects relating to agriculture, veterinary science, forestry and fishing.

TABLE 3.6 TO WHICH VOCATIONAL SECTORS DOES YOUR MAIN TEACHING SPECIALISM RELATE?

Vocational sectors	%
Agriculture, veterinary, forestry, fishing	7.9
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, economics, management, administration	9.7
Information and communication technologies	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 sciences	36.1
Other	3.6

Initial training

Around 44% of teachers completed pedagogical training as part of their degree studies, while 41% did not complete any initial pedagogical training before they started teaching.

TABLE 3.7 DID YOU COMPLETE AN INITIAL EDUCATIONAL OR TRAINING PROGRAMME THAT PREPARED YOU TO BE A TEACHER OR INSTRUCTOR?

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

Some 77% of teachers say that their formal education courses included content relating to the courses they currently teach, while 66% say that their formal education included practical/laboratory work relating to what they teach now.

Around 23% of teachers/instructors report that they teach at least one course for which they have received no training on content during their formal education, and 34% report that they received little or no information on the practice of teaching during their initial education.

FIGURE 3.2 WERE THE FOLLOWING ELEMENTS INCLUDED AS PART OF YOUR FORMAL EDUCATION OR TRAINING COURSES?

For all courses: Content of the subject 77, Pedagogy 60, Practical/Labs 66
For some courses: Content of the subject 15, Pedagogy 20, Practical/Labs 20
For none of them: Content of the subject 7, Pedagogy 20, Practical/Labs 13

■ Content of the subject　■ Pedagogy　Practical/Labs
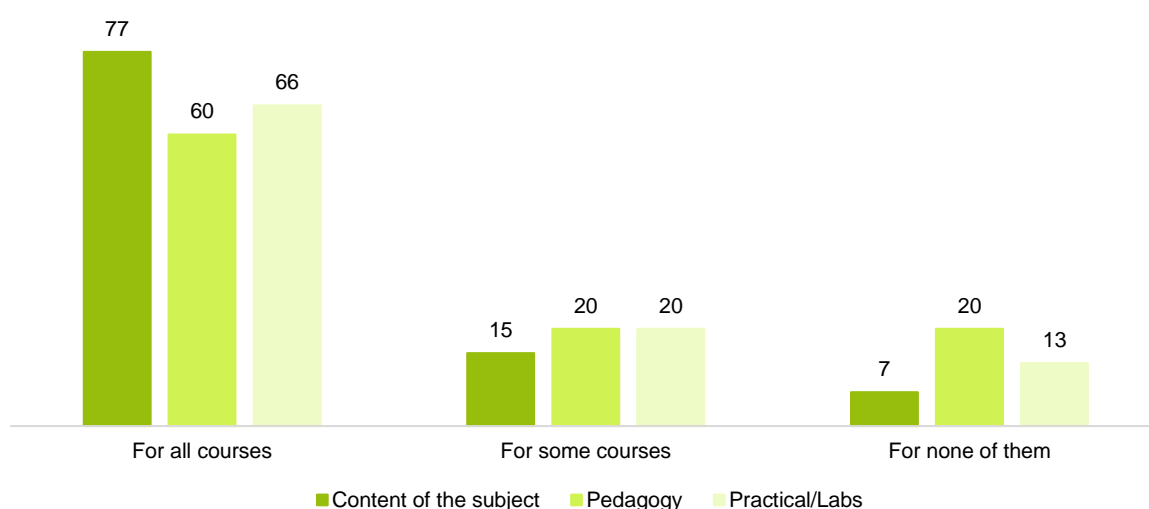
Qualifications

VET school teachers have a high level of formal education. Teachers with a master's degree or equivalent constitute 80% of the total number of teachers in the survey. Only 7% of teachers reported holding a qualification lower than bachelor's degree level.

TABLE 3.8 HIGHEST LEVEL OF FORMAL EDUCATION COMPLETED

Level of education	Frequency	%	Cumulative %
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's or equivalent	82	12.2	18.7
Master's or equivalent	541	80.3	99.0
Doctorate or equivalent	7	1.0	100.0
Total of valid answers	674	100.0	

FIGURE 3.3 HIGHEST LEVEL OF FORMAL EDUCATION COMPLETED

- Upper secondary education
- Post-secondary, non-tertiary education
- Short-cycle tertiary education
- Bachelor's or equivalent
- Master's or equivalent
- Doctorate or equivalent
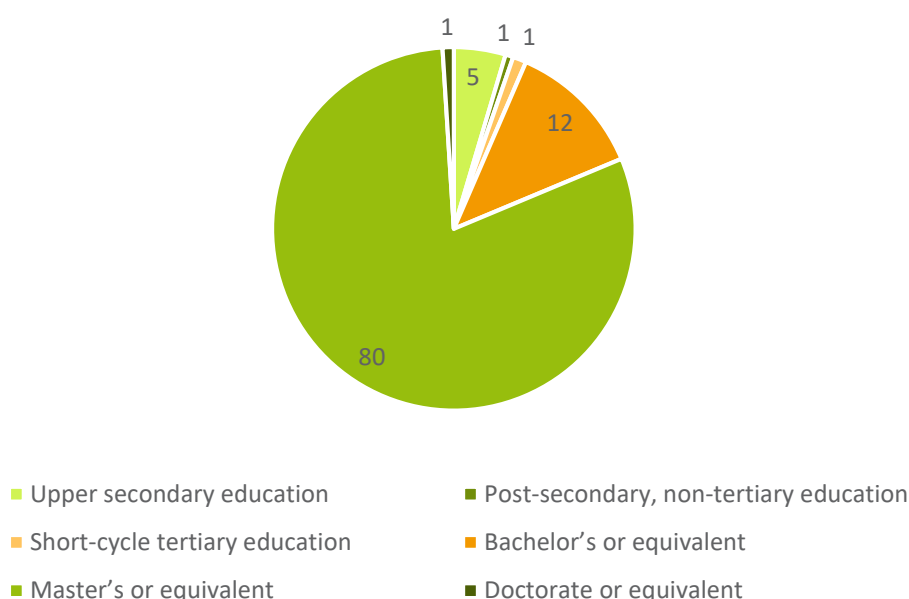
Around 4% of teachers have taken the state examination and completed the teaching practice; 13% say that they are not qualified as teachers or instructors or that they have not taken the state examination or undertaken formal in-service practical experience. Some 87% of teaching staff in vocational schools declare their teaching qualification to be in compliance with the formal qualification requirements required by the law for teachers in VET schools.

TABLE 3.9 ARE YOU FORMALLY QUALIFIED AS A TEACHER OR AS AN INSTRUCTOR OR COORDINATOR OF PRACTICE?

Status of qualification for being VET teacher	Frequency	%
Qualified as a teacher/instructor	440	66.6
Have taken the state exam for teaching profession and completed practice	29	4.4
Not qualified as a teacher	42	6.4
Qualified as an instructor	55	8.3
Not qualified as a teacher/instructor	43	6.5
Other	52	7.9
Total of valid answers	661	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 school teachers responding to the survey. Employment contracts of one academic year or less apply for 7.3% of the teachers interviewed. Only 4% of the teachers are not full-time employees at school.

TABLE 3.10 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 one school year	62	9.6
Fixed-term contract for a period of one school year or less	47	7.3
Total of valid answers	643	100.0

FIGURE 3.4 CURRENT EMPLOYMENT STATUS AS A TEACHER
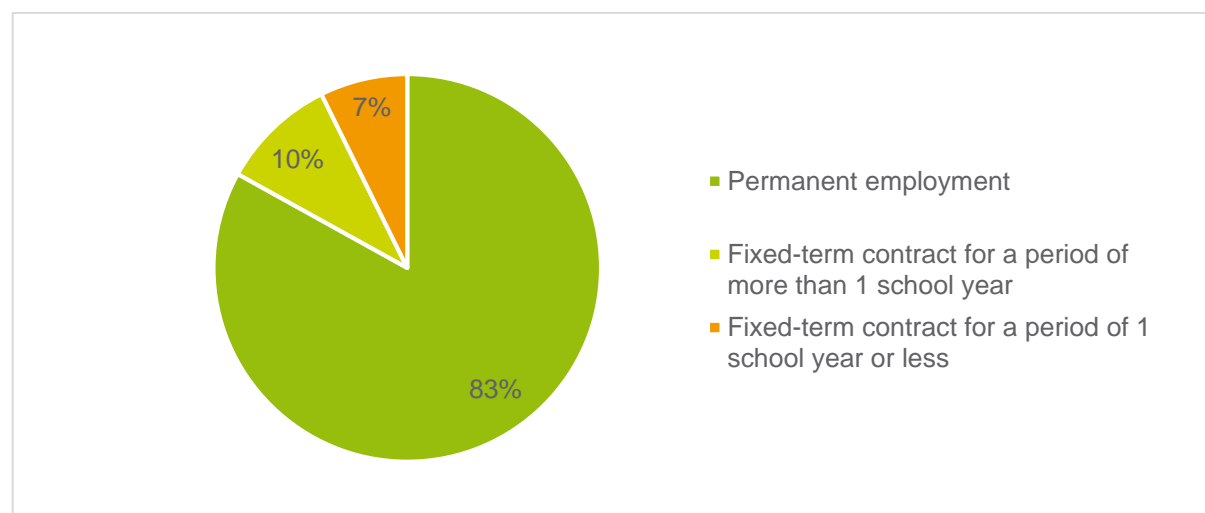
Membership of trade unions and professional associations

Around 31% of the teachers surveyed are members of a trade union and 14% are members of a professional teachers' association.

TABLE 3.11 MEMBERSHIP OF TRADE UNIONS AND PROFESSIONAL TEACHERS' ASSOCIATIONS

Employment status	Frequency	%
Member of a trade union	188	30.8
Member of a professional teachers' association	81	13.7

Working hours

Teachers/instructors in VET schools spend an average of 39 hours per week on various tasks, from teaching to administrative and communication tasks. The number of working hours during the week corresponds to the definitions in the Labour Code (five working days, eight hours per day)[2]. The largest share of teachers' time is spent teaching (an average of 48% of the weekly working hours). 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 to prepare for teaching. Activities relating to the teaching process, such as marking/correcting of students' work and student counselling, take, on average, 13% of teachers' weekly working hours.

Teachers' cooperation and exchange of information with each other seems low. Teachers spend an average of 2.4 hours per week on teamwork and dialogue with colleagues within the school, which does not allow for very much in-depth conversation or development work. Teachers allocate 4% of their time to communication with parents and 4% on extracurricular activities at the school[3].

TABLE 3.12 AVERAGE SHARE OF WORKING TIME SPENT ON SPECIFIC TASKS (*N*=508)

Tasks	%
Teaching	48.0
Individual planning or preparation of lessons either at school or out of school	15.2
Teamwork and dialogue with colleagues within the school	5.8
Marking/correcting student work	8.4
Student counselling (including student supervision, counselling, career guidance and delinquency guidance)	4.8
Participation in school management	3.4
General administrative work (including communication, paperwork and other clerical duties undertaken in the job as a teacher)	6.4
Communication and cooperation with parents or guardians	4.3
Engaging in extracurricular activities (sports and cultural activities after school)	3.6
Total time spent	**100.0**

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[2] Caution is required in interpreting reports on hours, as teachers relied on their memories, and some interviewees contradict this picture.

