

# LINKING VET INSTITUTIONS TO BUSINESSES IN KOSOVO

Assessing the alignment and cooperation of  
Kosovo businesses with VET institutions





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## Linking VET Institutions to Businesses in Kosovo: Assessing the Alignment and Cooperation of Kosovo Businesses and VET Institutions

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**This study has been drafted by:**

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# List of Abbreviations

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<b>AVETAE</b>	Agency for Vocational Education and Training and Adult Education
<b>CoC</b>	Competence Centres
<b>EU</b>	European Union
<b>EARK</b>	Employment Agency of the Republic of Kosovo
<b>HELVETAS EYE</b>	Helvetas Enhancing Youth Employment Project
<b>CAA</b>	Kosovo Accreditation Agency
<b>KCC</b>	Kosovo Chamber of Commerce
<b>KEC</b>	Kosovo Education Centre
<b>KEEN</b>	Kosovo Education and Employment Network
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>MED</b>	Municipal Education Directorate
<b>MEST</b>	Ministry of Education, Science, and Technology
<b>MLWS</b>	Ministry of Labour and Social Welfare
<b>NPISAA</b>	National Program for Implementation of the Stabilisation and Association Agreement
<b>VET</b>	Vocational Education and Training
<b>VTC</b>	Vocational Training Centre

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# Executive Summary

This report presents the findings from the study “Linking VET institutions to businesses in Kosovo” commissioned by the EU-funded project “Kosovo Education and Employment Network – KEEN”, and conducted by UBO Consulting. The main purpose of the study is to better understand the level of cooperation between VET schools and businesses in Kosovo. Additionally, it aims to foster new cooperation concepts for the two target groups and provide recommendations regarding VET policies. Considering that various stakeholders are involved in aligning and enhancing the cooperation between VET institutions with businesses, a combined methodology of quantitative and qualitative measures was used to embrace all different points of view.

The qualitative approach of this research consisted of semi-structured interviews conducted with VET schools, public institutions, international organizations and medium to large businesses in Kosovo. The aim of these interviews was to gain a better understanding of the challenges that businesses in Kosovo face when cooperating with VET schools and vice versa. Moreover, it tested 7 concepts that could help foster the cooperation between VET institutions and businesses. The sample size for the qualitative part of the study included:

- Eleven (11) VET institutions;
- Seven (7) institutions (public institutions (MLSW, MEST) and donors (HELVETAS, SWISS Contact));
- Eight (8) medium to large businesses.

The quantitative part consisted of questionnaires conducted with 400 businesses to measure the extent of their cooperation with VET institutions in Kosovo and their willingness to enhance this cooperation. The questionnaires were administered using Computer Assisted Personal Interviewing (CAPI). The sample of 400 businesses was determined using the 2017 list of businesses from the Tax Administration in Kosovo consisting of micro, small and medium-sized businesses. The sample is representative of the overall business population in Kosovo, at a confidence interval of 95% and at 5% margin of error.

**The recommendations provided from both the qualitative and quantitative part of the study are as following:**

1. *MEST should approve and implement The Administrative Instruction on the Development, Autonomy, and Functioning of VET Institutions to guide the cooperation among different institutions and businesses.*
2. *EU Strategic documents that review the performance of VET in Kosovo should focus on establishing a framework of cooperation between businesses and VET institutions.*
3. *The Agency for Vocational Education and Training and Adult Education should be the managing authority for VET schools.*
4. *The communication channels between central and local institutions should be improved including alignment with donors in the field of VET.*
5. *The VET curriculum should include more practical work than theoretical learning.*
6. *An institution should be established to align labour market requirements and VET institutions.*
7. *An informational campaign should be designed regarding the employment of VET students.*



# Introduction

UBO Consulting has been commissioned by the EU-funded project “Kosovo Education and Employment Network – KEEN” to conduct a study on “Linking VET institutions to businesses in Kosovo.” The study aims to better understand the level of cooperation between businesses in Kosovo and VET institutions, and identify new cooperation concepts that are compatible within the Kosovo context. The objective of the study is to identify new cooperation ideas between the two target groups of the study and provide specific recommendations to be used by decision-makers in Kosovo for designing VET policies and promoting best practices.

**Specifically, the aim of this study is to:**

- Identify the constraints that hinder the continuous cooperation between VET institutions and businesses;
- Identify the challenges businesses face in employing VET students;
- Define the cooperation level between VET institutions and businesses;
- Identify and test cooperation concepts between the VET institutions and businesses that are feasible to Kosovo context.

This study uses mixed methods of qualitative and quantitative instruments. The subjects of the study include Vocational Education Schools in Kosovo, institutions that have cooperated with Vocational Education schools in Kosovo, public institutions responsible for the regulation of vocational education and training (VET) in Kosovo, and businesses of different sizes and sectors that operate in Kosovo.

Qualitative interviews were conducted with medium to large businesses operating in different sectors in Kosovo, public institutions, international organizations and VET schools. After obtaining valuable information through qualitative interviews, a quantitative study was designed and administered with 400 micro, small and medium-sized businesses in Kosovo. The main objective of the quantitative study was to test the cooperation options and validate the results obtained through qualitative interviews.

**The report will present the results from both qualitative and quantitative interviews. Specifically, the report will:**

- Define the term “cooperation” in the context of VET institutions and businesses in Kosovo;
- Identify the challenges faced by businesses in Kosovo in attempts to cooperate with VET institutions;
- Review existing literature and legislation on VET institutions to link with the findings from research;
- Present new concepts of cooperation between VET institutions and businesses that would be compatible within Kosovo context;

The analysis will conclude with specific recommendations on how to foster cooperation between VET institutions and businesses.

# Background Information

Among many challenges that Kosovo faces in its path to development and growth, unemployment remains a critical issue demanding attention from central institutions as well as other international bodies in the country. One of the most concerning issues is the unemployment rate which is one of the highest in the region for several years now. Although youth in Kosovo are one of the largest population groups, they face severe challenges for integrating in the labour market. This comes as a result of lack of job opportunities, inefficient labour force and inadequate skills to fulfil the market demands due to the disparity between labour supply and demand.

Unemployment rate reached 29.4% in 2018, whereas for young people (15-24 years old) this rate was even higher around 55%<sup>1</sup> which poses many implications and concerns. The unused human capital and resources for establishing an effective labour market force and provide opportunities for development are some of the problems that should be addressed by the government and other institutions. Considering this, it is important to provide employment alternatives that have proved to be working in different European countries to ameliorate this problem. One of such alternatives is prioritizing the Vocational Education and Training (VET) in educational policies as means to address unemployment by equipping the workforce with demanded skills. Some of the ways in which VET can improve the employment situation are through providing the labour force with the required training and skills especially for people who lack the incentives and resources to continue tertiary education, for integration in the labour market<sup>1</sup>. In other words, there are opportunities for VET education to bridge the gap between labour market demand and supply.

Results have pointed out that countries that enabled young people to study for highly specific vocational qualifications (also while still at school) typically had lower rates of youth unemployment than other countries whose students pursued solely academic subjects.<sup>2</sup> Furthermore, in the countries where young people more often chose vocational education, they spent less time looking for work when in-between jobs. Given its benefits, Vocational Education and Training in Kosovo is considered to be an important long-term investment in education and employment, which brings benefits to the social welfare and overall economic development of Kosovo.

Vocational Education and Training in Kosovo is regulated by Law No. 04/L-138 for Vocational Education and Training. Additionally, the VET system regulation is outlined in numerous laws and administrative instructions including:

- Law No. 03/L-060 on National Qualifications
- Law No.04/L-032 Law on Pre-University Education in the Republic of Kosovo
- Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo
- Law No. 06/L-046 on Education Inspectorate in Kosovo
- Law No. 04/L-205 on the Employment Agency of Kosovo
- Administrative Instruction (MEST) No. 14/2014 Agency of Vocational Education and Training and Adults' Education (AVETA) in Kosovo
- Administrative Instruction (MEST) No. 28/2914 on Criteria and Procedures for the Verification of the Occupational Standard

1 Vocational Education and Training in Kosovo, Challenges and Opportunities (2019)-Kosovo Education and Employment Network-KEEN [http://www.keen-ks.net/site/assets/files/1470/vet\\_education\\_in\\_kosovo\\_challenges\\_and\\_opportunities\\_eng.pdf](http://www.keen-ks.net/site/assets/files/1470/vet_education_in_kosovo_challenges_and_opportunities_eng.pdf)

2 Zimmermann, K. F. (2013). Youth unemployment and vocational training. Hanover, MA: Now Inc.

The law on Vocational Education and Training specifies the establishment of the Office for Cooperation between the Economy and VET.<sup>3</sup> However, this institution has not been created yet. In addition, based on the Administrative Instruction No.7/2014 Advancement, Autonomy and Functioning of VET Institutions, VET institutions must establish agreements with other institutions and enterprises for the completion of practical learning and generation of own source of revenues.<sup>4</sup> However, neither the Law nor the Administrative Instruction provide specific information to regulate such responsibilities for VETs establishing such cooperation.

## 2.1 Governance in VET Education

This section underlines the legal regulations as well as the structure, roles and responsibilities of different institutions in the framework of VET.

**THE LAW NO.04/L-138 ON VOCATIONAL EDUCATION AND TRAINING** calls for joined collaboration between MEST, other ministries, partners of VET, municipalities, and social partners, with enterprises, training centres, with purpose of realization of joint interests to create links between educational and training institutions and the labour market.

**THE LAW NO. 03/L-060 ON NATIONAL QUALIFICATIONS** establishes the legal basis of system for national qualification in all levels of education and formal and non-formal qualification by regulating the development and maintenance of the **National Qualifications Framework** and the awarding of qualifications. The *National Qualification Authority* is responsible for the accreditation of VET institutions. The accreditation of institutions depends on the following factors:

- Development of qualifications
- Development and approval of standards
- Validation and registration of qualifications in the National Qualifications Framework
- Accreditation of institutions that evaluate the qualifications
- Evaluation of students and ensuring a qualitative process of evaluation
- Ensure a qualitative certification process
- Certification process

Based on the Levels of Education, specified in the National Qualifications Authority, Post-secondary VET education and training are part of Level 4 (ISCED 4). However, based on the NQA report, “the nature of the planned exit qualifications for post-secondary VET is still unclear. These qualifications are likely to be based on a combination of knowledge, skills, and wider competencies related to specific profiles and more generic knowledge and skills and might also include some general educational outcomes.”<sup>5</sup>

<sup>3</sup> Law No. 04/L-138 for Vocational Education and Training <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=8676>

<sup>4</sup> Advancement, Autonomy and Functioning of VET Institutions <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10130>

<sup>5</sup> National Qualifications Authority [https://akkks.rks-gov.net/uploads/national\\_qualifications\\_framework.pdf](https://akkks.rks-gov.net/uploads/national_qualifications_framework.pdf)

**THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY** is the regulatory authority for the functioning and licensing of VET institutions. Such regulations apply to the number of students, modules of curricula, VET qualifications, school infrastructure, capacities, training and other related measures.

As such, MEST is responsible for designing the curriculum for Vocational Education Schools. The curriculum of schools depends on the type of the school; however, each of the Level 4 VET schools has the core subjects, such as Mathematics, Albanian language, IT, and English language from the 10<sup>th</sup> grade to the 12<sup>th</sup>. There are other core subjects; however, they are added only in the 11<sup>th</sup> or 12<sup>th</sup> grade. The newest review of curricula was conducted in 2013, for some of the subjects, such as art, agriculture, wood, economy, electro, graphics, law, tourism, chemistry, machinery, music, entrepreneurship, construction, health, food technology, textile, and transport.<sup>6</sup> Based on the curriculum, practical learning for VET schools is regulated as follows:

1. In total 6 (six) hours per week for the 10<sup>th</sup> grade
2. In total 9 (nine) hours per week for the 11<sup>th</sup> grade
3. In total 12 (twelve) hours per week for the 12<sup>th</sup> grade

With the proposal of MEST, the Government establishes the *Agency for Vocational Education and Training and for Adults' (AVETA)*. This agency is responsible for the administration and leadership of *Institutions of Vocational Education Training and for Adults' (IVETA)* regarding the financial, human sources, construction buildings and infrastructure of all public institutions of VET. In addition, MEST establishes *Council of Vocational Educational and Training and for Adults' (CVETA)* in order to provide advises on policy development, which consists of members from different relevant Ministries and social partners.

Practical learning is not specified by law to be undertaken by enterprises. Schools need to have working space within their school where students can practice what they learn in theory. However, not all schools have these working spaces, they do not have a working space for each profile they offer, and those that do often lack the necessary equipment for adequate preparation of students for working in the enterprise. There is a noticeable difference between the schools managed by the Municipal Education Directorate and schools managed by the Agency for Vocational Education and Training and Adult Education, including Competences Centres and Vocational Training Centres. VET institutions do not consider their working spaces as adequate for the profiles or courses they offer.

## 2.2 Reforms in VET Education

The cooperation between businesses and VET institutions is essential to reach the objectives specified in these two agreements. However, regardless of numerous continuous attempts by the Ministry of Education, Science and Technology (MEST) to reform the VET system in Kosovo, it fails to meet the emerging needs of the market economy and contribute towards economic growth and development in the country.

One of the problems that affect the VET system for realizing a full potential, is the inadequacy of the programs offered and the lack of linkage with the private sector. It is commonly suggested that the specializations from the VET

<sup>6</sup> Revised curricula <https://masht.rks-gov.net/rishikimi-i-pl-arsimi-profesional-maj-2013>

schools are not in line with the labour market demand, and VET schools specialize in profiles that do not match market needs. Another problem is the lack of alignment between the Ministry of Labour and Social Welfare with the VET system and the lack of a functioning body that would align and coordinate activities and the roles of MEST, MLSW and the VET system.

Finally, at the school and staff level, the Law on Vocational Training and Education does not outline any responsibilities for these institutions to establish partnerships and liaison with the private sector and organizations to increase employment opportunities.

VET is being considered as an important topic in the Stabilization and Association Agreement and the European Reform Agenda. The Stabilization and Association Agreement, as a contractual agreement between Kosovo Government and the European Union, foresees the implementation of reforms in different fields, including education and employment, to align Kosovo to EU requirements. In order to implement these reforms, the Kosovo Government designs the National Program for Implementation of the Stabilisation and Association Agreement– NPISAA<sup>7</sup>, in which it specifies the medium-term priorities for Education and Vocational Training. In addition, in order to specify the short-term priorities, the European Reform Agenda<sup>8</sup> has been designed that has education and employment as one of the three priorities of the Agenda.

The National Program for Implementation of the Stabilisation and Association Agreement– NPISAA has specified three main measures related to VET:<sup>9</sup>

1. The compilation of Administrative Instruction that regulates the conditions and criteria of Dual Learning for VET, through which practical learning is realized in an enterprise
2. Harmonization of market demand and supply for employment through the compilation of standards of profession and review of curricula – review of 20 curricula and 40 trainers and teachers based on core curriculum
3. Harmonization of market demand and supply for employment through the compilation of standards of profession and review of curricula – 25 standards of professions to be verified by the Kosovo Accreditation Agency

The European Reform Agenda specifies the following actions:<sup>10</sup>

1. Labour Market Needs Assessment
2. Improve the quality of Vocational and Training system by aligning VET to Labour Market needs by reviewing the profiles provided in VET schools and aligning it with labour market needs assessment
3. Compile core curricula for VET and starting its piloting phase
4. Ensure proper funding for VET centres
5. Improve education outcomes and supporting school to work transitions by ensuring internships with employers are expanded and included in studies programme

As such, this report tackles specifically the cooperation of VET institutions with businesses and will present new forms of cooperation that can be designed to work in the Kosovo context.

7 National Program for Implementation of the Stabilisation and Association Agreement– NPISAA [http://www.mei-ks.net/repository/docs/20180731115427\\_1\\_pkzmsa\\_2018-2022\\_final\\_miratuar\\_nga\\_kuvendi.pdf](http://www.mei-ks.net/repository/docs/20180731115427_1_pkzmsa_2018-2022_final_miratuar_nga_kuvendi.pdf)

8 European Reform Agenda <https://www.mei-ks.net/repository/docs/erafinalsq.pdf>

9 Ibid.

10 Ibid.

**TABLE 1.** The roles and responsibilities of different institutions in regards to vocational education and training in Kosovo

Central Government (Ministries)	Local Government (Municipalities)	VET schools
Ministry of Education regulates and reviews the advancement, autonomy and functioning of VET institutions. The MEST shall be responsible for the licensing of private educational institutions.	Municipalities are responsible for construction of education and training facilities, recruitment, payment of salaries and training educators and other professional staff in accordance with guidelines, principles and standards promulgated by the MEST;	Provision of professional services, production, sale and other activities with which prosper can contribute in the quality of vocational education and training. Provide qualification and modules of levels 3,4 and 5 according to the Law No. 03/L-060 on National Qualifications.
Ministry of Education regulates student numbers, modules and VET qualifications, resources, school infrastructure, teachers, other personnel; students' safety and those that are trained and that realize part of education and training outside school facilities.	For enrolment of candidates (adults) in VET schools, the municipality can announce competition for vacancies according to previously validated qualifications from NQA, after planning which is based in research for economic development in that region conducted by the municipality.	VET schools provide education and training for employment to develop the competencies of individuals in accordance with their career according to the labour market.
The Ministry of Labour and other partners should conduct analyses of the labour market needs and support the MEST, in planning to meet the needs for vocational education and training.  Office for Economic Cooperation with Vocational Education and Training (OECVET) within MEST coordinates cooperation between public and private economy in all issues of VET.	A municipality shall, within the general and special provisions under the applicable law for the funding of public services in Kosovo, be responsible for allocating funds to educational institutions in the municipality and planning and administering such funds in a cost- effective way.	Each publicly funded educational and/or training institution shall have a governing board. The governing board is responsible for drafting school rules which are sent to the Municipality for approval, elect representatives, to take part in the formulation of education development plans by the municipality, so far as they concern the particular school, decide on the use of funds contributed to the school by parents and other donors and other responsibilities.

Central Government (Ministries)	Local Government (Municipalities)	VET schools
<p>The Ministry of Labour in co-operation with Kosovo Agency of Statistics are responsible for classification of occupations.</p>	<p>Every private educational institution at any Level in the programme of primary and secondary education operating in Kosovo shall require a licence from the MEST in order to operate.</p>	<p>The governing board of each school of ISCED levels 2 and 3 should establish the Pupils' Council which works on improving the learning environment, working conditions and interests related to the health, safety, security and welfare of pupils and to make representations to the governing board.</p>
<p>Competencies of the MEST in educational facility construction shall include provision of technical assistance to municipalities in the planning and design of educational facilities if requested; reviews of all plans and designs for conformance with the Kosovo school design and construction standards prior to the commencement of construction services procurements; funding and approvals of construction to be funded by direct grants from the MEST;</p>	<p>Municipalities shall ensure that provision is made at ISCED Levels 1, 2 and 3 for teaching in all languages of instruction within their territories, with a threshold of enrolment lower than normally required through bylaw, or provide alternatives including subsidized transport to an area where such schooling is being offered.</p>	<p>Each educational and/or training establishment shall have a Parents' Council. The competencies and scope of the Parents' Council shall be determined by a special bylaw</p>

# Methodology and Sample Design

This study used a mixed methodology of quantitative surveys with 400 businesses and qualitative interviews with different relevant institutions, businesses and VET schools to better assess their needs and opportunities for further cooperation as well as identify areas for policy improvement.

