



## Baseline Survey

### Vocational Education and Training in Kosovo

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

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As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

**Published by:**  
Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

**Address**  
Postcode and town, country  
F +49 61 96 79-11 15

**Author/Responsible/Editor, etc.:**  
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**Printing and distribution:**  
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Printed on 100% recycled paper, certified to FSC standards.  
Location and year of publication

Location and year of publication

## Acknowledgements

The Ministry of Education, Science and Technology (MEST) in Kosovo with the assistance of the German International Cooperation (GIZ) has been the driving force of this survey. However, it would not have been possible without the kind support of all VET providers, Municipality Education Directorates and local Employment Offices participating in the survey. A special thanks to the Vocational Training Division, Department of Labour and Employment of the Ministry of Labour and Social Welfare and of course to the dedicated staff and management of the Division for Vocational and Adult Education, Department for Pre-university Education Policies of the Ministry of Education, Science and Technology.

We would like to extend our sincere thanks to all the management staff and teachers of the VET providers, directors and officers of Municipality Education Directorates and local Employment Offices for their dedication and communication as well as for providing necessary information and support to complete this survey.

Finally, we are highly thankful to the GIZ – YES Team for their assistance and guidance during the preparation and implementation of the survey.

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## Table of Contents

Abbreviations.....	5
Glossary.....	6
<b>1. Summary and Recommendation .....</b>	<b>7</b>
<b>2. Project synopsis .....</b>	<b>15</b>
2.1. Baseline survey method, instruments and process.....	16
2.2. Survey implementation schedule.....	17
2.3. Implementation of baseline survey.....	17
2.4. Analysis of baseline survey.....	18
<b>3. Analysis of key categories and enablers .....</b>	<b>19</b>
3.1. Organization and management.....	19
3.2. Financing and profitability.....	22
3.3. Recruitment and development of staff and subject-based experience of vocational teachers and instructors.....	25
3.4. Quality, content and attractiveness of VET programs and short-term courses.....	28
3.5. Condition of Facilities and Equipment.....	31
3.6. Cooperation with local companies.....	40
3.7. Work experience of students and employability of the graduates.....	42
3.8. Enablers.....	45
<b>4. Statistical evaluation of the baseline survey by categories.....</b>	<b>50</b>
4.1. Organization and management.....	50
4.2. Recruitment and Development of Staff.....	56
4.3. Subject-based Experience of Vocational Teachers and Instrutors.....	58
4.4. Quality, Content and Attractiveness of VET Programs and Short-term Courses.....	61
4.5. Condition of Facilities and Equipment.....	66
4.6. Financing and Profitability .....	70
4.7. Cooperation with local companies.....	72
4.8. Work Experience of Students and Employability of the Graduates.....	75
4.9. Evaluation of questionnaires submitted by MEDs, EOs and selected BRs.....	81
<b>5. List of Annexes.....</b>	<b>87</b>

## Abbreviations

ALLED	Aligning Education with Labor Market Needs
AVETAE	Agency for Vocational Education and Training and Adult Education
BR	Business Representatives
CC	Competence Centre (sometimes used in laws for Centre of Competence)
CNC	Computer Numerical Control
CoC	Centre of Competence
EA	Employment Agency
EO	Employment Office
EU	European Union
ETF	European Training Foundation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
HRM	Human Resources Management
INBAS	Institut für berufliche Bildung, Arbeitsmarkt – und Sozialpolitik
ISCED	International Standard Classification of Education
IT	Information Technology
IVET	Institution of Vocational Education and Training
MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labor and Social Welfare
NQA	National Qualifications Authority
NQF	National Qualifications Framework
VET	Vocational Education and Training
VTC	Vocational Training Centre
YES	Youth, Employment and Skills

## Glossary

**Enablers** are people others than teachers/instructors that influence the performance of a VET provider as identified during the survey. Enablers identified are School Directors, Steering School Councils, Quality Coordinators and Municipality Education Directorates (MED Director, Education Officers, Finance Assistant, etc.).

**Local companies/institutions** are any kind of business establishments such as but not limited to: factories, shops, banks, insurance companies, hotels and/or public and non-public institutions offering employment in the municipality.

**VET providers** are any kind of formal and non-formal VET institutions providing vocational education and training. For the baseline survey VET providers included were 62 public VET schools under subordination of MED, 2 public VET schools under subordination of AVETAE, 4 CoCs under subordination of AVETAE and 8 VTCs under subordination of MLSW/EA.

**Validation visits** are visits to VET providers designed to fulfil four major objectives, namely: (1) to discuss the answers provided by the institution in order to avoid misinterpretation of the questions or to avoid misinterpretation of answers provided; (2) to clarify possible inconsistencies in the answers provided; (3) to obtain additional information and background about the current situation of the VET provider; and (4) to visually confirm information provided related to facilities and equipment.



# 1. Summary and Recommendations

This report documents the country-wide capacity assessment / survey of VET providers, including 68 public VET Schools and Centres of Competence (CoC) under subordination of the Ministry of Education, Science and Technology (MEST), 8 Vocational Training Centres (VTC) under subordination of the Ministry of Labour and Social Welfare (MLSW) / Employment Agency (EA) and 4 selected non-public vocational education and training providers, conducted by MEST with the assistance of the GIZ from 23 April to 6 July 2018. The aim of the survey is twofold: (1.) To serve as a basis for the YES project to identify locations and educational institutions to be supported with capacity development activities, and (2.) to serve as a baseline document for the MEST, MLSW, other donors and actors in the vocational education and training sector.

The survey built on a pilot survey conducted by GIZ in June and July 2017 and had to use the same dimensions and categories as the pilot survey. Therefore, the dimensions of the survey were (1) the performance capability of VET providers and (2) the relevance of programmes/courses offered to the labour market. The following categories are used to describe the dimension of "School's Performance Capability":

1. Organization and Management
2. Recruitment and Development of Staff
3. Quality, Content and Attractiveness of VET Programs and Short-term Courses
4. Condition of Facilities and Equipment
5. Financing and Profitability

While the dimension of "School's Labour Market Relevance" is described by the following categories:

6. Subject-based Experience of Vocational Teachers and Instructors
7. Cooperation with local companies
8. Work experience for students and employability of the graduates

During the course of the research and the evaluation of the survey so-called enablers were identified, which were added to the analysis of key categories as a new dimension "enablers".

The research concludes that the VET providers as well as the whole VET sector in Kosovo still have significant short-comings. Despite (or sometimes because of) the technical and financial support by various donor organisations for the last 18 years, the VET system in general and the VET providers, in particular lack qualitative capacities to prepare young people adequately for the labour market. The common practice of running the Vocational Education and Training system is not consistent with the legal framework (laws and sub-legal acts).

Summarizing the information collected by category discloses the following:

## Organization and management

Public VET providers have no autonomy, and most public VET providers are administrated and not managed. The common practice of running the Vocational Education and Training system is not consistent with the legal framework (laws and sub-legal acts). Under the current circumstances, most VET providers (76) stated that they prepare a development plan and submit it to their supervisory body but indicated that they were only partially able to implement their development plan due to budgetary reasons. Development plans

and annual work plans are mostly repetition of the previous plan and most Municipality Education Directorates (MEDs) do not consider school development plans for their own planning. Nor is there any indication that VET providers, except VET schools under subordination of the Agency of Vocational Education Training and Adult Education (AVETAE), VTCs under subordination of Employment Agency (EA) and some private VET providers, perform a real financial planning besides enumerating expenses for goods and services (see Financing and Profitability). Basic Quality Assurance mechanism are implemented in most VET providers, but in many schools the quality coordinator has a 50 to 100 percent teaching load, and no feedback mechanism for the self-assessment are in place.

## Financing and profitability

Again, there are some discrepancies between the regulatory framework and the common practice. Autonomy of financial planning and the management of own resources is not granted yet. Only about 64 percent of all VET providers prepare an annual financial plan, and more than 90 percent of VET providers think that the budget is not sufficient to support their development plan. Furthermore, only about 6 percent of VET providers indicated that they have some budget for replacement and/or new equipment and almost three-quarters of the VET providers stated that consumables, hence budget for consumables is not available or is not enough to support practical training.

## Recruitment and development of staff and subject-based experience of vocational teachers and instructors

Discrepancies between the regulatory framework and the common practice are disclosed. Most VET providers are properly staffed but stated that they need better trained teachers to improve the performance of the VET institution. Recruitment of new teaching staff depends on the availability of funds for additional salaries, which needs clearance from the Ministry of Finance, and must observe that through the recruitment nobody of the existing teaching staff becomes redundant. The latter creates a serious problem for opening of new programmes while closing non-relevant programmes.

There is a need for professional training and pedagogical development of teachers. The need is aggravated for newly recruited teachers, which are mostly university graduates without pedagogical training or practical work experiences.

However, less than 40 percent of VET providers (30) provide/arrange for workplace-based experience or training of teaching staff. In the last 3 years, only selected teachers of a few public VET schools received training, either organized by MEST or through donor-funded projects. Training offered was mostly related to curriculum development and implementation of new curricula, and only to a small extend in pedagogical subjects (didactic, methodic) or professional skills.

The lack of professional development for teachers is mainly due to the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget, but also to some extend due to the non-coordinated and fragmented assistance by donors.

### Quality, content and attractiveness of VET programs and short-term courses

The relevance of VET programmes/courses is not in harmony with or in accordance to the labour market. With regards to local context it was disclosed that more than 80 percent of VET providers (66) stated that there are internship/on-the-job training opportunities for students/trainees in the municipality/region. However, at a closer look only about one-quarter of VET providers stated that graduates possess skills obtained through internship or on-the-job training in local companies

Almost 60 percent of all VET providers (47) state that based on informal information the employment rate of graduates is less than 50 percent, while one-third of all VET providers (28) state that the employment rate is even less than 30 percent.

Looking especially at VTCs and CoCs (6 public VET providers under supervision of AVETAE) discloses that the employment rate of VTCs graduates is about 50 percent and more. While most CoCs state that the employment rate of graduates is about 30 to 50 percent, with two CoCs claiming that the employment rate of graduates is above 50 percent.

Interpretation of these results leads to the following three conclusions:

- (1.) short courses and programmes offered by VTCs and CoCs (6 public VET providers under supervision of AVETAE) are more relevant to the labour market than programmes offered by public vocational schools subordinated to the MED
- (2.) VTCs and CoCs (6 public VET providers under supervision of AVETAE) provide better education and training due to better facilities and equipment; and
- (3.) a large number of students see VET schools as a second chance to gain access to the tertiary level of education (universities and colleges) and are not striving for employment at this stage.

### Condition of facilities and equipment

The condition of facilities and equipment of most VET providers do not meet the requirements. Only 7 VTCs under subordination of EA, 4 CoCs under subordination of AVETAE and 2 private VET providers possess good to excellent facilities and equipment.

VET providers and subordinating authorities cannot fulfil their legal obligations to provide required infrastructure (facilities and equipment) due to the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget.

Almost 60 percent of VET providers (46) stated that their facilities are adequate for the VET programmes or courses offered. While less than 30 percent of VET providers (23) think that they have sufficient laboratories and workshops to support practical teaching. For public VET schools under subordination of MEDs the situation varies depending also on the type of school or programmes offered from sufficient to very poor facilities. In general, facilities built in the last 10 years do not suit the intended purpose since workshops for practical training are missing; and laboratories are not suitable due to lack of space or utilities. While older VET schools are better designed but poorly maintained.

About 60 percent of VET providers (48) stated that equipment, tools and machinery are available and functioning. However, three-quarters of VET providers stated that the available equipment, tools and machinery are not enough for the number of students or trainees attending the programmes/courses. Almost three-quarters of the VET providers (58) stated that consumables are not available or are not

enough to support practical training. The situation of VTCs and the 6 VET schools under subordination of AVETAE is better. Almost all VTCs (6) have enough consumables, while half of the VET providers (3) under subordination of AVETAE state that they have enough consumables to support practical training.

Looking at VET providers by programmes or courses they offer discloses some pattern which may be generalized:

All (public and private) VET schools offering programmes in the field of health, except the CoC in Ferizaj under subordination of AVETAE, are lacking the required facilities and equipment.

All public VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are in buildings not suited for the purpose. Most buildings lack the creative spirit, are colorless and need major refurbishment. Likewise all public VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are not properly equipped.

All public VET schools offering programmes in the field of agriculture and/or food (processing) have problems to maintain their facilities (stables, greenhouses, fields, orchards, etc), and almost all VET schools (about 90 percent) have not sufficient laboratories and workshops (fields/greenhouses/orchards) to support practical teaching.

Only about one third of VET schools offering food processing or processing of agricultural products are well equipped. Lately, the EU funded ALLED project supported and equipped five VET schools with food processing and food technology laboratories.

However, during the validation visits it was discovered that most laboratories are not used due to various reasons, e.g. laboratories are lacking necessary utility connection, lack of consumable materials to operate food processing laboratory, teachers are not well prepared to use the equipment or teachers are afraid to damage the equipment.

From the 32 public VET schools under subordination of MEDs offering programmes or courses in the field of economics, law and or tourism more than one-third (12) of VET schools claim that their facilities are not adequate for the programmes offered and number of students enrolled.

Most complaints (7) are related to missing facilities in the tourism sector (practice restaurant or kitchen) or for not having space/additional rooms for setting up a practice firm.

Only very few VET schools offering economics and law profiles do not have a practice firm or that they have an improvisation of practice firm that does not meet most of the technical criteria for a practice firm. Only one VET school offering profiles in law has setup a courtroom to simulate and practice legal proceedings.

Exempting odd cases of improvised kitchens and local cafeterias, none of the VET schools offering profiles in tourism has any tourism related workshops or laboratories.

From information obtained and validation visits, it was found that most IT equipment used in practice firms or IT laboratories are old, heavily worn and in some cases obsolete.

All public VET schools offering programmes or courses in the field of technology are lacking space for required laboratories or workshops.

VET schools built lately (after 2008) have the same design, which does not serve the requirements of most technical programmes. While older VET schools built in the 50s or earlier are mostly better suited for their purpose, but most of the older VET schools need refurbishments.

None of the public VET schools offering programmes or courses in the field of technology is completely equipped.

The 2 public VET schools under subordination of AVETAE are better equipped than the public VET schools under subordination of MEDs, but both VET schools are well equipped only in some profiles while lacking equipment in other profiles.

The 32 public VET schools under subordination of MEDs are rudimentary to poorly equipped. Mostly some equipment is available for programmes in the fields of graphics, textile, wood processing, chemistry, mechanical/machinery and electrical; while programmes in the fields of construction, transport and traffic are not supported with equipment.

Most of the equipment is rather old (more than 10 years), worn out and not well maintained.

Several VET schools received donor support and have managed to utilize and preserve this equipment over many years; while other schools have just preserved the equipment, were not able to utilize the equipment or were not able to maintain it.

This may be due to lack of budget for maintenance, lack of capacity to operate and utilize equipment properly or lack of resource management capacity (incl. performance of maintenance).

All three are very important and should be strengthened, especially considering that equipment is becoming more and more sophisticated.

#### **Cooperation with local companies**

Cooperation between VET providers and local companies/institutions need to be strengthened, and the legal or sub-legal acts governing cooperation with local companies are not really implemented.

Two-thirds of VET providers (56) stated that the cooperation with local companies needs improvement. Most common form of cooperation with local companies/institution is placing students

in local companies/institution for in-service training, which was indicated by 70 VET providers. Less than 50 percent of VET providers indicated that representatives of local companies/institution are members of the steering council, and less than 20 percent of VET providers claim that representatives of local companies/institution are members of the examination commission.

#### **Work experience for students and employability of the graduates**

The work experience and employability of the graduates is rather low. The value of contribution that graduates provide to prospective employers is perceived and rated by most representatives of MEDs and EOAs politely at an average level. While still about one-third of representatives stated that they think the contribution of graduates to prospective employers is poor.

Only about one-quarter of VET providers think that students gain enough basic work experience either through practical training at the VET provider or through internship in local companies/institutions.

VET providers face many problems placing students in in-service training, and, in many cases, the training is either not structured, just an observation, not as long as the required duration or in the best case not in line with the curriculum.

Monitoring of in-service training is not standardized and, in most cases, done by teachers without involvement of the company/institution offering the in-service training. Only about 50 percent of VET providers (39) stated that students prepare a kind of logbook during internship to document their training activities and learning experiences.

Some good examples for in-service training were reported, especially if close cooperation between local companies/institutions and VET provider was established and the interest of all parties involved was taken into consideration.

#### **Enablers**

Most Directors of public VET providers do more than one term of service, and most of the better performing public VET schools have Directors serving for many years.

About one-quarter of public VET schools (15) under subordination of MED have just recently appointed Directors or Directors still in capacity of Acting-Director, whereof 8 replacements coincided with the change in local government after last municipality election.

Most Directors are acting as administrators and not as managers.

VET providers with active Directors, supported by motivated/active Deputy Directors, Training Coordinators and/or Quality Coordinators perform better than others.

Cooperation between the Director, the MED and the School Council is important for the development of a public VET school.

Better performing VET providers have a **Quality Coordinator** and almost all low performing VET providers do not have a Quality Coordinator or have a Quality Coordinator with full or more than 50 percent teaching load.

**Steering Councils** are not functioning as provided for in the legal or sub-legal framework. Therefore, the real value of a properly functioning Steering Council for a VET provider cannot be disclosed.

There is no uniform approach by **MEDs** towards submitted development plans of VET schools. Nonetheless, a paradigm is emerging, that MEDs, which analyse the submitted development plans and goals outlined therein, are supportive to the VET schools when goals are aligned with the municipality interests and when funds are available.

Differences in the approach to preparation of school budgets across municipalities, appear to be related to the differences in the interpretation of the school's autonomy, as well as to the capacities of school administration.

**Institutions at regulatory level** have a shortage of staff to fulfil their regulatory function due to overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget.

#### Recommendations

Many of the following recommendations may not be new or may already be covered by the Kosovo Education Strategic Plan 2017 – 2021, but they are purely based on the results obtained from the survey under consideration of the legal and sub-legal framework applicable for each category.

The first set of recommendations refers to VET Governance and Financing, covering categories (1) organization and management and (5) financing and profitability. It also covers VET governance on the central state and legislative level.

- (1.) The legal and sub-legal framework of the Kosovo VET sector should be reviewed to make it consistent and to make it supportive for private sector participation in VET (expertise / information, steering, financing, delivery, accreditation and certification)
- (2.) Funding for the public VET sector should be increased. The funding formula should be revised and consider the specific needs of VET schools in general and the specific needs of VET schools depending on the programmes offered in particular (e.g. the specific needs for consumable materials of the purely technical profiles should be considered).
- (3.) A donor coordination mechanism should be developed to streamline donor support and allowing for new aid modalities (e.g. basket funding, joint project planning, others).
- (4.) A grant scheme for school innovation and management projects should be established to support individual schools directly.

#### On VET provider level

- (1.) Financial autonomy should be given to public VET providers. Public VET providers should have an autonomous accounting system. For the beginning, CoCs and public VET schools under subordination of AVETAE and VTC under subordination of EA should get financial autonomy. Then, gradually more and more VET schools should get under the umbrella of AVETAE and receive financial autonomy.
- (2.) Authorities should accept the financial autonomy of public VET providers. Generated income should not be deducted from schools' government budget and be reinvested in the public VET provider.
- (3.) Public VET schools under subordination of MEDs should have partial autonomy with own budget code. A VET school should be able to use its funds without restriction by the MED, but under supervision of a steering council and monitored by MED.
- (4.) Steering councils for public VET providers should be promoted by the National Government and local governments, especially the role of steering councils and the role of parents and stakeholders (local companies matching the programme offering of the VET provider) within. Steering councils should be able to act according to the provided role in the sub-legal framework.
- (5.) Public VET providers should act as business entities providing services for their community (parents and students) and local companies. They should be able to offer demanded training products and generate income which could be reinvested in the VET provider.
- (6.) Public VET providers should develop realistic development/improvement plans including an investment plan. Management and staff should be enabled to prepare such plans and monitor the implementation.
- (7.) Quality assurance mechanism should be strengthened, and quality coordinators should be available at each public VET provider with a maximum teaching load of 50 percent.
- (8.) Public VET provider managers should be career positions and not subject of the politicized system. A professional standard for VET provider managers setting out what these managers are expected to know, understand and do and to achieve in their work should be developed. Leadership training should be organized and conducted. Cross-border / regional cooperation mechanisms might be an important option to be considered since the Kosovo VET system is too small to run a leadership training system on its own.

The second set of recommendations covers category (2) recruitment of staff and category (6) subject-based experience of Vocational Teachers and Instructors.

- (1.) Training for VET teachers and practice instructors should be institutionalised. Vocational pedagogy and professional practice should be mandatory for each VET teacher before being recruited into the system. Cross-border / regional cooperation mechanisms might be an important option to be considered since the Kosovo VET system is too small to run a teacher training system on its own.
- (2.) Continuous VET teacher training should be organized, eventually with support of one donor. The VET teacher training should be funded by the Kosovo budget and supported by a basket fund provided by all donors. Continuous VET teacher training should be organized to enhance the subject-based experience of VET teachers and practice instructors. Cooperation modalities with private businesses should be developed.



The third set of recommendations covers category (3) quality, content and attractiveness of VET programs and short-term courses, category (4) condition of facilities and equipment, category (7) cooperation with local companies, and category (8) work experience for students and employability of the graduates. The recommendations for these categories are bundled since these categories are interrelated. They are based on the fact that private sector participation is the key to any demand-driven VET system and that no state is able to offer quality VET only out of its own public state budget.

- (1.) A business liaison officer should be installed in each public VET provider (under subordination of AVETAE and MEDs) to facilitate cooperation between VET provider and local companies, and to get a better understanding of the labour market and the private sector.
- (2.) Programme offerings of public VET providers (under subordination of AVETAE and MEDs) should be less diversified. If diversification is needed, then it should be in form of specialization in the final year (as practised by CoCs) or in cooperation with local companies.
- (3.) Programmes of public VET providers (under subordination of AVETAE and MEDs) should concentrate on the teaching-learning of professional core skills and key competencies of life-long learning.
- (4.) Public VET providers (under subordination of AVETAE and MEDs) should be authorized to offer short-courses if requested by the local community, especially local companies.
- (5.) The selection of programmes and courses offered by public VET providers (under subordination of AVETAE and MEDs) should depend on available facilities and equipment and/or cooperation agreement with local companies. The conditions of facilities, equipment and cooperation agreements should be monitored by the subordinating authority.
- (6.) Programmes should be categorized into "lead to employment" (priority sectors) and "suited for further studies" (higher education). Programmes of the first category should have reduced registration fees, while registration fees for programmes of the latter category should be calculated based on teacher salaries and number of students per class
- (7.) For in-service training, a tripartite in-service training contract should be signed. The contract between the student, the VET provider, and the local company should define the nature and duration of the in-service training, the status of the student, the insurance, and payment of local company (if any). During the in-service training the trainee should be under the authority of the local company and must follow the respective working hours. The in-service training supervisor should evaluate the performance of the student and this performance evaluation should count as a grade in the student assessment of the VET provider. Students should keep a log book to document their in-service training activities.
- (8.) Block release for in-service training should be discussed and arranged with the local companies. In-service training should be arranged for grade 12 students only. Content of the in-service training should be related to the professional profile and outlined in the in-service training contract.
- (9.) The idea of regional training centres of technology (professional profiles of construction and engineering) should be explored. Regional training centres should provide skills training opportunities for students of VET schools without sufficient facilities and/or equipment, considering that it would be too expensive to sufficiently equip all 33 VET providers (under subordination of AVETAE and MEDs) offering programmes or courses in the field of technology (incl. chemistry, construction, transport and traffic, graphics, textile, wood processing, mechanical/machinery and electrical).
- (10.) Each public VET provider should receive new equipment every five years for at least one IT laboratory (software application).

- (11.) Maintenance of equipment and refurbishment of facilities should be budgeted (national, local and provider level) and performed regularly to ensure required condition for practice-oriented learning.
- (12.) Students of public VET schools offering programmes in the field of agriculture and/or food (processing) should be engaged actively in the daily farm/greenhouse/orchard activities to maintain the farm/greenhouse/orchard and to run the agricultural business.
- (13.) Public VET schools offering programmes in the field of health should offer these programmes in cooperation with the local hospital under subordination of the Ministry of Health.
- (14.) Public VET schools offering programmes in the field of music should not be classified as "professional schools" since they do not prepare students for the labour market. Currently, they rather prepare students for higher education, and should be treated as such.

For further details see chapter- 4: Statistical evaluation of the baseline survey by categories, Annex 6: Visiting reports – VET providers and Annex 7 Experts Opinion on VET Providers Performance Capacity – Interviews and Observations

## 2. Project synopsis

This activity is part of the "Youth, Employment and Skills (YES)" project in Kosovo. The goal of the Technical Cooperation measure "Youth, Employment and Skills (YES) in Kosovo" is: the employability of Kosovar youth is improved.

The implementation of the project follows a country-wide, multi-layered approach with a focus on selected pilot communities in rural areas. The project operates in four fields of action: 1) measures promoting youth employment, 2) quality improvement of the supply of professional education and training opportunities for young people, 3) capacity development for innovation in the field of measures promoting youth employment, and 4) development of models for recognition of selected Kosovar professional qualifications in Germany.

In all four fields of action, in addition to Albanian and Serbian young people, the project addresses ethnic minorities as well as youth interested in emigration and returnees.

The total duration of the project is 4 years (from 01/2017 to 12/2020) with costs of the German Technical Cooperation contribution of 12.000.000 EUR.

According to the ToR provided, the Firm of Consultants is responsible for the implementation of a work package linked to the Field of Action 2: Improvement of vocational education and training quality.

The field of action 2 aims to improve the quality of vocational education and training offers for young people (output C) and targets both the local and central levels. The quality is improved by a stronger orientation of the supply towards the needs of the labour market and the introduction of in-company practice learning ("dual elements") in education and training institutions.

