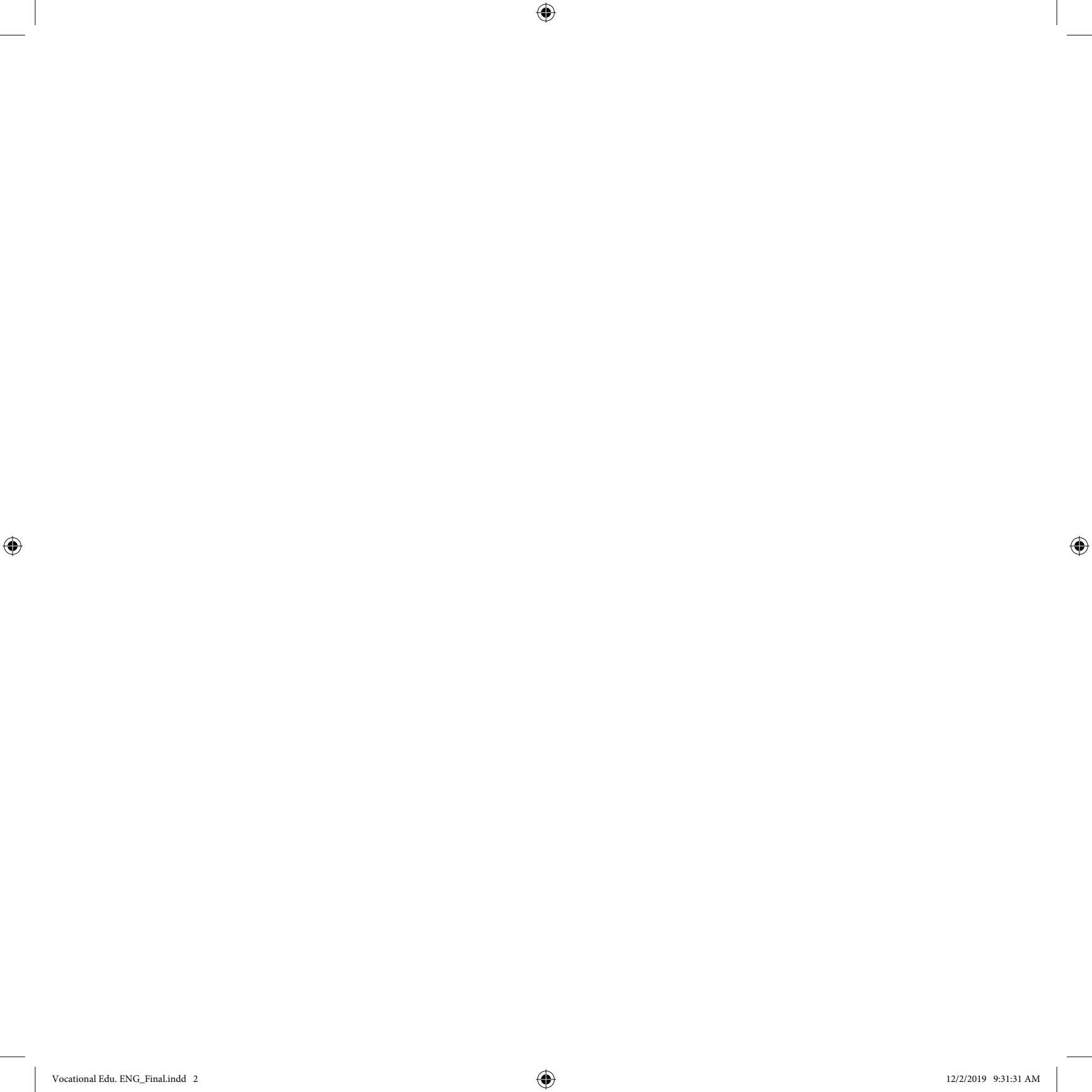


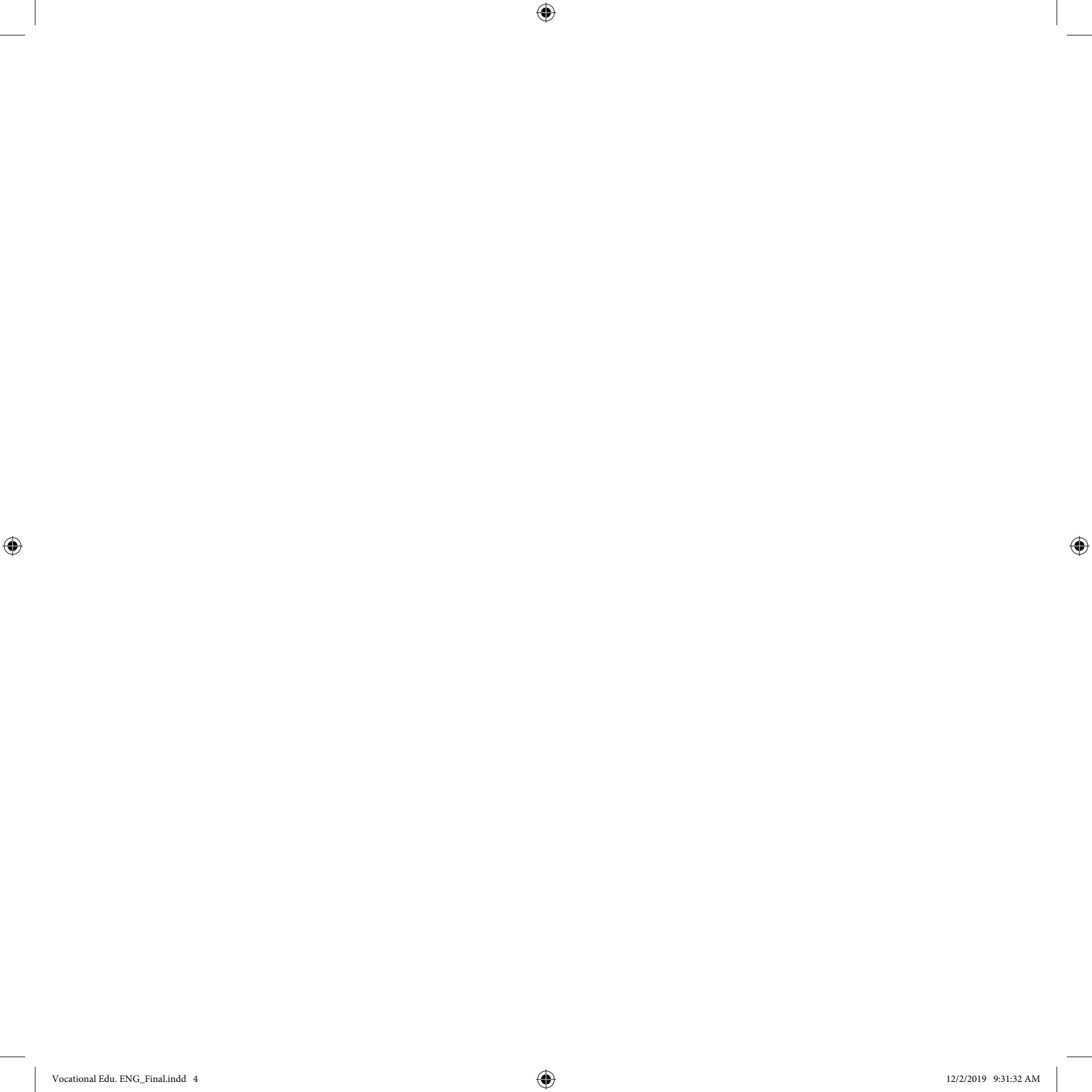
State of Art on Vocational Education and Training

Step 2 the Future

An Analysis of Policy and Legal Framework, Definition of Selection Process and Criteria in Relation to the Labour Market Relevance of Education Programmes in Kosovo



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resource we have are
PEOPLE**



State of Art on Vocational Education and Training

An Analysis of Policy and Legal Framework, Definition of Selection Process and Criteria in Relation to the Labour Market Relevance of Education Programmes in Kosovo

For ALLED2 developed by: EIPP - European Institute for Public Policy

Reviewers: Agon Dula, Dr. Anton Gojani, Efka Heder

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**November, 2019
Prishtina**

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Table of Abbreviations and Acronyms

ALLED	Aligning Education with Labour Market Needs
AVETAE	Agency for Vocational Education and Training and Adult Education
CCF	Core Curriculum Framework
CSCM	Central State Commission of Matura
CVETAE	Council for Vocational Education and Training and Adult Education
EC	Evaluation Center
EMIS	Education Management Information System
EQF	European Qualification Framework
ERA	European Reform Agenda
ERP	Economic Reform Programme
EU	European Union
GDP	Gross Domestic Product
HE	Higher Education
IPA	Instrument of Pre-accession Assistance
IVETA	Institutions of Vocational Education Training and for Adults
KAA	Kosovo Accreditation Agency
KCF	Kosovo Curriculum Framework
KESP	Kosovo Education Strategic Plan
KCC	Kosovo Chamber of Commerce
LFS	Labor Force Survey
LMIS	Labour Management Information System
MED	Municipal Education Directory
MEST	Minister of Ministry of Education, Science and Technology
MLSW	Ministry of Labor and Social Welfare
NDP	National Development Plan
NQA	National Qualifications Authority
NQF	National Qualification Framework
RPL	Recognition of Prior Learning
SSA	Stabilisation and Association Agreement
VET	Vocational Education and Training
VTC	Vocational Training Centre

INTRODUCTION

PEOPLE
FUTURE
INNOVATION

BUSINESS
CREATIVE
ENVIRONMENT
SKILL
EDUCATION

DEVELOPMENT

The overall objective of the ALLED2 project is to reduce poverty through increased labour market participation and improved employability of the population in Kosovo. The specific objective of the project is to strengthen the quality and relevance of education and training programmes for the labour market and to support the adaptation of the legislative framework and mechanisms as a precondition for increased employability.

Specific objectives of this assessment are as following:

- Assessment of existing processes and regulations which support/hinder the alignment of education and training with labour market needs.
- Assess the capacity of VET, VTC and HE providers in relation to labour market demand i.e. cooperation with the business community, professional bodies, alliances, etc.
- Detailed assessment of the capacities of the education providers in terms of management, human resources and state of art of the equipment needed for practical learning in line with business needs.
- Assess the learning outcomes of current curricula on how they correspond to occupational standards (if existing) in selected priority sectors and their relevance with labour market needs.
- Projections regarding education trends for the future based on analysis of policy framework on national and EU level2.
- Situation analysis on regional and global trends related to new EU Skills Agenda

The report itself contains following parts: analysis on national policy and legal framework related to education and training and criteria for the selection of vocational education and training providers to be supported by ALLED2 project, according to priority sectors taking into account their impact on human resources development.

Finally, the report contains very concrete conclusions and recommendations that will support the implementation of the project.

For the purpose of ALLED2 project report was prepared by EIPP – European Institute for Public Policy represented by Emrush Ujkani.

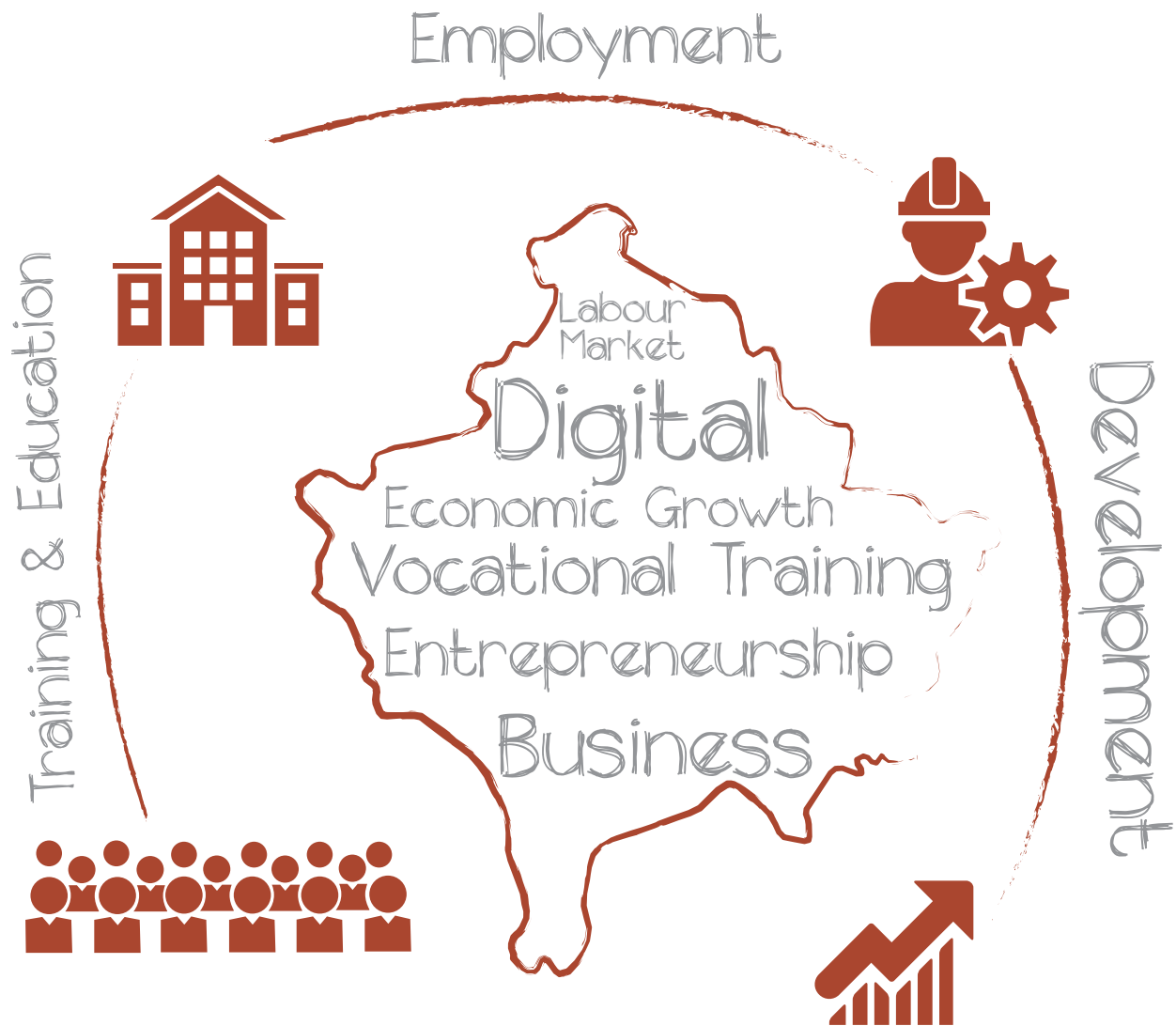
METHODOLOGY



In order to successfully complete the tasks required, several methods were used, starting from a desk research/analysis of the materials. The methodology used, including the main research methods and techniques (qualitative and quantitative) was applied per each component of the study accordingly, and enabled us to provide clear outputs of the study. A clear mapping of data is developed to present the needs for projects intervention on the different levels and mechanisms of VET, including the proposals for enhancing quality assurance and the alignment of VET with labour market. Furthermore, the study provides clear recommendations on policy and legal framework for VET, as well as clear selection criteria for identifying education and training providers with higher potential for aligning with the priority sectors of the labour market.