## 3.1 Qualitative Methodology: Interviews

The first phase of this study used qualitative measures; semi-structured interviews, comprised mostly of open-ended questions. A total of 26 interviews were conducted with different stakeholders; 11 interviews with VET schools, 7 interviews with different institutions in Kosovo and 8 interviews with medium to large businesses. The objectives of the interviews were to:

1. Define the difficulties and challenges that medium to large Kosovo businesses have when cooperating with VET Institutions.
2. Assess the difficulties that medium to large businesses in Kosovo have during the recruitment process.
3. Assess the challenges that VET institutions and businesses encounter while trying to establish better cooperation for student employment
4. Test up to 7 concepts of cooperation between businesses and VET institutions based on regional best practices as well as assess the opinion of medium to large businesses and VET institutions regarding these concepts. In addition, the questionnaire asked the businesses for additional cooperation concepts that would be feasible to Kosovo context based on their opinion. As such, three main target groups provided information in this phase:
  1. VET schools
  2. Public institutions and international organizations working with VET schools
  3. Medium to large businesses

The tables below present the sample size for each of the groups:



**TABLE 2:** Sample for interviews with VET schools

Type of school	Number of interviews
Arts	1
Agriculture	1
Economics	1
Mix	1
Professional	1
Technical (Vocational)	2
Energy	1
Competences Centre	1
Vocational Education Training Centre	1
IT	1

The sample for schools included both public and private schools. The schools to be interviewed were chosen based on their profile, and school directors were interviewed due to their knowledge of the school curriculum and the cooperation of school with businesses.

**TABLE 3:** Sample for interviews with institutions

Institution	Number of interviews
Ministry of Education, Science, and Technology (Vocational Education division)	1
Ministry of Labour and Social Welfare (Division for Vocational Education)	1
Employment Agency of the Republic of Kosovo (VTC division)	1
Agency for Vocational Education and Training and Adult of Kosovo	1
HELVETAS - Enhancing Youth Employment	1
Swiss Cooperation Office in Kosovo	1
Kosovo Chamber of Commerce	1

**TABLE 4:** Sample for interviews with medium to large businesses

Business sector	Number of interviews
Production	3
Trade	2
Service	1
Construction	2

The proposed sample for interviews with businesses includes only medium to large businesses. That is mainly because the medium to large businesses are the largest employers of VET students and at the same time in the position of providing greater support to VET institutions.

### 3.2 Quantitative Methodology: Surveys

The second phase of the research methodology is using quantitative structured questionnaires to conduct the survey with 400 micro, small and medium sized businesses in Kosovo. After testing the cooperation concepts and receiving new proposals from medium to large businesses through and public institutions through interviews, the study assessed the opinion of businesses for these programs and tested their willingness to participate in such cooperation programs. The topics assessed by the survey were:

1. Cooperation level and connotation of micro, small and medium-sized businesses with VET schools in Kosovo;
2. Willingness of micro and small businesses to participate in and support the pre-established cooperation concepts from the qualitative part of the study, either financially or in-kind;
3. Challenges they encounter with the recruitment process;

The sample size is determined from the 2017 list of businesses coming from the Tax Administration in Kosovo. The sample size of 400 businesses is representative of the overall business population in Kosovo, at a confidence interval of 95% and at 5% margin of error.

The sample design for this survey uses probability proportionate to size (PPS) sampling with a two-stage stratification technique.

- In the first stage, businesses were stratified into 28 municipality-based sub-groups. Only Albanian-majority municipalities were selected since they operate with the Kosovo education system. Municipal level sample sizes were determined based on the sizes of the business population at the municipal level.
- In the second stage, with the goal of obtaining the broadest possible systematic disaggregation of the population and scope of the sample, businesses were grouped based on two characteristics:
  - Business size (micro, small, medium and large) and,
  - Sector: Trade, Services, Production, and Construction
- In the third stage, a randomization technique has been employed within each basket to ensure that the sample of businesses mirrors the structure of the municipal populations as closely as possible.

The sample size and distribution for the quantitative survey is portrayed in Appendix 1.

# Qualitative Data Analysis

The section below presents the results from the qualitative interviews with medium and large businesses in Kosovo and other stakeholders involved in the development of VET institutions. The study has included large businesses in qualitative interviews since their potential of employing students is higher compared to those of micro and small businesses. However, given that in Kosovo the majority of the businesses are of micro and small size, their opinion has been assessed through the quantitative survey presented in the next section.

In general, the majority of the businesses interviewed through the semi-structured interviews claimed to be facing issues in fulfilling their opened positions. Some of the common issues these businesses share in the process of recruitment are:

## LACK OF QUALIFIED AND PROFESSIONAL STAFF

All eight large interviewed businesses affirmed that Kosovo lacks professional staff who are knowledgeable of working with different machinery types, who have experience in production or trade and are ready to apply new technologies and ideas in every-day activities.

## LOW NUMBER OF APPLICATIONS

Businesses claimed to receive a low number of applications for their opened positions. According to them, the current situation of the workforce leaving Kosovo for work in European countries has negatively impacted the recruitment process. However, from the perspective of the interviewed institutions and schools, the phenomenon has contributed to an increase in the awareness of the private sector about the working conditions they currently offer, and as result, they have started to offer better pay and benefits for their employees.

## LOW NUMBER OF GRADUATES FROM VOCATIONAL FIELDS

Businesses are in constant search for people who possess special skills required by the labour market. Some of the businesses mentioned the fact of the market offering graduates of social sciences, such as economics and law, but very few graduates of vocational fields. Even those who graduate from the vocational education schools end up being employed or continue further training in the European countries.

Interviews with businesses showed that they take different measures to tackle these issues. Many businesses reported that they offer additional training to their employees after being hired, to complement their skills set and prepare them for the job. Some businesses mentioned that for a specific job with numerous responsibilities, they tend to hire more employees to distribute those responsibilities equally since the job market does not offer many eligible candidates who are willing to take all those responsibilities.

As for recruitment, businesses mentioned different channels through which they recruit employees. One of the options was contacting the vocational education schools and career centre at the University of Prishtinë/Pristina and private universities in Kosovo to get interested applicants. Some other businesses, offer training to applicants and cover their expenses and at the end of the training hire those who performed the best.

**The qualitative questionnaire asked specifically for three forms of cooperation between businesses and schools:**

1. Internship program in the business for students of vocational schools
2. Participation in the design of curriculum
3. Training or lectures offered for students in vocational education schools

#### 4.1 Internship program in the business for students of vocational schools

The interviewed schools were asked to identify current cooperation with businesses for different internships or employment opportunities.

Out of the eleven (11) schools interviewed, five (5) claimed to cooperate with businesses for practical learning for students of 12<sup>th</sup> grade, and two (2) of them claimed to have no cooperation with businesses. The other three (3) schools interviewed claimed that they do not apply practical learning in the school premises, for different reasons. Whereas one of the VET schools mentioned that they usually cooperate with businesses in those cases where they are not able to deliver the training to students themselves due to problems with working equipment within school premises.

The schools that claimed to cooperate with businesses mentioned that practical learning is designed in school for the 10<sup>th</sup> and 11<sup>th</sup> grades, while students of 12<sup>th</sup> grade tend to be engaged in internship programs working for different businesses usually as a part of donor funded programs.

One of the problems with internships mentioned in these interviews is that they cannot find placement for all of their students in different companies, and this creates inequality between students. However, when asked, businesses and institutions claimed that schools need to select students based on performance, interests, profile, and academic excellence that are fit to different business profiles. According to them, schools need to increase the number of agreements with businesses, as to provide as much placement for their students as they can; however, even if they cannot place all of the 12-grade students, that should not be a reason to not pursue agreements with businesses. However, this remains a challenge from both sides as there is a lack of cooperation between the VET institutions and businesses.

Out of the eight companies interviewed, six of them claimed to have offered internships for students of vocational schools. One of the interviewed companies claimed to not have knowledge that they can actually employ as intern students from vocational schools in Kosovo, or that students of vocational schools in Kosovo are obliged to finish practical learning in order to graduate. This company, in the construction industry, claimed that they have not been approached by any school staff who would explain to them the possibility of an internship. The last interviewed company claimed that they do not hire interns from the vocational schools in Kosovo because they are not prepared and do not have the knowledge required to work with their company.

**It is important to note that among the six companies who claimed to have offered internship to students:**

- One of them is a member company of the dual learning program initiated by HELVETAS Swiss Corporation. As such, they have been approached by HELVETAS to participate in the program, and have not been approached by the vocational schools in the municipality.
- Two of them claimed to have been approached by the schools, and as such, they have been developing cooperation with school for employing as intern students of vocational schools.

- Two of them claimed to be the initiators of cooperation between school and the businesses, meaning that they approached the school for potential employees instead of school approaching them.
- One of the companies claimed that vocational schools in the municipality where they operate never approached them for internship opportunities for their students. The interns they hired came mainly through their own interest to visit the company and gain knowledge about the work that the company is doing. Through these visits, they ended up being employed as interns and then regular employees.
- All of the companies that claimed to be employing students as interns, claimed to be paying them with an amount of money enough to cover their transport and food expenses.

Having said that, the majority of the companies interviewed stressed the need to be more informed and contacted by vocational schools in terms of number of applicants and their profiles for employment in businesses. According to them, the school has an important role not only in informing businesses but also students about the opportunities in the market.

On the other hand, according to interviews with schools that are managed by MED, the practical learning teacher is responsible for initiating agreements with businesses and finding internship opportunities for students. However, in most cases, students find internship opportunities on their own, based on family or friends' recommendations. Schools that are under the jurisdiction of the AVETAE, claimed to have two teachers, the practical learning teacher, and the instructor. One of them is responsible for teaching the practical part at the school, while the other is responsible for finding internship opportunities in businesses for students of 12<sup>th</sup> grade. In this sense, the responsibilities are divided, and it ensures a higher success rate in the placement of students in businesses.

Monitoring is performed in the majority of cases from businesses. Businesses assign the category manager, where the intern is employed, to monitor and evaluate the performance of the student. Of the 6 businesses, 4 of them claimed that the monitoring of students happens only from the side of the business. Two of the companies claimed that monitoring of students is performed in cooperation between the business and the school; however, school monitors only the attendance of the students, while their performance is a responsibility of the business. On the other side, schools claimed that it is the responsibility of the practical learning teacher to monitor the attendance and performance of the students who are placed as interns in different companies. The practical learning teacher is responsible for evaluating the final performance of the student and grading him/her based on their performance in the businesses. However, this evaluation process is based mainly on the evaluation document that the business fills out at the end of the internship. Practical learning teachers are also responsible for ensuring that students are being placed in the positions they have been hired. However, even in cases when irregularities are spotted by practical learning teachers, not much action is possible to be taken since the businesses are the one that decides on the placement of the student.

Businesses claimed to fill out an evaluation document, which asks them to rate the performance of the student through grades. These grades then are added to the overall grades of the students in school, for the student to be finally evaluated and graduate. Businesses recognize this document mostly as a confirmation document that is submitted by the end to the school. Schools keep these documents in the file, and use them for the final grading of the student. However, besides the evaluation document, the school needs to increase the monitoring level of the students and request a qualitative assessment of students' engagement and performance in the business. In this case, businesses recommended for discussion tables or informal discussion groups to be organized between the schools and the businesses, so that they can exchange their recommendations and assessment of the students employed as interns.

### 4.1.1 Challenges for Partnerships and Employment of Students

Regardless of the profile, businesses, schools, and institutions have mentioned similar problems to be facing while establishing a partnership with each other for students' employment. Below are the several challenges mentioned by the three main interviewed groups.

#### 1 **Lack of Law or Administrative Regulation that regulates the cooperation between VET schools and businesses**

The main issue, mentioned specifically by the three interviewed groups of study, is the lack of Law or Administrative Regulation that clarifies the cooperation between schools and businesses. This cooperation, at the moment, is not mandatory by law and there are no written rules which schools or businesses should follow to initiate cooperation or to increase the cooperation between them. As such, this issue is a matter of free will of businesses to accept students, due to their needs, or in the will of donor organizations to fund different programs that ensure the placement of students in companies. According to the groups interviewed, the Law should specify the role of each party involved in the cooperation. As such, businesses should be clear about their responsibilities and benefits from such cooperation, and schools should be clear on what counts as a cooperation success and what does a successful performance means in this field.

- a. The UA to provide information on the responsibility of each institution involved in the regulation of the cooperation between businesses and vocational education schools

According to two of the institutions and majority of businesses interviewed, it is of utmost importance to assign the institutional body who would be responsible for regulating the cooperation between businesses and VET schools, and businesses would know that this institution would be the place they need to approach when initiating cooperation with vocational education schools. At this moment, there is no specification of which institution is responsible for initiating cooperation and reporting on the performance.

#### 2 **Students are not prepared and do not have the skills that the labour market requires**

According to the businesses and institutions interviewed, students learn theory more than they should and do not practice the work as they should. As a result, they are not prepared to work with different types of machinery and do not have the practical knowledge. However, businesses mentioned that there are good students, who are knowledgeable of the work and demonstrate the ability to work with different machinery. However, this is contingent on an individual basis, and the comments on the preparation of the students apply to the majority of the students of vocational schools.

#### 3 **Students lack knowledge in working culture, ethics, and working responsibility**

Some of the businesses mentioned that the students of vocational schools need to be more prepared on the working ethics and culture they will encounter once starting to work at a company. Two of the companies actually mentioned that at some point they can bear with the lack of professional knowledge that students might have, but it is essential for students to be prepared and responsible for the business culture and ethics. Schools should focus on providing this type of information to students as well.

#### 4 **The age of the students and the Law on Labour are challenging**

According to the Law on Labour, “An employment relationship may also be established with a person between fifteen (15) and eighteen (18) years of age, who may be employed for easy labour that do not represent a risk to their health or development and if such a labour is not prohibited by any Law or sub-legal act. No employer may conclude an employment contract with a person below fifteen (15) years of age.”<sup>11</sup> Some of the companies argued that they are not allowed to employ students of 11th and 12th class, of ages 17, even if they are very nearly 18 years old. Given the fast working environment of businesses in Kosovo, and the age of students, this Law specification poses a specific challenge in the employment of students for longer terms. Two of the businesses also mentioned that they would be better focused on university students, rather than risk with Law amendments they may not understand.

#### 5 **Organizational problems, such as transport, food allowance, workplace insurance**

Students live in different areas and transportation is often a stated challenge from students, schools, and businesses. Schools do not have enough resources to organize transport, while to students and businesses it is a cost needed to be calculated for an internship. Furthermore, it is not clear whose responsibility is to provide a solution for these costs. Workplace insurance is another issue mentioned by schools and businesses. Besides the payment, which is a reported cost to businesses, the uncertainty of who takes responsibility in case of injuries is another sorrow of businesses. However, according to the interview with the Ministry of Education, Science, and Technology, a budget line has been confirmed to be distributed to schools for the only purpose of paying the workplace insurance. This fund is distributed to Municipal Education Directorates, who is responsible for distributing the funds to the school. However, some of the schools interviewed were not even aware of this fund, which brings to the issue of lack of communication and coordination between the vocational education schools and Municipal Directorates.

#### 6 **Schools do not offer the profiles required by the labour market**

In this case, businesses specifically mentioned production as one of the profiles that need to have higher attention from schools. Furthermore, businesses claimed that in the regions where they operate, schools lack profiles that would meet their labour requirements. According to them, an example is the Dukagjini region that needs employees in the production area, but schools do not offer such a profile. Moreover, in the municipality of Suhareka/Suva Reka, there is a need for employees in the production of shoes specifically, as a specific branch of textile profile. However, schools in this municipality do not offer such a profile. To summarize, there are schools that offer profiles for which no student is registered and no business requires employees in these profiles. On the other side, there are profiles that businesses require but the school does not offer. A specific study is needed to identify and match the school profiles with labour market requirements, which would call for reforms in education in different regions in Kosovo.

#### 7 **Seasonal workers are needed, depending on the type of business**

To businesses in the sector of agriculture, it is of utmost importance to have students working during the summer months. The work is more intensive during summer, because of the type of business, and as such the business needs more human power during the summer. Furthermore, if the agreement is written between the VET school and the business, it is written for the academic year, not including summertime. However, according to one of the companies interviewed and schools, if students are to be engaged in work during summer, they need

<sup>11</sup> Law No.03/L -212 on Labor, <http://www.assembly-kosova.org/common/docs/ligjet/2010-212-eng.pdf>

permission from their parents. In cases, this causes problems since parents do not accept for their children to be working during summer.

#### **8 Lack of parents' information regarding VET and job opportunities available for their children**

Interviewed Businesses mentioned the fact that parents need to be informed about the programs their children are enrolled, as well as the potential jobs that they could be engaged in the near future. To some of the businesses, parents do not have information about the program their children are studying and the potential jobs they might be doing in the future, and this presents an issue with parents complaining about why their children are working with different types of machinery or in a specific job position. This is also an issue mentioned by schools and institutions interviewed. According to the three of the schools interviewed, informing parents is key to the success of employing students. Furthermore, given that parents are the key decision-makers in students' school choices, informing parents about VET is also crucial in ensuring higher applications to VET and students with better qualifications.

#### **9 Lack of proper working spaces inside the school object**

Based on their experience, businesses interviewed claimed that school needs to receive funds to properly built their working spaces inside the school, and equip them with the necessary equipment needed for students to work in different profiles where they are studying. This issue was also mentioned by schools and institutions. Equipment, physical infrastructure, consumables, and types of machinery are some of the requests from schools for their practical working places. Higher budget and investment is needed in this part, and this is the main point that makes the distinction between the VET school and gymnasium. According to the groups interviewed, VET schools and gymnasiums cannot have the same line of the budget, since the requests of VET schools are different from those of gymnasiums.

#### **10 Lack of interest from students to be employed as interns in private companies**

Half of the businesses interviewed specified the fact that even students are not interested to work. According to businesses, students need more information on the benefits they will receive by being employed at an earlier stage. Furthermore, the lack of students' interest is also related to the misinformation of parents, who consider their children of 17-18 years old young to be engaged in internship/employment programs. However, the schools interviewed specified the fact that in most cases students are not interested to be employed as interns since companies do not engage them in working for what they have been employed. They rather engage them in administrative or cleaning functions within the company.

#### **11 Lack of proper working conditions and payment**

The schools interviewed have also mentioned the non-adequate working conditions in private companies, and the lack of payment as an issue towards the lack of interest from students to be working in different companies. This issue is also related to the region and the demand for workers. As an example, schools interviewed in the municipality of Prishtinë/a mentioned that two to three years ago bad working conditions were one of the main issues schools faced when placing students in businesses. However, due to the change in labour market demand and the fact that youngsters are leaving Kosovo for working opportunities in Europe, the working conditions have improved in this region. This is also related to the competition of firms operating in a region. As such, schools located in other regions, claimed that working conditions and employer treatment continues to be a problem, which negatively affects the interest of students to be engaged as interns.



