Kosovo VET Barometer

REPORT 2019-2020

BASED ON THE ALLED2 SCHOOL SURVEY

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Based on the ALLED2 School Survey

ALLED II – "Aligning Education and Training with Labour Market Needs" Programme, funded by the European Union (EU) and the Austrian Development Cooperation (ADC), implemented by the Austrian Development Agency (ADA)

Developed by: ALLED2

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Prishtina

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1. Introduction

This report has been prepared for the ALLED2 project funded by Austrian Development Agency (ADA) Under the European Commission's Instrument for Pre-Accession Assistance Programme for 2017 (IPA 2017), ADA has been delegated to implement the project "Aligning Education and Training with Labour Market Needs" (ALLED Phase II)".The aim of the project is to reduce poverty through increased labour market participation and improved employability of the population in Kosovo.

The ALLED2 project selected 20 vocational schools in Kosovo for cooperation. ALLED2 team will collaborate with these schools which will be supported by the ALLED2 project in the project priority areas. This report is based on the data gathered from 20 schools through the survey questionnaire and visits have been made by consultant and project coordinators to look at the existing situation in these schools, type of the support needed for improvement for each school.

Following ALLED2 project objectives the attention of this report is on emphasizing the further step in aligning education with the labour market. The new structured approach of building an education system responsive to the labour market and the many opportunities bringing both education and labour market representatives together, highlight innovation as a driving force in aligning education with labour market needs. The survey questionnaire is designed to at best capture the situation in existing schools and their potential to improve the alignment of these schools with labour markets.

This report is structured as follows. Section 2 provides an overview of the project objectives. Section 3 presents the overview of management of schools. Section 4 discusses issues related to teachers and Section 5 to students. Section 6 discusses curricula, while Section 7 presents schools' infrastructure. Section 8 presents information technology, and section 9 business cooperation. As appropriate the suggestions and recommendations are provided in each section to show the potential areas of intervention by ALLED2 project. Finally, the reports ends with summarized conclusions and key findings.

2. Objectives of the study

The overall objective of the ALLED2 project is to reduce poverty through increased labour market participation and improved employability for the population of Kosovo. The ALLED 2 project will support the updating of VET programs, as well as the quality of teaching processes in the following sectors in Kosovo: agriculture, food processing, mechanical engineering and the energy sector. Project intervention sectors have been selected based on recommendations and findings from the "Labor Market Needs Analysis - Perspective for the Future in Kosovo".

The key purpose of this assignment is to support the ALLED2 Coordinator for VET and Private Sector Cooperation to building a database from the ALLED2 VET school network, which is subject to ALLED2 support. The findings of this report will be used to support the lead expert (Coordinator for VET and Private Sector Cooperation of ALLED2 project) on the data collection, data entry and processing of data collected from the ALLED2 VET schools network, but also the collection of a data set from all other VET schools in Kosovo.

2.1. Specific objectives of the study

The specific purpose of ALLED2 is to enhance the quality and relevance of labour market education and training programs and to support the adaptation of the legislative frame-work and mechanisms as a prerequisite for increasing employability.

More specifically, this assignment will support the development of a database of the VET schools in Kosovo, with special focus on ALLED2 school network, which consists of 20 VET schools.

Specific objectives of this report include the following:
- To carry out a data collection, data entry and data processing and interpretation of the data gathered from the ALLED2 VET schools questionnaire, school visits and other primary data collection. This is done in consultation and close cooperation with the VET schools directors and ALLED2 responsible person,
- Report on current situation in VET schools with key conclusions and findings

Following section presents the sample and methodology used for this study.

3. Methodology

The methodology used in this study is mixed between collection of qualitative and quantitative data for the sample of 20 schools selected by ALLED2 project. At this stage, the study reports findings only for 20 VET schools for which data was collected, however in the next phase the data will be collected by the remaining 47 VET schools around Kosovo. Initially the database and coding was designed to fit the purpose and to standardize the dataset and questions for each school. The ALLED2 project selected 20 vocational schools in Kosovo for cooperation. ALLED2 team will collaborate with these schools which will be supported by the project in the priority areas. Each school has completed a questionnaire and visits have been made by project coordinators to look at the existing situation in these schools, type of the support needed for improvement in each school.

The questionnaire is divided into eight parts: Management, Teachers, Students, Curricula, Infrastructure, Information Technology and Business Collaboration. For each part of the questionnaire, challenges, milestones and advantages have been identified. Based on the collected data, different graphs and tables were produced to better illustrate the existing situation in the schools and possible areas for intervention and support by the ALLED2 project.

Collection of data was done through school based qualitative interviews with representatives of the schools, as well as from the electronic questionnaires delivered through e-mails. Collected qualitative and quantitative data for each of the selected 20 VET schools and 4 VTCs was processed in Excel and then transposed to SPSS for further analysis or alternatively through content analysis approach for qualitative responses.

The next step is to collect the data for remaining 47 VET schools and 4 VTCs and also establish a systematic approach of updating this database which will conducted on regular basis, recorded and transcribed completely, electronically and in hard copy, annually (for ALLED2 20 schools).

After the database of 20 schools was completed the statistical analysis of the data was done with SPSS to produce cross-tables and graphs to depict the assessment of the current situation as well as to be used as input for ALLED2 web portal to be presented in graphical, user-friendly.

4. Survey results

This section provides an analysis of the 20 ALLED2 VET schools. Te results are presented in the order of the questionnaire sections.

4.1. School management

In this section, various aspects of the school management are discussed. From these questions, data are given for each school by the gender of the principal occupation / qualification of the principal, how many years of work they have as a principal, and how many years of their general work experience. The similar data is collected for the deputy principals of each school, and including some additional questions.

Of the 20 ALLED2 schools, there are 16 male and 4 female principals, or 80% male and 20% female, respectively (Figure 1). Based on this evidence we note a significant gender differences in terms of managerial roles, posing great deal of concern in terms of gender equality in Kosovo.

Figure 1. Directors gender, in 20 schools of ALLED2

**Directors gender in
20 schools of ALLED2**

■ Male
■ Female
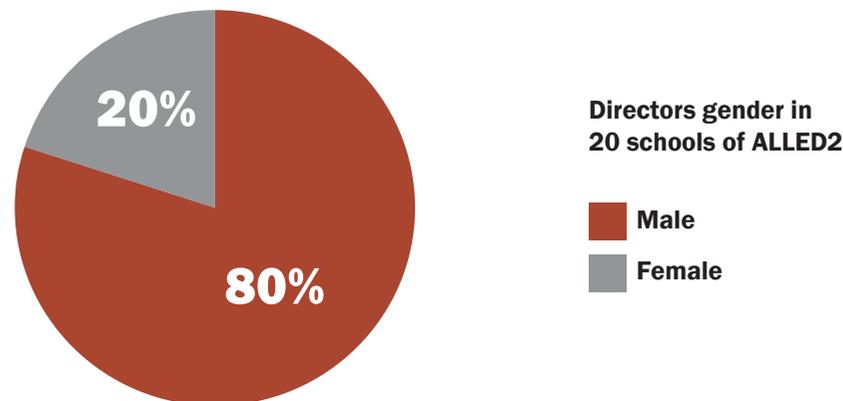
Source: ALLED2 Schools' Survey, 2020.

When asked if the school website exists, 90% or 18 schools said they do not have websites and 10% or 2 of them stated that they have websites. The lack of websites seems to be compensated by the use of the Facebook pages. Around 90% of schools have their Facebook pages that they consider as a website or substitute of the website, which usually is used for purposes of the posts about the school activities and information. However, the professional companies suggest that using only Facebook may not be the right solution for the promotion and sharing information. For example, if they only look at your Facebook page they need to browse through the several posts and to browse through the history of reviews. Moreover, the Facebook promotion is limited only to Facebook users, while use of website can be reached by basically anyone browsing internet.[1]

Figure 2. Does school have a webpage?
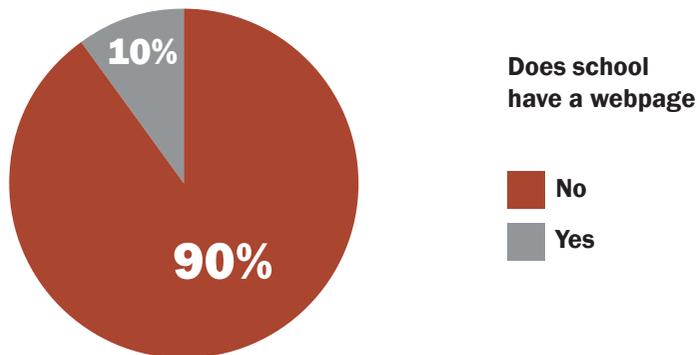
Source: ALLED2 Schools' Survey, 2020.

Those schools that have webpages, use those extensively to provide pupils with information about schools, study programs, activities for both existing pupils and those potentially interested in enrolling in the future. However, we noted during the interviews that the maintenance is not done professionally and there is a need for feeding those websites with information. Those webpages should be updated daily with information every day or every week about any school activity or news. This is likely to attract more interested pupils to enrol in those schools. In terms of the support, the ALLED2 project could design a specific modules and training for responsible persons in charge with maintenance of

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[1] https://www.uxarmy.com/blog/post/facebook-page-is-not-a-substitute-for-a-usable-website

these websites. In addition, another support should be tailor made to produce a webpage or update the new ones. Some of these webpages are done in old fashioned declared that they update it regularly, reconfirming the need for intervention to support staff involved with the website maintenance (figure 3).

A likely solution is to engage a company to design new website using WordPress technology which is very user friendly and adequate for those schools. For schools that do have websites only 10%

Figure 3. Do you update webpage regularly?

Do you update webpage regulary.

■ No
■ Yes
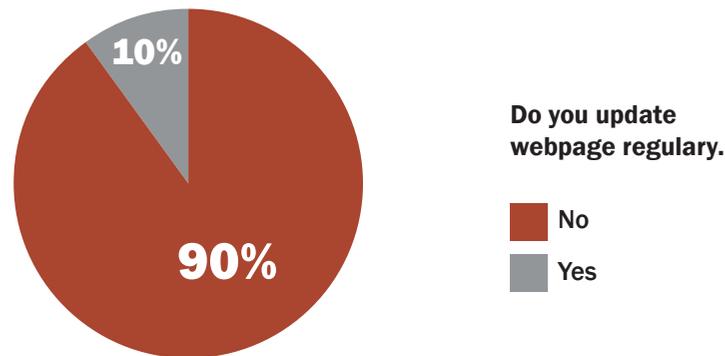
Source: ALLED2 Schools' Survey, 2020.

Regarding the involvement of schools in activities for generating supplementary income, 55% of the 20 schools responded that they are engaged in supplementary income generating activities. On the School-to-school cooperation, 80% of schools are engaged in some type of "school-to-school" cooperation, suggesting the need to supporting schools to identify areas of cooperation for mutual benefits (figure 4).

