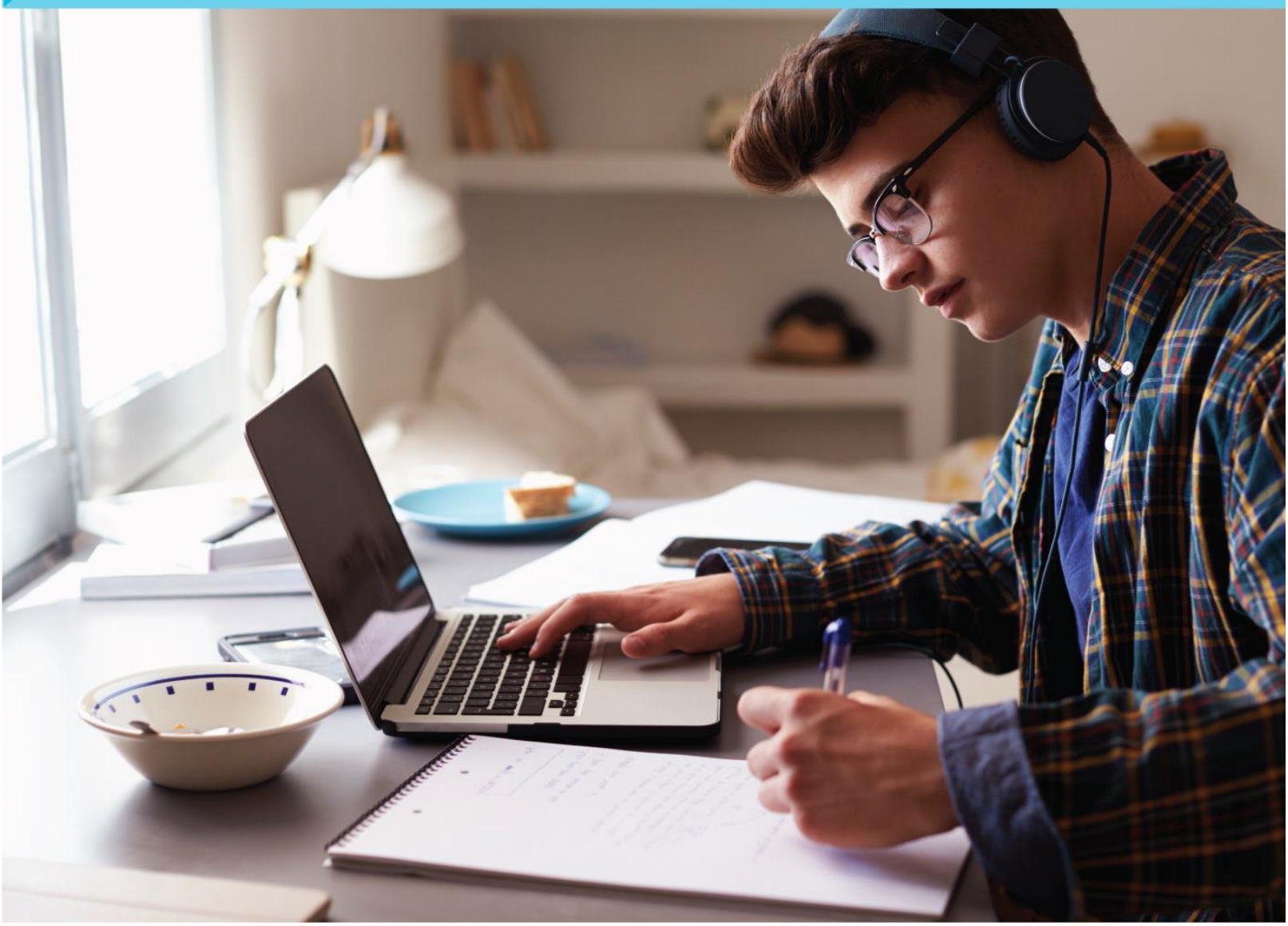
2.

S4J
Aftësi për Punë / Skills for Jobs

HOW IS DISTANCE LEARNING WORKING FOR VET?

PERCEPTIONS OF TEACHERS AND STUDENTS IN ALBANIA

APRIL - MAY 2020



A project of the Swiss Agency for Development and Cooperation SDC

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

In partnership with:

MINISTRIA E FINANCAVE DHE EKONOMISË

Implemented by:

swisscontact

This is a "Skills for Jobs" project (S4J) publication, prepared under the care of Fation Dragoshi, Project Manager. The report is written by Migena Kapllanaj and Bernard Zeneli, project consultants, lead by Erka Çaro, Monitoring and Results Measurement (MRM) expert.

About Skills for Jobs

'Skills for Jobs' (S4J) is a project of the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact Albania.

S4J addresses the main challenges of the Albanian Vocational Education and Training (VET) system by focusing on ensuring systemic change, capacity development and empowerment of key actors. Based on this approach, S4J supports partner VET providers in Albania in terms of employers' and partners' relations, diversification of VET offer, new ways of inclusive learning and quality, work-based learning in cooperation with employers, and organisational development.

TABLE OF CONTENTS

List of Abbreviations

AQAPE – Agency for Quality Assurance in Pre-university Education
ICT- Information and Communication Technology
MEF – Ministry of Economy and Finance
MESY – Ministry of Education, Sport and Youth
NAES – National Agency for Employment and Skills
NAVETQ – National Agency of Education, Vocational Training and Qualifications
RED – Regional Education Department
S4J – 'Skills of Jobs' Project
VET – Vocational Education and Training

List of Tables

List of Figures and Graphs

1. EXECUTIVE SUMMARY

This study presents an analysis of the teaching situation in 10[1] vocational schools in Albania during April-May 2020. This is the second study conducted during the period of distance education with the main goal of monitoring, analysing and improving dynamics of the online distance teaching/learning process in the VET system in Albania.

Although the sample does not represent the total VET school population in the country, it comprises about 1/3 of all VET schools in Albania. Moreover, it is geographically spread in Tirana, Lezha, Shkodra, Berat, Elbasan and Vlora, and the sample schools offer a significant number of educational directions and profiles.

Considering findings of the first study (March 2020), observations and administrative data from various sources, S4J has dynamically adapted its intervention to address the immediate needs of the teachers and students in partner VET schools. Monitoring and documenting the process also serve as a framework for assessing the effectiveness of the online distance education.

Even after a relatively short period (only 6 weeks), in May 2020 the situation in VET seems quite dynamic and with swift changes at all levels: from governing institutions to teachers and final beneficiaries, students. The coordination of efforts among actors and the motivation of teachers and students to giving their best in such a situation, has led to an important transformation in vocational education: that of digitalization and stirring the education process towards student needs.

1.1. Methodology and Data Gathering

For this second study two separate surveys were conducted in 10 vocational schools: one with teachers and one with students. Data from teachers were collected via *Google Forms* between May 4 – 15 and from students between April 30 - May 4. A total of 76% (n = 330) of teachers and 45% (n = 2596) of students in 10 vocational schools participated in the study. Questionnaires used for teachers and students were unified into a significant portion of the questions aiming to have more comparability, while keeping questions from the first survey to measure the difference between the two periods. Data analysis was performed via SPSS 26 and EXCEL.

For a more complete assessment, focus groups of 4 teachers (n = 26) and 3 students (n = 22) were organized. Focus groups were carried out through the ZOOM platform at most convenient schedules for teachers and students, between May 9 to 14. Online meetings lasted an average of 1.5 hours. Discussions in focus groups were recorded and transcribed.

[1] 9 of which are partner schools of the "Skills for Jobs" project (S4J)

1.2. Results

- **64%** (n=1646) of students and **67%** (n=220) of teachers are using digital platforms for carrying out distance education. These indicators are significantly higher compared to the situation in March when only **15.6%** of the students and **33%** of the teachers were using such platforms.
- In contrast to the linear method of carrying out the learning process at the early stages, currently teachers and students combine various methods depending on the subject, learning activities, tasks and projects.
- The higher percentage of platform users during the second phase is also due to the realization that distance education was not temporary, and the use of more suitable platforms became a necessity.
- Discussions during students' and teachers' focus groups revealed the fast transformation of distance education in the way of organizing the learning process, the diversity of digital learning materials, the types of homework and exercises, evaluation methods, etc.
- **80%** (2080) of students attend lessons via their personal cell phone, **13%** (n=331) by using a computer and **6%** (152) using a cell phone from their parents.
- **52%** (n=171) of teachers use cell phones, while **48%** (n=157) of them use a computer or a laptop.
- The increased use of digital platforms, while lacking suitable equipment, pointed out the difficulties that students and teachers face in accessing platforms via mobile phones.
- **92%** (n=302) of teachers have unlimited access to internet. **69%** (n=229) get access to internet through a landline phone connection and **21%** (n=69) of them are using cell phone pre-paid packages. **6%** (n=20) of teachers have occasional internet access and **2.4%** (n=8) of them do not have internet access.
- **14%** (n=356) of students do not have internet access, **38%** (n=975) have occasional access and **49%** (n=1270) of them have unlimited internet access.
- **71%** (n=1846) of students obtain internet service through landline phone connections and/or via WIFI, while **27%** (n=688) of them are using cell phone pre-paid packages.
- Teachers point out the challenge of decrease in students' interest and difficulties concerning the evaluation of the students. However, great efforts by both parties to continuously improve the process are to be appreciated.
- Teachers and students discussed alternative ways of carrying out apprenticeships through various home-based projects. Both teachers and students acknowledged that the way apprenticeships are carried out shows a mere attempt to do the best under these conditions.
- Due to the abrupt change from classroom-based to distance education, guidelines and decisions from responsible institutions have often changed, causing confusion, ambiguity, and sometimes even wrong understanding due to fictitious news.

2. INTRODUCTION

This study is based on an assessment of VET functionality during COVID-19 quarantine starting at the end of March 2020. This assessment was built on surveys and survey analysis of students' and teachers' perceptions in 10 public vocational schools, 9 of which are supported by S4J[2]. In addition to this analysis, several focus groups with students and teachers were organized to discuss qualitative aspects of the distance education and a description of steps taken by NAES and S4J to monitor distance education under quarantine was drafted. The action plan laying out the support towards VET during physical distancing focuses on: strengthening and quick enrichment of the digital MesoVET platform, teachers training on digital teaching skills and using the platform, webinars, training modules and infrastructure-based support (and internet provision), as recommended in the previous study.

The support towards distance vocational education is strategic and is based on the work carried out by S4J project for the development of a virtual learning environment as well as for systemic support towards processes concerning VET management, training and evaluation. S4J has extended and intensified its support to partner VET schools and beyond, also providing support for use of MesoVET, an online learning environment developed by the project and made functional since 2018. S4J, in addition to supporting 9 VET schools, is also supporting NAES in introducing the online learning environment to all teachers in VET and is assisting the process of distance education monitoring, reporting and evaluating. This process provides statistically processed information virtually collected from schools via a S4J-supported system.

This study calculates[3] the qualitative change in VET due to isolation caused by COVID-19. It takes the March 2020 analysis further, aiming to identify changes taking place in the management of distance education and in the learning process, without failing to identify challenges and problems. The study focuses on students and teachers and their experiences during distance education.

2.1. S4J Support to VET System during COVID-19[4]

As part of the measures for preventing the spread of global pandemic COVID-19, on March 9, 2020, the Albanian government decided to close all educational institutions. Only students who are preparing for the state Matura are allowed to return to schools from May 18 to June 5 under firm rules of social distancing and hygiene.

[2]Regarding the study "How the distance education is working? Perceptions and views of the teachers and students of vocational public schools", please see: http://skillsforjobs.al/wp-content/uploads/2020/04/Rezulatet-e-sondazhit-me-m%C3%ABsues-e-nx%C3%ABn%C3%ABs-4.pdf

[3] The term "calculated" is used to express incrementalism – change to a small degree or gradually – which occurs during a process as a result of a problem, in this case, the quarantine due to COVID-19, and which is tested in a system based on the testing of a solution, in this case – distance education.

[4] This part of the study is based on information provided by the Monitoring and Measurement Department of the S4J project

The NAES is monitoring the process of distance education and is preparing quality periodic reports on the progress of the learning process as a whole and on the degree of implementation of the curriculum for VET providers throughout Albania[5]. Initially, the reporting process followed a vertical line starting from the subject teacher who had to report the progress of the implementation of the plan for his subject. It was then reported in writing, via e-mail, to the school director and deputy director. The deputy director was to prepare a daily summary report, which as for the instruction no. 9 (23.03.2020) was unified and sent to the NAES.

Aiming at real time monitoring of the implementation of the online learning and process automation, the S4J project in collaboration with the NAES developed: reporting forms on *Google Sheets*[6]*,* guidelines on how to fill it out, assistance in filling out the forms, aggregation and processing of the results. For each of Albania's 35 vocational schools, the project created a dedicated electronic file based on the educational directions and profiles they teach. Reporting is based on the type of subjects, general and vocational, as well as by classes. Schools report on the active number of enrolled students, the number of students participating in the online learning as well as planned and carried out lesson hours for the reporting period. Moreover, for each class, subject and educational direction is reported the method used for the online learning: *WhatsApp, Google Classroom, MesoVET, Zoom Meeting,* etc*.*

Once the information from each school is filled out, the data is automatically coordinated in a summary document where general tables and graphs are produced for all schools, as well as individual data for each school.