A close and continuous coordination and practical cooperation between public and private education and training institutions and private sector actors (public-private dialogue) is thereby essential. For this purpose, vocational education and further training programmes in the pilot regions are implemented with multiple stakeholders, and cooperation agreements between (educational) institutions and the private sector will be concluded. To this end, the project advises and networks the actors involved – especially the vocational schools, Centres of Competence, Vocational Training Centres, as well as private sector stakeholders (individual companies, the chamber, sector/industry associations) with regard to possibilities of market-oriented education and training offers. The measures supported by the project include formal demand-oriented education and training offers with elements of the dual system in selected occupations and sectors (e.g. automotive, retail, metal, health). In this field of action, dissemination and *upscaling* of appropriate approaches through institutionalization and transfer to other implementation sites will be carried out together with actors at central level.

The work package contracted to the INBAS-UBO Consortium comprises:

1. to conduct a country-wide capacity assessment / survey of public VET Schools and Centres of Competence under the Ministry of Education, Science and Technology (68), Vocational Training Centres under the Ministry of Labour and Social Welfare (8), as well as of selected non-public vocational education and training providers (4),
2. to conduct a mid-term review of approximately 20 institutions selected for support by the YES programme, and
3. to conduct a full repeat survey towards the end of the current project duration, with the view of informing the project's results monitoring system and the project evaluation mission (in 2020).

This report describes the method and procedures used to conduct a country-wide capacity assessment / survey of VET providers enumerated under bullet point 1 above, the results obtained and some recommendations to tackle some of the problems disclosed.

## 2.1 Baseline survey method, instruments and process

The baseline survey was built on a pilot survey implemented by GIZ in June and July 2017 across 6 municipalities in Kosovo. The pilot survey covered 16 public VET providers. The pilot survey designed a methodology for the survey of VET providers, which encompassed the dimensions "School's Performance Capability" and "School's Labour Market Relevance". Each dimension was described by a set of categories; the so-called key factors that ensure the employability of students. Since the GIZ decided to maintain the dimensions and survey categories as used in the pilot survey, the scope of the baseline survey covered the performance capability of VET providers and the relevance of programmes/courses offered to the labour market. The baseline survey used the same categories as the pilot survey but used a newly designed and improved questionnaire. The following categories were used to describe the dimension of "School's Performance Capability":

1. Organization and Management
2. Recruitment and Development of Staff
3. Quality, Content and Attractiveness of VET Programs and Short-term Courses
4. Condition of Facilities and Equipment
5. Financing and Profitability

While the dimension of "School's Labour Market Relevance" was described by the following categories:

6. Subject-based Experience of Vocational Teachers and Instructors
7. Cooperation with local companies
8. Work experience for students and employability of the Graduates

The categories "teaching learning process" and "assessment and certification" were not covered, since both areas would have involved time consuming observations. However, some questions within the other categories of investigation did provide some information related to these two issues.

The baseline survey used two instruments: a questionnaire and structured interviews. The process contained the following steps:

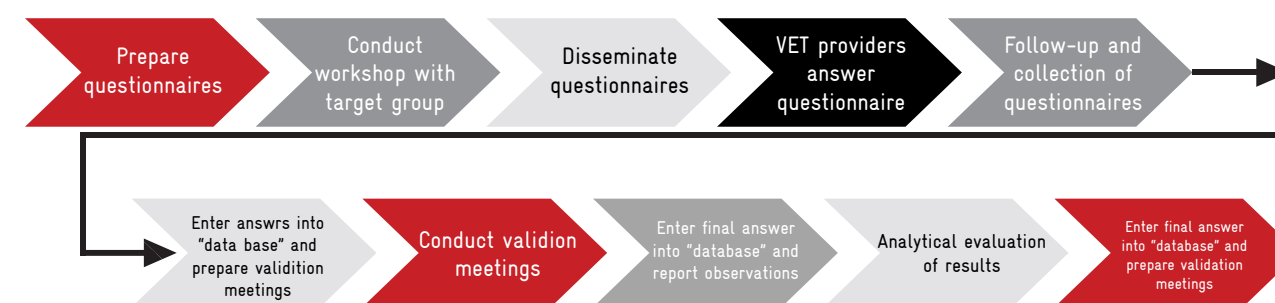


Figure: Baseline survey process and steps involved

The baseline survey was designed in form of a self-assessment performed by the VET providers and subsequent validation visits performed by the survey team. The self-assessment required the training providers to answer a number of questions and to provide supporting information for validation by the survey team. This approach shortened the time needed by the team for validation meetings with the VET provider management. The questionnaire for VET providers was structured in a way that each area built on the previous one to contain a logical flow of questions, but also allowed for reflective questions probing or verifying earlier answers provided. In this way the plausibility of answers provided was verified. The relevance to the labour market was further verified by means of getting opinions from the Municipality Education Directory (MED), the Employment Office (EO) of the municipality and where possible from business representatives in the municipality regarding the work experience and employability of graduates from VET providers using another questionnaire specially designed for this purpose.

While designing the baseline survey instruments, the team kept in mind the aim of the survey which is twofold: (1.) To serve as a basis for the YES project to identify locations and educational institutions to be supported with capacity development activities, and (2.) to serve as a baseline document for the MEST, MLSW, other donors and actors in the vocational education and training sector. It could guide future support to and development of individual institutions, including finding collaboration models between different institutions and the private sector. Furthermore, the survey process was designed based on the assumption that all VET providers (public VET Schools, Centres of Competence, Vocational Training Centres and non-public vocational education and training institutions) are cooperative and actively participate in the survey. During the design phase, the VET Division of MEST was constantly consulted, and the questionnaire was sent to the Training Division of MLSW and the Operation Department of ETF for further consultation. The final English version of the questionnaire was translated into Albanian language under close consultation with the VET Division of MEST. In support of the questionnaire, a guideline for filling in the questionnaire was developed. The final documents are contained in Annex 1 to Annex 3.

## 2.2 Survey implementation schedule

The survey implementation schedule (validation visits) was planned under the constriction of the given time frame and the large number of VET providers to be visited. Considering the distribution of VET providers in the country (see Annex 4), extensive preparation, logistics, travelling and cooperation by all institutions (VET providers, MED, EO) to be visited was needed to be able to implement the planned survey schedule. However, the cooperation of almost all institutions was excellent and all except one VET provider could be visited for validation in the given time frame, with slight alteration of the planned time schedule during implementation (see survey implementation schedule Annex 5).

## 2.3 Implementation of baseline survey

The baseline survey was officially launched by organizing an information workshop or survey launching workshop at the end of the inception phase (21 and 22 March 2018). The participants of the information workshop were representatives from VET providers, Municipality Education Directorates and Municipality Employment Offices. In preparation of the workshop, all VET providers, Municipality Education Directorates and Municipality Employment Offices were contacted to verify their contact data and were contacted a second time after sending the invitation to verify their participation in the workshop. A total of 136 guests or participants were invited, 68 representatives of public VET Schools (MEST), 4 representatives of private VET schools registered with MEST, 8 representatives from training centres (MLSW), 28 representatives from Municipality Education Directorates and 29 representatives from Regional and/or Municipal Employment Offices (1 representative from each municipality visited during the survey). During the four workshop sessions, a total of 109 representatives (80%) attended. During the information workshop, the participants were introduced to the survey questionnaires and informed about the objectives of the survey and the survey procedures. All participants were provided with a hardcopy of the questionnaire and the guideline for filling in the questionnaire. After the information workshop, the questionnaire was sent out in electronic format to each VET provider, MED and EO. Receipt of the questionnaire was requested and tracked.

A deadline for submission of questionnaires was defined (13 April 2018) and by end of the deadline about 90 percent of institutions had returned the filled-in questionnaire. By start of the validation visits on 23 April almost all institution (95 percent) had returned the filled-in questionnaire and by mid of May all remaining institutions had submitted the filled-in questionnaire, which was just on time before being visited.

The validation visits were conducted during the months of April to July 2018. The visits started on 23 April in Pristina and were concluded as planned on 06 July 2018. The validation visits were designed to fulfill four major objectives, namely: (1) to discuss the answers provided by the institution in order to avoid misinterpretation of the questions or to avoid misinterpretation of answers provided; (2) to clarify possible inconsistencies in the answers provided; (3) to obtain additional information and background about the current situation of the VET provider; and (4) to visually confirm information provided related to facilities and equipment.

Half a day was allocated for each validation visit. During this time, the core team (team leader and at least 1 national expert, most of the time 2 national experts) collected and verified information from the VET provider by conducting interviews with the Management and key personal of the VET provider and inspected facilities and equipment, while the rest of the team (2 national experts) visited the Municipal Education Directorate and local Employment Office. In rare cases private sector representatives attended the latter meetings.

For each visit a short visiting note was prepared (see Annex 6 and Annex 8) and the final data obtained were entered in the database (see Annex 11) for further analysis.

## 2.4 Analysis of baseline survey

The analysis of the baseline survey was done in two steps. The first step encompassed the statistical evaluation of the information obtained and entered in the "database" by category (see chapter 4). The second step comprises the detailed analysis by key categories under consideration of the statistical evaluation, the observations made during the validation visits and under consideration of the legal and sub-legal framework applicable. During the course of the research and specifically during the evaluation of the survey so-called enablers were identified, which were added to the analysis of key categories as a new "category" enablers.

## 3. Analysis of key categories and enablers

The analysis of key categories is based on the statistical evaluation of questionnaires and information obtained as well as observations made during validation visits to VET providers. For some questions, specific information to highlight the divergence of VET providers under supervision of AVETA and VTCs under supervision of EA is provided. The information obtained and observations made are compared with applicable laws and administrative instructions. Furthermore, the role of determined enablers, namely: school directors, quality coordinators, school councils (steering school council), MEDs and regulatory authorities is taken into consideration.



### 3.1 Organization and management

Law No.04/L-032 on Pre-University Education in the Republic of Kosovo specifies in Articles 17 to 23 in a general way the responsibilities of education institutions including composition and responsibilities of the governing board, pupils' council, parents' council, management staff and secretary or administrator; and general regulations concerning school rules and extra-curricular activities.

The Law No. 04/L-138 for Vocational Education and Training provides provisions, consistent with Law No. 04/L-032, more specific to vocational education and training. Specifically, organisation and management of VET providers is specified in Article 22 - Steering Council, Article 23 - Leading Personnel (Director and deputy director of VET institution), Article 18 - Quality Assurance in Vocational Education and Training, Article 19 - Organization and Planning of the Educational Process and regulated with sub-legal acts (administrative instruction).

Administrative Instruction (MEST) No. 32/2014 on Criteria and Procedures for Quality Assurance in the Vocational Education and Training Institutions - Internal Processes outlines general principles, responsibilities and internal processes for quality assurance in vocational education and training institutions. Article 4 of the Administrative Instruction states that each vocational education and training institution should have a quality assurance office, and article 5 states that the quality assurance office should have at least one coordinator for quality assurance.

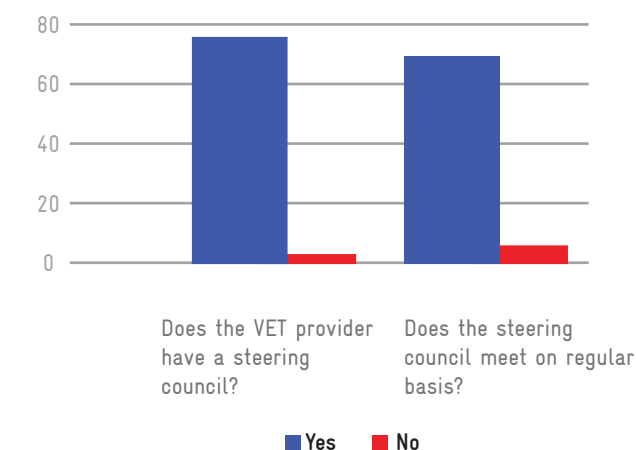
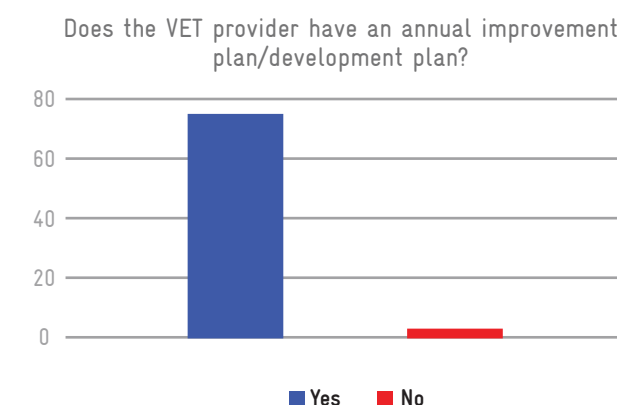
Administrative Instruction (MEST) No. 01/2014 Organization and Planning of the Educational Process in Vocational Education and Training outlines in Article 2 - Organization and Planning the responsibilities of the VET provider (VET institution). According to this administrative instruction a VET provider, besides other responsibilities related to opening of new profiles, establishment of councils and extra-curricular activities, compiles school development plans, plans the budget, compiles the self-evaluation report and plans the improvement plan, compiles the school work plan, concludes agreements with the labour market for realization of professional practice, plans and organises teaching for adults, and organises training for staff.

Furthermore, Administrative Instruction (MEST) 03/2016 - Steering School Council specifies the composition and responsibilities of the steering council or school board. The main responsibilities of the steering council with regards to organisation and management are the approval of school development plans, financial management (approval of budget and financial monitoring), management of donations and contributions, the nomination of members to observe selection of school personnel, and the adaption of extra-curricular school activities.

Law No. 03/L-068 on Education in the Municipalities describes the competencies of the Municipalities in Public Education Levels 0, 1, 2, and 3 (Pre-Primary, Primary, Lower Secondary and Upper Secondary) as

a subordinate or supervisory institution including: construction of educational facilities; registration and admission of students; employment of teachers and other school personnel; selection of the Director and/or Deputy Director of educational institutions; payment of the managerial staff as well as other employed personnel; training educators and other professional staff; supervision and inspection of the education process; development, approval, and implementation of the Rules of Procedure for schools, including the Code of Conduct for managerial staff, teachers, other personnel, and students as well as disciplinary measures; application of such delegated functions or competencies shall be determined by formal agreement between the municipality and the Government of the Republic of Kosovo; and monitoring and reporting on students' educational and social progress to parents and other responsible authorities.

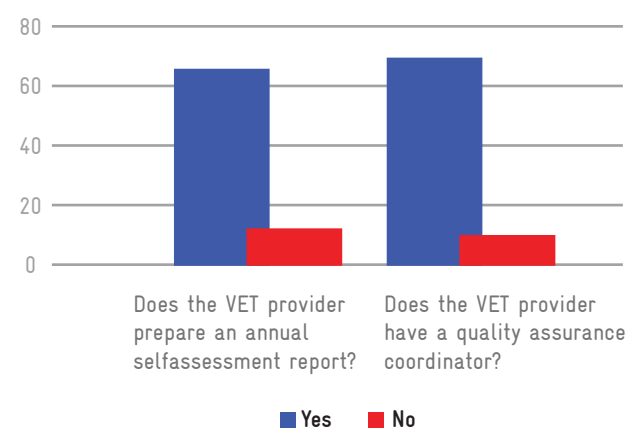
From collected information and discussions during validation meetings it was disclosed that most VET providers (76) prepare a development plan and submit it to their supervisory body (AVETAE, MED or EA). Most VET providers (70) indicated that they were only partially able to implement their development plan. Common reason for not implementing the development plan are budgetary reasons. About two-thirds of VET providers (51) stated that they prepare a kind of financial plan and submit it to their supervisory body (AVETAE, MED or EA). However, there is no unique approach in developing a school development plan or financial plan. Considering the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget, and the lack of autonomy granted to VET providers, most VET providers do not take the preparation of development plans very seriously. Development plans and annual work plans are mostly repetition of the previous plan, since in most cases the VET provider was not able to implement anything besides running the approved programmes or courses. From the discussions with MEDs, it was disclosed that most MEDs do not consider school development plans for their own planning. Nor is there any indication that VET providers, except VET schools under subordination of AVETAE, VTCs under subordination of EA and some private VET providers, perform a real financial planning besides enumerating expenses for goods and services (see next sub-chapter). It may be concluded that most VET providers are administrated and not managed. The role of the steering council in the development and approval of the school development and financial plan was not disclosed, even so most VET providers (77) have a steering council. Most VET providers (69) claim that the steering council meets on a regular basis, but the composition of the steering council is not according to the administrative instruction or representatives of parents, community or business sector do not show interest to participate in the meetings. This does not come as a surprise, considering that the role of the school steering council is very limited in the setup as implemented.





With regards to quality assurance, about 83 percent of all VET providers (67) prepare an annual self-assessment report and submit it to the National Qualifications Authority (NQA).

Almost 88 percent of VET providers (70) have a quality coordinator, but in many cases the quality coordinator has only very limited time to fulfil this task since the coordinator has still a teaching load of more than 50 percent. From discussions during validation meetings it was disclosed that self-assessment reports and improvement plans follow a prescribed outline provided by NQA. However, most VET providers give not much importance to the self-assessment report or improvement plan, since there is no harmonized feedback mechanism and NQA rarely visits the VET



providers, except those VET providers accredited or under the process of accreditation by NQA. Public VET providers under subordination of AVETAE and MEDs are not accredited. Hence, the NQA does not have to monitor the VET provider since they are not assessment bodies or bodies which carry out other functions on behalf of the NQA to ensure compliance with the requirements for approved qualifications.

Almost all VET providers (77) indicated that they cooperate with local companies or institutions, and three-quarters stated that they concluded agreements (MoUs) with the labour market for realization of professional practice. Thirty public VET schools under subordination of MEDs and AVETAE plan and organise teaching for adults.

With regards to organising training for staff, most VET providers (63) stated that they need better trained teachers to improve their performance and claim that they use HRM tools such as annual appraisal and training needs analysis to evaluate teaching staff. But, with the exemption of very few VET providers, they do not organise training for staff since they do not have budget lines for human resources development. Under normal circumstances, training is only provided when arranged by MEST, EA and/or donor-funded project.

Summarizing the information collected, it is disclosed that public VET providers have no autonomy. Public VET providers are administrated and not managed. The common practice of running the Vocational Education and Training system is often not consistent with the legal framework (laws and sub-legal acts). Under the current circumstances, most VET providers (76) stated that they prepare a development plan and submit it to their supervisory body but indicated that they were only partially able to implement their development plan due to budgetary reasons. Development plans and annual work plans are mostly repetitions of the previous plan and most MEDs do not consider school development plans for their own planning. Nor is there any indication that VET providers, except VET schools under subordination of AVETAE, VETCs under subordination of EA and some private VET providers, perform a real financial planning besides enumerating expenses for goods and services (see next sub-chapter). Basic Quality Assurance mechanism are implemented in most VET providers, but in many schools the quality coordinator has a 50 to 100

percent teaching load, and no feedback mechanism for the self-assessment is in place. For further details see chapter- 4: Statistical evaluation of the baseline survey by categories, Annex 6: Visiting reports – VET providers and Annex 8: Visiting reports – MEDs and EOs

## 3.2 Financing and profitability

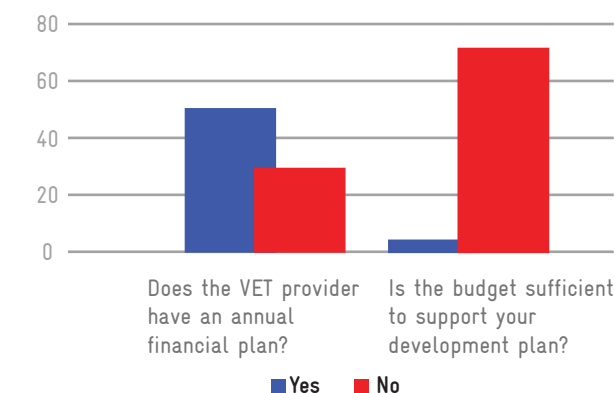
According to Article 28 of Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo, the sources of finance for pre-university education are: The specific grant for education based on the Law No.03/L – 049 on Local Government Finance, self-revenues generated by the educational and training institution, and additional funding from the general municipal grant, depending on local financial opportunities. The specific grant for education is mainly based on student enrolment, but also considers other factors such as: teaching of students from minority communities. Furthermore, Article 29 – Delegation of financial authority states in paragraph 1 that “Municipalities shall delegate responsibility for budget and finance to educational and training institutions according to municipal formula specified in a legal act; the formula shall allow changes in appropriations if the number of pupils changes during a fiscal year.

The LAW No. 04/L-138 for Vocational Education and Training affirms this and adds to it (see Article 33 Funding Resources) that during assignment of the budget for Institutions of Vocational Education and Training special requests of vocational education and training programs regarding the material equipment and other expenses for practice training will be taken into consideration. Furthermore, Article 33 states that public institutions of vocational education and training could secure additional financial means from program activities, services, donations, gifts, testaments and other resources allowed by law.

The Regulation (MEST) No. 01/2017 “On Planning and Expenditure of the own Revenues realized by Vocational Education and Training Institutions and Adult Education” specifies the realization of own source revenues, the expenditure of own source revenues and the management of own resources. Important is Article 6 of the regulation, which gives the steering council of the institution the right to approve the planning and expenditures of own source revenues proposed by the Director of the institution.

Law No. 03/L-068 on Education in the Municipalities does not contain information regarding funding or financial management of vocational education and training except in Chapter III which describes Competencies in Construction of Public Educational Facilities.

As previously stated, only about two-thirds of VET providers (51) stated that they prepare a kind of financial plan and submit it to their supervisory body (AVETAE, MED or EA), and more than 90 percent of VET providers think that the budget is not sufficient to support its development plan.



From collected information and discussions during validation meetings it was disclosed that VET provider budgets are made of two major categories of operational expenses, (1) salaries (teacher, management and support staff), (2) goods and services (heating, utilities, consumables, maintenance). Investment(s) are a separate category, which was found occasionally in the financial propositions that were prepared by schools. In terms of budget allocation, except for rare cases, no investment allocations were found in public VET school budgets. The number of employees was said to be very rigid, both by public VET school directors as well as by MED. If for any practical reason a need may arise to employ an additional teacher or other staff member, the vacancy must be approved first by Ministry of Finance/MEST in terms of receiving a financial/budgetary clearance to add another salary. From the point of view of Municipal Finance as well as for observing third parties budgeting for the teacher salaries is transparent and comprehensive.

For public VET schools, except for those public VET schools under subordination of AVETAE, budgeting for the category of goods and services is done by MED with various levels of assistance and involvement of VET school management. In this category of budgeting and spending, MEST has no implication. A broad range of approaches was found across municipalities and across VET schools regarding the budget planning. Some VET schools actively participate in the financial planning of the school budget, whereas most VET schools were found to produce a budget proposal, based on spending, as part of the annual work plan. It was also found that some VET schools include annual budget proposals, in the form of financial planning, in their multiyear development plans. Budget proposals included in the development plans are based on the planned activities and cost estimates of the associated activities. A small number of VET schools said that they have the capacities and that they actually prepare financial plans, that is, budget proposals based on the request of the MED. No critical review of costs associated with curricular activities were observed during the validation meetings. It was found that the general formula for budget planning for the category of goods and services is approx. 23 EUR per student head counted. The budget allocation is then structured according to the following categories:

- Heating
- Utilities (electricity, water, waste)
- Consumables (hygienic materials, office staples, teaching materials, consumables)

From the observed school budgets, a pattern emerges regarding the budget spending, with between 1/3 up to 2/3 of the budget spent for heating and between ¼ to 1/3 for utilities (electricity and water). The remaining budget (provided that some funds remain) is used for consumables such as printing paper, toners for printing, hygienic materials, office staples, etc. Effectively, schools were found to be in chronic shortage of consumables for professional practice. It was also found that budgets are planned for most part in the same fashion, i.e. they are copies that are used year after year.

A number of public VET schools generate own source revenues, going up to a few thousand (5,000–6,000) EUR, effectively complementing the budget of VET schools in the category of salaries and in the category of goods and services. Students going through the adult education track pay approx. 130 EUR per year. Adult education payments are remitted to MED, through designated payment slips with the uniform identifier of the budget code (UNIREF), within the budget code of the MED. It was also found that a number of VET schools offering agricultural programmes generate revenues from the sales of farm products.

Likewise, sales are paid through the UNIREF invoice issued by the school, payments to be remitted to the MED budget code to the designated sub-account of the school. As a consequence, payments are routed to a sub-account (budget sub-program) for the specific school within the public finance system. A small number of schools were found to have included own source revenues in the financial plan. According to information received during validation meetings with VET school management and representatives of MED, with rare cases of budget being abrogated by the municipal authorities, most schools receive back approximately 60% of the adult education funds as compensation to be paid to teachers engaged in the activities of adult education. The remaining 40% are used in various ways, with some schools receiving the entire amount for consumables whereas in some other cases the budget is pooled with the overall MED budget and distributed to all schools for consumables; in some other cases schools don't know anything about the budget.

Besides the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget, the principal challenge is that public VET school budgeting doesn't differentiate between fix and variable costs. The current budgetary allocation creates the situation that public VET schools with large numbers of students end up with more funding, benefiting from shared fix costs as a result of economies of scale. Public VET schools with smaller numbers of students struggle to pay for heating costs and electricity bills, effectively ending up with no funds for consumables for professional practice.

Public VET schools (VET institutions) including Centres of Competence under subordination of AVETAE, are not subject of local government authorities (MED) and likewise are not subject to local government finance law and budgeting processes. AVETAE is responsible for financial planning and budgeting for the needs of Centres of Competence. Because of higher budgets, these VET schools are in a better position with regards to the possibilities to purchase the necessary consumables. In one occasion, it was found that one Centre of Competence had a budget allocation more than 4 times the average budget allocation per student of common public VET schools.

VTCs under subordination of EA have a budget allocation, but the budget is managed by the EA. Apart from two cases, VTCs prepare and submit to the EA an annual budget proposal based on the training consumables, salaries, fixed operating costs, and planned investments (i.e. expansion of workshops/introduction of new vocations). Some of the VTCs present their budget proposals as part of the annual work plan, while some others prepare the budget proposal as a standalone document. Budget proposals are submitted to the EA, as the overarching authority, for further budgetary processes. The implication is that there is no uniform approach to budgeting among VTCs with respect to their involvement in the budgeting process. The emerging pattern concerning the budgeting process indicates that VTCs prepare the list of consumables with the cost estimates. VTCs also prepare cost information for the other operating expenses, mostly recurrent expenses such as staff salaries, heating, utilities, as well as investments related to the development plan. VTCs don't have any budget allocation to manage on their own. All payments are executed by the EA, for categories of salaries, utilities, and other costs for the benefit of the VTC. Furthermore, VTCs don't even have a small budget allocation, like petty cash, necessary for small interventions that are related to daily functioning of the VTC. For all training-related consumables, the EA delivers procured consumables, based on the requests received from the VTC. Since the EA employs centralized procurement processes, purchasing items for all VTCs, there are advantages perceived with

respect to the costs of transaction, but in practice it is causing serious delays in the delivery of training consumables. Suspensions and training delays were observed because of the delays in the delivery of training consumables.

