Kosovo VET Barometer

REPORT 2021-2022

BASED ON THE ALLED2 SCHOOL SURVEY

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REPORT 2021-2022
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

Reviewer: Agon Dula

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Prishtina

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1. Introduction

This is the third report for the third year that has been prepared for ALLED2, a 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.

Despite the pandemic situation, ALLED 2 project together with collaborators and stakeholders continued its activities in order to improve education in Kosovo. The ALLED2 project selected 20 vocational schools and 4 Vocational Training Centres in Kosovo to be supported through project activities. ALLED2 team will collaborate with these schools/VTCs, which will be supported by the ALLED2 project in the project priority areas. This report is based on the data gathered from 20 schools and 4 VTCs through the survey questionnaire and visits have been made by consultant and project coordinators to look at the existing situation in these schools and to identify the 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 and training with labour market needs. 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/VTCs and their potential to improve the alignment of these schools with labour markets.

This report is structured as follows. Section 1 provides an overview of the project objectives. Section 2 discusses the methodology of the data collect. Section 3 presents an overview of survey results beginning with the school management, then discussing issues related to teachers and students. Furthermore, this section discusses the curricula, school infrastructure, information technology and business cooperation. Suggestions and recommendations are provided for each section to show the potential areas of intervention by ALLED2 project. Finally, the report ends with summarized conclusions and key findings.

This year we have continued to improve the survey in order to be more accurate in conveying the respondents' insights and circumstances. This resulted in a better data quality, a more concise report and better data for decision-making.

Data Analysis on Last Year Database

The survey of 2019-2021 was the initial set of questions that was sent to respondents. Based on their answers, we could revise questions to:

A) Be easier to be answered (by including multiple choice answers with their most common answers as well as possibility to add new)
B) Be more understandable
C) Be statistically useful (we avoided maximum the open-ended questions).

Data Adjustments on Last Year Database

Because there were many open-ended questions on last year's questionnaire, we had to adjust the answers (withholding the respondents' core answer) to fit for the year-to-year statistical analysis as well as overall readability of it.

Improved Questions

Except for the questions when it was needed from the respondents to give an elaborative answer (explicable narrative), some of the other questions we have revised with the suggested answers to be precise i.e.: be able to be chosen from the list of answers / numbers). Questions, for instance like: "How many times have you conducted self-evaluation?" we have provided the validation rule to ensure that respondents provide an integer, as opposed to last year's survey where they could write free text.

COVID-19 Questions

Due to the continuous situation with the pandemic, specific questions related to this situation have been included in order to get some insight on the difficulties and the means explored for education under the new circumstances. Such questions as "the percentage of subjects offered on distance, challenges on distance learning, which platforms are used by the institutions" etc. have given us some understanding of the front-line situation.

New Survey Creation

Same as last year, this year also we recreated the survey to incorporate the amendments so that it is question-concise and have validation rules implemented to have the respondents not miss or misguide the answers. The number of questions, however, is consider-

ably high because of the needed information to be gathered and because of the year-to-year analysis to be done.

- VET Survey Questions: 181
- VTC Survey Questions: 147

Collaboration with the Respondents

Upon completing the surveys for both VET and VTC, we sent them to the corresponding respondents via email. About one-third of the respondents answered immediately whereas the rest reported challenges due to the weak internet connection, key staff being on sick-leave, long survey etc. We had to have many iterations with some of the respondents until they completed the surveys. During the time the surveys were out, quality checks were conducted on the data being submitted to ensure there are good quality data to work with.

Data Publication on the Portal

After the survey completion by all respondent's milestone was accomplished, we begun analysis of the data as well as publishing the new data on the portal alled.eu. All school and VTC data are published.

Data Analysis for the Year Report

Having all the respondents answer the surveys, we begun analysing data for the year report. This year's report is richer in the sense that there are added year-to-year analysis as well as results from quality questionnaire.

2. Objectives of the study

The overall objective of the ALLED2 project is to reduce poverty through increased labour market participation and enhance 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 "Labour 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 in 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 Education network (EDUnet), 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 framework 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 and 4 VTCs.

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 school's questionnaire, school visits and other primary data collection. This is done in consultation and close cooperation with the VET schools/VTC directors and ALLED2 responsible person,
- Report on current situation in VET schools/VTCs 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 and 4 VTCs selected by ALLED2 to be supported through project activities. Initially the database and coding were designed to fit the purpose and to standardize the dataset and questions for each school/VTC. The ALLED2 project selected 20 vocational schools and 4 vocational training centers 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 was processed in Excel for further analysis or alternatively through content analysis approach for qualitative responses.

After the database of 20 schools was completed, ALLED2 EDU NET on the webpage alled. eu has been updated with the latest data collected for the second year. Furthermore, the statistical analysis of the data was done in excel where tables and graphs were produced to depict the assessment of the current situation and were compared to the data of the previous year to assess the changes that ALLED2 20 schools have undergone during the period of one year. For the dependency analysis of schools, Power BI application was used to produce geographic visualization. Also, this data will 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 and 4 VTCs. The results are presented in the order of the questionnaire sections.

4.1. School management

In this section, various aspects of the school management are discusses such as the gender of the director, their occupation/qualification, how many years of work they have as a director and years of their general work experience. The same data is collected regarding the deputy directors of each school.

Based on the figure below, out of total 20 ALLED2 schools, there are 15 male and 5 female directors, or 75% male and 25% female. Even though there is a slight increase in the number of women directors, there is still a significant gender difference in terms of managerial roles in Kosovo where participation of women in school management positions seems to be undermined.

Figure 1. Director's gender in 20 schools of ALLED2
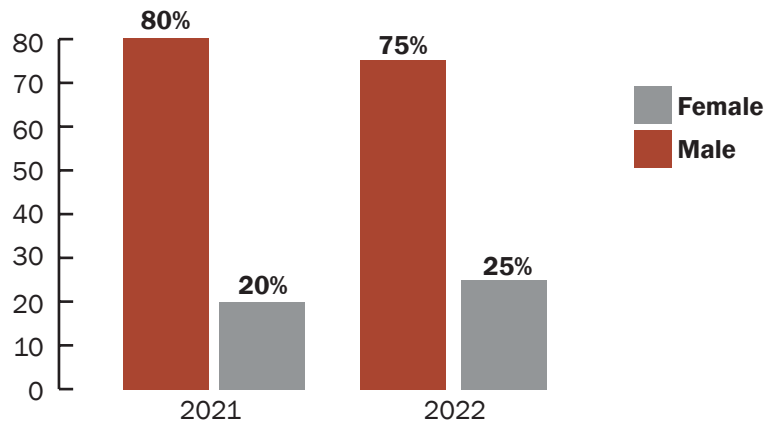
Source: ALLED2 Schools' Survey, 2022.

Based on the survey answers for 2021/2022 for VTCs, the gender of directors continues to be all male, same as two previous years.

Figure 2. Director's gender in 4 VTCs of ALLED2
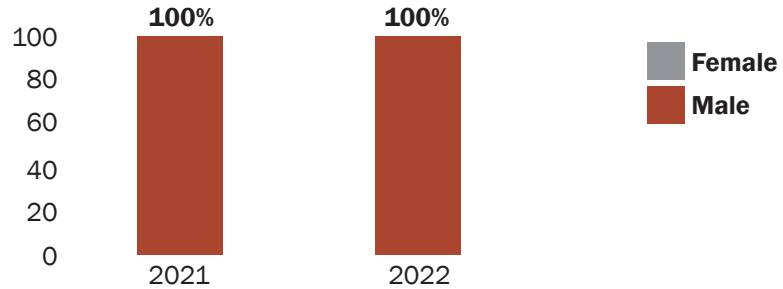
Source: ALLED2 Schools' Survey, 2022.

The COVID-19 pandemic has affected educational systems worldwide. Depending on the severity of the outbreak, schools had to close and resort to other means of teaching methods such as distance learning through digital platforms. Based the 2021/2022 ALLED2 school survey in Kosovo, schools were asked if they practiced distance learning and 9 schools or45% responded that they practiced distance learning while 11 schools, respectively 55% said they did not. Compared to last year's survey, number of schools offering distance learning has dropped by 31%. Studies show that distance learning has both its advantages and disadvantages and based on the results of these studies, online learning during the pandemic was completed successfully, even though quite a number of teachers said that this process was very challenging for them and the main reasons for this are the lack of devices for online learning, lack of reliable internet access, and difficulties motivating students remotely.[1]

1. *https://www.academia.edu/44731316/CHALLENGES_AND_ADVANTAGES_OF_ONLINE_LEARNING_THE_CASE_OF_KOSOVO_Challenges_and_Advantages_of_Online_Learning_The_Case_of_Kosovo*

Figure 3. Distance learning in ALLED2 schools
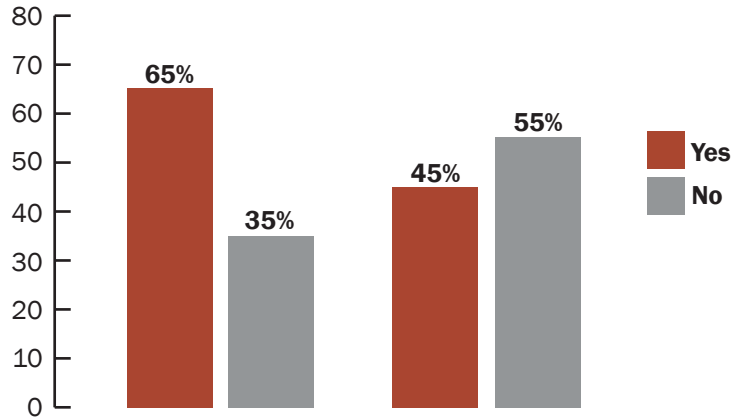
Source: ALLED2 Schools' Survey, 2022.

When schools were asked if the distance learning was provided for each school profile, 12 schools or 60% said that they do provide it for each profile, while 8 schools or 40% responded that distance learning was not provided for each profile.

Figure 4. Is distance learning provided for each school profile?
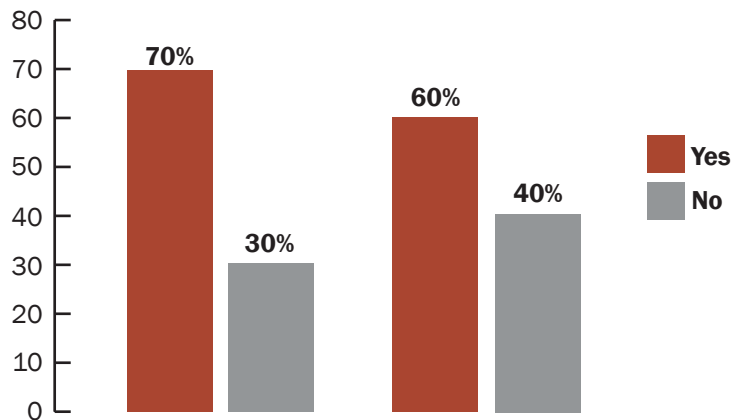
Source: ALLED2 School Survey, 2022

Regarding the main challenges of distance learning, schools pointed out the lack of internet or weak internet connection, lack of digital equipment for students and teachers, and lack of knowledge using online platforms.

Table 1. Challenges during distance learning

What are the main challenges of distance learning?
1. Lack of internet or weak internet connection
2. Lack of digital equipment for students and teachers
3. Lack of knowledge using online platforms

Source: ALLED2 School Survey, 2022

When the schools were asked if they have a school website during the 2021/2022 survey, 30% or 6 schools said they have a website while 70% or 14 school said they do not, same as the previous year. There hasn't been an improvement from the previous year so there is still a low number of schools that have websites. However, all the school have a Facebook pages that they consider as a website or substitute of the website, which usually is used for purposes of posting latest news about the school activities and related information. While Facebook platform is a good way to promote the school and post latest activities, a website is a more convenient place to find what more specific information related to a particular school.

Figure 5. Does school have a webpage?

Does school have a webpage **Does school have a Facebook page**
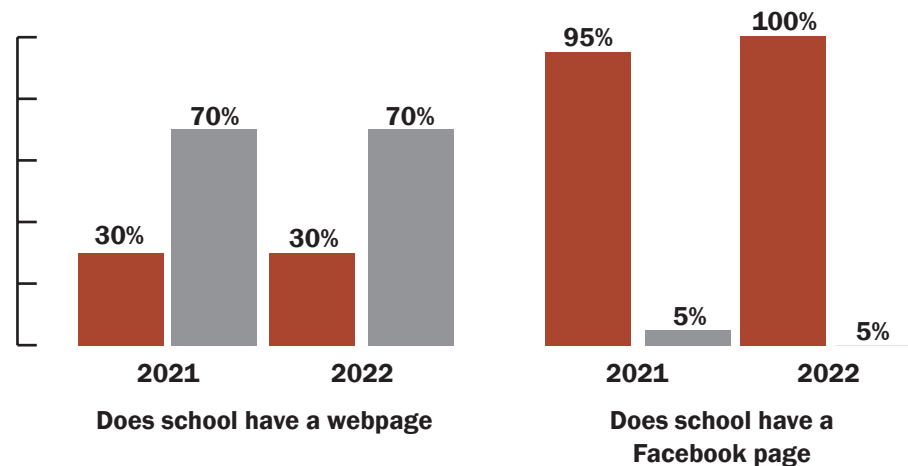
Source: ALLED2 Schools' Survey, 2022.

When the VTCs were asked if they have a website or a link within the APRK website, same as the previous year, 75% or 3 VTCs said yes and 25% or 1 VTC (Prizren) said it doesn't have.

Figure 6. Is there a VTC website or links within the APRK website?
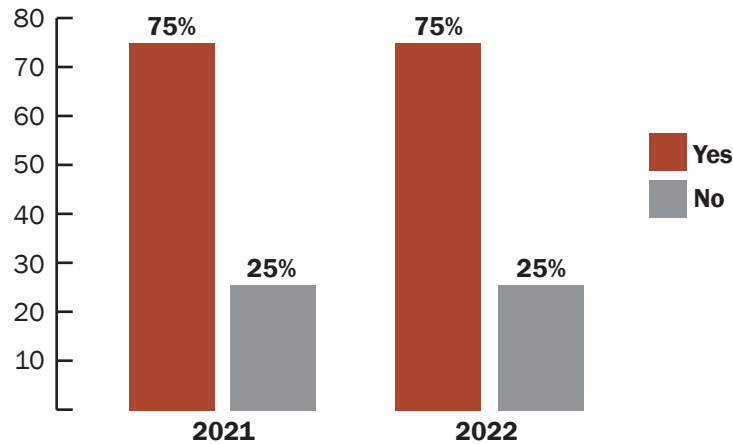
Source: ALLED2 Schools' Survey, 2022.

Schools that have webpages, should update them frequently in order to provide students with the latest information about schools, study programs, activities for both existing students and those potentially interested in enrolling in the future. The more information is provided on websites, the more like for interested students to enrol in those schools. When asked if the schools update their website regularly, same as the previous year, 90% of schools said they do not update the school webpage or Facebook page regularly. Schools could be supported in finding the best solution for website design and/or website maintenance.

Figure 7. Do you update webpage regularly?
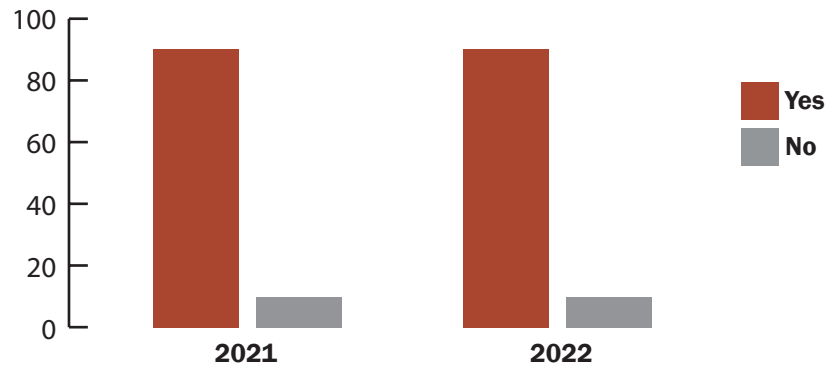
Source: ALLED2 Schools' Survey, 2022.

When asked if the VTCs update their webpage regularly, only VTC Gjakova answered yes, whereas in the previous year survey, 50% or two VTCs updated their page regularly.

