LEARNING TO LEARN AND ENTREPRENEURSHIP LEARNING COMPETENCES IN VET AND HIGHER EDUCATION IN ALBANIA

THE EUROPEAN TRAINING FOUNDATION (ETF)
HELPS TRANSITION AND DEVELOPING COUNTRIES TO HARNESS THE POTENTIAL OF THEIR HUMAN RESOURCES THROUGH THE REFORM OF EDUCATION, TRAINING AND LABOUR MARKET SYSTEMS IN THE CONTEXT OF THE EU'S EXTERNAL RELATIONS POLICY.

HOW TO CONTACT US

Further information on our activities, calls for tender and job opportunities can be found on our web site: www.etf.europa.eu

For any additional information please contact:

External Communication Unit
European Training Foundation
Villa Gualino
Viale Settimio Severo 65
I – 10133 Torino
T +39 011 630 2222
F +39 011 630 2200
E info@etf.europa.eu

LEARNING TO LEARN AND ENTREPRENEURSHIP LEARNING COMPETENCIES IN VET AND HIGHER EDUCATION IN ALBANIA

Prepared by the Human Development Promotion Center (HDPC)
Supported by the European Training Foundation (ETF)

Lead Authors: Dr. Lindita Xhillari, Dr. Ylli Çabiri
Expert Group: Dr. Maksim Konini, Dr. Sotir Rrapo, Prof. Dr. Mimoza Gjokutaj, Prof. Dr. Shyqyri Lllaci
Survey Lead Expert: Armand Frangu
Project: Key competences for lifelong learning, 2006 – 2007
February 2007

TABLE OF CONTENT

GLOSSARY OF ACRONYMS

AA	Accreditation Agency
CTQE	Center of Training and Qualification for Education
EC	European Commission
EU	European Union
ICS	Institute of Curricula and Standards
IPS	Institute of Pedagogical Studies
MoES	Ministry of Education and Science
MoLSAEO	Ministry of Labour and Social Affairs and Equal Opportunities
MP	Master Plan
MTEF	Medium Term Expenditure Framework
NAVET	National Agency on VET
NCET	National Centre for Evaluation and Tests
NCHES	National Council for Higher Education and Science
NES	National Employment Service
NQF	National Qualification Framework
NSSED	National Strategy for Social and Economic Development
NVQF	National Vocational Qualification Framework
PUT	Polytechnic University of Tirana
RDE	Regional Department of Education
SAA	Stabilization Association Agreement
UoA	University of Agriculture
UoT	University of Tirana
VET	Vocational Education and Training
WP	Work Programme

EXECUTIVE SUMMARY

INTRODUCTION

Following the Education and Training 2010 Programme adopted by the European Council in 2002, eight key competences were identified representing a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. The concept of key competences is quite new to Albanian environment and it has neither been considered in the reforming process of the education sector nor is sufficiently implemented in the existing school programmes.

This research study is focused in two of them, the Learning to learn and Entrepreneurship competences and aims to promote an internal debate of different related stakeholders on the necessary actions to be followed for the inclusion of these two Competencies in the Albanian education reform based on learners' needs and country's context. The study is conducted on two education levels, the secondary VET schools and higher education. The methodology consists in a qualitative and quantitative analysis, assessing the actual status of the education reform through desk review and focus group discussions, and conducting a survey with pupils, teachers and students using a highly representative sample.

KEY COMPETENCIES IN EDUCATION REFORM

The Albanian education system is under reforming in all its levels, largely considering the EU integration agenda. The reform of the vocational education and training system is based in the National Strategy for the Development of Pre-University Education Sector. A National Strategy for Higher Education reform is lacking and the actual reform is following a draft Master Plan. In both documents there is not explicit reference about Key Competences. From the institutional viewpoint, the Ministry of Education and Science is the main governmental body responsible for preparing and implementing educational policies and for managing the education system in Albania, using also the Regional Education Departments and several subordinate institutions. The role, contribution and responsibility of these institutions regarding the introduction of the key competences in the existing education system, the implementation and the monitoring progress are not yet identified. From the legal view point, there exist specific laws regulating VET system and higher education, which currently are not responding to a series of pending issues such as VET financing, human resource development, teaching staff motivation, and support and participation of all related stakeholders in education. The existing laws are weak in removing barriers for more autonomy in Universities and developing a deep and multidimensional quality reform, based in the wide involvement of professors, academics and students.

Curricula reform is one of the most important components of the current education reform. This process has been sporadic and not institutionalized by the MoES, the human capacities and the teachers' financial motivation to develop, adapt and implement the curricula in the school level was limited and the conditions of workshops were poor. There is also evidence that during the implementation of Bologna Declaration in Albanian High Education system, faculties focus more on preparing the study plans timely compatible with the 3+2 system rather than in modernizing curricula. Entrepreneurship competence in universities is conceived only as part of economic education. The knowledge on entrepreneurship in other curricula is limited, sporadic, and not well integrated. As results,

concrete measures are needed to be taken by the MoES and universities in order to support the process of the curricula reform such as the preparation of the NQF, the compilation of the national list of specialties, definition of the respective curricula standards and methodologies considering labour market needs and ensuring the participation of business community representatives. These measures will help also the introduction and implementation of the Learning to learn and Entrepreneurship learning competences in vocational schools and in higher education.

Learning to learn approach

Learning concepts, motivation for learning, learning strategy, evaluation and the abilities of the pupils and students by the end of the school are analysed. The research results show that VET pupils and students at university find learning important, useful, and interesting, but at the same difficult. However, one third of pupils learns only to pass exams and not to cultivate and increase their competences, one fifth of them stops learning immediately after finishing school and one third of them consider that for professional success in Albania, personal and family relations are much more important than learning. The concept of learning is correctly perceived by the large majority of students who consider it as a way to absorb knowledge and to understand better the world around, and are aware that a person learns during all his life.

Learning motivation for pupils relies both on external and internal factors. A large majority of pupils consider learning as important for them and relate learning to their desire to enrol in the university, to find a job, to become skilful and to ensure good employment. One out of two pupils is motivated to learn in order to be considered good student by the others, about two out of three pupils wouldn't like parents to criticize them, they feel ashamed if they don't learn or they learn because others expect it from them. Compared to pupils, in their motivation for learning students are driven more by their own reasons, and learning for getting a good mark remains important for a considerable number of them. The majority of pupils use a traditional learning strategy. The domination of traditional learning strategies is mostly related to the low level of teachers' competencies, limited teachers' motivation to introduce new learning strategies, high influence of parents the majority of whom are used only with the traditional ways of learning, poor learning environment and infrastructure, etc. Students also need to be encouraged by their professors to enrich the learning methods by using more those that help to increase and better absorb knowledge. The study also reveals that the evaluation mechanism in vocational schools are old fashioned. One out of four pupils thinks that they can have good marks without knowing how to learn. Also appear to have little pupils confidence on the objectivity of teacher evaluations, while the teacher-pupil communication and feedback prior and after evaluation is weak.

In their perception about their future job, pupils seem confused and there's a difference between what they wish and what they feel as affordable. They consider it important to secure a job without risk and they declare their intention to start a job in which they can take decisions, be independent and earn a lot of money. The wish guided pupils' expectations dominated by desires, hopes are linked also with the limited information they have on the labour market requirements due to the lack of guidance sessions for VET pupils' future career. Students also prefer to be employed in job without risk, but for them it is important to have a job in which they can learn constantly something new and in which they will be given a lot of new chances. Earning a lot of money is preferable for students, which might be due to poor living conditions in their families and their intention to become financially independent from their families.

Developing entrepreneurship knowledge

At present, the relations between vocational schools and businesses are weak. The majority of pupils never talked with entrepreneurs, never visited a successful company, never worked on development of business ideas and have no knowledge on how to

develop a successful firm. This was also confirmed by the majority of teachers admitting the poor links of pupils with communities, the limited possibilities to realize practices as a successful entrepreneur, and the lack of the pupils' fundamental knowledge on entrepreneurship. In addition, teachers also seem to have a limited level of knowledge on the entrepreneurship competence. The VET pupils, including pupils graduated in the school of economics, have generally limited knowledge on basic economic concepts. On average about 40% of pupils were not able to pass for their answers on simple questions about the concept of productivity, taxes, availability of resources and demand-supply influence on price, while the average mark of all surveyed pupils is 5.8 out of a 10 scale school evaluation system. About a quarter of the pupils were not able also to provide the right answer about the main steps to establish a business activity.

The links with the businesses and enterprises are much weaker for students. Students have rarely or never been introduced to employment procedures in an enterprise, visited a company, learned more how a company functions, or been introduced to the ways the company is established. Most students declare that they never or rarely had the opportunity to know how a successful company works. Also, about one out of four students never had the possibility to learn how to apply for a new job, who to ask for help when they have a job idea, and how to work to develop employment ideas. This situation is due to heavily theoretical curricula, lack of teacher motivation to think beyond the narrow interest of the subject as well as lack of career guidance programmes to prepare students for the labour market. In addition, the students' answers on the questions about basic economic concepts were not satisfactory and about one fifth couldn't get a pass mark. The average mark is 6.8 on the question about the necessary main steps to establish a business, and it is alarming that about one fifth of students studying in economics are not able to identify any step.

The fundamental role of the teachers

The teaching methods, teacher-pupil relations and the quality of evaluation were analysed. Teaching method is far from effective and teaching is largely a one direction action (teacher to pupil), dominated by teacher and not pupil centred. In addition the knowledge provided by teachers is isolated within the delivered subjects and not always linked to examples from the everyday life. This is partially linked with the poor teaching environment and partially with the level of teaching competencies. However, there are efforts made by teachers to assist pupils during their learning. The large majority of pupils admit that teachers give clear instructions on tasks to solve, orient them to care more for the content of what they learn in class, promote them to think something new and work in a new way and to take decisions independently. In the universities, the teaching methods generally are not more developed than in vocational schools. The majority of students consider that often the professors dictate the lecture, working in groups is not encouraged and their professors almost never or rarely use teaching tools such as projector, computer, video etc. or never or rarely connect the content with other subjects. More than half of the students admit that working in a new way and taking decisions independently is almost never or rarely encouraged by professors and they are almost never or rarely stimulated to propose new activities or to plan their obligations.

The general perception is that teacher-pupil relation are good and without visible problems. Teachers seem to be confident regarding their role to motivate the less interested pupils in learning, to increase their confidence related to learning, to stimulate students' initiative, to promote their creativity and critical thinking. In contrary, student-professor relations seem to be cold and distant. Thus, only a few students think that professors are almost every time polite to them or professors behave similarly with all the students during all the time. Most of them declare that professors almost never or rarely take care about the less good students and students admit that they rarely participate in taking decisions on the teaching ways.

The teacher-pupil communication and feedback prior and after evaluation is weak. Half of the pupils declare that teachers never or rarely give explanations to them for a given mark while pupils' self evaluation and pupils' evaluation of each other is seldom used or encouraged by teachers. Regarding the pupils' participation in the evaluation of teaching process, the survey results show that only about one out of two teachers totally agree on the importance of this participation and that students should evaluate regularly their teacher's quality of work. This is related to the traditional methods of teaching that dominate the Albanian education system and to the low level of teachers' competencies and knowledge on the new teaching skills.

Overall policy actions regarding Learning to learn and Entrepreneurship learning

Policymakers should integrate the learning to learn and entrepreneurship competences into the national education reform agenda, considering specific measures for increasing awareness and skills at decision making level and implementing institutions, clarifying responsible structures for implementation, monitoring progress, and completing the related legal and regulatory framework. Teachers' skills regarding the key competencies need to be developed through pre-service training including specific training at university regarding the new teaching and learning methods and entrepreneurship competencies, and in-service training including specific modules for teachers and academic staff. Pupil and students skills regarding learning to learn and entrepreneurship competences need also to be developed through increasing their awareness on the new learning and entrepreneurship concepts, preparation and implementation of instructional modules as part of the school learning plan, and promotion of pupils and students associations and other representatives structures, and media to develop awareness campaigns. Parents and business community should have more and increased role to influence and contribute and there is a need for raising their awareness about the contribution that they could provide, promoting their participation in the education process, and developing and disseminating the successful entrepreneurial models.

1. INTRODUCTION

1.1 The European Council (EC), in Lisbon meeting in 2000, set out as a new strategic goal of European Union (EU) "to become the most competitive and dynamic knowledge based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion". In order to attain this goal, a concrete report with detailed objectives followed by a Work Programme (WP) was adopted by the Education Council in 2001. A special Working Group of experts from EU countries was established to work on basic skills, which identified a framework comprising eight Key Competences that are considered necessary for everyone in a knowledge based society. The defined key competences go beyond what is generally referred to as "basic skills" or "life skills" which are literacy and numeracy. Key Competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment[1].

1.2 The Key Competences framework comprises 8 domains:

(i) Communication in mother tongue;
(ii) Communication in foreign languages;
(iii) Mathematical literacy and the competence in science and technology;
(iv) Digital competence;
(v) Learning to learn;
(vi) Interpersonal, intercultural and social competences;
(vii) Entrepreneurship; and
(viii) Cultural expression.

The Framework specifies the definition and the knowledge, the skills and the attitudes for each competence. The Key Competences nowadays are getting crucial importance in EU for having sustainable development and social cohesion. There are indications that show several factors that lead to an increased interest in competences as an invaluable complement to subject knowledge in a climate in which economic growth and social cohesion are vital. The factors include the EU enlargement, the ageing population, the increasing migration, the increasingly complex career paths, and consistently high levels of unemployment and the associated risk of social exclusion. The notion of Key Competences has gained wide acceptance and the competences are increasingly embedded in national curricula across Europe. The education systems have begun to make explicit reference to the concept of key competences. However, the reforms are very national specifically based in the national developments in addition to broader challenges facing all European Countries.

1.3 The Albanian education system is under-reforming in all its levels, largely considering the EU Agenda. The objective of the ongoing reform is to enable the young population to learn and build up their knowledge and skills with a view to find their place in the rapidly changing society and to implant in them the desire and competence for lifelong learning[2]. However, the education system faces many deficiencies in terms of its outcomes. Albania's stock of human capital, measured by the average years of educational attainment of adults, is relatively low (8.5 years compared with 12 years in EU and 14 years in OECD countries). Albania still has significantly lower enrolment rates at

1 European Commission, Implementation of "Education & Training 2010" Work Program, November 2004.

2 MoES, The national Strategy of Education 2004-2015, 2004

the Secondary and Higher Education (HE) levels (56% and 13%) than EU-15 (82% and 25%) and the situation is considered particularly problematic because the Albanian economy has an increasing need for a more sophisticated labour force equipped with competences, knowledge, and workplace skills that cannot be developed in primary or basic education. Continued lags in secondary and tertiary education outcomes would constitute a constraining factor to the country's future economic prospects.

1.4 The concept of Key Competences for lifelong learning is quite new to the Albanian environment. As such, it has neither been considered in the process of developing the national core curricula nor it is sufficiently implemented in the existing school programmes. However, the introduction and adaptation of the Key Competencies Framework to the Albanian education system will be very important in the process of transforming the sector from an input based to an output and efficient model of knowledge.

2. KEY COMPETENCE PROJECT

2.1 This study is performed in the frame of a regional ETF project on Key Competences for lifelong learning. The project involves Albania, Croatia, the Former Yugoslav Republic of Macedonia, Serbia and Montenegro and it is focused on two out of the 8 Key Competences Framework, the Learning to learn and Entrepreneurship learning.

> The framework on key competences provides the definition for both competences and the basic elements for each competence such as knowledge, skills and attitudes. According to the agreed definition of the Working group of European Experts the **"Learning to learn"** comprises the disposition and ability to organise and regulate one's own learning, both individually and in groups. It includes the ability to manage one's time effectively, to solve problems, to acquire process, evaluate and assimilate new knowledge and skills in a variety of contexts-at home, at work, in education and in training. In more general terms, learning to learn contributes strongly to managing one's own career path. **"Entrepreneurship"** definition has an active and a passive component, which are the propensity to bring about innovation oneself, but also the ability to welcome and support innovation brought about by external factors. Entrepreneurship includes welcoming change, taking responsibility for one's actions (positive or negative), setting objectives and meeting them and having the motivation to succeed.

2.2 The study describes how Learning to learn and Entrepreneurship learning competencies are included or exists in the formal Albanian educational system and to what extent the existing education system is conducive to their development. The analysis and the derived results are a good basis to increase the awareness and understanding level about the concept of Key Competences, while the conclusions and recommendations will help to promote an internal debate of different stakeholders on the necessary actions to be followed for the inclusion of Key Competencies in future education and training reform based in learners' needs and country's context.

2.3 The research study in Albania is conducted on two education levels, the secondary VET schools and Higher Education (HE). The methodology consists in a quantitative and qualitative analysis. The quantitative analysis is based on the survey results covering pupils, teachers and students and using specific questionnaires for different target groups in both education levels. The qualitative analysis consists in two levels:

(i) *School/university level*, in which focus group discussions and individual face to face interviews were conducted with teachers/professors in service, in order to evaluate to what extent they are equipped with sufficient skills for developing both competences with their pupils and students. Focus group discussions were conducted with school principals and other education specialists in order to evaluate their attitudes towards the Learning to learn and Entrepreneurship learning competences and how much the school/university environment is supportive to the development of these competences. The representatives of the Ministry of Education and Science (MoES) and other central institutions related to education participated also in the focus group discussions; and

(ii) *National level*, in which there is made an examination of the national policies and institutional capacity related to curriculum reforms and teachers' trainings. In addition there was made the desk review of all relevant national and international reports and other documents related to issues of Learning to learn and Entrepreneurship learning.

3. VET AND HIGHER EDUCATION SYSTEMS IN ALBANIA

3.1 VET SYSTEM

3.1.1 The education system in Albania consists of:

(i) Pre-school education;
(ii) Basic Education;
(iii) Secondary Education; and
(iv) Higher Education.

The secondary education is general or vocational. The general secondary education is organized in 4 years. The vocational schools are organized in two levels: the duration of the first level is 3 years, preparing qualified pupils for all professions and thereafter graduated pupils are not eligible to be registered in the university. To do so, they should attend either the general secondary school or the vocational schools of the second level (organized in 3+2 years and 5 years) preparing technicians to be capable to work in different enterprises as well as eligible pupils to attend higher education.

Table 3.1: Main data on VET National Schools[3] in Albania, 2005-2006

No	School	Municipality/ Region	No. of specialties	No. of pupils	No. of teachers	
					General	Professional
1	Agribusiness School	Golemi/Tirana	2	495	18	12
2	School of Economics	Tirana/Tirana	4	811	21	16
3	Hotel-Tourism School	Tirana/Tirana	2	1,084	19	28
4	Electrical School	Tirana/Tirana	3	825	18	16
5	Construction School	Tirana/Tirana	7	696	21	31
6	Technical School	Shkodra/Shkodra	4	444	14	19
7	School of Economics	Shkodra/Shkodra	5	443	18	9
8	Forestry School	Shkodra/Shkodra	3	266	12	9
9	Technical School	Elbasani/Elbasani	6	730	26	22
10	Agribusiness School	Korca/Korca	2	361	10	8
11	Technical School	Korca/Korca	5	347	11	14
12	Technical School	Vlora/Vlora	5	719	27	17
13	Agricultural School	Berati/Berati	4	916	22	6
14	Vocational School	Durresi/Durresi	3	482	8	21
15	Agricultural School	Fieri/Fieri	7	725	17	27
Total				**9,344**	**262**	**255**

Source: MoES, Statistical Yearbook, 2005-2006

3 The information in the table does not include the schools for art and culture.

3.1.2 The education sector is considered as a priority by the Albanian Government. The public spending on education as a percentage of GDP has been gradually declined from 3.7 percent in 1996, to 3.1 percent in 2005, although the total public expenditure for education sector has been increased during the past 10 years. The public education expenditures in 2005 resulted about 2.6 times more than in 1996 following the GDP increase by about 4 times during the same period. More than half of education budget has been allocated to basic education, which was consistent to Albanian Government priorities. The vocational secondary education and the tertiary education are around three times more expensive than the general secondary education.

Table 3.2: Main data on VET Local Schools[4] in Albania, 2005-2006

No	City	No. of schools	No. of specialties	No. of pupils	No. of teachers	
					General	Professional
1	Tirana	2	7	304	26	21
2	Shkodra	3	5	386	29	17
3	Elbasani	2	10	878	15	10
4	Korça	2	6	491	21	29
5	Korça/Pogradeci	2	5	318	12	8
6	Vlora	1	3	481	18	10
7	Vlora/Saranda	1	2	253	10	3
8	Berati	3	15	679	25	21
9	Dibra	2	3	652	28	6
10	Durresi	1	5	776	15	15
11	Fieri	2	8	737	23	23
12	Gjirokastra	1	5	203	9	9
13	Kukesi	1	4	99	7	3
14	Lezha	1	2	310	29	1
15	Lezha/Rubiku	1	3	224	18	9
Total		**25**		**6,791**	**285**	**185**

Source: MoES, Statistical Yearbook, 2005-2006

3.1.3 There are 40 VET schools in Albania including 15 national and 25 local VET schools and offering about 35 specialties. The national schools are located in 8 out of 12 regions in total (see Table 3.1). The local VET schools are located in 21 out of 36 districts in total (see table 3.2).

3.1.4 The national VET schools are under direct responsibility of the MoES, which hires the school principals, gives the approval for hiring the teaching staff upon the proposal of Regional Directory of Education (RDE), decides on the school budget and manages the largest part of it. The national VET schools are allowed to generate funds, but they can manage only a very small part of it. Recently, some schools have opened their own bank account and have employed a financier who manages the funds allocated by the MoES and the funds from own school revenues. All the responsibilities for the local VET schools are under the RDE such as the principals and teachers' recruitment, financial management etc. The local VET schools are not eligible to have their own bank account.

4 idem.

3.1.5 The number of pupils enrolled in VET schools in Albania has changed significantly after the fall of communism. The vocational enrolment rates in 1990 were 72% of the total enrolment in secondary schools and it plummeted after the demise of communism reaching to 18% in 2005 (see Table 3.3). After 1990, many vocational education schools closed down especially those offering agricultural vocational education. It is hard to gauge how much education value was lost in this process because most of the closed down schools were connected with the collective economy that was privatized in the early stage of the transition. In addition, it is not sure to what extent the attendance in these schools was demand driven or it was imposed by the regime.

Table 3.3: Enrolment in secondary education during the period 1950-2005

In %

	1950	1960	1970	1980	1990	1995	2000	2001	2002	2003	2004	2005
General	29	53	38	19	28	79	84	84	84	82	83	82
Vocational	71	47	62	81	72	21	16	16	16	18	17	18

Source: MoES, Statistic Department, Statistical Yearbook, 2006

3.1.6 The total number of students in the academic year 2005-2006 in VET schools was 16,135, of which 76.7% attended the 5 years' schools leading to a diploma and 23.3% attended the 3 years schools leading to a qualification certificate. About 7.8% of the total number of pupils enrolled in vocational education attends private schools[5]. The total number of teachers is 987, out of whom 44% are teachers of professional subjects.

3.1.7 The Albanian VET system continues to be a traditional one. It is an input based and process focused system as compared to the modern output based and quality focused system. This is especially related to the past of the VET system, which up to 1990 was characterized by the system of Certificates related to different education types and levels, and the system of Categories related to different employment types and levels. The current priority measures of the Albanian Government assisted by some international donor projects are more focused in the rehabilitation of the existing VET system rather than in making fundamental changes in its function and content.

3.1.8 The existing VET system is poorly linked with the labour market needs. This derives from:

(i) Lack of evidence of labour market requirements that correspond to the new professions and qualifications' needs in response to the fundamental structural changes in the Albanian transition economy;
(ii) Inadequate curricula that does not meet the actual social and economic needs and the requirement of an innovation-driven economy;
(iii) Inadequate teaching and learning methods; and
(iv) Lack of a quality assurance policy and a quality evaluation system.

3.1.9 VET currently is not as attractive as the general education. This is reflected in the relatively low enrolment rates in secondary VET schools and it is related to:

(i) Low access and lack of the appropriate knowledge in the VET schools as compared to the HE requirements;
(ii) Limited choice and flexibility in specialty and curriculum selection;
(iii) An excessive focus on content and facts, which encourages a teacher-centred model and does not motivate students to express their opinion, to develop initiative and executive thinking skills ("knowing how to learn" skills), problem-solving skills, and critical thinking skills key to modern economies;

5 MoES, Statistical Yearbook 2005

(iv) Lack of flexibility for learners to progress from one to another level of vocational qualification;
(v) Significant quality differences and reputation between existing VET institutions; and
(vi) Limited access to employment opportunity.

3.1.10 The existing VET system in Albania is not comparable to international classifications. A detailed description of the existing levels and competencies is missing; the non-formal and informal learning concepts are not yet validated; there is evidence of inconsistencies and discrepancies between different levels of vocational education. There are clear regional disparities in the development of Albanian VET system. The role of social partners in VET system is insignificant.

