

BASELINE DATA

At the beginning of AL TOUR Project



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REFERENCE:

Activity 7.6 Survey on the number of girls and students coming from vulnerable groups enrolled in the two model schools in the lifetime of the project

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1. METHODOLOGY APPROACH

The methodology approach for the survey on the number of girls and students coming from vulnerable groups enrolled in the two model schools (“Isuf Gjata” of Korca and “Antoni Athanas” of Saranda) targets the establishment of a quantitative and qualitative baseline as an instrument for the indicators of AL-Tour project.

1.1. Quantitative Data

As a first phase, the quantitative data needed for the baseline are gathered from statistical registers of both schools and segregated in terms of:

- gender
- accommodation in dormitories
- scholarship
- families with economic aid
- minorities
- territory

1.2. Qualitative Data

As a second phase, to support the qualitative approach of the baseline, a questionnaire was drafted and distributed to students to gather and filter information on their current situation and future perspective as perceived by them:

- Gender of responders
- Area they are coming from (distance, costs of transportation, accommodation)
- Family data (population, employment, family revenues, students expenses covered by)
- Reasons for attending the school
- Perceptions on what needs to be improved
- Perception and challenges faced in dormitories
- Personal expectancies after the graduation

2. BASELINE

2.1. Quantitative Data

2.1.1. “Isuf Gjata” Professional school of Korca, academic year 2016-2017

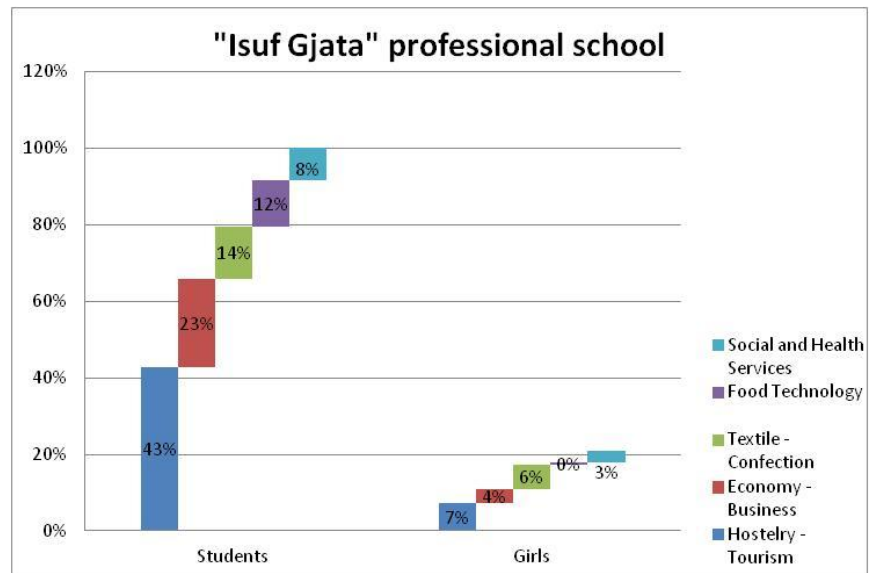
There are 5 professional branches (*Economy – Business, Hostelry – Tourism, Food technology, Textile – Confection, Social and Health Services*) in the professional school of Korca for the academic year 2016 – 2017.

The segregated data are as follow:

Total Direct students / beneficiaries	264 (79% boys, 21% girls)
Total Direct students / beneficiaries coming from rural areas	20.8% (78% boys, 22% girls)
Total direct students / beneficiaries with scholarship/aid	21% (70% boys, 30% girls)
Total direct students / beneficiaries coming from minorities (Roma, Egyptian, Greek)	15% (75% boys, 25% girls) (57.5% Egyptian, 42.5% Roma)

2.1.2. Enrollment in courses and gender composition:

“Hostelry and Tourism” (43%) and “Economy and Business” (23%) are the branches that have the most number of students (174 students), by representing 66% of total number. The number of girls in these two courses is higher than in the other three courses with a percentage of 52.7% of girls.



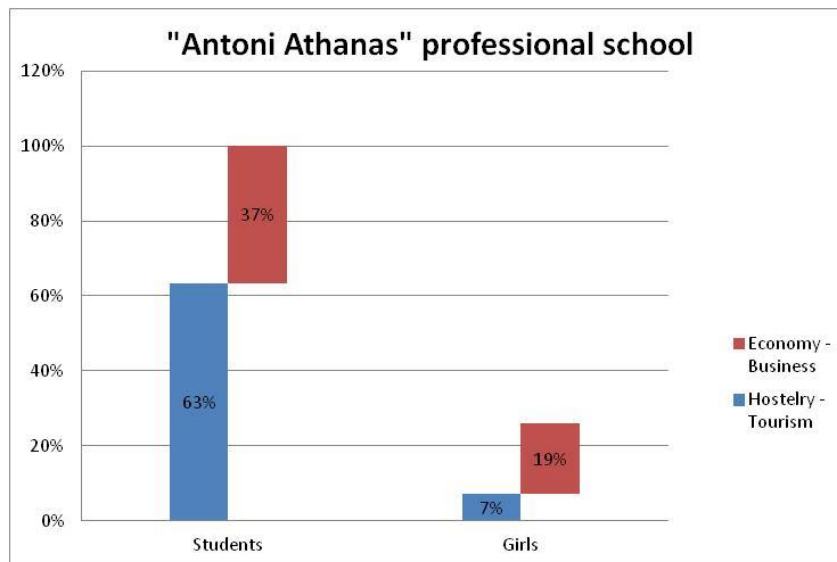
2.1.3. “Antoni Athanas” Professional school of Saranda, academic year 2016-2017

There are 2 professional branches (Economy – Business, Hostelry – Tourism) in the professional school of Korca for the academic year 2016 – 2017.