Figure 8. Is the VTC webpage regularly updated?
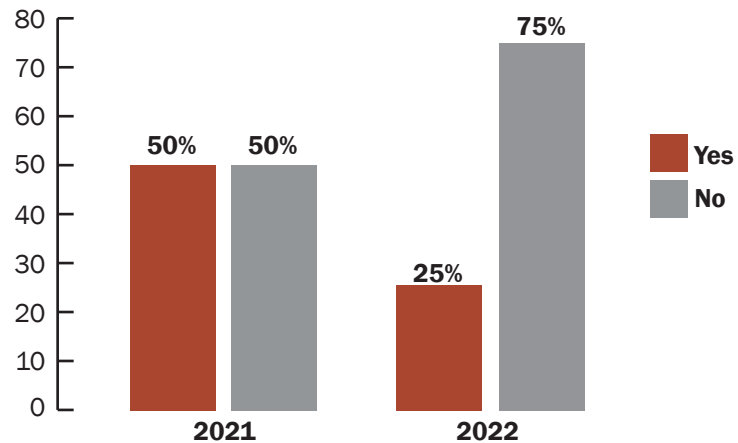
Source: ALLED2 Schools' Survey, 2022.

When it comes to income generating activities and school to school cooperation, there has been a decrease in both of these activities in 2021/2022 compared to 2020/2021

survey. In 2021/2022 survey, 65% of schools said they are involved in activities for generating supplementary income, a decrease by 24% from the previous year. When it comes to school-to-school cooperation, in 2021/2022 survey, 85% of schools were engaged in some type of this activity, and compared to the previous year, there is a decrease by 11% in school-to-school activities.

Figure 9. Income generating activities and school to school cooperation
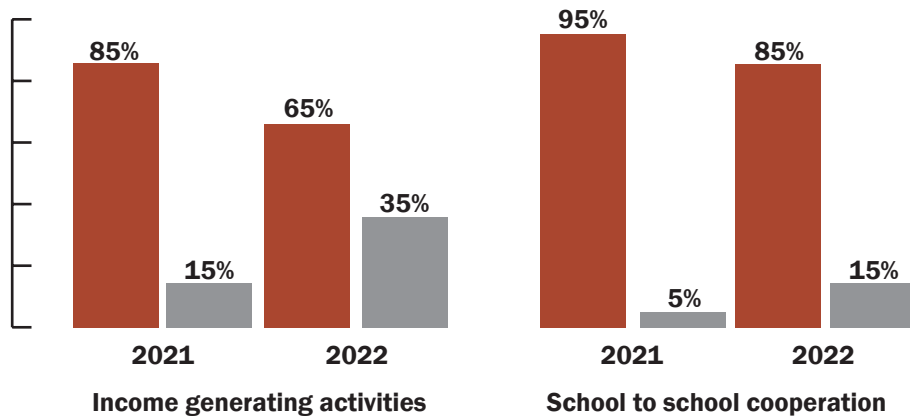
Source: ALLED2 Schools' Survey, 2022.

Good leadership in schools helps to promote a motivating environemt for staff and a quality experience for students. Directors and deputy directors have a high responsibility to shape the school strategy and connect the schools with industry and business sector. Compared to the previous survey, in 2021/2022 survey, the qualifications of directors remained the same where 5% had a PhD, 65% had a master's degree, and 30% a bachelor's degree.

Figure 10. Qualifications of directors in the 20 schools of ALLED2
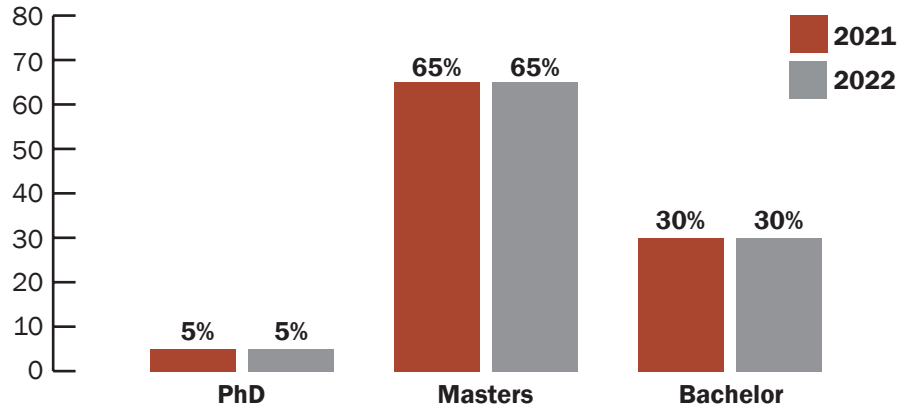
Source: ALLED2 Schools' Survey, 2022.

When it comes to the qualification of deputy directors, during the 2021/2022 survey, only 9 ALLED2 schools said that they have a deputy director as opposed to 20 of them from the previous year. Out of these 9 schools, 1 has a deputy director with a PhD degree, 7 have a master's degree and one has a bachelor degree.

Figure 11. Qualifications of deputy directors in the 20 schools of ALLED
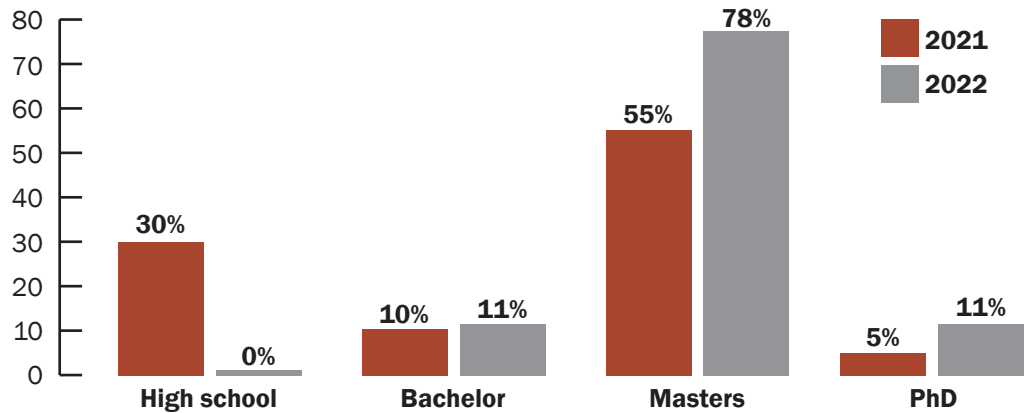
Source: ALLED2 Schools' Survey, 2022.

Table 2. Qualifications of directors and deputy-directors in each school

School	Qualification/Director	Qualification/Deputy director
11 Marsi	Master's in Thermo energetics Engineering	Master's degree in Emergency management
Abdyl Frashëri	Bachelor in Agricultural engineering	No deputy director
Ali Hadri	Bachelor degree in Biology	No deputy director
Andrea Durrsaku	Master's in Electrotechnical engineering	No deputy director
Arbëria	Bachelor in Economy	No deputy director
Arkitekt Sinani	Master's in Technical Sciences	Master's degree in Technical sciences
Fan S. Noli	Master's in Road traffic	Master's in Geology
Fehmi Agani	Master's in Road traffic	No deputy director
Fehmi Lladrovci	Doctorate in History	Master's in Engineering
Ismail Dumoshi	Master in Geology engineering	No deputy director
Jonuz Zejnullahu	Master's in Mining Engineering	No deputy director
Kadri Kusari	Master's in Economy, Management and Finance	Bachelor degree in Law
Mehmet Isai	Master's in Architecture engineering	Master's degree in Physical Education
Mithat Frashëri	Bachelor degree in Law	Master's in Mechanical Engineering
Nexhmedin Nixha	Master's in Management and informatics	No deputy director
Pjetër Bogdani	Master's in Mechanical Engineering	Master's degree in Industrial management
Selajdin Mullaabazi-Mici	Bachelor, Chemistry Professor	No deputy director
Skënder Luarasi	Master's in Mechanical Engineering	No deputy director
Tafil Kasumaj	Master's in Management and informatics	No deputy director
Zenel Hajdini	Bachelor, Chemistry Professor	Doctorate degree in Veterinary

Source: ALLED2 Schools' Survey, 2022.

In order for the schools to function better, they should have different coordinators with specific roles because they play a key role in making schools programmes successful and also help school directors to better manage or coordinate various school activities. Based on the figure below, same as the previous year, all schools responded that they have quality assurance coordinators, which is very important in terms of establishing quality assurance system in schools. In terms of cooperation with the business sector, 75% of schools (15 schools) stated that they have coordinators for business cooperation which is

an increase by 25% from the previous year. When asked if the schools have a career orientation coordinator, 45% of them have one, which is slightly higher that the previous year. When asked about the coordination of schools with the Municipal Education Directorate (MED) or the employment office, 85% of schools responded that they have a coordinator for such activities, a decrease by 6% from the previous year.

Figure 12. Coordinators for quality assurance, business cooperation and career centre
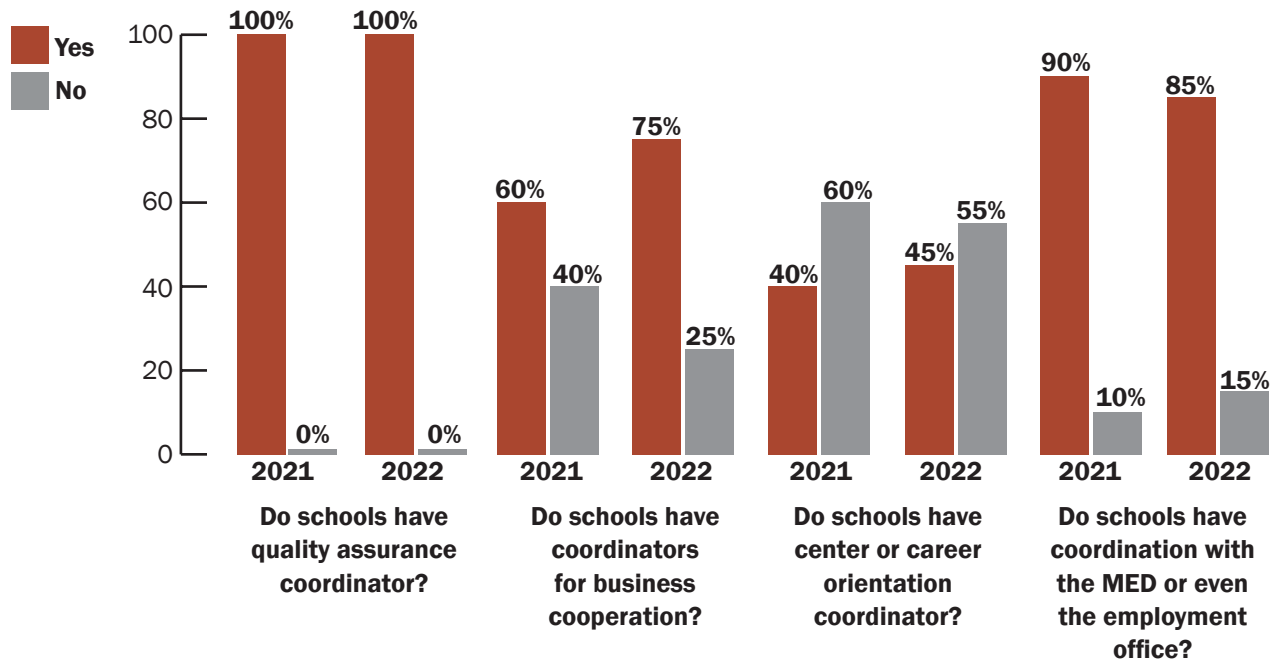
Source: ALLED2 Schools' Survey, 2022.

During the 2021/2022 survey, when VTCs were asked if they have different coordinators for managing specific activities in schools, all of the VTCs answered that they have a quality assurance coordinator. Compared to previous year survey results, none of the VTCs had a coordinator for business cooperation whereas based on 2021/2022 survey, only VTC Pristina now has a coordinator for business cooperation. When asked if the VTCs have career orientation coordinators, in the previous year 50% answered yes, whereas in 2021/2022 all 4 VTCs said that they have such a coordinator. When it comes to the coordination with MED of employment office, same as the previous year, 75% said they have a coordinator for such activity and 25% do not.

Figure 13. Coordinators for quality assurance, business cooperation and career centre for VTCs
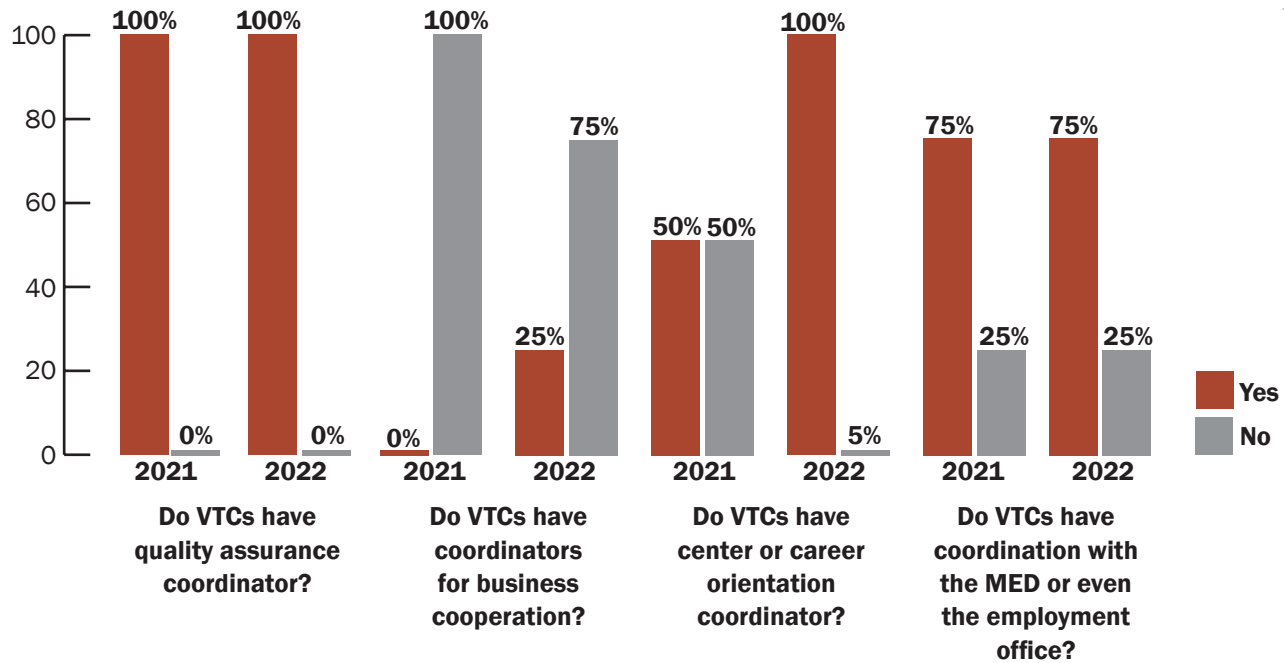
Source: ALLED2 Schools' Survey, 2022.

Each school must have its own professional activas. Out of the 20 ALLED2 schools responded that these activas in the figure below are functional. These activas include areas where the ALLED2 project is focused on such as 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 student candidates for internship in industry and boost school-to-business cooperation.

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.*

Figure 14. Functional areas of student activities in each school

Professional Activas which function in the schools are:
Agriculture, Architecture, Applied Arts, Auto mechanic, Construction, Design, Economics and Entrepreneurship, Electrotechnics, Energy, Food Technology, Geodesy, Geology & Mining, Health, Hospitality & Tourism, Informatics, Interior design, Languages and Communications, Legal, Machinery, Mathematics, Natural and Social Sciences, Physical Education (gym), Physics, Production Operator, Psychology, Road Traffic, Science Lab Technician, Society & Environment, Tailoring, Technology, Telecommunication, Textile, Trade, Veterinary, Woodwork.

Source: ALLED2 Schools' Survey, 2022.

School self-assessment is an important process through which staff members in a school reflect on their practice and identify key areas for action to stimulate the necessary improvements in professional learning. The 2021/2022 survey findings show that all of the 20 ALLED2 schools have performed a self-assessment, compared to 19 from the previous year. The main challenges that were emphasized during this activity had to do with the lack of trainings, lack of adequate work space and old facilities, reluctance of teachers to participate in additional activities, lack of budget for consumable materials, lack of adequate equipment and software, difficulties during gathering of data, and matching curriculum to market needs.