## 12 Lack of businesses incentives to participate in cooperation programs

According to the schools and institutions interviewed, Kosovo businesses are not still in the development phase to invest in staff development for long-term benefits. The majority of the Kosovo businesses are of micro to small size, and as such their vision for development is more short-term related. This is also connected to their amount of revenues and to the market potential in Kosovo. As such, businesses in Kosovo should be incentivized or supported by the Kosovo Government to participate in cooperation programs. Incentives could involve staff development, training to businesses staff, tax incentives, subsidies, and increase of budget. Furthermore, businesses do not have trained staff specifically for monitoring and preparation of VET students. Investment in such training, subsidized by the government, would be beneficial to enhance the cooperation between schools and businesses.

## 4.2 Success stories of Businesses and Schools Cooperation

### **Bahri Haxha** – VET School (*Professional VET school*)

VET school Bahri Haxha in Vushtrri/Vucitrn, has been a success story of cooperation between the VET school and businesses. They have been implementing the Dual Learning program through the GIZ. According to the interview with the director of the school, the Dual Learning program is organized only for the students of the 12<sup>th</sup> grade. Students of 12<sup>th</sup> grade are placed in different companies for an internship during the academic year. The agreement with the businesses involves employing students as interns in sectors where they are studying, with engagement within the week according to the curriculum. The success of the cooperation with businesses and the implementation of the program came as a result of:

1. The willingness and hard work of the school in cooperating with businesses and ensuring that students receive practical learning from companies
2. The capacities of school to prepare students for work, including the in-school built are of practical learning, which provides to the students the opportunity to practice work before they start working at a business
3. The support of the international donor
4. The preparation and competencies of the staff (teachers, instructors, and staff involved in creating partnership between the school and the business)
5. The monitoring process by the school and school director. Students are monitored by the school in the companies, and the school makes sure that students are behaving and benefiting from the internship in terms of learning and practicing their profession.

### **Shtjefën Gjeçovi** – VET school (*Professional VET school*)

Shtjefën Gjeçovi VET school has been a cooperation story success between the school and the businesses in the municipality of Prishtine/a. According to the school director, more than 75 percent of the students of 12<sup>th</sup> grade is placed in different businesses to complete their practical learning. Those that are not placed it is either because they are already working in family business or they are oriented towards different career opportunities. According to the school director, businesses ask directly from the school to employ school students, even those from the 11<sup>th</sup> grade. The director interviewed mentioned also a form of cooperation that could function between the school and the municipality. As an example, Shtjefën Gjeçovi and other schools that offer the auto mechanic profile could offer services for municipality cars, based on municipality needs. The success of the cooperation with businesses and the implementation of the program came as a result of:

1. The willingness and hard work of school staff in finding internships for students
2. The capacities of school to prepare students for work, including the in-school built are of practical learning, which provides to the students the opportunity to practice work before they start working at a business
3. The possibility of having two practical learning instructors, instead of one, who have divided responsibilities
4. The fact of the school being located in the municipality of Prishtine/a, where the demand for labour is higher compared to the other municipalities
5. The support of the international donor
6. The preparation and competencies of the staff (teachers, instructors, and staff involved in creating partnership between the school and the business)

### **Zenel Hajdini – Career Centre (VET)**

Zenel Hajdini Career Centre has been a success story of has been a cooperation story success between the school and the small and medium businesses in the municipality of Ferizaj/Urosevac. According to the Career Centre coordinator, the Centre has been built by the donation of the Swiss Organization in Kosovo HELVETAS, through EYE project and it has 9 cabinets which serve as learning cabinets to students for both the theoretical and practical part. The Centre has established cooperation with micro, small, and medium businesses in the municipality of Ferizaj/Urosevac, in different sectors, such as food production, trade, and service. Given that the majority of businesses in the municipality of Ferizaj/Urosevac and in Kosovo overall are of micro and small size, establishing connection with them is valued as a success since that should be the focus of other schools and career centres, as well. According to the interviewee, the willingness of the centre to establish the cooperation with the businesses, the need of businesses for workers, and the good work and behaviour of the students are the key factors that have maintained this cooperation successful. The success of the cooperation with businesses and the implementation of the program came as a result of:

1. The willingness and hard work of school staff in finding internships for students
2. The capacities of school to prepare students for work
3. The support of the international donors
4. The preparation and competencies of the staff (teachers, instructors, and staff involved in creating partnership between the school and the business)
5. The willingness and good work of students in these businesses

### **KIWO (Business)**

KIWO is one of the participating businesses in the dual learning project initiated by the Swiss organization HELVETAS. Kiwo, in the municipality of Kacanik, has employed VET students for 2 years to finish their practical work at the business premises. According to the KIWO manager interviewed, dual learning is beneficial to both businesses and the schools because students benefit from practical learning at an actual working place and companies can train students to do the work, and by the time they are finished with the internship they would be prepared and have the skills to be employed in the company. For the dual learning to function with other businesses and schools, according to the interviewee, information should be spread among parents about the benefits of dual learning as well as among other businesses that function in Kosovo. KIWO was approached by the international donor, and that is the main factor that ensured this cooperation.

## 4.3 Lessons learned

### Common success factors

The willingness and hard work of school staff in finding internships for students

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The capacities of school to prepare students for work, including the in-school built are of practical learning, which provides to the students the opportunity to practice work before they start working at a business

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The demand for labour and labour skills, both technical and soft, from businesses

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The support of the international donor

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The preparation and competencies of the staff (teachers, instructors, and staff involved in creating partnership between the school and the business)

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The monitoring of students and exact definition of responsibilities for school staff, as to who should establish the cooperation and monitor students

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The interest and willingness of students to be working

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The information and consent of parents

## 4.4 PARTICIPATION IN THE DESIGN OF CURRICULUM

Of the eight companies interviewed, none of them have been invited from the Ministry of Education or from schools to help in the design of the curriculum for any of the profiles; however, all of them have expressed their willingness and interest to participate in such meetings and provide their recommendations.

One of the companies interviewed, in the sector of shoe production in the municipality of Suhareka/Suva Reka, claimed to have developed on their own the curriculum for shoe production, which could be used by schools. However, up to the moment when the interview was realized, the company claimed that they have not seen any interest from schools to include the curriculum as part of their program.

One of the companies interviewed, in the absence of trained and qualified employees, has decided to open their own training centre for training employees in different service positions. The company claimed to be highly interested to share the curriculum and the training plan with the schools if interest from the school side exists.

Overall, based on businesses the curriculum is the most important aspect that needs to be addressed. However, based on schools and public institutions interviewed, the preparation of the students is adequate, but businesses should offer their expertise and better working conditions to retain their employees. On the other side, 20% of the curriculum is prone to changes based on school needs. Schools are allowed to include lectures, training, and any other means of

increasing students' knowledge in a particular field, in this 20% part of the curriculum. This percentage of the curriculum is also another opportunity for the school to initiate cooperation with schools. However, when interviewed, schools do not use this 20% to initiate cooperation with businesses. They rather use it to explain something that teachers find important to discuss and it is not included in the curriculum or curiosity that students want to discuss.

#### 4.5 Training or lectures offered for students in vocational education schools

One of the businesses interviewed claimed to have provided continuous training in the VET school of Economics in the municipality Pejë/Pec. They offered training modules for 3 continuous days but did so only once. The business claimed that they expect invitations from schools or the MEST to offer such training more frequently. The training included modules on trade economics and labour market. However, the company claimed to have provided more training sessions in universities, rather than VET schools. That is mainly because the company is oriented towards employing students currently enrolled in university, rather than students from VET schools. That comes mainly due to the age of VET school students and Law implications, which were discussed above.

Of the eight companies interviewed, in total three of them have offered their company experts to provide lectures to VET school students. However, even in these cases companies claimed to be more interested to offer lectures in universities rather in VET schools, due to the issues mentioned above.

On the other side, companies have expressed their interest to visit schools and provide training, as well as present their work. According to the companies interviewed this would be also beneficial to them because it would enable them to recruit staff and at the same time market their services/products. Nevertheless, to organize these training modules and lectures companies expect for the request to come from school, since they see it as a school responsibility.

All of the schools interviewed claimed to have organized lectures for their students, in cooperation with businesses or in cooperation with international donors. However, none of the schools mentioned training modules offered by companies in their schools, either short-term or long-term. That is mainly due to a lack of demand from schools, as well as a lack of interest from businesses. However, all of the schools agreed that lectures and training equip students with knowledge and skills different from what they acquire at school, and as such, they are always welcome to happen.

#### 4.6 Cooperation examples between schools and businesses

Besides identifying the problems of cooperation between schools and businesses, the study has also tested some forms of cooperation, which have been proven to be successful in the region. Given the Kosovo context, the size of businesses, industries, and the preparation of schools, the options tested aimed at taking the opinion of the parties interviewed if these options would be feasible for the Kosovo market and if investment is worth to be devoted towards the implementation of these options.

**Table 5:** Cooperation options between VET institutions and businesses

Question being asked	Businesses	Schools	Institutions
<p>1. Kosovo companies to be investing in training and further education of current VET students. After graduation, students will be employed by the company and an agreement could be developed for the number of years the employee would be working in the company.</p> <p><i>The company can pose requirements on students' performance at school, extracurricular activities they participate related to the profession they will be employed, or the number of internships they finish up to graduation.</i></p>			
Would your company be willing to provide such services?	<p>Yes – three (3) responses</p> <p>Yes, if the state would provide support through different incentives – three (3) responses</p> <p>No – two (2) responses</p>	NA	NA
Have there been such initiatives in the past? If yes, is it still being implemented?	Two companies have been involved in the dual learning program, the others have not been engaged in such initiatives before.	Only two of the schools interviewed claimed for such initiatives to have happened in the past, once. They have been initiated by international donors, and as such the moment they left, the initiative did not continue. The problem relies on sustainability, in which schools or businesses should be conditioned to keep the program working even after the end of donor funds.	The Ministry of Education representative claimed that such plans have been specified only in strategic documents, and they were not implemented.
Would you be willing to finance such a program?	<p>Yes, if the state provides something in return:</p> <ol style="list-style-type: none"> <li>1. Law adjustments – working time for students of ages 16 and 17 years old to be at least 6 hours per day</li> <li>2. Investment in staff training</li> <li>3. Change in curriculum (time to be spent at business, and changes in block hours)</li> <li>4. Provide incentives in taxes</li> <li>5. Provide payment to students being employed</li> </ol>	The schools interviewed themselves claimed that even schools should be conditioned on initiating cooperation with businesses. Cooperation with businesses should not be subject to the free will of school, but it should be regulated by Government and responsibilities should be clearly determined.	All of the institutions interviewed claimed to be ready to cooperate for such a program to be implemented.

Question being asked	Businesses	Schools	Institutions
Do you think this cooperation would work taking into account Kosovo's context?	Yes - but only with large businesses	Some of the schools interviewed claimed that there are companies that express their interest in hiring VET students, directly through schools. However, these were mostly medium and large size companies. In the municipality of Prishtinë/a, even small businesses have requested for employees. As such, the option would function, but it has to be clearly specified and regulated.	According to the Ministry of Education, businesses need to be involved as well in staff development and training of VET students. Businesses in Kosovo, due to their scope of service and the business culture, expect from the students to be all-ready for work, and are not willing to offer additional training or lectures in the workplace. According to the other institutions interviewed, for this option to function, both businesses need to become aware of the importance of human resources in business development, and schools need to work more in finding opportunities for employment of students, as well as prepare students better for the labour market requirements.

Question being asked	Businesses	Schools	Institutions
2. Companies to provide in-house training of VET students (potentially to be partially subsidized by the government)  <i>The training has to happen continuously during the three years of study. After graduation, the company can decide if they want to employ the most successful candidates</i>			
Would your company be willing to provide such services?	Yes – six (6) responses No – two (2) responses	NA	NA
Have there been such initiatives in the past? If yes, is it still being implemented?	NA	Two of the schools interviewed claimed that training has been offered just for a short time with different experts coming from companies. These trainings were offered as short-time lectures, either with an expert coming from the company to the school, or students sending in companies for one-day visit and training. An option quite similar to this one is dual learning, which has been started to be implemented by some international organizations in Kosovo, such as GIZ and HEL-VETAS. In this program, students are engaged at a company to finish their practical learning hours, where they benefit from training as well.	Dual learning is the most similar form of working/training and employment that has been implemented by some schools, in cooperation with businesses and international donors. The dual learning ensures that VET students finish their practical learning in different companies, and it is focused on students in 12 <sup>th</sup> grade.
Would you be willing to finance such a program?	Yes – two (2) responses Yes – six (6) responses – however, through government incentives and support	NA	Institutions would be willing to help the implementation of this plan, depending on their scope of responsibility – either through financing or development of strategies that include this option as a requirement for VET.
Do you think this cooperation would work taking into account Kosovo's context?	Yes – for medium to large companies	Considering dual learning, yes.	All of the institutions interviewed agree that this option would function and is welcomed to be implemented in Kosovo.

Question being asked	Businesses	Schools	Institutions
<p>3. The Employment Agency of the Republic of Kosovo should be a mediating institution that trains and provides further education for high school students and at the same time finds jobs for students.</p> <p><i>This institution should establish business relationships, be aware of labor market demands and the skills required, and so they will be the bridge between businesses and high schools.</i></p>			
<p>Is this service provided by EARK?</p>	<p>No, because EARK deals with unemployed people. There is an initiative for VET school students to be registered as unemployed at the EARK after graduating from VET school. However, this is a new initiative and its effect has not been measured.</p>	<p>Same response as with businesses</p>	<p>Same response as with businesses</p>
<p>How can this cooperation grow/become more functional? What are the potential ways of establishing similar cooperation?</p>	<p>Four (4) of the interviewed companies claimed that EARK should be focused on preparing the registered unemployed for the labour market requirements. They should provide training to the interested, and filter out the registered unemployed who want to work and those that register at EARK only for the social assistance certificate. One of the companies mentioned that the KCC can offer such a solution, if they would focus on VET and if the investment would be devoted to the development of their staff capacity. One of the companies claimed that a private institution should be established that matches labour market requirements with the school supply of skills, and it offers additional training whenever needed or required by the labour market. This institution would be the bridge between VET schools and businesses.</p>	<p>Schools claimed to not be cooperating with the EARK for the employment of students. Some of the schools met once with EARK representatives, but no concrete results came from these meetings. Two of the schools mentioned that they met with the KCC as well but the meeting did not result in any action towards the employment of VET students. Some of the schools see the KCC as an institution that might facilitate the cooperation between businesses and schools. That is because the KCC has cooperation with businesses and they can be the needed facilitator that understand labour market requirements as well as VET professions.</p>	<p>Two of the institutions interviewed have mentioned Kosovo Chamber of Commerce as an option and that is mainly because of three reasons: they are a public institution that function by its own Law, as such they have the right to offer such programs; the Kosovo Chamber of Commerce has contact with businesses and they have the possibility of knowing what businesses ask in real-time; the KCC has participated in the creation of a database that offers information about VET professions (Platform for Vocational Internship). However, this platform does not include all the profiles and based on the interview with the KCC, they need additional funding to complete this platform for other profiles as well.</p>



Question being asked	Businesses	Schools	Institutions
<p>4. Companies to include employment of VET students in their proposals to government tenders. Such proposals would be incentivized and prioritized by the government</p> <p><i>Development of new projects by companies and tender proposal submissions that include VET students would be given priority by the government and would be incentivized, either in cash or in-kind by government.</i></p>			
Would your company be willing to provide such services?	Yes – four (4) responses No – four (4) responses	NA	NA
What are the requirements needed to be followed for such an option to come into function? Please elaborate on your answer.	NA		The Procurement Law should be changed and the government should include a line of monitoring in tenders.
Would you be willing to finance such a program?	Yes – four (4) responses	NA	Yes
Do you think this cooperation would work taking into account Kosovo's context?	There is one problem with the implementation of this option, and that is the Procurement Law. Currently, the Procurement Law favours the lower price in tender applications, and the Law needs to be changed for this option to function. Furthermore, besides the Law, the monitoring of Government towards the companies that provide such an option, should increase. However, the businesses interviewed claimed that if there is willingness from the Kosovo Government, the option is doable and it would function in the Kosovo context.	Similar answer to businesses.	According to the institutions, the Municipalities should be involved in this process, as well. This option would function if the Government would assign the Municipality to monitor these projects.

Question being asked	Businesses	Schools	Institutions
<p>5. Currently, in Kosovo, there is a database that provides information on students in vocational schools and their qualifications?</p> <p><i>The database is updated with information on students and, besides the information it provides, it also serves as an indirect advocacy tool for the employment of vocational school students.</i></p>			
Do you know about the existence of this database? If yes, do you use it? Why?	Yes – two (2) responses No – six (6) responses		NA
Besides the database, what kind of information would you prefer to receive (directly from the school)?	According to four of the businesses interviewed, the database is a needful source of information for different profiles. Two of the other companies claimed that they would use the database if information about it would be available. These companies claimed that they are in high need of employees, and every measure that would provide information about potential employees, it is well-received and beneficial to businesses. Two of the companies claimed that they would prefer to have information directly from people, or from school staff.		NA
Do you think that this database plays an effective role in the employment of VET students? (Is this database shared with businesses)? Why?	NA	Almost all of the schools interviewed claimed that this would help in the employment of students, indirectly. The database would offer information about different profiles and employment opportunities, and at the same time would be an informational tool for parents, students, and businesses.	SMIA database is an internal database only for the use of the Ministry and the municipalities. That database does not get shared with businesses. However, Busulla is one database that offers information about VET professions. The KCC has created a platform that offers information on employment for VET profiles. As such, there is no need for the creation of new databases. There is the need to finance these databases and spread the information to businesses, parents, and schools about them so that they get used to these three parties. According to the institutions interviewed, these databases would be a resourceful tool of information.

Question being asked	Businesses	Schools	Institutions
<p>6. Participation of businesses in drafting the elective courses within VET schools and make businesses the main responsible body for these courses</p> <p><i>The cooperation between companies and VET schools, the elective courses could be entirely designed by companies and they could choose on what manner they can get involved in daily classes.</i></p>			
<p>Have there been such initiatives in the past? If yes, is it still being implemented?</p>	<p>No – eight (8) responses</p>	<p>All of the schools interviewed answered “No” to this question.</p>	<p>No such initiatives.</p>
<p>Would your company be willing to provide such service? In your opinion, what are some ways in which businesses can be involved in such cooperation? (designing school materials, drafting the practical learning lectures, workers lecturing, mentoring the students)</p>	<p>Yes – six (6) responses No – two (2) responses The following are some of the services willing to be provided:</p> <ol style="list-style-type: none"> <li>a. Develop the curriculum</li> <li>b. Offer company experts for training/lectures/mentoring</li> <li>c. Offer space at the company for practical learning</li> </ol> <p>This is an important cooperation between companies and schools. Businesses are highly interested to help schools in the design and preparation phase of the course, and then let the school manage the class and offer the lessons. Businesses have also offered to monitor and offer their continuous expertise, whenever needed.</p>	<p>NA</p>	<p>According to the institutions interviewed, the idea of realizing such an option does not rely only on one part, either school or business. For this option to function, there should be cooperation between the international donors, the Ministry of Education, school and businesses. As such, besides defining it, there should be involvement of more actors for this initiative to result in success.</p>
<p>Can the school organize such initiatives, and if so, how much is the school's interest in such an initiative?</p>	<p>NA</p>	<p>The schools interviewed claimed that curriculum and class management is the responsibility of the Ministry of Education. The 20% leverage that schools have to design their own classes, is not seen by schools as enough as to organize such initiatives.</p>	<p>According to the institutions interviewed, schools can organize such initiatives, and it is a responsibility of school more than of any other party to initiate such initiatives. As such, more willingness and work is needed from the side of schools for such options to result in success.</p>

Question being asked	Businesses	Schools	Institutions
How important is to establish such cooperation for the business: in preparing the staff and in developing your business	The six businesses that claimed to be interested to offer such service, they claimed that they would do it only because of the needs they have for staff. They see this option as a goal in creating well-prepared staff for long term development of the business.	NA	NA
How important do you think is the creation of this cooperation for students: professional development and increase in employment chance	NA	According to all of the schools interviewed, VET school should serve the purpose of the business, and as such the more the business gets involved in VET the better.	Highly important. Besides dual learning, it is regarded as an option that would best connect businesses with schools.
Would you be willing to finance such a program? How?	Yes – five (5) responses No – three (3) responses Those that answered yes, provided willingness for the following support type: a. Coo-financing with institutions b. Provide the facility c. Provide the necessary tools d. Involve current staff in lecturing (Decision-making employees)	Schools would be willing to provide: a. Provide the necessary space b. Provide the necessary tools for work c. Freedom in the design of the curricula (for the 20%)	Institutions would be willing to provide: a. Cooperation in terms of know-how and finance for implementation of programs b. Support in securing equipment c. Support in engaging experts

**The study has also tested two other options:**

1. Large companies to establish academies in specific professions. Apart from academies, businesses can provide advanced training or courses, through the engagement of local or international experts, or through training from a private provider.
2. Businesses should recruit directly from vocational schools. The vocational schools should organize twice a year direct employment and prepare students for potential employment opportunities in terms of creating their CVs and additional materials that provide information on their skills.