2.2. Technical Support to Teaching Staff & "MesoVET" Platform[7]

S4J support towards vocational schools during isolation due to COVID-19 came naturally. Since the beginning, S4J project has promoted an integrated approach to new ways of learning in which the access to technology has been combined with technical support to teachers, as a necessary provision for carrying out the learning process. The abrupt transition from classroom education to distance education was challenging for many VET teachers; therefore, S4J intensified its efforts for providing technical support to teachers in both aspects, technically and pedagogically.

Projects' partner VET schools have benefited more as their staff is familiar with blended learning techniques and some of them applied learning via online platforms even before the lockdown; however, switching entirely online was a new experience for them too. S4J had to be positioned

[5] Based on the instruction of MESY and order no. 826 of the National Agency for Employment and Skills (NAES) each vocational school has developed a work- plan for distance education with defined tasks and the organization of distance education using digital communication technology. The internal orders of school directorates have recommended the coordination of work through the WhatsApp groups. These groups are created by school management and class teachers who also determine the form of communication to enable further steps in the development of subjects as per the formal teaching schedule.

[6] See Annex 8.4 The Content of the Form.

7 This section is based on the data provided by the 'New Ways of Learning' line of the S4J project.

as a technical supporter for distance education due to the lockdown and measures taken to prevent the spread of the pandemic.

The objectives of technical support provided by the S4J to VET for distance education include:

- Promoting and supporting initiatives in terms of quality in distance education;
- Promoting and using MesoVET as a proven system for managing the learning process;
- Introducing MesoVET to non-partner schools of the S4J project;
- Recognition of distance education pedagogy from the planning to the evaluation;
- Technical support for the use of the MesoVET platform to teachers and students;
- Capacity building for the development of digitized teaching materials;
- Capacity building for interactive modification of teaching materials;
- Documentation of the techniques and experiences and their sharing among teachers;
- Creation of practice communities among teachers teaching similar subjects;
- Promoting the online modalities for continuous professional development.

For the achievement of these objectives, the project has supported with:

- over **50** training webinars;
- support for the development of **71** new subject modules; and
- other activities described below in which participated **662** teachers.

All professional support provided to teachers is considered as an opportunity to get closer and to understand the critical needs of teachers. A flexible approach has been used which initially focused on designing interactive materials and uploading them to MesoVET, then on distance education pedagogy, on improving the use of the platform by students and teachers and finally on reflecting and documenting the good practices. The table in the Annex 8.2 summarizes this technical support and the decisions taken upon the conclusion of each activity.

3. METHODOLOGY

This is the second study carried out since the closure of schools on March 9, due to COVID-19. The main purpose of this study is to document, monitor and recommend continuous improvements of the distance education process for VET institutions. Based on the recommendations of the first study, some of the instruments have been improved.

Objectives of the study:

- Analyse the methods being used for carrying out distance education in VET and the change of the process from the beginning of the quarantine period;
- Comprehend the experience of teachers and students engaged in the education process at home conditions;
- Analyse how the use of platforms by teachers and students has changed;
- Understand challenges, lessons learnt and address suggestions concerning distance education.

To gather the information, quantitative and qualitative methods were combined.

3.1. Participation in the Survey

All teachers (N = 434) and students (N = 5729) of 10 vocational schools were invited to participate in this study. The schools involved in the study are geographically spread throughout the country and cover the most diverse educational directions and profiles in VET. The participating schools in this study were from Tirana - 2; Shkodra - 1, Berat - 2, Lezha - 1, Vlora - 2 and Elbasan 2.

Participation of teachers in the survey

A total of 76% of teachers participated (n = 330). Pavarësia School in Vlora has the lowest participation with 61%, Hamdi Bushati and Kolin Gjoka in Lezha with 66%, Kristo Isak School in Berat with 89%, while all teachers of Stiliano Bandilli and Tregtare Vlorë schools participated.

Participation of students in the survey

A total of 45% of the students participated (n = 2596). Given the large population of students and having the aim to obtain the most representative data for all schools, data were statistically weighed, considering the number and percentage of students for each school (detailed in the Annex 8.4)

Both teacher and student questionnaires were designed and administered via *Google Forms* platform. First, we conducted the student survey, April 30 - May 4, 2020, and then the teacher survey on May 4 - 15, 2020. In this second wave of questionnaires, a group of questions that were similar to the questionnaires of the first wave were left unchanged for comparison purposes. On the other hand, questions in the teachers' and students' survey were unified to increase the

prospect of comparing their perceptions. The data were processed with SPSS 26 and EXCEL statistical packages.

3.2. Participation in Focus Group Discussions

To further analyse changes that have occurred in the process of the online distance education in S4J partner schools, focus groups of students and teachers were also created. Discussions with these groups took place from 9th to 14th of May.

Participating teachers and students

26 teachers and 22 students got engaged in 7 focus groups via ZOOM platform. For the selection of participants the following attributes were considered:

- Geographic distribution;
- Use of digital of platforms;
- The way apprenticeships were carried out.

The main goal of creating focus groups was to understand in-depth the experiences of the teachers and students regarding distance education and the validation of results of the quantitative study. The guideline for the focus groups was developed based on the same issues addressed in the questionnaire. The three key components of the discussions were:

- ❖ Changing routines of teachers and students with the online distance education.
- ❖ Platforms used for teaching; strengths and weaknesses of each and suggestions for improvement.
- ❖ How the hours of apprenticeship are carried out, how the objectives are achieved, etc.

The meetings lasted an average of 1.5 hours, at convenient times for the participants. Discussions in focus groups were recorded and transcribed for the purpose of this study.

3.3. Ethical Consideration

All research undertaken for the purpose of this study was conducted in accordance with the ethical principles and in compliance with the Swisscontact code of conduct. All information gathered from surveys and discussions was used only for the study and on behalf of the S4J project. All interviewees were aware of the topic of conversation and shared the information openly and without any hesitation. The meetings of the focus groups were recorded with the approval of all participants in order to transcribe the discussions only for the purposes of this study. The questionnaires are preceded by an introduction which explains the purpose of the survey and ensures both students and teachers for respecting and protection of data or non-collection of personal data. No identifiable data and participants were collected in any of the surveys. The participants were informed about the use of the data and their protection.

4. FINDINGS OF THE SURVEY & FOCUS GROUP DISCUSSIONS

4.1. Addressing 1st Study Findings & Recommendations

Table 1: Addressing findings and recommendations of the first study

Findings of March 2020	Recommendations	S4J Measures	Results of May 2020
82% of the students and 64% of the teachers are using *WhatsApp* for distance education **15.6% of the teachers and 33% of the students are using digital platforms** **31 virtual classes** **702 users in total** **103 teachers are users**	Strengthening of MesoVET platform Teacher training on how to use the platform	45 online webinars (662 participants) supporting the use and enrichment of the platform A series of videos on how to use the platform Use of social media for promotion purposes Dedicated technical assistance 24/7	**64% of the students and 67% of the teachers are using digital platforms for the online distance education** **96 virtual classes** **3851 users in total** **417 teachers are users**
35% of the teachers have asked support for teaching materials **15% of them have asked professional development and updating** **Teachers are willing to get involved in the development of teaching materials**	Enriching MesoVET platform with teaching materials, focusing on materials for the state Matura Involvement of teachers in developing teaching materials and the enrichment of the platform	56 people trained to upload materials; Creation of 3 practice communities with 43 teachers; 3 interactive online courses for developing & uploading teaching materials; Preparation of a protocol for developing & uploading materials; Training program on developing materials, by a Swiss company.	**17 teachers engaged, as first authors, in teaching materials and 96 engaged in revision and improvement.** **41 subjects/modules established as new virtual spaces with teaching materials.** **3 preparatory courses for the state Matura subjects, which cover 100% of the orientation program.**
89% of the students use cell phones for learning **14% do not have internet access at all.**	Investment in digital infrastructure to handle tonline learning	Support to 53 students of Shkolla Tregtare in Vlora with Internet access and cell phone SIM cards.	**All students attend distance education, mainly via WhatsApp and 50% used also MësoVET.**

50% of the teachers evaluate project assignments and questions **Students ask for:** **15% - more video** **21% - shorter materials** **28% - other materials**	Training of teachers on distance education, with a digital training module on distance digital teaching.	5 webinars on: Planning, Teaching Materials, Platforms, Evaluation, Professional apprenticeship, Psychosocial Support. 5 online courses with tools and materials	**81% of the teachers indicate the support provided by S4J project has been very beneficial.**

4.2. Teacher Survey & Focus Group Discussions Findings

330 teachers participated in the second wave of the survey with an increase of 33 participants compared to the first survey. The average age of the participating teachers is 45 years old.

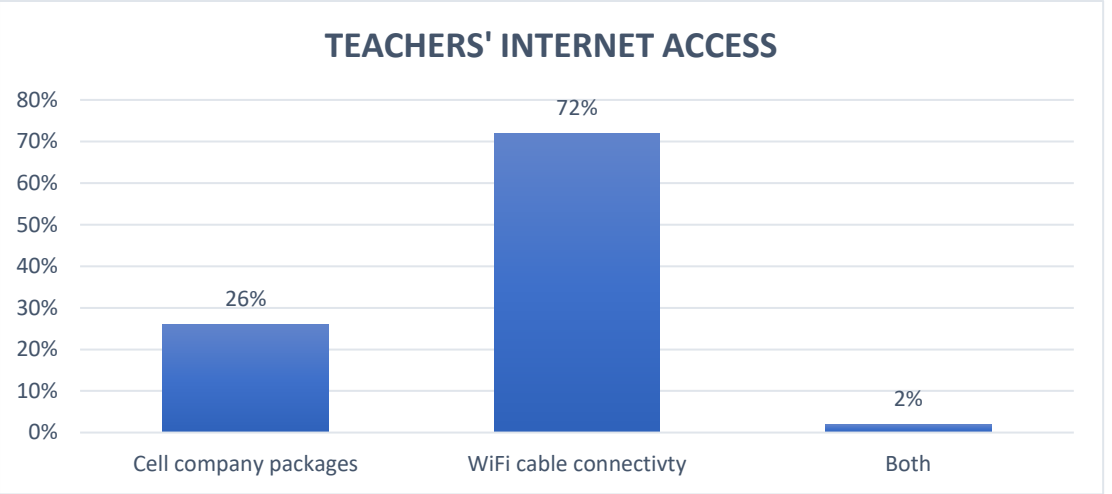


Figure 1: Teachers' internet access

After a difficult start, challenged by a situation requiring immediate intervention and the use of technology and platforms not very well known by them, teachers are enthusiastic about how they coped with changes and how the distance education is being carried out. Meanwhile, the workload of teachers has increased, as the preparation of teaching materials and the organization of teaching requires more time. There is no basic literature for some subjects and some of the teachers say that they have many teaching hours.

> ***"The communication method has changed and we were unprepared for both new methodology and infrastructure"***
>
> Teacher, Technical Economic School, "Business-Economy" direction

> ***"Moving from classroom to home has its effects on both teachers and students. For the vocational theoretical subjects there aren't actual textbooks, this has forced us at all times to be in search of information, processing and use of teaching materials, including digital methods."***
>
> Teacher, "Kristo Isak" School, "Business-Economy" direction

It is also worth mentioning the fact that the monitoring and reporting procedures have changed, thus increasing the burden on teachers. The same information is often requested by several institutions, such as the NAES, the District Education Office, the line ministry, etc., which indicates lack of coordination among them. Changes in guidelines for the organization of teaching from home have been ongoing, which has brought forth more difficulties for teachers.

> ***"Another problem is that the instructions provided to us change often and some time they overlap / override each other."***
>
> Teacher, "Hamdi Bushati" School, "Business-Economy" and "Tourism & Hospitality" direction

From the discussions in the teachers focus groups, it is clear that over time they have used all their opportunities to improve the communication with students, teaching materials, use of digital platforms, etc.

Distance education has had its impact on how teachers and students interact virtually. Most of the teachers, **61%**, say they meet with their students 4 times per week or more, **30%** say they meet 2-3 times per week and only **8.4%** meet once a week. Nearly half of the teachers, **47%**, report that virtual lessons exceed 90 minutes while **7%** spend less than 30 minutes for each lesson with students.

Some teachers indicate that maintaining contact and interaction with all the students is difficult. The difficulty is related to internet access and the necessary equipment, as well as the lack of interaction and the decline of students' interest.

"The group of active students remains active; those who are interested in technology do get involved but their interest is short-lived."

Teacher, Teknike Ekonomike School, "Business-Economy" direction

"In vocational schools we face difficulties because our students come from families in economic and social difficulties."

Teacher, "Pavarësia" School, general subject

"The use of platforms makes the lessons interesting and in the beginning the students were reacting very well but later their interest dropped. For some it may be the lack of internet because we have students who come from poor families"

Teacher, Tregtare School, "Business-Economy" direction

Meanwhile, it seems that the instructions on how the academic year will be closed, published by the media, seem to have affected the degrease of students' interest and commitment.