[3] This data should be interpreted with caution since teachers were asked to recall their working hours and they did not keep a diary of this information.
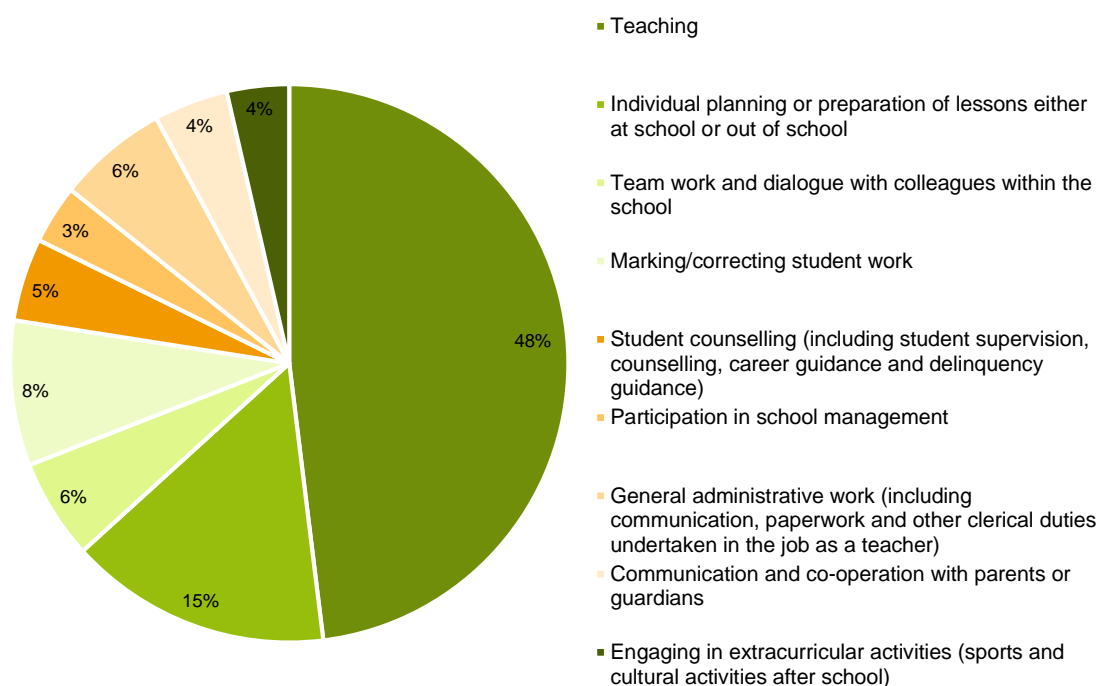
FIGURE 3.5 AVERAGE SHARE OF WORKING TIME SPENT ON SPECIFIC TASKS (*N*=508)

- Teaching
- Individual planning or preparation of lessons either at school or out of school
- Team work and dialogue with colleagues within the school
- Marking/correcting student work
- Student counselling (including student supervision, counselling, career guidance and delinquency guidance)
- Participation in school management
- General administrative work (including communication, paperwork and other clerical duties undertaken in the job as a teacher)
- Communication and co-operation with parents or guardians
- Engaging in extracurricular activities (sports and cultural activities after school)

Conclusions

■ Teachers in vocational education are mostly middle-aged and around 6% are close to retirement age.

■ One third of teachers have less than five years of teaching experience. Job stability is good: the majority of teachers have gained all their teaching experience in the same school.

■ The vast majority of teachers report that they have work experience in the industry of the vocational branch they teach.

■ The majority of teachers do not have pedagogical training as part of their degree studies, although for some, pedagogical content has been integrated into their formal education.

■ Teachers dedicate the largest share of their working hours to teaching. Teacher cooperation and exchange of information with each other seems low, at only 2.4 hours per week on average. The same is true for involvement in extracurricular activities and communication with parents (although the extent of using mobile communication instead of personal contacts is not known).

4. SCHOOL GOVERNANCE

Involvement in school governance

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

TABLE 4.1 ARE THE FOLLOWING CURRENTLY REPRESENTED ON THE SCHOOL MANAGEMENT TEAM?

Job title	Frequency	%
Principal	23	100.0
Vice/deputy/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
Total of valid answers	**23**	**100.0**

The survey results on the distribution of responsibilities among different actors for 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 teachers is centralised and principals have no role in this issue.

According to principals, teachers are the most frequent decision makers on which learning materials are used and on student assessment, while the national authority has the main say 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 to be allocated to the school. The survey shows that decisions on funding allocations within the school are mainly the responsibility of the board and the management team, including the principal.

TABLE 4.2 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, including 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
Appointing or hiring teachers	School (principal, school board)
Dismissing or suspending teachers from employment	School (principal, school board)
Establishing teachers' starting salaries, including 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, principal, 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

Role of school principals

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

However, wide variations between principals are noted. For example, there are principals who spend only 5% of their time on curriculum- and teaching-related tasks, while there are others who spend 50% of their time on these tasks.

TABLE 4.3 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 curricula, 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

All school principals claim that they use student performance and student evaluation results to develop their school's educational goals and programmes and simultaneously work on a professional development plan for their school.

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TABLE 4.4 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

As shown in Table 4.5, most principals are engaged in all the issues relating to school performance and the teaching and learning process. For all of the tasks, more than 75% (between 75% and 96%) of school principals report that they are engaged in the listed tasks often or very often.

TABLE 4.5 HOW FREQUENTLY DID YOU ENGAGE IN THE FOLLOWING IN THIS SCHOOL DURING THE LAST 12 MONTHS?

Tasks	Never/rarely [1] (%)	Sometimes [2] (%)	Often [3] (%)	Very often [4] (%)	Mean ([1] to [4])
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 students' 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**

Engagement of other stakeholders

Instruction No 28 (30 July 2018) defines the organisation and composition of the board for VET providers. The board now consists of two members from the private sector, one elected representative of teachers and one elected representative of students. However, the survey results refer to the situation before this instruction was issued, and indicate that the governing board representation includes teachers (100%), students (91%), representatives of enterprises (100%) and parents (86%).

TABLE 4.6 ARE THE FOLLOWING CURRENTLY REPRESENTED ON THIS SCHOOL'S GOVERNING BOARD? N=22

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

With rare exceptions, school principals believe that there is a high level of cooperation, open discussion and mutual respect in their schools (Table 4.7).

TABLE 4.7 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 ([1] to [4])
The school staff share a common set of beliefs about learning	0	13	58	25	3.1
There is a high level of cooperation between the school and the local community	0	4	83	8	3.1
School staff have open discussions 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 cooperation between the school and local businesses	0	8	50	38	3.5
The relationships between teachers and students are good	0	4	63	29	3.2

Constraints on the effectiveness of management

This section discusses those factors that limit the effectiveness of principals: human resources, other resources, and the behaviour of teachers and students.

Principals cite lack of opportunities for professional development, government regulation and policy and teachers' absence as the most critical constraints on their effectiveness. However, they also believe that teacher absence is relatively infrequent (see Table 4.11). In contrast, teachers' career-based wage system and the high workload and level of responsibilities were not regarded as

significant hindrances. For all potential hindrances, more than 50% (between 52% and 77%) of school principals report that they limit their effectiveness a lot or to some extent.

According to principals, the main hindrances to the 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 practical instructors, and inadequacy of instructional materials. Around 52% of school principals saw these barriers as having a large impact. Moreover, although it is reported that 100% of VET schools have internet access, most principals say that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction has some negative effect on school performance.

In general, school 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. Non-physical bullying is declared to happen on a daily basis in just one of the schools.

TABLE 4.8 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

TABLE 4.9 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 practical 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

TABLE 4.10 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 non-physical 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 reported as mostly non-existent or 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 4.11 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, disability, etc.)	88	13	0	0	0	23

Appraisal of teachers

Almost all tasks relating to the formal appraisal of teachers' work are performed by the principal and members of the school management team. There is little input from external individuals or bodies, assigned mentors or other teachers (who have some role in discussing feedback received by parents).

TABLE 4.12 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 teachers to improve their teaching is an action that is also frequently used.

A negative appraisal has financial consequences for teachers, such as a reduction of payment or bonus. Around 78% of the principals interviewed have never linked financial compensation with staff performance. This may be explained by the fact that salaries and bonuses are decided by the national authorities: principals do not a play a role in these decisions. Furthermore, dismissal or non-renewal of contract is not usual practice.

TABLE 4.13 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*
There is a change in a teacher's work responsibilities (e.g. increase/ decrease in teaching load or administrative responsibilities)	26	35	30	9	*23*
There is a change in a teacher's salary or a payment of a financial bonus	78	13	9	0	*22*
There is a change in the likelihood of a teacher's career advancement	9	61	30	0	*22*
Dismissal or non-renewal of contract takes place	35	61	0	4	*23*

School culture

With few exceptions, school principals agree or strongly agree with positive statements about the high level of cooperation between school and community and between school and local businesses, open discussions among school staff regarding difficulties, and mutual respect for colleagues' ideas. Principals rate cooperation with their local community less highly than other types of cooperation. Most principals claim that their school has a high level of cooperation with local businesses. However, other evidence suggests that the intensity and frequency of interaction between business and education varies greatly between schools.

TABLE 4.14 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 cooperation 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 cooperation between the school and 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 have authority for teachers' recruitment and dismissal and students' admission. Teachers have authority for students' assessment and choosing learning materials, as well as some authority for determining course content. Salaries, curricula and the courses offered are the exclusive responsibility of the national government, while budget allocation within the school is under the authority of the school board.
- There is a wide variation between principals in the time allocated to different roles, suggesting different types of management practice.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
Lack of opportunities for professional development, and government regulation and policy were identified as the most critical constraints on the effectiveness of principals.	There is a need for more opportunities and better planning for relevant CPD. Principals should be consulted in policy making so that policy is complemented by effective school management.
Some 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 practical instructors and inadequacy of instructional materials.	Gaps should be addressed through recruitment of high-quality teachers and instructors and targeted CPD and collaborative work to generate instructional materials.
The majority of principals say that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction had some negative effects on school performance.	Planning and funding are required to incrementally equip all vocational schools with appropriate IT resources and planning for maintenance and replacement.
Cooperation with local communities is judged not to be very strong.	Greater cooperation is needed between schools and their communities, for example through parent–teacher associations, school boards and better access to school resources for lifelong learning.

5. APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE

Teaching

Teachers/instructors were asked to describe how frequently they use different teaching methods in the class. Over 90% of teachers frequently or always use traditional teaching methods such as presenting a summary of the subject previously taught, and giving and marking assignments. Teachers and instructors demonstrate skills and students are expected to learn by observing and then repeat the practice to gain mastery.

As well as traditional teaching, working in groups and projects are emerging as ways of learning, with 89% of teachers using such methods frequently or always.

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 modernise teaching methods in VET schools through the use of ICT, the methods of teaching or delivering class materials used least frequently are those using ICT or multimedia. Around 25% of teachers use ICT only occasionally for teaching, while 3% do not use this method at all with their students. Some 43% of teachers say that video is used occasionally or almost never as a teaching method. About 75% of teachers frequently or always use ICT to prepare lessons.

TABLE 5.1 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 learnt 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 practise 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 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 5.1 PLEASE INDICATE HOW FREQUENTLY YOU USE THE FOLLOWING DIFFERENT TEACHING METHODS (IN % AND SORTED)

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

■ Never or almost never (%)　■ Occasionally (%)　■ Frequently (%)　■ In all or nearly all lessons (%)

Links to the workplace

Around 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 report that students visit a local business often or always, while 56% report that business representatives are often or always invited to exchange knowledge with students in the classroom. The majority of teachers (59%) report that students learn entrepreneurial skills in the classroom environment. However, 25% to 50% of teachers say that students participate in direct interaction, such as visits, only occasionally at best. About half of teachers seldom visit workplaces and the same share regularly have contact with employers seeking to recruit students.

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TABLE 5.2 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 workplaces 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 workplaces, 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 5.2 PLEASE INDICATE HOW WELL THE FOLLOWING STATEMENTS DESCRIBE THE RELATION BETWEEN SCHOOL LEARNING AND THE WORKPLACE FOR YOUR STUDENTS (IN % AND SORTED)
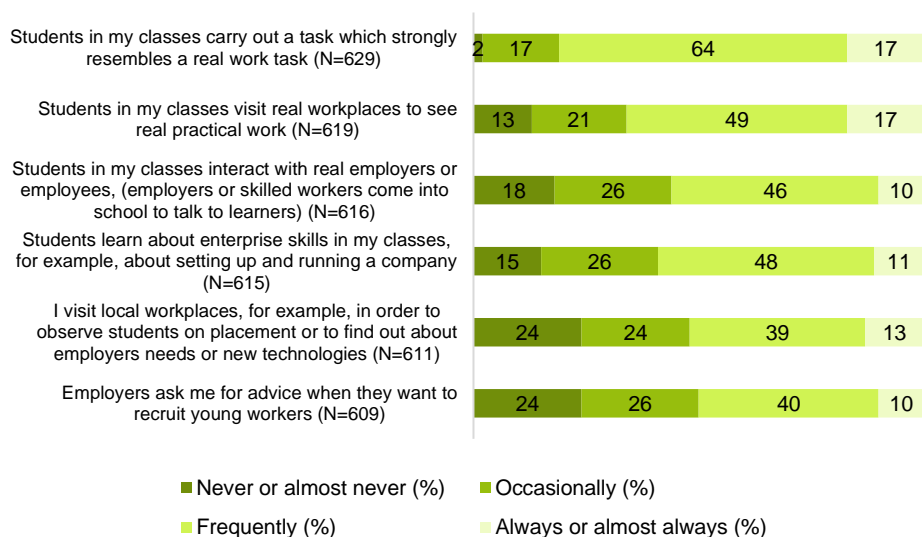
Work-based learning

Around 38% of the teachers declare that most of their students have work placements lasting at least 10% of the duration of their entire programme, 16% that most of their students spend less than 10% of

their time in the workplace, and 46% of teachers that only some of their students have work placements.