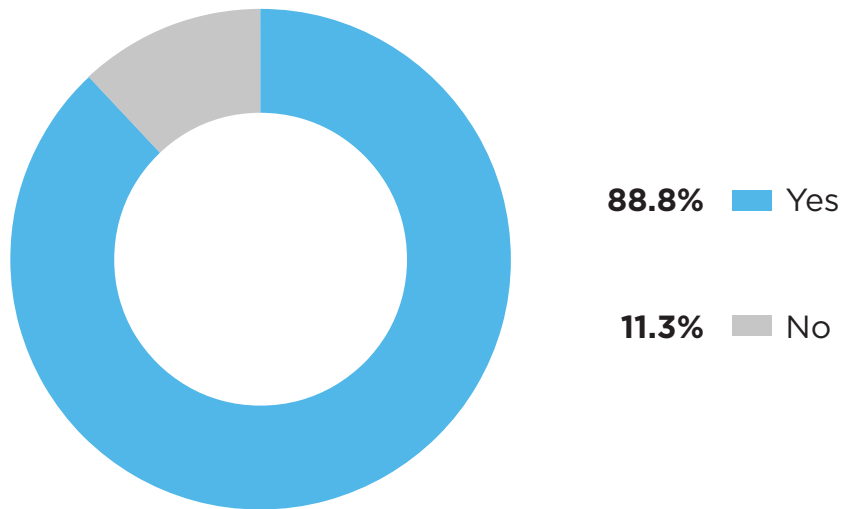
However, based on interviews with businesses, schools, and institutions, VET schools should increase the quality of the services offered and not establish other institutions. The institutions are already established, but more investment is needed to make them successful. Furthermore, the last options of recruiting directly from schools, it is considered more as an option of marketing that businesses do oftentimes, but that does not result in employment. As such, this option is not considered as a cooperation option between schools and businesses, it is rather considered as an initiative that businesses take in often cases and is not important if it is being organized in school or in other premises.

# Quantitative Data Analysis

The quantitative survey aimed at gathering information from micro, small and medium businesses in Kosovo, regarding their cooperation with VET schools in Kosovo, their knowledge about VET programs, and their interest and willingness to cooperate with VET schools in the future.

Large businesses have a higher potential of employing students as interns, and their needs differ from those of micro and small businesses. Contrary to the large businesses interviewed, which the majority were informed and have cooperated with VET schools, the situation is different for companies of micro, small, and medium-size.

The overwhelming majority of the businesses that have completed the questionnaire (88.8%) do not cooperate with vocational education in Kosovo.



**FIGURE 1:** Cooperation with VET schools in Kosovo

Of the businesses that claimed to cooperate with VET schools (11.3%), 78 percent stated that they have an agreement for involving VET students in their internship programs. About 13 percent of them offer training for VET students, seven percent offer study visits for students in their company and only two percent (one company) offer working equipment for the working spaces within VET schools. This company offered the equipment to schools for purchase at a lower cost and did so often.

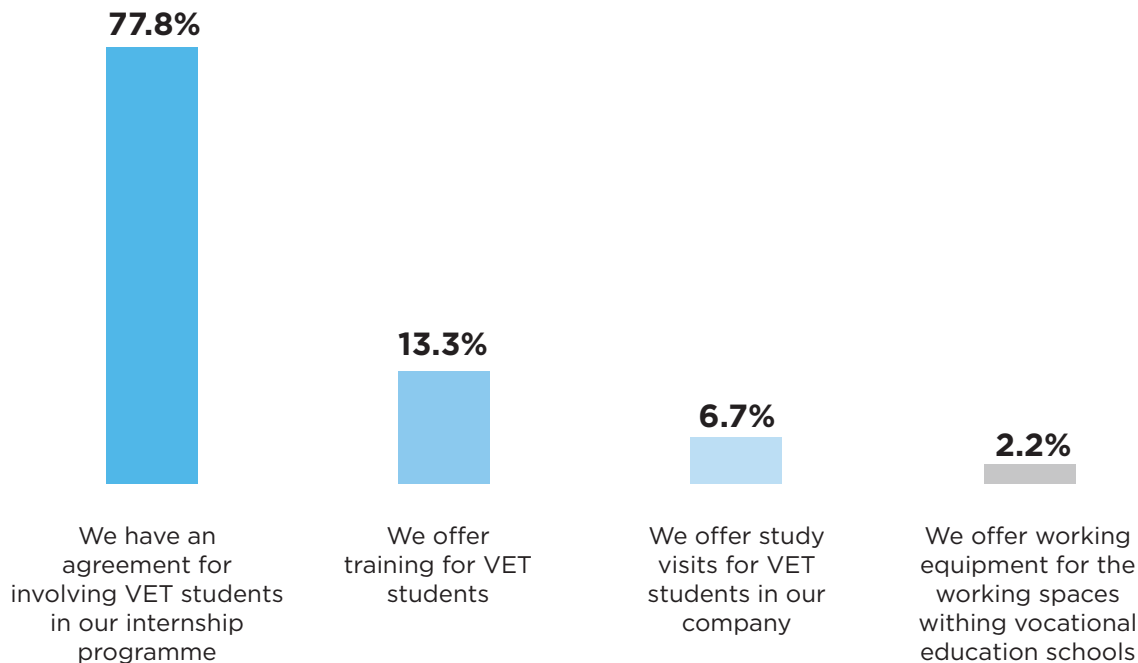


FIGURE 2: Types of cooperation

The sector that cooperates more than the others with VET schools in Kosovo is construction with 27.3 percent, whereas the one that cooperates least with VET schools in the trade sector.

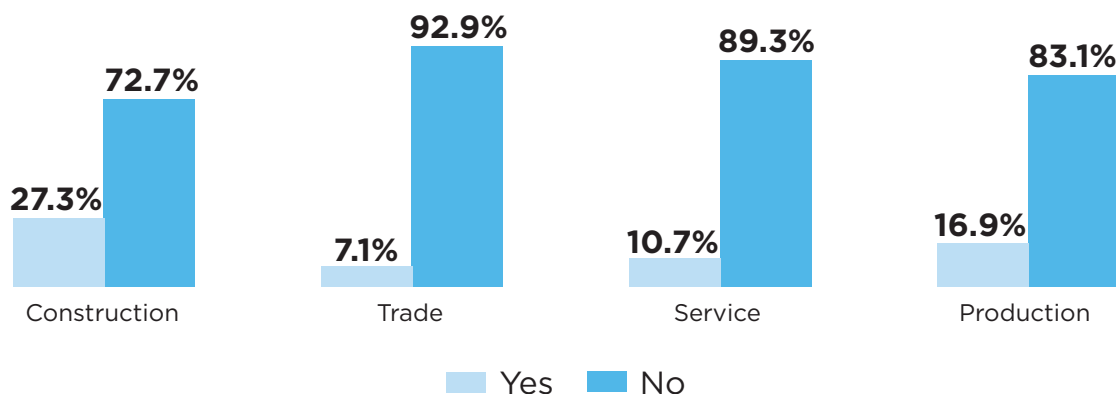
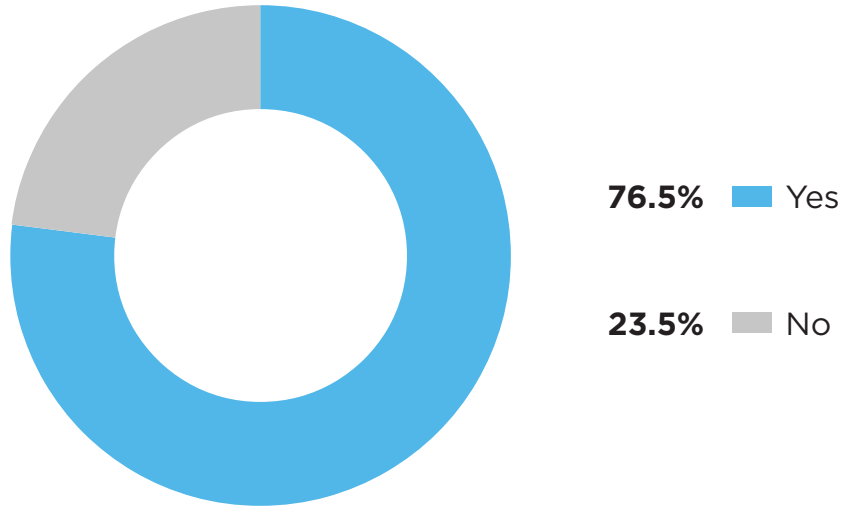


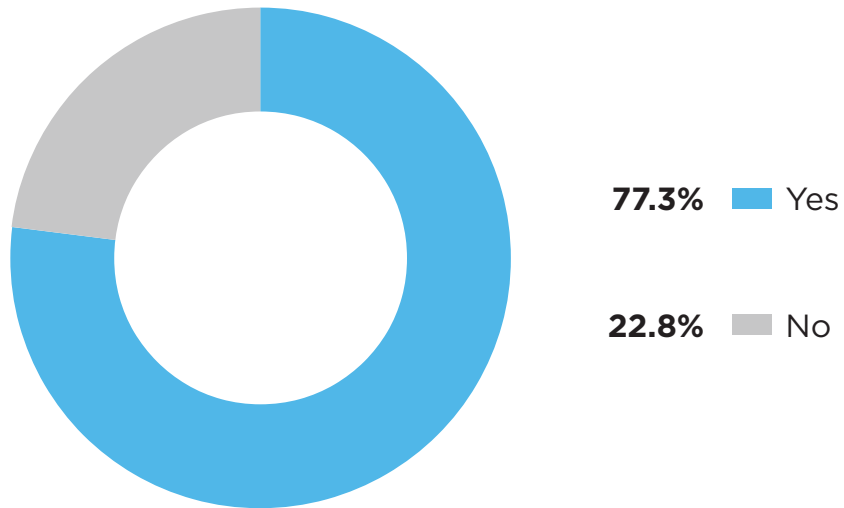
FIGURE 3: Crosstab - Cooperation with VET schools and business sector

The majority of the businesses that were interviewed (76.5%) are aware that practical learning is obligatory for students of vocational education in Kosovo.



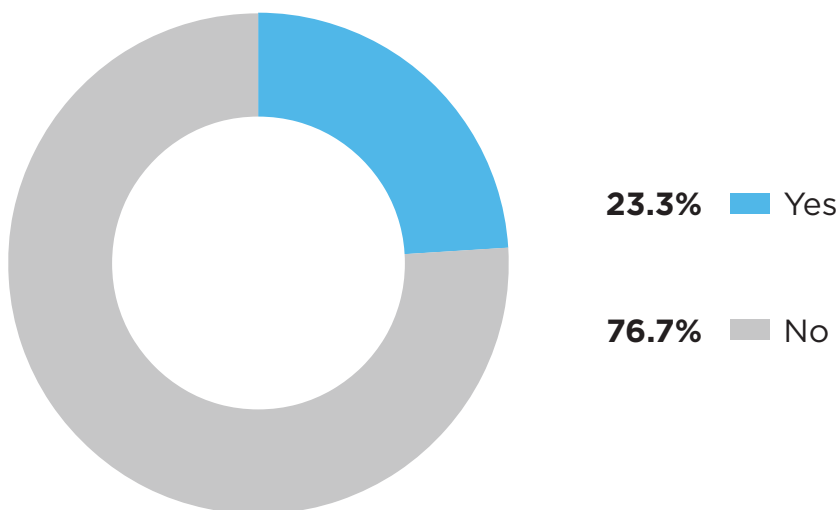
**FIGURE 4:** Obligatory nature of practical learning

Around 77 percent of the businesses are informed about the possibility of employing students of VET schools as interns in their companies.



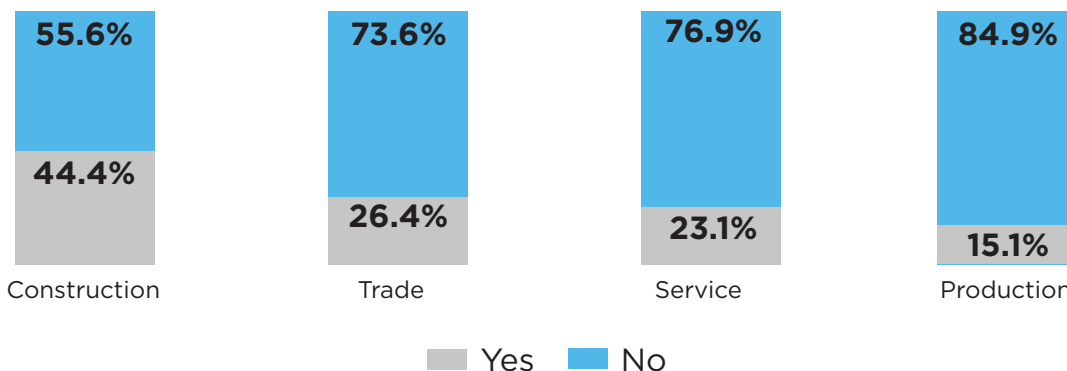
**FIGURE 5:** Information regarding the employment of VET students as interns

The companies that are aware of the possibility of employing students of VET schools as interns, only 23 percent claimed to have employed VET students as interns in their companies. The employment of the VET students as interns, in this case, came both from the agreements with VET schools as well as from company recruitment, based on individual cases.



**FIGURE 6:** Companies that employed VET students as interns

When asked whether they have ever employed VET students as interns, 44 percent of the businesses in the construction sector stated that they have. However, only 15 percent of the businesses in the production sector have employed VET students as interns in their company.



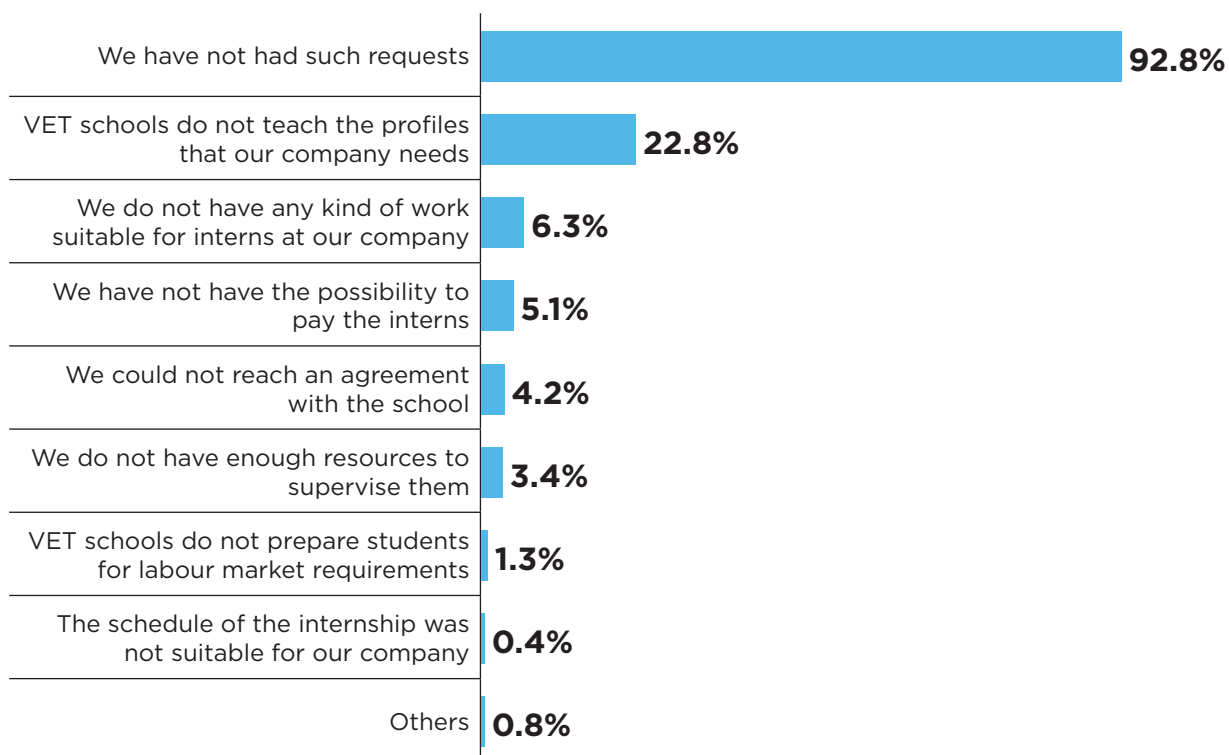
**FIGURE 7:** Crosstab - Employment of VET students as interns by business sector



When data were disaggregated by the size of the company, it was noted that 29 percent of the small enterprises, 21 percent of micro-enterprises and 22 percent of medium-sized enterprises have employed VET students as interns.