The segregated data are as follow:

Total Direct students / beneficiaries	253 (74% boys, 26% girls)
Total Direct students / beneficiaries coming from rural areas	36% (76% boys, 24% girls)
Total direct students / beneficiaries with scholarship/aid	9.5% (67% boys, 33% girls)
Total direct students / beneficiaries coming from minorities (Roma, Egyptian, Greek)	4.7% (50% boys, 50% girls) (58% Egyptian, 42% Greek)

2.1.4. Enrollment in courses and gender composition:



2.1.5. Quantitative Summarized Data

The summarized quantitative data (in total) are as follow:

Total Direct students / beneficiaries	517 (77% boys, 23% girls)
Total Direct students / beneficiaries coming from rural areas	28.4% (84% boys, 16% girls)
Total direct students / beneficiaries with scholarship/aid	15% (72% boys, 28% girls)
Total direct students / beneficiaries coming from minorities (Roma, Egyptian, Greek)	10% (69% boys, 31% girls) (57.7% Egyptian, 32.7% Roma, 9.6% Greek)

A table with summarized data can be available for two common branches of school and related to AL – Tour Project:

“Isuf Gjata” Professional School		“Antoni Athanas” Professional School	
Hostelry and Tourism	113 total students	160 total students	Hostelry and Tourism
Economy and business	61 total students	93 total students	Economy and business
More Boys attend the “Hostelry and Tourism” 65% compared to “Economy and business”	More girls attend the “Hostelry and Tourism” 66% compared to “Economy and business”	More Boys attend the “Hostelry and Tourism” 76% compared to “Economy and business”	More girls attend the “Economy and business” 73% compared to “Hostelry and Tourism”

2.2. Qualitative Data

160 questionnaires are distributed to the students of two schools (respectively 80 questionnaires for each school), which represents a survey population of approx. 30% of total students of the academic year 2016-2017 for both schools and each of them (253 students in Saranda school (31.6%), 264 students in Korca school (30.3%) or in absolute number corresponding to: 3 students out of 10, or approx. 1 student out of 3).

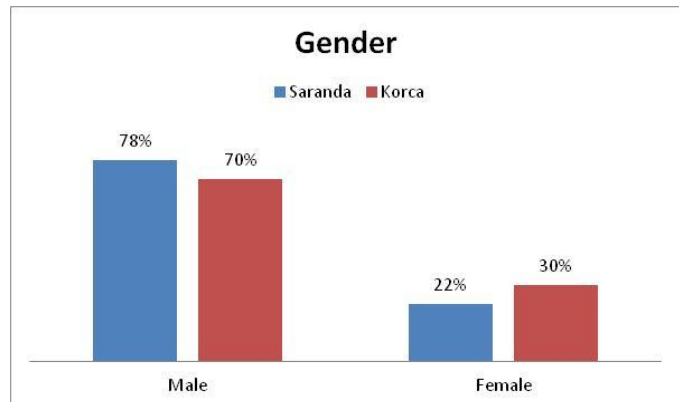
There are 138 responded questionnaires out of 160, corresponding to a statistically representative sampling size of degree of accuracy = +/- 5% and confidence level =95%¹.

For the absolute school population of academic year 2016-2017, the responders correspond to: 1 out of 3 students of Saranda School, and 1 out of 5 students of Korca School.

2.2.1. Gender division of responders

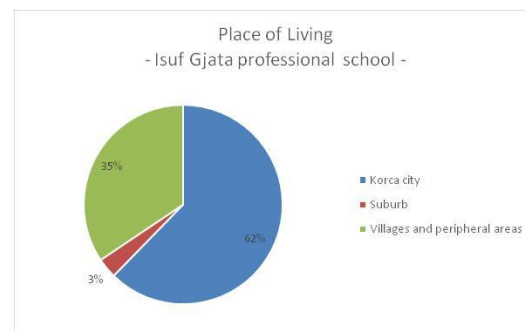
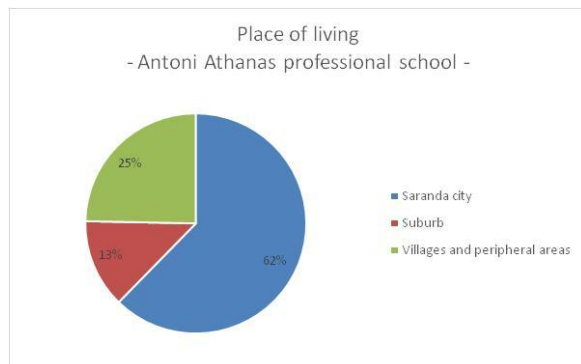
Although at the same trend of gender enrollment, the gender division of responders is shifted a little bit more to girls.

