

**SITUATION AND STOCKING NEEDS STUDY IN
AGRICULTURE VOCATIONAL EDUCATION**

(Korça, Shkodra, Fieri, Kavaja, Cërrik, Pogradeci, Kamza dhe Tirana)

(Questionnaires)

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i. Abbreviations

AQF	Albanian Qualification Framework
CAP	Common Agricultural Policy
CMD	Council of Ministers Decision
DADPFSRD	Directory of Agricultural Developments Programmes, Food Safety & Rural Development;
EU	European Union
GDP	Gross Domestic Product
IADC	Italian Agency for Development Cooperation
INSTAT	Institute of Statistics of Albania
IPA	Instruments of Pre-Accession
IPARD	Programmes for Agriculture and Rural Development
ISARDS	Inter Sectorial Agricultural and Rural Development Strategy
ISPA	Indicative Strategy Paper for Albania
LES	Local Employment Services
MoESY	Ministry of Education, Sports and Youth
MoARD	Ministry of Agriculture and Rural Development
MoFE	Ministry of Finance and Economy
NAES	National Agency of Employment and Skills
NAVETQ	National Agency of Vocational Education Training and Qualification
NCVET	National Council of Vocational and Education Training
NES	National Employment Service
NESS	National Employment and Skills Strategy
NPEI	National Programme for European Integration
NSDI	National Strategy for Development and Integration
ProSEED	Programme for Sustainable Economic & Regional Development, Promoting Employment, Vocational Education and Training in Albania
RDoVTC	Regional Directories of Vocational Training Centres
RED	Regional Employment Directories

SDG	Sustainable Development Goals
TTLM	Teaching, Training and Learning Material
VE	Vocational Education
VET	Vocational Education and Training
VTC	Vocational Training Centres

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INTRODUCTION

Youth in Albania represents the greatest employment potential considering that the country has the second youngest population in Europe. Yet, agriculture remains a non-attractive business for young people; even though the sector employs almost half of the population. The Albanian youth considers agriculture as “old fashion” and has steadily been migrating to urban centres for more opportunities. New funding availabilities and a shift in government strategic priorities has put a focus into a sector with increasing potential. In Albania, agriculture remains the main sector in terms of employment and contribution to the overall Gross Domestic Product (GDP). Agriculture accounts for 18% of the national GDP, and about 48% of the workforce is employed in this sector. Based on INSTAT official data in Albania there are approx. 355,000 farms of which about 300,000 are mixed with crops and livestock production. Farm size has increased from 1.14 ha to 1.20 ha, while parcel size has maintained the same levels, about 0.27 ha, implying not only small farm size but also high level of fragmentation, which characterizes agriculture sector in Albania.

According to the official Labor Force Survey over the year 2018, the estimated labor force was 1,222,594 persons from which 37.4% were employed in the agriculture sector. Meanwhile, the official employment rate for the age-group 15-29 years old, in 2018 was 50.1 %. This situation remained equal in the second quarter of 2019.

In annual terms employment increased in services with 5.7 %, in industry with 4.4 % while in the agriculture sector with 2.2%. Still further total employment was dominated by this sector, being clear the high potential and impact that Albanian agriculture has. For the year 2018 according to the same source “Employment by sex and economic activity” shows over total employment that 42.3% of agriculture employees are women and 33.5% men. The large employment share of Agriculture sector and the major need for upgrade of older technologies toward European standards, calls for new technical skills to manage the transition.

The strong and positive relationship between individuals’ education and skills level toward labour market outcomes shows that a focus shall be paid to ameliorate education opportunities and skills in this field. Guidance for youth toward VET plays an important role in orienting them towards employment options and decrease the irregular migration. According to the official Labor Force Survey for the academic year 2017-2018, the vocational education students as % of all students in secondary education is 20.6% comparing to 79.4% of the general education. Further improvement and development of vocational education and training system will enable the country to achieve its full growth potential.

Taking into account the above mentioned situation tis intervention aims to make a screening of the overall situation, problems, and needs on agricultural vocational education in Albania in the cities of Shkodra, Fieri, Korça, Kavaja, Cërrik, Pogradec, Kamza and Tirana. Furthermore, this study aims to propose concrete actions for the upcoming years. A particular attention will be given to the challenges for conceptualizing the areas of intervention, and raising questions for policy development as how, when and the means that needed to be used by Albanian government and all the other relevant actors, with the main aim to find solution for the skills gap.

The finalisation of this study would not have been possible without the collaboration and contribution of all relevant actors of the field, such as: the Ministry of Agricultural and Rural Development, Ministry of Finance and Economy, National Agency of Employment and Skills, Regional Employment Offices, National Agency of Vocational Education, Training and

Qualifications, all the Municipalities of the project area, Agricultural Vocational Schools, international partners and businesses operating in this field.

A special acknowledge goes to the international expert Mr. Peter Keller and Ms. Sofjola Kotelli advisor of the Sustainable Rural Development Programme (SDR) at GIZ, for all the feedback and support showed during this assignment.

METHODOLOGY

This report was compiled with a pre-approved methodology that combined by one hand desk research of national and international legislation, institutional and policy framework on agricultural and VET, and by the other data collection on the main actors related with agriculture vocational education and training.

As core elements it contains a summary of all existing advising documents in the field, with data and statistics on this issue as well as other relevant materials; a list of providers of professional trainings and education in agriculture, as well as the list of donors that are involved. In order to finalize the study methodology a kick off meeting with the international consultant and GIZ project coordinator was organized, during which the working group benefited from the international know-how to update and finalize the study structure, and questions that have been addressed within it.

This methodology is based in the triangulare method¹, which was adopted to prepare the study, due to the fact that there was lack of existing data on agriculture VET, and to include a comprehensive set of informations. Thus, the working team pursued the following steps:

Organization of individual meetings with all state agencies at central and local level, school directors, and businesses helped the working team to better understand the situation and capture perceptions and attitudes of involved actors.

Finalization and submission of 3 tailored questionnaires to gather data. In order to prepare and finalize the appropriate questionnaires and collect relevant data the team reviewed and adopted to the concrete context the triangulate method, to measure the effectiveness of the current applied agriculture VET system and possible options for the future. Interviews were conducted with a pre-selected target group from the cities where agriculture vocational schools are located. Questions were focused on (a) quality of approved curricula and literature; (b) profile opportunities; (c) capacity building and/or internship opportunities; (d) infrastructure situations in agriculture vocational schools; (e) orientation of vocational education and technical programmes toward the needs of the labour market. Data were also collected on individual-level characteristics, including age, gender, civil status, education level, number of family members. Interviewers recorded information on the region, district, municipality and type of area (urban vs. rural). Each of the three tailored questionnaires had a specific objective which at the end converged with the overall study objective.

- a) Teachers questionnaire – scan the current situation of teachers in agriculture VET, their specific needs, problems and expectations.
- b) Students’ questionnaire – aimed to reflect the current situation of students who study in agriculture VET, their problems and needs.
- c) Business questionnaire – aimed to compare the concrete situation of the labor supply vs. demand in the project region, and if the qualifications of the VET graduates are in line with business needs.

In order to have a representative sample, which results won't derive statistical deviations above the standard deviation, the questionnaires were distributed randomly. The total number of each interviewd category was:

¹ Papa, A. et.al. (2016). Skills for jobs – research report. Tirana: Swisscontact, p. 15.

- a) Teachers 75 out of 161 in total – or 46.5%;
- b) Students 516 out of 1381 in total – or 37%; and
- c) Businesses² 30 out of 60 interviewed in total; - or 50%.

Thus, we can arrive at the conclusion that the sample is representative of the overall population of agriculture VET in Albania, as regards teachers and students. Meanwhile, taking into account the small number of replies from businesses, the results which will be considered from this target group will be limited to those which match with findings from the workshops.

The third pillar of the study methodology was the organization of two workshops focused on VET in agriculture in Shkodra and Korça, with public administration officials working on agriculture from the central and local government, agriculture vocational schools and public training centres, employment office officials, local businesses, and organizations working in this field. Hence, a multi actor workshop, established the floor to foster dialogue and exchange between the demand and supply side of VET in agriculture. The selection of the cities for these organizations was based on geographic position and district size. During the workshops the international and national experts aimed to address 3 questions interlinked with each other in order to have a feedback from all the above-mentioned target groups on the current situation on agriculture vocational and technical programme, and future challenges. The three main pillars/questions addressed were:

- (a) Vision of Albanian agriculture in 2030: Where do the participants see Albanian agriculture in 2030? This topic was meant to draft a picture of the future agriculture in order to clarify the demand of VET in agriculture. What type of farming systems, farms sizes, what kind of support services, what will be the qualification needs which will dominate agriculture in 2030?
- (b) VET in agriculture: what needs to be done, how should the VET system look like, what structures are needed, type of courses, classes etc.?
- (c) Linkage and integration of demand and supply: how to link better and more effective the agriculture and food processing sector with the VET system?

After all the abovementioned steps the working group collected all the specific informations/outputs, and analyzed them based on the comparative method, in order to identify a set of recommendations. All the involved actors ensured full collaboration and availability to provide the needed information.

² The businesses were exclusively agriculture ones and located in the project area.

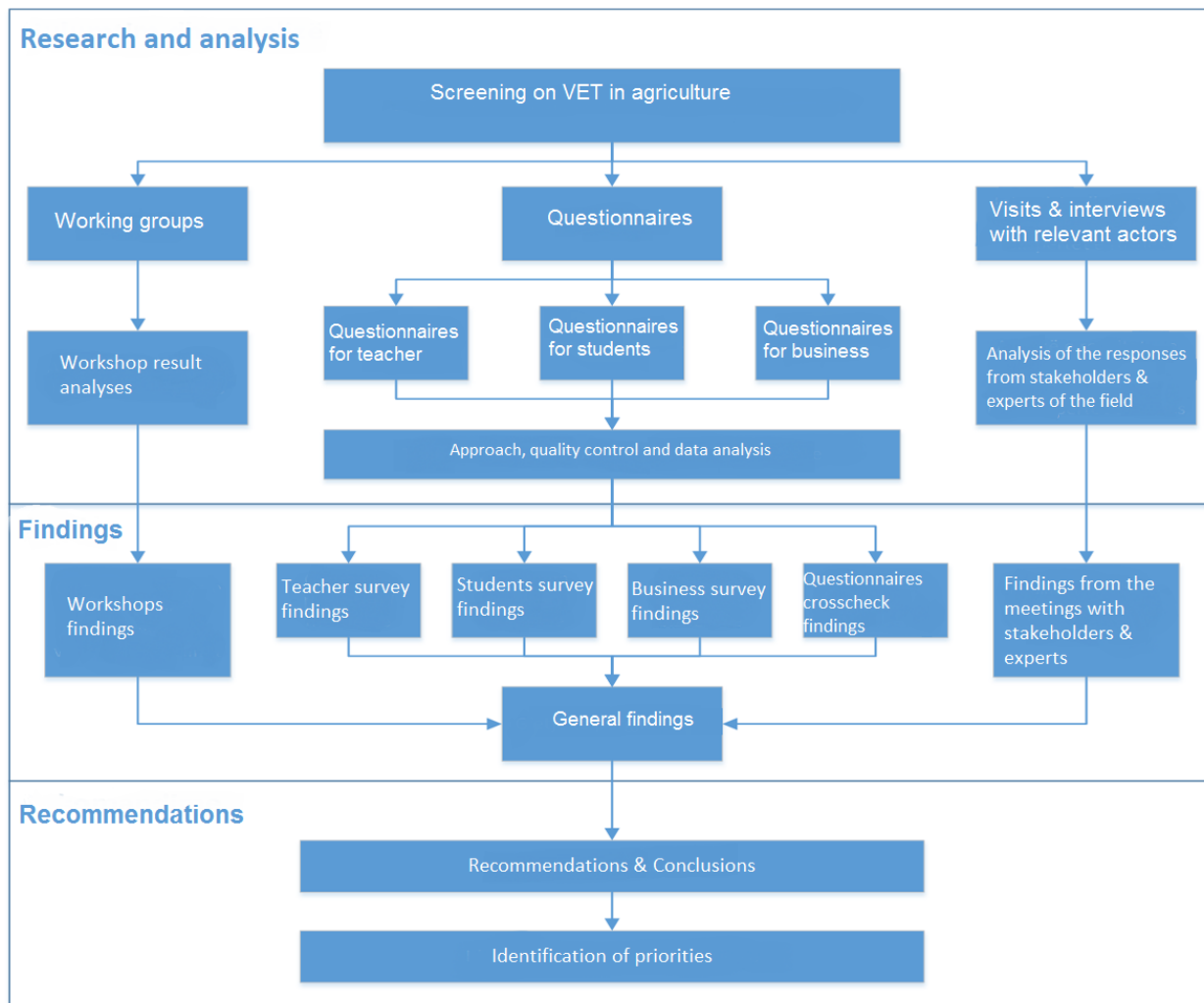


Figure 11 – Methodology structure

I. POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK OF AGRICULTURE VOCATIONAL EDUCATION IN ALBANIA

1.1 Importance of agriculture in the Albanian economy

Agriculture remains one of the main important sectors in the development of the Albanian economy, with a 17% of share in the national GDP, and about 48% of the workforce employed in this sector³. Based on INSTAT official data there are approx. 355,000 farms in Albania, of which about 300,000 are mixed with crops and livestock production. Farm size has increased from 1.14 ha to 1.20 ha, while parcel size has maintained the same levels, about 0.27 ha, implying not only small farm size but also high level of fragmentation, which characterizes agriculture sector at domestic level⁴.

According to the official Labor Force Survey over the year 2018, the estimated labor force was 1,222,594 persons from which 37.4% were employed in the agriculture sector. Meanwhile, the official employment rate for the age-group 15-29 years old, in 2018 was 50.1 %⁵. This situation remained equal in the second quarter of 2019⁶.

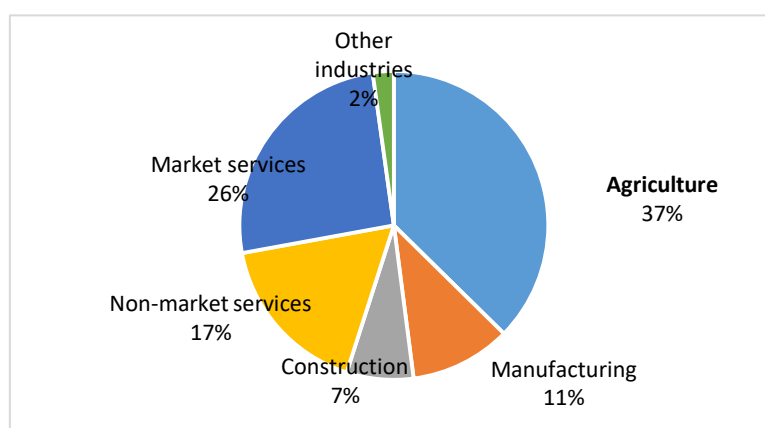


Figure 12 - Employment by economic activity – Source: INSTAT

According to World Bank data of 2017 agriculture share in the Albanian economy is the highest of the region and the second ranked in Europe. If we refer to the same data agriculture share in the total GDP of Northern Macedonia was 7.9%, 6.8% in Montenegro, 6.1% in Turkey, 6% in Serbia, 5.6% in Bosnia and Herzegovina, and 9.1% in Kosovo⁷. This trend remained more or less stable vary between 19.85% (2016) to 17% (2017), with an average share of 18% for the years 2010-2018⁸.

³ INSTAT. *Gross Domestic Product 2017*. http://www.instat.gov.al/media/5404/produti-i-brendsh%C3%ABm-bruto-final-2016-gjysm%C3%AB-final-2017_final.pdf [consulted on 25.10.2019].

⁴ INSTAT. *Statistical database*. http://databaza.instat.gov.al/pxweb/sq/DST/START_BU/BU0003/?rxid=064b9ffa-365f-4748-8d23-6c4a9fde9fdf [consulted on 25.10.2019].

⁵ INSTAT. *Labour Force Survey 2018*. <http://www.instat.gov.al/media/5305/atfp-t4-2018.pdf> [consulted on 25.10.2019].

⁶ <http://www.instat.gov.al/media/6210/atfp-t2-2019.pdf> [consulted on 25.10.2019].

⁷ <https://www.monitor.al/ekonomia-e-shqiperise-primitive-bujqesia-dominon-19-te-pbb-se-me-e-larta-ne-europe/> [consulted on 25.10.2019].

⁸ <http://wdi.worldbank.org/table/4.2#> [consulted on 25.10.2019].

Referring to these figures and the macro-economic changes occurred after the fall of the communist regime in the early 1990, the Albanian Government tried to focus its policies to make a further progress in the sector. However, the progress made according to European Commission yearly reports⁹, was moderate compared to needs and standards of the EU common market, principally handling only horizontal issues¹⁰.

The principal governing law no. 9817 “For Agricultural and rural development”¹¹ was adopted in 2007, after the entry into force of the Stabilisation and Association Agreement and was not amended since then. It implies the objectives, measures and policies in agriculture and rural development. The law is accompanied with a set of other legal acts such as those regulating the implementation of the foreign assistance under the Instruments of Pre-Accession (IPA)¹² with the European Union, and the sectorial assistance Programmes for Agriculture and Rural Development (IPARD)¹³, accompanied with by-laws.

Albanian agriculture and rural areas entered a new stage of development with the country’s application for EU membership in 2010¹⁴. In order to fulfil its strategic objective of EU integration, and to meet the Commission requirements in line with obligations entailed by the candidate status since 2014, specifically regarding Chapter 11 on *Agriculture and rural development*, the Albanian Government adopted the Inter Sectorial Agricultural and Rural Development Strategy 2014-2020¹⁵ (ISARDS). Its` main objective is to define the strategic framework to treat the challenges faced by the agriculture and agro-processing sector, as well as the development of rural areas in a sustainable economic, environmental and social manner, proposing similar policy instruments to the Common Agricultural Policy (CAP), in order to achieve economically viable farming, improved food security and sustainable rural development¹⁶. ISARDS is based in three main pillars: (a) policy framework on rural development; (b) national budgetary support schemes, (c) institutional and legal development, and implementation of the new framework¹⁷. The strategic approach of the government to meet EU standards and *aquis* requirement in this field was pointed out again in the reviewed National Strategy for Development and Integration (NSDI II) 2015-2020¹⁸, which together with the updated National Programme for European Integration¹⁹ (NPEI) and the Action Plan for the alignment toward Agenda 2030 of Sustainable Development Goals

⁹ The European Commission yearly Progress Reports for Western Balkan countries who aspire to join the union starting from the opening of the negotiations for the Stabilization and Association Agreements, for Albania 2003.

¹⁰ <http://www.europarl.europa.eu/document/activities/cont/201311/20131105ATT73959/20131105ATT73959EN.pdf> [consulted on 25.10.2019].

¹¹ Law no. 9817 dated 22.10.2007 “For Agricultural and rural development”.

¹² Law no. 37/2015 “For the ratification of the Framework Agreement between Albania and the European Commission”.

¹³ Law no. 30/2016 “For the ratification of the sectorial agreement”.

¹⁴ <http://www.fao.org/partnerships/resource-partners/investing-for-results/news-article/en/c/1132980/> [consulted on 25.10.2019].

¹⁵ Council of Ministers Decision no. 709 dated 29.10.2014 “The Inter Sectorial Agricultural and Rural Development Strategy 2014-2020”.

¹⁶ Zhllima, E. & Gjeci, G. (...). *Research Project – National Policy Instrument and EU Approximation proces: Effects on Farms Holdings in the Western Balkan Countries* “Albania: Agricultural Policy Development and Assessment”, p.2.

¹⁷ Official Gazette no. 169/2014. Council of Ministers Decision no. 709 dated 29.10.2014 “The Inter Sectorial Agricultural and Rural Development Strategy 2014-2020”, p. 8485.

¹⁸ Official Gazette no. 86/2016. Council of Ministers Decision no. 348 dated 11.5.2016 “*The National Strategy for Development and Integration 2015-2020*”.

¹⁹ Council of Ministers Decision no. 246 dated 9.5.2018.

(SDGs), support the sustainable socio-economic development of Albania and the EU integration process by reasserting the vision of ISARDS 2014-2020²⁰.

The Albanian Government budgetary support for agriculture during the period 2008-2017, has been fluctuating, yet with an increasing trend. During a decade the average support value has reached 25 million of euro, or 1.4% of the gross value added²¹. In the Medium Term Budgetary Programme 2020-2022 recently adopted by the Council of Ministers the estimated²², from which approximately 8.9 million euro are foreseen for the fiscal year 2020 in the draft law presented to the Albanian Assembly for approval²³.

As regards the yearly review of the progress made, the European Commission emphasized that has some level of preparation in agriculture and rural development, especially regarding the establishment of structures for the pre-accession assistance (IPARD II)²⁴.

Even though the entire policy framework related with agriculture, and the specific provisions of the ISARDS underline the importance of vocational education, technical programmes, and graduates for further development of the sector, they do not foresee any specific measures to improve the current situation in agriculture vocational schools²⁵. It may be considered that this scenario is a consequence of the fact that ISARDS was not followed by a public Action Plan, and neither has a mid-term review.

1.2 Developments of VET in Albania: Agriculture in Focus

1.2.1 Historical of the Agriculture Vocational Education Training in Albania

Vocational Education Schools in Albania originated in early 1920s, in a time when 80% of the population was illiterate. The first vocational school was founded by the American Red Cross under the name “Harry Fultz”, in 1921 and had a technical profile.

After the Second World War due to developments in the country, mostly in the industrial sector and cooperatives, there was a need for qualified technicians. At the time, the VET system in Albania featured a dual element: firstly, vocational schools provided theory classes, whereas for practice learning, students undertook internships in state enterprises and secondly, these internships were regulated by the state and the participation of enterprises was compulsory enforced by law²⁶. Given Albania’s conditions, with a nature full of mountains and hills, where the economy was directed towards the cultivation of agricultural crops, 58% of all vocational schools were of a technical-agricultural profile²⁷. The chart below shows the percentage breakdown of vocational schools according to the profiles that they provided:

²⁰ Rama, K. & Zhllima, E. & Imami, D. (2018). *Albania's challenges of implementation of agri-environmental policies in the framework of EU accession*. Tirana: Fridrich Ebert Stiftung, p. 9-10.

²¹ Idem, p. 11.

²² **PBA 2020-2022 NEXT WEEK FINAL**

²³ Draft law “On the budget for the fiscal year 2020” <http://www.parlament.al/ProjektLigje/ProjektLigjeDetails/51278> [consulted on 18.11.2019]

²⁴ SWDC (2019) 215 final. Commission working document Albania 2019 Report, p. 66-67.

²⁵ Idem, 8512.

²⁶ Jager, M. (...). Meandering through Policy Development: Observations on Vocational Education and Training in Albania, p. 1.

²⁷ <https://konica.al/2018/10/retrospektive-shkollat-profesionale-ne-kohen-e-komunizmit/> [consulted on 01.11.2019].

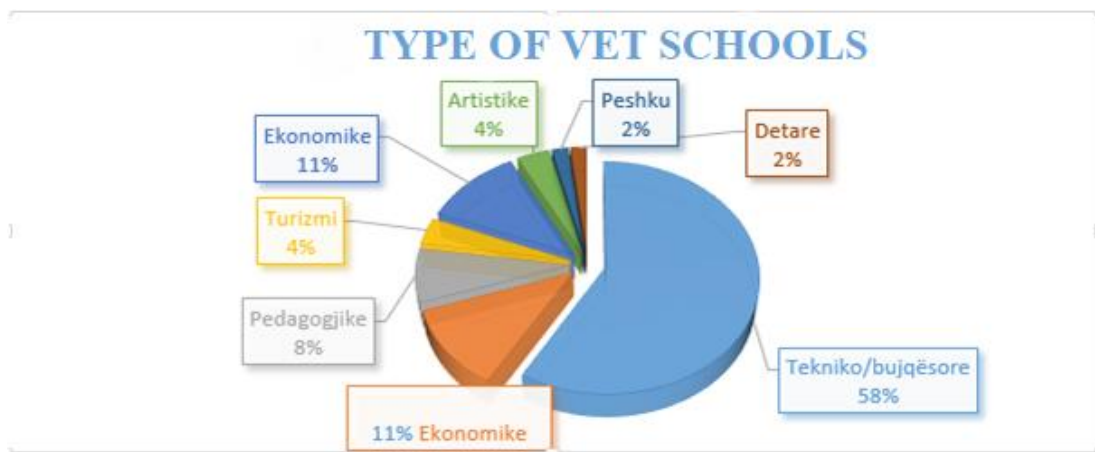


Figure 13 - Vocational schools profiles during communism

During this period 380 vocational schools were opened, most of them located in Tirana, managed by the state. These schools were located in some key cities where the highest number of the population was spread and where industrial and agricultural activities were held, according to the country's needs²⁸. The chart below shows the geographical location of vocational schools at the time:

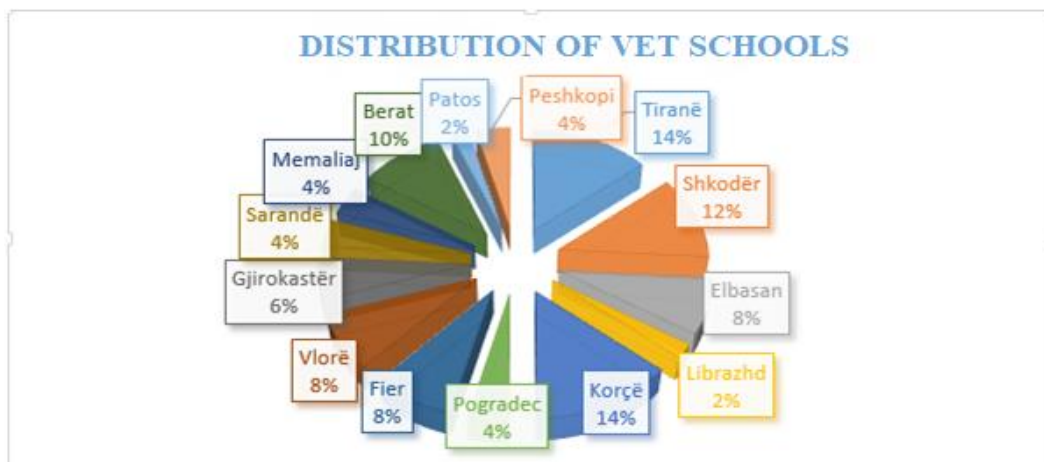


Figure 14 – Distribution of vocational institutions during communist regime

1.2.2 Appreciation of the VET system and structures in place

The present VET system and its structures, namely the agricultural schools, have been visited, intensive discussions were held. Directors and teaching staff have been interviewed. By questionnaires, in order to capture the different points of view (teachers, students, labor market), the different angles of the system and the structures were supposed to be highlighted.²⁹

²⁸ Idem.

²⁹ See compilation of results

The agricultural VET system is very well structured and in line with the Albanian VET structure in general. The restructuring of the VET school lead to a concentration and a drastic reduction in numbers both of the schools as well as students over the past years. Flexibility, however, is in-built. For example, by the option of offering special courses and modules, short courses and demand driven subject matters, translated in educational and training offers of the agricultural schools. The core elements consist of a system which makes provision for a 4-year formal education, which should qualify for the needs of the labor market, but at the same time qualify for higher education. The general system follows the 4-year education the so-called 2+1+1 sequence. It is considered to highly problematic, that according to the results of the questionnaire more than 75% of the students finally do not go into the Albanian agricultural sector, but are continue to follow higher education in agriculture or other subjects, go abroad and/or seek jobs in other sectors. This means in conclusion the present agricultural VET system is not “producing” for the agricultural sector, but for other economic or social sectors. The impact on agriculture is very limited.

The above mentioned in-built flexibility, however, is rarely, if at all, used. The agricultural schools do not go beyond the regular and formal spectrum in their educational offer, unless a special funding is available. When externally funded project support interventions in a special area, outside the formal educational structure, schools do participate. Multifunctional centers are in place. Unfortunately, they do not offer any courses in agriculture.

High potential is existing, considering the fairly well educated and motivated teaching staff. School buildings are well maintained, building structures respond to the needs of modern education. During the interviews and field visits, the interview partners, be it teaching or managerial staff of the schools are very open minded, problem as well as output oriented, sensitized for the needs of the students. They are aware and conscious of the potential in agriculture in general.

The technical or subject matter qualification of the teaching staff was not looked into by this study. The didactical and pedagogical qualification, however was addressed in the discussions. This topic is not in the focus of the present system. There is a great need for improvement and thus intervention. This is true for an introductory/preparatory basic didactical and pedagogical training and education for the young teachers as well as further training in this field. This includes also the update in technical competencies. Innovation and technology development does not stop and need to be integrated into the educational system.

There are very few and mostly inappropriate, even dysfunctional practical training facilities in the agricultural schools. For a number of reasons, the present status and situation is not really encouraging for a good and balanced theoretical and practical training at the schools.

The outdated and largely inadequate teaching, training and learning material (TTLM) in schools is experienced by all sides and openly addressed as a substantial obstacle to effective teaching and learning. Textbooks, demonstration material, (re)sources for teachers and students, practical and theoretical exercise materials are rudimentary, if any. It originates from earlier times: applicable and helpful for the basic subjects, for the special subjects, there is an uncovered great need.

1.2.3 Agriculture VET Providers in Albania- history and status³⁰

a. Charles Telford Ericson National Agribusiness School

The first vocational school with an agricultural profile was founded in Golem, in 1925, by Charles Telford Ericson, an American missionary. At the time, the school was offered two profiles: Agriculture for boys and men, and Home economics for girls and women. Later on this school offered two other profiles: agronomy and zootechnic. Initially the school offered its directions in a 3-year program, which over the years changed to 4, 5 or 6 years. Today, the official name of the school is Charles Telford Ericson National Agribusiness High School, and offers three profiles: (a) veterinary medicine – 4 years (secondary veterinarian); (b) agribusiness – 2+1+1 years (secondary agronomist); (c) Economy – 2+2 years (secondary economist).

The school is located in Golem (Kavaja) and has a new building, recently reconstructed. There is a total of 15 teachers working in this school, 9 of which teach professional subjects, according to their specific profiles. Meanwhile, there are 158 pupils enrolled for the academic year 2019-2020, 70 of which are girls. The school has an experimental basis of 8 ha, and a dorm with the capacity of 200 people, which only accommodates 34 pupils.

b. Irakli Tërova Agribusiness School

Irakli Tërova Agribusiness School was founded in 1953 in Korça. Nowadays, the school offers two profiles: (a) Veterinary – 4 years; (b) Agribusiness – 2+1+1 years. It is located in Korça, and has a new building, recently reconstructed. There is a total of 14 teachers in this school, 9 of which teach professional subjects, according to their specific profiles. Meanwhile, there are 215 pupils enrolled for the academic year 2019-2020, from which 32 are girls. The school has an experimental basis of 30 ha and a functional dorm with the capacity of 140 people, currently there are accommodated 55 pupils.

c. Kolë Margjini Forest Technical School

Kolë Margjini Forest Technical School was founded in Shkodra in 1959, and was known as “Forest Technicum”, specialized in training secondary technicians in a 2-year programme. Later on, the school passed on the 4 and 5-years program. Over 5700 students have been graduated at this school since its foundation. Nowadays, the school offers two profiles: (a) forestry – 2 + 2 years; (b) wood processing – 2 + 2 + 1 years. It has a recently reconstructed building. There are working total of 13 teachers, from which 6 teach professional subjects, according to their specific profiles. Meanwhile, there are 105 pupils enrolled for the academic year 2019-2020, all of who are boys. The school’s experimental basis consists on a plot of land located in Tarabosh. The school does not have its own dorm, but its students are temporarily accommodated in the dorm of “School of Music” in Shkodra.

d. Ndre Mjeda National Vocational School

This school is funded in 1972 as an Agriculture Mechanic School, offering only 4 profiles in a 2-years programme. In 1985 the programme was upgrade to a 4-years curricula. In 1994, the profiles

³⁰ All information presented in this sub-heading are collected during interviews and meetings with representative of each vocational school in each city.

offered by this school were changed from mechanical to farming. In 2012 it changed the status from regional to national vocational school, and was named Ndre Mjeda. It is located in the Bushat Administrative Unit, District of Shkodra, and offers three profiles: (a) veterinary – 4 years; (b) agriculture – 2+1+1 years; (c) food technology – 2+1+1 years. It has a new building, reconstructed in 2012. There is a total of 19 teachers working in this school, 12 of which teach professional subjects, according to their specific profiles. There are 173 students enrolled in for the academic year 2019-2020, from who 35 are girls. The school has a rented experimental basis of 0,4 ha and a functioning dorm with a capacity of 150 people.

e. Enver Qiraxhi Technical Vocational School

Enver Qiraxhi Technical Vocational School was founded in Pogradec in 1975, and initially was known as Gjergj Pekmezi School. It offered two profiles: Mining exploitation and Drilling of wells. Later on, the school offered other profiles, such as: agriculture, mechanics, electro-mechanics, etc. Since 2005, it changed the official name to Enver Qiraxhi, and upgrade the profiles: (a) hotels and tourism; (b) mechanics; (c) electronics; and (d) agriculture. The school is located in Pogradec, while teaching classes of the agricultural profile are held in Çërrava Administrative Unit, in the premises of Qemal Bazelli high schools, because the experimental basis is located there. There is a total of 11 teachers in the agriculture profile, 5 of which teach professional subjects, according to their specific profiles. 75 out of 260 pupils are enrolled in the agriculture profile, and only 16 of them are girls. The school has an experimental basis of 2,4 ha and does not have a functioning dorm for the accommodation of its students.

f. Kamza Vocational High School

Kamza Vocational High School, initially known as Kamza Agricultural High School, was reorganized in a genuine vocational school in 2012 and received the status National Vocational School. The school offers both full-time and part-time systems, where the classes are held 3 times a week. It offers five profiles: (a) agriculture – 2+1+1 years; (b) social and health services – 2+1+1 years; (c) means of transportation services – 2+2+1 years; (d) information and communication technology – 2+2 years; (e) tourism and hospitality – 2+2+1 years. The school is located in the Municipality of Kamza and has two buildings: one reconstructed in 2012 and one old building. The latest is used for the agricultural. There is a total of 49 teachers in this school, 12 of which teach professional subjects, according to their specific profiles. There are 290 pupils studying agriculture, 51 of which are girls. The school has an experimental basis of 2,2 ha and does not have a dorm to accommodate its students.

g. Mihal Shahini Agricultural Vocational School

Mihal Shahini Agricultural Vocational School was founded in 1968 in Cërrik. Since the beginning, the school offered two profiles: agriculture and veterinary. The school also offers vocational courses for students who are already graduated from a general or vocational high school. Now the profiles are divided respectively 2+1+1 and 4 years. Its building is under construction, while the classes are held in another temporary building. There is a total of 13 teachers working in this school, 7 of which teach professional subjects, according to their specific profiles. There are 120 students enrolled for the academic year 2019-2020, 11 of which are girls. The school has an

experimental basis of 10 ha and a dorm with a capacity of 400 people. Due to poor conditions, only 23 students are accommodated there.

h. Rakip Kryeziu Vocational School

Founded in 1952, Rakip Kryeziu Vocational School holds the status National School. It offers four profiles: (a) veterinary – 4 years; (b) agriculture – 2+1+1 years; (c) social and health services – 2+2+1 years; (D) food technology – 2+1+1 years. The school is located in the area called Fermë-Çlirim, outside the city of Fier and has an existing³¹ building. There is a total of 27 teachers working in this school, 11 of which teach professional subjects, according to their specific profiles. 247 students are currently enrolled for the academic year 2019-2020, 83 of which study in the agricultural profile. The school has an experimental basis of 7,3 ha and a dorm capacity of 150 people, only 81 students are accommodated there.

1.2.4 Public Policies, Legal and Institutional Framework of Agriculture Vocational Education in Albania

The improvement and development of VET in Albania is one of the main core steps that our state needs to take into attention in order to easily meet the demands of the labor market. Guidance for youth toward VET plays an important role in orienting them towards employment option and decrease the irregular migration. According to the official Labor Force Survey for the academic year 2017-2018, the vocational education students as percentage of all students in secondary education is 20.6% comparing to 79.4% of the general education³². Meanwhile, as above mentioned the official employment rate for the age-group 15-29 years old, in 2018 was 50.1 %, figures which remained equal for the second quarter of 2019.