3.2 THE HIGHER EDUCATION SYSTEM

3.2.1 The HE system in Albania includes 11 Universities, out of which 5 are located in Tirana and 6 in other cities. The Universities are organized in Faculties of different specific sciences. There are also 16 private Universities located in Tirana, which in the academic year 2005-2006 enrolled only 3.3% of the total number of full time students. Most private Universities started their activity in 2006.

Table 3.4: Number of students enrolled in public tertiary education, 2002-2005

	2002-2003	2003-2004	2004-2005	2005-2006
Students full time	30132	36244	43185	50567
Students part time	13468	16365	19616	21898
Total	**43600**	**52609**	**62801**	**72465**

Source: MES, Statistic Department, Statistical Yearbook

3.2.2 Since 2002 there has been a massive expansion of enrolments in HE. In the past, only half of secondary graduates entered in tertiary education, today ¾ do. The number of full-time students and part-time students over the period 2002-2005 has increased by 66.2% and 62.5% respectively (see Table 3.4). The increase of part-time students in some subjects has been even greater mainly due to the fee differentials, which might have a distorting effect to the incentives of Universities for full or part-time students. There is evidence that there is a low quality of entered part time students. For instance, in the last academic year, 40 out of 700 part time students were able to complete the studies in Faculty of Economics in UoT, while in regional universities the completion rate is around 70% due to lower quality requirements.

3.2.3 The University of Tirana (UoT) is the biggest one in Albania and it includes 8 Faculties. It is followed by the Polytechnic University of Tirana (PUoT) and the University of Agriculture (UoA). These Universities enrol about half of the total full-time students in the country. The students' enrolment according to branches is 25% in Education, 25% in Economics, Social Sciences and Justice, 2.3% in Natural Sciences and 11% in Engineering. There is not a systematic link between students' enrolment according to branches and the labour market needs and there is a lack of empirical studies on labour market implemented by the Universities or by the specialised research institutes.

Table 3.5: Main data in Public HE in Albania, 2005-2006

No	University	Location	No. of faculties	No. of students			No. of professors	
				Full time	Part time	Corres-pon.	Full time	Part time
1	University of Tirana	Tirana	8	16,771	3,929	3,489	709	870
2	Polytechnic University	Tirana	5	5,368	–	–	260	293
3	University of Agriculture	Tirana	3	4,684	1,468	336	220	53
4	Luigj Gurakuqi University	Shkodra	6	5,490	1,783	2,816	154	165
5	"Aleksander Xhuvani" University	Elbasan	7	5,612	2,916	875	174	234
6	Fan S. Noli University	Korçe	4	2,970	551	149	76	209
7	"Ismail Qemali University"	Vlore	6	4,849	2,025	–	106	370
8	"Eqerem Çabej University"	Gjirokaster	4	3,436	1,171	390	110	237
9	Academy of Fine Arts	Tirana	3	859	–	–	112	251
10	Academy of Physical Education and Sports "Vojo Kushi"	Tirana	1	528	–	–	42	35
11	"Aleksander Moisiu" University	Durres	–	–	–	–	–	–
				50,567	**13,843**	**8,055**	**1,963**	**2,717**

Source: MoES, Statistical Yearbook, 2005-2006

Table 3.6: Main data on Private HE in Albania, 2005-2006

No	University	Location	No. of branches	No. of students	No. of professors	
					Full time	Part time
1	"Luarasi " University	Tirana	1	496	7	72
2	"UFO Dental University"	Tirana	7	365	22	27
3	"The Lady of Good Council University"	Tirana	9	428	4	93
5	"Marubi" University[6]	Tirana	4			
6	"Marin Barlet" University	Tirana	10	24	3	27
7	"Crystal University"	Tirana	4			
8	"The first Justinian University"	Tirana	1			
9	"Sevasti dhe Parashqevi Qiriazi" University	Tirana	3			
10	"Europian University of Tirana"	Tirana	5			
11	"Justicia" University	Tirana	1			
12	"Aldent" University	Tirana	2			
13	"Medikadent" University	Tirana	1			
14	"Wisdom University"	Tirana	2			
15	"POLIS University"	Tirana	2			
16	"NEW YORK University"	Tirana		403	18	19
				1716	**54**	**238**

Source: MoES, Statistical Department, 2006

3.2.4 HE system in Albania provides undergraduate, master and doctoral studies. Doctoral education is currently extremely small and almost entire within the three main Universities in Tirana. Foreign trained PhDs have started to be involved in teaching and research, which is considered a healthy injection to HE in Albania. Master program is developed in the framework of Bologna process only in Tirana Universities, which have sufficient staff capacity to undertake it.

6 The universities for which data do not exist have started the activity in the academic year 2006-2007.

Currently, the Master studies implemented are:

- “Master in European Studies” (in UoT),
- “Master in Economic Studies” “Master in Finance” “Master in Accounting” (UoT),
- “Master in Enterprise Management” (PUoT),
- “Master in Veterinary Medicine” (UoA).

Joint degrees with other Universities are not applied yet in the public HE system due to legal barriers and incompatibility of standards and due to a lack of initiative by the universities. Two private universities have undertaken the initiative and have established joint degrees with their partners. The draft Law on HE defines that only universities fulfilling the academic standards are allowed to propose joint degrees.

4. OVERALL POLICY ASSESSMENT

4.1 EDUCATION DEVELOPMENT STRATEGIES

4.1.1 The National Strategy for Social and Economic Development (NSSED) is the basic programming document of the Albanian Government. It has six main objectives to be achieved for the education sector in a mid-term period 2004-2007:

(i) Increasing efficiency in administration sector, management and fund use;
(ii) Increasing enrollment in the basic education;
(iii) Reforming secondary education structure and content;
(iv) Gradual EU integration of the higher education;
(v) Reforming scientific research; and
(vi) Increasing human resource capacities.

The Medium Term Expenditure Framework (MTEF) provides a framework for the strategic prioritization of public expenditure that links government policies defined in the NSSED to expenditure plans, and it facilitates technical efficiency in the use of budget resources. There are no direct references in NSSED regarding EU initiatives in Education, the objectives are broad and the priorities within the sector are not well defined. The education objectives are not interrelated with the development policies in the labor market. The Government Program 2005-2009 contains more specific mid term priorities in education such as supportive policies for lifelong learning, higher school autonomy, more priority to vocational education and better linkages with the labor market.

4.1.2 The National Strategy for the Development of Pre-University Education Sector is approved by the Albanian Government in August 2004. It covers the period 2004-2015 and it has four main priority areas for the education sector reform:

(i) Governance including decentralization and school autonomy;
(ii) Teaching and absorption quality including the preparation of the National Curricula Framework and strengthening teachers' training;
(iii) Financial reform of the pre-university education; and
(iv) Human resources development including the increase of teachers' competences and the introduction of a flexible curricular system.

This strategy establishes the objectives, the indicators of achievement and the timetable for each of the above priority areas.

4.1.3 The National Strategy for VET is prepared at the beginning of 2006 and it is incorporated in the National Strategy for the Development of Pre-University Education Sector. It defines the objectives, the indicators of achievement and the Action Plan of the implementation for VET education for the period 2006-2009. The action plan contains activities for each objective, indicators of achievement, time frame, responsible institutions and financing source. However, the activities are not associated with the related estimated cost, which makes it difficult to judge to what extent the action plan is realistic and achievable.

4.1.4 There is no explicit reference about the Key Competences in the Pre-University Education and VET Strategy. This strategy is highly focused on technical elements of education sector development and it has very weak references to the overall country's development. From the strategic point of view, it is difficult to assess *firstly*, how capable the education system will be to prepare citizens that can manage effectively their career, be creative and apply their skills in all contexts, undertake initiatives and solve problems and *secondly*, how their skills will fit with the country's labor market needs and requirements of international economies.

4.1.5 The strategy sets a number of important reforms that are crucial for the implementation of Key Competences Framework, which are:

(i) Implementation of an education structure of the pre-university education 5+4+3 under which the compulsory education (5+4) will be focused more on knowledge in reading, writing, numeracy, knowledge on civic education, society and health, while the secondary education will be focused on providing more knowledge and skills useful for everyday life and for market economy;
(ii) Preparation and implementation of the new curriculum framework;
(iii) Rationalization of subjects by using the method of "curricula development based on learning results" instead of "curricula development based on subjects"; and
(iv) Increase the quality of school content.

Although there is not explicit reference on the development and inclusion of the Key Competences in the above planned reforms, this strategic framework can accommodate the introduction and development of Key Competences during the reforming process. Currently, the Key Competences are not yet part of the reform agenda at the ministerial level and there is a very low awareness level of policy and decision makers in all levels.

4.1.6 The HE system has a special importance for the country's development and for the quality of all pre-university education levels. As such, the development of HE should be closely linked with the overall developments of the country as well as with the strategies of pre-university education. There is not an indication in NSSED about the general directions for the future development of the country that could provide a steer about the balance of HE growth in terms of broad subject areas. Such indication is important because it would help to plan better the expansion of universities and faculties according to subject areas. For instance, there are only 8% of students enrolled in science in Albanian Universities compared to 20-30% in transition economies. The labour market needs and countries' development priorities are the factors determining whether this is the right proportion or not, a question which is not yet addressed in Albania.

4.1.7 There is not in place a National Strategy for HE in Albania. However, the MoES has carried out a pre-assessment report[7] followed by a draft Master Plan[8] (MP) on the HE in Albania. The draft MP aims to identify the main components of a 10 year strategy for HE, which after a consultation process could be detailed in an Action Plan. The draft MP emphasizes that "market economies in the 21st century need people with appropriate competences rather than a particular qualification" and it ensures a good level of inclusion of key competences in its objectives. One of three settled objectives in the draft MP regarding HE is the promotion of economic development of the country by providing highly skilled manpower and it stresses out that the HE should prepare graduates for the labour market needs for transferral and generic skills such as analysis, thinking, reasoning, presenting and communicating. These aims are very important in guiding the future reforms in HE system. The MoES has committed to transform the draft MP into a National Strategy for HE in the near future, but there are not yet concrete steps undertaken in this respect.

7 S. Hatakenaka, Q Thompson, Albania Higher Education Report, March 2006.

8 MoES, Draft Master Plan for Higher Education in Albania, September 2006.

4.1.8 Albanian HE system is implementing the Bologna Process. In May 2006, a working group for curricular reform in accordance with Bologna Declaration was established by the MoES. The number of students enrolling the first two cycles of studies according to Bologna Declaration in the academic year 2006-2007 is 37,012 or 50% of the total number of students in Albania. The new system of studies is extended over all disciplines and specialties in the HE besides in the Faculty of Medicine in the UoT, Faculty of Veterinary at UoA and Department of Architecture and Urban Planning at the PUoT. From the legal viewpoint the mobility of students from one university into another within the country and their credits' transfer is possible as 70% of the study plans and programs for the same subjects are common. The application of students' mobility will create more opportunities to increase the level of competencies in students. The commitment to implement Bologna Process is a good opportunity to introduce and to equip students with Learning to learn and Entrepreneurship learning competences. However, there is evidence that in the course of the implementation of this process some universities are simply re-packing their current curricula rather than taking opportunity to modernize their curricula and to increase students' opportunities to improve competences.

4.2 INSTITUTIONAL FRAMEWORK

4.2.1 The MoES is the main governmental body responsible for the implementation of educational policies and management of the education system. This responsibility is exercised by the administration and management staff in the Ministry and by 13 regional administration entities functioning at local level. In addition, there are operating four main subordinate institutions. *The Institute of Curricula and Standards (ICS)* established in 2003, responsible for drafting and developing the curricula and standards in the pre-university education as well as for making studies on psycho-pedagogical aspects of the pre-university education, *The Center of Training and Qualification for Education (CTQE)* established in 2005, responsible to develop and support the training and qualification program of teachers in the pre-university education system, *The National Center for Evaluation and Tests (NCET)* established in 2001, responsible for drafting and administering tests and other evaluation instruments for pupils, qualification of teachers and education specialists on evaluations of national exams, and publication of reports and results of evaluations and national tests. These institutions are in charge also of VET schools curriculum, teachers' training and evaluation and tests as part of the pre-university education. In November 2006, *The National Agency for VET (NAVET)* was established, responsible for the preparation of the list of qualifications and National Qualification Framework (NQF) as well as for the accreditation of VET institutions. These institutions, which are newly established, are in the process of strengthening their capacities and increasing the role in reforming the overall education sector. There is a low level of knowledge about key competences in these institutions. Currently, the available human resources and funds are highly insufficient to allow these institutions to undertake systemic reforms in VET schools.

4.2.2 The *MoES* and the *Accreditation Agency (AA)* are the main institutions in charge of HE. The AA is established in 1999 and it is responsible for evaluating the quality of universities, making the academic accreditation as well as formulating the procedures, standards, criteria, formats and indicators in coordination with the universities, which serve to them for internal self evaluation. In January 2007 the *National Council for HE and Science (NCHES)* was created as an advising body near the MoES in order to draft and develop strategies and policies for HE and scientific research. At present the MoES has not sufficient capacities for analytical thinking and it has turned to be more of an administrative body than a strategic and policy focused one. The establishment of the NCHES is a good institutional step to assist the MoES in strategic thinking. Recently, it is proposed that an institution responsible for Matura and the university admission process be established. The current institutional framework is appropriate for the implementation of foreseen reforms in HE, but it is necessary that each institutions' role be further developed

and strengthened. Meantime, the future institutional reforms should have their main focus in the improvement of governance, management and the autonomy of universities.

4.3 LEGISLATIVE FRAMEWORK AND ITS IMPACT ON THE SCHOOL AUTONOMY

4.3.1 The modernization of legal and regulatory framework has been a fundamental aspect of reforming the education sector in general and the VET and HE in particular. The improvements in legislation especially during last years have been guided by the Stabilisation and Association process as well as by the related international developments especially within the EU such as Bologna, Lisbon and Copenhagen processes.

VET System

4.3.2 The existing legal and regulatory framework in vocational education in Albania comprises a series of Laws, Government Decrees and Directives of the Council of Ministers (CoM) and MoES. The institutional and financial autonomy and the curricula reform are the main issues to be considered in this framework.

The main Laws and Decrees that regulate the Vocational Education in Albania are:

- Law no. 7952 dated on 21.06.1995 “On the pre university education system”;
- Law No.8872 on March 29, 2002 “On the Vocational Education and Training in the Republic of Albania”;
- The Decision of CoM No.543 on October 31, 2002 “On the accreditation of VET institutions”;
- The CoM Decision No.432 on June 28, 2006 “On the management of the revenues created by the budgetary institutions”;
- The CoM Decision No.196 on March 20, 2003 “On the standards of VET curricula development”;
- The CoM Decision No.273 on May 10, 2006 “On the establishment of National VET Agency”;
- The CoM Decision No.120 on January 27, 1997 “On the rewarding of scientific papers, textbooks and other school materials’ authors”.

4.3.3 The institutional and financial autonomy of the vocational secondary schools is an indispensable element for the development of Learning to learn and Entrepreneurship learning. The current level of autonomy in VET schools in Albania is very limited and the decentralisation reform is slow. Almost all the competences regarding financial management and execution, human resource management, curricula development, and teachers’ qualification in VET schools are concentrated on the central level. Despite the ambitious objectives settled in the strategic documents regarding decentralization, the central government institutions seem to be very conservative, sceptical and disinterested in delegating more authority in schools. On the other side, schools are very slow in establishing and strengthening their management capacities due to the lack of motivation and lack of funds. A concrete example of the very low level of school autonomy is the fact that VET schools are not yet eligible to have their own bank account, which forbids them to be an independent contractual authority with the third parties. This situation has hindered the process of establishing public-private partnership and fund raising activities, which are particularly important taking into consideration the limited state budget to afford the current needs of national and local VET schools. Under these circumstances, even in cases when Learning to learn and Entrepreneurship learning will be developed in VET schools through curricular, cross curricular or extra curricular approaches, this effort will remain sporadic in

the short and medium term period and mostly facilitated by the international donors' financing without obvious impact, while the wide inclusion can be achieved only through a more systemic approach under a higher VET school autonomy.

4.3.4 In addition, the Directors of the National VET schools are appointed by the MoES, while the Directors of the Local VET schools are appointed by the RDE. The teachers of the national VET schools are recruited by the RDE without any participation of the school management in the recruitment process, while the recruitment process of teachers in local VET schools is made by RDE in cooperation with school directors[9]. School boards in VET are formal and not playing the real role they are meant to play. The limited financial autonomy has hindered the process of social partners' participation, the establishment of the councils for curricula development in school level, the institutionalization of cooperation with businesses' representatives regarding professional practices, the participation in teaching process, the students' participation in the testing procedure, etc. this situation in local VET school is largely unfavourable for the development of Learning to learn and Entrepreneurship learning competences.

4.3.5 Although VET Law stipulates that public VET schools are financially supported by the State Budget, local government, contributions by business associations and international donors etc. (articles 29 and 30), this is not applicable due to the lack of regulations in place. The lack of clear financial management procedures has created confusion and misinterpretation in schools and there is clear evidence that schools in many cases prefer to stay inactive rather than being proactively due to the fear of being punished by the auditors of VET schools[10]. The undertaking of entrepreneurial and other income generation activities in vocational schools is important for the strengthening of Learning to learn and Entrepreneurship learning as well as for raising funds that can be used to create a better learning environment for students, increase teachers' motivation, enrich workshops, libraries and laboratories, etc.

4.3.6 The curricula reform is also facing regulatory barriers due to the limited level of autonomy. The Government Decree Nr. 196, dated 20.03.2003 "On the standards of curricula development for the VET" has initiated the process of adapting a new model of curricula in VET schools considering the labour market needs and the social partners' involvement. However, the state financing in this respect is lacking and new curricula up to now are mostly developed with the support of international donors. The existing Governmental Decree No. 120, dated 27/01/1997 "On rewarding the authors of the scientific papers, textbooks and other school materials" is incomplete because it doesn't envisage any rewarding for the preparation and implementation of modular curricula. Also, although the vocational schools consider as very important the institutional participation of businesses' representatives in the process of curricula development, the regulatory framework in this respect is still lacking. This situation will negatively influence the development of Learning to learn and Entrepreneurship learning at least in the short and medium term period.

4.3.7 Considering the above issues some legislative improvements are proposed in a recent study[11], including:

(i) The preparation of a new VET Law, which should address Albanian VET objectives, qualification levels and duration, VET institutions coordination, curricula and standards and VET financing;
(ii) The preparation of a Law on National Vocational Qualification Framework (NVQF) which will define VET levels, VET standard profiles, progression routes, quality assurance, non-formal and informal learning, integrated credit system, qualification assessment, learning partnership, etc.;

9 Regulation of the MoES dated 22.12.2005 for the National VET Schools.

10 Ruzhdi Reçi, Aktivitete ne fushen e arsimit profesional, Arsimi dhe Formimi Profesional Nr. 9, 2006.

11 HDPC, Proposals for improvements in the Albanian VET legislation, August 2006.

(iii) The completion of the regulatory framework for the existing VET legislation, which is not fully applicable due to a series of pending issues such as the VET financing, human resource development, teaching staff motivation etc.; and
(iv) The improvement of the existing regulatory framework considered as out of date compared to the new VET developments in Albania and to the EU integration requirements.

These improvements will create a more favourable legal and regulatory environment for the development of Learning to learn and Entrepreneurship learning competences.

Higher Education System

4.3.8 The functioning of the HE system in Albania is based on Law No. 8461 dated 25.02.1999 "On Higher Education in Republic of Albania". The Law was conceptualized to bring greater autonomy to the governance of Universities. The Law has been modified with several important elements of the Bologna Process. The implementation of this Law made some positive steps in introducing elements of autonomy in Universities. However, the current Law is considered weak regarding important matters of the governance and management of universities and it creates barriers to increase the level of autonomy, which is an indispensable prerequisite for the quality of HE. The MoES has prepared a new draft Law for HE. It would be necessary that the draft law be approved after a wide consultation of legal experts with universities, professors, academics, etc.

4.3.9 The objectives settled in the draft Master Plan on HE in Albania can be achieved only with an increased level of autonomy of Universities matched by stronger internal and external management. Currently, almost all decisions regarding HE are taken by the MoES and the MoF, which has negatively influenced the overall situation in universities and in particular the development level of Learning to learn and Entrepreneurship learning competencies. Thus,

(i) The number and grades of all staff have to be agreed with the MoES and the university is not allowed to move internally a post (for instance between faculties) without permission.
(ii) Universities have no competences for staff promotion. The promotions' criteria are established nationally not reflecting teaching performance, but only the time served and the research productivity. The existing criteria for staff promotion do not motivate an increased teaching performance in universities.
(iii) Financial autonomy is very low under the current law. The funds are allocated according to specified budget lines defined and approved in all details by the MoF. The own incomes of the universities, generated mainly from students' fees, are transferred to the state budget and after being taxed, they are allocated as investments' fund to each university in proportion with university earnings. These allocations are made without reference to any plans based on projects or priorities for university's investment; and
(iv) Universities have the autonomy to decide about curricula development and changes, but they have no power, no funds and no motivation to encourage deep curricula reforms that aim development of generic skills of students, change of teaching style etc.

4.4 CURRICULUM FRAMEWORK

VET System

4.4.1 There is a National Curriculum Framework in Albania approved by the MoES. The main institutions involved in the preparation of the National Curriculum Framework are the MoES, ICS, MoLSAEO, NES and universities.

> In 2005, the MoES made an assessment of VET schools based on the quality of implemented curricula, learning conditions for theory and practice, teaching materials, teachers' competences, etc. The assessment' results indicate that there are 11 schools that can guarantee graduation of students with very good level of knowledge, 10 schools that can guarantee graduation of students with good level of knowledge due to inappropriate conditions for developing practices and inappropriate and lack of teaching materials, 11 schools that can guarantee graduation of students with low level of knowledge and 8 schools that can guarantee graduation of students with extremely low level of knowledge. Considering that the curriculum reform, teachers' competences and learning environment in VET schools are crucial for the development of key competences, a thorough analysis is undertaken in this respect to describe to what extent these aspects are conducive for Learning to learn and Entrepreneurship development in Albania.

4.4.2 The curriculum reform in pre-university education in Albania started in 1994 and it is continuing as part of the efforts to conceptualize the NQF. Following the experience of advanced countries, the main directions of curriculum reform up to now have been the development of *modular* and *frame* curricula. In fact, in most cases, standards emerged from the "analysis" of current teaching syllabi and textbooks (considering their content and objectives), and not from the occupation analysis. So, instead of "standard based curriculum", the inverse process has happened and "curriculum based standards" are compiled, which became part of frame-curricula documents and module descriptors. A general assessment shows that almost all VET reform interventions of the last decade in Albania (including donor initiatives) have been focused on the delivering part of the VET system (curricula, teacher training and infrastructure) without influencing the systemic part (needs, standards, assessment, certification, quality assurance) and the respective institutional arrangement[12].

4.4.3 The curricula reform process in VET started with revising the former vocational education plans (time-tables) and programs, in order to adapt them with the structural changes (from the traditional 4 years' courses to newly introduced 3, 3+2 and 5 years' courses). Under the supervision and management of the ex – IPS, groups of teachers and instructors re-wrote in a new template the theoretical/practical analytical programs (syllabi). This process was characterized by a lack of methodological skills in terms of curriculum development and evaluation, and lack of information on occupations and standards and as result the new syllabi were focused on contents, objectives and time allocation, but with no reference to the occupations and respective standards. In such conditions it is very difficult for both curriculum development and approval bodies to guarantee that appropriate knowledge, skills and attitudes are included in a respective qualification. Most VET schools in Albania are still implementing this type of outdated and highly detailed programs, which create very low opportunities for the development of Learning to learn and Entrepreneurship learning competences to the students and have a high level of rigidity to be reformulated from the viewpoint of Learning to learn and Entrepreneurship learning competence.

12 EIESP, Development of NQF, the Country Assessment Report for Albania, 2004.

Some main donors in support of curriculum reform in Albania

- **SwissContact** supported 5 VET schools in the process of revising the existing curricula for the specialties agro-mechanic, electro- mechanic, general electrician, automobile mechanic and hydro-sanitary installers. In one of the schools it introduced the two level system curricula for three specialties;
- **Austria** supported 7 schools for the improvement of curricula on such specialties: hotel, tourism, economy, and agro-business. In one agriculture VET school it introduced the two level system curricula for the agro-business specialty;
- **EU-CARDS Program** is supporting 4 VET schools in the field of forestry, construction, auto mechanic and hydraulic in introducing and implementing the two level system curricula. Also, several components of this initiative are focussed on different aspects linked with NQF. A new VET curricula structure and methodology is under conceptualisation, mechanisms on need analysis, standards, assessment and certification will be elaborated, institutional arrangements will be analysed and staff will be trained for such purposes.

In addition to the curricula reform, the projects have supported the training of schools' teachers involved in the curriculum development, the establishment of workshops and teaching materials.

4.4.4 The development of the two levels curricula, the frame-curricula (at the national level) and the detailed curricula (at the school level) has been another aspect of curriculum reform. The two levels curricula guarantee more skills and key competences for work and life to pupils and better linkages of skills with the requirements of labor market. The two levels curricula were developed in two stages:

(i) the preparation of the frame curricula with general orientations for each specialty based on national standards realized by the experts of MoES and ICS and approved by the MoES;
(ii) the preparation of detailed curricula for each specialty based on the specifics of labor market and other local needs implemented in the school level by teachers and school specialists and approved by the school directory.