30% of responders in professional school of Korca and **22%** of responders in professional school of Saranda are girls.



2.2.2. Territorial coverage of responders

To be in line with the territorial coverage of schools, the questionnaire included questions about, to have more in-depth opinion and results to be used in timeline of AI-Tour Project:

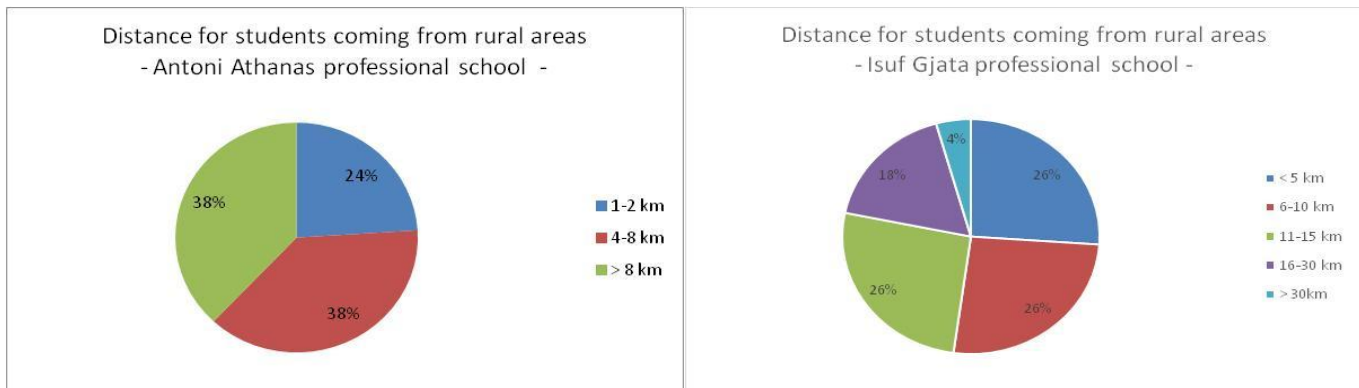


¹ representative sampling size of population 160 is 113 for degree of accuracy = +/- 5% and confidence level =95%

- 62% of the students interviewed are living in Saranda city, 25% in villages of the peripheral area and 13% in the suburbs.
- 62% of the students interviewed are living in the city of Korca, another 35% in the villages of the peripheral area and 3% in the suburbs.

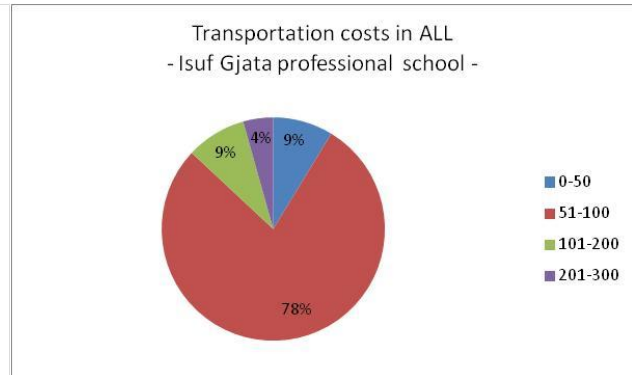
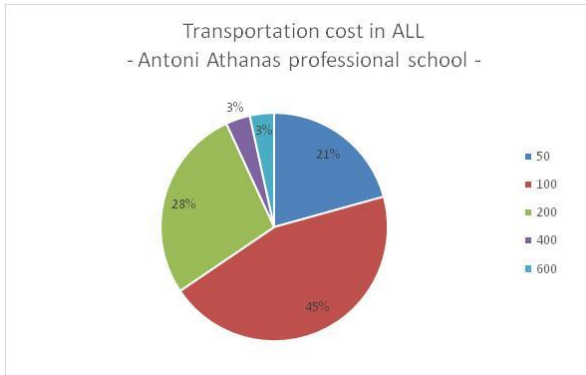
2.2.2.1.Distance from the school

- Of the 38% students coming from outside of Saranda city, 24% have a way to school of 2 km or less, 38% cover between 4 and 8 km and another 38% have a longer way than 8 km.
- In this regard, Korca displays a much larger catchment area among the students interviewed. Only 26% of the students coming from outside Korca state to have a school way of less than 5 km, 26% come from areas at a distance of 6 to 10 km from Korca, and another 26% of areas at a distance of 11 to 15 km. 18% cover a distance of 16 to 30 km, 4% even a distance of more than 30 km.