When it comes to the improvement plan, all 20 ALLED2 schools said they have completed this plan, compared to 19 in the previous year. The challenges during the process of implementation of the improvement plan based on the 2021/2022 survey have been the 1. Lack of budget, insufficient commitment of relevant actors, lack of equipment and consumable materials, lack of workshops and consumables, situation with the Covid-19 pandemic, lack of digitalization and old infrastructure, and lack of cooperation with businesses. In order to improve their skills in conducting the self-assessment analysis and improvement plan, ALLED2 project could help schools though provision of trainings and capacity building, improving school infrastructure and also providing schools with the necessary equipment that students can use to accomplish the tasks which will better prepare them for the labour market.

Table 3. Challenges during performance self-assessment and improvement plan

Is performance self-assessment done?	The main challenges during the self-assessment process	Is the improvement plan done?	Challenges in implementing the improvement plan?
Yes (20 schools) No (0 schools)	1. Lack of trainings	Yes (20 schools) No (0 schools)	1. Lack of budget
	2. Lack of adequate work space and old facilities		2. Insufficient commitment of relevant actors
	3. Reluctance of teachers to participate in additional activities		3. Lack of equipment and consumable materials
	4. Lack of budget for consumable materials		4. Lack of workshops and consumables
	5. Lack of adequate equipment and software		5. Situation with Covid-19
	6. Difficulties during gathering of data		6. Lack of digitalization and old infrastructure
	7. Matching curriculum to market needs		7. Lack of cooperation with businesses

Source: ALLED2 Schools' Survey, 2022.

4.2. Teachers

This section provides findings from the survey regarding teacher's gender, qualifications and other characteristics. Based on the 2021/2022 ALLED2 school survey, there are 1,228 teachers in total, of which 58% of them are male and 42% are female, whereas in the previous year there were 1,316 teachers in total, of which 61% male and 39% female. Even though the number of female teachers has increased compared to the previous year, there share of male teachers is higher than the female one by 38%. Schools should work towards increasing the number of female teachers to ensure a gender balance.

Figure 15. Percentage of teachers by gender in 20 schools of ALLED2
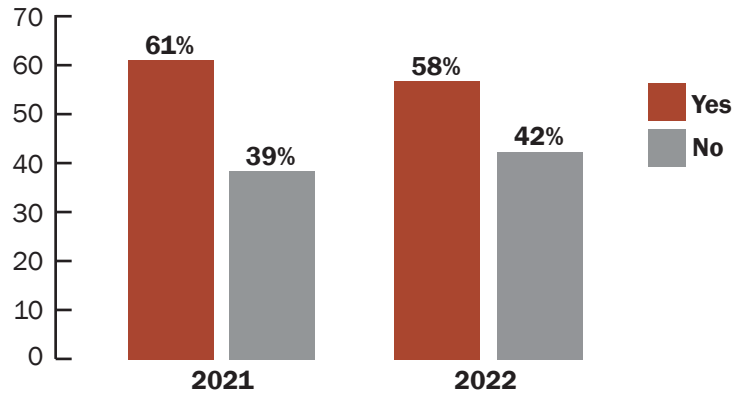
Source: ALLED2 Schools' Survey, 2022.

Teacher's work experience is important for strengthening the education system and increasing student achievement. Research has shown that teachers' effectiveness increases with experience.[3] The figure below shows the number of teachers based on number of years of work experience based on the findings from the 2020/2021 and 2021/2022 ALLED2 surveys. In general, the results are not very different from the previous year, except for the category of teachers with less than 5 years of experience, where the number of teachers in this category during the recent year has doubled from 89 to 206.

Figure 16. Percentage of teachers according to their work experience

■ <5 years of experience
■ 5-10 years of experience
■ 10-15 years of experience
■ 15-20 years of experience
■ 20 years of experience

Source: ALLED2 Schools' Survey, 2022.

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3. *https://oecdedutoday.com/why-experience-matters-in-teaching/*

Table 4. Number of teachers by experience in 20 schools of ALLED2

School	Number of teachers by experience				
	< 5 years	5-10 years	10-15 years	15-20 years	>20 years
11 Marsi	19	23	15	8	43
Abdyl Frashëri	3	5	7	9	12
Ali Hadri	81	11	27	21	23
Andrea Durrsaku	3	6	12	4	7
Arbëria	1	8	10	11	11
Arkitekt Sinani	1	4	15	8	32
Fan S. Noli	8	21	18	13	22
Fehmi Agani	16	9	10	11	30
Fehmi Lladrovci	18	14	27	20	31
Ismail Dumoshi	2	7	8	6	15
Jonuz Zejnullahu	5	15	10	30	11
Kadri Kusari	8	8	10	8	27
Mehmet Isai	1	4	23	12	28
Mithat Frashëri	4	4	15	10	13
Nexhmedin Nixha	12	5	6	8	20
Pjetër Bogdani	7	15	13	15	16
Selajdin Mullaabazi-Mici	0	10	3	16	13
Skënder Luarasi	4	15	13	7	19
Tafil Kasumaj	3	2	4	1	26
Zenel Hajdini	10	4	8	16	24
Total	206	190	254	234	423

Source: ALLED2 Schools' Survey, 2022.

Regarding the number of qualified male and female teachers, in the figure below we notice that there hasn't been a big different compared to the previous year. Based on the findings from the 2021/2022 ALLED2 survey, there are 58% or 695 qualified male teachers and 42% or 501 qualified female teachers.

Figure 17. Percentage of qualified male and female teachers in 20 schools of ALLED2
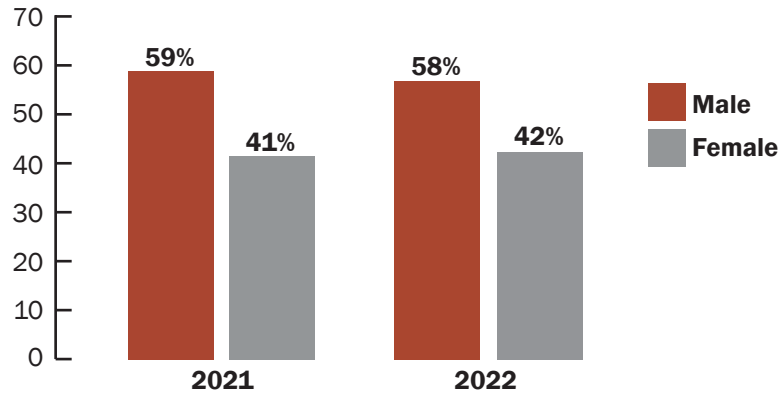
Source: ALLED2 Schools' Survey, 2022.

From the total number of teachers in 4 ALLED2 VTCs which is 31, 28 are qualified of which 18 or 57% are male and 13 or 43% are female teachers. Compared to the previous year, there is a 9% increase in the number of qualified female teachers.

Figure 18. Percentage of qualified male and female teachers in 4 VTCs
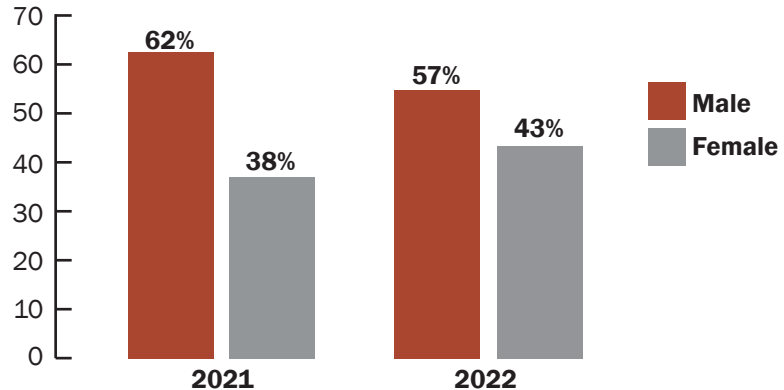
Source: ALLED2 Schools' Survey, 2022.

The provision of training for teachers help improve teaching skills which leads to better job performance and improvement in the quality of teaching. It helps teachers face new chal-

lenges and changes in the education system.[4] Based on the 2021/2022 ALLED2 survey, when asked if Initial Teacher Training (ITT) is provided for teachers, only 10% of ALLED2 schools said yes, which is a sharp decrease from the previous year, where 75% of schools said that they offer such a training. When it comes to VTCs, compared to the previous year where none of the VTC provided an ITT training, in the 2021/2022 survey, only VTC Prishtina answered that it provides such a training. Taking into consideration its importance, each school should prioritize the provision of this kind of training if they aim to be more successful in both teaching and learning. ALLED2 project in joint collaboration with the Ministry of Education, Science, Technology and Innovation could support schools in providing this type of training through organized workshops and also working towards offering this type of workshop for teachers at national level which can show more effective results.

Figure 19. Provision of teacher training
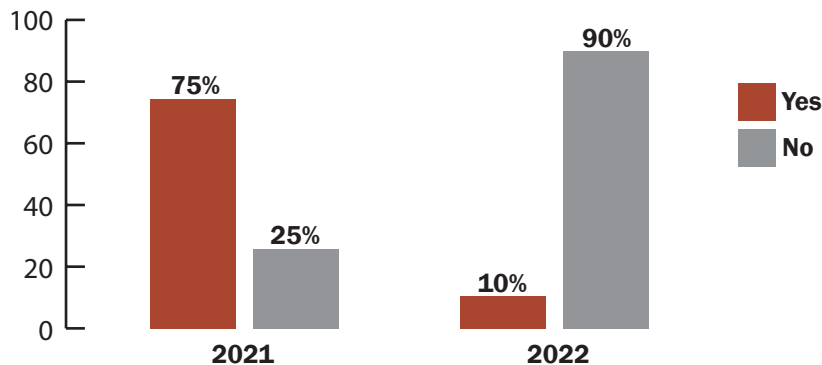
Source: ALLED2 Schools' Survey, 2022.

When asked if they have a responsible teacher for professional development, out of 20 ALLED2 schools, 20% answered that they have such teachers compared to 10% from the previous year. Schools need to establish a systematic approach for providing training and professional development for teachers.

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4. *https://www.oecd.org/berlin/43541636.pdf*

Figure 20. Responsible teacher for professional development
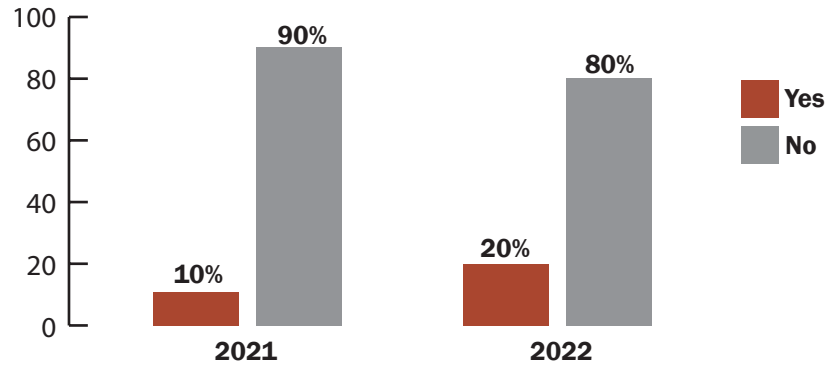
Source: ALLED2 Schools' Survey, 2022.

The figure below shows the number of students per teacher based on ALLED2 2021/2020 and 2021/2022 data. Based on the World Bank data, in the European Union, the average number of students per teacher was 12 in 2018.[5] Based on ALLED2 2021/2022 survey data, the average number of students per teacher is 9, whereas in the previous year it was 13. This is a good ratio for schools meaning there are 9 students per teacher. For ALLED2 VTCs, on the other hand, this ratio is much higher. The ratio however, varies across countries and schools. Taking into consideration that vocational programmes are significantly work-based, students may spend considerable time outside of school so they need less teachers, which usually translates into higher student teacher ratios.[6]
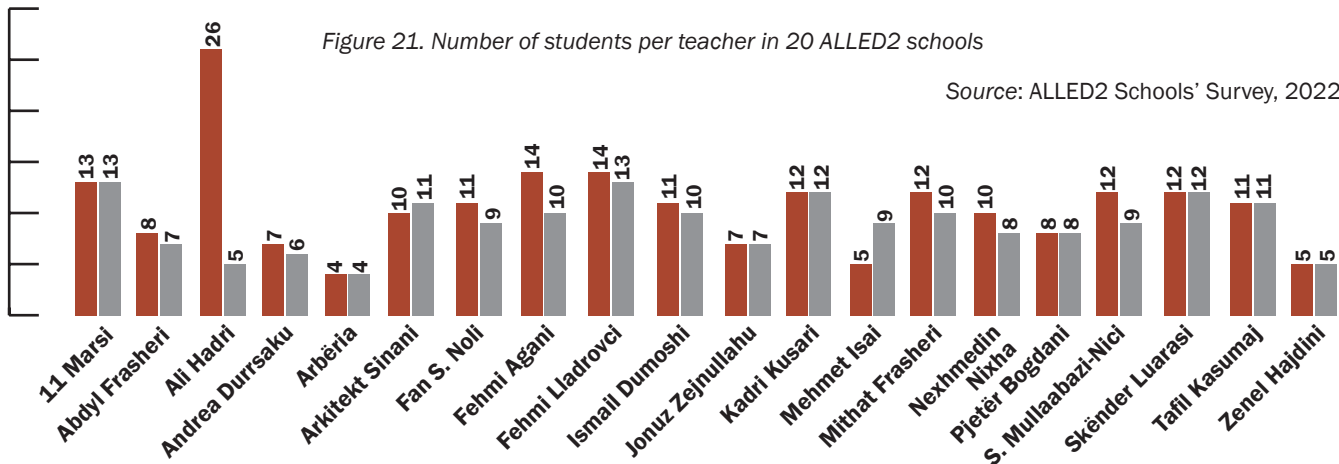
Figure 21. Number of students per teacher in 20 ALLED2 schools

Source: ALLED2 Schools' Survey, 2022.

5. https://data.worldbank.org/indicator/SE.SEC.ENRL.TC.ZS
6. https://gpseducation.oecd.org/revieweducationpolicies/#!node=41720&filter=all

Figure 22. Number of students per teacher in ALLED2 VTCs
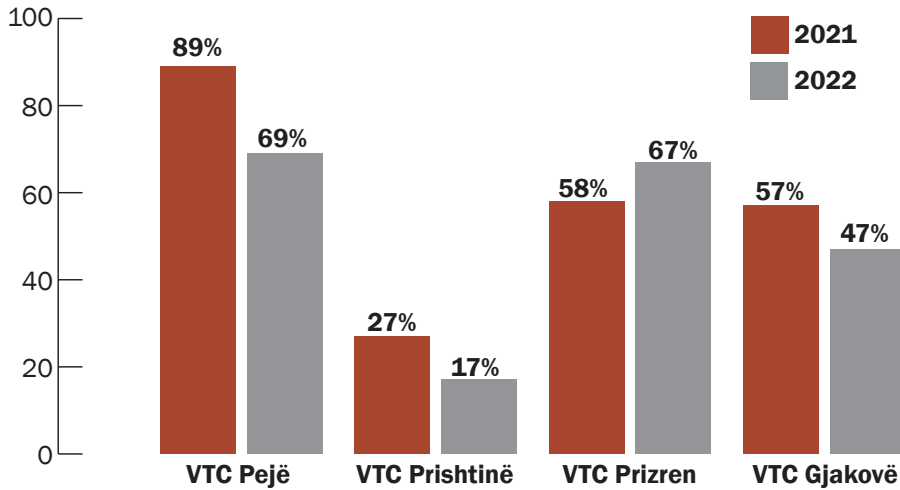
Source: ALLED2 Schools' Survey, 2022.