Therefore, our approach has taken into account, the following guiding principles:

- i. Desk review of secondary data including project documents, assessments, evaluations and previous education and training evaluating reports and studies;
- ii. Interviews and surveys with key stakeholders, such as education and training providers;
- iii. Mapping and analysis of education and training needs relevant to labour market.
- iv. Regular meetings with the ALLED Phase II team
- v. Meeting with the Minister of Ministry of Education, Science and Technology (MEST)
- vi. Other relevant documents and papers related to VET policies, legal framework and strategic documents.



CONTEXT

The pace of change which confronts all societies in the 21st Century represents a formidable challenge for governments and planners at all levels. Nowhere is this truer than in the field of education and training which has the responsibility, both on economic and on humanitarian grounds, for facilitating the development of citizens. If the vocational education and training sector is to be in a position to respond effectively to changes in the environment, it is extremely important that those in charge for the implementation of VET policies have a sound understanding of the external and internal context in which they are operating.

Kosovo's vocational education and training system has been subject to a reform process, the purpose of which is to bring qualitative and quantitative improvements to the training provided by vocational education and training institutions. In the long run, this should increase the competitiveness of businesses and reduce unemployment, particularly among young people. One of the main objectives is to produce system that offers training tailored to the needs of the business sector. By making training compatible with the European Qualifications Framework, the aim is also to make Kosovo more attractive to investors while increasing the mobility of the labour-force.

Kosovo remains one of the growing economies in region. The sector of economy in Kosovo has maintained limited but with positive growth compared to the previous years despite the recent global financial and economic crisis. Kosovo experienced a slight growth in Gross Domestic Product (GDP) with 4.06% in Q1 of 2019 compared with the corresponding quarter of the previous year. The largest general economic sector in Kosovo is services, which have a share of GDP of 54% followed by the industry (16.8%) and agriculture industry (11%),¹. Furthermore, the public and publicly guaranteed debt GDP ratio in 2018 was estimated at 17.2%, the lowest debt level in the Western Balkans².

However, employment growth is undermined by low labour participation, low employment rates, and inadequate skills. The latest Quarterly Labor Force Survey (LFS Q1 2019) indicates that 38.7% of the population 15–64 years old is active in the labor market, either employed or actively looking for a job while the actual employment rate is 28.2%³. It further

1. World Bank, 2018 <https://www.worldbank.org/en/country/kosovo/overview#3>

2. See reference 1

3. Agency of Statistics in Kosovo, 2019 <http://ask.rks-gov.net/en/kosovo-agency-of-statistics/add-news/labor-force-survey-in-kosovo-q1-2019>

indicates that labor force participation of the population 15–64 years old is particularly low among women – 13.3%, while male labor force participation rate is 43%. Unemployment rate is quite high, 50.6% of the population 15-64 years old. The share of long-term unemployed among unemployed remained very high at 68% in the latest quarterly Labor Force Survey (LFS Q1 2019).

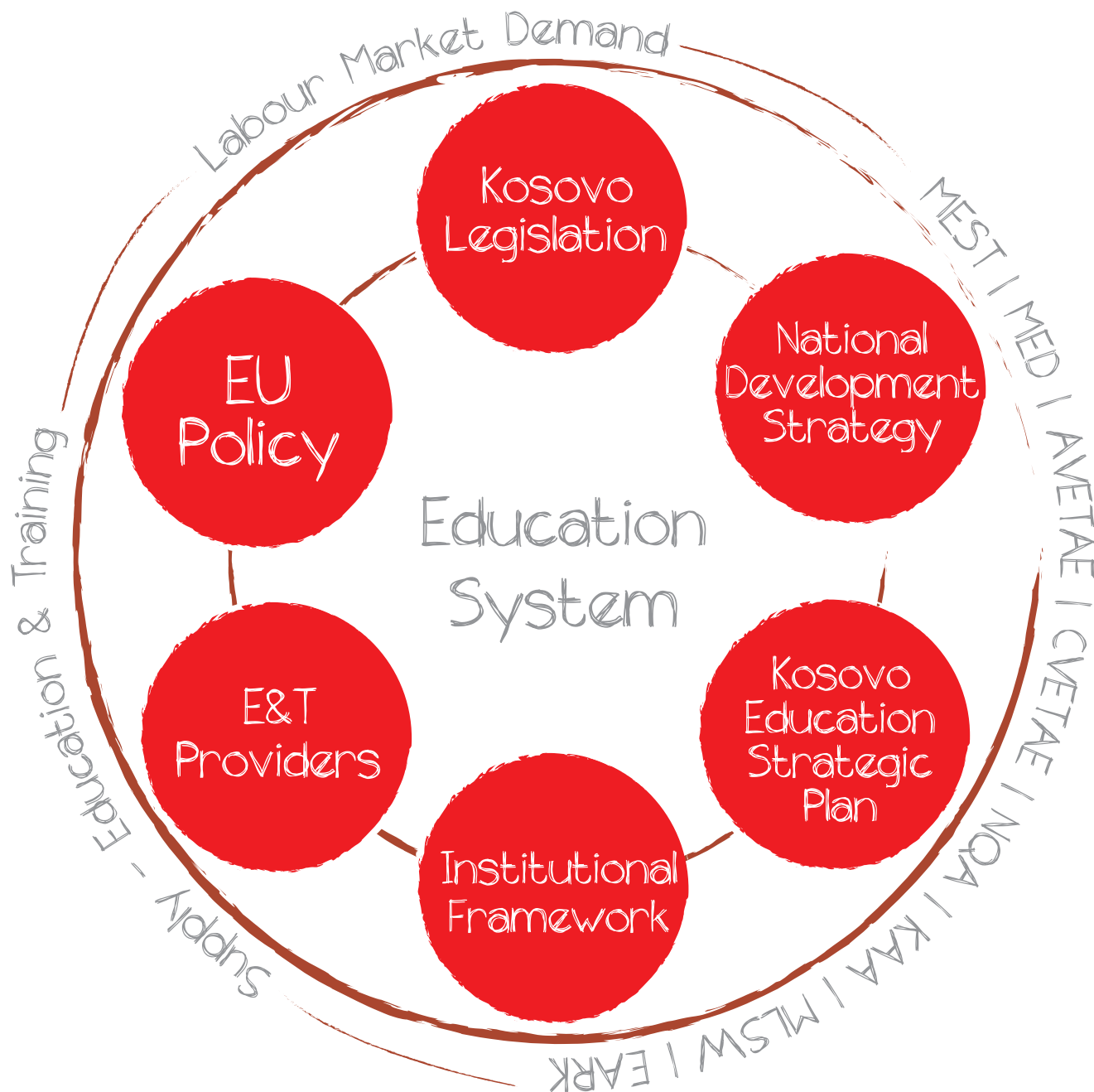
Relevance of skills for jobs is considered weak which creates further constraints. These constraints are greater for the vulnerable communities who have lower educational attainment levels than the general population thus further supporting the social exclusion in the labour market, especially among women; deep inequalities in particular between urban and rural areas, and poverty in particular of ethnic minorities.

Around 25% of the Kosovo's companies argue that the work force has inadequate skills, which are incompatible with their needs. On the other hand, more than 85% of the investors underline the quality of labour as the main factors when pondering investment decisions⁴. Furthermore, government acknowledges that low skill levels and poor educational attainment lead to poorer labour market experience and higher poverty rates, which hinder economic development of the country⁵.

With weak labor market engagement, it is necessary to strengthen the capacity of Kosovar households to generate labor market income. This will require government commitment for long-term commitment to policies such as the alignment of labor supply with the needs of the labor market for the creation of jobs and the development of the skills needed to boost economic development of the country. However, besides need for Government's commitment to drive reform by accelerating growth, creating jobs, restoring trust in government and further progressing toward EU accession, there is a need for the adequate support from the international community to implement the necessary changes.

4. *National Development Strategy, Kosovo, 2016*

5. *National Development Strategy, Kosovo, 2016*



1. ANALYSIS ON NATIONAL POLICY AND LEGAL FRAMEWORK RELATED TO EDUCATION AND TRAINING AND RECOMMENDATIONS

EDUCATION SYSTEM AND TRAINING SYSTEM IN KOSOVO

The education sector comprises of the following sub sectors: primary, lower and upper secondary education and higher education. Other dimensions of the education sector include adult learning.



Pre-School Education
(ISCED5 0, children aged <6)



Primary Education (ISCED 1,
grades 1-5, children aged 6-10)



Lower Secondary Education
(ISCED 2, grades 6-9, children
aged 11-14)



Upper Secondary Education
(ISCED 3, grades 10-12, children
aged 15-18)



Higher Education
(ISCED 5-8)

Compulsory education begins when a child attains the age of six, the minimum compulsory school age and ends upon the completion of lower secondary education at age fourteen. Pre-school education starts at the age five and it is not compulsory.

Upper secondary education is mainstreamed into: general education, and VET.

Higher Education in accordance with the Bologna framework is typically organized in three main levels leading to qualifications at bachelor, master and doctoral levels and it includes any other post-secondary education at levels 5-8 of the EQF for which ECTS credits may be granted. According to the Law No. 04/L-037 on Higher Education, higher education in Kosovo can be provided by public or private institutions.

Policy Framework

National policy framework in Kosovo consists of following strategies and laws:



National Development Strategy (NDS)

National Development Strategy (NDS) - has been adopted by the government of Kosovo in 2016. It presents the Kosovo vision for the social and economic development of country and outlines the government policies and actions to reach this vision. It stipulates the need for increased employment opportunities and establishment of a flexible labour market amongst the other by developing education and training to better incorporate market needs into the life-long learning perspective. Further it aims to expand access and improve quality of education at all levels and to respond to the requirements and social dynamics of economy amongst the others through reform the of vocational education by improving the attractiveness of VET to all stakeholders, adjusting the VET offers to the labour-market needs and demands and developing the monitoring and evaluation capacity for VET and lifelong learning.



Kosovo Education Strategic Plan (KESP)

Kosovo Education Strategic Plan (KESP) - has been adopted by the Government of Kosovo in 2016. This strategic plan is the basic document for the development of the education sector in Kosovo in the period 2017-2021. KESP intends to link education policy to National Development Plan, recognizing that education and training must be more responsive to labour market needs.

The strategy has envisaged a variety of measures to improve governance and increase the quality of Education in general. In terms of VET, the focus is on improving the relevance of school programmes to labour market needs, the development of a VET specific core curriculum, aligned to the KCF, the systematic provision of high quality work experience and professional practice, and, specific to the Kosovo context, ensuring the sustainability of the Centres of Competence and their further development.

However, the amount and complexity of the work to be done should not be under-estimated: considerable commitment and practical support will be needed to implement the NDS and KESP. Furthermore, the overall ability of the sector to implement sustainable reforms is hindered by financial constraints and is still dependent on continuous donor funding.



Law No. 04 / L-032 on Pre-University Education in the Republic of Kosovo

Law No. 04 / L-032 on Pre-University Education in the Republic of Kosovo - The purpose of the law is to regulate pre-university education and training from ISCED levels 0 to 4, including education and training for children and adults taking qualifications at these levels. The law introduces a general principle according to which the pre-university education is a joint responsibility shared between parents, educational and training institutions, municipalities and government. MEST has the primary responsibility for planning of, setting standards in, and quality assurance of the pre-university education system.⁶ At the same time municipal competences on pre-university education are defined with the Law for Local Government, no. 03/L040, of the date 20 February 2008 and Law for Education in the municipality, of the date 03/L-068, May 21, 2008.