"The first two weeks, until the conditions were improved, it was difficult and the interest was low. After the initial phase, interest increased. In the last two weeks I saw again a drop in students' interest. Their reactions were minimal. I believe this was influenced by the media claiming that this year students will be relieved of some obligations."

Teacher, "Hamdi Bushati" School, "Business-Economy" and "Hospitality-Tourism" direction

Some of the students also see positive elements in the distance education such as avoiding noise that can be created in the classroom, avoiding the distraction by other students, and also higher teacher's focus and productivity.

"Online learning also has its positive sides - noise and distraction that may come from others is avoided."

Teacher, "Hamdi Bushati" School, "Business-Economy" and "Tourism & Hospitality" direction

In discussions with the teachers we noticed an attempt not only to adapt to the technology but also to the new ways of disseminating knowledge and the new ways of interacting with students.

> ***"To encourage students, we also thought to organize a competition: "Cook my grandmother's recipe". So far, the students are submitting recipes. It is thought that winners will be awarded symbolic prizes."***
>
> Teacher, "Kolin Gjoka" School, "Tourism & Hospitality" direction

> ***"…I have even created a group of parents as a way to encourage the engagement of the students who tend not to be active online, but parents do not always respond."***
>
> Teacher, "Gjergj Canco" School, "ICT" direction

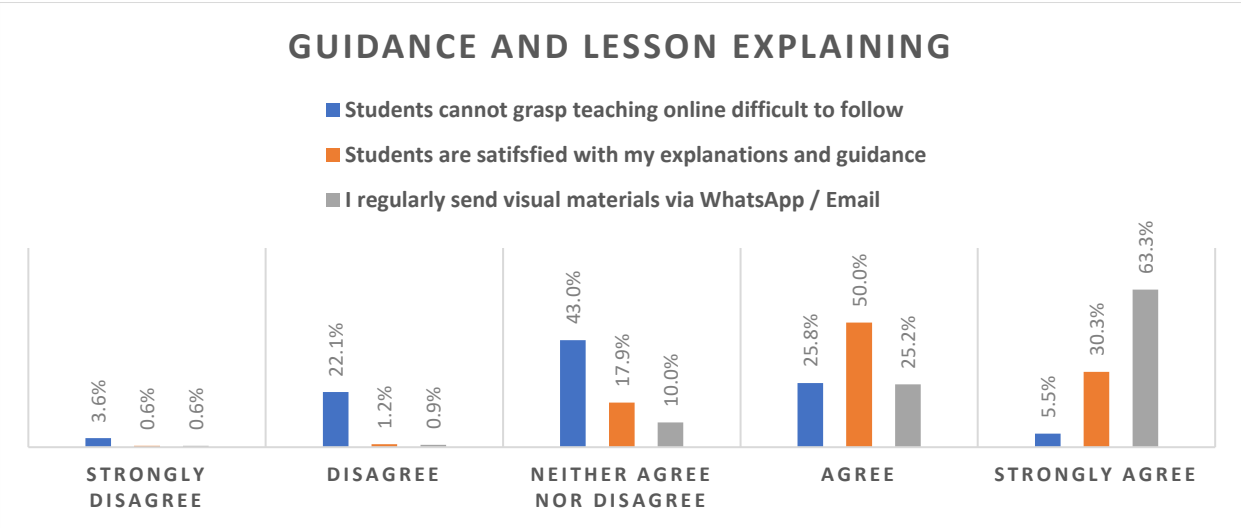


Figure 2: Students' approval of teacher explaining and guidance

Homework (assignments) and materials

The format of homework, explanations and materials used has changed. They are formatted in order to be sent through social communication platforms, of which:

- **45%** of the teachers send their explanations for their subject;
- **28%** of them send video-phonic recordings;
- **16%** send exercises and homework; and
- **7%** send discussion points.

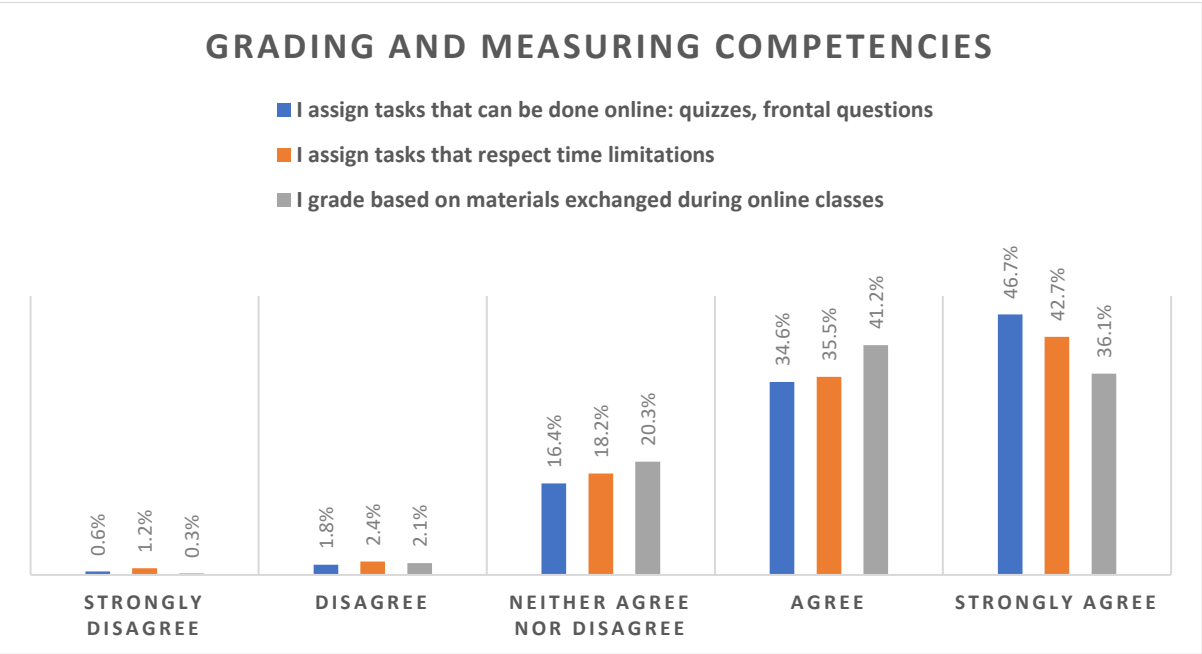


Figure 3: Teachers' self-approval of grading

Teachers stated they use a variety of materials, such as audio-visual materials, diagrams and more so, which they sent to students through different platforms. The major difficulty with teaching materials is often their lack of availability while their preparation takes a long time. Many teachers spoke about materials they had worked on during this period and the difficulties they had encountered.

> ***"I aimed to illustrate the information through diagrams to make it more understandable, but it takes time. It also takes time to prepare tests and other materials. It is a challenge to create a virtual class and to convey the necessary information to students and make it understandable to all."***
>
> Teacher, "Hamdi Bushati" School, "Business-Economy" and "Tourism & Hospitality" direction

Apprenticeships

The most affected by the situation seemed to be apprenticeships, which changed in both their organisation and format:

- **60%** of the teachers organise apprenticeships in a home-learning situation;
- **20%** of them indicate they use projects for practical learning; and

- **18%** of the teachers say they use the same format as per the theoretical subjects.

During focus groups discussions, teachers revealed that managing practice hours is a difficult task to accomplish online. Teachers shared quite interesting experiences of how they engaged their students in practical work. The practice was usually carried out once a week through various home-based projects. In the 'Information and Communication Technology' (ICT) and 'Business-Economy' profiles, carrying out practice hours demanded continuous access to electronic devices and internet. On the other hand, for schools not lacking infrastructure such as "Gjergj Canco", carrying out practical learning was easier and more effective.

> ***"I don't think apprenticeships are being effective. Teachers responsible for the apprenticeships found themselves unprepared for such a situation. They did not have the necessary tools to carry out apprenticeships at home. These teachers are simply using Youtube videos and are not even translating or adapting them to respective curricula."***
>
> Teacher, "Gjergj Canco" School, "Electrotechnics " direction

Teachers explained that in practical subjects and particularly in the ICT profile, even low-grade students had become more active during this period. Opinions on why this happens vary: some teachers believe ICT students are more inclined to practical tasks, while some others believe that having the opportunity to consult with relatives for accomplishing tasks increased students' performance.

The group of teachers teaching apprenticeship modules say that MesoVET was particularly useful in apprenticeship classes, since the platform is tailored for vocational education.

> ***"Carrying out practical learning classes depends on the characteristics of the subject. When comparing first-year and fourth-year students, the difference is obvious. Students of the first year, in addition to being more passive, associate apprenticeships exclusively with businesses. Despite our efforts, they still feel apprenticeships are lacking. Quite the opposite is true with last year students who have received guidance and theoretical materials and try to practice at home. To give students the experience of apprenticeships in businesses, we tried to engage business instructors. They also participated in students' evaluation."***
>
> Teacher, "Kolin Gjoka" School, "Tourism & Hospitality" direction

Equipment

Distance education is typically carried out using mobile phone devices. More than half of the teachers, **52%**, use personal mobile phones and the rest use computers (desk / laptop). Almost all the teachers (**92%**) state they have constant internet access and **69%** of them have WIFI internet with cable lines, and **21%** have cell phone packages. Only **2%** of the teachers stated they do not have internet and **6%** of them do not have a regular and continuous internet connection.

Learning virtual environment

Even though WhatsApp continues to dominate distance education with **76%** of teachers using it, rates have changed. Teachers have transformed the education process by combining platforms to optimize the teaching process. **67%** of them say they use one single digital platform or combined with *WhatsApp*, *Facebook* or *Zoom*. However, almost a third of the teachers do not use any digital platform; instead they use only *WhatsApp* groups (**32.4%**).

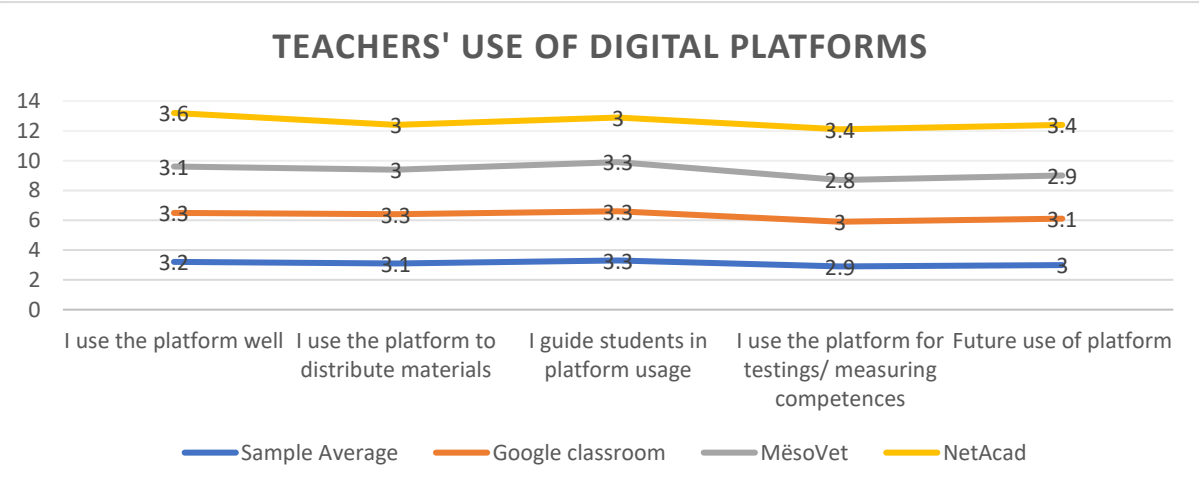


Figure 4: Teacher's ratings of digital platform usage

The findings from teachers' questionnaires were confirmed by focus groups discussions. Because of initial instructions for using WhatsApp groups for distance education, teachers started out by using WhatsApp. Very soon through they started exploring other digital platforms with significant differences in numbers. It is not easy to clearly define the specific platforms used. Focus groups show that teachers used different platforms depending on the subject and available materials. Subjects with available materials at MesoVET were taught via this platform; while other platforms were used when materials for a specific subject were lacking. While Google Classroom was used as a subject portfolio, MesoVET was used for tests, materials, diagrams, videos, etc. All teachers continue using Whatsapp but the method of use has changed for the vast majority.

For some teachers, infrastructure remains a problem. 52% of them say they teach through mobile phones. In focus groups discussions it was pointed out that it is more difficult to interact with platforms via mobile phones; this explains why a significant number of teachers rely on WhatsApp and fewer on platforms.

"…Initially, we all started teaching through WhatsApp groups. For subjects available at "MesoVet.al", we used that platform. I also used "Zoom" and "GoToMeeting."

Teacher, "Kristo Isak" School, "Business-Economy" direction

From the discussions it turns out that teachers who have been previously trained for the use of the platform were better prepared for this situation and their transition from classroom to online teaching via the platform was easier.

Teachers appreciated the fact that the platform was dedicated to teaching in VET, it has qualitative and interactive materials suitable for their subjects, facilitated the interactions between teachers and students, etc. However, teachers indicate that using the platform was not easy, it required stable and strong internet connection, it was difficult to use on mobile phones and it lacked materials for all subjects, which limited its use.