As regards the employment percentage of vocational education graduates, according to the National Employment and Skills Strategy (NESS) Progress Report 2017, was 25% in 2016. Meanwhile, there are no data for 2017. The public VET sector is very small, but the proportion of VET enrolment in secondary education increased from 13% in 2013 to over 20% in 2018³³. In the following sub-sections will be presented national polices, legal and institutional framework on Vocational and Education and Training in Albania.

Albania has continued to implement the Stabilization and Association Agreement as a prerequisite to fulfil its strategic objective of EU integration. The approximation of domestic legislation with EU *acquis* is a long and expensive process, which not only needs financial means, but even amelioration of knowledge.

The National Employment and Skills Strategy (NESS)³⁴ 2014- 2020 (reviewd and updated until 2022) is one of the main instruments that aims to respond to the vision of EU directives, to the European Employment Strategy 2020, and also to the priorities set by the EU Commission within

³¹ Build during communist regime.

³² <http://www.instat.gov.al/media/4621/statistika-t%C3%AB-regjistimeve-n%C3%AB-arsim-2017-2018.pdf> , p.3 [consulted 04.11.2019]

³³ National Employment and skills Strategy 2014-2020, Annual Progress Report 2017, table 27. Indicators for monitoring of key targets of NESS 2014-2020 (%), p. 81

³⁴ Council of Ministers Decision no. 818 dated 26.11.2014,

the framework of Albania's EU integration. The vision of Albanian government in this strategy is "*Higher skills and better jobs for all women and men*"³⁵, which is further detailed in four strategic priorities. Amongst these, Pillar B is dedicated to amelioration of quality in vocational education and training, for youth and adults. Thus, efforts to increase enrolment rates at all educational levels, including enrolments in the VET system is an ongoing priority of Albanian Government. Within framework the strategy foresees a number of measures which will help to better match the market demands with education supply.

Another policy document which foresees measures for the amelioration of domestic situation in the vocational education and training system is the Albanian National Strategy on Development and Integration (2014-2020)³⁶. It goes align with NESS and has the intention to enhance the quality of education through strategic goals on reforming and improving the VET system to deliver skills that integrate with *de facto* labour market requirements and to expand the number of students following VET studies; and implement the Albanian Qualification Framework (AQF) and lifelong learning in VET system.³⁷ As an indicator was foreseen the increasing of the *ratio* between new admissions in vocational education and general high schools to 33% and 67% in 2020. According to INSTAT official data for the academic year 2018-2019, the ration between new admissions in VET and general high school is 18.3% versus 81.7%. Referring to the same figures, during the period 2014 to 2018 the number of students that frequent VET schools is raised only 2%³⁸. As a consequence, the strategic priority set by the government can be considered still as to ambitious.

As abovementioned, the principal governing law on Vocational and Education and Training³⁹, was adopted in 2017. The law assigns many responsibilities for ensuring qualification standards, developing a VET curriculum and providing capacity building measures to teachers. The latest shall be ensured by National Agency of Vocational Education Training and Qualification (NAVETQ)⁴⁰. In frame of the law implementation the previous National Employment Service (NES) is transformed into National Agency of Employment and Skills (NAES) which amongst other duties will be responsible for managing vocational schools and training centres⁴¹. The establishment of NAES is a critical element of the new institutional framework for governance and management of VET⁴².

As it is obvious that the number of public institutions involved in the functioning of the vocational education and training system in Albania is high. Namely, these bodies are: Ministry of Finance and Economy (MoFE); Ministry of Education, Sports and Youth (MESY); National Agency of

³⁵ National Employment and skills Strategy 2014-2020, p.58

³⁶ Cited above, *supra* note 19.

³⁷ https://www.oneplanetnetwork.org/sites/default/files/albania_national_strategy_on_development_and_integration.pdf, Albania National Strategy on development and integration (2014-2020), p. 90-91[consulted on 05.11.2019]

³⁸ <http://www.instat.gov.al/al/temat/tregu-i-pun%C3%ABs-dhe-arsimi/arsimi/#tab2>, table 1 exel, [consulted on 05.11.2019]

³⁹ Law no. 15/2017 "On vocational education and training in the Republic of Albania", dated on 16.2.2017.

⁴⁰ Law no. 15/2017, Article 10.

⁴¹ *Idem*, Article 9.

⁴² Created with the Council of Ministers Decision no. 554 dated on 31.7.2019 "On the establishment, organization and functioning of the National Agency of Employment and Skills".

Employment and Skills (NAES); National Agency of Vocational Education Training and Qualification (NAVETQ); and National Council of Vocational and Education Training (NCVET). The reform to improve vocational education and training (VET) is delayed. The Mid-Term Progress Report of the NESS 2014-2020⁴³, published in late spring 2018, among the positive impact reached, there are emphasized a number of challenges that are ahead for the government in order to achieve its strategic vision. Among others, it is crucial to:

- continue to ensure quality and equal access to VET;
- adopt secondary legislation for the laws on VET, AQF and Craftsmanship;
- improve soft infrastructure and teaching materials;
- involve the private sector as a partner to deliver work based learning internships toward a dual and systemic approach which will help even in the accreditation of practice, internal quality assurance, and make the business active in policy design and implementation of labor market and VET policies;
- make further progress on extension of employment and VET services into rural areas;
- Involve Tracing System as labor market analysis tools which will help to close the gap between labor demands and vocational education supply.

Reorganization of VET providers as multifunctional centres, as prescribed by the new VET law⁴⁴, and strengthening of the inter-institutional cooperation will help the Albanian VET reform to be successfully implemented.

Tracer studies of VET graduates confirm their unsatisfactory integration in the labour market (46.9% employed, 27.6% unemployed not in education or training in the year following graduation). The adoption of secondary legislation on the VET law of 2017 is delayed. Activities are ongoing but lack a proper legal framework⁴⁵.

A further development is the adoption of the Employment Promotion Law⁴⁶ is expected to unblock the slow pace of reform. Moreover, there have been positive developments in form of openings of new two-year postsecondary/non-tertiary VET programmes and private training provision. Both have the potential to expand further. By-laws for the Albanian Qualification Framework (AQF) have been drafted, but not yet adopted, and the capacities for full AQF implementation are currently weak.⁴⁷

An additional crucial instrument Indicative Strategy Paper for Albania (2014-2020)⁴⁸, sets out the priorities for EU financial assistance for the period 2014-2020 to support Albania on its path to accession.

⁴³ Mid-term Progress Report NESS 2014-2020, p. 82-83.

⁴⁴ Law no.15/2017 “On Vocational Education and Training in the Republic of Albania” dated on 16.2.2017.

⁴⁵ <https://data.consilium.europa.eu/doc/document/ST-8543-2019-INIT/en/pdf> , Albania Economic Reform Programme (ERP) – 2018-2020 Assesment, p.20

⁴⁶ Law no. 15/2019 “On Employment Promotion”, dated on 13.3.2019, published in the Official Gazette no. 45 date 3.4.2019.

⁴⁷ <https://data.consilium.europa.eu/doc/document/ST-8543-2019-INIT/en/pdf> , Albania Economic Reform Programme (ERP) – 2018-2020 Assesment, p.20

⁴⁸ https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2014/20140919-csp-albania.pdf [consulted on 5.11.2019].

Despite the progress made, Albania still faces challenges in the sector of education in general, and VET system in particular. Thus, further development shall be done on country's human resources, as regards skills, competences, and qualifications to match the labour market needs. The access to and education and training quality of for young people and adults needs to be linked with economic and regional development goals, and eventually increase employment and social inclusion. Moreover, the inter-institutional coordination between central and local government remain still insufficient⁴⁹⁵⁰. Even increased budgetary allocations in support of VET, the challenges regarding skills mismatches, poor quality of offer and relevance of training, quality of equal access to VET, and weak linkages to the private sector, remain the same.⁵¹

⁴⁹https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2014/20140919-csp-albania.pdf , p. 11.
[consulted on 05.11.2019]

⁵⁰ National Employment and skills Strategy 2014-2020, Annual Progress Report 2017, p. 64

⁵¹ Albania ERP (2018-2020), P.20

II. SITUATION AND STOCKING NEEDS STUDY IN AGRICULTURE VOCATIONAL EDUCATION

2.1 Data collected during interviews with agriculture VET providers (2019)

At this moment, there are 8 Vocational Education institutions that offer agricultural profiles in Albania. These are public schools, while there are no private schools with agricultural profiles. An overall of 161 teachers work in these institutions, 78 of whom are VE teachers. All these schools, aside from the general agricultural profile, offer such profiles as: Veterinary, Food Technology, Wood Processing, Forestry, Mechanics, Electronics, Services of Transporting Vehicles, Social and Health Services, CTI, Hotels and Tourism, etc.

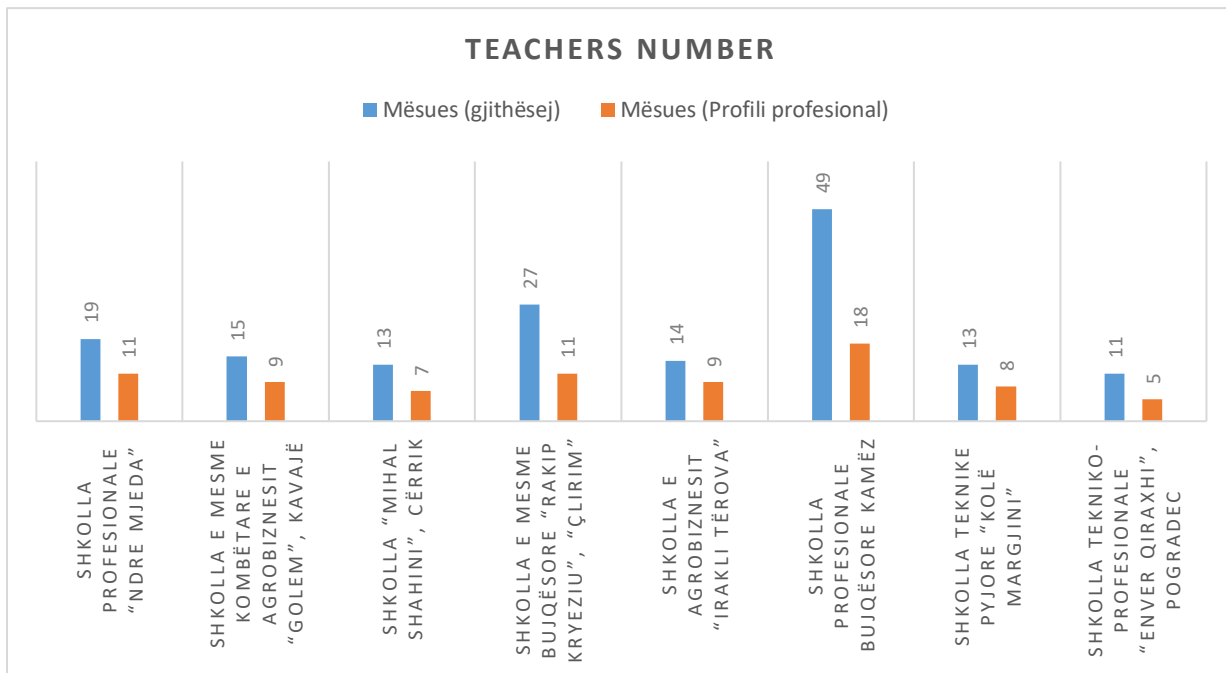


Figure 15 – Number of teachers working in vocational education

Although from a general point of view, it might seem like there is a balanced number of specialized teachers, if we take into consideration the average of specialized teachers in each teaching direction, we observe that some schools have a lower number of specialized teachers than other schools. For example, in the case of “Enver Qiraxhi” Vocational School in Pogradec, there is only an average of 1,3 teachers in each teaching direction, while in “Irakli Tërova” School of Agribusiness, there is an average of 4,5 teachers for each teaching direction.

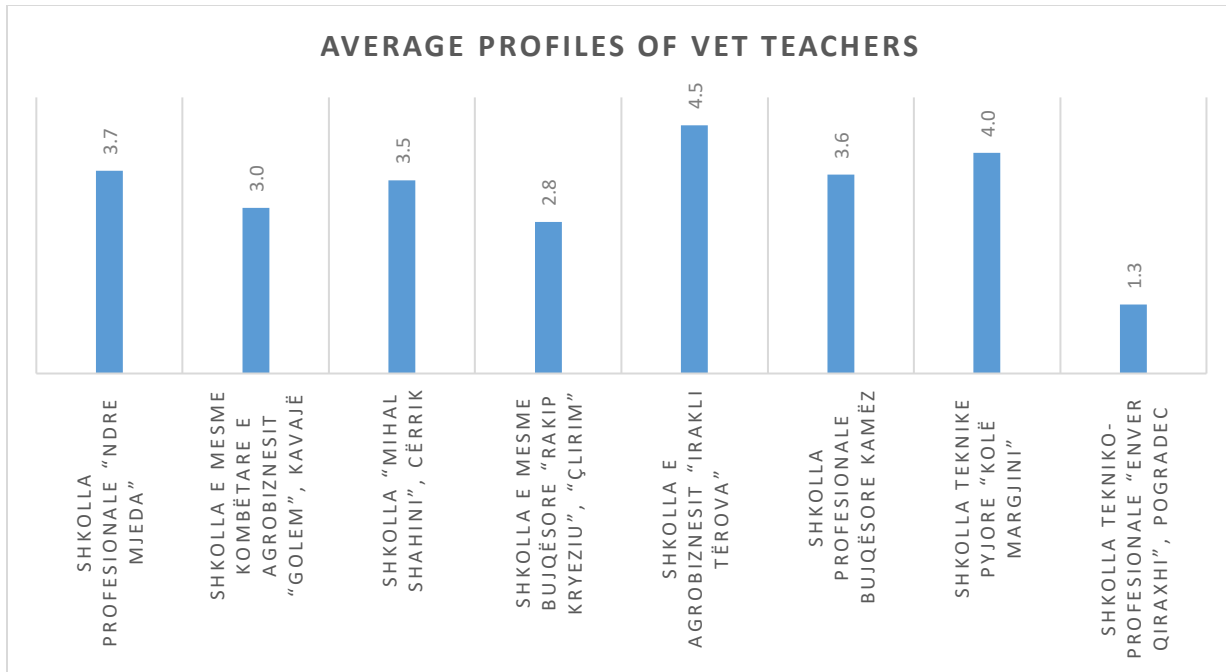


Figure 16 – Average number of teachers per agriculture VET profile

Taking into consideration the economic role and the role of the agricultural sector in employment (where the agricultural sector employs over 37% of the active population nationally), the total number of 1,381 pupils (including non-agricultural educational backgrounds) makes us realize that there is a very low number of students oriented towards one of the most employable sectors in the country.

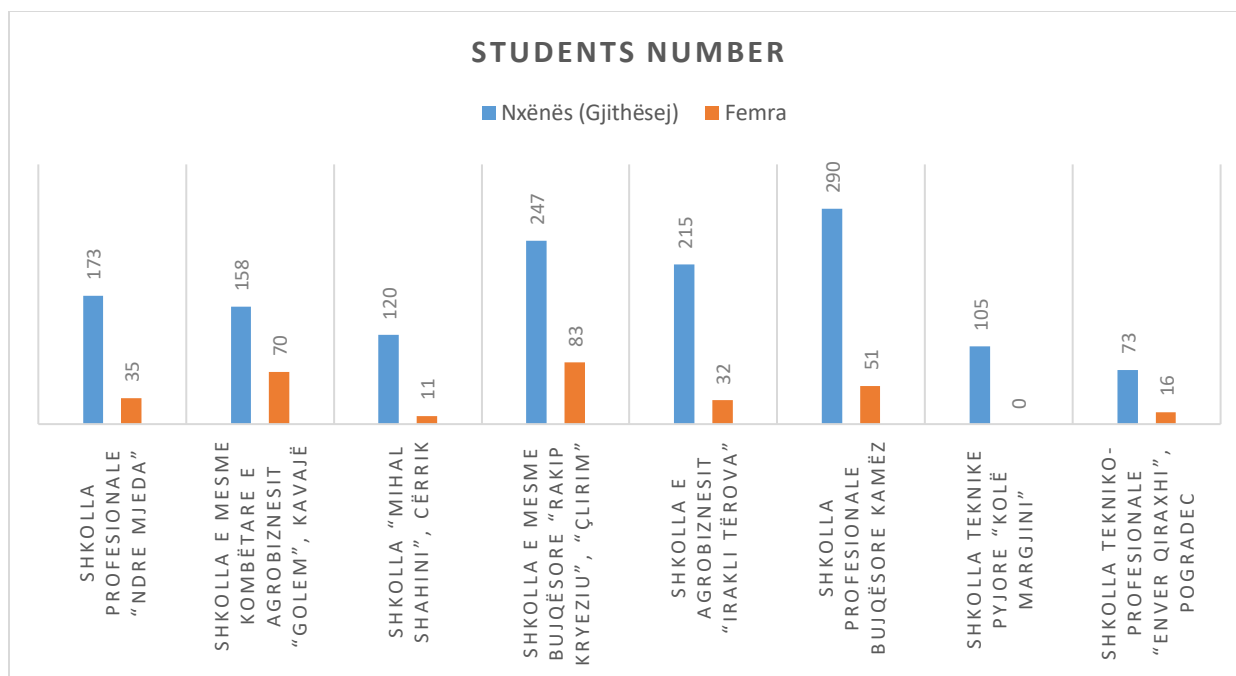
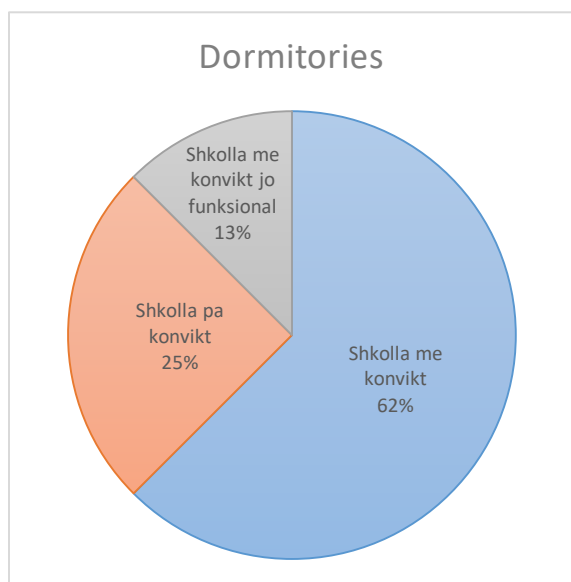


Figure 17 – Students number in each agriculture VE school

Students' gender shows that vocational education is mostly preferred by men, in 78,4%, while only 24,6% of the students enrolled are female. This preference is even highlighted even more in the case of "Kolë Margjini" Technical Forestry School, where there are only males enrolled.

2.2 Findings on the structures of agriculture VE in Albania (2019)



Of the 8 vocational education schools, only 5 of them offer functional dormitories, with an overall capacity of 1040 beds. In addition, it is worth mentioning that Agricultural Professional School Kamëz and "Enver Qiraxhi" Technical-Vocational School in Pogradec do not have a dorm, while "Kolë Margjini" Technical-Forestry School's dorm is not functional. In addition to the lack of dorms, it is worth noting that the dorm enrollment is very low, implying that the dorm impact of the schools is mostly regional and does not affect the whole territory.

Figure 18 - Dormitories

In addition to the dormitories, the schools have different capacities of experimental bases (plots of land for agricultural practicing), which in some cases are insufficient for the optimal development of the agricultural education profile.

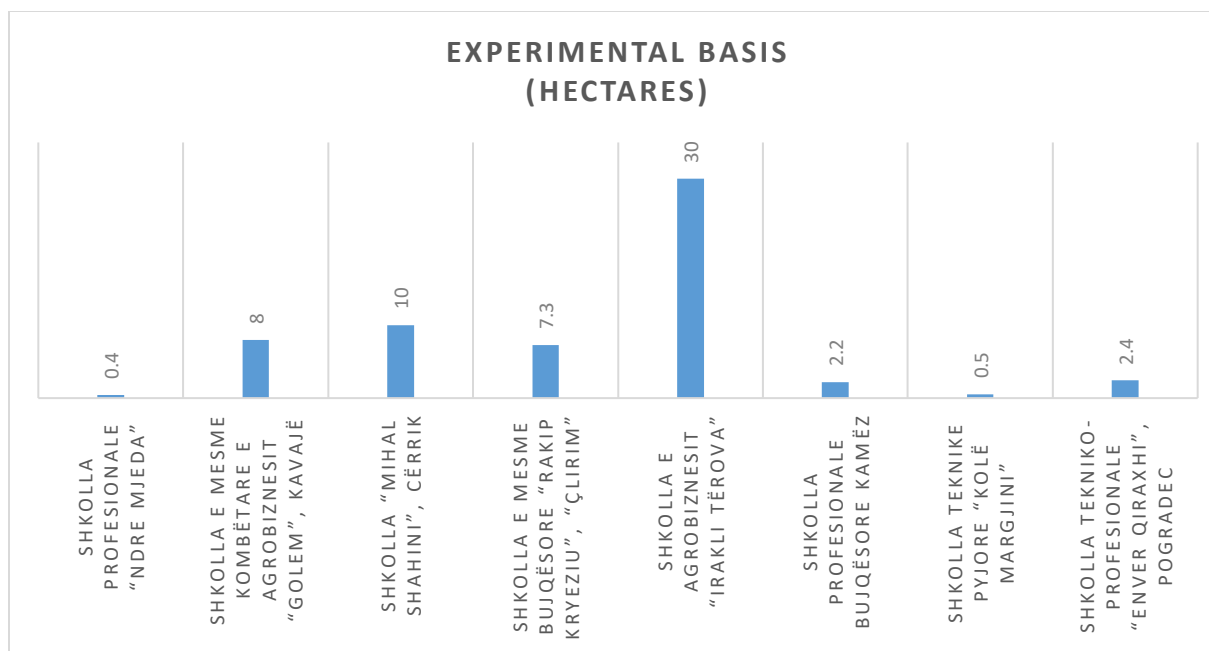


Figure 19 – Experimental basis in each agriculture vocational school

2.3 Data collected during meetings with National Agency of Employment and Skills and Vocational Training Centers

2.3.1 National Agency of Employment and Skills – demand vs. supply in agriculture job positions

The questionnaire regarding National Agency of Employment and Skills, Regional Offices, aimed at emphasizing the demand and supply of labor market in the agricultural sector, as well as recommendations regarding the amelioration of their services in this regard. As for the profiles with the highest market interest in the agricultural sector, NAES Office in Tirana, Kavaja and Korça state that they do not have any demand or supply for jobs in this sector. This comes as a result of the job difficulty, low payment rate as well as lack of perspective to develop a career in this sector. On the other hand, NAES Regional Offices in other cities state that, a good part of the market demands goes for professions such as: agronomy, veterinarian, zoo-technician and agriculture workers. More specifically, in Pogradec there was a high demand for flower-picking and growing, dairy workers, fruit conservation and agriculture workers. In Shkodra, the highest demands were for workers in meat processing machinery, milk and fruit juices, poultry convener, agro-food technologist. Regarding the age-group, the demand and supply in general goes for the age-group 18+, because there is a need for a certain level of training and specialization to work in the professions of this sector. The NAES Regional Offices recommend that the state should encourage agricultural businesses by subsidizing for the increasing of payment rate and amelioration of work conditions.

2.3.2 Vocational Training Centres - Lack of Agriculture Courses at Regional Directorates of Public Vocational Training Centres

Vocational Training Centres provides a better and cheaper service to deliver quality skills at national or central level, from 4 to 6 months. If vocational courses at National Level are unique for all Vocational Training Centers in the country, Vocational Courses at Local Level are specific courses offered by Centers oriented toward the demands of the local businesses. The courses at national level are offered under the Programs developed by NAOVETQ and approved by the Minister, while the courses at center level are conducted according to the programs developed by the specialists of the centers.

Public training centers offer courses of up to three months' duration in 26 occupational profiles. However, almost 60% of the participants are enrolled in language and ICT classes. The majority of more technical profiles were inherited from a Swiss project focusing on employment oriented short courses. In total we have received information from 6 Regional Directorates of Vocational Trainings Centres (RDoVTC) of Tirana 1, Tirana 4, Korça, Shkodra, Fieri and Elbasani. Some of the abovementioned Centers offer courses in gardening, furniture, wood processing, agriculture vehicle mechanic, but not any dedicated or specified curricula in agriculture.

2.4 Data collected during meetings with international partners/donors

The support of donors is considered crucial in the development of VET by offering financial and technical assistance at providers' level. Since the beginning of transition, international support to vocational education and training was substantial. In the 90s' the major support of various donors was directed directly towards the rehabilitation of vocational schools, including renovation of learning programs, equipment support and staff development. The major stakeholders of that period included the German Government through GTZ, the Austrian Government through Kultur Kontakt, and the Swiss Government through Swisscontact. Other donors from Denmark, the Netherlands, and Italy were also active at the level of vocational schools⁵².

In 1992, the International Labor Organisation (ILO) established the Ministry of Labor. Gradually it established 10 public training centers. The German Adult Education Association (GAEA) was one of the first stakeholders to stimulate adult learning through non-formal training.

In 1996, the European Union (EU) launched the first VET Reform Project, which was not implemented due to the upheavals in 1997.

From 2000, the World Bank (WB) developed into the major international stakeholder in the educational reform process for primary and general education.⁵³ The World Bank position represents a clear policy statement worth to be debated. Unfortunately, this debate officially never took place, neither within the donor community nor within Government structures. VET projects financed by various donors, including the EU, continued to support vocational education.

⁵²M. Jäger, Meandering through Policy Development: Observations on Vocational Education and Training in Albania, p.5

⁵³The World Bank, Albania: Secondary and Tertiary Education, Policy Brief Nr.1, Labor Market and Education, Tirana, 2007

In the late 90s', the German, Austrian and Swiss projects initiated a loose and informal cooperation under the name DACH. Later on this developed into a DACH+ group with the participation of some other projects and donors, including the EU projects. Despite the structures remained loose and informal, DACH+ developed at times into a rather strong voice of the internationals, and a dialogue partner of the Government for key policy issues. Joint position papers, the organization of a National VET Conference, platform for debates with the private sector, were some highlights of this cooperation.

From 2001 to 2008 the Swiss Government (2001-2008) implemented a project oriented on short courses toward the labor market, which outnumbered the provision under the Ministry of Labor.

In 2004, the European Union started to invest substantially into VET under its CARDS Program. This project brings into attention the fragmentation of the system, the lack of coordination from Albanian authorities, and the necessary intervention that need to be done by the international actors. As a result, there were many pilot initiatives, certainly advanced compared with the other schools, but there has been no transfer of best practice to the rest of the system. As a consequence, the objective of the project was to assist the Albanian government, through the Ministries of Education and Labor, in the establishment of a unified high quality VET system.

The EU project was followed by several others, including a twinning project to support the newly established National VET Agency, rehabilitation, reconstructions and equipment of several vocational schools and training centers, and a still continuing project with a component for supporting the development of a new National VET Strategy and Action Plan 2013-2020.

In 2007 and 2009, Swiss and German Governments continue to support vocational education and training reform processes, and to stimulate decentralization, innovation, flexibilization and stakeholder participation.

In 2009 the Government and the donor community established jointly an official Subsector Working Group for vocational education and training. The working group is directly hooked to the Department of Strategy and Donor Coordination in the Prime Minister's Office. The Swiss Agency for Development and Cooperation performs as donor focal point and European lead donor. Other donors assisting the sector include Germany, Austria, Italy and Switzerland, which are complementing the government's budget programmes in the area of VET, labour and social policies. Social inclusion is also addressed by several organisations such as the World Bank and the UN.

During the period 2016-2018, 3 different projects, funded by foreign donors, have been implemented. Namely, the "Skills for Job" project funded by the Swiss Government, by Swiss Contact has implemented. This project is divided into four main pillars, one of which is the

backbone of agriculture. Beneficiaries of this project were Vocational Schools and Public Vocational Training Centers in Lezha, Vlora, Berat and Shkodra.

Another project implemented during this period is the project “Support for VET access and quality for the tourism sector”, funded by the Austrian Government/ADA (Austria Development Agency). This project took place at the Antoni Athanas School in the city of Saranda.

During the period 2017-2018 the Italian Government implemented the project “MECAVET” through the IADSA program. This project was about 450,000 EUR, and was implemented in the vocational school “Arben Broci” in the city of Shkodra.

One of the biggest projects funded by the Government of the Federal Republic of Germany is currently being implemented by the German International Cooperation (GIZ). More specifically, the project “Sustainable Economic and Regional Development, Promotion of Employment and Vocational Education” (ProSEED) is extended for the period 2018-2020. Its beneficiaries are the Kamza Vocational School, 5 Public Vocational Training Centers and Private Training Centers.

The Italian Government through the Italian Agency for Development Cooperation (IADC) have implemented a program entitled “The issue of vocational education and training through innovation”. The Italian Cooperation participated in upgrading the infrastructure of the vocational secondary school in Bushat, as well as in carrying out a pilot project on organic seed.

Moreover, Italian Cooperation awarded a soft-loan of 5,000,000 EUR, for the vocational school “Rakip Kryeziu” in Fier as well as to the vocational school of the city of Lushnja⁵⁴. This loan will be implemented from the Ministry of Economy and Finance and the technical assistance will be offered from IADC. Among others this project consists in the reconstruction of the aforementioned school premises in the city of Fier.

European Union under Pre-Accession funds have also played a key role in the development of VET projects. One of the main EU funded projects under IPA 2013, in cooperation with the Albanian Government, is the project “Support to the Employment Oriented Vocational Agency”, from 2016 to 2018. This project was implemented in Vocational Schools and Vocational Training Centers in Tirana, Fier, Shkodra and Elbasan. The overall IPA support over the period 2007-13 amounts to over 24 million euro⁵⁵. Support from the project IPA 2013 in this direction and other in the area such as Swiss Government, the German Government, Italian, Austrian, etc., which are supporting us strongly in the development of schools of excellence. Apart from donors the government attention is focused on improving the quality of vocational education by increasing significantly the funds⁵⁶. However, European Union initiatives are not focused in the development of agriculture vocational education in Albania.

⁵⁴<http://aicstirana.org/en/2017/05/25/istruzione-e-formazione-professionale-attraverso-innovazione/>

⁵⁵Revised Indicative Strategy Paper For Albania (2014-2020), p.45, 2018

⁵⁶<https://www.swisscontact.org/nc/en/country/albania/projects/projects-albania/project/-/show/skills-for-jobs.html>

2.5 Students Survey Findings

A. General considerations entailed from the students' questionnaires

A total number of 516 students were interviewed in this survey out of 1381 students enrolled for the academic year 2019-2020 in agricultural vocational schools in Albania. The survey was conducted in the areas where the agricultural VET schools are located, namely in Cërrik, Fier, Golem-Kavajë, Kamza, Korçë, Pogradec, Bushat and Shkodra. Even considering the statistical deviation during data processing, the sample which converges to 37% is considered to be representative of the community/population of agricultural Vocational Education students.

As regards the sub-samples each agricultural vocational school reveal a high level of representation, where they are represented at least with 21% of the overall school population.

Regardless of the sample representation, each question is statistically assessed for representativeness of the reality.

B. General findings and results

General findings and results		
The number of students included in survey		516
Location	Area	Cërrik, Fier, Golem (Kavajë), Kamza, Korçë, Pogradec, Shkodër
	Considerations by area	The average number of surveys per city 73.7 (standard deviation 30.9)
Gender	Male	391
	Female	125
	Specific findings	In the Technical Forestry School in Shkodra all the students are males.
Age	The average age of the respondents	16.97 years old
	Age group 15-19 years old	97% of respondents
	Specific findings	The sample consists only of students aged 14-22 years, implying that the vocational education in agriculture is mainly attended as a continuation of the education cycle and educational careers.
The socio-economic background of the family	The average of family members of the students	5.3 members (the national average 3.9 - Census 2011)
		The fact that the majority of students come from big families, hints that they come mainly from families with relatively limited finances.
	The average of working age members per family	2.8 members (the national average 2.6 - Census 2011)
		In rural the average number of family members who are in working conditions is higher than in urban or periurban areas.
The average of employed members per family	2.0 members (the national average 2.8 - Census 2011)	

		The socio-economic situation of agriculture vocational education students can be considered poor because of the high level of unemployed members per family.
	Family members currently immigrated	0.23 members Almost, 1 out of 4 families have a member in immigration.
	Family members working in privat sector	2.4 members
	Family members working in the public sector	1.0 member
	Family members working in agricultural sector	1.9 member
	Family members working in service sector	1.1 member
	Family members working in industry sector	1.0 member
	Considerations	The difference between the number of members employed, and members employed by sector derives from the respondents' approach. Thus, the respondents do not consider as a future job working in their farms, but on the other hand referring the collection of replies they have included private farms as an opportunity to find a job.
	Specific findings	The general socio-economic situation of the students considered to be poor. According to statistical comparisons of family members, reveal the problem of working illegally in their farms, where despite the contribution to the family economy, main of the family members are not integrated into the social insurance system.
The distance: House-School	The average distance: House – School	10,468 meter Territorial coverage of agricultural vocational education system is limited. Educational institutions should have an interconnected transport system, in order to facilitate the access in the main areas of the region. All schools must be equipped with modern dormitories, in order to have a better and wider impact at national level.
The characteristics of the location of VE providers	Urban Area	60%
	Suburbs / Peri-urban areas	16%
	Rural area	24%
Attendance of VE in agriculture	Full time	98%
	Part time	2%

	Specific findings	<p>Although 2% of students' state that they attend part-time education, it is necessary to note that there is no part-time VET education. (The difference taking into account the margin of error, it turns out that some students have considered as part-time attendance their personal school attendance).</p> <p>Being unable to pursue part-time agricultural vocational education, pointed out the fact that there is no training opportunity for the category of labor force that is integrated into the labor market and wants to further ameliorate their capacities.</p>
Profiles in agriculture	Veterinary	31.2%
	Agronomy	25.4%
	Agrobusiness	15.3%
	Agriculture	10.1%
	Gardening	5.8%
	Forestry	4.0%
	Agro-tourism	3.6%
	Economy and rural development	2.7%
	Fruticulture	1.1%
Agricultural Mechanic	0.7%	
The reason of choosing VE in agriculture	To support the agricultural family business	37.4%
	To easily find a job in agricultural farms	47%
	Others	Main replies: to start a business and to have a profession.
	Specific findings	<p>The fact that 37% of the students choose the agricultural vocational education, pointed out the influence of the parents in their choice.</p> <p>Almost half of the students considered that they have chosen the agricultural profile "<i>To easily find a job in agricultural farms</i>", which reflects the positive perception that VET has toward integration to labor market.</p>
Perspective after VET	Higher Education	37.4%
	Higher education in Agriculture	29.2%
	Working in agriculture abroad	16.6%
	Working in agriculture in the area near you	11.1%
	Working in agriculture in other areas of the country	3.1%

	Others	2.7%
	Specific findings	<p>More than 78% of the female respondents intend to follow higher education.</p> <p>More than 66.6% of the students intend to follow higher education, hinting that the vocational education is not only considered as an opportunity toward the labour market, but it is forsee as a bridge to further continue the higher education in agriculture or other branches.</p> <p>37.4% of the students intends to follow higher education, by not defining that they will further go to an agricultural profile. Therefor, it's pointed out that they do not have a clear vision for their future.</p> <p>16.6% of the students intend to work abroad after finishing vocational education school, which imply that students do not have trust in the Albanian labour market, considering that forign labour market is a better opportunity and more reliable.</p>
The main incomes of the family	Agricultural farms	26.7%
	Incomes from migration	18.5%
	Work outside the agricultural farm	9.6%
	Other incomes	45.2%
	Specific findings	<p>27% of the students' state that the main income of their families comes from agricultural farms, which indicate that a large number of students have choose vocational education as a mean to further sustain the family business.</p> <p>18% of students' state that the main incomes of their families come from remittances, which entails that students' families have a difficult socio-economic situation.</p>
Scholarship support by state	Yes	75.40%
	No	24.60%
	Specific findings	<p>Awarded scholarship support to all the students that follow VET in agriculture, pointed out that the state has a special attention toward vocational education in agriculture.</p> <p>On the other hand, this insinuate us to the fact that the majority students come from marginalized families.</p>
Conduction of internships in	Yes	56.94%
	No	43.06%

specialised structures in agriculture		<p>According the conduction of internships in specialised agruultural structures 59.4% of the males have conducted more internships than females.</p> <p>97.4% of the students in Fier state that they had at least conducted one professional practice. The average value of 57%, shows that the VET system aims to combine theory with practice, but on the other hand 43% of the students' state that they never conducted an internship within the framework of their education, which clearly shows that the theory-practice linkage is not compulsory and is not integrated into the students' educational evaluation.</p>
	Specific findings	
Education conditions	Bad	6.32%
	Good	45.06%
	Very good	48.62%
	Specific findings	The students' perception on their school conditions is rated good or very good. The high level of satisfaction is mainly based on the appearance of the school premises, and does not take into account the educational aspects. This phenomenon is noticed by the fact that the lack of laboratories, lack of teaching tools and the poor infrastructure of the institution are considered as a major inhabitor to the further development of vocational education in agriculture.
The situation of education conditions in a year	Worse	3.82%
	Unchanged situation	26.16%
	Better	70.02%
The affection of different factors at agricultural in vocational education	Distance from your house	3.18
	Lack of laboratories	3.13
	Access and transport	3.03
	Lack of teaching instruments	2.88
	Low quality of literature	2.75
	Poor infrastructure of the institution	2.62
	Lack of information on development on VET in agriculture	2.58
	Low number of profile categories	2.58
	Lack of wqualified professionals/teachers	2.35
	Specific findings	The distance, the access and transport house-school listed as the main factors that inhibit the development of vocational education in agriculture. The average distance of 10,500 meters, it shows that

		<p>educational structures do not have sufficient accessibility, as long as the allowed distance is forced to be in maximum 10,000 meters.</p> <p>Lack of laboratories and poor institutions infrastructure are considered as barrier, hinted that the VET providers have significant shortcomings on teaching tools, despite the fact that the premises of the schools are good.</p> <p>Also, lack of qualified professionals/teachers is listed as low impact factor according the developments of agricultural VET, pointed out that the students do not question the quality of education from theoretical point of view. The gap remains at practical aspects.</p>
Current development situation of VET	Not promising	14.87 %
	Promising	41.55%
	Very promising	43.58%
	Specific findings	This is a positive indicator of the demand for Vocational Education in Agriculture.
Proposal for improvements	Agricultural counseling	14.94%
	Information on agricultural profiles	13.90%
	Scholarship support	20.95%
	Exchange of experiences and best practices	36.93%
	Profile qualifications	10.58%
	Others	2.70%
	Specific findings	<p>The exchange of experience and best practices is considered one of the key elements that needs to be improved, collecting 34% of the students' opinions. This result highlights the fact that vocational education has a significant lack of practical-theory interconnection.</p> <p>Scholarship support is listed as a secondary element but that places emphasis on students' need for financial support.</p>

1. Males prefer Agricultural Vocational Education more than females

The survey's results show that more than $\frac{3}{4}$ of students in agriculture vocational education are males, compared to $\frac{1}{4}$ who are females. Looking further, we note that almost all students enrolled for the academic year 2019-2020 in Shkodra are males. This phenomenon is also evident in other urban and suburban areas. Whereas in rural areas, this phenomenon is more balanced, for example in Golem (Kavaja) females represents the highest number of enrolled students. These results can

entail to the confirmation of the prejudice and perception of citizens on the difficulties that agricultural professions have.