Law on Pre-University Education sets out that VET is to be regulated by the Law on Vocational Education and Training only in so far as it does not contradict or contravene the Law on Pre-University Education.⁷



Law No. 03/L-068 on education in the municipalities of the Republic of Kosovo

Law No. 03/L-068 on education in the municipalities of the Republic of Kosovo - The purpose of this law is to regulate the organization of public educational institutions and the provision of public education at the pre-primary, primary, lower secondary, upper secondary

6. Article 5 of the Law No. 04 / L-032 on Pre-University Education in the Republic of Kosovo

7. See Article 11 of the Law No. 04 / L-032 on Pre-University Education in the Republic of Kosovo

and higher education levels in the municipalities of the Republic of Kosovo. According to the Law on education on municipalities the Ministry of Education, Science and Technology of the Republic of Kosovo (MEST) has a role to develop policies, draft and implement legislation for the development of education, including higher education, and science in Kosovo; establish and manage a general system of certification for all teachers in Kosovo; extend non-formal education and adult education on all levels, including to remote areas, and promote life-long learning opportunities for all, etc. Municipalities in the other hand have full and exclusive powers, insofar as they concern the local interest, while respecting the standards set forth in applicable legislation with respect to the provisions of public pre-primary, primary and secondary education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators.⁸



Law no. 04 / L-138 on Education and Vocational Training

Law no. 04 / L-138 on Education and Vocational Training – This is one of the fundamental laws in the field of vocational education and training. The main purpose is to set up and regulate vocational education and training system in Kosovo. A system that is in accordance with the economic and social development needs of the Republic of Kosovo, including economic and technological changes, labor market demands and individual needs.⁹ However, these changes that relate to labor market requirements are aspects that are fully monitored by the Employment Agency and consequently it is up to the latter to take care of this issue before any other institution.

Article 4 provides that activity fields of vocational education and training are as following: development of competencies and training for employment of individuals in accordance with occupation and their career according to the labour market; creation of general and professional culture in accordance with principles of lifelong learning education and economical, scientific and technological developments; recognition of the individuals competencies based in occupational standards of the relevant level. Article 4 is of particular importance as it is very clear and precise on what are the fields of activities covered with this law and as such it only needs proper implementation.

Furthermore the Law no. 04 / L-138 on Education and Vocational Training provides that in order to plan and meet the needs for vocational education and training, the Minis-

8. Article 4 of the Law No. 03/L-068 on education in the municipalities of the Republic of Kosovo

9. Article 1 of the Law no. 04 / L-138 on Education and Vocational Training

try of Labour and other partners should conduct analyses of the labour market needs and support the MEST.¹⁰ From the legal point of view this is a foundation for aligning education with labour market.

The same law in Article 13 establishes the Agency for Vocational Education and Training and Adult Education (AVETAE). AVETAE is responsible for administration and management of VET institutions and co-ordination of vocational and adult education and training. Paragraph 3 of the Article 13 gives the authority to the Ministry of Education Science and Technology to define Structure and functioning of AVETAE with sub-legal act.

Although law is very clear in its mandate for the time being AVETAE is covering only limited number of schools. Therefore from this perspective the role and function of AVETAE should change in the future.

Based on the finding from evaluation of Kosovo Education Strategic Plan (2011-2016) there is a need to revise the law. The revised law should better regulate the: special Core Curriculum Framework for VET, special funding formula for these institutions based on the cost for certain field areas, apprenticeships, internship- professional practice in enterprises, adequate training of providers, requirements for instructors and teachers providing vocational education and training and allocation of responsibilities with other institutions with the purpose of quality assurance. Furthermore, it should introduce and allow implementation of the combined VET pilot system with elements of dual learning (combination of learning in schools and in enterprises) starting with VET priority areas and in compliance with core curriculum.



Law no. 03/L-060 on national qualifications

Law no. 03/L-060 on national qualifications –This law is of particular importance as it sets out key objectives to improve the recognition of qualifications at all levels of formal and non-formal education and training and to ensure that qualifications meet the needs of the labor market, economy and society. The National Qualifications Authority established under the provisions of this Law shall establish and maintain a comprehensive framework of qualifications. National Qualifications Authority that has the awarding authority of VET qualifications. However, there is still insufficient number accredited qualifications by the National Qualifications Authority.¹¹

10. Paragraph 4 Article 11 of the Law no. 04 / L-138 on Education and Vocational Training

11. See, Kosovo 2019 EU Progress Report



Law No. 04/L-143 - 2013 on Adults Education and Training in the Republic of Kosovo

Law No. 04/L-143 - 2013 on Adults Education and Training in the Republic of Kosovo -

The purpose of this Law is to regulate entirety of processes for adults' education as an integral part of the education system in Kosovo. MEST in cooperation with ministries, municipalities, institutions and other relevant actors has the authority to plan and develop adult education and training system in Kosovo.¹² The analysis on the educational level of population, individual needs, labour market shall be conducted by the respective competent institutions such as MEST, Employment Agency, municipalities and Kosovo Statistical Agency. However, the private education providers shall plan education and training for adults based on their needs. Adult education and training programs could be provided by public, private, public-private institutions, societies, enterprises, nongovernmental organizations and physical persons.¹³

According to the law Education and training system refers to formal, non-formal and informal education and training.¹⁴



Law No. 04/L-037 on Higher Education

Law No. 04/L-037 on Higher Education - According to this law, higher education in Kosovo can be provided by public or private institutions. The denominations of higher education institutions are regulated by the Law on Higher Education and the Administrative Instruction No. 01/2013 on the Nomination of Higher Education Institutions, and they include: universities, universities of applied sciences, academies, university colleges, colleges, higher professional schools and higher technical schools. The legal framework for Higher Education is comprised also of several administrative instructions.¹⁵

When it comes to the current law on legal framework on Higher Education, MEST should follow recommendations from Kosovo Country Report and adopt the new Law on higher education, "which ensures the autonomy and independent operation of higher education institutions and quality assurance mechanisms, based on best standards".¹⁶

12. Article 3 of the Law No. 04-L-143 - 2013 on Adults Education and Training in the Republic of Kosovo

13. Note: Providers of adults' education and training shall be accredited and licensed according to the legislation into force.

14. Article 6 of the Law No. 04-L-143 - 2013 on Adults Education and Training in the Republic of Kosovo

15. Annex XX Administrative Instruction on Higher Education

16. Kosovo 2019 EU Progress Report, p. 71



Law No. 03/L-018 - 2008 on Final Exam and State Matura Exam

Law No. 03/L-018 - 2008 on Final Exam and State Matura Exam – the aim of this law is to regulate functioning, content, conditions, criteria and ways for organization of the state Matura exam.

Final exam is the internal evaluation of a completing the educational level by which is verified the achievement of knowledge and skills on determining the final achievement in the Vocational schools.¹⁷ The state Matura exam is a process of collection, processing, analyzing, evaluation and interpreting of the data in order to determine the level of gaining the instructing objectives set into the school programs.

The Matura is a school-leaving exam required for the completion of secondary education and for university entrance. Thus, the Matura represents not only a final exam but also a continuation regulating the transition from secondary to tertiary education, as is the case of educational systems in many European countries. In accordance with the law, Ministry of Education, Science and Technology is responsible state authority for organizing the final and Matura exam in cooperation with: Central State Commission of Matura (CSCM); Evaluation Center (EC); Municipal Education Directory (MED); The commissions of the evaluation centers; The Evaluation commissions in schools and Exam council of schools.¹⁸ According to this law, pupils graduate with diploma in upper secondary education as result of internal assessment. Candidates interested to study should undertake the Matura exam, where the passing threshold is 40%. Pupils who achieve more than 40% are awarded with the certificate of Matura, enabling them to compete in higher education.



Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo

Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo - This Law deals with the supervision of the implementation of the applicable legislation in all institutions providing educational and training services.¹⁹

17. Article 4 of the Law No. 03/L-018 - 2008 on Final Exam and State Matura Exam

18. Article 7 of the Law No. 03/L-018 - 2008 on Final Exam and State Matura Exam

19. Article of the Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo

According to Article 5, education inspectorate conducts the following functions: the evaluation/assessment function – evaluates the quality of educational institution service; monitoring function – controls the compliance of the educational institutions activity with the legal and sub-legal acts in force; it has advisory function – advises the leaders and employees of educational institutions; informing/reporting function – informs the Minister, MED and educational institutions about findings of inspection and publishes them annually and supporting function in promoting the successful practices of educational institutions and development of educational policies.

Despite the fact that the law on inspectorate is considered a new law there are still challenges on its implementation. The challenge is that there is a need to have more education inspectors and capacity building of existing ones.



Law on the Employment Agency of the Republic of Kosovo

Law on the Employment Agency of the Republic of Kosovo - This law establishes the Employment Agency, under the framework of the Ministry of Labor and Social Welfare, technically substituting the role of the Department of Labor and Employment and the Vocational Training Division by overseeing VTCs and the Job Centers. Article 8 of this law defines the duties and responsibilities of Vocational Training Centers. Based on this article the tasks and responsibilities of VTCs are as follows: Providing vocational training services required by the labor market; Evaluation and Certification of candidates; recognition of prior learning; monitoring of other training providers who develop training in agreement with the agency, evaluation and certification of candidates; Preparation of the Individual Training Plan for candidates performing internships in the company as well as monitoring, evaluation and certification; preparation of information on the progress of trainings; and carries out other duties and duties determined by other relevant legal provisions.



Secondary legislation

Secondary legislation - In practice, primary legislation sets out the general principles and guidelines within a given field which provide for the rights and obligations of legal or natural persons. Thus, primary laws set out a broad framework regulating a specific

matter, the terms of which regularly mandate the executive branch to implement their provisions through secondary legislation. These secondary forms of legislation elaborate the respective provision in a more detailed and practical way. According to the principle of the hierarchy of norms, each legal norm derives from a higher norm and shall be in compliance with it. In this regard, each item of secondary legislation needs to have a legal basis in a pre-existing law. Kosovo institutions issue decisions, administrative instructions and regulations necessary for the implementation of laws, all of which can be considered examples of secondary legislation. In the Education sector, there is a need for adequate and harmonized implementation of laws through sub-legal acts. In principle this means to avoid cases when the by-laws are in contradiction with the law from where it derives.

Below we are referring to three different examples where it is necessary that the legal acts (laws) be properly implemented through by-laws:

First example is when there is a lack of compliance between law and sub-legal act. **Administrative Instruction No.14/2014 Agency for Vocational Education and Training and Adult Education (AVETAE)** in Kosovo has as the main purpose to define, structure and functions of AVETAE. Article 3 provides objectives of the Agency, so that the vocational education and training is organized in proper manner. It highlights also inclusiveness and equality between female and man. However there are two issues that need to be addressed in the near future in order to make the Agency (AVETAE) fully operational and able to meet its objectives: first Article 4 that refers to the responsibilities of the Agency for Vocational Education and Training and Adult Education (AVETAE) is vague. The Agency should have more authority which is already foreseen with the law; secondly Article 8 “structure of the agency” should be amended so that the structure of the Agency is better defined and clarified with the sole purpose of being more efficient in achieving its mission.

Second example is the one when the lack of capacity is the main cause for the lack of implementation of relevant legislation and policies. **Administrative Instruction Nr.21/2016 on allocation of budgetary funds from the category of subsidies and transfers** – the aim of this administrative instruction is to offer some financial incentives to physical and legal persons wishing to provide educational services in the field of education. A legal person refers to both Enterprises and NGOs. In line with this **Administrative Instruction No.33/2013 implementations of a municipal formula for determining the allocation of school budgets for schools that are administered by municipalities** is of particular importance since from the legal point of view it sets a very important standard by making schools to have their financial autonomy. However, in a practical aspect, for the time being this legal basis it is not implemented by schools in all Kosovo Municipalities. This Administrative Instruction provides for decentralized model for budget allocation in municipalities and education providers’ financial autonomy has been enacted but not fully implemented.²⁰ For this reason, more work needs to be done with the municipalities and

20. See, VET Governance ETF Partner Country Profile, 2017 <https://www.etf.europa.eu/sites/default/>

schools in particular to increase their capacities when it comes to managing of public finances and other financial incentives that schools may have in their disposal.

Third example is referred to the situation when the legal act foresees the legal basis for adopting a sub-legal act but the same is not approved by MEST. Another relevant institution that is supposed to deal in particular with Vocational Education and Training is the Council for Vocational Education and Training and Adult Education (CVETAE). CVETAE is established based on the Article 14 of the law on Vocational Education and Training with the aim to serve as the advisory body for Vocational Education and Training and Adult Education policies in Kosovo. The law provides that the “functioning of this Council shall be determined with sub-legal act issued by MEST”. This sub legal act still has not been approved by Ministry of Education Science and Technology.

Such cases where sub-legal acts are not approved on time and they do not allow proper implementation of primary legislation, may also occur in other laws and fields of education.

EU Policy



The Stabilisation and Association Agreement (SAA)

The Stabilisation and Association Agreement (SAA) signed between Kosovo and the EU in 2015 sets the frame for Kosovo to cooperate with the EU in improving the quality of general education and VET at all levels, with the aim of improving skills, employability, social inclusion and promoting economic development.²¹ One of the main priorities for higher education in Kosovo is to achieve a standard of education in line with the Bologna Process. Following the signing of the SAA, education became one of the priorities of the EU in policy dialogue with Kosovo. It is high up on the European Reform Agenda and the Economic Reform Programme as the implementing tools of the SAA. Furthermore, the SAA pays special attention to cooperation for achieving inclusiveness and equality in education, with specific reference to, for example, gender, ethnicity, religion, and disability.