One of the main issues raised by teachers was the constant need to enrich the platform with materials. Some teachers even questioned the sustainability of the platform, considering that MesoVET is provided by the S4J project. How feasible is the platform's functionality once the project is completed?

Teachers not having used the platform extensively emphasized the need for more in-depth training for future use. Since the whole attention was focused on the state Matura and final evaluations for this academic year, teachers have limited opportunity and time available to learn how to use a new platform.

All teachers participating in focus groups rated the platform as very important and indicated it should be used in the classroom when schools reopen.

"Many students were previously familiar with the platform. I created my own class. Some of them have difficulty using it; perhaps it has to do with the majority using mobile phones for distance learning. The workload teachers have makes it difficult to dedicate more time to the platform, but with the reduction of the workload things will change. The possibility of exchanging materials facilitates and improves the process. The platform needs to be enriched and updated with more materials. I find the use of the platform helpful."

Teacher, Teknike Ekonomike School, "Business-Economy" direction

"Teachers should have access to every course and not just one specific course. It often happens that there is a combination of subjects; a teacher needs to be able to find information that is not part of the course to which he/she has access to."

Teacher, "Gjergj Canco" School, "Electrotechics" direction

"The problem with MesoVet is that it is a large application and teachers are not fully trained / skilled to download and upload materials."

Teacher , "Gjergj Canco" School, "Electrotechnics" direction

Teachers seem to have more self-confidence using digital teaching platforms, as per their perceptions measured by a scale of 0 - 4. Teachers feel confident they have the skills to use digital teaching platforms (average = 3.2) and for sharing and posting materials via the platform (average = 3.1). They have the ability to guide students for the use of digital platforms (average = 3.3). Teachers are less familiar with the use of platforms for conducting tests and for evaluating their students (average = 2.9). At the same level, they are asking the use of digital platforms in the future (average = 2.9).

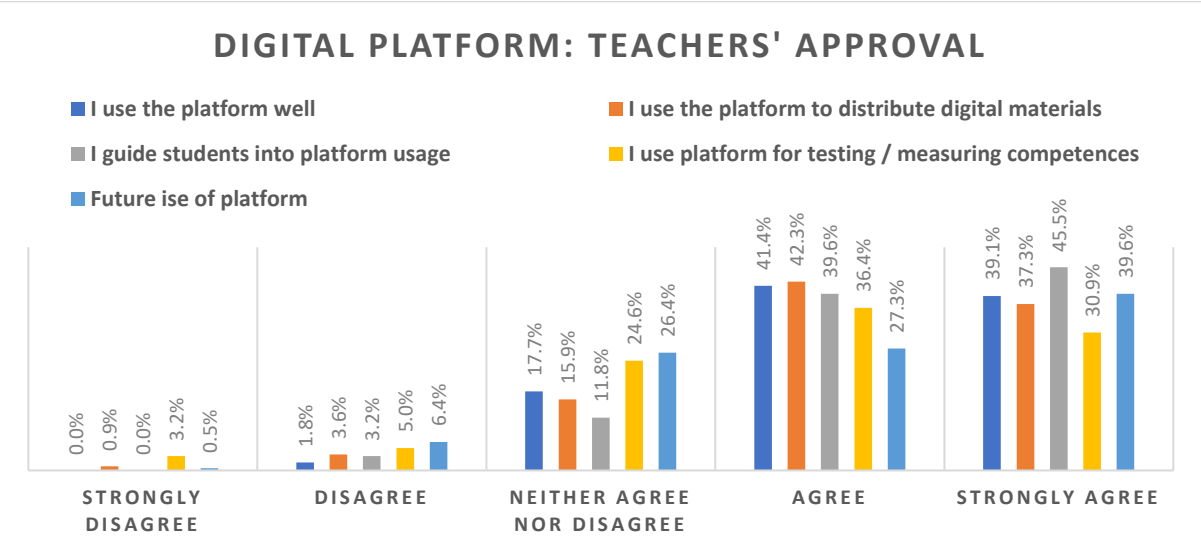


Figure 5: Teachers' approval ratings for digital platforms

Another question relates to the use of the *online* learning in the future:

- **48%** of the teachers indicate they will continue using these methods in the future;
- **41%** are not sure whether they will continue or not using this format; and

- **11%** are sure they do not want to use the online learning in the future.

These figures also indicate the fact that teachers have embraced distance education to a large extent and have dismissed their uncertainty associated with distance education techniques.

4.3. Findings of Student Surveys & Focus Group Discussions

2596 students participated in the second survey; 7% more compared to the first survey. The largest number of participating students comes from two schools in Tirana supported by this project.

Students currently studying in the 11th grade have the highest representation in the survey with 30% of the participants. The least represented group is the 10th grade with 22.3% of the participating students. Participation in the survey is dominated by the students studying "Business-Economy" (26.5%) and those studying "Tourism & Hospitality" (23.2%).

90% of the students use mobile phones for distance education, while only **49%** of the students have unlimited internet access. The number of students who do not have access to internet remains the same, **14%**. **71%** of students access the internet via WIFI (cable) and **26.5%** use internet packages from mobile companies.

83% of the participants attend distance education via WhatsApp. **61%** of the students seem satisfied with the distance education system chosen by their school and **72%** of them say they regularly and actively follow distance learning. **65%** of the students say they can regularly attend discussions during distance education. Students like interactions with each-other (**71%**) and communication with their teachers. Three out of every four students say the messages they receive from their teachers are clear and **71%** of them say they are satisfied with the explanations and instructions they receive from teachers. **34%** of the students say they do not understand what is being taught due to difficulties of distance education.

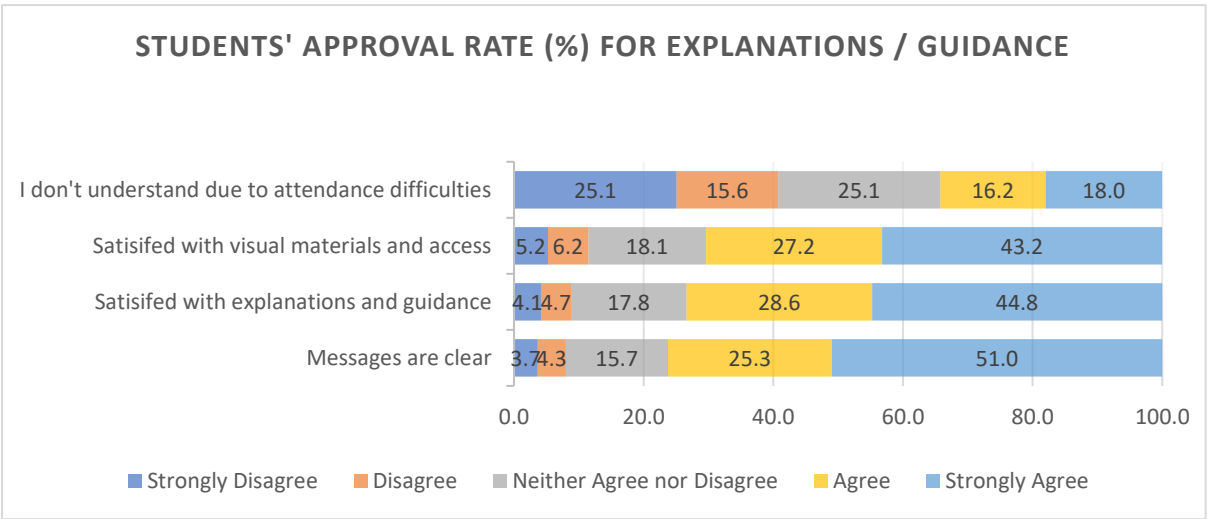


Figure 6: Students' approval of the explanations and guidance in distance education

Even in focus groups discussions students shared the same opinion with their teachers regarding the gradual improvement of distance education. While in the beginning they seemed to have difficulties, gradually the situation seemed to have normalized. Students wo did not have problems with equipment and internet connection seem to have adapted best.

> ***"Initially, online learning started with some difficulties because the situation found us unprepared. Then, after we overcame difficulties of the initial phase, the situation normalized."***
>
> Student, "Pavarësia" School, "ICT" direction

> ***"Personally, had no problems with equipment and internet, as I have a computer and WIFI-connected internet. In my class everyone has a phone but connecting to internet can be challenging for students living in areas with no internet coverage or for those who use the internet through mobile company packages."***
>
> Student, "Kolin Gjoka" School, "ICT" direction

An important element is the active engagement of the students in the learning process. Some students say that the use of technology has made teaching more attractive and they have become more active. Meanwhile, other students say this way of teaching has increased fictiveness in evaluation, as now students can copy or receive help from others.

> ***"I have noticed that those students who were inactive in the classroom are now becoming more active. I believe that the use of technology has increased their interest. During this period, I have noticed that even students who were not active before asked me for help on exercises. This shows an increase of interest, which is a good thing."***
>
> Student, "Hamdi Bushati" School, "Business-Economy" direction

Evaluation

There is a **5%** drop in approving evaluation methods used by teachers compared to the March survey, reaching **65%**. Even in the current survey, evaluation by teachers seems to be dominated by class-questions (**55%**), quizzes and projects (**44%**) and group work (**22%**). This shows that it is still difficult for teachers to modify evaluation methods to adapt to distance education. It is a concern for students too. Some of them seemed generally satisfied, but when explaining the

evaluation methods used by their teachers, they focused on difficulties and sometimes on the fictiveness of the evaluation.

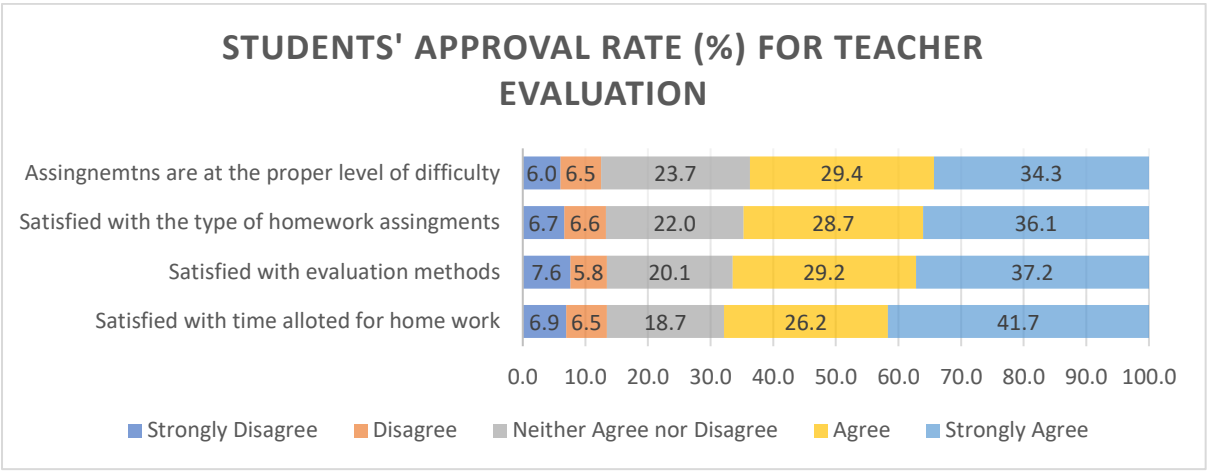


Figure 7: Approval rate of students for teacher evaluation and grading

> ***"Evaluation is challenging because some students copy their answers from other students. Evaluation methods used by teachers are tests, quizzes, or questions that we need to answer by recording our voice."***
>
> Student, "Kolin Gjoka" School, "Tourism & Hospitality" direction

Virtual learning environment

64% of the survey participants use digital platforms for learning. This indicator is significantly higher compared to the situation in March, when it was only at the level of **20%.** When asked which platforms they combine the use of *WhatsApp* with, students mentioned *MesoVET* (**34%**) and *Google Classroom* (**29%**).