TABLE 5.3 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 workplaces lasting at least 10% of the time of their entire programme	228	38.3
Most of the students that I teach have placements in workplaces lasting less than 10% of the time of their entire programme	93	15.6
Some of the students that I teach do have placements in the workplace	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, 24% of teachers feel they work with motivated students in only some or in none of their classes.

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

TABLE 5.4 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 quieten 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 assessing students' achievements are self-designed tests by teachers (in written format) or standardised tests (written format). Around 88% of teachers say that they often or always use self-designed tests, while 78% use standardised tests for student evaluation. Teachers also frequently question students in class (77% of teachers use this assessment method).

Evaluation methods that are used less frequently are those based on written feedback on projects/tasks performed by students, peer evaluation of students and project-based assessments. The share of teachers reporting that they occasionally or never use these evaluation methods for their students is 35% to 43%.

TABLE 5.5 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 standardised 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 organise 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 5.3 HOW OFTEN DO YOU USE EACH OF THE FOLLOWING METHODS TO ASSESS WHAT STUDENTS HAVE LEARNT? (%)
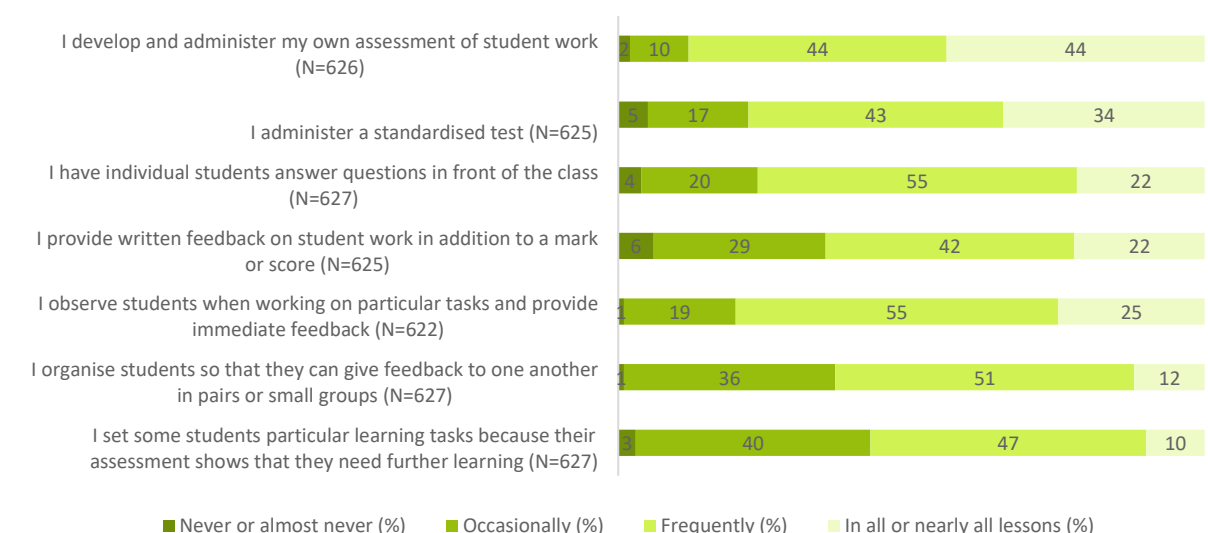
Curriculum

National curricula and teachers' annual and detailed lesson plans are the main drivers of teaching. Teachers are expected to develop their own teaching plan that conforms to the national curriculum framework. However, when new qualifications are defined shortly before teaching there is little time for detailed planning. Around 75% of teachers/instructors report they are always guided by national

curricula for their teaching. Annual teaching plans and lesson plans are the norm for VET teachers: 79% say that they prepare annual teaching plans and 71% declare that they prepare teaching[4] plans for each lesson.

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

TABLE 5.6 PLEASE INDICATE HOW FREQUENTLY YOUR TEACHING IS GUIDED IN THE DIFFERENT WAYS LISTED BELOW.

Teaching methods	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

According to 48% of teachers, good-quality instruction materials are always or nearly always present in lessons. Consumables and tools and equipment to support practical learning are always or nearly always present in lessons, according to 26% and 29% of teachers, respectively. Access to resources varies between schools, but 29% of teachers report that adequate consumables are occasionally or never available. This evidence confirms the judgement of principals in relation to the factors influencing the quality of instruction. It should be added that expectations with regard to resources are lower in Albania than in wealthier countries[5]. Students are reported to have adequate learning resources such as books (confirmed by over 79% of teachers), although 20% of teachers report that students still lack basic learning resources in class. Access and availability of practical learning equipment, tools and consumable materials generally is at a satisfactory level.

The availability of resources to support teaching and learning decreases in the case of ICT tools: only 15% of teachers report that students always have access to the appropriate computers and software

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[4] Preparation of teaching plans is a formal requirement in Albania.
[5] GIZ Audit on Vocational Schools in Albania.

needed for the learning process, and another 38% use them frequently. Some 9% of teachers say that students have no access at all to the ICT infrastructure needed for their lessons.
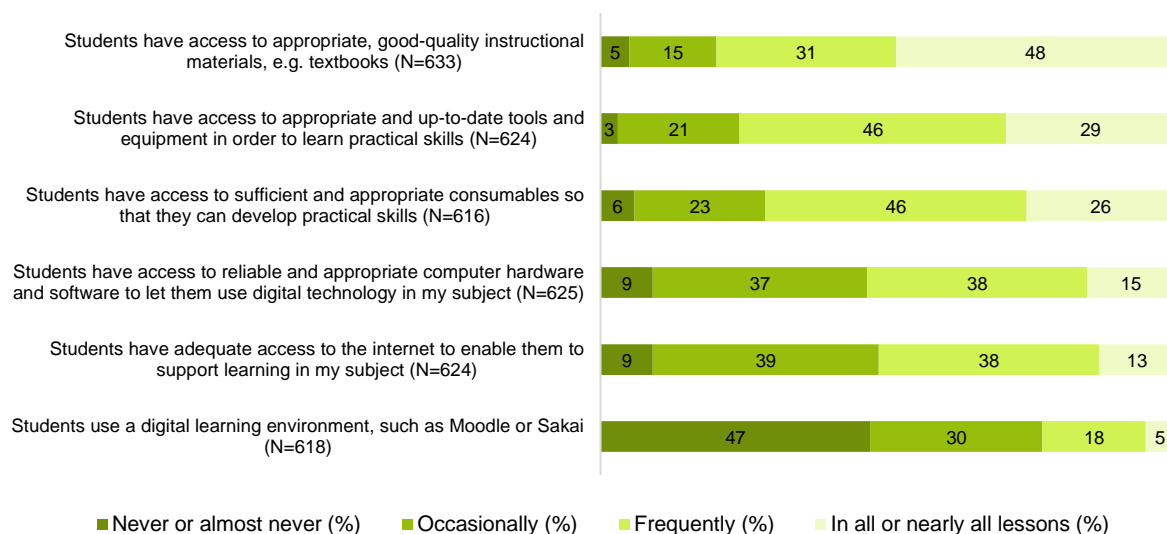
According to teachers, students have even less access to the internet: only 13% of teachers report that students always have internet access to support subject learning, while 48% say that students have access only occasional or almost never.

Little use is made of digital learning environments such as Moodle: 47% of the teachers say that students never use such systems and another 30% use them only occasionally.

TABLE 5.7 HOW OFTEN DO THE FOLLOWING STATEMENTS APPLY TO YOUR 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 such as Moodle or Sakai	47	30	18	5	618

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

■ Never or almost never (%) ■ Occasionally (%) ■ Frequently (%) ■ In all or nearly all lessons (%)

Teacher self-efficacy

Research published as part of the OECD's PISA reports has revealed a link between teachers' perceptions of their own efficacy and the actual level of achievement of students. This survey found that teachers' self-estimation of their work and influence on students is relatively high in Albania.

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

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

TABLE 5.8 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 my 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 workplace	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 being very satisfied generally with their profession: 98% are satisfied with their job, 88% of them agree or strongly agree that their profession has more advantages that disadvantages, while only a small number (5%) regret their decision to become a teacher.

However, 53% of teachers have the perception that the teaching profession is not valued in Albania.
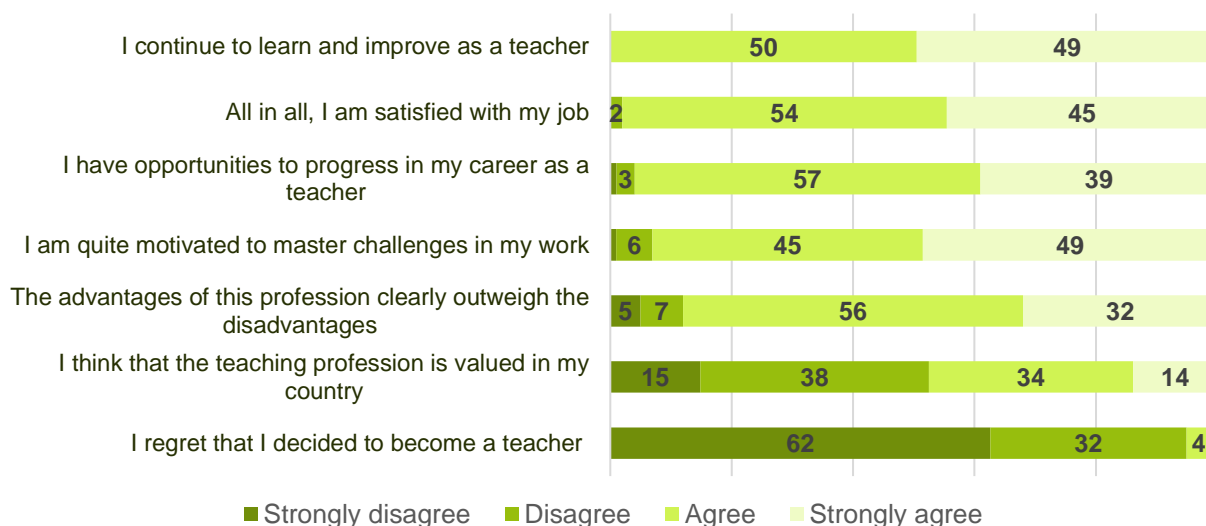
Around 99% of teachers agree or strongly agree that they have a chance to develop themselves through the profession. Opportunities to progress in their career are agreed upon by 96% of teachers, and 94% of teachers say they are fully motivated to face the challenges ahead.

TABLE 5.9 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

School principals report a similar situation to that reported by teachers. Thus, all school principals say they are 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.

FIGURE 5.5 HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT YOUR JOB? (IN % AND SORTED)

Around 95% of principals agree or strongly agree that their current profession has net advantages and if they could decide again they would still choose the same job and position. Some 87% of school principals would not like to change their school if that was possible.