[files/2018-11/VET%20governance_Kosovo.pdf](#)

21. Article 107 Stabilization and Association Agreement between the European Union, of the one Part and Kosovo, of the other Part



European Reform Agenda (ERA)

European Reform Agenda (ERA) - In 2016 Government of Kosovo and European Commission agreed to develop a 'European Reform Agenda' to maximize the economic and political benefits of SAA. Therefore, European Reform Agenda (ERA) is a high-level dialogue between the Government of Kosovo and the European Commission (EC) which consists of the primary priorities of Kosovo within the SAA. For this purpose, short term priorities have been agreed in the areas of (I) good governance and the rule of law, (II) competitiveness and investment climate and (III) education and employment. The objectives of the European Reform Agenda are consistent with those of the National Economic Reform Programme.²² ERA has identified number of immediate and medium-term priorities in the area of Employment and Education.²³



Economic Reform Program (ERP)

Economic Reform Program (ERP) - In January 2019, Government of Kosovo has adopted new Economic Reform Program (ERP) 2019-2021 as the second implementing tool of the SAA. ERP has identified following plans for the reform:

- Increase of quality of VET based on labour market requirements as plans for reform;
- Improvement of the quality and increase of the inclusion of children in preuniversity education
- Reform in higher education (Completion and implementation of legal infrastructure of higher education)
- Increasing the access of youth and women to the labour market through the provision of quality employment services, active employment measures and entrepreneurship

All these actions are planned to be implemented during 2019 – 2021.

22. *Economic Reform Programme (2016)*. Source: <https://bit.ly/2w89QG9>

23. *Kosovo – EU High Level Dialogue on Key Priorities – European Reform Agenda (ERA)*



Kosovo Report 2019

Kosovo Report 2019 - The EU assesses country progress in fulfillment of the European agenda through annual progress report. The European Commission's reports for Kosovo have continuously stated that no progress has been made on improving the quality of education. Therefore, Kosovo's progress towards achieving quality education just like in other sectors is the subject of review in annual country Progress Reports.²⁴



EU Assistance through Instrument for Pre-Accession

EU Assistance through Instrument for Pre-Accession

Education has been and continues to be a priority of EU to supporting Kosovo. Investment in education is investment in the future and it is crucial for jobs and overall progress in society. Quality education and years spent on it are essential for a productive labour force, which contributes to the economic growth and development.

The EU has supported Kosovo's educational reform through the Instrument of Pre-accession Assistance (IPA), developing vocational skills according to labour market demands and extending scholarship schemes further. From 2007 to 2013 under IPA I, European Union has supported the education sector with approximately €35 million.

The total estimation of the IPA II Fund for the period 2014-2020 in Kosovo is €645.5 million. Through Aligning Education with Labour Market Needs (ALLED I) project worth €2.8 million, the EU helped to improve the quality and relevance of educational programmes. From 2017 IPA funds, additional €3.8 million allocated to strengthen link between education sector and labour market needs, focusing on Vocational Education and Training (VET), through Aligning Education with Labour Market Needs (ALLED2).

24. Kosovo 2019 Report

Institutional framework

The Institutional framework of Education and Training in Kosovo is quite complex and shared between a number of stakeholders on a central and local level.

- **The Ministry of Education, Science and Technology (MEST)** is responsible for promoting a non-discriminatory education system in which each person's right to education and/or training is respected and equal quality learning opportunities are available for all. The overall responsibility of the Ministry of Education Science and Technology (MEST) is to develop policies and implement legislation for the development of education and training in Kosovo. The MEST, besides being responsible for planning, development and implementation of educational policies is as well responsible for the development of the general core and VET curricula, in-service teacher training, inspection and monitoring of the quality of education, etc.

As seen from the above, MEST besides having a policy making role has an executive function as well. The EU practices have shown that ideally, good governance in education and training can reach the traits of responsiveness, accountability, transparency, ability to encompass engagement of citizens, and the capacity of state actors to design and implement policies only when policy making bodies increase the role of the sub-national executive bodies. Therefore, in Kosovo in order to improve the quality of the education and training there is a need for MEST to devolve executive functions to the existing executive bodies and deal only with policy making and monitor the implementation of the policies.

- **Municipal Education Department (MED)**, at local level in Kosovo have exclusive competences with respect to the provisions of public pre-primary, primary and secondary education, including registration of educational institutions, staff recruitment, administration of educational facilities, administration of the school budget, payment of salaries and capacity building of the teachers/instructors and administrators. Therefore, the VET schools are not autonomous when it comes to the administration of budget nor staff requirement.
- **The Agency for Vocational Education and Training and Adult Education (AVE-TAE)** was established with Law on Education and Vocational Training. Based on the existing legislation AVETAE has following key duties and responsibilities:
 - administration and leadership of Institutions of Vocational Education Training and for Adults (IVETA) regarding the financial, human sources, construction of buildings and infrastructure of all public institutions of VET under its regulatory administration;
 - coordination of studies concerning Vocational Education Training and for Adults;

- engagement of social partners in Vocational Education Training and for Adults;
- institutionalizing participation of private sector and social partners in Vocational Education Training and for Adults;
- supervision and coordination of the development of occupational standards.

However, based on the administrative instruction AVETAE is currently exercising its function only with Centers of Competences and not with the other VET schools. Regardless of broader remit (as seen above) according to law on the VET in terms of supporting the VET at the system level, AVETAE up to date is supporting the VET only at the provider level in limited number of VET providers. There is an urgent need for the amendment of the Administrative Instruction No.14/2014 on Agency for Vocational Education and Training and Adult Education (AVETAE) in Kosovo for the restructuring of the AVEATE in order to meet the objectives of the legislation derived and consequently improve the quality of VET.

- **Council for Vocational Education and Training and Adult Education (CVETAE)** is supposed to act as the advisory body for Vocational Education and Training and Adult Education policies to the Minister of MEST in Kosovo. Furthermore, it approves occupational standards on the national level.
Based on the law “functioning of this Council shall be determined with sub-legal act issued by MEST”. Up to date, this sub-legal act has not been approved by Ministry of Education, Science and Technology. Therefore, MEST should adopt Administrative Instruction on functioning of CVETAE.
CVETA consists of fifteen (15) members of representatives’ institutions such as: Ministry of Education, Science and Technology, Ministry of Labour and Social Welfare, other relevant ministries, NQA, AVETA, Kosovo Chamber of Commerce and social partners. However, currently CVETAE is non-functional when it comes to exercising its role.
- **National Qualifications Authority (NQA)** is an independent public body, in accordance with National Qualifications Law in Kosovo.
National Qualifications Authority has the key role for developing and maintaining the NQF. The NQA’s functions in relation to the National Qualification Framework (NQF) is: To design the NQF, by defining the levels of the Framework and the types and levels of qualifications, certificates and diplomas to be included, with the aims of facilitating progression and transfer between different learning pathways, and ensuring compatibility with the European Qualifications Framework. When, it comes to the quality assurance of the qualifications in the NQF, the responsibility is shared among three institutions:
 - NQA– responsible for vocational qualifications
 - MEST - responsible for general qualification
 - Kosovo Accreditation Agency (KAA) - responsible for higher qualifications
 The existence of two regulatory bodies (NQA and KAA) is a key challenge to ensur-

ing a holistic and sustained development and implementation of the NQF.

The NQA besides approving VET qualifications and accrediting VET providers is responsible to set criteria's for development of occupational standards and verification occupational standards until level 5 of the NQA. Currently, there is no institution responsible for the development nor quality assurance of the occupational standards above level 5 of the NQF.

Recently, NQA has started to implement the process of Recognition of Prior Learning (RPL) in VET and needs support in terms capacity building of human resources. However, currently based on the Administrative Instruction (AI) on criteria and procedures for the accreditation of institutions that implement RPL in Kosovo only "national occupational qualifications" (qualification based on the occupational standards only and are designed to be delivered in the workplace or in a practical setting suited to the acquisition and assessment of the relevant Occupational Standards) can be obtained through validation. In other word, RPL is currently possible only for the VET qualifications offered in the non-formal setting. Therefore, there is need to further develop the concept paper and a legal provision for the implementation of the RPL for "national combined qualifications" – qualifications that combine modules based on National Occupational Standards with outcomes related to the Kosovo Curriculum Framework and are delivered in the VET schools.

- **Kosovo Accreditation Agency (KAA)** according to the Law 04/L-037 for Higher Education, has responsibility for quality assurance of the qualifications of the higher education such as:
 - advising the Ministry on preparing applications for licenses offer courses or programmes forming part of, or leading to, higher education qualifications;
 - inspecting licensed higher education providers and advising the Ministry on the modification or revocation of licenses;
 - undertaking periodic quality audit of licensed higher education providers and issuing decisions on accreditation or re-accreditation including the power to award degrees and diplomas;
 - undertaking periodic quality assessment of courses and programmes offered by accredited higher education providers;
 - advising with the Ministry on the results of quality assessment and its consequences for the funding of public providers of higher education, allocations to private providers of higher education and for discretionary support for students attending courses or programmes at private providers of higher education; and
 - carrying out on behalf of the Ministry functions as may be delegated to it relating to recognition of academic and professional qualifications.

However, KAA, quality assure only degrees from level 5 up to level 9 of the NQF but does not cover Vocational Training from level 6 up to level 8 of the NQF. These qualifications up to date are not part of the NQF. There is need for the development of

the respective methodology for the accreditation of the vocational qualifications at the higher levels of the NQF.

- **Ministry of Labour and Social Welfare (MLSW)** duties based on the Law on Employment Agency of the Republic of Kosovo, Ministry of Labour and Social Welfare is responsible for:
 - Drafting employment and vocational training policies;
 - MLSW approves the annual work program of the Agency for implementation of employment policies, including vocational training policies for the labour market;
 - MLSW approves the budget proposed by EARK

The Kosovo Employment Agency (EARK) with the Law adopted in 2016 is responsible for institutional management with the vocational training process in Kosovo, which is made up of eight VTCs and six Mobile Training Units. Vocational Training Centers offer trainings / workshops of different kinds in order to enhance the professional skills of new staff. Furthermore, it is responsible for the labour market analysis.

As far as vocational training policies are concerned, the EARK and the Ministry of Labour and Social Welfare (MLSW) share responsibility with the Ministry of Education, Science and Technology (MEST) in joint efforts to reduce unemployment through vocational education and training.

While MEST focuses on formal general vocational education and training, the Employment Agency of the Republic of Kosovo offers informal professional training for jobseekers. The difference lies in their approach, the duration of the training / education, and the purpose they serve. The first one is applied to upper secondary education where education and training last up to 3 years, while the second one includes job-oriented training that does not last longer than few months.

It is clear that there is a need for better interconnection of information coming from the labour market with those from the education system. Therefore, the possibility of interconnection and exchange of information between LMIS and EMIS, tax administration, pension trust and the Kosovo Statistics Agency should be considered. To achieve such a link, it needs support and further development of LMIS and EMIS by building capacity and improving internal mechanisms.

When it comes to the holistic approach toward the education and training, in general there is a need for better coordination between all actors involved in VET policy.²⁵ In this regard, Kosovo has put a great effort into strengthening this collaboration to ensure joined-up policy approaches across government. Still, relevant stakeholders do not appear to be empowered to effectively design, implement, monitor and assess policies at national, regional, sectoral and local levels. The main policy-making challenges relate to

25. Country Strategy Paper 2017-20, ETF, 2018

empowering the full range of institutions, agencies and centres in the human resource development sector and to promote a wider and more effective involvement of the social partners. Various strategies have been set up to address the main national policy issues, in particular unemployment, skills development, institutional arrangements, etc.²⁶ However, these strategies require implementation that needs international support.

Challenges and recommendations

As seen from the above, in Kosovo, varieties of initiatives have taken place to improve governance and shape Vocational Education and Training - VET policies, by increasing the role of sub-national authorities, social partners and civil society organizations in order to increase the autonomy of vocational schools and training centers. However, even-though there is a solid legal framework, which ought to encompass all segments of the society in the educational process, there is a variety of shortcomings in implementation in order to better adapt to the current needs of the economy and labour markets; to expand democratic values in society; and to attract employers, learners, families and communities. Therefore, challenges and the needs identified for intervention in the system are as follows:

- **Restructuring the role and function of the AVETAE.** In regard to the governance of VET in Kosovo, functional settings and the roles of Agency for Vocational Education and Training and Adult Education -AVETAE needs to be examined and assessed, in order to ensure implementation of the VET policies from a lifelong learning perspective. Currently, the function of the AVETAE is not clear and does not support the VET system: it has a fragmented role on the selected number of the VET schools creating parallel systems instead of trying to incorporate the so-called “Center of Competences” in the existing system. The function of AVATAE needs to be re-structured according to the law derived and as result the administrative instruction on the role and functions of AVETAE needs to be amended. The project might support the restructuring with the drafting of the legal provision on the role and function of the AVETAE.
- **Evidenced based planning of Education -** Methodology for the development of sector profiles has been developed by the ALLED 1, an instrument that provides labour market information - structure of demand and supply of skills in a national setting²⁷. It is an instrument that promotes the development of occupational standards and qualification based on the needs of labour market. The methodology has taken into account the existing qualification development system and it will feed the development of occupational standards. However, due to lack of human

26. Country Strategy Paper 2017-20, ETF, 2018

27. Methodology for the development of sector profiles, Alled, Kosovo, 2016

recourses in one of the possible responsible institutions (MEST or MLSW) there was no follow up nor sustainability of this activity. The person responsible for the implementation of the above mentioned methodology could be appointed in the AVETAE with the proposed re-structuring above and the project might support the capacity building on the use of methodology.