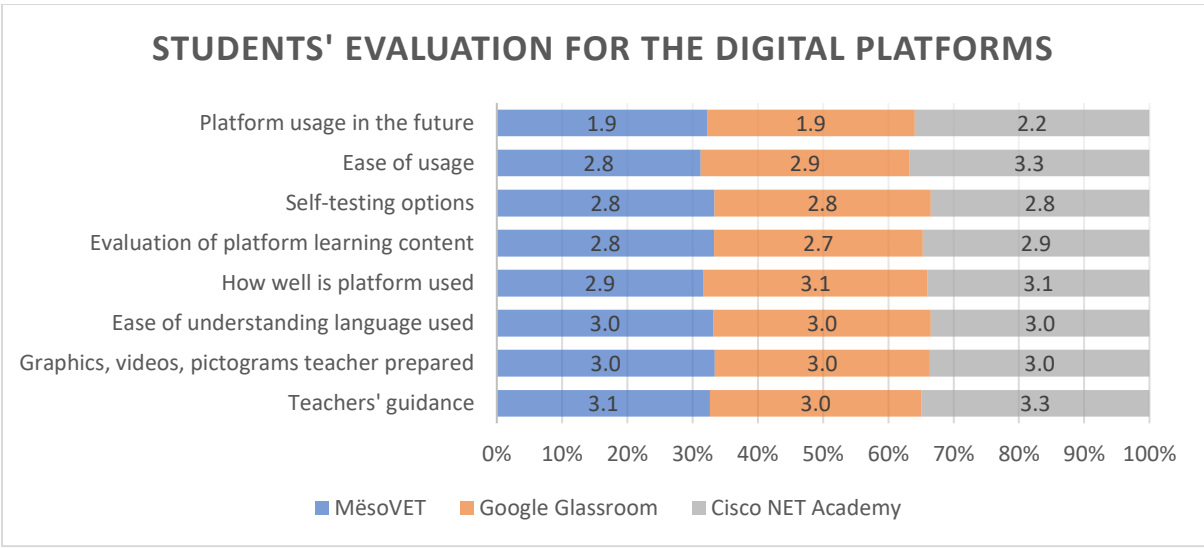


Figure 8: Students' evaluation for the digital platforms in use

One out of four students state they use digital platforms both during and after school, whereas **20%** of the students are satisfied with their use during class. For **69%** of the digital platform users, the level of use is perceived as good or very good, and the platforms are easily usable for **61%** of the survey participants. For **71%** of the students who use digital platforms, the language used in them is understandable; this is mainly related to MesoVET which is offered in the Albanian language. At the same level, **71%** of the students are satisfied with video materials, diagrams and graphs uploaded by teachers on the platforms. **61%** of students are satisfied with the content of teaching materials on the platform, such as books, magazines, etc.

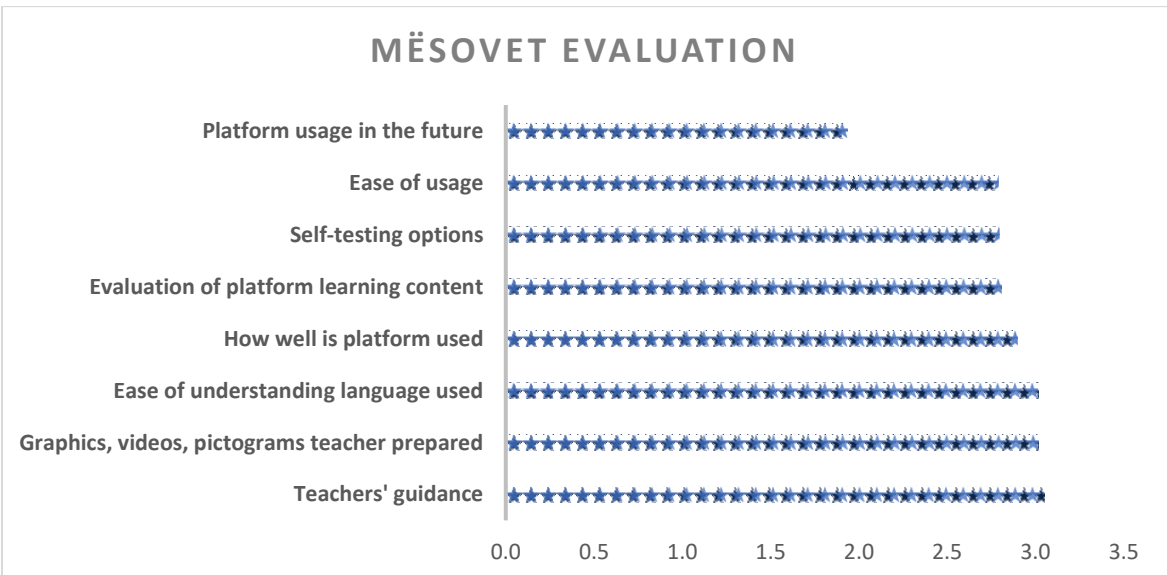


Figure 9: Students' evaluation of MesoVET platform

39% of the students are planning to use digital platforms in the future for the learning process, while **29.5%** do not agree with the continuous use of platforms. Students remain critical towards the content of teaching materials on the platform, and **30%** of them say they should be enriched with more complete and concise materials and with greater opportunities for online discussions. On the other hand, **69%** of the students are satisfied with visual materials sent by teachers and

with unlimited access to them. Almost 2/3 of the students (**65%**) say the time available to do homework is suitable and **62%** consider the level of homework difficulty to be appropriate. **52%** of the students are satisfied with homework teachers assign to them.

Students not only use platforms as instructed by teachers for assignments, materials or tests, but also for reading various materials and watching professional videos. Most of the students said that MesoVET is mostly used for apprenticeships and for vocational subjects, while general subjects are taught/learned via *WhatsApp.*

A small number of students found it difficult to access the platform from their mobile phones, while the rest believed this was not the case. One of the things students appreciated was the fact that didactic materials on the platform were dedicated to their program or study profile. The main suggestions of students concern the possibility for more interactive communication.

> ***"The platform is helpful and easily usable. One drawback I have noticed is that it does not provide the option of communicating among students and teachers with sound and image."***
>
> Student, "Pavarësia" School, "ICT" direction

Students also highlighted the advantages of the MesoVET platform compared to WhatsApp.

> ***"Compared to WhatsApp, MesoVET has many positive aspects because it enables learning through videos, quizzes and various materials. On the platform, the order of the lessons is very clear, while on WhatsApp lessons are not clearly listed and materials are intertwined."***
>
> Student, "Kolin Gjoka" school, "ICT" direction

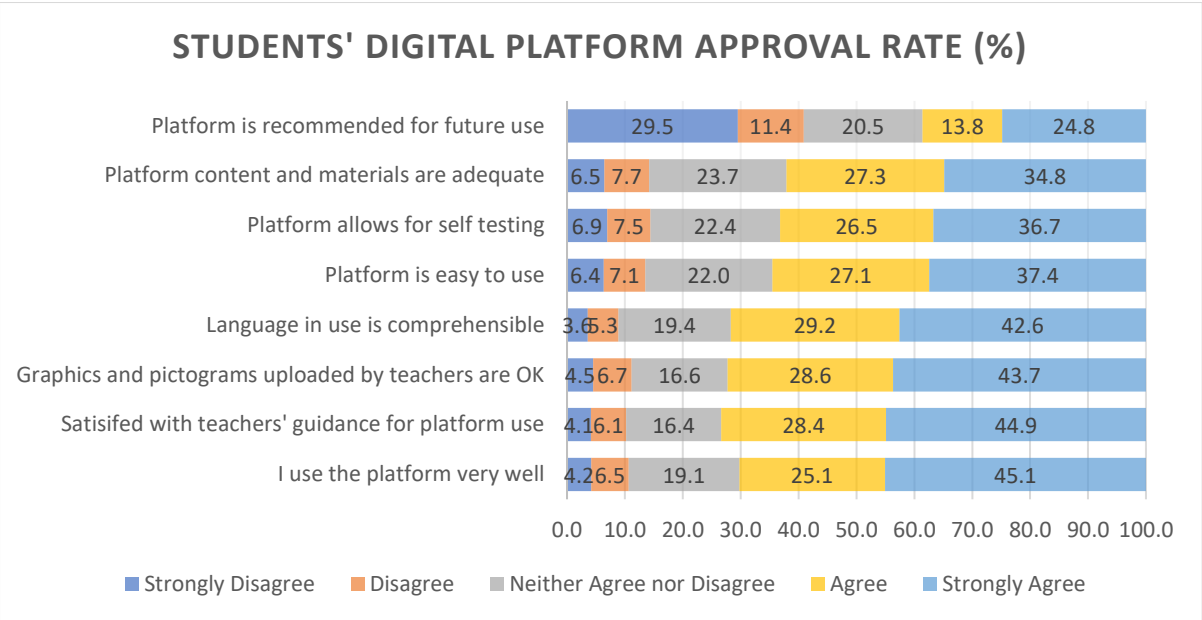


Figure 10: Students' approval rate for digital platform use

Apprenticeships

More than half of the students indicate they are carrying out apprenticeships at home. The portion of students carrying out project-based practice at home is reduced from **31%** to **23.3%**. Only **9%** of the students compared to **17%** in March say they do not carry out apprenticeships. **17.3%** of the students say they carry out apprenticeships as a theoretical subject.

MesoVET platform turned out to be helpful for apprenticeships. Students laid out different cases of carrying out their apprenticeships at home through different projects. This reflects teachers' efforts and creativity to make apprenticeships possible.

> ***"The practice teacher uploads illustrative videos on what we have to do on MesoVET platform. After we work on the project, we upload it on the platform. For example, such a task has been the construction of a script which makes the connection between the database and the website."***
>
> Student, "Pavarësia" School, "ICT" direction

4.4 Findings Compared: March 2020 and May 2020

1. Use of the platforms

The biggest quantitative change from the first wave to the second wave of the survey is the greater use of digital platforms and the significant reduction of the group of teachers and students who rely uniquely on WhatsApp groups for distance education.

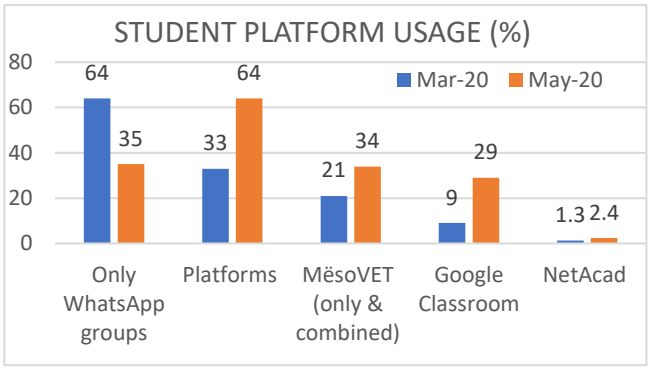


Fig. 1: Use of the platforms by students

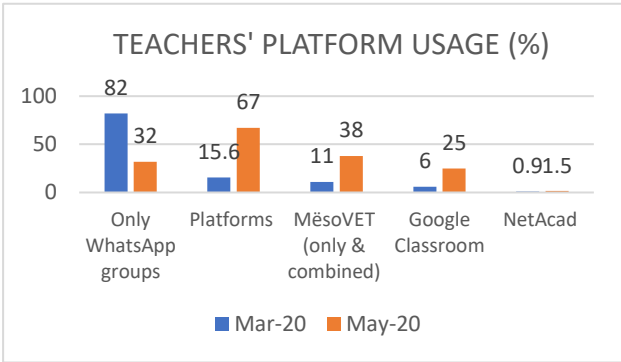


Fig. 2: Use of the platforms by teachers

The increasing number of MesoVET users makes a big difference. This is mainly explained due to the support S4J has provided to partner schools during this period. Moreover, it comes because of dissatisfaction teachers had with using WhatsApp groups for distance education in the beginning of the period.

2. Organizing the learning process

- Dexterity in using different digital platforms has encouraged teachers and students to explore different methods and platforms to move the learning process to a higher level in a short time.
- Although teachers continue using WhatsApp, its use has changed by combining it with online platforms.
- The selection of a platform /platforms depends on the type of the subject and the availability of digital materials. For example, for subjects that were available on the platform, a combination with WhatsApp was used to communicate with the students.
- A variety of materials are used for carrying out lessons, such as video and audio explanations, Power Point presentations, short materials in Word, diagrams, etc.
- Teachers pointed out different methods of stirring students' creativity and interest through the method of lesson organization and the type of tasks they used.

3. Apprenticeships

- When it comes to practical learning, teachers and students often used materials on MesoVET platform, while interacting on WhatsApp for carrying out projects. Tasks were sent to WhatsApp groups and were discussed in individual communications with students.
- MesoVET platform in particular was considered useful for carrying out apprenticeships.

- Focus group discussions on how to implement practical learning revealed positive experiences and creative ways of organizing the practice at home.
- The percentage of students who report not having carried out apprenticeships has halved, from 17% in March to 9% in May.

4. Evaluation

During the first phase, the main concerns for teachers and students were teaching materials and problems with access to equipment and internet. In the second phase the main concern is the evaluation process. Focus groups brought out various concerns, such as challenges with appropriate evaluation methodology and evaluation fictiveness, while students were concerned with the inaccuracy in evaluation and the evaluation pressure.

These concerns were clearly revealed in students' perceptions towards the evaluation process in both surveys. In the May survey, students seemed less satisfied with how they were evaluated, which for the sake of truth is challenging under the current conditions.

