

Aftësi për Punë
Skills for Jobs

Quality Indicators for Development Units

Comparative Report
2024-2026

A project of the Swiss Agency for Development and Cooperation SDC

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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 (2023 - 2028), 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 findings of the 2026 Institutional Assessment of Development Units (DUs) in six Skills for Jobs (S4J) partner vocational schools. Building on the 2024 baseline pilot and the 2025 assessment, this third round assesses stakeholder perceptions of the quality of services delivered across seven core DU functions. Data were collected in 2026 from 3,492 respondents, including 1,939 students, 105 teachers, 279 businesses and 1,169 parents.

The average score across the seven DU functions reached 74.0% in 2026, remaining broadly stable compared with 73.8% in 2025 and standing 5.9 percentage points (p.p.) above the 2024 result of 68.1%. When Development Projects is assessed using the same seven indicators across years, the overall score also remains broadly unchanged (74% in 2026 compared with approximately 74.4% in 2025). Performance varied across functions, with improvements in Curriculum Development and Career Orientation, broadly stable results in Continuous Professional Development (CPD), Business Relations and Development Projects, and declines in Institutional Marketing and Graduate Tracing.

Curriculum Development recorded the highest score in 2026, increasing by 2.9 p.p. to 85.8%. Business respondents reported higher satisfaction with students' knowledge, skills and competencies (91.2%) and with the alignment of work-based learning (WBL) plans with business needs (84.6%). Teachers also reported greater ease in adapting curricula to regional labour market needs (89.5%), although satisfaction with support from curriculum coordinators declined to 81.9%.

Business Relations remained broadly stable at 79.4%, compared with 79.5% in 2025. The share of students reporting that they had completed WBL in businesses increased slightly to 82.9%, from 79.9% in 2025. Business satisfaction with school cooperation improved to 78.8% (+14.0 p.p.), while satisfaction with students' preparation reached 92.7%. However, student satisfaction with WBL opportunities declined to 68.8% (-13.4 p.p.), and satisfaction with the implementation of WBL according to practice plans fell to 69.0% (-12.6 p.p.), highlighting the need to pay greater attention to the quality of students' WBL experiences.

Continuous Professional Development (CPD) remained broadly stable at 77.1%, compared with 77.6% in 2025. While 91.2% of teachers reported applying newly acquired knowledge and skills in their teaching, the share reporting improvements in their skills as a result of CPD declined to 78.1%, from 93.9% in 2025. These findings point to mixed perceptions of CPD effectiveness.

Career Orientation increased by 2.5 p.p. to 75.6%. The share of students reporting that they had received career orientation services rose to 91.4%, while the share informed about employment opportunities in their field increased to 63.2%. However, the latter remained below the 2024 level of 70.9%, indicating continued room for improvement in the provision of labour market information.

Development Projects reached 64.8% in 2026. Although this represents an increase of 4.2 p.p. compared with the originally reported 2025 score, the 2026 assessment excluded one indicator measured in previous years. On a comparable seven-indicator basis, performance remained broadly stable (64.8% in 2026 compared with 64.6% in 2025). Student awareness of school development projects and satisfaction with project results improved, while student involvement declined from 54.2% to 48.5%.

Institutional Marketing declined by 4.1 p.p. to 67.7%, mainly due to lower ratings of the quality of marketing materials among students (52.7%, down 24.1 p.p.) and teachers (76.3%, down 17.4 p.p.). However, student satisfaction with school marketing activities increased to 66.5% (from 63.6%), while business perceptions of school reputation improved to 91.7%. Parents' perceptions of school image remained broadly stable at 71.5%.

Graduate Tracing declined by 3.4 p.p. to 67.6%. The reported use of tracer data to improve teaching fell to 47.6%, while its use to improve annual activities increased to 87.6%. This suggests that tracer findings are being used more consistently for institutional planning than for improving teaching practices.

Overall, the findings highlight the need to improve the quality of WBL experiences, strengthen institutional marketing materials and increase student participation in development projects. Continued attention is also needed to strengthen the relevance of CPD activities and ensure that career orientation services provide students with useful information on employment opportunities. Results should be interpreted with caution given changes in the composition of respondents across schools and stakeholder groups, particularly the very limited number of parent responses from Hamdi Bushati in 2026.

