

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND TRAINERS IN ALBANIA



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PREPARED BY MAKSIM KONINI FOR THE ETF

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1. RATIONALE

Professional development for teachers and trainers is widely recognized as a vital tool for educational reform. Research demonstrates that professional development can improve the quality of teaching and learning in a sustainable manner, increasing the effectiveness of education and training and adding value for learners, teachers and employers. The importance of continuing professional development (CPD) for VET teachers is not in question. Albania has, for many years, developed extensive policies to address this issue and policies are currently being implemented.

However, improving the quality and quantity of CPD is not easy. To assist policy makers it is vital that policy making, implementation and impact should be reviewed and understood – so that feedback and policy learning occurs. Therefore, this study is concerned about:

- setting out current policy objectives with respect to improving CPD for VET teachers and trainers;
- describing the provision of CPD for VET teachers and trainers in Albania and the way in which teachers' needs are assessed and particular programmes are assigned to teachers;
- understanding how the arrangements for CPD fit with other parts of the VET system in Albania;
- evaluating how well current arrangements are working; and
- making recommendations about how current policies can be implemented and how the provision and allocation of CPD can be improved.

It is intended that this study will bring forward evidence to inform discussion, that it will inform thinking and action at many levels of decision making and that it will stimulate new enquiries and new thinking.

2. METHODOLOGY

The methodology for this mapping has included four elements:

- **a workshop** with key stakeholders;
- **desk work** to review and record documents and published research relating to current CPD for VET teachers and trainers;
- **field work** which has involved eight interviews with key stakeholders;
- **a survey** of VET teachers teaching at 12 vocational schools.

2.1 Belgrade report

In the launch event in Belgrade the team of experts discussed a range of issues related to the CPD of VET teachers in Albania. Key stakeholders from Albania reviewed key developments and issues relating to CPD. This review is documented in a short baseline report that can be found on the ETF's virtual platform for CPD¹. The group also reviewed the methodology of the planned research.

2.2 Interviews

The interviews took place between 4th and 29th May 2015. Eight interviews were conducted with key stakeholders from:

- the Ministry of Social Welfare and Youth (MoSWY, two interviews),
- the National Agency for VET and Qualifications (one interview),
- principals of vocational schools (three interviews),
- teachers' trade union (one interview),
- institutions providing CPD (one interview).

The stakeholders have been selected from all levels: political level (MoSWY), institutions in charge of monitoring and organizing CPD (National Agency for VET and Qualifications (NAVETQ)), institutions dealing with teachers (teachers' trade union), CPD providers (University of Korça, Faculty of Education and Philology) and vocational school principals (Annex 1²).

The interviews were conducted on the basis of questions prepared by the ETF in consultation with national stakeholders and researchers (Annex 2³).

During the interviews the following issues were discussed:

- policy regarding CPD,
- institutions and organisations providing CPD for VET teachers,
- mentoring and induction,

¹ goo.gl/9gKpbz

² goo.gl/YwDLbR

³ Ibid.

- capability and quality of providers,
- provision of CPD by specialist agencies,
- school-based provision of CPD,
- professional development needs,
- funding,
- evaluation and recognition,
- training of company-based trainers.

2.3 Literature review

Relevant documents and research relating to current CPD for VET teachers and trainers were reviewed and recorded (Annex 3⁴). However, in Albania there is a lack of data regarding the number of trained VET teachers, research, analysis and evaluation of CPD.

2.4 Survey of VET teachers

Currently in Albania there are 52 public VET providers, including 42 vocational schools (Annex 4⁵) and 10 vocational training centres (VTCs). In close cooperation with the MoSWY, 20 vocational schools were selected to make up a sampling frame for the implementation of a survey of all the VET teachers teaching at those schools. The schools were selected on the basis of the following criteria:

- geographical position: it was intended to cover all regions of the country (north, central, southwest and southeast Albania);
- number of students: the number of students in 42 public vocational schools varies greatly, so we tried to select schools of different sizes;
- number of VET teachers; and
- inclusion of the most important vocational sectors.

Subsequently, 12 schools were randomly selected from the frame sample, to make up the target sample⁶. The survey was administered to these schools during May and June 2015.

Some 227 VET teachers participated in the survey, which was paper-based and was administered by an ETF researcher. The majority of respondents answered all questions. Exceptions are in question 26 (I am a member of a trade union), where the answers were given by 84.6% of teachers; question 27 (I am a member of a professional association for teachers), where the answers were given by 75% of teachers; as well as question 42 (concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following), where the answers were given by 95% of teachers.

⁴ Ibid.

⁵ Ibid.

⁶ The method may be described as convenience sampling.

3. POLICY FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT

3.1 Existing policy commitments with respect to CPD

This section draws on existing literature to describe existing policy commitments. The GIZ/ETF/MoSWY concept paper reports that: ‘The Albanian Government in place since September 2013 has defined among its priorities the reform of the VET system addressing labour market needs, the (re)training of jobseekers in order to get people into jobs and the modernization of the public employment services and programmes. In order to overcome the existing dichotomy between vocational education provision, on the one hand, and vocational training on the other hand, the Government has decided to transfer all responsibilities over the public vocational schools to the MoSWY as of September 2014.’⁷

The NAVETQ is responsible for the quality assurance of learning processes in VET, including curricula development, qualification standards, the Albanian Qualification Framework development and the continuing professional development of VET teachers.

The same concept paper explains that: ‘In the Albanian VET system there are three categories of teachers (according to three curriculum areas):

- teachers of general education like foreign languages, mathematics, social sciences and natural sciences, etc. Their background is the same as of teachers of general secondary schools. They have a university degree;
- VET teachers for theoretical vocational subjects, such as electrotechnics, mechanics, automobile, economy, etc. Normally, they have a technical university degree; and
- VET instructors for practical subjects. Generally, they are graduates from secondary technical schools and have practical work experience in the respective occupation. In VTCs teachers deliver both vocational theory and practice modules.’⁸

According to the European Commission’s report on teacher training in Albania⁹: ‘Responsibility for the training and qualification of VET teachers is as follows:

- training and qualification of teachers of general education is the responsibility of the Ministry of Education and Sport (MoES). It establishes general criteria for the qualification and certification of teaching staff in vocational education, in cooperation with the Ministry of Social Welfare and Youth (MoSWY) MoES designs and implements professional development policies for the teachers of general education and accredits training programmes; and
- training and qualification of VET teachers and instructors is the responsibility of the MoSWY. MoSWY sets general criteria and procedures for the recruitment of teaching staff as well as for the professional development and certification of VET teachers and instructors, in cooperation with specialized institutions.’

⁷ GIZ/ETF/MoSWY, Concept paper on In-service training programme for VET teachers and instructors in Albania, March 2015, p. 4

⁸ Ibid., p. 5

⁹ European Commission, Teacher education and training in the Western Balkans: Report on Albania, 2013

In addition, the law No 69/2012 on 'Pre-university education system in Albania' defines the ways and procedures regarding the CPD for the teaching staff in general. Teachers' pre- and in-service training are addressed by different pieces of legislation and national strategic/policy documents related to the overall reform of pre-university education and of the VET sector, but it remains a challenge to connect these fragmented elements together into a coherent model.

The Concept Paper¹⁰ states that: 'Data from the Baseline survey of public VET providers, conducted by GIZ on the 42 public vocational schools and the 10 VTCs in Albania in early 2014, revealed that the overall capacity of managerial and teaching staff is considered as insufficient¹¹. There is a shortage of qualified VET teachers/instructors, which hampers the delivery of high-quality VET. A significant proportion of the teaching staff needs to upgrade their pedagogical and didactical competences. In general, the pre-service and in-service training of the vocational teachers/instructors is very weak.

Currently, the professional development of VET teachers can be described as the acquisition of credits for some days of training with the primary purpose of supporting career progression. The training is modeled on CPD for general education teachers and has little bearing and impact on the overall quality of the VET delivery.'

