

Everlasting Experiences

S4J
Aftësi për Punë
Skills for Jobs




Quality Indicators for Development Unit Services

Institutional Assessment

*Comparative Report 2024 - 2025
October 2025*

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About Skills for Jobs (S4J)

Skills for Jobs (S4J) is a project of the Swiss Agency for Development and Cooperation (SDC), implemented by Swisscontact, which aims to address the main challenges in Vocational Education and Training (VET) in Albania. Since October 2015, the Skills for Jobs (S4J) project has been supporting the government and other stakeholders in building a high-quality VET system in Albania, inspired by the Swiss model. In its third phase (2024 - 2027), with a particular focus on sustainability, the project is committed to sharing and further developing the knowledge and experiences gained at the system level, in close cooperation with partner schools.

Disclaimer

The findings and opinions presented in this report do not necessarily represent the views of the Swiss Government or the Swiss Agency for Development and Cooperation (SDC). The analyses reflect the perceptions of students, teachers, business representatives, and parents, and are not intended to be a conclusive assessment of the issues under consideration.

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List of Acronyms

AY	Academic Year
BR	Business Relations
CPD	Continuous Professional Development
DU	Development Unit
NAES	National Agency for Employment and Skills
POMP	Percent of Maximum Possible
S4J	Skills for Jobs
SDC	Swiss Agency for Development and Cooperation
SPSS	Statistical Package for the Social Sciences
VET	Vocational Education and Training
WBL	Work-Based Learning
p.p.	Percentage points

Executive summary

This report presents the comparative findings from the 2025 Institutional Assessment, which evaluated the performance of Development Units (DUs) across six partner vocational schools. Building on the 2024 pilot, the assessment measured stakeholder perceptions across seven core DU functions to assess the quality of Vocational Education and Training (VET) services.

Data were collected in June 2025 from 2,118 students, 182 teachers, 354 businesses, and 1,076 parents using refined survey instruments.

Overall, the results indicate a positive upward trend in the overall quality of DU services. The average score across all seven functions increased from 68% in 2024 to 73.8% in 2025, reflecting steady improvement in service delivery and stakeholder engagement. *A detailed breakdown by function is presented in Table 13.*

Significant Improvement (+8 p.p. to +10 p.p.): The most significant improvements were observed in *Tracer* at provider level (+10 p.p., to 71%), *Business Relations* (+9 p.p., to 79.5%), and *Projects* (+8 p.p., to 60.6%) compared to previous year. These findings suggest stronger data use for planning, stronger collaboration with businesses, and increased engagement in project-based activities.

Steady Improvement (+5 p.p.): The *Continuous Professional Development* (CPD) (+5 p.p., to 77.6%), *Curriculum Development* (+5 p.p., to 82.9%), and *Institutional Marketing* (+5 p.p., to 71.8%) functions each showed consistent growth, indicating improvements in teacher training, curriculum relevance to labor market needs, and the schools' public image.

Area for Attention (-2 p.p.): *Career Orientation* was the only function showing a slight decline (-2 p.p., to 73.1%), mainly due to reduced student awareness of post-graduation employment opportunities, despite increased access to guidance services.

The 2025 Institutional Assessment confirms that DUs are effectively enhancing service quality and stakeholder engagement across most functions.

The findings provide a strong evidence base for school leadership and the S4J project to;

- Consolidate the progress made in Business Relations, Tracer, and Development Projects.
- Improve Career orientation by helping students to better understand their job options after graduation.
- Continue supporting steady improvements in all areas to enhance the VET system's quality and long-term success.

Introduction

This report presents the comparative findings from the Institutional Assessment process carried out in six vocational schools during the 2024 - 25 academic year (AY). The assessment aimed to evaluate the quality of Vocational Education and Training (VET) services provided by each school's Development Unit (DU) by gathering perceptions and experiences from students, teachers, parents, and business partners through surveys in June 2025.

This year's assessment builds upon a baseline pilot study¹ conducted with the same six schools in April 2024, during AY 2023 - 24. The pilot analyzed seven key functions to establish the first quality indicators for measuring satisfaction with DU services. Based on this analysis, four survey instruments were developed, piloted with key stakeholders, and refined into the final tools used for this assessment.