The initiative of the two level curricula is not yet formalized, while at the current stage there is a need to introduce a regulatory mechanism to support this process such as National Qualification Framework (NQF).

4.4.5 The two levels curricula are developed in the framework of pilot projects in 12 VET schools supported by international donors. Currently 11 out of 35 specialties offered in VET schools are using the two level curricula. In parallel to that, the projects have supported the revision process of the traditional curricula for some specialties. Although, there is no explicit reference in the national curriculum framework on key competences, there is evidence that the Learning to learn and Entrepreneurship learning are integrated to a certain degree in the revised curricula and particularly in the two level curricula. This is realized through compulsory and/or optional subjects. In specialties like economy (banking, taxes and insurances), agro business, agro mechanic, general electrician, tourism, hotel etc. there are introduced compulsory subjects on economy as part of economic education. In addition, schools are allowed to use optional subjects with special emphasis on entrepreneurship. The revised and the new curricula are in general more students' focused and output based with a satisfactory level of improvement regarding the Learning to learn competence, which is reflected in wider learning methods including internet and other new information and communication technologies, introduction of new technologies, good combination between academic and practical learning within and outside the school, etc.

A survey of the graduated pupils in the school of hotel- tourism in Tirana (3+2 years) showed the following results:

- 58% of the interviewed pupils are employed in the profession for which they are graduated and 40% exercises other professions due to the easiness in finding a job and better wage.
- 76% of the interviewed pupils say that the quality of practice in school was useful for them.
- 80% of the pupils suggest that the practice hours in schools should be increased; practice should be organized in smaller groups and in better facilitated workshops.
- The interviewed employers declare that the quality of knowledge and skills of employed pupils is not as required and so is the level of correctness, work discipline, communication and ethic.
- The employers suggest that school should improve and intensify the relations with business during the curricula development process. The businesses' representatives should be invited to deliver certain courses and should participate during the testing procedure of pupils in the final exams.

The survey results provided certain indications that VET schools are not linked with labor market needs, the level of knowledge and competence of graduated pupils is not as required by labor market, that pupils lack important Learning to learn and Entrepreneurship learning competences.

Source: R.Reçi, Post school assessment of pupils graduated in hotel and tourism in Tirana" VET in Albania, No. 8, 2005.

4.4.6 The ratio between theory and practice in the current VET system creates limitation to well develop Learning to learn and Entrepreneurship learning competences. There are regulatory norms in VET schools related to the standard ratio between theory and practice, which allow some flexibility. However, there is not a well balance system of academic, vocational, and practical parts in VET schools. This ratio varies from school to school and depends on the type of used curricula, the status of school infrastructure including workshops and laboratories, teaching materials and teachers' competencies. Currently, the curriculum in the 3 years VET schools is divided equally between academic, vocational and practical part. On a pilot basis, some supported schools from the international donors, which have improved learning environment with laboratories and workshops have increased the practice to 50% of the overall curricula. The 5 years VET schools, have 25% of the overall curricula covered by practice. In the first two years the curricula is dominated by academic subjects, while in the last 3 years the curricula is dominated by vocational subjects. The school is eligible to introduce up to two optional subjects in the fifth year. The 5 years' VET schools that use two level curricula and have good learning conditions are performing better in integrating and developing the Learning to learn and Entrepreneurship learning competencies.

4.4.7 The process of curricula development in the framework of different projects supported by donors in cooperation with the MoES has been very positive for reforming of the vocational education in Albania. However, the process has been sporadic and not institutionalised by the MoES creating significant limitations that deserve special attention such as:

(i) Revising curricula process, being not an ongoing process, stops right after the finalisation of the donors' projects due to lack of financial resources and teachers' motivation;

(ii) The vocational schools that offer similar specialties with VET schools that have revised the curricula have indicated interest to use the new curricula, but this has resulted difficult. The main reasons are unwillingness and lack of motivation of the schools that have introduced the new curricula to disseminate and assist the other schools, the lack of human capacities in schools to adapt and to implement the part of the curricula developed in the school level, the lack of financial motivation of teachers to work on the curricula in addition to their daily tasks, the lack of materials and workshops to run practices according to the requirements of the new curricula;
(iii) The used approach in the curriculum development has been mainly through defining standards based on curricula rather than developing curricula based on standards. Almost all the actions undertaken to reform vocational education in Albania during the last 10 years, including donors' interventions, are focused in reforming separate parts of the system such as curricula, teachers' training, school infrastructure without being able to make systemic interventions such as standards establishment, evaluation mechanisms, certification, quality insurance; and
(iv) The development and implementation process of the new curricula in a segmented and sporadic way has been costly and unsustainable.

4.4.8 The availability of textbooks in vocational schools is very limited. During the last 15 years there are published only 20 book titles out of 550 needed for 35 offered specialties in the VET schools[13]. In the majority of schools, pupils and teachers use the "old" textbooks that are very problematic from the content and methodology viewpoint. Keeping notes during classes due to lack of textbooks is very frequent, which influences negatively on students' learning because of limited information and knowledge transmitted by teachers as well as it allows subjective interpretations, which is problematic for teachers without appropriate professional level. Spending most of the time during the class on keeping notes for all what teachers dictate hinders the application of advanced teaching and learning methods, the activation and communication during the class as important elements particularly for the development of the Learning to learn competency.

4.4.9 The MoES aims to apply the two-level system curricula in all vocational schools that have appropriate specialists and teachers' capacities to be involved in the process of curriculum development. Prior to that, concrete measures are needed to be taken by the MoES in order to support the process of curricula reforming such as the preparation of the NQF, the compilation of the national list of specialties and respective standards as well as defining the mechanisms and methodology for the labor market analysis, specialties analysis, establishment of standards in a systemic way. The MoES should find also the right legal and institutional mechanisms to ensure the participation of the business representatives in the process of curricula development. This would be a major step towards more Learning to learn and Entrepreneurship learning competencies in VET schools.

Higher Education System

4.4.10 The new curricula development process in HE system falls mainly under the responsibility of the University. The study plans and programs are prepared by the entitled academic staff for each subject and are approved consecutively by the Departments, the Faculties' Councils and the Senate. A final approval is taken by the MoES. The highest authority for approving the revised curricula is the Senate. In cases when the Faculties introduce new branches, the curriculum development process follows the models of the similar universities in other countries and the curricula are approved by the same authorities as for the new curricula.

13 S. Rrapo, R. Reçi, Sh. Noka, Permiresimi i cilesise dhe zgjerimi i arsimit profesional, Arsimi dhe Formimi Profesional Nr. 9, 2006.

4.4.11 Most of the current diplomas awarded in Albanian universities are designed to give undergraduates a particular qualification and there is a weak relevance of current qualifications and the labor market needs. The universities do not provide broader based degrees and multi-disciplinary ones that ensure good opportunities for inclusion and development of Learning to learn and Entrepreneurship learning competencies. The provision of teaching is subject-based and there are not additional courses provided within the Universities on IT, English and entrepreneurship for students that need extra knowledge. There are barriers of developing cross faculty and cross university working and currently there are no incentives to encourage it.

4.4.12 Universities are aiming to use a modular approach for their courses, which will broad students opportunities for more choices and transfer options using the Credit Transfer System. However, there is evidence that during the implementation of Bologna Declaration in Albanian HE system, faculties focus more in preparing the study plans timely compatible with the 3+2 system rather than in modernizing curricula. The introduction of optional subjects has faced many barriers in some Universities, which limits students' choices for more competencies and there are not cross disciplinary programs of study such as for instance economy and business studies. Such programs could be realized by joint working programs between faculties. Some curricula are out of date and this is partially due to the lack of equipment (especially in the Faculties of Science) and partially due to the lack of staff capacity.

4.4.13 Entrepreneurship competence in Universities is conceived only as related to business entrepreneurship. Business entrepreneurship, as part of economic education, is provided through a separate subject in the Faculty of Economics in UT and in Economic Faculties in regional universities. The regional universities use the study plans of Tirana Faculty of Economics, while the private universities have made efforts to introduce more advanced curricula. But the Entrepreneurship learning competence in high education is weakly developed. There exists sporadic knowledge on entrepreneurship in some curricula in universities, but they are not well integrated for promoting the equipment of students with generic skills and competences. Promotion of creativity and entrepreneurship depends to a large extent on academic staff teaching style, which sometimes is dominated by the old traditional models. The scholarships awarded to professors for trainings and exchange programs with other universities abroad financed by EU and other donors have positively contributed in advancing professors knowledge and teaching methods. Also, the employment of new professors graduated abroad, who use advanced teaching style, is positive to improve the situation.

4.5 TEACHERS' COMPETENCES AND LEARNING ENVIRONMENT

VET System

4.5.1 In the academic year 2005-2006 there were 986 teachers involved in public VET schools. About 44% of the total teachers cover the subjects of vocational education and 17 of them are without the related education diploma. There is no any evaluation system of the competency level of teachers and specialists in VET schools and during recruitment process there are considered only two criteria: the field of graduation and the years of employment. It results that the average age of specialists in VET schools is very high and the number of young people willing to work in VET schools is very low, mainly due to the low level of salaries (110-150 Euro/month). About 2/3 of the total number of instructors that guide the practices in VET schools are without proper education level[14].

14 Idem.

4.5.2 The reforming initiatives of the vocational education system in Albania during last 10 years have been mainly focused on the improvement of school infrastructure and curricula development and very few actions are implemented on human resources development, particularly regarding VET teachers and instructors. As a result, in general the quality of VET teachers is highly problematic and according to the assessments of specialized institutions they are insufficiently qualified to teach. Many VET teachers and instructors start teaching without adequate knowledge on teaching methodology. There is low motivation by their side to increase the professional and teaching competencies, to improve the learning environment, and to use more active teaching methods that are student focused.

4.5.3 There are several factors that have caused this situation which are:

(i) There is not in place a National Training Program for teachers and there is not a specialized institution in charge of making periodical analysis on the status of teachers' competences and related needs for training and qualifications. However, the work has started to draft a National Strategy for Teachers' Qualification and Training in all education levels including VET, based on a credit system. Teachers will be classified according to three categories (teacher-mentor-trainer), the description of teachers' competencies and teachers' standards will be drafted together with the training programs that will be offered to achieve each standard;
(ii) There is not a pre-service training for VET teachers as they start teaching only with university qualification. There is not a regular system in place for in-service qualification and training system for VET teachers and specialists. The practical instructors tend to be workers with secondary education. As results, the training is very sporadic, disorganized, uncoordinated and inefficient. The RDE-s, which are responsible for teachers' trainings, lack the human and financial resources to play this role. They have organized in maximum 1-2 trainings per year limited to very general topics such as teaching plans;
(iii) There is a discrepancy between existing teachers' competency and curricula. VET teachers are not trained on modern teaching methods and are not informed on technologic advancements in their field as well as their learning conditions are poor. Self training efforts through literature, media, internet etc. are almost inexistent and there is a low level of teachers' communication with each other for exchanging experiences.

4.5.4 Teachers' training has been an integral component of donors' interventions in VET schools. There are 16 national and local schools that are supported by different donors to introduce the two level system curricula or to improve the existing ones for one, two or more vocational subjects. An important part of this support has been teachers' trainings for curricula implementation. The trained teachers are capable to organize classes in a more contemporary and friendly way, the teaching hour is better structured, the use the multimedia facilities is wider and there is a good communication in the class. In these conditions the development of Learning to learn and Entrepreneurship learning competences is more possible. However, as soon as the project stops, the trained teachers lack the support for updating their knowledge and lack the motivation to use and increase their competencies.

4.5.5 There is not in place a good monitoring and evaluation system on of teaching competencies and on evaluation of delivered trainings.

(i) The evaluation of teaching competencies is realized with traditional methods and looks more like a control rather than a real evaluation. The evaluation is made internally (by school managers and teachers) and externally (by VET specialists in RDE). The overall evaluation plan is prepared yearly and it is detailed for each month. The internal evaluation presents certain problems such as it is highly subjective, not

guided by evaluation standards and there are no evaluation criteria in place for teaching, the evaluators are not trained and the results of the evaluation are poorly used. According to teachers, such evaluation is 60% objective and 40% subjective and the most frequently evaluated teachers are those with less than 5 years teaching experience[15]. There are cases when the evaluated teachers use the new curricula and new teaching methods and are well-trained under the projects' support. The lack of the same level of knowledge of RDE instructors that are in charge of evaluation has created dissatisfaction and lack of trust to both sides.

(ii) There is no evaluation of trainings delivered to teachers by the RDE. The trainings delivered in the framework of international projects are evaluated, but this evaluation serves more to justify the training and the trainer rather than to be used as an instrument for trainings' improvement in the future.

4.5.6 The level of teachers' competences largely influences the teaching style and methodology in VET schools. The majority of teachers use traditional teaching methods which are highly teachers' focused. The main teaching method is teachers' explanation, while there is a very low level of students' dialogue and interaction. The reasons are inability of teachers to introduce the dialogue and to educate their pupils to participate in it, high number of students in the class, lack of textbooks which dictates the need of students to spend time on keeping notes etc. Although the verbal questions are a very effective way of teaching, they are rarely used. Closed verbal questions at the beginning of the class hour for warming up purposes are not used, while the open verbal questions are used more to control to what extent the students have learned rather than to stimulate the analysis and discussions in the class. There are not used real objects such as demonstration tools, models, toolkits on a certain competence, samples and exhibitions due to lack of financial opportunities and lack of teachers' competences.

4.5.7 According to the assessments made by the MoES and the RDE-s it results that teachers are less engaged with poor-results' pupils compared to the advanced ones, who are assisted more by the teachers in case of any difficulty. Also, in case of correct answers the poor results' pupils get insufficient positive reaction by the teachers, they are more carefully observed, are differentiated and are asked more frequently.

4.5.8 The MoES assessment related to school infrastructure[16] shows that 28 VET schools dispose separate buildings, while the other 12 schools organize classes in the same buildings with the general secondary school. Most VET schools completely lack laboratories of professional subjects and workshops to run practices. As a result, students are characterized by low level of theoretical knowledge and very poor practical skills when exercising the profession in the labor market after their graduation. Thus, only 20 VET schools have good or very good environment to run the practices, while 20 VET schools either lack or have poor conditions. 20 VET schools do not have laboratories for physics, chemistry, and biology and the other 20 VET schools are partially supplied with equipments and teaching materials to run the experiments. 11 VET schools have appropriate laboratories for the professional subjects, while in the other schools they are either missing or partially and poorly equipped. There is a high and urgent need for laboratories and workshops in VET schools. The MoES assesses that there are needed 63 laboratories for vocational subjects, 67 workshops for practices and 64 laboratories for academic subjects.

15 Mirela Andoni, Probleme dhe ide per vleresimin e mesimdhenies ne arsimin professional, Arsimi dhe Formimi Profesional Nr. 5, 2004.

16 S. Rrapo, R. Reçi, Sh. Noka, Permiresimi i cilesise dhe zgjerimi i arsimit profesional, Arsimi dhe Formimi Profesional Nr. 9, 2006.

4.5.9 The international donors' support has been very important under the very limited state budget and low level of financial autonomy in VET schools. Almost all schools supported by donors are national, while the local schools are assisted in very rare cases. The support has consisted in curricula development, teachers' training and improvement of school infrastructure and equipments. However, after the donors' projects are ended, schools have difficulties in maintaining and updating the facilities in the workshops and laboratories due to lack of funding.

Higher Education System

4.5.10 There are 1,963 full-time and 2,717 part-time academic staff in Albanian HE system. About 45% full-time academic staff and 18% of part-time academic staff are professors, Associated Professors or PhDs. The quality of academic staff in HE is often judged by their qualification and not by the level of competence for doing their job. There is not in place an assessment mechanism for professors' competences, while there is evidence proving that having a PhD does not mean that the academic staff is good in teaching while there are excellent teachers among those without PhD[17]. The AA assesses programs rather than institutions through a process that combines internal self evaluation with external checks. No standard students' feedback mechanism is in place for professors' evaluation[18]. There are no qualities defined that make the difference of an excellent professor from an excellent researcher. There is not a process in place to identify the training and the development needs for the staff. All these issues are closely linked with the current level of financial autonomy of universities in which the budget is not flexible to motivate professors and to accommodate their training needs.

The major EU supported projects for HE

(i) **TEMPUS Program**, which since 1992 has financed 76 projects out of which 14 are regional. 12 projects are currently ongoing and are focused on curricula development, institutional development, ISO standards etc. Also it has provided 1,123 individual scholarships for the re-training of the management and academic staff of universities.

(ii) **CEEPUS Program** financed by EU involves 12 Central and South European Countries. It will offer 110 scholarships for students and academic staff in Albanian universities as well as for foreign professors and students to teach and study here.

(iii) **ERASMUS MUNDUS Program**, which offers scholarships for Master degree abroad to students and to academic staff.

4.5.11 The draft MP emphasizes that the universities need to develop adaptable and flexible skills of thinking, analysis, creativity and problem solving in the economy rather than developing particular subject knowledge. The facts show that despite the good progress, in many cases, the teaching style of the academic staff is still old fashioned, not students' centered and does not encourage creative analytical thinking or problem solving. Also, the universities face problems with the quality of libraries and the access to internet that largely influence the quality of academic staff and students. There is a limited number of book titles in the libraries, the books are mostly second hand supplied by foreign donations, while the faculties have very low budgets available for books. Also, despite the good progress made for increasing the internet access in faculties, the situation is better

17 S. Hatakenaka, Q Thompson, Albania Higher Education Report, March 2006.

18 A students' feedback initiative has started this year in the Faculty of Economics, after it was implemented last year for MBA and MPA.

for the academic staff, while the students face many difficulties. Also, the training of the academic staff and the provision of scholarships to update their knowledge with new developments in their field is low and supported only by foreign donors, which negatively influence the teaching quality. Such limitations in libraries, internet access and academic staff trainings do negatively influence the development of Learning to learn and Entrepreneurship learning competences in HE.

4.5.12 One of the most important role of universities is to carry out the pre-service training of teachers, which is crucial for the quality of all education system. There is no standard curriculum on the content of teachers' training. The teachers' training remains subject content, which limits the flexibility of using teachers afterward. For instance, a diploma in UT is for a "teacher in Physics", which is unduly narrow for a teacher at most levels in schools, the same person would almost certainly be able to teach other sciences and math at least at junior levels. Teaching diplomas are designed as being in a particular subject, with the pedagogical classes taken in parallel with the subject ones, being obligatory even for a number of students with no intention to become teachers. Instead, these students want to spend more time in other subjects of interest for them (such as economics), but the current system does not allow such flexibility. The rigidity of the system limits the students' opportunity to develop important competences and broaden their knowledge and skills in school, which as result narrows their employment choices in the labor market.

4.5.13 The draft MP plans that the government specifies the core curriculum for teacher's training for basic schools with reduced subject content and increased pedagogical content. The teachers' training for secondary education will be provided on a 3+ model, where the first three years will be specific subject and supplementary pedagogical courses will be taken for 1 or 2 years.

4.6 THE EXPERIENCE OF MINI COMPANIES AND MINI PROJECTS

4.6.1 Entrepreneurship education has started to be promoted in several VET schools under the support of international donors' projects. The work with mini projects and the establishment of mini companies are considered as a useful way to offer contacts with businesses, to help pupils to learn by doing and to deliver specific training on how to run a business.

4.6.2 The schools of Economics and Hotel Tourism in Tirana, Saranda, Vlora, Durresi, etc. have organized *mini projects* in the field of catering, restaurants, tourism etc. The mini projects are focused in the preparation of guide books for Tirana traditional restaurants, Mediterranean fish food, tourist package "the weekend in Saranda" etc. The work with mini projects has placed the pupil at the central role and the teacher at the moderator role. The work with mini projects should become part of the teaching process because it makes the classes more attractive, the pupils are more active and creative and they learn to work and communicate in team.

4.6.3 *Mini companies* have been established in several schools such the schools of Economics, with the support of different projects. Through working in mini companies, the pupils are able to solve the problems in a creative and independent way, to apply the theoretical knowledge in practice and to inter-relate knowledge gained in different subjects. The mini companies as models of real companies stimulate the implementation of economic procedures in order to make them transparent for the learning process. The mini companies are trade, industrial, services or transportation companies. The mini companies sell their products based on the market demand and they use all the documents necessary for the performing economic activity of the real firms. The pupils' work in mini companies is evaluated in order to measure the practical and creative skills to solve tasks and to

undertake responsibilities. The indicators used for evaluation are: ability to learn, independence, creativity, interest, quality, discipline, cooperative spirit, communication etc. In addition to the evaluation of teachers the pupils are self-evaluated through an evaluation form distributed to them at the beginning of the school. At the end of school the teacher's and pupil's evaluation are compared and discussed between each other[19].

4.6.4 A National Center for the Mini companies function in Albania. It is based in the School of Economics in Tirana and coordinates the activity of all mini companies established in different VET schools throughout Albania. The center participates in international activities through a network of mini companies called "EUROPEAN"[20].

4.6.5 USAID has supported the *Junior Achievement program*, which is also model of entrepreneurship education through extracurricular activities. This program was implemented in some schools in a pilot basis. It resulted in positive practices, but which were not disseminated within education system and in media, no follow up steps were anticipated causing their interruption after the USAID closed the program and the trained capacities were not used.

4.6.6 In the Higher Education, the curriculum in some Faculties includes also the obligation that the students prepare "tasks and course-projects", which aims the development of the independent and creative work. However, the academic staff pays more attention to the work in auditorium rather than outside. Also, individual and group essays are not developed in Albanian Universities as part of the undergraduate studies, while in universities abroad they are considered obligatory in order to develop the analytical and synthetic skills. There are some curricula that contain academic writing, but there is no any real effort made for a good implementation.

4.6.7 Some faculties such as the Faculty of Economics, the AUT and Engineering have started to use case studies to develop practical skills by bringing the students closer to reality. While there is a good progress in developing case studies, there is very little done in all universities to use virtual companies or stimulating games for skills development.

19 Ira Roço, Vleresimi ne firmat ushtrimore, Arsimi dhe Formimi Profesional Nr. 3, 2003.

20 Ira Roço, Te mesuarit ne firmat ushtrimore, nje kerkese e shtruar nga koha, Arsimi dhe Formimi Profesional Nr. 2, 2002.

5. ASSESSMENT RESULTS

5.1 GENERAL INFORMATION

Surveys' sample[21] and instrument

5.1.1 The school served as sample stratum for the analysis and the research is conducted on a stratified random national sample. 714 last grade pupils in 3 and 5 years' VET schools prepared for 5 specialties: agriculture, construction, economy, electricity and tourism were involved in the survey. The survey was carried out in 5 biggest cities of Albania in north, middle and south, which have the highest concentration of VET pupils and in which all the surveyed specialties are delivered. The survey sample is highly representative. It covers 57.4% of all last grade pupils of the surveyed specialties and 22.5% of the total VET pupils in Albania.

5.1.2 In addition, 100 VET teachers were interviewed, 42% of whom delivered general subjects and 58% professional subjects. The majority of surveyed teachers (73%) are with 6-35 years of experience in education sector and 24% of them are young teachers.

5.1.3 132 last grade students were interviewed studying in economics, engineering and education specialties. Interviewed students studied in the Universities of Tirana, Shkodra, Elbasani, Vlora and Korça.

5.1.4 Several focus group discussions were organized with the participation of VET schools' principals, teachers, pupils and education specialists in Tirana and in other locations such as Vlora, Shkodra, Elbasan, Lezha and Durres. Representatives of the MoES and other education specialists from the central institutions participated in some of the meetings. Focus group and individual discussions were held with university professors and students in Tirana, Vlora, Shkodra and Gjirokastra.

5.1.5 The questionnaires have been very comprehensive in terms of evaluating to what extent the target groups are equipped with Learning to learn and Entrepreneurship learning skills. The core questionnaire has been provided to HDPC by ETF based on the surveys used in other countries involved in the project. HDPC experts did preliminary discussions about the substance of the questionnaire in order to adapt the content of the questionnaire in accordance with the specific context of Albanian education system and to ensure a good coverage of issues identified during the desk research.

5.1.6 The questionnaire was initially piloted with 15 VET pupils, 5 VET teachers and 10 students in order to check whether the content was understandable for the respondents. After the identified problems were removed, the survey was implemented in the field.

Data collection and data entry

5.1.7 The questionnaire was distributed by the interviewer and was filled up by the respondents themselves. Detailed instructions were given to the respondents on how to complete the questionnaire. The interviews for VET pupils lasted in approximately 55 minutes (on average), while students needed approximately 45 minutes in average. The completion time of the questionnaire was highly correlated with the quality level of pupils and students.

21 Detailed information on the sample is presented in the Annex 1.

5.1.8 Data entry was conducted in MS EXCEL. About 5% of filled questionnaires randomly selected were re-entered for checking the data entry accuracy. The level of error was very low, 0.017%. All the data entry errors were considered as detectable by the last level of data control. The low level of error as well as the detection nature of them guaranteed that the final database could be considered free from data entry errors. The survey results are presented in Annex 2.

