

# **Developing teacher competences for a comprehensive VET system in Albania - TEAVET**

## **WP2. DEVELOPMENT**

### **Designing of training courses and creation of LLL Centers**

#### **Deliverable 2.4**

### **Creation of the Albanian Network of LLL Centres for Teacher Training (NCTT)**

Ministry of Education, Sport and Youth, Albania

October 2018

"Developing teacher competences for a comprehensive VET system in Albania - TEAVET" project is organised under Erasmus+ Programme, Key Action 2 – Capacity Building in the Field of Higher Education 2017  
Project Reference: 586300-EPP-1-2017-1-ES-EPPKA2-CBHE-SP

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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In accordance to the WP2 Tasks: Designing Training Courses and Creating LLL Centers; Deliverable 2.4. The creation of the Albanian Network of LLL Centers for the Teacher Training and concretely:

- the operation of the LLL Centre in each university,
- the obligations of the LLL Centre,
- the collaboration of the LLL Centres with MoES

IED has prepared a guideline for the functioning of the LLL center in each university.

## 1. Introduction

Since 2014, the reform of the competency-based curriculum is implemented in Albania. For the implementation of this curriculum, IED has undertaken a number of measures closely related to the preparation of materials to assist teachers, but also for the continued professional development of the education employees. *In order to have a more effective approach to LLL centers in each university of Albania, we first give a synthetic overview of the curriculum reform, followed by the professional development of the Albanian education staff and the way LLL centers function in each university.* The modules developed within the TEAVET project and are to be developed by the LLL centers support qualitatively the professional development of the teachers by improving their competences in the implementation of the curriculum and not only. IED has prepared a guideline for the functioning of the LLL center in each university.

### 1.1 COMPETENCE-BASED CURRICULUM

The most important document in pre-university education is the Curriculum Framework for the Pre-University Education, which describes the orientations and guidelines for educational purposes, internships, learning methods and students' achievements. As a key document for the organization of the pre-university education system, the Framework orientes educational actors and stakeholders on key aspects of the curriculum as a basis for effectively providing quality education for all. The pre-university education Curriculum Framework stipulates:

- General goals of the pre-university education;
- Key competences that will be gained by all students after the completion of the upper secondary education;
- General principles that guide the development and implementation of the curriculum;
- The characteristics of the pre-university education levels from the perspective of the curricular reform;
- Curriculum Stages and their role in organizing and evaluating the learning process;
- Learning areas and subjects, according to the levels of curriculum, as well as the teaching time for each field;
- Effective teaching and learning;
- Student Assessment System;
- Curriculum documents.

Compared to the Albanian Qualifications Framework, the Pre-University Curriculum Framework refers to 4 formal levels of education and training. Pre-university education

integrates into: pre-school education offered to children aged 3-6 years old in pre-school institutions and 5-6 years old children in preparatory classes, in the elementary classes and 9-year primary schools, lower secondary education and high secondary education (high schools).

The reformed curriculum of pre-university education in Albania is based on a competency approach and is organized according to a structure that supports their development (competencies, learning areas, learning outcomes for each competence and field). It develops key competencies, based on the European ones, and it is structured according to the learning outcomes for the competences and learning areas. The key competencies under which the reformed curriculum is organized are:

1. Communication and expression competence;
2. Competence of thinking;
3. Learning to learn;
4. Competence for life, entrepreneurship and the environment;
5. Personal competence;
6. Civic competence;
7. Digital competence.

Learning areas, which can be separated or integrated serve to the development of key competences and subject matters and constitute the basis for organizing the teaching-educational process at school for each level of education. The competently reformed curriculum is organized in seven learning areas. Learning fields include one or more subjects. The subjects are based on the learning outcomes defined for each field. The learning areas are:

1. Language and communication (Albanian Language-Literature; Foreign Languages)
2. Mathematics
3. Natural sciences (Biology, Chemistry, Physics)
4. Society and the Environment (History, Geography, Social Science)
5. Arts (Visual Art, Music, Theater, Dancing)
6. Physical Education, Sports, Health
7. Technology and ICT

The other important document of the curriculum reform is the core curriculum, which is the basic document and regulates the progress of the curriculum, based on Albania's Curriculum Framework. Within it are described the learning outcomes for each key competency and area of learning, according to the curriculum grades, curriculum implementation methodologies, student assessment and time distribution (curriculum) for each field. The Core Curriculum Document precedes and helps in the drafting of other curriculum package documents such as subject programs, curriculum guidelines, etc., which are the foundation of the learning process of teaching and learning.