- **Restructuring of the NQA and KAA** - Existence of two regulatory bodies in a small and poor country like Kosovo is not cost-effective and creates a fragmented approach towards the quality assurance of the qualifications in the NQF. The merge of these two bodies as two departments under one umbrella besides maximizing efficiency and effectiveness it will promote holistic approach towards NQF and consequently improve the quality of provision of both HE and VET qualifications. Furthermore, this is in alignment with the government strategies to rationalize existing number of independent agencies. Malta and Ireland are two EU countries that has set a positive example of merging two regulatory bodies into one. The applicability of this model in our country should be further examined with the feasibility study based on the European best practices and local context.
- **Restructuring of the CVETAE** – CVETAE as an advisory body to the Minister of MEST on VET policies has also a decision-making function to approve occupational standards on the national level. However, even though it is not laid out in respective law, the CVETAE has added an executive role - coordinating the process of development of occupational standard (the process of receiving occupational standards, submitting them to the NQA and then based on the feedback from the NQA, approving or disapproving occupational standards). Despite, its legal statutory role, the CVETAE is not functional for more than 2 mandates and the process of coordination of the development and approval of occupational standards is executed by the department of VET in MEST. Therefore, it is pivotal to restructure the role and function of the CVETAE since the crucial process of development and approval of occupational standards on the national level is jeopardized by delays. The process of coordinating the process of the occupational standards might be transferred to an executive body such as AVETAE. Steering board of the AVETAE has also the same institutional representation as the CVETAE and could take over the role of approving the occupational standards. While the advisory role on VET policies might be given to an expert body created and sitting under the MEST or under the Prime-minister's office. Therefore, the executive responsibilities in regards to the coordination of OS as stated are transferred to the executive of the AVETAE, the decision-making in regards to approval or disapproval to the steering board of the AVEATE, while the VET expert body should be established under MEST or PM. The project could support the re-structuring with the feasibility study and legal provisions in this regard.
- **Autonomy of the VET schools** - The administrative competencies over VET schools

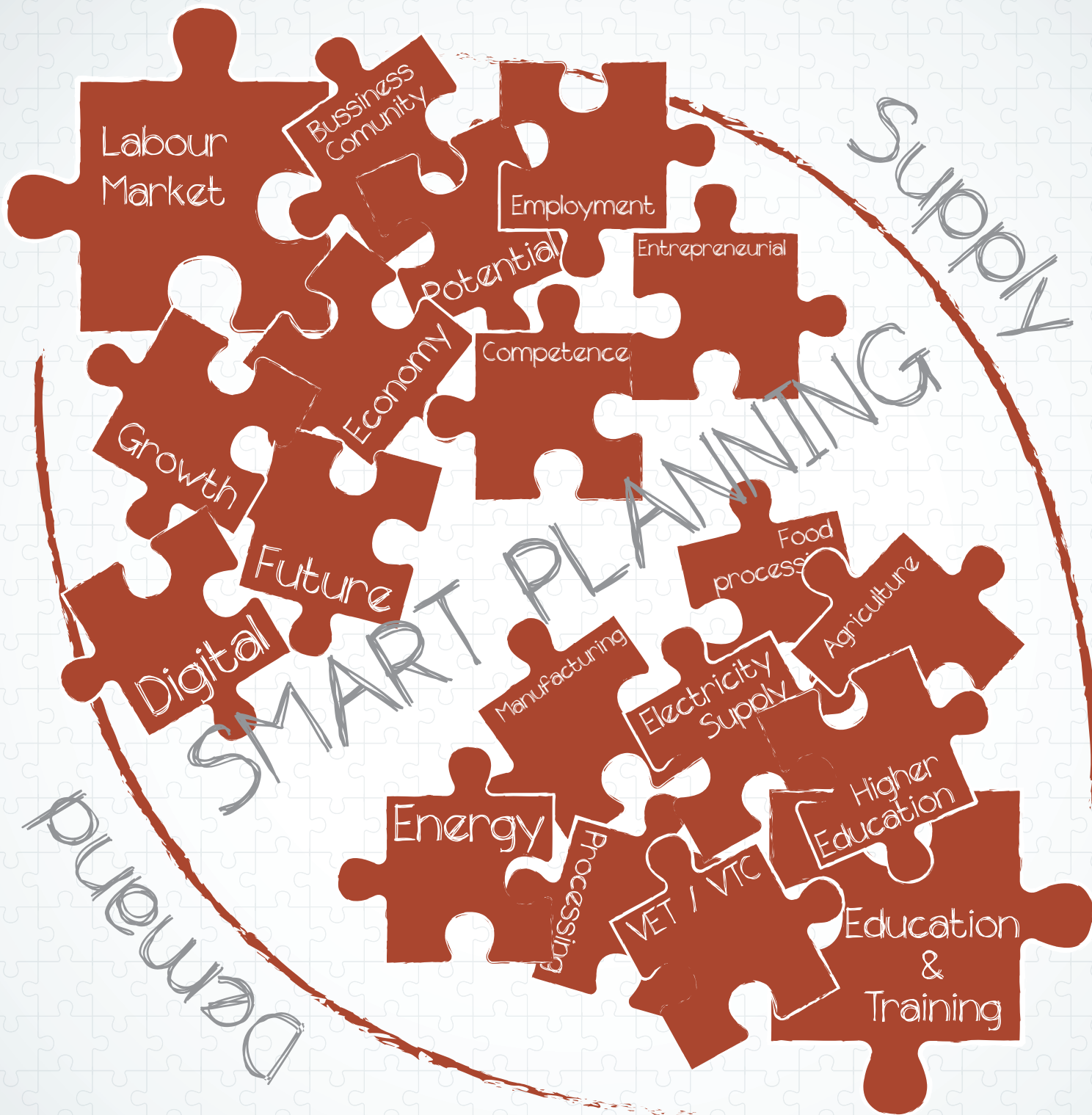
have been devolved from the MEST to the Municipal Education Directorates (MEDs) with the exception of Centers of Competences that are under the umbrella of AVETAE. In both cases, the schools are not autonomous in the administration of budget, infrastructure (facilities and equipment) and staff recruitment, making them vulnerable to political influence and consequently poor provision of education and training. VET schools are autonomous when it comes to the budget planning, however they are not authorized for budget spending: they need to submit requests for approval to a MED or AVETAE for every and each spending for example to buy chalks. Therefore, devolving powers to the schools is vital in order to ensure a functional and labour market-oriented provision of education and training. The project might support the financial autonomy of the schools by developing a concept paper and piloting it on the selected number of VET schools.

- **Strengthening of the cooperation among the VET schools and world of work** - the government has started to improve and consolidate the legal infrastructure that promotes a more consistent development of skills and competences through education by enhancing the dialogue with social partners, including businesses, in order to get to know their needs for qualifications and skilled workforce. Businesses are involved in the process of occupational standards. Furthermore, the participation of the business in decision making has been strengthened besides at the central level even at the provider level: the school boards encompass business representatives. Furthermore, there are some initiatives for the development of the secondary legislation on the work-based learning. However, despite these legal arrangements, the challenge still remains in terms of school staff absorption capacities to establish relations with business. At the other side, government needs to introduce for some type of incentive such incentives in regards to the tax reporting for business that offer internships/ apprenticeships for VET students/ candidates. The project could support in this regard by development of a clear and consistent legal framework to enable business partners to act effectively and guaranteeing mutual rights and responsibilities among educational stakeholders and piloting it on a number of selected schools.
- **Strengthening of the cooperation among MEST/ AVETAE and MLSW /EARK** - despite joint participation on the different decision-making bodies and communication platforms on the policy making level, on a practical realm the cooperation among these two institutions remains weak especially on the provider level (VET schools and VTCs) when it come to the use of infrastructure recourses (facilities and equipment). Project could support in this regard by developing a cooperation framework that could be piloted on a number of selected profiles and VET schools/ VTCs.
- **Aligning higher qualification of the NQF with the needs of labour market** - Despite the great need to align the higher qualifications with the needs of labour

market, as mentioned previously there is no body responsible for the development nor quality assurance of the occupational standards above level 5 of the NQF. The methodology for the development of the occupational standards at the higher levels of the NQF was developed by ALLED 1 project. However, there is no²⁸ sustainability due to the lack of institutional ownership: none of the regulatory bodies (NQA and KAA) has a remit based on the secondary legislation to deal with the occupational standards above level 5. Therefore, the project could support in this regard by developing a mapping and concept paper accompanied by legal provision on the institutional governance of development and quality assurance of occupational standards at the higher levels of the NQF. There are number of EU countries that do develop occupational standards above the level 5 such as UK, Romania etc.

- **Amend or adopt new pieces of legislation** whenever this is necessary such as:
 - Amend the existing Law on Higher Education
 - Amend the Administrative Instruction No.14/2014 on Agency for Vocational Education and Training and Adult Education (AVETAE) in Kosovo
 - Adopt new Administrative Instruction on functioning of CVETAE

28. The Legal Framework in broader terms should not just cover the legal arrangement among students, MEST and business but it should cover the responsibilities of other relevant governmental bodies such as Prime-minister's office, Ministry of Finance, Chamber of Commerce, etc., when it comes to the their roles in the work based learning and the incentive such as tax reduction, insurance etc.



2. IDENTIFICATION AND ANALYSIS OF EXISTING EDUCATION & TRAINING PROVIDERS (INCLUDING THE PROVIDERS SUPPORTED DURING ALLED1) AND DEFINITION OF THE SELECTION PROCESS REGARDING HEI, VET SCHOOLS AND VTC'S

Identification of the existing education and training providers potential to be supported by ALLED2

Based on the inputs of the labour market needs analysis, priority economic sectors are as follows: Agriculture, Food processing, Manufacturing and processing, and Energy and Electricity Supply. Active education and training providers including VET schools, HEI and VTC have been identified according to the sectors to be supported by the ALLED2.

There are 17 VET schools in 17 municipalities that are active in the targeted sector of ALLED2 project “Manufacturing and processing - Mechatronics” sector included (see table 1).

Table 1. List of VET schools active in the targeted sector of ALLED 2 project “Manufacturing and processing - Mechatronics”

Municipality	School	Profiles from the sector
Decan	Tafil Kasumaj	Mechatronics
Gjakova	Nexhmedi Nixha	Manufacturing operator
Glllogoc	Fehmi Lladrovci	Mechatronics
Gjilan	Mehmet Isai	Mechatronics Manufacturing operator
Istog	Mithat Frashëri	Manufacturing operator
Klina	Fehmi Agani	Manufacturing operator
Mitrovica	Arkitekt Sinani	Manufacturing operator
Lipjan	SHML Mikste	Machine mechanics
Rahovec	Selajdin Mullaaba	Machine mechanics
Prishtina	Prishtina	CNC
Prizren	11 Mars	Metal Processing
Skenderaj	Anton Ceta	Manufacturing operator
Shtime	Sh.M. Profesionale	Machine mechanics
Suharekë	Skender Luarasi	Manufacturing operator Machine mechanics
Ferizaj	Pjetwr Bogdani	Mechatronics Manufacturing operator
Viti	Jonuz Zejnullahu Lutfi Musiqi	Manufacturing operator Manufacturing operator
Vushtrri	Lutfi Musiqi	Mechatronics Manufacturing operator

There are 17 VET schools in 16 municipalities that are active in the targeted sector of ALLED2 project "Food processing" sector included (see Table 2).

Table 2. List of VET schools active in the targeted sector of ALLED 2 project "Food processing"

Municipality	School	Profiles from the sector
Gjakova	Kadri Kusari	Food processing
Glogoc	Fehmi Lladrovci	Food processing
Gjilan	Arberia	Food processing
Klina	Fehmi Agani	Food processing
Mitrovica	Arkitekt Sinani	Food processing
Rahovec	Selajdin Mullaaba	Food processing
Peja	Ali Hadri	Food processing
Podujeva	Isa Boletini	Food processing
Prishtina	Abdyl Frasheri	Food processing
Prizren	Ymer Prizreni	Food processing
Prizren	Anton Ceta	Food processing
Suharekë	Skender Luarasi	Food processing
Ferizaj	Zenel Hajdini	Food processing
Viti	Jonuz Zejnullahu	Food processing
Vushtrri	Bahri Haxha	Food processing

There are 14 VET schools in 14 municipalities that are active in the targeted sector of ALLED2 project "Agriculture" sector included (see table 3).

Table 3. List of VET schools active in the targeted sector of ALLED 2 project "Agriculture"

Municipality	School	Profiles from the sector
Gjakova	Kadri Kusari	Horticulture Veterinary
Glogoc	Fehmi Lladrovci	Horticulture
Gjilan	Arberia	Horticulture Veterinary Agrobusiness
Klina	Fehmi Agani	Horticulture
Rahovec	Selajdin Mullaaba	Horticulture
Peja	Ali Hadri	Horticulture Veterinary
Podujeva	Isa Boletini	Agrobusiness
Prishtina	Abdyl Frasheri	Horticulture Veterinary Agrobusiness

Prizren	Anton Ceta	Agrobusiness
Shtime	Sh.M. Profesionale	Agrobusiness
Suharekë	Abdyl Ramaj	Agrobusiness Horticulture
Ferizaj	Zenel Hajdini	Horticulture Veterinary Agrobusiness
Viti	Jonuz Zejnullahu	Horticulture
Vushtrri	Bahri Haxha	Veterinary Agrobusiness

There are 20 VET schools in 19 municipalities that are active in the new targeted sector of ALLED2 project “Energy and Electricity Supply” sector included (see table 4).