Summarizing the information collected, it is disclosed that there are some discrepancies between the regulatory framework and the common practice. Autonomy of financial planning and the management of own resources is not granted yet. Only about 64 percent of all VET providers prepare an annual financial plan, and more than 90 percent of VET providers think that the budget is not sufficient to support its development plan. Furthermore, only about 6 percent of VET providers indicated that they have some budget for replacement and/or new equipment and almost three-quarters of the VET providers stated that consumables, hence budget for consumables is not available or is not enough to support practical training. For further details see chapter- 4: Statistical evaluation of the baseline survey by categories and Annex 9: VET Providers Performance Capacity – Budgeting, Financial Planning and Management.

### 3.3 Recruitment and development of staff and subject-based experience of vocational teachers and instructors

The regulatory framework for recruitment and development of staff, especially teaching staff, is provided in the Law on Pre-University Education, the Law for Vocational Education and Training, the Law on Education in the Municipalities of the Republic of Kosovo and various administrative instructions. The Law No.04/L-032 on Pre-University Education in the Republic of Kosovo outlines in Article 31 to Article 33 the principles for creating a professional base for teachers and licensing of teachers.

The Law No. 04/L-138 for Vocational Education and Training provides in Article 24 - Teaching Personnel, consistent with Law No. 04/L-032, provisions more specific to vocational education and training.

Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo specifies in Chapter II Article 4 and Article 5 responsibilities and competencies of the Municipalities in education and specifically in recruitment, payment of salaries and training of education instructors (teachers).

Administrative Instruction (MEST) No. 05/2015 Normative for Teachers of Vocational Education provides instructions for selection of the teaching personnel for all theoretical teaching subjects and modules of professional practice of educational profiles for higher professional secondary schools (grade 10 – 12).

Administrative Instruction (MEST) No. 01/2014 Organization and Planning of the Educational Process in Vocational Education and Training outlines in Article 2 – Organization and planning that VET institutions plan the necessary professional cadres and organizes training for staff.

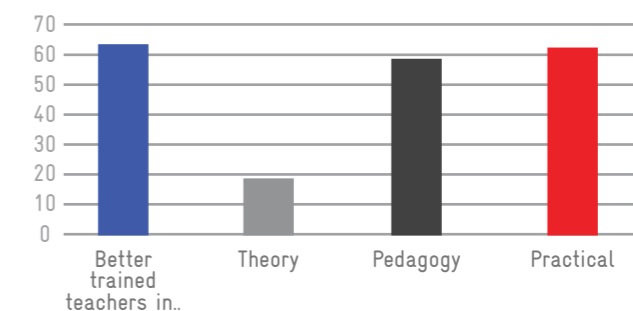
Administrative Instruction (MEST) 03/2016 – Steering School Council specifies in Article 10 – Steering council in selection of school personnel that the steering council elects a representative of the parents and of the teachers from the members of the steering council to participate as observers in the appointment of

school teachers. This is remarkable, since Article 2 – Steering council states in Para 1 that the “Steering school council is the highest advisory and decision-making body in school”.

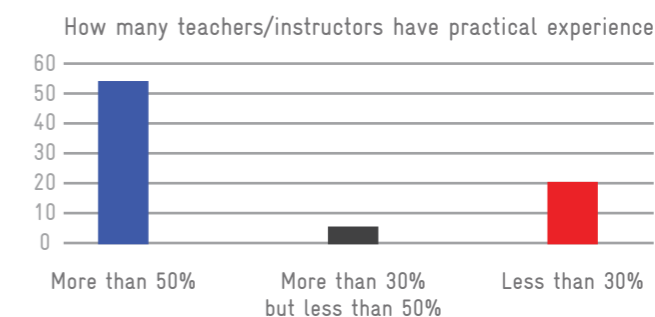
Administrative Instruction (MEST) No. 14/2013 Teacher Performance Evaluation defines in Article 3 to Article 5 performance standards, bearers of evaluation and performance evaluation instruments. Administrative Instruction (MEST) No. 15/2013 for Funding of Teacher Professional Development outlines the funding mechanism and roles of MEST, MED and VET school, while Administrative Instruction (MEST) No. 16/2013 Implementation of Teacher Professional Development describes the modalities and framework for teacher professional development, and outlines the roles of MEST, MED and VET school.

From collected information and discussions during validation meetings it was disclosed that most VET providers are properly staffed. Three-quarters of the VET providers (61) indicated that all positions of the institution have been staffed. Vacant positions mostly belong to administrative staff or support staff but not to teaching staff. The role of the Director and the steering council in recruitment was not discussed. However, considering that representatives of parents do not show much interest to participate in the steering council meetings and that their role in the recruitment process is restricted to an observing role, it can be assumed that participation is not excessive. Two essential facts in recruitment are (1) the availability of funds for additional salaries, which needs clearance from the Ministry of Finance, and (2) that through the recruitment nobody of the existing teaching staff becomes redundant. The latter creates a serious problem for opening of new programmes while closing non-relevant programmes.

Regarding professional development of teachers, most VET providers (63) stated that they need better trained teachers to improve the performance of the VET institution. From those, almost all VET providers (62) think that teachers need practical training and most VET providers (59) think that teachers need pedagogical training. Inquiring about the required experience of teachers, about 30 percent of VET providers (24) indicated that not all teachers/trainers have the required experience as defined in the job description (normative for teachers) or as required by the curriculum used.



Almost 50 percent of VET providers (37) indicated that not all of their teaching staff have the required practical work experience. This statement is further supported by the fact that almost 90 percent of VET providers (70) claim that their staff teaching professional subjects have subject-based or professional work experience. However, two-thirds of VET providers (54) limited this statement to 50 percent or more of the teaching staff under consideration. While one-quarter of VET providers (20) limited this statement to less than 30 percent of their teaching





### 3.4 Quality, content and attractiveness of VET programs and short-term courses

staff under consideration. More than 60 percent of VET providers (49) stated that not all of their teaching staff have the required pedagogical education. Directors indicated that the lack of pedagogical and professional skill is common for newly recruited teachers since graduates from university do not possess pedagogical training or practical work experiences. These statements are supported by the fact that more than 80 percent of VET providers use HRM tools such as annual appraisal and training needs analysis to evaluate teaching staff. About two-thirds of VET providers (50) indicated that students assess their teachers/instructors on a regular (annual) basis.

This formulated demand for professional development is in contrast to the information that less than 40 percent of VET providers (30) provide/arrange for workplace-based experience or training of teaching staff. During the validation meetings, Directors indicated that under normal circumstances, training is only provided when arranged by MEST, EA and/or donor-funded projects since VET providers (excluding private VET providers) do not have budget lines for human resource development. Furthermore, collected information and discussions during validation meetings disclosed that in the last 3 years only selected teachers of a few public VET schools received training, either organized by MEST or through donor-funded projects. Training offered was mostly related to curriculum development and implementation of new curricula, and only to a small extent in pedagogical subjects (didactic, methodic) or professional skills. This lack of professional development for teachers is mainly due to the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget, but also to some extent due to the non-coordinated and fragmented assistance by donors.

Summarizing the information collected, it is disclosed that there are some discrepancies between the regulatory framework and the common practice. Most VET providers are properly staffed but stated that they need better trained teachers to improve the performance of the VET institution. Recruitment of new teaching staff depends on the availability of funds for additional salaries, which needs clearance from the Ministry of Finance, and must observe that through the recruitment nobody of the existing teaching staff becomes redundant. The later creates a serious problem for opening of new programmes while closing non-relevant programmes.

There is a need for professional training and pedagogical development of teachers. The need is aggravated for newly recruited teachers, which are mostly university graduates without pedagogical training or practical work experiences.

However, less than 40 percent of VET providers (30) provide/arrange for workplace-based experience or training of teaching staff.

In the last 3 years, only selected teachers of a few public VET schools received training, either organized by MEST or through donor-funded projects. Training offered was mostly related to curriculum development and implementation of new curricula, and only to a small extent in pedagogical subjects (didactic, methodic) or professional skills.

The lack of professional development for teachers is mainly due to the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget, but also to some extent due to the non-coordinated and fragmented assistance by donors.

For further details see chapter- 4: Statistical evaluation of the baseline survey by categories.

Most of the 80 VET providers participating in the baseline survey offer 3 years programmes at upper secondary level of education (formal education). This is true for 68 public VET schools including CoCs and 3 private VET schools. VTCs under subordination of the EA and one private VET school offer modular competency-based short-term courses of up to 6 months (non-formal education), while another private VET school offers a 1-year non-formal training programme. Adult education programmes at public VET schools leading to National Qualifications Framework (NQF) level 4 qualifications are classified as non-formal education programmes. According to the information obtained, 28 public VET schools under subordination of MEDs and 2 public VET schools under subordination of AVETAE offer adult education programmes. Two private VET institutions and seven public VTCs under the EA offer courses accredited/ validated by the NQA, while public VET schools (including CoCs) are not accredited by the NQA yet. None of the public VET providers offer tailor-made programmes for the private sector or industry.

Vocational Education and Training programmes and short-term courses offered by VET providers are regulated by Law No. 04/L-138 for Vocational Education and Training and Law No. 03/L-060 Law on National Qualifications and related sub-legal acts (administrative instructions).

Both laws emphasise that Vocational Education and Training should be relevant to the labour market. Law No. 04/L-138 for Vocational Education and Training states in Article 4 – Activity Fields of Vocational Education and Training in paragraph 1.1 that Vocational Education and Training serves the development of competencies and training for employment of individuals in accordance with occupation and their career according to the labour market (requirements). Article 11 – Curricula enumerates that curricula for vocational education and training are developed in accordance with the relevant occupational, education and qualifications standards, and are developed in harmony with market demands and with the involvement of social partners. Law No. 03/L-060 Law on National Qualifications Article 5 Objectives of the NQF states in paragraph 1.3. that one objective of the NQF is to ensure that qualifications are relevant to employment and learning, and meet the needs of learners, the economy and education and training institutions.

Administrative Instruction (MEST) 01/2014 Organization and Planning of the Educational Process in Vocational Education and Training outlines in Article 2 – Organization and planning the responsibilities of the VET provider (VET institution). According to the administrative instruction a VET provider has to explore and analyse the needs of the labour market and to plan vocational education and training accordingly.

Regarding Qualifications and Modules of Vocational Education and Training, LAW No. 04/L-138 for Vocational Education and Training states in Article 6 – Qualifications and Modules of Vocational Education and Training paragraph 1 that Institutions of formal vocational education and training provide qualifications and modules of levels 3, 4 and 5 according to the Law No. 03/L-060 on National Qualifications, which is relevant for all public and private VET schools included in the baseline survey. While paragraph 2 states that other Institutions of vocational education and training provide qualifications and modules in level 1, 2, 3, 4, 5 according to the Law no. 03/L-060 on National Qualifications, which includes public VTCs under subordination of the EA.

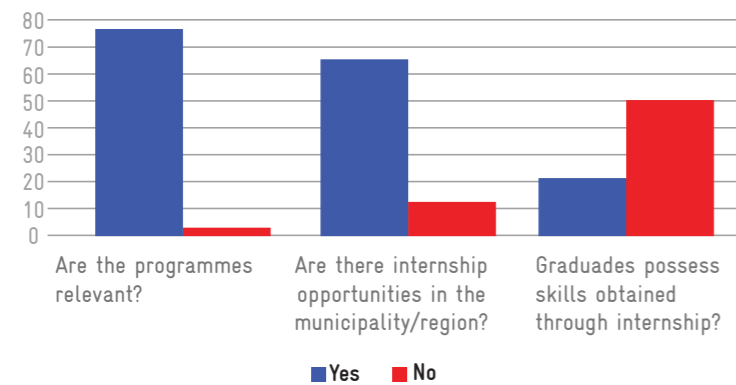
Paragraph 3 of Article 6 specifies the types of qualifications and states in subparagraph 1 that qualifications and modules of formal education corresponding to grades 10, 11 and 12 must be in accordance with NQF according to the Law Nr.03/L-060 on National Qualifications for vocational education.



Subparagraph 2 deals with qualifications and modules of post-secondary education that belong to level 5 of NQF. While subparagraph 3 states that orientation and career counselling should be an integral part of all programmes provided by institutions of vocational education and training and subparagraph 4 states that in IVET implementation of dual forms of vocational education and training is allowed.

From collected information and discussions during validation meetings it was disclosed that 96 percent of VET providers (77) think their programmes are relevant, but many VET providers define the term “relevant” in terms of relevant for the existing teaching force or relevant for the society (requested by parents and students) but not relevant to the labour market demand in the local, national or regional context.

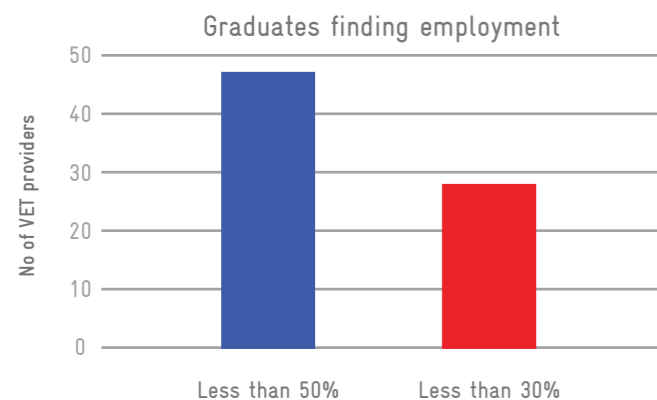
With regards to local context it was disclosed that more than 80 percent of VET providers (66) stated that



there are internship/on-the-job training opportunities for students/ trainees in the municipality/ region. However, at a closer look only about one-quarter of VET providers stated that graduates possess skills obtained through internship or on-the-job training in local companies. The remaining VET providers indicated that “not all” graduates possess skills obtained through internship or on-the-job training in local companies (50) or did not answer the question (9).

Looking specifically at VTCs and CoCs (6 public VET providers under supervision of AVETAE), it is disclosed that more than 60 percent of VTCs (5) and 50 percent of VET providers under supervision of AVETAE (3) stated that their graduates possess skills obtained through internship training in local companies. The remaining VET providers stated that “not All” graduates possess skills obtained through internship training in local companies or did not answer the question.

The same scenario is reflected in the employment rate of graduates. Almost 60 percent of all VET providers (47) state that based on informal information the employment rate of graduates is less than 50 percent



while one-third of all VET providers (28) state that the employment rate is even less than 30 percent. Looking especially at VTCs and CoCs (6 public VET providers under supervision of AVETAE) discloses that the employment rate of VTCs graduates is about 50 percent and more. While most CoCs state that the employment rate of graduates is about 30 to 50 percent, with two CoCs claiming that the employment rate of graduates is above 50 percent. Besides the overall economic situation in Kosovo with an unemployment rate of about 30 percent, one interpretation for these results is that short

courses and programmes offered by VTCs and CoCs (6 public VET providers under supervision of AVETAE) are more relevant to the labour market than programs offered by public vocational schools subordinated to the MED. This interpretation is further supported by the fact that some (but not all) courses and programmes offered by VTCs and CoCs (6 public VET providers under supervision of AVETAE) are based on occupational standards that are developed through professional analysis (with participation of local companies).

Another interpretation is that VTCs and CoCs (6 public VET providers under supervision of AVETAE) provide better education and training due to better facilities and equipment (see next sub-chapter). This interpretation is further supported by the fact that more than 55 percent of all VET providers and about 70 percent of public VET schools under subordination of MEDs answered that the programmes/courses are not supported by adequate facilities and equipment.

A third interpretation is that a large number of students see VET schools as a second chance to gain access to the tertiary level of education (universities and colleges) and are not pursuing education for employment at this stage. This explanation is supported by the statement that more than 30 percent of VET providers (23) claim that 50 percent or more of the graduates pursue higher education, while about 18 percent claim that less than 50 percent but more than 30 percent of graduates pursue higher education. This rate is especially high for graduates of public VET schools specialized in the field of music, where more than 70 percent of VET schools claim that more than 50 percent of graduates pursue higher education; and for graduates of public VET schools specialized in the field of health, where about 60 percent of VET schools claim that more than 50 percent of graduates pursue higher education.

In general, enrolment in VET providers is increasing. More than 70 percent of VET providers indicated that enrolment figures in all or some of their programmes are increasing. However, some VET providers indicated that enrolment is decreasing due to demographic change and that students prefer to get enrolled in existing general higher secondary education institutions (gymnasiums). Furthermore, 90 percent of VET providers (72) actively promote their training programmes/courses, but only 10 percent of all VET providers (8) indicated that they have an internal placement service or orientation and career guidance system to counsel students and/or assist graduates in finding employment.

Summarizing the information collected, it is disclosed that the relevance of VET programmes and courses is not in harmony with or in accordance to the labour market.

With regards to local context it was disclosed that more than 80 percent of VET providers (66) stated that there are internship/on-the-job training opportunities for students/trainees in the municipality/region. However, at a closer look only about one-quarter of VET providers stated that graduates possess skills obtained through internship or on-the-job training in local companies.

Almost 60 percent of all VET providers (47) state that based on informal information the employment rate of graduates is less than 50 percent, while one-third of all VET providers (28) state that the employment rate is even less than 30 percent.

Looking especially at VTCs and CoCs (6 public VET providers under supervision of AVETAE) discloses that the employment rate of VTCs graduates is about 50 percent and more. While most CoCs state that the

employment rate of graduates is about 30 to 50 percent, with two CoCs claiming that the employment rate of graduates is above 50 percent.

Interpretation of these results leads to the following three conclusions:

(4.) short courses and programmes offered by VTCs and CoCs (6 public VET providers under supervision of AVETAE) are more relevant to the labour market than programs offered by public vocational schools subordinated to the MED;

(5.) VTCs and CoCs (6 public VET providers under supervision of AVETAE) provide better education and training due to better facilities and equipment; and

(6.) a large number of students see VET schools as a second chance to gain access to the tertiary level of education (universities and colleges) and are not striving for employment at this stage.

For further details see chapter 4: Statistical evaluation of the baseline survey by categories.

### 3.5 Condition of Facilities and Equipment

Facilities and equipment are besides the previously discussed teaching staff and training programmes the other two essential ingredients for a good teaching-learning process. The legal framework is provided in Law No. 03/L-068 on Education in Municipalities of Republic of Kosovo, Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo, and the Law No. 04/L-138 for Vocational Education and Training and related sub-legal acts (administrative instructions).

Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo specifies in Chapter III – Competencies in Construction of Public Educational Facilities, Article 7 Competencies of the Ministry of Education, Science and Technology and in Article 8 Competencies of the Municipalities. The 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; and pre-occupancy inspections of constructed facilities for compliance with approved plans and the creation of normal conditions for the education and training process. While the competencies of the Municipalities in education facility construction shall include identification of needs for building education facilities; determination of building locations and provision of municipal land, preparation of an implementation plan; design of the facility; issuance of the construction permit; procurement of construction services and materials; necessary inspections; issuance of final occupancy permits; and creating normal conditions for the education and training process.

Complementary to Law No. 03/L-068 on Education in the Municipalities, Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo, defines under Article 5 Duties of the Ministry in paragraph 7 Competencies of the Ministry in educational and training facility infrastructure shall include: drafting and monitoring the implementation of policies, standards and norms on education space; providing technical assistance for municipalities in planning and designing training and education facilities; drafting policies for school space management and maintenance; providing technical assistance for municipalities

in ensuring the adequacy of school buildings and equipment in accordance with international standards on health and safety and protection of the environment, accessibility for pupils and staff with physical disabilities, and assistive equipment to support inclusive education; approving capital investments for construction and renovation of facilities financed by the Kosovo budget and donors; develops and maintains the school space program, which is interrelated with the Education Management Information System, and designs the national plan for capital investments in education. While Article 7 Competencies of municipalities states in paragraph 3 Municipalities are responsible for the following additional competencies: construction of education and training facilities; maintaining and repairing the premises and equipment of educational and training institutions; and ensuring a healthy environment for pupils and staff, including water, hygienic-sanitary conditions, health service, as well as a safe environment including safe utilities and effective security.

The Law No. 04/L-138 for Vocational Education and Training provides in Article 13 Agency for Vocational Education and Training and for Adults under paragraph 2 that AVETA is responsible for 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 under its regulatory administration.

Law No.2004/37 on Inspection of Education in Kosova states in Article 4 Duties of Inspection of Education paragraph 4.3. that the main duty of Education Inspectors is to inspect (besides others): (b) the conditions under which the educational process is organized (premises, inventory, teaching tools, environment, etc.) which are defined in the work program; and (i) realization of curriculum and realization conditions.

Administrative Instruction (MEST) No. 35/2014 on Criteria and Procedures for the Validation and Approval of National Qualifications and Accreditation of Institutions providing Qualifications in Kosovo specifies in Article 10 Accreditation Criteria paragraph 1.10 capacities to fulfil requirements for specific qualifications, such as: (1) Necessary space for the evaluation of qualification(s) and modules; (2) Material resources necessary for the evaluation of qualification(s) and modules; and (3) Or any other specific requirements for specific qualifications.

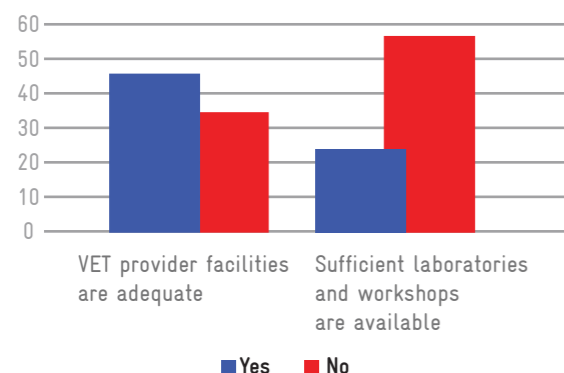
Administrative Instruction (MEST) No. 01/2014 Organization and Planning of the Educational Process in Vocational Education and Training outlines in Article 2 – Organization and Planning the responsibilities of the VET provider (VET institution). According to this instruction a VET provider has to provide infrastructure necessary for the profiles offered.

Administrative Instruction (MEST) No. 02/2014 Number of Students with Modules and VET Qualifications, Resources, Infrastructure, Education, Student Safety states in Article 4 School Infrastructure that: (1) All Competence Centres (CC), vocational schools and training centres should have the necessary training centre for all qualifications and short modules that they provide; (2) Sufficient infrastructure of a CC, vocational school and training centre, means the sufficient space per student according to determined standards from MEST, equipped workshops with all necessary means for realization of professional practice, relevant laboratories, greenhouses, kitchens, stables, fruitful field, training firms; (3) If Competence Centres, vocational schools, training centres do not have adequate and sufficient infrastructure for qualifications they provide, they must have cooperation agreements with relevant enterprises, other CCs. vocational

schools or training centres for appropriate implementation of teaching; and (4) If Competence Centres, vocational schools, training centres do not have adequate infrastructure or preliminary agreements with enterprises, CC schools and other training centres cannot provide relevant qualifications.

Furthermore, curricula whose implementation is announced by administrative instruction, provide guidelines for implementation of each module by stating recommended learning methods and required material basis.

From collected information and discussions during validation meetings it was disclosed that 57.5 percent of VET providers (46) consider their facilities adequate for the VET programmes or courses offered.

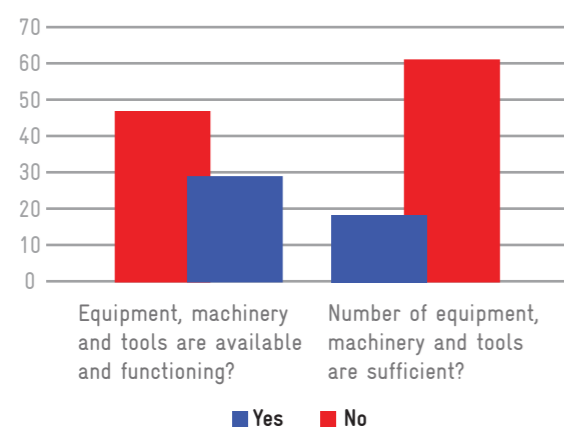


While less than 30 percent of VET providers (23) think that they have sufficient laboratories and workshops to support practical teaching. Looking specifically at VTCs and VET schools (including CoCs) under subordination of AVETAE it was disclosed that all VTCs (not considering the non-operational VTC Dolane/Zvecan) and all four CoCs under subordination of AVETAE consider their facilities as adequate and their laboratories and workshops as sufficient for the programmes/courses offered. While the two public VET schools under supervision of AVETAE stated that their facilities and their laboratories and workshops are not

adequate or sufficient for the programmes offered. This is supported by the observation that both VET schools have "old" facilities; and that the number of offered programmes and the number of students has outgrown the facilities.

For public VET schools under subordination of MEDs the situation varies from sufficient to very poor facilities, depending also on the type of school or programmes offered. In general, it may be said that facilities built in the last 10 years do not suit the intended purpose since workshops for practical training are missing; and laboratories are not suitable due to lack of space or utilities. While older VET schools are better designed they are often poorly maintained. Most older VET schools have also deficiencies in fire prevention/fire-fighting equipment and lack emergency exits.