Introduction

This report presents the comparative findings from the Institutional Assessment process carried out in six vocational schools during the 2025-26 academic year (AY). The assessment aimed to evaluate the quality of services provided by each school's DU, drawing on the perceptions and experiences of students, teachers, parents and business partners gathered through surveys conducted in May-June 2026.

This is the third round of the Institutional Assessment, building on the baseline pilot conducted in April 2024 (AY 2023-24) in the same six schools and the subsequent assessment in 2025. The baseline pilot covered seven core DU functions and established the initial indicators for assessing stakeholder satisfaction with DU services. Four survey instruments were developed and piloted with key stakeholders, then refined for use in subsequent assessments. The survey instruments were largely retained in 2026, with a minor adjustment to the Development Projects function, as described in the Methodology section.

The assessment process in each school was coordinated by the respective Head of the Development Unit.

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 assessment cycle, the survey instruments were reviewed in collaboration with the National Agency for Employment and Skills (NAES), incorporating feedback from the baseline pilot in 2024[1]. Additional questions were introduced, while those relating to the core indicators remained unchanged. The same instruments were largely retained in 2026, with one adjustment to the Development Projects function: the question on teachers' involvement in project implementation was removed, as participation in such activities is not a mandatory responsibility for all teachers. Year-on-year comparisons are based on the core indicators retained across assessment cycles, with the Development Projects function compared using the seven common indicators.

Instruments

The assessment employs four questionnaires, each targeting specific core functions of the DU from a different stakeholder perspective. The full questionnaires are available upon request.

Student questionnaire: This instrument gathers student opinions and experiences on six DU functions. It covers continuous professional development (teaching methods), curriculum, business relations (work-based learning, WBL), career orientation, development projects and institutional marketing.

[1] Baseline i treguesve të cilësisë së Njësisë së Zhvillimit, https://skillsforjobs.al/publications/baseline-i-treguesve-te-cilesise-se-njesise-se-zhvillimit/

Teacher questionnaire: This tool collects teacher feedback on five DU functions related to training services and the learning environment. It covers continuous professional development, curriculum development, project development, institutional marketing and graduate tracing.

Business questionnaire: This survey captures the perceptions of business partners on three DU functions. It covers curriculum development (alignment of training with labour market needs, student preparedness), business relations (collaboration, internships) and institutional marketing (school reputation).

Parent questionnaire: This instrument gathers parent opinions on two DU functions. It covers career orientation and the institution's public image (institutional marketing). The questionnaire also asks about school-parent communication, which is not part of the key indicators.

Data analysis

Data were collected online through KoboToolbox[2] and analysed at both school and aggregate levels. This report presents aggregate findings, while school-level results have been shared with the respective schools and are available upon request.

After data collection, the Excel datasets were cleaned and imported into Statistical Package for the Social Sciences[3] (SPSS). Frequencies and descriptive statistics were calculated for each question, and baseline indicators were examined to identify trends over time.

For indicators corresponding to multiple questions, a new variable was created by aggregating responses and standardising 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%.

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

The overall DU performance score is calculated as the unweighted arithmetic mean of the seven function scores, giving equal weight to each function regardless of the number of indicators it contains. The findings are presented according to the key indicators for each DU function.

[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.

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

Ethical considerations

Informed consent was obtained from all participants prior to data collection. Participant privacy was protected through anonymity and confidentiality. All data were stored and used for research purposes, with results presented in aggregate.

Sample characteristics

In 2026, the survey engaged 1,939 students, 105 teachers, 279 businesses, and 1,169 parents across six vocational schools. Participation varied by school. SHPE had the highest number of student respondents (N=887), followed by SHTET (N=360) and Kolin Gjoka (N=284). Teacher participation ranged from 8 at Kristo Isak to 29 at SHPE and 29 at SHTET.

Participation also changed considerably across assessment cycles. SHPE accounted for 46% of student respondents in 2026 (25% in 2025), while Hamdi Bushati fell from 309 to 125 students, from 38 to 15 teachers and from 56 to 12 businesses. Year-on-year changes in aggregate indicators therefore partly reflect changes in the school mix of respondents and should be interpreted with caution.