The process in each school was coordinated by the head of the respective DU.

Methodology

The Institutional Assessment process is a participatory, evidence-based approach designed to evaluate school performance across the DU's seven core functions. For the 2025 cycle, the survey instruments were reviewed in collaboration with the National Agency for Employment and Skills (NAES) to incorporate feedback from the baseline pilot to enhance their accuracy and relevance. The original questions related to core indicators were retained, while new questions were added to better evaluate overall institutional performance and identify areas for improvement. In short, this year's measurements applied these refined tools across all six schools, enabling year-to-year trends and cross-school comparisons.

¹ <https://skillsforjobs.al/publications/baseline-i-treguesve-te-cilesise-se-njesise-se-zhvillimit/>

Instruments

As mentioned above, the assessment employs four distinct questionnaires, each targeting specific core functions of the DU from a different stakeholder perspective. *Please refer to Appendix II for detailed instruments.*

Student questionnaire: This instrument gathers student opinions and experiences to evaluate six DU functions. It focuses on teaching quality, WBL, career guidance, and institutional marketing. The goal is to identify improvements that will better prepare students for the labor market.

Teacher questionnaire: This tool collects teacher feedback on five DU functions related to the training services and learning environment. It assesses continuous professional development, curriculum development, project development, and institutional marketing to help adapt practices to the needs of both staff and students.

Business questionnaire: This survey captures the perceptions of business partners on three DU functions. It evaluates the quality of collaboration, student preparedness during internships, and the alignment of training with labor market needs. The objective is to strengthen quality private sector engagement and enhance collaboration.

Parents questionnaire: This instrument gathers parent opinions on two DU functions. It focuses on school communication, their children's career orientation, and the institution's public image, with the goal of improving services to meet family expectations.

Data analysis

Data were collected online via a KoboToolbox² link and analyzed both at the individual school level and in aggregate, providing a comprehensive overview of institutional performance.

After data collection, the Excel datasets were cleaned and imported into Statistical Package for the Social Sciences³ (SPSS) for analysis. Frequencies and descriptive statistics were calculated for each question, while *baseline indicators* were examined to identify trends over time.

For indicators corresponding to multiple questions, a new variable was created by aggregating responses and standardizing them using the POMP (Percent of Maximum Possible) score method. Responses were converted to a 0 - 100 scale and recoded into three levels: 0 - 33.9%, 34 - 66.9%, and 67 - 100%.

² KoboToolbox is a free and open-source software suite for collecting, analyzing, and managing data in challenging environments, widely used in humanitarian, development, and research contexts - [Kobotoolbox](https://www.kobotoolbox.org/).

³ SPSS (Statistical Package for the Social Sciences) is a comprehensive software suite developed by IBM for advanced statistical analysis, data management, and visualization, commonly used in research, social sciences, and business applications.

$$\text{POMP} = \frac{(\text{Aggregated score} - \text{Minimum})}{\text{Maximum} - \text{Minimum}} \times 100$$

The findings are presented according to the key indicators for each DU function, highlighting progress and identifying gaps for continuous quality improvement.

Ethical considerations

Informed consent was obtained from all participants prior to data collection. Participant privacy was protected through strict anonymity and confidentiality. All data was stored and used strictly for research purposes, with results presented in aggregate to ensure no individual could be identified.

Findings

In 2025, the survey engaged a total of 2,118 students, 182 teachers, 354 businesses, and 1,076 parents across six vocational schools. The overall response rate was 56% for students and 60.9% for teachers, with rates varying significantly across individual schools (See Appendix A for details). Participation levels varied among schools, with SHPE having the highest number of student respondents (N=532), followed by SHTET (N=565) and Kolin Gjoka (N=304). Teacher participation ranged from 11 at Kristo Isak to 52 at SHPE.

Business respondents were most represented in Tregtare (N=85) and SHPE (N=122), indicating strong engagement with the private sector in these institutions. Parental participation was also substantial, particularly at Kolin Gjoka (N=200) and SHTET (N=224).

Overall, the 2025 sample shows broad representation across all key stakeholder groups, ensuring a comprehensive understanding of perspectives related to the tracer study.