The main challenges identified in relation to the professional development of VET teachers in the country are as follows¹²:

- 'There is a very limited offer on pre-service training for technical vocational teachers although the Higher Education (HE) Law (currently under revision) allows professional colleges of universities to offer Master and post-secondary programmes in pedagogies for vocational teachers. At present, the Faculty of Education and Philology (FEP) of Korça University is the only public higher education institution that offers a 'Professional Master' for VET teachers (90 ECTS). FEP of Korça University is using its own curriculum; a national/nationally harmonized curriculum does not exist.
- The training needs of VET teachers and instructors are not assessed systematically.
- There is unequal access to quality in-service training. Currently, three days (18 hours) of professional training per year are compulsory and are rewarded with one credit for career progression. Career steps following professional development, among others, are associated with a salary increase. However, the training is short, and teachers do not necessarily attend the training that relates to their training needs. There is no recognition of teachers' achievements outside the compulsory training. There are no further financial incentives for teachers to increase their qualifications and competences after 20 years of service.
- All VET teachers and many VET instructors have a degree or (advanced) diploma in a technical field, but usually they have not received pre-service training to become a VET teacher/instructor. The resulting lack of pedagogical and didactical competencies is widely recognized as a major weakness. It is believed that there is an urgent need to address the issue of in-service training for the current teachers and instructors in the public VET providers with focus on pedagogical and didactical areas.
- The majority of the training activities are organized and supported (technically and financially) by projects implemented by donors; they are limited to certain institutions or programmes and not sustained beyond the expiry of the projects due to the lack of funding.

¹⁰ Ibid., pp. 7–8

¹¹ MoSWY/GIZ/ETF, Baseline survey of public VET providers in Albania, June 2014

¹² GIZ/ETF/MoSWY, Concept paper on In-service training programme for VET teachers and instructors in Albania, March 2015, pp. 7–8

- There is no database containing information about which teachers and instructors have attended or are attending training courses.
- There are limited efforts on developing a good level of understanding of ICTs and of learning and developing experiences through practical exercises.
- The limited supply of modern learning equipment (such as computers, internet, etc.) is considered as a hurdle for the implementation of new teaching methods.
- It is unclear whether VET teachers will continue to be part of the teacher training system provided for the teachers of the general education after the transfer of VET under the responsibility of MoSWY.'

Further challenges include:

- There is no national body responsible for analyzing the situation, developing and implementing a national programme for VET teachers/instructors training and accreditation of their achievements.
- There are no obligatory entry requirements (related to pedagogical criteria) for VET teachers/instructors¹³.
- Salaries are relatively low and salary scaling is not conditioned by the level of teachers/instructors qualification¹⁴.

Institutional regulation of CPD for VET teachers is limited to guidelines set by the MoES, dating from when vocational schools were governed by that ministry, as for example:

- Guideline of MoES No 26 of 15 August 2014 on 'Professional development for teachers', which addresses the following issues:
 - forms of professional development for teachers;
 - types of training;
 - identifying professional development needs;
 - the accreditation commission for training programmes/modules;
 - application of training agencies;
 - evaluation of modules;
 - accreditation of training programmes/modules;
 - development of training and testing;
 - monitoring and evaluation of training by accredited training agencies;
 - professional networks; and
 - consultations and other aspects of professional development.
- Guideline of the MoES 2014: Professional development programme for teachers of vocational education for 2014 with the following content:
 - official general and specific documents for vocational education;
 - school documentation;
 - aspects of pedagogy and methodology in teaching-learning;

¹³ Alqi Mustafai and Maksim Konini, Needs analyses of VET teachers/instructors in Albania, April 2002

¹⁴ Ibid.

- guiding principles of learning;
 - pedagogic media;
 - planning teaching process in vocational education;
 - evaluation of students in vocational education;
 - aspects of ethics and communication; and
 - aspects of Albanian language orthography.
- Guideline of the MoES 2015: Professional development programme for teachers of vocational education for 2015 with the following content:
- official general and specific documents for vocational education;
 - school documentation;
 - aspects of pedagogy and methodology in teaching-learning;
 - specific didactic and psycho-pedagogical knowledge in vocational education;
 - guiding principles of learning;
 - use of pedagogic media;
 - planning teaching process in vocational education;
 - evaluation of students in vocational education;
 - implementation of the rules of ethics and communication as essential elements in the work of teachers; and
 - aspects of Albanian language orthography.

Although the regulation exists formally, it is not, for the most part, implemented. Where there is training it is usually short and does not address the needs of those trained. Training providers have insufficient capacity to conduct training with professional content, especially for vocational teachers and instructors. Until now, this gap has been covered to some extent by donor projects. The vocational schools do not have the budget to take external trainers to achieve CPD in accordance with their needs to compensate for the lack of external provision.

3.2 Key strategic commitments – strategy papers, plans and vision

At the end of 2013, the Government launched a comprehensive VET sector reform. Its aims are reflected in the National Strategy for Employment and Skills 2014–2020 (NESS 2014–2020)¹⁵, which was officially adopted in November 2014. Taking into consideration the various assessments and policy proposals elaborated over the last years, NESS 2014–2020 reinforces the need to design and institutionalize a system for VET teachers' technical and pedagogical competences. The Strategy aims to bring about quality VET for youths and adults. Among other initiatives, it attaches high importance to:

- the quality of VET providers, including upgrade of infrastructure facilities (buildings, lab equipment), new relevant curricula, teaching materials, etc.; and
- the continuing development of human resources (teachers/instructors, school managers).

¹⁵ MoSWY, National Employment and Skills Strategy 2014–2020 (NESS 2014–2020).

These priorities are comprehensively defined in the **Action Plan – Strategic Objective B, Measure B5** 'Increasing the number and competences of VET teachers and instructors through pre-service and in-service training'¹⁶.

B5. Enhancing recruitment and improving competences of VET teachers and teacher trainers (incl. 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 quality of teaching and learning

- a. study of human resources and teaching staff for each public provider, as referred in provisions on educational norms, general teachers' standards, etc.
- b. design of a policy paper regarding pre-service and continuing training, assessment and certification of VET teachers and instructors
- c. design of organogram for each VET provider according to new staff needs.

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

- a. design and adoption of a national plan for selection/recruitment and development of VET teachers and instructors/specialists with a projection for the next 5–10 years, also reflecting the redistribution of VET providers and offers
- b. promotion of competence/merit-based career development of female and male VET professionals.

B5.3 Review of the VET teachers' preparation model

- a. development of VET teacher pre-service programme
- b. implementation of a pre-service training at the system level
- c. organization of a VET instructor post/secondary programme and training delivery to the current teachers in pedagogical elements
- d. design of the legal basis (and bye-laws) for integration of vocational teacher's profession in vocational schools in the list of regulated professions/occupations
- e. preparation/development of the Question Bank for the State Exam.

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

- a. defining approach and methodology for including gender equality and social inclusion/diversity issues
- b. development of module and materials
- c. integration of gender equality and social inclusion/diversity issues and module in potential VET teachers' training curriculum
- d. identification of trainers for delivering training modules on gender equality and social inclusion/diversity issues for teachers
- e. establishment of an accreditation mechanism for VET gender trainers delivering teachers' training.

¹⁶ Ibid.

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

- a. gender-sensitive training needs analysis
- b. definition of the annual plan to organise VET teacher training and fund allocation
- c. list of available training modules recorded in a database
- d. establishment of networks of teachers in the same occupational field (communities of practice)
- e. publication of online teacher materials for self-learning
- f. designing of modules on gender equality and diversity knowledge skills as integral part of VET teacher training materials.

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

- a. identification of training needs
- b. development of training programmes and relevant materials
- c. creation and continuous updating of a database of accredited trainers and training modules, including those on gender, inclusion, and diversity management
- d. institutionalising the pool of VET gender trainers
- e. establishment of a network of directors of VET institutions facilitating exchange of information, learning from best practice and solving problems.

