

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS



ALBANIA

In Albania there is a clear policy commitment with respect to continuing professional development (CPD) for vocational teachers and trainers expressed in the NESS 2014–2020.

Implementation of the strategy is underway, through pilot programmes for vocational teachers and teacher educators. 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 vocational teachers. The majority of the specialist training activities are organised and supported (technically and financially) by donors' projects.

During the course of 12 months prior to the survey 42% of vocational teachers participated in CPD events out of school and 38% in events in school. Just 23% participated in CPD relating to their vocational specialism.

Some schools have benefited from donors' projects, which have organised and implemented a considerable number of trainings for certain groups of vocational teachers. Most vocational teachers and instructors in schools have not received any pedagogical training. This is being addressed through a programme piloted by NAVETQ with support from GIZ, which should be rolled out to all vocational teachers and instructors according to the published Road Map.

Most of the organisations providing CPD have limited know-how and capacity to provide or design CPD that addresses the vocationally specific needs of vocational teachers and trainers, e.g. up-to-date knowledge of current industrial practice and understanding of how to develop practical skills.

Employers have no or little involvement in the design or accreditation of CPD for vocational teachers. Almost all stakeholders agree that monitoring – and more generally the quality assurance for the CPD system – is missing.

Some vocational schools organise and deliver CPD for their own staff, for example, through observation, peer support, staff training sessions. Some 38% of vocational 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 organised in the biggest schools and schools supported by donors' projects.

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 is not properly

implemented and does not drive the design and provision of training.

According to the survey, around 50% of vocational teachers reported a need for a particular type of CPD which they did not receive in the last 12 months.

Furthermore, 49% of vocational teachers report that the CPD offered to them is not relevant. Currently there is a pilot project to train managers in selected vocational schools to undertake needs analysis and plan training in their own schools. In vocational schools there are procedures for the 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 or institutions practice it. There are no special trainings for vocational mentors and their status is not adequately regulated.

There are 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 education and training is growing and there are some initiatives. Developing the role of education-business coordinators in schools (PASO) represents a key opportunity.

Selected recommendations

1. Finalise the legal framework for professional development (and initial education) for vocational teachers and instructors, giving consideration to the role of mentors, with prior consultation with stakeholders 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 professional development and accreditation for vocational teachers and instructors.
3. Provide secondary legislation and funding for school units responsible for professional development.