Sample characteristics

TABLE 1: SAMPLE CHARACTERISTICS (2024 - 2025)

	Students		Teachers		Businesses		Parents	
	2024	2025	2024	2025	2024	2025	2024	2025
Hamdi Bushati	164	309	21	38	109	56	138	98
Kolin Gjoka	247	304	26	22	47	42	221	200
Kristo Isak	144	176	9	11	51	24	147	120
SHPE⁴	681	532	48	52	134	122	411	281
SHTET⁵	360	565	28	34	49	25	268	224
Tregtare	184	232	18	25	70	85	150	153
Total	1780	2118	150	182	460	354	1335	1076

Students

The majority of respondents were male (61.2%). Most students were enrolled in Grade X (32.5%), while the most common field of study was Hospitality - Tourism (35.2%) and Economy - Business (32%).

TABLE 2: DISTRIBUTION OF STUDENTS BY GENDER, CLASS AND FIELD OF STUDY (2025)

Gender	N	%
Female	797	37.6
Male	1,296	61.2
Prefer not to answer	25	1.2
Class		
Grade X (tenth)	666	32.5
Grade XI (eleventh)	606	29.5
Grade XII (twelfth)	377	18.4

⁴ Vocational School Elbasan

⁵ Tirana Technical Economic School

Grade XIII (thirteenth)	376	18.3
Post-secondary vocational education	27	1.3
Vocational Field		
Economy - Business	678	32.0
Electrotechnics	27	1.3
Hospitality - Tourism	746	35.2
Mechanics	19	0.9
Construction	14	0.7
Transport services	143	6.8
Social and health services	86	4.1
Information and communication technology (ICT)	235	11.1
Food technology	29	1.4
Textile - Confection	89	4.2
Thermohydraulic	52	2.5

Teachers

Most teachers were female (73.6%). Nearly half had 1 to 5 years of experience in VET (47.7%), and the majority taught both professional theory and practice modules (64.5%). More than half were qualified as specialist teachers (55.2%), and almost two-thirds had completed the *Foundations of Didactics in VET* training (63%). A total of 10.5% of the teachers (N=19) served as coordinators within development units.

TABLE 3: DISTRIBUTION OF TEACHERS BY GENDER, YEARS WORKING IN VET, AND SUBJECT GROUP (2025)

	N	%
Gender		
Female	134	73.6
Male	40	22.0
Prefer not to answer	8	4.4
Years working in VET		
1 - 5 years	83	47.7
6 - 15 years	52	29.9
16 - 25 years	34	19.5
26 - 40 years	5	2.9
Subject group taught		
Professional theory subjects	19	13.5
Professional practice modules	31	22.0
Both theory and practice modules	91	64.5

Businesses

In 2025, the majority of businesses collaborating with schools have a relatively short history of partnership, with 73.6% having worked with the school for 1 to 5 years. Most businesses are small, as 75.6% employ between 1 and 10 staff members. Of the 354 businesses surveyed, 343 responded; nearly all respondents (97.1%) hosted VET students for work-based learning (WBL) during the year, underscoring strong private sector engagement.

Table 4: Business Characteristics: Collaboration, Size, and Engagement in WBL (2025)

	N	%
Years of Collaboration with the School		
1 - 5 years	209	73.6%
6 - 10 years	65	22.9%
11 - 15 years	9	3.2%
16 - 20 years	1	0.4%
Number of Employees		
1 - 10	201	75.6%
11 - 50	50	18.8%
51 - 250	12	4.5%
251 - 1000	3	1.1%
Hosted VET Students This Year		
Yes	333	97.1%
No	10	2.9%
Non - responses	11	-

Additionally, the data show that most respondents, 81.1%, act as mentors for students in work-based learning, while 18.9% do not. A small portion of the sample, 4.2%, did not provide a response.

Parents

Most parents were between 40 and 54 years old (70.8%) and the majority were female (61.9%). Their children were most commonly enrolled in Grade X (33.7%). The two most frequent fields of study pursued by their children were Hospitality - Tourism (33.7%) and Economy–Business (33.3%).