Road Map to human resources 2015–2020

In January 2016, the MoSWY, NAVETQ and GIZ published a Road Map which shows how in both the medium term and the long term the legal, institutional and operational issues relating to the VET workforce can be reformed and at what cost. If approved, the Road Map could guide the implementation of policies relating to professional development in Albania¹⁷

3.3 Policy process – stakeholders

Some vocational schools and VTCs inform policy development through participation in meetings, seminars, consultations, whose focus are on education policies and in which the representatives of these institutions are regularly invited. However, in practice participation in consultation has been limited to a small number of vocational schools and VTCs, mainly in Tirana and some other cities (Durrës, Elbasan etc.). On the other hand the influence of schools upon decision making is negligible. This minimal influence of vocational schools on decision making is not perceived as a problem by stakeholders. More active in this respect are the institutions depending on the MoSWY such as NAVETQ and the National Employment Service (NES), whose representatives are members of working groups for development of policy and strategic documents in the VET field. Social partners (trade unions, private companies) have a certain influence at the strategic level rather than in implementation. Donors' organizations (GIZ, ETF, IPA, Swiss and Austrian projects etc.) have played and continue to play a very important role.

¹⁷ MoYSW, NAVETQ, GIZ, Road Map to Human Resources (HR) Management of Public VET Providers in Albania 2015–2020, Tirana, 2016

3.4 Implementation

The National Strategy for Employment and Skills 2014–2020 was approved in November 2014. As integral part of this strategy is Annex 2: Action plan and indicators for the NESS 2014–2020¹⁸. The action plan contains the objectives, actions to be taken, timeline, financial resources, responsible units, outputs and performance indicators.

Apart from NESS 2014–2020, an important document is the Concept paper on In-service training programme for VET teachers and instructors in Albania, drafted by the MoSWY in cooperation with donor organisations and presented in March 2015. This concept paper has been prepared by a working group composed of Government institutions' representatives (MoSWY, NAVETQ, IED), universities' representatives (with responsibilities for education and/or social sciences programmes' delivery) and international agencies' representatives (GIZ VET Programme, ETF and ILO). It is addressed to the MoSWY and presents a concept and model for planning, implementing and institutionalising an in-service training programme for VET teachers/instructors of all public VET providers in Albania.

According to the Concept Paper¹⁹ for the implementation of the in-service teachers' training programme, GIZ will support NAVETQ and MoSWY, in cooperation with a relevant/interested public or private university/NGO/other private training provider, to implement the first pilot for about 25 VET teachers (pilot phase) in 2015. The training curriculum has been sent to MoSWY and the training began in late September 2015. The pilot phase will also include an updating training of a restricted group of trainers from the existing pool of specialised VET pedagogical trainers. The training of VET teachers will last 24 days and will end with the final exam in June 2016.

Following the pilot and according to the lessons learned, the training programme will be revised for up-scaling at national level (implementation phase). The implementation phase shall take place in a period of three years and cover all 600 VET teachers. Furthermore, the updating training of multipliers should be replicated over time for (new) trainers involved in the delivery during the implementation phase.

3.5 Conclusions and recommendations

In Albania there is a clear policy commitment with respect to CPD for VET teachers and trainers. This is expressed in the NESS 2014–2020 and in the action plan of the strategy: Strategic Objective B, Measure B5 'Increasing the number and competences of VET teachers and instructors through pre-service and in-service training'. There is also an explicit political will for the implementation of the NESS 2014–2020. Implementation of the strategy is underway, through pilot programmes for VET teachers and teacher educators. A road map for full implementation has been published.

Recommendations

The following recommendations will support implementation.

- Improvement of the legal framework – The new VET law that is being drafted (it is envisaged that the new VET law will be ready by the end of 2015) should address the issue of CPD for VET teachers and instructors.
- VET teachers should be considered as a separate group with specific CPD needs.

¹⁸ See www.sociale.gov.al/files/documents_files/Strategjia_per_Punesim_dhe_Aftesim_2014-2020.pdf and www.ipa-hrd.al/Komponenti3/11-Strategjia/NESS-en-8-1-15.pdf

¹⁹ Concept paper on In-service training programme for VET teachers and instructors in Albania, March 2015

- The ways in which providers and consumers of CPD can be given a greater voice in the implementation of policies should be explored, in order to support effective implementation.
- The system should be decentralized by giving more autonomy to vocational schools to decide themselves from which provider they will receive training for VET teachers and instructors.
- A national body responsible for analysing VET CPD, developing and implementing a national programme for VET teachers/instructors training and accreditation of their achievements should be established.
- The system for the recruitment of VET teachers, along with rewards and incentives, should be reviewed.

4. ORGANISATIONS AND INSTITUTIONS

4.1 Regulatory, planning and governance institutions

The MoSWY sets general criteria and procedures for the recruitment of teaching staff as well as for the professional development and certification of VET teachers and instructors, in cooperation with specialized institutions. The responsible unit in the Ministry for Social Welfare and Youth (MoSWY) is the Department for VET and Qualifications Policy. This department, with its two sectors, the VET sector and the qualifications sector, deals directly with the management of all matters related to the policies of VET development, among others:

- human resource policies;
- planning and organization of competitions for the selection of managers of VET institutions;
- teaching staff planning;
- organizing procedures for the appointment of teachers; and
- cooperation with NAVETQ regarding the training of VET teachers and instructors.

The Ministry of Education and Science (MoES) is responsible for training and qualification of teachers of general education. It establishes general criteria for the qualification and certification of teaching staff in vocational education, in cooperation with the MoSWY. The MoES designs and implements professional development policies for the teachers of general education and accredits training programmes.

The Department of Pre-University Education at the MoES is responsible for the professional development of teachers in general pre-university education (for overall supervision and organization). The Institute for Educational Development (IED) under the MoES is responsible for developing the national programmes – on the basis of training needs evaluated by IED experts - and for examinations. The provision of in-service training is outsourced to public, private or non-governmental organizations. Accreditation of organizations and training programmes is managed by the MoES' Commission for Accreditation (CAT). The contents of the training programmes are developed by the training providers themselves.

With VET under the responsibility of MoSWY, the responsibilities and approaches to VET teacher training have to be reviewed and redefined. NAVETQ is responsible for the quality assurance of learning processes in VET, including curricula development, qualification standards, the Albanian Qualification Framework development and the continuing professional development of VET teachers. One of its tasks is drafting national standards and programmes for qualification and training of VET teachers and instructors in the VET system (department for the development of frame-curricula and standards for VET teachers' training).

The National Employment Service (NES) - the transfer of the administration of the VET providers to a new agency responsible for the Skills and Employment sector (deriving from the existing NES) is currently under discussion.

4.2 Vocational schools

According to Law No 69/2012 on 'Pre-university education system in Albania':

- Each educational institution plans the professional development of teachers, according to their needs and in accordance with the educational policy in central, local and institutional level.
- The forms of professional development are: internal professional development, training activities, professional networking, consultations, short and long-term courses.
- Teachers and principals are trained at least three days per year.
- Trainings are held according to the market demand and supply, based on the requirements of the educational institutions and offers from training agencies that may be public or private. Training programmes are accredited by the ministry.
- The local educational units organize the continuing professional development of teachers in collaboration with training agencies, accredited training programmes, selected by open competition, according to the procedures provided in the instruction of the minister.
- Financial resources for training are the personal contribution of teachers, state budget, non-profit organizations projects, the foundations, national and international institutions and other legal sources.

In the 'Normative provisions for pre-university education system', the school director:

- is responsible for:
 - design and implementation of the annual plan of internal professional development in the institution;
 - facilitating teacher training at least three days per school year;
- promotes and monitors the participation of teachers in professional networks;
- organizes:
 - dissemination of the CPD experiences of participants to other teachers;
 - professional help from more experienced teachers to younger teachers.

Directors and teachers of vocational schools confirmed in interviews that the normative provisions are actually applied and that school based CPD is set out in mid-term plans. However, they also stated that implementation is better where there is support from donors.

4.3 Providers of CPD

The main providers of CPD for VET teachers in Albania are the public university 'Fan Noli' in Korça (Centre of Excellence FEF in the Faculty of Education and Philology) and three private providers: the Centre for Competitiveness Promotion (CCP), the Albanian Institute for Research and Education in Information Technology (ISSETI) and the Professional Academy Irisoft.

The **Centre of Excellence (FEF)** is an institution that develops and provides training and qualification activities for teachers in service. It has no specific modules for VET teachers, except for a module with three credits on 'Strategies and teaching techniques in different profiles of vocational education'. The main directions of work of the Centre are focused on the development of teaching skills and innovation in education. The FEF cooperates continuously with the regional education directorates and district

education offices to identify training needs and evaluate the effectiveness of offered training programmes.