TABLE 5.10 HOW DO YOU GENERALLY FEEL ABOUT YOUR JOB AS PRINCIPAL OF THE SCHOOL? HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	Strongly disagreed (%)	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 enjoy working at this school	0	0	39	61	23
I would recommend my school as a good place to work	0	0	48	52	23
I think that the teaching profession is valued in society	0	48	35	17	23
I am satisfied with my performance in this school	0	0	70	30	22
All in all, I am satisfied with my job	0	0	73	27	22

Conclusions

- Traditional methods of teaching dominate in VET schools. However, other methods, such as group work, projects and practical teaching, have started to be used. ICT and multimedia remain the least frequently used teaching methods.
- Most teachers relate theory to practice and design work-like tasks for their students. However, 25% to 50% of students participate in direct interaction, such as visits, at best only occasionally. About half of teachers seldom visit workplaces or regularly have contact with employers seeking to recruit students.
- Access to work-based learning exists for a minority of vocational learners: according to 38% of teachers, most students have at least 10% of their learning in the workplace.
- Teachers are to a large extent happy with students' behaviour in class, but students' motivation in class is still an issue for 24% of teachers.
- National curricula and teachers' annual and detailed lesson plans are the main drivers of teaching. Teachers are also influenced, though to a lesser degree, by their knowledge of what employers want and by assessment requirements.
- Consumables for practical skills are sufficient only for 26% of teachers, and adequate internet access is not present for 48% of teachers.
- The most frequent methods of student assessment are self-designed tests by teachers in written format or standardised tests, also in written format. Evaluation methods that are used less frequently are those based on written feedback on projects/tasks performed by students, peer evaluation of students and project-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 students will need in the workplace and when it comes to giving students up-to-date knowledge of practice in the workplace.

- Teachers are generally 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 and their accomplishments, and have higher requirements for themselves.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
Consumables for practical skills are sufficient for only 26% of teachers. Other instructional materials are absent for 20% of teachers.	Investment in consumables is needed to permit high-quality practical learning in schools for all.
Only 15% of teachers report that students have access to the appropriate computers and software needed for the learning process. Adequate internet access is not present according to 48% of teachers.	Investment in computers, software and internet access is required.
The majority of teachers believe that they are not appreciated or valued in society.	Opportunities should be created 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 through 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

Legal framework and norms for CPD

VET 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 national VET and paves the way for several reforms in the employment and skills sector. The law integrates education and training under the same institutional umbrella as a way of bringing the system closer to the world of work and generating financial efficiency. The law sets out the institutional and governance structure of the system and defines roles and responsibilities regarding CPD for VET teaching staff.

Law No 15/2017 assigns the MoFE as responsible for the strategic, policy and legal framework for the VET system and for its governance, management and monitoring. It transfers administrative responsibility for the VET system to the National Agency for Employment and Skills (NAES), which replaces the current National Employment Service (NES) in administering both employment services and VET. The law is not explicit regarding the roles of the MoFE and NAES in CPD for teachers/instructors. NAVETQ is the responsible institution for administering teaching and learning processes, including curriculum development, quality assurance and the development of the Albanian Qualifications Framework.

Law No 15/2017, article 10, point (d) stipulates that NAVETQ is in charge of monitoring the CPD of the teaching staff of vocational subjects engaged in the VET system. Article 8, point (c) of the law stipulates that the Ministry of Education, Sport and Youth (MoESY) is in charge of CPD for teachers of general subjects mobilised in the VET system and for follow-up on in-service training and CPD. Law No 69/2012 on the pre-university education system in Albania defines the ways and procedures to implement CPD for teachers of the general profile in the VET system, which are then further developed and clarified through Ministerial Order No 1, dated 20 January 2017.

Law No 15/2017, article 15, point (2.a) specifies that each provider will have established an SDU, which will be in charge of CPD within the VET provider. The law states that the way VET providers are organised, their activities, including human resource management, the SDU, and CPD of VET personnel will be regulated through a ministerial order. The by-laws and ministerial orders to support the implementation of this article have not yet been 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 that is able to address CPD needs at provider level. Until then, responsibility for CPD, including budget allocation, the identification of needs and the delivery of training, remains an unclear institutional responsibility. So far, CPD for professional profile teachers and instructors in VET has been addressed mainly through donor support. In 2016 NAVETQ, supported by the ETF, undertook a pilot project to set up teacher-training units in three schools/VTCs. Under this initiative, a CPD needs assessment methodology at school level was developed. Guidelines on how to organise and coordinate CPD provision were also delivered.

Several instructions have been 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 December 2002, Establishing the basic requirements for initial preparation and qualification of Vocational Training Centre instructors, issued by the Ministry of Social Welfare and Youth (MoSWY);
- Instruction No 5, dated 25 February 2013, On the general standards of teachers, issued by the MoESY;
- Instruction No 26, dated 2 August 2013, On the duties and functions of the Teachers' Council, issued by the MoESY;
- Instruction No 26, dated 15 August 2014, On professional development of educational employees, issued by the MoESY;
- Instruction No 2, dated 12 February 2015, On the criteria and procedures for the qualification of teachers, issued by the MoESY;
- Instruction No 3, dated 13 February 2015, On hiring and compensation of part-time instructors and teachers, in Regional Directories of Vocational Training and Secondary Vocational Schools, for 2015, issued by the MoFE and MoSWY;
- Instruction No 6, dated 24 february 2015, On the criteria and procedures for the recruitment of theoretical personnel and practical teaching staff in public institutions providing VET, issued by the MoSWY and MoESY;
- Instruction No 13, dated 1 April 2015, On the criteria and procedures for the appointment and dismissal of the heads of public institutions providing vocational education and training, issued by the MoSWY.

Strategic framework

The importance of CPD for VET teachers is recognised 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 recognises that 'in general, there is lack of pre-service and in-service training of teachers in the VET/VTC system' and addresses such constraints through the strategic objective to 'offer quality vocational education and training to young people and adults' (Pillar B), which has a clear statement on and commitment to improve human resources in VET/VTCs by 'enhancing recruitment and improving competences of VET teachers and teacher trainers including pre-service training and continuous professional development, staff in charge of regional management, school or centre directors/managers' (Objective B5: NESS 2014–2020). Within this framework, several measures are envisaged in the NESS 2014–2020 Action Plan, such as:

1. definition of a new policy for the recruitment and professional development of VET teachers and instructors to ensure the quality of teaching and learning;
2. assessment of competences of VET teachers in VET institutions and analysis of the demand for VET teachers and instructors, nationwide and by profile;
3. review of the VET teachers' preparation model;
4. organisation and delivery of large amounts of training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues;
5. organisation and delivery of training for managers of public VET human resources (regional managers, directors, board members, VET inspectors).

Strategic objective B (NESS 2014–2020) is also enforced through the Budget Support Sector Reform Contract signed with the EU. Under this arrangement, Albania is committed to:

- improving the quality and increasing the coverage of VET (expected results: improved competences of VET teachers and trainers);
- defining a new policy for the recruitment and professional development of VET teachers and instructors;
- regularly assessing the competences of teachers in public VET institutions and identifying the development needs of teachers and trainers;
- organising 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 – Instrument for Pre-accession Assistance (IPA) II 2014–2020).

Three annual monitoring reports for the implementation of the NESS have been produced. A mid-term review of the strategy implementation has just been completed, paving the way for consultations on an adjusted action plan for the strategy's remaining years, prioritisation of actions as well as the strategic planning process beyond 2020.

The following assessment has been made regarding Objective B5 of the strategy: Enhancing recruitment and improving competences of VET teachers and teacher trainers (including pre-service training and continuing professional development), actors in charge of regional management, school or centre directors/managers.

- B5.1 Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure the quality of teaching and learning
  Main developments: Following the adoption of MoESY Order No 6, dated 24 February 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 owing to the lack of clarity about who at national level is responsible for their CPD. The ETF supported the research underpinning this report. Various donors are supporting training. For example, Swisscontact (S4J) is supporting the mentoring of directors and accountants on financial management and CPD of teachers in its partner schools: Cisco instructor qualification for 15 teachers, training for 11 teachers in tourism and hospitality, in cooperation with the private sector, and pedagogical mentoring and guidance in using technology in the classroom and preparing learning materials for 40 teachers.

- B5.2 Assessment of competences of VET teachers in VET institutions and undertaking 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. The ETF conducted an assessment of the CPD of VET teachers and trainers, establishing levels and types of CPD that VET teachers and trainers have received. Another study is currently being implemented to assess the training needs of VET directors and teachers. NAVETQ, with support from GIZ, has developed course materials and published a manual in the Albanian language for the Basic Pedagogy programme for VET teachers and practical instructors. The programme comprises 24 days of intensive training, including teacher

demonstration practices. The full roll-out of the programme took place in 2016–2017. In 2017 NAVETQ, in cooperation with GIZ, S4J and KulturKontakt, managed to train 286 teachers, which represented 81.8% of the IPA Budget support programme 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 Didactics in VET programme. All donor projects, which cover about half of the VET schools in Albania, include in-service training of teachers on technical and pedagogical aspects of implementing the pilot programmes, and most include needs assessment.

- 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 training and CPD needs of VET teachers and instructors implemented in 2015. Pedagogical training of VET teachers before appointment (pre-service) is the responsibility of the Faculty of Education; nevertheless, it is not offered. In 2016 NAVETQ prepared the 24-day training on Basic Didactics in VET. This training will be obligatory 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: With the support of KulturKontakt Austria, a few activities have been realised, such as: the publication of a study on female enrolment in dorms, a national conference, and an initial launch workshop with teachers and head teachers from IT schools on ideas to increase girls' enrolment. Swisscontact has also organised a series of activities in this direction. The S4J project has been providing support to school coordinators on gender equality issues, training workshops, online coaching and MOOCs.

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

  Main developments: There have been numerous studies on training needs and provision, but no action plan to implement this policy commitment. There is a list of 20 trainers, but no database of trainers. No list of available training modules has been recorded and, as discussed, this is seen as a responsibility that could be addressed following the reorganisation of NAVETQ, despite the lack of available human resources. S4J has contributed to capacity development. There have been a few sporadic initiatives to bring together teachers of the same occupational field, but no operational network exists so far. Teachers, with the support of the ETF, have set up online professional exchange networks on teaching and the preparation of materials. Three professional exchange networks were set up during 2017, for teachers of economics, hospitality and accommodation, and thermo-hydraulics. Professional platforms such as EPALE may offer a method of communication, although donor coordination is also needed. There is a lack of evidence on the use of online teacher materials and the integration of gender equality modules as part of teachers' training materials.

- B5.6 Organisation and delivery 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 CPD needs of VET teachers/instructors in 20 VET schools and 10 VTCs has been completed. Training and capacity strengthening among directors of VET schools and VTCs continued in 2017, supported by donors. A database of

accredited trainers and programmes 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; however, 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 the necessary financial resources for implementation of training and other CPD programmes.
- Funding for teachers' training remains constrained and insufficient to satisfy needs.
- The new VET law assigns the coordination of VET teacher training to NAVETQ. A corresponding draft by-law on NAVETQ has not yet been adopted; thus, to date, no institution is formally in charge. Moreover, NAVETQ would require additional human and financial resources to fulfil its new responsibilities.
- Comprehensive in-service teacher training and assessment should be introduced, and should include (i) peer mentoring programmes and (ii) processes to evaluate teacher effectiveness.
- A 24-day pedagogy programme for serving teachers, Basic Didactics in 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 have been a number of training activities and a Network for Directors has been established. There is a government initiative to organise a School Directors' Academy, but a decision has yet to be taken on whether this will be open to VET school directors.

Issues and recommendations

The issues and recommendations below were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.
There is neither an 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 a strategy and an action plan.
Basic Didactics in VET will not be compulsory for VET teachers and instructors without pedagogical training after 2020.	A revised Basic Didactics in VET programme should be made compulsory for all new teachers and instructors in VET schools who lack pedagogical training.

7. ORGANISATIONS AND INSTITUTIONS SUPPORTING CPD IN THE COUNTRY

National organisations

MoFE is the main regulatory and supervisory institution of the VET system. With regard to the development and management of VET staff, the MoFE is responsible for:

■ developing strategic policy documents;
■ proposing the legal basis for the modernisation and continuous improvement of the VET system;
■ ensuring overall planning and monitoring of staff development, performance and compensation;
■ ensuring the availability of the necessary human, financial, material and physical resources;
■ assuring the quality of the VET system;
■ 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 of VET providers and of coordinating, supervising and assuring the quality of all actions leading to the enhancement of the capacities of VET teaching and management staff of VET providers.

NES manages the public employment services and is the key authority for implementing the labour market activation programmes, which are currently partly implemented by the VTCs. A draft law on employment promotion has been prepared and is awaiting approval. The new law envisages upgrading the functions of the agency, which will become the NAES. The new agency is expected to play a major role in the management and governance of the whole network of VET providers.