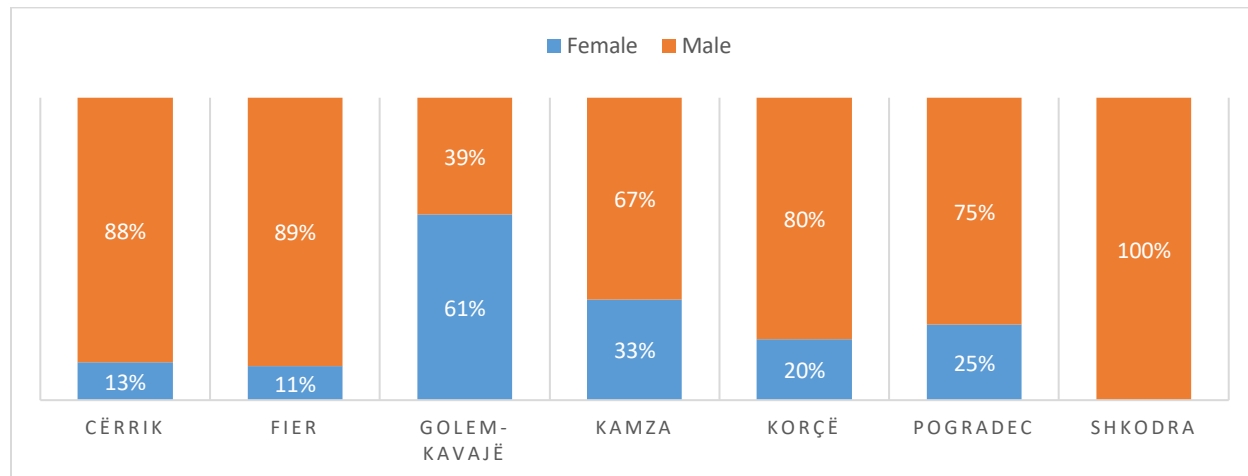


Figure 20 – Gender of students in agriculture vocational schools in each vity

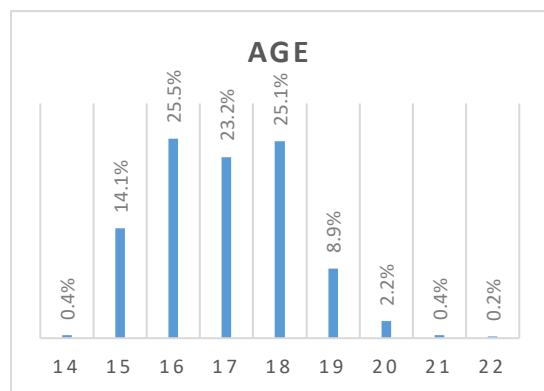


Figure 11: Age of students in agriculture VE

2. Agricultural Vocational Education as a continuity of education cycle

More than 97.2% of the respondents are aged 14-19 and only 2.8% of them are 20-22 years old. This age result shows that vocational education is seen as a continuity of normal obligatory education and is not considered from other age groups as a qualification to better integrate their self into the agricultural labor market, or to grow professionally.

3. Students in Agricultural Vocational Education come from families with a high number of members/working-age members

Family composition and employment status of family members are important indicators of the economic situation of students of Agricultural Vocational Education. The average composition of these students' families is 5.3 members, a higher number than the national average of 3.9 members⁵⁷. The high number of members indicates that a large portion of these students come from families with limited financial incomes.

⁵⁷ Census 2011.

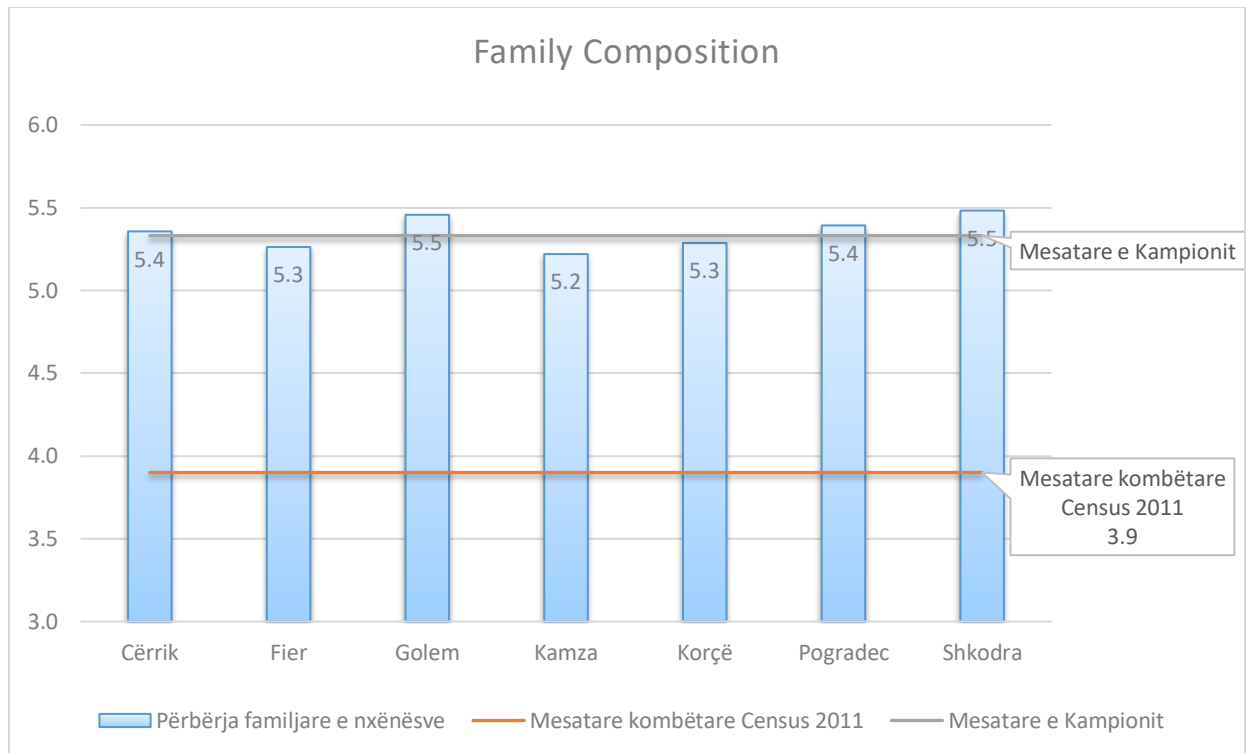


Figure 12 – Students family composition per city

In addition, the average working-age members of VET students' is 2.8 members per family lower than the average of the national average of 3.6 members⁵⁸. These figures are even higher in rural areas, which it goes to 3 family members.

⁵⁸ Census 2011.

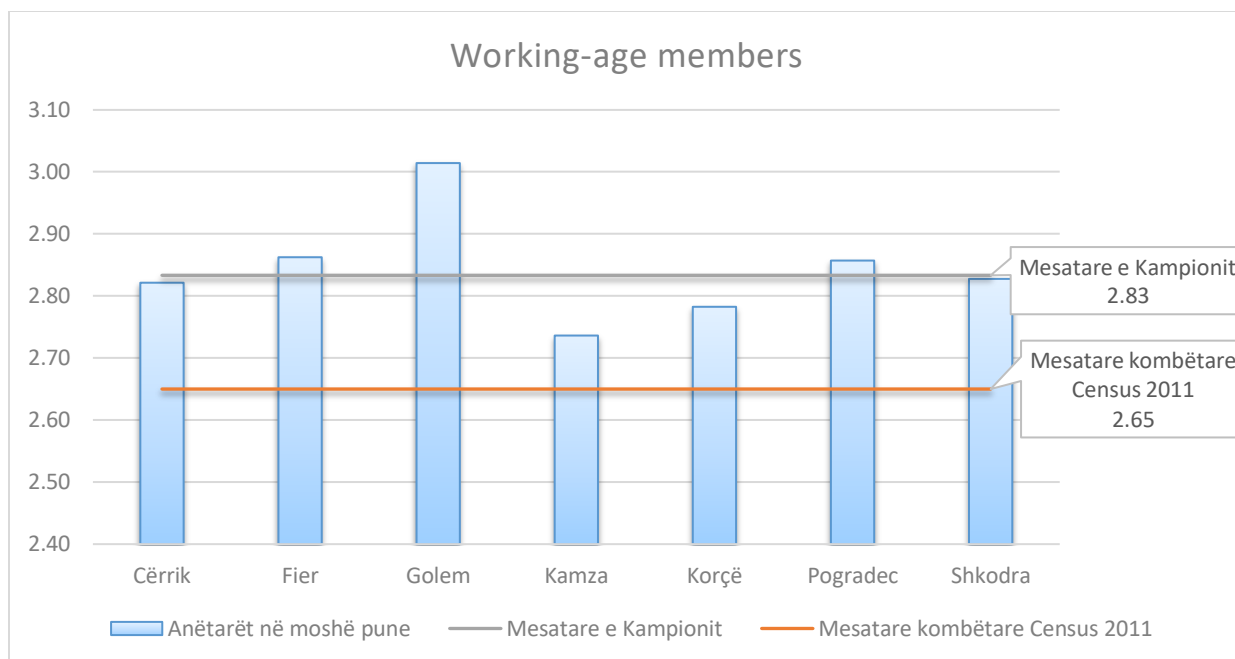


Figure 13 – Average working age family members

4. Agricultural Vocational Education students came from families with financial difficulties.

In addition, as regards the work force the average employed family members per family is 2.0 members, 0.8 lower than the national average of 2.8 members⁵⁹.

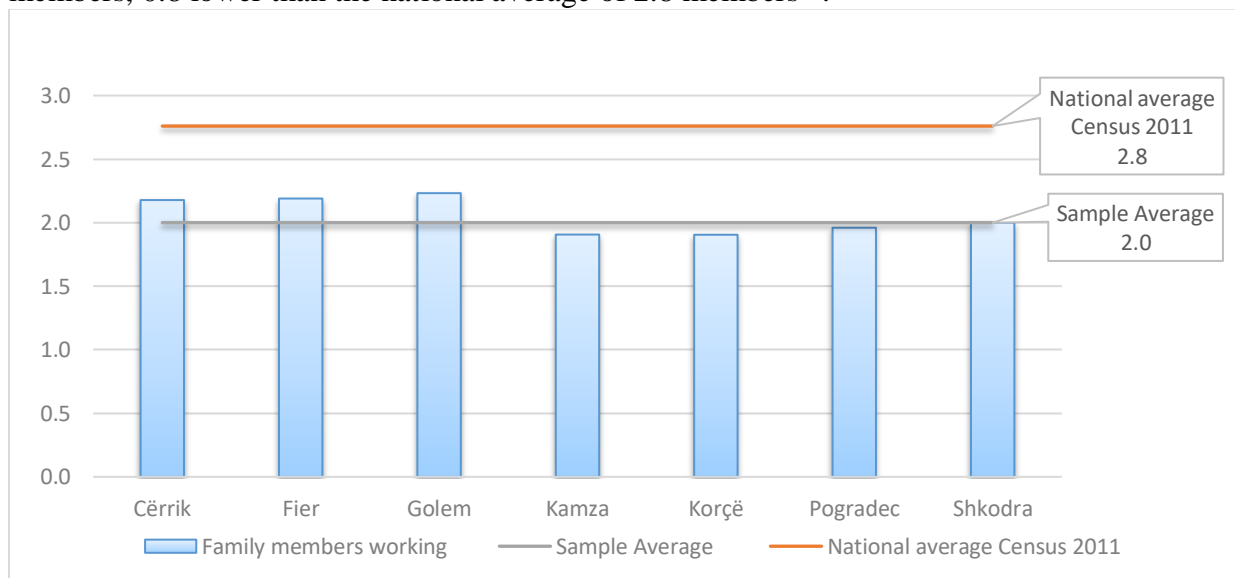


Figure 14 – Average family members currently working

⁵⁹ Census 2011

Almost one in four families has one immigrant member, a phenomenon which explain the difficult socio-economic situation that these students' and their families have to face.

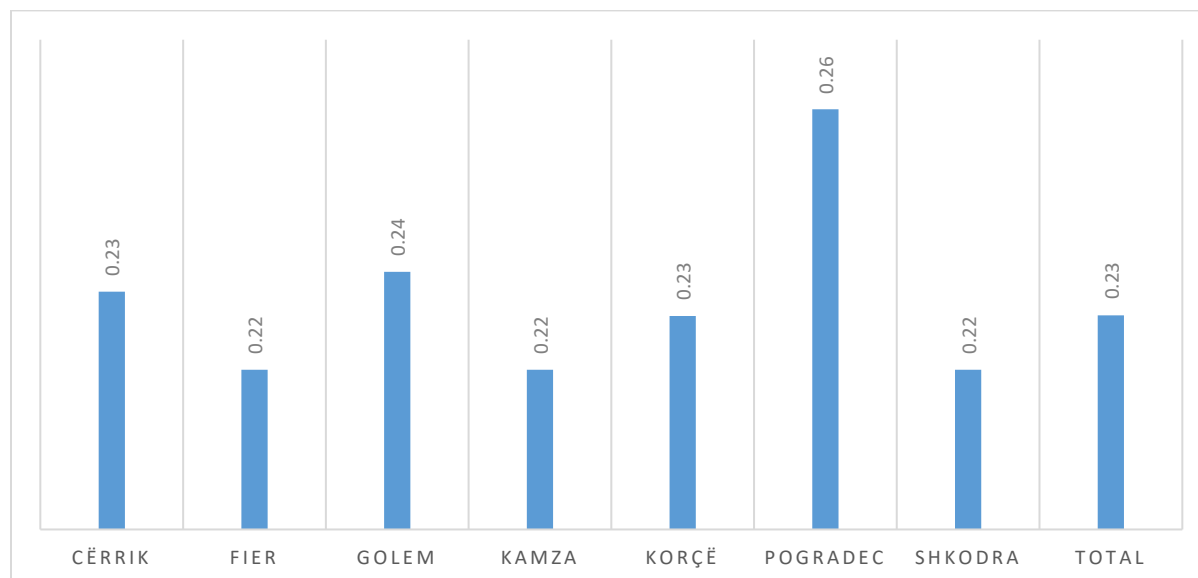
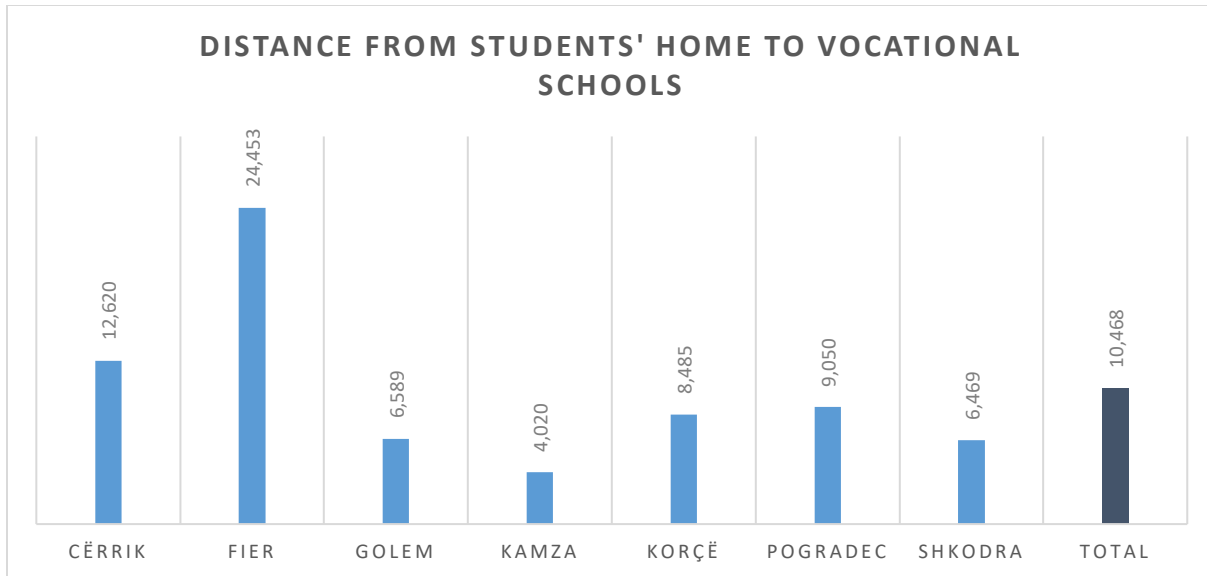


Figure 21 – Average family members who immigrated

The lower number of employed members per family, and high level of immigration, entails to the fact that the socio-economic situation of Agricultural VET students' and their families might be considered poor. This conclusion is supported by the fact that 18% of the students declare that the main income of their families comes from remittances of family members in immigration.

5. Students live relatively far from the VET providers

Territorial coverage of Agricultural VET is limited, because there are only 8 providers at national level. This conclusion is also supported by the fact that the average distance between these students' homes and educational institutions convergers to an average of 10,500 m. Taking into consideration the orientations of the territory planing and development on the education system, schools or other education facilities should be to a maximum distance of 10 km.



Fig

Figure 22 – Distance from students home to vocational school

6. Full time agricultural vocational secondary education

Almost all of the students mentioned that they follow full time vocational secondary education, and the preference of each profile resulted on: Veterinary 31.2%, Agronomy 25.4%, Agribusiness 15.3% and Agriculture 10.1%. The inability to follow part-time agricultural vocational education puts the emphasis on the fact that there is no training opportunity for the current citizens/labor force who work in this sector and wants to further ameliorate their knowledge.

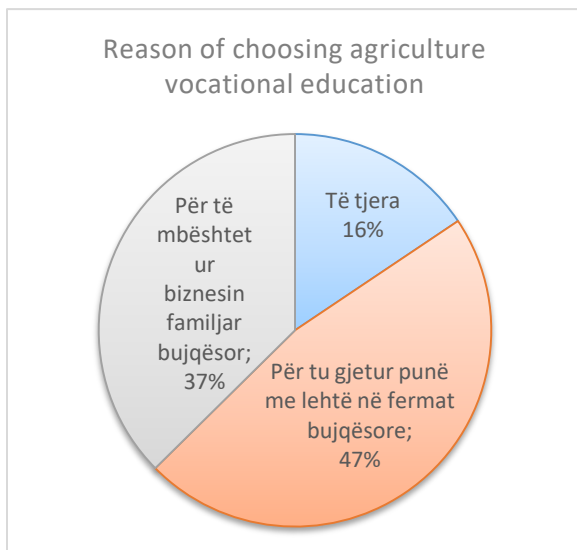


Figura 2 – Reason of choosing agriculture vocational education

7. The labor market opportunities are the main factor in selecting agricultural vocational education

Indeed, about half (47%) of students say they have chosen agricultural vocational education “to find a job easier in agricultural farms”, data that entail to the result that vocational education is considered as an important instrument toward the integration to the labor market in the agricultural sector. This is an important indicator that shows the positive reputation of vocational education as regards the easier integration to the labor market.

Due to the fact that 37% of the students select their profile, highlights even the possibility of parents’ influence on their choice for vocational secondary education in agriculture. Almost half of the

students consider that they have chosen the agricultural profile “To easily find a job in agricultural farms”. Thus, the main reasons to the agriculture VET choice are: further develop their relatives’ farms, their family’s low incomes. These findings entails that a major part of the students come

from low income families. This is confirmed even with the fact that 31% of the students aspire to enter post-secondary vocational education.

8. Agricultural post-secondary vocational education as a trampoline for higher education

Only 33,4% of the students aspire to integrate into the labor market after conducting their agricultural VE and 16,6% of the students aspire to work abroad, implying that, a considerable part of the students has a higher interest in agriculture markets abroad. In this context, we can emphasize that agriculture VE is considered a suitable trampoline for the continuation of agricultural higher education.

Over 66.6% of the students aspire to follow higher education, implying that agricultural vocational education is not only considered as an option for quickly integration into the labour market, but is mostly an opportunity to pursue higher education in agriculture or other profiles. The fact that 37,4% of the students aspire to pursue a higher education but have not specified whether it will be in agriculture or other profiles, suggests that the decision to study in a VET provider might serve as a bridge to access higher education in different profiles from agriculture. The tendency to pursue higher education resulted higher for the females 78%.

Only 33,4 % of them aspire to start working immediately after finishing agricultural vocational education, and 16,6 % of the students aspire to work abroad, insinuating that a part of them considers foreign labour markets in agriculture to be more interesting.

In this context, we can emphasize the fact that agricultural vocational education is considered a suitable bridge to continue following higher education in agriculture.

9. Positive situation in agricultural vocational education

86% of the students consider the situation of agricultural vocational education ‘quite favourable’ or ‘very favourable’. This assessment shows great interest regarding students’ positive perception on agricultural sector.

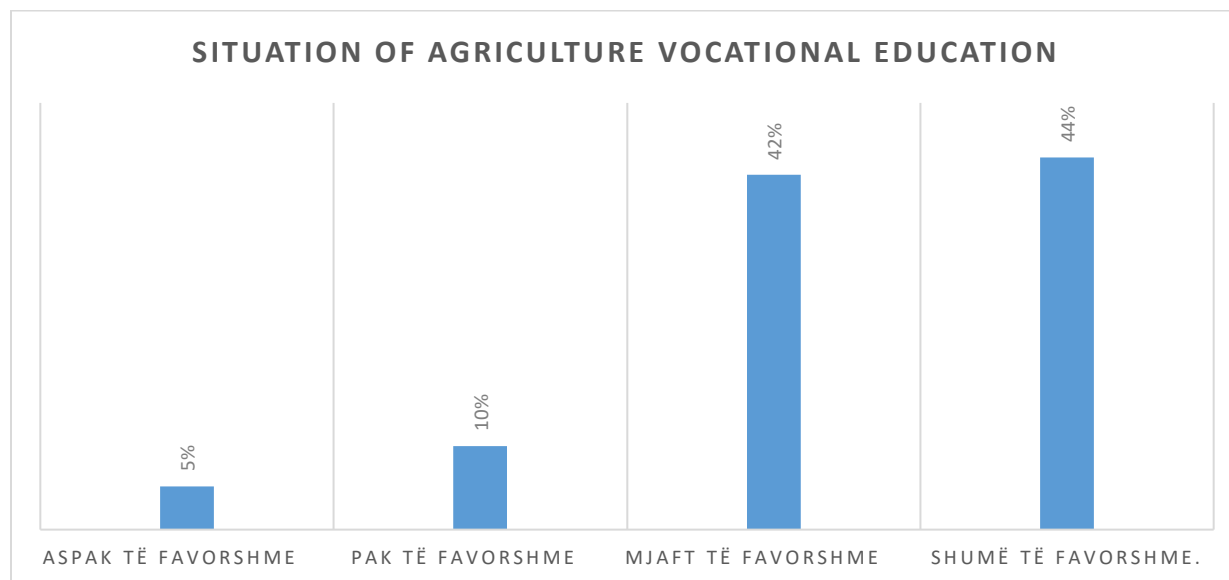


Figure 23 – Situation of agriculture vocational education (students)

10. Needs of agricultural education students for scholarships support

Over 75.4% of the students declare that have benefited at least once from a state scholarship in context of vocational education. This figures show the importance that local and central government attaches to the development of vocational education in the agricultural sector. In this context it should be noted that the areas under the pressure of an important urban pole, register the highest number of students who have benefited scholarships.

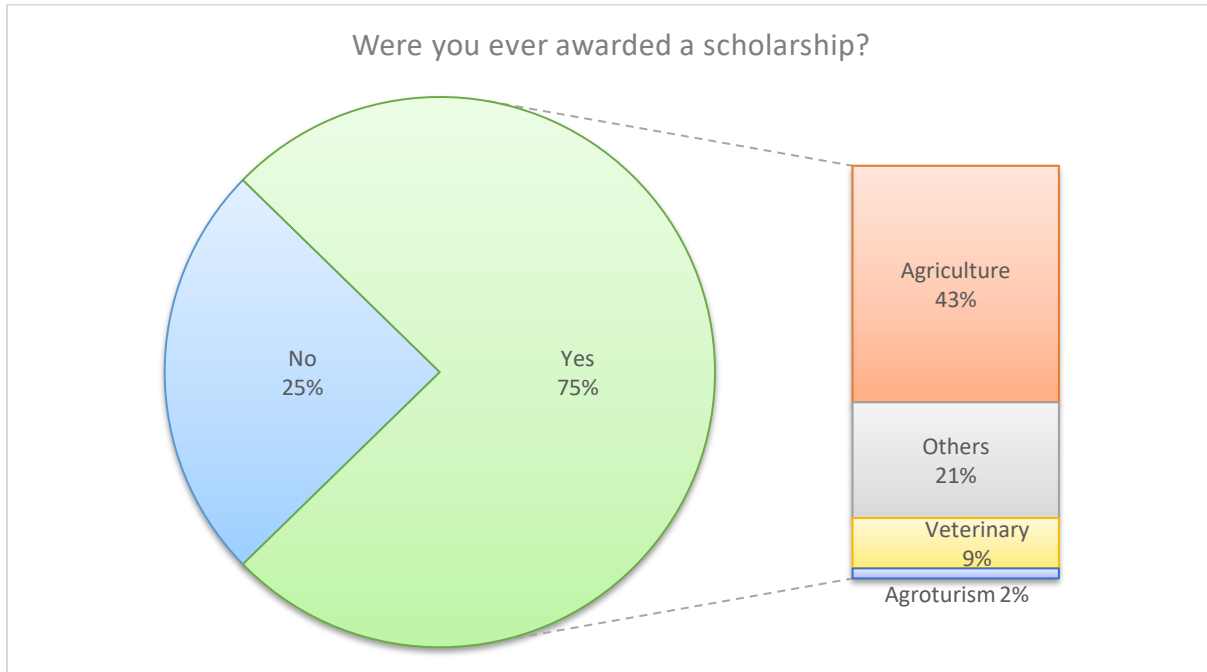


Figure 24 – Awarded scholarships

11. A relatively low level of professional practices and their role

Overall, it is observed that over ½ of students (or 57%) have completed at least one internship in specialized agricultural structures. But if we consider aspects such as gender and area, results that males have conducted more professional practices than females (59.4% and 49.1%, respectively), while 97.4% of Fieri vocational students have completed at least one practice.

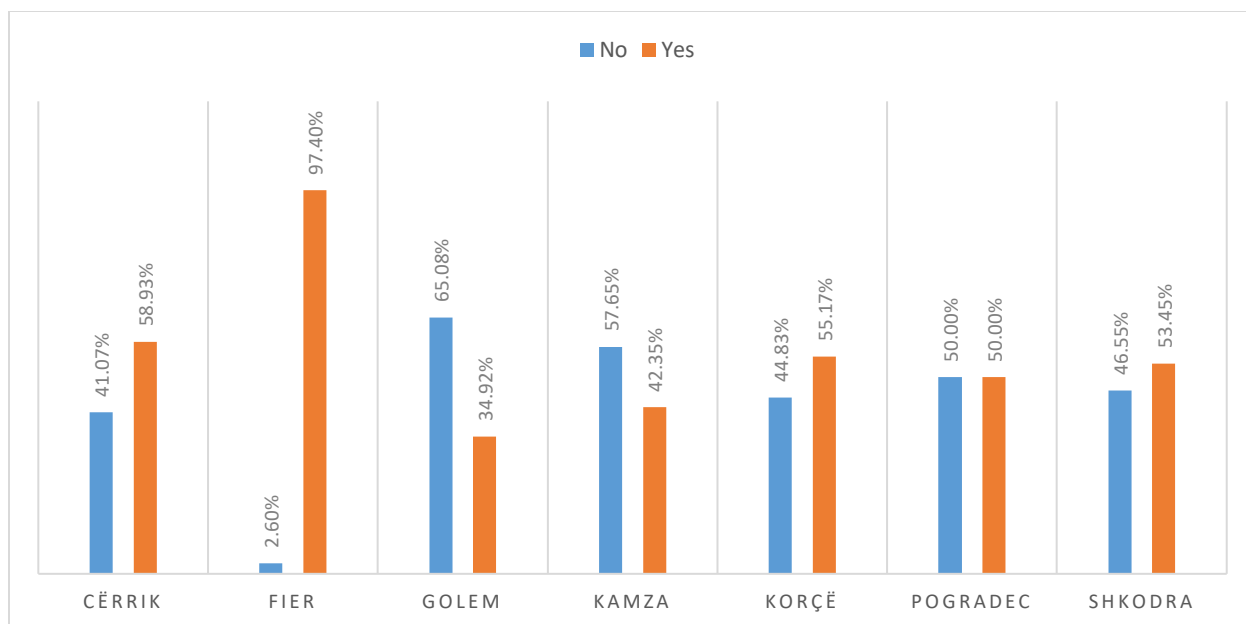


Figure 25 – Professional internships

In a context where 43% of students declared that they have never completed a single professional practice, it is clear that the theory-practice linkage is not obligated and is not integrated into student’s educational evaluation.

12. The conditions and positive trends of educational circumstance

The students consider that educational conditions are satisfying (where over 94% of them think the conditions are satisfying or very good) and are expected to be improved in the coming years. So the general situation of the conditions is positively perceived by the pupils who display an optimism regarding future improvements of the agricultural vocational education system.

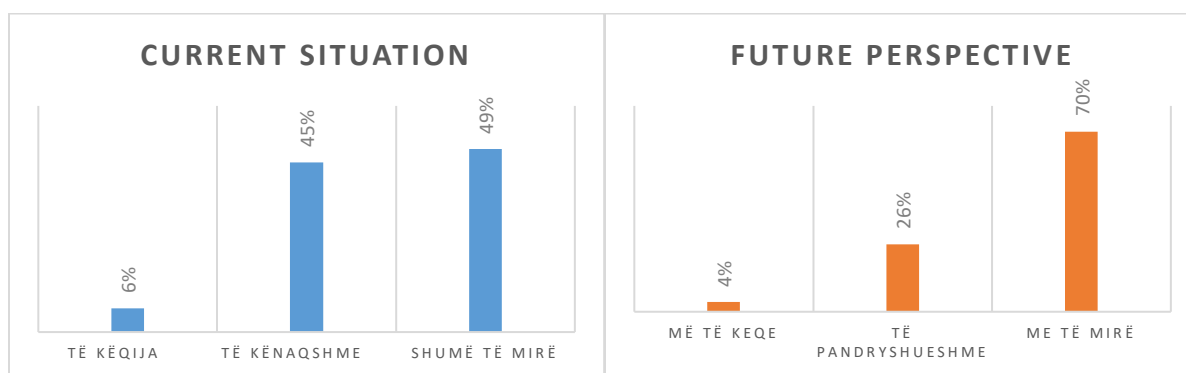


Figure 26 – Current situation and future perspective

Even though, if we start considering the impeding factors that affects the development of the educational system identified by the students, there is a conceptual contradiction, because the lack of laboratories and teaching instruments are considered as the main factors that restrain the development of the quality of agricultural vocational secondary education system. In this context, it can be concluded that students express a positive assessment of the general conditions of the

educational structure without detailing the infrastructural needs necessary for optimal development of the teaching process.

13. Access and lack of infrastructure – main factors that inhibit the development of agricultural post-secondary vocational education

“Distance from their home”, “lack of laboratories”, “access to transport” and “lack of teaching tools” in educational institutions, are the main factors that impede the development of agricultural vocational education. These factors can be divided into two dimensions: lack of educational institution’s standards, and students’ access in these institutions.

Lack of standards clearly shows that, agricultural vocational education faces many problems regarding the practical aspect of education, a very important element in terms of optimal interlink with the labour market.

On the other hand, low access of educational institutions emphasizes the lack of a balanced territorial distribution of agricultural vocational education. Poor accessibility affects the selection of this type of education and on the other hand, limited students’ mobility and poor accessibility does not allow students’ inclusion in this education.

14. Exchange of experiences – a key factor in ameliorating agricultural vocational education

Exchange of experiences, in other words, a direct cooperation with experts of the field and successful businesses is identified by 37% students as one of the main opportunities to ameliorate the agricultural vocational education. This answer reflects one of the main issues of vocational education, the lack of a direct interlink between educational institutions and the labour market. As well as the needs of agricultural sector for the development and establishment of a skilled and competitive labour force in the market.