The curriculum documents on which the entire curriculum implementation is based can be listed as follows:

- The Curriculum Framework, 2014 <http://izha.edu.al/new/2017/04/02/korniza-kurrikulare/>
- IZHA, 2014, Core curricula for the preparatory classes up to the fifth grade <http://izha.edu.al/new/2017/04/01/kurrikula-berthame-per-klasen-per-klasen-pergatitore-dhe-arsimin-fillor>
- IZHA, 2016 Curricular Framework of the Pre-school Education <http://izha.edu.al/new/wp-content/uploads/2018/09/Korniza-Kurrikulare-e-parashkollorit.pdf>
- IZHA, 2014, Core Curriculum for the pre-university education for grades VI-IX <http://izha.edu.al/new/2017/03/31/kurrikula-berthame-per-arsimin-e-mesem-te-ulet/>
- IZHA, 2016, Core Curriculum for High School, for grades X –XII, <http://izha.edu.al/new/2017/03/30/kurrikula-berthame-x-xii/>
- IZHA, 2016 Child Development and Development Standards for 3 -6 years old <http://izha.edu.al/new/wp-content/uploads/2018/03/Standartet-e-Zvillimit-dhe-te-nxenit.pdf>
- IZHA, Programs based on the pre-school education competencies <http://izha.edu.al/new/wp-content/uploads/2018/03/Programet-e-parashkollorit-3-4-vjec-dhjeter-2017.pdf>
- IZHA, 2014-2018, Competency based curriculum programs for basic education <http://izha.edu.al/new/arsimi-baze/>
- IZHA, 2016-2018, Competence-based curriculum programs for the upper secondary education <http://izha.edu.al/new/plani-mesimor-i-gjimnazit-kurrikula-e-re/>
- IZHA, 2018, Guide to Curriculum Development in Primary Education. <http://izha.edu.al/new/2018/04/23/udhezuesi-i-arsimit-fillor/>
- IZHA, 2017, Curriculum development guide in lower secondary education <http://izha.edu.al/new/2017/04/02/udhezues-per-amu-2017/>
- IZHA, 2017, Curriculum development guide in upper secondary education. <http://izha.edu.al/new/?s=udhezues+AML>
- IZHA, 2018, Guidelines for elective curriculum in high school, <http://izha.edu.al/new/2018/05/09/udhezues-per-kurrikulen-me-zgjedhje-ne-gjimnaz/>
- IZHA, 2016, School dropouts manual
- MASR,2015-2018 Textbooks based on competences. Standards of textbooks. [http://www.arsimi.gov.al/files/userfiles/alterteksti/Standardet\\_tekstet\\_shkollore.pdf](http://www.arsimi.gov.al/files/userfiles/alterteksti/Standardet_tekstet_shkollore.pdf)

## 1.2 STUDENT ASSESSMENT AT SCHOOL / CLASS LEVEL

The main purpose of the student assessment in the classroom is to improve the performance of learning outcomes and the learning process itself. Evaluation is considered as the process in which data is collected and judged for the value of achieving learning outcomes based on the achievement levels. The assessment is based on student achievement levels that measure student performance on learning outcomes according to the subject competence.

The assessment of students at the school level in pre-university education is based on the following documents:

a) IZHA, 2015, Student Assessment Framework.

<http://izha.edu.al/new/wp-content/uploads/2017/03/Korniza-e-vleresimit-2.pdf>

b) Guidelines for assessing students in basic education  
<http://darelbasan.edu.al/index.php/legjislacioni/915-udhezimi-nr-34-date-11-9-2015-per-vleresimin-e-nxenesve-per-kurrikulen-me-kompetenca-ne-arsimin-baze>

c) Guidelines for assessing students in upper secondary education  
<https://app.box.com/s/lrassofmiwvcxp3im8j53hykclwckqwz>

d) IZHA, 2016, The achievement levels for all school cycles:  
<http://izha.edu.al/neë/2017/03/27/nivelet-e-arritjes/>

## 1.3 CONTINUOUS PROFESSIONAL DEVELOPMENT OF THE EDUCATION EMPLOYEES

The new curriculum requires change in terms of the learning process, student assessment, inclusiveness, use of teaching technology and so on. The change in practice that teachers have to do, require greater preparation for the learning process, as well as closer scrutiny of what a student is capable of doing. Also, the new curriculum requires the teacher to decide whether the student has demonstrated some of the competencies and tailored learning strategies to improve the student performance. For the curriculum to be successful in achieving its goals, the process of implementation focuses on the achievements of these changes in the teacher practices and not just in the bureaucratic implementation of the new curriculum.

The aim of the continuous professional development of the education employees in Albania is to update the knowledge and develop their competencies in order to provide all students with quality education services. This system is realized within the period of time that teachers are at work using periods of time that they are not teaching.