2.2.2.2.Costs of travelling

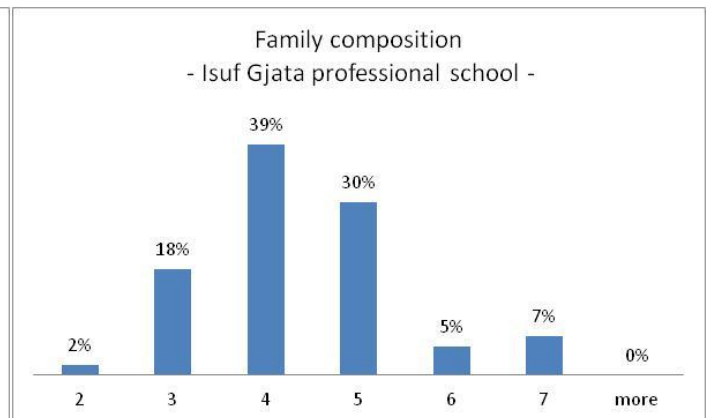
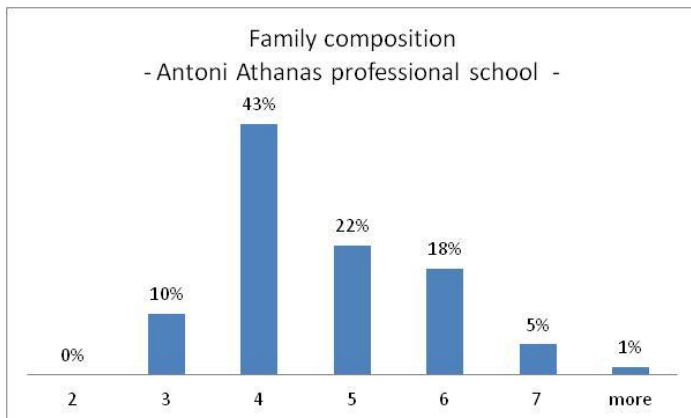
- To cover the school way, most students coming from areas outside of Saranda city spend an average of 100 ALL on transportation cost (45%). 21% have to spend an average of 50 ALL, 28% of 200 ALL and the last 6% need to spend up to 600 ALL for transportation costs to Saranda.
- Despite the fact that, students coming from outside of Korca have to cover an averaging longer school way, the money spend on transportation costs is averaging lower than in Saranda. 87% need to spend 100 ALL or less on transportation; only 4% spend between 200 and 300 ALL.



2.2.3. Family and economic situation of responders

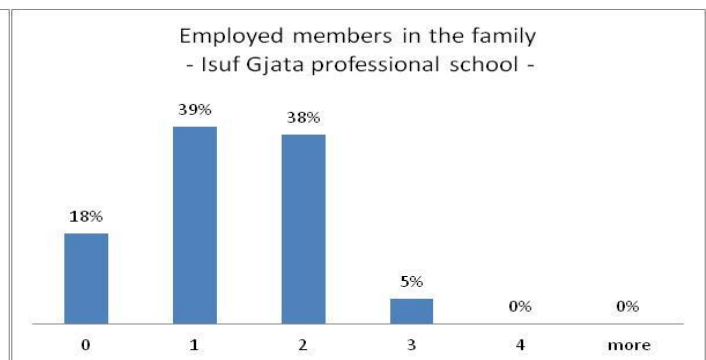
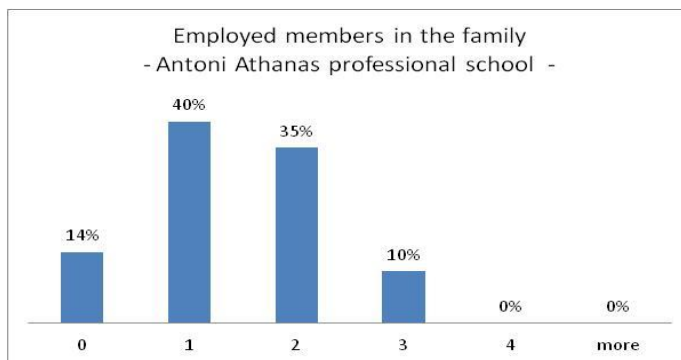
2.2.3.1. Family composition

- The family composition of the students interviewed in Saranda reveals that most students live in families with four members (43%). 10% live in families with three members, 22% in families with five members and 18% in families with six members.
- The same proportions can be found among the interviewed students in Korca. The dominant family composition is a family of four members (39%) followed by families with five members (30%). Another 18% of the interviewed students live in families of three members.



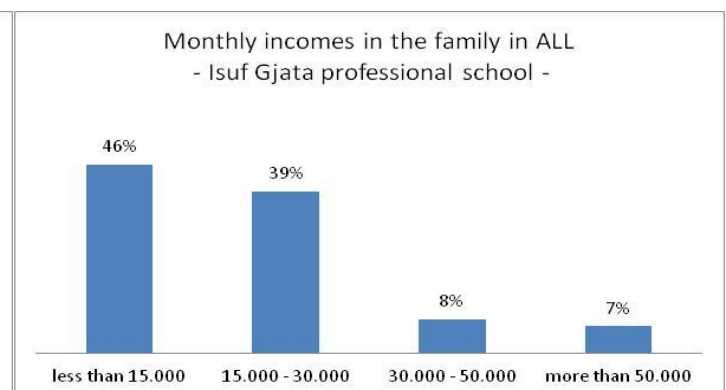
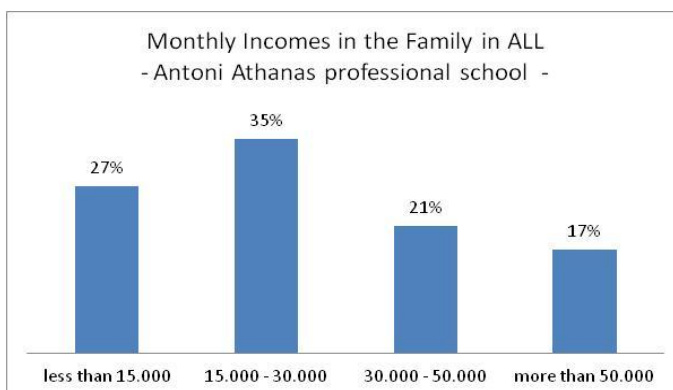
2.2.3.2. Employment situation of responders' families