Business respondents were most numerous at SHPE (N=94) and Kolin Gjoka (N=93). Hamdi Bushati had 12 business respondents, compared with 56 in 2025 and 109 in 2024. Parental participation was highest at SHPE (N=515) and Kolin Gjoka (N=262). Parent participation at Hamdi Bushati fell to 2 respondents in 2026, from 98 in 2025 and 138 in 2024. Because of this sample size, parent findings for this school are not representative and are not used for school-level comparison.

TABLE 1: SAMPLE DISTRIBUTION BY SCHOOL AND RESPONDENT GROUP, 2024-2026 (N)

Group	Year	Hamdi Bushati	Kolin Gjoka	Kristo Isak	SHPE	SHTET	Tregtare	Total
Students	2024	164	247	144	681	360	184	1,780
	2025	309	304	176	532	565	232	2,118
	2026	**125**	**284**	**90**	**887**	**360**	**193**	**1,939**
Teachers	2024	21	26	9	48	28	18	150
	2025	38	22	11	52	34	25	182
	2026	**15**	**14**	**8**	**29**	**29**	**10**	**105**
Businesses	2024	109	47	51	134	49	70	460
	2025	56	42	24	122	25	85	354
	2026	**12**	**93**	**23**	**94**	**24**	**33**	**279**
Parents	2024	138	221	147	411	268	150	1,335
	2025	98	200	120	281	224	153	1,076
	2026	**2**	**262**	**91**	**515**	**226**	**73**	**1,169**

Students

Most student respondents were male (69.2%). Female students accounted for 29.7%, and 1.1% preferred not to answer. Grade XI had the largest share (28.3%), followed by Grade X (25.5%), Grade XIII (23.2%), and Grade XII (22.1%). Post-secondary vocational education accounted for 1%. The largest fields were Hospitality-Tourism (27.8%), Economy-Business (24.8%), and ICT (16.5%).

TABLE 2: DISTRIBUTION OF STUDENTS BY GENDER, CLASS AND FIELD OF STUDY (2026)

	N	%
Gender		
Female	576	29.7
Male	1341	69.2
Prefer not to answer	22	1.1
Class		
Grade X (tenth)	488	25.5
Grade XI (eleventh)	542	28.3
Grade XII (twelfth)	423	22.1
Grade XIII (thirteenth)	444	23.2
Post-secondary vocational education	19	1.0
Vocational Field		
Economy - Business	481	24.8
Electrotechnics	119	6.1
Hospitality - Tourism	539	27.8
Mechanics	75	3.9
Construction	4	0.2
Transport services	175	9.0
Social and health services	67	3.5
Information and communication technology (ICT)	320	16.5
Food technology	19	1.0
Textile - Confection	48	2.5
Thermohydraulic	90	4.6

Note: Percentages for class and vocational field are calculated on valid responses (class N=1,916; field N=1,937).

Teachers

The majority of teachers were female (78.1%). The largest group had 6 to 15 years of experience in VET (37.5%), followed by 1 to 5 years (30.8%) and 16 to 25 years (27.9%). Most taught both professional theory and practice modules (66.7%).

Of the 105 teachers, 86.7% had completed the training 'Foundations of Didactics' in VET, and 13.3% had not. During the current school year, 91.4% attended training for their professional development, and 8.6% did not.

During the current school year, 11.4% of teachers were part of a working group for development projects only, 26.7% for institutional marketing only, and 26.7% for both. In total, 38.1% took part in a development-project working group and 53.3% in a marketing working group. The remaining 35.2% were not part of either.

TABLE 3: DISTRIBUTION OF TEACHERS BY GENDER, YEARS WORKING IN VET, AND SUBJECT GROUP (2026)

	N	%
Gender		
Female	82	78.1
Male	23	21.9
Years working in VET		
1 - 5 years	32	30.8
6 - 15 years	39	37.5
16 - 25 years	29	27.9
26 - 40 years	4	3.8
Subject group taught		
Professional theory subjects	22	21.0
Professional practice modules	13	12.4
Both theory and practice modules	70	66.7

Note: Years working in VET are based on N=104 valid responses (one missing).