Table 4. List of VET schools active in the new targeted sector of ALLED 2 project “Energy and Electricity Supply”

Municipality	School	Profiles from the sector
Gjakova	Nexhmedin Nixha	Energetics Electrical installer
Glllogoc	Fehmi Lladrovci	Electrical installer
Istog	Mithat Frashëri	Energetics Electrical installer
Kaçanik	Feriz Guri dhe Vëllezërit Çaka	Electrical installer
Klina	Fehmi Agani	Electrical installer
Kamenica	Andrea Durrsaku	Energetics
Mitrovica	Arkitekt Sinani	Energetics
Lipjan	Adem Gllavica	Electrical installer
Obiliq	Ismail Dumoshi	Energetics
Peja	Shaban Spahija	Energetics Electrical machine Consumable electronics Electrical installer CNC
Podujeva	Fan S Noli	Energetics Electrical installer

Prishtina	Gjin Gazulli	Energetics Electrical machine Industrial electronics
Prizren	11 Marsi	Electrical installer Electrical machine
Skenderaj	Qendra e Kompetencës	Electrical installer Energy, climate and environment
Shtime	Sh.M. Profesionale	Energetics
Suharekë	Skender Luarasi	Electrical installer
	Skënder Luarasi	Consumable electronics Electrical installer
Ferizaj	Pjetër Bogdani	Electrical installer Electrical machine
Viti	Jonuz Zejnullahu	Energetics Industrial electronics Electrical installer
Vushtrri	Lutfi Musiqi	Energetics Electrical installer

When it comes to the Higher Education Institutions – HEI, there are 4 Universities (6 faculties) in 4 municipalities that are active in all targeted sectors of ALLED2 project (see table 5).

Table 5. List of HEI active in the targeted sectors of ALLED 2 project

Municipality	HEI	Profiles from the sector
Prishtina	University of Prishtina Faculty of electrical engineering with computer science	Energy and Electricity
	Faculty of mechanical engineering	Manufacturing and processing/ Mechatronics
	Faculty of agriculture and veterinary	Agriculture/Food processing
Ferizaj	University of Ferizaj Faculty of engineering with informatics	Energy and Electricity Supply
Peja	University of Peja Faculty of Agrobusiness – Food technology department	Agriculture/Food processing
Mitrovica	University of Mitrovica Faculty of Food technology	Agriculture/Food processing

While, there are 7 VTCs under the MLSW in 7 municipalities that are active in all targeted sectors of ALLED2 project.

Table 6. List of VTC that are active in all targeted sectors of ALLED2 project.

Municipality	Institutions	Profiles from the sector
Gjakova	Vocational Training Centre	Energy and Electricity Supply Food processing
Gjilan	Vocational Training Centre	Manufacturing
Mitrovica	Vocational Training Centre	Manufacturing
Prishtina	Vocational Training Centre	Manufacturing
Prizren	Vocational Training Centre	Mechatronics
Peja	Vocational Training Centre	Energy and Electricity Supply Food processing
Ferizaj	Vocational Training Centre	Energy and Electricity Supply Manufacturing

Mapping current curricula and existing occupational standards in education and training providers

The VET system in Kosovo consists of formal and non-formal provision. There are a number of formal and non-formal VET providers extending from the upper-secondary sector to adult VET providers, NGOs, private providers and public institutions²⁹. Currently, formal and adult education is provided by public and private institutions: based on the legislation³⁰, after completing formal and adult education, learners/candidates may enter labour market, post-secondary education and higher university education – if they pass matura exam. Whereas non-formal training is provided by public and private institutions: after completing this level pupils/candidates may enter only the labour market.

The formal education – VET school is organized in grades 10, 11 and 12 and qualifications must be developed in modular content in alignment with NQF according to the Law Nr.03/L-060 on National Qualifications for vocational education. However, when it comes to the entry into labour market, the formal education is organized into two levels of VET:

- The first level of vocational education, with two years of teaching duration (grade 10, 11), prepares students for the initial (initial) employment level in the specific occupation. Provides a certificate of vocational training of the craftsman (craftsman) – level 3 of the NQF and enables the progress to the second level of vocational education.
- The second level, lasting one academic year (grade 12) after completion of the first level, prepares students to earn a vocational qualification, enabling them to integrate into the labor market and continue their studies at higher levels. Provides a professional qualification certificate at the level of a qualified worker – level 4 of the NQF and enables the progress to the third level of vocational education (technical-managerial level) or bridge courses (one-year) that allow for the progress to post-secondary studies and higher university education.

In Kosovo, there are 122 Vocational Educational Training (VET) profiles offered in 67 VET public schools (few are mixed schools- offer both gymnasias track and VET tracks) located in 27 municipalities³¹. The total number of students which have attended the vocational schools during the school year 2018/19 was 42, 986 students, representing around 53% of the overall number of students of upper secondary schools (81.041)³².

29. Referencing report of Kosovo NQF to the EQF, NQA, Prishtina 2016

30. Law No. 04/L-138 - 2013 for Vocational Education and Training and Law No.04/L -032 - 2011 on Pre-University Education in the Republic of Kosovo

31. The list of VET providers offered by the Minister of MEST cabinet (see annex 1)

32. The total number of VET students was higher in the data received in the list of VET providers since students attending general gymnasias tracks in mixed schools were included as well while the total number of upper secondary schools was sourced from the Kosovo Agency of Statistics

However, despite the high enrollment of students in VET tracks, the VET schools in Kosovo suffer from a bad image and low attractiveness to young people, marking a default exclusion upon the very initial encounter of students with VET system, that of enrolment period. Enrolment in VET does not have any other entry criteria therefore attracting low results students or the students that could not get into gymnasias implying that VET is rather an option than a choice.

The VET schools offer from 1 to 18 VET profiles, with the range of students from 20 (“Nëna Tereze” school in Mitrovica) up to 1700 students (“Fehmi Lladrovci” school in Glllogoc).

Female’s representation in the VET schools remains lower than males at 41% or 17695 out of 42986 (see Table 7). More specifically, data indicates that the inclusion of women in VET seems to be of major concern not only in terms of access but also the disproportional representation amongst certain profiles offered in the schools. For example, in a school in Decan, out of 16 enrolled in “Mechatronics” only 1 is female. Women’s abstention or reluctance to enter the VET might be explained by a number of factors: lack of transportation, male-dominated and gender-stereotyped occupational profiles, and overall school climate.

Public VET schools offer 122 vocational profiles in 17 vocational fields. Hence, 92 out of 122 of the profiles offered are not based on the occupational standards implying that more than 77% of the offered VET profiles are not based on the needs of labour market (see Table 8). Potentially, only 8640 or 20% of VET students might benefit out of 28 occupational standards approved on the national level. Even though, there are 28 occupational standards approved by the Council for Vocational Education and Training and Adult Education (AVETAE), not all the VET curricula’s are updated or developed based on the existing standards.

Table 7. Number of VET students according to the Grade and Gender during academic year 2018/19

Grade 10			Grade 11			Grade 13			Total No.
M	F	T	M	F	T	M	F	T	
9095	5597	14692	8236	6022	14258	8204	6076	14280	43249

Table 8. List of VET profiles without Occupational Standards according to the number of students

Nr.	VET profiles without Occupational Standards	Nr.St
1	Business administration	289
2	Agrobusiness	616
3	Architecture	1031
4	Applicative arts	44
5	Finance assistant	430
6	Administration assistant	1014
7	Catering Assistant	218
8	Restaurant Assistant	166
9	Insurance Assistant	197
10	Nutritional Assistant	103
11	Dental Assistant	145
12	Assistant nurse in midwifery	291
13	Assistant nurse in pediatric	511
14	Nursing Assistant	3268
15	Legal Assistant	2310
16	Marketing Assistant	558
17	Event organizer Assistant	66
18	Banking and insurance	531
19	Banker	2176
20	Farming	78
21	Computer computing	187
22	Graphic design	143
23	Textile design and clothing	455
24	Software designer	62
25	Industrial Electronics	47
26	Consumer Electronics	69
27	Energetics	633
28	Energy, climate and environment	67
29	Pharmacist	1138
30	Farmer	30
31	Financial	59

32	Physiotherapist	458
33	Ceramic shapers	26
34	Cook	46
35	Geodesy	229
36	Geology	181
37	Bookbinder graphic	48
38	Media graphic	23
39	Graphic of graphing graph	30
40	Graphic press	30
41	Horticulture	463
42	Hotels and tourism services	61
43	General nurse	71
44	Informatics	2822
45	Railway traffic	90
46	Road traffic	836
47	Confectioner	452
48	Accountant	2549
49	Biology Laboratory technician	206
50	Chemistry Laboratory technician	486
51	Health Laboratory technician	505
52	Plants and vegetables (pericultures)	52
53	The artistic field (instrumental)	112
54	General field – General musician	782
55	Logistics and operation in stocks	81
56	Electric machines	139
57	Marketing	74
58	Protection of plants	72
59	Car mechanic	201
60	Masonry and spreading tiles	76
61	Construction	413
62	Lower builder	204
63	Higher builder	101
64	Import-export clerk	33

65	Production operator	838
66	Organizer of social activities	29
67	Orchard and Vineyard	114
68	Metal explorer	171
69	Wood processing	104
70	Metal processing	16
71	Meat processing	7
72	Processing of fruits and vegetables	8
73	Producers of mixed crops and animals	10
74	PTT	211
75	Repair of office equipment	73
76	Business administration	98
77	Agrobusiness	166
78	Architecture	169
79	Applicative arts	856
80	Finance assistant	71
81	Administration assistant	48
82	Catering Assistant	99
83	Restaurant Assistant	19
84	Insurance Assistant	89
85	Nutritional Assistant	208
86	Dental Assistant	1314
87	Assistant nurse in midwifery	49
88	Assistant nurse in pediatric	33
89	Nursing Assistant	56
90	Legal Assistant	17
91	Marketing Assistant	116
92	Event organizer Assistant	137
Total number of students, attending school profiles that are not harmonized with occupational standards		34011

Furthermore, most of these profiles are not based neither on national or international occupational classifications such as “Repairing office equipment” and “Office and Public administration services” or there are profiles that are occupational sectors on itself, such

as “Architecture” or “Agribusiness”. Few profiles offered in the VET public schools such as “Pharmacist” or “Nursing” in our country belong to the Higher Education since they are regulated profession and according to the European Commission directive 2005/36 EC require 10 years of general education prior to occupational attainment³³.

Consequently, these data might indicate horizontal mismatch among the skills acquired in VET schools versus those required in the labour market.

Mainly the development of occupational standards is donor-funded. For example, “Enhancing Youth Employment (EYE)” a programme funded by the Swiss Cooperation Office in Kosovo and implemented by the consortium of HELVETAS Swiss Intercooperation Kosovo and MDA - Management Development Associates is supporting the MEST with the development of 15 occupational standards that will directly inform the existing VET curricula. However, the number of occupational standards needed to be developed for the VET schools still remains high.

Based on the above data, it is pivotal for the quality of VET to develop occupational standards that will harmonize and update the VET curricula and profiles offered to the VET students. Equipping students with the necessary knowledge, skills and competences is a necessity towards building an inclusive education system and human capital development. This is prerequisite for Kosovo economic development and its EU accession process.

Identification of selected priority profiles for new occupational standards

Based on the inputs of the labour market needs analysis, the priority economic sectors to be support by the ALLED2 are: agriculture, food processing, manufacturing and processing, and energy and electricity supply. Therefore, the potential occupational profiles according to the priority economic sectors are identified in the table 9 (occupational profiles are listed according to the ISCO 08).

33. In Kosovo, student attain 9 years of schooling prior to the upper secondary school

Table 9. List of occupational profiles according to the ISCO 08

Sector	ISCO code	Name of the ISCO Occupation
Manufacturing/Agriculture	214	Engineering Professionals <ul style="list-style-type: none"> • 2141 Industrial and Production Engineers • 2144 Mechanical Engineers • 2149 Engineering professional not elsewhere classified
Manufacturing	3115	Mechanical Engineering Technicians
Manufacturing/Machinery	723	Machinery Mechanics and Repairers <ul style="list-style-type: none"> • 7231 Motor Vehicle Mechanics and Repairers • 7233 Agricultural and Industrial Machinery Mechanics and Repairers
Manufacturing/Machine Operators	81	Stationary Plant and Machine Operators <ul style="list-style-type: none"> • 811 Mining and Mineral Processing Plant Operators • 812 Metal Processing and Finishing Plant Operators • 813 Chemical and Photographic Products Plant and Machine Operators • 814 Rubber, plastic and paper products machine operators • 815 Textile, fur and leather products machine operators • 816 Food and Related Products Machine Operators • 817 Wood Processing and Papermaking Plant Operators • 818 Other Stationary Plant and Machine Operators
Agriculture	3142	Agricultural Technicians
Agriculture	324	Veterinary Technicians and Assistants <ul style="list-style-type: none"> • 3240 Veterinary Technicians and Assistants
Agriculture	61	Market-oriented Skilled Agricultural Workers
	612	Animal Producers <ul style="list-style-type: none"> • 6121 Livestock and Dairy Producers • 6122 Poultry Producers • 6123 Apiarists and Sericulturists • 613 Mixed Crop and Animal Producers • 6130 Mixed Crop and Animal Producers
Food processing	751	Food Processing and Related Trades Workers <ul style="list-style-type: none"> • 7511 Butchers, Fishmongers and Related Food Preparers • 7513 Dairy Products Makers • 7514 Fruit, vegetable and related preservers • 7515 Food and Beverage Tasters and Graders • 7516 Tobacco Preparers and Tobacco Products Makers
Energy and electricity supply	215	Electrotechnology Engineers <ul style="list-style-type: none"> • 2151 Electrical Engineers • 2152 Electronics Engineers

Energy and electricity supply	3113	Electrical Engineering Technicians
Energy and electricity supply	3114	Electronics Engineering Technicians
Energy and electricity supply	3131	Power Production Plant Operators ¹
Energy and electricity supply	741	Electrical Equipment Installers and Repairers <ul style="list-style-type: none"> • 7411 Building and Related Electricians • 7412 Electrical Mechanics and Fitters • 7413 Electrical Line Installers and Repairers
Energy and electricity supply	742	Electronics and Telecommunications Installers and Repairers <ul style="list-style-type: none"> • 7421 Electronics Mechanics and Servicers • 7422 Information and Communications Technology Installers and Servicers
Manufacturing/Energy and electricity supply	821	Assemblers <ul style="list-style-type: none"> • 8211 Mechanical Machinery Assemblers • 8212 Electrical and Electronic Equipment Assemblers

The above listed occupational profiles are pivotal for the development of occupational standards and consequently the development of the VET curricula and HE study programs that are in alignment with the needs of labour market.