5.2 CREATIVITY AND LEARNING

Creativity

5.2.1 Creativity is preferred, but it is not used by both pupils and teachers (see Table 1 and 22 in the Annex 2). The results show that in principle it is preferred to be creative, which is expressed more clearly by teachers than by pupils. Thus, about 97% of the surveyed teachers and 84% of the surveyed pupils prefer doing things in new different ways, and 97% and 95.3% respectively like to think new ideas and activities. In addition, 96% of the surveyed teachers and 85.3% of the surveyed pupils like to find several solutions for each problem and not just one. However, in practice they feel less confident. About 88% of the teachers and 86% of the pupils like mostly activities with defined rules and 56% and 78% respectively like to solve problems in the same usual way. This might be a direct result of the low quality level of pupils' knowledge that causes low self confidence, and lack of knowledge on methods and ways how to be creative. The lack of teachers' confidence might be result of the traditional education system they are graduated, the lack of in service trainings and the lack of motivation to improve their teaching methods.

Learning concepts

5.2.2 The majority of the surveyed pupils declare that learning is very important and in particular, it is considered important for their nowadays life and for their personal future (see Table 2). They consider it as useful, interesting and pleasant, but also difficult. The last consideration on learning might be result of the actual learning environment characterised by many VET system shortcomings with excessive focus on content and facts and less attention on the development of "knowing how to learn" skills.

5.2.3 The VET pupils apparently have very clear learning concepts (see Table 3). More than 90% of the interviewed pupils totally and/or usually agreed that by learning they get new ideas, increase their information, and understand better the world around. They also consider learning as useful for ensuring a better living in everyday life by having more opportunities to be employed or to get a better job. In general, a small number of pupils think that they learn only to pass their exams at school, that the time used for learning is a loss of time and that learning stops immediately after the individuals finish the school. These statements were declared by 31%, 10.2% and 20.4% of the pupils respectively. However, the fact that about one out of three interviewed pupils conceives learning only as a necessity to pass exams and not as a possibility to create and increase their competencies, represents a significant limitation to Albanian youngsters.

5.2.4 About three out of four interviewed pupils consider that the most successful persons in Albania were good students (see Table 4). While the majority of pupils (about 64% of the respondents) think that for being successful professionally, it is more important to learn rather than to have personal relations, family support etc. The number of pupils that disapproved this statement is relatively important. In addition, about 62% of the respondents consider that to become rich in Albania it is not important to be successful in learning. These perceptions are result of the Albanian transition period during which there were many cases of staff recruitment and progress not based in skills and competences and also cases when not educated individuals became rich very fast. This situation might negatively influence on pupils' motivation to learn in case they are not explained and instructed about these phenomena.

5.2.5 Students are less convinced than pupils that to become a successful and wealthy person in Albania it is important to be a good student. This was admitted by 56.8% and 28.8% of the respondent students respectively (see Table 44). In particular, only 9.8% and 3.8% of the students totally agree with the above statements as compared to respectively 27.9% and 8.9% of the pupils (see Table 4).

5.2.6 The surveyed teachers are even more extreme than their pupils regarding the above considerations (see Table 30). While they agree that, in general, learning is appreciated by the Albanian society, they confess that being rich is not correlated with the success at school (74%), and the most successful persons haven't necessarily been the most successful students (53%). In addition, about 87% of the teachers consider that to have a professional success in Albania, the family and personal relations are more important than the success at school (87%). These perceptions are problematic because they can negatively influence the teachers' motivation and the teaching performance, as well as they can become discouraged to transmit the right messages to their pupils.

5.2.7 The survey results show that to 89% of the teachers the most benefit in learning is getting information, to 58% of them learning means memorising, to 91% learning serves to increase the information obtained etc. (see Table 23). Learning is rarely conceived as a process that develops skills, elaborates information, applies new skills in a variety of contexts, etc. Considering the Bloom taxonomy evaluation levels in education (Information – Understanding – Interpretation – Analysing – Synthesizing – Evaluation) the above survey results show that the school, in terms of quality, is positioned between the first and the second level, while the advanced western school systems are trying to reach the 6th level. Based on these results, many teachers have a very low understanding of the learning concept and without a fundamental reformulation of teachers' conceptual framework it would be difficult to expect improvements in pupils' perceptions and results. The usual discussions about improving the teaching methods and improving the learning environment are less important than this aspect of teachers' competencies.

5.2.8 The common understanding of almost 100% of the surveyed teachers is that learning is an everyday activity and a person should learn during all his life (see Table 23). However, it is problematic that still about one out of three teachers consider that a person learns more during the formal education as compared to life long learning.

5.2.9 Learning through informal education is increasing. Private courses complementary to formal learning are becoming frequent and 80% of teachers admit that private courses are on fashion (see Table 34). Pupils follow private courses not only in subjects of particular interest for them such as foreign languages, art, computer etc. less considered by the school curricula, but also in subjects that represent the most important part of the curricula such as mathematics, physics, chemistry etc. Asking teachers about this phenomenon, 66.3% of them consider that private courses help pupils understand the lessons taken in classes and 68.4% consider that private courses prepare pupils for further education. About 14.7% of teachers admit that they are doing private courses regularly and 43.2% of them from time to time. The focus group discussions argued that it is very positive that the private courses attended by pupils are on foreign languages, computer etc. helping them in getting additional skills and knowledge which are very useful in school and life. The focus group discussions argued also that in the case of the most important subjects private courses are a clear demonstration of the poor quality of teaching and learning at school, the teachers' very low motivation and the abusive methods adopted by some teachers.

5.2.10 Students also perceive learning as very important, interesting and useful for their nowadays and future (see Table 41), but the problem they have is that learning is difficult for them. These perceptions are very similar with pupils' perceptions in VET schools (see Table 2). The concept of learning is correctly perceived by the majority of students who consider it as a way to absorb knowledge (95.4%), to understand better the world around (91.6%), and useful for ensuring a better living in everyday life (87.1%). Students are

aware that a long dedication to learning is a necessary condition for a completed character (83.3%). Regarding life long learning, about 98.5% of the students fully agree that a person learns during all his life and the majority of them (77.7% of the respondents) think that most of learning is achieved during their education at school (see Table 43). It would be necessary that students understand the role of school as an initial important step in a long road of learning process.

Successful learning' characteristics

5.2.11 The large majority of pupils and teachers equally think that the successful students feel responsible for their success at school. They dedicate more time to learning and they are good managers of time. For their understanding it is more important to ask the right question rather than just give the correct answer (see Table 5 and 6), which is good to know that the best level of learning is when pupils start to ask questions.

5.2.12 Pupils think that both teachers and parents are important for their success at school and this was declared by 75% and 87% of the respondents respectively (see Table 5). However, from the focus group discussions it was evident that both pupils and teachers should be the most responsible actors for the successful results. Parents can influence their children, but this influence should be lower to pupils of secondary schools and higher education. In addition, during the focus group discussions, the pupils showed that many teachers teach in a spontaneous way, they don't feel responsible for teaching and teaching is book centred instead of being pupil's centred. Many pupils are passive attendees of school, while it is crucial that teachers and pupils help and cooperate with each other for a successful learning rather than look at each other as being in two different sides. For the same question, about 98% of the teachers admitted that it is the family that has a greater influence on the students' progress at school as compared to teachers.

5.2.13 One out of four pupils thinks that they can have good marks without knowing how to learn (see Table 5). The same opinion was confessed by 47% of the respondent teachers, who also believe that students can have good marks without knowing how to learn (see Table 25). This perception shows that there are not good evaluation instruments in place for results measurement and that especially the teachers are aware of this weakness. This coincides with the general opinion that the evaluation in VET schools remains traditional and that alternative evaluation instruments are not yet introduced.

Motivation and Learning

5.2.14 The large majority of pupils (more than 94%) consider learning as important for themselves and relate the motivation to learn to their future job and their desire to become skilful in the practical work, to become good in the job, and to be employed in the best job (see Table 6). The enrolment in the university is an additional motivation to learning for about 95% of the pupils and knowing the very low level of the pupils' results in the VET schools, these high expectations to be enrolled in the university show the abusive admission system in place for the higher education, which is not result and quality oriented. However, for a large percentage of pupils the motivation to learn stands outside these reasons being related more to their social position in front of the others. Thus, one out of two pupils is motivated to learn in order to be considered as a good student by the others, about two out of three pupils wouldn't like that parents criticize them, feel ashamed if they don't learn and learn because other expected it from them. In addition, only one out of four pupils admits that learning in school is fun. The results of the focus group discussions show that the motivation to learn is also highly linked with the fact that the school is the only institution in which pupils can fulfil a range of needs such as socialisation with other friends, involvement in practical work, organization of sport and other recreation activities etc.

5.2.15 Different methods are used by pupils to be motivated for further learning and to be prepared for practice (see Table 11). The large majority of pupils declare that they repeat to themselves “You can do it” (83.5%) and “Learning is important because it will be useful in life” (87.9%). They remind themselves that it is important to learn as much as they can, that they don’t want to disappoint their parents (80.7%), that through learning they will be professionals in their job (94.5%) and in this way they will go to University (92.2%).

5.2.16 All above reasons of pupils’ motivation are confirmed by their teachers (see Table 26). More then 85% of the surveyed teachers admit that the main reasons why their pupils learn are related to their future employment and especially because they would like to get high level of practical skills, to increase opportunities to find a good and well paid job and to have a job position appreciated by the society. The enrolment in the University was confirmed as an additional reason by 71% of the respondents. About 75% and 61% of the teachers relate their students’ motivation with the others’ and parents expectations. In addition, only 17% of the teachers admit that learning in school is fun for pupils.

5.2.17 The large majority of students also consider learning important because it is useful for their life (90.1% of the respondents) and more then 80% of them relate the motivation to learn to their future job (see Table 45). In addition, students confess that they learn because they feel satisfaction while learning (80.3%), they learn something new (95.5%), and learning helps them to find a good job (87.9%). Contrary to the pupils, the influence of their parents and others as a learning motivation is almost totally unimportant (see Table 43), whereas getting a good mark is also an important motivation to learn for 65.9% of the students.

5.2.18 Getting a diploma, a certificate or some qualifications; increasing employment possibilities; acquaintance with new people; and the ability to do better their job are identified by students as the most important advantages they have had by their education (see Table 50). Getting a diploma, a certificate or some qualifications is considered as an advantage much more by the students of Education specialities and Engineering; more employment possibility is considered as an advantage much more by the students of Economics; the acquaintance with new people is considered as an advantage much more by the students of Engineering; and the ability to do better their job is considered as an advantage much more by the students of Education specialities and Economics.

Pupils’ independence

5.2.19 Almost all surveyed pupils declare that they feel responsible for their personal behaviour and like to take decisions (declared by about 94.9% and 89.3% of the respondents respectively) (see Table 8). They seem to be very self confident declaring that if they try they can be successful in solving every problem (93.8%). They are sure that if they won’t succeed the first time, the second time they will (83.2%) and only a small number of them (37.6%) confess that they can easily be discouraged.

5.2.20 Also, the large majority of pupils declare that they are insistent on solving the problems (74.9%), they know how to deal with unexpected situations (86.8%) and they can overcome all the barriers (72.3%). When they don’t know something, one out of four pupils admits they don’t give up very soon (see Table 7). In this case, they are ready to ask help from the others (about 85% of respondents), and are well guided where to find the answer for their questions (78.4%) and whom to contact for this purpose (82.6%).

5.2.21 However, the focus group discussions show that this is not always the real situation. The above answers were considered to be more related to what pupils are expected to do and not to what they do. In reality, pupils are usually hesitant, they give up easily, and feel disoriented and confused, which are barriers to self-determination and to their independent behaviour. In addition, 80.7% of the pupils declare that they learn in order not to disappoint their parents reflecting the high parents’ authority, which at this age

influences negatively and becomes a barrier for their children to develop the creativity and independence. This is in line with teachers' perception on the above questions. Thus, only 44% of the teachers declare that their pupils are interested to be guided, 41% of teachers think that their pupils are interested to be counselled, 46% admit that they are asked for help and only 22% think that good pupils help the less efficient ones (see Table 27).

Teachers-pupils relations

5.2.22 The general perception is that teacher-pupil' relation is good and without visible problems. About 90% of the surveyed teachers confess that pupils are always and/or often polite to them and they appreciate their teachers' opinions (see Table 33). However, the number of teachers admitting that pupils are always polite to them and always appreciate their teachers' opinions is limited, 12% and 25% respectively. In addition, only 6% and 8% of the respondents respectively confess that pupils who find difficulties are asking always teachers for help and that pupils always want their teachers to show them the way how to learn the given knowledge. All the above considerations show that the actual teachers-pupils relations are complex and are influenced by many factors being especially linked with the new developments in the Albanian society during transition, teachers and pupils' motivation, learning methods and teachers' competencies.

5.2.23 The survey results indicate a high level of pupils' dependence on teachers (see Table 30). The interviewed pupils admit that they would want their teacher to tell them what to do during the class (97%), what precisely they should learn (94%), and to solve all exercises together with them (94.9%).

5.2.24 Teachers seem to be also very confident vis-à-vis the results of their influence on pupils (see Table 28). They declare that they can sufficiently and/or totally solve all difficulties related to the motivation of students less interested in learning (73%), increasing their confidence related to learning (88%), teaching them to esteem learning (89%), stimulating students' initiative (92%), teaching them to be responsible for their behaviour (99%), promoting their creativity (85%) and their critical thinking (81%). However, only one out of four teachers considers that their good relation with students can influence the teaching quality more than the quantity of knowledge transmitted by them (see Table 29).

5.2.25 In general, the students-professors relations seem to be cold and distant (see Table 49). Thus, only 7.6% of students think that professors behave almost every time polite to them, 9.9% of students think that professors behave similarly with all students during all time, 90% declare that professors almost never or rarely take care about the less good students, only 3.15 of students admit that they may participate almost every time in taking decisions on teaching ways, only 2.3% of them declare that professors teach them how to be effective in learning, only one out of five students admit that professors stimulate them almost every time to ask questions when something seems unclear to them.

Learning Strategy

5.2.26 Pupils are in different situations during the learning process. When they learn, they like more questions they know immediately the solution (69% of the respondents). However, they don't prefer questions, which can be solved very easy (67.3% of the respondents) and when they are faced with a difficult question they prefer to try to solve it by themselves (65.6% of the respondents) without asking for help immediately (see Table 9).

5.2.27 The survey results show that the majority of the interviewed pupils use a heavily traditional learning strategy (see Table 10). They underline the text while learning (75.7%), take notes on the textbook (73%), tell the content with their own words (80%) and one out of two pupils do it aloud. The use of less traditional learning methods is limited. Thus, only 39.5% of the pupils make tables, graphs and diagrams according to the text while learning,

27.7% of them always know how to deal with the most important part of the text and more than half of them don't use books, magazines, internet as a learning source. The domination of traditional learning strategies is mostly related to the low level of teachers' competencies to positively influence on their pupils in this aspect, the limited teachers' motivation to introduce new learning strategies to their pupils, the high influence of parents the majority of whom know only the traditional way of learning, the poor learning environment and infrastructure, etc.

5.2.28 The teachers' perception is that pupils are not eager to learn (see Table 30). They declare that their pupils are not so much interested to learn more than what has been explained in class (70.7% of the respondents) and they prefer their teachers ask them things learned by heart (53.5% of the respondents). Teachers consider as one of their main task the promotion of students' logical thinking and creativity (89.9%), but when students present difficulty in understanding the content 79.8% of teachers totally agree that they should support pupils to memorize it in the simplest way (see Table 29). In addition, about 78.8% of the respondent teachers consider the discipline and order in classes as fundamental for a successful teaching process.

5.2.29 Pupils clearly demonstrate their intention to collaborate between them during the learning process and this is more evident in the practical work (see Table 12). The majority of pupils declare that they often work with other students in some tasks or in some practical work (77.1% of the respondents) and solve the problems identified during the implementation of joint practical tasks (87%). During practical work they learn to work in teams, taking their responsibilities (90.3%). But one out of two pupils declares that they are never and/or rarely supported by the teachers to work on assignments in pair or groups (see Table 14).

5.2.30 The traditional ways of learning such as underlining the text while learning (88.7% of the respondents), distinguishing the most important part of the text (87.1%) and taking notes on the textbook (84.9%), going through the text again when something is not clear (96.2%), going through the context several times till the text is learned (67.4%) are largely used also by the majority of students (see Table 46). Other less traditional learning methods such as making tables, graphs and diagrams (52.3%) and using different sources such as books, magazines, TV, internet (57.5%) are used less frequently.

5.2.31 As compared to the pupils (see Table 10 and Table 46), it was noticed that the students think more often before learning about what they should learn (28.8% more respondents[22]), they distinguish more often the most important parts (15.9 more respondents), making tables, graphs and diagrams according to the text (12.8% more respondents), and use different sources such as magazines, books, internet etc. (10.7% more respondents). All other learning characteristics of students and pupils are almost the same. As a result, students also need to be encouraged by their professors to enrich their learning methods by using more the ones that help and increased and better absorbed knowledge.

5.3 EVALUATION

Pupils' evaluation

5.3.1 In general, the evaluation methods in VET schools are old fashioned, intimidating, punitive and abusive, using marks as a basic evaluation instrument. New alternative evaluation methods and instruments are not introduced yet. This was confirmed by the focus group discussions with pupils and by the survey results. Thus, a large majority of pupils considers very important the marks they get at school, something which is confirmed by about 86.1% of the respondents (see Table 11). In addition, about one third of the

22 Thinking about what they need to know before starting learning was admitted by 58.3% of the respondent pupils and by 87.1% of the respondent students.

respondents declare that teachers often and/or always ask them on those things that can be learned by heart, and one fifth declare that teachers evaluate the way (the procedure) that pupils use to achieve the problem/task solution (see Table 13).

5.3.2 There is identified a low level of pupils' confidence on the objectivity of teachers' evaluation, while the teacher-pupil communication and the feedback prior and after evaluation is weak. Thus, only one out of two pupils declare that the good marks are always correlated with the level of understanding the content, only less than one third of interviewed pupils admit that teachers always give the right marks and only 26.4% declare that pupils get always the marks they deserve (see Table 13). In addition, about 47.2% of the respondents declare that teachers never or rarely give them explanations for the given mark while pupils' self evaluation and pupils' evaluation on each other is very little used and encouraged by teachers.

5.3.3 The pupils' perception on instructors' evaluation is better as compared to the teachers' one (see Table 13). Pupils get always and/or often feedback on their work by the instructors of the practice (81.9% of the respondents), and are helped by them to get the necessary skills for their future job (84.6% of the respondents).

Teaching quality evaluation

5.3.4 The survey results show that only about one out of two teachers totally agree on the importance of students' participation in the evaluation of teaching process and totally agree that students should evaluate regularly their teacher's quality of work (see Table 29). The focus group discussions show that teaching quality is evaluated by the inspectors of the RDEs and MoES and pupils usually are not considered as important to influence on this quality. This is related to the traditional teaching methods that dominate the Albanian education system and to the low level of teachers' competencies and knowledge on the new teaching skills.

5.4 LEARNING ACTIVITY

Teaching methods

5.4.1 Keeping notes during the class is very frequent in the VET schools. About 85.2% of the pupils admit that teachers say clearly to them what they need to write while learning, about 76.4% of pupils admit that teachers dictate all they need to know and 86.7% of them declare that teachers promote them to make notes during classes (see Table 14). This is a result of the lack of textbooks in the VET schools. The chairs and the tables in the classroom never and/or rarely are in shape of the letter "U" (65.8% of the respondents), about 90.3% of the pupils declare that teachers always stand in front of the classroom during the whole class talking and the pupils are most of the time listeners, and teachers don't use teaching tools such as projector, computer or video (70.6% of the respondents) testifying that teaching is largely a one direction action (teacher to pupil), dominated by the teacher's word and not pupil' centred. In addition the knowledge provided by teachers are isolated within the delivered subjects (61.7%) and not always linked with examples from everyday life.

5.4.2 During the learning activity, pupils admit that teachers give them clear instructions on tasks to solve (85.6%), propose them to look more on the content of what they learn during class (83.1%), promote them always and/or often to think something new and work in a new way (68.7%) and make decisions independently (64.8%). However, teachers prefer to work more with good pupils (60.7%), and although the majority of the surveyed pupils is positive regarding the teachers' role in encouraging them to solve different problems (74.1), assisting on what they should learn and know (85.3%), providing help if

they ask for it (78.5%), a number of pupils consider that teachers are rarely and/or never active in encouraging pupils to present their work to others (46.6% of the respondents) and to become more independent (35.2% of the respondents).

5.4.3 The surveyed teachers were asked on the frequency of using a long list of teaching methods, a large number of which is new for the Albanian education system (see Table 31). The large majority of teachers consider that they often and/or always use almost all these methods. In particular, more than 90% of the respondents declare that they always use a connection of new ideas with the ones that pupils actually know, explain to their pupils that there exist different manners for that problem solution, clearly explain to their pupils what they are expected in a certain subject, and show gratitude to pupils for their successful achievement in learning. However, the focus group discussions in contrast tell that in practice teachers use rarely or never many of the listed methods due to their limited knowledge and training about the contemporary teaching methods, low motivation as well as poor learning environment.

5.4.4 Teachers were also asked on the importance of using the listed teaching methods to improve learning and only about 1% of the respondents considered as unimportant 8 out of 21 methods, the large majority considered as very important and/or slightly important(see Table 32). Comments on tasks solution explaining to students the accurate answer and the incorrect one, the connection of the new knowledge with students' experience from professional practice/practical learning, and fair estimation to students were considered as very important by more then 80% of the surveyed teachers.

5.4.5 Since there is a very strong correlation between the importance assigned to certain methods and the frequency of their usage during the class hour, the relative differences in their average score was calculated, indicating which methods need to be implemented more often (see Table 33). The connection of new knowledge with the knowledge obtained from other subjects, the work in small groups, the pupils' self evaluation on the accomplished work, and the collaboration with other teachers on determining the learning goals are those methods that deserve the highest attention to be implemented more frequently.

5.4.6 In Universities, the teaching methods generally are not rather more developed than in VET schools. About 62.2% of the students declare that often or almost every time professors dictate the lecture, something which is very problematic to the Learning to learn competence (see Table 47). The work in groups is not encouraged by the professors according to 62.9% of students and 69.7% of them declare that their professors almost never or rarely use teaching tools such as projector, computer, video etc. and never or rarely connect the content with other subjects (71.2%). About 59.1% and 60.6% of the surveyed students admit that working in a new way and making decisions independently is almost never or rarely encouraged by their professors. Also, the professors almost never or rarely stimulate their students to propose new activities (93.2%) or to plan their obligations (62.9%).

5.4.7 As compared to teachers in VET schools (see Table 14 and Table 47), it was noticed that professors are more rigid in accepting different answers and solutions by students (20% less respondents[23]), explain less to their students what they need to learn (29.2% less respondents), encourage them less to work in groups or teams (13.3% less respondents), propose them less on how to learn certain content (265 less respondents) and less support the students to make decisions independently (25.4% less respondents).

23 The acceptance of the different answers or solutions was admitted by 70% of the respondent pupils and by 50% of the respondent students.

Pupils and students' abilities by the end of school

5.4.8 Teachers consider that the majority of pupils finishing VET schools are motivated to reach certain goals (65.6% of the respondents), they like changes and new experiences (67.5%), are able to collaborate with their schoolmates (72.8%), and are prepared to work in groups (80.3%). They are differently convinced regarding the evaluation of some other abilities of the pupils finishing VET schools. Thus, only 53.1% of the teachers consider that the majority of pupils finishing VET schools are able to solve problems creatively, only 45.9% of them consider that the majority of pupils finishing VET schools are able to define efficiently the goal they have to reach and only 47.9% of them consider that the majority of pupils finishing VET schools make decisions independently (see Table 36). In addition, about 80% of teachers declare that more than half of the pupils finishing VET schools find difficulty in the revision of lessons, and about 55% of them declare that more than half of the pupils finishing VET schools find difficult to be concentrated on classes and during learning process do not know quite well how to use examples or school textbooks (see Table 35).

5.4.9 Despite the above problematic evaluation of the pupils' skills by the end of VET schools, pupils themselves present high expectations for their future job (see Table 15). On one side they consider as very important and/or important to secure a job without risk (72.1%), in which they can constantly learn something new (80.1%) and giving them a lot of new chances (81.6%). On the other side they declare their intention to start a job and be independent (62.7%), a job in which they can take decisions (67.3%) and can earn a lot of money (80.8%). The higher expectations to earn a lot of money are confessed by pupils graduated in Economics and Electricity (see Table 16). In the focus group discussions, pupils consider as more realistic not to expect such a high level of independence and decision taking role in their future job, and earning a lot of money should not be their primary objective. The reason of the high expectations of the surveyed pupils might be linked with the very limited information they have on the labour market requirements due to the lack of guidance sessions on pupils' future career in the VET schools. Such expectations are rather built by the desires, hopes and the family economic and social situation and less by their skills and competencies level.