With regards to equipment, 60 percent of VET providers (48) stated that equipment, tools and machinery



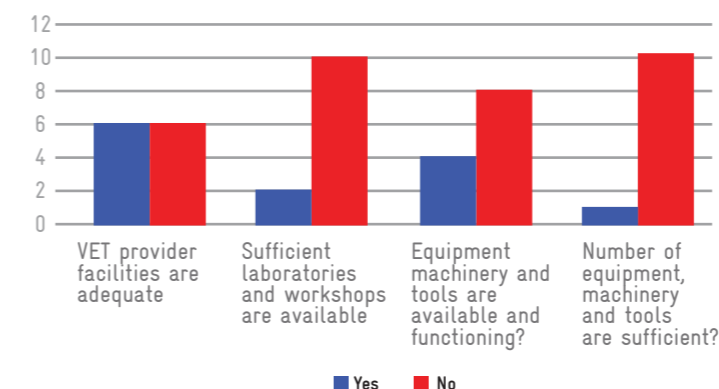
are available and functioning. However, three-quarters of VET providers (61) stated that the available equipment, tools and machinery are not enough for the number of students or trainees attending the programmes/ courses. Looking specifically at VTCs and VET schools (including CoCs) under subordination of AVETAE it was disclosed that in all VTCs equipment, tools and machinery are available and functioning; while more than 80 percent of VET providers (5) under supervision of AVETAE stated that equipment, tools and machinery are

available and functioning. Furthermore, more than 85 percent of VTCs (6) stated they have enough equipment, tools and machinery, while half of the VET providers (3) under supervision of AVETAE indicate to have enough equipment, tools and machinery.

For consumable materials needed for the teaching-learning process almost three-quarters of the VET providers (58) stated that consumables are not available or are not enough to support practical training. The situation of VTCs and the 6 VET schools under subordination of AVETAE is better. Almost all VTCs (6) have enough consumables, while half of the VET providers (3) under subordination of AVETAE state that they have enough consumables to support practical training.

Looking at VET providers by programmes or courses they offer discloses some patterns which may be generalized.

All VET providers offering programmes in the field of health, except the CoC in Ferizaj under subordination of AVETAE, are lacking the required facilities. According to school management, 50 percent of schools think they have adequate facilities but about 83 percent of all schools are aware that the facilities they have do not provide required laboratories. Furthermore, from observation made during validation meetings,

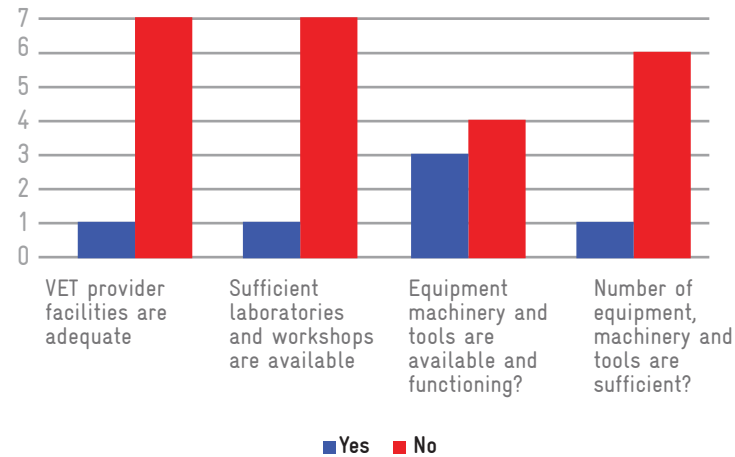


one should add that even those schools that claim that their facilities are adequate could be questioned. With regards to equipment, all VET providers offering programmes in the field of health, except the CoC in Ferizaj under subordination of AVETAE, are lacking equipment. Most VET providers, offering programmes in the field of health, except the public VET schools in Gjakova and Gjilan which have not got anything, have only an IT laboratory equipped with some personal computers and improvised

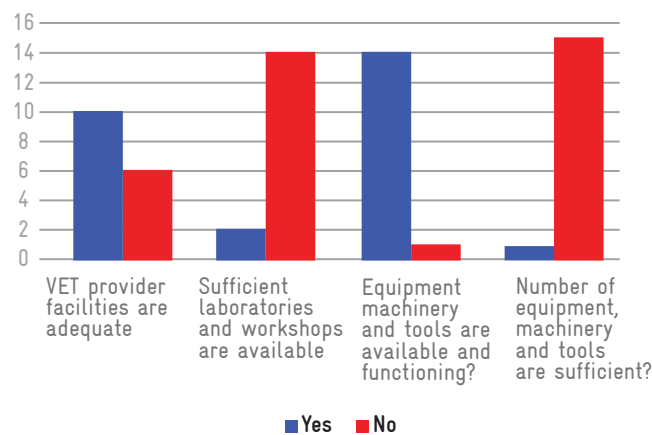
laboratories for dental technicians. All public VET schools lack personal computers and improvised budget for consumable materials and in some public VET schools students purchase materials needed to practise.

Most public VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are in buildings not suited for the purpose. Most buildings lack the creative spirit, are colorless and need major refurbishment. The buildings are old, are shared facilities (Pristina, Ferizaj and Mitrovica), and lack space for the number of students hosted, which is mainly due to the dual purpose (offering upper secondary VET programmes and teaching elementary students) of these schools. Safety and fire prevention issues are mostly neglected. Six out of seven VET schools offering programmes in music state that their facilities are not sufficient. Most VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are not equipped with sufficient music instruments and lack maintenance (tuning) of instruments. Six out of seven VET schools offering programmes in the field of music claim that they are not sufficiently equipped, which was confirmed during validation visits. Likewise, five out of seven VET schools stated that they do not perform regular maintenance of facilities and instruments due to lack of budget.





VET schools offering programmes in the field of agriculture and/or food (processing) may be divided into two types: (1) VET schools offering mainly or exclusively programmes in the field of agriculture and/or food (Abdyl Frasheri in Prishtina, Arbëria in Gjilan, Zenel Hajdini in Ferizaj), and (2) VET schools offering various programmes including some agriculture and/or food related profiles (Isa Boletini in Podujeva, Adem Gllavica in Lipjan, Jonuz Zejnullahu in Viti, Abdyl Rama in Suhareka/ Shiroke, Kadri Kusari in Gjakova, Selajdin Mulla Alia in Rahovec, 12 Maj in Rahovec/Ratkoc, Ali Hadri in Peja, Fehmi Agani in Kline, Anton Çetta in Skenderaj, Bahri Haxha in Vushtrri, Fehmi Lladrovci in Drenas, Naim Frasheri in Shtime).



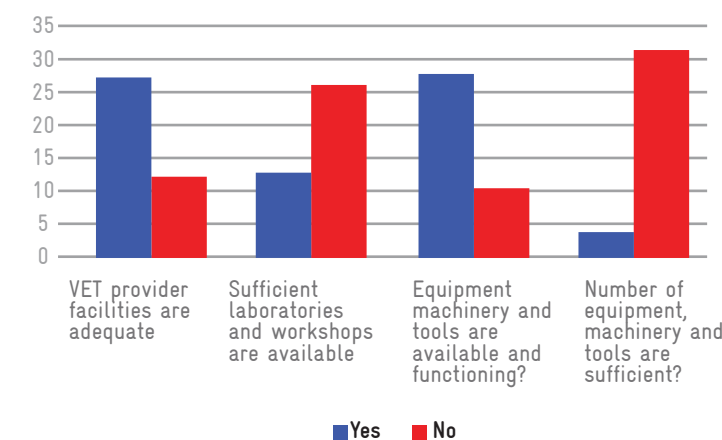
One thing in common is that both types of schools have problems to maintain their facilities (stables, greenhouses, fields, orchards, etc), and that almost all VET schools (about 90 percent) claim that they have not sufficient laboratories and workshops (fields/greenhouses/orchards) to support practical teaching. This was confirmed during validation visits. However, it should be noted that most VET schools offering mainly or exclusively programmes in the field of agriculture and/or food (with the exemption of Zenel Hajdini VET school in Ferizaj) have better facilities than VET schools offering various programmes including some agriculture and/or food related profiles. An exemption is the Adem Gllavica VET School in Lipjan, which has sufficient but mostly unused and run-down agricultural facilities.

There are three VET schools offering programmes in the field of agriculture and/or food which are more or less well equipped, namely Abdyl Frasheri in Prishtina, Arbëria in Gjilan and Adem Gllavica VET School in Lipjan. The equipment of the latter is mostly unused and/or run-down. The remaining VET schools offering programmes in the field of agriculture and/or food are partially equipped or almost not equipped. Worthwhile mentioning is that about one-third of VET schools offering food processing or processing of agricultural products are well equipped. Lately, the EU funded ALLED project supported and equipped five VET schools (Abdyl Frasheri in Prishtina, Jonuz Zejnullahu in Viti, Kadri Kusari in Gjakova, Selajdin Mulla Alia in Rahovec and Ali Hadri in Peja) with food processing and food technology laboratories. However, during the validation visits it was discovered that most laboratories are not used due to various reasons,

e.g. laboratories are lacking necessary utility connection, lack of consumable materials to operate food processing laboratory, teachers are not well prepared to use the equipment or teachers are afraid to damage the equipment (considering that the VET schools have no budget to repair damaged or broken-down equipment). The lack of consumable materials is a great problem for all VET schools offering programmes in the field of agriculture and food.

There are 41 VET providers offering programmes or courses in the field of economics, law and or tourism. Thirty-two VET schools are under subordination of MEDs, 2 CoCs under subordination of the AVETAE and 7 VTCs under subordination of the EA. These VET providers offering programmes in the field of economics, law and/or tourism may also be divided into two types: (1) VET schools offering mainly or exclusively programmes in the field of economics, law and/or tourism (7 Shtatori and Hoxhë Kadri Prishtina in Prishtina, ShM Ekonomike in Novobërde / Bostan, Marin Barleti in Gjilan, Faik Konica in Ferizaj, Kuvendi i Manastirit in Shterpc/Firaj, Ymer Prizreni in Prizren, CoC in Prizren, Ukshin Hoti in Rahovec/Krushe e Madhe, Lasgush Poradeci in Malisheve/Kijeve, CoC in Malisheve, Hasan Prishtina in Mitrovica), and (2) VET schools offering various programmes including some economics, law and/or tourism related profiles (VTC in Prishtina, Isa Boletini in Podujeve, Ismail Dumoshi in Obiliq, Hivzi Sylejmani in Fushe Kosove, Adem Gllavica in Lipjan, Ibrahim Banushi in Lipjan/Shale, Andrea Durrsaku in Kamenice, Jonuz Zejnullahu in Viti, Kongresi I Manastiri in Viti/Pozharan, VTC in Gjilan, VTC in Ferizaj, Feriz Guri/Vellezërit Caka in Kacanik, Abdyl Rama in Suhareke/Shiroke, VTC in Prizren, Ruzhdi Berisha in Dragash, Kadri Kusari in Gjakova, VTC in Gjakova, Selajdin Mulla Alia in Rahovec, 12 Maj in Rahovec/Ratkoc, Tafil Kasumaj in Decan, Ali Hadri in Peja, VTC in Peja, Mithat Frasheri in Istog/Gjurakoc, Fehmi Agani in Kline, Anton Çetta in Skenderaj, Bahri Haxha in Vushtrri, VTC in Mitrovica, Fehmi Lladrovci in Drenas, Naim Frasheri in Shtime).

All VTCs (except the VTC in Dolane/Zvecan which is currently not operational) under subordination of EA and the two CoCs under subordination of AVETAE stated that their programmes/courses are supported by adequate facilities and equipment. This was confirmed during the validation visits.



Facilities of the 32 VET schools under subordination of MEDs vary from very poor (e.g. Ibrahim Banushi in Lipjan/Shale or 12 Maj in Rahovec/Ratkoc) to very good (e.g. Faik Konica in Ferizaj, Ymer Prizreni in Prizren or ShM Ekonomike in Novobërde). More than one-third (12) of these VET schools claim that their facilities are not adequate for the programmes offered and number of students enrolled. Most complaints (7) were related to missing facilities in the tourism sector (practice restaurant or kitchen) or to not having space/additional rooms for setting

practice firm; in some cases it is more the lack of equipment for setting up a practice firm than the required room.



Equipment needs for VET schools offering programmes in the field of economics, law and/or tourism are limited. Economic profiles require a practice firm to simulate business operations, and IT laboratories to practice required software applications. While law profiles would need an additional courtroom to simulate and practice legal proceedings, but only in case that in-service training cannot be arranged. For the offered profiles in tourism (including hoteliers), VET schools would need a contemporary kitchen to practice the preparation of various dishes. In case that the in-service training envisaged in the curricula cannot be organized, additional facilities would be required.

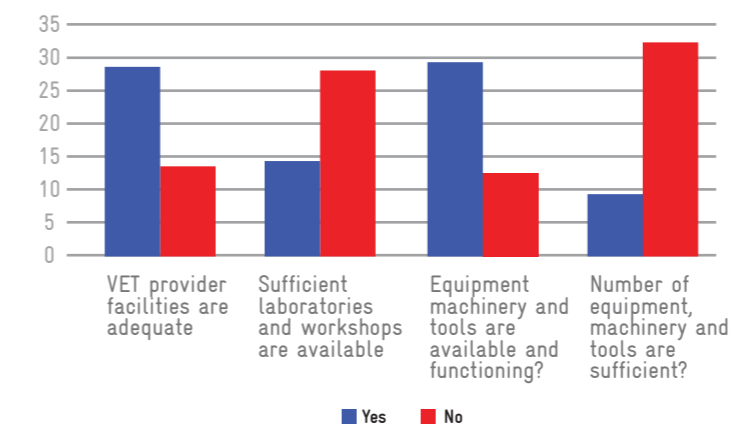
During the validation visits it was discovered that only in very rare occasions VET schools offering economics and law profiles did not have a practice firm or that they have an improvisation of practice firm that does not meet most of the technical criteria for a practice firm. Only one VET school (Hasan Prishtina in Mitrovica) offering profiles in law had set up a courtroom to simulate and practice legal proceedings. For VET schools offering tourism related profiles it was found that, exempting odd cases of improvised kitchens and local cafeterias, none of the VET schools had any tourism related workshops or laboratories. Only 12 VET schools stated that equipment, machinery and tools are not available and/or functioning. However, from information obtained and validation visits, it was found that most IT equipment used in practice firms or IT laboratories are old, heavily worn and in some cases obsolete. Besides, more than 80 percent of VET school (26) offering programmes in the field of economics, law and/or tourism stated that consumable materials are not available and sufficient to support practical training.

There are 42 VET providers offering programmes or courses in the field of technology (incl. chemistry, construction, transport and traffic, graphics, textile, wood processing, mechanical/machinery and electrical). The majority, 30 VET schools, is under subordination of MEDs; 1 CoCs and 2 VET schools are under subordination of the AVETAE; 7 VTCs under subordination of the EA; and 2 VET schools are private. These VET providers offering programmes in the field of technology may also be divided into two types: (1) VET schools offering exclusively programmes in the field of technology (Gjin Gazulli in Prishtina, 28 Nëntori in Prishtina, Shtjefën Gjeçovi in Prishtina, Don Bosco in Prishtina, Fan S Noli in Podujeve, Mehmet Isai in Gjilan, Adem Kastrati in Gjilan, Pjeter Bogdani in Ferizaj, Skender Luarasi in Suhareke, 11 Marsi in Prizren, Nexhmedin Nixha in Gjakova, Odhise Paskali in Peja, Shaban Spahija in Peja, CoC in Skenderaj, Lutfi Musiqi in Vushtrri, Arkitekt Sinani in Mitrovica, Bau Academy in Prishtina), and (2) VET schools offering various programmes including some technology-related profiles (VTC in Prishtina, Ismail Dumoshi in Obiliq, Hivzi Sylejmani in Fushe Kosove, Adem Gllavica in Lipjan, Ibrahim Banushi in Lipjan/Shale, Andrea Durrsaku in Kamenice, Jonuz Zejnullahu in Viti, Kongresi I Manastiri in Viti/Pozharan, VTC in Gjilan, VTC in Ferizaj, Zenel Hajdini in Ferizaj, Feriz Guri/Vellezerit Caka in Kacanik, VTC in Prizren, VTC in Gjakova; Selajdin Mulla Alia in Rahovec, 12 Maj in Rahovec/Ratkoc, Tafil Kasumaj in Decan, VTC in Peja, Mithat Frasheri in Istog/Gjurakocv, Fehmi Agani in Kline, Anton Çetta in Skenderaj, Bahri Haxha in Vushtrri, VTC in Mitrovica, Fehmi Lladrocvci in Drenas, Naim Frasheri in Shtime).

The 2 private VET schools, all VTCs (except the VTC in Dolane/Zvecan, which is currently not operational) under subordination of EA, and the CoC in Skenderaj under subordination of AVETAE stated that their programmes/courses are supported by adequate facilities and equipment. This was confirmed during the validation visits.

Sixteen public VET schools, including 1 VET school under subordination of AVETAE, claimed that their facilities are adequate for the programmes offered and/or number of students enrolled. This could not be confirmed during the validation visits.

All schools were lacking space for required laboratories or workshops, and some VET schools, especially those built after 2008, are not designed to host workshops at all. The remaining 16 public VET schools



under subordination of MEDs stated that their facilities are not adequate for the programmes offered and/or number of students enrolled. This was confirmed during the validation visits. During the validation visits it was also observed that schools built lately (after 2008) have the same design, which does not serve the requirements of most technical programmes. Older VET schools built in the 50s or earlier are mostly better suited for their purpose. However, most of the older VET schools need refurbishments.

Besides the above-mentioned private VET schools, the 7 VTCs and the CoC in Skenderaj, none of the public VET schools is completely equipped. The 2 VET schools under subordination of AVETAE are better equipped as the public VET schools under subordination of MEDs. Both VET schools are good equipped in some profiles but lack equipment in other profiles. For example: the Shtjefën Gjeçovi VET school in Prishtina is very well equipped in the profile automotive mechanic and in the profile machinery (welder, production operator, machine mechanic), but has shortcomings in equipment for CNC operators and the profiles for transport and traffic. While the 11 Marsi VET school in Prizren is well equipped in the profiles of production operator, heating and air-conditioning installation, textile and clothing design and electrical installation, but has shortcomings in equipment for the profiles of construction, geodesy, architecture, interior design and road traffic. The 32 VET schools under subordination of MEDs are rudimentary to poorly equipped.

Generally, some equipment is available for programmes in the fields of graphics, textile, wood processing, chemistry, mechanical/machinery and electrical; while programmes in the fields of construction, transport and traffic are not supported with equipment. Most of the equipment is rather old (more than 10 years), worn out and not well maintained. A number of VET schools received donor support and have managed to utilize and preserve these equipment over many years (e.g. Feriz Guri/Vellezerit Caka in Kacanik, Tafil Kasumaj in Decan, Fehmi Agani in Kline). While other schools have just preserved the equipment, were not able to utilize the equipment or were not able to maintain it (e.g. Gjin Gazulli in Prishtina. automotive paint shop at Shaban Spahija in Peja, wood workshop and automotive workshop at Tafil Kasumaj in Decan, machine shop at Jonuz Zejnullahu in Viti). This may have various reasons, such as: lack of budget for maintenance, lack to operate and utilize equipment properly or lack of resource management capacity (incl. performance of maintenance). All three are very important and should be strengthened, especially considering that equipment is becoming more and more sophisticated as the equipment donated by the EU-funded ALLED project to 3 VET schools (Mehmet Isai in Gjilan, Pjeter Bogdani in Ferizaj, Tafil Kasumaj in Decan) offering programmes for the profiles CNC machines and/or mechatronics. These observations are supported by the fact that about 80 percent of VET schools (26) under subordination of MEDs state that

the number of equipment, machinery and tools are not sufficient for the number of students enrolled, and a quarter of these VET schools claim that equipment, machinery and tools are not available and/or functioning. All except one public VET provider state that they do not have any budget for replacement or new equipment.

Besides, more than 70 percent of all VET providers (30) offering programmes in the field of technology stated that consumable materials are not available or sufficient to support practical training.

Summarizing the information collected, it is disclosed that the facilities and equipment of most VET providers do not meet the requirements.

Only 7 VTCs under subordination of EA, 4 CoCs under subordination of AVETAE and 2 private VET providers possess good to excellent facilities and equipment.

VET providers and subordinating authorities cannot fulfil their legal obligations to provide required infrastructure (facilities and equipment) due to the overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget.

Almost 60 percent of VET providers (46) stated that their facilities are adequate for the VET programmes or courses offered. Less than 30 percent of VET providers (23) think that they have sufficient laboratories and workshops to support practical teaching.

For public VET schools under subordination of MEDs the situation varies from sufficient to very poor facilities, depending also on the type of school or programmes offered.

In general, facilities built in the last 10 years do not suit the intended purpose since workshops for practical training are missing; and laboratories are not suitable due to lack of space or utilities. While older VET schools are better designed but poorly maintained.

About 60 percent of VET providers (48) stated that equipment, tools and machinery are available and functioning. However, three-quarters of VET providers stated that the available equipment, tools and machinery are not enough for the number of students or trainees attending the programmes/courses.

Almost three-quarters of the VET providers (58) stated that consumables are not available or are not enough to support practical training. The situation of VTCs and the 6 VET schools under subordination of AVETAE is better. Almost all VTCs (6) have enough consumables, while half of the VET providers (3) under subordination of AVETAE state that they have enough consumables to support practical training.

Looking at VET providers by programmes or courses they offer discloses some patterns which may be generalized:

All (public and private) VET schools offering programmes in the field of health, except the CoC in Ferizaj under subordination of AVETAE, are lacking the required facilities and equipment.

All public VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are in buildings not suited for the purpose. Most buildings lack the creative spirit, are colorless and need major refurbishment. Likewise all public VET schools offering programmes in the field of music, with the exemption of the VET school in Gjakova, are not properly equipped.

All public VET schools offering programmes in the field of agriculture and/or food (processing) have problems to maintain their facilities (stables, greenhouses, fields, orchards, etc), and almost all VET schools (about 90 percent) have not sufficient laboratories and workshops (fields/greenhouses/orchards) to support practical teaching.

Only about one-third of VET schools offering food processing or processing of agricultural products are well equipped. Lately, the EU funded ALLED project supported and equipped five VET schools with food processing and food technology laboratories.

However, during the validation visits it was discovered that most laboratories are not used due to various reasons, e.g. laboratories are lacking necessary utility connection, lack of consumable materials to operate food processing laboratory, teachers are not well prepared to use the equipment or teachers are afraid to damage the equipment.

From the 32 public VET schools under subordination of MEDs offering programmes or courses in the field of economics, law and or tourism more than one-third (12) claim that their facilities are not adequate for the programmes offered and number of students enrolled.

Most complains (7) are related to missing facilities in the tourism sector (practice restaurant or kitchen) or for not having space/additional rooms for setting up a practice firm.

Only very few VET schools offering economics and law profiles do not have a practice firm or that they have an improvisation of practice firm that does not meet most of the technical criteria for a practice firm. Only one VET school offering profiles in law has setup a courtroom to simulate and practice legal proceedings.

Exempting odd cases of improvised kitchens and local cafeterias, none of the VET schools offering profiles in tourism has any tourism-related workshops or laboratories.

From information obtained and validation visits it was found that most IT equipment used in practice firms or IT laboratories are old, heavily worn and in some cases obsolete.

All public VET schools offering programmes or courses in the field of technology are lacking space for required laboratories or workshops.

VET schools built lately (after 2008) all have the same design, which does not serve the requirements of most technical programmes. While older VET schools built in the 50s or earlier are mostly better suited for their purpose, they mostly need refurbishments.

None of the public VET schools offering programmes or courses in the field of technology is completely equipped.

The 2 public VET schools under subordination of AVETAE are better equipped as the public VET schools under subordination of MEDs, but both VET schools are well equipped only in some profiles while lacking equipment in other profiles.

The 32 public VET schools under subordination of MEDs are rudimentary to poorly equipped.

Mostly some equipment is available for programmes in the fields of graphics, textile, wood processing, chemistry, mechanical/machinery and electrical; while programmes in the fields of construction, transport and traffic are not supported with equipment.

Most of the equipment is rather old (more than 10 years), worn out and not well maintained.

Several VET schools received donor support and have managed to utilize and preserve this equipment over many years; while other schools have just preserved the equipment, were not able to utilize the equipment or were not able to maintain it.

This may be due to lack of budget for maintenance, lack to operate and utilize equipment properly or lack of resource management capacity (incl. performance of maintenance).

All three are very important and should be strengthened, especially considering that equipment is becoming more and more sophisticated.

For further details see chapter- 4: Statistical evaluation of the baseline survey by categories and Annex 6: Visiting reports – VET providers.

### 3.6 Cooperation with local companies

The legal framework governing the cooperation between the Vocational Education and Training sector, especially the VET providers (VET institutions) and local companies can be found in the following laws and related sub-legal acts (administrative instructions).

Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo Article 3 Ministry of Education, Science and Technology states in bullet point (k) that MEST promotes parental and community participation in educational activities and appropriate forms of school-community partnerships at the local level.

The Law No. 04/L-138 for Vocational Education and Training Article 21 The Commission of Institutions of Vocational Education and Training for the Final Exam outlines in paragraph 1 for holding the exam of a specific occupation in vocational education institutions examination commissions shall be established from

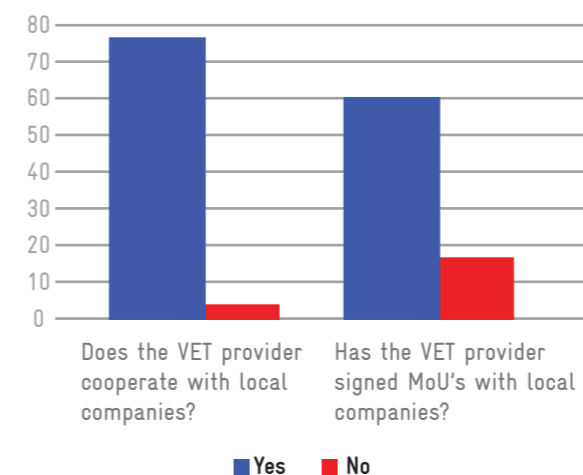
the Council of IVET, and adds that the commission of examinations shall consist of three (3) members: on(1) representative of employers and two (2) teachers of vocational education institution.

Administrative Instruction (MEST) No. 01/2014 Organization and Planning of the Educational Process in Vocational Education and Training outlines in Article 2 Organization and planning paragraph 15 that VET institutions conclude agreement with the labour market for realization of professional practice.

Administrative Instruction (MEST) No. 14/2015 Article 1 The purpose states that with this administrative instruction the method of organization and implementation of the final exam for practical modules for students in the workshop and enterprises as well as the learning outcomes is adjusted. Article 6 of the administrative instruction continues that the Director of the VET institution makes nomination of evaluating commission for implementation of the final exam of practical modules, and that the commission consists of three members, namely: the chairman of the professional forum of teachers (the commission chairman), a teacher/instructor of the practical module and a representative of the respective business profile. The place of organizing the exam is outlined in Article 9 and states that the final exam of practical module is held in workshops, cabinets, school laboratories or in other enterprises designated by the school commission.