Alignment of VET curricula with the occupational standards on the priority sectors

Currently, most of occupational profiles in the selected ALLED2 priority economic sector as listed in the tables 1, 2, 3, 4, being offered in VET schools are not developed based on the occupational standards, hence are not in alignment with the needs of labour market. The exception is with the curricula in “Mechatronics” and “Food processing” that have been developed by ALLED1 project. Learning outcomes of these two profiles are in alignment with the occupational functions of the occupational standards approved on the national level by the CVET. Profile “Electrical Installer” is currently being revised – developed based on the occupational standard however, we did not access on the working version of the curricula.

Criteria for the selection of vocational education and training providers to be supported by ALLED2 project

One of the major goals of a quality VET school is to prepare graduates who are employable, equipped with the necessary knowledge, skills and competences that are relevant

for the labour market. In order to move towards this goal, VET schools should aim higher internal efficiency of operations as well as the external effectiveness.

Therefore, the procedures and process of the selection of the schools should be developed based on the following criteria's:

- Internal efficiency of the schools:
 - Organization and Management – commitment, readiness and willingness of the management to project activities
 - Staffing and Staff – the existing capacities and the willingness of the teaching staff to develop capacities in line with technical, didactical and new trends
 - Condition of Facilities – solid infrastructure that might absorb new equipment
 - Internal quality assurance – internal processes and mechanisms that monitor the quality of teaching and learning
- External efficiency of the schools
 - Formal Links and Interrelationships with local Industry initiated
 - Cooperation and networking with other educational institutions – willingness to share expertise/learn with other educational institutions (peer to peer)
 - Cooperation with stakeholders – the visibility of the programs to beneficiaries (parents, students, community)
 - International cooperation – the willingness of the schools to absorb international support for student mobility
- Municipal commitment and involvement – the readiness of the municipal education directorates to commit to project activities
- Geographical coverage – taking into account the schools that:
 - belong to the municipalities that were not covered in Alled 1 project and/or other projects.
 - Municipalities that are impacted by brain drain phenomena
 - Municipalities that are economically underdeveloped
- Donor support – including schools that did not/don't receive donor support up to date

Capacities of education and training providers in relation to labour market demand and their cooperation with the business community

The present study aims to provide the rationale for and inputs for the ALLED project with a view to ensure that implementation is efficient and effective within a longer-term perspective for VET development in Kosovo.

The specific objectives of this study include:

- Assessment of the capacity of education and training providers in relation to labour market demand and their cooperation with the business community;

- Assessment of the management and teaching capacities of the vocational education and training providers, and current conditions on the practical teaching and learning resources and equipment according to business demands;

At the start of the assignment a methodology for the assessment of VET providers was designed, which looked at the following dimensions derived from the VET value chain: internal efficiency of operations and external effectiveness, each dimension being described by a set of key factors. Research instruments, namely structure survey, were designed to gather the necessary information to enable the assessment of the key factors covering qualitative aspects.

The sample has been drawn from the existing list of the education and training providers active in the priority economic sectors supported by ALLED2. During this identification process, the geographical extent of these institutions was taken into account in order to have more inclusive presence in all Kosovo regions.

Consequently, the following institutions were selected (VET schools, Vocational Training Centers and Higher Education) in the sample:

1. Vocational Education and Training Schools (VET) such as:
 - 1.1. Agro-business Secondary School – “Abdyl Frashëri”, Prishtinë
 - 1.2. Technical Secondary School - “Nexhmedin Nixha”, Gjakovë
 - 1.3. Technical Secondary School - “Pjeter Bogdani”, Ferizaj
 - 1.4. Technical Secondary School - “Mehmet Isai”, Gjilan
 - 1.5. Technical Secondary School - “Shtjefen Gjeqovi”, Prishtinë
 - 1.6. Technical Secondary School - “Shaban Spahija”, Pejë
2. Vocational Training Centers (VTCs):
 - 1.7. Vocational Training Center, Gjakova
 - 1.8. Vocational Training Center, Peja
3. Higher Education – Department of Mechatronics within Technical Faculty.³⁴

Questions were prepared while taking into account three main aspects as highlighted/ requested with the Terms of Reference, such as:

First group of question were prepared in “assessing cooperation between education and training providers with the business community”. In total there were 5 questions with some sub questions.

Second group of questions had in focus “assessment of the management and teaching capacities (number of trained and qualified teachers) of the vocational education and

34. Note: Despite the persistent insistence and arrangement of interviews with this institution (Department of Mechatronics), it was impossible to get to interview competent personnel.

training providers, and current conditions of the practical teaching and learning resources and equipment (including all types of in-company training) according to business demands". Second group of questions was composed of those that were addressed for School management staff such as "director" and "vice-director" (in total 9 questions) while the other group of questions were addressed in assessing the capacities of teaching staff (in total 11 questions).

Third group of questions addressed "current conditions in practical teaching/learning resources and equipment" and had in total 15 questions.

Results from the study in relation to the "assessment of cooperation between education and training providers with the business community", are as follows:

- There is cooperation with the business community and there are Memorandums of Understanding (MoU) signed between VET Schools and VTC Center with local companies (business community). However the implementation of such cooperation through MoU varies from one institution to another, which implies the need for more adequate implementation.
- Governance system (both at central and local level) should allow for sufficient flexibility to adapt the VET/VTC business cooperation to the specific needs of businesses;
- VET quality and attractiveness is related to VET-business cooperation. Furthermore collaboration between companies and VET schools and VTC is a key ingredient for ensuring quality in apprenticeships
- According to school management most of curricula's are mainly in line with labor market needs and partial involvement of social partners³⁵. Usually they are unaware whether the curricula's necessarily have to be based on occupation standards. Therefore the involvement of experts from employer's site in curriculum development to them means harmonization. Schools declare/claims that MEST is directly responsible for curriculum development and their harmonization with labour market needs.
- Local companies (business) don't have adequate internship program/scheme as per the requirements of the professional practice modules evident in the curricula of VET schools and VTC centres. According to schools the local businesses are off micro-size or small size which makes very difficult for them to organize a structured internship schemes. This means an ad-hoc type of cooperation and mainly annual agreements between schools and businesses take place. Also it is import-

35. *These curricula were mainly developed with the support of donors*

ant to mention that businesses are not always prepared to organize internships schemes due to the lack of experience in school – business cooperation.

- In general there are proactive initiatives from schools in identifying companies for the implementation of student's professional practice – direct communication with local companies. However not always you will find readiness of the companies for accepting students in in-company professional practice.
- Promotion of educational profiles through VET school coordinators for cooperation with local business is taking place for the most of school profiles by visiting 9th grades students in lower secondary schools. It is needed to be done more with businesses in terms of promotion of school activities and qualifications.

Results from the study in relation to the “assessment of the management and teaching capacities” are as follows:

- In general, Director and Vice Director in VET schools have university qualification (i.e. engineer in civil construction; mechanical engineer; architecture engineer; electro-technic engineer; agri-business engineer, etc.). In case of Vocational Training Centers people in charge of these institutions have diploma in: Law, Economy, etc.
- In most of the cases directors and vice directors have different years of working experience (from 5 to 14 years of working experience).
- Directors and vice-directors attend regular continuous management trainings organized by MEST, MLSW and other donors present in Kosovo;
- Selection process of Directors and vice-directors should be uniform. Currently there are three different legal bases (Law on Municipal Education, Law on Local Self Governance and Law on Public Officials) that are used for the selection of directors and vice-directors. Same applies also while hiring new teachers.
- Mainly VET schools have Quality Assurance Coordinator and Coordinator for cooperation with Business community and career adviser. This is different from school to school and also the quality assurance coordinators they dedicate 50% of their working time for the quality assurance related activities. In some cases they are full time employed as a teachers and only nominally quality assurance coordinators
- VET Schools in some cases have cooperation among themselves and Vocational Training Centers on ad-hoc basis through joint workshops and training activities organized by donors. We couldn't see any evidence of structured cooperation among them.

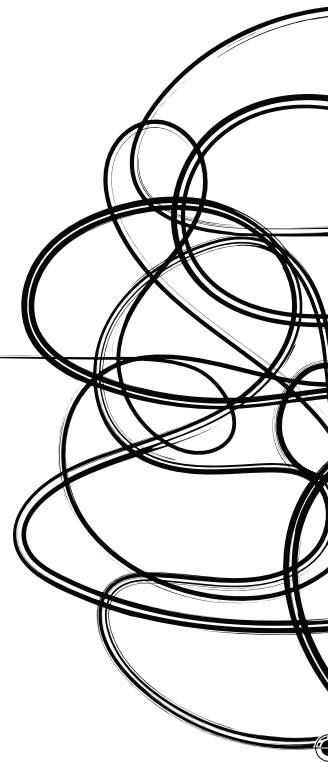
- The main challenge from the management point of view with the schools is in having appropriate cabinet equipment's.
- It is recommended to start preparing learning packages in cooperation with business community with the aim of implementing Professional Practical Modules;
- Gender equality is represented with different figures (for example VET School Shtjefan Gjeqovi in Pristina has the following figures related to the gender equality: total School has 37 teachers; 58% females and 42% males out of which 13 for General Subject courses and 24 for professional subject courses including professional practice; VET School Nexhmedin Nixha in Gjakova has the following figures related to the gender equality: total School has 53 teachers; 60% females and 40 males out of which 22 for General Subject courses and 31 for professional subject courses including professional practice; VTC Peja has 10 trainers in total, 50% female and 50% male and all of them are teaching professional practice.
- In general teachers have university professional qualifications
- On regular basis teachers are involved in developing teaching and learning plans (annual plan, monthly plan; weekly plan, daily plan and teaching materials);
- As one of the main challenges in teacher's development capacities is considered the lack of "Continuous Advanced Trainings on Professional Practical Modules". Therefore it is highly recommended first to introduce continuous advanced trainings on Professional Practical Modules and that the teacher's get involved in attending these programs. The management of schools is more concerned of the lack of professional skills of teachers rather than methodological competences. Some of them declare that donors have organized repeatedly teacher training on methodology and didactics. Their opinion consists on avoiding the repetition of same type of training by different donors or MEST driven initiatives.

Results from the study in relation to the "current conditions in practical teaching/learning resources and equipment" are as follows:

- VET Schools and VTC Centres mostly have cabinets and workshops for specific number of optional education profiles (for example Agro-Business School "Abdyl Frasher" in Pristina has Chemistry, Physics and Biology; training firm; food technology; orchard; greenhouse. Cabinet for veterinary is missing). Another excellent example is VET School "Shtjefan Gjeqovi" Prishtine. This school has the following cabinets: Computer Operated Machinery (CNC Machine); Metal worker; Heating and air conditioning installer; Installer of water supply and sewage system, Welding, Confection, Tailor, and partially also for road traffic. Workshops are mostly equipped with technology. In addition to this also two VTC Centers are well

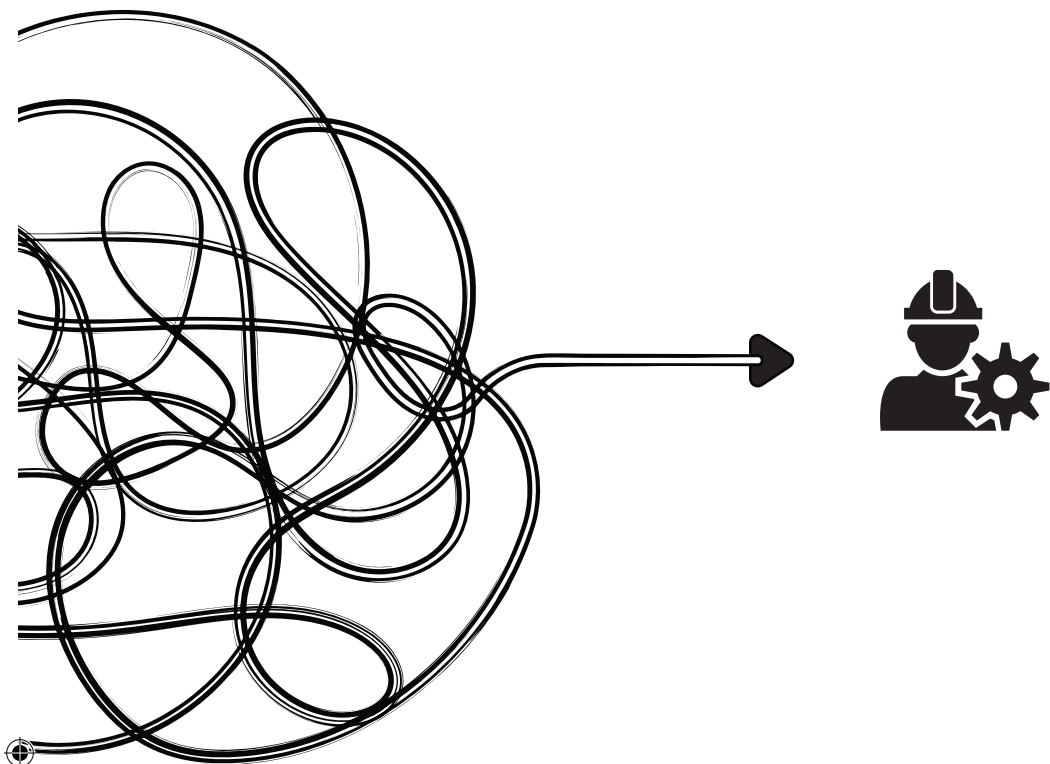
equipped with technology during their workshops. Based on this last example it is highly recommended also other workshops get equipped with technology. Our findings shows that workshops are not fully used and in some cases they are not supplied regularly with raw materials needed for practical teaching. Especially VET schools complain on MED-es for not supplying them with raw material as per their needs. In case they supply, usually it is partially supply and with up to six month delays.