Practical training and practical-based teaching and learning is an important element in ensuring the quality of education, especially for linking education with labour market needs. Students at vocational schools in particular have to spend most of their time in practical training, which helps students enhance their knowledge that makes them professionally ready for industry. After graduation, students must be able to practice what they have learned during their education 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 23. Time spent in practical learning in 20 ALLED2 schools

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
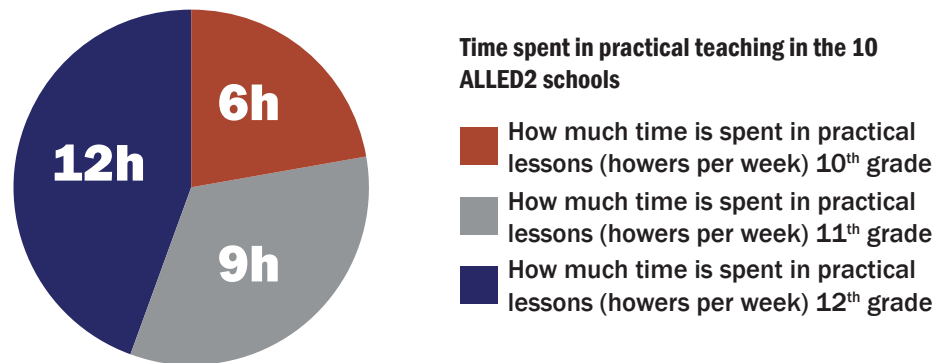
Source: ALLED2 Schools' Survey, 2022.

In order for the 20 ALLED2 schools and VTCs to realize their objectives, ALLED2 project is closely collaborating with the schools and VTCs towards meeting the school's needs in the best possible way. As in the previous ALLED2 surveys, also in the recent one, schools have presented their main concerns, challenges and areas in need of improvement. Some of the most common complaints have been the lack of training for teachers and management, lack of equipment, poor infrastructure, lack of budget, and difficulties in establishing collaboration with businesses.

4.3. Students

This section provides data about the total number of students, the number of students by gender, enrolment in study programmes by gender, etc. Regarding the number of students in 20 schools of ALLED2 project, based on the 2022/2021 survey, in total there are 11,309 students who are predominantly male, about 7,982 or 71%, while female students account for 29% or 3,327. Compared to the 2020/2021 survey responses, in the 2022/2021 survey, there has been a decrease in the total number of students by 23%. Also, compared to male students, there has been a decrease in the share of female students from 37% to 29%, which means a big gender gap in student's enrolment still persists in vocational schools.

Figure 24. Percentage of students by gender in 20 schools of ALLED2
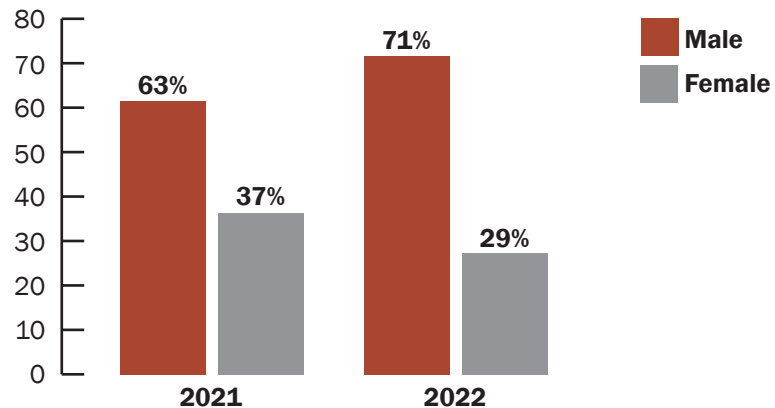
Source: ALLED2 Schools' Survey, 2022.

Table 5. Number of students by gender in ALLED2 schools

School	Male	Female	Total
11 Marsi	1,075	352	1,427
Abdyl Frasheri	152	104	256
Ali Hadri	190	186	376
Andrea Durrsaku	133	47	180
Arberia	95	49	144
Arkitekt Sinani	534	101	635
Fan Noli	605	108	713
Fehmi Agani	467	280	747
Fehmi Lladrovci	799	601	1,400
Ismail Dumoshi	260	101	361
Jonuz Zajnullahu	377	123	500
Kadri Kusari	460	258	718
Mehmet Isai	470	150	620
Mithat Frasheri	330	171	501
Nexhmedin Nixha	418	79	497
Pjeter Bogdani	434	24	458
Selajdin Mullaabazi-Mici	216	147	363
Skender Luarasi	496	195	691
Tafil Kasumaj	258	128	386
Zenel Hajdini	213	123	336
Total	**7,982**	**3,327**	**11,309**

Source: ALLED2 School Survey, 2022

When it comes to the share of students by gender in ALLED2 VTCs, we see that same as in vocational schools, there is still a big gap between male and female student enrolment. Compared to the previous year, the share is about the same. If analysed by each VTC, in all three VTCs the number of male students is higher, except in VTC Gjakova, where the number of female students is higher by 44% than the number of males.

Figure 25. Percentage of students by gender in VTCs
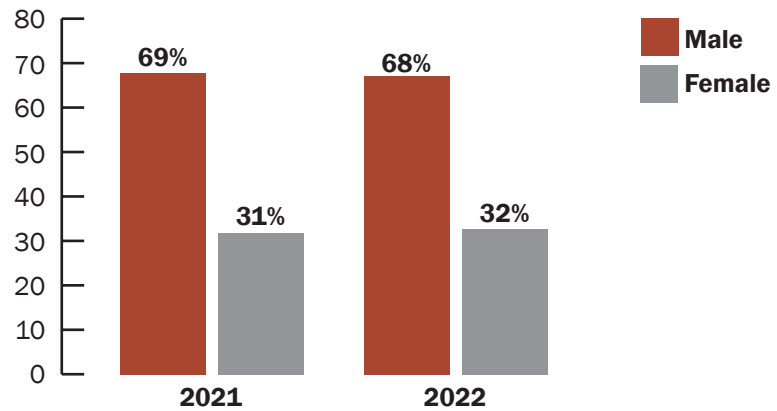
Source: ALLED2 Schools' Survey, 2022.

If we analyse the enrolment of male and female students by programmes, in the figure below we see that study programmes in vocational schools such as in informatics, machinery, mechatronics, electro technology, telecommunications, construction, road traffic, agribusiness, etc., the number of male students is predominantly higher compared to female ones. Compared to the previous year, women's participation in male perceived profiles, has increased for some profiles and decreased for some others. Based on the figure below, we notice an increase in female enrolment in electro technology, telecommunications, agribusiness and road traffic, while for the rest of the profiles in the figure there has been a decrease or no change from the previous year.

Figure 26. Participation of females in male perceived profiles

2021 Male
2021 Female
2021 Male
2022 Female
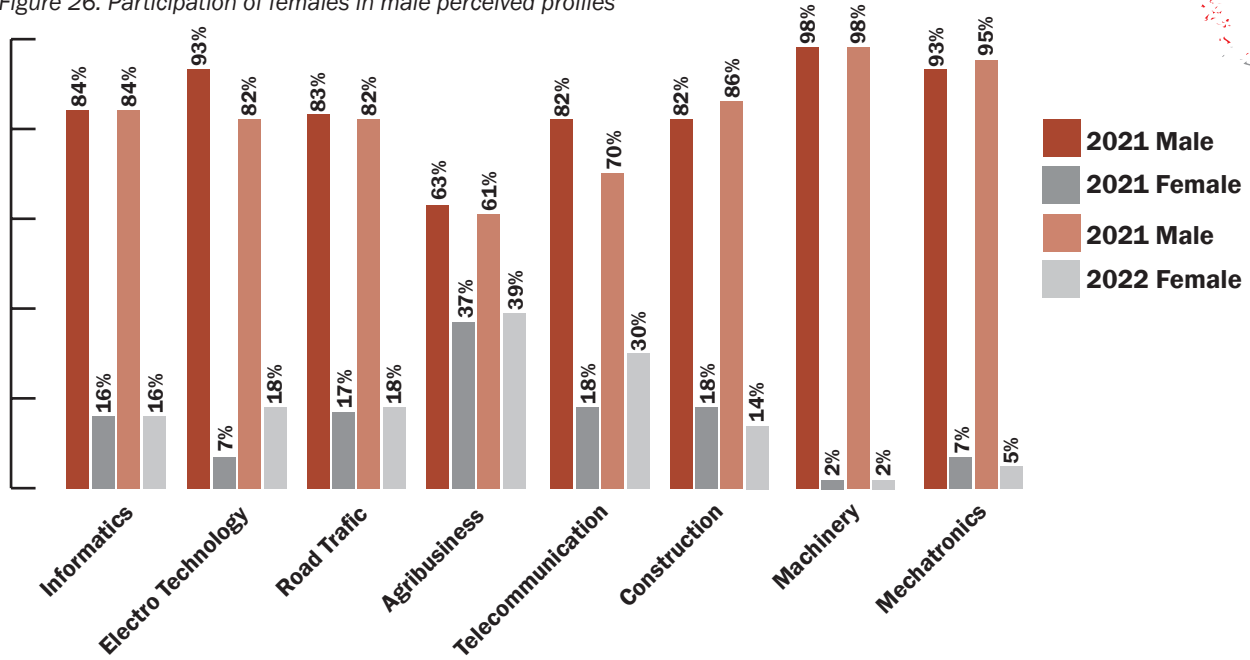
Source: ALLED2 Schools' Survey, 2022.

Figure 27. Number of students in predominantly male profiles

2021 Male
2021 Female
2021 Male
2022 Female
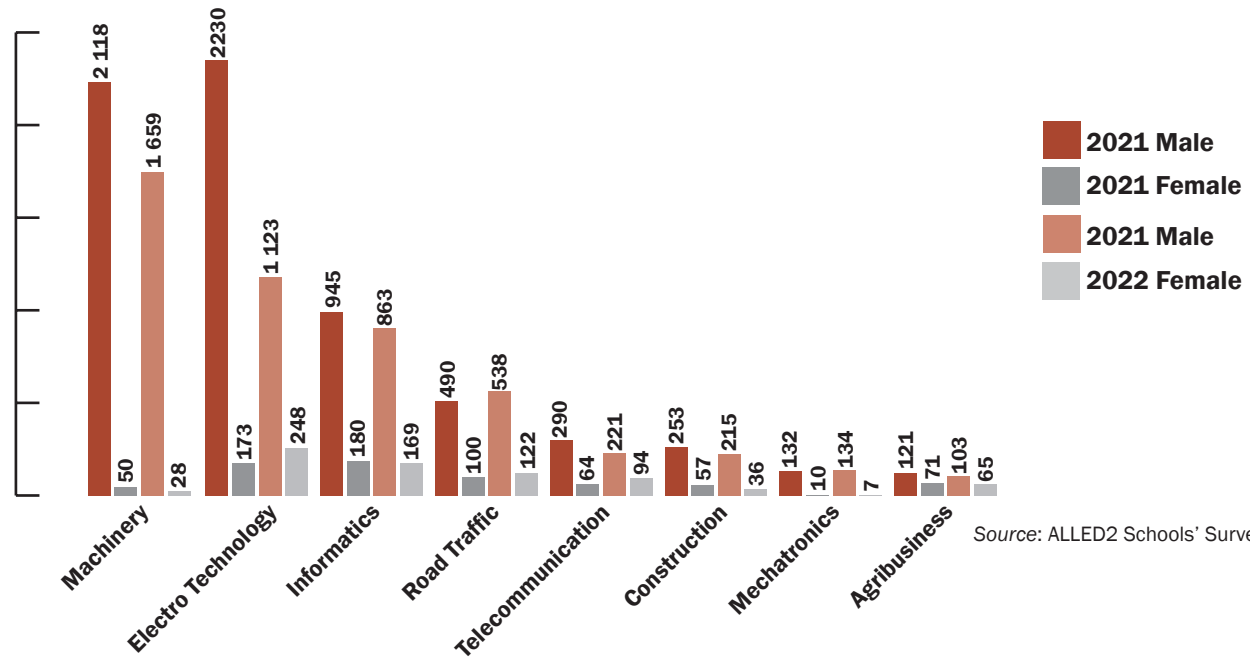
Source: ALLED2 Schools' Survey, 2022.

The following figures provide information regarding main programmes selected by male and female students. Based on the recent survey, top female professions include fashion design, nursing, medicine, economics, electro technology, tailoring, informatics, food technology, legal and accounting. Meanwhile, for male students, the dominant professions are machinery, electro technology, heating and air conditioning, informatics, auto mechanic, road traffic, electrical installer, economics, energetics and architecture. Based on the figures below, we can conclude that some profiles persist to be gender stereotyped where female students are hesitant to enrol in such profiles that are perceived as "male" jobs. To address this issue, schools should have student career advisers to provide advice and motivate students about future jobs and careers and work on reducing gender stereotyping of career choices.

Figure 28. Top 10 selected professions for female and male students
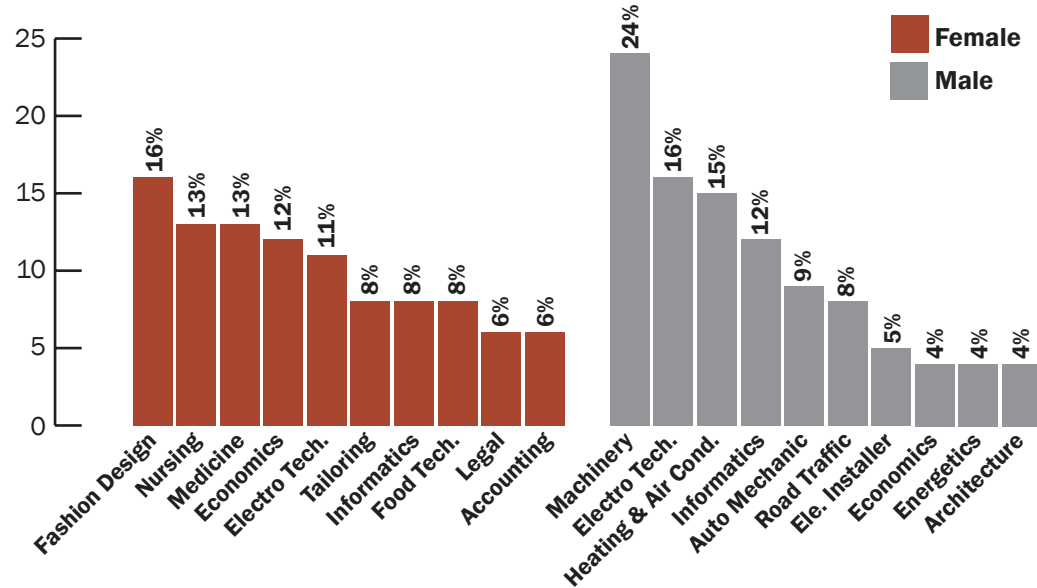
Source: ALLED2 Schools' Survey, 2022.

If we analyse the dropout rates in 20 schools of ALLED2, we can conclude that the number of drop outs continues to be high. Based on the data from the recent survey, there were 468 male and 154 female students who dropped out of school. Compared to the previous year, the number of male drop outs has decreased while for female students there is a higher number of drop outs. For VTCs, it is the opposite, where male dropout

are higher than the previous year while female drop outs are lower. The reasons for dropping out of school can be different but usually main reasons include low socio-economic backgrounds which force students to abandon education, leaving the country at a very young age, finding a job in that profession or other, not adjusting to a professional profile, early marriage, etc.

Figure 29. Percentage of students by gender who drop out of school
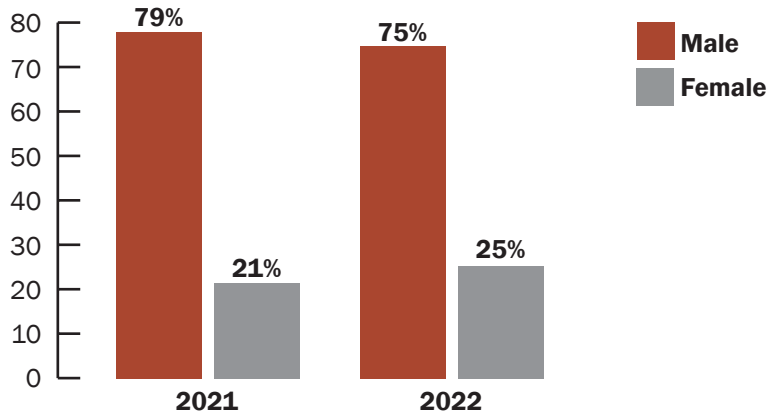
Source: ALLED2 Schools' Survey, 2022.