The Education Development Institute is the main institution that organizes training of the educational employees. About 70% of the training is carried out by this institution. For the professional development of the education employees, a new training portal <https://trajnime.arsimi.gov.al/> was created. This portal enables: the transparency of accredited training modules; the calendar of trainings to be developed by the training agencies; the registration of all teachers trained by these agencies; monitoring and accountability of training agencies; creation of an online database of data for all trained

teachers; assessment of teachers for the organized trainings; transparency of the credit fee, which is defined no more than the minimum credit in the second cycle of the studies from the institutions of higher education (universities).

Based on law no. 69/2012, dated 21.06.2012 "On the pre-university education in the Republic of Albania", amended, the "School of Principles" was created, which aims the professional development of the managers and candidates for principles of the pre-university education institution, public or private, administration of the mandatory preparatory training process for the provision of a certificate for the management of the pre-university education institutions and the ongoing training of managers. The school of principles of the pre-university education institutions is jointly established by the Ministry of Education, Sports and Youth (MASR) and the Albanian-American Development Foundation, with the official denomination "Albanian-American Development Foundation" (AADF). The functions of the School of Directors of the Pre-University Education Institutions are: training, certification of principles / deputy directors, candidates for directors / deputy directors of the pre-university education institutions, and development of projects in the field of education, which aim to improve the quality of the performance of the institutions of the pre-university education.

The whole process of the continuous development of the educational employees is oriented and regulated with these documents:

- Law no. 69/2012, dated 21.06.2012 "On the pre-university education in the Republic of Albania", amended;
- The Strategy of Development of the Pre-University Education 2014-2020,
- Directive nr.1, date 20.01.2017, "On the sistem functioning of the continuous professional development of the educational employees"; <http://izha.edu.al/new/Biblioteka/Zhvillimi%20Profesional%20i%20Mësuesit/Udhezimi%20zhvillimi%20profesional%20-%20Janar%202017.pdf>
- Report on "Identifying Training Needs for the Teachers and Managers", 2016 <http://izha.edu.al/new/2017/03/27/identifikimi-i-nevojave-per-trajnimin-e-drejtuesve-dhe-mesuesve-te-shkollave-ne-arsimin-parauniversitar/>
- Professional teacher standards <http://izha.edu.al/new/zhvillimi-profesional-i-mesuesit/>.
- The order to "The Accreditation Commission for the training programs," as amended.

Legislation emphasizes that teachers and managers are trained at least 3 days a year and according to the "demand-supply" system, based on the needs of teachers and bidders from the accredited training agencies. **The Training Accreditation Commission set up by the Minister's order** accredits the training programs / modules provided by the training agencies including also the higher education institutions, which are part of the process of accreditation.

In the instruction no.1, dated 20.01.2017 it is clarified that:

1. Teachers and principals are trained for at least **3 days a year**.
2. **One day** of training consists of 6 hours, with 3 hours of training by the trainer or study of the material of the program / module by the trainee and 3 hours of individual preparation.
3. Three training days contain: **18 training hours and it is reflected in 1 credit**.



4. The one-credit fee should not be more than the *minimum credit rate for the second cycle of studies* at higher education institutions (universities).

## 2. The functioning of the LLL centres in Albania

Based on the relevant legislation, LLL centers are referred to as "Training Agencies", which are created at institutions of higher education and are intended for the training of educational employees including pre-university education employees.

### A) Types of training that can be provided by the LLL center

LLL centre can offer this kind of training:

- 1) Direct Training, when the trainer conducts training sessions directly with the training participants.
- 2) Web-based training, combined with consultations, when the training agency places the contents of the program / module online and provides consultations with the trainees.
- 3) The training through the Internet, when the training agency only puts the content of the program / module online.

### B) The application of LLL centre

- 1) Based on the teacher training needs identification report the LLL centers, within a specified deadline, apply to the secretariat of the Accreditation Commission of the training programs (KAPT) for their training programs / modules.
- 2) The necessary application documentation contains the following information for a training program / module:
  - a) The name of LLL center near the respective HEI (higher education institutions).
  - b) Contact information (email address, cell phone number, a link to the LLL center website (if any)).
  - c) The status of the LLL centre.
  - d) Three copies of the completed application format for each of the module.
  - e) Trainers CVs for each module
  - f) List of modules previously accredited according to the respective years.
  - g) The number of the educational employees that this center has trained for each of the previously accredited modules (if any).

### C) The trainers

They have the right to be coaches for a training program / module:

- 1) Professors of higher education institutions of the study programs that have at least 5 years of experience in the training program / module.
- 2) Specialists in the field of pre-university education who have at least 5 years of experience in the program / module.
- 3) Specialists / educators who are certified on a long-term course, nationally or internationally for educational aspects that are included in the program / module.
- 4) Educational employees or former education employees who have or have had at least 5 years of experience in the program / module.
- 5) Employees or former employees of state institutions that have or have had at least 5 years of experience in the program / module.