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 organisations are involved in in-service training. The MoESY Commission for Accreditation (CAT) manages the accreditation of organisations and training programmes for teachers. A list of the training providers that have accredited their training programmes is available on the IED website. The content of the training is developed by the training providers themselves. Examples of such accredited training organisations are listed below.

1. 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, other than a three-credit module on strategies and teaching techniques in different profiles of vocational education.

2. The Centre for Competitiveness (CCP) was established in October 2011 as a non-profit organisation. Its main operating areas are the development of VET and small and medium-sized enterprises. The services offered by the CCP include training for VET teachers and instructors.

3. ISSETI was created in July 2003 by a group of Albanian mathematicians and informatics specialists from Tirana. Training activities covering a wide range of ICT subjects started in September 2003. ISSETI offers computer, foreign language and financial training. It is involved in both EU and national projects covering a wide area of ICT education and ICT initiatives in Albania.

4. Irisoft Professional Academy was licensed in October 2000 following an assessment conducted by the MoESY. Its activities include training in IT and foreign languages as well as various pre- and post-university courses.

Donor and international organisations

Organisations such as the EU, GIZ, KulturKontakt, Cooperation and the UNDP implement programmes offering training for teachers/instructors as part of the assistance they provide at provider level. Some, though not all, of the training modules delivered by these organisations are accredited. Currently, GIZ, Swisscontact, the EU and Austrian Development Agency 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 MoFE, NAVETQ and IED.
■ None of these organisations currently has full authority or 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 providing specialised CPD to vocational teachers in Albania.
■ Employers, higher education institutions and teacher associations make little contribution to CPD for vocational teachers.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.
Donor contributions to CPD may result in uneven and sporadic provision.	There is a need to improve coordination between donors and develop the capability of providers, including schools.

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8. DESIGN, QUALITY ASSURANCE AND FUNDING

Commissioning and design of CPD

There are four distinct categories of teachers and trainers involved in initial VET, 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 covered by this report).

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

1. qualified teacher (5 years of work experience);
2. specialised teacher (10 years of experience, 5 years as a qualified teacher);
3. master teacher (20 years of experience, 10 years as a specialised teacher).

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

■ Teachers of general subjects:
1. curriculum vitae (CV),
2. most recent evaluation of the school manager,
3. copies of certificates and respective credits,
4. copies of documents for titles and scientific grades attained,
5. copies of certificates for foreign languages,
6. one activity plan for the students of one class,
7. summary test for the respective profile,
8. presentation of achievement objectives of students for one text chapter,
9. diary (plan) for an open lesson,
10. plan of a curricular project and respective description.

■ Teachers of vocational subjects and instructors of practical subjects:
1. CV,
2. copies of certificates and respective credits,
3. copies of documents for titles and scientific grades attained,
4. copies of certificates for foreign languages,
5. education plan (for a specific subject),
6. summary test for the respective chapter or module,
7. presentation of achievement objectives of students for one chapter or module,
8. diary (plan) for a lesson,
9. plan of a curricular project and respective description.

Regulation and accreditation

The IED, under the MoESY, is currently responsible for conducting the 'teacher of general subjects qualification' in three categories, linked to salary scales. The IED provides guidelines, issues the

Teachers' Qualification Standards and the annual National Teachers' Qualification Programme, accredits the teacher-training providers (public or private), conducts teachers' qualification examinations and issues the respective certificates. The qualification programmes, the calendar of qualification examinations and the catalogue of accredited teacher-training providers and their respective training offers are published on the IED website. Both the MoESY and IED inspect the accredited training providers during the delivery of the training. Teachers must collect a certain number of annual credits through accredited courses, prepare a portfolio of their training and present this to the regional education directories/offices. Teachers must pass the qualification examination in order to receive the certificate of the respective qualification category, according to the length of their teaching experience (linked to the salary scale). There is no recognition of teachers' achievements outside the compulsory training.

Vocational teachers and instructors in VET schools (though not in public VTCs) are also currently part of the above mechanism. The qualification examinations (subject-based) are organised by the IED and funded by the MoFE. All vocational teachers take the same test, regardless of their specific vocational profile/subject (because the test is focused on didactic, legislative and ethical topics and not related to vocational skills). The IED currently cooperates with NAVETQ to prepare the annual National Qualification Programme for vocational teachers and the corresponding examinations. The plans are to transfer this responsibility for VET teachers and instructors to NAVETQ in the near future.

Funding

National funding

Funding of CPD for VET teachers is mainly covered by donors. At the national level, there is no specific budget line dedicated to CPD for VET staff.

Cost sharing

VET providers do not receive a specific dedicated budget for staff CPD and it is difficult to calculate their funding allocations in this regard (in some cases, schools cover transport costs for teachers to attend training events not in their place of residence). Within their allocated budgets, schools can find modest amounts 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 SDUs is intended to create the institutional basis for carrying out training needs assessments and the allocation of a CPD budget at provider level, as well as improved development of all training and capacity-building opportunities within and outside the VET school.

NAVETQ and IED contributions to CPD are covered by the budgets allocated to them by their ministries.

The delivery of the national 24-day Basic Didactics in VET programme is funded by VET projects implemented by a number of donors: GIZ (Germany), KulturKontakt (Austria) and Swisscontact (Switzerland). NAVETQ contributes to a small degree, covering the costs of planning, harmonising and monitoring the training programme.

Contribution of teachers

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

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

Thus, it appears that in most cases, teachers are making no contribution to the costs of their CPD, although there are some programmes for which they contribute financially.

TABLE 8.1 HOW MUCH OF THE CPD IN WHICH YOU PARTICIPATED OVER THE PAST 12 MONTHS 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
Total of valid answers	646	100.0

FIGURE 8.1 HOW MUCH OF THE CPD IN WHICH YOU PARTICIPATED OVER THE PAST 12 MONTHS DID YOU PERSONALLY HAVE TO PAY FOR?

- None of the cost
- Some of the cost
- All of the cost
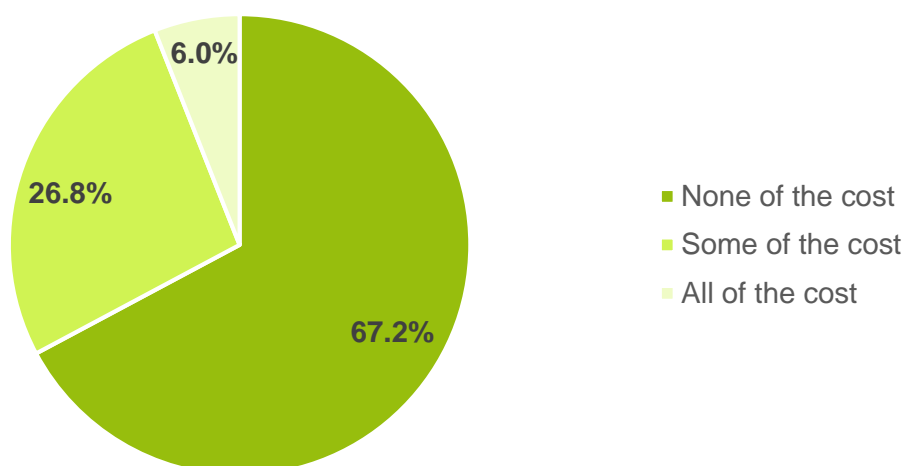
Conclusions

■ The IED is currently responsible for designing the Teachers' Qualification Standards and Teachers' Qualification Programme, accrediting training providers, and organising examinations and certification. These responsibilities that relate to vocational teachers should be transferred to NAVETQ according to Law No 15/2015. NAVETQ cooperates with the IED to prepare the examinations for vocational teachers.

■ A 24-day obligatory course, Basic Didactics in VET, has been designed, approved and, since 2015, implemented by NAVETQ, supported by GIZ, Swisscontact and KulturKontakt.

■ No specific budget line is allocated to CPD at either national or provider level.

■ Most of the costs of CPD for vocational teachers are covered by donors.

Issues and recommendations

The issues and recommendations in bold were deemed by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be the most urgent and most feasible.

Issues	Recommendations
Formal responsibilities for CPD for vocational teachers are currently exercised by the IED in cooperation with NAVETQ.	**Responsibilities for CPD for vocational teachers should be formally assigned to NAVETQ together with the SDUs.**
No specific budget line is allocated to CPD at either national or provider level.	**There is a need to define budgets for CPD for vocational teachers at national and provider (within SDUs) levels.**
Donors play the lead role in the design of CPD for vocational teachers in Albania.	Albanian institutions (schools, non-governmental organisations, universities) should be supported to design and provide high-quality CPD programmes for vocational teachers.

9. VOLUME, MODE AND CHARACTER OF CPD BY PROVIDERS OTHER THAN VET SCHOOLS

Evidence of provision from the perspective of providers

No catalogue of CPD programmes exists at the national level. There is no national database recording participation.

In 2015 NAVETQ, in cooperation with GIZ, initiated a national 24-day training programme, Basic Didactics in VET. The curriculum was approved by the MoSWY, which was formerly responsible for VET. Following piloting with a group of VET teachers/instructors, the MoSWY appointed NAVETQ to organise and monitor the implementation of this programme at national level. The programme was supported by a number of donors. The programme is obligatory for vocational teachers and instructors of all public VET providers and is delivered at weekends. A total of 289 teachers and instructors have been certified through this programme and more than 100 others are undergoing this process. The programme has benefited from an interim evaluation[6]. It seems likely that the programme has made a major contribution to the increase in participation evidenced by the survey.

Extensive CPD has been developed and provided by donor projects.

Evidence of provision from the perspective of teachers (survey) – participation

Around 88% of teachers/instructors have participated in at least some kind of professional development over the past 12 months.

The survey provides strong evidence that the participation in CPD of vocational teachers in Albania has improved since 2015. Some 81% of vocational teachers participated in formal in-service training (62% organised out of schools and 70% in schools), up from 65% in 2014/15[7]. Around 53% of teachers report having participated in CPD that addressed their vocational specialism, up from 23% in 2014/15[8]. Participation in education conferences and seminars has increased from 17% to 50%, observation visits to other schools from 31% to 40%, and observation visits or training at business premises from 29% to 42%.

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

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[6] ETF, Kuqi, I. (2018) Mid-term evaluation of Basic Pedagogy Programme for VET teachers in Albania, unpublished

[7] ETF, CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey, 2018. However, the methodology of the 2015 survey was not identical to that of the survey in 2018 and therefore the comparisons require caution.

[8] ETF, CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey, 2018.

TABLE 9.1 SHARE OF RESPONDENTS WHO RECEIVED THE FOLLOWING KINDS OF CPD (IN-SERVICE TRAINING) OVER THE PAST 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)	80.7	648
Professional development focused on vocational specialism	52.6	639
Education conferences or seminars	49.8	628
Observation visits to other schools	40.3	628
Observation visits or in-service training courses that took place at business premises	42.0	629
Online learning or video tutorials	48.5	633
Study as part of a formal qualification	27.2	618

Volume of CPD

Vocational teachers who have 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 per year has increased from 33% in 2015 to 46% in 2018.

Teachers who undertook a formal qualification during the past 12 months claim to have spent on average 113 hours on it, equivalent to a month's training with 5–6 active hours of training during each business day.

TABLE 9.2 HOURS OF DIFFERENT KINDS OF CPD (IN-SERVICE TRAINING) RECEIVED OVER THE PAST 12 MONTHS

Type of professional development	Average number of hours	% of respondents with 30 hours and more	N
In-service training in and out of school (combined)	70	46.3	505
Professional development focused on vocational specialism	25	24.7	336
Education conferences or seminars	21	15.7	313
Observation visits to other schools	15	10.7	253
Observation visits or in-service training courses that took place at business premises	27	28.8	264
Online 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 training.

Table 9.3 shows which topics were addressed in CPD. Knowledge of the curriculum was the most frequent topic (82% of the teachers), followed by pedagogical competences in teaching their own subject field (78%). In contrast, only 53% and 54% of vocational teachers, respectively, participated in CPD addressing teaching in a multicultural or multilingual setting and teaching students with special needs.