Figure 30. Percentage of students by gender who drop out of school in ALLED2 VTCs
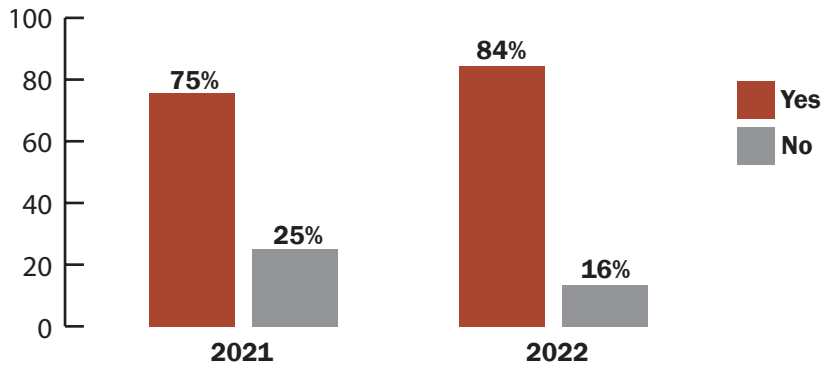
Source: ALLED2 Schools' Survey, 2022.

Next two figures provide data about the number of students with social difficulties and the number of students from minority groups based on each ALLED2 school. When analysing the number of students from minority groups, we see that the highest number is in "11 Marsi" school, followed by "Nexhmedin Nixha", "Mithat Frashëri", "Kadri Kusari" "Pjetër Bogdani", and others as shown in the figure below. If we compare to the previous year, we see that there aren't many big differences in the number of minority students. When it comes to number of students from environments with social difficulties, the highest number is in "Fehmi Lladrovci" school, followed by "Pjetër Bogdani", "Fan S. Noli, etc. Compared to the previous year, depending on the school, the number of students from environments with social difficulties has increased or decreased and in some cases the differences are much more noticeable in some schools than in others.

Figure 31. Number of students from minority groups

	2021	2022
11 Marsi	204	195
Nexhmedin Nixha	72	70
Mithat Frashëri	46	48
Kadri Kusari	32	42
Pjetër Bogdani	38	38
Fehmi Agani	25	24
Zenel Hajdini	13	16
Ali Hadri	16	15
Ismail Dumoshi	12	12
Fan S. Noli	15	7
Tafil Kasumaj	5	6
S. Mullaabazi-Mici	4	3
Skënder Luarasi	5	2
Abdyl Frashëri	0	1
Arkitekt Sinani	2	1
Andrea Durrsaku	0	0
Arbëria	0	0
Fehmi Lladrovci	0	0
Jonuz Zejnullahu	0	0
Mehmet Isai	0	0
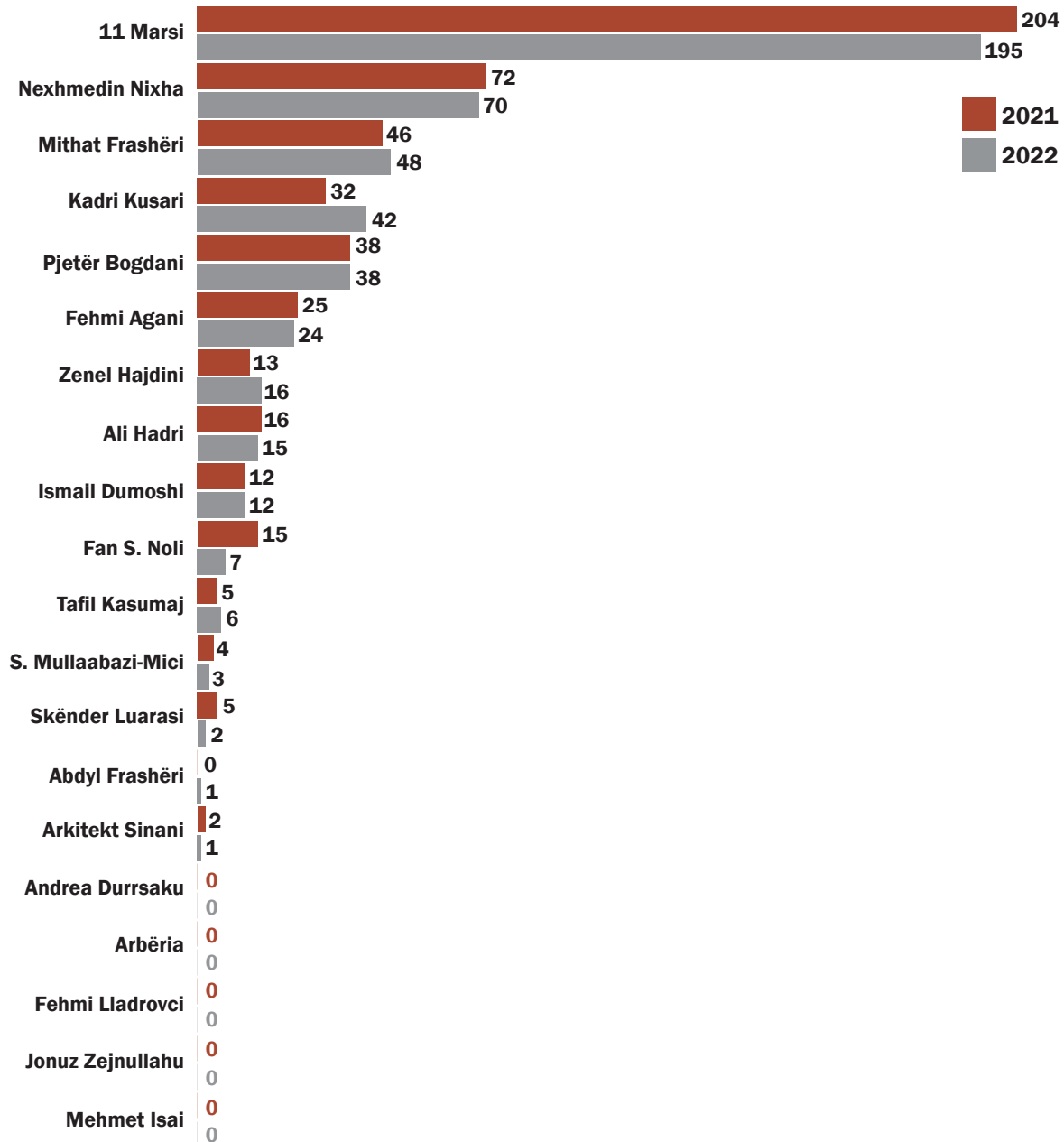
Source: ALLED2 Schools' Survey, 2020.

Figure 32. Number of students from environments with social difficulties

School	Value (red)	Value (grey)
Fehmi Lladrovci	400	350
Pjetër Bogdani	70	265
Fan S. Noli	170	160
Arkitekt Sinani	72	89
Andrea Durrsaku	63	62
Jonuz Zejnullahu	62	59
11 Marsi	30	40
Nexhmedin Nixha	60	40
S. Mullaabazi - Mici	50	40
Fehmi Agani	165	35
Zenel Hajdini	30	32
Skënder Luarasi	30	32
Kadri Kusari	30	30
Abdyl Frashëri	25	21
Mehmet Isai	40	21
Arbëria	18	20
Ismail Dumoshi	13	17
Tafil Kasumaj	27	12
Ali Hadri	20	11
Mithat Frashëri	43	7
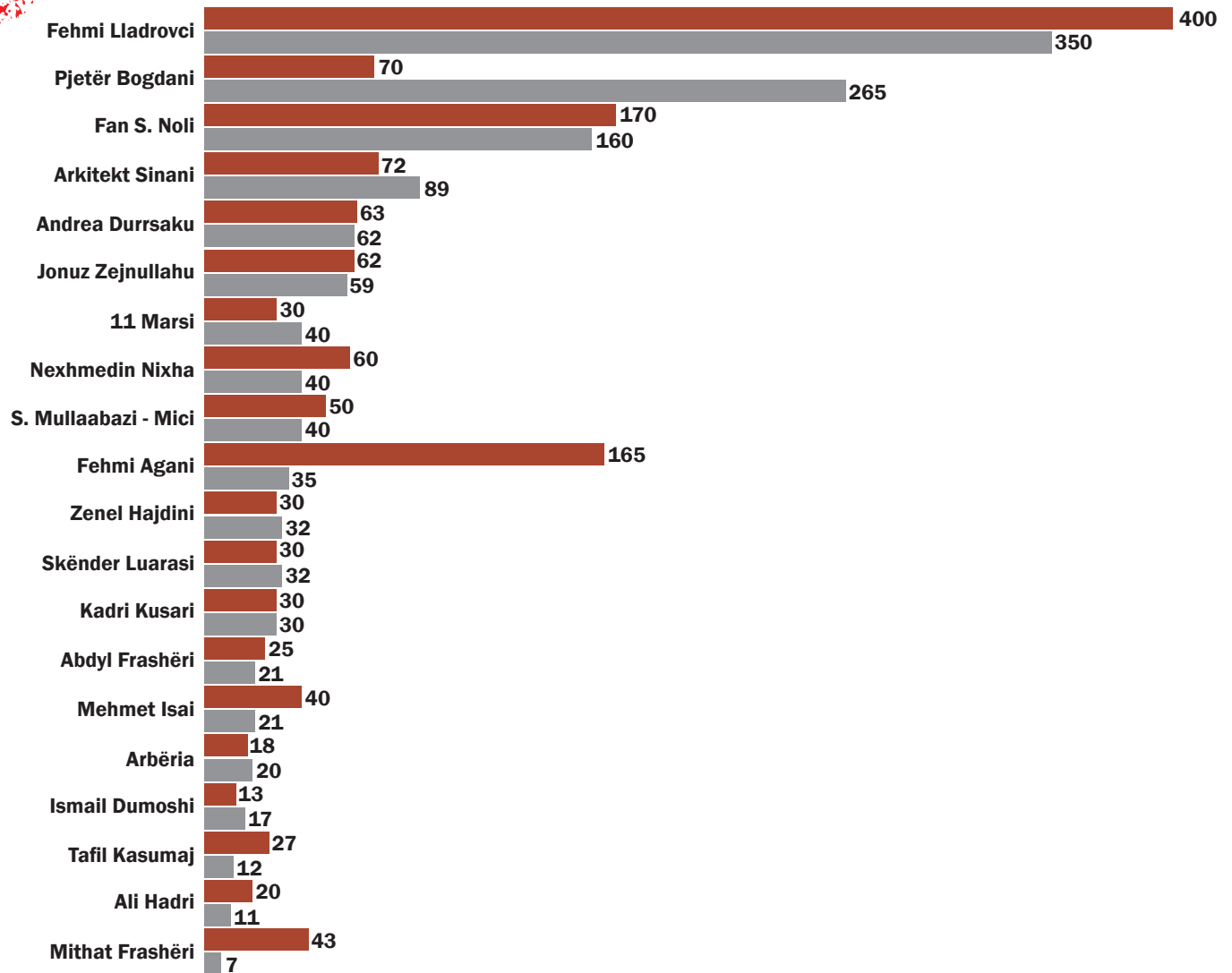
Source: ALLED2 School Survey, 2022

4.4. Curricula

A well designed and a well executed curriculum plays a significant role in the success of a school and its students and teachers. It ensures that students can achieve the appropriate learning outcome. From the 20 schools of ALLED2, when asked whether the curricula are based on the standards of the profession, 70% responded yes and 30% no. Compared to the previous year, the number of schools who responded that their curricula is based on occupational standards has increased by 40%. In the 2021/2022 survey for VTCs, out of 4 VTCs, only one (VTC Prizren) answered that their curricula is not based on occupational standards.

Figure 33. Are curricula based on occupational standards?
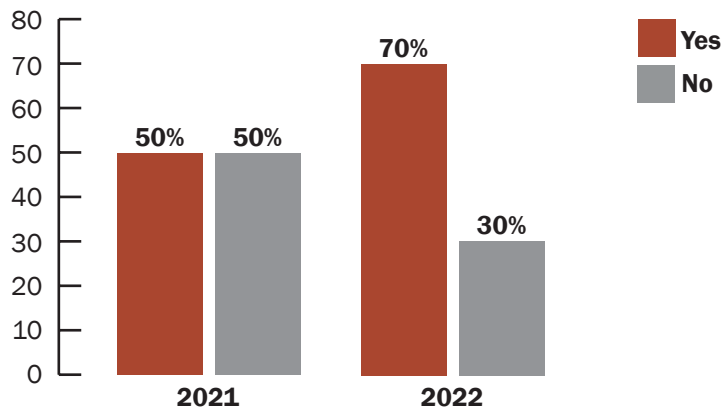
Source: ALLED2 Schools' Survey, 2022.

Well-developed curricula are very important because they affect students' ease of transition from school to work. When the schools were asked whether the existing curricula is important for labour market, 65% said yes and 35% said no. Compared to the previous year, there is a 18 incease in the number of schools that claimed their curricula is relevant for labour market. When the VTCs were asked this question, same as the previous survey, they all answered that their curricula is relevant to the needs of the labour market.

Figure 34. Relevance of curricula for labour market
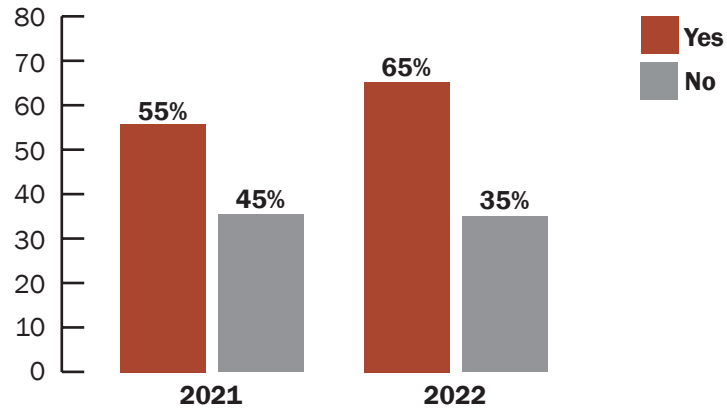
Source: ALLED2 Schools' Survey, 2022.

Based on a European Union report for Kosovo, the growth of Kosovo's digital economy will enable economic growth and generate new employment.[7] Digital skills encourage students to think beyond the classroom and apply learnings to relevant, real-life problems and prepare for the future. The figures below show how digital and soft skills are included in existing curricula in ALLED 2 schools. When asked if digital skills were included in the curriculum, 7 schools said they are, while in the previous year only 3 said yes. When the VTCs were asked this question in the 2021/2022 survey, only VTC Prizren, said the digital skills were included in the curriculum. Schools and VTCs need to include digital skills as much as possible in their curriculum as they are necessary to operate in today's society. Regarding the question if soft skills are included in the curriculum, same as the previous year, 80% of schools answered yes to this question.

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7. https://ec.europa.eu/neighbourhoodenlargement/sites/near/files/ipa_2017_040506.08_ks_eu_support_for_t he_competitiveness_of_kosovos_ict_sector.pdf

Figure 35. Digital skills inclusion in curricula
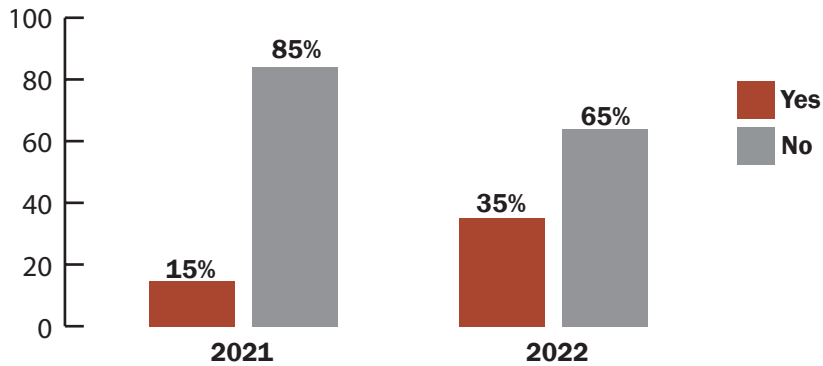
Figure 36. Soft skills inclusion in curricula
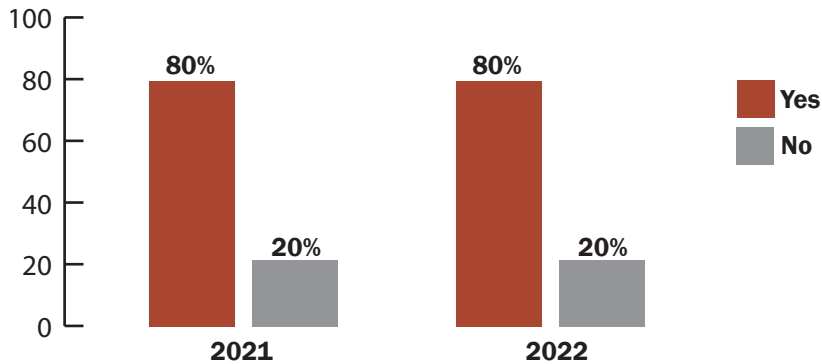
The ratio between theoretical and practical learning continues to be a major concerns for schools in Kosovo. Vocational schools are designed to make students "work ready" upon graduation so need to offer practical learning as much as possible rather than theoretical one. In order to achieve this, they must have conditions and facilities where practical learning takes place. When the schools were asked how the practical part of teaching is organized, 19 schools or 95% said in both cabinets and businesses, which is an increase

by 12% from the previous year. In order to carry out practical training, schools need support with adequate equipment, facilities, workshops with tools and equipment.