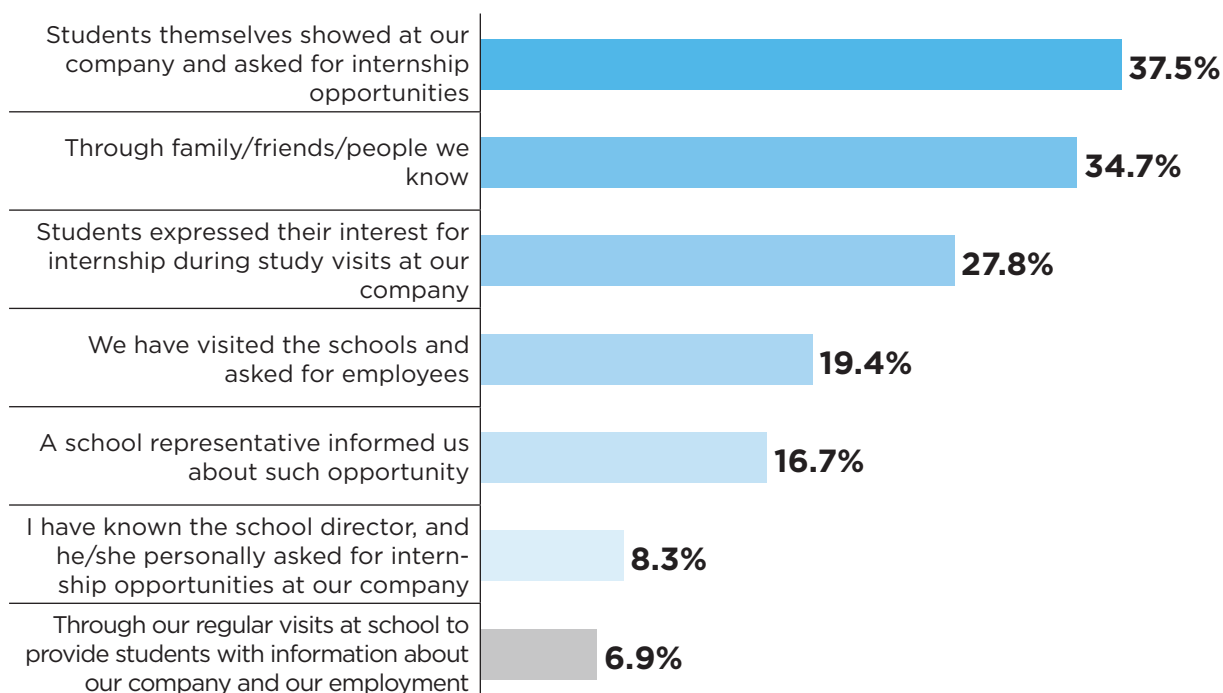
The vast majority of business representatives that completed the survey (92.8%) said that they have never employed VET students as interns since they have never had such requests. Around 23 percent of the surveyed businesses claimed that VET schools do not teach the profiles that their company needs. Auto mechanic, hotelier, electrotechnology, dental assistant, and accounting and finance, architecture, and tailoring were the profiles that businesses claimed to need the most. When disaggregated by sector, data suggests that the construction sector needs more employers that are focused on architecture, electrotechnology and construction. The trade sector is looking for mechanics, salespeople and pharmacists. Dental assistants, technicians, hairdressers, and people in hoteliers are needed in the service sector. Lastly, the production sector needs people who have profiles in agriculture, carpentry, metal production as well as technicians.

Other responses include lack of suitable work for interns (6.3%), lack of possibility to pay interns (5.1%), could not reach an agreement with schools (4.2%) and lack of resources from business to supervise the interns (3.4%). The least chosen answers were that VET schools do not prepare students for the labour market with 1.3 percent and that the schedule of the internship is not suited for the companies with 0.4 percent.



**FIGURE 8:** Reasons why companies have not employed VET students

The two most common answers to the question “How did you find students for the internship?” were students showed at our company and asked for internship opportunities with 38 percent and through family/friends/people we know with 35 percent. Around 28 percent of the businesses said that students expressed their interest in an internship during study visits at their companies, 19 percent said that they have visited schools and asked for potential employees and 17 percent stated that school representatives informed them about such opportunities. A smaller number of business representatives (8%) stated that they knew the school director who asked them personally about internship opportunities in their company and 7 percent of them found interns through regular visits they make to schools in order to inform students about employment opportunities.



**FIGURE 9:** Means through which companies found VET students for internship programme

Around 38 percent of the companies interviewed claimed to have offered the internship for six (6) months, and another 30 percent of them claimed to have offered the internship for three (3) months. In total, 12 percent of the companies interviewed claimed to have offered the internship for one year (12 months). The academic year is the period of the year when most of the companies have offered these internship programs (32%), following by summer (21%).

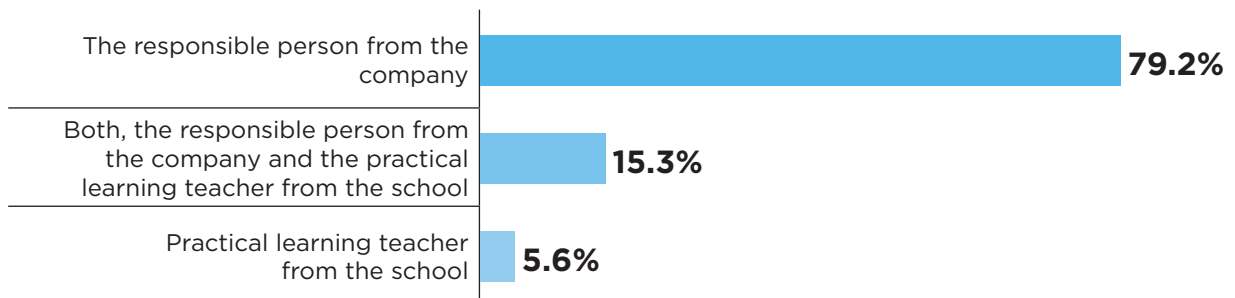
On average, companies claimed that VET students work 11 hours a week during their internship. The internship program offered for VET students does not differ from the internship program that the company has for other employees. The average duration of the internships that companies offer is 5 months.

Two companies employed 15 VET interns, three companies employed 11 VET interns, and five companies employed 12 VET interns.

**TABLE 6:** Number of VET students being employed

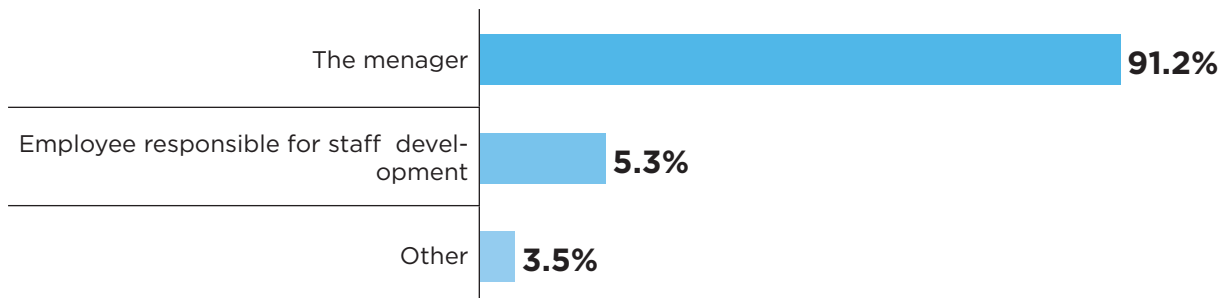
Number of companies	Number of VET students employed as interns
1	7
2	15
3	11
4	5
5	12
6	4
7	3
8	4
9	1
10	7
20	3

Most of the businesses (79%) assign someone from the company to monitor the students during their internship program, whereas only 6 percent of them have practical learning teachers from the schools monitor the interns. In about 15 percent of the companies, the interns are monitored by both, company employees and practical learning teachers from the school.



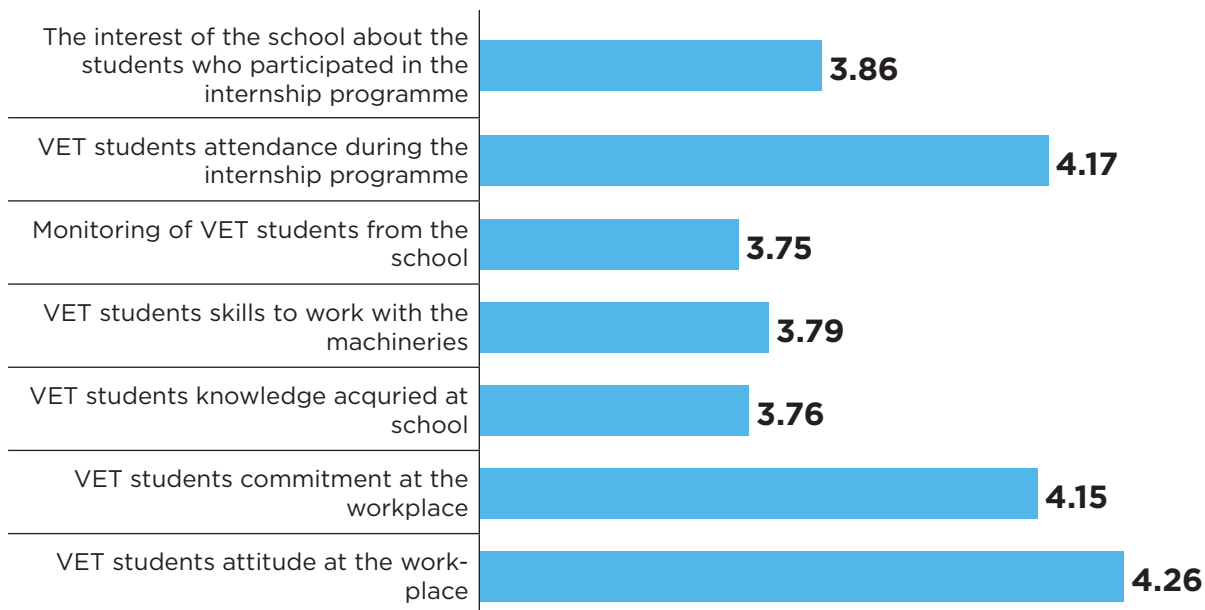
**FIGURE 10:** Person responsible for monitoring VET students

From the businesses that said that company representatives monitor the interns, 91 percent of them claimed that the manager of the company is in charge of this task.



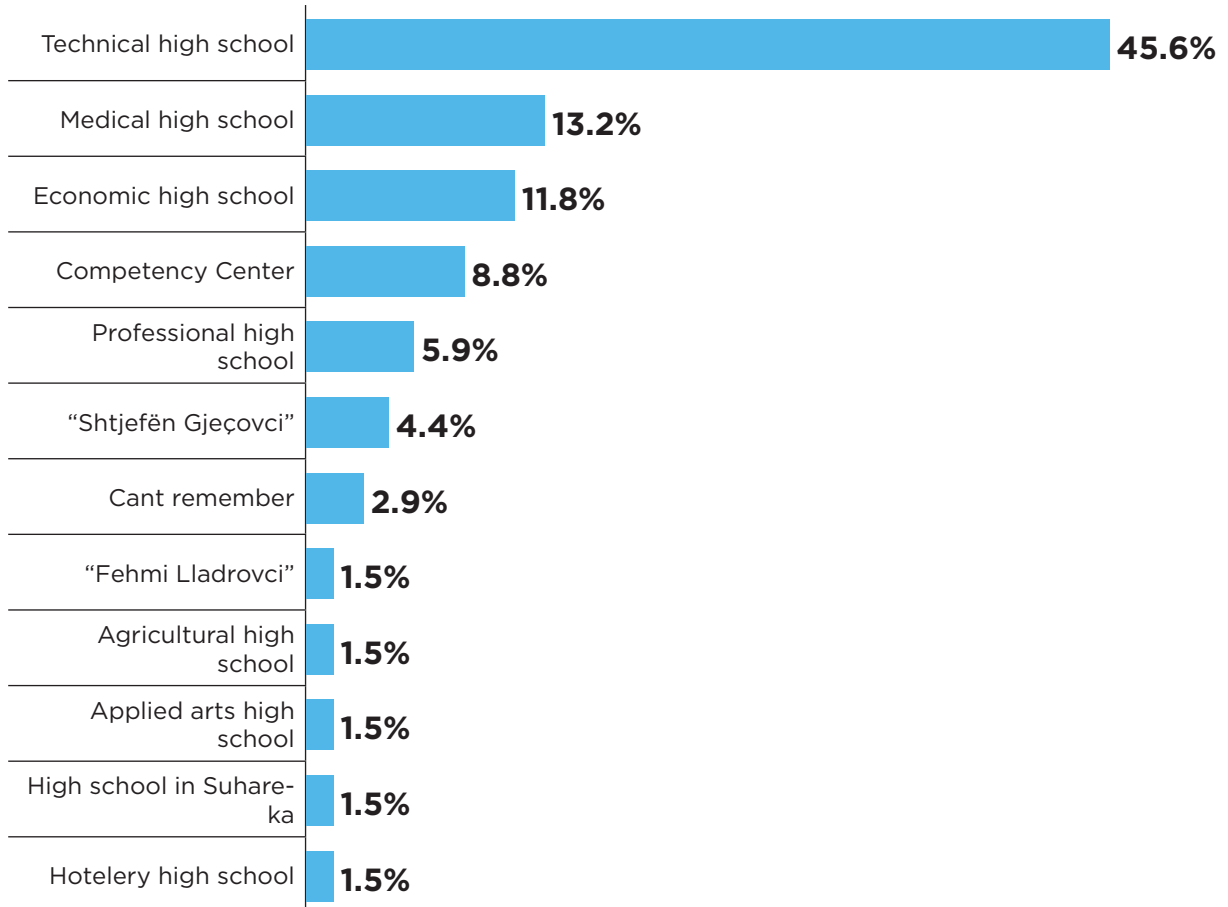
**FIGURE 11:** Position of company representatives that monitored VET students

Businesses were asked to state their satisfaction on some statements on a scale from 1 to 5, where 1 means not satisfied at all and 5 means very satisfied. The businesses were mostly satisfied with the attitude of VET students at the workplace (4.26), their attendance during the internship program (4.17) and their commitment to the workplace (4.15). They were slightly less satisfied with the interest of the school about the students who participated in these programs (3.86), the students’ skills while working with types of machinery (3.79), their knowledge acquired at school (3.76) and the monitoring of the students from the school (3.75).



**FIGURE 12:** Satisfaction level with VET interns

Forty-six percent of the businesses have employed interns from the technical high school. Two other schools from which companies usually get interns are medical high schools (13.2%) and economic high schools (11.8%).



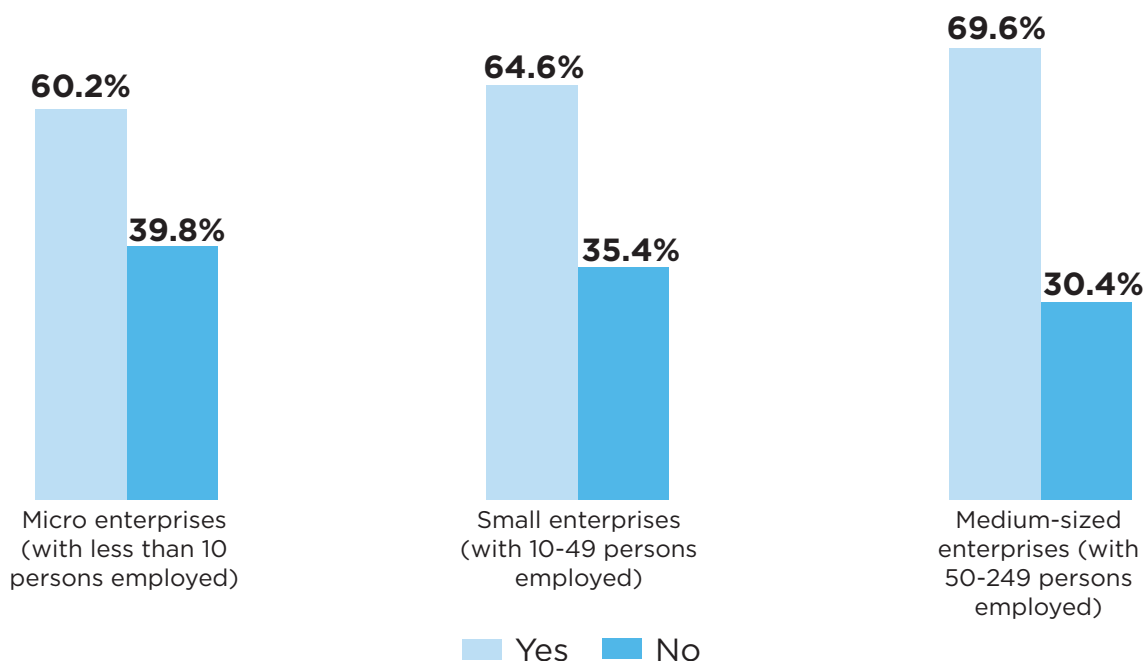
**FIGURE 13:** VET schools from which interns were employed

Around 72 percent of the companies that are aware of the possibility of employing VET students as interns have claimed to be interested in doing so, while 28 percent not. On the other hand, 30 percent of the companies that are not aware of such opportunities have claimed to be interested to employ VET students as interns, and 70 percent claimed the contrary.

**TABLE 7:** Crosstab: Awareness and interest of companies to employ VET students as interns

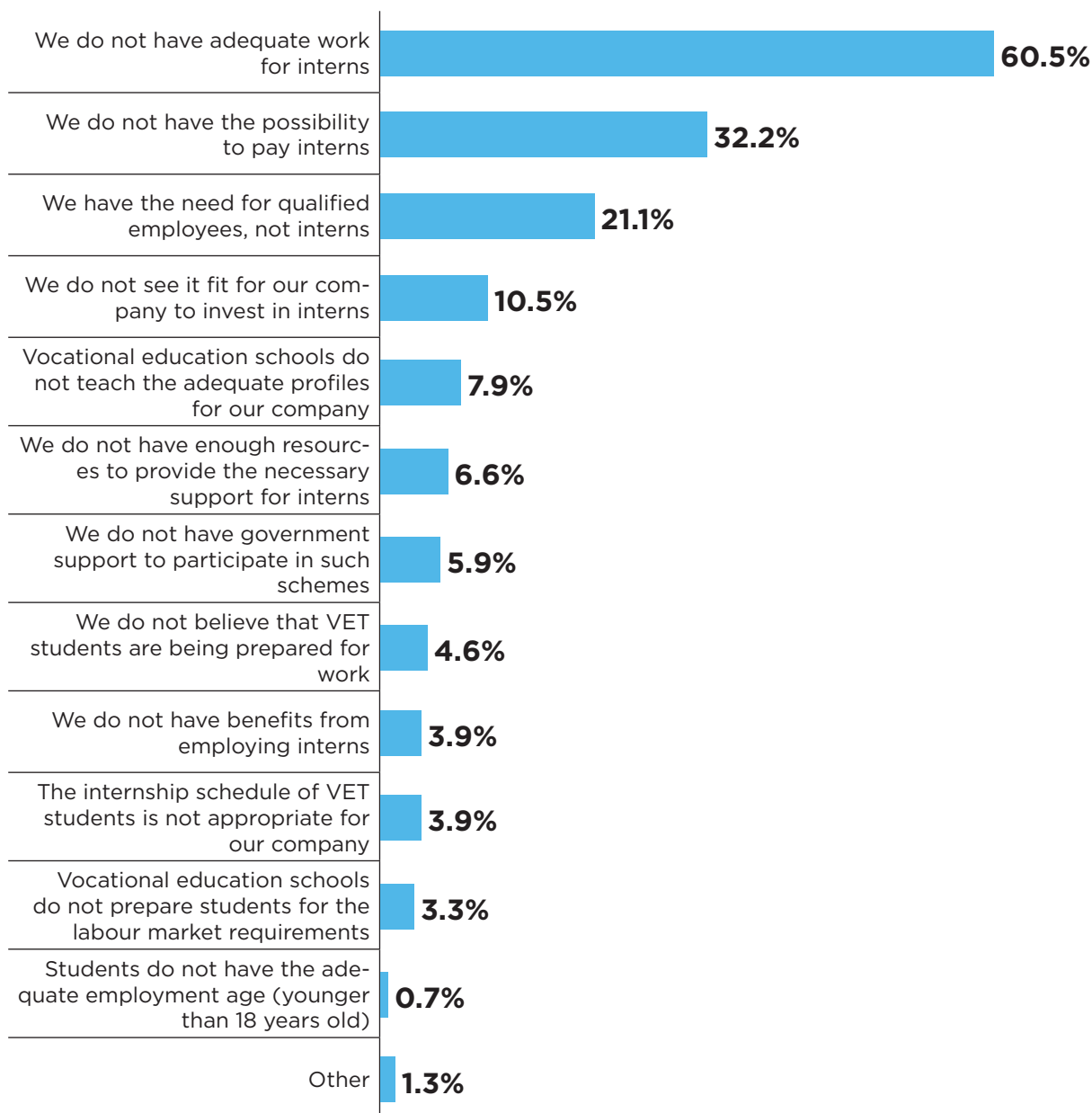
		Are you aware of the possibility of employing as interns in your company students of vocational education schools in Kosovo?	
		Yes	No
Would you be interested in employing students from vocational education schools in Kosovo as interns?	Yes	71.5%	29.7%
	No	28.5%	70.3%

The majority of the medium-sized businesses that took the survey (69.6%) would be interested in employing students from VET schools. Sixty-five percent of small enterprises and 60 percent of micro-enterprises would also be interested in having VET students work as interns in their companies.