Figure 4. Income generating activities and School to school cooperation

Does your school engage in "School-to-School" collaboration

Does your school engage in activity to generate aditional revenue
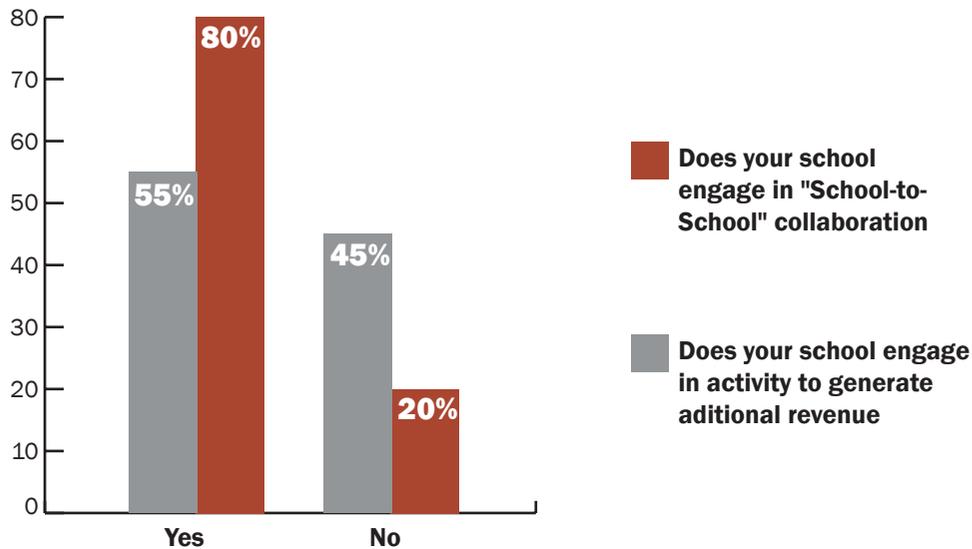
Source: ALLED2 Schools' Survey, 2020.

The qualifications and skills of schools' managers is very important factor in determining the school performance. In particular, the qualifications of principals and deputy principals are important for the school because the principal must be a highly qualified as a responsible person who leads a school and has a high responsibility to shape the strategy and link with industry and business sector. Out of 20 ALLED2 schools in this survey all principals and deputy principals are qualified; 70% of principals have completed a bachelor's degree, 25% of them have a master's degree and only 5% a doctorate. Although all meet minimum criteria, it would be better for a director to have a master's degree. Because they hold the highest position in educational institutions, their education and experience is important for school performance (figure 5). Of the 20 schools, 55% of deputy directors do not have qualifications, 20% have a bachelor's degree, 25% have a master's degree, and none have a doctorate. Most schools do not have a deputy director of a number of 11 schools.

Figure 5. Qualifications of directors in the 20 schools of ALLED2

5%

Qualifications of directors in the 20 schools of ALLED2

25%

70%

■ Bachelor

■ Master

■ PhD
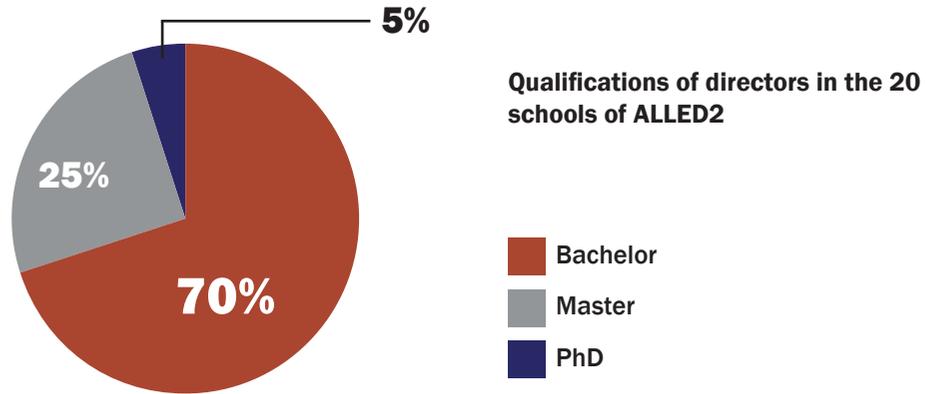
Source: ALLED2 Schools' Survey, 2020.

Figure 6. Qualifications of deputy directors in the 20 schools of ALLED2

Qualifications of deputy directors in the 20 schools of ALLED2

■ Director

■ Deputy Director

70% **20%** **25%** **25%** **5%** **0%** **0%** **55%**

Bachelor · Master · PhD · Don't have
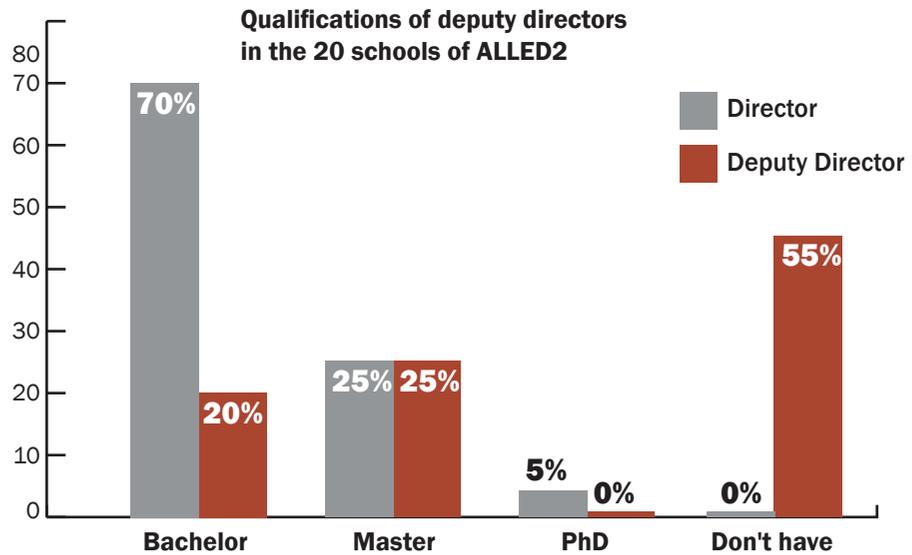
Source: ALLED2 Schools' Survey, 2020.

Figure 7. Qualifications of directors and deputy-directors in each school

School	Qualifications/Director	Qualifications/Deputy director
Fan Noli	Faculty of Phisical Education and Sports	Master of Technical Sciences
Nexhmedin Nixha	Construction Engineer	Don't have
Zenel Hajdini	Professor of Chemistry	Agronomist
Tafil Kasumaj	Graduate electrical engineer	Don't have
Selajdin Mullabazi-Mici	Master of Machinery	Don't have
Skender Luarasi	Master of Machinery	Don't have
Mithat Frasheri	Graduated Lawyer	Master of Machinery
Abdyl Frasheri	Graduate Engineer of Agriculture	Don't have
Mehmet Isai	Graduate Architects	Proffesor
Ali Hadri	Biologist	Don't have
Fehmi Agani	MSc Mechanical Engineer	Don't have
Kadri Kusari	Economist	Graduate Lawyer
Jonuz Zejnullahu	Mining Engineer	Don't have
Andrea Durrsaku	Engineer	Don't have
Fehmi Lladrovci	Dr. Sc. of History	Msc. in Geology
Pjeter Bogdani	Msc. Mechanical Engineer	Msc. Management and Technology
Ismail Dumoshi	Graduate Geology Engineer	Don't have
11 Marsi	Msc. in Thermal Power	Msc. for Emergency
Arberia	Economist	Don't have
Arkitekt Sinani	Master of Management in Management	Msc. Management and Leadership

Another question of interest was whether the schools have coordinators who do a very important job in schools, helping school directors to manage or coordinate various tasks at school work. In addition, all schools have quality assurance coordinators which is very important in terms of establishing quality assurance system in schools. In terms of cooperation with business sector, 50% of schools (10 schools) stated that they have coordinators for school -business cooperation. Do schools have a career orientation coordinator 30% of them have one and 70% have none. Regarding the coordination of schools with the Municipal Directorate of Education or the employment office, 70% of schools responded that they have established coordination with municipal directorate of education (Figure 8). However, we do not have data on quality of these services.

Figure 8. Coordinators for quality assurance, business cooperation and career centre in schools
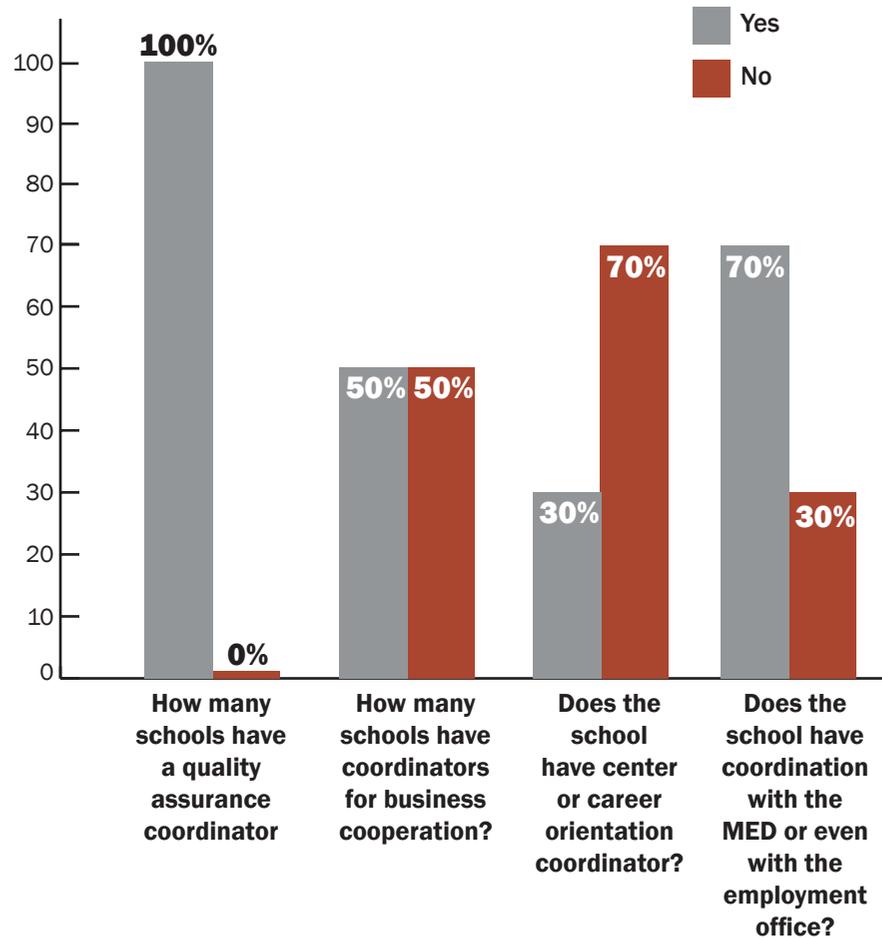
Source: ALLED2 Schools' Survey, 2020.