Administrative Instruction (MEST) No. 03/2016 Steering School Council states in Article 3 Composition of the steering school council that the council should have two (2) representatives from society (interested stakeholder) appointed by the municipality. This administration instruction replaced Administrative Instruction 34/2013 which was more precise and stated that two (2) representatives from society, stakeholders, businesses should be appointed by the municipality.

Furthermore, curricula whose implementation is announced by Administrative Instruction (MEST) No 03/2014, provide guidelines for implementation of each module by stating recommended learning methods, thus prescribe extent of cooperation with local companies. Considering the disclosed lack of facilities and

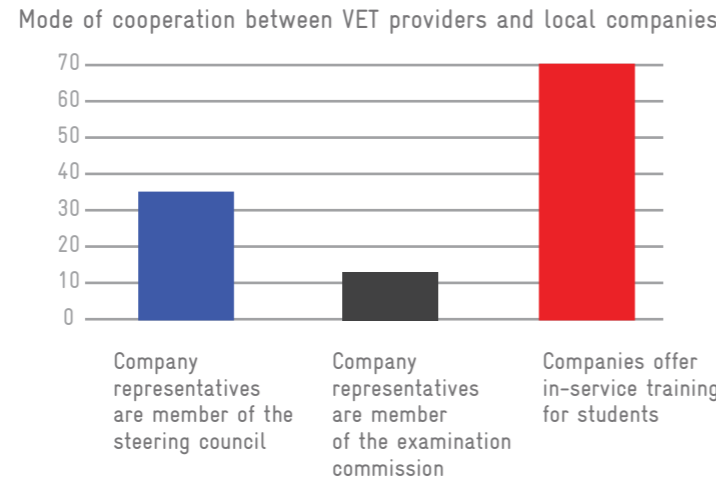


equipment, cooperation between VET providers and local companies (institutions) seems essential and necessary for almost all VET providers. Not surprisingly, almost all VET providers (77) stated that they cooperate with local companies, but only three-quarters of VET providers (60) stated that they have institutionalised this cooperation through MoUs.

Probing deeper, more than two-thirds of VET providers (56) stated that the cooperation with local companies needs improvement. 70 VET providers stated the most common form of cooperation is in-service training for students offered by companies. This is followed by company representatives are members of the board/steering council, indicated by 35 VET providers, and company representatives are members of the

examination commission, stated by only 12 VET providers. According to most VET providers, the low participation of local companies in the steering councils and the examination commissions is due to their lack of interest. During validation meetings, most VET providers indicated that mostly professional subject

teachers are securing in-service training slots for students. In CoCs and VET schools under subordination of AVETAE, it is the responsibility of one of the two Deputy Directors.



Asked how cooperation with local companies/institutions could be improved, most VET providers stated that either the National Government/MEST or the Municipality/MED should solve this problem through new laws (making it obligatory for companies, at least for public owned companies to accept students, or through tax incentives). While only a few VET providers realized their own role in improving the cooperation with local companies/institutions.

Likewise, most MEDs believe that it is the role of the VET school director to reach out to local companies and chambers of commerce. Interviewees also believe that alignment of profiles with the needs of the local economy is essential for the cooperation, since companies are interest-based organizations.

Summarizing the information collected, it is obvious that the cooperation between VET providers and local companies/institutions needs to be strengthened.

Two-thirds of VET providers (56) stated that the cooperation with local companies needs improvement.

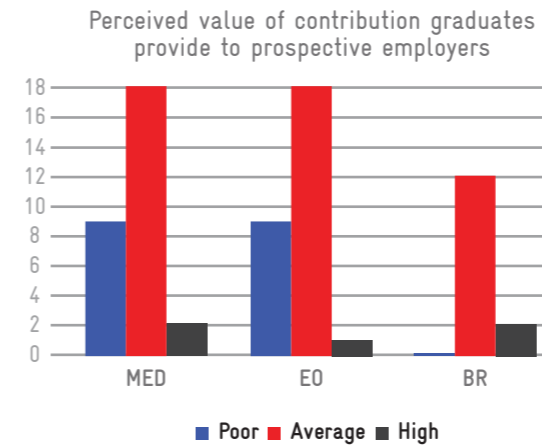
Most common form of cooperation with local companies/institution is placing students in local companies/institution for in-service training, which was indicated by 70 VET providers.

Less than 50 percent of VET providers indicated that representatives of local companies/institution are members of their steering council, and less than 20 percent of VET providers claim that representatives of local companies/institution are members of examination commissions.

The legal or sub-legal acts governing cooperation with local companies are not really implemented. For further details see chapter 4: Statistical evaluation of the baseline survey by categories and Annex 6: Visiting reports – VET providers.

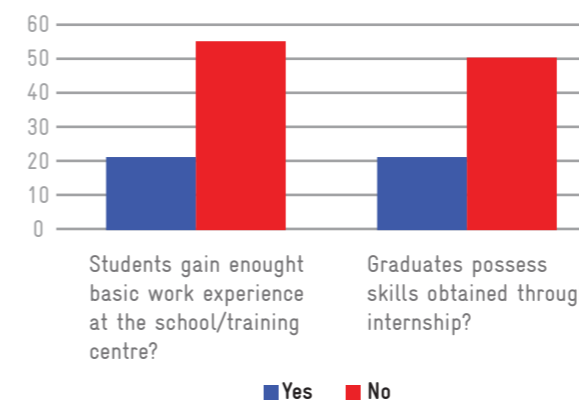
### 3.7 Work experience of students and employability of the graduates

The perceived value of contribution that graduates provide to prospective employers is rated by most representatives of MEDs and EOs politely at an average level. While still about one-third of representatives



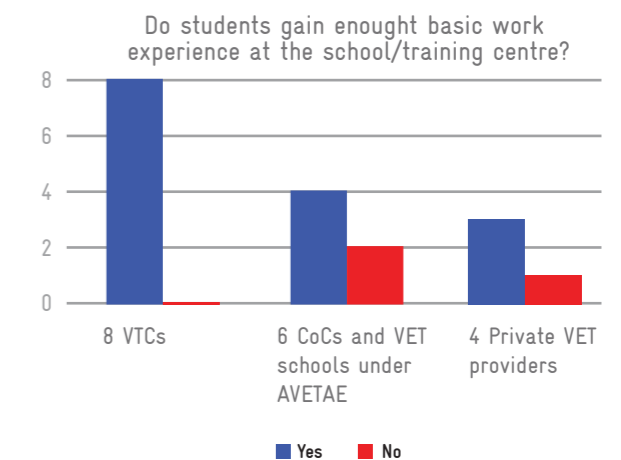
stated that they think the contribution of graduates to prospective employers is poor. They think, graduates lack advanced but also conventional technical and professional skills and know-how. This statement is further supported by VET providers themselves, only about one-quarter of VET providers think that students gain enough basic work experience either through practical training at the VET provider or through internship in local companies/institutions. Furthermore, this perceived value of contribution that graduates provide to prospective employers or in other words “employability of graduates” is consistent with the summary of information collected and summarized in the three previous sub-chapters.

However, it is worthwhile to analyse this further. In one of the previous sub-chapters, the sub-chapter “condition of facilities and equipment”, it was disclosed that there is some equipment available but not in all VET providers (especially not in public VET schools) and not for all profiles. While in the sub-chapter



sub-chapter “cooperation with local companies” it was disclosed that most VET providers place students (but not all) for in-service training in local companies. Accordingly, 70 percent of VET providers (56) indicated that “not all” students gain enough basic work experience through practical training at the school/training centre, and almost two-thirds of VET providers that “not all” graduates possess skills obtained through internship in local companies (50). Looking specifically at VTCs, public VET providers under supervision of AVETAE and private VET providers discloses better results. All VTCs (8), two-thirds of

VET providers under supervision of AVETAE (4) and three-quarters of private VET providers indicated that students gain enough basic work experience through practical training at their school/training centre. While the remaining VET providers (1 private VET provider and 2 VET providers under supervision of AVETAE) indicated that “not all” students gain enough basic work experience through practical training at their school/training centre. In case of skills obtained through internship or on-the-job training in local





companies, more than 60 percent of VTCs (5), 50 percent of VET providers under supervision of AVETAE (3) and 50 percent of private VET providers (the remaining 50 percent is not implementing in-service training yet) stated that their graduates possess skills obtained through internship in local companies. It should be noted that trainees of VTCs are normally not required to do in-service training, and that those trainees involved in in-service training are mostly under a separate/different training scheme.

For students of public VET schools under subordination of MEDs in-service training is crucial for gaining work experience and hence improving employability, since many of these public VET schools are ill equipped, especially VET schools offering programmes in the fields of health, of agriculture and/or food, of tourism and in the field of technology. From discussions during validation meetings it was obtained that VET providers are facing many problems to place students in in-service training and that in many cases the training is either not structured, just observation, not as long as required or in the best case not in line with the curriculum. Following some statements made by management of VET providers during validation meetings:

- Content of in-service training is not always according to requirements (mixed school with economics profiles)
- Students are doing the required hours, but no real training is offered (VET school with economics and law profiles).
- The in-service training is according to requirements, but the quality of training would be a different matter (CoC).
- Reality is that during winter time students of agricultural profiles do not do in-service training. Students of automotive mechanics do 1 or 2 days per week (but workshops don't have enough work to do), while students of law assistant and accountant do about 2 - 4h/week (VET school with agriculture, economics, law and technical profiles)
- For all programmes about 50% of requirements, remaining hours are done in classroom. (VET school with health profiles).  
3 hours of practise/week in class 11 and 3 - 6 hours/week for 12 grade students. Economy students do in-service training in the practice firm. (VET school with technical and economics profiles)
- Telecommunication, Machine Mechanics getting least practise. Problem is that students don't really work, they rather observe. Management thinks that none of the students gets less than 40% of required training.
- The rest is in class rooms using "simulations" (VET school with technical profiles)  
In reality, about 2-3 hours/week for students that can to practise in public institutions, the remaining time is taken whenever possible in the practise firm or as "simulation" in class rooms (VET school with economics and law profiles)
- Almost all students have no opportunity for in-service training. For mechanical profile, students are taken to the VET school in the Municipality (remark: which has no proper workshop, only old and mostly not functioning machines). School does not have a stable power supply and available equipment (computers) cannot be used. Previously some students did in-service training at a supermarket, but this was stopped since students were exploited. (Mixed school with economics and technical profiles)
- Not all students can attend in-service training due to lack of opportunities and students attending in-service training do not get the required number of hours. Practical training in the school is limited due to lack of workshops and laboratories. Students do projects within the possibilities of the school (VET school with economics, agriculture and technical profiles)

- Most students do in-service training in the school as theoretical lessons, only 12 grade students are doing practise firm with limited hours. Some students do in-service training at customs or municipality (VET school with economics profiles)
- Training is mostly given as classroom teaching, some in-service training for Post & Telecom Technology and Graphics (VET school with construction profiles)
- Realistically, about 50 - 60% of required hours (in-service training hours) for grade 12 and about 50% for grade 11 students. 10 grade students visit companies and the remaining hours are simulated in classes (VET school with technical profiles).

These statements do not even document the severe shortcomings of the in-service training. Besides the problem of finding enough places for in-service training and being able to provide in-service training according to requirements (content and duration), there is the problem of monitoring the quality of in-service training. There are no standard procedures for doing the monitoring. Monitoring is mostly done by teachers of the practical/professional subjects as indicated by 90 percent of VET providers (72). About 50 percent of VET providers (39) stated that students prepare a kind of logbook during internship to document their activities, while in some cases the company offering the in-service training is involved in the monitoring and may sign the logbook or attendance sheets and may even prepare an appraisal for the individual student. Last but not least, it should be noted that most VET providers do not apply the necessary flexibility in arranging in-service training in local companies/institutions, since most VET providers are not considering the interest of the local companies/institutions to take students for in-service training, thus making it a burden for the company to accept students.

Some good examples for in-service training were reported. The VET school "Shm Mjekësisë" in Peja reported that all students get required in-service training through agreements/MoUs with the local dental clinic and local hospital, which are both next door to the VET school. Likewise, the upper secondary school in Shterpc/Firaj, which offers a programme in the field of restaurant assistant to 15 students, reported that practical training is implemented in cooperation with 2 restaurants, and all students receive the required practical training. Two VET providers under subordination of AVETAE (1 CoC and 1 public VET school) organise in-service training in form of block-release, which is more accommodating to companies and more efficient as a few hours per week.

Summarizing the information collected, it is disclosed that the work experience and employability of the graduates is rather low.

The perceived value of contribution that graduates provide to prospective employers is rated by most representatives of MEDs and EOs politely at an average level.

While still about one-third of representatives stated that they think the contribution of graduates to prospective employers is poor.

Only about one-quarter of VET providers think that students gain enough basic work experience either through practical training at the VET provider or through internship in local companies/institutions.

VET providers facing many problems to place students in in-service training, and, in many cases, the training is either not structured, just observation, not as long as required or in the best case not in line with the curriculum.

Monitoring of in-service training is not standardized and, in most cases, done by teachers without involvement of the company/institution offering the in-service training.

Only about 50 percent of VET providers (39) stated that students prepare a kind of logbook during internship to document their training activities and learning experiences.

Some good examples for in-service training were reported, especially if close cooperation between local companies/institutions and VET provider was established and the interest of all parties involved was taken into consideration.

For further details see chapter 4: Statistical evaluation of the baseline survey by categories and Annex 6: Visiting reports – VET providers.

### 3.8 Enablers

During the evaluation of questionnaires received from VET providers and during validation meetings with management of VET providers and representatives of MEDs and EOs it was discovered that the performance of the school depends besides the available financial and physical resources and the existing teaching staff on other actors which we identified as so-called enablers. These enablers are the School Directors, the Steering School Councils, the Quality Coordinators and the Municipality Education Directors. A mutual goal/objective and good cooperation with these enablers is of great benefit for the development of any VET provider.

#### School directors

Directors and Deputy Directors are elected according to Law no. 03/L-068 for Education in Municipalities of the Republic of Kosovo, further regulated by Administrative Instruction (MEST) No. 08/2014 Procedures and Selection Criteria of Director and Deputy Director of Instructive Educational and Training Institution. School Directors are selected by a commission, established by the Municipality, which consists of two appointees assigned by the respective Municipality Mayor, one member from MEST and two representatives of the Steering School Council (one parent and one teacher) as observers. Article 3 of the Administrative Instruction (MEST) 08/2014 spells out the conditions that candidates must meet to participate in competition or in other words the qualifications of a Director to-be.

Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo defines under Article 20 The management staff paragraph 2 that the director of an educational institution shall have executive responsibility for the management and general administration of the institution including: disciplinary powers over pupils; specific duties in relation to the appointment, management, evaluation, discipline and

other issues concerning teaching and other staff; the efficient and effective usage of the educational management information system and compliance with any associated code of practice; maintaining documents and records as required by the municipality or the Ministry; duties in relation to the curriculum; and other matters regulated by this Law.

From information obtained during validation meetings it was disclosed that most Directors of public VET providers do more than one term of service, which is 4 years according to Administrative Instruction (MEST) 08/2014. However, 15 Directors of public VET schools under subordination of MED were just recently appointed or still in capacity of Acting-Director, whereof 8 replacements coincided with the change in local government after recent municipality elections. This may but does not necessarily indicate a certain political influence on the position of Directors.

Due to the given circumstances that finances of public VET providers are managed by the subordinating Authority, most Directors are acting as administrators and not as managers. Some Directors clearly formulated the desire to manage the “school” in line with the given legal and sub-legal framework. Most of the better performing public VET schools have Directors serving for many years, which supports the idea that development of schools needs consistency. This idea can be observed at VTCs, where most Directors have been serving for many years, and successors were apparently groomed early. Another observation made during validation meetings was that VET providers with active Directors, supported by motivated/active Deputy Directors, Training Coordinators and/or Quality Coordinators perform better than others. Furthermore, from discussions during validation meetings it was disclosed that cooperation between the Director, the MED and the School Council is important for the development of a public VET school.

#### Quality Coordinators

Administrative Instruction (MEST) No. 32/2014 on Criteria and Procedures for Quality Assurance in the Vocational Education and Training Institutions – Internal Processes outlines general principles, responsibilities and internal processes for quality assurance in vocational education and training institutions. Article 4 of the Administrative Instruction states that each vocational education and training institution should have a quality assurance office, and article 5 states that the quality assurance office should have at least one coordinator for quality assurance. There is no regulatory framework available which determines the function, responsibility, selection or appointment of quality coordinators. From discussions during validation meetings it was disclosed that for VET schools under subordination of MED, it is common practice that MED decides if the VET school can appoint a quality assurance coordinator from the teaching staff and if the quality coordinator can be partially or fully released from teaching. In case of VET providers under subordination of AVETAE, one Deputy Director has the task of the quality coordinator, whereas in VTCs under subordination of EA, especially those VTCs accredited by NQA, a quality coordinator is appointed by the VTC according to the accreditation requirements of NQA. One major responsibility of Quality Coordinators is to prepare or assist the Director in preparing the self-assessment report of the VET provider.

Information collected show that most VET providers (70) have a quality coordinator. But during validation meetings it was disclosed that in many cases the quality coordinator has only very limited time to fulfil this task since the coordinator has still a teaching load of more than 50 percent or even a fulltime teaching load. A better scenario can be found at VTCs, VET providers under subordination of AVETAE and private VET providers, which all (18) except two (VTC Dolane/Zvecan and Euro School in Peja) have a quality coordinator which is completely or mostly exempt from teaching.

From available information it is impossible to make a clear judgement concerning the impact or value of Quality Coordinators. However, it can be observed that all better performing VET providers have a Quality Coordinator and that almost all low performing VET providers do not have a Quality Coordinator or have a Quality Coordinator with full or more than 50 percent teaching load.

#### School Councils

Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo defines under Article 17 The governing board and states in paragraph 1 that each publicly funded educational and/or training institution shall have a governing board. In the event that a governing board cannot be constituted or fails to meet for a period of three (3) months, its functions shall be assumed by the director of the institution, provided that further efforts to constitute it and convene a meeting are made by the municipality (the Ministry in the case of ISCED Level 4 institutions) every three (3) months. In paragraph 2 it states that the governing board shall comprise: three (3) representatives of parents; two (2) representatives from society (stakeholders) nominated by the municipality; three (3) teacher representatives; and one representative of the pupils, elected by pupils attending the school. In paragraph 8 it elaborates that the director of the educational institution shall exercise the function of secretary of the governing board. The director shall report to the governing board annually on the activities and institutional finances and shall have the right to suggest solutions and participate in the debate, but not to vote. The director of the school shall be responsible for the legality of the board's work.

This is confirmed in the Law No. 04/L-138 for Vocational Education and Training Article 22 Steering Council, which states in paragraph 1 that every VET institution of public education and training should have a steering council. While paragraph 2 elaborates that composition, functioning, duties, mandate and representation of the Steering Council shall be regulated with a sub-legal act. The sub-legal act, the Administration Instruction (MEST) No. 03/2016 Steering School Council, repeats in Article 3 the composition of the council.

In Article 9 The drafting of school rules paragraph 8 is stated that the Steering Councils contribute in drafting the school development plan and that the Steering Council notifies the school staff with the initiative for compilation and/or review of the school development plan; collects thoughts on the most important processes to be included in the school development plan; discusses proposals and decides on priorities according to the school needs; approves the school development plan; discusses the achievements in the school development plan implementation; and incorporates MED comments related to their plan.

Furthermore, Article 11 Steering Council in financial management states in paragraph 1 that every Steering Council must have an allocated budget each fiscal year and according to this allocation, approves the budget plan.

From information obtained it was disclosed that most VET providers (77) have a steering council or school board. However, VTCs (9) under the supervision of the EA have currently no working steering council, since the structure and responsibilities of the steering council are reconsidered after the establishment of the EA. The composition of steering councils of VET schools is not unique, and in many cases the VET school does not have a representative from society (interested stakeholders appointed by the municipality) or these representatives are employees of the MED. During the validation meeting it was discovered that in many cases business representatives and parents are not very much interested to participate in the steering council, but also that in some cases the Director sees the council as a burden and additional control instrument. In addition, in discussions with public VET providers and MEDs, it has been revealed that the Steering Councils are not functioning as provided for in the legal or sub-legal framework. Therefore, the real value of a properly functioning Steering Council for a VET provider cannot be ascertained.

#### Municipality Education Directorate

The responsibilities of the municipality in education are defined by Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo Chapter II Responsibilities and Competencies of the Municipalities in Education. Article 4 Competencies and Enhanced Competencies of the Municipalities enumerates the following competencies: Municipalities shall have full and exclusive powers, insofar as they concern the local interest, while respecting the standards set forth in applicable legislation with respect to the provisions of public pre-primary, primary and secondary education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators. Article 5 Competencies of the Municipalities in Public Education Levels 0, 1, 2, and 3 (Pre-Primary, Primary, Lower Secondary and Upper Secondary) enumerates competencies referred to in Article 4 of the law besides others as the following: construction of educational facilities in accordance with Chapter 3 of this law and other applicable legislation; registration and admission of students in accordance with due respect for the principles of non-discrimination under law; employment of teachers and other school personnel in accordance with legal procedures for the recruitment, selection and employment of public employees; selection of the Director and/or Deputy Director of educational institutions in accordance with legal procedures for the recruitment and legal criteria determined by MEST; payment of the managerial staff as well as other employed personnel in accordance with Kosovo legislation; training educators and other professional staff in accordance with guidelines, principles and standards promulgated by the MEST; supervision and inspection of the education process in accordance with guidelines established by the MEST; development, approval, and implementation of the Rules of Procedure for schools, including the Code of Conduct for managerial staff, teachers, other personnel, and students as well as disciplinary measures.

Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo Article 7 Competencies of municipalities states complementary to Law No. 03/L-068 on Education in the Municipalities that

competencies of the municipalities are regulated through the: Law for Local Government No. 03/L040 and Law for Education in the Municipality, and through any additional competencies assigned by provisions of this Law. It continues in paragraph 2 that the exercise by the municipality of their powers and duties in this field shall be monitored by the Ministry in collaboration with the Ministry of Local Government and Administration to ensure compliance with the applicable legislation. Furthermore it states in paragraph 3 that Municipalities are responsible for the following additional competencies: construction of education and training facilities; maintaining and repairing the premises and equipment of educational and training institutions; ensuring a healthy environment for pupils and staff, including water, hygienic-sanitary conditions, health service, as well as a safe environment including safe utilities and effective security; and through co-operation with parents, police and other public authorities taking steps to deal effectively with violent or bullying behaviour and substance abuse in or associated with the respective institution.

As already stated in the previous sub-chapter on Financing and Profitability, Article 28 of Law No.04/L – 032 on Pre-University Education in the Republic of Kosovo describes the sources of finance for pre-university education and Article 29 – Delegation of financial authority states in paragraph 1 that “Municipalities shall delegate responsibility for budget and finance to educational and training institutions according to municipal formula specified in a legal act; the formula shall allow changes in appropriations if the number of pupils’ changes during a fiscal year.

From information obtained during validation meetings it was disclosed that Municipal Education Directorates are structured differently across Kosovo, with larger municipalities having larger and more complex structures. Larger and more staffed MEDs have a Director, an Education Officer for each of the 4 levels of education, a Finance Assistant, and possibly one or more Minority Community Education Officer(s). Typically, there would be one officer responsible for the education portfolio of the upper secondary education including VET. In the smaller municipalities, often one Education Officer handles all schools of pre-university education level.

Only 4 out of 28 visited Municipal Education Directorates stated that development plans submitted by VET schools are considered in the context of the municipal education plan. Other MEDs stated that development plans are analysed to see if goals are within the scope of the VET school, and if the plans correspond with the reality in the municipality. In rare cases, development plans are sent back for revision to reflect the municipalities’ perspectives. In one of the municipalities, the MED stated that schools (including VET schools) do not submit their development plans to the municipality, because MED has no mandate over the education in terms of development but rather at administrative level. In the above mentioned 4 MEDs, there is either a municipal education plan or strategy in place or in preparation, and the development plans prepared by VET schools would be used for planning, as well as to be analysed and evaluated against the education axioms of the municipality. In some cases, MEDs have said that some of the outlined goals may be supported if the municipality has financial means, whereas it is common that development plans repeat year-after-year the same goals that could not be implemented in the previous years as a result of financial insufficiency.

With regards to preparation of VET school budgets a broad range of approaches were identified. A few MEDs prepare joint school budgets entirely disconnected from the school administration, with the effect

that schools do not have any designated budget at the level of an individual school. On the other side, there are some MEDs that require VET schools to prepare budgets for submission, in full compliance with the principles of public budgeting process. In most of the municipalities, MEDs prepare VET school budgets in cooperation with VET schools, since VET schools submit annual work plans that contain simple financial plans, which outline cost estimates for the foreseen operation of the school during the school year. MEDs that prepare financial plans independently from VET schools, argue that MED is the responsible authority for management of the VET schools, and that VET schools do not have sufficient management capacities for planning and management of the financial resources. While MEDs that require VET schools to prepare budget proposals, argue that VET schools enjoy financial autonomy, with the right to generate revenues and to manage their expenses. They state that each VET school has a designated budget code, with the right to manage funds including own source revenues. In some cases, MEDs finance officers work with VET schools’ designated finance officers during the development of school budgets.

**Enablers at the regulatory level**, which were not part of the Baseline Survey, are the Ministry of Labour and Social Welfare with the Employment Agency, and the Ministry of Education, Science and Technology including the Agency for Vocational Education and Training and Adult Education, the National Qualifications Authority, the Education Inspectorate and especially the Division of Vocational and Adult Education. However, for all enumerated institutions at regulatory level it can be said that they have a shortage of staff to fulfil their regulatory function due to overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget.

Summarizing information gathered and observations made it is disclosed that:

Most Directors of public VET providers do more than one term of service, and most of the better performing public VET schools have Directors serving for many years.

About one-quarter of public VET schools (15) under subordination of MED have just recently appointed Directors or Directors still in capacity of Acting-Director, whereof 8 replacements coincided with the change in local government after recent municipality elections.

Most Directors are acting as administrators and not as managers.