**FIGURE 14:** Crosstab - Interest of employing VET students as interns by business size

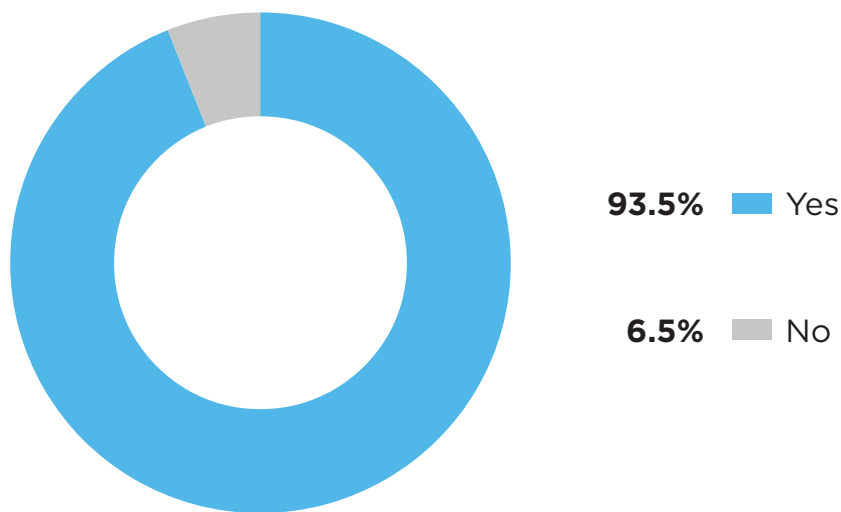
The main reason why most of the businesses do not employ interns (60.5%) is that they do not have adequate work for interns. Another reason is that they are not able to pay interns (32.2%) and that they need qualified employees, not interns (21.1%). The least mentioned reasons include companies not having any benefits by employing interns (3.9%), internships schedules of VET students not being convenient for the companies (3.9%), VET students not being prepared for the labour market (3.3%) and students not having the adequate age to work (0.7%).



**FIGURE 15:** Reasons why companies do not employ VET students

Auto mechanic, hotelier, accounting, architecture, dental assistant, electrotechnology, design, agronomy, and construction are some of the profiles that businesses mentioned to need interns for.

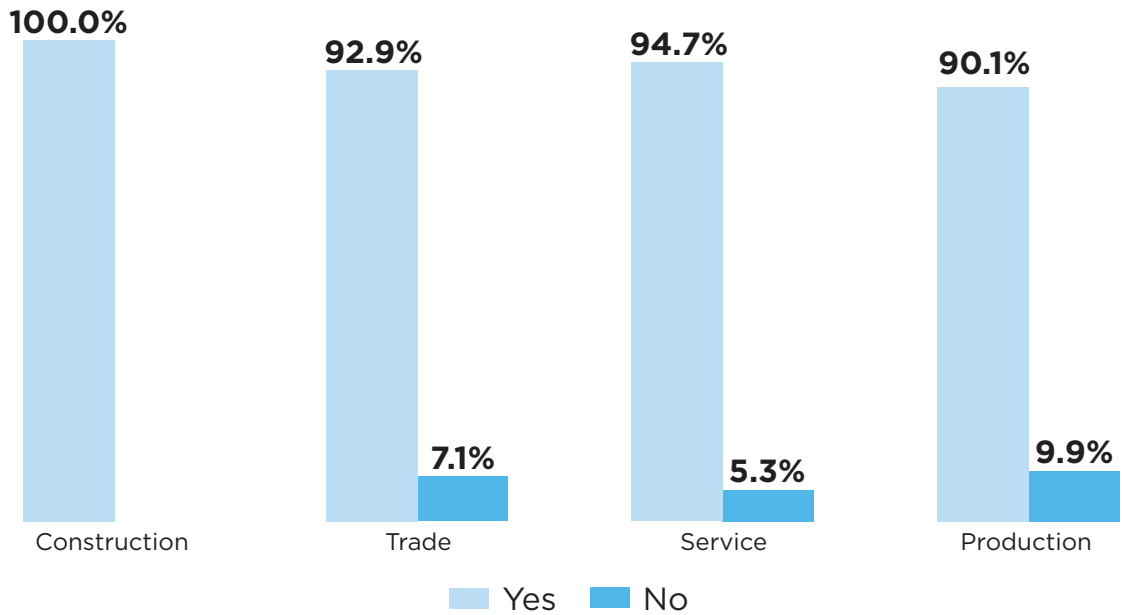
The vast majority of the businesses that completed the survey would be interested in receiving information regarding the profile of VET students.



**FIGURE 16:** Interest of companies to receive information about VET students

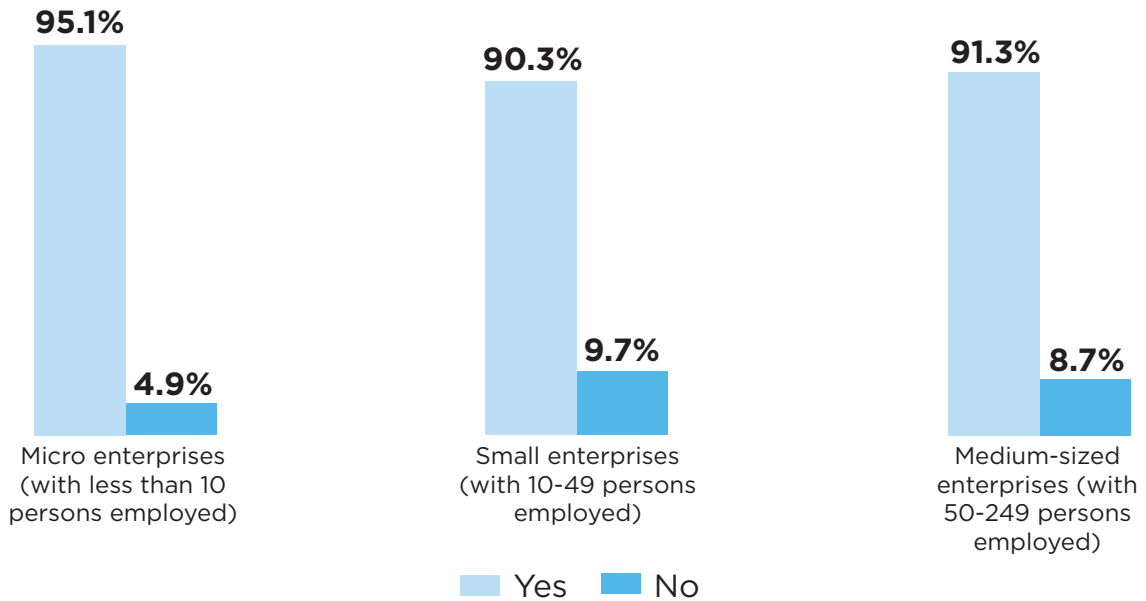
All of the businesses in the construction sector that took the survey (100%) stated that they would be interested in having information regarding the profile of VET students. A lower number of businesses in the production sector (90%) are interested in having such information.





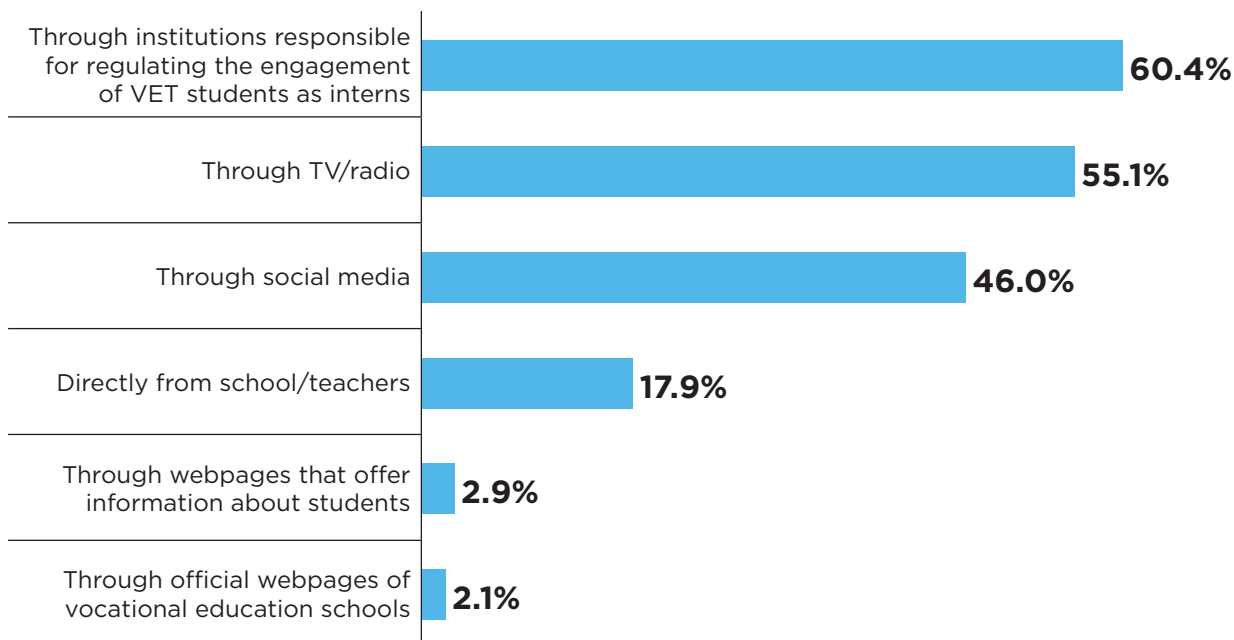
**FIGURE 17:** Crosstab - Interest of receiving information about VET students by business sector

Micro enterprises are the ones who are mostly interested in receiving information regarding the profile of VET students with 95 percent. Ninety-one percent of the medium-sized enterprises and 90 percent of the small enterprises would like to have information about VET students as well.



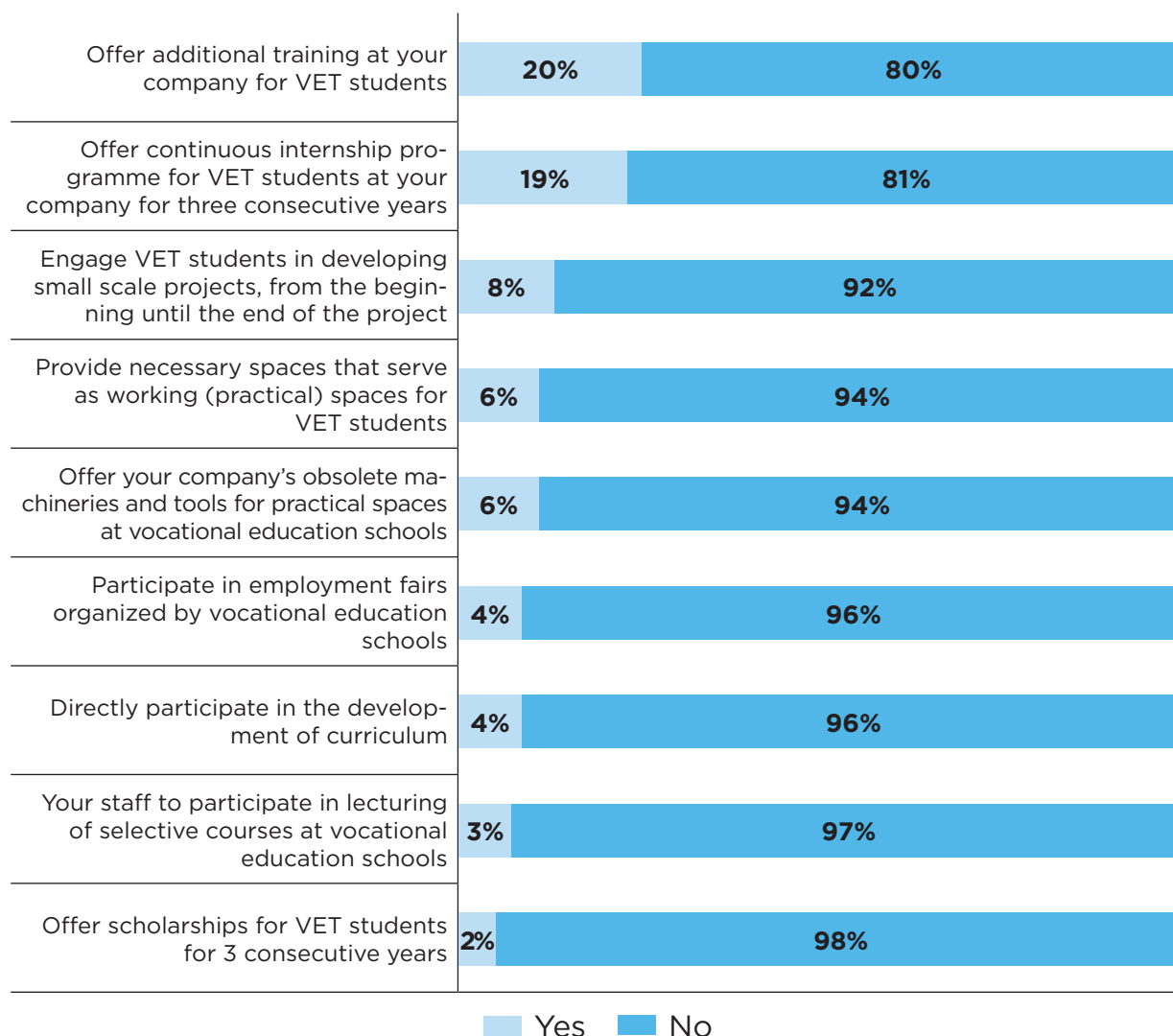
**FIGURE 18:** Crosstab - Interest of receiving information about VET students by business size

More than half of the businesses that completed the survey (60.4%) stated that they would like to receive information regarding the profile of VET students through institutions responsible for regulating the engagement of VET students as interns. The second chosen option was getting this information through TV/radio (55.1%) followed by the option of getting the information through social media (46%). Fewer businesses (17.9%) would prefer being informed directly by the school or the teachers. The two least chosen options were getting informed through webpages that offer information about students (2.9%) and through official webpages of vocational educational schools (2.1%).



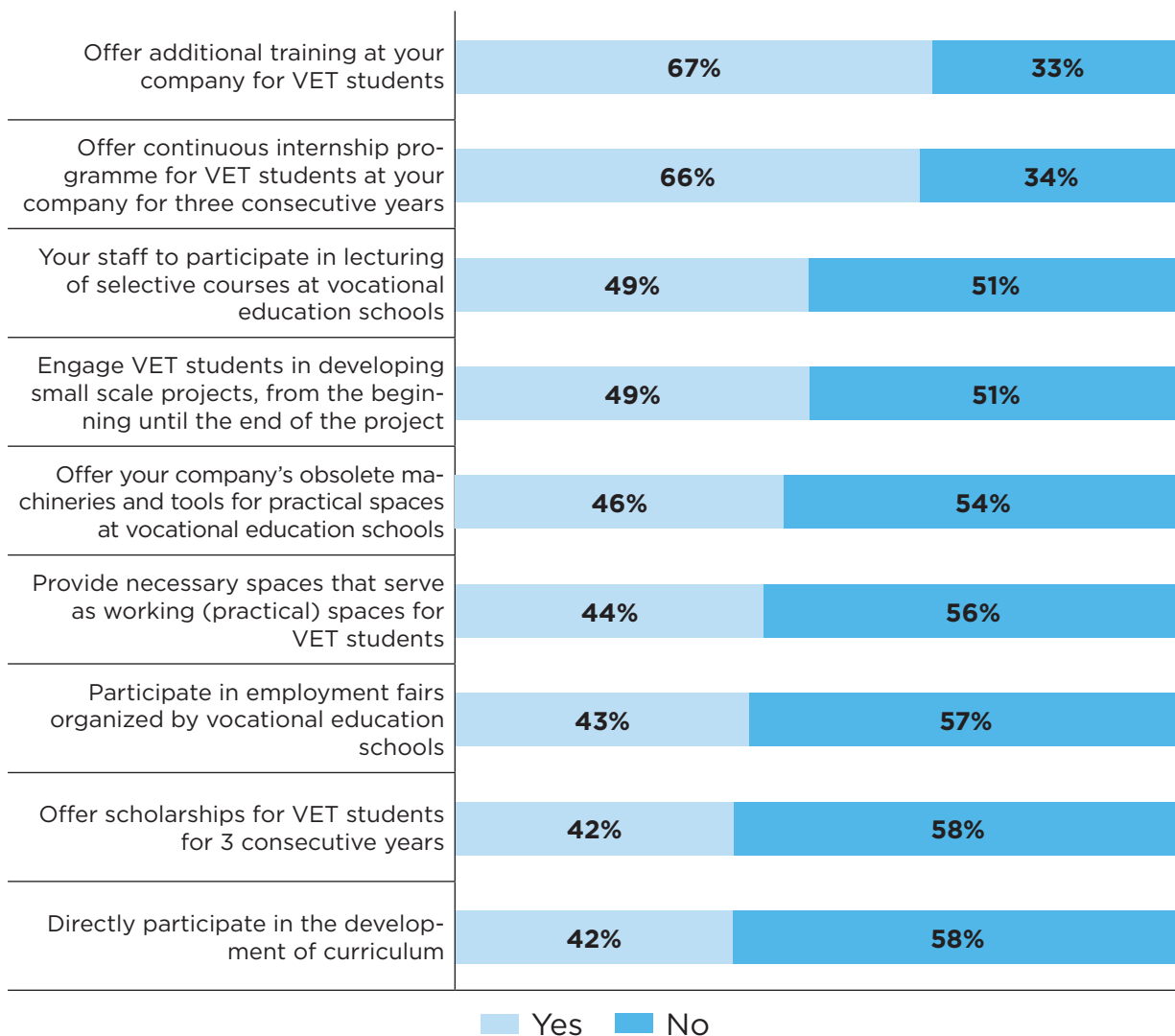
**FIGURE 19:** Sources of information

Twenty percent of the businesses would be willing to provide support by offering additional training at their companies for VET students and 19 percent of them stated that they could offer continuous internship programs for three consecutive years. However, the vast majority of the businesses were not willing to provide support to VET students. About 97 percent of the businesses said that they would not be willing to participate by giving lectures on elective courses in VET schools and 98 percent of them said that they would not offer scholarships for VET students for 3 consecutive years.