Figure 37. How is the practical part of teaching organized in ALLED2 schools?
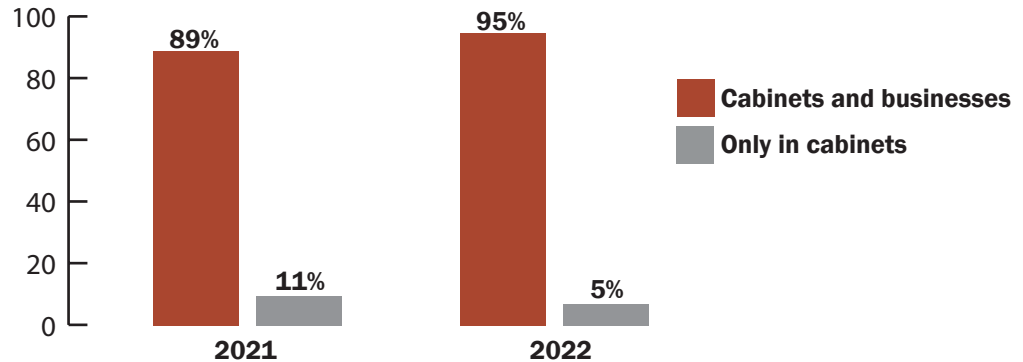
Source: ALLED2 Schools' Survey, 2022.

4.5. Infrastructure

In order for schools to make it possible for students to gain practical experience in their chosen career path, they must have well-developed infrastructure with adequate facilities, equipment, and tools. Without adequate infrastructure and equipment, teachers cannot properly develop students' professional skills and as result, students will be unprepared for the labour market. This in turn, will impose companies with another burden and cost in training new employees to compensate for the deficit of skills. For this reason, the schools were asked if they have adequate facilities to support practical learning of their students. An important aspect of the practical learning of students is the school safety. Regarding the question whether the conditions of health and safety are in accordance with the legal provisions, in the recent survey, 70% or 14 of the schools said "yes" and 30% or 6 said "no". Regarding the question if there is proper signage for health and safety, there has been a downgrade from the previous year, where previously 75% or 15 schools said yes, while in the recent survey, only 55% said they have such signage. 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, only half of them said they use protective equipment during practical work, which is a decrease by 17% from the previous year. When it comes to VTCs, same as the previous year, all 4 of them answered "yes" to the three questions regarding the health and safety.

Figure 38. Safety conditions in 20 schools
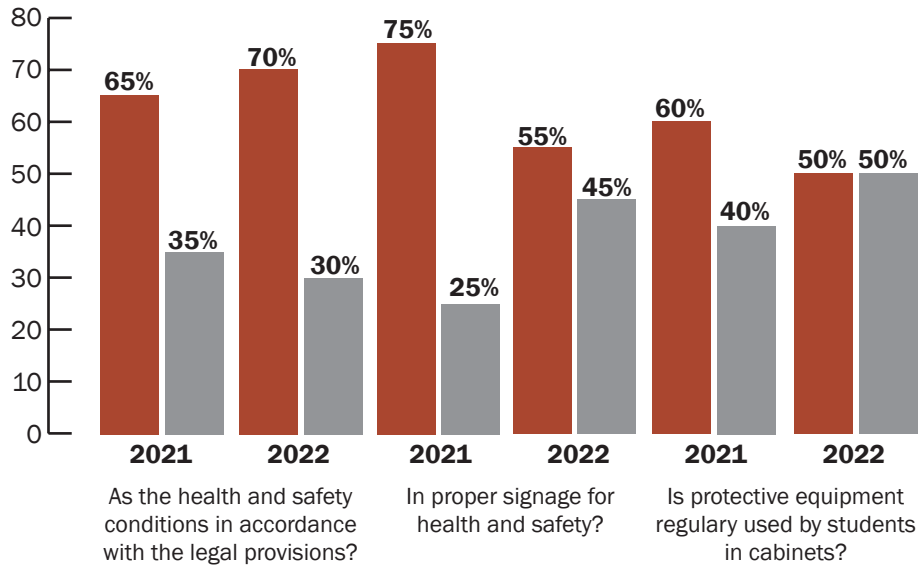
Source: ALLED2 Schools' Survey, 2022.

In order for practical teaching to be more efficient and effective, cabinets must be supplied regularly with raw materials. Out of 20 ALLED2 schools, same as the previous year, 70% said the cabinets are regularly supplied with raw materials. All VTCs on the other hand, answered that their cabinets are regularly supplied with raw materials.

Figure 39. Are raw material cabinets regularly supplied?
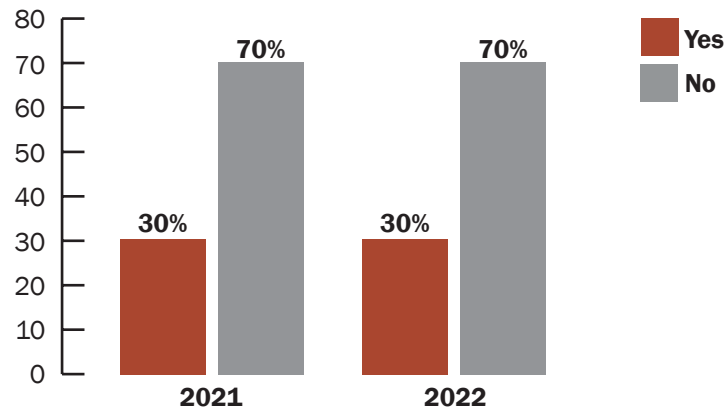
Source: ALLED2 Schools' Survey, 2022.

The following figure shows how well the cabinets are aligned to the needs of the study programmes in ALLEED2 schools. Out of 20 ALLED 2 schools, 50% of them have cabinets completely aligned to study programmes and 50% have cabinets that are partially aligned which is an improvement from the previous year, but it also suggests that the existing infrastructure in half of the schools is yet to be fully adequate for the study programmes which directly impacts the development of student's professional skills. In the 2021/2022 survey for ALLED2 VTCs, all the VTCs answered "yes" to the question if their cabinets are aligned with the needs of the study programmes.

Figure 40. Alignment of the cabinets to study program
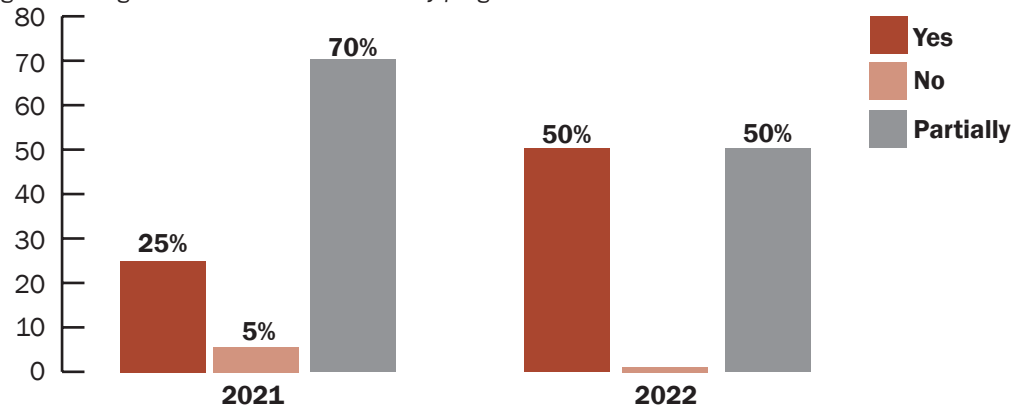
Source: ALLED2 Schools' Survey, 2022.

4.6. Information technology

In order to make teaching and learning more effective, each vocational school should have information technology developed. Applying technology in both the academic and the practical classes keeps both the teachers and the students in touch with the world in which they will be working and ultimately will benefits both the school and the students. When the schools were asked if they have internet access, same as the previous year, only one out of 20 ALLED2 schools claimed that it didn't have internet access (Arbëria school). As far as VTCs are concerned, all four of them said they have internet access. When technology is integrated into the learning process, it can be more interesting for students as they can have access to knowledge, stories, cases and practical examples.

Figure 41. Do the 20 schools of ALLED2 have internet access?
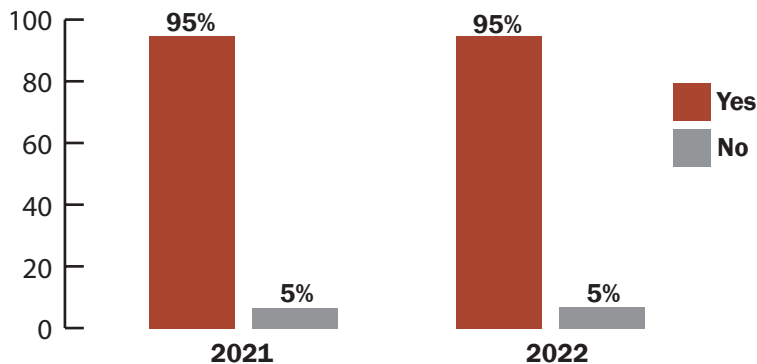
Source: ALLED2 Schools' Survey, 2022.

The number of computers is an indicator of the level of ICT development at school level. Availability and use of computers in schools can improve the student performance. Schools will face difficulties meeting the needs of the curriculum in the future if they do not provide access to computers and computer labs. The 2021/2022 survey findings suggest that the average number of computers and laptops per school is 49 while for VTCs, the average is 37. In terms of recommended average number of students per computer, according to the President's Committee of Advisors on Science and Technology, 4 to 5 students per computer is the ratio that experts consider to represent a reasonable level

for the effective use of computers within the schools[8] . In European Union, this ratio is 8[9] , whereas the 2021/2022 survey data shows that in ALLED2 schools, the average number of students per computer is 14, which is higher compared to the EU's but less than previous year's average of 24. For VTCs, the student per computer ratio is 13, same as the previous year. When asked about how many digital/IT classes are taught on average per week per profile, based on the most recent survey data, the average for schools is 19. For VTCs, the average number of digital hours per profile per week is 154, with the highest number of hours is in Prizren (445), followed by Gjakova (120), Peja (20) and Pristina (30). Special focus should be given by schools on teaching and learning the digital skills. The situation with the pandemic has demonstrated the importance of digital solutions to providing online teaching and learning and emphasized the existing weaknesses.

Figure 42. Average computer and digital teaching in 20 schools?

Source: ALLED2 Schools' Survey, 2022.

8. https://nces.ed.gov/surveys/frss/publications/2000086/index.asp?sectionid=4
9. https://data.europa.eu/euodp/data/storage/f/2019-03-19T084831/FinalreportObjective1-Benchmark-progressinICTinschools.pdf
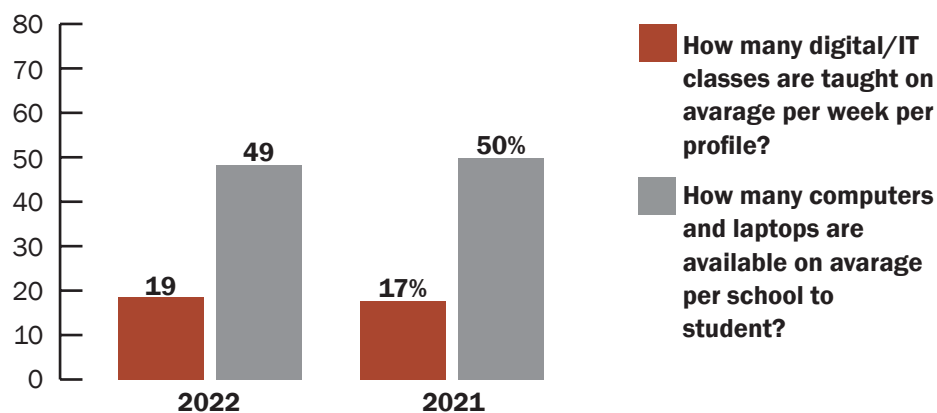
Figure 43. The ratio of students per computer in ALLED2 schools
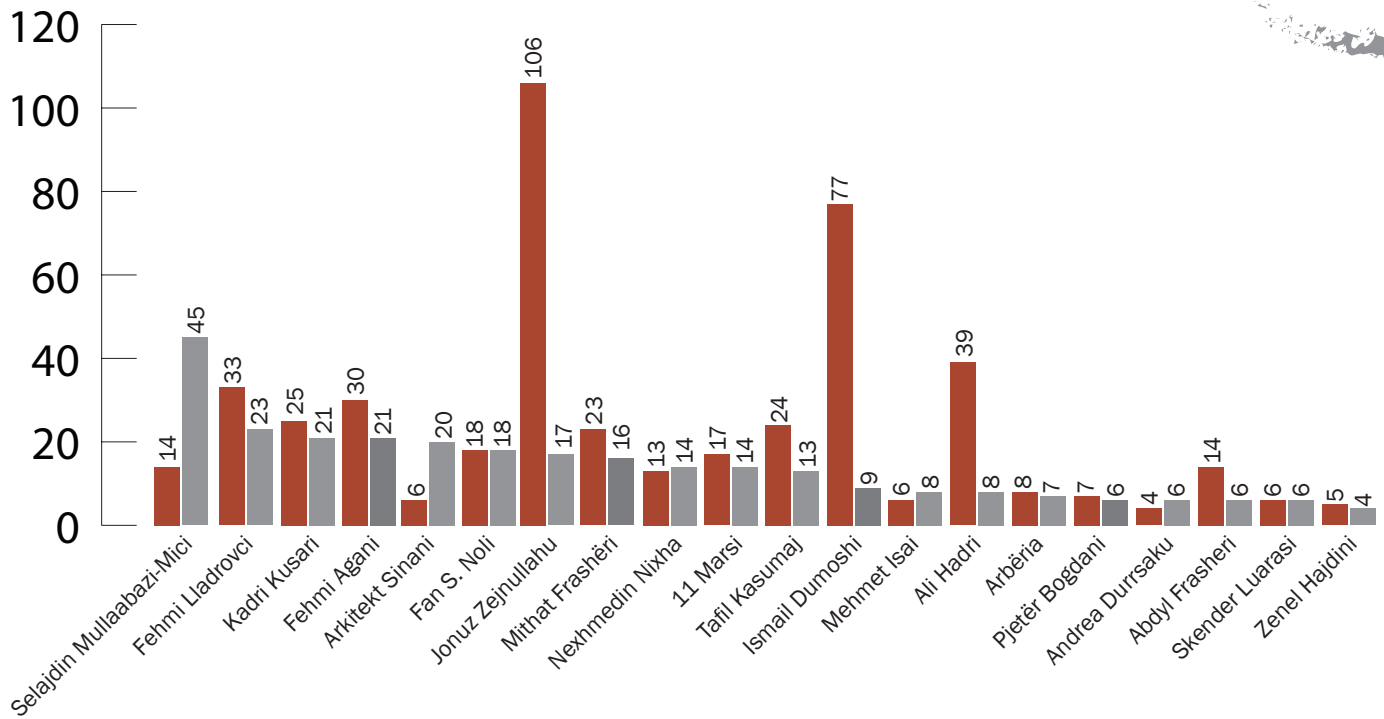
When it comes to the maintenance of the IT equipment in the 20 ALLED2 schools, 95% responded that they were maintained, an increase of 6% from last year. When the VTCs were asked whether the IT equipment is maintained, all of them said yes.