Businesses

Of the businesses that answered the question, 90.1% hosted VET students for WBL during the year, and 9.9% did not. Among the 243 businesses providing information on the number of students hosted, the average was 3.7 students per business (ranging from 0 to 50), with a total of 897 students reported.

Of the businesses that answered the mentor question, 92.7% act as mentors for students in WBL, and 7.3% do not (N=273). Among 20 respondents who are not mentors, 18 stated their position. The most frequent positions were owner (6) and manager (3).

TABLE 4: BUSINESS CHARACTERISTICS: ENGAGEMENT IN WBL (2026)

	N	%
Hosted apprentices for WBL		
Yes	247	90.1
No	27	9.9
Non responses	5	-
Acting as a mentor for apprentices		
Yes	253	92.7
No	20	7.3
Non responses	6	-

Parents

Most parents were aged 35-44 (47.1%) or 45-54 (45.7%). Female respondents accounted for 61.9% and male respondents for 36.1%. Children's classes were distributed across Grade X (28.8%), Grade XI (29.1%), Grade XII (23.5%) and Grade XIII (18.0%). The largest fields were Economy-Business (29.1%), Hospitality-Tourism (22.4%) and ICT (22.1%).

TABLE 5: DISTRIBUTION OF PARENTS BY AGE, GENDER, CHILD'S CLASS, AND FIELD OF STUDY (2026)

	N	%
Age*		
25 - 34 years	3	0.3
35- 44 years	423	47.1
45 - 54 years	410	45.7
55 - 65 years	60	6.7
Gender		
Female	724	61.9
Male	422	36.1
Prefer not to answer	23	2.0
Child's Class		
Grade X (tenth)	333	28.8
Grade XI (eleventh)	336	29.1
Grade XII (twelfth)	272	23.5
Grade XIII (thirteenth)	208	18.0
Post-secondary vocational education	7	0.6
Field of studies		
Economy - Business	335	29.1
Electrotechnics	67	5.8
Geology - Mining	2	0.2
Hospitality - Tourism	258	22.4
Mechanics	41	3.6
Construction	1	0.1
Transport services	59	5.1
Social and health services	64	5.6
Information and communication technology (ICT)	254	22.1
Food technology	19	1.7
Textile - Confection	10	0.9
Thermohydraulic	40	3.5

Note: *Base (N=898); Child's class is based on N=1,156 and field of study on N=1,150 valid responses.

Key Indicators: Continuous Professional Development (CPD)

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. Results are presented in Table 6.

Among teachers, 81.9% reported that CPD activities aligned with their needs in 2026, almost unchanged from 82.5% in 2025 and up from 66.0% in 2024. However, the share reporting improvements in their skills as a result of CPD declined to 78.1%, from 93.9% in 2025 and 84.6% in 2024. Similarly, satisfaction with support received during the implementation of the CPD plan fell to 80.8%, compared with 89.4% in 2025 and 83.9% in 2024. In contrast, the share of teachers reporting that they applied newly acquired knowledge, skills and methods in their teaching increased to 91.2%, up from 80.1% in 2025 and 74.6% in 2024.

Among students, satisfaction with teaching methods such as group work, project-based learning, technology, and classroom interaction remained at 70.1%, the same as in 2025 and close to 71.8% in 2024. Satisfaction with the methods used during the teaching process rose from 57.9% in 2025 to 70.5% in 2026 (+12.6 p.p.). Satisfaction with how often interaction occurs during learning was 66.8%, compared with 69.2% in 2025 and 56.4% in 2024.

Overall, the CPD function average remained broadly stable at 77.1% in 2026, compared with 77.6% in 2025, and improved from 72.9% in 2024.