TABLE 9.3 SHARE OF RESPONDENTS WHO PARTICIPATED IN PROFESSIONAL DEVELOPMENT ACTIVITIES ON DIFFERENT TOPICS DURING THE PAST 12 MONTHS

Topics of development activities	%	N
Knowledge and understanding in my subject field(s)	71	651
Pedagogical competences 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 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 competences for future work	72	641
New technologies in the workplace	68	643
Student career guidance and counselling	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 dropout	64	641

Distribution of CPD

By age

All age groups have similar rates of participation in CPD (83%), except for those aged 60 or over, for whom the participation rate was lower (55%). However, there is a strong correlation between the teachers' age and the duration of in-service training. Younger teachers undertake more hours of CPD.

TABLE 9.4 DISTRIBUTION OF PARTICIPATION IN ANY KIND OF CPD IN THE PAST 12 MONTHS BY AGE GROUP (%)

	0–29 years	30–49 years	50–59 years	60 years and more
In-service training participation	83.2	82.7	82.2	55.3
Only those with 30 hours or more	43.8	41.7	26.6	16.2
No training participation	16.8	17.4	17.8	44.7
Total	100.0	100.0	100.0	100.0

By region

There is no significant variation between regions regarding CPD participation. The northern region has a slightly lower frequency than the other regions, although the other regions declare a higher percentage of teachers with more than 30 hours of training within 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 9.5 DISTRIBUTION OF PARTICIPATION IN ANY KIND OF CPD IN THE PAST 12 MONTHS BY REGION (%)

	North	Centre	South East	South West
In-service training participation	71.4	84.6	77.9	82.7
Only those with 30 hours or more	42.7	40.7	31.4	34.3
No training participation	28.6	15.4	22.1	17.3
Total	100.0	100.0	100.0	100.0

By school

Some schools are more effective at providing CPD for their teachers than others. Analysing only those schools where there 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 greater, from 13% to 79%.

TABLE 9.6 DISTRIBUTION OF PARTICIPATION IN ANY KIND OF CPD IN THE PAST 12 MONTHS BY SCHOOL (% RANGE)

	Schools with fewer than 10 teachers answering	Schools with 10 or more teachers answering
In-service training participation	0–100.0	52.6–100.0
Only those with 30 hours or more		12.5–78.6
No training participation	0–100.0	0–47.4
Total	100.0	100.0

By location

Big cities have the largest share of teachers who received in-service training during the past 12 months (92%), and also the largest share of teachers with 30 hours or more of training. The opposite is true for small towns, with only 47.8% of the teachers receiving the training and 22.7% participating in more than 30 hours' CPD.

TABLE 9.7 DISTRIBUTION OF PARTICIPATION IN ANY KIND OF CPD IN THE PAST 12 MONTHS BY LOCATION (%)

	City	Village/ rural area	Large city	Small town	Town
In-service training participation	74.3	72.9	92.0	47.8	82.1
Only those with 30 hours or more	22.7	26.3	58.8	22.7	42.4
No training participation	25.7	27.1	8.1	52.2	17.9
Total	100.0	100.0	100.0	100.0	100.0

By school size

No significant variation of CPD provision was recorded with regard to the subgroup of school size.

TABLE 9.8 DISTRIBUTION OF PARTICIPATION BY TEACHERS AND INSTRUCTORS IN ANY KIND OF CPD IN THE PAST 12 MONTHS BY SCHOOL SIZE (%)

	0–20 people	21–40 people	41–60 people	More than 60 people
In-service training participation	73.3	78.2	84.6	79.1
Only those with 30 hours or more	37.7	40.4	32.8	28.9
No training participation	26.7	21.8	15.4	20.1
Total	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 suggests that that there is much CPD that offers little active learning for teachers and that the use of collaborative learning and new technologies is occasional rather than the norm.

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

TABLE 9.9 CONSIDERING THE PROFESSIONAL DEVELOPMENT ACTIVITIES YOU TOOK PART IN DURING THE PAST 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 IT	21	37	31	11	650
Using a web-based community or social media to share practice or materials	33	35	24	8	642

VET school teachers' participation in networks, research and mentoring is at a good level: 67% contribute to individual or collaborative research and 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 formed to support the professional development of teachers.

TABLE 9.10 DURING THE PAST 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 ('network' means 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 past 12 months, the vast majority of the principals participated in CPD aimed at principals. Some 92% participated in courses, conferences or observational visits, 91% in a professional network, mentoring or research activity, and not less than 23% in other CPD training.

For those principals who participated in CPD training, the average time spent in such training during the past 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.

TABLE 9.11 HOURS OF PARTICIPATION IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT ACTIVITIES (CPD FOR PRINCIPALS) DURING THE PAST 12 MONTHS (1 DAY = 6 HOURS)

	Participation		Mean (hours)	St. dev	Min. (hours)	Max. (hours)
	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	1 140

Note: Percentages are calculated over those who answered about the specific training. Other columns are calculated only for those participating (i.e. excluding 'zero' answers).

Conclusions

■ The survey provides strong evidence that levels of participation by vocational teachers in CPD in Albania have improved since 2015. Around 81% of vocational teachers participated in formal in-service training (62% organised outside schools and 70% in 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 per year has increased from 33% in 2015 to 46% in 2018.

■ Around 53% of vocational teachers say that they accessed CPD that addressed their specialist vocational profiles (up from 23% in 2014/15). Although the duration of this training was relatively short (only 25% of teachers participated in 30 hours or more CPD), it also increased.

■ CPD involving observation visits or training at business premises from 29% to 42% between 2014/15 and 2017/18.

■ There is a strong correlation between teachers' age and participation in in-service training, with younger teachers obtaining more hours of CPD.

■ Large cities, followed by towns, have the highest participation rates of teachers in in-service training and the largest share of those with more than 30 hours of training. Small towns and rural areas have the lowest participation in and volume of training.

■ Modern methods, such as active learning, collaboration and new technologies, are used in CPD. However, CPD that offers active learning for teachers and the use of collaborative learning and new technologies is occasional rather than the norm for more than 50% of participants.

■ More than 90% of principals participated in CPD aimed at principals.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
Around 20% of vocational teachers obtained no CPD in the past 12 months.	There is a need to improve the offer and the matching of CPD to teachers to ensure that all vocational teachers participate in appropriate CPD.
Teachers working in schools in small towns and rural areas and older teachers were less likely to benefit from CPD.	Working individually or in clusters, schools should be encouraged to plan and organise CPD and explore how access to CPD can be improved, for example by using online provision.
Almost 50% of vocational teachers obtained no specialist vocational CPD; those who did received only low volumes (average 25 hours).	**NAVETQ, SDUs and donors should cooperate to provide appropriate specialist CPD for vocational teachers, including teacher placements in industry.**

10. SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Responsibilities of the school

In the public vocational schools, CPD for 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 teacher-training needs, preparing the training plan and supporting its implementation. However, no approved national methodology or guidance for this process has been established. In the past, training needs analysis was undertaken through specific donor initiatives in relation to particular profiles (such as hotels and tourism), but so far these have remained isolated cases and have not been replicated or disseminated. Nevertheless, many schools have some experience of training needs analysis through projects. In most cases, the school director currently delegates this responsibility to one or more experienced teachers, who analyse the individual needs of teachers and prepare the training plan. Most vocational schools have 'teaching departments', and the head of the department also deals with teachers' CPD. However, there is no legal basis for such a position.

Even if schools do develop a training plan, they cannot necessarily implement it because they do not have their own resources and are unable to access relevant external providers. There is usually no guarantee that the training plan will be implemented (the main activities focus on organisation of open classes, exchange visits, studying individually or attending accredited training courses). The training measures in schools and centres are mostly dependent on donor projects, as only donors provide resources to pay for training. In fact, there are a great number of donor projects with a strong focus on CPD, some, though not all, of which have been accredited so that teacher participation is formally recognised. Some donors have also supported the organisational capacity of schools to research needs and organise CPD within the schools that they are supporting. Swisscontact's S4J project, for example, has put in place school coordinators in project schools (following the specifications of Albanian legislation) with a responsibility for CPD.

In public VTCs, one person is nominated as the curricula specialist and is also responsible for staff CPD, but with limited capacities and resources to execute this role.

However, many projects have a focus on staff CPD, so they establish project-based bodies (departments, development units, career centres, multiplicators, etc.) that plan and execute the CPD role. There are many CPD activities, such as didactic and professional training courses, study visits and workshops, that are financially and technically supported by such projects (including international expertise). Nevertheless, the training offered through donor projects, if not accredited by the MoESY's CAT, cannot be accumulated for formal qualification certification.

The newly approved VET law envisages the establishment of an SDU in each public VET provider. The respective by-law drafts have been developed but not yet approved. The law and the by-laws assign the following responsibilities to the SDU: conduct needs analysis, prepare the CPD plan, and organise and implement training activities. The head and members of the SDU will be appointed

through specific criteria and procedures, and dedicated resources will be allocated to each SDU. An SDU was piloted in 2017 through a donor project[9].

Mentoring and induction

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

TABLE 10.1 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 programmes	455	69.3

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

TABLE 10.2 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

Around 64% of principals say that the induction programme is provided to all new teachers at their school, while 36% declare that such programmes are provided only to teachers who are new to teaching.

TABLE 10.3 WHICH TEACHERS AT THIS SCHOOL ARE OFFERED AN INDUCTION PROGRAMME? (*N*=14)

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

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

Team teaching (e.g. with more experienced teachers) is the activity that is most often used in the induction programme, and is reported by 93% of teachers. This is followed closely by mentoring (87%) by experienced teachers and scheduled meetings with the principal or teacher colleagues.

The use of activities such as peer review, courses/seminars and networking/virtual communities is reported by, at most, 33% of teachers.

TABLE 10.4 WHAT STRUCTURES AND ACTIVITIES ARE INCLUDED IN THIS INDUCTION PROGRAMME?

Activities	N	%
Mentoring by experienced teachers	13	86.7
Courses/seminars	5	33.3
Scheduled meetings with the principal and/or teacher colleagues	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 (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

In Albania, the Law on Regulated Professions makes reference to mentoring. Mentoring can be an effective way of improving the practice of teachers, and it is used from time to time in VET schools in Albania. Around 24% of teachers report that they have previously served as an assigned mentor of teachers for one month or longer, while 22% have received training to support their subsequent work as a mentor of teachers.

At the time of the survey, 18% of the teachers had an assigned mentor.

TABLE 10.5 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' responses, most VET schools have a mentoring system in place for teachers. In some schools this is available for all teachers while in others it is 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 10.6 DO TEACHERS AT YOUR SCHOOL HAVE ACCESS TO A MENTORING SYSTEM? (N=23)

Access to mentoring	N	%
Yes, but only teachers who are new to teaching, i.e. in their first job as a teacher	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 teachers in relation to their teaching can help them to develop professionally; it may also be linked to other kinds of CPD such as mentoring.

Two main types of feedback are given to teachers in relation to their performance, namely 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 principals or school managers are the main source of the feedback for 67%–73% of the teachers interviewed, while 18%–20% report receiving feedback from their colleagues. Given the workload of principals, this level of input raises questions about how much time principals devote to this function.

Feedback to teachers rarely comes from external individuals or bodies (6%–7%) or assigned mentors (3%–4%). Some 6% of teachers report never having received any feedback on their teaching performance.

TABLE 10.7 IN THIS SCHOOL, WHO USES THE FOLLOWING METHODS TO PROVIDE FEEDBACK TO YOU?

Providers of feedback	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 manager	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 such feedback in this school	42	6.0	43	6.1

Collaboration and peer learning

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

TABLE 10.8 DURING THE PAST 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 advisers relating to your teaching	522	79.8
Informal discussions with other teachers or with managers or pedagogic advisers relating to your teaching	527	81.3

Conclusions

- Schools have a formal responsibility to research training needs and to plan and organise CPD. However, 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 SDUs. However, SDUs cannot become operational without by-laws, funding and appointments.
- Around 70% of teachers have taken part in some kind of induction at their new school. However, fewer than 50% of teachers were given a formal induction to their school.
- Team teaching, mentoring by experienced teachers and scheduled meetings with the principal or teacher colleagues are the activities most often used for induction programmes. Meanwhile, peer review and networking are the least used.
- Mentoring is available in about 50% of vocational schools.
- Feedback on teachers' performance is commonly provided by the school principal; there is relatively little feedback from mentors, other teachers or external bodies.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
SDUs are not yet operational.	A clear action plan should be published and cooperation established to implement SDUs across Albania.
The Law on Regulated Professions includes mentoring. Mentoring and peer learning are being carried out in some schools, often with the support of donors. However, many teachers cannot benefit from mentoring.	Teachers should be entitled to 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, for example as specialised or master teachers.