Figure 44. IT equipment maintenance
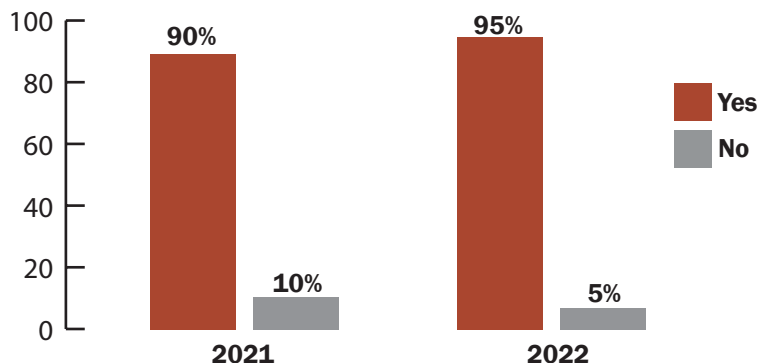
Source: ALLED2 Schools' Survey, 2022.

4.7. Business cooperation

Vocational education and training (VET) can play a crucial role in addressing some of the most pressing challenges that Europe is faced with today, such as competitiveness, youth unemployment and social inclusion[10] . Based on the study by the European Commision, collaboration between businesses and VETs is a key ingredient for ensuring quality in apprenticeships. Furthermore, based on this study, there is strong evidence that if VET programmes are well-aligned with labour market needs, they are better in providing the skills needed in the labour market than the general education. This part of the questionnaire is focused on the collaboration of 20 ALLED2 schools with businesses, the nature of their collaboration, and the challenges involved. The figure below provides data regarding the number of memorandums of cooperation (MoU) for each school. Schools with the highest number of memorandums based on the 2021/2022 survey are "Zenel Hajdini", "11 marsi", "Nexhmedin Nixha", "Skender Luarasi", and others as listed in the figure below. In general, compared to the previous year, there has been an increase in school cooperation with buseiness. Howver, when it comes to VTCs, only in VTC Prizren there has been an increase in the number of memorandums, while for others there was a decrease, except in the case of VTC Gjakova which had no MoUs this year nor the previous one.

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10. https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8053&furtherPubs=yes

Figure 45. Number of memorandums of cooperation for each ALLED2 school
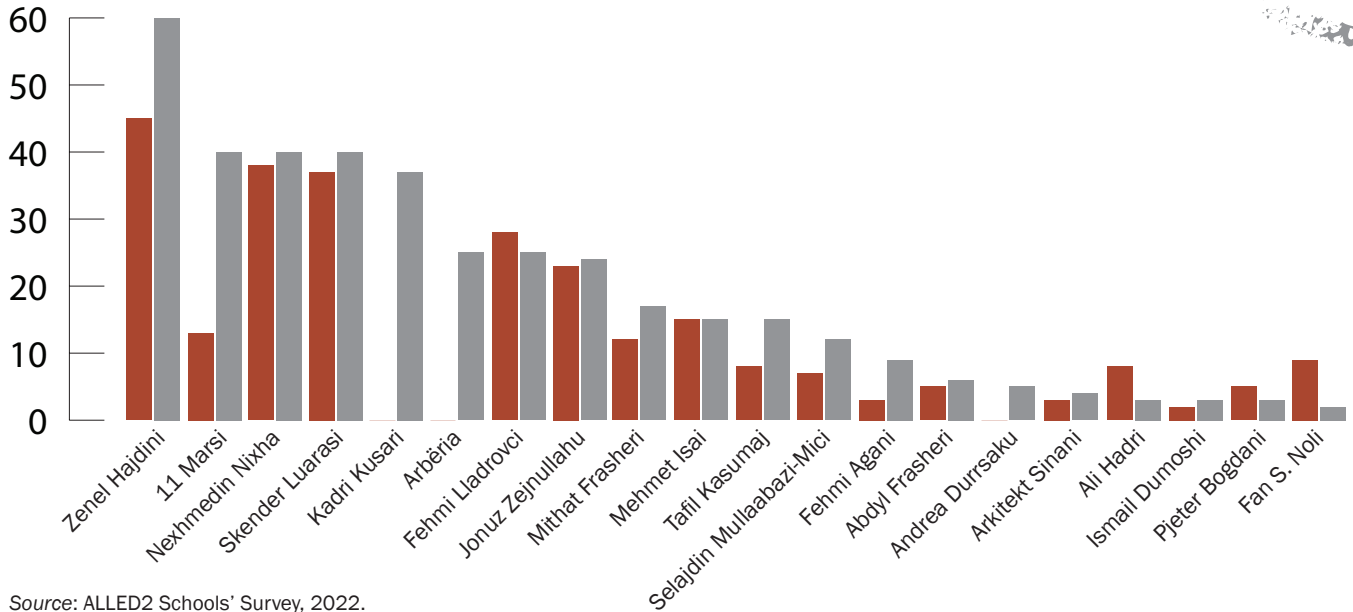
Figure 46. Number of memorandums of cooperation for each ALLED2 VTC
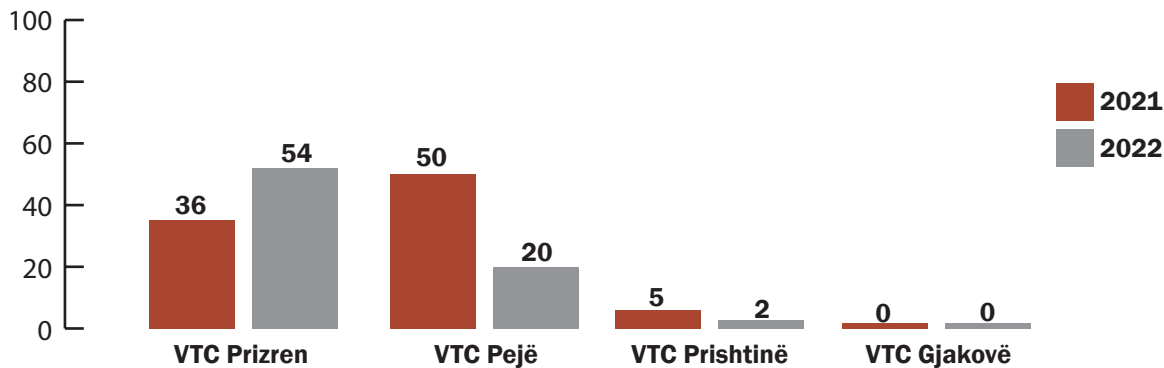
In order to facilitate school collaboration with businesses, schools should have a specific teacher or a person responsible for developing and maintaining these partnerships. In the following figure, we see that main persons responsible for coordinating cooperation with businesses are business cooperation coordinators, directors and teachers. Even though, when asked if the schools have a coordinator for business cooperation, 75% said yes, in this case, most schools said that people involved in coordinating cooperation with businesses included more than just the business cooperation coordinator, such as teachers, directors, deputy directors, etc. It is highly recommended for each school to hire a business cooperation coordinator to be responsible for developing and maintaining collaboration with businesses.

Figure 47. Coordination of cooperation with businesses
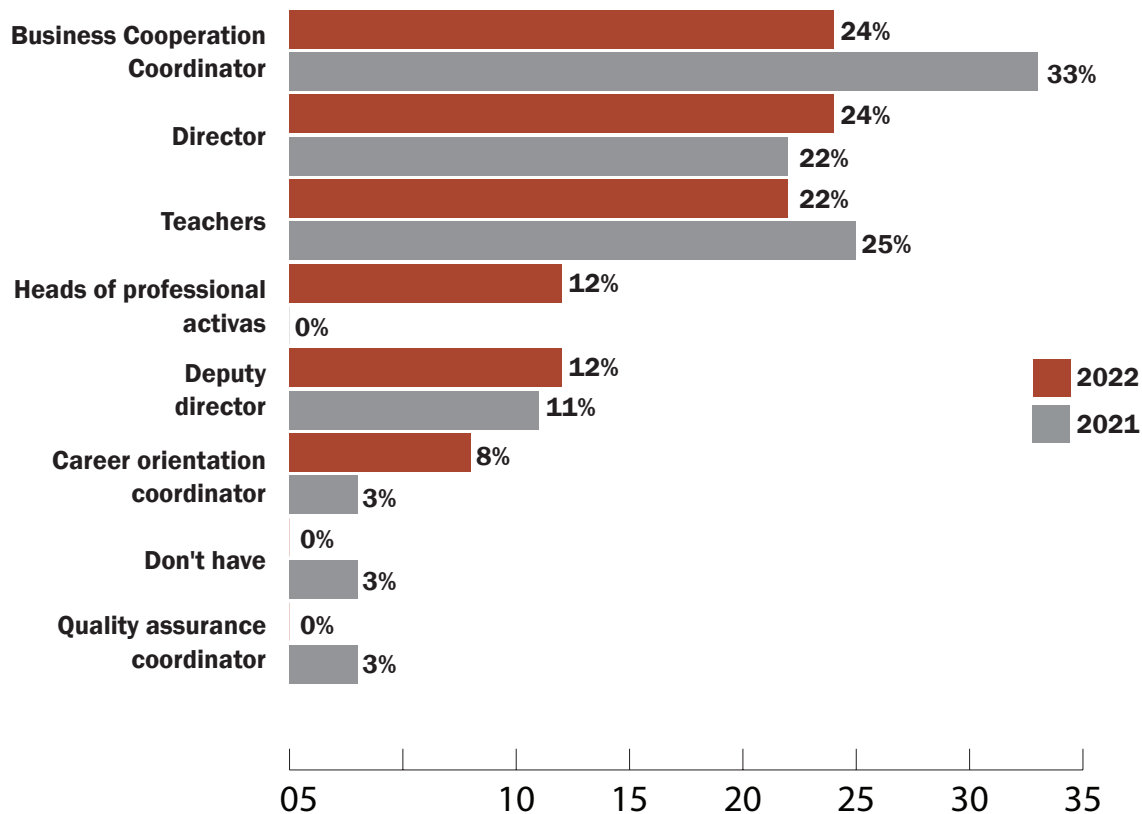
Source: ALLED2 Schools' Survey, 2022.

When it comes to the nature of school-business collaboration, it is mostly practical work or on the job training. Other types of cooperation such as guest visits and donations are less common. The nature of co-operation between schools and businesses should be more related to practical work in businesses so that students have the opportunity to acquire knowledge, gain experience and develop their professional skills. 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 48. The nature of cooperation in the 20 ALLED2 schools
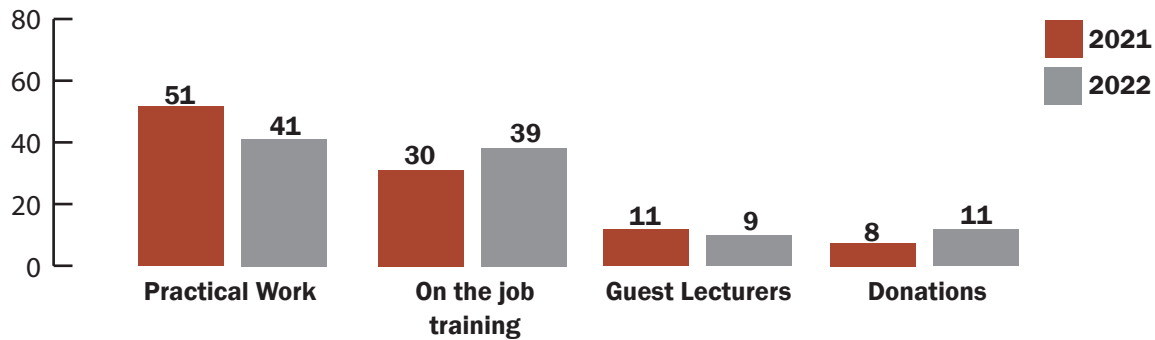
Source: ALLED2 Schools' Survey, 2022.

Figure 49. The nature of cooperation in ALLED2 VTCs
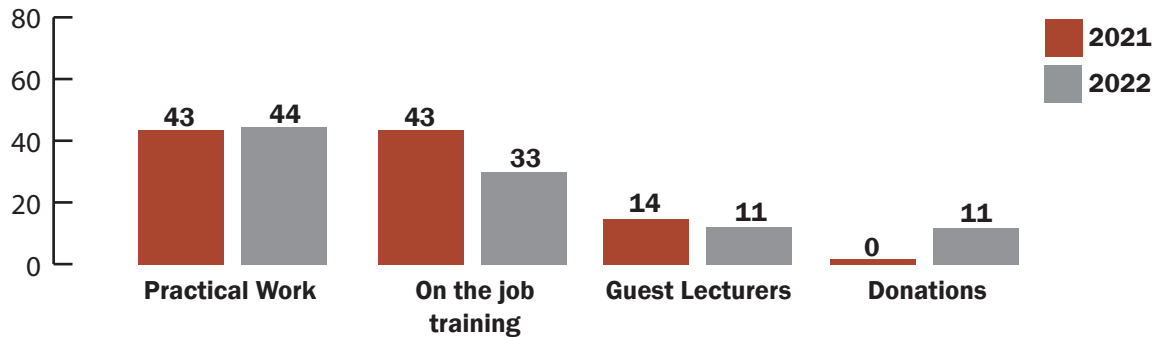
Source: ALLED2 Schools' Survey, 2022.

Businesses should cooperate with schools to provide proper conditions for the students' practical work. They should also express an interest in using the equipment that the schools own and use schools' equipment in order to share work experiences with students. Based on the figure below, when asked if businesses expressed interest in using the schools equipment, same as the previous year, schools and VTCs responded that no business expressed such interest, while 60% of schools and 50% of VTCs responded "yes" to the question if schools presented the equipment to the business community. Schools and VTCs should engage their coordinators for cooperation with businesses more actively to invite business owners to visit schools and VTCs to inform them regarding their programs in order to build mutual trust which in turn can facilitate the cooperation on students' internships with these businesses.

Figure 50. Cooperation with businesses in 20 ALLED2 schools
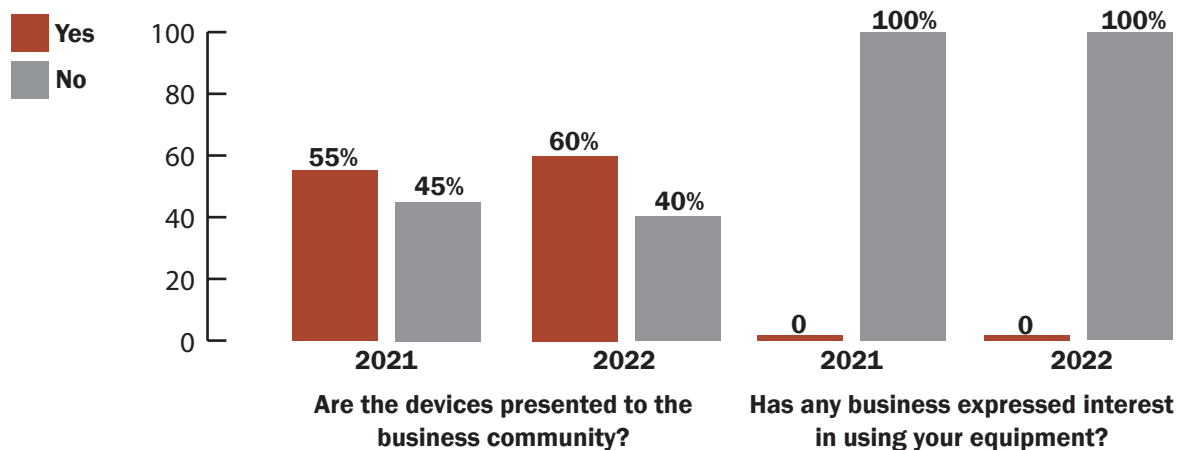
Source: ALLED2 Schools' Survey, 2022.

During the collaboration of schools with businesses through internships and similar student placemnts, some challenges may arise. Some of the main challenges of cooperating with businesses in the 20 schools of ALLED2 are listed in the table below. These challenges include; lack of health insurance for students during internship, reluctance of businesses to collaborate on internships, lack of transportation for students, small facilities in businesses and large number of students, legal shortcomings for dual learning, students' lack of dedication for practical learning, and high cost of equipment in businesses. Compared to the previous survey, in the recent survey, students' lack of dedication for practical learning and the high cost of equipment in businesses were mentioned as new challeng-

es. For VTCs, the main challenges include: businesses lacking knowledge about VTCs, lack of a mentor for mentoring during internship, lack of health insurance for students during internship, lack of adequate space and equipment for training, and costs incurred by candidates. The difference in challenges from last year for VTCs is the businesses lacking knowledge about VTCs, lack of health insurance for students during internship, lack of adequate space and equipment for training, and costs incurred by candidates. This cooperation between vocational schools and businesses should be regulated through legal means by providing incentives for companies that offer opportunities for students' placements into their companies (fiscal and non-fiscal incentives).