Each school must also have its own professional activas. Out of the 20 ALLED2 schools responded that these activas in Figure 9 are functional and each professional activa has a responsibility. It is interesting to note that these functional areas which can be used as a departure point to create students clubs and they cover also areas where the ALLED2 project is focused. For example, it includes entrepreneurship, electronics, machinery, ICT, food processing and food technology which are identified as priority areas by the ALLED Labour

Market and Skills Needs Analysis in Kosovo (see Krasniqi, 2019).[2] These functional areas could be used as a mechanism to support potential schools and also pupils' candidates for internship in industry and boost school-to-business cooperation. Because, these pupils self-elect voluntarily in these functional areas, then this database can be used easily for better matched pupils in internships and other forms of pupils' placements. In addition, ALLED could support these groups by supporting schools with equipment and laboratories so they can be encouraged to work on their free time. At the same time, for companies may be attractive to donate equipment to these schools and also offer these students in particular club to do company visits and then decide easier for placements.

Figure 9. Functional areas of student activities in each school

Professional Activas which function in the schools are:
Albanian and English Languages, Mathematics, Physics, Chemistry-Biology, Physical Education, Civil Education, Psychology, Economics and Entrepreneurship, Construction, Electrotechnics, Machinery, Tailoring, Design, Agriculture, Food Technology, Woodworking, Textile, Veterinary & Social, Health, Legal, ICT, Road Traffic, Technology Chemistry, Hotel & Tourism, Society & Environment, Road Traffic, Geology & Mining.

Source: ALLED2 Schools' Survey, 2020.

Self-assessment of schools is an important element in school's strategy planning and performance. Findings show that out of the 20 ALLED2 schools each school has performed a self-assessment. However, despite its importance, during the self-assessment process they have encountered several challenges in implementation. For example, many schools face problem of lack of training for self-assessment, lack of cabinets and tools, lack of experience, transparency etc. Although 18 out of 20 schools did the improvement plan, the quality of improvement plan is a concern. Of the 18 schools that have made the improvement plan, the challenges during the process have been lack of financial resources, teachers' training, provision of technical support, cooperation with businesses, etc. These findings provide a key implication for the ALLED2, in supporting capacity building in those schools to conduct self-assessment analysis and how they can use this type of analysis to turn into an action plan for improvement. In addition, there is a need to involve community and especially the business sector to help local schools in implementing these improvement plans. Future support also should be directed towards the financial support

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[2] *Krasniqi (2019) Labour Market and Skills Needs Analysis in Kosovo: Perspective for the future, Aligning Education and Training with Labour Market Needs – ALLED II, European Union and Austrian Development Agency.*

in provision of equipment and other resources necessary for improving skills of graduates to make faster transition into labour market.

Figure 10. Challenges during performance self-assessment and improvement plan

Is performance self-assessment done?	The main challange during the self-assessment process	Is the improvement plane done?	Challenge in implementing the improvement plan
Yes (20 schools)	1. Lack of training	Yes (18 schools) No (2 schools)	1. Lack of finances
	2. Lack of cabinets and work tools		2. Teacher Training
	3. Lack of experience		3. Proving Technical Conditions
	4. Transparent		4. Cooperation with businesses for the implementation in practice
	5. The self-assessment method		5. The small number of students

Source: ALLED2 Schools' Survey, 2020.

4.2. Teachers

The section provides findings on teachers' characteristics. Based on the second part of the questionnaire about the teachers, this section provides data on number teachers in each school, gender, the work experience, etc. Of the 20 ALLED2 schools there are 1,231 teachers in total, of which 60.44% of them are male while 39.56% are female, suggesting considerable gender differences (Figure 11). Schools should pay attention to significantly increase the number of female teachers to ensure the gender balance.

Figure 11. Number of teachers in 20 schools of ALLED2

**Number of teachers from
the 20 schools of ALLED2**
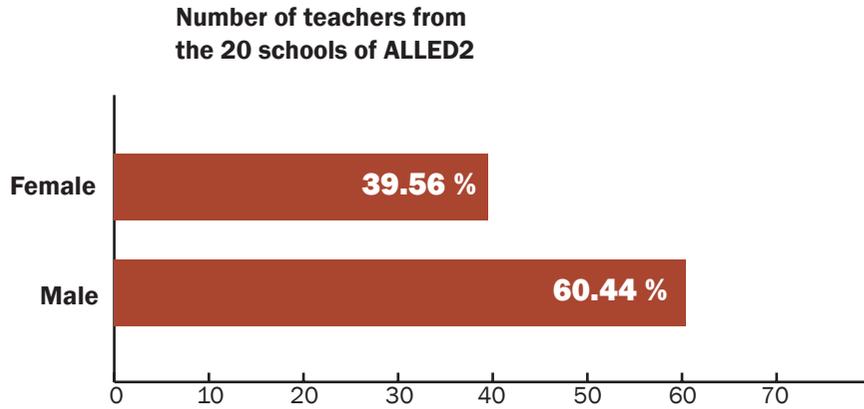
Source: ALLED2 Schools' Survey, 2020.

What is more important for teachers is their work experience. The figure below shows the number of teachers according to work experience, expressed in years. Teachers with less than 5 years of work are 8.12%, with 5-10 years of work are 17.14%, while those with 10-15 years of work are 23.23%, teachers with 15-20 years of work are 17.63%, and most teachers have with over 20 years of work experience 33.87%.

Figure 12. Number of teachers according to work experience

**Number of teachers according to
work experience**

- Teacher with <5 years of experience
- Teacher with 5-10 years of experience
- Teacher with 10-15 years of experience
- Teacher with 15-20 years of experience
- Teacher with over 20 years of experience
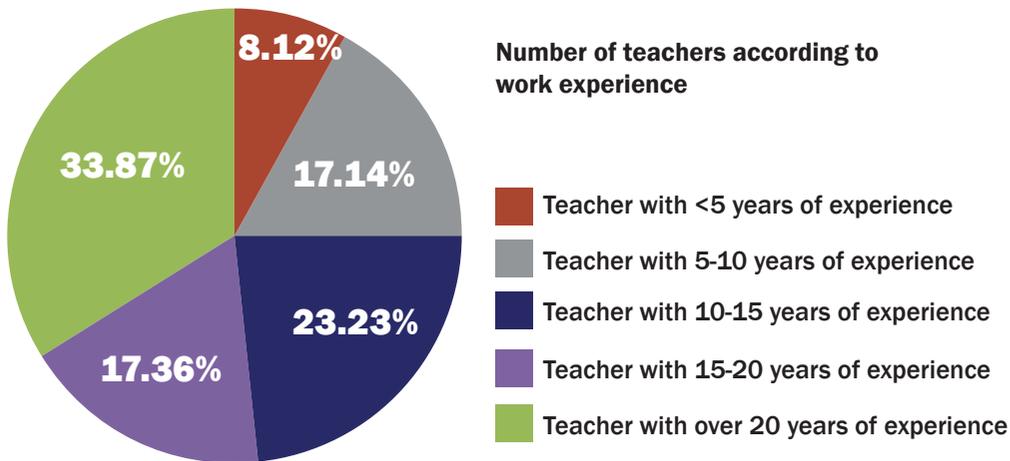
Source: ALLED2 Schools' Survey, 2020.

Numri i mësim-dhënësve sipas për-vojes dhe gjinisë	<5 vite Meshkuj	5-10 vite Meshkuj	10-15 vite Meshkuj	15-20 vite Meshkuj	Mbi 20 vite Meshkuj	<5 vite Femra	5-10 vite Femra	10-15 vite Femra	15-20 vite Femra	Mbi 20 vite Femra
Fan Noli	3	11	11	8	15	2	6	5	5	4
Nexhmedin Nixha	2	2	0	3	13	2	6	2	6	12
Zenel Hajdini	4	1	8	6	15	10	4	5	10	8
Tafil Kasumaj	0	0	4	3	18	2	2	1	1	5
Selajdin Mullaabazi-Mici	1	4	6	2	9	4	5	3	2	1
Skender Luarasi	1	18	7	7	8	4	5	7	2	2
Mithat Frasheri	0	2	10	9	8	3	1	6	3	3
Abdyl Frasheri	1	1	3	1	10	1	0	9	6	5
Mehmet Isai	1	2	18	11	20	0	5	5	7	6
Fehmi Agani	2	4	11	10	26	5	4	3	1	2
Kadri Kusari	1	1	4	4	11	9	7	4	8	17
Ali Hadri	1	10	16	8	13	1	9	10	12	8
Jonuz Zejnullahu	1	9	17	12	12	1	5	3	6	5
Andrea Durrsaku	2	3	9	2	9	2	3	3	0	2
Fehmi Lladrovci	3	8	24	10	22	4	7	12	4	11
Pjeter Bogdani	0	5	10	3	21	4	5	2	4	4
Ismail Dumoshi	1	3	1	7	11	5	4	6	2	2
11 Marsi	6	14	7	5	33	8	10	7	3	12
Arberia	0	6	10	8	5	2	5	7	6	0
Arkitekt Sinani	0	9	5	7	17	1	5	5	3	12
Total	**30**	**113**	**181**	**126**	**296**	**70**	**98**	**105**	**91**	**121**

Source: ALLED2 Schools' Survey, 2020.

In the figure below are the teachers' data by age and gender. Teachers' age is divided into four categories, in the first category 25-35 years are 5.77% males and 9.67% females, from 35-45 years are 16.83% males and 9.67% females, 45-55 years are 14.63% teachers are males and 9.76% females, and teachers over 55 years males are 23.17% and 10.49% females. Only in the category of 25-35 years old we can observe more female than male teachers. This trend is positive because suggest that new entrants in teachers jobs are more females than males in the recent years.