TABLE 5: DISTRIBUTION OF PARENTS BY AGE, GENDER, CHILD’S CLASS, AND FIELD OF STUDY (2025)

	N	%
Age		
15 - 24 years	64	7.3
25 - 39 years	122	13.9
40 - 54 years	623	70.8
55 - 70 years	71	8.1
Gender		

Female	666	61.9
Male	380	35.3
Prefer not to answer	30	2.8
Child's Class		
Grade X (tenth)	360	33.7
Grade XI (eleventh)	326	30.5
Grade XII (twelfth)	218	20.4
Grade XIII (thirteenth)	164	15.3
Post-secondary vocational education	1	0.1
Field of Study		
Economy - Business	349	33.3
Electrotechnics	42	4.0
Geology - Mining	10	1.0
Hospitality - Tourism	353	33.7
Mechanics	12	1.1
Construction	10	1.0
Transport services	19	1.8
Social and health services	90	8.6
Information and communication technology (ICT)	77	7.3
Food technology	23	2.2
Textile - Confection	33	3.1
Thermohydraulic	30	2.9

Results for DU Functions

Key Indicators: Continuous Professional Development

Results for CPD Function

The beneficiaries of the CPD function include teachers as direct beneficiaries and students indirectly. It is measured using seven indicators, four for teachers and three for students, with results presented in Table 6.

Data indicate that teachers reported clear progress between 2024 and 2025. The alignment of CPD activities with their needs increased notably from 66% to 82.5%, while perceived skill improvement rose from 84.6% to 93.9%. Satisfaction with the support received during CPD implementation also grew from 83.9% to 89.4%, and the application of newly acquired knowledge and methods in teaching improved from 74.6% to 80.1%.

For students, results were more mixed. While satisfaction with interactive teaching practices slightly decreased from 71.8% to 70.1%, satisfaction with the frequency of classroom interaction increased from 56.4% to 69.2%. In 2025, 57.9% of students expressed satisfaction with the teaching methods used, a new indicator introduced that year.

Overall, the findings indicate positive developments in teacher practice and student engagement. Further diversification of instructional methods is recommended to enhance the student learning experience.

TABLE 6: KEY INDICATORS OF CONTINUOUS PROFESSIONAL DEVELOPMENT (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
Professional Culture teachers – direct beneficiaries	<i>The activities of CPD are in line with the needs of the teachers.</i>	66	82.5
	<i>The teachers’ skills have improved as a result of the trainings/activities foreseen in the CPD plan.</i>	84.6	93.9
	<i>Teachers are satisfied with the support they have received during the implementation of the CPD plan.</i>	83.9	89.4
	<i>Teachers apply in their teaching the knowledge, skills, competencies, and new teaching methods they have learned through trainings and exchanges.</i>	74.6	80.1
Students – indirect beneficiaries	<i>Students are satisfied with the teaching methods (e.g., group work, project-based learning, use of technology, classroom interaction, etc.).</i>	71.8	70.1
	<i>Students are satisfied with the methods used during the teaching process.</i>	n/a	57.9
	<i>Students are satisfied with how often interaction occurs during the learning process.</i>	56.4	69.2

Key Indicators: Curriculum Development

Results for Curriculum Development Function

The beneficiaries of the Curriculum Development function include teachers as direct beneficiaries, and students and businesses as indirect beneficiaries. This function is assessed through five key indicators, specifically two for teachers, one for students, and two for businesses - with results presented in Table 7.

The study results show notable improvements in several indicators compared to the previous year.

Among teachers, the proportion of those who find it easier to adapt and break down the curriculum to align with regional labor market needs increased from 69.3% in 2024 to 75.3% in 2025. Likewise, satisfaction with the support received from the curriculum coordinator rose from 83.3% to 89%, indicating an improvement in instructional support and collaboration.

For students, the share of those who believe that the curriculum is aligned with labor market needs slightly decreased from 84.1% to 79.8%, suggesting that there is room for improvement in further ensuring the curriculum fully meets current market demands.

From the business perspective, satisfaction with students' knowledge, skills, and competencies improved notably, from 78.9% to 88.5% (10 p.p.). Moreover, the proportion of businesses that believe work-based learning / professional practice plans are aligned with their needs rose from 74% to 82% in 2025.

Overall, the results show good progress in keeping the curriculum relevant. However, the slight decrease in student satisfaction suggests that schools should continue to address student feedback and further align the curriculum with labor market needs.