Based on Decision No 16 of 24 July 2012 of the Commission for Accreditation of Training Programmes, FEF has the responsibility to train the teaching staff in 32 modules with 90 credits for all teachers in service (including VET teachers). In the period November 2014–April 2015, 627 teachers were trained (including VET teachers).

The **CCP** was established in October 2011 as a non-profit organisation. Its main operating areas are the development of VET and SME development. The services offered by the CCP include, among others, training for VET teachers and instructors.

ISSETI was created in July 2003 from a group of Albanian mathematicians and informatics specialists from Tirana. The training activity started in September 2003 offering a wide range of services in ICT.

ISSETI offers computer, foreign language and financial training. ISSETI is involved in both EU and national projects covering a wide area of ICT education and ICT initiatives in Albania.

Irisoft Professional Academy was licensed in October 2000 after tests conducted by the Ministry of Education and Science. Its activity includes trainings in IT, foreign languages as well as different pre- and post-university trainings.

Since the beginning of 2000, the centre has trained teachers of general education from different schools in Tirana and lately the teaching staff of the vocational school 'KarlGega' Tirana. Irisoft was licensed with the European certificate of ICT Europe on 12 October 2006. Irisoft provides its trainees with certificates recognized by the Ministry of Education as well as with the European certificate XpertandEBC*L. On 28 August 2012 Irisoft was accredited by the Ministry of Education and Science to develop training modules for teachers in accordance with the Rules of Accreditation System for Training Programmes.

4.4 Donor and international organisations

The majority of the training activities for VET teachers and instructors are organised and supported (technically and financially) by donors, having limited scope that is conditioned by the objectives and means of the respective pilot projects.

GIZ has implemented the training of VET teachers in the field of automechanics, electronics, ICT, social care for old people (33 teachers in 2014 and 22 in 2015) as well as in pedagogy (17 teachers + 5 mentors in 2014 and 16 teachers + 4 mentors in 2015). Swisscontact has realised the professional training of 35 plumbing teachers and instructors from 10 vocational schools (in the period 2009–14 they had 90 days of training), as well as the training of 30 ICT teachers from 17 vocational schools (45 days of training in the period 2011–14). KulturKontakt has supported the training of vocational school teachers and managers in all Albanian schools offering business education etc. Donor and international organisations have also contributed to research and to policy development in the field of VET teacher training in Albania:

- CARDS Programme, Policy proposal on pre-service and in-service VET teacher/instructor training, 2007;
- GIZ/ETF, Baseline survey of public VET providers in Albania, June 2014, which included a section on teachers and trainers within each institution visited;
- Background analyses on VET teachers and trainers that led to the drafting of NESS 2020;

- EU-ILO IPA 2010 Human resources development project, Proposal for key elements of a post-secondary programme for VET instructors in Albania, August 2014, including cost calculation;
- Concept paper on In-service training programme for VET teachers and instructors in Albania, March 2015; and
- ETF, Outline of action: Continuing professional development of teachers and trainers in VET in South Eastern Europe and Turkey, January 2015.

4.5 Conclusions and recommendations

Based on the interviews with stakeholders we can say that the organisations and institutions involved in the provision and design of CPD programmes are few in number and variety. There is one public university (Korça) and some private providers accredited by IED, but they do not offer CPD specifically for VET teachers. The majority of the specialist training activities are organised and supported (technically and financially) by donor projects. The universities and companies (with very few exceptions) are not involved in CPD of VET teachers.

Recommendations

- Develop a database of institutions that provide training and a list of training programmes they offer.
- Develop the capacity of vocational schools to plan and provide CPD to their own teachers and to teachers from other vocational schools.
- Develop the capacity of business and industry to contribute to CPD for VET teachers, for example, by providing opportunities to update teachers' knowledge of practice in the workplace.
- Explore how private and public providers of CPD in Albania can work in partnership with vocational schools and with donors to extend and sustain high quality provision of relevant CPD for VET teachers.

5. VOLUME, MODE AND CHARACTER OF CPD PROVISION BY PROVIDERS OTHER THAN VOCATIONAL SCHOOLS

5.1 Different programmes for VET teachers

The **Center of Excellence FEF** (University 'Fan Noli' in Korça) offers training for 32 modules with 90 credits for all teachers in service (modules have been prepared on the basis of priority areas for professional development of teaching staff). Trainings are conducted in 6 sessions during the school year (three days per session). Some of the most important modules are:

- Planning of teaching and learning;
- Teaching and learning for students with learning difficulties;
- Legislation and administration in pre-university education;
- Teaching for critical and creative thinking;
- Basic concepts to understand the curriculum;
- Methods, techniques, teaching strategies for student centred learning;
- Strategies and teaching techniques in different profiles of vocational education; and
- Standards of ethics and behaviour of teachers and positive spirit in the classroom.

During the two last years FEF has trained about 1 500 teachers (including VET teachers). It has provided in total 36 days of training (18 + 18).

In the area of VET training development, the Centre for Competitiveness Promotion (CCP) offers for teachers the following accredited programmes from the Institute of Educational Development (Code No CA033 dated 24 April 2013) in the following thematics:

- Orientation of youth to job (two modules)
 - Methodologies and practices for development of entrepreneurial skills and orientation in the job world, as a cross-curricular skills in the selective curricula (two credits)
 - Basic principles for teaching the subjects: 'Career Education' (one credit)
- Basis of didactics in vocational education (two modules)
 - Basis of teaching in vocational education (five credits)
 - Basis of student's assessment in vocational education (two credits).

The CCP has contributed to the preparation of modular and other programmes for secondary general education and to the improvement of text books and learning materials for general education and specific profiles of vocational education.

The first delivery of accredited programmes for VET teachers took place was implemented from April to August 2014 for 45 teachers and instructors of eight Public VET Centres of Albania (VTCs No 1 and No 4 in Tirana, Durrës, Vlorë, Fier, Korça, Elbasan, Shkodra) and Mobile Training Centre. The teachers/instructors were trained for seven days on the 'Basis of didactics in vocational education' (two modules). The project was supported by the Austrian Development Agency.

In March 2015, trainings were delivered to the 33 teachers of the vocational school 'Beqir Çela' Durres for seven days on the 'Basis of didactics in vocational education' (two modules). The project was supported with EU funds provided to the school.

Within the same scheme in June 2015, 48 teachers of the same school have attended the training module 'Methodologies and practices for the development of entrepreneurial skills and orientation on the job world, as cross curricular skills'.

On 3rd July 2015, 39 teachers of the vocational school of Kamza were certified after attending the training module 'Basis of student's assessment in vocational education'.

Also 12 teachers from the vocational school of Hotel and Tourism in Tirana were certified for the same module. The training budget was supported by individual payment of teachers. Training for 27 teachers/instructors of non-public school 'Shën Jozefi-Punëtor' in Rreshen was held on 2–3 September 2015 on the module 'Basis of student's assessment in vocational education'. The training budget was supported by individual payment of teachers.

In total, within two years the number of teachers/instructors trained by the accredited programmes is around 204.

From April 2015 onwards, the Centre has been contracted by VET Programme/GIZ Albania to coordinate implementation of in-service Training Programme for teachers and instructors of VET system.

So far, a small working group of experts has elaborated the curriculum for the 24 days of training (six modules + one additional day for evaluation of tests). At the end of May the curriculum was submitted for official approval to NAVETQ and the MoSWY. In addition, a Training Manual to complete the curriculum and support the training has been developed and tested.

Two training programmes have been provided for a group of 20 specialized VET pedagogical trainers. These trainers are foreseen to conduct the pedagogical trainings for the VET teachers.

The Centre has the responsibility to support the MoSWY and NAVETQ in delivering the approved Pedagogical In-Service Training Programme for VET Teachers and Instructors in Albania during its pilot phase for a group of 25 teachers/instructors of vocational schools in Albania.

The Albanian Institute for Research and Education in Information Technology (ISSETI) offers computer training classes, foreign language classes and financial classes. The main activities are the training modules in the field of IT.