VET providers with active Directors, supported by motivated/active Deputy Directors, Training Coordinators and/or Quality Coordinators perform better than others.

Cooperation between the Director, the MED and the School Council is important for the development of a public VET school.

Better performing VET providers have a Quality Coordinator and almost all low performing VET providers do not have a Quality Coordinator or have a Quality Coordinator with full or more than 50 percent teaching load.

Steering Councils are not functioning as provided for in the legal or sub-legal framework. Therefore, the real value of a properly functioning Steering Council for a VET provider cannot be disclosed.



There is no uniform approach by MEDs towards submitted development plans of VET schools. Nonetheless, a paradigm is apparent, where MEDs analyse plans and goals stated therein, and these goals may be supported if they are aligned with the municipality interests and funds are available.

Differences in the approach to preparation of school budgets across municipalities appear to be related to the differences in the interpretation of the school's autonomy, as well as by the capacities of school administrations.

Institutions at regulatory level have a shortage of staff to fulfil their regulatory function due to overarching funding constraints, related to general budget allocation that starts at the level of Kosovo Budget.

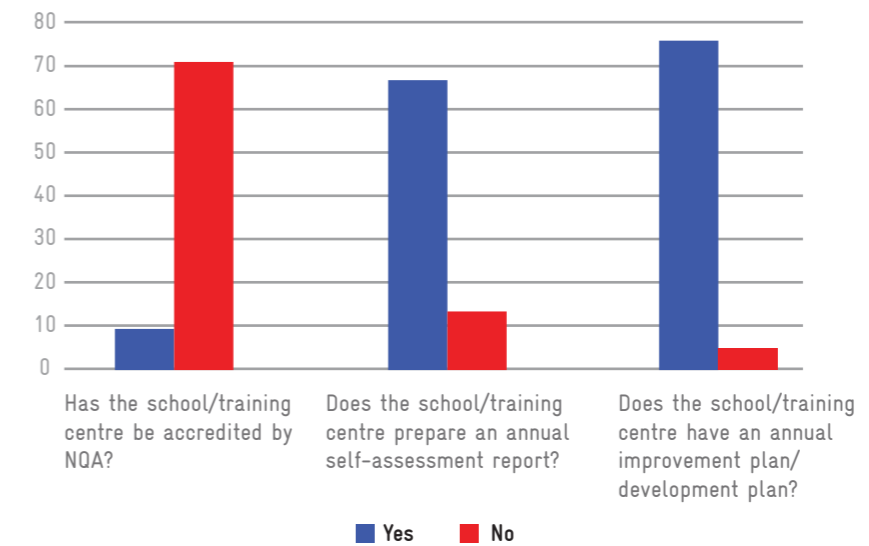
## 4. Statistical evaluation of the baseline survey by categories

The statistical evaluation covers the evaluation of questionnaires as received by the VET providers and edited after the validation meetings with management of VET providers, and reflects the information obtained from all VET providers participating in the survey. For some questions, specific information to highlight the divergence of VET providers under supervision of AVETA and VTCs under supervision of EA is provided. Furthermore, additional information as disclosed during validation meetings is added to explain or enhance answers provided to specific questions. The results are supported by information received through questionnaires returned from MED, EO and selected business representatives and discussions with representatives from MEDs and EOs during visits to the municipalities. The statistical evaluation is done by categories.

The statistical analysis was intentionally left in the main report and not moved to the annex to provide more detailed information to the interested reader without searching the database in Annex 11. It also contains additional information that was not discussed in Chapter 3 – Analysis of Key Categories and Enablers, but is most likely very informative to the interested reader or researcher.

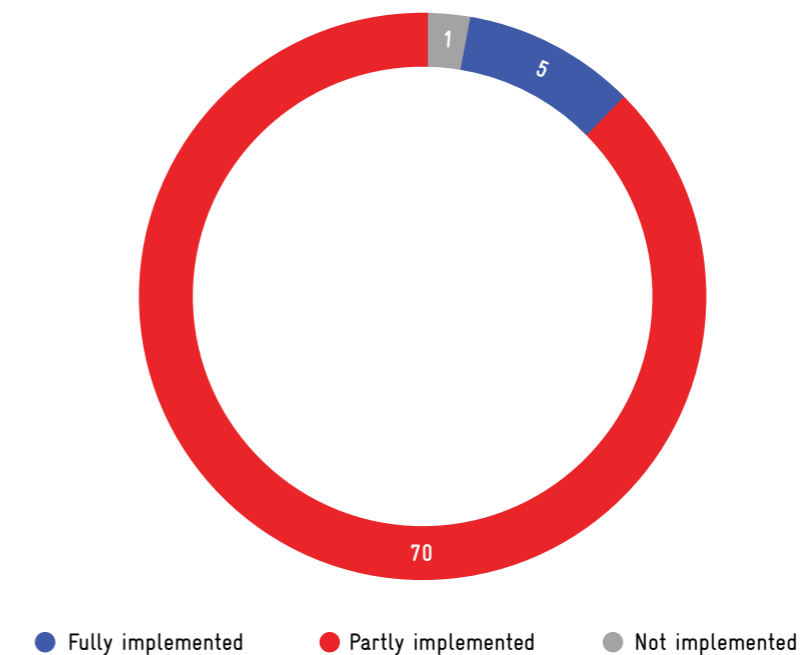
### 4.1 Organization and management

The category **organisation and management** refer to topics like accreditation, quality coordinator, self-assessment report, improvement and/or development plans, financial plans, improvement needs of management, administration and teaching force, record keeping, financial plan and school council/school board. Concentrating on the answers provided in the questionnaire, it is obvious that most VET providers are not accredited but prepare an annual self-assessment report with improvement plan for the NQA, and almost all prepare a development plan and submit it to their supervisory body (e.g. AVETA, MED or EA).

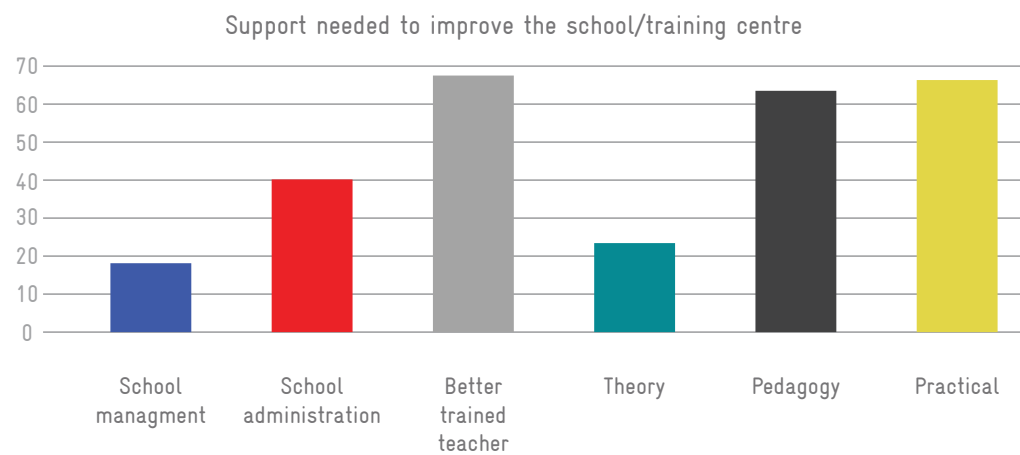


Has the school/training centre be accredited by NQA?	9	71
Does the school/training centre prepare an annual self-assessment report?	67	13
Does the school/training centre have an annual improvement plan/ development plan?	76	4

Has the last improvement/development plan been implemented?



A large number of VET providers (70) indicated that they were not able to implement the last improvement and/or development plan fully and could only partially implement it. During the validation meetings it turned out that the Management of most VET providers blames the lack of funds for not implementing the improvement and/or development plan. In most cases, VET providers prepare a 3-year development plan and an annual work plan, which only in a few cases are considered by MED and reflected in the municipal education plan (see Annex 10). However, it should be pointed out that the development plans of VET providers are in no way uniform, that often development plans are repeated year-after-year with the same goals that were not implemented in previous years as a result of financial insufficiency, without any reflection on the set goals, and that sometimes the development plans are just mere tools used for the application and selection of new Directors for VET schools.

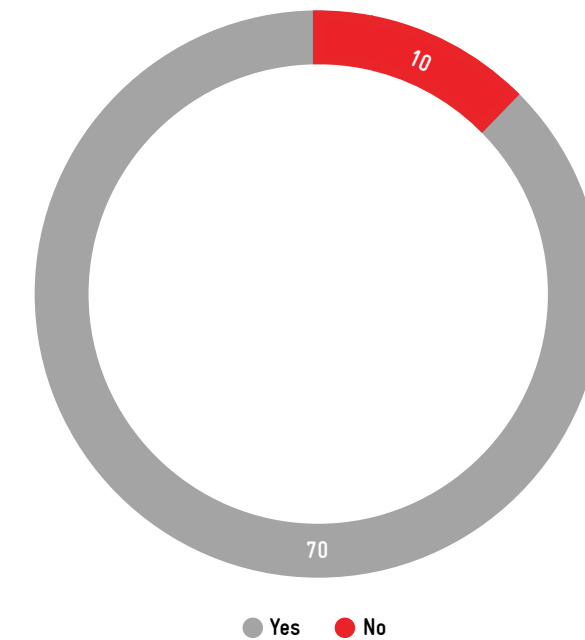


Besides the targets/goals written in the improvement/development plan, what support would you need to improve the school/training centre?	No. of VET providers
School management	13
School administration	36
Better trained teacher	63
Theory	19
Pedagogy	59
Practical	62

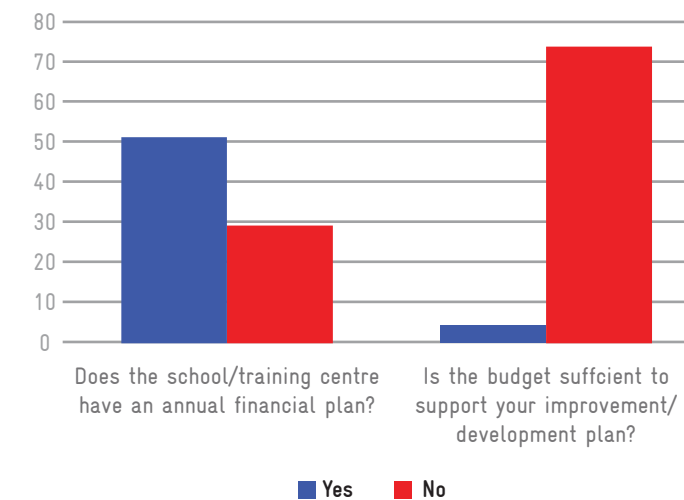
Besides the goals stated in the development plan, more than three-quarters of the VET providers (63) indicated that they need better trained teachers to improve their performance. About half of the VET providers (36) indicated they need improvement of organization/administration (better structures and processes) to improve their performance, while only a few VET providers indicated that they need improvement of school management to develop the institution further. With regards to training of teachers/trainers it was disclosed that teachers hired in the last few years did not undergo the necessary training in didactic and teaching methodologies; and that there is a large demand for up-skilling in practical subject areas.

Improvements needed in organization/ administration and management are related to hiring or appointing of additional personnel such as: administrators, secretary, quality coordinators, pedagogues, psychologists and deputy directors; decentralisation of budget (financial autonomy); improvement of processes and introduction of performance management.

Does the school/training centre have a quality assurance coordinator?

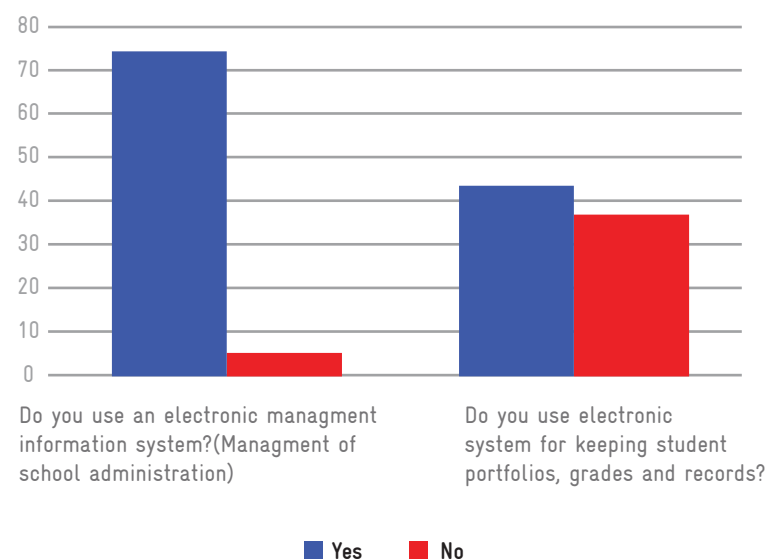


Most VET providers (70) have a quality coordinator, but in many cases the quality coordinator has only very limited time to fulfil this task since the coordinator has still a teaching load of more than 50 percent or even a fulltime teaching load. A better scenario can be found at VTCs, which all except one (VTC Dolane/Zvecan) have a quality coordinator.



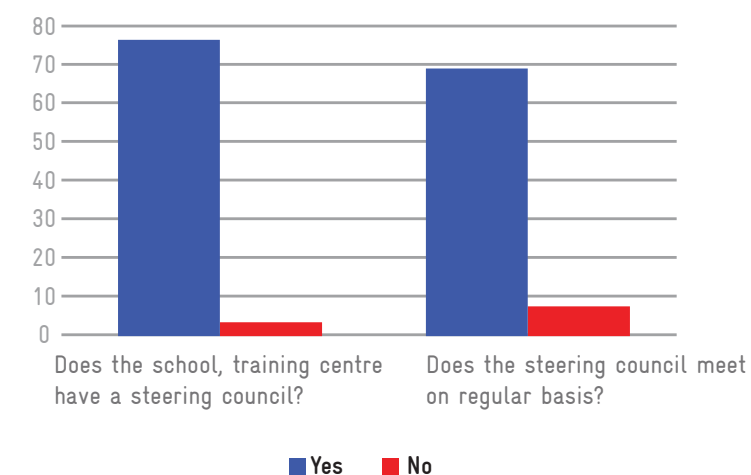
	Yes	No
Does the school/training centre have an annual financial plan?	51	29
Is the budget sufficient to support your improvement/development plan?	3	73

Almost two-thirds of VET providers (51) prepare a kind of financial plan and submit it to their supervisory body (AVETAE, MED or EA). There is no unique form of preparing a financial plan. VET providers under AVETAE are using a standardized template. In most cases, VET providers have two principal budget lines, namely: one for salaries and one for goods & services including heating, utilities and consumable materials. During the validation meetings it was disclosed that the budget for consumable materials supporting the teaching-learning process has the smallest amount. Not surprisingly, most VET providers (73) claim that the budget provided is not sufficient to support their development plan.



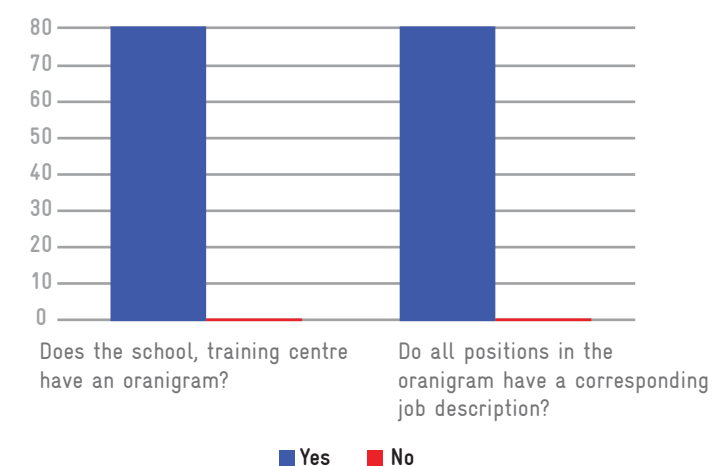
	Yes	No
Does the school/training centre use an electronic management information system(SMIA) (Management of school administration)?	74	5
Does the school/training centre use electronic education information management system(SMIA) for keeping student portfolios, grades and records? (data management/ student records)	43	37

Most VET providers stated that they use an electronic management system to report student/trainee numbers (enrolment, graduates, dropouts segregated by gender) to the MEST or EA. About half of the training providers claim that they use an electronic system (spreadsheet or other programmes) to record student performance and/or attendance.



	Yes	No
Does the school/training centre have a steering council?	77	3
Does the school/training council meet on regular basis?	69	7

Most VET providers (77) have a steering council or school board. Currently, VETCs (9) under the supervision of the EA have no working steering council, since the structure and responsibilities of the steering council are reconsidered after the establishment of the EA. The composition of steering councils of VET schools is not unique, and in many cases the VET school does not have a representative from society (interested stakeholders appointed by the municipality) or these representatives are employees of the MED. During the validation meeting it was discovered that in many cases business representatives and parents are not very much interested to participate in the steering council, but also that in some cases the Director sees the council as a burden and additional control instrument.



	Yes	No
Does the school/training centre have an organization?	80	0
Do all positions in the organization have a corresponding job description?	80	0

All VET providers have an organigram and all positions in the organigram are supported by corresponding job descriptions. However, some Directors pointed out that the job descriptions should be edited to define responsibilities and tasks of employees more precisely in order to introduce performance management for employees.

**In a nutshell:**

Most VET providers (71) are not accredited by NQA.

Most VET providers (67) prepare an annual self-assessment report and submit it to NQA.

Most VET providers (76) prepare a development plan and submit it to their supervisory body (AVETAE, MED or EA).

About two-thirds of VET providers (51) prepare a kind of financial plan and submit it to their supervisory body.

Most VET providers (73) claim that the budget provided is not enough to support their development plan.

Most VET providers (70) were only partially able to implement their development plan.

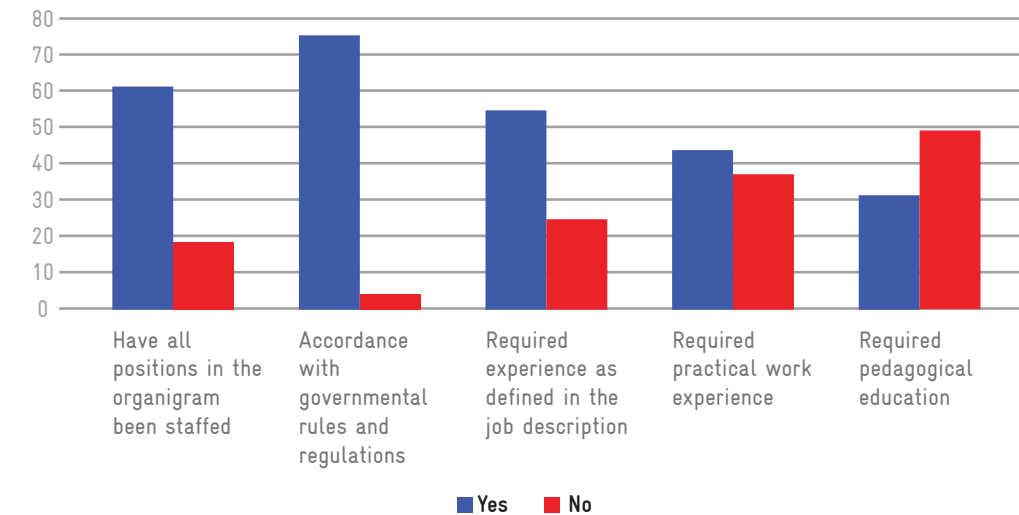
Most VET providers (70) have a quality coordinator, but in many cases the quality coordinator has only very limited time to fulfil this task since the coordinator has still a teaching load of more than 50 percent.

Most VET providers (63) stated that they need better trained teachers to improve their performance. From those, almost all VET providers (62) think that teachers need practical training and most VET providers (59) think that teachers need pedagogical training.

Most VET providers (77) have a steering council, but the composition is not according to the administrative instruction or representatives of parents, community or business sector do not show interest to participate in the meetings.

Most VET providers (69) claim that the steering council meets on a regular basis.

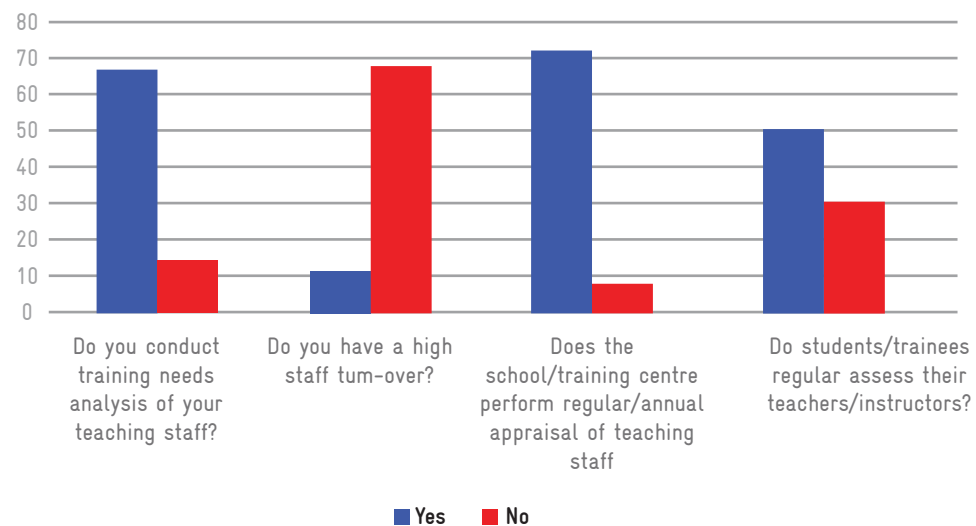
## 4.2 Recruitment and Development of Staff



	Yes	Not all
Have all positions in the organigram been staffed?	61	18
Is the number of teachers/instructors employed in accordance with governmental rules and regulations(nominative teaching hours/week)?	75	3
Has the teaching staff the required experience as defined in the job description or as required by the curriculum/course outline used?	54	24
Has the teaching staff the required practical work experience?	43	37
Has the teaching staff the required pedagogical education?	31	49

In general VET providers are properly staffed. Three-quarters of the VET providers (61) indicated that all positions of the institution have been staffed. The remaining VET providers are mostly lacking support staff such as administrators, secretaries, pedagogues and/or psychologists. However, about 30 percent of VET providers (24) indicated that not all teachers/trainers have the required experience as defined in the job description (administrative instruction) or as required by the curriculum used. Whereby almost 50 percent of VET providers (37) indicated that not all of their teaching staff have the required practical work experience and more than 60 percent of VET providers (49) stated that not all of their teaching staff have the required pedagogical education. Especially newly hired teachers for teaching of professional subjects lack pedagogical education since they are mostly graduate degree or master's degree holders from university without any pedagogical training. Another special case are medical VET schools, which employ a larger number of part-time teachers from medical institutions to teach professional subjects. Normally, these part-time teachers lack any pedagogical training.





	Yes	No
Do you conduct training needs analysis of your teaching staff?	67	13
Do you have a high staff turn-over?	11	68
Does the school/training centre perform regular/annual appraisal of teaching staff?	72	8
Do students/trainees regular assess their teachers/instructors?	50	30

Human Resource Management (HRM) tools to evaluate teaching staff seem to be in place. According to survey results, more than 80 percent of VET providers stated that they conduct training needs analysis of their teaching staff (67) and conduct regular/annual appraisal of their teaching staff (72). While about two-thirds of VET providers (50) indicated that students assess their teachers/instructors on a regular (annual) basis. Staff turn-over is as low as 15 percent, which may be also contributed to the lack of employment opportunities in the private sector.

**In a nutshell:**

Most VET providers are properly staffed. Three-quarters of the VET providers (61) indicated that all positions of the institution have been staffed.

About 30 percent of VET providers (24) indicated that not all teachers/trainers have the required experience as defined in the job description or as required by the curriculum used.

Almost 50 percent of VET providers (37) indicated that not all of their teaching staff have the required practical work experience.

More than 60 percent of VET providers (49) stated that not all of their teaching staff have the required pedagogical education.

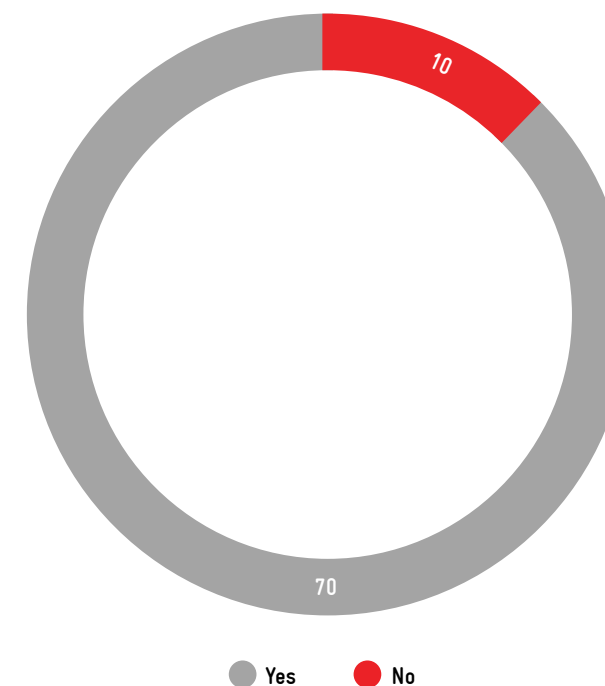
More than 80 percent of VET providers use HRM tools such as annual appraisal and training needs analysis to evaluate teaching staff.

About two-thirds of VET providers (50) indicated that students assess their teachers/instructors on a regular (annual) basis.

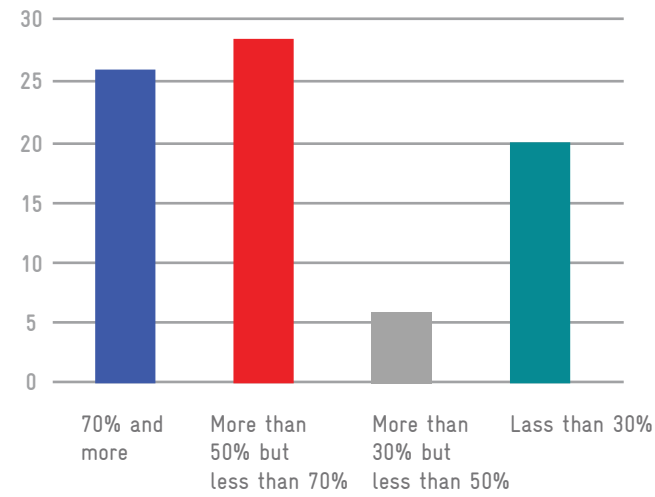
Most VET providers (68) stated that they have a low staff turn-over.