- Even though most of the students interviewed in Saranda live in families of four members, in 40% of the overall cases only one family member is employed. In 35% of the families two people are employed, in 10% of the families: three family members. In 14% of the families everyone is unemployed.
- 39% of the students interviewed in Korca state that only one member of their family is employed, almost the same percentage (38%) states that two family members are employed. In 18% of the cases everyone in the family is unemployed.



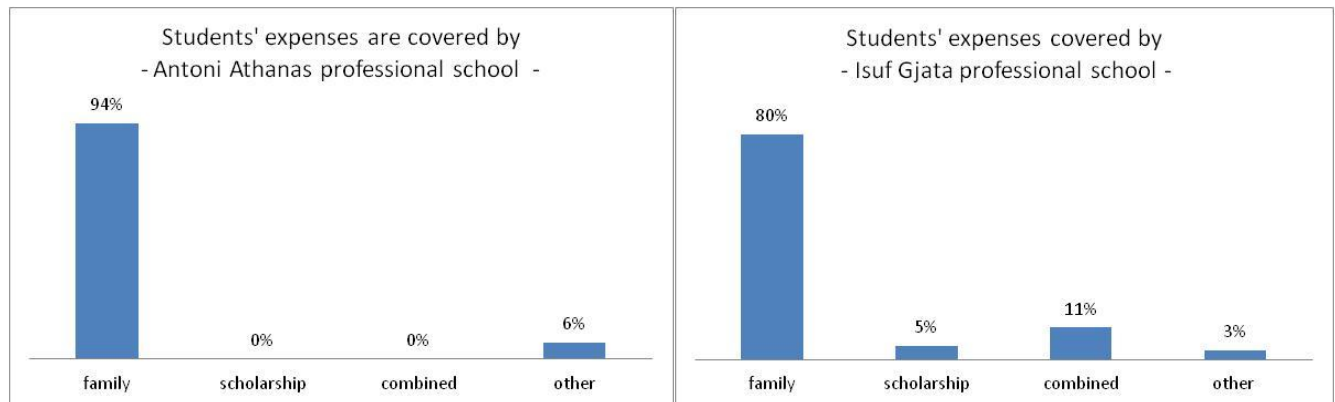
2.2.3.3. Economic wealth of responders' families

- 35% of the families of the interviewed students from Saranda have a monthly income of 15.000 to 30.000 ALL per month. 27% of the families need to get along with incomes of less than 15.000 ALL per month. 21% of the families have incomes of 30.000 to 50.000 ALL, only 17% of the families have a monthly income of more than 50.000 ALL.
- In Korca, the average monthly incomes in the families of the interviewed students are even lower. 46% of the families need to get along with incomes of less than 15.000 ALL, 39% have incomes of 15.000 to 30.000 ALL, only 7% have a monthly income of more than 50.000 ALL.



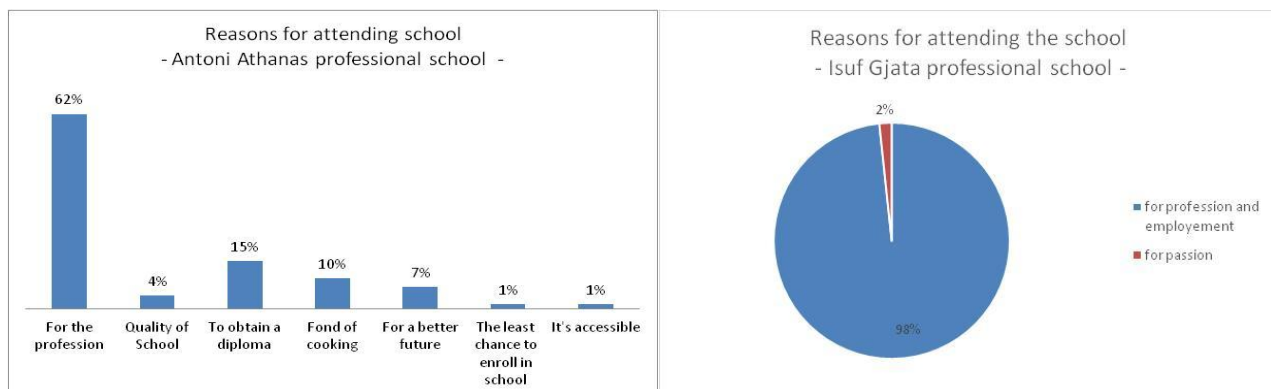
2.2.3.4. Economic support of responders' expenses for attending the school

- The expenses of the students interviewed in Saranda are mostly covered by the families (94%), none of them gets a scholarship.
- Also in Korca most of the students' expenses are covered by the families (80%). Another 5% receive a full scholarship, 11% can cover their expenses by a combination of scholarships and financial support from the families.