TABLE 6: KEY INDICATORS OF CONTINUOUS PROFESSIONAL DEVELOPMENT, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
Professional Culture teachers – direct beneficiaries	The activities of CPD are in line with the needs of the teachers.	66	82.5	81.9	-0.6
	The teachers' skills have improved as a result of the trainings/activities foreseen in the CPD plan.	84.6	93.9	78.1	-15.8
	Teachers are satisfied with the support they have received during the implementation of the CPD plan.	83.9	89.4	80.8	-8.6
	Teachers apply in their teaching the knowledge, skills, competencies, and new teaching methods they have learned through trainings and exchanges.	74.6	80.1	91.2	+11.1
Students – indirect beneficiaries	Students are satisfied with the teaching methods (e.g., group work, project-based learning, use of technology, classroom interaction, etc.).	71.8	70.1	70.1	0.0
	Students are satisfied with the methods used during the teaching process.	n/a	57.9	70.5	+12.6

	Students are satisfied with how often interaction occurs during the learning process.	56.4	69.2	66.8	-2.4

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.)

Key Indicators: Curriculum Development

The Curriculum Development function serves teachers as direct beneficiaries, and students and businesses as indirect beneficiaries. Its performance is assessed through five indicators, presented in Table 7.

Among teachers, the share reporting that they found it easier to adapt curricula to regional labour market needs increased to 89.5% in 2026, up from 75.3% in 2025 and 69.3% in 2024. However, satisfaction with support from curriculum coordinators declined to 81.9%, compared with 89.0% in 2025 and 83.3% in 2024.

Among students, 82% considered the curriculum aligned with labour market needs, a slight increase from 79.8% in 2025, but still below the 2024 level of 84.1%.

Among businesses, satisfaction with the knowledge, skills, and competencies acquired by students at school was 91.2%, compared with 88.5% in 2025 and 78.9% in 2024. The share of businesses reporting that professional practice plans are aligned with their needs was 84.6%, compared with 82% in 2025 and 74% in 2024.

Overall, Curriculum Development recorded the highest score among the seven DU functions, reaching 85.8% in 2026, up from 82.9% in 2025 and 77.9% in 2024. Despite this improvement, the decline in teachers' satisfaction with curriculum coordinator support remains an area requiring attention.

TABLE 7: KEY INDICATORS OF CURRICULUM DEVELOPMENT FUNCTION, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
Teachers – direct beneficiaries	Teachers find it easier to break down the curriculum to align with the regional labor market needs.	69.3	75.3	89.5	+14.2
	Teachers are satisfied with the support they have received from the curriculum coordinator for the implementation of teaching.	83.3	89	81.9	-7.1
Students – indirect beneficiaries	Students believe that the curriculum is aligned with the labor market	84.1	79.8	82.0	+2.2
Businesses – indirect beneficiaries	Businesses are satisfied with the knowledge, skills, and competencies that students have acquired at school.	78.9	88.5	91.2	+2.7
	Businesses believe that the professional practice plans are aligned with their needs.	74	82	84.6	+2.6

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.)

Key Indicators: Business Relations (BR)

The Business Relations function serves students and businesses as direct beneficiaries. Its performance is assessed through ten indicators, three for students and seven for businesses. Results are presented in Table 8.

Among students, the share reporting that they had completed work-based learning (WBL) in businesses increased slightly to 82.9% in 2026, from 79.9% in 2025 (+3 p.p.) and 64.2% in 2024. However, satisfaction with the opportunities provided by schools for WBL declined to 68.8%, from 82.2% in 2025 and 83.1% in 2024. Similarly, satisfaction with the implementation of WBL according to the practice plan fell to 69.0%, compared with 81.6% in 2025 and 82.3% in 2024.

Among businesses, 94.3% reported cooperating with schools in various ways, compared with 100% in 2025 and 78.0% in 2024. Satisfaction with cooperation increased to 78.8%, from 64.8% in 2025 (+14.0 p.p.), while the share reporting close collaboration rose slightly to 50.4%, from 47.7%. Satisfaction with the quality of students' preparation also improved to 92.7%, compared with 88.5% in 2025 and 84.5% in 2024. Meanwhile, 89.9% of businesses reported that schools met their needs for work-related skills, broadly unchanged from 89.2% in 2025. Familiarity with school curricula and professional modules increased to 84.5% and 82.8%, respectively.