11. RELEVANCE AND IMPACT OF CPD

Identifying training needs

There is no coherent mechanism for collecting and communicating information on CPD needs from VET schools to the centre. The MoFE makes use of various information sources – such as VET providers' annual development plans, statistical reports, workshops and round tables on training needs analysis and donor projects' reports – to define the strategic interventions for VET, 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 cooperates with donor projects to conduct such activities. Currently, the main focus regarding VET teachers' needs relates to didactic aspects, student assessment and curricula adaption. Because they are the responsibility of the MoESY, teachers of general subjects in VET schools are usually not included in such analyses. No national training catalogue exists and the information on training topics offered and the respective training providers is not available on a single national information platform.

Matching teachers to programmes

As explained in the previous chapter, the formal systems that should identify training needs and inform the offer of CPD to individual teachers and schools do not operate well in practice. Consequently, teachers find themselves participating in particular programmes for one of the following reasons:

- the course is compulsory (e.g. initial qualification or the Basic Didactics in VET programme);
- the teacher's school is included in a donor-led development programme;
- the teacher independently identifies and gains access to a CPD programme.

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

Relevance of the CPD offer

Table 11.1 gives an indication of which topics are addressed in CPD. Knowledge of the curriculum is the most frequent topic (82% of teachers), followed by pedagogical competences in teaching one's own subject field (78%). Meanwhile, only 53% and 54% of vocational teachers, respectively, participated in CPD addressing teaching in a multicultural or multilingual setting and teaching students with special needs.

Comparing the results of the 2018 survey with equivalent data from the 2015 survey, a significant increase can be seen for every type of CPD. Training in both knowledge and understanding of the subject field and updating professional skills in relation to current practice in the workplace increased by around 30 percentage points, moving from 40% to 71% and from 45% to 73% respectively.

TABLE 11.1 SHARE OF RESPONDENTS WHO PARTICIPATED IN PROFESSIONAL DEVELOPMENT ACTIVITIES ON DIFFERENT TOPICS DURING THE PAST 12 MONTHS (COMPARED WITH 2015)

Topics of development activities	N	%	% in 2015
Knowledge and understanding of my subject field(s)	651	71	40
Pedagogical competences 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 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 competences 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 dropout	641	64	N/A

Impact of training

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

TABLE 11.2 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 of my subject field(s)	14	81	5	459
Pedagogical competences 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 competences 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 dropout	21	71	8	412

Note: Values refer only to those who have participated in the specific training.
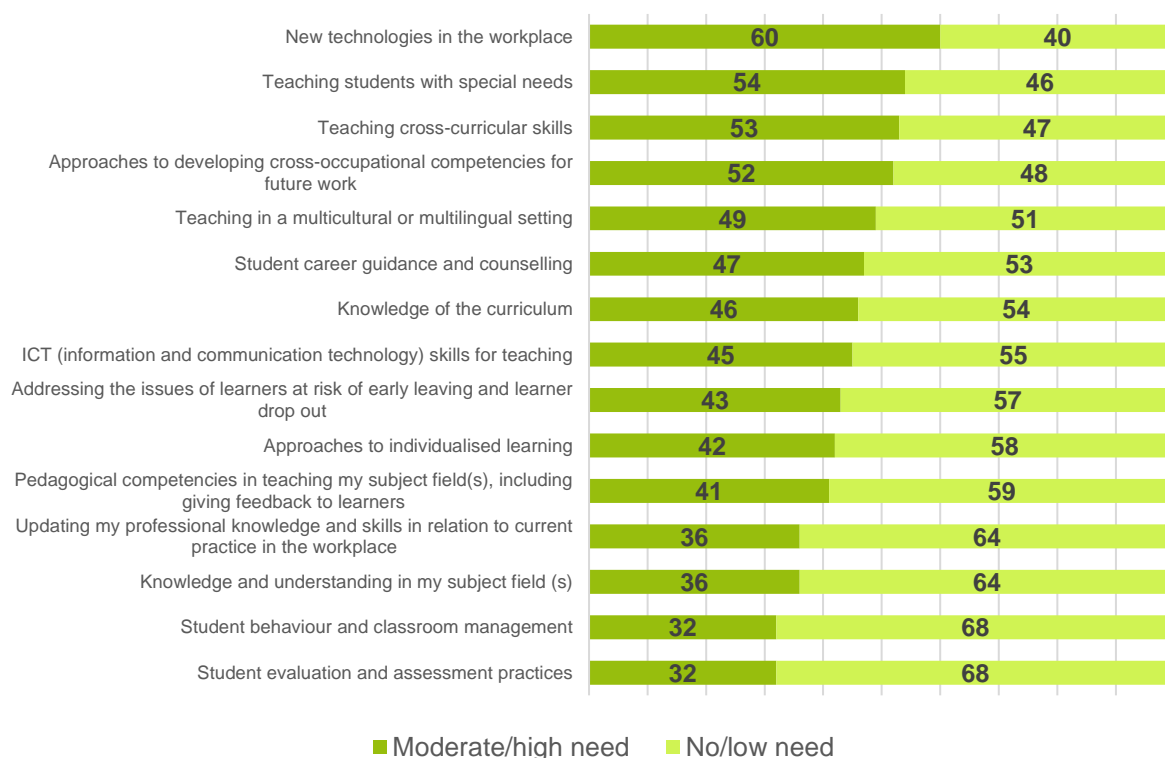
Table 11.3 reveals that many teachers did not obtain training that responds to their needs. For all types of CPD, at least one third of teachers/instructors who have not participated in that specific training declared their need for it to be moderate or high.

Training gaps were highest for CPD that addresses 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 11.3 RESPONDENTS WHO HAVE NOT PARTICIPATED IN SPECIFIC TRAINING, BY LEVEL OF NEED FOR SUCH TRAINING

	Moderate/high need (%)	No need/low need (%)	N
Knowledge and understanding of my subject field(s)	36	64	190
Pedagogical competences 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 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 competences 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 dropout	43	57	228

FIGURE 11.1 RESPONDENTS WHO HAVE NOT PARTICIPATED IN SPECIFIC TRAINING, BY LEVEL OF NEED FOR SUCH TRAINING (IN % AND SORTED)

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

■ Moderate/high need ■ No/low need

Conclusions

■ Some 71%–84% of teachers report that the impact of particular CPD programmes on their teaching was moderate or major. CPD relating to teaching in a multicultural or multilingual setting and to teaching students with special needs were 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 competences for future work (52%).

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

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 competences for future work (52%).	Development and provision of CPD should be informed by research and consultation with teachers, 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 training offers 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.	**NAVETQ should be equipped with tools and authority to carry out this responsibility.**

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12. RECOGNITION AND INCENTIVISATION

National information systems

In 2012 the MoESY established an online information system ('Information management system of AFP') on VET staff. Each VET school director has a personal account to gain access to the system and to register the main information for each member of administrative and teaching staff in the school. The main details recorded are **personal** (name, date of birth, gender, contact information, school employed, job position, status, employment period), **career** (attended secondary and university education, field of graduation, bachelor's graduation year, master's degree and year of graduation if applicable, qualification category, teaching profile, teaching years, employment status) and **training attended**.

This system was transferred to the MoSWY as the responsible institution for VET and since 2017 it has been under the MoFE. The database is currently used mainly for human resources reporting purposes and not as a planning instrument for staff development at the provider or national level. Data on participation in CPD is not regularly added to the database.

Standards

It is reported that a national standard for teachers was developed previously through a European project, but that this standard is not currently implemented.

Recording

At national level

According to Guideline No 1 dated 20 January 2017 of the MoESY, a Training Portal was established to support the IED to monitor the CPD of teachers (including vocational teachers in vocational schools). Through this portal, accredited training providers must present their training calendar; all teachers can enrol in the courses 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 operational. Teachers and instructors of VTCs do not participate in this system.

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

At school level

All teachers and instructors in vocational schools and multifunctional VET centres are required to update their individual training portfolio and record all their CPD events, including accredited and non-accredited training, with or without certificates. The portfolio includes the teacher's CV with the list of training and photocopies of the training certificates obtained and of the evaluation by the school principal.

Careers, certification and qualification

The CPD of vocational teachers consists of non-formal and formal elements. Formal CPD for teachers in vocational schools (but not in VTCs) is organised in three qualification levels (teacher categories). The categories are part of the career progression and the salary scale. Teachers can apply for the lowest category (third category) after 5 years of teaching experience, for the middle category (second) after 10 years and for the highest category (first) after 20 years. Duration of experience is a pre-condition, but to achieve a certain qualification category, teachers must also complete a portfolio and present it to the appropriate regional education directory (of the MoESY), and must pass the relevant qualification test. The individual portfolio records all previous CPD events and is considered complete only if the teacher has recorded at least one credit of training per year and has provided the appropriate certificate. One credit is considered to be 3 training days (18 hours) provided by a registered accredited agency. The teacher can select the accredited training from the list of accredited providers published on the IED website. Usually, teachers must pay the training tariff to attend the course. Once a teacher has fulfilled the three conditions (experience, portfolio and test), the IED issues the appropriate qualification certificate that enables career progression and a salary increase.

This mechanism is currently the responsibility of MoESY. With the new VET law (2017), it is planned that the responsibility for VET teachers and instructors (including those of VTCs) be transferred to NAVETQ, although the respective by-laws have not yet been approved.

Non-formal CPD events and the corresponding certificates provided by various providers (donor projects in particular) are not formally recorded and do not directly contribute to formal career progression, but most vocational teachers record such events in their individual portfolios.

The Basic Didactics in VET training is formally approved by the MoFE, and attendance is considered mandatory for current and future VET teachers and instructors. However, the programme is not formally recognised within the qualification categories and salary scales.

Barriers to the take-up of CPD

Over 91% of teachers believe that they have the prerequisites for CPD and 96% of them are interested in doing it.

The barriers that exist for a significant number of teachers are the lack of incentives for participating in CPD (40% of teachers) and the lack of relevant professional development offered (36% of teachers). CPD time requirement conflicting with the work schedule is another hindrance, and is reported by 32% of the teachers.

TABLE 12.1 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 disagreed (%)	Disagree (%)	Agree (%)	Strongly agree (%)	N
I do not have the prerequisites (e.g. qualifications, experience, seniority)	72	19	6	2	648
Professional development is too expensive or 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

Note: Some 92% of VET school principals believe that they have the prerequisites for CPD.

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

TABLE 12.2 AS A PRINCIPAL, HOW STRONGLY DO YOU AGREE OR DISAGREE THAT THE FOLLOWING PRESENT BARRIERS TO YOUR PARTICIPATION IN PROFESSIONAL DEVELOPMENT?

Barriers for principals	Strongly disagreed (%)	Disagree (%)	Agree (%)	Strongly agree (%)	N
I do not have the prerequisites (e.g. qualifications, experience, seniority)	79	13	8	0	24
Professional development is too expensive or 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

Tables 12.3 and 12.4 offer a comparison between teachers and principals. Costs and incentives are the areas in which the biggest differences occur. The lack of incentives for participating in such activities is reported by 40% of teachers but 0% of principals. Professional development is too

expensive or unaffordable for 36% of teachers but only 8% of principals. Principals can afford the CPD and think that it is worthwhile, while for a significant minority of teachers the cost is unaffordable and the CPD not sufficiently beneficial. Lack of employer support is marginally more of a concern for teachers than principals.

TABLE 12.3 COMPARISON BETWEEN TEACHERS AND PRINCIPALS ABOUT BARRIERS TO THEIR PARTICIPATION IN PROFESSIONAL DEVELOPMENT (%)

Barriers	Teachers (agree/strongly agree)	Principals (agree/strongly agree)
Professional development is too expensive or unaffordable	36	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	36	28
There are no incentives for participating in such activities	40	0

Compared to the data from the 2015 survey, while the three most challenging barriers for teachers to participate in CPD have remained the same, there is a significant decrease in the share of teachers reporting these barriers. This improvement suggests a real impact: the number of teachers reporting that they cannot afford CPD is down by almost 20 percentage points, the number who cannot find relevant offers of CPD down by 15 percentage points, and the number who report that there are no incentives for participating in CPD down by 26 percentage points. This finding complements the increase in participation reported above.