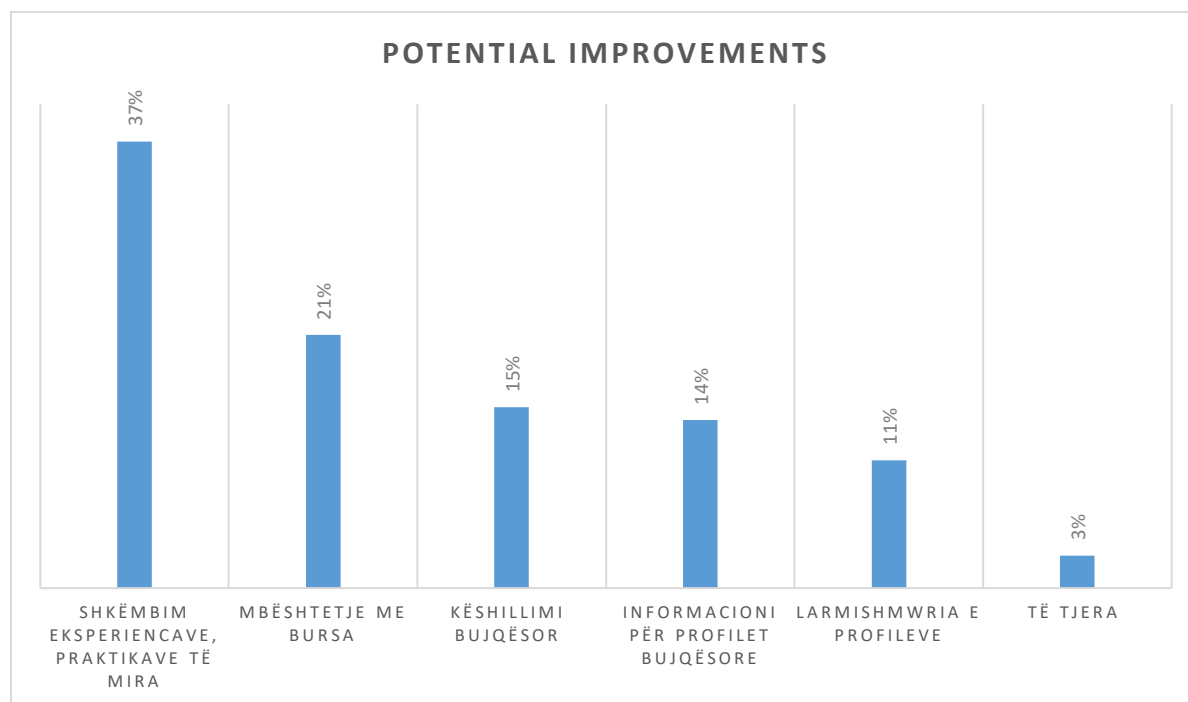


Figure 27 – Potential for agriculture VE improvement

In this context, we can conclude that students consider very essential the linkage between the school and the labor market; a current deficiency that would enable future development of the vocational education in agriculture.

2.6 Teachers Survey Findings

A. General considerations on the teachers questionnaire

A total number of 75 teachers were included in this survey, out of 161 teachers working in agricultural vocational schools in Albania. As above mentioned the survey was conducted in the areas where the agricultural vocational schools are located, namely in Cërrik, Fier, Golem-Kavajë, Kamza, Korçë, Pogradec, Bushat and Shkodra. Nearly half of the total teachers' population is involved in this study. On the other hand, referring to the fact that survey process considers statistical deviations reduction methodologies (random distribution and self-completion), the sample considered to be representative of the community/population of agricultural vocational education teachers.

Sub-samples of agricultural vocational schools reveal a high level of representation, where each school is represented by at least 27% of the total number of teachers working in it. Regardless of the sample representation, each question is statistically assessed for representativeness of the reality.

B. General results of the survey

General results of interviewed teachers		
The number of interviewed teachers		75
Location	Cities	Cërrik, Fier, Golem (Kavajë), Kamza, Korçë, Pogradec, Shkodra
Gender	Male	23 (31%)
	Female	52 (69%)
	Other characteristics	Rural areas show a higher number of females in agricultural post-secondary vocational education, compared to urban areas or the suburbs, where males represent more than $\frac{3}{4}$ of the total number of students.
Age	Average age of the respondents	43 years old
	[25:30[13%
	[30:40[24%
	[40:50[31%
	[50:60[23%
	≥ 60	9%
Profile	General Education Teachers	52%
	VET Teachers	48%
Institution	"Kolë Margjini" - Shkodër	5%
	"Rakip Kryeziu" - Fier	25%
	"Charles Telford Erikson" - Kavajë	16%
	"Mihal Shahini" - Cërrik	11%
	"Ndre Mjeda" Bushat - Shkodër	11%

	"Irakli Tërova" - Korçë	11%
	Shkolla e mesme profesionale Kamëz	17%
	"Enver Qiraxhi" - Pogradec	4%
Geographical characteristics of the area where the educational institution is located	Urban area	33%
	Suburbs	36%
	Rural area	31%
Participation in trainings within the framework of the current job position	No	19%
	Yes	81%
	Other Comments	In Fier, all teachers state that they have attended at least once a training (in a sample of 19 teachers) In Pogradec, all the teachers state that they have never attended a training within the framework of their current job position.
Participation in job fairs	No	19%
	Yes	81%
Conduction of internships on specialized agricultural techniques	No	40.0%
	Yes	60%
Current situation of the educational institution	Bad	1%
	Good	63%
	Very good	36%
Perspective on the situation of the educational institution	Worse	1.0%
	Unchanged situation/Equal	23.0%
	Better	76.0%
Affection of factors in vocational education	Distance from your house	2.60
	Lack of laboratories	2.60
	Access and transportation	3.20
	Lack of equipment	2.40
	Low quality of literature	2.50
	Poor infrastructure of the institution	1.60
	Lack of information on agricultural vocational education	2.50
	Lack of motivated students	3.30
	Low quantity of profile categories	2.50
	Lack of specialized staff	1.70
Situation of vocational education	Not promising	0.00%
	Little promising	37.00%
	Promising	44.00%

	Very promising	19.00%
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1. The age gap of general and VET education staff

The representative sample shows that the main age group of teachers is between 40-50 years (31% of teachers' respondents). Anyhow, if we evaluate the age groups according to the teacher's profile, the general profile teachers or the professional profile teachers, it is noticed that the professional profile teachers are on average older despite showing a relative balance in the age group.

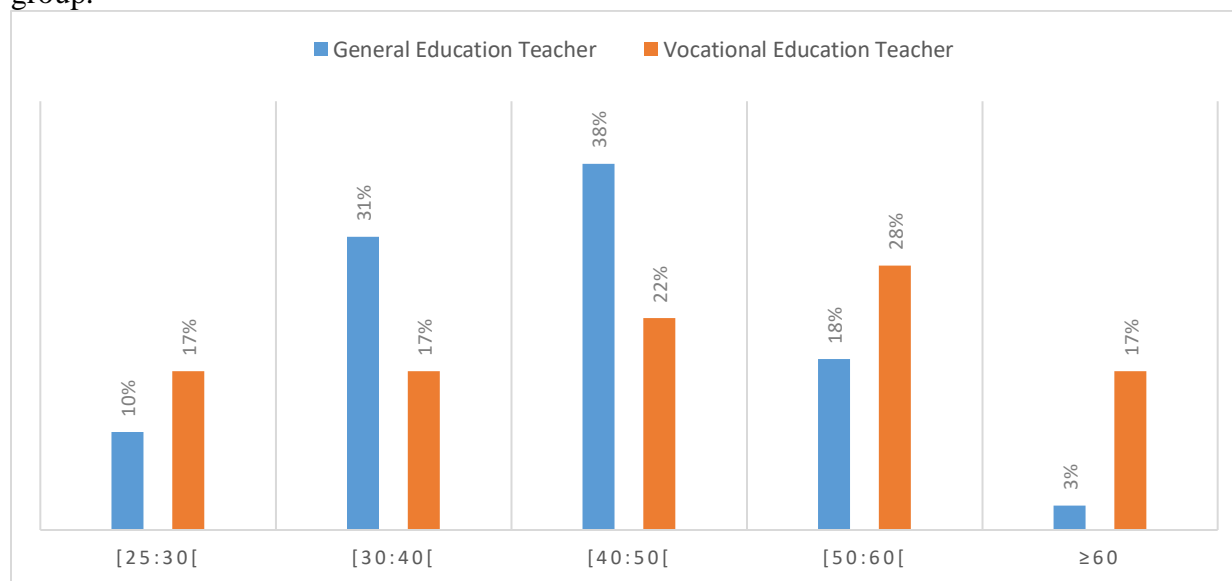


Figure 28 – Average age of teachers

The fact that vocational education teachers shows a higher average age, presupposes a longer experience, which is an advantage in terms of experience but may be a disadvantage in cases where these teachers are not given the opportunity to be trained on periodic basis, to participate in fairs etc. and as a consequence they do not integrate knowledge of modern technology and techniques.

2. Teachers do not benefit from the same volume of trainings

Except the “Enver Qiraxhi” vocational school, all other schools show a high average of teachers who have received professional trainings. Even the teachers of "Kolë Margjini" and "Rakim Kryeziu" School declare that they have all received at least one training into the exercise of their duty.

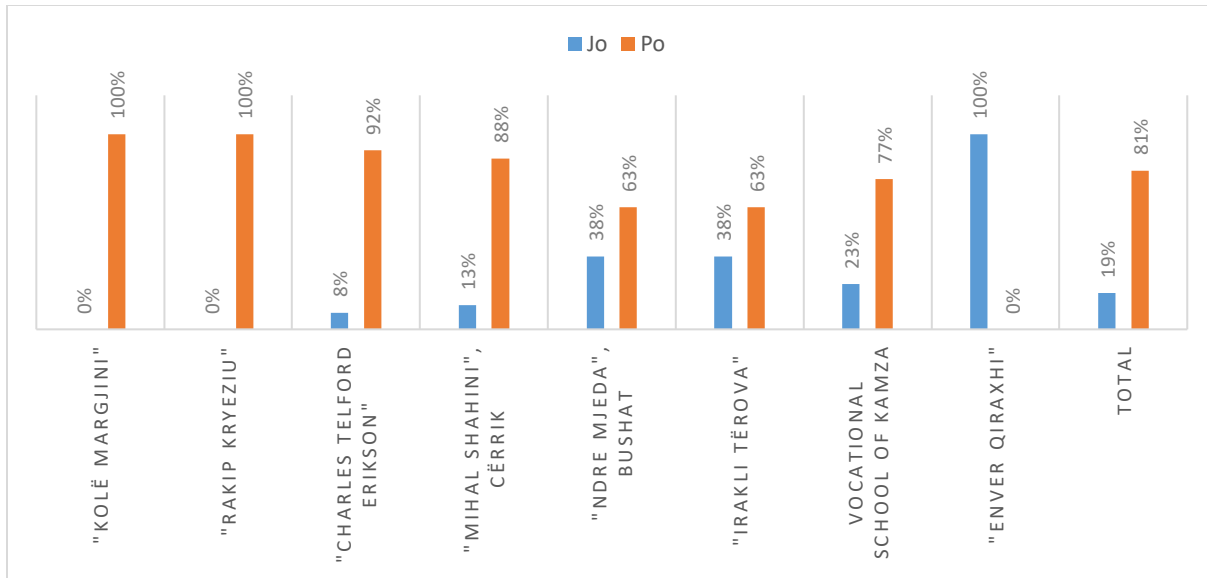


Figure 29 – On job trainings

On the other hand, attendance of professional fairs is relatively more balanced, with the exception of Charles Telford Erikson School and the Mihal Shahini School, where the number of teachers participating in these kind of events is lower.

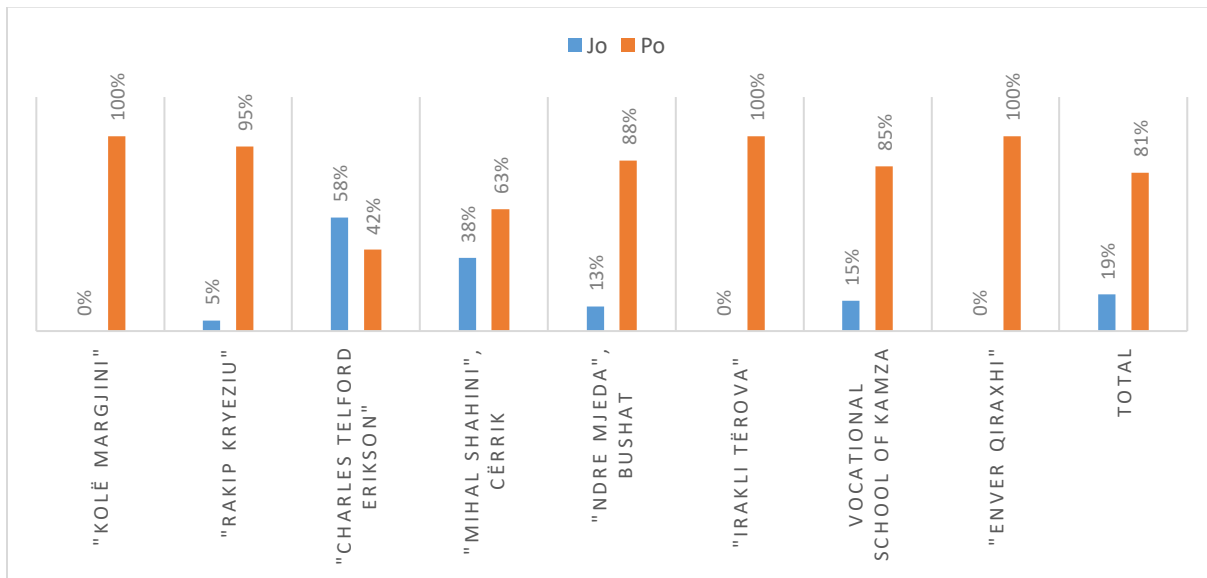


Figure 30 – Job fairs and workshops attendance

Considering the participation in trainings on specialized techniques, it is noticed that relatively half of the teachers have attended such kind of trainings. However, teachers working in Kol Margjini School claimed that they have never received trainings in specialized techniques.

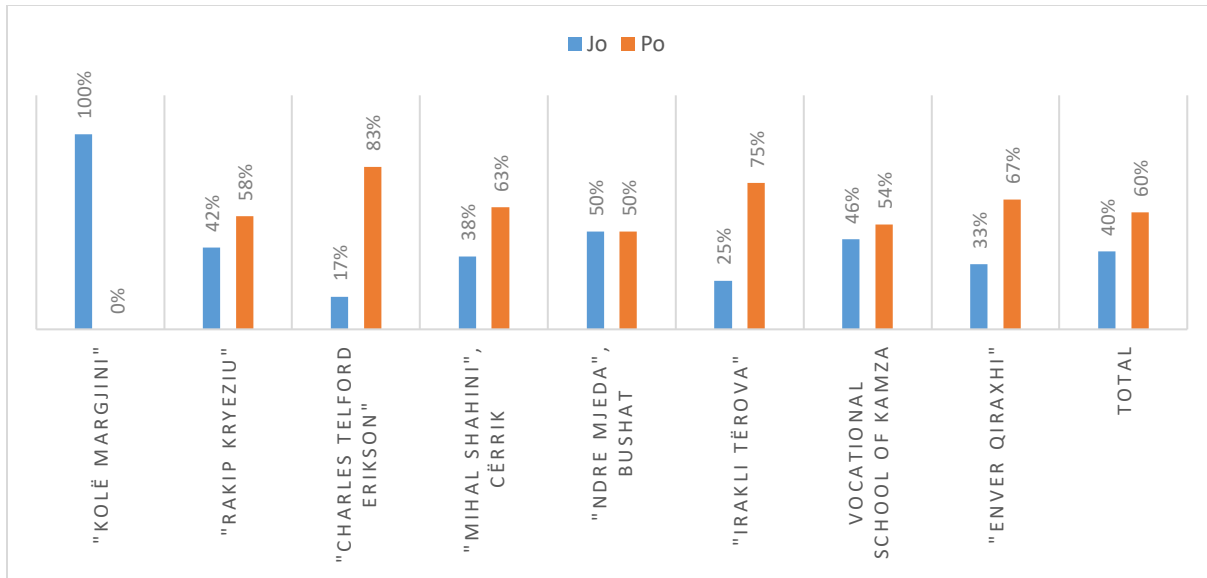


Figure 31 – Internships on Specialized Agriculture Techniques

Professionals participation in trainings and fairs are important indicators as regards the amelioration and expand of knowledge. The low level of trained and updated teachers with modern knowledge is an indicator of the quality of education provided in vocational agricultural high schools.

3. An optimistic perception of the conditions and trends of vocational educational conditions

Teachers consider that educational conditions are satisfying (where over 99% of them consider the conditions to be satisfying or very good) and are expected to be improved in the coming years (with 76% of them believing that these conditions will improve in the following year). In other words, the general situation of conditions is positively perceived by teachers who display an optimism about future improvements in the agricultural vocational education system.

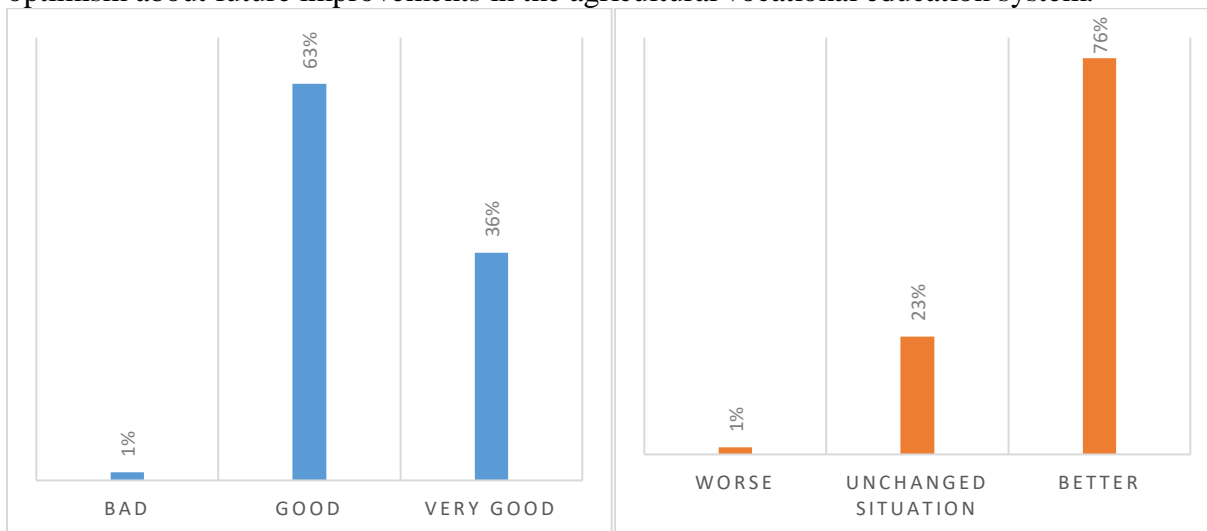


Figure 32 – Current and future situation in vocational schools

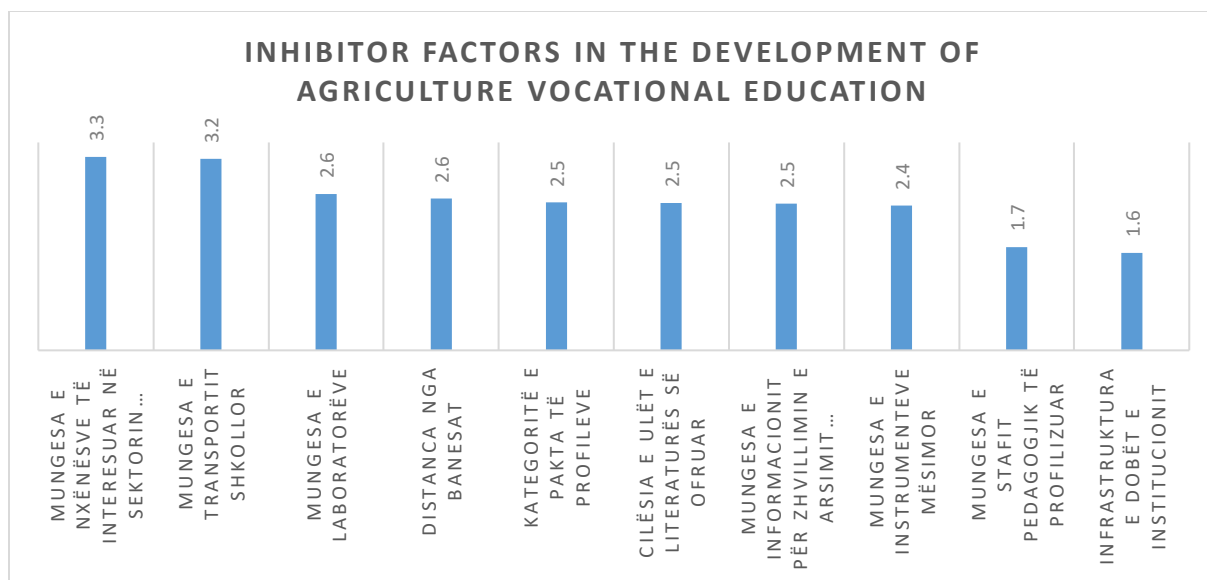


Figure 33 – Inhibitor factors in the development of agriculture vocational education

4. Negative factors which impede development of the agricultural vocational education system

"Lack of motivated students" and "access to transport" are ranked by teachers as the main inhibited factors in the development of agricultural vocational secondary education, while other structural and quality factors are ranked with medium or low impact. In other words, teachers fear the lack of motivated students to pursue vocational education, rather than the lack of appropriate educational infrastructures, lack of diversity of profiles and quality of vocational training.

However, based on supply and demand rules, products and services quality are one of the key factors in customer attitude and loyalty, so in other words, they are exactly the factors such as the growth of the offerings offered, the quality of education and infrastructure that increases the chances of absorbing a higher number of students.

III. Conclusions and Recommendations

Following the structure of the findings, the recommendations are presented in the same logic: Policy and Strategy, Exchange and Coordination, Farming System Development and Simulation/Modelling, Teacher Qualification, Practical Training Opportunities, Flexibility in the system, and, Teacher Training Learning Material (TTLM). These elements can be considered independently but are in toto more than the sum of their parts. Synergies are strengthening the effectiveness of single elements.

Policy and Strategy: in order to delineate logically and coherently training and qualification needs, a clear idea or vision of the development of agriculture, which is supposed to be presented in an inter-sectoral strategy, is a must. If this strategy is conclusive and comprehensive it can be easily transferred into training/qualification needs. It is recommended to follow the value chain approach. Value chain analysis, compiled with quantified specific performance expectations and the intended outcome and targets, can help to delineate logically the qualification needs a VET system must respond to. Regional specificities need to be taken into account. The integration of advisory services, vocational education and training, product (input) and produce (output) related information and advisory services will lead to an agricultural knowledge and information system (AKIS) which creates synergies and shall improve the overall performance of the system. In sum, a qualified and quantified needs assessment is essential for the promotion of agriculture in general and for orienting vocational education and training in particular.

Exchange and coordination: in order to effectively coordinate actors relevant to the vocational education and training in agriculture, the establishment of a platform for exchange is proposed. Successfully in place, it may be extended to the level of co-ordination. Such platforms should be built not only at the national but also at the regional level. Presumably there are already corresponding institutions which could be enlarged and enhanced to include VET in agriculture.

Farming system Development, Simulation and Modelling: in order to be able to forecast the development path of agriculture as a whole, it is recommended to define farm models and farm types for which a specific development path must be determined. Gross margin calculations for single commodities and entire farms represent the basis for economic modelling and simulations. These models must be developed and adapted or specified for regional and product-specific environment.

Teacher qualification in VET: reinforcement of the introductory training in methodological, pedagogical and didactic matters is a must. An offer of systematic further training, accompanying the career path is necessary. This offer should include technical as well as pedagogical aspects in a balanced way. Qualification for the conceptualization and application of practical training needs a special emphasis. For a large part of teachers it is new.

Training opportunities and training courses for practical training: given scarce resources and limited budgets, considering the rapid technological change, the provision of practical training facilities is a highly demanding and hence critical area. Therefore, it is recommended to consider and apply elements of a dual system approach. In the geographical neighborhoods of schools, there

are options for using (existing) practical training opportunities. This requires appropriate arrangements and agreements, above all with the private sector.

Inbuilt flexibility of the VET system: The current vocational education and training system offers a rather wide range of flexibility in offering of training programs by schools, beyond the formal classes. The recommendation is as banal as important: make use of this flexibility as comprehensively as possible. This means a concrete and attractive offer of short courses and special courses, parallel to the formal training courses 4+1+1. The multifunctional centers should also offer agricultural courses. This would significantly expand the vocational training network and shorten distances to schools.

Development of Teacher Training Learning Material, TTLM: even highly qualified teachers can dramatically increase the effectiveness of education and training by using appropriate teaching and learning material. Less qualified teachers are given the opportunity to perform at least an acceptable level of education and training while having access to updated and ready to use TTLM. Teachers should be actively involved in the development of TTLM. Implicitly, it offers an excellent opportunity for teachers to deal with the subject matter related content as well as the appropriate didactics. For the vast majority of subject matters in European and more specifically Mediterranean agriculture, similar or identical to Albanian agriculture, there is a large pool of TTLM available, though in foreign languages. The efforts, therefore, to compile, design and edit TTLM is reasonable, despite the low number of pupils and schools in Albania.

ANNEX I - INFRASTRUCTURE IN AGRICULTURE VOCATIONAL EDUCATION IN ALBANIA

Public Providers of Agriculture Vocational Education in Albania (2019)⁶⁰

No.	School	Teachers (total)	Teachers (VET Profile)	Sudents (Total)	Female	Profiles
1	National Vocational School "Ndre Mjeda", Bushat, Shkodër	19	11	173	35	1. Veterinary 2. Agriculture 3. Food Technology
2	Vocational School "Charles Telford Erikson" - Golem, Kavajë	15	9	158	70	1. Veterinary 2. Agriculture 3. Economy
3	Vocational School "Mihal Shahini", Cërrik	13	7	120	11	1. Veterinary 2. Agriculture
4	Vocational Agricultural School "Rakip Kryeziu", Fier	27	11	247	83	1. Veterinary 2. Agriculture 3. Health-social Services 4. Food Technology
5	Vocational School of Agrobusiness "Irakli Tërova", Korçë	14	9	215	32	1. Veterinary 2. Agriculture
6	Vocational School of Kamza	49	18	290	51	1. Agriculture 2. Maninance services for transportation vehicles 3. Health-social Services 4. TIK 5. Hospitality and Tourism
7	Forestry Technical School "Kolë Margjini" - Shkodër	13	8	105	0	1. Wood working 2. Forestry

⁶⁰ Data collected by interviews in each school.

8	Vocational Technical School "Enver Qiraxhi" - Pogradec	11	5	73	16	1. Hospitality and Tourism 2. Mechanic 3. Electrotechnic 4. Agriculture
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Data collected from Agricultural Vocational Education Providers on their infrastructure

N o.	School	Experime ntal base (Hectars)	The situation of experimenta l base	Dormito ry	Dormito ry (capaciti es)	How many students are acomoda ted in dorms?	Other informati ons on dorms
1	Vocational School "Ndre Mjeda", Bushat, Shkodër	0.4	Rented	Yes	150	There is no informati on	
2	Vocational School "Charles Telford Erikson", Golem, Kavajë	8	Part of the school	Yes	200	34	
3	Vocational School "Mihal Shahini", Cërrik	10	Part of the school	Yes	400	23	
4	Vocational Agricultural School "Rakip Kryeziu"	7.3	Part of the school	Yes	150	81	
5	Vocational School of Agrobusiness "Irakli Tërova" - Korçë	30	Part of the school	Yes	140	55	The dormitory is used by all high school students of Korca.
6	Vocational School of Kamza	2.2	Part of the school and rented	Yes	No	N\A	
7	Forestry Technical School "Kolë Margjini" - Shkodër	0.5	Part of the school	No	Out of function	N\A	Students are temporar y accomoda ted at the dormitory

							of Music School.
8	Vocational Technical School "Enver Qiraxhi" Pogradec	2.4	Part of the school	No	No	N/A	

ANNEX II – Findings from students’ survey

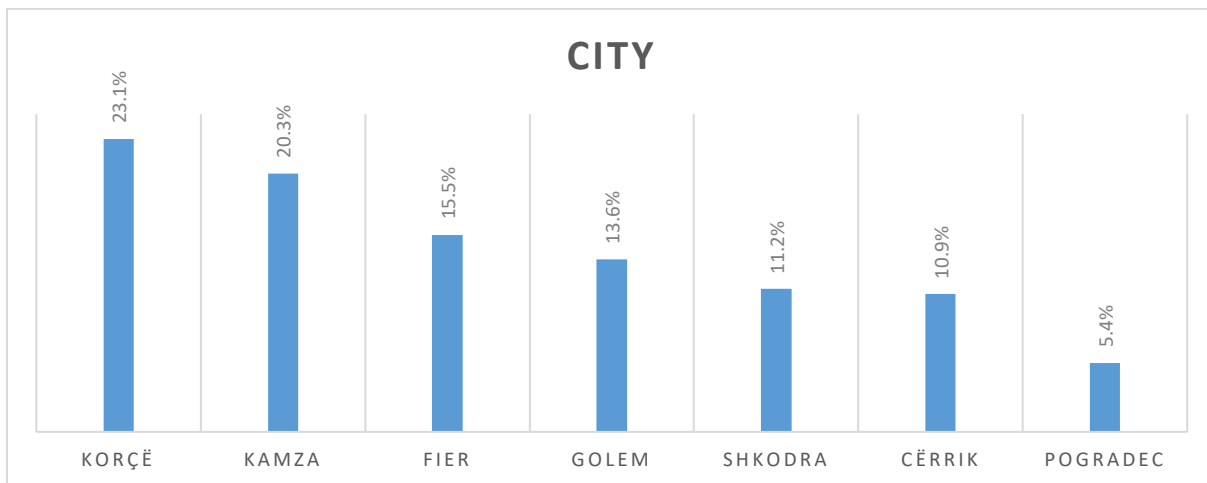
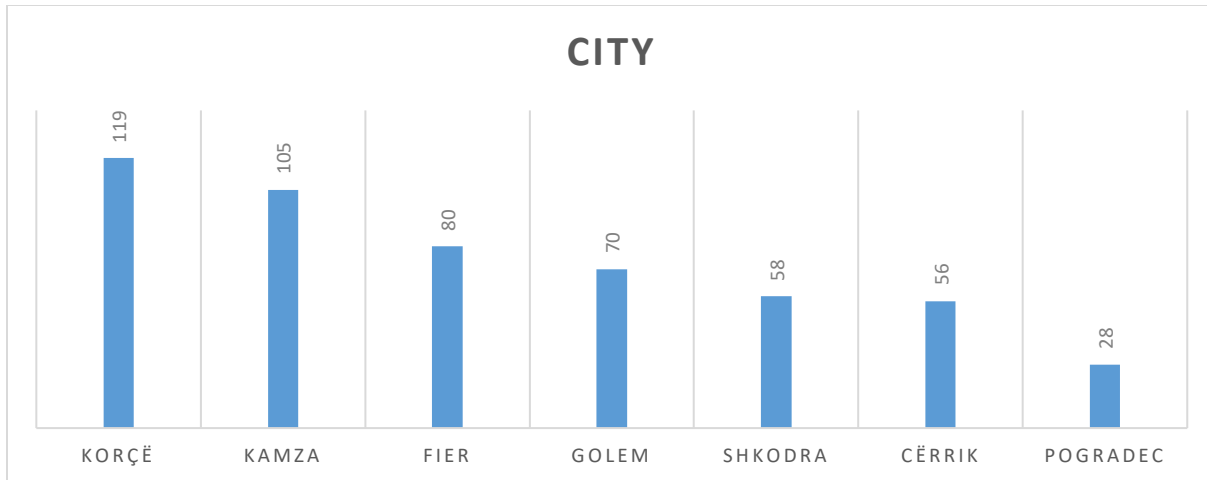
General considerations on the sample

- Interviewed students 516 out of 1381 in total enrolled for the academic year 2019-2020 in agriculture vocational schools. This sample covers to 37% of the overall students’ population in the field.
- Interviews were conducted in 8 agriculture vocational schools located in Cërrik, Fier, Golem-Kavajë, Kamza, Korçë, Pogradec, and Shkodër.
- Regarding the sub-samples each agricultural vocational school reveal a high level of representation, where they are represented at least with 21% of the overall school population.
- Regardless of the sample representation, each question is statistically assessed for representativeness of the reality.

Schools	Students included in survey	Students (total) 2019	% over the entire population
Vocational School of Agrobusiness "Irakli Tërova" - Korçë	119	215	55%
Vocational School of Kamza	105	290	36%
Vocational Agricultural School "Rakip Kryeziu", "Çlirim" - Fier	80	247	32%
Vocational School "Charles Telford Erikson", Golem, Kavajë	70	158	44%
Vocational School "Ndre Mjeda", Bushat, Shkodër & Forestry Technical School "Kolë Margjini" - Shkodër	58	278	21%
Vocational School "Mihal Shahini" - Cërrik	56	120	47%
Vocational Technical School "Enver Qiraxhi" - Pogradec	28	73	38%
Total	516	1381	37%

- Starting from the number of questionnaires, the wide representation of each school and the fact that the survey process considerate the methodologies of reducing statistical deviance (random distribution of questionnaires and self-filling of questionnaires by students), the sample which is treated below is considered as representative of the community/population of agricultural vocational education students in terms of national standing.

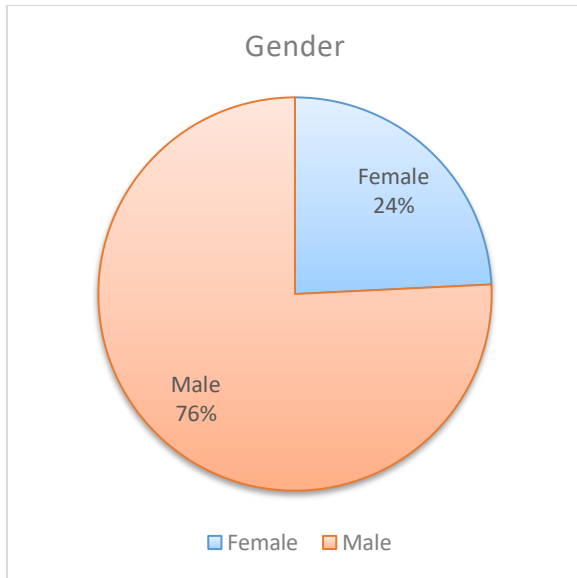
Number and percentage of responses per city



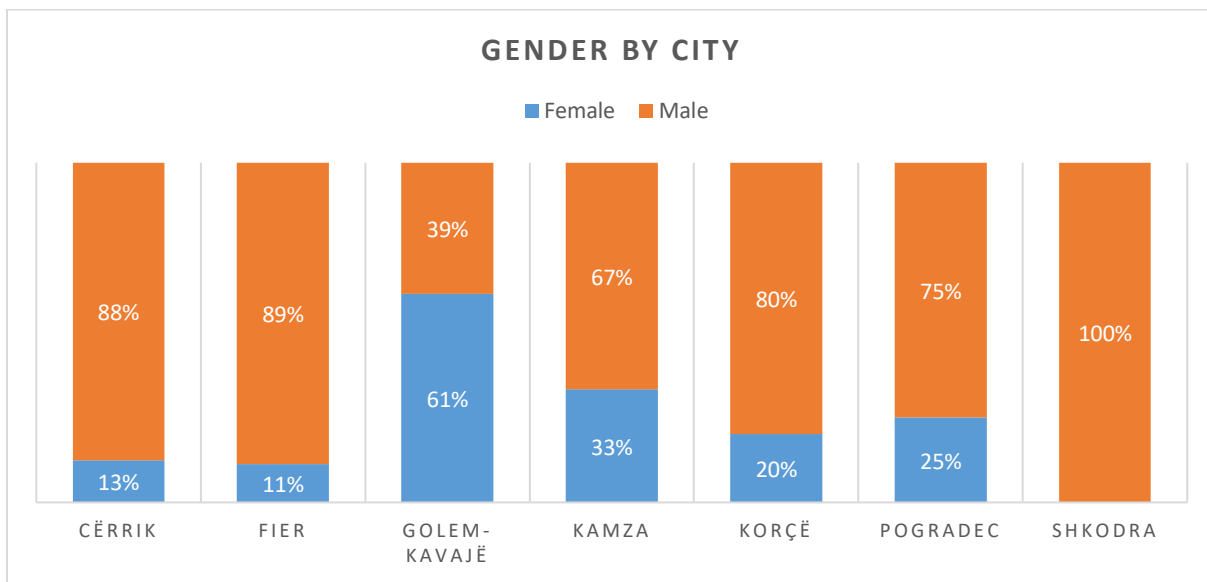
Considerations

- The sample consist to a high number of responses compared to the total population of students studing agricultural vocational education. Each school is also represented by a relatively wide number of responses where at least each school is represented by at least 21% of the vocational school student population.
- Also the number of responses is relatively proportionate with the total number of students in each school.