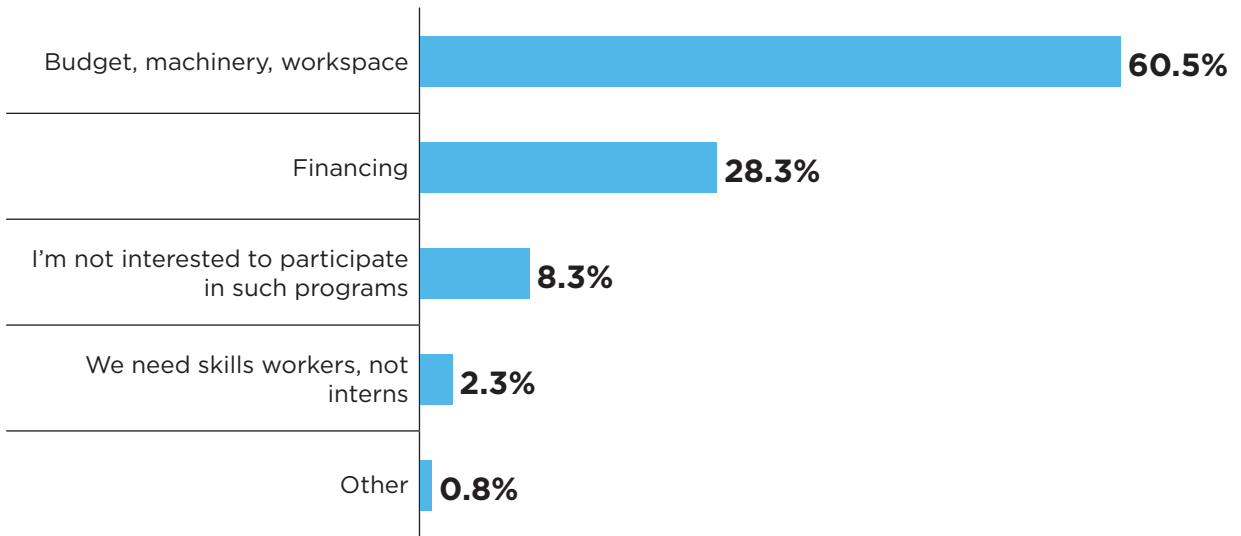
**FIGURE 20:** Testing of cooperation options

The businesses answered differently once it was mentioned that the Government of Kosovo would provide support if they decide to be involved in such initiatives. Sixty-four of the businesses stated that they would offer additional training at their companies for VET students and 66 percent of them said that they would offer continuous internship programs for VET students at their companies for three consecutive years. The same percentage of the businesses (49%) said that their staff would participate by giving lectures in elective courses at VET schools and they would engage VET students in developing small scale projects. Overall, the businesses more were willing to participate in such programs if the Government of Kosovo provides support.



**FIGURE 21:** Testing of cooperation options if the government supports businesses

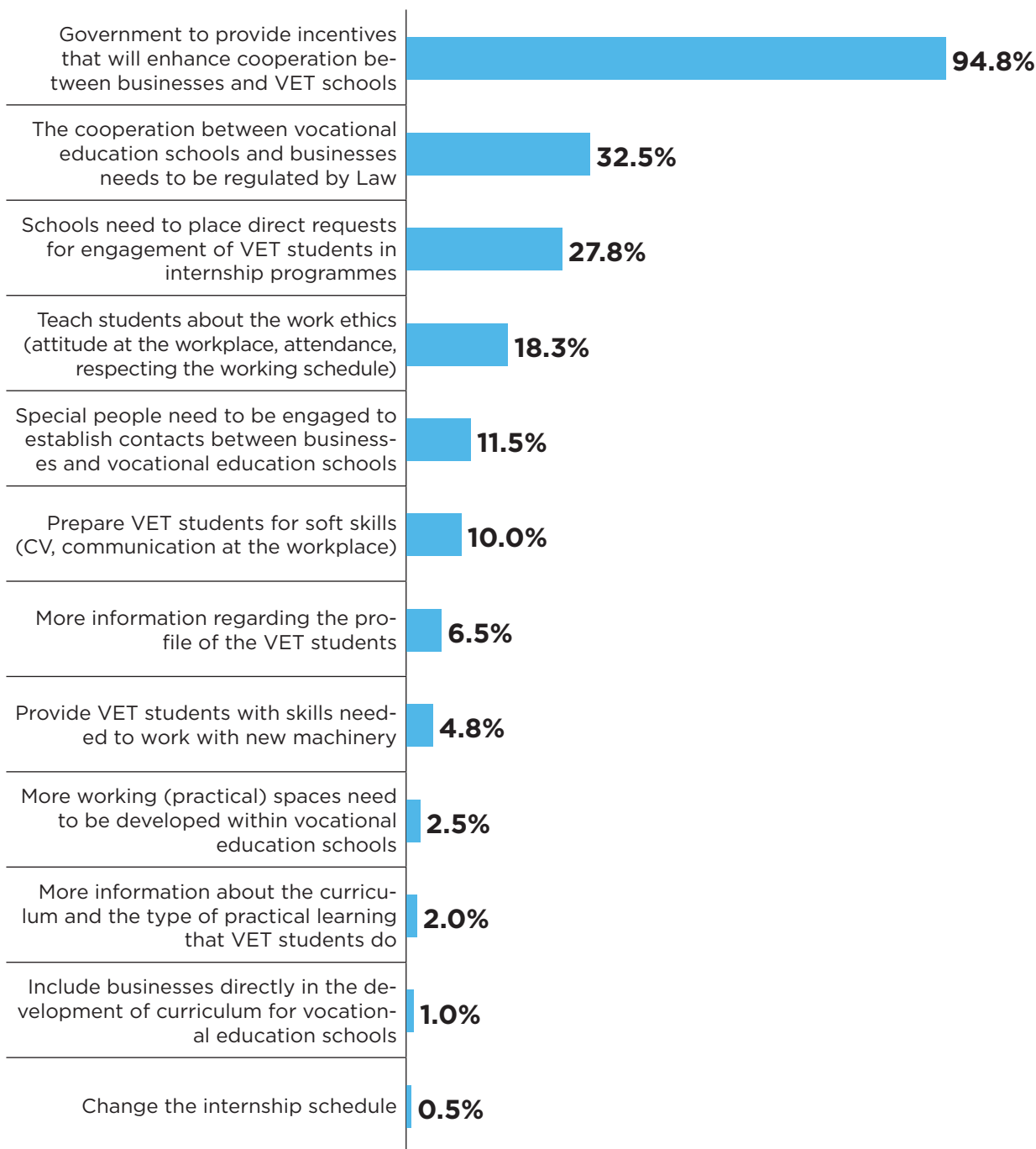
Sixty-one percent of the businesses stated that budget, machinery or workspace would incentivize them to participate in these programs. Another 28 percent answered that financing from the Government would serve as an incentive for them. Eight percent of the businesses said that they are not interested to participate in such programs, and 2 percent of them said that their company needs skilled workers and not interns.



**FIGURE 22:** Type of government support

None of the businesses have received any kind of government support to incentivize them to participate in such employment programs.

The recommendation that the vast majority of the businesses (94.8%) gave in order to improve the collaboration between businesses and VET schools is for the government to provide incentives to enhance this cooperation. Thirty-three percent of the businesses suggested that this cooperation should be regulated by law and 28 percent said that the schools need to place direct requests for the engagement of VET students in the internship programs. The least chosen options are to include businesses directly in the development of the curriculum for VET schools and to change their internship schedule.



**FIGURE 23:** Recommendations to enhance cooperation between businesses and VET schools

# Recommendations

Considering the qualitative and quantitative results of the study, the following recommendations are provided to all involved parties in the regulation of the cooperation between VET institutions, with a special focus on schools, and businesses in Kosovo.

## 1 MEST should approve and implement The Administrative Instruction on the Development, Autonomy, and Functioning of VET Institutions

The key issue mentioned by all of the parties interviewed is the lack of Law or Administrative Instruction that regulates the cooperation between VET institutions and businesses. To the moment, due to the lack of clear and concise rules, this cooperation is subject to the goodwill of schools and the demand from businesses. The cooperation between VET schools in particular and businesses should not be seen as an additional option, only in cases when the school cannot offer practical learning in school premises due to the lack of adequate space or equipment. According to the interviews with all study subjects, practical learning at the business differs from that in school. That is mainly because besides the technical and professional skills, at-the-company learning equips students with working culture skills and ethics, which have been rated as equally important as the job knowledge by the businesses interviewed. Lastly, it is of utmost importance for the Instruction to specify clearly the role of each of the involved institutions, and based on the role to define performance indicators for each of the involved parties in the process. The performance indicators should be both quantitative and qualitative.

## 2 The Administrative Instruction should include different options of cooperation between VET institutions and businesses to lay out the process.

As the Dual Learning option that some of the schools have started to implement through the support of international organizations in Kosovo, other options should also be provided to school based on the school profile and the type of businesses operating in the region where the school is based. This study has found out that of all options discussed above<sup>12</sup>, options 1,2, and 6 triggered the interest of schools, businesses, and institutions. Large businesses, which also have the potential of investing in such programs, were keen on providing support to schools and institutions and to be directly involved in the realization of these programs, either through knowledge sharing, equipment or finance if there is an incentive program from Kosovo Government. The incentives mentioned mostly by the large companies interviewed were:

- Law adjustment in the working-age of students, to promote the employment of the VET students of ages 16-18 years old as interns.
- Tax incentives – either through payment programs or tax distribution incentives
- Government support in staff training

## 3 EU Strategic documents that review the performance of VET in Kosovo should focus on establishing a framework of cooperation between businesses and VET institutions.

Currently, VET is an objective of the EU Agenda for Reforms and the National Programme for Implementation of the Stabilisation and Association Agreement. However, these agendas should specifically include the en-

12 Ref: Table 4

hancement of VET institutions through the development of cooperation with businesses. Furthermore, subject to the nature of the Strategy, Government documents should include performance indicators, measurement techniques, and monitoring strategies for these cooperation types.

**4 The Agency for Vocational Education and Training and Adult Education should continue to include more schools under its management**

Currently, the AVETAE has under the management 4 Competence Centres and 2 VET schools. In order for the other schools to come under the management of the AVETAE, they need to invest in equipment and physical infrastructure of practical areas for different profiles that the school offers. The lack of budget lines devoted to this investment has prevented the process of VET schools from being equipped with the necessary infrastructure. Under the management of the AVETAE, schools have higher autonomy and the communication channel is more efficient. Furthermore, CoC is allowed and have the budget to employ one practical learning teacher and one practical learning instructor. As such the teacher is responsible for teaching the practical learning part at school, while the instructor is responsible for finding internship opportunities for VET students. This is different from the schools managed by MED, which have only one practical learning teacher responsible for both jobs. Specific responsibilities assigned to each position increase the efficiency in the job place, and it is easier to measure and monitor the performance of each employee. According to the interview with the representative of AVETAE, the process of transforming schools as competences centres is costly due to the requirements that CoC needs to comply with, and that poses a problem with budget lines devoted to VET schools. CoC function based on the MED curriculum and the programs are accredited by NPISAA. In this sense, becoming part of the AVETAE would benefit schools in higher investment towards in-school area of practical learning.

**5 The communication channel between central and local institutions should be improved**

According to the interviews, the Ministry of Education has approved a fund to schools, which is devoted specifically to the payment of workplace insurance of VET students. This fund is distributed to the municipalities, and the Municipal Education Directorate is responsible for informing VET schools about the fund. However, based on the interviews, most of the schools are not informed of such opportunity and they still mention workplace insurance as one of the main drawbacks in initiating cooperation with businesses. As such, the lack of information and communication between the central and local institutions is creating a problem that has been already solved.

**6 The VET curriculum should include more practical learning than theory**

Based on the interviews, VET students should be oriented more towards practical work rather than theoretical learning. As such, the schools interviewed favour the curriculum that includes practical working at a higher percentage than theory, for 11<sup>th</sup> and 12<sup>th</sup> grade. VET schools should be oriented towards the business requirements, which is also the main purpose of VET schools, and as such students would benefit more if they would be engaged more in practical learning. Furthermore, VET students should be prone to professional courses at a higher percentage rather than general courses. Even the general courses, such as biology, chemistry, physics, psychology, etc. should be subject to the school profile.

**7 An institution could be established to align labour market requirements and VET institutions**

The interviewed parties have stressed the need for aligning the labour market requirements with VET institutions, namely the profiles they offer and the skills they teach. To do so, besides a labour market study for different profiles, it is needed for the establishment of an institution that would connect these two. In this sense, the



main function of this institution would be to set cooperation agreements between businesses and the school. However, the school and the business would still be responsible of maintaining the terms of the agreement. Businesses interviewed have mentioned the Kosovo Chamber of Commerce, as one of the institutions that could offer such a service. That is mainly because the KCC is in contact with businesses, they know business requirements for different profiles, and different Business Associations are members of KCC. At the same time, they operate by their own Law and have the mandate to be offering intermediary services to VET schools and businesses. However, to do so the KCC should invest in increasing the number of employees, as well as increasing the capacity of the current staff in offering such services. Furthermore, the KCC has already established the Department for Vocational Education. As such, with investments in capacities and know-how, this department could be the liaison between businesses and schools. A detailed assessment of KCC needs and capacities needs to be performed before any decision is taken in this regard.

Besides the recommendation of businesses to decentralize this service to another institution, and not the municipality, another valuable option would be to invest in increasing school capacities to perform such action. As seen from the success stories, investing in equipping the in-school practical areas and investing in school staff by increasing their competencies and the monitoring towards the responsible personnel for creating cooperation between the schools and businesses, might ensure positive results.

#### **8 An informational campaign should be designed regarding the employment of VET students**

Both the quantitative and qualitative results indicated that businesses are interested to learn more about the VET students, the profiles they are studying, the skills they have, and employment opportunities for them. Furthermore, according to businesses, if the information that a specific business is hiring VET students and is satisfied with their performance triggers attention and action from other businesses, as well. These success stories are beneficial not only to businesses but also to parents who have been mentioned as one of the key players in the employment of VET students. The informational campaign should be targeted to businesses and parents, as the main groups of information. The information should be focused on success stories of employment, on the type of jobs available for VET students based on the profile of study, and the type of education and benefits that students who enrol in VET have.

#### **9 There should be an alignment of international donors in the field of VET**

The businesses and institutions interviewed claimed that there is the need for international donors that are investing in the field of VET to align with each other so that higher investment is devoted towards VET. Currently, VET schools need for investment in all parts, including physical infrastructure, equipment, staff, and know-how. Through higher investments, aligned between the donors, better results can be achieved. The cooperation example between EUO, ETF, Alled2 and IPA23018 is a successful example, and it could be enlarged to the other donors that operate in Kosovo and are investing in VET sector.

#### **10 VET school profiles should be reviewed based on businesses' needs**

A recommendation driven by businesses interviewed was for VET schools to offer study profiles based on the need of the businesses. These profiles might be different based on regions, depending on the concentration of the businesses in the region. As an example, businesses recommended that if there is concentration of production businesses in Dukagjini region, then VET schools in Dukagjini region should be focused on providing production profiles. Another example is if businesses in Suhareka/Suva Reka are focused in textile, then VET schools to be offering textile profiles. As such, schools should be focused in providing what businesses operating in the region need.

**11 VET schools' finances could benefit from a review**

According to the AVETAE institution interviewed, one of the problems with VET school finances is that the budget line devoted to VET schools and gymnasiums is the same. On the other hand, due to the profile of VET schools, their needs for investment in practical areas and equipment are higher compared to the needs of other pre-university education institutions. As such, the budget line devoted to VET schools should be treated as a separate line and should meet the requirements of VET schools. This recommendation is also supported by other reports in the field.

# Appendices

## Appendix 1. Sample Distribution for Survey

		Construction	Trade	Service	Production	Other
<b>Prishtinë/ Pristina</b>	Micro enterprises	0	15	26	14	0
	Small enterprises	1	0	7	8	0
	Medium-sized enterprises	1	2	2	2	0
	SMEs	0	0	0	0	0
<b>Mitrovicë/ Mitrovica</b>	Micro enterprises	0	4	10	3	0
	Small enterprises	0	2	2	1	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Gjilan/ Gnjilane</b>	Micro enterprises	0	12	9	3	0
	Small enterprises	0	1	2	1	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Peje/Pec</b>	Micro enterprises	0	8	11	2	0
	Small enterprises	0	1	6	2	0
	Medium-sized enterprises	0	0	3	1	0
	SMEs	0	0	0	0	0
<b>Prizren</b>	Micro enterprises	0	1	8	2	0
	Small enterprises	1	4	3	2	0
	Medium-sized enterprises	0	1	0	1	0
	SMEs	0	0	0	0	0

		Construction	Trade	Service	Production	Other
<b>Gjakove/ Djakovica</b>	Micro enterprises	0	6	13	0	0
	Small enterprises	0	2	3	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Podujeve/ Podujevo</b>	Micro enterprises	1	6	3	1	0
	Small enterprises	0	0	2	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Vushtrri/ Vucitrn</b>	Micro enterprises	0	3	3	1	0
	Small enterprises	0	0	1	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Skenderaj/ Srbica</b>	Micro enterprises	1	4	4	0	0
	Small enterprises	0	1	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Junik/Junik</b>	Micro enterprises	0	1	2	0	0
	Small enterprises	0	0	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Klinë/Klina</b>	Micro enterprises	0	2	1	0	0
	Small enterprises	0	1	4	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0

		Construction	Trade	Service	Production	Other
<b>Istog/Istok</b>	Micro enterprises	0	0	4	0	0
	Small enterprises	1	0	1	1	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Deçan/ Decani</b>	Micro enterprises	0	2	6	1	0
	Small enterprises	0	0	1	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Dragash/ Dragash</b>	Micro enterprises	0	0	1	0	0
	Small enterprises	0	0	0	2	0
	Medium-sized enterprises	0	0	0	1	0
	SMEs	0	0	0	0	0
<b>Suharekë/ Suva Reka</b>	Micro enterprises	0	1	2	0	0
	Small enterprises	0	0	6	0	0
	Medium-sized enterprises	0	0	1	2	0
	SMEs	0	0	0	0	0
<b>Rahovec/ Orahovac</b>	Micro enterprises	1	0	3	0	0
	Small enterprises	1	4	1	1	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Viti/Vitina</b>	Micro enterprises	0	1	4	0	0
	Small enterprises	0	1	4	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0

		Construction	Trade	Service	Production	Other
<b>Kamenicë/ Kamenica</b>	Micro enterprises	0	0	4	0	0
	Small enterprises	0	2	0	1	0
	Medium-sized enterprises	0	1	0	0	0
	SMEs	0	0	0	0	0
<b>Lipjan/ Lipljan</b>	Micro enterprises	0	1	2	0	0
	Small enterprises	0	0	1	3	0
	Medium-sized enterprises	0	1	0	0	0
	SMEs	0	0	0	0	0
<b>Shtime/ Stimlje</b>	Micro enterprises	0	0	5	2	0
	Small enterprises	0	0	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Ferizaj/ Urosevac</b>	Micro enterprises	0	3	15	3	0
	Small enterprises	0	6	4	3	0
	Medium-sized enterprises	0	1	0	1	0
	SMEs	0	0	0	0	0
<b>Kaçanik/ Kacanik</b>	Micro enterprises	0	1	2	2	0
	Small enterprises	0	1	0	0	0
	Medium-sized enterprises	1	0	0	0	0
	SMEs	0	0	0	0	0
<b>Fushë Kosovë/ Kosovo Polje</b>	Micro enterprises	0	1	4	1	0
	Small enterprises	0	2	1	1	0
	Medium-sized enterprises	0	0	1	0	0
	SMEs	0	0	0	0	0