TABLE 12.4 COMPARISON BETWEEN 2018 AND 2015 OF TEACHERS' PERCEPTION OF BARRIERS TO THEIR PARTICIPATION IN PROFESSIONAL DEVELOPMENT (%)

Barriers	2018 (agree/strongly agree)	2015 (agree/strongly agree)
Professional development is too expensive or unaffordable	36	55
There is no relevant professional development offered	36	51
There are no incentives for participating in such activities	40	66

Conclusions

- Records of participation in CPD are stored in teachers' individual portfolios in schools.
- There are two electronic databases that could record the CPD participation of vocational teachers and allow analysis, but neither of them is currently operational or updated.
- Participation in CPD is a formal condition of career progression. However, there is little or no relationship between the competences developed through CPD and the responsibilities of teachers with higher qualifications (i.e. those more advanced in the career structure).
- The barriers that exist for a significant number of teachers are the lack of incentives for participating in CPD (40% of teachers); no relevant professional development offered (36%) and CPD time requirement conflicting with the work schedule (32%).
- The main barriers for principals to participate in CPD are the time requirement conflicting with their work schedule (37% of principals); lack of employer support (29%); and no relevant professional development offered (28%).
- In general, principals can afford the CPD and think it is worthwhile, while for a significant minority of teachers the cost is unaffordable and CPD does not bring adequate benefits.
- Compared to the data from the 2015 survey, teachers identify the same barriers, but there has been a significant decrease in the share of teachers reporting them.

Issues and recommendations

The issues and recommendations in bold were judged by selected stakeholders, at a workshop in Tirana on 30 January 2019, to be most urgent and most feasible.

Issues	Recommendations
There is no comprehensive electronic database of CPD participation, so there is no accurate aggregate record.	**One of the existing databases should be operationalised or a new dedicated database established.**
There is little or no relationship between the competences developed through CPD and the responsibilities of higher-career teachers.	CPD should be developed that prepares teachers to exercise higher responsibilities that are formally recognised in the career structure, for example with respect to SDU functions.
There are barriers for a significant number of teachers: lack of incentives for participating in CPD (40% of teachers); no relevant professional development offered (36%) and CPD time requirement conflicting with the work schedule (32%).	CPD should be developed and provided at local, national or cluster level that matches teachers' needs. Consideration should be given to how this can be easily accessed by teachers, e.g. online.
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.**

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13. SUMMARY CONCLUSIONS AND PRIORITY RECOMMENDATIONS

This section summarises the findings of the report and highlights those issues that were identified, at a workshop in Tirana on 30 January 2019, as most urgent, along with the recommendations that were identified as most practicable.

The workforce

The teachers who responded to the survey are mostly middle-aged, but only around 6% are close to retirement age. The share of teachers teaching vocational theory and vocational practice is 7 percentage points higher than those teaching general subjects. One third of teachers have less than five years of teaching experience and the majority of teachers have their whole teaching experience in the same school. The vast majority of vocational teachers and instructors have work experience in the industry of the vocational branch they teach. Some 41% of teachers working in vocational schools do not have pedagogical training as part of their degree studies.

Teachers dedicate most of their working hours to teaching. Teacher cooperation and exchange of information with each other averages only 2.3 hours per week. The same is true for involvement in extracurricular activities and communication with parents.

School governance

There is a good level of representation of teachers, students, employers and parents in school management boards. School directors make key decisions on teachers' recruitment and dismissal and students' admission. Teachers have authority for students' assessment and 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.

Priority issues	Priority recommendations
Lack of opportunities for professional development, and government regulation and policy were identified as the most critical constraints on the effectiveness of principals.	More opportunities and better planning for relevant CPD are needed. Principals should be consulted in policy making so that policy is complemented by effective school management.
Some 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 practical instructors and inadequacy of instructional materials.	Gaps should be addressed through recruitment of high-quality teachers and instructors and through targeted CPD and collaborative work to generate instructional materials.
The majority of principals say that insufficient internet access, inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction had some negative effects on school performance.	All vocational schools should be incrementally equipped with appropriate IT resources and plans put in place for maintenance and replacement.

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Approaches to teaching

Traditional methods of teaching dominate in VET schools. However, teachers have started to use other methods, such as group work and projects. ICT and multimedia teaching methods are rarely used.

Most teachers relate theory to practice and design work-like tasks for their students. However, 25% to 50% of students have very limited direct interaction with employers; for example, they visit workplaces only occasionally, if at all. About half of teachers seldom visit workplaces and or 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, although 24% of teachers are concerned about students' motivation in class.

National curricula and teachers' annual and detailed lesson plans are the main drivers of teaching. Teachers are also influenced, though to a lesser degree, by their knowledge of what employers want and by assessment requirements.

Priority issues	Priority recommendations
Consumables for practical skills are sufficient for only 26% of teachers. Other instructional materials are absent for 20% of teachers.	Investment in consumables is needed to permit high-quality practical learning in schools for all.
Only 15% of teachers report having access to adequate computers and software needed for the learning process. The absence of adequate internet access is mentioned by 48% of teachers.	Investment in computers, software and internet access is necessary.
The majority of teachers believe that they are not appreciated or valued in society.	Opportunities should be created for teachers to have their achievements recognised within and beyond the profession.

Policy and implementation

A legislative and strategic framework is in place. A national action plan on teachers' and trainers' training should be prepared, but it will require commitment of the financial resources needed for implementation of training and other CPD programmes. The new VET law assigns the coordination of VET teacher training to NAVETQ. A corresponding draft by-law on NAVETQ has not yet been adopted; thus, until now no institution is formally in charge. Moreover, NAVETQ will require additional human and financial resources to fulfil its new responsibilities. Funding for teacher training remains limited and is not enough to satisfy needs.

The introduction of comprehensive in-service teacher training and assessment, including peer mentoring programmes and instruments to track teacher effectiveness, remains a challenge. Research has been conducted to explore the needs of VET school directors and managers. Some training activities have taken place and a Network for Directors has been established. There is a government initiative to organise a School Directors' Academy.

Priority issues	Priority recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.
There is neither an action plan nor adequate resources to implement the commitment to large-scale, systematic provision of CPD for VET teachers and instructors.	The MoFEshould consult with NAVETQ and other actors, providers, schools and stakeholders to develop and publish a strategy and an action plan.
The Basic Didactics in VET will not be compulsory for VET teachers and instructors without pedagogical training after 2020.	A revised Basic Didactics in VET programme should be made compulsory for all new teachers and instructors in VET schools who lack pedagogical training.

Organisations and institutions

Responsibilities for strategic leadership and coordination and for encouraging provision, quality assurance and recording with respect to CPD are shared between the MoFE, 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 providing specialised CPD to vocational teachers in Albania. Employers, higher education institutions and teacher associations make little contribution to CPD for vocational teachers.

Priority issues	Priority recommendations
Responsibility for leadership and coordination of CPD for VET teachers is not clearly assigned.	Responsibility and resources should be assigned to NAVETQ.

Design and quality assurance

IED currently has responsibility for designing the Teachers' Qualification Standards and Teachers' Qualification Programme, accrediting training providers, and organising examinations and certification. These responsibilities, for vocational teachers, should be transferred to NAVETQ according to Law No 15/2015. NAVETQ cooperates with IED to prepare the examinations for vocational teachers.

An obligatory Basic Didactics in VET programme (lasting 24 days) was designed, approved and, since 2015, implemented by NAVETQ, supported by GIZ, Swisscontact and KulturKontakt. No specific budget line is allocated to CPD at either national or provider level. Most of the costs of CPD for vocational teachers are covered by donors.

Priority issues	Priority 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 SDUs.
No specific budget line is allocated to CPD at either national or provider level.	Budgets for CPD for vocational teachers should be defined at national and provider (within the SDUs) levels.

CPD provision

The survey provides strong evidence that levels of participation by vocational teachers in CPD in Albania have improved since 2015. Some 80% of vocational teachers participated in formal in-service training (62% organised in schools and 70% outside schools), up from 65% in 2014/15. The average duration of CPD has also increased: the percentage of participants with 30 hours or more in-service training per year has increased from 33% in 2015 to 47% in 2018. Around 53% of vocational teachers say that they accessed CPD that addressed their specialist vocational profiles (up from 23% in 2014/15), although the duration of this training was relatively short (only 25% of participants had 30 hours or more). CPD involving business and observation in other schools also increased.

Participation in CPD is affected by external factors. Younger teachers obtained more hours of CPD. Large cities, followed by towns, have the highest participation rates of teachers in in-service training and the largest share of those with more than 30 hours of training. Small towns and rural areas have the lowest participation rates and volumes of training.

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 is occasional rather than the norm. More than 90% of principals participated in CPD aimed at principals.

Priority issues	Priority recommendations
Almost 50% of vocational teachers obtained no specialist vocational CPD; those that did received only limited amounts (average 25 hours).	NAVETQ, SDUs and donors should cooperate to provide appropriate specialist CPD for vocational teachers, including teacher placements in industry.

School-based CPD

Schools have a formal responsibility to research training needs and to plan and organise CPD. In practice, however, unless they are involved in a donor-funded project, many do not fulfil this responsibility and little training is implemented. Legislation has been passed to set up SDUs, although these cannot become operational without by-laws, funding and appointments.

Around 70% of teachers have taken part in some kind of induction at their new school; however, less than 50% of teachers were given a formal induction to their school. Team teaching, mentoring by experienced teachers and scheduled meetings with the principal or teacher colleagues are the activities most often used for induction programmes, while peer review and networking are the least used. Mentoring is available in about 50% of vocational schools.

Feedback on teachers' performance is commonly provided by the school principal, with relatively little feedback from mentors, other teachers or external bodies.

Priority issues	Priority recommendations
SDUs are not yet operational.	A clear action plan should be published and cooperation established to implement the SDUs across Albania.

Relevance and impact of CPD

Between 71% and 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 or multilingual setting and teaching students with special needs was judged to have less impact.

Overall, about one third of teachers report 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 competences for future work (52%).

Priority issues	Priority recommendations
There is no coherent and reliable process through which information about development needs can inform strategic priorities for CPD.	NAVETQ should be equipped with tools and authority to carry out this responsibility.

Recognition and incentivisation

Records of participation in CPD are stored in teachers' individual portfolios in schools. There are two electronic databases that could record the CPD participation of vocational teachers and allow for analysis, but neither of them is currently operational or updated.

Participation in CPD is a formal condition of career progression. 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 the lack of incentives for participating in CPD (40% of teachers); no relevant professional development offered (37%) and the time requirement conflicting with the work schedule (33%). The main barriers for principals to participate in CPD are the time requirement conflicting with their work schedule (37% of principals); lack of employer support (29%); and no relevant professional development offered (28%).

In general, principals can afford the CPD and think that it is worthwhile, while for a significant minority of teachers the cost is unaffordable and CPD does not bring adequate benefits.

Priority issues	Priority recommendations
There is no comprehensive electronic database of CPD participation, so there is no accurate aggregate record.	One of the existing databases should be operationalised or a new dedicated database established.
Some high-quality CPD is not accredited for the purposes of accumulating credits in relation to career progression.	Quality assured programmes should carry appropriate credits.

ACRONYMS

CAT	Commission for Accreditation
CPD	Continuing professional development
CV	Curriculum vitae
ETF	European Training Foundation
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICT	Information and communication technologies
IED	Institute for Educational Development
IPA	Instrument for Pre-accession Assistance
IT	Information technology
MFC	Multifunctional VET centre
MoESY	Ministry of Education, Sports and Youth
MoFE	Ministry of Finance and Economy
MoSWY	Ministry of Social Welfare and Youth
NAES	National Agency for Employment and Skills
NAVETQ	National Agency for Vocational Education and Training and Qualifications
NES	National Employment Service
NESS	National Employment and Skills Strategy
OECD	Organisation for Economic Cooperation and Development
SDU	School development unit
TALIS	Teaching and Learning International Survey
VET	Vocational education and training
VTC	Vocational training centre

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E-mail
info@etf.europa.eu