The activity of Irisoft Professional Academy includes trainings in IT and foreign languages. Irisoft has developed training modules for teachers in accordance with the Rules of Accreditation System for Training programmes. Irisoft provides trainings in foreign languages, ICT, accounting and other areas.

A national record of which teachers and instructors have attended or are attending training courses and of the total number of days of training for VET teachers does not exist in Albania. There is no such record from the period 2013 to now.

5.2 Survey results

The survey carried out for this research does provide a picture of the extent to which VET teachers participated in CPD. The random sample permits inferences about VET teachers in general. Over the past year, 58% of VET teachers in Albania did not have any organized in-service training out of school, 27% have had 2 to 30 hours and only 14% have had more than 30 hours training out of school.

Some 61% did not have any in-service training in school over the last 12 months, 21.5% had 2 to 30 hours and 17.5% had more than 30 hours training in school.

With regard to the type of CPD, only 25% of VET teachers reported that they had any training focused on their vocational specialism in the last 12 months.

Some 80% of the teachers did not participate in any education conferences or seminars over the last 12 months to present their results and to discuss educational issues. However, 32% of them did participate in observation visits to other schools and 30% have participated in observation visits or in-service training courses that took place on business premises.

During the last 12 months, only 9.3% of VET teachers have participated in a programme that results in a formal qualification, 22.4% in a network of teachers formed to support the professional development of teachers. More positively, 45% of VET teachers participated in an individual or collaborative research on a topic of professional interest and about 45% in mentoring and/or peer observation and/or coaching, as part of a formal school arrangement. More than half of teachers work in a collaborative way in schools: participating in the last month in planned or informal discussions with other teachers (58%), with school management and advisors (53%), in informal discussions with other teachers or with managers or pedagogic advisors relating to own teaching (63%).

The duration of CPD for VET teachers varies in Albania, 61% teachers reported that there were sometimes or often events lasting one to two days, 58% that there were sometimes or often events lasting less than one day. Some 53% of teachers reported that there were sometimes or often CPD for groups of teachers from the same school and 34% reported that active methods of learning were sometimes or often used during CPD. New technologies were sometimes used in CPD according to 30% of VET teachers.

5.3 Conclusions and recommendations

Some 42% of VET teachers participated in CPD events out of school and 38% in events in school. Just 25% participated in specialised CPD relating to their vocational specialism. Participation varies from school to school. More privileged are the schools supported by donors' projects, which have organized and implemented a considerable number of trainings for certain groups of VET teachers (for example 35 plumbing teachers and instructors from 10 vocational schools have realized about 90 days of accredited trainings in the period 2009–14). VET teachers are most likely to have benefited from general professional modules or from training in IT. A pedagogical programme for VET teachers is currently being piloted with the intention of rolling out to all 700 VET teachers.

The trainings offered by other providers (private or public) are focused more in professional modules or IT, while there is an urgent need to address the issue of in-service training for the current teachers and instructors in the public VET providers with focus on pedagogical and didactical areas.

Recommendations

- Data on what and how much training has been provided should be collected and stored in a manner that would permit analysis and inform planning and evaluation.
- Provision of relevant CPD for VET teachers should be increased, building on the programme which is currently being piloted.
- Provision (national and donor-supported) should involve and relate to the needs of all teachers and schools.
- Albania should seek to expand different kinds of CPD, for example, school-based and employer-based, in order to increase supply and also to meet diverse needs.

6. DESIGN, CAPABILITY AND QUALITY OF CPD PROVISION AND PROGRAMMES

The design and development of training modules is done by CPD providers, while the Institute for Educational Development (IED) has the responsibility to accredit both the training providers and the modules.

The curriculum of provided CPD addresses, for the most part, the needs of general secondary school teachers. There is only one training module in Korça University, which is specifically designed for VET teachers: 'teaching strategies and techniques in various VET profiles'.

The modules regarding pedagogical and methodological programmes constitute the core business of CPD providers. Almost all interviewed stakeholders agree that the current CPD provision is not relevant to VET teachers.

Where teachers did participate in professional development the majority of participants report that it had large or moderate impact as can be seen in the table below.

PARTICIPATION OF VET TEACHERS IN DIFFERENT FORMS OF CPD AND IMPACT REPORTED BY PARTICIPANTS

Topic	Percentage of VET teachers trained on this topic	Percentage reporting large or moderate positive impact from training
Knowledge and understanding in own subject field(s)	40	75
Pedagogical competences in teaching own subject field(s), including giving feedback to learners	50	77
Knowledge of the curriculum	54	85
Student evaluation and assessment practices	56	83
ICT (information and communication technology) skills for teaching	51	76
Student behaviour and classroom management	50	86
Approaches to individualised learning	45	79
Teaching students with special needs	37	70
Teaching in a multicultural or multilingual setting	33	60
Teaching cross-curricular skills	44	77
Approaches to developing cross-occupational competencies for future work	40	68
New technologies in the workplace	38	68
Student career guidance and counselling	39	66
Updating own professional knowledge and skills in relation to current practice in the workplace	45	88

We can say that the majority of respondents estimate that the training in which they have participated has had either moderate or large positive impact on their work.

On the other hand there is a percentage of VET teachers who have not participated in any training on the suggested topics. The least attended programmes have been those related to teaching in a multicultural/multilingual setting (67% of the teachers didn't have such training), teaching students with special needs (63%), new technologies in the workplace(62%), student career guidance and counselling(61%), to knowledge and understanding in own subject field (60%) and approaches to developing cross-occupational competencies for future work (60%). Likewise in the training regarding the pedagogical competences, where there is a visible gap in the qualification of VET teachers, only 50% of the teachers have participated.

There are no dedicated public funds to provide training and upskilling for teachers and trainers that provide CPD. The CPD providers use their own resources to increase the capacity of their staff, mainly by participating in the international events. Occasionally they participate in local events when invited by the donor projects.

Conclusions and recommendations

There have been a number of high quality CPD programmes that were designed with the support of international donors. Otherwise, there has been relatively little CPD in Albania that has been designed specifically to meet the needs of VET teachers. Most of the organisations providing CPD have limited know-how and capacity to provide or design CPD that addresses the vocationally specific needs of VET teachers and trainers, e.g. up-to-date knowledge of current industrial practice, understanding of how to develop practical skills. Employers have no or little involvement in the design or accreditation of CPD for VET teachers. Further, providers of CPD do not understand the context of vocational schools which makes it difficult for them to design appropriate CPD. Almost all stakeholders agree that monitoring and more generally the quality assurance for the CPD system is missing. They think that the accreditation system pays more attention to administrative issues and focuses less on the quality of competences targeted. The quality of the training offered varies and there is no adequate monitoring of the quality or effects. The new pilot programme, that is being piloted by the °Centre of Excellence at the University of Korça, and funded by GIZ, is intended to support the development of capacity in Albania to design and quality assure CPD provision.

Recommendations

- Support evaluation and learning from the Korça pilot.
- Increase the number of organisations providing CPD, which have the know-how and the capacity to provide CPD that addresses the pedagogical and methodological needs of VET teachers, for example universities of Tirana, Elbasan and Durrës.
- Explore how universities and vocational schools and employers can work together to design, accredit and deliver CPD for VET teachers.

7. SCHOOL-BASED PROVISION

In their first regular employment as a teacher 13% of VET teachers did take part in an induction programme, 21% of them took part in informal induction activities not part of an induction programme and 35% participated in a general and/or administrative introduction to the school.

Mentoring of beginning teachers is not well defined or supported in Albania. There is a rule approved by the Minister of Education on July 2011 about the organization and development of professional practice teachers which recognises mentoring as important. However,

- The regulation is addressed mainly to persons who have acquired a university diploma in teaching.
- It relates mainly to new teachers who will start their work in a school after receiving the diploma.
- From this regulation are exempted the persons who have worked at least one year as teachers in an educational institution and have the diploma in teaching.

For the above mentioned reasons mentoring is not considered as a formal part of the VET system. It is clear that some schools do provide mentoring. According to the survey 9.3% of VET teachers (these are likely to be beginning teachers) currently have an assigned mentor to support them, 10% served as an assigned mentor of teachers for one month or longer and 15.5% have received training to support their work as a mentor of teachers.