#### **D) Evaluation and accreditation**

Evaluation and accreditation of training modules / training programs is carried out by KAPT according to the procedures set out in the respective instruction of the professional development of the education employees.

#### **E) The certification of the training programs / modules**

- 1) The KAPT Secretariat notifies the LLL center, within 10 days of the signature of the documents that entitles the center to carry out training with the educational employees.
- 2) The certificate of the accreditation for a training program / module is valid **for four years** from the date of its signature, except the special cases that can be because of the KAPT decision.
- 3) Upon the completion of the validity of the certificate, the center may apply for its renewal, according to the application procedures described in the Instruction.

#### **F) The notification for the development of training of the education employees**

LLL center publishes at the KAPT portal, 30 days before the training, the following data:

- a) Name of the centre.
- b) Contact details.
- c) Environments, where the center offers the program/module training have to be accurately described.
- d) The dates that the center provides the training.
- e) The subject and expected results of the training program / module.
- f) The number of credits for each module.
- g) The trainers that will conduct the training.
- h) Training fee for each module.
- i) Other data required in the portal.

At the end of each of the training the center publishes the number of the educational employees who have obtained the certificate for each module.

LLL centre can notify the Regional Education Directorate or the Education Offices for the training organizations.

#### **G) The selection of the modules from the education employee**

- 1) The educational employee selects on the portal the accredited programs / modules published by the center.
- 2) The educational employee registers directly to the portal on the module he / she wants to participate.

#### **H) Training Development**

- 1) LLL centers organize the development of training of the education staff with the accredited training programs / modules.
- 2) The number of the participants in a direct training session is not higher than 30.
- 3) The training takes place without interfering with the teaching schedule.
- 4) In case of cancellation of the training or changing of the training date, the center must notify the secretariat of KAPT 3 days before the date published on the portal.

#### **I) Test**

- 1) In order to earn a credit, the educational employee is subject to testing for that module.
- 2) The test for a module assesses how many trainees meet the expected results of the training module.
- 3) The educational employee, before the test, submits to his / her LLL center his portfolio which contains the tasks that the trainee has performed during the training.
- 4) LLL centre decide whether or not to undergo a trainee exam based on:
  - a) The contents of his portfolio;
  - b) Attendance of the training hours when the training is direct. (Not less than 90% of hours per module)
- 5) Testing takes place on a date and in the places assigned by the center (it is usually the training day).
- 6) Testing is in a written form. LLL center has the right to conduct oral testing with all or some of the trained participants.
- 7) The LLL center retains the student education test sheet for a period of one year.

#### **J) The Certificate**

- 1) The certificate of one module is given to the educational employee when he has accumulated at least 75% of the points on the test.

- 2) The certificate indicates the designation of the program / module, the date of the program / module development, the main issues of the program / module, the number of hours and the respective number of credits.
- 3) Certificates are prepared from the center, signed by the head of the center or a person authorized by the rector / dean and they also have the stamp.
- 4) LLL Center retains the Register of the Certified Employees with all their data.

#### **K) The Monitoring**

- 1) Development of the training sessions from the LLL center is a subject of monitoring.
- 2) Monitoring reports are sent to the KAPT secretariat, which summarizes them in a report for KAPT.
- 3) KAPT on the basis of the legislation in force takes the appropriate measures.

### **3. Trainings within the TEAVET Project**

Within the TEAVET project, the process of accreditation of training modules and training organization will be supported by IED and concretely:

- Programs / modules compiled by the relevant HEI will be submitted to the KAPT Secretariat at the time they are completed.
- Training programs / modules will be evaluated and accredited by KAPT on behalf of all training centers for all the HEIs. For example, an accredited training module can be developed by all HEI training centers.
- The creation of account for HEI training centers will be implemented by RASH.
- The publication on the portal by RASH of the accredited modules will be carried out at the moment the modules will be accredited.
- In cooperation with the RED / EOs, the IED training center for each university designates educational staff groups that are going to be trained for the training programs / modules as follows:
  1. A group of 20 basic education + high school teachers for the **Digital Learning program**. This group develops 2 modules x 6 days / each = 12 days of training = 72 hours of training = 4 credits.
  2. A group of 20 basic education + high school teachers for the **Teaching and learning strategies** program. This group develops 4 modules x 3 days/each = 12 days= 72 hours of training = 4 credits.
  3. A group of 20 social science basic education + high school teachers for the **Active Citizenship** program. This group develops 2 modules x 3 days / each = 6 days = 36 hours of training = 2 credits

4. A group of 20 basic education + high school language teachers for the **Media Literacy** program. This group develops 2 modules x 3 days / each = 6 training days = 36 hours of training = 2 credits.
  5. A group of 20 basic education + high school language teachers for the **Inclusive Education** program. This group develops 2 modules x 6 days / each = 12 days of training = 72 hours of training = 4 credits.
  6. A group of 20 teachers pre-university + high school teachers for the program **Learning Culture** program. This group develops 4 modules x 3 days/each = 12 days = 72 hours of training = 4 credits.
- Trainers of the same module at each training center can form a network of trainers to exchange experiences with each other.
  - Training Centers will launch on the portal educational staff ratings for the respective tests.
  - Training Centers will provide the participants with the certificates with the credit/s.