		Construction	Trade	Service	Production	Other
<b>Obiliq/Obilic</b>	Micro enterprises	0	1	1	0	0
	Small enterprises	0	0	2	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Shtërpçë/ Strpce</b>	Micro enterprises	0	2	0	0	0
	Small enterprises	0	0	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Gllgovc/ Glogovac</b>	Micro enterprises	1	1	3	2	0
	Small enterprises	0	1	1	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Malishevë/ Malisevo</b>	Micro enterprises	0	0	1	0	0
	Small enterprises	1	1	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0
<b>Hani i Elezit/ General Jan- kovic</b>	Micro enterprises	0	0	0	0	0
	Small enterprises	0	0	0	0	0
	Medium-sized enterprises	0	0	0	0	0
	SMEs	0	0	0	0	0

## Appendix 2. VET School Profiles

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Gjin Gazulli	Public	Prishtinë/ Priština	Informatics Telecommunication Energetic Electrical Installation Consumer electronics and office equipment Industrial electronics	No	Municipal Education Directorate
7 Shtatori	Public	Prishtinë/ Priština	Tourist Assistant Restaurant Assistant Cooks Retail and Wholesale	No	Municipal Education Directorate
28 Nëntori	Public	Prishtinë/ Priština	Construction Architecture Geodesy Post & Telecom (PT) Graphics	No	Municipal Education Directorate
Dr. Ali Sokoli	Public	Prishtinë/ Priština	General nurse Dental technician Pharmacy technician Medical laboratory technician Physiotherapy technician	No	Municipal Education Directorate
Abdyl Frashëri	Public	Prizren/Priz- ren	Agribusiness Horticulture Protection of plants Cultivator of Mixed Cultures and Growing of Animals Farmer Food processor and related professions Fruits and Vegetable Processors Dairy Processor Veterinarians	No	Municipal Education Directorate
Hoxhë Kadri Prishtina	Public	Prishtinë/ Priština	Economics Administration Business Administration	No	Municipal Education Directorate



School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Prenk Jakova	Public	Prishtinë/ Priština	General Direction: Musical Collaborator Ballet Instrumental direction (interpretation)	No	Municipal Education Directorate
Shtjefën Gjeqovi	Public	Prishtinë/ Priština	CNC Metalworkers Auto mechanics Heating & Air-conditioning Installation Water and Sewage Installation Welder Confectioner Tailor Traffic and Transport Road traffic Road Transport Train Driver	No	Agency for Vocational Education and Training and Adult of Kosovo
Don Bosco	Private	Prishtinë/ Priština	Information and Communica- tion Technology Telecommunication Technology Electrical system installer Central heating installer Water and sewage installer/ plumber	Yes	Municipal Education Directorate
Fan S Noli	Public	Kryshec, Pejë/ Kruševac, Peć	Computing Energetics Telecommunication PTT / Post Telephone Telegr aph Installer Electrical Systems Road Traffic Installer for heating and accli- matization Auto Mechanic Architecture Textile/Tailor Carpentry Workshop	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Isa Boletini	Public	Podujevë/ Podujevo	Accounting Banking and Insurance Freight and Logistics Wholesale and Retail Trading Business Admin Legal Assistance Agribusiness Food Processing	No	Municipal Education Directorate
Ismail Dushoshi	Public	Obiliq/Obilić	Telecommunication Computing Energetics Banking and Finance Mining Chemistry Technician Geology Production Operator Accounting	No	Municipal Education Directorate
Hivzi Sylejmani	Public	Fushë Kosovë/ Kosovo Polje	Economy - Law Technical Accounting, Banking & Insurance, Freight & Logistics Administration Assistant, Legal Assistant Electrical Technician, Telecom, Computing, Mining	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Adem Glavica	Public	Lipjan/ Lipjan	Economy: Bank & Insurance, Accounting, Management Administration: Law Assistant, Business Assistant Electrical: Computing, Telecom, Electrical Installation Mechanical: Production Operator, Plumbing, Heating & Air-Conditioning; Auto Mechanics, Welding Agriculture: Agribusiness, Horticulture & Livestock Chemistry: Chemistry Laboratory Construction: Architecture, Construction	No	Municipal Education Directorate
Ibrahim Banushi	Public	Shalë, Lipjan/ Sedlare, Lipjan	Economics: Banking and Insurance, Accounting Machinery: Auto Mechanics	No	Municipal Education Directorate
SHM Ekonomike	Public	Prishtinë/ Priština	Bank and Insurances Commerce: Retail / Whole Sale	No	Municipal Education Directorate
Andrea Durrsaku	Public	Kamenicë/ Kamenica	Computing ITT Energetics Account Banking and Insurance Administration Assistant Heating and Air-conditioning Installer Auto Mechanic	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Jonuz Zejnullahu	Public	Viti/ Vitina	Computing ITT Energetics Industrial Electronics Electrical Installer Wholesale and Retail Trading Banking and Insurance Administrative Assistant Confection Food Technology Horticulture Road Traffic Producer Operator Heat and Air-conditioning Installer Installer of Water supply Auto Mechanics Welding	No	Municipal Education Directorate
Kongresi i Manastirit	Public	Gllamnik, Podujevë/ Glavnik, Podujevo	Electrotechnical (Computing) Mechanical (Prod. Operator) Economy (Accounting) Law (Admin. Assistant)	No	Municipal Education Directorate
Mehmet Isai	Public	Gjilan/ Gnjilane	Computing Telecommunication Mechatronics Electrical Installer Road Traffic Recycling Technology Rubber and Plastic Technology Welder Heating and Acclimatization Production Operator Auto Mechanic Architecture Geodesy Construction	No	Municipal Education Directorate
Asllan Elezi	Public	Gjilan/ Gnjilane	General Nurse Pharmacy Technician Dentistry Technician Dentist Assistant Paediatric Nurse Midwife Medical Lab Technician Physiotherapy Nurse	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Adem Kas-trati	Public	Gjilan/ Gnjilane	Graphics/Drawing/Painting Graphic Design Fashion/Textile Design Interior Design (108 students and about 80% female)	No	Municipal Education Directorate
SHM e Muz-ikes	Public	Gjilan/ Gnjilane	Professional Associate Musical Interpretation	No	Municipal Education Directorate
Arbëria	Public	Gjilan/ Gnjilane	Food Technology Horticulture Arboriculture-Vineyard Livestock Veterinary Meat Processing Fruit Processing Confection/Textile Biologist	No	Municipal Education Directorate
Marin Bar-leti	Public	Gjilan/ Gnjilane	Accounting Banking and Insurance Marketing Finance Market Catering Assistant Freight Forwarder and Logistics Legal Assistant Administration	No	Municipal Education Directorate
Elena Gjika	Public	Ferizaj/ Uroševac	General Nurse Paediatric Nurse Midwife Nurse Pharmacist Technician Medical Lab	Yes	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Pjetër Bogdani	Public	Ferizaj/ Uroševac	Machinery Operator and Computing Mechatronics Auto Mechanic Installers of Heating and Air Conditioning Water and Sewer Installer Metal Worker Auto Mechanics Computing ITT Electric Installer Construction	No	Municipal Education Directorate
Çesk Zadeja	Public	Ferizaj/ Uroševac	Musical Co-worker Instrumental Figurative Art	Yes	Municipal Education Directorate
Zenel Hajdini	Public	Ferizaj/ Uroševac	Horticulture Ploughing - Vegetable Orchard-Vineyard Agribusiness Food Technology Chef Livestock Plant Protection Veterinarians Wood Processing Interior Design of Wood Technology Confection	Yes	Municipal Education Directorate
Faik Konica	Public	Ferizaj/ Uroševac	Accountant Banking and Insurance Freight Forwarding and Logistics Wholesale and Retail Financial Assistant Marketing Assistant Office Administration Catering Assistant Tourism Assistant Law Assistant	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Feriz Guri/ Vëllezërit Çaka	Public	Kaçanik/ Kaçanik	Welding Electrics Water and sewage installer Computing	Yes	Municipal Education Directorate
Kuvendi i Manastirit	Public	Shtërp- cë-Firaj, Ferizaj/ Štrpce-Firaj, Uroševac	Catering and Tourism	Yes	Municipal Education Directorate
Skender Luarasi	Public	Therandë/ Suva Reka	Road Transport	Yes	Municipal Education Directorate
Abdyl Rama	Public	Shirokë, Therandë/ Shiroka/Suva Reka	Economy Administration Chemistry - Technology Agriculture Food Technology	Yes	Municipal Education Directorate
11 Marsi	Public	Prizren/ Prizren	Auto Mechanic Water and Sewage Installer Metal Processor Heating and Air Conditioning Installer Construction Architecture Geodesy Textile and Clothing Design Graphic Design Interior Design IT (Telecomm) Software Design Computing Electrical Installer Electric Machines Road Traffic	Yes	Agency for Vocational Education and Training and Adult of Kosovo

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Lorenc Antoni	Public	Prizren/ Prizren	Instrumental and Theoretical	Yes	Municipal Education Directorate
Luciano Motroni	Public	Prizren/ Prizren	General Nurse Paediatric Nurse Dental Technician Pharmacy Technician Midwife	Yes	Municipal Education Directorate
Ymer Prizreni	Public	Prizren/ Prizren	Economy: Accounting, Banking and Insurance, Business Administration, Logistics and Wholesale and Retail Trading.  Juridical: Legal Assistant, Administrative Assistant, and Organization of Social Activities.  Food Technology: Food Technology  Catering and Tourism: Tourist Assistant and Restaurant Assistant  Agribusiness: Agribusiness	Yes	Municipal Education Directorate
Ruzhdi Berisha	Public	Dragash/ Dragaš	General Nurse Pharmacies Biological Laboratory Economics Legal and Administration	Yes	Municipal Education Directorate



School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Nexhmedin Nixha	Public	Gjakovë/ Đakovica	Production Operator Road Trans. Auto mechanics Energetic Computing Electrics Construction Architecture Tailoring Design Auto mechanics Energetics Computing Electrics Construction Architecture Tailoring Design Production Operator Road Trans. Auto mechanics Energetics Computing Electrics Construction Architecture Tailoring	Yes	Municipal Education Directorate
Hysni Zajmi	Public	Gjakovë/ Đakovica	General Medicine Dentistry Pharmacy Paediatrics Midwife Physiotherapy Medical Laboratory Technician	Yes	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Kadri Kusari	Public	Gjakovë/ Đakovica	Accounting Banking and Insurance Freight and Logistics Office Administration Financial Assistant Marketing Assistant Legal Assistant Administrative Assistant Catering Assistant Chef Technology of Agricultural Production Arboriculture - Vineyard Processing of Agricultural Producers Veterinary Technique	Yes	Municipal Education Directorate
Selajdin Mulla Alia	Public	Rahovec/ Orahovac	Wholesale and Retail Trading Accountant Legal Assistant Administration Assistant Food Technology Installation of Heating and Air Conditioning Auto Mechanic Water Supply and Sewer Installation Computing Pharmacy Construction Dental Technique Restaurant Assistant Horticulture Dentist Assistant	Yes	Municipal Education Directorate
12 Maji	Public	Rahovec/ Orahovac	Natural, Social, Economic, Law, Machinery, Agriculture	No	Municipal Education Directorate
Ukshin Hoti	Public	Krushë e Madhe, Rahovec/ Velika Kruša, Orahovac	Economics	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Lasgush Poradeci	Public	Malishevë	Banking and Insurance Accounting Law Administration Legal Technician	No	Municipal Education Directorate
Kuvendi i Junikut	Public	Junik/Junik	Languages Natural science General medicine	No	Municipal Education Directorate
Tafil Kasumaj	Public	Deçan/Dečan	Computing Economics Catering Automechanics Technical Installers of Water Supply Mechatronics	Yes	Municipal Education Directorate
Ali Hadri	Public	Pejë/Peć	Business Administration Accounting Banking and Insurance Logistics Freight Forwarders Wholesale and Retail Trade Administrative Assistant Legal Assistant Organizing Social Activities Catering Assistant Technique of Exercise Technology Veterinary Technician Horticulture Agricultural Product Technology Forestry Technician Accounting (Bosnian language) Freight Forwarding (Bosnian language) Legal Assistant (Bosnian Language)	Yes	Municipal Education Directorate
Halit Kasapolli	Public	Pejë/Peć	Musical interpretation	No	Municipal Education Directorate
Odhise Paskali	Public	Pejë/Peć	Interior Design, Textile Design, Graphic Design, Ceramic Design, Picture	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
SHM Mjekësisë Pejë	Public	Pejë/Peć	Pharmacist Technician Dental Technician Medical Laboratory Technician General Nursing Assistant Midwives Nurse Assistant Nursing Paediatrician	Yes	Municipal Education Directorate
Shaban Spahija	Public	Pejë/Peć	Computing Telecommunication Technique Consumer Electronics Energetics Electrical Installer Electric Machines Road Transport Auto Mechanics Water Supply and Sewerage Heating and Air Conditioning CNC Machine Metal Worker Construction Technician Carpentry Technician Architectural Technician Geodesy Technician Tailoring	Yes	Municipal Education Directorate
Mithat Frashëri	Public	Istog/Istog	Production Operator Auto Mechanic Installers of Heating and Air Conditioning Metal Worker Welder Construction  Banking and Insurance Computing  Energetics  Telecommunication Electrical Installer Livestock	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Fehmi Agani	Public	Klinë/Klina	Computer Technician Electrical Installer Auto mechanic Water and Wastewater Installer Road Traffic Production Operator Geology Mining Biological Medical Laboratory Technician Accountant Food Technology Construction Horticulture	No	Municipal Education Directorate
COC Skënderaj	Public	Skënderaj/Srbica	Water, Sanitary and Power System Installers Heating, Ventilation / Air Conditioning installation Electrical Installer Concrete working Metal Working Masonry and Placards Builder of Dry Structures Carpenter with Roof Work Working Plate, Working Varnish Textile Design and Clothing Interior Design Architecture Road Construction Landscape Worker Pipe Fitting and Channel Builder	No	Municipal Education Directorate
Anton Çeta	Public	Skënderaj/Srbica	Machinery Electrotechnics Economics Biology Laboratory Chemistry Lab Agriculture Chemistry Technology	Yes	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Lutfi Musiqi	Public	Vushtrri/ Vuçitrn	Production Operator and Programmer CNC Auto Mechanic Welder Heat Installer Road Traffic Computing Telecommunications Mechatronics Electrical Installation Energetics	Yes	Municipal Education Directorate
Bahri Haxha	Public	Vushtrri/ Vuçitrn	Banking and Insurance Accountant Wholesale and Retail Trading Finances Freight and Logistics Architecture Construction Confection Food Technology Chef Metal Worker Technical Laboratory of Chemistry Recycling Technology Agribusiness Horticulture Arboriculture	No	Municipal Education Directorate
Xheladin Deda	Public	Mitrovicë/ Mitrovica	General Nurse Paediatric Nurse Physiotherapy Midwife Medical Laboratory Technician Dentist Assistant Orthopaedic Assistant Dental Technician Food and Diet Assistant Pharmacy	Yes	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Arkitekt Sinani	Public	Mitrovicë/ Mitrovica	Computing Energetics Telecommunication Production Operator Auto mechanic Heating and Air Conditioning Installer Welding Traffic Road Construction Architecture Mining Geology Metal Work Metal Processor Chemistry Medical Laboratory Food Technology	No	Municipal Education Directorate
Tefta Tashko	Public	Mitrovicë/ Mitrovica	General Department Instrumental Department	Yes	Municipal Education Directorate
Hasan Prishtina	Public	Mitrovicë/ Mitrovica	Banking and Insurance Accounting Freight and Logistics Market Catering Assistant Administration Assistant Law Assistant Organization of Civil Activities Business Administration-Finance	No	Municipal Education Directorate

School	Ownership	Municipality	Profiles	Accredited by NQA (any course)	Management
Fehmi Lladrovci	Public	Drenas/Drenas	Pharmacy Architecture Computing Mechatronics Climate and Air Conditioning Recirculation Geology Telecommunication Road Traffic Accountant Banking and Insurance Energetics Metallurgy Technician Laboratory of Chemistry Confession-Design	Yes	Municipal Education Directorate
Naim Frashëri	Public	Shtime/Štimlje	Languages and communication Arts Mathematics Social science Natural science Sports and health	Yes	Municipal Education Directorate
BAU Akademi	Private	Prishtinë/Priština	Electrical installation Installation of heating and air conditioning Service and teak installation Metalworking Construction	Yes	Municipal Education Directorate
Euro School	Private	Pejë/Peć	Gymnasium- Nature Sciences Nurses Dentistry Pharmacy	No	Municipal Education Directorate



### Appendix 3. Vocational Training Centres and Competences Centres

VTC/CoC	Profiles	Accredited by NQA	Management
VTC-Gjilan/Gnjilane	Carpentry, Welding, IT, Business Administration, Entrepreneurship, Graphic Design, Confectionery	Yes	EARK
VTC-Prishtinë/a	Heating and sewage, Business administration, Accountant, Confectionery, Construction, Auto electrician, Tailor, IT	Yes	EARK
VTC-Ferizaj/Uroševac	Carpentry, electric instalment, Heating and sewage, Welding, IT, Business administration, Confectionery, Tourism	Yes	EARK
COC Ferizaj/Uroševac	Audiometry Technician Social and Health Care Assistant Orthopaedics Assistant Orth prosthesis Dental Technician Pharmacy Technician Optics Technician Food Nutrition and Dietetics Assistant	Yes	Agency for Vocational Education and Training and Adult of Kosovo
COC Prizren	Trading Tourism Economics	No	Agency for Vocational Education and Training and Adult of Kosovo
VTC Prizren	Confectionery, Tourism, Auto electrician, Welding, Business administration, IT, Hairdresser, Tailor	Yes	EARK
VTC Gjakovë/Djakovica	Administrative Assistant Accountant Self-employment Management of SME Tailor Hairdresser Welder Electro Installation	Yes	EARK

VTC/CoC	Profiles	Accredited by NQA	Management
COC Malishevë/ Malisevo	Banking and Insurance Administration Logistics and Storage Catering and Tourism ICT Sales and Marketing	Yes	Agency for Vocational Education and Training and Adult of Kosovo
VTC Pejë/Pec	Business administration, electroinstallments, construction, Sewage, agriculture, IT, Carpentry, Welding, Entrepreneurship	Yes	EARK
VTC Mitrovicë/a	Welding, Confectionery, Textile, Construction, Welding, IT, Business administration	Yes	EARK
CoC Skenderaj	Textile and clothing design Interior Design Architecture Landscape work Road construction Pipe fitting and duct building Concrete working Masonry and pillar Painting Dry constructor building Woodwork Metalwork Electric installation Installation of water, sanitation and power systems Heating, ventilation/air conditioning installation	No	Agency for Vocational Education and Training and Adult of Kosovo