- Technical equipment's for practical teaching/learning process, were provided by: ALLED (I); GIZ, World Bank, Swiss Contact, LUX Development;
- Some of the technical equipment's are old, middle and new or modern one. Workshops are used and exercised in rational manner for practical learning.
- The number of students in relation to workstation during professional practice is around the following quotas or proportion: 1:3 respectively 1:4 (3 or 4 students in workstation at the same time).
- The rules on health and safety in the workplace are respected while the challenge remains the lack of health insurance. Therefore it is recommended that VET schools and VTC centers or donors provide students with health insurance.
- Internship programs in the companies are provided for certain modules of professional practice, in principle for educational profiles as following: textile; machinery, electro-installation, construction, auto-mechanic, hydro installation, central heating, carpenter, etc.
- To improve teaching and practical learning it is recommended to provide working materials; to organize and provide continuous professional practical modules on the application of specific professional equipment's.

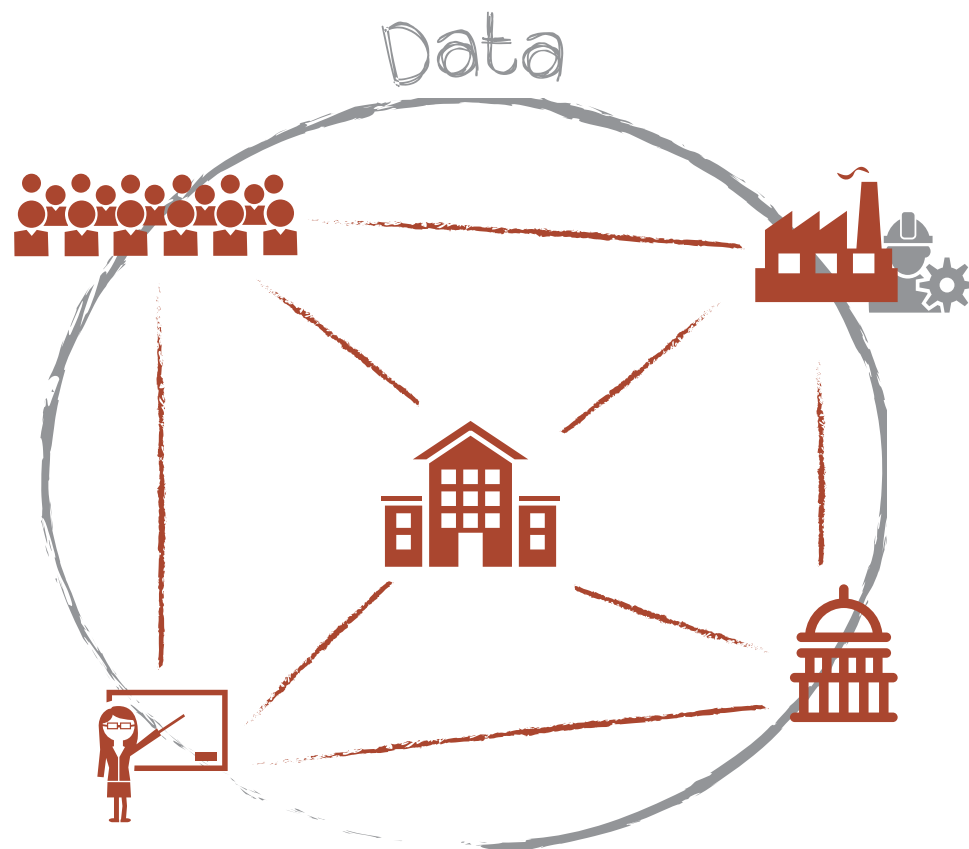


Overall, findings from the study have indicated a number of shortcomings in the education and training system in Kosovo as follows:

- The system is fragmented and without a clear orientation towards local labour market needs;
- The administrative structure is overly complex; responsibilities are distributed over several government institutions at central and local levels. Schools are confused with the subordination of the administrative chain of their operations i.e. MEST is usually managing curriculum development, quality assurance, teaching and learning means, whilst municipalities are recruiting their staff and deciding on their professional profiles to be run by schools. Some of the administrative provisions that are valid for general schools MED-s apply to VET schools although there are different administrative provisions regulating the same topic on VET schools. An example is the administrative instruction related to quality assurance coordinators that differs among general and VET schools (for VET schools is regulated by NQA).



- Vocational schools and VTCs enjoy a highly restricted degree of autonomy when it comes to the management of funds and human resources, which are highly centralized.
- The data and feedback on how education or training has contributed to enhance the skills of students or trainees are scarce and poorly evidenced. The general perception is that the quality of the education and training is low and, hence, students and parents do not consider VET as a best educational path to be pursued.
- The role of social dialogue is poor. The level of cooperation is also low when it comes to offering internships for students or trainees in private businesses.
- VET provision is not coordinated and there is no cooperation between vocational schools and VTCs. This has a negative impact on both efficient financing and quality of VET.
- The VET sector is seriously underfunded. Major financial assistance has been donor-funded.



Based on the abovementioned facts the following recommendation turn out to be as priority:

- Governance system should set a system for sufficient flexibility to adapt the VET/ VTC business cooperation to the specific needs of companies (businesses) and co-operation between VET schools and VTC centers with local companies (businesses) must be empowered. This cooperation can be developed by utilizing current legal infrastructure or by introducing new initiatives based on proven standards. VET schools should intensify cooperation among themselves and with VTC centers with companies (business community) for internship programs; it is always recommended that this cooperation is formalized in a sustainable way by establishing regular communication and mutual exchange of lessons learned and shortcomings during their joint activities. The cooperation of schools with businesses should be treated as a strategic objective and in structured way by combining different approaches such as WBL, internships, practical learning.
- It is of huge importance to introduce a kind of regular assessment and monitor-

ing of the students' performance and employers responsiveness toward student professional development needs. As a result of their cooperation, VET Schools should develop learning packages in cooperation with business community with the aim of improving the student's professional practical. This would lead to permanent and regular feedback for schools on how to better address the challenges for improving the structured cooperation with businesses. The best promotion of educational profiles and qualification is made through direct cooperation and communications with businesses.

- The data and feedback on how education or training has contributed to enhance the skills of students or trainees are scarce and poorly evidenced. The general perception is that the quality of the education and training is low and, hence, students and parents do not consider VET as a best educational path to be pursued. Another important component of the education related to the quality of teaching and learning is the lack of monitoring and inspection by education authorities. It is of high importance to strengthen the quality assurance control mechanisms inside and outside the schools. Our recommendation is to start the pilot process of accreditation and validation of the VET schools qualifications by starting with the best prepared profiles run by school. This doesn't necessarily mean to rush with the accreditation process as such but more as learning process for VET schools and awareness rising for the steps and activities to be undertaken by schools in terms of assuring the quality. VET schools will learn from the process and will identify the short comings in the quality assurance and will probably develop and improvement plan for them including the identification of staff development needs.
- Selection process of Directors and vice-directors and hiring of new teachers should be uniform - there should be only one legal basis to be used and implemented. The recruitment procedures are regulated by MEST and all municipalities should obey to it.; The best way to address this issue is to build capacities of the MEDs and municipal human resources offices on legal and administrative provisions for the recruitment of schools staff and management. In order to ensure the implementation of the legal provisions for the school staff recruitment, MEST should strengthen the educational inspectorate capacities and undertake frequent monitoring and control activities.
- VET schools should be further equipped with adequate equipment according to the curriculum requirements and labour market needs in line with technological trends. Prior to that it is of particular importance revision and aligning of the VET profiles with the current labour market demands and with the economic potential of the municipalities where they operate. This might positively influence the increase of the number of students in VET schools without excluding other various incentive measures.
- In order to facilitate the practical learning process of students and to avoid the potential health and safety risks, VET schools and VTC should provide students with health insurance.

Annex 1: List of documents/reports:

- Agency of Statistics in Kosovo (2019) Labour force survey. Available at: <http://ask.rks-gov.net/en/kosovo-agency-of-statistics/add-news/labor-force-survey-in-kosovo-q1-2019>
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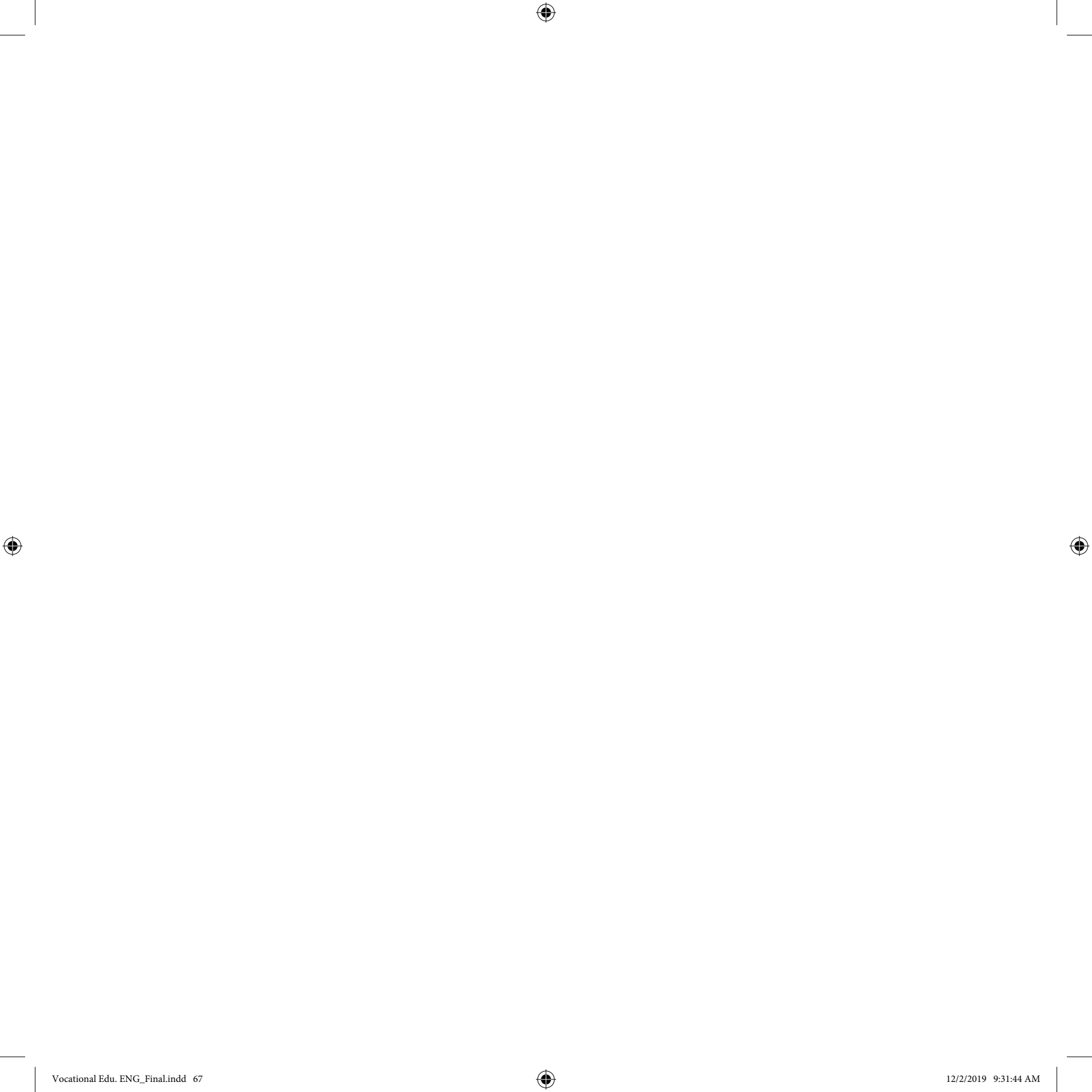
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Annex 2: List of interviewees

- Government institutions
 - Ministry of Education Science and Technology
- Vocational Education and Training Schools (VET) such as:
 - Agro-business Secondary School – “Abdyl Frashëri”, Prishtinë
 - Technical Secondary School - “Nexhmedin Nixha”, Gjakovë
 - Technical Secondary School - “Pjeter Bogdani”, Ferizaj
 - Technical Secondary School - “Mehmet Isai”, Gjilan
 - Technical Secondary School - “Shtjefen Gjeqovi”, Prishtinë
 - Technical Secondary School - “Shaban Spahija”, Pejë
- Vocational Training Centers (VTCs):
 - Vocational Training Center, Gjakova
 - Vocational Training Center, Peja

(Footnotes)

1. Occupational standard for this occupational profile is currently being developed by EYE project



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