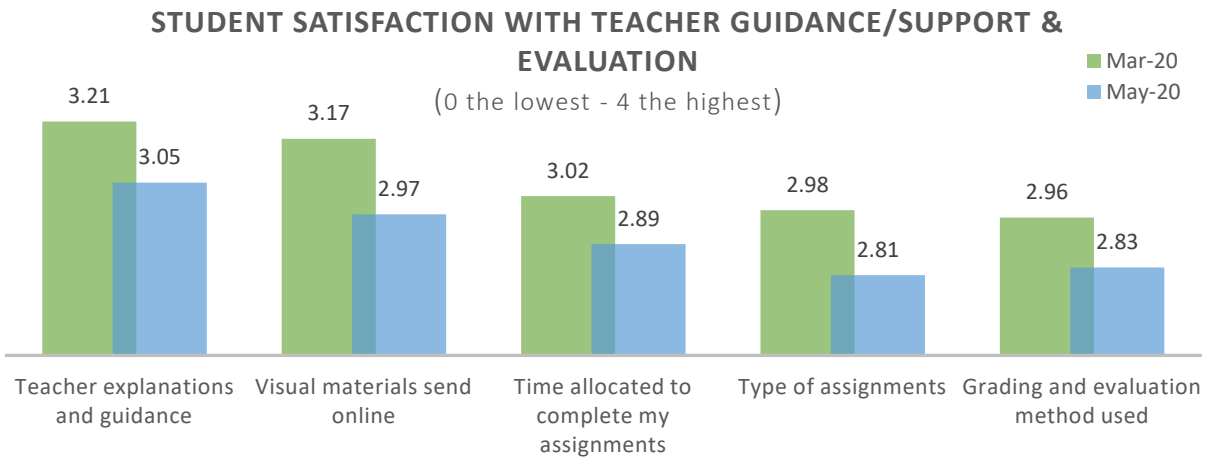


Fig. 3: Comparison between the months of March and May 2020

5. QUALITY ANALYSIS OF DISTANCE LEARNING

As indicated by survey and focus group results, distance education due to the pandemic has changed and is now headed towards the use of digital platforms. Interaction is at the core of the relationship that is established between teachers and students in the learning process.

This distance education relationship is determined by students' readiness to engage in learning as well as technology available to teachers and students to carry out the process. In the schools involved in this study, lectures and teachers' explanations on a topic were initially done via WhatsApp, for this platform was recommended by the MESY based on its popularity in communication. Due to perseverance of all parties involved and as a result of S4J support, teachers and students are now carrying out the education process by combining social communication platforms with digital platforms led by MesoVET.

Even administrative processes are being carried out via WhatsApp groups, such as presence in class, various notifications, task distribution and delivery, or even sharing instructional videos or summary of subject documents. Meanwhile, the process of explanation seems to be shifting to digital platforms, especially for technical and vocational subjects. The attempt to adapt to distance education is obvious, trying to resemble classroom-based lessons or laboratory conditions as much as possible.

Distance education based on online communication is as good as the technical qualities of networks and devices that enable communication and the opportunities to have access to them. Technical limitations are numerous, and teachers keep in mind that communication is based on mobile devices. This device previously prohibited in schools, classrooms and laboratories, became the key instrument for distance education. The learning process became more straight-forward, concise and visual-and-video-phonetic due to the digital transformation in communication. Teachers adapt lessons based on the means of communication that students and they themselves dispose of. This has led the explanation of lessons and tasks to be carried out in a way that maximizes the use of equipment for virtually distributed teaching units. Teachers have also improved their ability to communicate effectively and efficiently in a learning process with technical limitations.

5.1. Content Development

The education process is affected by and adapted to the current situation. It all started with the humble[8] goal of keeping students engaged during the quarantine. For the schools involved in the study, the utilitarian developments of the learning process were progressive, given the fact that over the last four years the S4J project has taken important steps related to the quality development of vocational education, including investment in creating MesoVET platform, a

[8] All instructions, issued by the relevant authorities, state that the distance education period will not be the basis for the final evaluation of the students. This period can only be used to improve students' grades and mark if there is progress.

version in Albanian language of the free open Moodle platform. Schools involved in the study had more than needed for a minimal commitment to the students. Surveys and focus group discussions revealed that the learning process has changed, moving towards the effective use of technology to get as close to classroom teaching as possible.

Both students and teachers are demonstrating hight accountability in carrying out the education process. This accountability has brought about changes observed in the explanation process, which in the schools involved in this project, is moving towards combined teaching methods and for the explanation process are used at least 2 forms of distance engagement as well as several types of communications combined together.

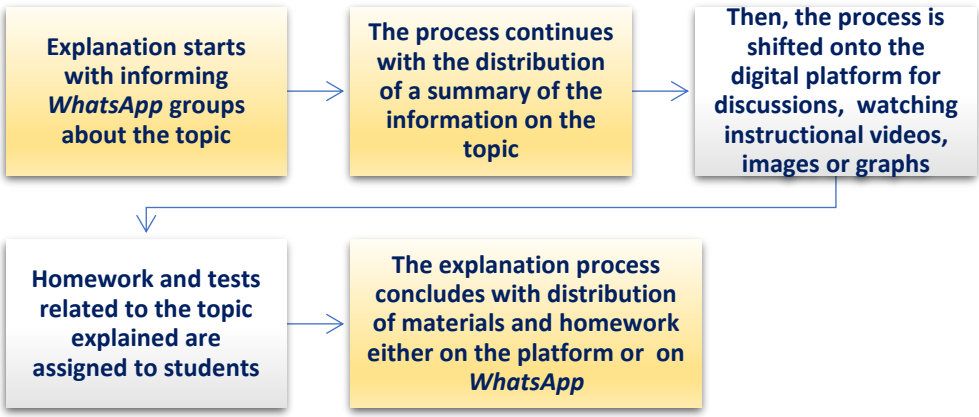


Fig. 4: Conceptual scheme for the organization of a distance education class

Schematically you can see how a common lesson is organized, which was presented in focus groups discussions. Teachers choose the suitable platforms and methods depending on the subject, availability of materials, the type of teaching activity, etc., which makes us believe there is no single unified organization model for everyone.

Introduction to new topics, concepts and processes for vocational education subjects is challenging, particularly for first-year students. Without digital technology, the topic explanation process would not be carried out. This is clearly confirmed by students who in almost 30% of the cases, even when they have the chance to engage in distance education, fail to understand concepts or topics introduced.

The organization of apprenticeships, as part of distance education, has undergone some changes, which based on surveys and focus groups discussions conducted during the second survey, are:

- Structural - the foundation of professional apprenticeship has become watching tutorial videos and working with documents and materials found at home;
- Technical - processes are introduced and taught remotely using what is available on digital platforms or using other circumstantial tools at home;
- Substantial - as with theoretical learning, the goal remains to get engaged and putting forth the maximum efforts in limited options without claiming to develop competencies.

- Formative - a good part of professional apprenticeships has now been replaced with virtual projects which are attended from distance.

The process of carrying out apprenticeships seems to have become a formality, since a significant number of students say that practical learning is being carried out the same way as theoretical subjects. Although apprenticeships are being carried out, it remains a challenging process, particularly when relying only on the exchange of videos or photos via WhatsApp.

Learning based on combined methods: theoretical knowledge, apprenticeships and digital and distance education, seems to have become part of the new reality that in vocational education even post COVID-19 pandemic. These changes have paved the way for reviewing the regulation of the learning process and combining classroom-based learning with other learning methods, based on digital technologies and online learning platforms.

The process of measuring/evaluating knowledge attained during distance education remains challenging. There is a fair concern among teachers about the likelihood the students might be copying/cheating in the exams sent via WhatsApp or digital platforms.

5.2. Role of Technology in Distance Education Process

Integrating digitalization into the learning process due to quarantine has improved the collaboration and democratic spirit of the learning process. In this new learning environment, the teacher has a guiding role while the relationship certainly requires the active engagement of students, giving them a central role. Virtual or online discussions, blogs and chats have taken the place of classroom dialogues.

5.3 The Missing Link: Students Without Internet Access

As revealed by surveys, not all students were able to follow the online distance education. What is happening to those students? Are these signals of dropouts or otherwise distance education dropout?

The S4J project made an estimation of this group of students spread out in 9 vocational schools. 80 students were asked based on the school information on the tendency to drop out of distance education. The students participating in the interviews were:

- 80 % male and 20 % female;
- 49 of them live in rural areas and 31 in urban areas;
- 23% of the students were in the first year of their studies, 24% in the second year, 24% in the third year and 30% in the fourth year.

Although these students are categorized as the online learning dropouts, the drop-out in majority of the cases, about 90% of them, can be considered as an involuntary drop-out for they want to

participate in the online learning but, there are a number of factors pushing them towards the drop-out.

Students were asked about the challenges and problems they encountered during this period concerning the online learning. Their answers were diverse, but when analysed together they can be grouped as below:

- learning difficulties;
- inability to attend online lessons for the lack of appropriate equipment and internet; and
- being in unfavourable circumstances.

As for the participation in the online learning:

- **16%** of the interviewed students stated they have to some extend attended the online learning;
- **23%** of them have attended several times;
- **36%** have attended very few times; and
- **25%** have not attended.

All of them have used WhatsApp to participate in the lessons, 7 of them have used WhatsApp and MesoVET and two of them WhatsApp and Zoom.

The factors that have forced these students not to attend online lessons are:

- Lack of digital infrastructure, internet, smartphone and PC;
- Economic reasons, could not purchase any internet package;
- Geographic factors, living in remote countryside makes it difficult to have access to internet lines and during the quarantine it was not allowed to travel to the nearest city to buy an internet package;
- Some of them had to work and did not have the time to participate;
- Lack of electricity in some areas;
- Family problems and health reasons;
- Preferred to study on their own;
- Lack of willingness to stay long hours on WhatsApp.

Students lacking digital equipment and infrastructure for online learning were asked about other alternative methods they use. Their answers are below:

- Mainly self-teaching;
- Receiving teaching materials from their classmates and the subject teachers using their parents' cell phone;
- Together with some classmates have purchased an internet package which is used for submitting homework and attending the online learning as a group;
- Using the telephone of their siblings or relatives;

- Using neighbours' WIFI to receive/submit homework on WhatsApp.

Students who did not have the opportunity to receive any of teaching materials have stated they have contacted the class teacher to inform them on the situation.

30% of the interviewees were on the last year of their studies and they indicated they are preparing themselves for Matura exams using:

- Online consultations via WhatsApp groups (working/exercising on last year's Matura theses);
- Orientation topics and consultations with classmates;
- MesoVET platform (students from "Ali Myftiu" school).

6. STRATEGIC CONCLUSIONS: DIGITALIZATION OF VET

Changes in the education system may occur either when strategically planned or suddenly and abruptly due to unpredicted emergencies, such as in the case of isolation due to COVID-19 pandemic. Such situations have the potential to accelerate planned changes but also carry the risk of putting the education system in a recurring crisis.

Facing such a situation, education in Albania as in many other countries of the world embraced the continuation of education through distance learning process. Gradually, there was an urge to improve the quality of the learning process by switching from learning exclusively through WhatsApp to using digital systems and platforms. The S4J project had paved the way for the digital transformation of the VET in Albania, and the first steps have been taken to develop and enrich the MesoVET platform. This situation gradually led teachers and students in 9 VET schools to continue education via MesoVET.

One of the most important changes during this period has been the development and improvement of teachers' digital skills, enriching their experience and skills to develop creative methods for sharing information, preparing interactive and qualitative teaching materials, as well as changing and adapting to new methods of interaction with students, as per their specifics. It is worth praising the great efforts teachers often made in challenging circumstances to accomplish their mission by demonstrating significant coping and adaptation skills. This is one more reason why their experience should be cherished and further developed.

It is important emphasizing the utilitarian transformation of the learning process, gradually moving from the teacher as the centre of the process towards students' needs and characteristics. This change, long demanded by trainings and interventions of various public and other organizations, seems to be on track and is likely to remain an experience that will further transform education into a more democratic process, tailored to students' characteristics.

In these new conditions, the issue of appropriate evaluation as well as the MESY's guideline not to consider the results achieved during distance education into the final evaluation of the students, remain a problem. On the one hand, there is the inclination of teachers towards traditional forms of knowledge assessment and, on the other hand, it is necessary to indeed measure the acquired knowledge of students during this period.

For vocational education schools, the apprenticeship remains one of the most essential components and despite great efforts of teachers and students to do their best in this situation, it remains unclear as to what extent the students are practically trained.

The analysis of students' and teachers' perceptions clearly reveals that results vary. Teachers and students live in different contexts, and teaching should be tailored to the specifics of each context. Some changes are related to the types of necessary logistics, to the qualifying specifics for

students with different levels of knowledge as well as to the educational directions and profiles, so diverse in vocational education.

Public education in Albania must be accessible to all students and it should guarantee the same standard for all. Guidelines with controlling and rigid nature are to be ineffective. A prudent analysis considering the differences between groups of students and schools is essential to make comprehensive decisions satisfying the needs and interests of all groups of schools, teachers and students.

The psychological state of the students seems to be affected by policy makers transitioning from controlling and monitoring in the first phase to easing the weight of student evaluation and the modalities for closing the academic year earlier than scheduled. The effects of these decisions are revealed in the opinions of teachers and students, where tension and stress expressed in the first wave of the study seems to have reduced. During this period, many developed countries have paid more attention to the psychological well-being of students affected by the situation of social isolation, rather than to the learning process.

In addition, it should be mentioned that the monitoring and reporting procedures issued by the education directorates have changed as the situation developed, thus increasing teachers' workload.

The continuous contribution and support of the S4J project during this period with teachers' trainings and making MesoVET platform available as well as continuously enriching it, have been highly appreciated by the participants in this study. This is revealed not only in their comments but also in the noticeable increase of platform users. The project has also made a significant contribution in supporting relevant public institutions.