5.4.10 Students also prefer to be employed in jobs without risk (81% of the respondents), but to them it is important and/or very important to have a job in which they can learn constantly something new (92.4%) in which they will be given a lot of new chances (96.1%). About 85.5% of the students declare that they prefer a job where they can earn a lot of money, which comes as a result of their poor living conditions in their families, and also of their intention to become financially independent from their families (see Table 52). The distance of the job from their home is very important only for 7.6% of the students, as compared to 20.4% of the pupils (see Table 15).

5.5 ENTREPRENEURSHIP

Pupils' entrepreneurship knowledge

5.5.1 The survey results show that the relations between the VET school and businesses are weak (see Table 17) which has a negative impact on pupils' skills and competencies, and create barriers to pupils to be oriented to the labour market. Pupils have little information on the functions of private firms (57.9% of the respondents) and often and/or very often read magazines about business activities (60%). But about 29% of the pupils admit that they have never talked to entrepreneurs, 29.7% of them have never visited a successful company, 32% of them have never worked on the development of business ideas and 38.8% of them don't know what they should do to develop a successful firm.

5.5.2 Teachers are reluctant to the evaluation of the school contributions in developing the entrepreneurship competence through extra curricula activities (see Table 39). For all related questions the responses of the majority of teachers vary from *slightly not agree* to *slightly agree*. According to the focus group discussions, this is due to the low level of teachers' knowledge on the entrepreneurship competence. However, only 20.9% of the teachers totally agree that there are links of pupils with communities, 32.6% of them totally agree that there are possibilities to realise practices at a successful entrepreneur, 17.4% totally agree that pupils have fundamental knowledge on entrepreneurship and 18.6% totally agree that pupils have knowledge on how the economy and state function.

5.5.3 The VET pupils were asked about the concept of productivity, taxes, availability of resources and demand-supply influence on price through four multiple choice questions. The aim was to assess the availability of the basic level of pupils' economic knowledge by the end of their VET education, which is important for the development of the entrepreneurship competence. The results show that in average 39.4% of the pupils are evaluated either with 2 (all answers incorrect) or 4 (insufficient answers to have a passing mark) and the average mark of all surveyed pupils is 5.8 (see Table 18). The higher number of pupils not able to have a pass mark is in construction, agriculture and electricity. It is alarming that even in economics specialty 23.4% of pupils are incapable to answer.

5.5.4 Pupils were asked about the main steps in establishing a business activity in order to evaluate their entrepreneurship learning. The results show that in average 22.3% of the surveyed pupils were not able to provide any step, most of whom studying in the specialty of agriculture, electro mechanics and tourism (see Table 19). The others were partially able to provide only one step (more in an intuitive way rather than knowledge based) and only 0.2% of the pupils could provide a complete answer. The average mark has resulted 5.3 and it does not exceed 5.5 even for pupils studying in economics.

5.5.5 The pupils were asked to provide the cost elements of one loaf of bread. The results show that in average 23.7% of the pupils were not able to answer and no one was able to give a complete answer (see Table 20). The average mark was 5.6.

5.5.6 Pupils were asked on 7 simple questions in order to assess the pupils' knowledge on entrepreneurship and economics. The average mark was 7.5 (see Table 21) and the results generally follow the GAUSS distribution formula on evaluation with a small deviation (there are about 20% of pupils evaluated with 7 instead of 30% of the students). About 8.7% of the pupils were able to provide all answers correct.

Students' entrepreneurship knowledge

5.5.7 Very weak links are noticed between the students and enterprises. Students have rarely or never been: introduced with the employment procedures in an enterprise (71%), visited a company (80.9%), learned more on how a company functions, introduced with the ways the company is established (80.9%). About 81.7% of the students declare that they have never or rarely had the opportunity to know how a successful company works (see Table 53). Also, about one out of four students has never had the possibility to know how to apply for a new job, whom to ask for help when they have a job idea, and how to work on the development of the employment ideas. Although some of the above students' entrepreneurship skills are slightly more developed as compared to the pupils' ones (see Table 24), generally they continue to be very low.

5.5.8 Students were asked to present their perception on the qualities that the entrepreneurs should have (see Table 54). Though, it is difficult to understand from their answers that which of the qualities is considered as more important, it is obvious that the students evaluate as very important the entrepreneur' s ability to see further than the others (72.1% of respondents) and their ability to take risks for the activity every time

(54.3%). The students evaluate as less important the statement that entrepreneurs should be more oriented toward results rather than to the ways how the results are achieved. In fact, being results-oriented is one of the most important characteristic of the successful entrepreneurs.

5.5.9 Students were asked on the same set of simple questions as VET pupils (see 5.5.3) on some basic economic concepts (productivity, taxation, resources, price determination mechanism). The average mark for all surveyed students was 7 and the evaluation shows higher results for students in economics (average mark 7.6) and lower results for students in sociology (6.3). About 3.9% of students didn't answer to any question, while about 20% of the students couldn't have a passing mark (see table 55). Normally, all the students studying in economics should have answered all the questions due to the fact that they were very basic and the students are almost graduated. The same would have been true for the majority of students studying other qualifications.

5.5.10 Students were asked to list the necessary steps to establish a business activity (see also 5.5.4). It is very alarming that 19.4% of students studying economics are not able to identify any step and only 3.2% could give a complete answer (see Table 56). The average mark is 6.8, whereas the students of mathematics answered better in comparison with the students studying other specialties.

5.5.11 In order to evaluate the basic knowledge of students on economics and entrepreneurship, the students were asked on 7 multiple choices question (the same questions as for VET pupils – see 5.5.6). Better results are achieved by students in these questions compared to the results in the previous questions and there are low differences between qualifications. The average mark is 8 while students of economics answered better compared to other students (see Table 57). However, the survey results show that students weakly possess Learning to learn and entrepreneurship competencies. Their knowledge is not systematic and solid and a certain level of confusion is identified in them even for very simple knowledge.

5.6 SCHOOL MANAGEMENT AND STAFF PROFESSIONAL DEVELOPMENT

5.6.1 A large number of teachers are expressed very positively regarding their relations with the school management. They admit that the school director appreciates and uses teachers' ideas, encourages teachers to have initiative and promotes their professional progress (see Table 57). However, the teachers' communication with school managers and the teachers' participation in school decisions seem not well developed. Only one out of two surveyed teachers totally agree that they may always be directed to their school directors and only one out of three teachers totally agree that they may influence on the managers' decisions. A more involvement of teachers in school decisions is important to increase the school efficiency.

5.6.2 Teachers perceive that they are encouraged to introduce new teaching methods, to learn constantly and to bring new ideas (see Table 38). They are also aware to a certain extent that in their school new approaches are introduced though in reality this is not the case. The positive teachers' perception might be result of the fact that not all the teachers are aware of the new teaching methods and the other new approaches to be introduced in the VET schools according to the modern education systems.

5.6.3 A positive teachers' perception is noticed in the survey results on staff development status and needs (see Table 40). In general more than 65% of the surveyed teachers considered as sufficient and/or good all questions related to the quality that the education system offers them with regard to the new content and new methods of work.

However, only about one out of two respondent teachers admit that teachers' competences are in good accordance with their needs and declare good level of teachers' training; only 27.9% of them consider as good the availability of school materials and the information on innovation and changes within the system; and only 29.1% of them admit that the school has a good level of independence. The insufficient school financial means and low level of school autonomy, both highly related to each other, are the most problematic problems perceived by the surveyed teachers. The focus group discussions with education specialists show that there is a low level of teachers training and competencies. The situation is better in some schools supported by pilot projects, but no systemic intervention has been made in VET schools in this aspect. The limited level of school autonomy has a negative impact also in the role of VET school to invest for the improvement of learning environment and to increase the teachers' opportunities for trainings and constant information to update their knowledge.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 KEY COMPETENCIES IN THE VET AND HE REFORM

Considering Learning to learn and Entrepreneurship learning Competencies in the existing Strategies

6.1.1 The Albanian education system is under reforming in all its levels, largely considering the EU integration agenda. Increasing enrolment in the basic education, reforming secondary education structure and content, gradual EU integration of the higher education and increasing human resource capacities are some of the main broad objectives of this reform. Specific objectives for each education level, except for the HE, are already developed and the related strategies for their achievement are identified.

6.1.2 The VET reform is incorporated in the National Strategy for the Development of Pre-University Education Sector, which is largely focused on technical elements of education sector development and less focused in building an education system capable to prepare citizens with appropriate skills that fit with the country's labor market needs and requirements of international economies, managing effectively their career, being creative, undertaking initiatives and applying their skills in all contexts. Although there is no explicit reference in the Pre-University Education and VET Strategy about the Key Competences, some important reforms that are crucial for the Learning to learn and Entrepreneurship learning framework are already considered with regard to the implementation of an new education structure focused more on knowledge in reading, writing, numeracy, knowledge on civic education, society and health, and providing more knowledge and skills useful for everyday life and for market economy. In addition, a new curriculum framework based more on learning results is under preparation replacing the subjects based existing one.

6.1.3 Albanian HE system is implementing the Bologna Process. A National Strategy for HE is lacking and the reform is guided by a draft MP, which aims the promotion of country's economic development by providing highly skilled manpower. The MP stresses out that the HE should prepare graduates for the labour market needs for transferral and generic skills such as analysis, thinking, reasoning, presenting and communicating. There is no explicit reference about the Key Competences in general and in particular regarding Learning to learn and Entrepreneurship learning Competences in the draft MP.

6.1.4 The Learning to learn and Entrepreneurship learning Competences are not yet part of VET and HE reform agenda, there is a need to introduce the related concepts in the existing strategic framework of the Albanian education reform and accordingly to develop specific actions plans for various elements of these competencies. To this happened, specific measures for increasing awareness at decision making and implementing institutions at central, local and school level on the Learning to learn and Entrepreneurship learning Competences are necessary to be envisaged and implemented.

Clarifying institutional' responsibilities

6.1.5 The MoES is the main governmental body responsible for preparing and implementing educational policies and for the management of the education system in Albania. In this mission, the Ministry is helped by 13 regional administration entities operating at local level, and by several subordinate institutions in charge of Curricula and

Standards development, Training and Qualification, Evaluation and Tests, VET system management, National Council for HE and Science, and Accreditation for HE. Their role, contribution and responsibility regarding the introduction of changes in the existing education system in relation to the Key Competencies, the implementation and monitoring progress is not yet identified, while there is a need that this be considered in their functions and structures.

Improving legal and regulatory framework

6.1.6 The institutional and financial autonomy, curricula reform and teachers' qualification are indispensable elements for the development of Learning to learn and Entrepreneurship learning in the Albanian VET system. The existing Albanian legislation on VET concentrates almost all the related responsibilities in the central level. The school and the teachers are facing many legal and regulatory barriers and prefer to stay inactive rather than acting proactively to this reform. As results, there is a need for legislative improvements which relates to the preparation of a new VET Law with updated VET objectives and instruments, preparation of NVQF Law, completion of the regulatory framework for the existing VET legislation, which is not fully applicable due to a series of pending issues such as VET financing, human resource development, and teaching staff motivation. These improvements would create a favourable legal and regulatory environment for the development of Learning to learn and Entrepreneurship learning Competences ensuring a large support and participation of all related stakeholders at all levels.

6.1.7 The functioning of the HE system in Albania is based on a specific Law which brings greater autonomy to the governance of Universities and considers several important elements of the Bologna Process. However, further legal improvements are needed regarding important matters of the overall situation in universities in order to remove barriers for autonomy, undertake a deep and multidimensional quality reform, and ensure the wide involvement of professors, academics and students in this process. These improvements will help also to consider the Key Competences in HE and specifically Learning to learn and Entrepreneurship learning competencies and to familiarize students in the capacity of future teachers with the new life long learning and entrepreneurial principles.

Modernizing the curriculum framework

6.1.8 The curricula reform process in VET started more as a necessity to adapt the structural changes from the traditional 4 years' courses to newly introduced 3, 3+2 and 5 years' courses rather then as an indispensable reform to increase quality. This process was characterized by lack of methodological standards and knowledge and low opportunities for considering Learning to learn and Entrepreneurship learning Competences in the curriculum framework. The consequent two levels curricula reform (the frame-curricula at the national level and detailed curricula at the school level) was more a donor driven process and was developed slowly. Currently only 11 out of 35 specialties offered in VET schools are using the two level curricula.

6.1.9 The preparation and implementation of the new curricula resulted difficult, the process has been sporadic and not institutionalized by the MoES, the human capacities to adapt and implement the part of the curricula developed in the school level were poor, the financial motivation of teachers to work on the curricula was very limited and the materials and workshops to run practices according to the new requirements were missing. The number of the textbooks updated to the new curricula was also very limited: during the last 15 years there were published only 20 book titles out of 550 needed for 35 offered specialties in VET schools. In addition, the existing curricula are dominated by academic subjects and vocational and practical parts are less developed due to the lack of the school infrastructure and teachers' competencies.

6.1.10 There is evidence that during the implementation of Bologna Declaration in Albanian HE system, faculties focused more in preparing the study plans timely compatible with the 3+2 system rather than in modernizing curricula. Entrepreneurship competence in Universities is conceived only as related to a separate business subject in the Faculty of Economics in UoT and in the regional universities. The knowledge on entrepreneurship in other curricula is very limited, sporadic, and not well integrated. Promotion of creativity and entrepreneurship depend to a large extent on academic staff teaching style, which sometimes is dominated by the old traditional models.

6.1.11 As results, concrete measures are needed to be taken by the MoES and Universities in order to support the process of the curricula reforming such as the preparation of the NQF, the compilation of the national list of specialties, definition of the respective curricula standards and methodologies considering the labour market needs and ensuring the participation of the business community representatives. These measures will help also the introduction and implementation of the Learning to learn and Entrepreneurship learning Competencies in VET schools and in HE.

6.2 LEARNING TO LEARN APPROACH

Learning concepts

6.2.1 VET pupils and students in the University find learning important, useful, and interesting, but meantime difficult. More than 90% of pupils seem aware that learning helps them to get new ideas, to increase their information, to understand better the world around and to be employed in a good job. However, such awareness is not totally functional considering that one third of the pupils learn only to pass exams and not to create and increase their competences, one fifth of them stops learning immediately after finishing the school and one third of them consider that for professional success in Albania there are much more important personal and family relations than learning. The concept of learning is correctly perceived by the majority of students who consider it as a way to absorb knowledge and to understand better the world around, and are aware that a person learns during all his life.

6.2.2 The part of teachers that doesn't relate the professional success and the wealth status with the success in learning is even larger than pupils. These perceptions are mainly result of the Albanian transition period with many cases of recruitment and progress in people's career not based on skills and competencies and cases of fast wealth creation by some individuals. Teachers also conceive learning as a way to get or increase information and not as a process to develop skills, elaborate information and apply new skills in a variety of contexts. As results, considering the Bloom taxonomy evaluation levels (information-understanding,-interpretation-analysing-synthesizing-evaluation) the VET school in terms of competences is positioned between the first and second level, while the schools in advanced economies are trying to reach the 6th level. Without a fundamental reformulation of the teachers' conceptual framework it would be difficult to reach improvements in pupils learning perceptions' and results.

Motivation for learning

6.2.3 Learning motivation for pupils relies both on external reasons and internal reasons. Thus, one out of two pupils is motivated to learn in order to be considered a good student by the others, about two out of three pupils wouldn't like that parents criticize them, they feel ashamed if they don't learn or they learn because other expected it from them. Also, a large majority of pupils consider learning as important for them and relate learning to their future job, their need to become skilful and to ensure a good employment. The enrolment in the university is an additional motivation for learning for about 95% of the pupils. As

results, it is very important to shift the pupils' learning motivation from external to internal reasons in order to make learning more effective and career driven. Compared to pupils, in their motivation for learning students are driven more by internal reasons, and learning for getting a good mark remains important for a considerable number of them.

Pupils' independence

6.2.4 According to the survey results, almost all pupils like to take decisions, are self confident and not easily discouraged. The large majority of them are insistent to solve the problems; they know how to deal with unexpected situations and can overcome the barriers. However, the focus group discussions showed that this is not always the real situation. The above answers were considered being more related to what pupils are expected to do and not to what they do. In reality, pupils are usually hesitant, they give up easily, are disoriented and confused, which are barriers for self determination and independent behaviour. This is in line with teachers' perception on above questions who declare that their pupils are interested to be guided, to be counselled and to be helped.

Learning strategy

6.2.5 The majority of pupils widely use traditional learning strategy. Three out of four pupils underline the text while learning and take notes in the textbook. A large majority of them tell the content with their own words and one out of two pupils do it aloud. The use of less traditional learning methods is still limited. The majority of pupils don't use tables, graphs and diagrams according to the text during learning, don't know how to deal with the most important part of the text and don't use books, magazines, internet as a learning source. The domination of traditional learning strategies is mostly related to the low level of competencies of teachers to positively influence their pupils in this aspect, limited teachers' motivation to introduce new learning strategies to their pupils, high influence of parents the majority of whom know only the traditional way of learning, poor learning environment and infrastructure, etc. Introducing new learning methods would be crucial to improve the Learning to learn competence in VET pupils.

6.2.6 As compared to pupils, students think more often before learning about what they should learn, distinguish the most important parts, make tables, graphs and diagrams according to the text and use more the different sources such as magazines, books, internet etc. All other learning characteristics of students and pupils are almost the same. As results, students also need to be encouraged by their professors to enrich the learning methods by using more the ones that help to increase and better absorb the knowledge.

6.2.7 Pupils clearly demonstrate their intention to collaborate between them during the learning process and this is more evident in the practical work. The majority of pupils declare that they often work with others in some tasks or in some practical work and solve the problems identified during the implementation of joint practical tasks. During practical work they learn to work in team, but only half of them declare that they are supported by teachers to work in pair or in group. Working in team and in groups is more frequent during practice. Stimulating team and group work during learning process will contribute positively not only to increase the quality of pupils' knowledge, but also to strengthen their cooperative spirit, improve their communication skills, but also to learn from each other and to support each other.

6.2.8 In addition to the formal learning, private courses are becoming increasingly frequent for many pupils in Albania. Private courses are used to learn new skills or to increase the quality of knowledge received in school. Pupils follow private courses not only in subjects with particular interest for them such as foreign languages, art, computer etc., which are less considered by the school curricula, but also in school subjects such as mathematic, physic, chemistry etc. The focus group discussions argued that private

courses on school subjects are a clear demonstration of the poor quality of teaching and learning in school, very low motivation of teachers and abusive methods adopted by some teachers, while private courses on foreign languages, art, computer etc. help them in getting additional skills and knowledge, which are very useful in school and life.

Pupils' evaluation

6.2.9 The study reveilles that the evaluation mechanism in VET schools are old fashioned, intimidating, punitive and abusive using marks as basic evaluation instrument. As such, for 86% of the pupils, the mark is turned as a purpose on itself while alternative evaluation instruments are not yet introduced. The mark evaluation faces certain problems. One out of four pupils think that they can have good marks without knowing how to learn, while the same opinion was confessed by half of the teachers. Also, it is noticed a low level of pupils' confidence on the objectivity of teachers' evaluation, while the teacher-pupil communication and feedback prior and after evaluation is weak. Thus, only less than one third of pupils admit that teachers give always the right marks and only one out of four pupils declare that they get always the marks deserved. Instructors of practice hours are better perceived by pupils regarding evaluation. Pupils get always or often feedback on their work by the instructors of the practice and are helped by them to get the necessary skills necessary for their future employment.

Pupils and students' abilities by the end of the school

6.2.10 Although the majority of teachers seem positive in their consideration on the pupils' abilities by the end of VET school in terms of their motivation to reach certain goals, to accept changes and new experiences, to collaborate with their schoolmates and to work in groups, they are more sceptical regarding VET pupils ability to solve problems creatively, to define efficiently the goal they have to reach and to take decisions independently. In their perception about their future job, pupils seem confused and standing between what they wish and what they feel as affordable. Thus, on one side they consider as important to secure a job without risk in which they can constantly learn something new which could give them a lot of new chances, on the other side they declare their intention to start a job in which they can take decisions, be independent and earn a lot of money. The wish guided pupils' expectations dominated by desires, hopes and the family economic and social situation is linked also with the limited information they have on the labour market requirements due to the lack of guidance sessions for VET pupils' future career. Students also prefer to be employed in job without risk, but for them it is important to have a job in which they can learn constantly something new and in which they will be given a lot of new chances. Earning a lot of money is preferable for students, which might be due to poor living conditions in their families and their intention to become financially independent from their families.

6.3 DEVELOPING ENTREPRENEURSHIP KNOWLEDGE

Pupils' entrepreneurship knowledge

6.3.1 There are identified weak relations between VET schools and businesses, which negatively influence the pupils' skills and competencies. Although pupils admit that they have some information on how the private firms function, the majority of them never talked with entrepreneurs, never visited a successful company, never worked on development of business ideas and are not aware on what they should do to develop a successful firm. The majority of teachers largely confirm this situation admitting the poor links of pupils with communities, the limited possibilities to realize practices at a successful entrepreneur, and the lack of the pupils' fundamental knowledge on entrepreneurship. In addition, teachers also seem to have a limited level of knowledge on the entrepreneurship competence.

6.3.2 VET pupils, including pupils graduated in the school of economics, in general showed limited knowledge on economic education. In average about 40% of pupils were not able to get a passing mark for their answers on simple questions about the concept of productivity, taxes, availability of resources and demand-supply influence on price, while the average mark of all surveyed pupils is 5.8 out of a 10 scale school evaluation system. Pupils were also asked about the main steps to establish a business activity and in average ¼ of the pupils were not able to provide any step, others were partially able and more in an intuitive way rather than knowledge based, while only 0.2% of pupils could give a completed answer. Almost the same situation resulted in case of the question about the cost elements of one loaf of bread.

Students' entrepreneurship knowledge

6.3.3 The links with the businesses and enterprises are much weaker for students. Students rarely or never have been introduced with employment procedures in an enterprise, visited a company, learned on how a company functions, and got introduced with the ways the company is established. Most of the students declare that they never or rarely had the opportunity to know how a successful company works. Also, about one out of four students never had the possibility to know how to apply for a new job, whom to ask for help when they have a job idea, and how to work on the development of employment ideas. This situation is due to the curricula that are heavily theoretical, lack of professors' motivation to think beyond the narrow interest of the subject as well as lack of students' career guidance programs in order to prepare them for the labour market.

6.3.4 Students answers on the questions about basic economic concepts (productivity, taxation, resources, and price determination mechanism) were not satisfactory. Thus, the average mark for all students was 7 and about one fifth of students couldn't get a passing mark. The average mark is 6.8 on the question about the necessary main steps to establish a business, and it is alarming that about one fifth of students studying in economics are not able to identify any step. Better results are achieved by students in the 7 multiple choice questions related to their knowledge in entrepreneurship and economics. The average mark is 8 while students of economics answered better compared to other students.

6.4 THE FUNDAMENTAL ROLE OF THE TEACHERS

Teaching method

6.4.1 Teaching method is far of being effective. This is partially linked with the poor teaching environment and partially with the level of teaching competencies. Thus, instead of keeping notes, writing during the class is very frequent in VET schools due to the lack of textbooks and the need of teachers to dictate all what pupils need to learn. Chairs and tables in the classroom never or rare are in shape of the letter "U", teachers always stand in front of the class during the whole lesson talking, and pupils are most of the time listeners. Teachers don't use teaching tools such as projector, computer and video. As results, teaching is largely a one direction action (teacher to pupil), dominated by teacher' word and not pupil' centred. In addition the knowledge provided by teachers are limited within the delivered subjects and not always linked with examples from everyday life.

6.4.2 However, there are efforts made by teachers to assist pupils during their learning. Thus, the large majority of pupils admit that teachers give them clear instructions on tasks to solve, propose them to look more on the content of what they learn in the class, promote them to think something new and work in a new way and make decisions independently. But teachers prefer to work more with good pupils, and although the majority of surveyed pupils are positive regarding teachers' role to encourage them to solve problems and to provide help if they ask for it, about 46% of pupils consider that teachers are rare and/or never active on encouraging pupils to present their work to the others and to become more independent.

6.4.3 The teachers were asked on the frequency of using a long list of teaching methods, a large number of which are new for the Albanian education system. Although the large majority of teachers consider that they use often or always almost all listed methods, the focus group discussions in contrary show that in practice the teachers use rarely or never many of them due to their limited knowledge, lack of trainings about the contemporary teaching methods, low motivation and poor learning environment. The connection of new knowledge with the knowledge obtained from other subjects, work in small groups, self evaluation of pupils on the accomplished work, and collaboration with other teachers on determining learning goals are those methods that deserve the highest attention to be implement more frequently in VET schools.

6.4.4 In the Universities, the teaching methods generally are not more developed than in VET schools. About 62% of students consider that often or almost every time the professors dictate the lecture, working in group is not encouraged and their professors almost never or rarely use teaching tools such as projector, computer, video etc. or never or rarely connect the content with other subjects. More than half of the students admit that working in a new way and making decisions independently is almost never or rarely encouraged by professors and they are almost never or rarely stimulated to propose new activities or to plan their obligations.