Table 6. What are the main school challenges of working with businesses?

1. Lack of health insurance for students during internship
2. Businesses are reluctant to collaborate on internships
3. Lack of transportation for students
4. Small facilities in businesses and large number of students
5. Legal shortcomings for dual learning
6. Students' lack of dedication for practical learning
7. High cost of equipment in businesses

Source: ALLED2 Schools' Survey, 2022.

Table 7. What are the main VTC challenges of working with businesses?

1. Businesses do not have enough knowledge about VTCs
2. Lack of a mentor for mentoring during internship
3. Lack of health insurance for students during internship
4. Lack of adequate space and equipment for training
5. Expenses incurred by candidates
6. Students' lack of dedication for practical learning
7. High cost of equipment in businesses

Source: ALLED2 Schools' Survey, 2022.

Dependency analysis of schools

The school distance calculator is used based on google maps to calculate the distance between schools as well as between the key locations in which businesses are located. This enables ALLED2 project team to identify the optimal solutions for study programs

in VET and VCT schools and match with the needs of labour market. For example, there is a study programme which is missing in schools in Prishtina, but this study program is offered by another school nearby, for example in Fushe Kosovo or Obilic. This type of analysis enables to have better insights of the study programs and provide direction in which areas the new study programs should go or in which areas there is need of expansion of the study programme. At the same time, will make municipalities more flexible in planning at regional level in terms of employment opportunities. Following indicators will be used:

- Number of businesses per city, indicating demand for labour force
- Profiles covering each industry, indicating supply with labour force
- Distance in KM among schools in the region

Number of Businesses per Industry per City

Businesses per industry per city	Cities					
Industries	Deçan	Drenas	Ferizaj	Gjakove	Gjilan	Istog
Accommodation and food service activities	22	22	226	159	165	
Activities of international troops and organizations	0	0	0	0	0	
Administrative and support service activities	5	4	38	24	33	
Agriculture, forestry and fishing	20	22	30	32	35	
Arts, entertainment and recreation	2	2	15	25	25	
Construction	40	91	171	134	125	
Education	3	9	36	28	27	
Electricity, gas, steam and air conditioning supply	0	0	1	1	1	
Financial and insurance activities	1	0	12	9	10	
Human health and social work activities	8	20	79	81	74	
Information and communication	7	11	27	28	40	
Manufacturing	61	85	426	242	204	
Mining and quarrying	2	5	8	9	5	
Other service activities	13	22	104	122	46	
Professional, scientific and technical activities	8	13	96	62	63	
Public administration and protection: compulsory social protection	0	1	4	20	11	
Real estate activities	0	1	5	2	8	
There is no activity	5	1	10	6	32	
Transportation and storage	10	16	57	33	35	
Water supply, sewage, waste management and remediation activities	3	3	9	7	6	
Wholesale and retail trade, repair of motor vehicles and motorcycles	88	187	953	575	738	1

Most attended industries:

- Accommodation and food service activities
- Construction
- Manufacturing
- Other service activities
- Professional, scientific and technical activities
- Wholesale and retail trade, repair of motor vehicles and motorcycles

g	Kamenica	Klina	Mitrovica	Obiliq	Podujeva	Prishtine	Prizren	Rahovec	Suhareka	Vitia
35	41	43	79	24	76	739	261	56	58	22
0	0	0	0	0	0	26	2	0	0	0
6	5	10	24	1	14	188	39	3	8	9
56	36	17	21	9	55	81	42	54	33	18
0	6	2	14	2	6	86	20	3	10	5
48	43	47	85	9	68	515	145	49	100	52
5	4	5	20	3	14	178	35	5	13	9
1	0	0	0	0	0	11	2	0	1	1
0	1	3	2	0	0	81	10	3	3	4
10	10	13	46	4	22	285	100	14	27	11
4	6	5	21	2	11	366	37	7	14	8
71	62	66	99	25	106	564	437	110	122	99
2	3	5	7	2	2	20	14	7	2	2
13	6	18	37	8	42	763	140	17	27	15
15	8	12	37	9	13	808	94	21	39	15
1	0	0	1	1	4	107	11	1	1	1
0	3	1	2	0	0	61	6	1	0	2
5	9	9	62	0	1	23	73	14	10	8
18	11	10	47	9	41	218	72	18	40	11
0	1	0	9	3	3	23	4	0	1	3
15	126	131	355	98	302	2614	1129	257	272	189

Supply of profiles and demand of industries per city

Industries	Suhareka	Kamenica	Prishtine	Vitia	Gjakove	Podujeva
Accommodation and food service activities						
Activities of international troops and organizations						
Administrative and support service activities		covered		covered		
Agriculture, forestry and fishing			covered	covered	covered	
Arts, entertainment and recreation	covered			covered	covered	
Construction	covered	covered			covered	covered
Education						
Electricity, gas, steam and air conditioning supply	covered	covered		covered	covered	covered
Financial and insurance activities		covered			covered	
Human health and social work activities						
Information and communication	covered	covered		covered	covered	covered
Manufacturing	covered	covered		covered	covered	covered
Mining and quarrying						
Other service activities						
Professional, scientific and technical activities	covered	covered			covered	covered
Public administration and protection: compulsory social protection						
Real estate activities						
Transportation and storage					covered	
Water supply, sewage, waste management and remediation activities		covered		covered		
Wholesale and retail trade, repair of motor vehicles and motorcycles				covered	covered	

- Covered – means that there are profiles offered in that city for the corresponding industry
- Red coloured cell – means there is high demand (more than 40 businesses) in that city
- Yellow coloured cell – means there is medium demand (10-40 businesses) in that city
- White (no colour) cell – means there is no demand (no businesses serving that industry)

	Rahovec	Ferizaj	Gjilan	Istog	Peje	Mitrovica	Klina	Deçan	Prizren	Obiliq	Drenas
		covered	covered		covered			covered			
					covered						
	covered	covered	covered		covered	covered	covered				covered
									covered		covered
	covered	covered	covered	covered			covered		covered		
	covered	covered	covered	covered		covered	covered		covered	covered	covered
					covered		covered	covered		covered	covered
	covered			covered			covered	covered			covered
	covered	covered	covered			covered	covered	covered	covered	covered	covered
	covered	covered	covered	covered		covered	covered	covered	covered	covered	covered
							covered			covered	
	covered	covered	covered	covered	covered	covered	covered		covered	covered	covered
					covered						
		covered	covered				covered	covered	covered		

**Concentration of businesses
(demand) across Kosova**

Distance in KM among schools per region

Ferizaj	Zenel Hajdini		Pjetër Bogdani	
Zenel Hajdini	0		2.6	
Pjetër Bogdani	2.6		0	

Gjakovë	Nexhmedin Nixha	Kadri Kusari	Selajdin Mul-laabazi-Mici	Tafil Kasumaj
Nexhmedin Nixha	0	1	1	43
Kadri Kusari	1	0	22	21
Selajdin Mullaabazi-Mici	21	22	0	43
Tafil Kasumaj	43	21	43	0

Pejë	Ali Hadri	Mithat Frashëri	Fehmi Agani
Ali Hadri	0	15	30
Mithat Frashëri	15	0	18
Fehmi Agani	30	18	0

Gjilan	Andrea Durrsaku	Jonuz Zejnullahu	Arbëria	Mehmet Isai
Andrea Durrsaku	0	46	28	25
Jonuz Zejnullahu	46	0	23	21
Arbëria	28	23	0	3
Mehmet Isai	25	21	3	0

Prishtinë	Abdyl Frashëri	Fan S.Noli	Ismail Dumoshi	Fehmi Lladrovci
Abdyl Frashëri	0	2	10	31
Fan S.Noli	2	0	11	34
Ismail Dumoshi	10	11	0	27
Fehmi Lladrovci	31	34	27	0

Prizren	Skender Luarasi		11 Marsi	
Skender Luarasi	0		21	
11 Marsi	21		0	

Findings and Conclusions

The report provided a picture of the current situation in schools and VTCs and identified their needs, ranging from the situation with the school management and teachers, training and capacity building, to infrastructure and cooperation with the business community. Following is a list with key findings and conclusions regarding the possible areas of interventions.

Management

- When it comes to director's gender, there still continues to be a disparity between the number of males and females in managerial positions. Most of these positions continue to be male dominated. Schools should work towards providing more gender equal opportunities.

- COVID-19 crisis has obliged most education systems around the world to adopt alternatives other than face-to-face teaching and learning. In the meantime, it has exposed the shortcomings, fragilities, and reinforced social inequalities in the education system. Based on the findings from the 2021/2022 survey, online learning has many challenges, most important being challenges with internet connectivity, lack of digital equipment, and hardship for teachers in shifting to online learning method. Based on the recent survey data, schools offering distance learning has is lower than the previous year. Even though distance learning may not work for everyone, it may continue to be provided even in a post-pandemic situation around the world, so schools need support in dealing with the challenges concerning this type of learning by providing them with better internet connection, digital devices and training on using online platforms.

- Regarding a school web page, the situation remained the same as the previous year where only 30% of schools have a web page while all of them have a Facebook page. While Facebook page is an added value to schools for promoting their schools and posting their latest activates, a webpage can provide current and future students with a more organized place to find specific information, and if designed well and updated frequently, it can lead to increased admissions.

- Regarding the involvement of schools in income generating activities and school to school cooperation, there has been a decrease in activities compared to the previous year. Schools could be supported in drafting appropriate strategies for self-generating income activities and also in raising awareness for the mutual benefits of schools to school cooperation.

- When it comes to school managers, in general they have good qualifications. The situation remained the same from the previous year where 65% of directors have a master's degree. However, when it comes to deputy directors, half of schools in the recent year claimed they don't have a deputy director, compared to the previous year where each of the schools had one. This may effect the implementation of school activities.

- Compared to the previous year, there has been an increase in the number of schools and VTCs that have a coordinator for business cooperation and a career orientation coordinator. Nevertheless, it is recommended that each school has such coordinators as they can play an important role in achievement of school objectives.

- The main challenges and areas in need of improvement presented by schools in the 2021/2022 survey included: lack of training for teachers and management, lack of adequate work space and old facilities, lack of budget, lack of equipment and poor infrastructure, and difficulties in establishing collaboration with businesses.

Teachers

- Continuous training of teachers is essential for an efficient and effective implementation of the curriculum, and for a better student learning experience and performance. Professionally trained teachers are a vital part of a functional curriculum who can enable a strong learning environment and improve student's career development. Compared to the previous year, there has been a sharp drop in the provision of teacher training in the recent year. Also, very few schools have a responsible teacher for professional development. In order to add to the sustainability of the project results, ALLED2 project in collaboration with the Ministry of Education, Science, Technology and Innovation could support schools in providing teacher training through organized workshops.

- When it comes to gender balance, there is a good representation of female teachers but there continues to be a lower number compared to male teachers. Also, female teachers are just as qualified as male teachers so schools should aim at increasing the number of female teachers and creating an even more gender balanced workforce.

Students

- Based on 2021/2022 ALLED2 findings, the gap between male and female students has increased even more than in the previous year. For VTCs, it continues to be the about the same as the previous year where there is still a much lower share of female students. Misperceptions and traditional stereotypes continue to hinder female enrolment in VETs and VTCs. One of the reasons is the lack of access to information and the continuing belief regarding the traditional occupations recognized by society and the prevailing cultural norms. ALLED2 project could support the schools in developing awareness campaigns and programs which provide information and promote the importance of education for females with the aim of enhancing female participation in vocational skills training. Schools should especially give importance in hiring more female teachers as they can play an important role for providing training to female students, especially in male perceived programs.

- When it comes to the participation of females in male perceived profiles, based on the findings from the recent survey, there has been an increase in some of the profiles such as electro technology, telecommunications, and agribusiness. In general, however, female students continued to mostly choose the traditional female dominated occupations such as fashion design, nursing, medicine, etc.

- Regarding the dropout rate, it continues to be high, especially among men. Main reasons

for this could be difficult social and economic situation and as a result having to find a job earlier, leaving the country in seek of better social and economic conditions, not adjusting to a professional profile, early marriage, etc.

Curricula

- Compared to the previous survey findings, the 2021/2022 ALLED2 survey results show that most schools have a curriculum that is based on occupational standards. High quality curricula aligned with standards of profession is essential for determining the success of students in their future professions, thus ALLED2 project could support schools in further improving these curricula to make them compatible to professional standards according to the National Framework.

- Compared to the previous year, 18% more schools said that their curricula is relevant to the needs of the labour market. For students to become highly productive and successful on the labour market, schools need to carefully identify their markets and then make sure that their educational programme matches the market needs.

- Digital skills help students become more creative by helping them think, communicate, design and engage in the world around them. Based on the survey results, while the soft skills are included about 80% in the curricula, digital skills are included only 35% which is very low. Schools and VTCs should work towards increasing the inclusion of digital skills.

- In order to carry out practical training, schools need support with adequate equipment, tools and facilities and effective training for teachers.

Infrastructure

- Supporting ALLED2 schools and VTCs with adequate facilities, equipment, and supplies for performing practical activities, will enable teachers to better develop student's professional skills. Businesses may also be interested to contribute in this area.

- Regarding safety conditions and procedures, ALLED2 schools need to be further supported in this area in order to provide or further improve the health and safety practices during practical work and in turn provide students with a safe environment.

- In order to ensure a regular supply of cabinets with raw materials, schools need to be supported in better planning and use of their financial sources such as self-generating income from school activities.

- Complete alignment of the cabinets to study programmes has improved by 100% compared to the previous year. However, half of the schools have partially aligned cabinets with the study programmes, which still leaves room for improvement in tis area. In order to have cabinets fully aligned with the needs of study programmes and develop student professional skills, ALLED2 project could support the schools in making necessary adjustments to their

cabinets. Business could also contribute in this area by offering their support in this area, and at the same time benefit from having access to a more skilled labour later on.

- Information technology

- Based on the recommended average ratio of students per computer, the number of computers in most of the ALLED2 schools continues to be low, even though the ratio has improved from 24 from the previous year to 14, based on the recent survey data. Schools could be supported in increasing the number of computers and making them available to all students, as well as provide an effective use of computer lab hours to develop their ICT skills. VTCs have a similar computer to student ratio as the schools.

- Taking into consideration its ties to the industry, VETs play a crucial role in ensuring the students possess the necessary skills to join the workforce. Digital skills are essential for almost all occupations, so it is highly recommended that schools and VTCs increase the digital skills component of the curricula. Students must continuously learn new digital skills in order to adapt to the rapidly changing technological environment and meet the demands of the labour market. Schools and VTCs should offer new digital courses on use of specific software so the students can learn how to use software tools and understand how computers and the internet function.

Business cooperation

- The findings of the recent survey show that compared to the previous year, there have been some improvement in the collaboration between schools and VTCs with the business environment. However, there continues to be a need for a more active cooperation between ALLED2 schools and VTCs with the industry in order to align the teaching and curricula with the on-the-job needs. This collaboration can benefit both parties. On one hand, schools benefit by having their students acquire the necessary theoretical and practical knowledge form the businesses, and on the other, business can gain from having access to a more skilled labour and also being closer to the academic environment for research purposes.

- In order to facilitate school and VTC collaboration with businesses, it is necessary to have a coordinator responsible for developing and maintaining collaborations with the businesses. Even though there has been an increase in schools that have a responsible person in charge of cooperation with businesses, they still need improvement in this area. Schools need to 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. ALLED2 project could support the schools and VTCs in capacity building of these coordinators through trainings to establish a more effective school-industry cooperation. Business cooperation coordinators should be actively involved in promoting mutual benefits of schools-industry collaboration and work on increasing the number of MoUs. At the same time, to support schools and VTC in establishing these ties with the businesses, the government could introduce some fiscal and non-fiscal incentives.

The future
is in our
SCHOOLS
TODAY