7. RECOMMENDATIONS

At the end of this academic year and in preparation for the new academic year which considering the circumstances might be online, we recommend:

- Considering students to be graduated who had no access in online distance education; assessing their needs to recover losses and adapting the process to their needs.
- Considering students attending classes 9-11 who did not participate in the online distance education and supporting them to successfully close this academic year.
- An in-depth analysis of apprenticeship classes that were carried out, the identification of unattainable vocational skills, and the development of a plan for recovering losses for the next academic year.
- Teachers' continuous trainings on the development of teaching materials for distance education.
- Teachers' trainings on effective evaluation methodologies for distance education.
- Development of scenarios for the learning process for the 2020-2021 academic year and the identification of school needs for materials, infrastructure, qualification profiles, student categories, etc.

For the S4J project

- Support to schools with shortcomings in equipment and infrastructure.
- Enrichment of MesoVET platform with teaching materials for all subjects and making them available to all VET schools in Albania.
- Facilitate the evaluation process, e.g., by creating a test bank or even introducing suitable evaluation methods for distance education conditions.
- A more structured approach, in coordination with other actors in the system.
- Increasing user access to materials other than their own courses and further improving the way materials are uploaded on the platform.
- Further facilitation of the use of the MesoVET platform via mobile phones and adaption of the software to mobile telephone platforms.
- Increase the capacity of schools to monitor students' participation in the online learning and evaluate their achievements (on the platform).
- Make MesoVET available to all VET schools and have a closer collaboration with public actors for further development of the platform, suitable to the needs of all VET schools.
- Deliver teacher trainings on:
    - use of the MesoVET platform;
    - evaluation methodologies in distance and online learning conditions;
    - enabling and facilitating the development of the online tests;
    - suitable teaching methods for distance and online teaching.

8. ANNEXES

8.1. Questionnaires with Students and Teachers

STUDENT QUESTIONNAIRE

Students' opinions on online distance learning while schools are closed

Dear students: The following Questionnaire was designed for the purpose of a study on the needs and expectations of students, now that the learning process is being carried out online. Read the questions carefully and choose the answer that best describes your opinion.

Your personal information shall not be disclosed. Stay home and safe during this period!

---

1. **I attend the school _____ Select the school you are attending**

2. **Educational Direction_____**

3. **Gender**
- Female
- Male

4. **Class/Grade**
- Grade 10
- Grade 11
- Grade 12
- Grade 13

5. **I attend online distance learning using:**
- Computer/laptop
- Personal cell-phone
- Family cell-phone
- TV
- Do not have a device to attend the online distance learning

6. **I have unlimited internet access**
- Yes
- No
- Occasionally

7. **I obtain Internet access through:**
- Pre-paid internet packages provided by mobile phone companies.
- WIFI/ landline connection.

8. **How are you now attending distance learning:**

- Mësovet digital platform, Google Classroom, NetAcad
- WhatsApp groups
- Facebook
- Zoom
- Google hangout/meet
- TVSH teaching classes programs

9. If you are using any digital platform, which of them are you using?

- MësoVet
- Google Classroom
- NetAcad

Your perceptions about online distance learning and platform in use

Below you will find several statements concerning distance learning platforms that you are currently using. Please write down your opinion as to what extent you agree with each sentence by choosing only one option.

0 = completely disagree
1 = disagree
2 = agree to some extent
3 = agree
4 = completely agree

Carefully choose the option that best describes your opinion about each statement!

Digital Platform Section

10. Language used on the digital platform is understandable.
11. Digital platform provides the option/feature that I can take tests on my own.
12. I am satisfied with graphs, videos and charts uploaded by teachers on the digital platform.
13. I can use the digital platform very well.
14. I am satisfied with the ease-of-use of the digital platform.
15. I am satisfied with the range of materials available on the digital platform (e.g., books, magazines, etc.).
16. I am satisfied with guidance provided by teachers for the use of digital platform.
17. I want the learning proces via digital platform to continue in the future.
18. I think the digital platform I use should have:

- completed explanatory materials for each subject
- more videos
- shorter materials
- more interactive materials
- more tests
- more options/features for group online discussions

- other

Below you will find several statements concerning distance learning that you are currently attending. Please give your opinion as to what extent you agree with each sentence by choosing only one option.

0 = completely disagree
1 = disagree
2 = agree to some extent
3 = agree
4 = completely agree

19. I am satisfied with the system used by our school for distance learning.

Distance learning attendance

20. I am attending distance learning regularly and I am actively participating in it.
21. I can participate frequently in discussions during distance learning.
22. I like interacting with classmates during distance learning classes.
23. The amount of contact with teachers during this period is satisfactory.

Teacher's explanation and guidance

24. Teachers' messages are clear to me.
25. I cannot understand the lesson as I have difficulty following the online distance explanation
26. I am satisfied with teachers' explanations and guidance.
27. I am satisfied with the visual teaching materials sent to us such as videos, photos, etc., and I can access them at my convenience time during the day.

Evaluation

28. I am satisfied with the time given for my homework/assignments
29. The homework/assignments given to us during this time are at an appropriate level of difficulty.
30. I am satisfied with the types of homework/assignment given to us.
31. I am satisfied with the evaluation methods being used by teachers.

32. For the subjects I attend, the teachers are using various evaluation methods such as:
- Quizzes
- Class questions
- Projects assignments
- Group work
- Other

Apprenticeships

33. Apprenticeships during distance learning:

- Are carried out through different projects
- Are carried out in home conditions
- Are carried out at theoretical subjects
- Are not carried out

34. How much do you agree with the statement: "I am satisfied with how the vocational practice classes are carried out under the conditions of the online distance learning"?

0 = completely disagree
1 = disagree
2 = agree to some extent
3 = agree
4 = completely agree

35. You can share your opinions about the online distance learning here

Thank you for your collaboration!

TEACHER QUESTIONNAIRE

A short questionnaire on distance learning while schools are closed

The closure of schools throughout Albania due to COVID-19 outbreak led to replacing classroom teaching with online alternatives. Through this short questionnaire, 'Skills for Jobs' aims to identify the way distance learning is being carrid out in VET schools, understand challenges faced by teachers and students, and contribute in improving the process.

Completing the questionnaire will take only 5 minutes of your time. All data is confidential and unidentifiable.

Thank you in advance for your collaboration and for your time!

Please specify the school where you are teaching

1. **I teach in _____ school**

2. **Educational directions I teach are:**

1. Business-Economy
2. Electronics
3. Electrotechnics
4. Electrotechnics (integrated with Electronics)
5. Hospitality-Tourism
6. Thermo-hydraulic Systems Technician (Installer)
7. Mechanics
8. Construction
9. Social and Health Services
10. Transport Vehicle Services
11. Information and communication Technology (ICT)
12. Food Processing
13. Textile-Garment
14. Social Animation
15. Bar-Restaurant
16. Touristic Guide
17. HT and LT Installation and Maintenance
18. Civil and Industrial Electrical Installations
19. Metal Construction
20. Culinary-Confectionery
21. Accounting
22. Assistance to ICT Users
23. Metallurgy and Foundry
24. Moulding
25. Masonry and Plastering
26. Solar and Hydraulic Panels
27. Repair of Household Appliances

28. Repair of Electronic Devices
29. Data Networks
30. Tailoring
31. Travel and Tourism Services
32. Bank Services
33. Electric Car Services
34. Child Care Services
35. Hotel and Restaurant Services
36. Car Body Repair Services
37. Motor Vehicle Services
38. Insurances
39. Travel Agency Enterprise
40. Telecommunication
41. Trade
42. Website Development

3. Age _____

4. Gender

- Female
- Male

5. I teach the subjects/ modules

- General
- Theoretical vocational subjects
- Vocational practice modules

Teachers of vocational practice module should answer the following questions

How often do you meet online?

- 1-2 time (s) per week
- 3 times per week
- 4 times or more per week

On average, how much time do you spend on online direct communication with your students?

- 0-30 minutes
- 30-45 minutes
- 45-60 minutes
- 60-90 minutes
- Over 90 minutes

What materials do you send to your students?

- Explanations
- Video recordings
- Text reading
- Exercises
- Discussions

- Tests
- Projects
- Homework

If you send other materials to your students, please note them here
---

6. Apprenticeships in distance learning period:

- Are carried out through various projects
- Are carried out under home conditions
- Are carried out as theoretical subjects
- Are not carried out
- I do not teach vocational subjects/modules

6.1 If you are using other methods for carrying out vocational practice, please note them down here.

7. What is your level of agreement with the statement: "I am satisfied with the way apprenticeships are carried out under the conditions of the online distance learning"?

0 = completely disagree
1 = disagree
2 = agree to some extent
3 = agree
4 = completely agree

8. For distance teaching/learning I use:

- Computer/laptop
- Personal cell-phone
- Family cell-phone
- TV
- Do not have any device suitable for attending the online distance learning

9. I have unlimited internet access

- Yes
- No
- Occasionally

10. I obtain internet access through:

- Prepaid internet packages provided by mobile phone companies.
- WIFI/ landline connection

11. For distance teaching/learning I use:

- MësoVET digital platform, Google Classroom, NetAcad
- WhatsApp groups
- Facebook
- Zoom

- Google hangout/meet
- TVSH teaching classes programs

12. If you are using any digital platforms, which of them specifically?

- MësoVET
- Google Classroom
- NetAcad

Digital Platform Section

13. I can use the digital platform very well.

14. I provide digital materials for my students, such as: books, magazines, lesson summaries, etc.

15. I guide my students continuously on how to use the digital platform.

16. I use the digital platform to upload tests and to evaluate my students.

17. I want to use digital platforms in the future for my teaching.

18. I use the digital platform

- During class or teaching/learning hours
- After the class, for preparation of other topics and for uploading teaching materials
- During class and after class

19. I think the digital platform I use should have:

- completed explanatory materials for each subject
- more videos
- shorter materials
- more interactive materials
- more tests
- more options/features for group online discussions
- other

20. Why do you use this form/method?

- It seems more efficient
- It is the easiest to be used by the students
- This is the method selected by the school/school management
- This is the method I know best
- Other

20.1 If there are other reasons why you are using this form/method, please note them down here

21. Is the same form/method used by all the teachers in your school?

- Yes
- No
- I do not know

22. Which of the methods currently used for distance learning seems appropriate to you right now?

- WhatsApp groups
- RTSH teaching classes/hours
- Digital platforms such as MësoVET, NetAcad, etc.
- Facebook
- Zoom
- Google hangout
- Other

23. **What is your level of agreement with the statement: "I am satisfied with the system being used by my school for the online distance learning"?**

    0 = completely disagree
    1 = disagree
    2 = agree to some extent
    3 = agree
    4 = completely agree

Attendance Level of Distance Education

24. **Yes, I am regularly attending distance teaching and I am quite active.**
25. **Students regularly attend distance learning.**

Teachers Explanations and Guidance

26. **Students cannot understand the lesson as they have difficulty following the online distance explanation.**
27. **Students are satisfied with my explanations and guidance.**
28. **I send visual teaching materials such as videos, photos, etc., via WhatsApp or email on regular basis.**

Evaluation

29. **I give assignments/homework that can be done under current conditions, such as quizzes, group questions, etc.**
30. **What is your level of agreement with the statement: "I give assignments/homework that can be completed within the deadlines in these conditions"?**
31. **What is your level of agreement with the statement: "My students' evaluation is based on the materials exchanged during distance learning"?**

32. **Choose from the following alternatives to assess how the distance learning is being carried out:**
    - Not all students have internet access
    - Not all students have computer/smart phone
    - Not all teachers have suitable training for the online teaching
    - Students are not very active
    - Students lack digital skills
    - Lack of students' attendance monitoring

- Difficulties in students' evaluation
- Difficulties in documentation and reporting
- Difficulties in obtaining suitable materials
- Difficulties in planning teaching hours and activities for distance learning.

32.1 If there are other difficulties not mentioned in previous questions concerning distance learning, please note them down here.

_____

33. Have you been able to attend webinars organized by S4J project?

0= never, 1 =few times, 2= occasionally, 3 =mostly, 4 =always

34. The 5-week cycle webinars organized every Friday or Saturday have been beneficial for the current learning situation.
'0' Completely disagree – '4' Completely agree

35. Presentations available on the MësoVET platform have turned out to be instructive and beneficial.
'0' Completely disagree – '4' Completely agree

36. Assistance provided by the S4J supportive staff, via email or phone, has been useful.
'0' Completely disagree – '4' Completely agree

37. What training do you think you need in support to distance learning?

---

38. Do you agree that distance learning based on different technologies and platforms is the right solution in situations where the schools have to remain closed?
- Yes
- No

39. If "No", the solution would be:
- To wait until the schools reopen.
- After schools reopen, to have classes on Saturdays and Sundays.
- Other

40. Will you use the online education in the future, when the schools reopen?
- Yes
- No

41. Please write your comments regarding the progress of distance learning

_____

_____

Thank you for your collaboration

8.2. Guide for Focus Groups

THE PURPOSE of this meeting is to better understand **the process** of this learning method**, the challenges** and **ways of improvement,** not only for this academic year which is about to be closed soon **but also for the future.** Special attention in the discussions will be given to **MesoVET platform.**

Rules

- To avoid missing any discussion, comment or suggestion, this meeting will be recorded.
- All opinions are important; there are no wrong opinions/views.
- The more honest your opinions, the more they help understand the situation and the better the process is improved.
- Each of participant is expected to provide answers to all questions, observing the time available.