Usually mentoring is provided by management staff at school or departmental level. However, there is no additional time allocation to perform this task. There are no incentives or rewards foreseen in the current legislation for the school staff who potentially would perform this task. Most of the schools do not practice mentoring and their directors are not aware this is foreseen in the regulations. Almost all school directors interviewed admit mentoring is not happening, this is explained as an issue of 'our' culture.

Bringing in outside trainers to carry out CPD is rarely practised. Though the regulations foresee fund allocation for this, school directors are reluctant to spend these funds due to unclear and/or complex procedures to be observed. Observation of teaching is foreseen in the regulations, a few hours are allocated for it and it is mainly the management staff who is in charge of it. Peer learning is reported to be organized periodically at the department level based on the yearly planning.

The survey provides some evidence of non-formal learning as well as planned CPD. During the last 12 months 57% of VET teachers have participated in planned discussions with other teachers relating to their own teaching, 53% in planned discussions with managers or with pedagogic advisors relating to own teaching and 64% in informal discussions with other teachers or with managers or pedagogic advisors relating to own teaching. However, collaboration varies between and within schools: in one school only the teachers of economics are reported to work in a collaborative manner, jointly designing lessons and teaching and learning resources.

Some schools are reported to use school development plans, appraisal and evaluation, but they report that this is done more as a formal requirement rather than to improve teaching and learning. This view is confirmed by the experience of 12 schools supported by KulturKontakt, which have worked four years for the school medium-term development plans which include teacher training. The perception is that schools have no such a systematic practice. It appears that these schools have not developed either the organisational structures or the culture to make this work. In reality, the schools make a report and what happens is something else.

Conclusions and recommendations

In vocational schools there are procedures for induction of new teachers and these procedures are implemented in practice. On the other hand mentoring is not considered as a formal part of the VET system. Only in few cases vocational schools practice it. There are no special trainings for VET mentors and their status is not adequately regulated. It is recommended to review the sub-legal acts or to draft new ones regarding the mentoring and mentors in vocational schools.

Around two thirds of VET teachers informally support one another by providing advice and through team work. To some degree, vocational schools organise and deliver CPD for their own staff, for example, through observation, peer support, staff training sessions. 38 % of VET teachers reported that they had school based training over the last 12 months but only 17.5% reported that this was for more than 30 hours altogether. There are big differences from one school to another: cooperation and joint work of teachers are better organized in the biggest schools and the schools supported by donors' projects.

Recommendations

- Awareness raising and support is required in order to encourage vocational schools to make use of mentoring for all beginning teachers. Clarification of legal requirements may be necessary.
- Schools should be encouraged and supported to implement school-based learning. This may involve clarification of funding arrangements and support to carry out needs identification, planning, provision and evaluation.
- Vocational schools should be encouraged to work in partnership with providers (universities, training organisations and industry) to organise CPD which meets the needs of their teachers.

8. PROFESSIONAL DEVELOPMENT NEEDS

The assessment of professional development needs of individual teachers usually is done at the beginning of the school year and is reported to the regional education department as a formal requirement. Most of the schools report that they undertake needs assessment, taking into consideration the personal needs, assessment at the department level and their integration at the management level. However, according to the survey 76% of the VET teachers think that it is mainly their responsibility to identify their professional development needs and to find suitable training, 71% think that their school (employer) helps to identify their professional development needs and to find suitable training and only 50% think that there is a well-defined process for assessing their training needs and then providing suitable training. This suggests that a substantial proportion of teachers do not believe that needs identification is managed collectively.

According to the legislation the provision of CPD should respond to the requests from the educational institutions and offers from training agencies, which may be public or private. This approach gives greatest priority to meet the needs of teachers working in general education. The interviewed school directors say that the professional development needs are evaluated by the school departments and by the director himself through the observations he makes. The teachers themselves make self-assessment and submit a request for CPD. On this basis the school makes the request for training, but this is a formal process which, it is generally agreed, is sometimes not followed by any further development. As explained above, many vocational schools do not attempt to meet their CPD needs themselves.

8.1 Professional standards

The general standards of teachers are described in the Guideline No. 5 dated 25.02.2013 of the Ministry of Education. Teachers rely on these standards to recognize their strengths and weaknesses and the standards are intended to inform the self-assessment process. However, the standards are defined for teachers in general, and there are no specific ones for VET teachers. Further not all the vocational school directors or VET teachers are aware of these standards.

The indicators for the standard professional development are as follows: the teacher

- constantly reflects on his teaching practices;
- collaborates regularly with colleagues within or outside the educational institution, with specialists, parents and students, to improve his teaching practices;
- designs and implements his plan of professional development to improve students' achievements; and
- explores regularly the professional literature from various sources, including electronic ones, in the Albanian language and in foreign languages.

It is required that these standards are used to identify the needs for professional development of teachers and that they should inform the development of training programmes.

8.2 Survey

The survey provides a picture of which kinds of training VET teachers have participated in over the last 12 months and what needs they report (see table below). It is also possible to calculate the

percentage of VET those teachers that express a need for some kind of training that were not able to access that training, i.e. the training gap (see third column in table below).

PERCENTAGE OF VET TEACHERS AND INSTRUCTORS IN ALBANIA WHO PARTICIPATED OR DID NOT PARTICIPATE IN TRAINING

	% reporting participation in a type of training	% reporting a need for types of training	% of persons who have not participated in training
Knowledge and understanding in my subject field	39.9	58.8	55.2
Pedagogical competences in teaching my subject field	50.0	80.7	46.2
Knowledge of the curriculum	53.5	66.1	40.7
Student evaluation and assessment practices	55.3	67.1	46.4
ICT skills for teaching	50.9	77.2	48.9
Student behaviour and classroom management	50.4	66.7	48.7
Approaches to individualised learning	45.2	70.6	52.2
Teaching students with special needs	36.8	84.2	62.0
Teaching in a multicultural or multilingual setting	33.3	77.6	66.1
Teaching cross-curricular skills	43.9	81.1	52.4
Approaches to developing cross-occupational competencies for future work	39.9	82.5	60.6
New technologies in the workplace	37.7	92.1	63.3
Student career guidance and counselling	38.8	86.0	61.0
Updating my professional knowledge and skills in relation to current practice in the workplace	44.7	81.1	54.6

The data imply that, for most kinds of professional development, 50% or more of VET teachers did not access any training although they considered that they needed this training. The four types of training where the training gap was highest were: teaching in a multi-cultural or multi-lingual setting, new technologies in the workplace, teaching children with special needs, student career guidance and counselling. It should be noted that there were large gaps for training addressing specific vocational competences and also more generic teacher competences.

8.3 Conclusions and recommendations

In Albania, there is a formal requirement for vocational schools to identify needs and to submit training requests based on these plans. However, it is questionable whether this process does serve to inform the design and provision of training. Most of the CPD provided consists of programmes which are offered to all teachers, which match only loosely with the actual needs of teachers. According to the survey around 50% of VET teachers reported a need for CPD for specified types of training which they did not receive in the last 12 months. In addition there is some evidence that some CPD is wrongly assigned: 49% of VET teachers report that the CPD offered to them is not relevant.

Recommendations

- Vocational schools need guidance and support so that they can effectively identify training needs. However, this is only worthwhile if there is a realistic expectation that if needs are identified they will be addressed.
- Vocational schools need to be able to prioritise training needs and provide or organise CPD to meet them.
- Decision making about the design and funding of CPD in central agencies should be better informed about and more responsive to the actual needs of VET teachers.
- Standards should be used to inform design and needs identification – consideration should be given to developing standards for vocational teachers.

9. TEACHER FEEDBACK AND REVIEW

The survey shows that the teachers mainly receive feedback from their school principal or school managers and in some areas from other teachers as well. A very small number of them receive feedback from external individuals or bodies (inspectors, municipality representatives, or other persons from outside the school). Most VET teachers state that this feedback has led to positive changes. The following table shows the percentage of teachers that report a moderate or large impact.