#### **4. Annex 1: Memorandum of Understanding on the Functioning of the Life Long Learning Center Network in the Albanian Universities (*English translation*)**

**MINISTRY OF EDUCATION, SPORTS AND YOUTH**

Nr. \_\_\_\_\_ prot.

**Dt. 02/28/2019**

**Memorandum of Understanding on  
the Functioning of the Life Long Learning Center Network in the Albanian  
Universities**

**BETWEEN**

**UNIVERSITY OF SPORTS, TIRANA  
UNIVERSITY "LUIGJ GURAKUQI" SHKODRA  
UNIVERSITY "ALEXANDER MOISIU", DURRES  
UNIVERSITY "ALEKSANDER XHUVANI", ELBASAN  
UNIVERSITY "FAN.S.NOLI", KORÇA  
UNIVERSITY "EQEREM ÇABEJ", GJIROKASTËR  
UNIVERSITY "ISMAIL QEMALI", VLORA  
UNIVERSITY COLLEGE "INDEPENDENCE", VLORA  
INSTITUTE OF EDUCATION DEVELOPMENT**

Competence-based curriculum, which is being implemented throughout the pre-university education system since 2014, requires change in the learning process, student assessment, inclusiveness, use of teaching technology, and so on. The change in practice that teachers have to do, requires greater preparation for learning, as well as a closer look at what a learner is capable to do. Also, the new curriculum requires that the teacher has to decide whether the student has demonstrated some of the competencies and to adapt learning strategies to improve student performance. The implementation process focuses on the achievements of these changes in teacher practices through continuous professional development of Albanian education workers. This process is realized within the time period that teachers are at work using periods that are not being taught.

Based on the project "Developing Teacher Competencies by a comprehensive VET System in Albania" (TEAVET) (ERASMUS +) and specifically in point 2.4. "On the Establishment of a Lifelong Learning Center Network for Teacher Training", Law no. 80/2015 "On Higher Education and Research in Higher Education Institutions in the Republic of Albania", Law no. 69/2012 dated 21.06.2012 "On Pre-University Education in the Republic of Albania", as amended; in the Strategy for the Development of Pre-University Education 2014-2020, Guideline No. 1, dated 20.01.2017, "On the Functioning of the Continuous Professional Development System of Educational Workers"; in the Professional Teacher Standards, eight Universities included in this project University of Sports, Tirana, Luigj Gurakuqi University of Shkodra, Aleksandër Moisiu University, Durrës, "Aleksandër Xhuvani" University of Elbasan, "Fan.S.Noli" University of Korça, "Eqerem Çabej" University of Gjirokastra, Ismail Qemali University of Vlora, University College "Independence", Vlora and the Institute of Educational Development, which prepare and implement the professional development policies of teachers in the fields of their activity, have agreed on the terms and conditions as follows:

#### Article 1

##### **The Purpose**

The purpose of this Memorandum is the inter-institutional coordination for the professional development of teachers in the pre-university education system through the implementation of teacher training according to the modules accredited by the Accreditation Commission of Training Programs / Modules (KAPT), in cooperation with the Training Development Institute under the Ministry of Education, Sports and Youth.

#### Article 2

## **The Objectives**

The main objectives of the Memorandum are:

- a) Design training modules in line with the needs and requirements of teachers in pre-university education identified within this project;
- b) Accreditation of training modules developed by the higher education institutes involved in this project;
- c) Provision of pre-university education trainers from lifelong learning training centers set up at the higher education institutions involved in this project.

### Article 3

#### **Duration of the Agreement**

The agreement enters into force from the date of its signing on 28.02.2019 until the end of the TEAVET (Erasmus +) project, October 2020, and will be implemented in Lifelong Learning Centers in the institutions: University of Sports, Tirana, University "Luigj Gurakuqi" Shkodër, University "Aleksandër Moisiu", Durrës, University "Aleksandër Xhuvani", Elbasan, "Fan.S.Noli" University, Korça, "Eqerem Çabej" University, Gjirokastra, Ismail Qemali University, Vlora, University College "Independence", Vlora.