Gender



Students gender per city



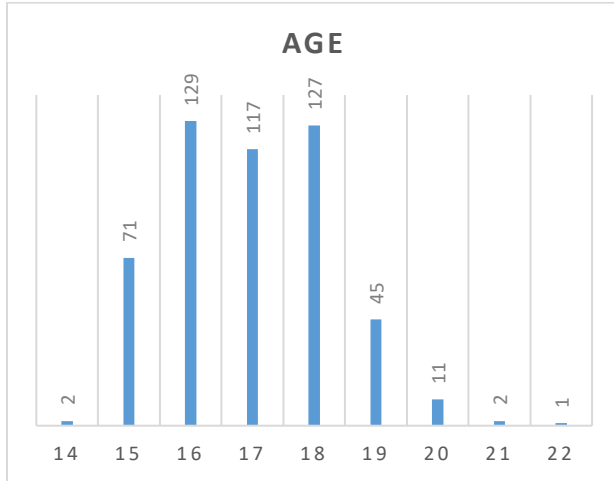
Findings

Males represent the main gender of attendance in vocational agricultural vocational education, with 76% of the sample.

All the schools show an unbalanced gender division, worth mentioning extreme cases like:

- In one of the Shkodra vocational schools, all the interviewed students were males.
- Golem (Kavaja) over 61 % of interviewed students are females showing the highest disposition of females to complete the questionnaire (when from the Information provided by the Ministry of Economy and Finance, females represent only 44% of students).

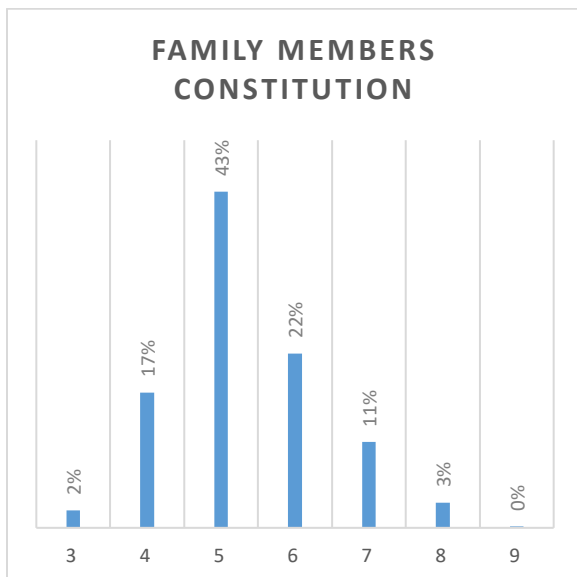
Age of the interviewed students

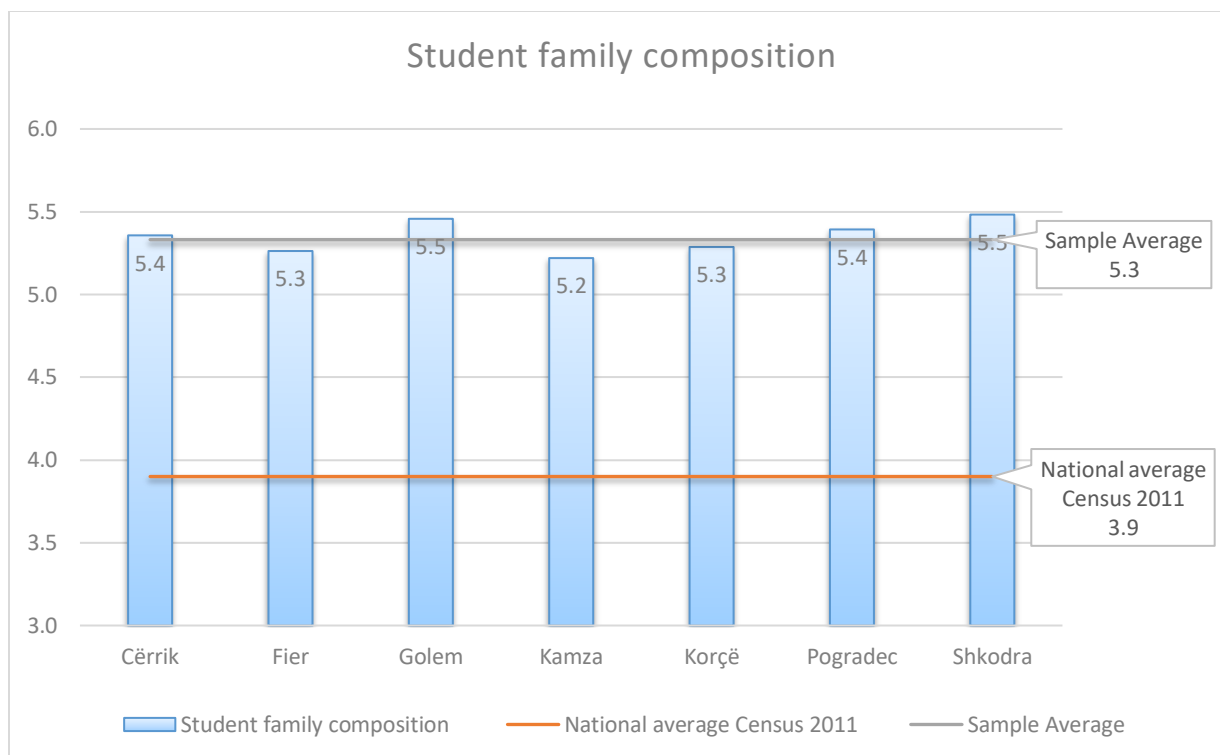


Findings

- Students between 14-19 years old represents 97% of the sample, which corresponds to the secondary school age.
- Considering that the minimum age is 14 years and the highest age of the sample is 22, and the fact that the age of 20-22 represents only 2.8% of the sample, it is estimated that vocational education in agriculture is not yet identified by the market as a training opportunity for any group age.
- Due to the average age of the students who are attending agricultural vocational education, there is entailed that this type of education is mostly frequented as a continuation of studies and educational careers, and no other age group wishing to pursue a profession.

Family member composition

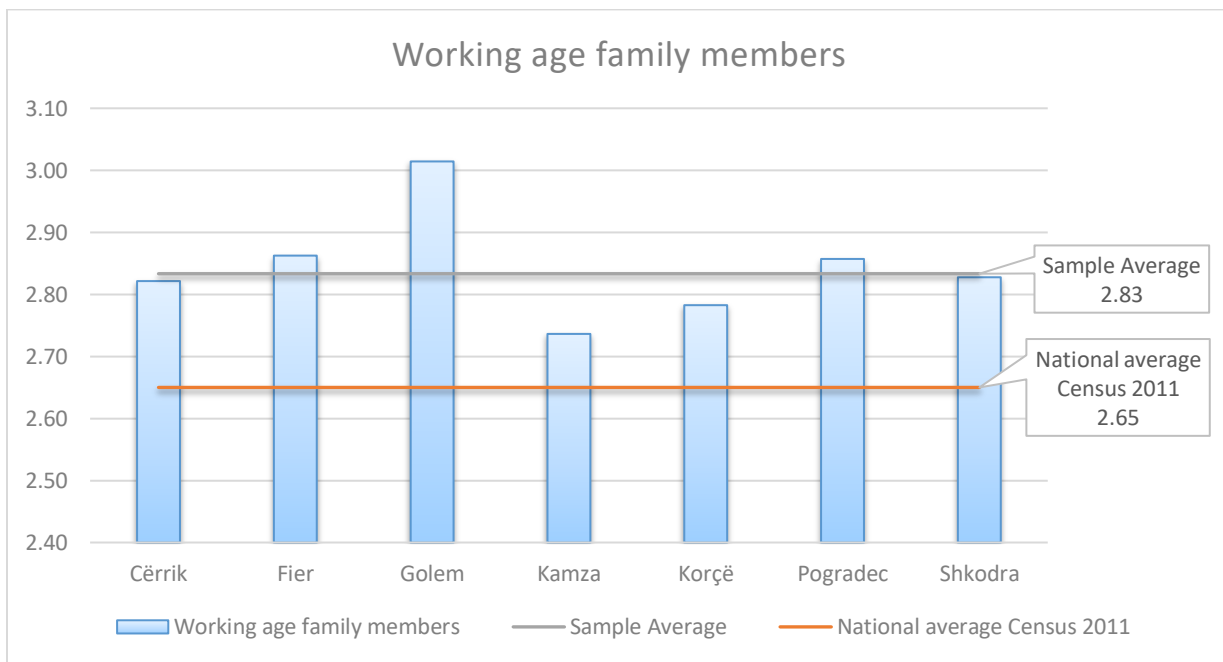
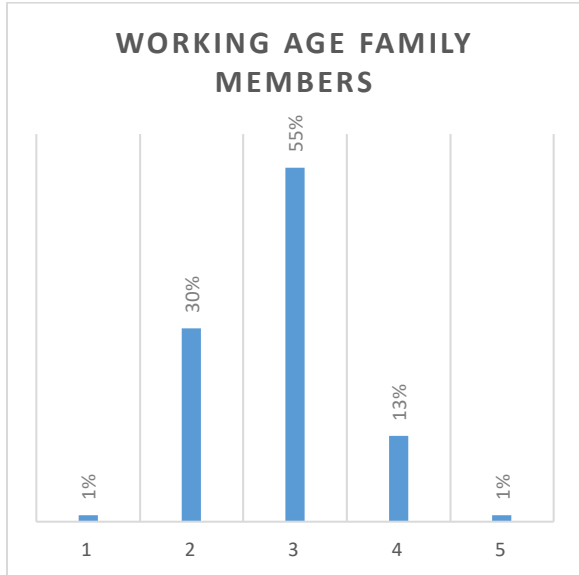




Findings

- The average composition of students' families shows an average of 5.3 members per family, which far exceeds the national average of 3.9 members per each family unit (Census 2011).
- The family composition is relatively similar across cities, showing that are precisely the children coming from big families who display a higher interest in vocational education in agriculture.
- The fact that most of the students came from large families, implies that these students came mainly from families with relatively limited finances.

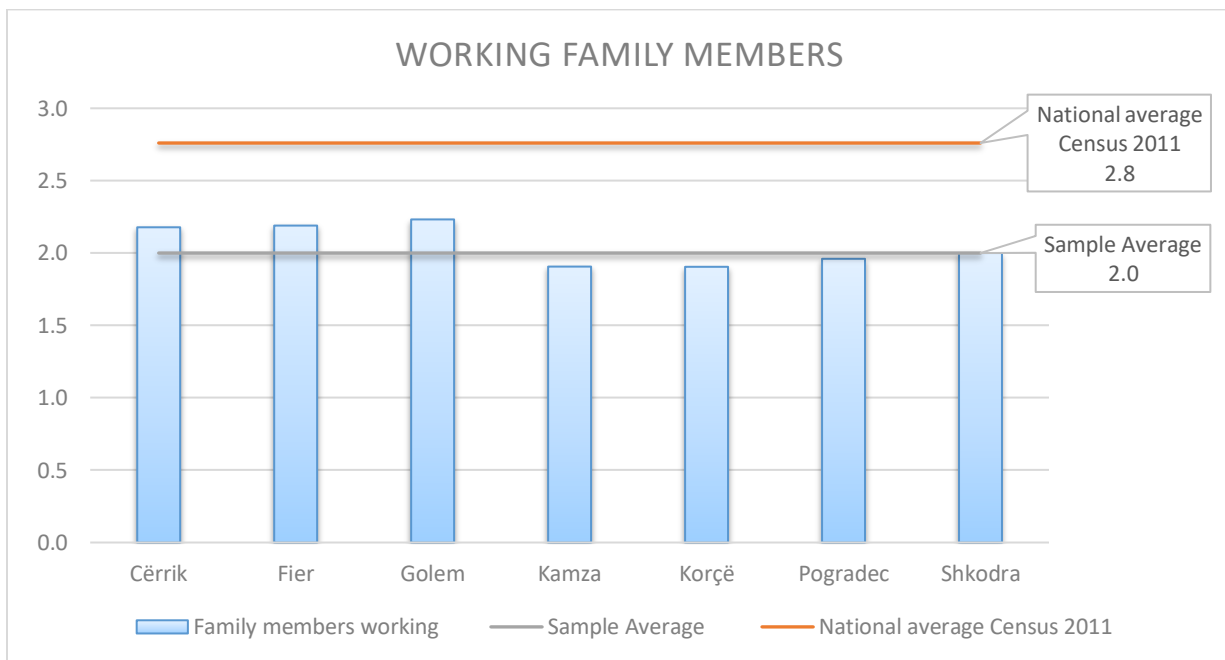
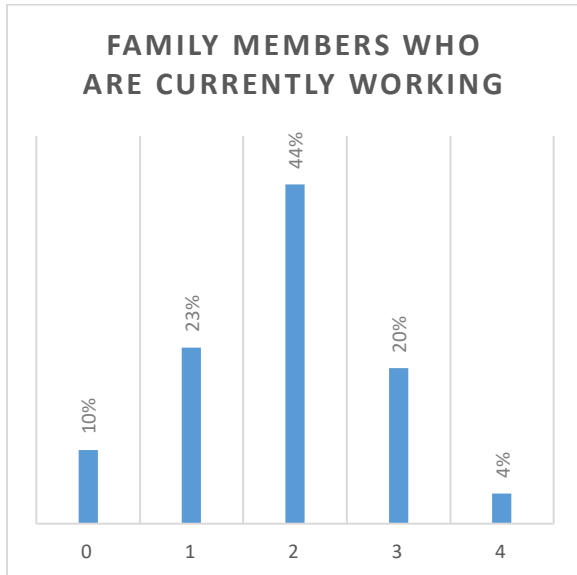
Family members in working conditions



Findings

- The number of working-age members of student's families shows a high average of 2.83 members per family, which is well above the national average of 2.65 working-age members per family unit (Census 2011)
- The average working age members are relatively heterogeneous, rural areas such as Golem display a higher level of working age members than other urban or sub-urban cities, which even consist with the 2011 Census, which results that in rural areas displaying a population in working age higher than urban areas.

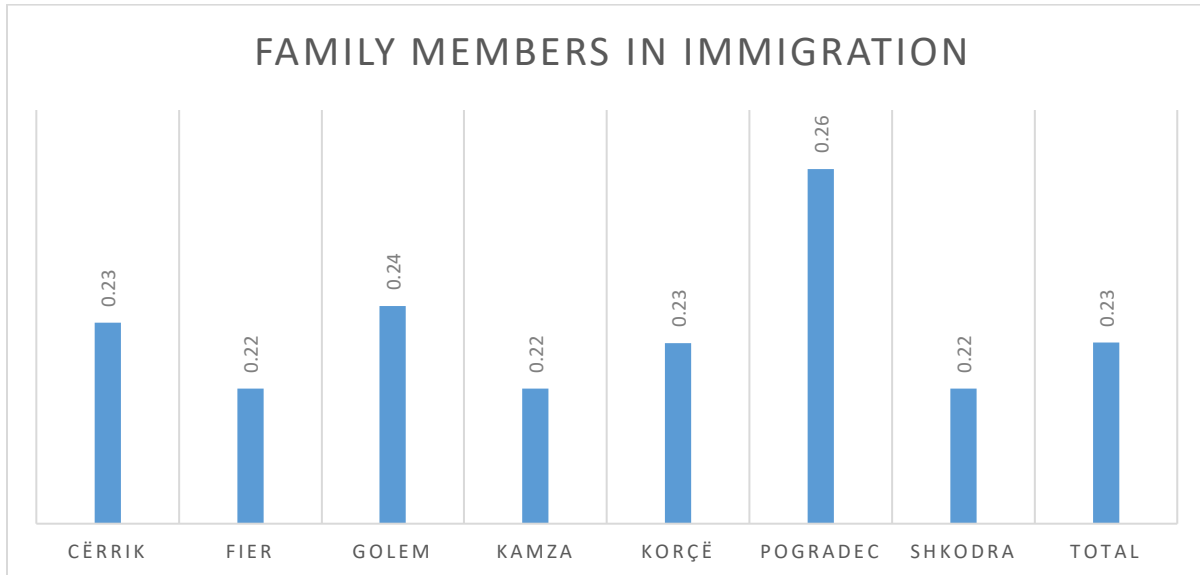
Family members who are currently working



Findings

- The number of employed working age members shows a low average of 2 employed members compared to the national average of 2.8 members per family (Census 2011). Starting from the fact that the unemployment rate has had a negative tendency, the results of the questionnaire suggest that the socio-economic situation of the families of students of vocational secondary education in agriculture may be considered as poor.

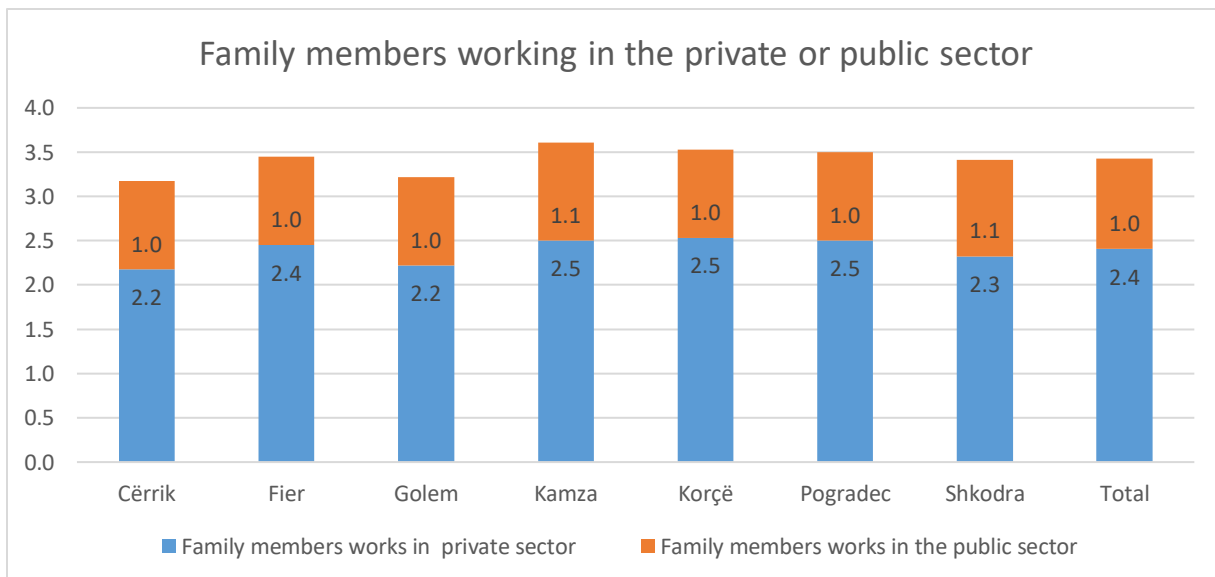
Family members who have immigrated



Findings

- Despite the fact that only 115 pupils answered this question, it is estimated that almost $\frac{1}{4}$ of families have at least one of their members working outside Albania. The high rate of immigration is an indicator of the poor socio-economic situation.

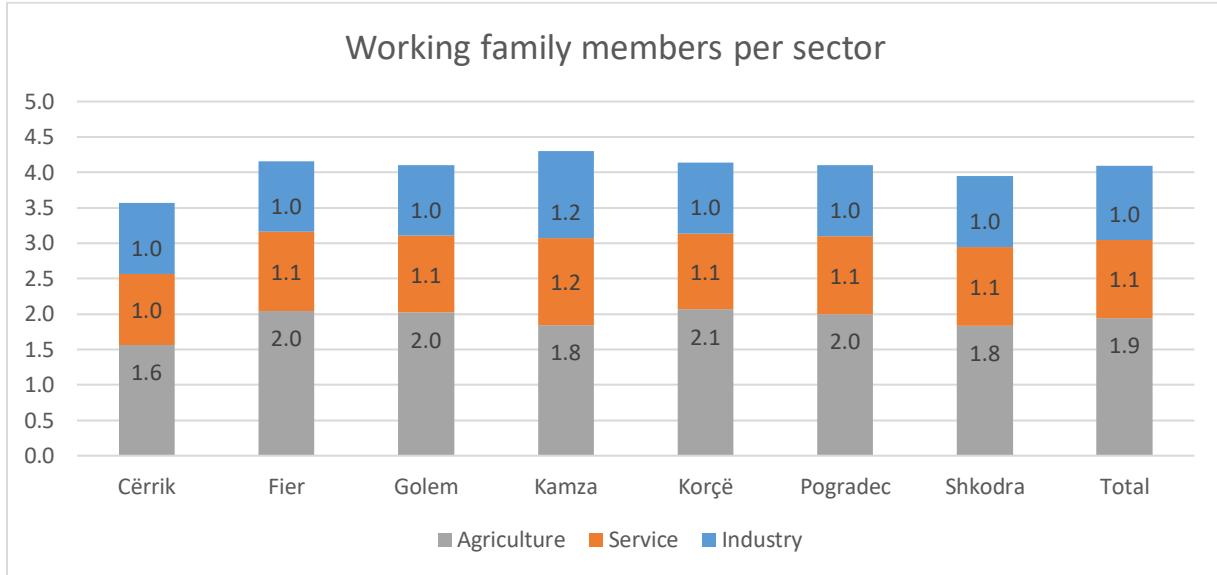
Family members working in the private and public sectors



Findings

- Round $\frac{1}{3}$ of family members who are currently engaged in the labor market are registered in public sector, while $\frac{2}{3}$ are registered in the private sector, emphasizing the key role of the public sector in employment and in the socio-economic situation of student's families.

Family members working in agriculture, industry and services



Findings

- About 1/2 of the employed members of the student's families are employed in the agricultural sector, which implies that there is a correlation between the fact that one of the family members works in agriculture and one of the members attends vocational education in agriculture.

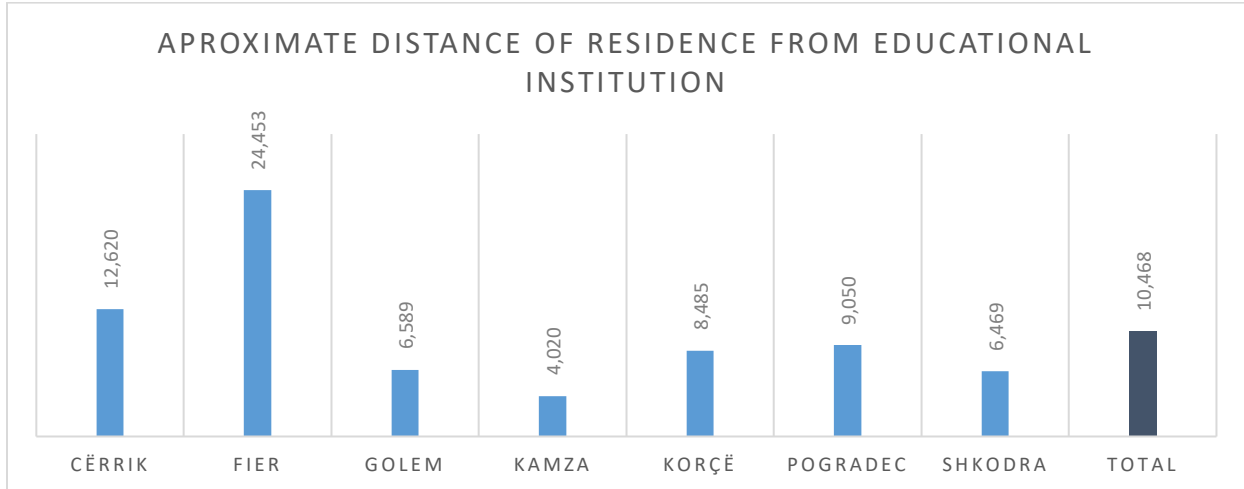
Formation types followed

100% of the answers are "Secondary Vocational Education".

Structure of the institution:

100% of responses are "vocational educational institutions". This question is not relevant as the overall interviews were made in agriculture vocational schools.

Approximate distance of residence from educational institution



Findings

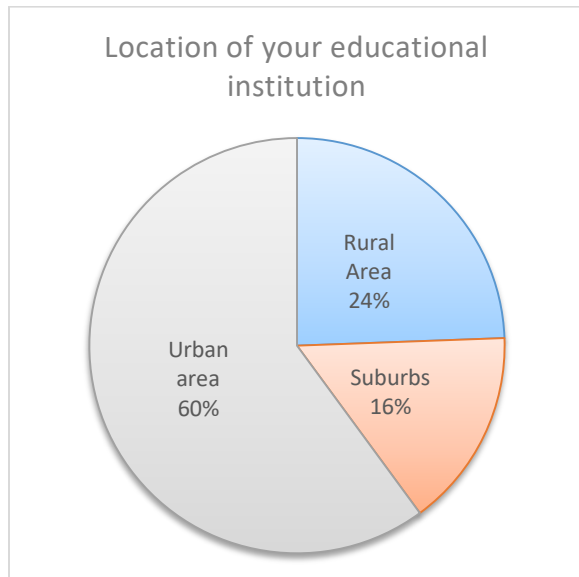
The average distance of the educational institutions from the students' residence is about 10,500 meters. If we consider the orientations of the territory planning and development regulation on the education system, educational institutions have a maximum buffer zone with a range of 10km, or in other words an educational institution covers an area of 10km (considering a system sound and interconnected transport).

Although this rule does not apply to the vocational education system and institutions that provide dormitories, the fact that the average distance of the institution is above the maximum coverage of a general secondary school places emphasis on three problems:

- o The fact that territorial coverage with vocational education system is limited
- o Education institutions should enjoy a transport system interconnected with all major areas of the region

All schools should be equipped with modern dormitories, with the exception of the cases of Kamza Agricultural Vocational Schools, Forest Technique School "Kolja Margjini", Technical and Vocational School "Enver Qiraxhi", Pogradec, which don't have or even they don't have functional dormitories.

Location of Vocational Education Providers



Findings

- The students consider that schools are mainly located in rural areas, and only 40% of them considered that these schools are located in urban or peri-urban areas. This view is an indicator of the access that students have towards educational institutions

Vocational education programme opportunities

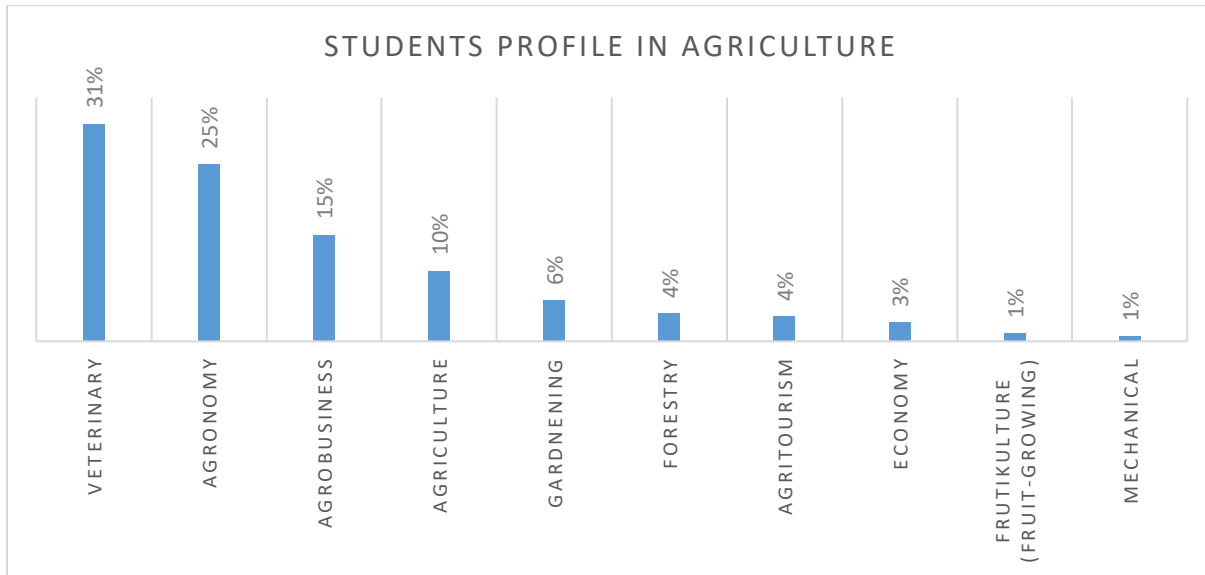


Findings

- About 98% of the students' state that they attend full-time education. Even 2% of them who said that they attend part-time education, was a consequence of misunderstanding the question (which can be considered within the 5% margin of error). This question is important to highlight that there are no part-time agriculture vocational education options, which could

help in the professional development of a wider population. The lack of part-time agricultural vocational education, emphasizes the fact that there is no professional vocational opportunity for the category of labor force that is currently integrated in the labor market and wants to further ameliorate their professional expertise.

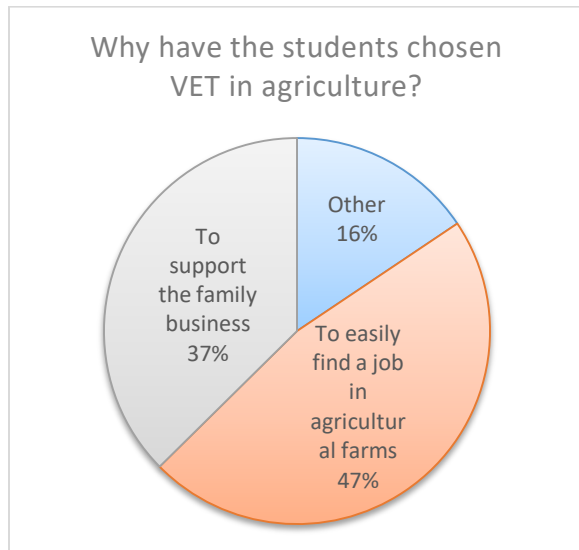
Profiles of agriculture vocational education



Findings

- Veterinary, Agronomy, Agribusiness and Agriculture are ranked as the most requested profiles by students. Identification of the most preferred profiles is important in order to evaluate demand trends for vocational education in agriculture, and to understand if those preferences are related to market demands.

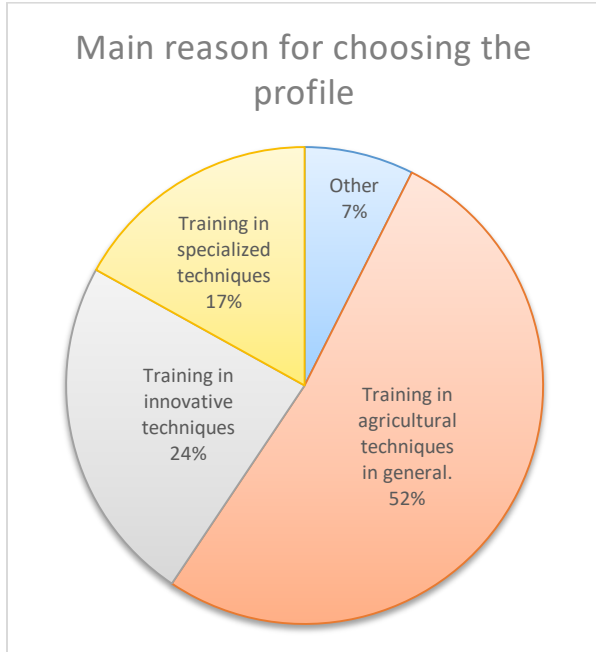
Reason why they study agriculture vocational education



Findings

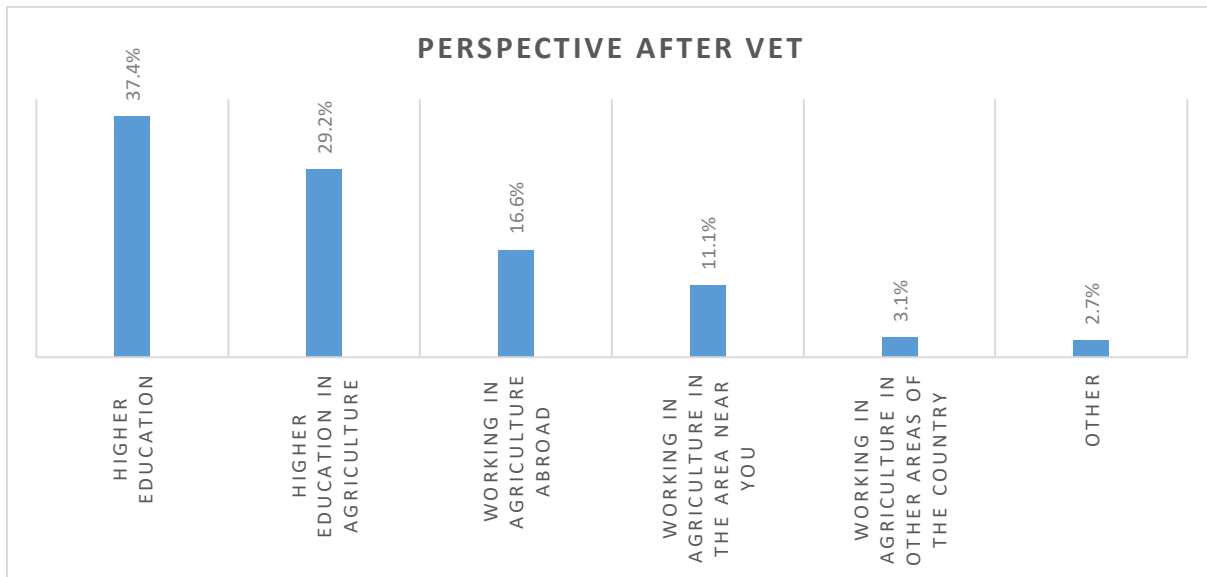
- Over 37% of students declared that they have chosen a professional profile to support the family farming business, which implies that vocational training in agriculture is listed as a family inheritance.
- The fact that 37% of students declare that they want to support the family farming business suggests that their decision may have been taken under the influence of parents, in some cases it appears conditional.
- The fact that 47% of students considered that their decision was based in the argument that “this education can help them to be employed in farms”, entails the positive image of agriculture vocational education as regards the integration in the labor market.

Main reason for studying agriculture vocational education



Findings	
-	Training in agricultural techniques is generally ranked as one of the main reasons for choosing the educational profile, with 52% of students answering. In this context, it can be estimated that the expectations of half of the students are too modest, and do not aim toward innovative trainings and specialized techniques.

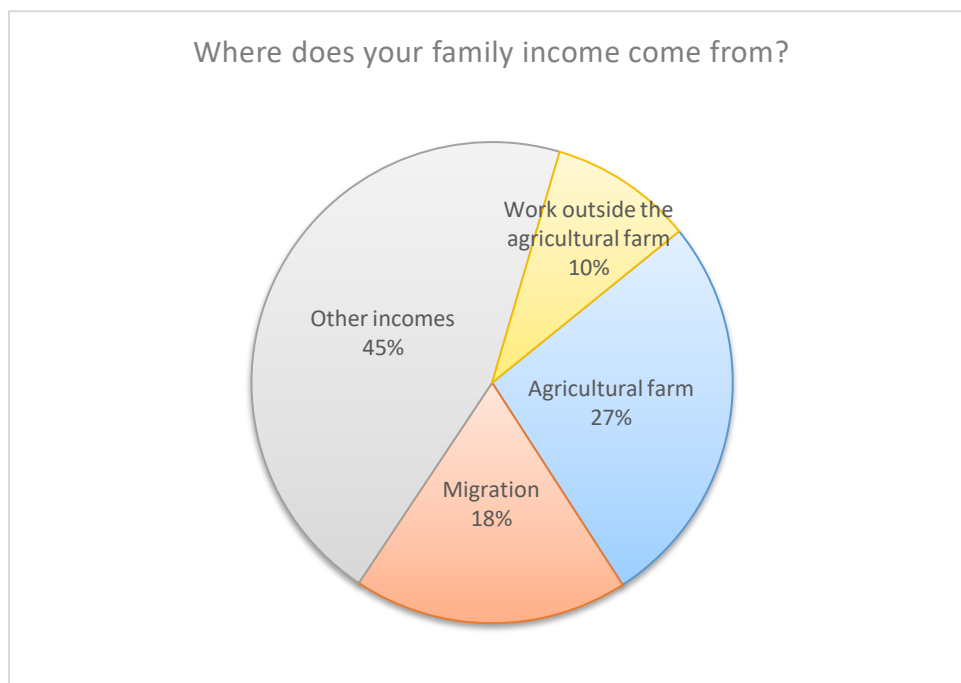
Perspective after finalisation of vocational education



Findings

- Over 66.6% of students aspire to higher education, implying that vocational education is not only considered as an opportunity to easily integrate themselves in the labor market as quickly and efficiently as possible, but also is mainly considered as a trampoline to pursue higher education either in agricultural or other profiles.
- The fact that 37.4% of students aspire to follow higher education, while not determining whether to follow an agricultural profile or not, suggests that choosing a professional profile can serve as an easier way to access higher education.
- The fact that 16.6% of students aspire to work abroad after vocational secondary education implies that some students don't have trust in the labor market in the agricultural sector in Albania, and consider that foreign labor markets in agriculture are more interesting.