Feedback has impacted upon	Percentage reporting moderate or large impact
Confidence as a teacher	80
Job responsibilities at the school	73
Teaching practices	70
Motivation	66
Use of student assessments to improve student learning	65
Knowledge and understanding of own main subject field(s)	63
Public recognition from the principal and/or colleagues	63

Conclusion and recommendations

The survey suggests that feedback to teachers can be effective at building their confidence and also in developing their teaching practice. Feedback to teachers should be used as a tool for professional development. Consideration could be given to using different kinds of feedback in order to support professional development in various ways, for example, to encourage collaboration, to help to identify training needs and to incentivise learning.

10. FUNDING

The financing of the in-service teacher training is covered by individual contribution of the teacher, state budget, projects of local and foreign non-profit organisations, foundations, institutions, and other sources. The budget dedicated to teacher training is considered by stakeholders insufficient to meet the needs. Generally the teachers pay individually for their trainings (normally three days a year). The teachers don't pay for trainings organized by projects or other organizations that invite schools in their training activities.

The survey shows that for the professional development in which the VET teachers participated in the last 12 months 51% of them didn't pay any cost, 37% some of the cost and 12% all of the cost. On the other hand 48% of the teachers received scheduled time for activities that took place during regular working hours at the school, but only 2% received a salary supplement for activities outside working hours and 10% received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.).

There are no data for the yearly cost on CPD for VET teachers. Each teacher has to pay individually about EUR 40-50 a year for the compulsory training (three days a year). The amount within the national education budget that goes into the CPD of VET teachers as opposed to other teachers is not identified.

According to the Concept Paper²⁰ for the implementation of in-service teachers' training programme, for the pilot phase (24 days of training for 25 VET teachers) the cost is estimated at roughly EUR 26 500. The cost can be divided in the following categories:

- participant-related costs (accommodation, meals, transportation): 66%
- provider-related costs (coordination, trainers' fees, facilities, material): 26%
- coordination and supervision costs (NAVETQ): 8%.

The cost for the implementation phase, which shall take place over a period of three years and cover all 600 VET teachers, is estimated at approximately EUR 740 000²¹.

The action plan of NESS 2014–2020 provides a cost estimation related to the implementation of this strategy. For the section B5: Enhancing recruitment and improving competences of VET teachers and teacher trainers (incl. pre-service training and continuing professional development), actors in charge of regional management, school or centre directors/managers, the costs and outputs are presented in the table below²²:

²⁰ Concept paper on In-service training programme for VET teachers and instructors in Albania, March 2015

²¹ This implies a daily unit cost of EUR 51.3.

²² National Employment and Skills Strategy (NESS) 2014–2020 – Action Plan

Actions to be taken	Timeline	Financial resources (USD)	Outputs
B5.1 Definition of a new policy for recruitment and professional development of VET teachers and instructors to ensure quality of teaching and learning	2015–16	200 000	Approved policy paper regarding competence standards, pre-service training and induction periods, certification, criteria for selection or recruitment, salary levels and continuing professional development of VET teachers and instructors (referring back to resp. CARDS document)
B5.2 Assessment of competences of VET teachers in VET institutions and carrying out of an analysis of the demand for VET teachers and instructors, nationwide and by profile	2014–20	1 500 000	Once regional VET providers network and VET profiles to be offered have been redefined, a national plan for selection/ recruitment and development of VET teachers and instructors/ specialists in 5–10 year perspective approved
B5.3 Review of the VET teachers preparation model	2014–20	2 500 000	VET teacher pre-service programme revised Training actions to VET instructors in pedagogical elements delivered Pre/service training programme implemented as of 2015. Accreditation mechanism for the access to the VET teacher occupation and training actions are in place
B5.4 Induction of training for all potential VET teachers that includes obligatory modules on gender equality and social inclusion/diversity issues	2014–20	500 000	Compulsory induction training on gender equality and social inclusion/diversity issues for potential VET teachers implemented
B5.5 Organisation and delivering of massive training for all VET teachers (in-service), including obligatory capacity development on gender equality and social inclusion/diversity issues	2014–20	4 000 000	Training needs identified Database of trainers (including those trained under different donor projects), by specialist area, for both pre and in service training prepared List of available training modules recorded in a database Annual plan to organise VET teacher training defined and funds allocated. Networks of teachers in the same occupational field organised (as communities of practice) Online teacher materials for self-learning adopted Modules on gender equality and diversity knowledge skills are integral part of VET teacher training materials
B5.6 Organisation and delivering of training for managers of public VET human resources (regional managers, directors, Board members, VET inspectors)	2015–17	1 000 000	Training needs identified Database of accredited (gender) trainers and training modules created and updated Network of directors of VET institutions exchange information, learn and solve problems Training actions to managers, directors, Board members and other VET human resources are delivered starting from 2015

Conclusions and recommendations

This research has not been able to identify reliably how much is currently spent on CPD for VET teachers at national, local or institutional levels. Without this knowledge it is difficult to judge how well existing budgets are being used and whether current methods of budgeting, spending and financial evaluation are effective. There are some plans for CPD, for example, the pilot supported by GIZ. This pilot may help to support a realistic understanding of the cost CPD provision in Albania and thus inform decisions about the cost of alternative models of provision.

Recommendations

- Explore how there can be greater clarity and wider knowledge of how much is planned and how much is spent on CPD for VET at all levels: national, local and institutional.
- Make use of financial information to inform planning and accounting of CPD provision.
- Evaluate alternative provision in order to improve efficiency and improve value for money.

11. RECOGNITION AND INCENTIVISATION

Teachers have an obligation under the law for three days of training from which they earn credits that are recognized as valid in the process of attestation. However this obligation is implemented through the test that teachers do at the national level every five years to move to a higher level of teacher qualification. The only reward for teachers is advancement to a higher professional title which however is not coordinated with advancement through pay levels. It follows that, in practice, the requirement for three days of training per year is not enforced.

The career of VET teachers is not closely connected to the development of their responsibilities (which might be supported by CPD). For example the position of head of department is not accompanied with increased salary.

According to the survey, barriers to participation in professional development are as follows:

- There are no incentives for participating in CPD (66% agree or strongly agree).
- Professional development is too expensive (55% agree or strongly agree).
- There is no relevant professional development offered (51% agree or strongly agree).

On the other hand, the rest of the teachers (49%) think that this is not any barrier to participation in CPD for them.

According to the survey, teachers do not believe that family responsibilities or work schedule are a barrier to participation in CPD. Furthermore, they do not feel unsupported by their school with respect to CPD.

Conclusions and recommendations

The formal requirement for three days training per year is not enforced in such a manner as to secure that teachers participate in this volume of CPD. Furthermore, relevant CPD is not available for many vocational teachers (about 50% as they see it) and about half of teachers are expected to cover some or all of the cost. These factors discourage teachers from participating in CPD.

Recommendations

- CPD should be linked more closely to career development, in order to increase the professional value of CPD, for example, some kinds of CPD could be linked to functions which require specific or wider competences, such as Department Head.
- Where possible, CPD should be recognised either through certification or through the arrangements for licensing or through informal recognition, for example, through internal review and professional portfolios.
- Teachers should not be discouraged from participation in CPD by cost.

12. TRAINING OF COMPANY-BASED TRAINERS (AND TRAINERS IN TRAINING CENTRES)

At present, there is no formal training of trainers working in companies in Albania. There are also no public sector agencies that have a responsibility for supporting the training of trainers working in companies or training centres. The public-private partnership is very weak. The Chambers of Industry and Commerce play a small role in VET. There are a few initiatives of business to create partnerships with the VET institutions (for example Business Albania Association, Albanian Information Technology Association), but these are sporadic, sometimes initiated by political initiatives, by donors' projects or from personal recognition.

This situation is improving, the interest of business for VET is growing, but there is still much to do. In the NESS 2014–2020 one of the most important activities is 'Strengthening the linkages between learning and work and facilitating the transition to work'.

Recommendations

- All stakeholders should explore the needs of trainers working in companies and training centres with a view to exploring what kinds of CPD may be appropriate and whether collective provision might be encouraged.