Figure 13. Number of teachers by age and gender

**Number of teachers by age
and gender in 20 ALLED2 schools**

- 25-35 years: 5.77% / 9.67%
- 35-45 years: 16.83% / 9.67%
- 45-55 years: 14.63% / 9.76%
- over 55 years: 23.17% / 10.49%
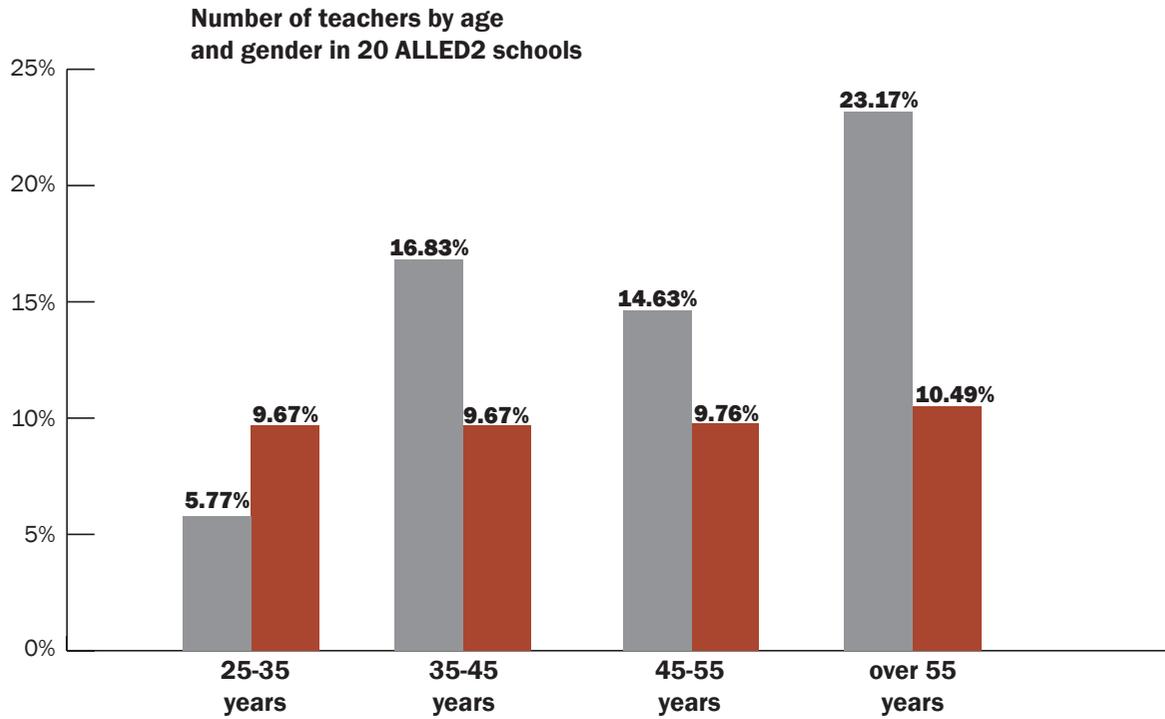
Source: ALLED2 Schools' Survey, 2020.

Numri i mësimdhënësve sipas moshës dhe gjinisë	25-35 vjet Meshkuj	35-45 vjet Meshkuj	45-55 vjet Meshkuj	Mbi 55 vjet Meshkuj	25-35 vjet Femra	35-45 vjet Femra	45-55 vjet Femra	Mbi 55 vjet Femra
Fan Noli	10	19	10	9	5	6	6	5
Nexhmedin Nixha	0	3	4	13	3	5	6	14
Zenel Hajdini	2	11	5	16	10	8	13	6
Tafil Kasumaj	1	2	5	17	4	1	4	2
Selajdin Mullaabazi-Mici	3	5	5	9	8	3	3	1
Skender Luarasi	7	8	13	13	8	6	4	3
Mithat Frasheri	5	8	7	9	4	5	4	3
Abdyl Frasheri	2	3	2	9	2	8	4	7
Mehmet Isai	0	16	14	22	4	7	7	5
Fehmi Agani	3	17	15	18	7	3	2	3
Kadri Kusari	1	3	5	10	10	7	8	20
Ali Hadri	8	13	12	14	8	9	11	13
Jonuz Zejnullahu	5	16	19	11	1	5	8	6
Andrea Durrsaku	2	9	4	10	3	2	4	0
Fehmi Lladrovci	9	28	11	19	14	11	11	2
Pjeter Bogdani	0	12	7	20	7	7	4	1
Ismail Dumoshi	3	6	5	9	9	7	1	2
11 Marsi	7	17	12	29	14	10	7	10
Arberia	1	5	12	11	4	3	9	4
Arkitekt Sinani	2	6	13	17	4	7	3	12
Total	**71**	**207**	**180**	**285**	**129**	**120**	**119**	**119**

Source: ALLED2 Schools' Survey, 2020.

The provision of training for new teachers is a precondition for quality of teaching. Our survey included question if Initial Teacher Training is provided for teachers. Findings indicate that vast majority of schools, 90% of the 20 ALLED2 schools answered "no" (Figure 14). The lack of such training for teachers is considered to be indispensable for every teacher and each school should strive to provide this kind of training if it wants to be more successful in both teaching and learning. These findings imply that future intervention programs should include the support of schools in offering this type of training. The ALLED2 could select several priority areas and organize a training workshops for all teachers in selected school, and also may help Ministry of Education, Science, Technology and Innovation to set-up this type of workshop at national level which can add to sustainability of the project results.

Figure 14. Provision of teacher training

Is ITT (Initial Teacher Training) offered at school level in the 20 schools of ALLED2?

- No
- Yes
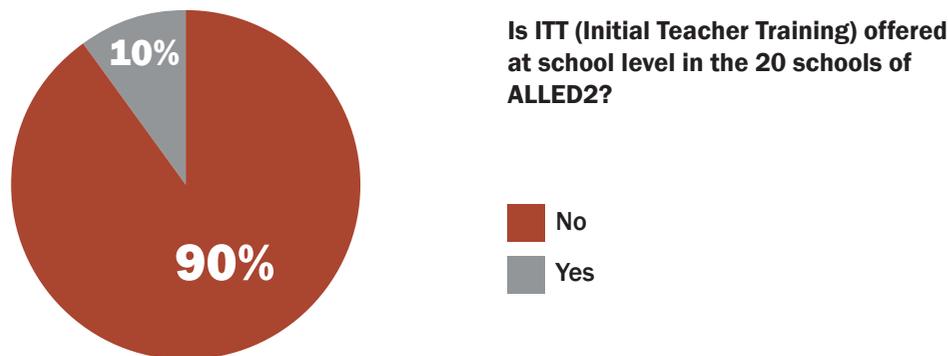
Source: ALLED2 Schools' Survey, 2020.

Of the 20 ALLED2 schools, only 16% said the school has teachers responsible for teacher professional development. Again, these findings reconfirm the need to establish a systematic approach in training and professional development of teachers.
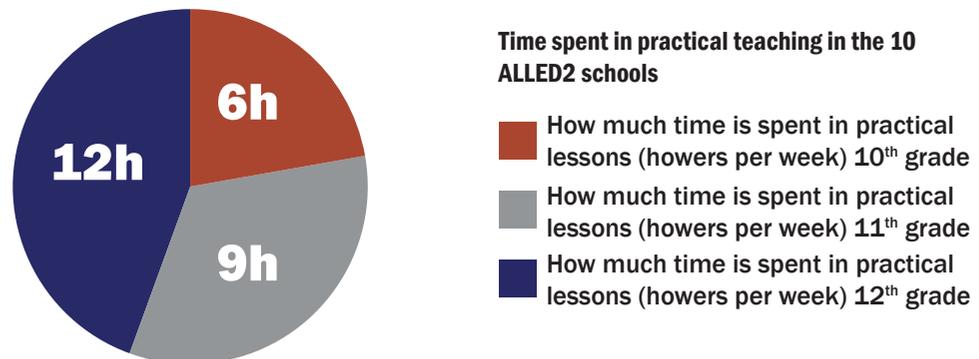
Figure 15. Responsible teacher for professional development

Is there a teacher responsible fot Teacher Professional Development in the 20 schools of ALLED2?

- Yes
- No
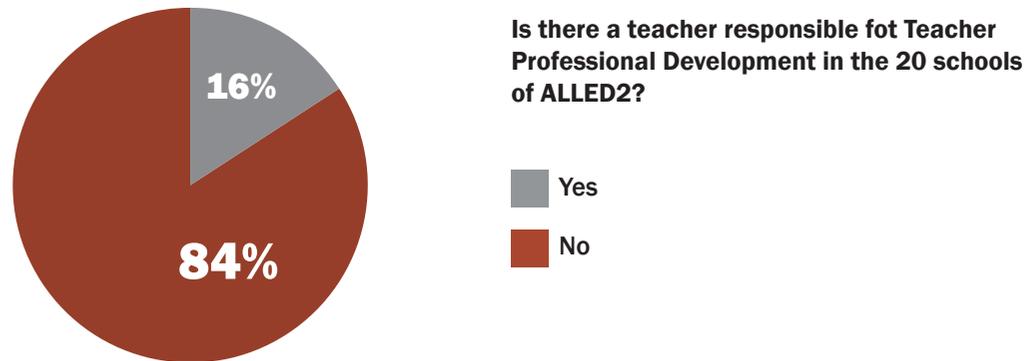
Source: ALLED2 Schools' Survey, 2020.

Practical training and practical-based teaching and learning is important element in ensuring the quality of education. This is particularly true for linking education with labour market needs. In particular, vocational schools have to spend most of their time in practical training, which is why they are also called vocational training schools. After graduation, students must be able to practice what they have learned during schooling immediately on the job or even on their way to college. In 20 schools, the time spent in practical learning increases from 10th grade - 6 hours, then 11th grade - 9 hours and 12th grade - 12 hours.

Figure 16. Time spent in practical learning

Time spent in practical teaching in the 10 ALLED2 schools

- How much time is spent in practical lessons (howers per week) 10th grade
- How much time is spent in practical lessons (howers per week) 11th grade
- How much time is spent in practical lessons (howers per week) 12th grade

Source: ALLED2 Schools' Survey, 2020.

In order to achieve their objectives, including the practical based learnings, these schools face challenges to improve the current state of the school. For this reason, it is also the ALLED2 project that seeks to meet these school needs in the best possible way in collabo-

ration with the schools. Schools have presented some of their needs and areas for improvement, and some of them have been the most pronounced of each school: provision of apprenticeships, supplying cabinets with adequate infrastructure and equipment, continuous training of staff and teachers, genuine and serious business collaboration, decentralisation on budgeting planning and execution, and finally improving school infrastructure.

4.3. Students

The questionnaire used in this study is designed to include the issues about pupils in schools, such as total number of pupils, size of the class of each school, the number of pupils by gender, study programme, etc. As with the number of teachers, pupils are predominantly male, about 9,238 students or 68.84% of students in the 20 schools of ALLED2 are male and only 4,182 male or 31.16% are female (figure 18). Compared to males, females in vocational schools are 30% less, which means that males are more interested in vocational study programs. In most of the study programmes in vocational schools such as in machinery, mechanics, construction, electrical installation etc. number of male pupils is predominantly higher compared to female ones. This has made the number of male pupils even higher.