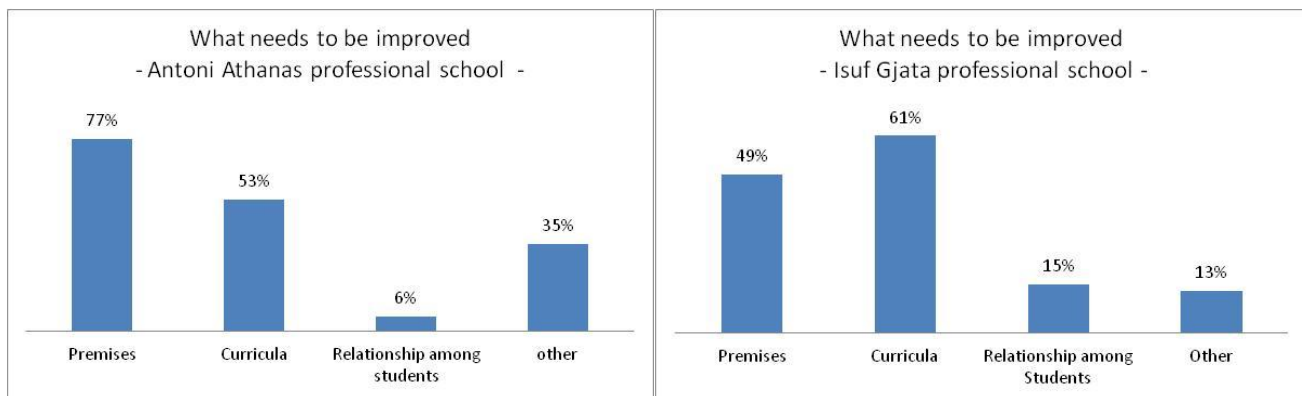
2.2.4. Reasons for attending the professional school

- Even though there are different reasons for attending the professional school in Saranda mentioned by the interviewed students, most of them do it for the profession (62%). Obtaining a diploma is the main reason for attending school for another 15%. 10% do it out of a passion for cooking. 7% want to achieve a better future through this kind of education.
- The primary motive for attending school in Korca among the interviewed students is the profession and employability (98%). (Tourism seems to be perceived as a field of work where there are chances to be employed later)



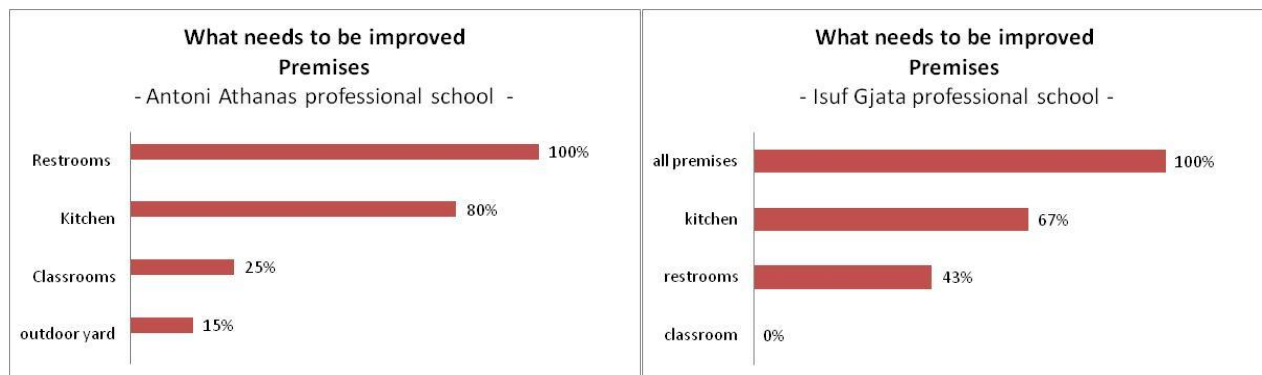
2.2.5. Responders' perception on needs for improvement in school

- 77% of the students interviewed in Saranda perceive needs for improvement regarding the premises, 53% regarding the curricula. 35% perceive a need for improvement in other areas, as the more detailed question shows mostly in the fields of professional skills
- Among the interviewed students in Korca, 61% perceive a need of improvement regarding the curricula. For 49% of the students interviewed, the premises need to be improved, 15% think that there is a need of action to improve the relationship among students.