Teacher-pupil relations

6.4.5 The general perception is that teacher-pupil relations are good and without visible problems. The formal relations seem normal since most of the teachers confess that pupils are usually polite with them and appreciate teachers' opinions, although only a very small number of teachers declare that pupils are always polite or do always appreciate their teachers' opinions. In addition, only a minor part confesses that pupils who find difficulties are always asking teachers for help. Teachers seem to be confident regarding their role to motivate pupils less interested in learning, to increase their confidence related to learning, to stimulate students' initiative, to promote their creativity and critical thinking. In contrary, students-professors relations seem to be cold and distant. Thus, only few students think that professors behave almost every time polite to them or professors behave similarly with all the students and all the time. Most of them declare that professors almost never or rarely take care about the less good students and students admit that they rarely participate in taking decisions on teaching ways.

6.4.6 The large majority of pupils think that teachers and parents are important for their success in the school, while almost all teachers confess the most important are pupils and parents. The focus group discussion showed that the success on school should depend primarily on pupils and teachers rather than on parents' influence regardless its positive effect and importance.

Quality evaluation

6.4.7 The teacher-pupil communication and feedback prior and after evaluation is week. Half of the pupils declare that teachers never or rare give explanations to them for a given mark while pupils' self evaluation and pupils' evaluation for each other is very little used and encouraged by teachers. Regarding the pupil participation in the evaluation of teaching process, the survey results show that only about one out of two teachers totally agree on the importance of this participation and that students should evaluate regularly their teacher's quality of work. Teaching quality is evaluated exclusively by the inspectors of the RDEs and MoES and pupils usually are not considered as important to influence this quality. This is related to the traditional methods of teaching that dominate the Albanian education system and to the low level of teachers' competencies and knowledge on the new teaching skills.

6.5 OVERALL POLICY ACTIONS REGARDING LEARNING TO LEARN AND ENTREPRENEURSHIP LEARNING

Policy makers

6.5.1 The MoES should integrate the Key Competencies in the national education reform agenda, considering specific measures for:

(i) Increasing awareness and the related skills at decision making and implementing institutions;
(ii) Identifying the responsible institutional structures for implementation and monitoring progress;
(iii) Making the related changes and completing the legal and regulatory framework;
(iv) Establishing a new strategy for the curricula reform; and
(v) Implementing specific measures regarding human resource development, and teaching staff motivation.

Teachers

6.5.2 There is a need to develop in a systematic and institutional way the teachers' skills regarding the key competencies and particularly Learning to learn and Entrepreneurship learning with a special focus on:

(i) Pre-service teacher training including specific knowledge in the University regarding the new teaching and learning methods and entrepreneurship competencies;
(ii) In-service teacher training including specific modules for teachers and academic staff with regard to learning to learn and entrepreneurship learning competencies;
(iii) Teachers' role and responsibility in the development of the pupils' Learning to learn and Entrepreneurship learning skills; and
(iv) Teachers-pupils relation especially with regard to the mutual evaluation i.e. pupil participation in the evaluation of teaching process and the communication and feedback prior and after pupils' evaluation.

Pupil and students

6.5.3 In order to develop pupils and students competencies in Learning to learn and Entrepreneurship learning systematic measures should be undertaken regarding the:

(i) Increasing pupils and students awareness on the new learning and entrepreneurship concepts through general awareness campaigns at national level conducted by the MoES and Universities and specific campaigns at school and university level conducted by the teachers and professors;
(ii) Preparation and implementation of instructional modules for pupils and students with regard to the Learning to learn and Entrepreneurship learning competencies as part of the school learning plan; and
(iii) Promotion of the pupils and students associations and representatives structures (School Senates, Youth Parliaments etc.), and media to develop awareness campaigns on the importance of the learning to learn and entrepreneurship learning competencies.

Parents and business community

6.5.4 In order to increase the parents and business community role, the influence and contribution in the development of the Learning to learn and Entrepreneurship learning competencies several measures are necessary to be taken regarding the:

(i) Raising their awareness about Learning to learn and Entrepreneurship learning importance in general and about the role and contribution that they could provide in particular;
(ii) Promoting their participation in the education process; and
(iii) Developing and disseminating of successful entrepreneurial models.

ANNEXES

ANNEX 1: GENERAL INFORMATION ON THE SURVEY

Subjects	Pupils		Students	
	Frequency	Percent	Frequency	Percent
Agribusiness	31	4.3		
Construction	65	9.1		
Economics	146	20.4		
Electro-mechanics	151	21.1		
Tourism	321	45.0		
Economics/Business			38	28.8
Engineering			16	12.1
Education specialties			78	59.1
Total	**714**	**100.0**	**132**	**100.0**

Years of school	Pupils		Students	
	Frequency	Percent	Frequency	Percent
3	192	26.9		
4	13	1.8	88	66.7
5	509	71.3	44	33.3
Total	**714**	**100.0**	**132**	**100.0**

Districts	Pupils		Teachers	
	Frequency	Percent	Frequency	Percent
Durres	131	18.3	26	26.0
Elbasan	160	22.4	22	22.0
Kavaje	60	8.4		
Shkoder	94	13.2	20	20.0
Tirana	269	37.7	32	32.0
Total	**714**	**100.0**	**100**	**100.0**

Gender	Pupils		Students	
	Frequency	Percent	Frequency	Percent
Female	135	18.9	102	77.3
Male	579	81.1	30	22.7
Total	**714**	**100.0**	**132**	**100.0**

School Ownership	Pupils		Students	
	Frequency	Percent	Frequency	Percent
Private	40	5.6		
Public	674	94.4	132	100.0
Total	**714**	**100.0**	**132**	**100.0**

Subject by gender

Subjects	Pupils			Students		
	Female %	Male %	Total %	Female %	Male %	Total %
Agribusiness	9.7	90.3	100.0			
Construction	0.0	100.0	100.0			
Economics	47.9	52.1	100.0			
Electro-mechanics	2.6	97.4	100.0			
Tourism	18.1	81.9	100.0			
Economics/Business				68.4	31.6	100.0
Engineering				43.8	56.3	100.0
Education specialties				88.5	11.5	100.0
Total	**18.9**	**81.1**	**100.0**	**77.3**	**22.7**	**100.0**

Type of ownership by gender

Type	Pupils			Students		
	Female %	Male %	Total %	Female %	Male %	Total %
Private	5.0	95.0	100.0			
Public	19.7	80.3	100.0	77.3	22.7	100.0
Total	**18.9**	**81.1**	**100.0**	**77.3**	**22.7**	**100.0**

Teaching subject	Teachers	
	Frequency	Percent
General	42	42
Professional	58	58
Total	**100.0**	**100.0**

Years of working	Total		As teachers	
	Frequency	Percent	Frequency	Percent
1-5 years	11	11.0	24	24.0
6-20 years	40	40.0	45	45.0
21-35 years	40	40.0	28	28.0
>35 years	9	9.0	3	3.0
Total	**100**	**100.0**	**100**	**100.0**

Teachers' working experience in years

Years of working	Mean	Median	Mode	Minimum	Maximum
Total	20.3	20	30	1	44
As teacher	15.0	11	5	1	39

ANNEX 2: SURVEY RESULTS

PUPILS

I. HOW DO YOU SEE YOURSELF?

Table 1

Please evaluate how much do you agree with the following statements	Not agree at all	Usually not agree	Usually agree	Totally agree
I like to do different things in new different ways	5.7%	10.4%	48.0%	35.9%
I like most the activities where the rules are defined	4.2%	9.9%	31.0%	54.9%
I prefer to solve the problems in the same usual way	6.7%	15.3%	34.3%	43.7%
I like to think new ideas and activities	1.5%	3.1%	24.2%	71.1%
For every problem is good to find several solutions not just one	6.0%	8.7%	28.0%	57.3%
I like activities where the rules are not commanded so that I solve the problems in different ways	15.7%	24.8%	38.7%	20.9%
I think that for every problem exists only one best solution	15.5%	12.3%	28.7%	43.4%
I like to participate in several different activities	0.8%	3.4%	23.9%	71.8%

II. WHAT DO YOU THINK ABOUT LEARNING AND LEARNING CONCEPTS?

Table 2

LEARNING (Scale 1-6)								
	1	2	3	4	5	6		Average Score
Important	77.3%	15.3%	5.0%	1.0%	0.6%	0.8%	Not important	Very important **(1.3)**
Boring	2.7%	4.3%	9.5%	16.7%	23.6%	43.2%	Interesting	Interesting **(4.8)**
Useful	65.6%	18.4%	8.1%	2.9%	1.7%	3.2%	Not useful	Useful **(1.7)**
Unpleasant	2.7%	4.2%	10.1%	18.1%	25.9%	39.0%	Pleasant	Pleasant **(4.8)**
Difficult, heavy	25.5%	20.9%	22.3%	12.5%	9.8%	9.0%	Easy	Mostly difficult **(2.9)**
Not useful for my nowadays life	6.5%	4.2%	5.2%	7.6%	19.5%	57.1%	Useful for my nowadays life	Useful for my nowadays life **(5.0)**
Important for my future life	80.4%	10.0%	3.1%	2.8%	1.0%	2.8%	Not important for my future life	Very important for my future life **(1.4)**

Table 3

What means learning for you?	Not agree at all	Usually not agree	Usually agree	Totally agree
By learning I'm getting new ideas	1.0%	2.0%	11.6%	85.4%
By learning I increase the number of information which I know	0.6%	1.1%	12.6%	85.7%
I learn only for school	39.8%	29.2%	24.6%	6.4%
I learn also outside the school	4.0%	5.4%	31.5%	59.1%
Time used for learning is a lost time	80.5%	9.3%	5.3%	4.9%
Sometimes things are clearer to me after I finish learning	4.8%	9.1%	38.4%	47.8%
Learning stops in the moment when individuals finish the school	60.5%	19.1%	15.3%	5.1%
What I learn is useful for better living in everyday life	1.8%	5.9%	26.9%	65.4%
Learning helps me to understand better the world around me	2.0%	5.2%	25.9%	66.9%
Learning will give the opportunity to find a job for which I'm educated	1.4%	4.6%	24.6%	69.4%
I learn in order I can get a better job	1.1%	5.3%	29.0%	64.5%

Table 4

What Learning means in Albania?	Not agree at all	Usually not agree	Usually agree	Totally agree
The most of successful persons in our country were successful students	9.3%	18.0%	44.8%	27.9%
That a person becomes rich in Albania it is important to be successful in learning	34.5%	27.0%	29.7%	8.9%
For professional success in Albania are much more important other things (personal relations, family…) than the ability to learn	37.1%	26.7%	25.6%	10.5%

Table 5

Characteristics of successful Learning/Pupils	Not agree at all	Usually not agree	Usually agree	Totally agree
Successful pupils need to know how to manage the time	0.7%	2.4%	22.8%	74.1%
For successful learning it is more important to ask the right questions then to you just give correct answers	3.9%	11.3%	53.2%	31.6%
I'm responsible for my success in school	3.0%	6.1%	24.9%	66.1%
You can have good marks without knowing how to learn	49.2%	25.3%	17.3%	8.2%
Some pupils can not be successful in learning no matter how much they try	4.1%	17.0%	53.0%	25.9%
Teachers are responsible for the success of their pupils	10.3%	15.1%	42.5%	32.2%
Parents have great influence for the pupils' success in school	3.7%	9.6%	37.9%	48.8%
The longer you learn, the more successful you are in taking certain content	3.2%	6.6%	25.9%	64.2%

III. WHAT IS YOUR MOTIVATION FOR LEARNING?

Table 6

A. Why I learn	It is not related to me at all	It is slightly not related to me	It is slightly related to me	It is related completely to me
...I would like that others think that I'm a good pupil	34.7%	13.1%	35.0%	17.1%
...I don't like that my parents criticize me	22.6%	15.7%	32.3%	29.5%
...Because it's fun	44.3%	18.3%	24.8%	12.6%
...I will feel ashamed if I don't learn	22.7%	10.9%	30.9%	35.5%
...I like to understand content	7.5%	7.2%	30.7%	54.6%
...In order to become good in my job	2.0%	3.4%	14.4%	80.2%
...Because others expect that from me	20.3%	13.9%	36.5%	29.4%
...Because it's a pleasure for me	10.1%	13.5%	33.4%	43.0%
...I like to become skillful in the practical work	2.0%	3.3%	19.3%	75.4%
... Because for me personally learning is important	1.7%	4.2%	19.5%	74.6%
...Because I must	3.3%	8.1%	27.3%	61.4%
...Because I want to register in the branch of university which I like or higher school	2.1%	3.1%	13.3%	81.4%
...I want to be employed in the best job	2.1%	4.4%	21.7%	71.8%
...In order to be skillful for the job I'm educated	1.3%	2.8%	11.3%	84.6%

Table 7

B. When I don't know something	Not agree at all	Usually not agree	Usually agree	Totally agree
… usually I give up very soon	51.4%	23.5%	18.0%	7.1%
… I know where I'll find the answer	5.9%	15.7%	52.3%	26.1%
… I know who can help me	5.7%	11.6%	45.2%	37.4%
… I'm ready to ask help from others	6.6%	8.6%	26.0%	58.8%

Table 8

C. How much are you independent	Not agree at all	Usually not agree	Usually agree	Totally agree
When I know that I won't succeed the first time, I'm sure that I'll succeed the second one	4.9%	11.9%	51.0%	32.2%
I'm easily discouraged	33.0%	29.4%	28.9%	8.7%
If I try enough I can be successful in solving every problem	1.4%	4.8%	35.0%	58.8%
I like to make decisions	1.7%	9.0%	38.0%	51.3%
I always learn something from my own mistakes	2.0%	3.7%	17.9%	76.4%
I'm responsible for my personal behavior	1.0%	4.1%	14.8%	80.1%
I can deal successfully in different situations	2.0%	10.0%	51.5%	36.5%
When I'm faced with a problem usually I can find several solutions	4.2%	11.8%	48.9%	35.0%
In relation with others I can find the way how to get what I want	1.1%	7.1%	40.4%	51.4%
I know how to deal with an unexpected situation	2.3%	10.9%	47.9%	38.9%
Usually I can overcome all the barriers	6.4%	21.3%	52.1%	20.2%

Table 9

D. Describe situations in which you can be during the learning process			
When I learn I like more:		When I learn I like more:	
Tasks (questions) for which I know immediately the solution	69.0%	Tasks (questions) for which I have to try to find a solution	67.3%
Tasks (questions) for which I'm not sure how can I find the solution	31.0%	Tasks (questions) which I can solve very easy	32.7%
When I learn I like more:		When I learn and when I need to solve a task which is difficult:	
Tasks (questions) which are similar with those which I'm familiar with	55.9%	I prefer to ask for help immediately	34.4%
Tasks (questions) which I didn't deal until now	44.1%	I prefer to try to solve it without help	65.6%

IV. WHICH LEARNING STRATEGIES DO YOU USE

Table 10

A. How do you learn in the practical and professional work?	Never	Rare	Often	Always
Before I start learning, I think about what I need to know	10.3%	31.4%	40.1%	18.2%
Several times I'm going through the content which I need to know	6.2%	27.5%	41.0%	25.4%
I learn only definitions and main terms	3.1%	11.4%	34.7%	50.7%
When I learn I'm underlying the text in my notebook or my book	7.0%	17.3%	29.6%	46.1%
I try to understand new content in a way to connect it with prior knowledge	3.1%	17.8%	45.6%	33.4%
I try to understand how I can use the information in everyday life	3.3%	21.6%	45.8%	29.4%
When I learn, I repeat (checking myself) aloud	21.6%	29.8%	22.5%	26.1%
When I learn, I'm telling the content with my own words	5.6%	14.4%	37.4%	42.6%
When I learn, I make notes based on textbook or notebook	6.2%	20.8%	39.0%	34.0%
When I learn, I'm make tables, graphs and diagrams according to text	20.0%	40.5%	25.1%	14.4%
When I learn, I'm pass through the content separating the most important part	6.3%	22.5%	43.5%	27.7%
When I read a text, it happens that I don't know what is all about	29.6%	50.6%	15.0%	4.8%
When something is not clear to me, I stop and go through this text again	3.0%	10.6%	40.5%	45.9%
When I learn I use different sources (books, magazines, TV, internet...)	17.1%	36.1%	31.2%	15.6%
I try to understand new content in a way that I connect with the jobs I will do during the practice	6.8%	27.0%	41.4%	24.8%
When I'm doing the tasks in practice I'm using prior knowledge from theoretical part	2.1%	19.1%	41.1%	37.6%
When I learn to do something practically, someone have to show me that first	14.6%	40.2%	27.8%	17.3%
When I learn to do something practically, it is enough for me to read the instructions	5.7%	23.4%	45.5%	25.4%
When I learn to do something practically I use experience from everyday life	7.0%	26.7%	44.4%	22.0%
I become skillful when I repeat the tasks several times	5.2%	13.7%	31.1%	49.9%

Table 11

B. How often did you use the following methods to motivate yourself for further learning or to be prepared for practice?	Never	Rare	Often	Always
I'm trying to concentrate on interesting content	2.4%	12.2%	52.6%	32.8%
I say to myself that my future job for which I'm educated is interesting for me and I'll enjoy my future job	2.5%	14.4%	33.4%	49.6%
I try to relate the content with something interesting or with something which I like	4.1%	25.4%	51.3%	19.1%
I try to relate the content with lessons which I learn and work in the practice	2.7%	16.2%	48.7%	32.4%
I convince myself that I'll find a good job	4.0%	17.0%	35.1%	43.9%
I try to isolate myself (switch off TV, telephone etc)	27.9%	29.9%	26.2%	15.9%
I try to learn in the period of day when I can have the best concentration	3.8%	14.7%	37.8%	43.7%
I say to myself immediately when I finish learning that I can do what I like	11.1%	27.6%	33.9%	27.4%
I think about how good I will feel when I'll know the content	3.7%	17.4%	42.1%	36.7%
I say to myself «You can do it»	3.0%	13.5%	37.2%	46.3%
I repeat to myself that learning is important because it will be useful in life	3.0%	9.1%	31.1%	56.8%
I'm reminding myself that it is important to get a good mark	4.0%	9.9%	29.1%	57.0%
I remind myself that I don't want to disappoint my parents	12.5%	6.8%	28.5%	52.2%
I remind myself that I will be professional in my job	1.3%	4.1%	18.9%	75.6%
I remind myself that the others are learning	12.9%	27.1%	40.6%	19.4%
I say to myself that it's important to learn as much as I can	2.1%	8.3%	30.9%	58.7%
I remind myself that in this way I'll go in the faculty/higher school that I like	1.6%	6.2%	20.0%	72.2%

Table 12

C. How and how much are you collaborating with others in learning and/or practice	Not agree at all	Usually not agree	Usually agree	Totally agree
Often I propose activities and support others to attend these activities	7.0%	17.2%	48.4%	27.4%
Often I work with other students in some tasks or in some work in practice	8.1%	14.8%	41.1%	36.0%
I prefer to participate in activities proposed by others	3.6%	12.4%	47.0%	37.0%
I have friends in class whom I always ask for help	12.8%	23.4%	35.8%	28.1%
In joint activities usually I leave initiative to the others	19.8%	31.9%	35.2%	13.1%
When I work with others, I can easily agree with them	6.4%	24.9%	46.1%	22.6%
Usually I know to make a decision when to work with somebody or when to work individually	3.1%	7.5%	41.6%	47.7%
Often we solve problems raised during the implementation of the practical task together	2.6%	10.4%	40.6%	46.4%
During the practical work we learn to work in team and to take our responsibilities	2.4%	7.3%	30.1%	60.2%
Rare we collaborate or work in team during learning and/or practice	26.8%	28.8%	28.0%	16.3%

V. HOW DO YOU PERCEIVE THE EVALUATION

Table 13

How often is happening in your school?	Never	Rare	Often	Always
Pupils can learn something useful from written exams	5.4%	19.1%	47.0%	28.5%
Pupils can learn something useful from oral exams	3.4%	19.6%	48.7%	28.3%
Teachers give the explanations to the pupils for the given mark	13.0%	34.2%	30.1%	22.7%
Teachers thank pupils for their learning progress	14.2%	27.0%	32.2%	26.6%
That the pupils get a good mark they need to show that they really understand the content	2.6%	11.5%	37.1%	48.8%
Teachers give the right marks	8.0%	24.2%	36.7%	31.2%
During the evaluation, all pupils take the marks that they deserve	10.5%	24.3%	38.8%	26.4%
Teachers check homework or other pupils' works	5.9%	21.6%	43.5%	29.0%
It is clear what I must know in order to get certain marks	1.6%	12.2%	47.0%	39.2%
Comments of the teacher on my work help me to improve my learning	3.6%	11.5%	39.3%	45.6%
From the instructor of the practice I get feedback about my work	5.7%	12.4%	39.9%	42.0%
In the tests it is asked to use knowledge in concrete situations	3.3%	12.4%	48.1%	36.2%
Teachers evaluate the way (the procedure) used in which we have achieved the problem/task solution	3.6%	16.8%	53.6%	26.0%
Teachers encourage pupils to make a self evaluation of their work	8.6%	28.8%	42.9%	19.7%
Teachers encourage pupils to evaluate the work of their colleagues	18.3%	42.0%	28.3%	11.4%
Teachers ask only those things that can be learnt by heart	26.3%	43.1%	22.1%	8.4%
Teachers gives us tests which ask only the content which they taught during the lesson hours	8.9%	30.6%	41.6%	18.9%
Instructors of the practice help us to get skills which we will need on the future job	4.7%	10.7%	32.3%	52.3%

VI. HOW DO YOU SEE TEACHING AND PRACTICE?

Table 14

The following statements describe learning activities and practical work. Evaluate how each of them is related to you:	Never	Rare	Often	Always
Teachers say clearly to us what we need to write during the lessons	3.0%	11.8%	42.7%	42.5%
Teachers give us clear instructions on the tasks which we need to solve/make	2.0%	12.4%	42.7%	42.9%
Teachers dictate all we need to know	3.8%	19.7%	47.9%	28.5%
Teachers always have right answers	3.0%	13.4%	48.2%	35.4%
Teachers offer us different ways for solving a certain problem	3.1%	21.9%	48.2%	26.7%
Teachers accept different answers or solutions	6.1%	23.9%	47.3%	22.7%
Teachers support pupils who are independent in their work (during the solving of the tasks, projects, seminars' tasks)	6.0%	21.1%	41.4%	31.6%
Teachers says us precisely what we need to learn and know	2.1%	12.5%	45.7%	39.6%
Teachers propose to us to look more on the content of what we learn in the class	2.4%	14.5%	46.2%	36.9%
Teachers encourage us to use different textbooks, internet, ask our parents, colleagues, use magazines	9.1%	23.1%	41.0%	26.8%
Teachers support us that we work on the assignment in pairs or groups	12.5%	37.1%	35.1%	15.3%
Teachers support us to make notes during classes	3.0%	10.3%	46.4%	40.3%
Teachers encourage us that we solve different tasks/problems	6.7%	19.3%	45.5%	28.6%
Chairs and tables in the classroom are in the shape of the letter U	46.8%	19.0%	18.1%	16.2%
Teachers always stand in front of the class and during the whole lesson talking and we only listen	1.8%	7.8%	39.8%	50.5%
Teachers supports all pupils	13.0%	24.5%	35.0%	27.5%
Teachers work more with the good pupils	11.4%	28.0%	42.2%	18.5%
Teachers use teaching tools: projector, overhead projector, computer, video	42.8%	27.8%	20.7%	8.8%
Teachers leave enough time to students for asking questions	7.1%	30.5%	48.9%	13.5%
Teachers connect content from their subject with the content of different subjects	18.6%	43.1%	29.7%	8.5%
Teachers congratulate pupils who express their own ideas	4.0%	21.4%	48.4%	26.1%
Teachers encourage us to present our work to others	10.7%	35.9%	37.7%	15.7%
Teachers give examples from everyday life	5.1%	26.2%	47.9%	20.8%
Teachers propose us how to learn certain content	7.3%	28.0%	43.9%	20.7%
Teachers support us that we make self evaluation on how we solve certain problem/task	8.7%	29.7%	46.0%	15.6%
Teachers give us possibility to state specific questions even after the class/practice	12.9%	36.2%	35.5%	15.3%
I always get help from the teacher if I ask for it	2.7%	18.7%	37.6%	40.9%
When the teacher assesses me I know exactly what I'm able to do and how I can improve it	3.0%	14.8%	50.7%	31.5%
Teachers support us to think something new, and work on a new way	5.1%	27.1%	45.7%	22.1%
Teachers support us that we make decisions independently	10.2%	25.0%	41.8%	23.0%

VII. HOW DO YOU SEE YOUR FUTURE JOB?

Table 15

What would you like that your future job will be	Very important [1]	Important [2]	Less important [3]	Not at all important [4]
Job where the rules are clear and I don't need to make a lot of decisions	14.5%	30.3%	34.5%	20.7%
Secure job with no risk	36.5%	35.6%	19.7%	8.2%
Job without many changes	14.6%	40.5%	33.9%	11.0%
Job in which I will be independent	31.7%	31.0%	24.4%	12.8%
Job on which I will constantly learn something new	42.9%	37.2%	12.7%	7.3%
Job on which I would be given a lot of new chances	49.1%	32.5%	13.1%	5.2%
Job which is not far from home	20.4%	26.8%	29.1%	23.6%
Job on which I will take decisions	27.9%	39.4%	24.2%	8.5%
Job on which I'll earn a lot of money	45.1%	35.7%	11.5%	7.6%