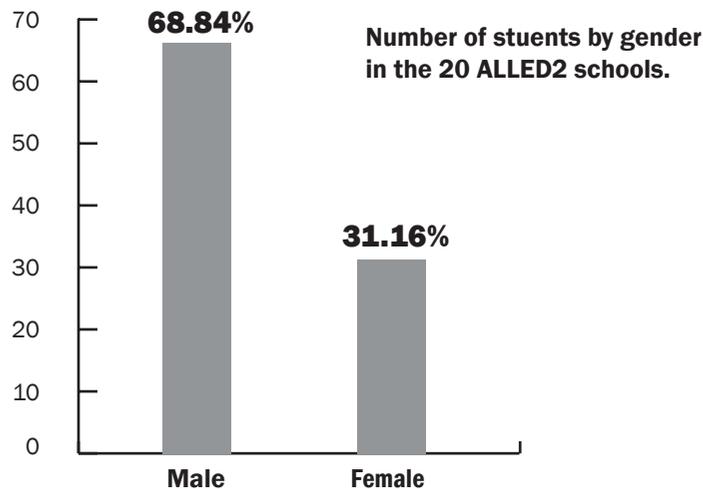*Figure 17. Number of pupils by gender in 20 schools of ALLED2*

Number of stuents by gender in the 20 ALLED2 schools.

Source: ALLED2 Schools' Survey, 2020.

Table 1. Number of students by gender in ALLED2 schools

School	Male	Female	Total
11 Marsi	1035	347	1382
Abdyl Frasheri	213	140	353
Ali Hadri	466	359	825
Andrea Durrsaku	196	63	259
Arberia	72	145	217
Arkitekt Sinani	501	87	588
Fan Noli	786	205	991
Fehmi Agani	638	342	980
Fehmi Lladrovci	980	680	1660
Ismail Dumoshi	169	159	428
Jonuz Zajnullahu	450	158	608
Kadri Kusari	513	399	912
Mehmet Isai	519	201	720
Mithat Frasheri	305	169	474
Nexhmedin Nixha	408	91	499
Pjeter Bogdani	501	49	550
Selajdin Mullaabazi-Mici	251	149	400
Skender Luarasi	519	193	712
Tafil Kasumaj	305	106	411
Zenel Hajdini	311	140	451
Total	**9,238**	**4,182**	**13,420**

Source: ALLED2 Schools' Survey, 2020.

Another important aspect we noticed from our field research is the high dropout rates. In the 20 schools of ALLED2 the number drop out of school during the last three years is quite high. Of the 1,770 students who drop out of school 79.72% are male and 20.28% are female. The reasons for leaving school can be different, especially for men, such as leaving the country at a very young age, finding a job in that profession and dropping out of school, not adjusting to a professional profile, early marriage, etc.

Figure 18. Number of students by gender who drop out of school

Number of students by gender who drop out of school in the 20 schools of ALLED2?

20.28%

79.72%
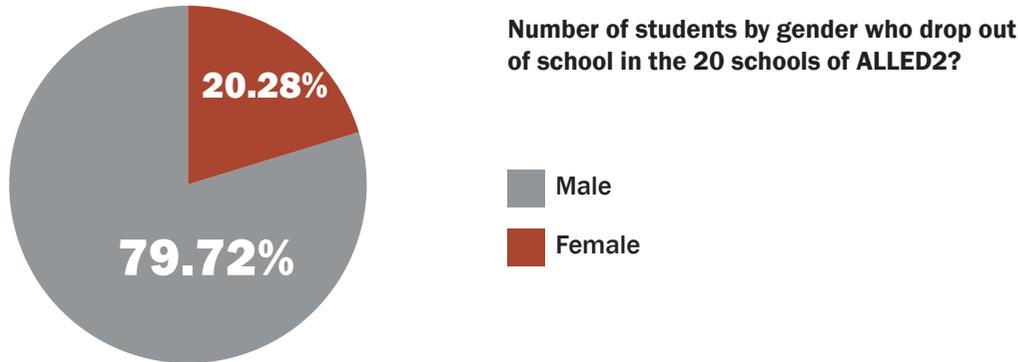
Male

Female

Source: ALLED2 Schools' Survey, 2020.

From the many profiles or study programmes of the 20 ALLED2 vocational schools, the distribution of the study programmes/profiles is as follows: Machinery 59.38% male, 19.39 female, Agribusiness 10.24% male, 32.73 female, Energy 23.32% male, 15.04% female and running Food processing 32.84% are female and 7.06% male. We find that the number of males dominates in the Machinery and Energy programmes, while the highest number of female students is in the Agribusiness and Food Processing profiles, which are considered to be more attractive and more convenient for females.

*Figure 19. Distribution of the students, by study programmes*
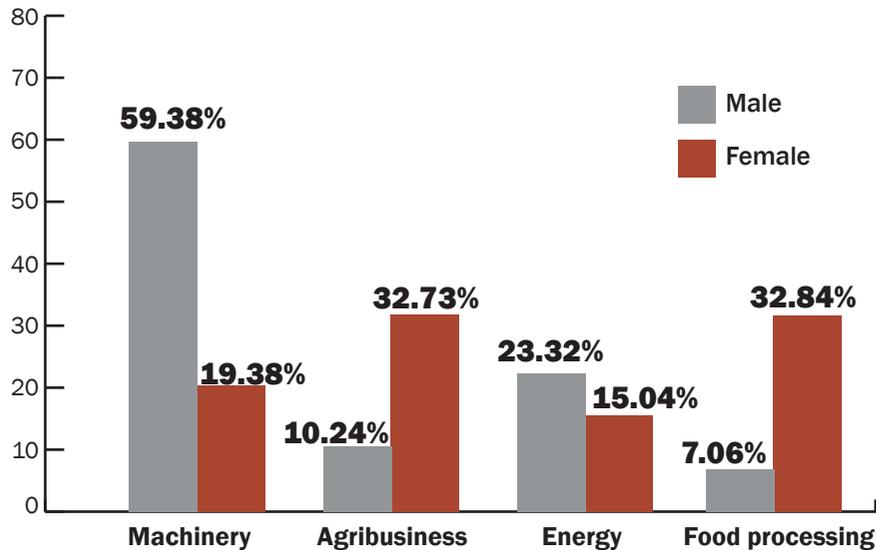
Source: ALLED2 Schools' Survey, 2020.

4.4. Curricula

Curricula are essential for each course in vocational schools and each school should have curricula prepared and included in each profile. From the 2 schools of ALLED2 on the question 'whether the curricula are based on the standards of the profession", 75% of them are, while only 25% of schools did not have curricula based on the standards of the profession (Figure 21).

Figure 20. Are curricula based on occupational standards?

A curricula based occupational standards

25%

75%

Yes

No
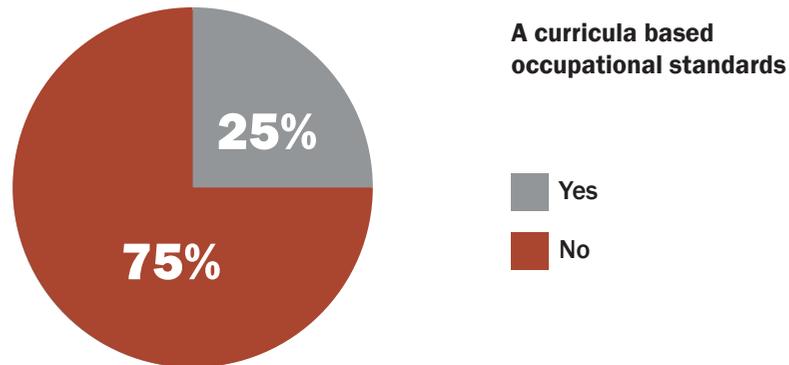
Source: ALLED2 Schools' Survey, 2020.

In the table below it is stated on which subjects the curricula are based on the level of profession and which subjects are not. Based on the answers given to the questionnaire, in all schools the majority of curricula are, while only two are not based on occupational standards. However, this data is contradictory to the statements and data from the ministry. In this regard, the data regarding this issue is to be clarified with MESTI, since they also claimed that the situation is complicated and there is no exact data. For those courses and subjects that are not based on standards of profession, the ALLED2 project could support schools in making these curricula compatible to professional standards according to the National Qualifications Framework.

Table 2. Curricula based on the standards of profession

Curriculum based on occupational standards/subjects	Curricula that are NOT based on occupational standards/subjects
Heating and air connditioning installer, Electrical installer	Tapestry
Mechatronic	Fitopharmacy
Food processing	
Cultivator of mixed and growing animal crops	
Agribusiness, Agriculture, Veterinary	
Economics, Law, Hotel and Tourism	
Energy, IT	
Autoservice, Architecture	
Computerised Car Operator	
Metalworking, Tailoring, Interior Design, Kitchen, etc.	

Source: ALLED2 Schools' Survey, 2020.

The curricula are particularly important for the business and industry, because it enables students' ease school to work transition. When asking schools whether the existing curricula is important for labour market, of the 20 schools, 65% have curricula relevant to the labour market needs, and remaining 35% claim that they do not have curricula relevant to labour market needs. These serious weaknesses related to labour market relevance of curricula need to be addressed by educational institutions, schools and donors.
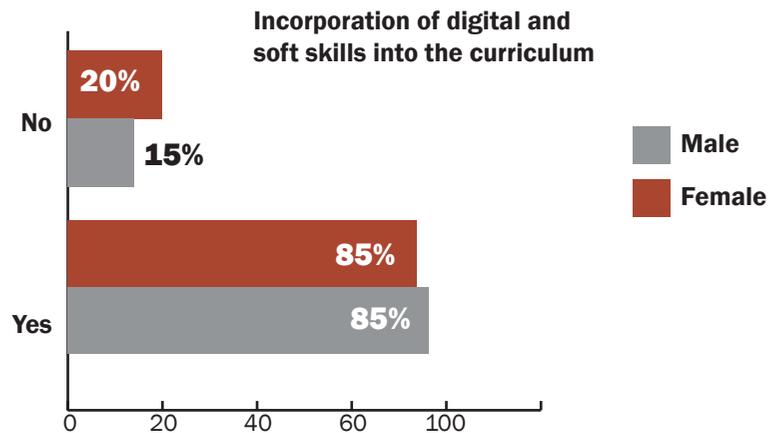
Figure 21. Relevance of curricula for labour market

Are existing curricula relevant to the needs of the labor market in the 20 ALLED2 schools?