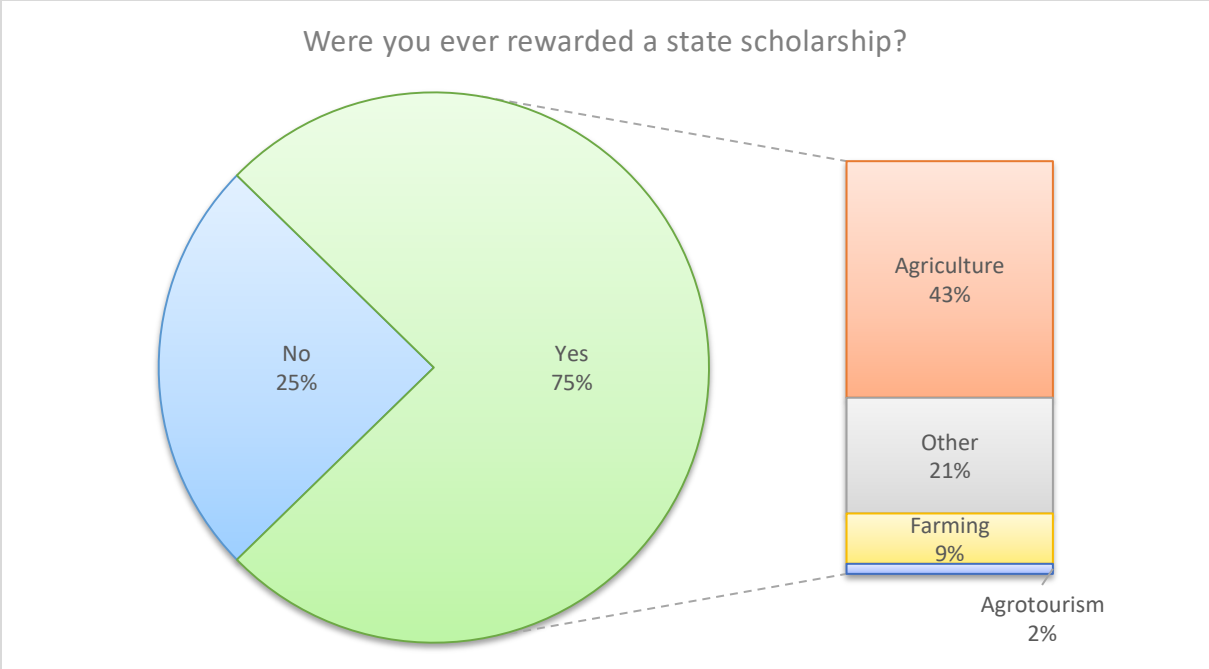
Family incomes



Findings

- Over 27% of students state that the main income of their families comes from agricultural farms, indicating that a large proportion of students pursue vocational education in order to sustain the family business.
- The fact that 18% of students declare that their families' main income comes from remittances, shows that students' families are in a socio-economic difficult situation.

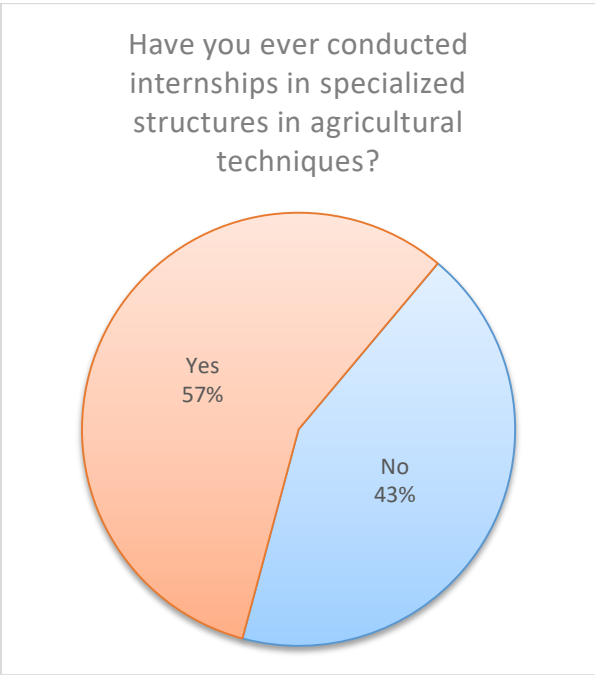
Scholarship opportunities

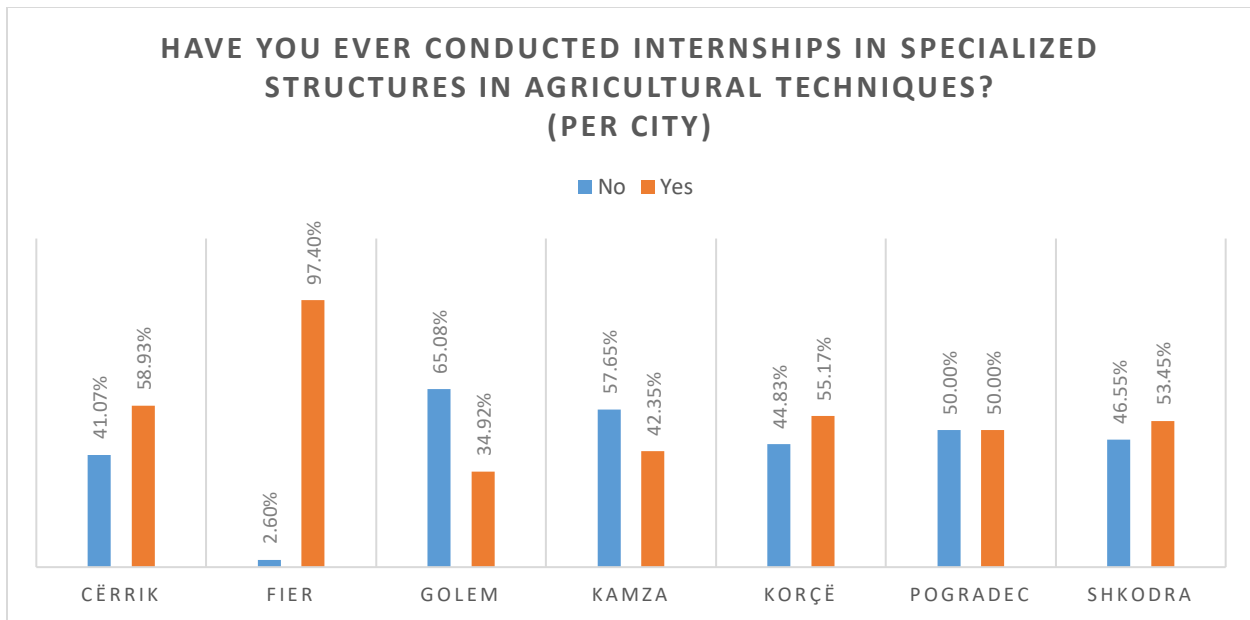


Findings

- 75% of the students have benefited a state scholarship, which entails the special attention that the government shows toward agriculture vocational education, and the fact that these students came from families which are in poor economic conditions.

Internships or other professional opportunities attendance

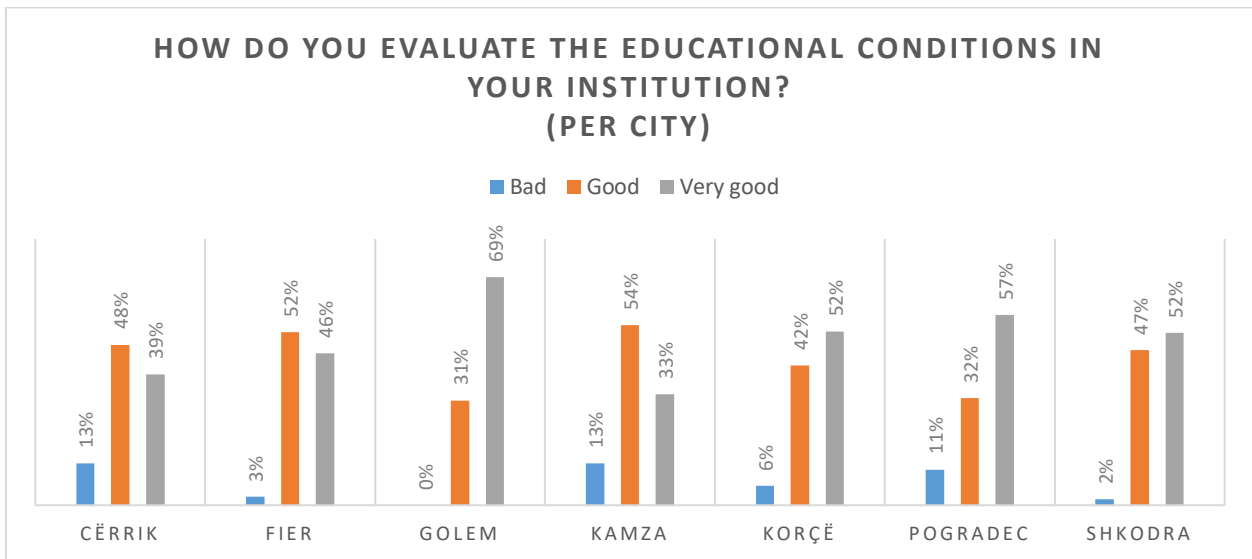
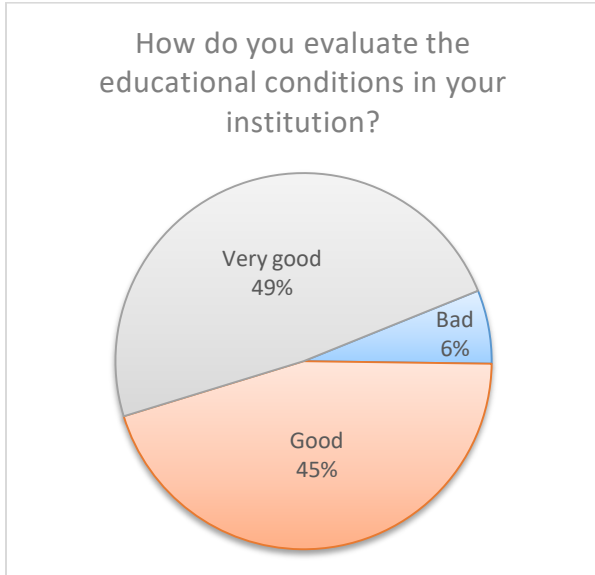




Findings

- More than half of students (57%) declared that they have attended at least one internship in specialized structures. This data indicates that the vocational education system aims to link theoretical training with practice, but on the other hand, the fact that over 43% declared that they have never done professional practice clearly shows that the theory-practice relationship is not at optimal levels. So we can conclude that the education system still does not have a good collaboration with businesses to enable periodic professional practice.
- The fact that 43% of students declared that they have never completed a professional practice shows that professional practices are not fully integrated into the assessment of students' educational evaluation. So the results of the internship are not an integral part of the evaluation of the vocational education system.

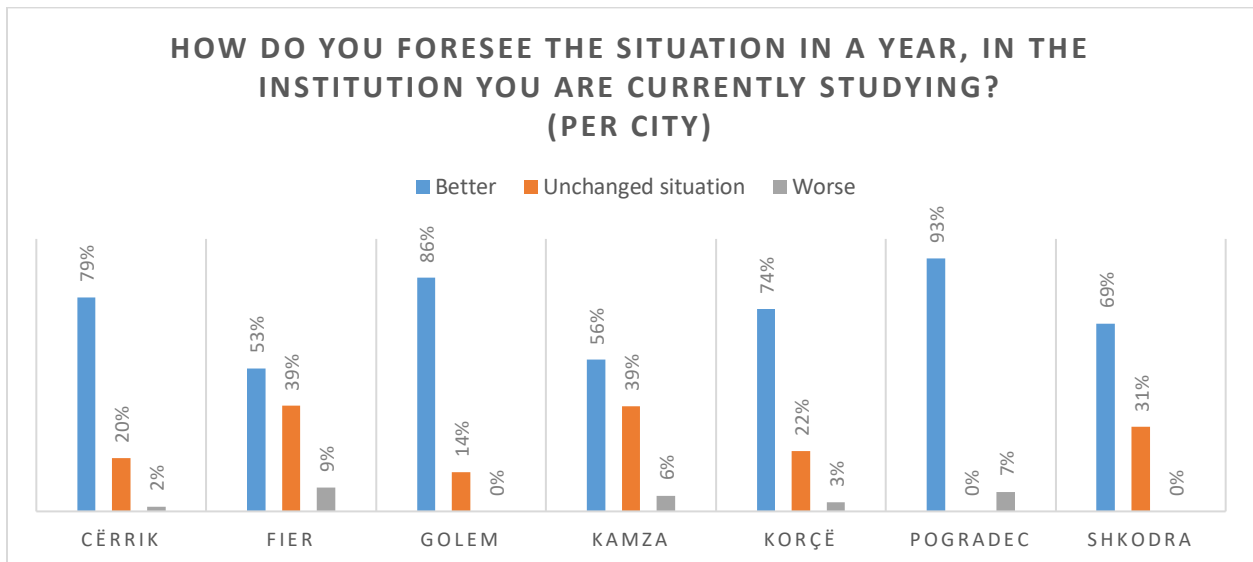
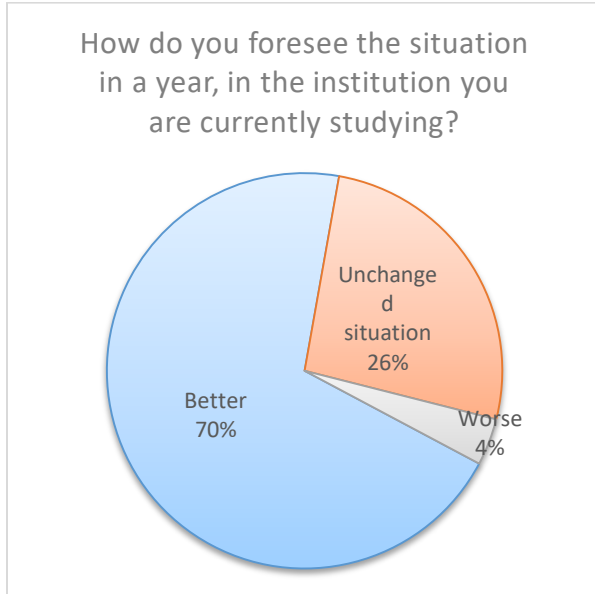
Institutional conditions



Findings

- Almost 94% of students considered that conditions in their institutions are good or very good. We consider that they might have confused the school infrastructure with school equipments and/or tools. This conclusion entails by the fact that there were lack of laboratories and experimental tools in each school that the working team visited.

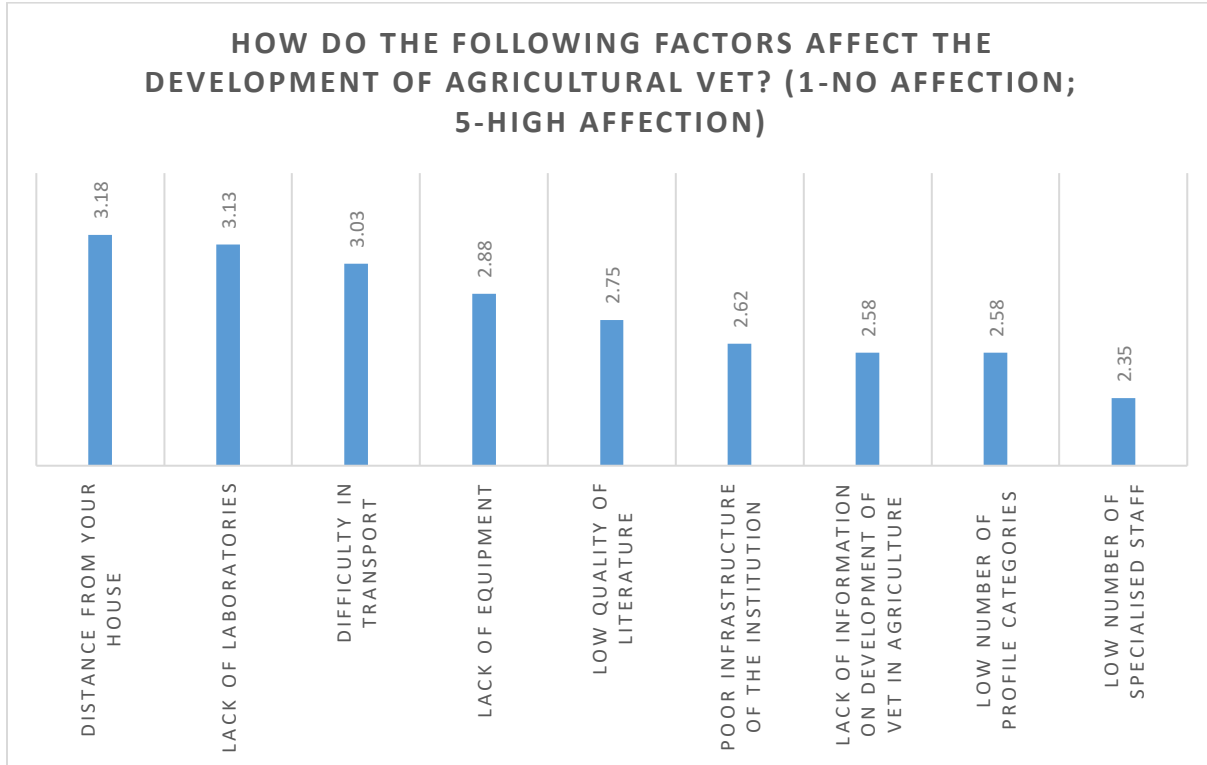
Perspective of school conditions in one year



Findings

- More than 70% of students show optimism about the amelioration of their school situation in a year. This results shows their trust that they have in the agriculture vocational education and its link with the labour market.

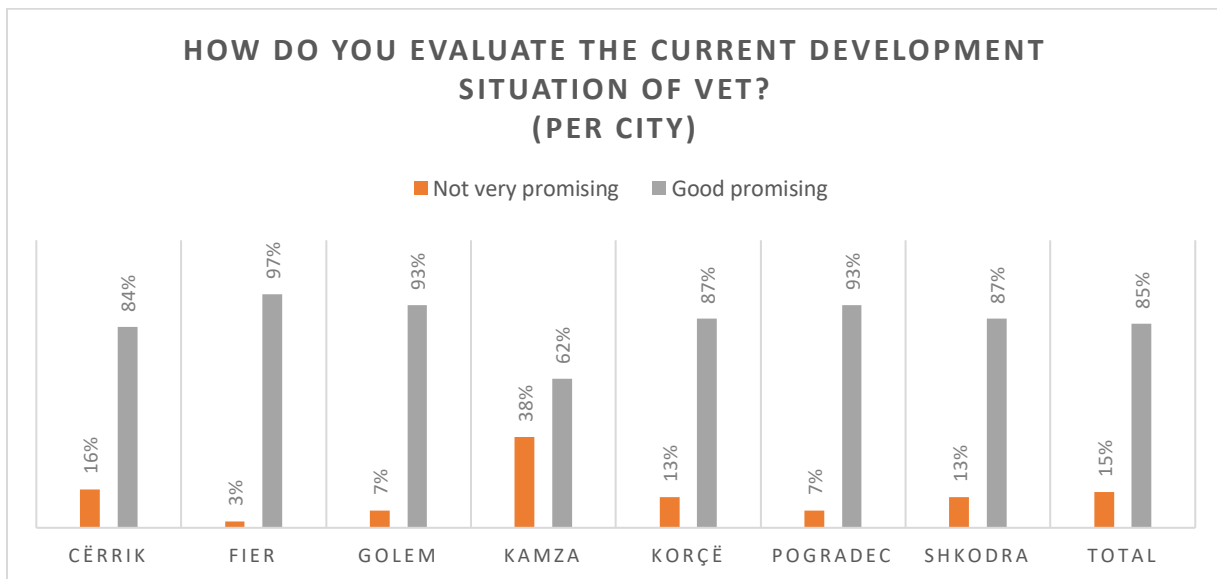
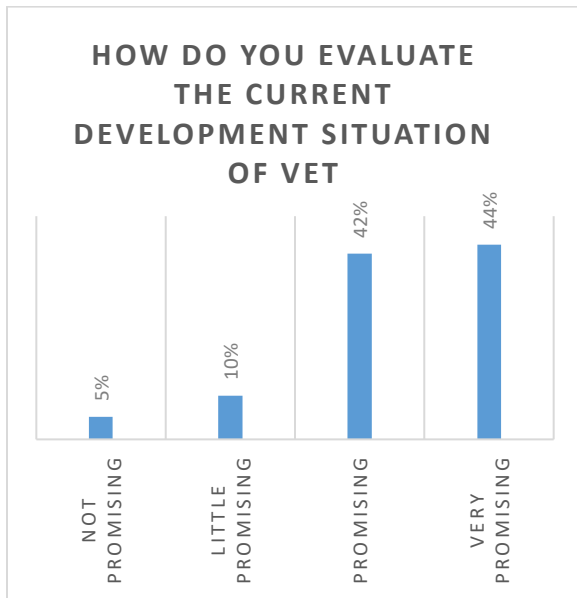
Factors affecting vocational education



Findings

- The institution's distance from their home to school, and access to transport are listed as the main factors impeding the development of vocational education in agriculture. The average distance of 10,500 meters, shows that educational structures do not have sufficient accessibility.
- Lack of laboratories and poor infrastructure are identified as impeding factors, emphasizing that educational structures show significant deficiencies despite the fact that in the majority part of cases school buildings are reconstructed or builed new.
- Lack of pedagogical staff is also listed as a factor with high impact in the further development of vocational education, indicating that students do not question the quality of education from a theoretical point of view but from a practical point of view.

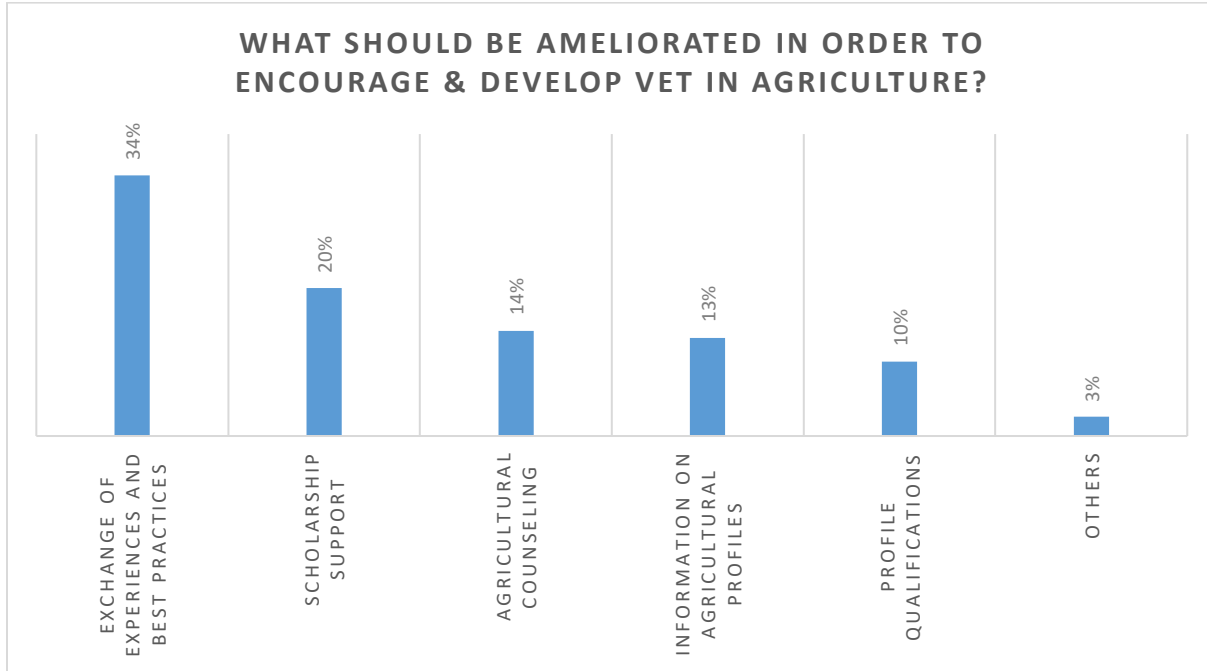
Current development situation of vocational education



Findings

- 85% of students evaluate as positive current development of vocational education in Albania. This result is a positive indicator on vocational education demand.

Factors to be ameliorated to further encourage and develop vocational education in agriculture



Findings

- The exchange of experience and good practice are considered as one of the key elements that needs to be improved, gathering 34% of students' opinions. This result highlights that vocational secondary education suffers from a marked lack of practice-theory relation.
- Scholarship support is listed as a secondary element but that places emphasis on students' need for financial support.

ANNEX III – Findings from teachers’ survey

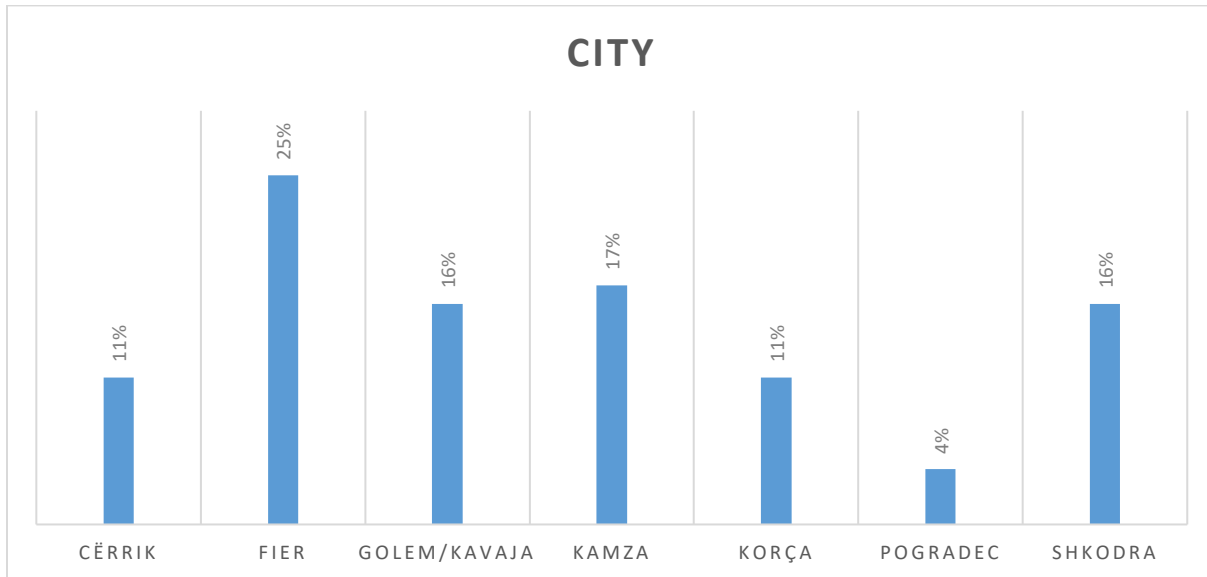
General considerations of the sample

- A total number of 75 teachers were included in this survey out of 161 teachers working in agricultural vocational schools in Albania. Nearly half of the total teachers’ population is involved in this study. On the other hand, referring to the fact that survey process considers statistical deviations reduction methodologies (random distribution and self-completion), the sample considered to be representative of the community/population of agricultural vocational education teachers.
- As above mentioned the survey was conducted in the areas where the agricultural vocational schools are located, namely in Cërrik, Fier, Golem-Kavajë, Kamza, Korçë, Pogradec, Bushat and Shkodra.
- Sub-samples of agricultural vocational schools reveal a high level of representation, where each school is represented by at least 27% of the total number of teachers working in it. Regardless of the sample representation, each question is statistically assessed for representativeness of the reality.

VET Schools	Interviewed Teachers	Overall no. of teachers 2019	% of the interviewed over the overall population
Vocational School of Agrobusiness "Irakli Tërova" – Korçë	8	14	57%
Vocational School of Kamza – Kamza, Tirana	13	49	27%
Vocational Agricultural School "Rakip Kryeziu" - “Çlirim” - Fier	19	27	70%
National Vocational School of Agrobusiness "Charles Telford Erikson" - Golem, Kavajë	12	15	80%
Forestry Technical School "Kolë Margjini" - Shkodër	4	13	31%
Vocational School "Ndre Mjeda" – Bushat, Shkodër	8	19	42%
Vocational School "Mihal Shahini" – Cërrik	8	13	62%
Vocational Technical School "Enver Qiraxhi" - Pogradec	3	11	27%
Total	75	161	47%

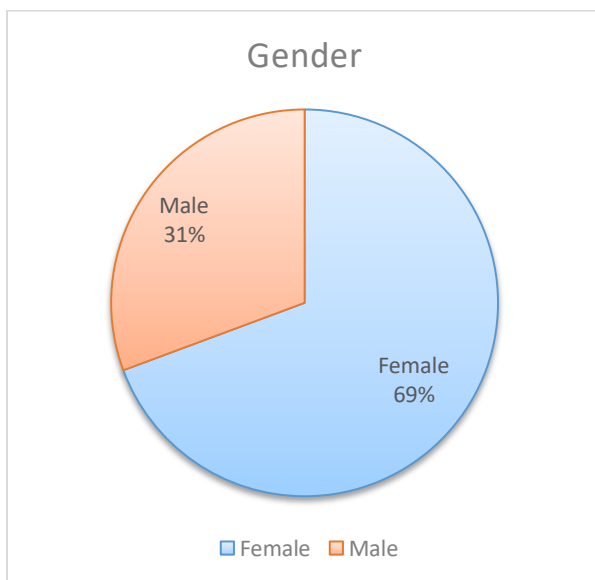
Based on the number of questionnaires that represent nearly half of the teacher population, the wide representation of each school and the fact that the survey process takes into account methodologies for reducing statistical distortions (random distribution of questionnaires and self-

filling of questionnaires by teachers), the sample treated below is considered to be representative of the community / population of national agricultural vocational education teachers.

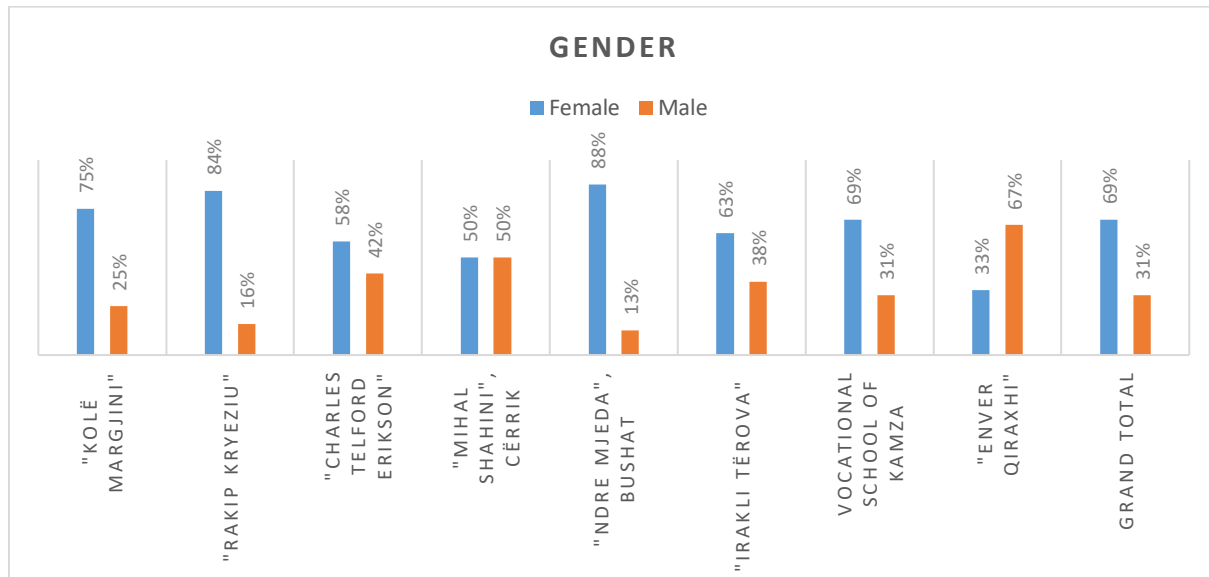


Findings
<ul style="list-style-type: none"> - The sample is composed by a high number of responses compared with the overall population of teachers working in agriculture vocational education. - Moreover, the number of responses is proportional with the total number of teachers in each school, with at least 27% of them.

Gender of interviewed teachers



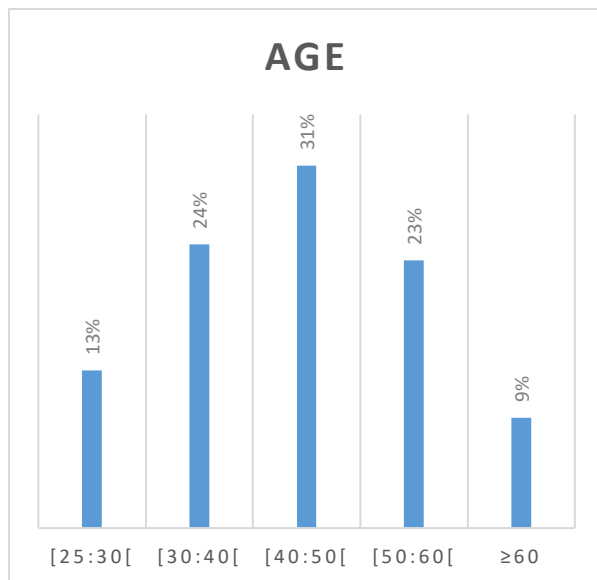
Teachers gender per school



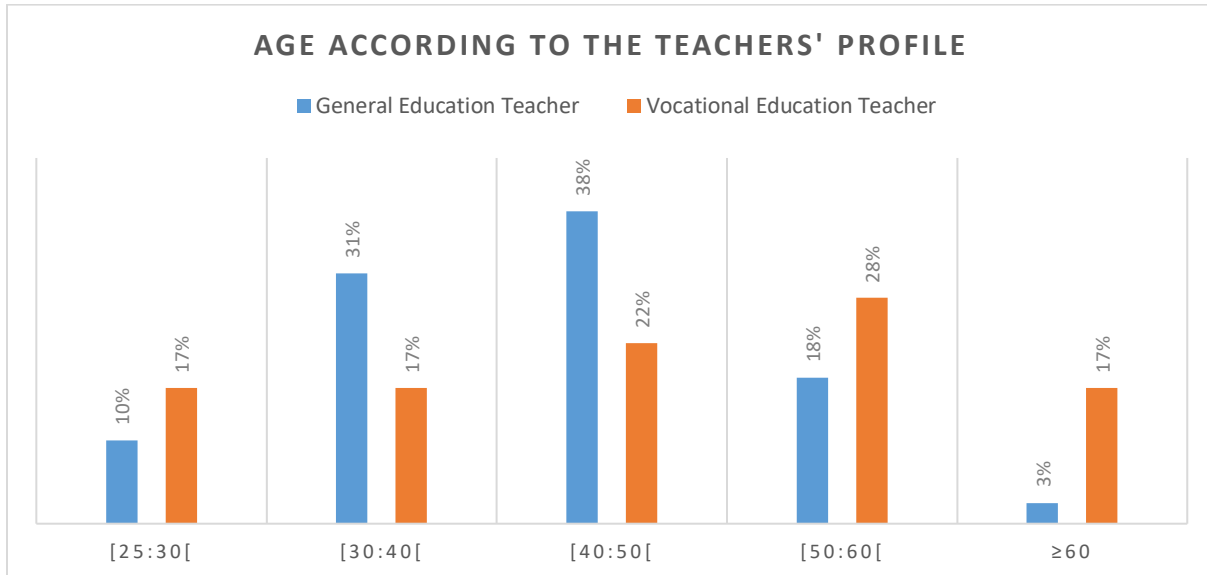
Findings

- The majority part of the teachers are females. In some schools, there is a very low number of male professors.