Table 16: Average evaluation by main subject of studies

(Scale 1=very important to 4= not important at all)

What would you like that your future job be	Agriculture	Construction	Economics	Electricity	Tourism	Total
Secure job with no risk	2.2	2.3	2.0	2.1	1.9	2.0
Job on which I would be given a lot of new chances	2.0	1.9	1.6	1.8	1.7	1.7
Job on which I'll earn a lot of money	2.2	1.9	1.7	1.7	1.8	1.8

Note: Other questions have almost identical average evaluation for all subjects, therefore are excluded from the table

VIII. EXPERIENCE WITH ENTREPRENEURSHIP

Table 17

A. Did you have a chance during your education to…	Never	Several times	Often	Very often
... talk with entrepreneurs	29.0%	42.8%	20.7%	7.5%
.... visit successful companies	29.7%	36.3%	23.9%	10.1%
.... learn more how functions a certain company (firm)	11.7%	30.4%	42.7%	15.2%
.... read magazines about business activities	9.7%	30.3%	41.7%	18.3%
.....research possibilities for employment in your sector	18.8%	32.4%	36.4%	12.4%
.....know to whom ask for help if you have business idea	19.0%	32.8%	33.0%	15.2%
.....work on development of business idea	32.0%	33.1%	23.1%	11.7%
....know what you need to do to develop successful firm	38.8%	31.6%	19.5%	10.2%

Table 18

B1. Circle one answer for each question:

1. **Productivity is:**
   1. Earn more money
   2. Produce certain number of products in a unit of time
   3. Reach the goal for any price
2. **We pay taxes so that:**
   1. State servants have a job
   2. Satisfy the need for a public good
   3. Pensioners have a better life
3. **The most limited resource in the following ones is:**
   1. Gold
   2. Solar energy
   3. Air
   4. Time
   5. Water
4. **In Saint Valentine's Day the prices of flowers significantly increase because:**
   1. The sellers of flowers decide so
   2. Green peace is fighting against the destruction of flowers
   3. There are less flowers in winter
   4. There is increasing demand
   5. It is cheaper than jewellery

B1: Mark for total of 4 questions *(10 = all correct; 2 = all wrong)*

Subgroups	Marks scored						
	Total answers (=100%)	Average Mark	2	4	6	8	10
Agriculture	30	5.2	20.0%	33.3%	23.3%	13.3%	10.0%
Construction	61	5.1	18.0%	42.6%	16.4%	13.0%	9.8%
Economics	145	6.9	6.2%	17.2%	22.1%	35.9%	18.6%
Electricity	149	5.0	27.5%	25.5%	22.8%	18.8%	5.4%
Tourism	316	5.8	11.1%	23.7%	36.1%	22.5%	6.6%
Durres	128	5.7	12.5%	27.3%	31.3%	18.8%	10.2%
Elbasan	159	4.6	30.2%	32.1%	19.5%	12.6%	5.7%
Kavaje	59	7.0		15.3%	33.9%	35.6%	15.3
Shkoder	93	6.5	10.8%	17.2%	22.6%	34.4%	15.1%
Tirane	262	5.9	10.7%	24.0%	32.4%	25.2%	7.6%
Female	134	6.9	4.5%	17.2%	26.9%	33.6%	17.9%
Male	567	5.5	16.9%	26.6%	28.4%	20.8%	7.2%
Private School	39	6.1	10.3%	17.9%	38.5%	25.6%	7.7%
Public School	662	5.7	14.8%	25.2%	27.5%	23.1%	9.4%
TOTAL	**701**	**5.8**	**14.6%**	**24.8%**	**28.1%**	**23.3%**	**9.3%**

Table 19

B2. Write down some main steps to follow for the establishment of a business
- - - - - - - - - -

B2: Mark for steps to establish a business activity *(10 = quite correct; 4 = quite wrong)*									
Subgroups	**Marks scored**								
	Total answers (=100%)	**Average Mark**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Agriculture	20	5.2	30.0%	25.0%	45.0%				
Construction	37	5.2	18.9%	45.9%	32.4%	2.7%			
Economics	127	5.5	11.0%	41.7%	32.3%	11.8%	3.1%		
Electricity	111	5.2	25.2%	42.3%	23.4%	8.1%			0.9%
Tourism	247	5.2	26.7%	35.2%	27.1%	10.9%			
Durres	101	5.1	35.6%	32.7%	17.8%	12.9%			1.0%
Elbasan	121	5.1	23.1%	49.6%	24.0%	3.3%			
Kavaje	48	5.4	14.6%	37.5%	39.6%	8.3%			
Shkoder	76	5.3	27.6%	31.6%	23.7%	13.2%	3.9%		
Tirane	196	5.4	14.8%	37.8%	36.2%	10.7%	0.5%		
Female	113	5.5	12.4%	38.1%	36.3%	11.5%	1.8%		
Male	429	5.2	24.9%	38.7%	26.6%	9.1%	0.5%		0.2%
Private School	24	5.3	29.2%	29.2%	25.0%	16.7%			
Public School	518	5.3	22.0%	39.0%	28.8%	9.3%	0.8%		0.2%
TOTAL	**542**	**5.3**	**22.3%**	**38.6%**	**28.6%**	**9.6%**	**0.7%**		**0.2%**

Table 20

B3. To calculate the price of one loaf of bread you need to take into account the following cost

-
-
-
-
-
-
-
-
-
-

B3: Mark for "… costs to take into account to calculate the price of one loaf of bread..."
(10 = quite correct; 4 = quite wrong)

Subgroups	Marks scored								
	Total answers (=100%)	**Average Mark**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Agriculture	17	4.8	29.4%	64.7%	5.9%				
Construction	30	6.0	10.0%	16.7%	46.7%	16.7%	6.7%	3.3%	
Economics	121	5.6	26.4%	34.8%	21.5%	21.5%	5.8%		
Electricity	101	5.1	40.6%	22.8%	20.8%	13.9%	1.0%	1.0%	
Tourism	216	5.9	15.7%	22.7%	26.4%	24.1%	11.1%		
Durres	92	5.9	28.3%	9.8%	25.0%	22.8%	13.0%	1.1%	
Elbasan	100	5.0	41.0%	30.0%	17.0%	7.0%	3.0%		
Kavaje	45	5.4	26.7%	31.1%	24.4%	11.1%	6.7		
Shkoder	70	5.9	18.6%	20.0%	18.6%	41.4%	1.4%		
Tirane	178	5.8	12.9%	28.7%	30.9%	18.5%	8.4%	0.6%	
Female	108	5.8	19.4%	18.5%	31.5%	21.3%	9.3%		
Male	377	5.6	24.9%	26.0%	22.5%	19.6%	6.4%	0.5%	
Private School	25	5.2	20.0%	44.0%	32.0%	4.0%			
Public School	460	5.7	23.9%	23.3%	24.1%	20.9%	7.4%	0.4%	
TOTAL	**485**	**5.6**	**23.7%**	**24.3%**	**24.5%**	**20.0%**	**7.0%**	**0.4%**	

Table 21

1. Ardi opened a factory for producing furniture in a small town in the north of Albania. Which of the following statements describe the role of Ardi's factory in local community?

1. Ardi's factory will supply furniture primarily to the citizens of this town (citizens of the town will have primarily the furniture from this factory)
2. Ardi will employ enough people from this town
3. Tax which Ardi will pay is the only way that the city get income

2. Before starting a new business the entrepreneur needs to make a business plan. The purpose of this business plan is ...

1. to help them become a director
2. to send them to the school they have finished and show them what they have learnt
3. to convince themselves that the starting of this business is a good idea and it gives them the possibility for fund raising

3. Why don't consumers have everything they want?:

1. Their resources are limited
2. Central banks don't emit enough money so that people can buy what they want
3. Producers are not effective

4. Marketing is important for the company. We can describe it as:

1. Promotion of the product (TV spots, posters, advertisements in journals, etc)
2. Supply of the product to the buyers in the country and abroad
3. Activities in which we find out what consumers want and then we try to satisfy that need efficiently

B4: Mark for "… How much do you know about economics and entrepreneurship?" ***(10 = all correct; 2= all wrong)***

Subgroups	Marks scored								
	Total answers (=100%)	Average Mark	4	5	6	7	8	9	10
Agriculture	29	7.2	3.4%	3.4%	13.8%	44.8%	20.7%	13.8%	
Construction	46	7.3	2.2%	17.4%	4.3%	26.1%	30.4%	17.4%	2.2%
Economics	142	7.8	2.8%	6.3%	9.2%	16.9%	28.9%	26.1%	9.9%
Electricity	131	6.9	10.7%	12.2%	22.1%	15.3%	17.6%	17.6%	4.6%
Tourism	299	7.6	3.0%	8.4%	15.1%	19.4%	20.1%	22.4%	11.7%
Durres	120	7.7	7.5%	4.2%	10.8%	18.3%	21.7%	21.7%	15.8%
Elbasan	145	6.7	8.3%	15.2%	23.4%	20.0%	17.2%	13.1%	2.8%
Kavaje	56	8.0		3.6%	10.7%	16.1%	25.0%	41.1%	3.6%
Shkoder	85	8.0		2.4%	12.9%	14.1%	31.8%	28.2%	10.6%
Tirane	241	7.4							
Female	131	8.0	1.5%	1.5%	14.5%	18.3%	22.1%	29.0%	13.0%
Male	516	7.3	5.2%	11.0%	14.3%	20.0%	22.3%	19.6%	7.6%
Private School	36	7.2	11.1%	11.1%	16.7%	16.7%	8.3%	22.2%	13.9%
Public School	611	7.5	4.1%	9.0%	14.2%	19.8%	23.1%	21.4%	8.3%
TOTAL	**647**	**7.5**	**4.5%**	**9.1%**	**14.4%**	**19.6%**	**22.3%**	**21.5%**	**8.7%**

TEACHERS

I. WHAT DO YOU LIKE AT YOURSELF?

Table 22

Please evaluate how much do you agree with the following statements	Not agree at all	Slightly not agree	Slightly agree	Totally agree
I like to do different things in new different ways	1.0%	2.0%	32.0%	65.0%
I like most activities where rules are defined	6.0%	6.0%	23.0%	65.0%
I prefer to solve problems in the same usual way	19.0%	25.0%	40.0%	16.0%
I like to think new ideas and activities		3.0%	11.0%	86.0%
For every problem I like to find several solutions not just one	2.0%	2.0%	17.0%	79.0%
I like activities where there are not well-defined rules, but I need to think on them	19.0%	17.0%	38.0%	26.0%
I think that for every problem there exist only one best solution	15.0%	13.0%	47.0%	25.0%
I like to participate in several different activities		3.0%	22.0%	75.0%

II. WHAT DO YOU THINK IN CONNECTION WITH LEARNING CONCEPT?

Table 23

A.	Not agree at all	Slightly not agree	Slightly agree	Totally agree
Learning always needs the investment of some certain efforts		4.0%	28.0%	68.0%
Learning result always relates to the fact that I learn new ideas	3.0%	2.0%	42.0%	53.0%
The most benefit in learning is getting information	3.0%	8.0%	42.0%	47.0%
Learning means “to memorize”	13.0%	29.0%	39.0%	19.0%
Through learning a person becomes a completed one	2.0%	7.0%	27.0%	64.0%
Learning improves all what we know	4.0%	18.0%	37.0%	41.0%
It is learnt more in formal education	35.0%	30.0%	28.0%	7.0%
Learning investment gives its results later	2.0%	8.0%	44.0%	46.0%
Learning serves us exactly to increase the information we obtain	1.0%	8.0%	37.0%	54.0%
A person should learn during all his life			4.0%	96.0%
Learning is an everyday activity		1.0%	16.0%	83.0%

Table 24

B.	Not agree at all	Slightly not agree	Slightly agree	Totally agree
Learning is appreciated too much in Albania	4.0%	26.0%	58.0%	12.0%
To become a wealthy person in Albania, it is important to have been successful in school	38.0%	36.0%	22.0%	4.0%
The most of successful persons in our country have been successful pupils	19.0%	34.0%	38.0%	9.0%
In our society it is clearly meant that there is value in studying	4.0%	30.0%	36.0%	30.0%
To have professional success in Albania it is important to have other things (personal relations, family…)despite school results	2.0%	11.0%	40.0%	47.0%
The teacher's status in Albania depends most on the education importance given by the State	1.0%	4.0%	15.0%	80.0%

Table 25

C.	Not agree at all	Slightly not agree	Slightly agree	Totally agree
A successful pupil must know how to manage the time			10.0%	90.0%
For successful learning it is more important to ask the right questions rather than giving the correct answers	5.0%	10.0%	46.0%	39.0%
Pupils have the main responsibility for their success at school	6.0%	17.0%	53.0%	24.0%
To be successful in learning pupils must be given the right instructions		5.0%	34.0%	61.0%
Pupils may have good marks without knowing how to learn	31.0%	22.0%	36.0%	11.0%
Some pupils cannot be successful at school in spite of their efforts	3.0%	23.0%	55.0%	19.0%
Teachers have the main responsibility for their pupils' success	9.0%	31.0%	47.0%	13.0%
Family has a great influence on the pupils' progress at school	1.0%	1.0%	22.0%	76.0%
Successful pupils always learn systematically		1.0%	13.0%	86.0%
Different knowledge should be learnt in different ways	1.0%	2.0%	29.0%	68.0%
The more time is dedicated to learning, the more successful the pupil is	3.0%	8.0%	34.0%	55.0%
To be successful, a pupil should be aware of his own responsibilities			10.0%	90.0%
To be successful, a pupil should be aware of his knowledge insufficiency	5.0%	3.0%	27.0%	65.0%

III. WHICH ARE YOUR PUPILS' REASONS WHY THEY LEARN?

Table 26

Pupils learn ...	It doesn't relate at all to my pupils	It generally doesn't relate to my pupils	It neither relates nor doesn't it relate to my pupils	It generally relates to my pupils	It absolutely relates to my pupils
... because it is mostly a task	6.0%	7.0%	12.0%	55.0%	20.0%
... because they will get employed in this way		4.0%	11.0%	48.0%	37.0%
... because learning is fun to them	38.0%	22.0%	23.0%	14.0%	3.0%
... because this is what others expect from them	7.0%	14.0%	18.0%	46.0%	15.0%
... because learning is important to them	12.0%	12.0%	15.0%	39.0%	22.0%
... to have chances in the job they are getting educated	1.0%		11.0%	41.0%	47.0%
... to be registered in the faculty they want	13.0%	6.0%	10.0%	39.0%	32.0%
... because parents will congratulate them if they achieve success	4.0%	7.0%	14.0%	49.0%	26.0%
... because they want to find well-paid job positions	4.0%	5.0%	6.0%	38.0%	47.0%
... because they want to get the practical skills for the job they are being educated	4.0%		5.0%	43.0%	48.0%
... because they want to have a job position estimated by society	6.0%	5.0%	11.0%	43.0%	35.0%

IV. TEACHER-STUDENT RELATIONSHIP

Table 27

A.	Never	Rarely	Often	Always
Pupils behave politely to their teachers		10.0%	78.0%	12.0%
Pupils evaluate their teacher's thought		11.0%	64.0%	25.0%
Pupils answer to their teacher's work with lack of discipline	14.0%	68.0%	17.0%	1.0%
Pupils who find difficulty in learning ask for their teacher's help	5.0%	49.0%	40.0%	6.0%
Pupils claim to be counselled on how to get success in learning	12.0%	47.0%	37.0%	4.0%
Pupils want their teacher to show them the way how the given knowledge can be learnt	6.0%	50.0%	36.0%	8.0%
Good pupils help the less efficient ones in learning	9.0%	67.0%	23.0%	1.0%

Table 28

B. Assess how much you can solve the following difficulties:	Not at all	A little	Neutrally	Sufficiently	Completely
To attract the«more difficult» pupils		19.0%	20.0%	55.0%	6.0%
To motivate that pupils who are less interested in learning	3.0%	9.0%	15.0%	51.0%	22.0%
To influence on the growth of the pupil's confidence related to learning		3.0%	9.0%	47.0%	41.0%
To teach pupils to esteem learning		3.0%	8.0%	44.0%	45.0%
To help pupils think critically	1.0%	8.0%	10.0%	48.0%	33.0%
To promote pupil's creativity		4.0%	11.0%	49.0%	36.0%
To calculate the success at school of those pupils who aren't good at learning	1.0%	9.0%	32.0%	46.0%	12.0%
To stimulate initiative at your pupils		1.0%	7.0%	49.0%	43.0%
To teach your pupils to be responsible for their behavior			1.0%	43.0%	56.0%
To teach your pupils to learn systematically		4.0%	4.0%	42.0%	50.0%
To teach your pupils to try for the task that seems to them difficult		5.0%	14.0%	51.0%	30.0%
To help your pupils in learning if they doesn't find support in his family		6.0%	6.0%	47.0%	41.0%

Table 29

C. How much do you agree with the following statements:	Not agree at all	Slightly not agree	Slightly agree	Totally agree
In learning there must be used instances of tasks or problems which have only one solution	23.2%	22.2%	45.5%	9.1%
In learning, when it is always possible, we use examples from jobs about which the pupils are getting educated		2.0%	15.2%	82.8%
Learning should be done in connection with the demands and interest in which the pupil is getting educated	1.0%		21.2%	77.8%
The pupils often decide on how to learn at school and give an important contribution to teaching quality	6.1%	21.2%	55.6%	17.2%
It is important that the pupils take part in the evaluation of the teaching process	6.1%	10.2%	36.7%	46.9%
To have a good learning quality it is important that the pupils learn what they better understand transferring content as much as possible	2.0%	13.1%	53.5%	31.3%
Pupils should evaluate regularly their teacher's quality of work	8.1%	6.1%	34.3%	51.5%
Discipline and order are the key to a successful teaching		6.1%	15.2%	78.8%
When pupils understand the content with difficulty we should support them to memorize it in the simplest way	1.0%	2.0%	17.2%	79.8%
Teaching quality depends much more on good relations with pupils rather than on the transferred knowledge amount	11.1%	20.2%	44.4%	24.2%
Teacher's main task is to promote pupils' logical thinking and creativity		2.0%	8.1%	89.9%
Some pupils, in spite of their efforts , cannot be good at learning	3.0%	18.2%	48.5%	30.3%

Table 30

D. Assess how much you think that each of the following activities refer to most of your pupils:	Not agree at all	Slightly not agree	Slightly agree	Totally agree
Pupils want their teacher to tell them clearly what they have to do during learning class		3.0%	35.4%	61.6%
Pupils want to obtain the knowledge about which they may tell that they have understood what they have learnt	2.0%	8.1%	46.5%	43.4%
Pupils want their teachers tell them precisely what they have to learn		6.1%	26.3%	67.7%
Pupils like the fact when their teachers do not ask them to learn something different from what has been explained in class	16.2%	13.1%	50.5%	20.2%
Pupils like the fact that their teachers ask them only those things that they have learnt by heart	25.3%	21.2%	42.4%	11.1%
Pupils want to get the knowledge that can be learnt only in class	19.2%	21.2%	51.5%	8.1%
Pupils prefer that their teacher solves any task together with them	1.0%	4.0%	50.5%	44.4%
When something practical is taught, pupils want it to be told first	1.0%	3.0%	39.4%	56.6%

V. EVALUATION OF PUPILS' LEARNING PROCESS ACCORDING TO METHODS IN USE

Table 31

A. How often is it used?	Never	Rarely	Often	Always
Pupils' introduction with different technical subjects	2.1%	8.2%	53.6%	36.1%
Comments on tasks solution explaining to pupils the accurate answer and the incorrect one		5.2%	32.0%	62.9%
Pupils' instruction on the way how to take notes	1.0%	9.3%	44.3%	45.4%
A connection of new ideas with the ones that the pupils actually know		9.3%	35.1%	55.7%
Use of everyday life instances just before the new lesson is presented	1.0%	15.6%	46.9%	36.5%
A connection of new knowledge with the pupils' experience from professional practice/practical learning	1.0%	10.4%	40.6%	47.9%
A connection of new knowledge with that knowledge obtained from other subjects		14.6%	56.3%	29.2%
Pupils should be told that there exist different ways for problem solving		9.4%	62.5%	28.1%
Providing pupils with information based on the previous tests results		17.7%	47.9%	34.4%
Collaboration with pupils to determine learning objectives of a certain subject	8.3%	24.0%	49.0%	18.8%
Pupils should be clearly told what they are expected in a certain subject		4.2%	40.6%	55.2%
Teaching in cooperation with pupils	1.0%	7.3%	43.8%	47.9%
Work in small groups	3.1%	20.8%	49.0%	27.1%
Talking to pupils before the new unit is explained	1.0%	29.2%	41.7%	28.1%
Asking pupils to evaluate themselves on the accomplished work/task	4.2%	28.1%	53.1%	14.6%
Detailed evaluation for each pupil	1.0%	22.9%	42.7%	33.3%
Pupils' gratitude to his teacher for his achieved success in learning		5.2%	49.0%	45.8%

A. How often is it used?	Never	Rarely	Often	Always
A fair estimation to students		4.2%	26.0%	69.8%
Collaboration with other teachers on determining learning goals	3.1%	15.6%	58.3%	22.9%
Classification of work-ways according to the relevant level of pupils with different characters	6.3%	16.7%	52.1%	25.0%
Making the pupil self-evaluate his own job		16.7%	54.2%	29.2%

Table 32

B. How much important is it to improve learning?	Unimportant	Slightly unimportant	Slightly important	Very important
Pupils' introduction with different technical subjects	1.0%	3.1%	28.9%	67.0%
Comments on tasks solution explaining to pupils the accurate answer and the incorrect one			18.6%	81.4%
Pupils' instruction on the way how to take notes		7.2%	32.0%	60.8%
A connection of new ideas with the ones that the pupils actually know		4.1%	23.7%	72.2%
Use of everyday life instances just before the new lesson is presented	1.0%	5.2%	33.3%	60.4%
A connection of new knowledge with the pupils' experience from professional practice/practical learning	1.0%	2.1%	14.6%	82.3%
A connection of new knowledge with that knowledge obtained from other subjects		3.1%	33.3%	63.5%
Pupils should be told that there exist different ways for that problem solution		1.0%	47.9%	51.0%
Providing pupils with information based on the previous tests results	1.0%	11.5%	37.5%	50.0%
Collaboration with pupils to determine learning objectives of a certain subject	1.0%	16.7%	43.8%	38.5%
Pupils should be clearly told what they are expected to do in a certain subject		5.2%	27.1%	67.7%
Teaching in cooperation with pupils		2.1%	26.0%	71.9%
Work in small groups	1.0%	9.4%	32.3%	57.3%
Talking to pupils before the new unit is explained	1.0%	15.6%	44.8%	38.5%
Asking pupils to evaluate themselves on the accomplished work/task		10.4%	40.6%	49.0%
Detailed evaluation for each pupil		9.4%	27.1%	63.5%
Pupil's gratitude to the teacher for the achieved success in learning		1.0%	28.1%	70.8%
A fair evaluation to pupils			6.3%	93.8%
Collaboration with other teachers on determining learning goals		4.2%	44.8%	51.0%
Classification of work-ways according to the relevant level of students with different characters	1.0%	8.3%	41.7%	49.0%
Making the pupil self-evaluate his own job		1.0%	33.3%	65.6%

Table 33

Average score for A. and B. 1= never; unimportant 2= rarely; slightly unimportant 3= often; slightly important 4= always; very important	A. How often is it used?	B. How much important is it to improve learning?
Pupils' introduction with different technical subjects	3.2	3.6
Comments on tasks solution explaining to pupils the accurate answer and the incorrect one	3.6	3.8
Pupils' instruction on the way how to take notes	3.3	3.5
A connection of new ideas with the ones that the pupils actually know	3.5	3.7
Use of everyday life instances just before the new lesson is presented	3.2	3.5
A connection of new knowledge with the pupils' experience from professional practice/practical learning	3.4	3.8
A connection of new knowledge with that knowledge obtained from other subjects	3.1	3.6
Pupils should be told that there exist different ways for the problem solution	3.2	3.5
Providing pupils with information based on the previous tests results	3.2	3.4
Collaboration with pupils to determine learning objectives of a certain subject	2.8	3.2
Pupils should be clearly told what they are expected in a certain subject	3.5	3.6
Teaching in cooperation with pupils	3.4	3.7
Work in small groups	3.0	3.5
Talking to pupils before the new unit is explained	3.0	3.2
Asking pupils to evaluate themselves on the accomplished work/task	2.8	3.4
Detailed evaluation for each pupil	3.1	3.5
Pupil's gratitude to the teacher for the achieved success in learning	3.4	3.7
A fair evaluation to pupils	3.7	3.9
Collaboration with other teachers on determining learning goals	3.0	3.5
Classification of work-ways according to the relevant level of pupils with different characters	3.0	3.4
Making the pupil self-evaluate his own job	3.1	3.6