35%

65%

Yes

No
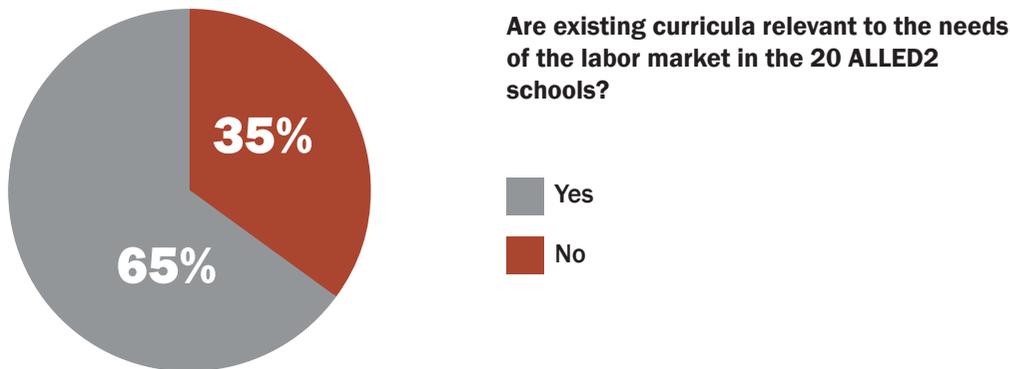
Source: ALLED2 Schools' Survey, 2020.

The digital economy has been considered as a critical sector for Kosovo's economic development. According to the Kosovo Economic Reform Document[3] ICT holds significant potential for growth, and hence there is a need for inclusion of digital component in existing curricula. The figure below shows how soft skills and digital literacy is included in existing curricula. In 85% of curricula soft skills component is included, while digital skills are included in 80% of the curricula.

Figure 22. Digital and soft skills inclusion in curricula

Incorporation of digital and soft skills into the curriculum

- No: Female 20%, Male 15%
- Yes: Female 85%, Male 85%

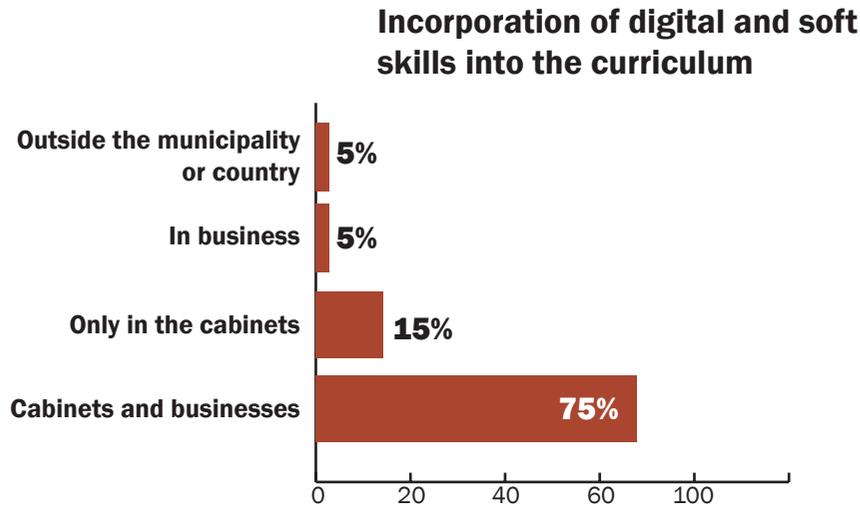Legend: Male (grey), Female (red)

X-axis: 0, 20, 40, 60, 100

Source: ALLED2 Schools' Survey, 2020.

A great deal of concern in schools in Kosovo is the ratio between theoretical and practical learning. Vocational schools need to be practical rather than theoretical, and therefore they must have conditions and facilities where practical learning is organized. Therefore, 75% of the schools organize the practical classes in the cabinets of the schools and businesses they cooperate with, while 15% of the schools only in cabinets or workshops, 5% only in businesses, and 5% outside the municipality or country (Figure 24). The intervention in supporting schools with adequate equipment, facilities, workshops with tools and equipment will make these schools more prone to introduce practical-based teaching and learning.

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[3] *https://mf.rksgov.net/LinkClick.aspx?fileticket=4pSL2x76mnU%3d&po rtalid=0&language=en-US*

*Figure 23. How the practical part of teaching is organized in ALLED2 schools*

Incorporation of digital and soft skills into the curriculum

Source: ALLED2 Schools' Survey, 2020.

4.5. Infrastructure

To enable practical learning, schools must have well-established infrastructure with adequate equipment, tools machinery and so pupils can more easily obtain vocational training. It is widely accepted that without adequate infrastructure they cannot properly develop practical learning skills and as result they will face lack of skills in the labour market. This in turn, will impose companies another burden and cost in training new employees to compensate for the deficit of skills. For this reason, in the questionnaire we included questions about school infrastructure to investigate if schools have adequate facilities to support practical learning of their students. Schools were asked to provide information on the current conditions and needs for improving the infrastructure. In 20 schools, there are 147 cabinets, majority of them in electrical engineering, machinery, cabinets of computing, cabinets of food technologies and cabinets of economics.

Another important dimension of the practical learning of students is the safety in schools. Safety in schools during the practical training should be at the proper level, because it is very important for the pupils to be assured during the professional practice that there are directions that have heavy equipment and machinery. Regarding the question whether the conditions of health and safety are in accordance with the legal provisions 55% of the schools said 'yes' and 45% said 'no'. The marking should also be in each cabinet because students should be warned of any potential danger, so 45% of schools responded with a score of 55% 'yes'. Another type of security is the protective equipment that every student should have during practical work, especially those students who are in the study programmes that involves work with dangerous machinery and tools. Of the 20 schools in total, 13 of them or 65% do not use protective equipment at all during practical work, while 35% or only 7 schools use protective equipment.
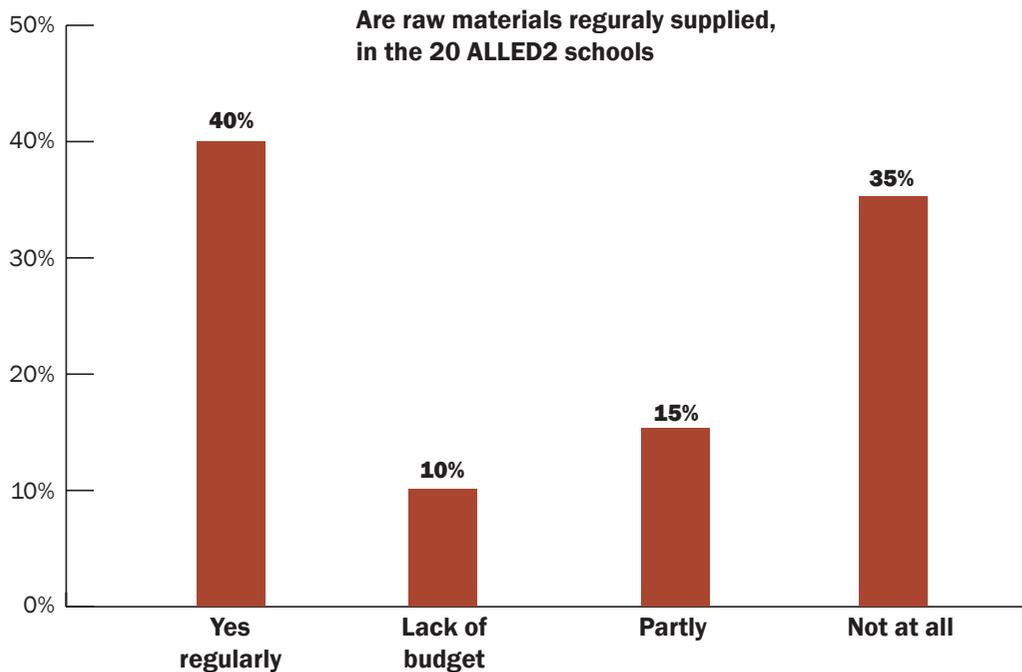
Figure 24. Safety conditions in 20 schools
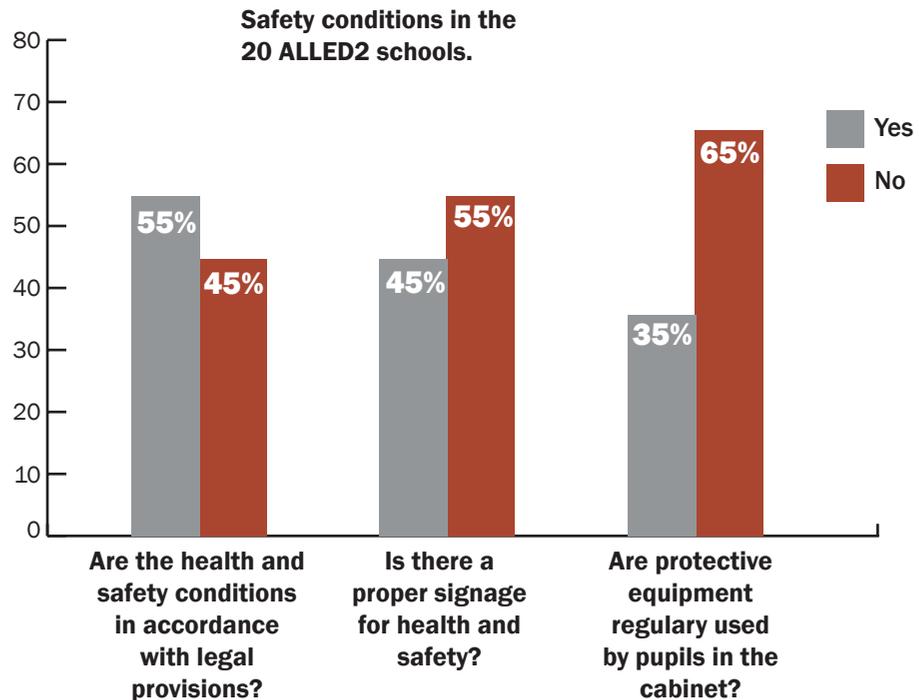
Source: ALLED2 Schools' Survey, 2020.

For practical work as a prat of practical teaching to be more efficient and effective, cabinets must be supplied with raw materials. So, all schools should be regularly supplied with sufficient raw materials to be able to conduct practical work. Out of 20 schools only 40% are regularly supplied with raw materials, 15% partially, 10% lack budget and 35% not at all. In the schools that are supplied regularly with raw material, sources of supply come from own resources or teachers and part by the directorate of education at municipality or Ministry of Education, Science, Technology and Innovation.

Figure 25. Are raw material cabinets regularly supplied?

Are raw materials reguraly supplied, in the 20 ALLED2 schools

- Yes regularly: 40%
- Lack of budget: 10%
- Partly: 15%
- Not at all: 35%

Source: ALLED2 Schools' Survey, 2020.

The figure below shows how well the cabinets are aligned to the needs of the study programmes in schools. In the 20 ALLED2 schools, 15% of the schools have cabinets/labs that are not in line with the study programmes, while 55% have partially and 30% fully

aligned cabinets/labs to the needs of study programmes. This suggest that existing infrastructure (cabinets, labs etc) is not adequate for the study programme, and this has direct effect on skills development of students, especially practical skills. The ALLED2 should focus on supporting schools in making necessary adjustments to fit the purpose of schools and their profiles so they can best serve to develop students' practical skills. Schools directors should be also involved in working closely with private sector to ask for their support in transforming existing infrastructure to needs of the schools' study programmes, they can see mutual benefit because they can have access to more skilled labour in the later stage.