### Article 4

#### **Responsibilities of the institutions**

##### 4.1 Institutions of Higher Education

Higher education institutions undertake to:

- Ensure the functioning of the network of lifelong learning centers for teacher training;
- Develop training modules according to the fields in accordance with the needs of the teachers;
- Provide teacher training in pre-university education in accordance with teacher needs and interests and accreditation training modules;
- Coordinate the functioning of the Lifelong Learning Center network for teacher training among higher education institutions, based on the guidebook for lifelong learning centers;
- Implement the relevant legislation for the organization of teacher training;
- Make available lifelong learning center environments for teacher training;
- Certify the teachers at the end of the training for the accredited training modules.



## 4.2 Education Development Institute

The Education Development Institute undertakes:

- to support the higher education institutions involved in the TEAVET project for the functioning of the Lifelong Learning Center network for teacher training;
- to support the higher education institutions involved in the TEAVET project for accreditation of the training modules developed within this project;
- to ensure the registration of higher education institutions on the teacher training portal;
- to support higher education institutions with curriculum implementation materials as well as other materials developed by IZHA for the professional development of teachers.

### Article 5

#### **Representation of institutions**

The signatory institutions of this Memorandum decide that the Memorandum will be overseen by the heads of institutions defined as follows:

University of Sports, Tirana,  
 University "Luigj Gurakuqi" Shkodër,  
 University "Aleksandër Moisiu", Durrës,  
 University "Aleksandër Xhuvani", Elbasan,  
 "Fan.S.Noli" University of Korça,  
 University "Eqerem Çabej", Gjirokastër,  
 University "Ismail Qemali", Vlora,  
 University College "Independence", Vlora;  
 Education Development Institute (Director General).

### Article 6

#### **Final provision**

Institutions have the right to negotiate amendments or amendments to the elements of this Memorandum. This Memorandum can be altered by institutions only in writing.

If, after the signing of this Memorandum, legal / sub legal acts that change or affect the terms of this Memorandum are adopted, they shall be subject to written additions

/ amendments as long as the institutions are affected by the fulfillment of their obligations under this Memorandum.

This Memorandum was signed today on \_\_\_ / \_\_\_ / 2019, in 9 equal copies.

<b>University of Sports, Tirana</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Luigj Gurakuqi", Shkodër</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Aleksandër Moisiu", Durrës</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Aleksandër Xhuvani", Elbasan</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Fan.S.Noli", Korça</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Eqerem Çabej", Gjirokastër</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University "Ismail Qemali", Vlora</b>	<b>Rector:</b>	<b>Firm:</b>
<b>University College "Independence", Vlora</b>	<b>Rector:</b>	<b>Firm:</b>

**Education Development Institute Director: Gerti JANAQI**

**firm:**

Universiteti i Sporteve, Tiranë	Rektori:	Firma:
Universiteti "Luigj Gurakuqi", Shkodër	Rektori:	Firma:
Universiteti "Aleksandër Moisiu", Durrës	Rektori:	Firma:
Universiteti "Aleksandër Xhuvani", Elbasan	Rektori:	Firma:
Universiteti "Fan.S.Noli", Korçë	Rektori:	Firma:
Universiteti "Eqerem Çabej", Gjirokastër	Rektori:	Firma:
Universiteti "Ismail Qemali", Vlorë	Rektori:	Firma:
Shpal "Pavarësia", Vlorë	Rektori:	Firma:
Instituti i Zhvillimit të Arsimit	Drejtori: Gerti JANAQI	Firma:

**5. Annex 2: Memorandum of Understanding on the Functioning of the Life Long Learning Center Network in the Albanian Universities (*ALBANIAN version, SIGNED*)**



REPUBLIKA E SHQIPËRISË  
MINSTRIA E ARSIMIT, SPORTIT DHE RINISË

Nr. \_\_\_\_\_ prot.

Dt. 28.02.2019

MEMORANDUM MIRËKUPITIMI MBI FUNKSIONIMIN E RRJETIT TË  
QENDRAVE TË TË NXËNIT GJATË GJITHË JETËS TË NGRITURA NË TETË  
UNIVERSITETE SHQIPTARE

NDËRMJET

UNIVERSITETIT TË SPORTEVE, TIRANË  
UNIVERSITETIT “LUIGJ GURAKUQI” SHKODËR  
UNIVERSITETIT “ALEKSANDËR MOISIU”, DURRËS  
UNIVERSITETIT “ALEKSANDËR XHUVANI”, ELBASAN  
UNIVERSITETIT “FAN.S.NOLI”, KORÇË  
UNIVERSITETIT “EQEREM ÇABEJ”, GJIROKASTËR  
UNIVERSITETIT “ISMAIL QEMALI”, VLORE  
SHPAL”PAVARËSIA”, VLORE  
INSTITUTIT TË ZHVILLIMIT TË ARSIMIT