VI. INFORMAL EDUCATION

Table 34

Are the following statements true:	Yes	No
Teachers do private courses regularly	14.7%	85.3%
Teachers do private courses not all the time	43.2%	56.8%
Private courses help pupils understand the knowledge taken at school	66.3%	33.7%
Private courses prepare pupils for further education	68.4%	31.6%
Private teachers teach pupils how to learn independently	47.4%	52.6%
Private courses are compulsory in order to improve knowledge	15.8%	84.2%
Private courses are on fashion	80.0%	20.0%
Pupils have private courses in subjects that they are particularly interested in (foreign languages, arts, computer…)	82.1%	17.9%
Today the education system success depends mostly on private courses	29.5%	70.5%

VII. STUDENTS'ABILITIES AND EXPRESSIVENESS AT THE END OF VOCATIONAL EDUACATION

Table 35

A.	Almost no-one	Few	About half	Most part	Almost all
Pupils find difficulty in the revision of all lesson		19.8%	30.2%	43.8%	6.3%
Pupils are able to distinguish the important information in the lesson content	1.0%	24.0%	32.3%	31.3%	11.5%
Pupils may answer questions with their own words	1.0%	25.0%	30.2%	38.5%	5.2%
Pupils may esteem well that in what capacity they understand what they learn		34.4%	22.9%	34.4%	8.3%
Pupils may esteem well their potential to learn	1.0%	34.4%	22.9%	33.3%	8.3%
Pupils know how to keep notes of the knowledge they may use later in their lessons	6.3%	39.6%	21.9%	21.9%	10.4%
Pupils know from practice how much time they need for learning	2.1%	24.0%	29.2%	32.3%	12.5%
Pupils may be self-motivated to learn when they are confronted to a problem	4.2%	43.8%	17.7%	31.3%	3.1%
Pupils are able to concentrate too long while learning	4.2%	38.5%	32.3%	20.8%	4.2%
Pupils find it difficult to concentrate during learning class	2.1%	42.7%	34.4%	17.7%	3.1%
During learning process pupils do not know quite well how to use examples or school textbooks	3.1%	42.7%	39.6%	12.5%	2.1%
Pupils may really estimate notes quality	1.0%	38.5%	19.8%	35.4%	5.2%

Table 36

B.	Almost no-one	Few	About half	Most part	Almost all
They are motivated to reach certain goals		34.4%	30.2%	30.2%	5.2%
They are able to solve problems creatively	4.2%	42.7%	35.4%	15.6%	2.1%
They communicate efficiently	2.1%	36.5%	33.3%	24.0%	4.2%
They like changes and new experiences	2.1%	31.3%	31.3%	32.3%	3.1%
They define efficiently the goals they have to reach	8.3%	45.8%	22.9%	18.8%	4.2%
They make decisions independently	7.3%	44.8%	19.8%	22.9%	5.2%
They are able to collaborate with their fellows	2.1%	25.0%	33.3%	26.0%	13.5%
They are able to take initiative	3.1%	41.7%	26.0%	18.8%	10.4%
They are independent at their work	7.3%	35.4%	28.1%	25.0%	4.2%
They are responsible for their behaviour	4.2%	34.4%	25.0%	30.2%	6.3%
They feel competent and efficient	7.3%	33.3%	27.1%	29.2%	3.1%
They are prepared to work in groups	4.2%	15.6%	26.0%	36.5%	17.7%

VIII. SCHOOL MANAGEMENT AND DIRECTOR- TEACHER RELATIONSHIP

Table 37

A.	Not agree at all	Slightly not agree	Slightly agree	Totally agree
In our school the director appraises and uses teachers' ideas		3.2%	30.5%	66.3%
The director encourages teachers to have initiative and suggestions		6.3%	25.3%	68.4%
The director demands collaboration between teachers		3.2%	22.1%	74.7%
Teachers may always direct to the director	3.2%	7.4%	40.0%	49.5%
The director demands and always attempts to make it possible teachers' professional progress	1.1%	3.2%	18.9%	76.8%
The director tries to ensure the necessary base for work (teachers' environment and place for practical teaching realization)		5.3%	23.2%	71.6%
In our school teachers may influence on the director's decisions.	1.1%	6.3%	60.0%	32.6%
In our school teachers may collaborate in joint projects and activities	1.1%	6.3%	30.5%	62.1%
Teachers try to solve together school problems	1.1%	7.4%	36.8%	54.7%
In our school teachers may be supported on their colleagues' help		8.4%	30.5%	61.1%
In our school teachers can listen overtly to comments on their work	2.1%	5.3%	37.9%	54.7%
Teachers understand with pleasure new experiences and ideas	1.1%	2.1%	20.0%	76.8%

Table 38

B.	Not agree at all	Slightly not agree	Slightly agree	Totally agree
In our school teachers are encouraged to introduce new teaching methods		8.1%	24.4%	67.4%
In our school teachers are expected to learn constantly and bring new things in their job		2.3%	29.1%	68.6%
In our school different ways and approaches are introduced		8.1%	40.7%	51.2%
In our school change is well-expected	2.3%	4.7%	30.2%	62.8%

IX. ENTREPENEURSHIP THROUGH EXTRA CURRICULA PRACTICES AND ACTIVITIES

Table 39

In our school...	Not agree at all	Slightly not agree	Slightly agree	Totally agree
...independent work is appreciated much and required		11.6%	50.0%	38.4%
...pupils are required to work in groups during class	1.2%	7.0%	55.8%	36.0%
...extracurricular activities are organized in which pupils plan independently and prepare the program	11.6%	8.1%	38.4%	41.9%
... different activities are organized in which pupils may express themselves and show their creativity	10.5%	9.3%	31.4%	48.8%
...pupils want to plan carefully and in details their activity	9.3%	12.8%	43.0%	34.9%
... different activities are organized in which pupils help solve independently difficult problems and tasks	11.6%	22.1%	45.3%	20.9%
...different activities are organized in which pupils help people in need of aid	12.8%	20.9%	41.9%	24.4%
...different activities are organized in which pupils may collaborate with local community	15.1%	22.1%	41.9%	20.9%
...pupils have it possible to realize practice at a successful company	7.0%	16.3%	37.2%	39.5%
...pupils have it possible to realize practice at a successful entrepreneur	10.5%	15.1%	41.9%	32.6%
...pupils are helped by knowing different works in their interested domain	2.3%	9.3%	38.4%	50.0%
...pupils are talked to about their future employment possibility	1.2%	8.1%	33.7%	57.0%
...pupils are talked to about their further education possibility	3.5%	7.0%	33.7%	55.8%
...pupils are offered independent work possibility in taking decisions related to the solution of different problems	5.8%	14.0%	47.7%	32.6%
...pupils want to take responsibility for their actions	5.8%	18.6%	50.0%	25.6%
...pupils have fundamental knowledge on entrepreneurship	7.0%	16.3%	59.3%	17.4%
...pupils know the main principals on the base that the state and economy work	3.5%	17.4%	60.5%	18.6%

X. VOCATIONAL SCHOOLS AND STAFF PROFESSIONAL DEVELOPMENT

Table 40

Assess the quality that education system offers you for new content and new methods at work	Bad	Not sufficient	Sufficient	Good
School materials availability	12.8%	25.6%	33.7%	27.9%
Constant information on innovations and changes within the system	8.1%	31.4%	32.6%	27.9%
Teachers' professional formation possibility in accordance with their needs	3.5%	18.6%	33.7%	44.2%
Teachers' training in vocational education (accreditation)	3.5%	24.4%	26.7%	45.3%
Financial means	20.9%	31.4%	29.1%	18.6%
Legal framework on school operation	4.7%	23.3%	32.6%	39.5%
School independence	7.0%	23.3%	40.7%	29.1%
School collaboration with MES	3.5%	14.0%	36.0%	46.5%
School collaboration with training institutions	5.8%	20.9%	26.7%	46.5%

STUDENTS

I. WHAT DO YOU THINK IN RELATION TO LEARNING CONCEPT

Table 41

LEARNING (Scale 1-6)								
	1	**2**	**3**	**4**	**5**	**6**		**Average Score**
Important	73.5%	21.2%	3.8%		1.5%		Not important	Very important **(1.3)**
Boring	1.5%	4.5%	9.1%	21.2%	24.2%	39.4%	Interesting	Interesting **(4.8)**
Useful	64.4%	26.5%	4.5%	1.5%	3.0%		Not useful	Useful **(1.5)**
Unpleasant	0.8%	3.8%	7.6%	29.5%	32.6%	25.8%	Pleasant	Pleasant **(4.7)**
Difficult, heavy	26.5%	31.1%	28.8%	7.6%	5.3%	0.8%	Easy	Difficult **(2.4)**
Not useful for my nowadays life	1.5%	6.1%	4.5%	11.4%	23.5%	53.0%	Useful for my nowadays life	Useful for my nowadays life **(5.1)**
Important for my future life	72.0%	17.4%	3.8%	0.8%	0.8%	5.3%	Not important for my future life	Important for my future life **(1.6)**

II. WHAT DOES LEARNING MEAN TO YOU?

Table 42

Please evaluate how much do you agree with the following statements	Not agree at all	Usually not agree	Usually agree	Agree totally
Learning needs mental energy investment	0.8%	0.8%	19.7%	78.8%
The primary goal of learning is to improve knowledge		4.5%	33.3%	62.1%
Long dedication to learning is a necessary condition for a completed character	3.0%	13.6%	38.6%	44.7%
Most part of learning is achieved during our education at school	0.8%	20.5%	43.9%	34.8%
Learning stops in the moment when individuals finish school	84.1%	11.4%	3.8%	0.8%
Time dedicated to learning is a lost time	90.2%	2.3%	4.5%	3.0%
Sometimes the wasted effort for learning finds its meaning later		8.3%	53.0%	38.6%
A person learns during all his life	1.5%		5.3%	93.2%
What I learn is useful for a better living in everyday life	1.5%	11.4%	44.7%	42.4%
Learning helps us to understand better the world around us	0.8%	7.6%	42.4%	49.2%
The nearest notion to learning is to memorize	15.2%	25.8%	42.4%	16.7%

III. HOW MUCH THE FOLLOWING REASONS ABOUT LEARNING RELATE TO YOU:

Table 43

Why I learn? ...	It's not related to me at all	It is slightly not related to me	It is slightly related to me	It is related completely to me
Because of marks	22.7%	11.4%	46.2%	19.7%
Because I want to learn something new	2.3%	2.3%	15.2%	80.3%
Because of others	76.5%	11.4%	9.8%	2.3%
So that my parents do not bother me	76.5%	9.8%	12.1%	1.5%
Because learning is fun	25.0%	22.7%	40.9%	11.4%
Because I feel satisfaction when learning	6.1%	13.6%	33.3%	47.0%
Because it is necessary for me	3.0%	5.3%	25.8%	65.9%
Because to find a good job I have to be a good student	4.5%	7.6%	23.5%	64.4%

Table 44

Read and Assess	Not agree at all	Usually not agree	Usually agree	Totally agree
Most of the successful persons in Albania were good students	18.2%	25.0%	47.0%	9.8%
To become a wealthy person in Albania, it is important to be a good student	48.5%	22.7%	25.0%	3.8%
In Albania, students have it quite clear that it is worthy studying	15.2%	37.9%	39.4%	7.6%
Education role in Albania will be improved rapidly	9.1%	18.9%	51.5%	20.5%
Professors' status in Albania reflects the importance that education gets from government	9.8%	18.2%	53.8%	18.2%

IV. WHICH IS LEARNING MOTIVATION TO YOU?

Table 45

How do you learn?	Never	Rare	Often	Always
I try to concentrate on what seems interesting to me	2.3%	13.6%	56.8%	27.3%
I think that learning interests me for the job I am being educated		6.8%	43.2%	50.0%
While learning I try to connect the content with something interesting to me	5.3%	35.6%	34.8%	24.2%
I learn to find a good job position	3.8%	15.9%	37.1%	43.2%
While learning I try to isolate myself (switch off TV, telephone etc)	8.3%	28.8%	32.6%	30.3%
I try to learn in that period of day when I can have the best concentration	2.3%	6.1%	44.7%	47.0%
I think that as soon as I finish learning I can do what I like		25.8%	50.8%	23.5%
I think about how good I will feel when I improve the content	0.8%	19.7%	43.2%	36.4%
I say to myself «You can do it»	3.0%	5.3%	36.4%	55.3%
I think to myself that learning is important because it will be useful in life		9.8%	40.9%	49.2%
I remind that how much important the diploma is	0.8%	16.7%	42.4%	40.2%
I remind that I don' t want to disappoint my parents	7.6%	30.3%	36.4%	25.8%
I remind that in this way it is easier to get employed	3.8%	15.9%	46.2%	34.1%

V. WHICH LEARNING STRATEGIES (WAYS) DO YOU USE?

Table 46

How do you learn?	Never	Rare	Often	Always
Before I start learning, I think about what I should learn	2.3%	10.6%	47.7%	39.4%
I go through the content several times till I learn it	4.5%	28.0%	40.9%	26.5%
I learn main definitions and terms by heart	11.4%	40.9%	28.0%	19.7%
When I learn I underline the text	3.0%	8.3%	27.3%	61.4%
I try to understand new content in a way to connect it with prior notions I know	0.8%	8.3%	56.1%	34.8%
I try to understand how I can use some information I learn in everyday life	1.5%	22.7%	53.8%	22.0%
When I learn, I read aloud	32.6%	39.4%	10.6%	17.4%
When I learn, I repeat content with my own words	9.1%	17.4%	49.2%	24.2%
When I learn, I make notes based on textbook or notebook	5.3%	9.8%	37.9%	47.0%
When I learn, I make tables, graphs and diagrams according to the text in front of me	9.1%	38.6%	32.6%	19.7%
When I learn, I distinguish the most important parts	0.8%	12.1%	49.2%	37.9%
When I read a text, it happens that I don't know what it is all about	8.3%	51.5%	37.1%	3.0%
When something is unclear to me, I stop and go through this text again	0.8%	3.0%	41.7%	54.5%
When I learn I use different sources (books, magazines, TV, internet...)	5.3%	37.1%	43.9%	13.6%

VI. HOW DO YOU ESTIMATE TEACHING AND PRACTICE?

Table 47

In the faculty professors	Almost never	Rarely	Often	Almost every time
.. give us clear instructions on the tasks which we need to solve/make	6.1%	28.8%	56.1%	9.1%
... dictate all we need to know	6.8%	31.1%	50.8%	11.4%
... always have the right answers	1.5%	18.2%	58.3%	22.0%
... accept different answers or solutions	7.6%	42.4%	37.9%	12.1%
... stimulate us to work independently solving different tasks, projects, practical work)	9.1%	25.8%	48.5%	16.7%
... say us precisely what we need to learn	8.3%	35.6%	48.5%	7.6%
... encourage us to use different textbooks, magazines, internet, etc	11.4%	24.2%	46.2%	18.2%
... encourage us to work in groups or teams	20.5%	42.4%	34.1%	3.0%
... use different teaching tools such as projector, computer, video, etc....	35.6%	34.1%	21.2%	9.1%
... leave enough time to students to ask questions	4.5%	28.8%	49.2%	17.4%
... connect content from their subject with the content of different subjects	12.1%	59.1%	24.2%	4.5%
... congratulate students who express their own ideas	13.6%	47.0%	35.6%	3.8%
... give examples from everyday life	4.5%	34.1%	53.0%	8.3%
... propose us how to learn certain content	22.7%	38.6%	35.6%	3.0%
... encourage us to think something new, and work in a new way	18.9%	40.2%	34.8%	6.1%
... support us that we make decisions independently	15.9%	44.7%	33.3%	6.1%

In the faculty professors	Almost never	Rarely	Often	Almost every time
... stimulate us to propose new activities	46.2%	47.0%	3.0%	3.8%
... stimulate us to plan our obligations	22.0%	40.9%	32.6%	4.5%
... stimulate us to take responsibility for our behaviour	11.4%	23.5%	53.0%	12.1%
... stimulate us to think of what we will work on	9.8%	29.5%	43.9%	16.7%

Table 48

When I start any activity in the faculty or outside it	Not agree at all	Rather not agree	Rather agree	Totally agree
...I estimate well how much time I'll need for the activity	3.0%	8.3%	38.6%	50.0%
...I think I have to finish completely what I have started	0.8%	1.5%	24.2%	73.5%
...I usually think which is the goal of the activity	1.5%	5.3%	29.5%	63.6%
...I plan how I will work	1.5%	3.0%	23.5%	72.0%

VII. HOW DO YOU ESTIMATE YOUR RELATION WITH PROFESSORS?

Table 49

How often does it happen?	Almost never	Rarely	Often	Almost every time
Professors behave politely to their students	3.1%	28.2%	61.1%	7.6%
Professors take care of their less good students to improve the material	51.1%	38.9%	8.4%	1.5%
Professors care for us to learn the content	20.6%	44.3%	30.5%	4.6%
Professors appraise their students' ideas	9.9%	45.0%	42.0%	3.1%
Students may rely on their professors help when they need it for the subject	8.4%	39.7%	43.5%	8.4%
Students may participate in taking decisions on teaching ways	41.2%	45.8%	9.9%	3.1%
Professors teach us how to be effective in learning	22.9%	51.1%	23.7%	2.3%
During classes, professors connect content of their subject with examples from everyday life	7.6%	43.5%	40.5%	8.4%
Professors instruct us on how to learn the new content	30.5%	48.9%	19.1%	1.5%
During their explanation, professors connect new content with our prior knowledge	4.6%	18.3%	66.4%	10.7%
Professors behave similarly to all students	19.8%	37.4%	32.8%	9.9%
Professors stimulate us to ask questions when something seems unclear to us	6.9%	19.1%	52.7%	21.4%
Professors enable us to distinguish in a material the less important from the most significant	10.7%	42.0%	39.7%	7.6%
Professors warn us that a problem may be solved in many different ways	8.4%	27.5%	55.0%	9.2%
Professors tell us how to self-estimate our work	23.7%	39.7%	31.3%	5.3%

Table 50

Choose three advantages you have had during your education:	TOTAL	Female	Male
Getting diploma, certificate or qualification	59.5 %	61.4 %	53.3 %
More employment possibilities	56.5 %	56.4 %	56.7 %
Acquaintance with new people	43.5 %	40.6 %	53.3 %
Ability to do my job better	43.5 %	45.5 %	36.7 %
I haven't thought of benefits yet because I haven't finished so far	27.5 %	27.7 %	26.7 %
A better orientation in my everyday life	26.7 %	27.7 %	23.3 %
Personal satisfaction	26.0 %	26.7 %	23.3 %
More possibilities to change job position, or to start my own business	9.9 %	6.9 %	20.0 %
I don't think I have more benefits from this	3.8 %	5.0 %	
Satisfaction at leisure time	3.1 %	2.0 %	6.7 %

Table 51

Choose three advantages you have had during your education:	Economics	Engineering	Education specialties
Getting diploma, certificate or qualification	44.7 %	62.5 %	66.2%
More employment possibilities	55.3 %	50.0 %	58.4%
Acquaintance with new people	47.4 %	56.3 %	39.0%
Ability to do my job better	44.7 %	31.3 %	45.5%
I haven't thought of benefits yet because I haven't finished so far	28.9 %	43.8 %	23.4%
A better orientation in my everyday life	26.3 %	25.0 %	27.3%
Personal satisfaction	23.7 %	12.5 %	29.9%
More possibilities to change job position, or to start my own business	18.4 %	12.5 %	5.2%
I don't think I have more benefits from this	5.3 %		3.9%
Satisfaction at leisure time	5.3 %	6.3 %	1.3%

VIII. HOW DO YOU SEE YOUR FUTURE JOB POSITION?

Table 52

	Very important	Important	Less important	Not important at all
Job in which the rules are well-defined and I don't need to make a lot of decisions	9.2%	45.0%	35.9%	9.9%
Job without many changes	8.4%	33.6%	40.5%	17.6%
Job which I will start myself and independently	26.0%	43.5%	24.4%	6.1%
Secure job with no risk	56.5%	30.5%	9.2%	3.8%
Job in which I will constantly learn something new	55.0%	37.4%	4.6%	3.1%
Job in which I will be given a lot of new chances	65.6%	30.5%	1.5%	2.3%
Job which is not far from home	7.6%	25.2%	47.3%	19.8%
Job in which I will have not a superior; take decisions myself and take responsibility for my eventual failure	6.9%	28.2%	48.1%	16.8%
Job in which I will earn a lot of money	32.8%	52.7%	11.5%	3.1%
Job in which I will decide myself how much I will earn	22.9%	34.4%	34.4%	8.4%

IX. ENTREPRENUERSHIP

Table 53

A. Have you ever had the possibility?	Never	Sometimes	Often	Very often
... to talk to any entrepreneur who owns a private firm	17.6%	35.9%	29.8%	16.8%
... to get introduced to the employment procedure in any enterprise	21.4%	49.6%	19.8%	9.2%
... to visit a successful company	38.2%	42.7%	9.9%	9.2%
... to learn more how a certain company (firm) functions	30.5%	46.6%	17.6%	5.3%
... to get introduced with the ways a company is established	42.0%	38.9%	13.7%	5.3%
... to know how you can earn money by personal efforts	14.5%	31.3%	39.7%	14.5%
... to be informed about employment possibilities because of the job you have chosen	7.6%	32.8%	42.0%	17.6%
... to apply for a job within your sector	25.2%	25.2%	29.8%	19.8%
... know whom to ask for help if you have any job idea	25.2%	29.8%	34.4%	10.7%
... work on the development of employment ideas	32.1%	36.6%	19.8%	11.5%

Table 54

B. For each statement circle the relevant number	Very important	Important	Less important	Not important at all
The entrepreneur must have the ability to see farther than the others	72.1%	26.4%	1.6%	
The entrepreneur is prepared to take risks for his activity every time	54.3%	38.8%	7.0%	
The entrepreneur should understand problems as a challenge for new successes in business	46.5%	45.0%	7.8%	0.8%
The entrepreneur is a person orientated towards results, successes and achievements, not by the way how it is achieved	17.8%	42.6%	28.7%	10.9%
The entrepreneur is an energetic and motivated individual	42.6%	43.4%	14.0%	
The entrepreneur has the leader’s quality and role	33.3%	51.2%	13.2%	2.3%
The entrepreneur is prone to new innovations	41.9%	50.4%	7.0%	0.8%
The entrepreneur owns such a will to work hard and persistently	48.8%	40.3%	7.8%	3.1%
The real entrepreneur never leaves his works uncompleted	48.1%	34.1%	16.3%	1.6%
The entrepreneur is a good organizer	49.6%	41.9%	6.2%	2.3%

Table 55

The questions in this section are the same as in the section PUPILS

B1: Mark for total of 4 questions *(10 = all correct; 2 = all wrong)*							
Subgroups	Marks scored						
	Total answers (=100%)	Average Mark	2	4	6	8	10
Economics/Business	37	7.6		16.2%	13.5%	43.2%	27.0%
Electrics	15	6.9	6.7%	20.0%	6.7%	53.3%	13.3%
Teachers	77	6.8	5.2%	15.6%	29.9%	33.8%	15.6%
Female	101	7.1	3.0%	12.9%	25.7%	40.6%	17.8%
Male	28	6.6	7.1%	28.6%	10.7%	32.1%	21.4%
TOTAL	**129**	**7.0**	**3.9%**	**16.3%**	**22.5%**	**38.8%**	**18.6%**

Table 56

B2: Mark for steps to establish a business activity *(10 = quite correct; 4 = quite wrong)*									
Subgroups	Marks scored								
	Total answers (=100%)	Average Mark	4	5	6	7	8	9	10
Economics/Busin.	31	6.7	19.4%	3.2%	22.6%	16.1%	19.4%	16.1%	3.2%
Engineering	8	6.0	25.0%	25.0%	12.5%		37.5%		
Education specialties	63	6.9	9.5%	11.1%	25.4%	12.7%	22.2%	17.5%	1.6%
Female	80	6.8	11.3%	8.8%	27.5%	12.5%	20.0%	17.5%	2.5%
Male	22	6.5	22.7%	13.6%	9.1%	13.6%	31.8%	9.1%	
TOTAL	**102**	**6.8**	**13.7%**	**9.8%**	**23.5%**	**12.7%**	**22.5%**	**15.7%**	**2.0%**

Table 57

B4: Mark for "… How much do you know about economics and entrepreneurship?..." *(10 = all correct; 2 = all wrong)*									
Subgroups	Marks scored								
	Total answers (=100%)	Average Mark	4	5	6	7	8	9	10
Economics/Busin.	37	8.6				24.3%	21.6%	24.3%	29.7%
Engineering	13	7.4		15.4%	15.4%	23.1%	7.7%	38.5%	
Education specialties	75	8.1	1.3%	1.3%	5.3%	22.7%	24.0%	38.7%	6.7%
Female	98	8.1	1.0%		6.1%	25.5%	22.4%	34.7%	10.2%
Male	27	8.3		11.1%		14.8%	18.5%	33.3%	22.2%
TOTAL	**125**	**8.2**	**0.8%**	**2.4%**	**4.8%**	**23.2%**	**21.6%**	**34.4%**	**12.8%**