Figure 26. Alignment of the cabinets to study programmes

Alignment of the cabinets to study programmes in the 20 ALLED2 schools

They are good

Partially missing

Completely missing
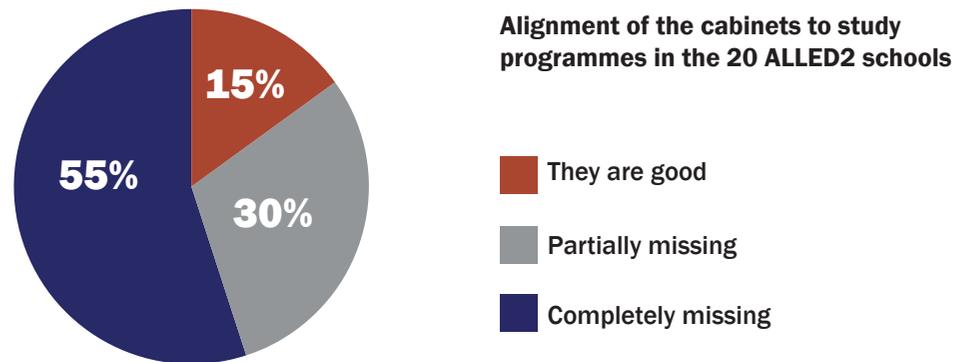
Source: ALLED2 Schools' Survey, 2020.

4.6. Information technology

Every school should also have information technology developed to facilitate the learning process. All schools have internet access in the school, which are definitely needed and it is precondition to have access to knowledge, stories, cases and practical examples of similar schools.

Figure 27. Do the 20 schools of ALLED2 have internet access?

Alignment of the cabinets to study programmes in the 20 ALLED2 schools

100%

■ Yes

■ No
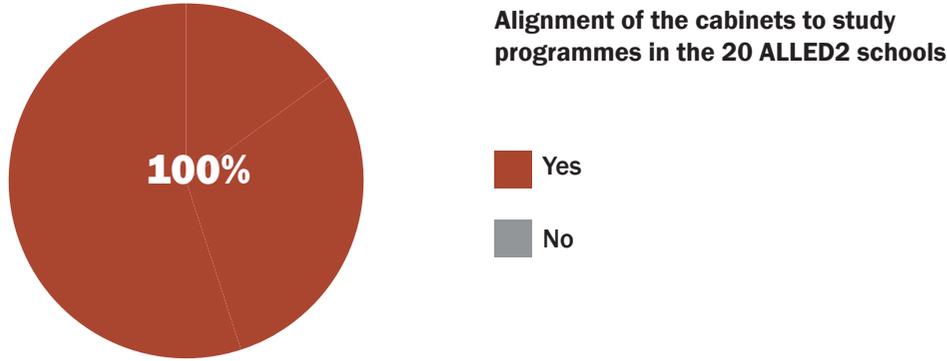
Source: ALLED2 Schools' Survey, 2020.

The number of computers is an indicator of the level of ICT development at school level. Use of computers in schools can increase the student performance. Our survey findings suggest that average number of computers per school is 45, and the average number of hours of digital instruction per week per profile is 10 hours (Figure 29).

Figure 28. Average computer and digital teaching in 20 schools

45 PC

Number of stuents by gender in the 20 ALLED2 schools.

10 hours

How many computers do you have available for students

How many hours of digital teaching/IT are taught per week per profile
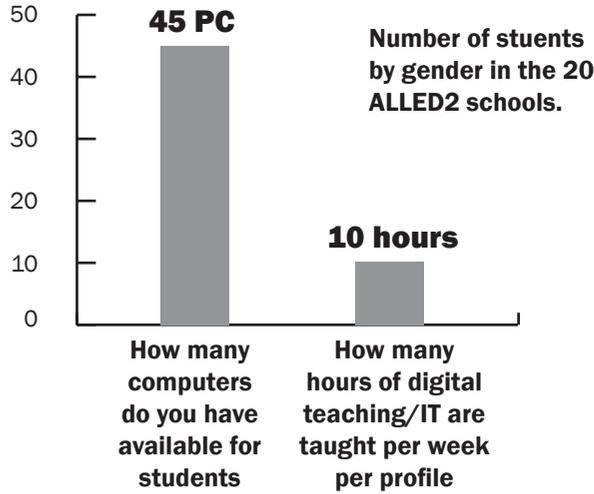
Source: ALLED2 Schools' Survey, 2020.

Regarding maintenance of the IT equipment in these schools, 85% responded that they were maintained either by profile teachers or responsible teachers assigned to do this ICT maintenance jobs, while 15% did not maintain IT equipment.

Figure 29. Are IT equipment maintained
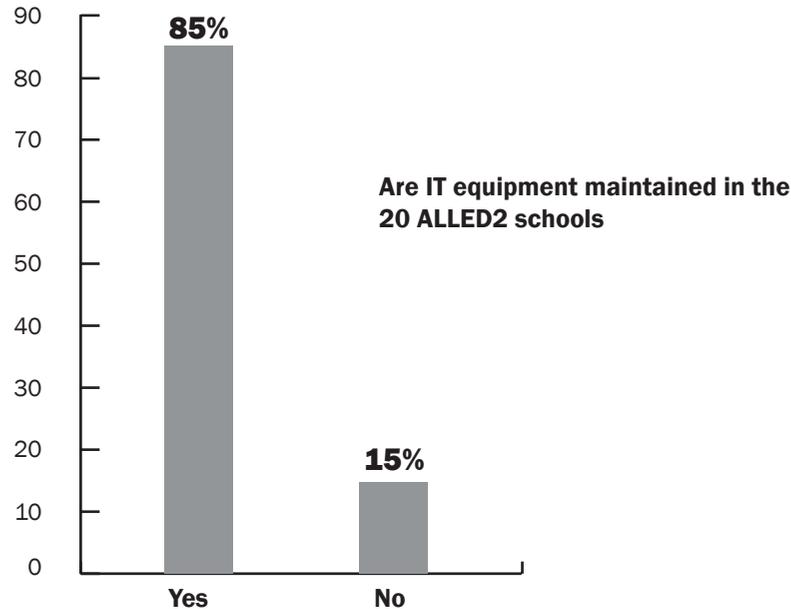
Source: ALLED2 Schools' Survey, 2020.

4.7. Business cooperation

A very important part of developing practical skills of pupils is through building partnerships with business sector. For example, to be able to offer students apprenticeships in vocational schools, the schools must have at least some type of business partnerships in their study programmes and profiles. The close cooperation with the private companies and public institutions enables pupils to develop internships professionally in private businesses or public institutions. The special part of the questionnaire is focused on the collaboration of 20 ALLED2 schools with businesses, how close cooperation they have, what type of the cooperation and what are the challenges during the collaboration. The table below shows the memorandums of cooperation (MoU) in each school (313 in total).

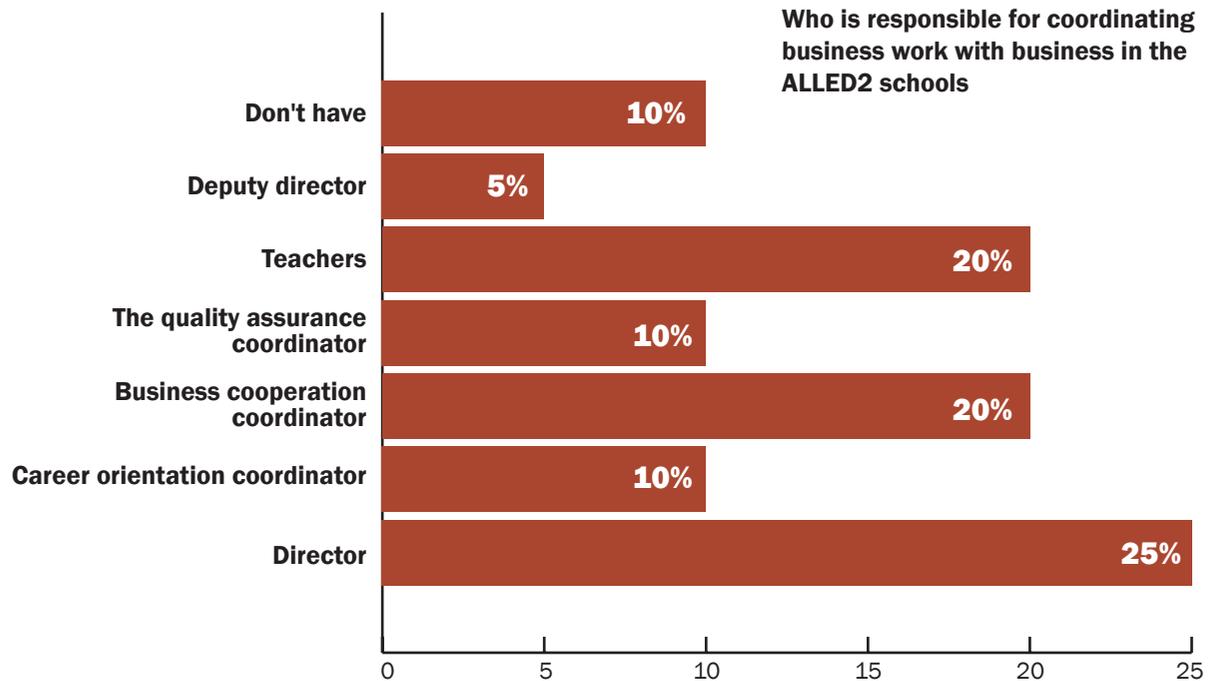*Table 3. How many memorandums of cooperation each school has?*

How many memorandums of cooperation each school has	
11 Marsi	40
Abdyl Frasheri	4
Ali Hadri	14
Andrea Durrsaku	1
Arberia	20
Arkitekt Sinani	6
Fan Noli	12
Fehmi Agani	8
Fehmi Lladrovci	32
Ismail Dumoshi	2
Jonuz Zajnullahu	40
Kadri Kusari	11
Mehmet Isai	14
Mithat Frasheri	11
Nexhmedin Nixha	29
Pjeter Bogdani	5
Selajdin Mullaabazi-Mici	16
Skender Luarasi	20
Tafil Kasumaj	4
Zenel Hajdini	24

Source: ALLED2 Schools' Survey, 2020.