Overall, the Business Relations function remained broadly stable at 79.4% in 2026, compared with 79.5% in 2025, and increased from 70.1% in 2024. While business perceptions generally improved and a slightly higher share of students reported completing WBL in businesses, these positive developments were offset by declining student satisfaction with WBL opportunities and the implementation of practice plans. These findings highlight the need to pay greater attention to the quality of students' WBL experiences, alongside their participation.

TABLE 8: KEY INDICATORS OF BUSINESS RELATIONS, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
Students – direct beneficiaries	% of students who have completed work-based learning in businesses.	64.2	79.9	82.9	+3.0
	Level of student satisfaction with the opportunities provided by the school for work-based learning in businesses.	83.1	82.2	68.8	-13.4
	Level of student satisfaction with the implementation of work-based learning in businesses according to the apprenticeships plan.	82.3	81.6	69.0	-12.6

Businesses – direct beneficiaries	Businesses cooperate with the school in various ways.	78	100	94.3	-5.7
	Businesses are satisfied with their cooperation with the school.	76.9	64.8	78.8	+14.0
	Businesses collaborate closely with the school.	29.9	47.7	50.4	+2.7
	Businesses are satisfied with the quality of student preparation provided by the school.	84.5	88.5	92.7	+4.2
	Businesses believe that the school meets their needs for quality work skills.	77.1	89.2	89.9	+0.7
	Businesses are familiar with the curriculum offered by the school.	60.8	79.3	84.5	+5.2
	Businesses are very familiar with the professional modules offered by the school.	63.8	81.7	82.8	+1.1

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.)

Key Indicators: Career Orientation

The Career Orientation function serves students as direct beneficiaries and parents as indirect beneficiaries. Its performance is assessed through five indicators: three for students and two for parents. Results are presented in Table 9.

Among students, the share reporting that they had received career orientation services increased to 91.4% in 2026, from 86.9% in 2025 and 81.4% in 2024. Satisfaction with the quality of career orientation sessions also increased slightly to 78%, compared with 76.6% in 2025 and 75.7% in 2024. The share of students informed about employment opportunities in their field of study after graduation rose to 63.2%, from 55.6% in 2025, but remained below the 2024 level of 70.9%.

Among parents, satisfaction with the career orientation services provided to their children increased slightly to 71.8%, from 69.4% in 2025, but remained below the 2024 level of 74.4%. Meanwhile, the share reporting that career orientation had helped their children make career decisions declined to 73.6%, compared with 77.1% in 2025 and 72.7% in 2024.

Overall, the Career Orientation function average increased to 75.6% in 2026, from 73.1% in 2025 and 75% in 2024. While students' access to career orientation services improved, providing relevant information on employment opportunities remains an area requiring attention.

TABLE 9: KEY INDICATORS OF CAREER ORIENTATION, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
Students – direct beneficiaries	Students have received various career orientation services.	81.4	86.9	91.4	+4.5
	Students are satisfied with the quality of the service provided	75.7	76.6	78.0	+1.4

	during the career orientation sessions.				
	Students are informed about employment opportunities after graduation in the profile they are studying.	70.9	55.6	63.2	+7.6
Parents – indirect beneficiaries	Parents are satisfied with the career orientation service that the school provides to their child.	74.4	69.4	71.8	+2.4
	Parents believe that career orientation has helped their child make the right career decisions.	72.7	77.1	73.6	-3.5

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.)

Key Indicators: Development Projects

The Development Projects function serves teachers and students as direct beneficiaries. Its performance was originally assessed through eight indicators, four for teachers and four for students. In 2026, seven indicators were retained following the removal of the question on teachers' involvement in project implementation, as explained in the Methodology section. Results are presented in Table 10.

Among teachers, familiarity with the school's development projects declined to 77.9% in 2026, from 82.2% in 2025, but remained above the 2024 level of 72.0%. The share who believed that development projects improved the quality of education remained broadly stable at 74.0%, compared with 74.2% in 2025 and 71.3% in 2024. Meanwhile, 38.1% of teachers (40 out of 105) reported participating in working groups responsible for developing project proposals, almost unchanged from 37.9% in 2025.

Among students, awareness of school development projects increased slightly to 69.3% in 2026, from 68.0% in 2025 and 57.6% in 2024. However, participation in development projects declined to 48.5%, compared with 54.2% in 2025, although it remained well above the 2024 level of 17.6%. Satisfaction with involvement in project activities increased to 68.7%, from 66.3% in 2025, while satisfaction with project results rose to 77.3%, from 69.5%.