TABLE 7: KEY INDICATORS OF CURRICULUM FUNCTION (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
Teachers – direct beneficiaries	<i>Teachers find it easier to break down the curriculum to align with the regional labor market needs.</i>	69.3	75.3
	<i>Teachers are satisfied with the support they have received from the curriculum coordinator for the implementation of teaching.</i>	83.3	89
Students – indirect beneficiaries	<i>Students believe that the curriculum is aligned with the labor market</i>	84.1	79.8
Businesses – indirect beneficiaries	<i>Businesses are satisfied with the knowledge, skills, and competencies that students have acquired at school.</i>	78.9	88.5
	<i>Businesses believe that the professional practice plans are aligned with their needs.</i>	74	82

Key Indicators: Business Relations

Results for BR Function

The BR function directly benefits students and businesses (*with businesses also serving as indirect beneficiaries in some aspects*). It is measured through three key indicators for students and seven for businesses.

Results show that the share of students participating in work-based learning (WBL) slightly decreased from 64.2% in 2024 to 62.6% in 2025, while satisfaction with opportunities provided for WBL (82.2%, down from 83.1%) and implementation of the practice plan in business (81.6%, down from 82.3%) remained stable.

Businesses reported substantial improvements in their engagement with schools: specifically, cooperation with the school rose from 78% to 100% (+22 p.p.), and close collaboration increased from 29.9% to 47.7%. Satisfaction with student preparation grew to 88.5% (from 84.5%), and the perception that the school meets skill needs recorded 89.2% (from 77.1%). Familiarity with the curriculum (79.3%, up from 60.8%) and professional modules (81.7%, up from 63.8%) also advanced. However, overall cooperation satisfaction declined from 76.9% to 64.8% (-12 p.p.), signaling an area for focus.

Overall, the findings indicate strengthened partnerships and better alignment with market needs, though declines in student participation and business satisfaction highlight opportunities to enhance engagement quality. Detailed results are presented in Table 8.

TABLE 8: KEY INDICATORS OF BUSINESS RELATIONS (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
Students – direct beneficiaries	<i>% of students who have completed professional practice in businesses.</i>	64.2	62.6
	<i>Level of student satisfaction with the opportunities provided by the school for professional practice in businesses.</i>	83.1	82.2
	<i>Level of student satisfaction with the implementation of professional practice in businesses according to the practice plan.</i>	82.3	81.6
Businesses – direct beneficiaries	<i>Businesses cooperate with the school in various ways.</i>	78	100
	<i>Businesses are satisfied with their cooperation with the school.</i>	76.9	64.8
	<i>Businesses collaborate closely with the school.</i>	29.9	47.7

	<i>Businesses are satisfied with the quality of student preparation provided by the school.</i>	84.5	88.5
	<i>Businesses believe that the school meets their needs for quality work skills.</i>	77.1	89.2
	<i>Businesses are familiar with the curriculum offered by the school.</i>	60.8	79.3
	<i>Businesses are very familiar with the professional modules offered by the school.</i>	63.8	81.7

Key Indicators: Career Orientation

Results for the Career orientation Function

The beneficiaries of the Career Orientation function include students as direct beneficiaries and parents indirectly. It is assessed through three indicators for students and two for parents, with results presented in Table 9.

Among students, results show that there was an increase in those who reported receiving various career orientation services, from 81.4% in 2024 to 86.9% in 2025. Satisfaction with the quality of the service during career sessions remained stable, increasing slightly from 75.7% to 76.6%. In contrast, the share of students informed about employment opportunities after graduation in their field of study decreased significantly from 70.9% to 55.6%, suggesting a need to strengthen communication on job opportunities.

Among parents, while satisfaction with the career orientation services provided to their children decreased from 74.4% to 69.4%, the proportion of those who believe that career orientation has helped their child make the right career decisions increased from 72.7% to 77.1%.

Overall, the findings indicate that career orientation services are widely accessed and valued by students, and parents increasingly see their value in supporting their child career decisions. However, the drop in students' awareness of employment opportunities and the slight decline in parental satisfaction highlight areas for improvement in information sharing and service delivery.