13. CONCLUSIONS AND RECOMMENDATIONS

In Albania there is a clear policy commitment with respect to CPD for VET teachers and trainers expressed in the NESS 2014–2020 and in the action plan of the strategy: Strategic Objective B, Measure B5. There is also an explicit political will for the implementation of the NESS 2014–2020. Implementation of the strategy is underway, through pilot programmes for VET teachers and teacher educators. A road map for full implementation has been published.

Based on the interviews with stakeholders we can say that the organisations and institutions involved in the provision and design of CPD programmes are few in number and variety. There is one public university (Korça) and some private providers accredited by the Institute for Educational Development (IED), but they do not offer CPD specifically for VET teachers. The majority of the specialist training activities are organised and supported (technically and financially) by donor projects. The universities and companies (with very few exceptions) are not involved in CPD of VET teachers.

According to the survey 42% of VET teachers participated in CPD events out of school and 38% in events in school. Just 25% participated in specialised CPD relating to their vocational specialism. Participation varies from school to school. Some schools have benefited from donors' projects, which have organized and implemented a considerable number of trainings for certain groups of VET teachers (for example 35 plumbing teachers and instructors from 10 vocational schools realized about 90 days of accredited trainings in the period 2009–14). This kind of training is usually free.

Given that most vocational teachers have not received any pedagogical training there is an urgent need to address the issue of in-service training for the current teachers and instructors in public VET providers with focus on pedagogical and methodological areas. This is being addressed in the programme that is being piloted by the Centre of Excellence at the University of Korça, and funded by GIZ.

Otherwise, there has been relatively little CPD in Albania that has been designed specifically to meet the needs of VET teachers. Most of the organisations providing CPD have limited know-how and capacity to provide or design CPD that addresses the vocationally specific needs of VET teachers and trainers, e.g. up-to-date knowledge of current industrial practice, understanding of how to develop practical skills. Employers have no or little involvement in the design or accreditation of CPD for VET teachers. Further, providers of CPD do not understand the context of vocational schools which makes it difficult for them to design appropriate CPD. Almost all stakeholders agree that monitoring and more generally the quality assurance for the CPD system is missing. They think that the accreditation system pays more attention to administrative issues and focuses less on the quality of competences targeted. The quality of the training offered varies and there is no adequate monitoring of the quality or impact.

In vocational schools there are procedures for induction of new teachers and these procedures are generally implemented. On the other hand, mentoring is not considered as a formal part of the VET system. Only in few cases do vocational schools practice it. There are no special trainings for VET mentors and their status is not adequately regulated.

Around two thirds of VET teachers informally support one another by providing advice and through team-work. To some degree, vocational schools organise and deliver CPD for their own staff, for example, through observation, peer support, staff training sessions. Some 38% of VET teachers reported that they had school-based training over the last 12 months but only 17.5% reported that this was for more than 30 hours. There are big differences from one school to another: cooperation and joint work of teachers are better organized in the biggest schools and the schools supported by donors' projects.

In vocational schools there are procedures for induction of new teachers and these procedures are implemented in practice. On the other hand mentoring is not considered as a formal part of the VET system. Only in few cases do vocational schools practice it. There are no special trainings for VET mentors and their status is not adequately regulated.

In Albania, there is a formal requirement for vocational schools to identify needs and to submit training requests based on these plans. However, this process does drive the design and provision of training. Most of the CPD provided consists of units which are provided for all teachers, which match only loosely the actual needs of VET teachers. According to the survey around 50% of VET teachers reported a need for CPD of a kind which they did not receive in the last 12 months. Furthermore, 49% of VET teachers report that the CPD offered to them is not relevant.

It appears that feedback to teachers can be effective at building their confidence and also in impacting upon their teaching. Different kinds of feedback could be used in order to support professional development in various ways, for example, to encourage collaboration, to help to identify training needs and to incentivise professional development.

This research has not been able to identify reliably how much is currently spent on CPD for VET teachers at national, local or institutional levels. Without this knowledge it is difficult to judge how well existing budgets are being used and whether current methods of budgeting, spending and financial evaluation are effective. Pilots and projects do provide more detailed information about costs.

At present, there is no formal training of trainers working in companies in Albania. There are also no public sector agencies that have a responsibility for supporting the training of trainers working in companies or training centres. The interest of business for VET is growing and there are some initiatives, but there is still much to do.

Recommendations

National level

1. Finalise the legal framework for CPD for VET teachers and instructors (and initial education), giving consideration to the role of mentors, with prior consultations of stakeholders so as to ensure implementation.
2. Assign responsibilities to NAVETQ as the national body in charge of drawing up a comprehensive concept and coordinating the analysis, development and implementation of a national programme for VET teachers/instructors' training and the accreditation of their learning.
3. The MoSWY/NAVETQ should draw up a National VET Providers' Development Plan, following a review of the national network of VET institutions and the profiles offered by them in line with the key findings from national and regional skill needs analyses and the consultations with VET stakeholders in all regions.
4. Review the system of competence standards, recruitment and progression criteria for VET teachers and instructors, integrating it with the system for CPD.
5. Recognise the particular needs of VET teachers, in particular their need for CPD that addresses their vocational specialism and is linked to the workplace. This implies that CPD programmes are developed by providers with relevant capability, in coordination with employers, and that they are targeted at VET teachers and instructors.

6. Collect, organize and maintain data on CPD so that there is information on CPD for different stakeholders:
 - list of training needs based on the information collected from vocational schools/centres in cooperation with private companies;
 - list of accredited CPD providers and accredited training programmes; and
 - a record of the CPD which has been provided to VET teachers and instructors each year.
7. Select and train CPD providers, including employers, universities, NGOs and 'sectorial lighthouses' or specific multifunctional VET centres, which are (or will be) equipped to train teachers and trainers from other VET providers in a given sector or profile.
8. Provide secondary legislation and funding for School Units responsible for professional development.
9. Review quality assurance processes, including criteria for internal and external school evaluation, to ensure VET teachers and instructors get support to apply what they learn.
10. Improve the planning of funding at national, local and institutional levels.
11. Ensure that each teacher receives three days of CPD which is relevant to individual and school needs.
12. Explore with stakeholders whether there are opportunities for collectively meeting the professional development needs of trainers working in companies and training centres.

VET provider level

13. Vocational schools should generate a CPD plan as part of the Strategic Institutional Development Plan, which reflects also the recruitment needs for VET teachers and instructors in line with the current and new profiles to be offered and the financial needs to implement this plan.
14. CPD units in schools should identify needs, plan provision, and implement themselves or select appropriate CPD providers in accordance with national guidelines.
15. CPD units should give an enhanced role to employers in the design, provision and accreditation of CPD programmes for VET teachers and consider also how teachers and students can contribute.
16. Vocational schools should seek to provide formal recognition of CPD through certification from accredited VET providers or other formal means which recognise informal learning, for example, through internal reviews or professional portfolios.
17. VET institutions should monitor internally the CPD of their staff and report on whether they are meeting their plans and individual performance objectives to the NAVETQ, which is responsible for CPD at national level.
18. VET institutions should evaluate the impact of CPD upon teaching and learning, for example, using assessment data or other quality indicators.

ABBREVIATIONS

CARDS	Community Assistance for Reconstruction, Development and Stabilisation
CAT	Commission for Accreditation
CPD	Continuing professional development
ECTS	European Credit Transfer and Accumulation System
ETF	European Training Foundation
EU	European Union
FEP	Faculty of Education and Philology
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HE	Higher education
ICT	Information and communication technologies
IED	Institute for Educational Development
ILO	International Labour Organisation
IPA	Instrument for Pre-Accession Assistance
MoES	Ministry of Education and Sports
MoSWY	Ministry of Social Welfare and Youth
NAVETQ	National Agency for Vocational Education and Training and Qualifications
NES	National Employment Service
NESS	National Employment and Skills Strategy
VET	Vocational education and training
VTC	Vocational training centre

CONTACT US

Further information can be found on the ETF website:

www.etf.europa.eu

For any additional information please contact:

European Training Foundation
Communication Department
Villa Gualino
Viale Settimio Severo 65
I – 10133 Torino

E info@etf.europa.eu
F +39 011 630 2200
T +39 011 630 2222



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