Kurrikula e bazuar në kompetenca, e cila po zbatohet në të gjithë sistemin e arsimit parauniversitar që prej vitit 2014, kërkon ndryshim për sa i përket procesit të të nxënësve, vlerësimit të nxënësve, gjithëpërfshirjes, përdorimit të teknologjisë në mësimdhënie etj. Ndryshimi në praktikë që duhet të bëjnë mësuesit, kërkon përgatitje më të gjerë për mësimin, si dhe një vëzhgim më nga afër se çfarë është në gjendje të bëjë një nxënës. Gjithashtu, kurrikula e re i kërkon mësuesit të vendosë nëse nxënësi ka demonstruar disa nga kompetencat dhe të përshtatë strategjitë e të mësuarit për të përmirësuar performancën e nxënësit. Procesi i zbatimit fokusohet në arritjet e këtyre ndryshimeve në praktikën e mësuesit nëpërmjet zhvillimit të vazhdueshëm profesional të punonjësve arsimorë në Shqipëri. Ky proces realizohet brenda periudhës kohore që mësuesit janë në punë duke shfrytëzuar periudhat që nuk zhvillohet mësim.

Bazuar në projektin “Zhvillimi i kompetencave të mësuesve për një sistem gjithëpërfshirës të zhvillimit profesional të mësuesve në Shqipëri” (TEAVET) (ERASMUS+) dhe pikërisht në pikën 2.4. “Për krijimin e rrjetit të qendrave të të nxënësve gjatë gjithë jetës për trajnimin e mësuesve”, në ligjin nr. 80/2015 “Për arsimin e lartë dhe kërkimin shkencor në institucionet e arsimit të lartë në Republikën e Shqipërisë”, në ligjin nr. 69/2012 datë 21.06.2012 “Për arsimin Parauniversitar në Republikën e Shqipërisë”, i ndryshuar; në Strategjinë e Zhvillimit të Arsimit Parauniversitar 2014-2020, Udhëzimin nr.1, datë 20.01.2017, “Për funksionimin e sistemit të zhvillimit të vazhdueshëm profesional të punonjësve arsimorë”; në Standardet profesionale të mësuesit, të të universitetit e përfshira në këtë projekt Universiteti i Sporteve, Tiranë, Universiteti “Luigj Gurakuqi” Shkodër, Universiteti “Aleksandër Moisiu”, Durrës, Universiteti “Aleksandër Xhuvani”, Elbasan, Universiteti “Fan.S.Noli”, Korçë, Universiteti “Eqerem Çabej”, Gjirokastrë, Universiteti “Ismail Qemali”, Vlorë, Shpall “Pavarësia”, Vlorë dhe Instituti i Zhvillimit të Arsimit, të cilat përgatisin dhe zbatojnë politikën e zhvillimit profesional të mësuesve në fushat e aktivitetit të tyre, kanë rënë dakord mbi termat dhe kushtet si më poshtë:

## **Neni 1**

### **Qëllimi**

Qëllimi i këtij Memorandumi është koordinimi ndër-institucional për zhvillimin profesional të mësuesve në sistemin e arsimit parauniversitar, nëpërmjet realizimit të trajnimeve të mësuesve sipas moduleve të akredituara nga Komisioni i akreditimit të programeve/moduleve të trajnimit (KAPT), në bashkëpunim me Institutin e Zhvillimit të Trajnimeve në varësi të Ministrisë së Arsimit, Sportit dhe Rinisë.

## **Neni 2**

### **Objektivat**

Objektivat kryesorë të Memorandumit janë:

- a) Hartimi i moduleve të trajnimit në përputhje me nevojat dhe kërkesat e

mësuesve në arsimin parauniversitar të identifikkuara në kuadër të këtij projekti;

- b) Akreditimi i moduleve të trajnimit të hartuara nga institucionet e arsimit të lartë të përfshira në këtë projekt;
- c) Ofrimi i trajnimeve të mësuesve të arsimit parauniversitar nga qendrat e trajnimit të të nxënit gjatë gjithë jetës të ngritura pranë institucioneve të arsimit të lartë të përfshira në këtë projekt.

### **Neni 3**

#### **Kohëzgjatja e Marrëveshjes**

Marrëveshja hyn në fuqi nga data e nënshkrimit të saj datë 28.02.2019deri nëpërfundim të projektit TEAVET(Erasmus +), Tetor 2020 dhe do të zbatohet në qendrat e të nxënit gjatë gjithë jetës për trajnimin e mësuesve nëinstitucionet: Universiteti i Sporteve, Tiranë, Universiteti “Luigj Gurakuqi” Shkodër, Universiteti “Aleksandër Moisiu”, Durrës, Universiteti “Aleksandër Xhuvani”, Elbasan, Universiteti “Fan.S.Noli”, Korçë, Universiteti “Eqerem Çabej”, Gjirokastër, Universiteti “Ismail Qemali”, Vlorë, Shpal”Pavarësia”, Vlorë.