### 4.3 Subject-based Experience of Vocational Teachers and Instructors

Has the teaching staff the required practical work experience?



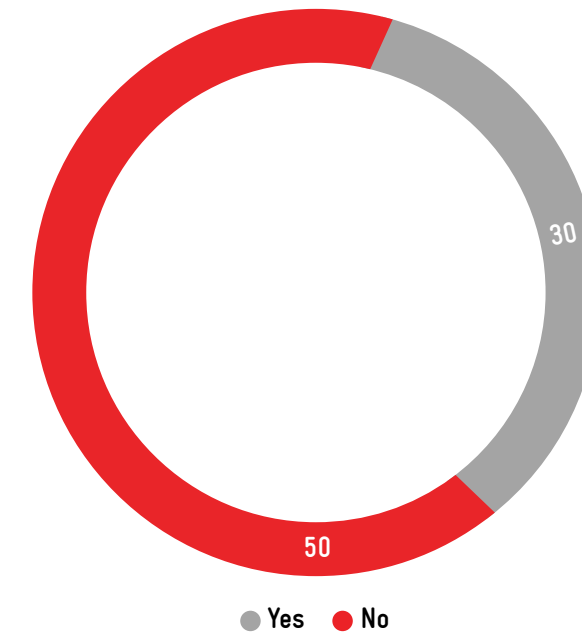
How many teachers/instructors have practical work experience?



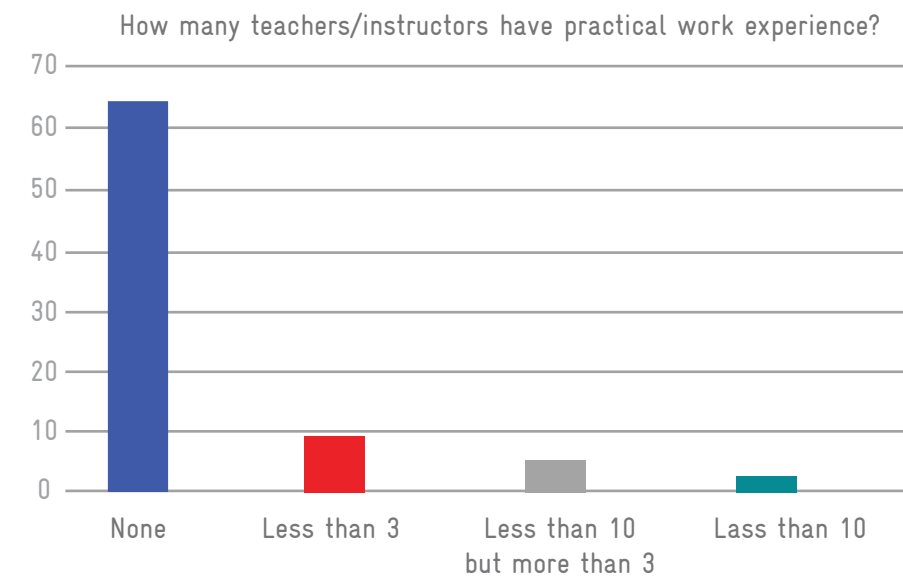
Teachers with practical work experience	Providers
70% and more	26
More than 50% but less than 70%	28
More than 30% but less than 50%	6
Less than 30%	20

Asking for subject-based or professional work experience of VET teachers and instructors gained outside the VET provider (prior or parallel to employment at the VET provider), almost 90 percent of VET providers (70) claim that their teaching staff teaching professional subjects have subject-based or professional work experience. Probing this issue further during the validation meetings disclosed that about two-thirds of VET providers (54) claim that 50 percent or more of their teaching staff teaching professional subjects possess subject-based or professional work experience gained outside the VET provider. While one-quarter of VET providers (20) indicated that less than 30 percent of their teaching staff teaching professional subjects possess subject-based or professional work experience gained outside the VET provider. Again, this statement is especially valid for teaching staff of the younger generation.

Does the school/training centre provide/arrange for workplace-based experience or training for teaching staff?



Looking at the Human Resource Development of teaching staff brings out that less than 40 percent of VET providers (30) provided/arranged for workplace-based experience or training of teaching staff. A closer examination of this issue showed that most training provided was either related to the implementation of new curricula or didactic/methodic training. Only a few teachers were trained to gain professional work experience and most teachers were trained through donor-funded projects. However, it should be also mentioned that a few VET providers (2) arranged training or supported initiatives taken by its teaching staff to gain workplace-based experience. Discussions during validation meetings showed that under normal circumstances, training is only provided when arranged by MEST, EA and/or donor-funded project. VET providers (excluding private VET providers) do not have budget lines for human resource development.



## 4.4 Quality, Content and Attractiveness of VET Programs and Short-term Courses

Teachers/instructors having left in the last 3 years?	VET providers
None	64
Less than 3	9
Less than 10 but more than 3	4
More than 10	2

A closer examination of teaching staff turn-over showed that 80 percent of VET providers (64) state that none of their teaching staff left to work in industry or private sector in the last 3 years. This reflects on one side the low demand of the private sector and on the other side the lack of specialized skills and knowledge of the professional teaching staff, which is in demand by the private sector and well paid compared to public sector salaries.

### In a nutshell:

Almost 90 percent of VET providers (70) claim that their teaching staff teaching professional subjects have subject-based or professional work experience.

Two-thirds of VET providers (54) claim that 50 percent or more of their teaching staff teaching professional subjects possess subject-based or professional work experience gained outside the VET provider.

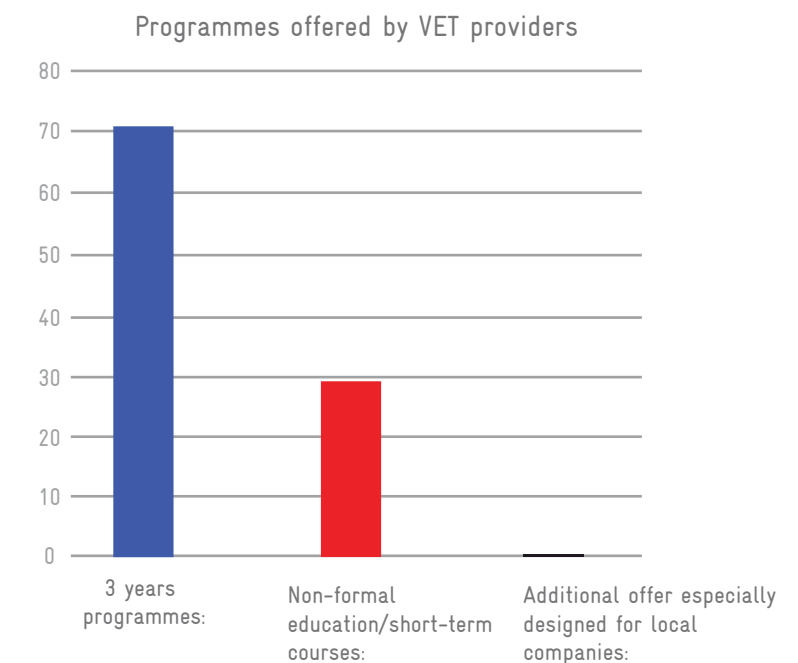
One-quarter of VET providers (25) indicated that less than 30 percent of their teaching staff teaching professional subjects possess subject-based or professional work experience gained outside the VET provider.

Less than 40 percent of VET providers (30) provided/arranged for workplace-based experience or training of teaching staff.

Under normal circumstances, training is only provided when arranged by MEST, EA and/or donor-funded project.

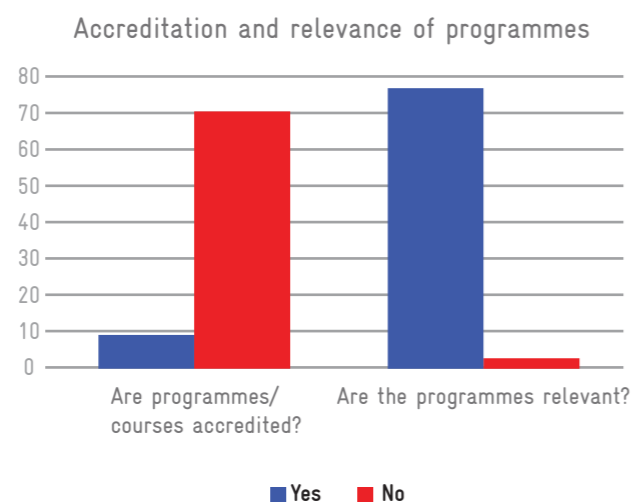
VET providers (excluding private VET providers) do not have budget lines for human resource development.

80 percent of VET providers (64) stated that none of their teaching staff left to work in industry or private sector in the last 3 years.



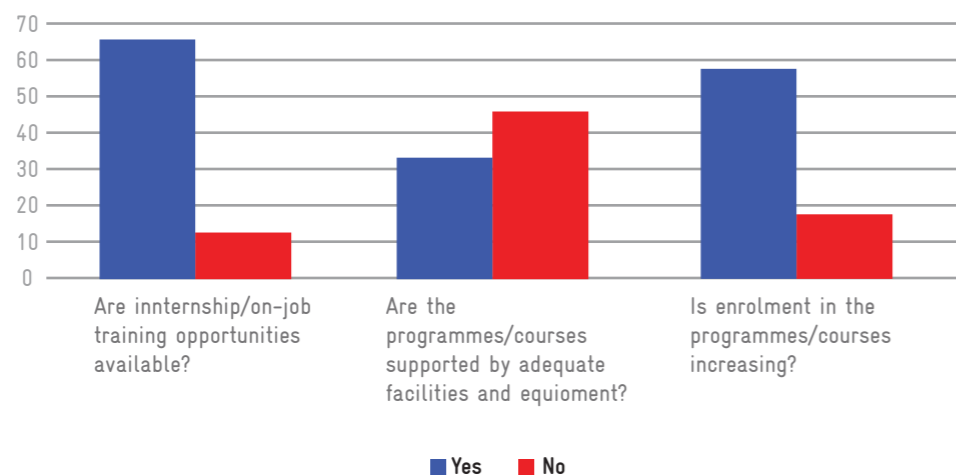
What programmes and courses are the school/training centre offering?	No of VET providers
3 years programmes:	71
Non-formal education/short-term courses:	39
Additional offer especially designed for local companies:	0

Most VET providers (68 public VET schools and 3 private VET institutions) offer 3 years programmes (at upper secondary level). While half of the VET providers (7 VTCs, 2 private VET institutions and 30 public VET schools) offer non-formal education or short-term courses. One VTC (Dolane/Zvecan) under the jurisdiction of EA is offering no programmes/courses currently, while one private VET institution is currently in the start-up phase and has not started to offer programmes yet. Non-formal education programmes offered by public VET schools under the MEST are adult education programmes leading to a "Diploma Certificate" equivalent to the "Diploma Certificate" obtained through the formal 3-years programme. While non-formal education programmes offered by public VTCs under the EA are modular competence-based short-course (up to 6 months) leading to a certificate or qualification (NQA accredited/validated courses only). None of the public VET providers offer tailor-made programmes for the private sector or industry. Not covered in above statistic are two level 5 programmes offered by the CoC Ferizaj and CoC Prizren.



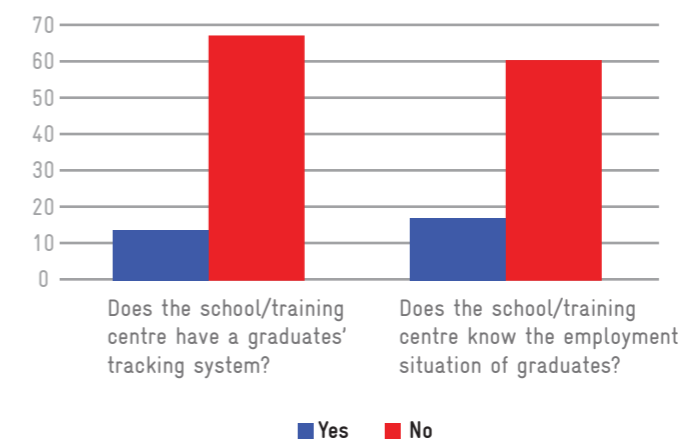
	Yes	No
Are programmes/courses accredited by NQA?	9	70
Are the programmes relevant to local/regional business/industry?	77	2

Two private VET institutions and seven public VTCs under the EA, a total of 9 VET providers, are offering courses accredited/validated by the NQA. However, not all courses offered by the VTCs are accredited/validated by the NQA. Public VET schools (including CoCs) are not accredited by the NQA yet. Asking VET providers for the relevance of their programmes for local or regional business and/or industry, 96 percent of VET providers (77) think their programmes are relevant. A closer examination of the term “relevant” disclosed that many VET providers define the term “relevant” in form of relevant for the existing teaching force or relevant for the society (requested by parents and students) but not relevant to the labour market demand in the local, national or regional context.



	Yes	No
Are there internship/on-job training opportunities for students/trainees in the municipality/region?	66	12
Are the programmes/courses supported by adequate facilities and equipment?	33	46
Is enrolment in the programmes/courses increasing?	58	18

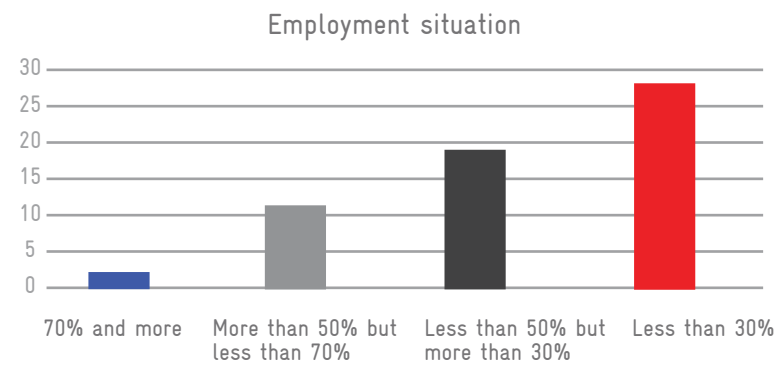
Related to this issue of relevance of programmes, more than 80 percent of VET providers (66) stated that there are internship/on-the-job training opportunities for students/trainees in the municipality/region (which are not enough to support all students, see further down “skills obtained through internship or on-the-job training in local companies”) and more than 70 percent of VET providers indicated that enrolment figures in all or some of their programmes are increasing. Unfortunately, more than 55 percent of all VET providers and about 70 percent of public VET schools under subordination of MEDs answered that the programmes/courses are not supported by adequate facilities and equipment, which makes programmes/courses less attractive to students/trainees. Furthermore, some VET providers indicated, while discussing the attractiveness of programmes offered during validation meetings, that enrolment is decreasing due to demographic change.



	Yes	No
Does the school/training centre have a graduates' tracking system (e.g. tracer study following the labour market insertion of graduates, any other kind of survey or research on graduates' employment)?	13	67
Are the programmes/courses supported by adequate facilities and equipment?	17	60

Probing the attractiveness of VET Programs and Short-term Courses through the employment situation of graduates, only about 16 percent of VET providers (13) indicated to have a kind of graduate tracking system or survey on their graduates' employment situation, while about 20 percent of VET providers (17) claim to know the employment situation of graduates.

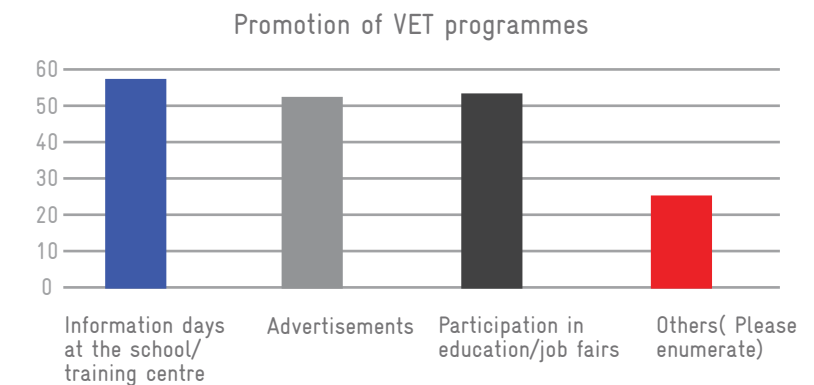
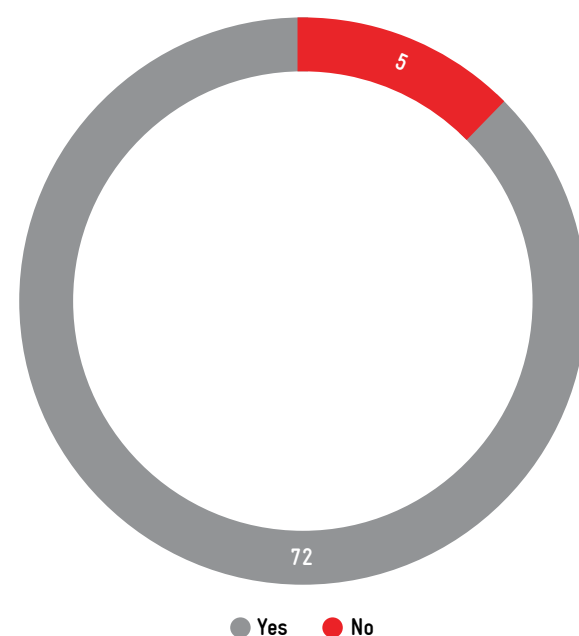




How many graduates find employment?	No of VET providers
70% and more	3
More than 50% but less than 70%	12
Less than 50% but more than 30%	19
Less than 30%	28

Nevertheless, almost 60 percent of all VET providers (47) state that based on informal information the employment rate of graduates is less than 50 percent, while one-third of all VET providers (28) state that the employment rate is even less than 30 percent. Looking especially at VTCs and CoCs (6 VET providers under supervision of AVETAE) discloses that the employment rate of VTCs graduates is about 50 percent and more. Most CoCs state that the employment rate of graduates is about 30 to 50 percent, with two CoCs claiming that the employment rate of graduates is above 50 percent.

Does the school/training centre actively promote the training programmes/courses?



Promotion by means of:	No of VET providers
Information days at the school/training centre	57
Advertisements	52
Participation in education/job fairs	53
Others (Please enumerate)	25

To promote the training programmes/courses offered, 90 percent of VET providers (72) stated that they actively promote their training programmes/course. Whereby, two-thirds or more of VET providers indicated that they use one or more of the following promotion activities: Information days at the VET school/training centre, advertisements and/or participation in education/job fairs.

#### In a nutshell:

Most VET providers offer 3 years programmes (at upper secondary level). About half of the VET providers offer non-formal education or short-term courses.

None of the public VET providers offers tailor-made programmes for the private sector or industry.

Two private VET institutions and seven public VTCs under the EA offer courses accredited/ validated by the NQA.

Public VET schools (including CoCs) are not accredited by the NQA yet.

96 percent of VET providers (77) think their programmes are relevant.

Many VET providers define the term "relevant" as being relevant for the existing teaching force or relevant for the society (requested by parents and students) but not as relevant to the labour market demand in the local, national or regional context.

More than 70 percent of VET providers indicated that enrolment figures in all or some of their programmes are increasing.

However, some VET providers indicated that enrolment is decreasing due to demographic change.

More than 55 percent of all VET providers and about 70 percent of public VET schools under subordination of MEDs answered that the programmes/courses are not supported by adequate facilities and equipment.

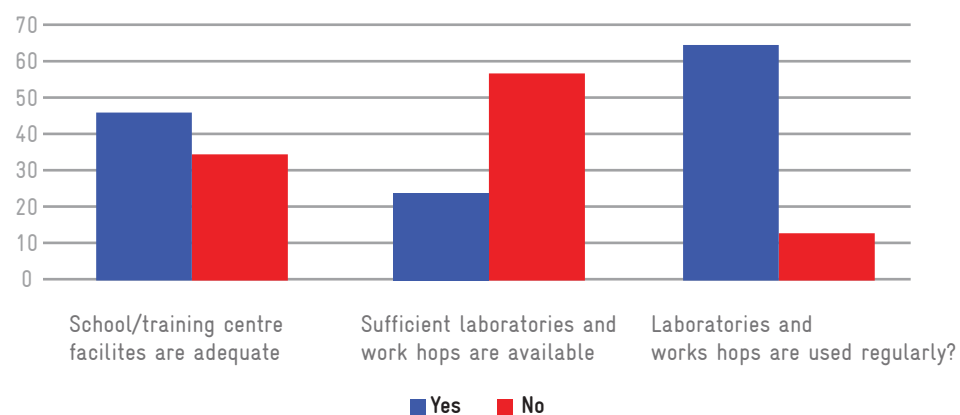
Only about 16 percent of VET providers (13) have a kind of graduate tracking system or survey on their graduates' employment situation.

Nevertheless, almost 60 percent of all VET providers (47) state that based on informal information employment of graduates is less than 50 percent, while one-third of all VET providers (28) state that even less than 30 percent of graduates find employment.

Employment rates of graduates from VTCs and CoCs (6 VET providers under supervision of AVETAE) are higher than employment rates of graduates from public VET schools.

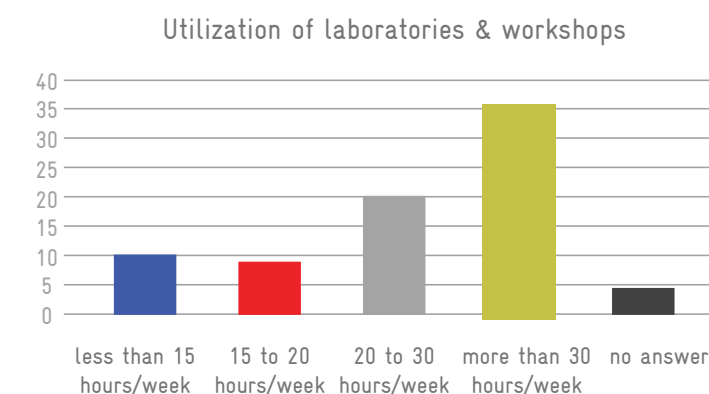
90 percent of VET providers (72) actively promote their training programmes/course. Whereby, two-thirds or more of VET providers use one or more of the following promotion activities: Information days at the VET school/training centre, advertisements and/or participation in education/job fairs

## 4.5 Condition of Facilities and Equipment



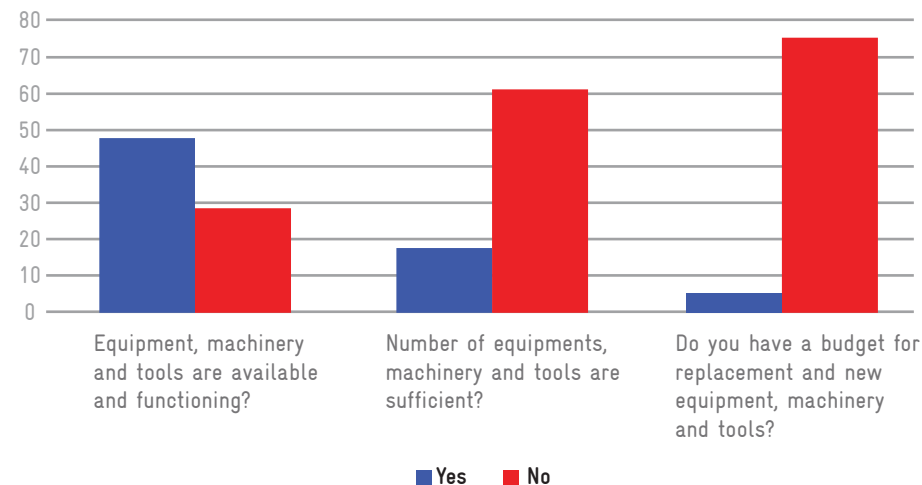
	Yes	No
School/training centre facilities are adequate for the programmes/courses and number of students/trainees?	46	34
Sufficient laboratories and workshops are available to support practical teaching?	23	57
Laboratories and workshops are used regularly?	64	12

According to the survey, 57.5 percent of VET providers (46) state that their facilities are adequate for the programmes/courses offered and number of students/trainees attending the programmes/ courses. However, less than 30 percent of VET providers (23) think that sufficient laboratories and workshops are available to support practical teaching. Eighty percent of VET providers (64) state that laboratories and workshops are used regularly.



Utilization	VET providers
less than 15/hours/week	10
15 to 20 hours/week	8
20 to 30 hours/week	20
more than 30 hours/week	36
no answer	4

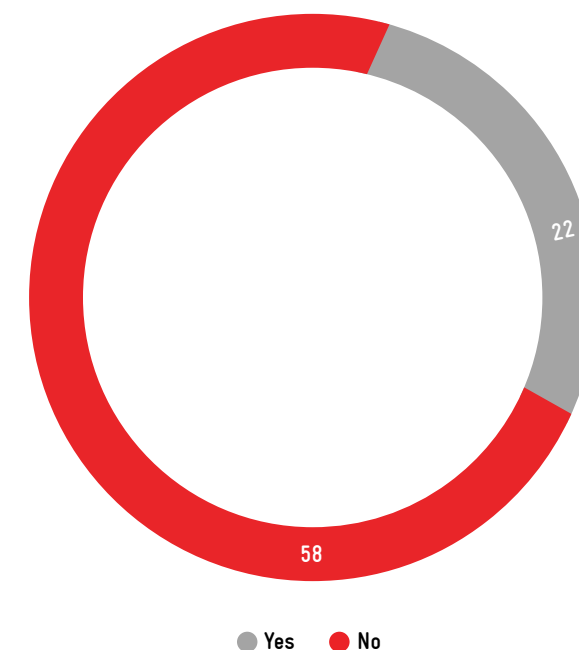
Probing this issue further obtained that 70 percent of VET providers (56) utilize the laboratories and workshops more than 20 hours/week, while 45 percent of VET providers (mostly VET providers operating in 2 shifts) claim to utilize their laboratories and workshops more than 30 hours/week. Looking especially at VTCs and the 6 VET providers under supervision of AVETAE shows that all VTCs (not considering the non-operational VTC Dolane/Zvecan) consider their facilities as adequate and their laboratories and workshops as sufficient for the courses offered. All COCs state that their facilities are adequate, and their laboratories and workshops are sufficient for the programmes offered. While the two public VET schools under supervision of AVETAE state that either their laboratories and workshops are not sufficient for the programmes offered or both, their facilities and their laboratories and workshops are not adequate or sufficient for the programmes offered.