Teachers' age



Average age of teachers



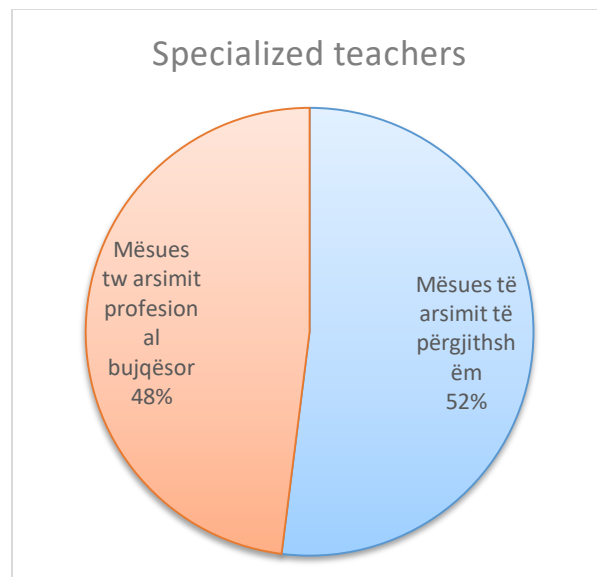
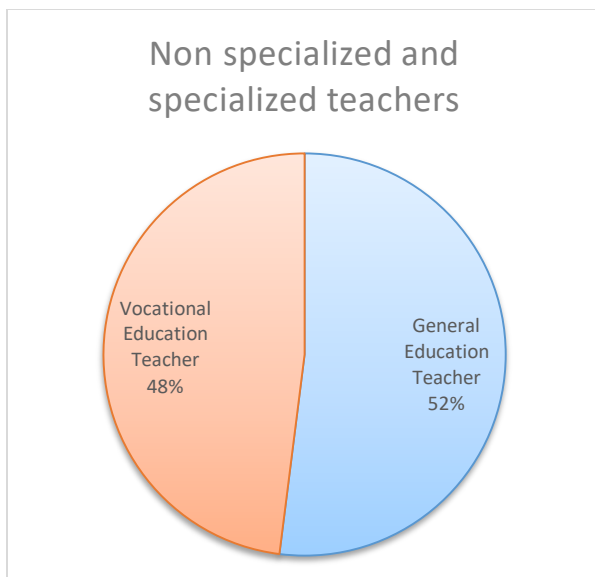
Findings
- The mediane teachers age is between 40-50 years old.
- Average vocational teachers age is older than teachers that teach general subjects.

Subject that they each

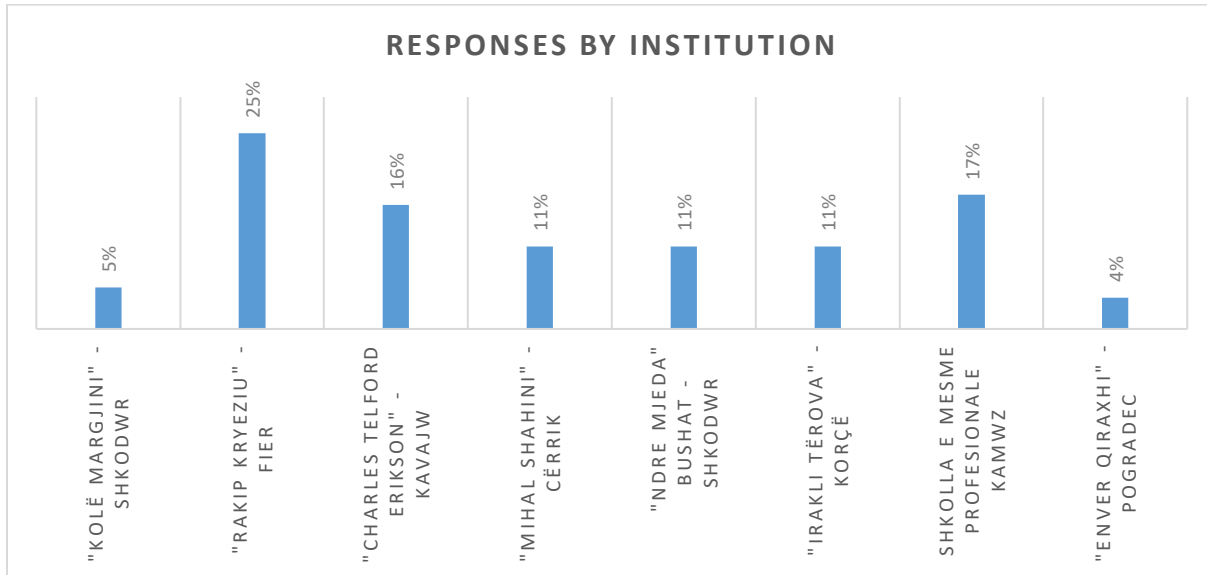
This question is helps to determine the general and vocational profiles.

Teachers education

The majority part of teachers declared that they studied higher education in different profiles but they have lack of pedagogical and didactic.



Educational institution in which they teach



Findings

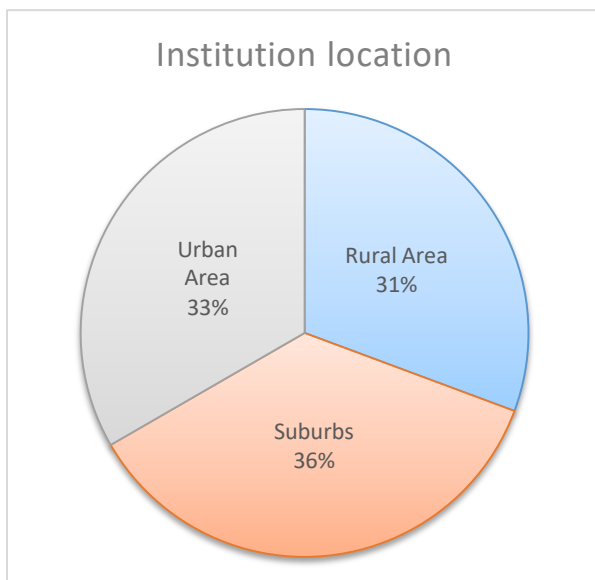
- There were interviewed almost 27% of teachers from each school.

Average distance from teachers' home to work

Findings

- The results on average distance is 6733 meters. This element emphasizes the need for a well-developed transportation system interlinked with the educational institution.

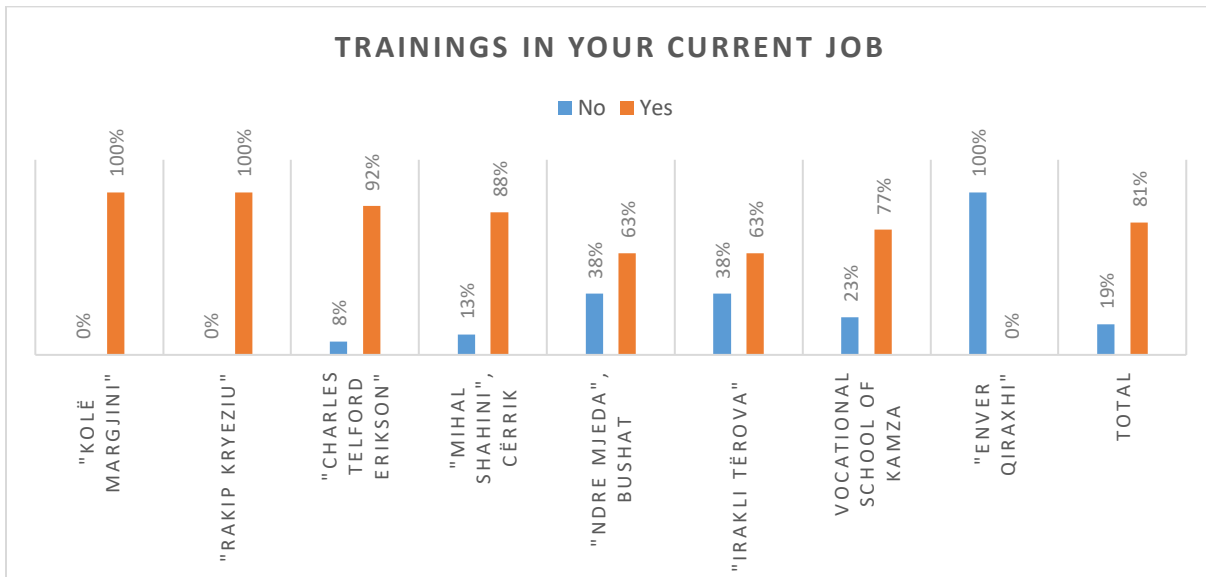
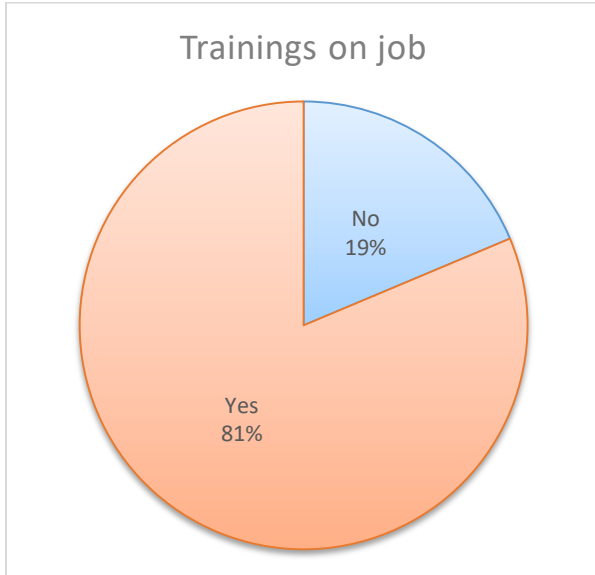
Institution location



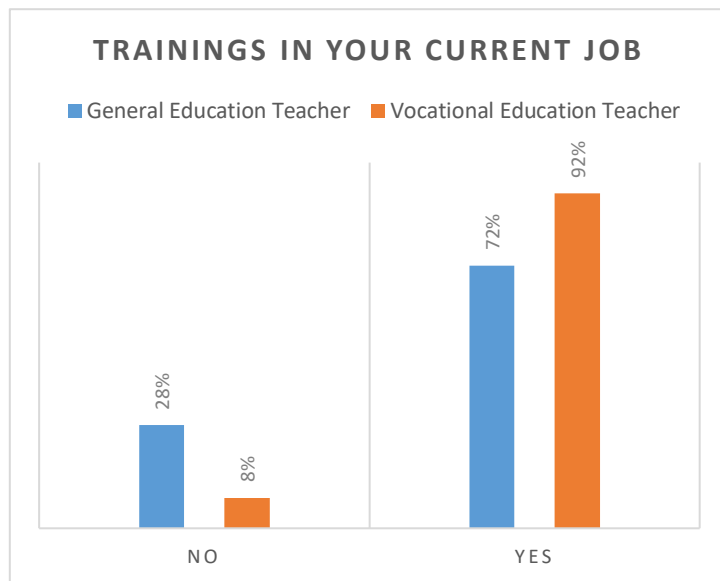
Findings

- The teachers have evaluated that agricultural vocational schools are distributed in a heterogen method, when 1/3 of them are located in rural areas, 1/3 in urban and 1/3 in sub-urban areas.

Training attendance during their (current) job



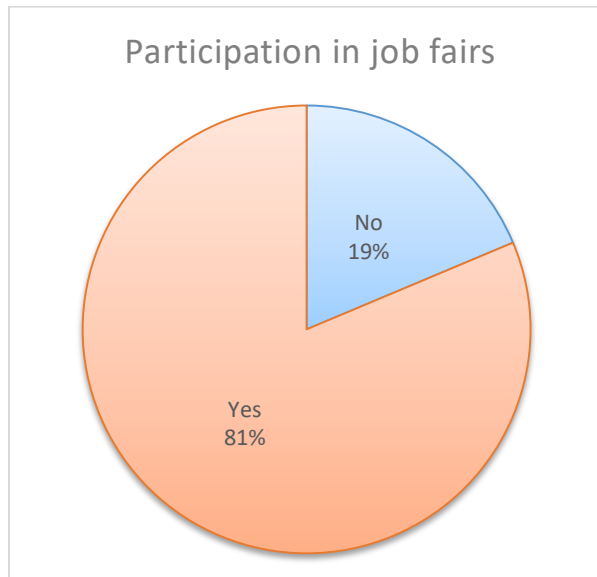
Training according to their profiles



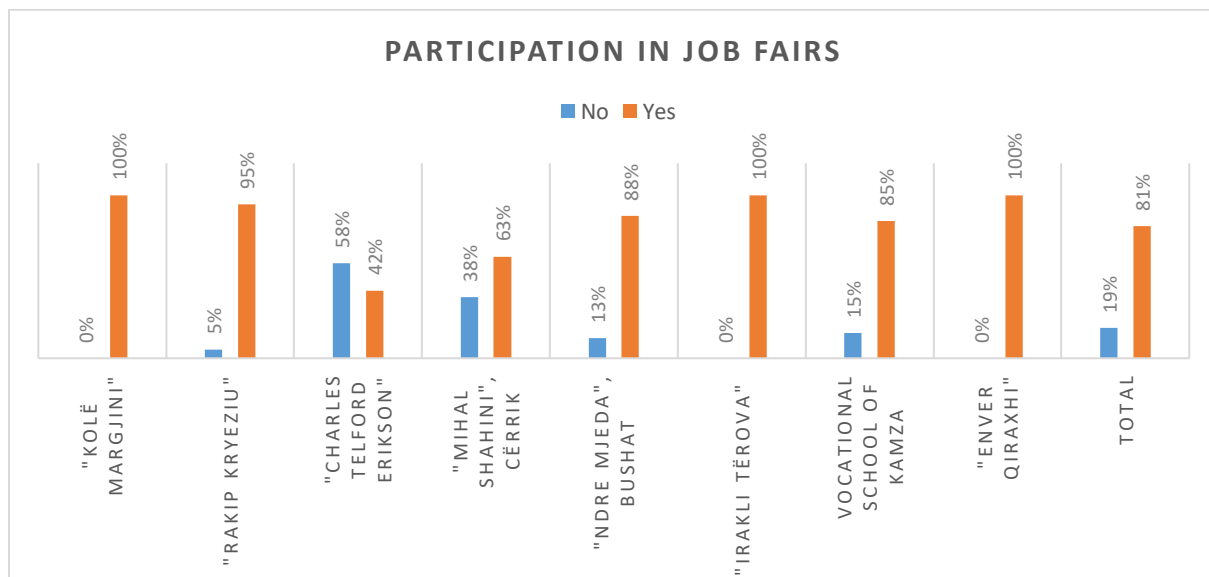
Findings

- 81% of teachers declared that they have completed at least one on-the-job training, which is a positive indicator that teachers of the vocational education system have the opportunity to attend on-the-job trainings.
- Despite the high level of teachers who received trainings, the territorial distribution of these professional qualifications is not homogeneous, as in some schools the proportion of teachers who received trainings is equivalent to teachers who did not receive trainings. It is worth mentioning that in the vocational school “Enver Qiraxhi” none of the teachers have ever received an on-job training.
- Vocational teachers resulted to have attended a higher number of on-job trainings compared with general profile teachers. However, if we consider their age we can point out that this difference is due to age and not necessarily to the tendency that VE teachers receive more trainings than the other group.

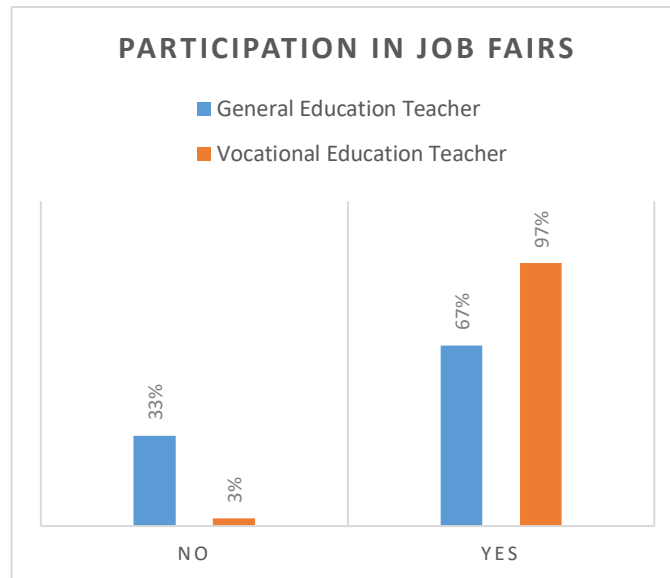
Participation in job fairs



Participation in job fairs per school



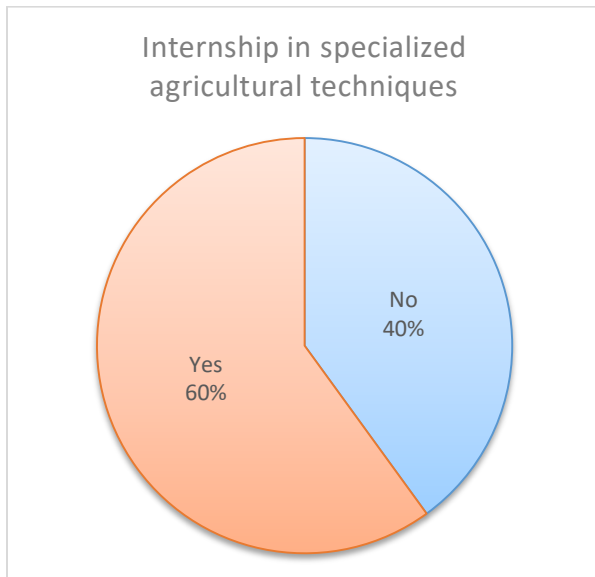
Participation in job fairs according to the teachers' profile



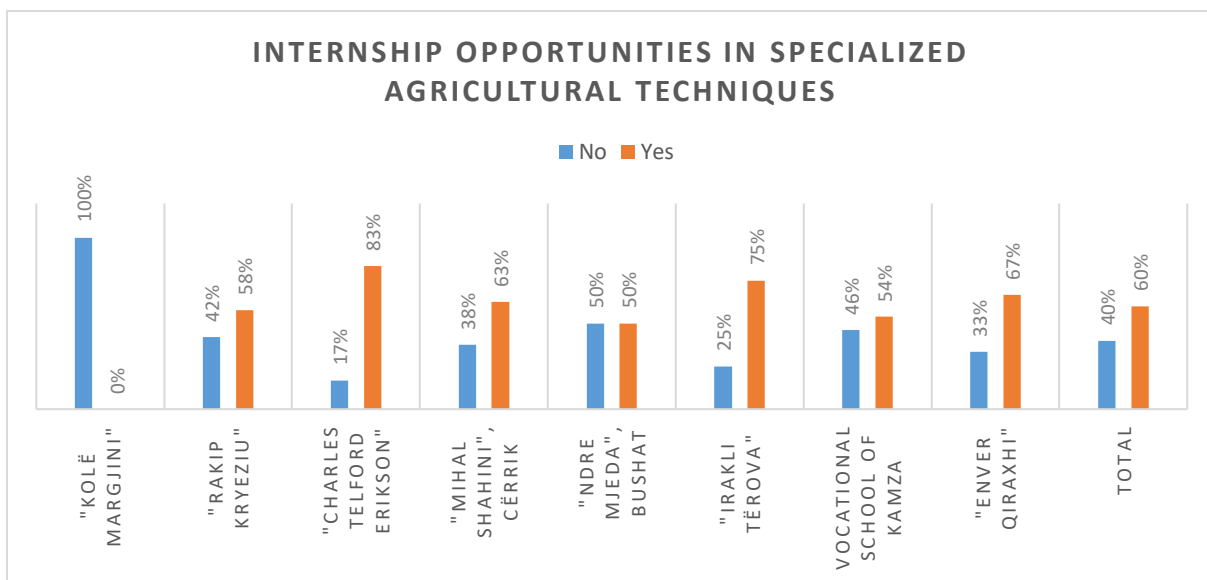
Findings

- 81% of teachers declared that they have participated in fairs/workgroups, a positive indicator which shows that teachers of the vocational education system have opportunities to update their knowledge, and exchange experience with other professionals during their work.
- Despite the high level of teachers who have received trainings, the territorial distribution of the latest is not homogeneous. In some schools' part of the teachers have not attended any fair/workshop such as the Charles Telford Erikson School where over 58% of teachers declared the abovementioned situation.
- It is estimated that VE teachers shows a higher level of participation in fairs/workshops than general profile teachers. This significant difference is entailed because of the need for proficient teachers to attend these kinds of events.

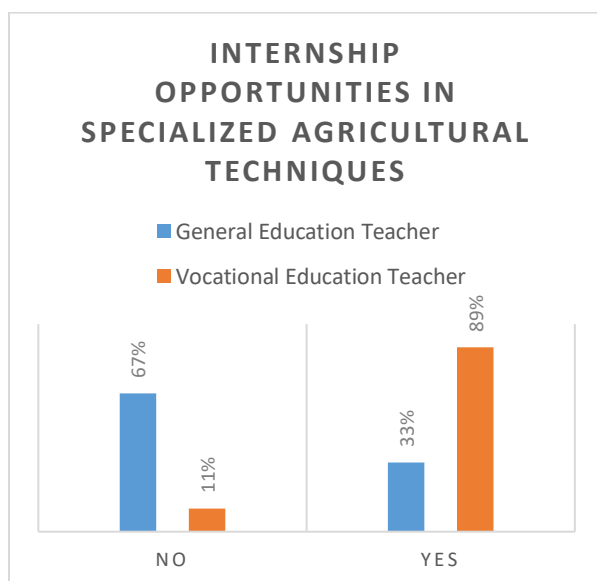
Internship opportunities in specialized agricultural techniques



Internship opportunities in specialized agricultural techniques per school



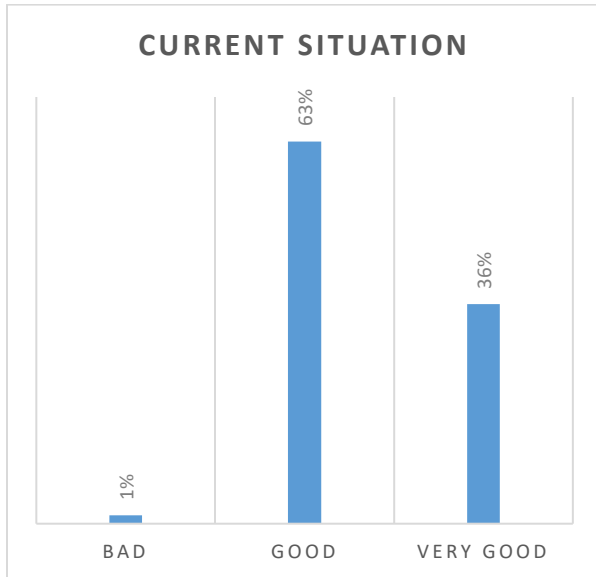
Internship opportunities in specialized agricultural techniques according to the teachers' profile



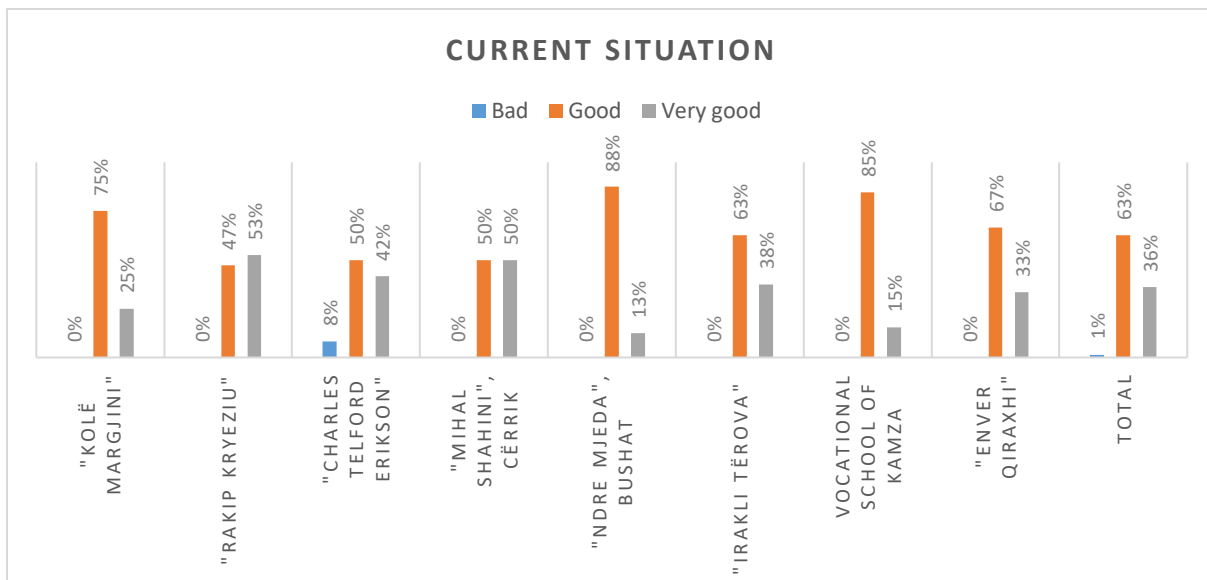
Findings

- Only 60% of teachers declared that they have regular contacts with specialized agricultural techniques. Meanwhile, in "Kol Margjini" school 100% of teachers declared that they have not regular contacts with specialized agricultural techniques. This indicator shows that the practical training of teachers presents weaknesses because teachers are not up to date with modern techniques.
- As expected and logically, VE teachers are up-to-date with contemporary practices and techniques, as 89% of them have regular contacts with specialized agricultural techniques. Despite the relatively high values, familiarity with specialized techniques should include all profiled teachers and even general profile teachers of agricultural vocational high schools.

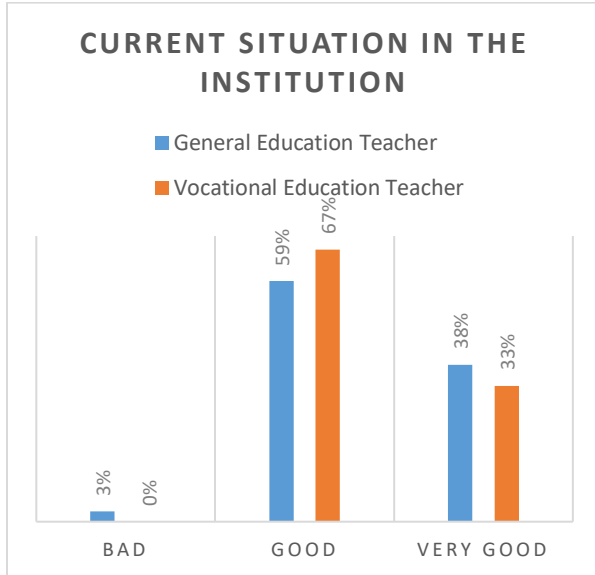
Current situation in their education institution



Current situation in their education institution per city/school



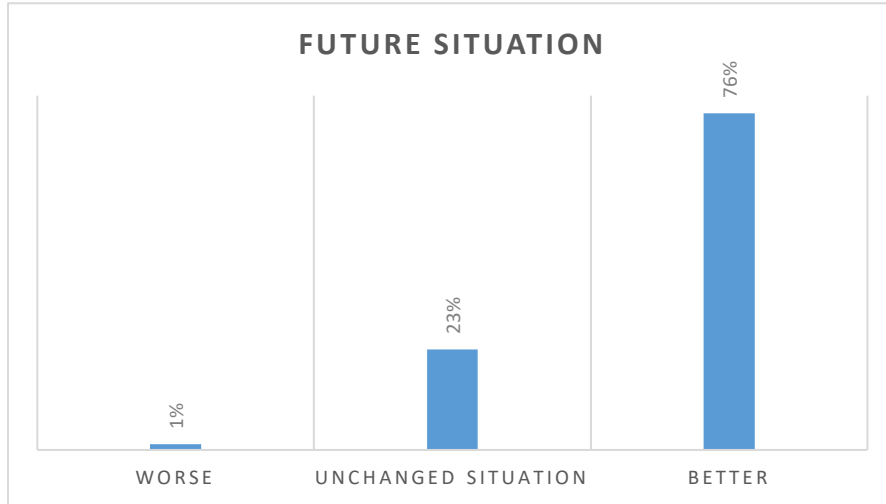
Current situation in their education institution according to teachers' profiles



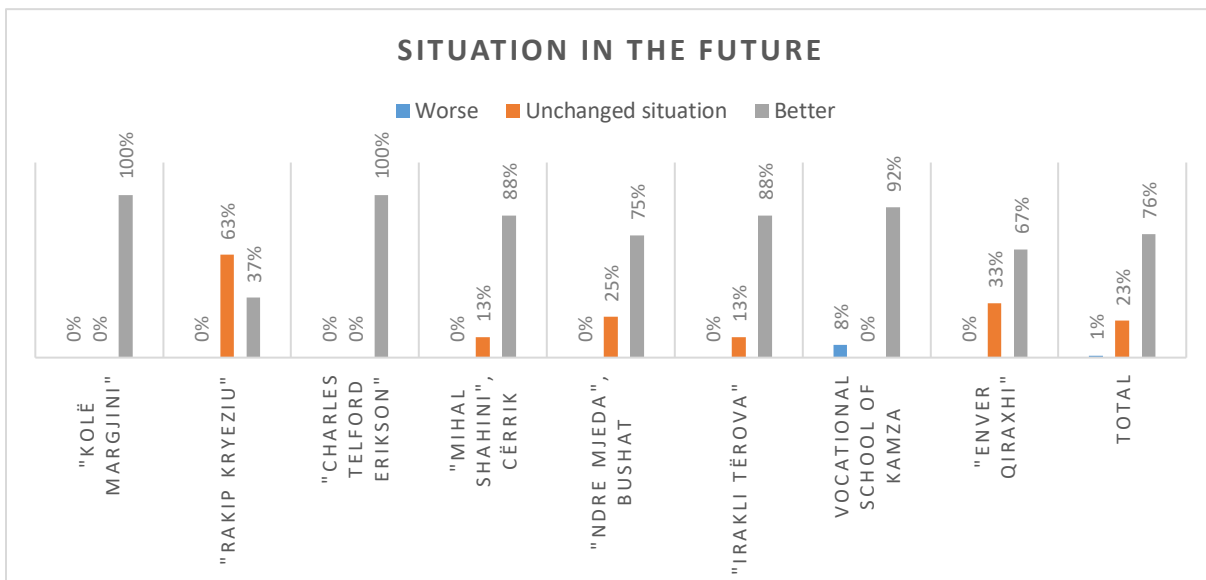
Findings

- About 99% of teachers considered conditions of their school to be good or very good. The high level of satisfaction is mainly based on the appearance of the school premises, and does not take into account the educational aspects. This phenomenon is noticed by the fact that the lack of laboratories and the poor infrastructure of the institutions are considered as a major deterrent factor to the further develop of vocational education.

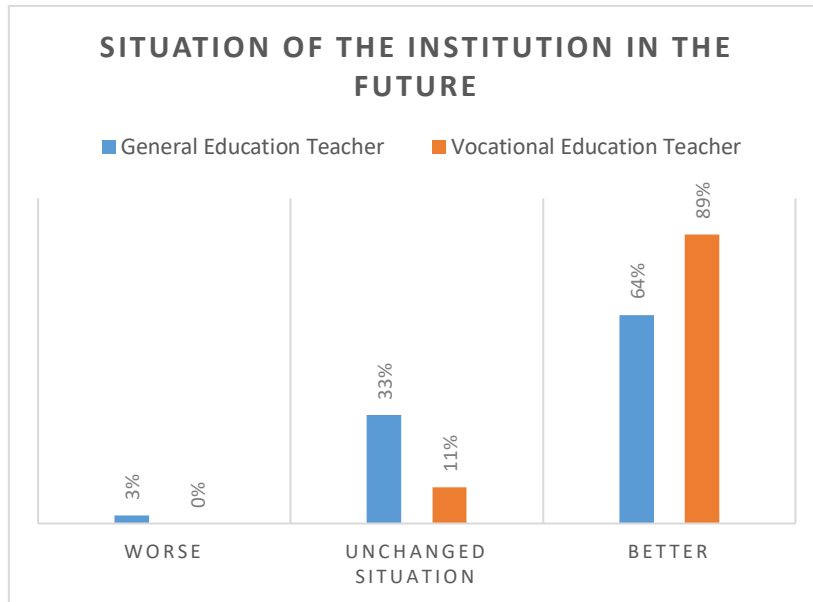
Expectations for the future situation for the sample



Expectations for the future situation in their school



Expectations for the future situation based in teachers' profiles

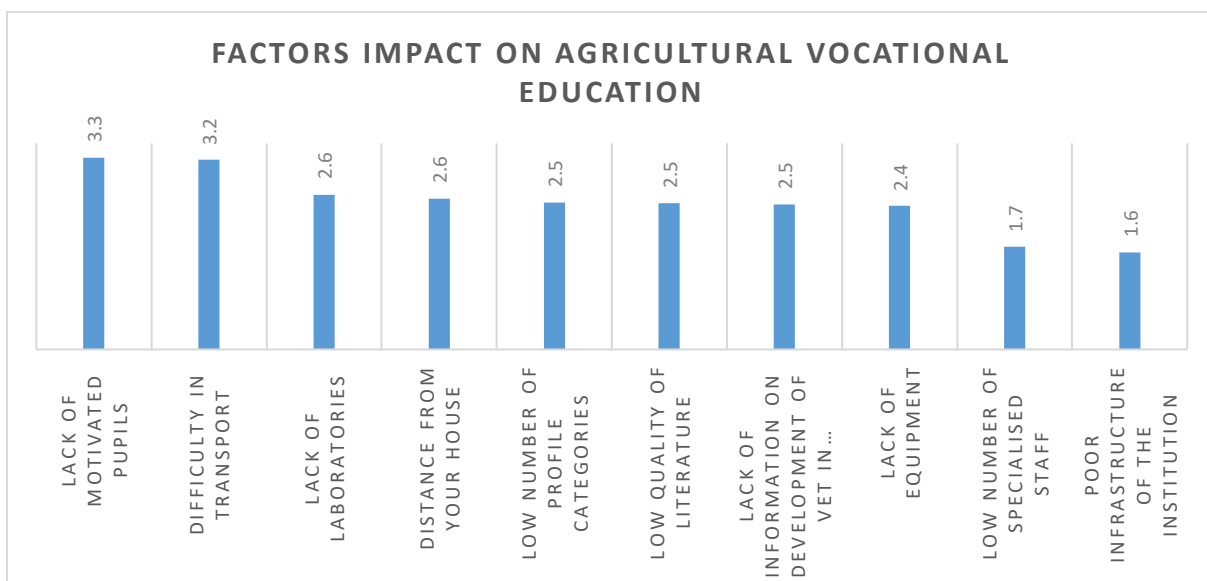


Findings

- More than 76% of teachers declared that they are optimist as regards the amelioration of the situation in agricultural vocational education. This result entails that teachers trust in the further development of this education system in Albania.

As regards the questions on capacity building or study visit opportunities, the results show that this question did not received sufficient attention from the target group, which gave confusional responses.