### **Neni 4**

#### **Përgjegjësitë e institucioneve**

##### **4.1 Institucionet e arsimit të lartë**

Institucionet e arsimit të lartë marrin përsipër:

- të sigurojnë funksionimin e rrjetit të qendrave të të nxënit gjatë gjithë jetës për trajnimin e mësuesve;
- të hartojnë module trajnimi sipas fushave në përputhje me nevojat e mësuesve;
- të sigurojnë trajnime të mësuesve në arsimin parauniversitar në përputhje me nevoja dhe interesat e mësuesve dhe moduleve të trajnimit të akreditimit;
- të koordinojnë funksionimin e rrjetit të qendrave të të nxënit gjatë gjithë jetës për trajnimin e mësuesve ndërmjet institucioneve të arsimit të lartë, bazuar në udhëzuesin për qendrat e të nxënit gjatë gjithë jetës;
- të zbatojnëlegjislacionin përkatës për organizimin e trajnimeve të mësuesve;
- të vënë në dispozicion mjediset e qendrave të të nxënit gjatë gjithë jetës për trajnimin e mësuesve;
- të certifikojnë mësuesit në përfundim të trajnimeve për modulet e trajnimit të akredituara.

##### **4.2Instituti i Zhvillimit të Arsimit**

Instituti i Zhvillimit të Arsimit merr përsipër:

- të mbështesë institucionet e arsimit të lartë të përfshira në projektin TEAVET për funksionimin e rrjetit të qendrave të të nxëniet gjatë gjithë jetës për trajnimin e mësuesve;
- të mbështesë institucionet e arsimit të lartë të përfshira në projektin TEAVET për akreditimin e moduleve të trajnimit të hartuara në kuadër të këtij projekti;
- të sigurojnë regjistrimin e institucioneve të arsimit lartë në portalin e trajnimeve të mësuesve;
- të mbështesë institucionet e arsimit të lartë me materialet e zbatimit të kurrikulës si dhe me materiale të tjera të hartuara nga IZHA për zhvillimin profesional të mësuesve.

## **Neni 5**

### **Përfaqësimi i institucioneve**

Institucionet nënshkruese të këtij Memorandumi vendosin që Memorandumi të mbikqyret nga drejtuesit e institucionevetë përcaktuara si më poshtë:

- Universiteti i Sporteve, Tiranë, Universiteti “Luigj Gurakuqi” Shkodër, Universiteti “Aleksandër Moisiu”, Durrës, Universiteti “Aleksandër Xhuvani”, Elbasan, Universiteti “Fan. S. Noli”, Korçë, Universiteti “Eqerem Çabej”, Gjirokastrë, Universiteti “Ismail Qemali”, Vlorë, Shpallje “Pavarësia”, Vlorë (*Rektorët përkatës*);
- Instituti i Zhvillimit të Arsimit (*Drejtori i përgjithshëm*).

## **Neni 6**

### **Dispozita përfundimtare**

Institucionet kanë të drejtë të negociojnë ndryshime ose amendamente të elementëve të këtij Memorandumi. Ky Memorandum mund të ndryshohet nga institucionet vetëm me shkrim.

Nëse pas datës së nënshkrimit të këtij Memorandum miratohen akte ligjore/nënligjore që ndryshojnë ose ndikojnë në kushtet e këtij Memorandumi, ato do të jenë objekt i shtesave/amendimeve me shkrim për aq sa institucionet ndikohen në përmbushjen e detyrimeve të tyre sipas këtij Memorandumi.

Ky Memorandum është nënshkruar sot në datë \_\_\_ / \_\_\_ / 2019, në 9 kopje të barasvlershme.

Institutionetpartnere	Përfaqësues legal	Firma	Vula
Universiteti i Sporteve, Tiranë	Rektori: <b>Prof. Dr. Agron Çuka</b>		
Universiteti “Luigj Gurakuqi”, Shkodër	Rektori: <b>Prof. Dr. Adem Bekteshi.</b>		
Universiteti “Aleksandër Moisiu”, Durrës	Rektori: <b>Prof. Dr. Kseanela Sotirovski</b>		
Universiteti “Aleksandër Xhuvani”, Elbasan	Rektori: <b>Prof. Dr. Skender Topi</b>		
Universiteti “Fan.S.Noli”, Korçë	Rektori: <b>Prof. Dr. Ali Jashari</b>		
Universiteti “Eqerem Çabej”, Gjirokastrë	Rektori: <b>Prof. Dr. Bektash Mema</b>		
Universiteti “Ismail Qemali”, Vlorë	Rektori: <b>Prof. Dr. Roland Zisi</b>		
Shpall “Pavarësia”, Vlorë	Rektori: <b>Prof. Dr. Luan Gjonçe</b>		
Instituti i Zhvillimit të Arsimit	Drejtori: <b>Gerti Janaqi</b>		