Findings show that to facilitate this school collaboration with businesses, schools must have a specific teacher or a person responsible for developing these collaborations with private sector. Out of the 20 schools, 25% of them are headed by the school director, then teachers, deputy headmasters or quality or career guidance coordinators. This may suggest that, the cooperation of schools with the business sector is not satisfactory because in majority of schools they do not have a responsible person that works full time for developing partnerships with businesses. The student placements through internships, practical work, apprenticeships and so on cannot be done by school director or deputy directors, considering the workload. The schools definitely need to have a business cooperation coordinator to coordinate the business of the school with the business and to be more successful in this regard. So far, out of 20 schools only 20% of them have assigned

person to work as coordinator with business. It is recommended for each school to hire a responsible person as a business co-ordinator or hire one with experience in the field.
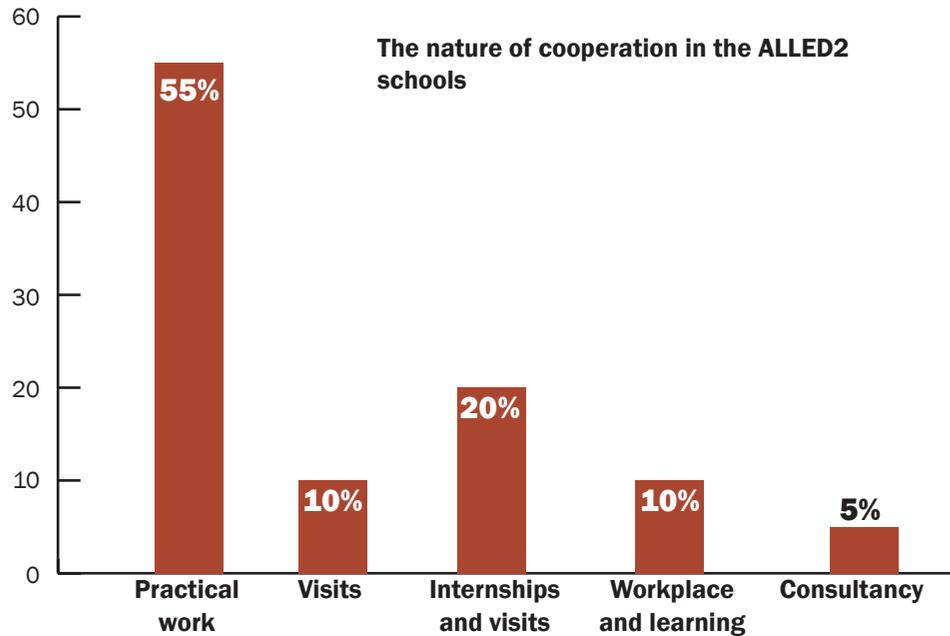
Table 4. Who is responsible for coordinating business work with businesses?

Who is responsible for coordinating business work with business in the ALLED2 schools

Category	Value
Don't have	10%
Deputy director	5%
Teachers	20%
The quality assurance coordinator	10%
Business cooperation coordinator	20%
Career orientation coordinator	10%
Director	25%

Source: ALLED2 Schools' Survey, 2020.

The nature of school-business collaboration is mostly limited to practical work for students (55% of schools), internship and visits (20%) and company visits (10%), and 10% on-the-job learning, and business advice (5%). The nature of co-operation should be more practical in business so that students have the opportunity to develop their practical skills they learn during schooling and to see more closely how to work in that particular profession. Because businesses have more experience they can share with schoolchildren, in the future, students can be better prepared for the labour market. At the same time businesses will also benefit from this type of cooperation, because they will be able to have first access to potential skilled labour and use these internships to screen best potential employees for their company.

Figure 30. The nature of cooperation in the 20 ALLED2 schools

The nature of cooperation in the ALLED2 schools

- Practical work: 55%
- Visits: 10%
- Internships and visits: 20%
- Workplace and learning: 10%
- Consultancy: 5%

Source: ALLED2 Schools' Survey, 2020.

Businesses should cooperate with schools to provide conditions for the practice of schools' students. They should also express an interest in using the equipment that the schools own and use schools' equipment for their purposes and at the same time share work experiences with students. However, in these two questions 10% of businesses expressed interest in using the equipment and 65% of schools presented the equipment to the business community. There is a need for more active role by schools' directors and coordinators for cooperation with businesses to invite owners and managers of local companies to visit schools and to present what they do. This may be used to build mutual trust which in turn can facilitate the cooperation on students' placement into companies.

Figure 31. Cooperation with businesses in 20 schools

Cooperation with businesses in the 20 ALLED2 schools.
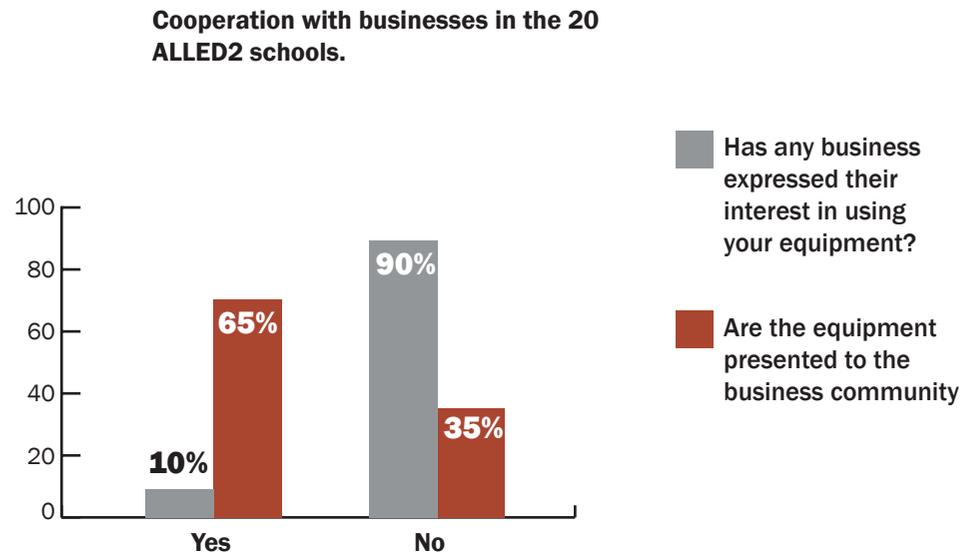
Source: ALLED2 Schools' Survey, 2020.

During the collaboration of schools with businesses, there are also challenges especially during internships and other forms of student placements in business. Some of the main challenges of cooperating with businesses in the 20 schools of ALLED2 are listed in Table 5. These are challenges such as lack of student safety during practice, lack of transportation, reluctance of businesses to cooperate with schools, etc. greatly influence the good cooperation of schools with businesses. Also, the negligence of businesses to admit or lack of law made pupils not able to succeed in practical work. This work of co-operation with vocational schools should be legally regulated so that businesses are obliged to accept and provide good working conditions for vocational school students, or alternatively provide incentives for companies that offer opportunities for students' placements into their companies (fiscal and non-fiscal incentives).

Table 5. What are the main challenges of working with businesses?

What are the main chalanges of working with businesses in the 20 ALLED2 schools?
1. Lack of safety of students during practice
2. Lack of transportation of students
3. Reluctance of businesses for internships
4. Small facilities and large number of students
5. Legal shortcoming for dual learning

Source: ALLED2 Schools' Survey, 2020.

5. Findings and Conclusions

In this section, key findings and conclusions regarding the possible areas of interventions are provided. The draft report identified needs of schools, ranging from the management and teachers training and capacity buildings to infrastructure and cooperation with business community. Here is the list of findings in the order of the report and areas of intervention:

Management

- School managers have adequate qualifications, but additional training is needed training and capacity building in several areas.

- Most of the school do not have specific coordinators for cooperation with business or career centres. So, there is a need to support on career guidance or better functioning of existing ones.

- Not all schools have quality assurance coordinators which is very important in terms of establishing quality assurance system in schools. The capacity building is needed to increase the effectiveness of work of quality assurance coordinators.

- Majority of schools to not have webpage and relay on use limited use of Facebook which in most cases is not done professionally. The support should be directed towards the creation of webpages and profesional use and maintenance of the webpages.

- Regarding the involvement of schools in activities for generating supplementary income, 55% of the 20 schools responded that they are engaged in supplementary income generating activities. Considering that vocational schools have the possibility to sell their services or products there is a need to support schools with writing strategies for self-generating income activities.

Teachers

- The provision of training for new teachers is a precondition for quality of teaching and findings suggest that most of school teachers have not gone through such trainings. The ALLED2 could select several priority areas and organize a specialized training workshops for all teachers in selected school, and also may help Ministry

of Education, Science, Technology and Innovation to set-up this type of workshop at national level which can add to sustainability of the project results.

- Schools have presented some of their needs and areas for improvement such as: provision of apprenticeships, supplying cabinets with adequate infrastructure and equipment, continuous training of staff and teachers, genuine and serious business collaboration, decentralisation on budgeting planning and execution, and finally improving school infrastructure.

Students

- In most of the study programmes in vocational schools such as in machinery, mechanics, construction, electrical installation etc. number of males is predominantly higher compared to females.

- High dropout rate, especially for men. More thorough analysis is needed to know the reasons.

Curricula

- Although the majority of schools have study programmes in line with standards of profession, for those courses and subjects that are not based on standards of profession, the ALLED2 project could support schools in making these curricula compatible to professional standards according to the National Framework.

- The ALLED could also support schools to develop new standards of profession for new professions based on update of curricula.

Infrastructure

- The intervention in supporting schools with adequate equipment, facilities, workshops with tools and equipment's will make these schools more prone to introduce practical-based teaching and learning. In this regard, private companies can be attracted to support schools too.

- Safety standards and procedures for working and training workshops, cabinets are missing in most of the schools. Possible area of intervention would be support of schools in developing these standards and helping schools to implement those standards.

- For practical work as a part of practical teaching to be more efficient and effective, cabinets must be supplied with raw materials. So all schools should be regularly supplied which is not the case. Project intervention could be directed into com-

bining self-generating income form school activities and use of these sources of finance to finance raw material and make sustainable functioning of the workshops and cabinet work.

- There is unsatisfactory level of alignment of cabinets/labs or workshops to the needs of the study programmes. ALLED2 should focus on supporting schools in making necessary adjustments to fit the purpose of schools and their profiles so they can best serve to develop students' practical skills.

Information technology
- The number of computers should be increased to make them available to all students and the effective use of computer lab to develop their ICT skills.

- There is need to introduce more digital skills component into curricula. New courses on use of specific software should be promoted at school level.

Business cooperation
- Findings show that to facilitate this school collaboration with businesses, schools must have a specific teacher or a person responsible for developing these collaborations with private sector. ALLED2 could develop capacities of these coordinators to make more effective use of the school-industry cooperation
- MoUs should be turned to an action plan with measurable results. The schools should make more efforts to promote mutual benefits of school-industry cooperation. At the same time businesses will also benefit from this type of cooperation, because they will be able to have first access to potential skilled labour and use these. There is need to structure this cooperation, organize joint seminars and have more specific type of collaboration.
- There is a need to consider the introduction of the fiscal and non-fiscal incentives to encourage private businesses to use more internships.

The future
is in our
SCHOOLS
TODAY