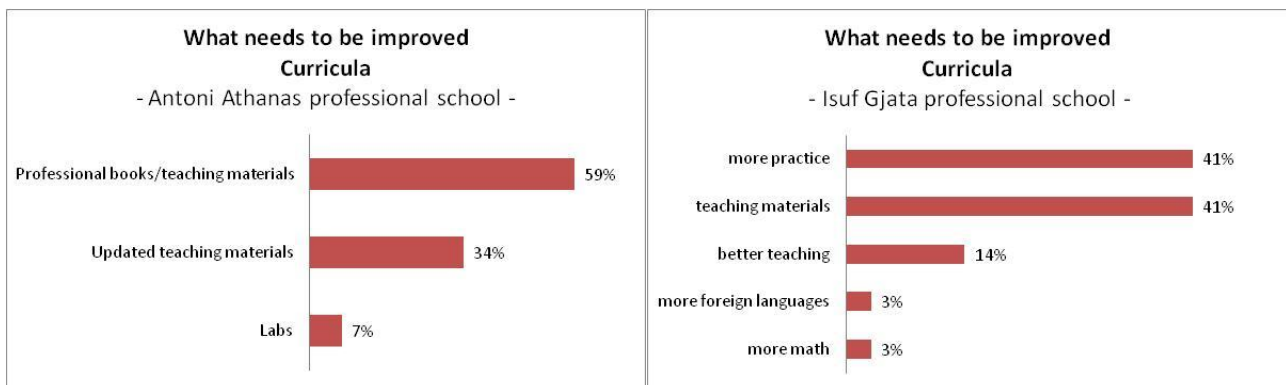
2.2.5.1. In-depth perception on needs for improvements of premises

- Asking more in detail what needs to be improved regarding premises, 100% of the students in Saranda who perceived that there was a need for action in this field agree that the restrooms need to be improved. 80% also perceive a need of action regarding the kitchens, 25% regarding the classrooms and 15% regarding the outdoor yard.
- All students from Korca who perceived that there was a need for action in the field of premises think that all premises need to be improved, in particular the kitchen (67%) and restrooms (43%) were mentioned.



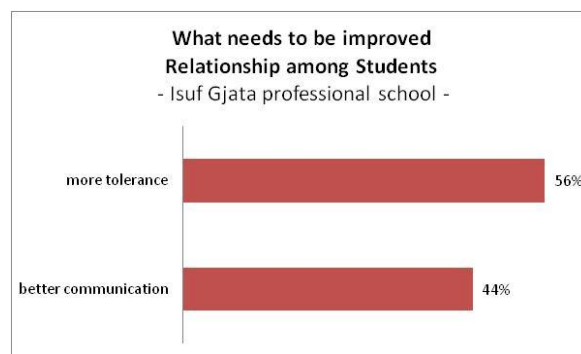
2.2.5.2. In-depth perception on needs for improvements of curricula

- 59% of the students from Saranda who think that action needs to be taken in the field of curricula, wish for professional books and teaching materials. Additionally 34% think that the existing teaching materials need to be updated. 7% observe a need of improvement regarding labs, so an overall need of better and more adequate teaching materials and equipment is emphasized.
- Students from Korca who perceive a need of action in the field of curricula particularly see needs for improvement regarding the foundation of the learned in reality (41%) and teaching materials (41%). 14% think that the overall teaching is in need of improvement. Also the wish for an improvement in the quantity of teaching units in foreign languages (3%) and maths (3%) is proclaimed. These answers illustrate that overall the improvement of professional skills and thus employability, are required.



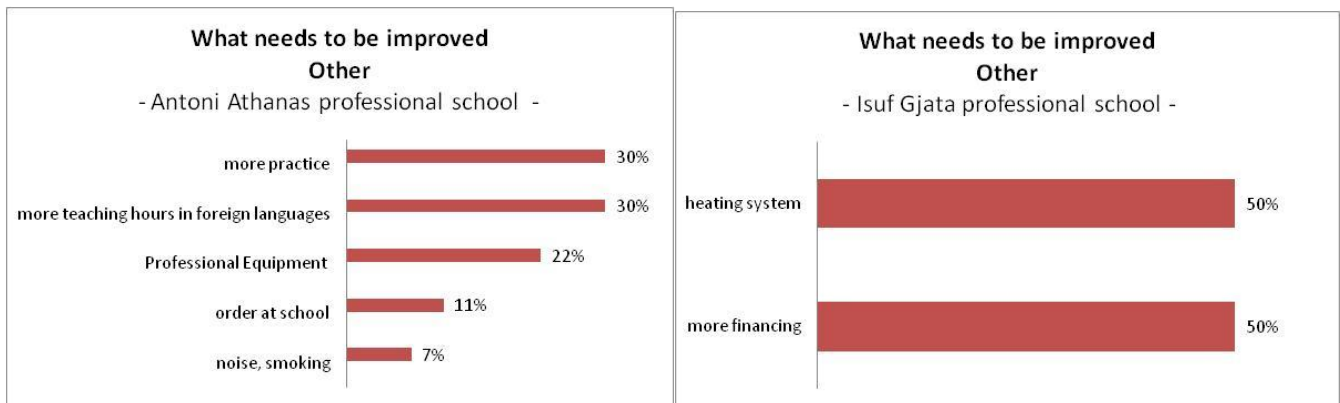
2.2.5.3. In-depth perception on needs for improvements of relationship among students

In Saranda students do not perceive any need of action for improving the relationship among students. However, in Korca 15% of the interviewed students think that the relationship among students needs to be improved with regard to promote tolerance (56%) and better communication (44%).



2.2.5.1. In-depth perception on needs classified as “other” by responders

- When asked for classification of “other issues” and reference, students from Saranda state that more practice (30%) and likewise more teaching units in foreign languages are needed (30%). 22% again proclaim a need for improvement regarding professional equipment. A needed improvement regarding the order at school is perceived by 11% of the students.
- Students from Korca perceive another need for improvement in both the heating system (50%) and the financing (50%), which is at the moment perceived as insufficient.