Based on the seven indicators available across all three assessment cycles, the Development Projects function average remained broadly stable at 64.8% in 2026, compared with 64.6% in 2025 and 56.3% in 2024. While student awareness and satisfaction with project results improved, declining student participation in development projects remains an area requiring attention.

TABLE 10: KEY INDICATORS OF DEVELOPMENT PROJECTS, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
	Teachers are familiar with the school's development projects.	72	82.2	77.9	-4.3

Teachers-direct beneficiaries	Teachers believe that the school's development projects improve the quality of education.	71.3	74.2	74.0	-0.2
	Teachers are involved in writing development projects as part of working groups.	24	37.9	38.1*	+0.2
	Teachers are involved in the implementation of development projects.	28	32.4	n/a	n/a
Students-direct beneficiaries	Students are aware of the development projects at the school.	57.6	68	69.3	+1.3
	Students are involved in development projects.	17.6	54.2	48.5	-5.7
	Students are satisfied with their involvement in activities of the projects implemented by the school.	75.2	66.3	68.7	+2.4
	Students are satisfied with the results of the projects carried out by the school.	76.5	69.5	77.3	+7.8

Note: * In 2026, 38.1% of teachers (40 out of 105) reported participating in a development project working group. The indicator on teachers' involvement in project implementation was excluded from the 2026 assessment. Year-on-year comparisons of the function average are therefore based on the seven common indicators. Changes are expressed in percentage points (p.p.).

Key Indicators: Institutional Marketing

The Institutional Marketing function serves teachers, students, businesses, and parents as indirect beneficiaries. Its performance is assessed through ten indicators, presented in Table 11.

Among teachers, satisfaction with school marketing activities remained broadly stable at 85.1% in 2026, compared with 84.9% in 2025 and 77.7% in 2024. However, the share rating marketing materials as high quality declined to 76.3%, from 93.7% in 2025 and 89.2% in 2024. Satisfaction with the school's image also declined to 85.1%, from 91.2% in 2025, while involvement in marketing activities increased to 55.8%, compared with 51.4% in 2025 and 35.6% in 2024.

Among students, satisfaction with school marketing activities increased to 66.5% in 2026, from 63.6% in 2025 and 60.0% in 2024. In contrast, the share rating the information in marketing materials as high quality fell to 52.7%, compared with 76.8% in 2025 and 76.4% in 2024. Satisfaction with the school's image remained broadly stable at 66.6%, while involvement in marketing activities declined to 25.6%, from 30.7% in 2025.

Among businesses, the share perceiving the school as an institution with a good reputation increased to 91.7%, from 87.2% in 2025 and 85.6% in 2024. Parents' perceptions of the school's image remained broadly stable at 71.5%, compared with 71.3% in 2025 and 69.5% in 2024.

Overall, the Institutional Marketing function average declined to 67.7% in 2026, from 71.8% in 2025, but remained slightly above the 2024 level of 66.7%. While perceptions of school reputation and

satisfaction with marketing activities generally remained stable or improved, the decline in student and teacher ratings of marketing materials highlights an area requiring further attention.

TABLE 11: KEY INDICATORS OF INSTITUTIONAL MARKETING, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
Teachers – indirect beneficiaries	Teachers are satisfied with the activities of the school's marketing plan.	77.7	84.9	85.1	+0.2
	Teachers believe that the marketing informational materials are of high quality.	89.2	93.7	76.3	-17.4
	Teachers are satisfied with the school's image.	85.3	91.2	85.1	-6.1
	Teachers feel involved in the school's marketing activities.	35.6	51.4	55.8	+4.4
Students – indirect beneficiaries	Students are satisfied with the school's marketing activities.	60	63.6	66.5	+2.9
	Students believe that the information provided in the marketing materials is of high quality.	76.4	76.8	52.7	-24.1
	Students are satisfied with the school's image.	65.8	67.6	66.6	-1
	Students feel involved in the marketing activities.	21.7	30.7	25.6	-5.1
Businesses – indirect beneficiaries	Businesses perceive the school as an institution with a good reputation/image.	85.6	87.2	91.7	+4.5
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	71.5	+0.2

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.)