TABLE 9: KEY INDICATORS OF CAREER ORIENTATION (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
Students – direct beneficiaries	Students have received various career orientation services.	81.4	86.9
	Students are satisfied with the quality of the service provided during the career orientation sessions.	75.7	76.6
	Students are informed about employment opportunities after	70.9	55.6

	graduation in the profile they are studying.		
Parents – indirect beneficiaries	Parents are satisfied with the career orientation service that the school provides to their child.	74.4	69.4
	Parents believe that career orientation has helped their child make the right career decisions.	72.7	77.1

Key Indicators: Project Development

Results for the Project Development Function

The beneficiaries of the Project Development function include teachers and students as direct beneficiaries. It is assessed through eight key indicators, four for teachers and four for students, with results presented in Table 10.

Results indicate that teachers’ familiarity with the school’s development projects increased by 10 p.p., from 72% in 2024 to 82.2% in 2025. Similarly, the share of teachers who believe that projects improve the quality of education increased slightly from 71.3% to 74.2%. Teacher involvement in project design also improved substantially by 14 p.p., from 24% to 37.9%, while participation in project implementation increased from 28% to 32.4%.

On the one hand, data indicates that the proportion of students aware of the school’s development projects increased by 10 p.p., from 57.6% to 68%, and involvement in these projects grew, from 17.6% to 54.2% in 2025, marking one of the biggest increases across all indicators (by 36 p.p.). On the other hand, students’ satisfaction with their involvement in project activities dropped by 9 p.p., from 75.2% to 66.3%, and satisfaction with the overall results of projects implemented by the school also declined from 76.5% to 69.5%.

Overall, the findings indicate that awareness and participation in development projects have significantly improved for both teachers and students. However, the decrease in student satisfaction with participation and project outcomes highlights an area for further attention in the next round of measurements.

TABLE 10: KEY INDICATORS OF DEVELOPMENT PROJECTS (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
Teachers – direct beneficiaries	Teachers are familiar with the school’s development projects.	72	82.2
	Teachers believe that the school’s development projects improve the quality of education.	71.3	74.2

	Teachers are involved in writing development projects as part of working groups.	24	37.9
	Teachers are involved in the implementation of development projects.	28	32.4
Students – direct beneficiaries	Students are aware of the development projects at the school.	57.6	68
	Students are involved in development projects.	17.6	54.2
	Students are satisfied with their involvement in activities of the projects implemented by the school.	75.2	66.3
	Students are satisfied with the results of the projects carried out by the school.	76.5	69.5

Key Indicators: Institutional Marketing

Results for the Institutional Marketing Function

The beneficiaries of the Institutional Marketing function include teachers, students, businesses, and parents as indirect beneficiaries. This function is assessed through twelve key indicators, listed in Table 11.

Results show that among teachers, satisfaction with the school’s marketing activities increased by 7 p.p., from 77.7% to 84.9% in 2025, while satisfaction with the school’s image rose from 85.3% to 91.2% (7 p.p.). Additionally, teachers’ confidence in the quality of marketing information materials improved slightly by 5 p.p., from 89.2% to 93.7%. On the other hand, teacher involvement in marketing activities showed the largest increase, rising from 35.6% to 51.4% (15 p.p.).

Among students, satisfaction with marketing activities and the school’s image increased slightly (from 60% to 63.6%, and from 65.8% to 67.6%, respectively), while perceptions of the quality of marketing materials remained stable (76.4% to 76.8%). Student involvement in marketing activities, however, increased from 21.7% to 30.7%.

Businesses continued to view the schools positively, with perceptions of their reputation and image improving modestly from 85.6% to 87.2%. Similarly, parents’ perception of the school’s image increased slightly, from 69.5% to 71.3%.

Overall, the results indicate a positive trend across all stakeholder groups, with the most significant improvements observed in teacher involvement in marketing activities and overall satisfaction with the school’s image.