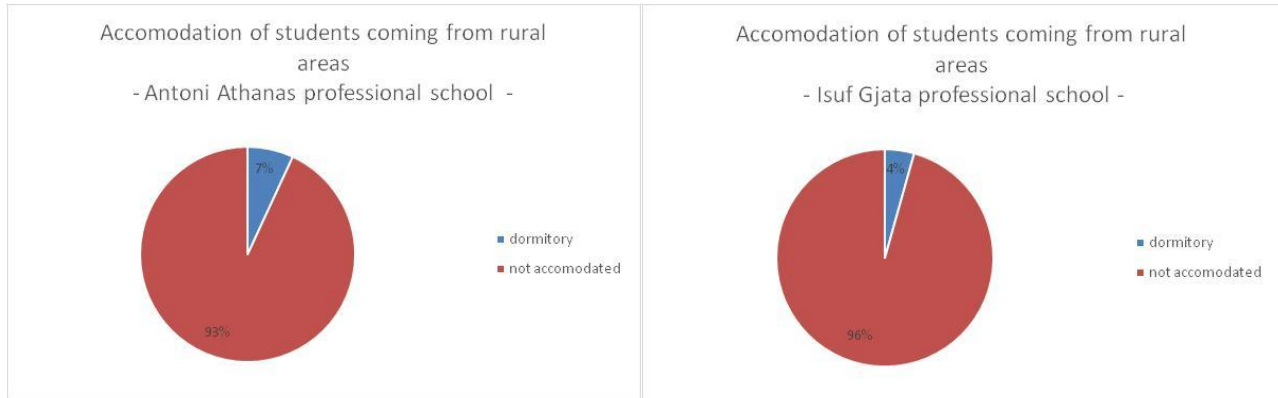


Even though students were free to indicate any sphere in need of improvement in the category 'Other', they limited their answers to either professional skills or learning environment, thus showing that school as such is not yet holistically embedded in their daily lives but is separated from it.

2.2.6. Responders' perception on needs for improvement in dormitories

2.2.6.1. Accommodation at dormitories

Regarding accommodation of students coming from rural areas, both Saranda and Korca show a very low utilization of the appropriate dormitories. Only 7% of the students of rural areas interviewed in Saranda lived in dormitories, in Korca even only 4%.



2.2.6.1. Responders' perception of situation in dormitories

- About the personnel, the responders of Saranda and Korca have stated that “they are kind / good people”.

In overall, the understanding of opinion on personnel is seen rather in “human relationship” than professional.

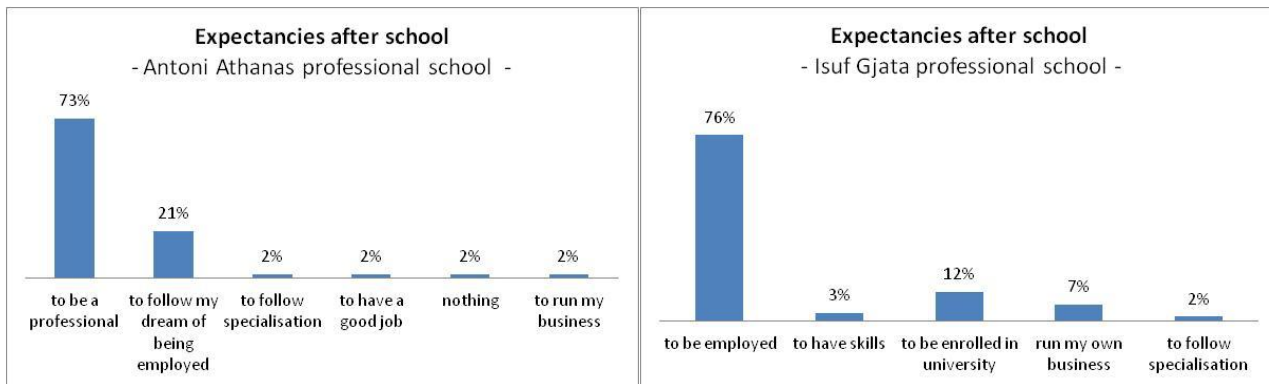
- About the premises, the responders of Saranda and Korca have stated that “they are acceptable, but need to be improved”.

If related with the economic situation of their families (see above subchapters) the perception of “acceptable” is presumed to be correlated with existence of living conditions, rather than with their quality.

- About the food and kitchen, the responders of Saranda and Korca have stated that “it’s bad”.
- About the social activities, the responders of Saranda and Korca have stated that “they do not exist”.

2.2.7. Responders' expectancies

- Most of the students interviewed in Saranda aim at being a professional after graduating school (73%). Another 21% perceive the graduation as a chance to be employed.
- Employability is also most important to students in Korca, 76% proclaim that they seek employment by graduating. Another 12% wish to continue their education at university, 7% aim for being self-employed, 7% aim for being self-employed, 7% aim for being self-employed, 7% aim for being self-employed.



Again these results illustrate that employability is of great importance to the students, thus making an improvement in teaching professional skills with adequate materials in a suitable learning and living environment even more urgent.