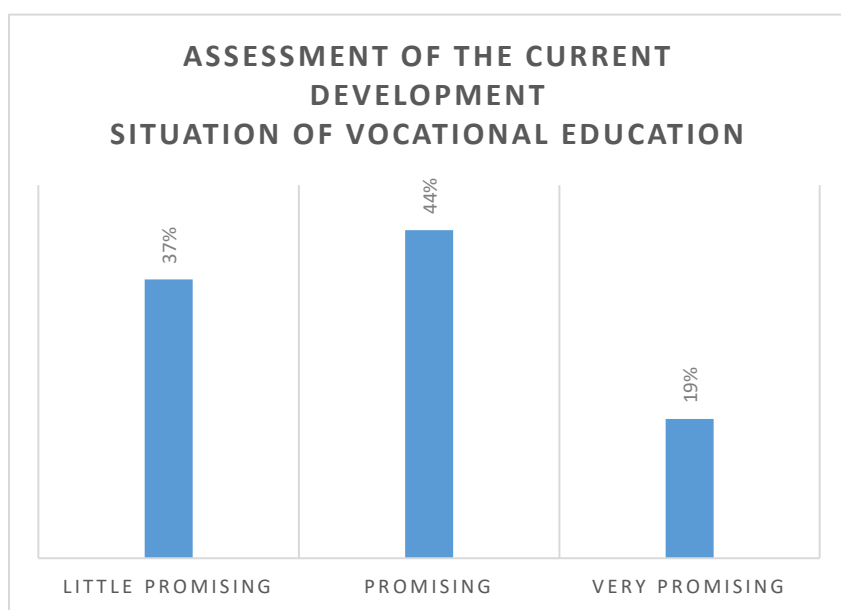
Factors which impact the development of vocational education



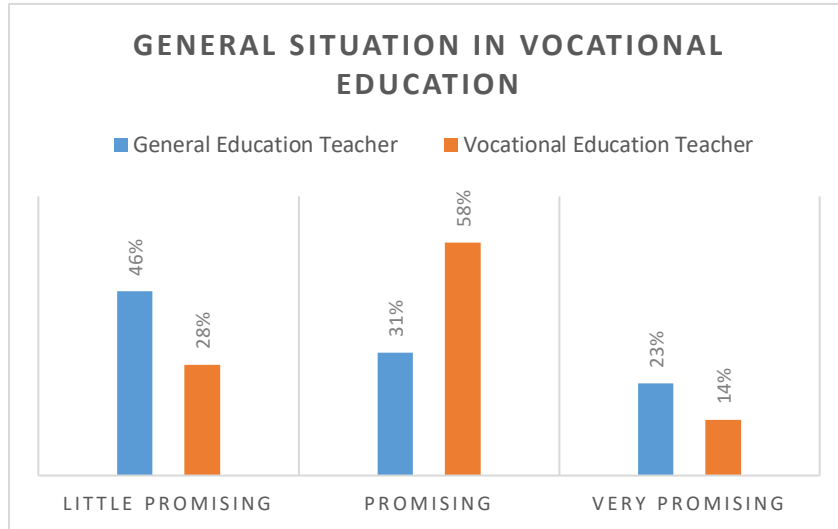
Findings

- Lack of students' motivation is identified as the most impeding factor in the development of vocational education system in agriculture, indicating that vocational schools do not yet have an attractive image.
- Access to transport to educational institutions is identified as the second impeding factor, indicating that educational structures do not enjoy sufficient accessibility.
- Poor infrastructure is identified as less inhibitory factor, but if we consider the open answers we find where the factor was not correctly assessed by the teachers because with the infrastructure of the institution they mainly assessed the appearance of the premises and not the educational tools, laboratory and experimental basis.

Assesment of the current development situation of vocational education



Development of vocational education based on teachers' profiles



Finding

- 63% of teachers considered that they have high confidence in the future development of agricultural vocational education in Albania. This optimism is a positive indicator of the supply of vocational education.

Needs for further development of agriculture vocational education

Korça – Teachers submitted these opinions:

There is a need to:

- Inform and raise awareness of families living in rural areas (farmers) to bring their children to VE schools in order to ameliorate their professional capacities.
- Increase the level of financing in ameliorating the education conditions, by investing in technology, greenhouses, schools, agricultural machines, etc. (Example: the plot of land owned by the school suffered irrigation problems because there was a lack of water resource nearby).
- Work more with students professionally and to give more importance to VE subjects.
- Support attendance of professional internships within the framework of education.
- Invest in experimental bases and laboratories to enable a VE that is more oriented towards practice.
- Support farmers with collection points to increase interest in agriculture sector.

Cërrik – Teachers submitted these opinions:

There is a need to:

- Ameliorate the teaching curricula.

- Train teachers' staff.
- Organize and attend competitions, fairs, trainings in agriculture.
- Solve the issue of VE subjects' texts.
- Study the law on VET (managing the didactic bases).
- Build laboratories to ensure that students attend their practice classes.
- Invest more in experimental bases.
- Exchange experience between schools within the country or abroad.
- Reach a better collaboration between schools and businesses, to ensure a more efficient interlink with the labor market.
- Increase the number of agricultural profiles.

Shkodra – Teachers submit these opinions:

There is a need to:

- Have supporting policies of local and central governance for recruiting students from all over the country.
- Collaborate with the Ministry of Environment and the Agriculture University for the profiles of carpentry, gardening and forestry.
- Train teachers and students on new technologies.
- Increase collaboration between schools and businesses, to ensure a more efficient interlink with the labor market.
- VE schools must be under the supervision and management of Ministry of Education.
- Encourage the extension of new technologies in schools and teaching methodologies for these technologies.
- Get equipped with the necessary material bases, laboratories and CTI equipment.
- Exchange of experience with other schools that offer the same profiles.
- Promote agricultural vocational education schools.
- Raise awareness of the community to support vocational education in all of its levels.

Golem – Teachers submitted these opinions:

There is a need to:

- Exchange experience between schools of the same direction within the country, as well as abroad.
- Ensure teachers' qualification.
- Draft new curricula.
- Support agricultural businesses.
- Draft supportive policies.
- Get equipped with laboratories.

Kamza – Teachers submit these opinions:

There is a need to:

- Get support on the experimental basis, laboratories, greenhouses and literature (in order to ensure the interlink between theory and practical classes).

- Ensure suitable educational conditions.
- Get equipped with teaching curricula of VE subjects.
- Ensure transportation for students and teachers.
- Open new profiles that have a high demand on the labor market, such as agritourism.
- Promote the school and its profiles, especially agritourism.
- Build a greenhouse with optimal conditions to enable students' practical classes.
- Build a botanical garden for the demonstration of different kinds of seeds.

Fieri – Teachers submitted these opinions:

There is a need to:

- Ensure transportation for students and school staff, not only during school hours but for internships and extracurricular activities as well.
- Update the curricula and open new profiles in agriculture.
- Reconstruct the school premises and building, add new laboratories.
- Promote school and its profiles, to increase the number of enrolled students.
- Ensure heating for the winter.

Pogradec – Teachers submitted these opinions:

There is a need for:

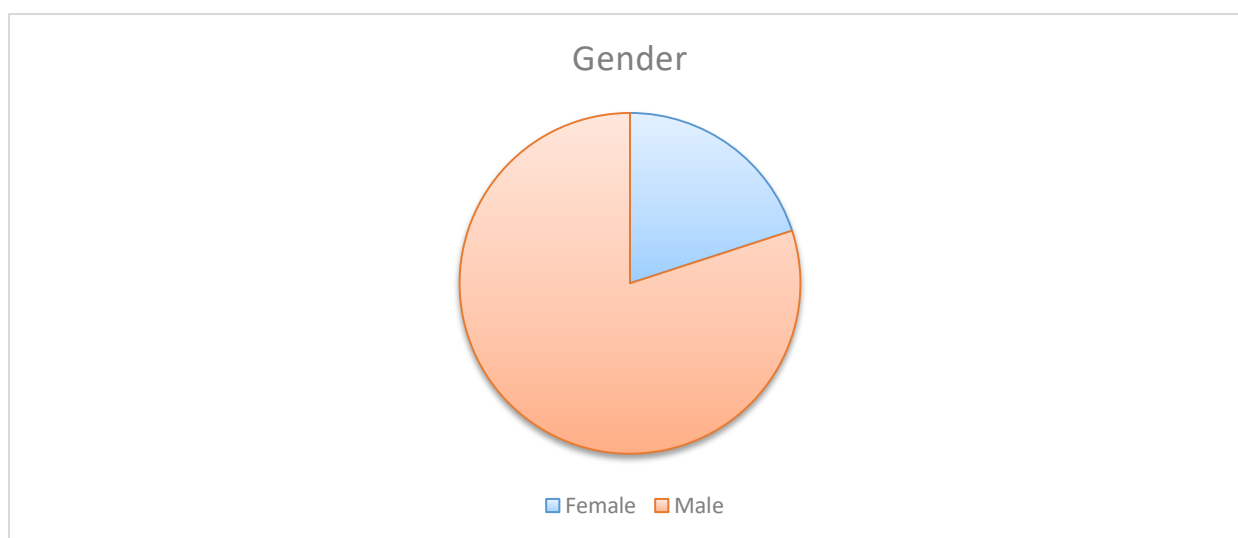
- Infrastructure;
- Material base;
- Financial aid;
- Laboratories.

ANNEX IV – Findings from business survey

A. Main considerations of the samples

Even though the number of questionnaires distributed to the businesses in the project area, only a few number of them replied to this needs assessment study (30 businesses working in different agricultural profiles). This sample can be considered as non representative compared to the high number of businesses operating in the Albanian market. However, the general considerations can be considered as representative for questions which involve the overall agricultural sector. Taking into account this situation, we will analyze only the most important results.

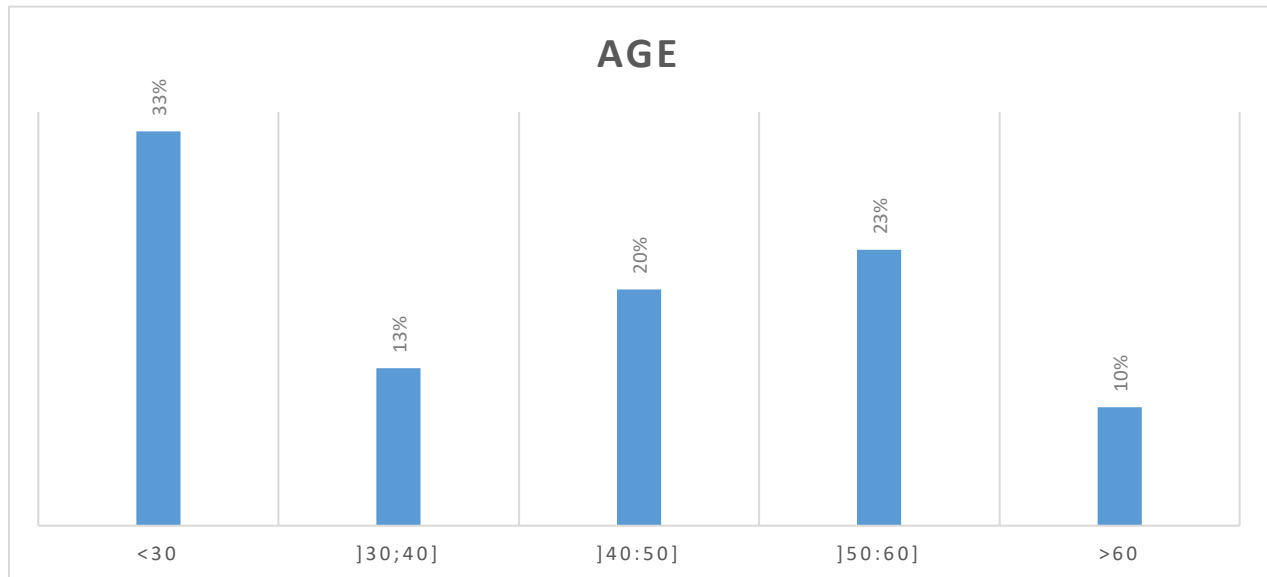
1. Gender



Findings

- The representatives of agricultural businesses responding to the questionnaire are mainly male, a result that is align with field surveys.

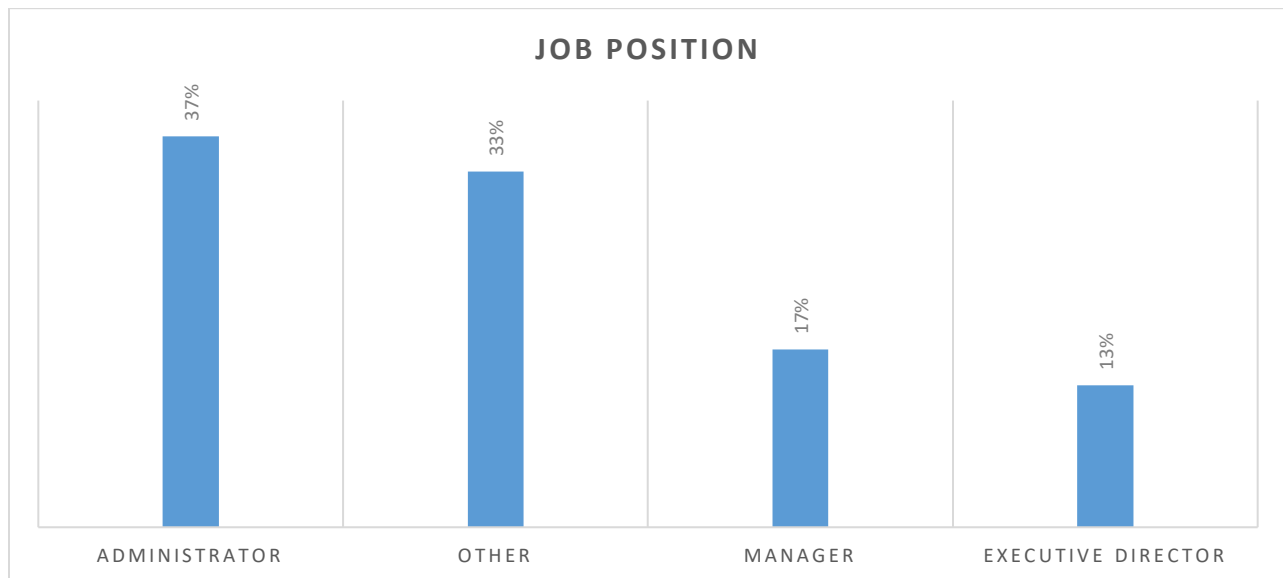
2. The age of the included businesses



Findings

- It can be considered that the average age of business representatives is relatively young as over 33% of them are younger than 30 years old.

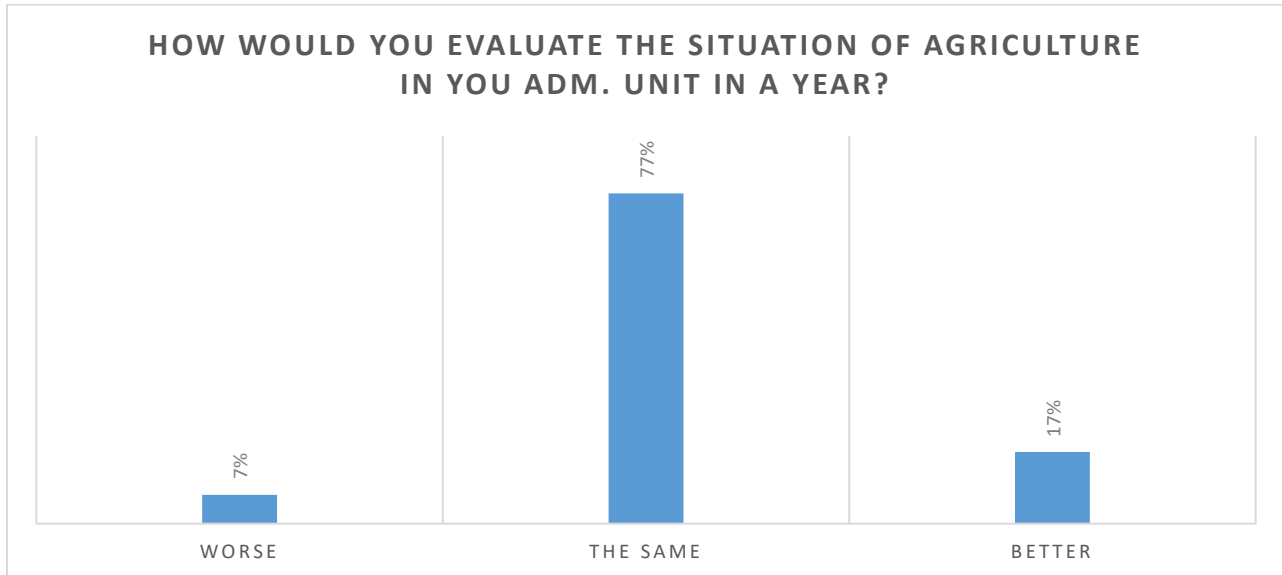
3. Job position



Findings

- 67% of the interviews were fulfilled by managerial staff, a fact that emphasizes the referential of the interviewed people.

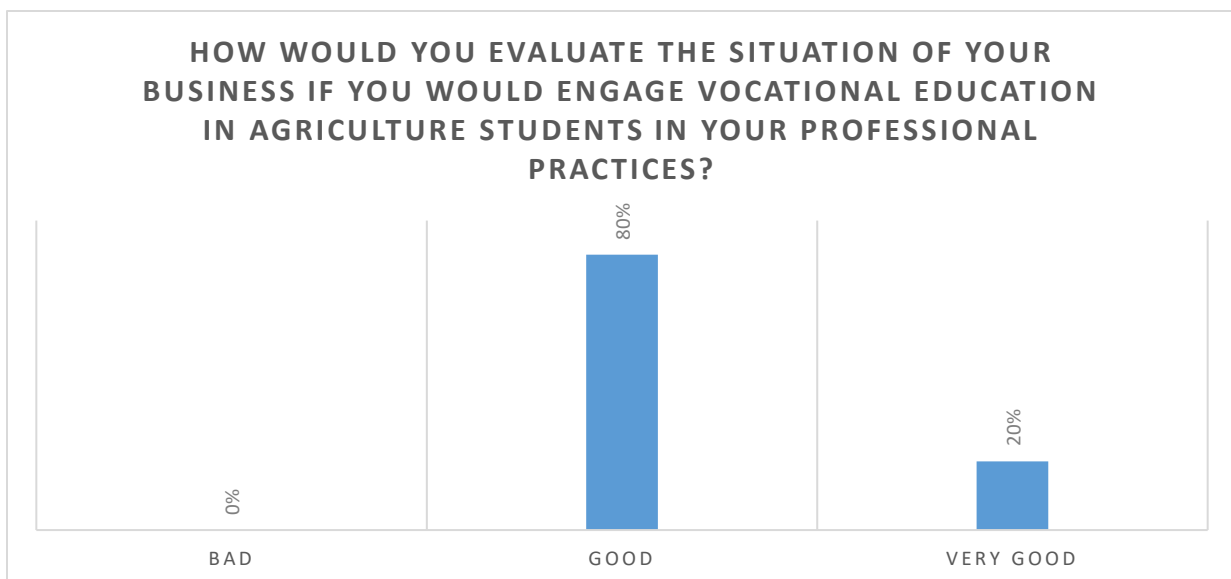
4. Evaluation of the situation



Findings

- 77% of agrobusinesses are sceptical in terms of the amelioration of business situation in the next year. Market unsustainability is an important indication as regards business approach in current and future investments.

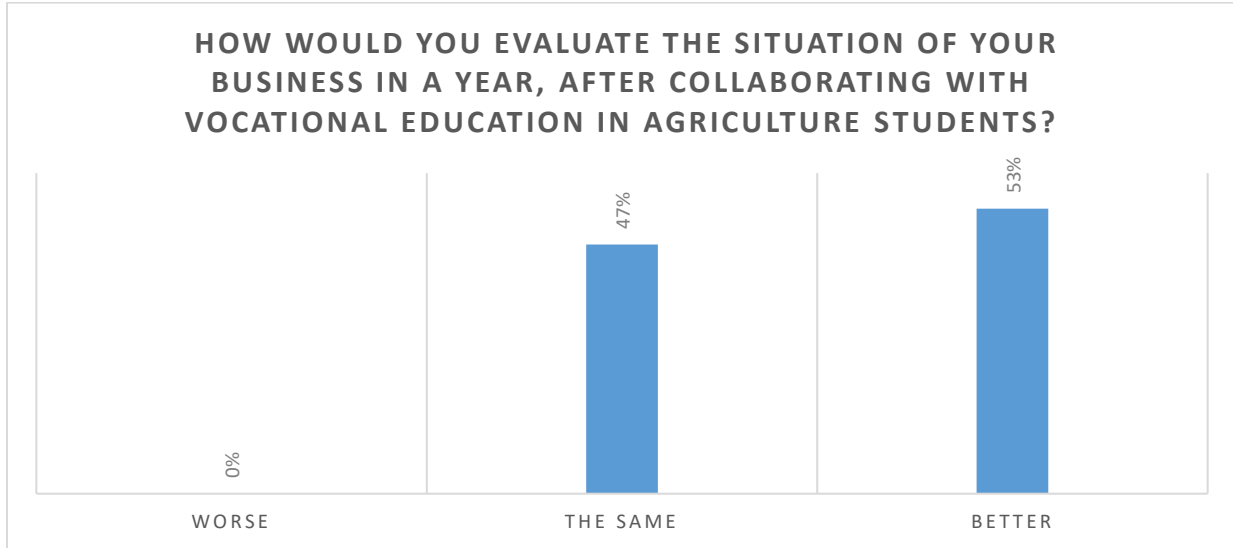
5. Vocational education and businesses



Findings

- 100% of the interviewed considered as positive the engagement of students from vocational schools in their economic activities, which entails the need of a qualified working force. Moreover, we can arrive at the conclusion that somehow the current vocational education offer match with their demand.

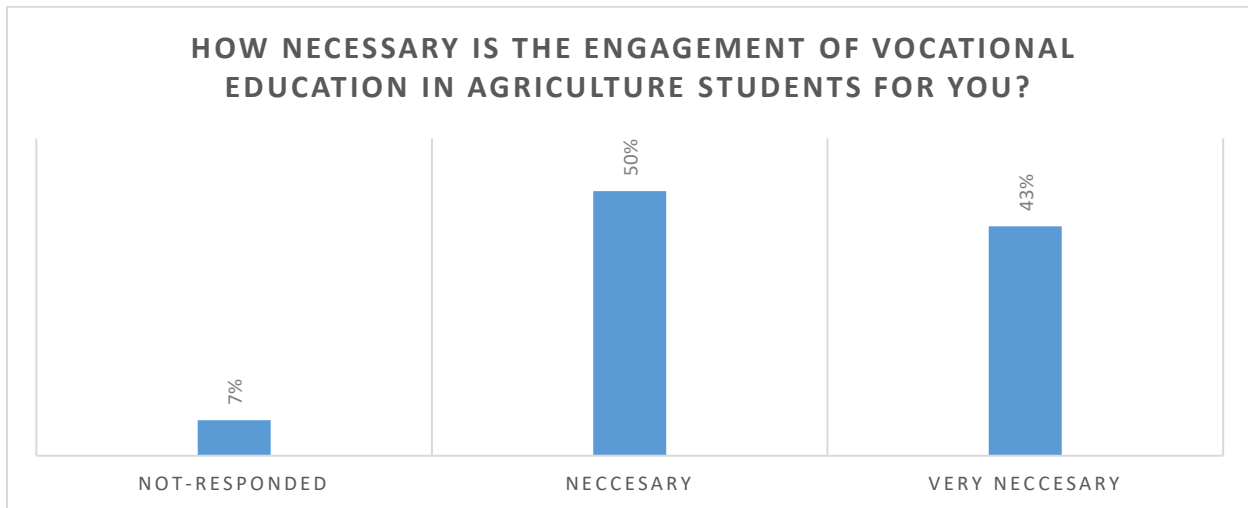
6. Prediction of businesses



Findings

- 53% of respondents (over 77% of managerial staff) consider integrating VET students into their activity as an added value to the future of the business, implying that a skilled workforce contributes to sustainability and stability of the business future.

7. The necessity of engagement of VE student in a bussines



Findings

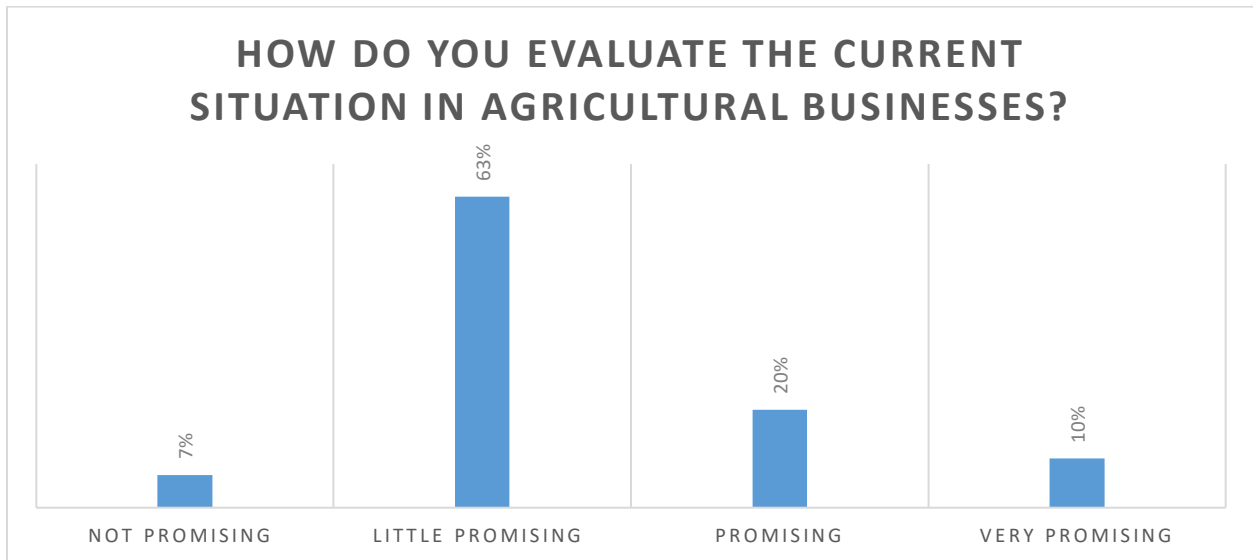
- Over 93% of respondents (over 77% - managerial staff) consider that vocational education is a very important element in the functioning and development of agrobusiness. Thus, for the business is very important the integration and cooperation with agricultural VE students, as they represent skilled workforce workers.

8. *Business development inhibitor factors (1- lowest to 5- highest)*

	Grand Total
Lack of cooperation between farmers	4.2
Lack of cooperation of farmers with trading subjects	4.2
Low quality of production	4.0
Lack of information on markets	4.0
Low quantity of production	3.9
Lack of agricultural internships	3.9
Low number of specialised staff	3.9
Unfair competition	3.8
Limited agroprocessing capacities	3.7
Poor infrastructure of collection, storage, processing	3.6
Poor infrastructure of the roads	3.6
Lack of engagement of vocational education in agriculture students in agricultural subjects	3.5
Lack of quality control	3.5
Lack of promotion	3.5
Distance from the market	3.4
Difficulty in transport	3.4
Lack of certification laboratories regarding food quality and safety standards	3.4
Lack of a local brand	3.2

Findings
<p>- From the assessment of the inhibitor factors of the development of agribusiness, one of the main factors assessed by the respondents is the lack of cooperation between agriculture VE schools and business. In this context, agribusiness representatives emphasize that their needs for a skilled workforce also require a school-to-business collaboration in order to implement new techniques and practices. So, through this assessment agrobusinesses mentioned that the qualification offered by agricultural vocational schools does not meet all their real needs and requirements.</p>

9. The assessment of agriculture business situation



Findings

- Agribusinesses do not appear very optimistic about the future development of the agricultural sector. This lack of optimism affects the future investments and development.

ANNEX V - QUESTIONNAIRES

QUESTIONNAIRE 1 – Agricultural VET Students

GENERAL:

City: _____

Administrative Unit: _____

Village: _____

Sex Female Male

Age _____ years old

How many members are there in your family?: _____

How many of them are in working-age _____ (15-60 years old)

How many of them work _____

How many of them are immigrants _____

How many of them work in: a- private sector _____ b- public sector _____

How many of them work in:

a- Agricultural sector _____ b- Services sector _____ c- Industrial sector _____.

EDUCATION

Type of education you pursue _____

Structure of the education you pursue:

Vocational Education Center

Vocational Education School

Vocational Education Classes

Other, please specify _____

Average distance between your house and the education institution _____ meters.

Area of your education institution: Urban area Suburbs Rural areas

How do you pursue your vocational education: Full-time Part-time

EDUCATION IN YOUR AREA

What _____ profile _____ of _____ agriculture _____ do _____ you _____ pursue:

Main reason for choosing vocational education:

To support the family business;

To easily find a job at agricultural farms;

Other _____

Your main goal for choosing this vocational agricultural profile:

Training in innovative techniques;

Training in specialized techniques;

Training in agricultural techniques in general;

Other _____

Perspective after pursuing post-secondary vocational education:

Pursuing higher education in agriculture;

Pursuing higher education;

- Working in agriculture in the area near your house;
- Working in agriculture in other areas of the country;
- Working in agriculture abroad;
- Other _____

Your main family income:

- From agricultural farm
- From immigration
- Work outside the agricultural farm
- Other sources

Were you ever rewarded a state scholarship? Yes No

If yes, in which sector: Agriculture Agritourism Livestock Other _____.

Have you ever, in terms of your education, conducted internships in specialized structures in agricultural techniques?? Yes No

12. How do you evaluate the educational conditions in your institution?

- Bad Good Very good

13. How do you foresee the situation in a year, in the institution you are currently studying?

- Worse The same Better

How do the following affect the development of agricultural VET?

(from 1-5, 1 the lowest, 5 the highest):

Low number of profile categories	1 – 2 – 3 – 4 - 5
Lack of specialized staff	1 – 2 – 3 – 4 - 5
Lack of laboratories	1 – 2 – 3 – 4 - 5
Lack of equipment	1 – 2 – 3 – 4 - 5
Difficulty in transport	1 – 2 – 3 – 4 - 5
Low quality of literature	1 – 2 – 3 – 4 - 5
Lack of information on development of VET in agriculture	1 – 2 – 3 – 4 - 5
Distance from your house	1 – 2 – 3 – 4 - 5
Poor infrastructure of the institution	1 – 2 – 3 – 4 - 5

CURRENT SITUATION OF VOCATIONAL EDUCATION

How would you evaluate the current situation of vocational education?

- Not promising Little promising Promising Very promising.

What should be done to encourage and further develop agricultural vocational education:

- Agricultural counseling
- Information on agricultural profiles
- Scholarship support
- Exchange of experience and best practices
- Profile qualifications
- Other _____

QUESTIONNAIRE 2 – Agricultural VET Teachers

GENERAL

City: _____
 Administrative Unit: _____
 Village: _____
 Sex Female Male
 Age _____ years old
 Profession _____
 Teaching subject _____

EDUCATION

Type of education _____
 Education profile _____
 Educational institution you have pursued _____
 Educational institution where you work _____
 Distance between your house and your work institution _____ meters
 Area of work institution: Urban area Suburbs Rural area

Have you attended trainings in your current job? Yes No

Have you participated in job fairs? Yes No

Do you have regular contacts with internships in specialized agricultural techniques? Yes No

EDUCATIONAL INSTITUTION IN THE AREA

How do you evaluate the current situation in the institution that you work:
 Bad Good Very good

How do you evaluate the situation in the institution that you work, a year from now:
 Worse The same Better

Were you ever awarded an intership/qualification? Yes No

If yes, in which sector: Agriculture Agritourism Livestock
 Other _____

How do the following affect the development of agricultural VET?
 (from 1-5, 1 the lowest, 5 the highest):

Low number of profile categories	1 – 2 – 3 – 4 – 5
Low number of specialised staff	1 – 2 – 3 – 4 – 5
Lack of laboratories	1 – 2 – 3 – 4 – 5
Lack of equipment	1 – 2 – 3 – 4 – 5
Lack of school transport	1 – 2 – 3 – 4 – 5
Lack of students' interest in agriculture	1 – 2 – 3 – 4 – 5
Low quality of literature	1 – 2 – 3 – 4 – 5

Lack of information on development of agricultural VET	1 – 2 – 3 – 4 - 5
Distance from home	1 – 2 – 3 – 4 - 5
Poor infrastructure of the institution	1 – 2 – 3 – 4 - 5

CURRENT SITUATION OF VOCATIONAL EDUCATION

How do you evaluate the actual situation in terms of development of vocational education?

Not promising Little promising Promising Very promising

What should be done to encourage and develop the agricultural vocational education:

QUESTIONNAIRE 3 – Agricultural Businesses

I. GENERAL

1. City: _____
 2. Administrative Unit: _____
 3. Village: _____
 4. Sex Female Male
 5. Age _____ years old
 6. Profession _____
 7. Business field _____
 - Private agricultural specialist
 - Merchant of agricultural products
 - Merchant of agricultural inputs
 - Agroprocessing
 - Other _____
 8. Job position of the interviewed:
 - Administrator
 - Executive Director
 - Manager
 - Other
- Please specify your position _____

II. SITUATION IN AGRICULTURAL SECTOR

9. How do you evaluate the situation of agriculture in your Administrative Unit:
 - Bad
 - Good
 - Very good
10. How would you evaluate the situation of agriculture in you Administrative Unit in a year:
 - Worse
 - The same
 - Better
11. How would you evaluate the situation of your business if you would engage agricultural vocational education students in your professional practices:
 - Bad Good Very good
12. How would you evaluate the situation of your business in a year, after collaborating with agricultural vocational education students:
 - Worse The same Better
13. How necessary is the engagement of agricultural vocational education students for you:
 - Not necessary Necessary Very necessary
14. How do the following affect in the process of agricultural production process to maximize profit in business:
(from 1-5, 1 the lowest, 5 the highest):

Low quantity of production	1 - 2 - 3 - 4 - 5
Low quality of production	1 - 2 - 3 - 4 - 5
Low number of specialised staff	1 - 2 - 3 - 4 - 5
Lack of agricultural internships	1 - 2 - 3 - 4 - 5
Lack of engagement of vocational education in agriculture students in agricultural subjects	1 - 2 - 3 - 4 - 5
Lack of quality control	1 - 2 - 3 - 4 - 5
Lack of cooperation between farmers	1 - 2 - 3 - 4 - 5
Lack of cooperation of farmers with trading subjects	1 - 2 - 3 - 4 - 5
Lack of information on markets	1 - 2 - 3 - 4 - 5
Distance from the market	1 - 2 - 3 - 4 - 5
Poor infrastructure of the roads	1 - 2 - 3 - 4 - 5
Poor infrastructure of collecting	1 - 2 - 3 - 4 - 5
Poor infrastructure of storing	1 - 2 - 3 - 4 - 5
Poor infrastructure of processing	1 - 2 - 3 - 4 - 5
Difficulty of transport	1 - 2 - 3 - 4 - 5
Limited agroprocessing capacities	1 - 2 - 3 - 4 - 5
Unfair competition	1 - 2 - 3 - 4 - 5
Lack of promotion	1 - 2 - 3 - 4 - 5
Lack of a local brand	1 - 2 - 3 - 4 - 5
Lack of certification laboratories regarding food quality and safety standards	1 - 2 - 3 - 4 - 5

III. SITUATION IN BUSINESS AND ITS DEVELOPMENT

15. How would you evaluate the current situation of businesses in agriculture:

- Not promising
- Little promising
- Promising
- Very promising

16. How do the following affect the development of agricultural businesses:
(0-3, 0 not positively, 3 positively)

Factors	Not positively (0)	Little positively (1)	Positively (2)	Very positively (3)
Political environment and stability				
Internships in agriculture and presentation with inovative techniques				
Cooperation with vocational education in agriculture students				
High cost of investments				
Level of taxes				

Government's agricultural policies				
Unfair competition				
Access to soft loans, grants and subventions				
Actual bank interest rate				
Road infrastructure				
Size of farms and parcelling				
Actual cost of producing source				
Irrigation and draining infrastructure				
Cooperation between farmers				
Right to property security				
Today's demand on organic agricultural products				
Today's standard of food security				

17. What should be done to encourage development of the agricultural sector?

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