TABLE 11: KEY INDICATORS OF MARKETING (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
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Teachers – indirect beneficiaries	Teachers are satisfied with the activities of the school’s marketing plan.	77.7	84.9
	Teachers believe that the marketing informational materials are of high quality.	89.2	93.7
	Teachers are satisfied with the school’s image.	85.3	91.2
	Teachers feel involved in the school’s marketing activities.	35.6	51.4
Students – indirect beneficiaries	Students are satisfied with the school’s marketing activities.	60	63.6
	Students believe that the information provided in the marketing materials is of high quality.	76.4	76.8
	Students are satisfied with the school’s image.	65.8	67.6
	Students feel involved in the marketing activities.	21.7	30.7
Businesses – indirect beneficiaries	Businesses perceive the school as an institution with a good reputation/image.	85.6	87.2
Parents – indirect beneficiaries	Parents of the school’s students and of students in grades 8–9 regard the school as an institution with a good image.	69.5	71.3

Key Indicators: Graduate Tracing

Results for the Graduate Tracing Function

School leadership (directors and vice directors) and teachers are the main beneficiaries of this function, which is assessed through two key indicators. Results presented in Table 12 show a notable improvement from 2024 to 2025.

The share of school leaders and teachers using tracer data to improve the teaching process increased by 9 p.p., from 54% in 2024 to 62.6% in 2025. Likewise, the share of beneficiaries using tracer data to enhance annual school activities rose significantly by 12 p.p., from 68% to 79.7%.

Overall, these results suggest that the Tracing function is increasingly contributing to evidence-based decision-making and enhancing schools’ capacity to use data for planning and improving educational activities in the following academic year.

TABLE 12: KEY INDICATORS OF TRACER AT PROVIDER LEVEL (2024 - 2025)

Service beneficiaries	Indicators and Description	2024 (%)	2025 (%)
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School Leadership and Teachers – direct beneficiaries	School leaders and teachers use the tracking data to improve the teaching process and related activities.	54	62.6
	The school uses the tracking data to improve annual activities.	68	79.7

Summary of key indicators by function and overall results

Table 13 provides a comparative overview of the Development Unit’s service quality across 7 functions for 2024 and 2025. It uses 47 indicators in total.

The data reveal positive trends in six functions, with aggregate improvements ranging from +5 to +10 p.p. (detailed in Table 13). Significant improvements include Tracer at provider level (+10 p.p.) and BR (+9 p.p.), indicating good progress in using tracer data and in strengthening collaboration with businesses. Projects also improved a lot (+8 p.p.), showing more work on project planning and implementation at the school level.

CPD, Curriculum, and Marketing each saw small but steady improvement of +5 p.p. These points focus more on training teachers, improving curriculum, and boosting school visibility.

Career orientation was the only one that dropped a bit (-2 p.p.). This might be from less student awareness and weaker follow-up on job paths.

Overall, the average score for all functions increased from 68% in 2024 to 73.8% in 2025. This shows steady growth in service quality and that the DU is getting better at helping schools and partners.

TABLE 13: SUMMARY RESULTS OF THE DEVELOPMENT UNIT'S SERVICE QUALITY (2024 – 2025)

Function	# of Indicators	2024 (%)	2025 (%)	Change (%)
Continuous Professional Development	7	72.9	77.6	+5
Curriculum Development	5	77.9	82.9	+5
Business Relations	10	70.1	79.5	+9
Career Orientation	5	75.0	73.1	-2
Development Projects	8	52.8	60.6	+8
Institutional Marketing	10	66.7	71.8	+5
Tracer at provider level	2	61	71.0	+10
Total	47	68	73.8	+6

Appendices


I. Student and Teacher Survey Response Rates by School (AY 2024-2025)

	Students			Teachers		
	Total students	Surveyed 2025	Response rate (%)	Total teachers	Surveyed 2025	Response rate (%)
Hamdi Bushati	662	309	46.7	46	38	82.6
Kolin Gjoka	453	304	67.1	41	22	53.7
Kristo Isak	233	176	75.5	25	11	44.0
SHPE	1367	532	38.9	99	52	52.5
SHTET	732	565	77.2	62	34	54.8
Tregtare	336	232	69.0	26	25	96.2
Total	3783	2118	56.0	299	182	60.9

II. Instruments


Note: Full versions available on request.

1. *Student questionnaire*




Survey with
Students_final.docx

2. *Teacher questionnaire*




Survey with
Teachers_final.docx

3. *Business partners questionnaire*



Survey with
Business_final.docx

4. *Parents questionnaire*



Survey with
Parents_final.docx