Key Indicators: Graduate Tracing

The Graduate Tracing function serves school leadership and teachers as direct beneficiaries. Its performance is assessed through two indicators, presented in Table 12.

The share of school leaders and teachers reporting that they used tracer data to improve teaching and related activities declined to 47.6% in 2026, from 62.6% in 2025 and 54.0% in 2024. In contrast, the share reporting that schools used tracer data to improve annual activities increased to 87.6%, compared with 79.7% in 2025 and 68.0% in 2024.

Overall, the Graduate Tracing function average declined to 67.6% in 2026, from 71% in 2025, but remained above the 2024 level of 61%. The increased use of tracer data in annual planning is a

positive development, as these findings can inform decisions on VET providers' educational offer and their alignment with labour market needs. At the same time, the lower reported use of tracer data for improving teaching highlights the need to strengthen the translation of tracer findings into improvements in teaching practices.

TABLE 12: KEY INDICATORS OF GRADUATE TRACING, 2024-2026 (%)

Beneficiary Groups	Indicators	2024	2025	2026	Change (p.p.)
School Leadership and Teachers – direct beneficiaries	School leaders and teachers use tracer data to improve the teaching process and related activities.	54	62.6	47.6	-15
	The school uses tracer data to improve annual planning.	68	79.7	87.6	+7.9

Note: Change refers to the difference between 2026 and 2025 results, expressed in percentage points (p.p.).

Overall results by function

Table 13 summarises the performance of the DUs across seven functions for 2024, 2025 and 2026.

Curriculum Development recorded the highest score in 2026, increasing from 82.9% to 85.8% (+2.9 p.p.), followed by Business Relations at 79.4%, broadly unchanged from 79.5% in 2025. Career Orientation also improved, reaching 75.6% (+2.5 p.p.). Continuous Professional Development remained broadly stable at 77.1%, compared with 77.6% in 2025. Development Projects reached 64.8%, representing a marginal increase of 0.2 p.p. compared with 2025 when calculated using the same seven indicators.

Institutional Marketing declined from 71.8% to 67.7% (-4.1 p.p.), while Graduate Tracing declined from 71.0% to 67.6% (-3.4 p.p.).

Overall, the average across the seven functions remained broadly stable, increasing slightly from 73.8% in 2025 to 74.0% in 2026, based on the reported function scores. However, when Development Projects is recalculated using comparable indicators, the overall average was approximately 74.4% in 2025, compared with 74.0% in 2026, indicating essentially unchanged performance. Improvements in Curriculum Development and Career Orientation were offset by declines in Institutional Marketing and Graduate Tracing, while the remaining functions showed limited overall change.

TABLE 13: DEVELOPMENT UNIT PERFORMANCE BY FUNCTION, 2024-2026 (%)

FUNCTION	# OF INDICATORS	2024	2025	2026	CHANGE (P.P.)
CONTINUOUS PROFESSIONAL DEVELOPMENT	7	72.9	77.6	77.1	-0.5
CURRICULUM DEVELOPMENT	5	77.9	82.9	85.8	+2.9

Business Relations	10	70.1	79.5	79.4	-0.1
Career Orientation	5	75.0	73.1	75.6	+2.5
Development Projects	8	52.8	60.6	64.8	+0.2*
Institutional Marketing	10	66.7	71.8	67.7	-4.1
Graduate Tracing	2	61.0	71.0	67.6	-3.4
Total	47	**68.1**	**73.8**	**74.0**	**+0.2**

Note: The overall score is calculated as the unweighted arithmetic mean of the seven function scores. In 2026, the Development Projects score was based on seven of its eight original indicators. The change shown for this function (+0.2 p.p.) is calculated using the comparable 2025 score of 64.6%, rather than the originally reported 60.6%. All other changes represent the difference between 2026 and 2025, expressed in percentage points (p.p.).

Appendices

Survey Instruments and Findings

The survey questionnaires and detailed findings underlying this report are available upon request.

For further information or access to these materials, please contact:

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