CONCERNING OVERALL TEACHING

1. **How has the distance learning affected your preparation for a teaching class? What has practically changed?**

   (gathering information about preparation for the topic to be taught, types of materials for distance teaching/learning, materials sent to students, use of equipment (telephone, computer).
   (How can teachers be supported with their online teaching skills?)

2. **Which are communication and interaction methods with students?**

   (how often do you communicate, do all students get involved, how/ in what way, do you use the same method for all classes, different ages, subject type, etc.?)

2.1 **How would you describe the dynamics of communication and interaction among students during the online meetings/classes?**

   (how the class size affects the method used for interaction, how satisfied are students with the interaction, how communication methods affect the quality of communication and interaction among students)

2.2 **What method(s) do you use for engaging all students in discussions? How can communication with students improve?**

3. **What materials do you send to the students? What materials do you consider as more effective?**
   (videos, short materials, examples of solved exercises?)

4. **How are you evaluating your students during this period?**
   What evaluation techniques are you using? Does the type of subject in question affect your evaluation strategies?

5. **Are the students concentrated and how is their preparation?**
   Are the objectives being achieved? Do you think your students are learning effectively through this method? At what rate or %? What do you think would be the solution to increase students' preparation and increase the attendance of non-attending students?

6. **Has the online distance learning changed since the beginning of the use of this method?** Do you notice any improvements / declines (downturns)?

7. **Concerning the progress of the teaching/learning process in your school, do you think it is being properly managed?**

CONCERNING MËSOVET PLATFORM

1. How and for what purpose do you use the MësoVET platform?
(To learn independently? To send materials to students? To interact with students? To evaluate students? Is the platform used for all subjects? Are there limitations to the platform regarding resources as per specific subjects?)

2. During this situation, are you using the platform more or less compared to the beginning of distance learning?

(What is the usage rate of those using cell-phones and computers, internet connection, sufficiency of materials)

3. What opportunities does the platform provide for teachers and how satisfied are you with these opportunities?

(prospect of individual learning, ready-made materials for students, materials in Albanian language, etc.)

4. How do you rate the option/feature for interacting provided by the platform (with students, with other teachers)?

5. Do students in your class use the platform? Specifically, for what?

6. Is the platform used for the evaluation of the students? How, specifically?

CONCERNING APPRENTICESHIPS

1. **How are practical learning classes carried out in your school?**

(Preparation for apprenticeships, essential materials, apprenticeships according to specific profiles)

2. Is MësoVET platform used for carrying out apprenticeships?

(*Innovation aspects or new ways of teaching implementation; using the MesoVET platform and internet)*

3. Do you think there will be consequences at the level of student's development? In your opinion, how can this shortcoming be overcome?

8.3. S4J Professional & Technical Support to VET, March-April 2020

Table 2: S4J project's technical support and the decisions taken upon conclusion of each activity

Type of activity	Indicators	Subsequent decisions
Webinar for the presentation MesoVET platform	20 webinars, of which 8 with non-partner schools, as per the NAES request	-Enrolment of interested teachers -Planning of more in-depth webinars (e.g., how to upload materials on the platform) -Addressing specific issues -Selection of webinar enrolments for the purpose of independent learning -Recognition of participation as training participation
Webinars with teachers of specific subjects' groups, aiming the validation and updating teaching materials and method of their use	13 webinars (Foundation of Entrepreneurship, Taxation Economics, Trade, Customs System, Service Marketing; Digital Marketing (2), Electrotechnics and in-depth Measurement (2), Diagnosis of Car Problems, Auto Parts, Legislation in Garment Industry, Albanian Language and Literature (2), Mathematics, English Language, ICT)	-Reaction to uploaded materials -Proposals for additional materials, as per a joint workplan -Students' enrolment in a subject/module -Other meetings for specific subjects/modules (Digital Marketing) -Individual support for specific teachers -Preparation of orientation materials for students -Creation of teachers' communities for exams orientation
Thematic webinars for distance education with theoretical contribution and experiences of selected teachers	5 (Planning, Teaching Materials, Digital Platforms, Evaluation, Professional apprenticeship, Phyco-social Support)	-Design of an online course on MesoVET for teachers, containing 5 topics including enrolments in webinars, theoretical materials, participants contribution and evaluation. -Teachers are interested to attend this course -Support on how to apply for the innovation and skills prize awarded by ETF.
webinars and mentoring for uploading teaching materials	56 people (1 group webinar and 4 thematic webinars for subjects such as "Food and Beverages"	-Personalized sessions for specific teachers -Enrichment of the course on the platform with instructional videos

	and "Sustainable Development")	-Following up teachers working on converting teaching materials in digital formats - Recognition of participation as a training hour for the accredited module "Development of Teaching Materials"
Support for the development of teaching materials	Materials for 18 other topics are developed, out of which 3 for general subjects of the state Matura. Peer review principal is applied for checking developed materials.	-Supporting the enrichment of materials with assessment instruments -Support for the use of the materials -Collaboration with Lernetz for training on Development of Teaching Materials
Technical support for using MesoVET platform	Dedicated phone number and e-mail address. Service 24/7; replying time, within 16 hours[9]	-Support via e-mail with the purpose of recording -Instructional videos uploaded on *Youtube* for convenience
Technical support for uploading and using teaching materials	41 subjects/modules created as new virtual spaces and, support provided for 12 already on the platform	-Support for enrichment and use - Periodically reporting the rate of use to the management
Online guidance courses and materials	5, of which: 2 for the platform (for teachers where the manual of the platform can be found and for students); 2 development of interacting materials and videos on pedagogy; 1 for effective distance education	-Enrichment of instructional videos on the platform (currently there are 18 videos) -Enrolment in the online course and support to teachers who are interested on the application form -S4J will apply for the accreditation of the online course effective distance teaching, estimated 23 hours

[9] Direct support is also provided to students for technical aspects of login and use of MesoVET platform, such as through direct contacts (via technical support email address} or phone number); temporary integration of the support staff into students' groups in *WhatsApp* and video instruction distribution.

8.4. Teacher & Student Distribution in Focus Group Discussions

Table 3: Distribution of teachers participating in discussion focus groups

GROUP	GENDER	SCHOOL	EDUCATIONAL DIRECTION
Passive on MesoVET	Female	Ali Myftiu	Transport Vehicle Service
Passive on MesoVET	Female	Kristo Isak	Business-Economy
Passive on MesoVET	Male	Ali Myftiu	Mechanics
Passive on MesoVET	Female	Tregtare	General subjects
Passive on MesoVET	Female	Hamdi Bushati	Business-Economy and Tourism Hospitality
Passive on MesoVET	Male	Gjergj Canco	Electrotechnics
Passive on MesoVET	Female	Teknike Ekonomike	Economy- Business
Passive on MesoVET	**Female**	**Industriale Pavarësia**	**Mechanics and Transport Vehicl Service**
Passive on MesoVET	Female	Kolin Gjoka	ICT
Passive on MesoVET	Female	Salih Ceka	General subjects
Active on MesoVET	Male	Kolin Gjoka	Food Processing
Active on MesoVET	Female	Teknike Ekonomike	Trade
Active on MesoVET	Male	Salih Ceka	ICT
Active on MesoVET	Male	Kolin Gjoka	ICT
Active on MesoVET	Female	Salih Ceka	Business-Economy
Active on MesoVET	Female	Teknike Ekonomike	General subjects
Active on MesoVET	Female	Kolin Gjoka	Business-Economy
Active on MesoVET	Female	Tregtare	General subjects
Active on MesoVET	Female	Teknike Ekonomike	Business-Economy
Active on MesoVET	Female	Salih Ceka	Business-Economy
Professional Module	Female	Tregtare	Business-Economy
Professional Module	Female	Industriale Pavarësia	Professional apprenticeship subject
Professional Module	Male	Gjergj Canco	ICT
Professional Module	Male	Kolin Gjoka	Tourism & Hospitality
Professional Module	Female	Kolin Gjoka	Business-Economy
Professional Module	Female	Kolin Gjoka	Tourism & Hospitality

Table 4: Distribution of students participating in discussion focus groups

GROUP	GENDER	SCHOOL	CITY
Active on MesoVET	Female	Hamdi Bushati	Shkodër
Active on MesoVET	Male	Hamdi Bushati	Shkodër
Active on MesoVET	Male	Industriale Pavarësia	Vlorë
Active on MesoVET	Female	Industriale Pavarësia	Vlorë
Active on MesoVET	Male	Industriale Pavarësia	Vlorë
Active on MesoVET	Female	Industriale Pavarësia	Vlorë
Passive on MesoVET	Female	Kolin Gjoka	Lezhë
Passive on MesoVET	Male	Kolin Gjoka	Lezhë
Passive on MesoVET	Female	Kolin Gjoka	Lezhë
Active on MesoVET	Female	Kolin Gjoka	Lezhë
Active on MesoVET	Male	Kolin Gjoka	Lezhë
Active on MesoVET	Female	Kolin Gjoka	Lezhë
Active on MesoVET	Female	Salih Ceka	Elbasan
Active on MesoVET	Female	Salih Ceka	Elbasan
Active on MesoVET	Female	Salih Ceka	Elbasan
Active on MesoVET	Female	Salih Ceka	Elbasan
Passive on MesoVET	Male	Tregtare	Vlorë
Passive on MesoVET	Male	Tregtare	Vlorë
Active on MesoVET	Male	Tregtare	Vlorë
Active on MesoVET	Female	Tregtare	Vlorë
Active on MesoVET	Female	Tregtare	Vlorë
Active on MesoVET	Female	Tregtare	Vlorë

8.5. Reporting Form for Distance Education

Muaji_____	**Java** _____							
Shkolla								
Emertimi i Lëndëve		**Lënde të Përgjitheshme**	**Lënde profesionale sipas drejtimeve**					
			Gjithsej		**Drejtimi 1**		**Drejtimi 2**	
			Teori	**Praktike**				
Klasa X	Nx. të rregjistruar		0	0				
	Nx. pjesëmarrës		0	0				
	Orë planifikuara		0	0				
	Orë te realizuara		0	0				
Klasa XI	Nx. të rregjistruar		0	0				
	Nx. pjesëmarrës		0	0				
	Orë planifikuara		0	0				
	Orë te realizuara		0	0				
Klasa XII	Nx. të rregjistruar		0	0				
	Nx. pjesëmarrës		0	0				
	Orë planifikuara		0	0				
	Orë te realizuara		0	0				
Klasa XIII	Nx. të rregjistruar		0	0				
	Nx. pjesëmarrës		0	0				
	Orë planifikuara		0	0				
	Orë te realizuara		0	0				
Metodat e mesimdhenies								
Whats App	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							
Google classroom	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							
Mësovet.al	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							
Zoom meeting	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							
Facebook	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							
Të tjera	Klasa X							
	Klasa XI							
	Klasa XII							
	Klasa XIII							

8.6. Teacher & Student Survey Participation

Table 5: Number of teachers participating in the survey by school and in relation to their population

SCHOOL	Sample		Population		% of the sample in th population
	No.	%	No.	%	
Gjergj Canco, TR	42	12.7	49	11.3	85.7
Stiliano Bandilli, BR	38	11.5	38	8.8	100
Hamdi Bushati, SHK	25	7.6	38	8.8	65.8
Kolin Gjoka, LE	31	9.4	47	10.8	66.0
Kristo Isak, BR	23	7.0	26	6.0	88.5
Tregtare, VL	25	7.6	25	5.8	100
Salih Ceka, EL	30	9.1	44	10.1	68.2
Teknike Ekonomike, TR	50	15.2	66	15.2	75.8
Ali Myftiu, EL	36	10.9	52	12.0	69.2
Pavarësia, VL	30	9.1	49	11.3	61.2
Total	**330**	**100.0**	**434**	**100.0**	**76.0**

Table 6: Number of students participating in the survey by school and in relation to the student population

SCHOOL	Sample				Population		% of the sample in the population
	before weighing		after weighing				
	no.	%	no	%	no	%	
Gjergj Canco, TR	421	16.2	337	13.2	786	13.7	53.6
Hamdi Bushati, SHK	320	12.3	288	11.3	652	11.4	49.1
Kolin Gjoka, LE	241	9.3	241	9.4	532	9.3	45.3
Kristo Isak, BR	76	2.9	91	3.6	199	3.5	38.2
Tregtare, VL	132	5.1	145	5.7	322	5.6	41.0
Salih Ceka, EL	266	10.2	266	10.4	600	10.5	44.3
Teknike Ekonomike TR	572	22	400	15.7	898	15.7	63.7
Ali Myftiu, EL	314	12.1	345	13.5	792	13.8	39.6
Pavarësia, VL	171	6.6	274	10.7	589	10.3	29.0
Stiliano Bandilli, BR	83	3.2	166	6.5	359	6.3	23.1
Total	**2596**	**100**	**2554**	**100**	**5729**	**100**	**45.3**