	Yes	No
Equipment, machinery and tools are available and functioning?	46	29
Number of equipment, machinery and tools are sufficient for the number of students/trainees?	18	61
Does the school/training centre have a budget for replacement and new equipment, machinery and tools?	5	75

Sixty percent of VET providers (48) state that equipment, tools and machinery are available and functioning, but more than three-quarters of VET providers state that the available equipment, tools and machinery are not enough for the number of students or trainees attending the programmes/ courses. Just a little more than 6 percent of VET providers (5) indicate that they have some budget for replacement and new equipment. Probing the situation at VTCs and the 6 VET providers under supervision of AVETAE shows that all VTCs state that equipment, tools and machinery are available and functioning. This is also the case for most VET providers (5) under supervision of AVETAE. Inquiring if the number of equipment, tools and machinery is sufficient, most VTCs (6) answer with "Yes", while only half of the VET providers (3) under supervision of AVETAE indicate to have sufficient equipment, tools and machinery. All VTCs and all VET providers under supervision of AVETAE state that they have no budget for replacement or new equipment, tools and machinery.

Consumables are available and sufficient to support practical training?



Almost three-quarters of the VET providers (58) state that consumables are not available or are not enough to support practical training. Looking especially at the situation of VTCs and the 6 VET providers under supervision of AVETAE shows that their situation is better. Almost all VTCs (6) indicate that they have enough consumables to support practical training, but sometimes there is a delay in delivery due to the central purchasing system, which may prevent them to implement courses as originally scheduled or planned. Half of the VET providers (3) under supervision of AVETAE state that they have enough consumables to support practical training.

**In a nutshell:**

57.5 percent of VET providers (46) stated that their facilities are adequate

Less than 30 percent of VET providers (23) think that they have sufficient laboratories and workshops to support practical teaching.

80 percent of VET providers (64) stated that laboratories and workshops are used regularly.

70 percent of VET providers (56) utilize their laboratories and workshops more than 20 hours/week, while 45 percent of VET providers (mostly VET providers operating in 2 shifts) claim to utilize their laboratories and workshops more than 30 hours/week.

## 4.6 Financing and Profitability

All VTCs (not considering the non-operational VTC Dolane/Zvecan) consider their facilities as adequate and their laboratories and workshops as sufficient for the courses offered.

All COCs stated that their facilities are adequate, and their laboratories and workshops are sufficient for the programmes offered.

The two public VET schools under supervision of AVETAE stated that either their laboratories and workshops are not sufficient or both, their facilities and their laboratories and workshops are not adequate or sufficient for the programmes offered.

Sixty percent of VET providers (48) stated that equipment, tools and machinery are available and functioning.

All VTCs and more than 80 percent of VET providers (5) under supervision of AVETAE stated that equipment, tools and machinery are available and functioning.

Three-quarters of VET providers stated that the available equipment, tools and machinery are not enough for the number of students or trainees attending the programmes/courses.

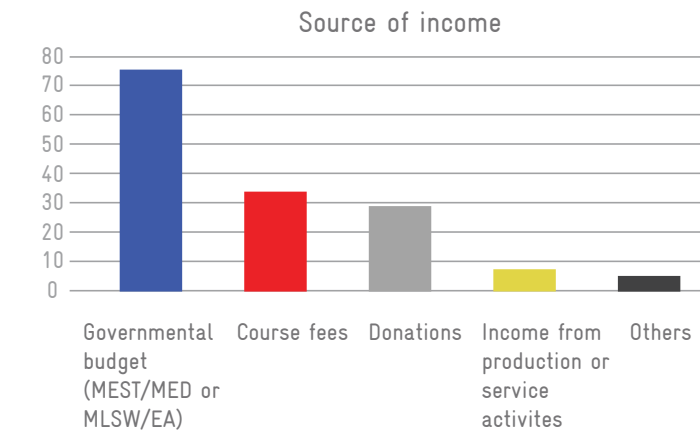
More than 85 percent of VTCs (6) stated they have enough equipment, tools and machinery, while half of the VET providers (3) under supervision of AVETAE indicate to have enough equipment, tools and machinery.

Only about 6 percent of VET providers (5) indicated that they have some budget for replacement and new equipment.

All VTCs and all VET providers under supervision of AVETAE stated that they have no budget for replacement or new equipment, tools and machinery.

Almost three-quarters of the VET providers (58) stated that consumables are not available or are not enough to support practical training.

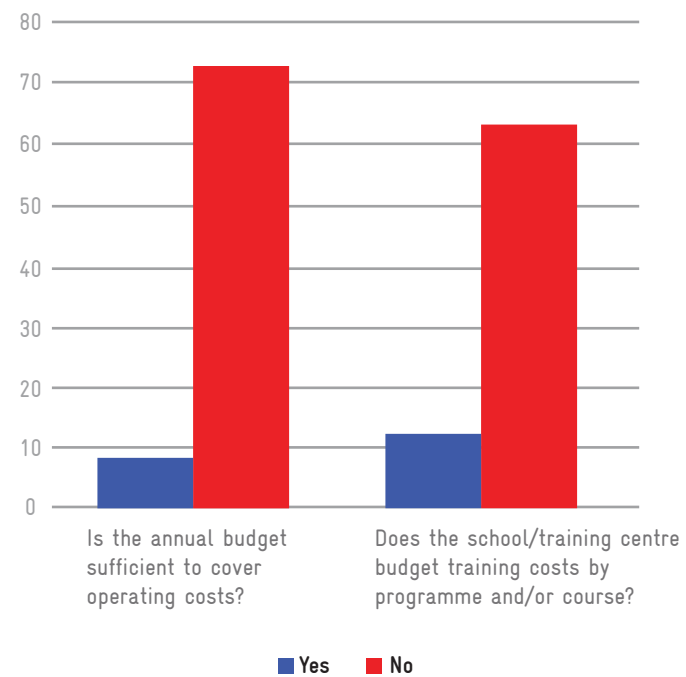
The situation of VTCs and the 6 VET providers under supervision of AVETAE is better. Almost all VTCs (6) have enough consumables, while half of the VET providers (3) under supervision of AVETAE state that they have enough consumables to support practical training.



Source of income	No
Governmental budget (MEST/MED or MLSW/EA)	76
Courses fees	34
Donations	29
Income from production or service activities	8
Others	5

All public VET providers (76) depend on governmental budget and answered in the questionnaire accordingly. Furthermore, a little bit more than 40 percent of VET providers (34) have income from course fees. Thirty public VET providers receive course fees from adult education and the four private VET providers participating in the survey are mainly financed through course fees. About 36 percent of VET providers (29) stated that they have received donations (mostly in kind) and 10 percent of VET providers (8) indicated that they have income from production or service activities. The latter number should be higher, since all public VET providers charge some service fees for duplication of certificates (certified copies) and similar services. A mere five VET providers indicate that they have other incomes, mostly through renting out facilities (restaurant, cafeteria, gymnasium).





	Yes	No
Is the annual budget sufficient to cover operating costs?	8	72
Does the school/training centre budget training costs by programme and/or course?	12	63

Only 10 percent of VET providers (8), four VTCs, three private VET providers and one public VET school stated that the annual budget is sufficient to cover operating costs. While only 15 percent of VET providers (12) stated that they budget training costs by programmes and/or courses, and hence know the real costs of training.

**In a nutshell:**

All public VET providers (76) depend on governmental budget.

About 42 percent of VET providers (34) have income from course fees. Thirty public VET providers receive course fees from adult education and the four private VET providers participating in the survey are mainly financed through course fees.

About 36 percent of VET providers (29) have received donations (mostly in kind)

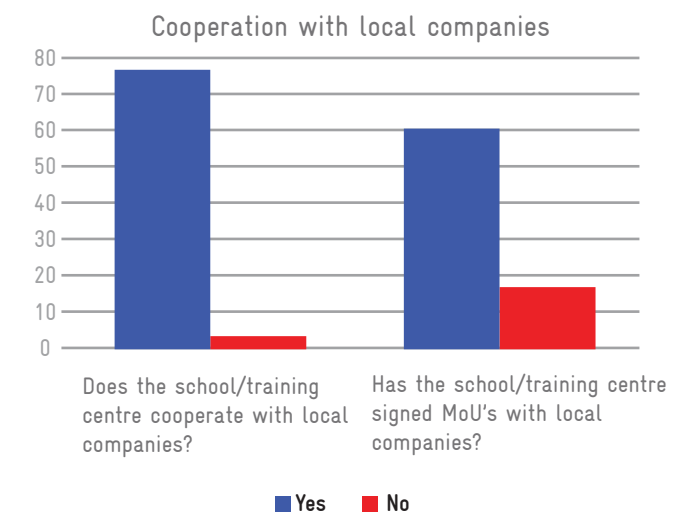
10 percent of VET providers (8) indicated that they have income from production or service activities.

A mere five VET providers indicated that they have other incomes, mostly through renting out facilities (restaurant, cafeteria, gymnasium).

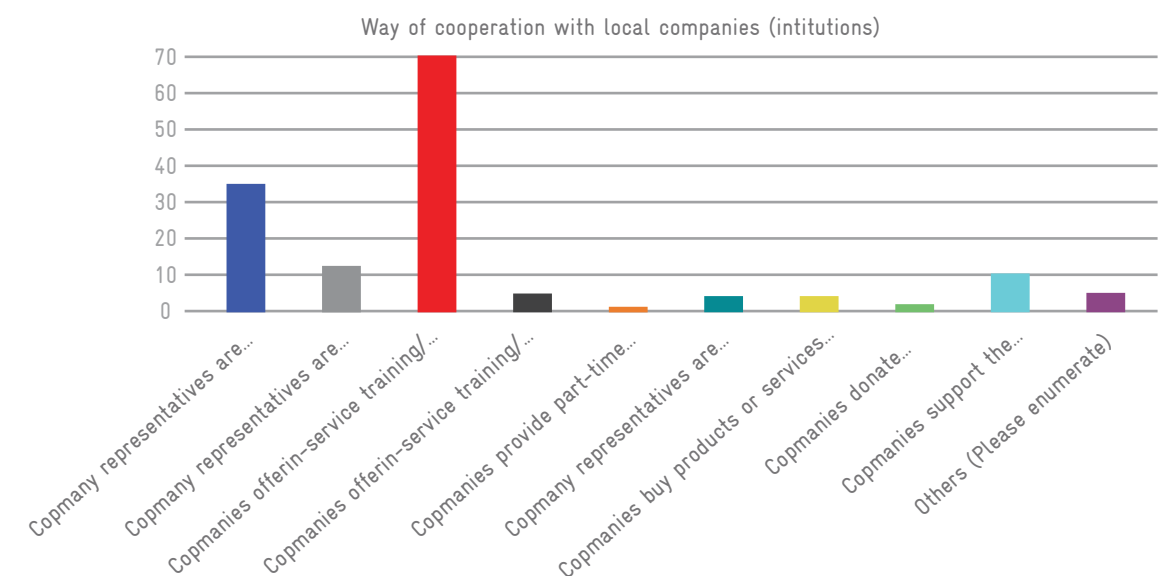
Only 10 percent of VET providers claim that the annual budget is sufficient to cover operating costs.

Only 15 percent of VET providers (12) stated that they budget training costs by programmes and/or courses, and hence know the real cost of training.

## 4.7 Cooperation with local companies

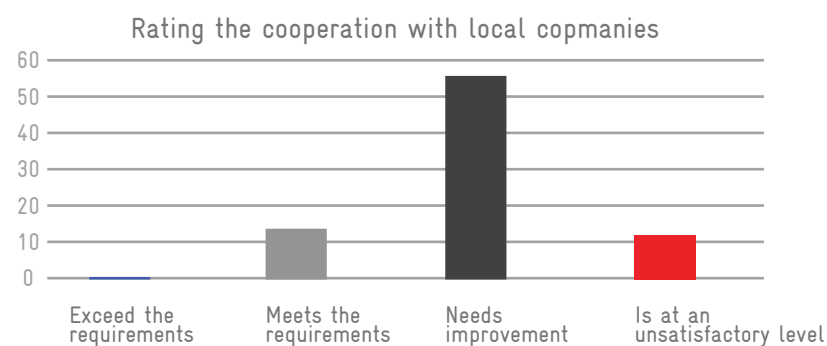


	Yes	No
Does the school/training centre cooperate with local companies?	76	4
Has the school/training centre signed MoU's with local companies?	60	17



Way of cooperation with local companies (institutions)	No
Company representatives are member of the board/steering council	35
Company representatives are member of the examination commission	12
Copmanies offer in-service training / on-the-job training for students/trainees	70
Companies offer in-service training for teachers/instructors	5
Companies provide part-time teachers/trainers to the school/training centre	1
Copmanies buy products or services from the school/training centre	4
Companies donate equipment/machinery to the school/training centre	4
Companies support the school/training centre financially	2
Companies hire students/trainees through school/training centre internal placement services	10
Others (Please enumerate)	5

Almost all VET providers (77) indicated that they cooperate with local companies or institutions, and three-quarters stated that they have institutionalized this cooperation through MoUs. More than two-thirds of VET providers (56) stated that the cooperation with local companies needs improvement. The main way of cooperation with companies is placing students for in-service/on-the-job training, which was indicated by almost 90 percent of VET providers (70); followed by company representatives as members of the steering council, which was indicated by almost 45 percent of VET providers (35). Fifteen percent of VET providers (12) claim that company representatives are members of the examination commission. Other cooperation forms are of minor importance, less than 15 percent.

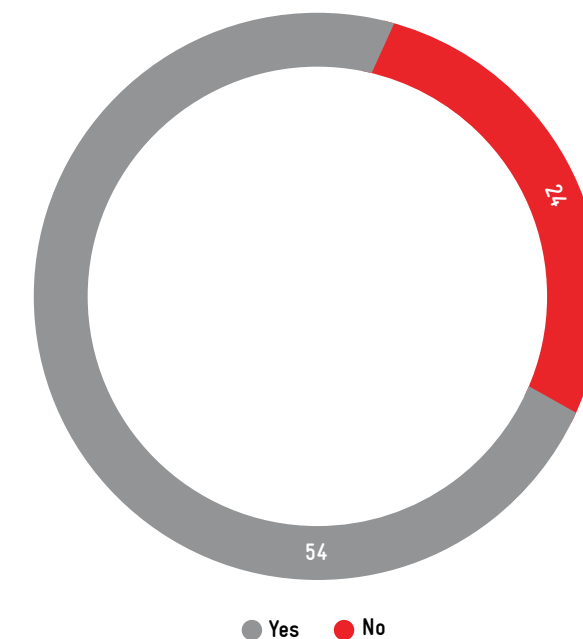


Rating the cooperation with local, companies, does the cooperation	VET providers
Exceeds the requirements of the school/training centre	0
Meets the requirements of the school/training centre	13
Needs improvement	56
Is at an unsatisfactory level	12

Rating the cooperation with local companies, 70 percent of VET providers (56) stated that the cooperation with local companies (institutions) needs improvement. While about 15 percent of VET providers stated either that the cooperation meets their requirements (13), or it is at an unsatisfactory level (12). Discussing this issue with VET provider managements during validation visits did show that most VET .

providers think that either the National Government/MEST or the Municipality/MED should solve this problem through new laws (making it obligatory for companies, at least for public owned companies, to accept students, or through tax incentives). Only a few VET providers realized their own role in improving the cooperation with local companies.

Does the school/training centre have collaboration with other VET institutions and higher education institutions?



Most VET providers (54) stated that they cooperate with other VET institutions and/or higher education institutions. However, about 30 percent of VET providers (26) indicated that they have no cooperation or networking activity with other VET institutions and/or higher education institutions, besides formal meetings arranged by higher authorities (MEST, MED, AVETAE, EA).

#### In a nutshell:

Almost all VET providers (77) indicated that they cooperate with local companies or institutions.

Three-quarters of VET providers stated that they have institutionalized this cooperation through MoUs.

The main way of cooperation with companies is placing students for in-service/on-the-job training, which was indicated by almost 90 percent of VET providers (70).

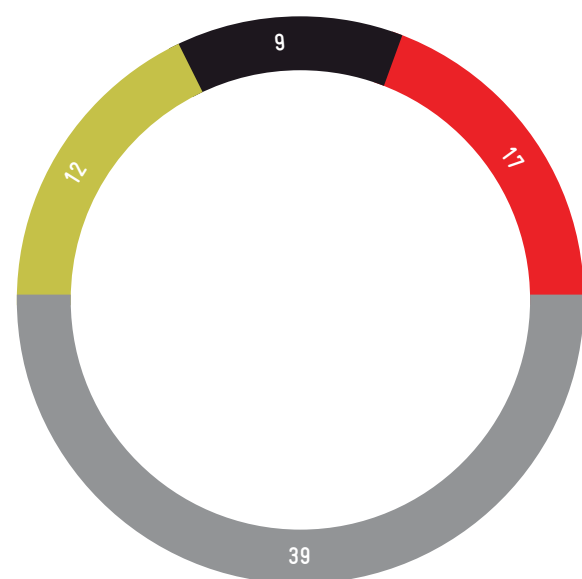
More than two-thirds of VET providers (56) stated that the cooperation with local companies needs improvement.

Most VET providers think that either the National Government/MEST or the Municipality/MED should solve this problem through new laws.

Only 70 percent of VET providers (54) have a cooperation or networking activity with other VET institutions and/or higher education institutions.

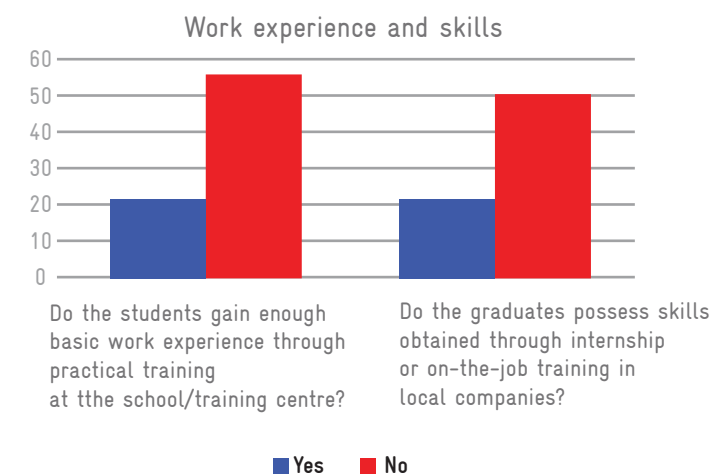
## 4.8 Work Experience of Students and Employability of the Graduates

How does the school/training centre rate the readiness of graduates for employment after training?



● At an acceptable level ● At a satisfactory level  
● At a less than acceptable level ● At an unsatisfactory level

Looking at the work experience and skills gained during their education or training disclosed that about 70 percent of VET providers (39) think their graduates are ready for employment at an acceptable or satisfactory level, whereas about one-quarter of VET providers (21) think graduates are not really prepared for employment. All VTCs, VET providers under supervision of AVETAE and private VET providers considered for this survey rate the readiness of their graduates at an acceptable or satisfactory level. Discussing this issue with management of VET providers during the validation meetings disclosed that there are two major reasons why VET providers rate their graduates as not ready for employment (at an unsatisfactory level or less than acceptable level), namely: (1) Motivation, students are not really willing or interested to work and (2) Lack of skills, practical training at VET school or in-service training was not sufficient to prepare students for employment.



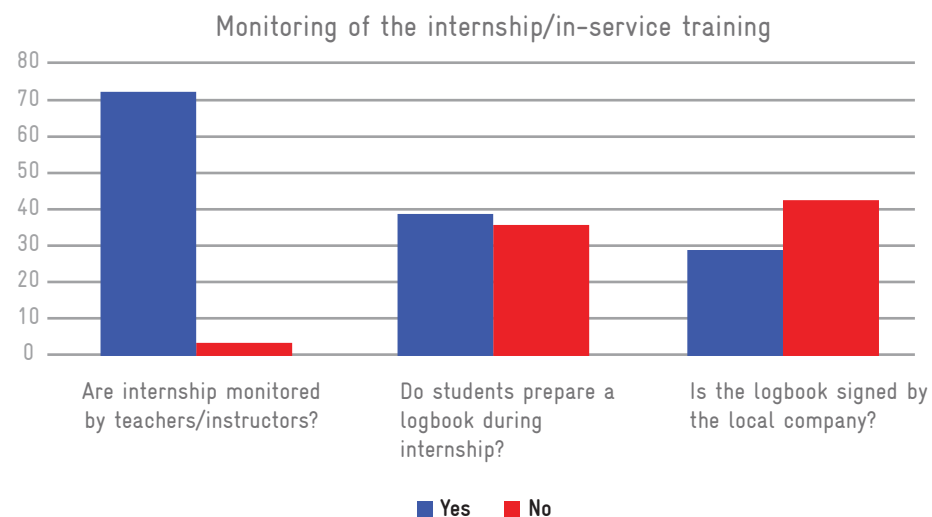
	Yes	Not all
Do the students gain enough basic work experience through practical training at the school/training centre?	21	56
Do the graduates possess skills obtained through internship or on-the-job training in the local companies?	21	50

With respect to skills obtained during education/training, only about one-quarter of VET providers (21) stated that students gain enough basic work experience through practical training at the school/training centre. 70 percent of VET providers (56) indicated that "not all" students gain enough basic work experience through practical training at the school/training centre. The rest did not answer the question. About one-quarter of VET providers (21) stated that graduates possess skills obtained through internship or on-the-job training in local companies. The remaining VET providers indicated that "not all" graduates possess skills obtained through internship or on-the-job training in local companies (50) or did not answer the question (9).

In case of skills obtained through internship or on-the-job training in local companies, more than 60 percent of VTCs (5), 50 percent of VET providers under supervision of AVETAE (3) and 50 percent of private VET providers stated that their graduates possess skills obtained through internship or on-the-job training in local companies; the remaining VET providers stated "not all" graduates possess skills obtained through internship or on-the-job training in local companies or did not answer the question.

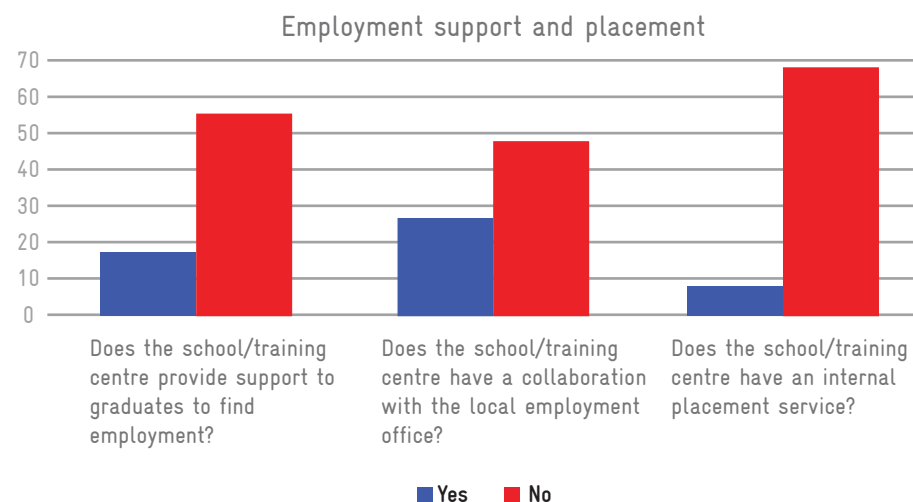
Looking specifically at VTCs, public VET providers under supervision of AVETAE and private VET providers disclose better results. All VTCs (8), two-thirds of public VET providers under supervision of AVETAE (4) and three-quarters of private VET providers indicated that students gain enough basic work experience through practical training at their school/training centre. While the remaining VET providers (1 private VET provider and 2 VET providers under supervision of AVETAE) indicated that "not all" students gain enough basic work experience through practical training at their school/training centre. About one-quarter of VET providers (21) stated that graduates possess skills obtained through internship or on-the-job training in local companies. The remaining VET providers indicated that "not all" graduates possess skills obtained through internship or on-the-job training in local companies (50) or did not answer the question (9).

In case of skills obtained through internship or on-the-job training in local companies, more than 60 percent of VTCs (5), 50 percent of VET providers under supervision of AVETAE (3) and 50 percent of private VET providers stated that their graduates possess skills obtained through internship or on-the-job training in local companies. While the remaining VET providers stated "Not All" graduates possess skills obtained through internship or on-the-job training in local companies or did not answer the question.



	Yes	Not all
Are the internships of students monitored by teachers/instructors of the school/training centre?	72	3
Do the students prepare a logbook during internship to document their activities?	39	37
Is the logbook signed by the local company?	29	42

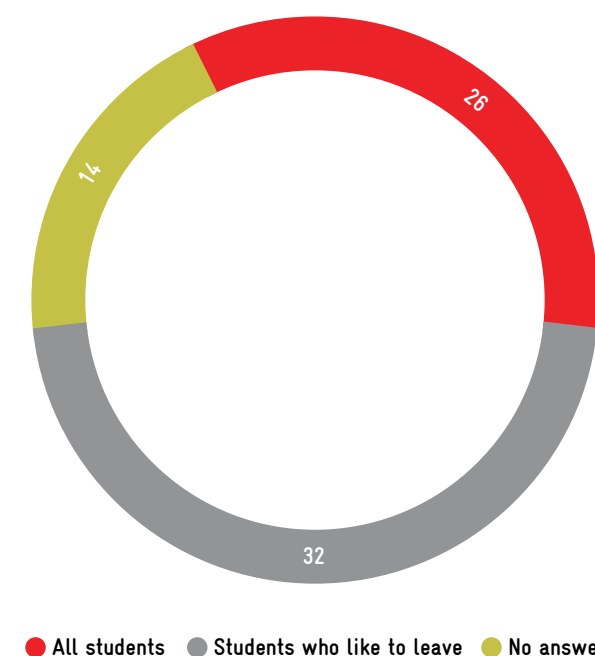
Looking at control and quality monitoring during internship or on-the-job training, 90 percent of VET providers (72) stated that the internship or on-the-job training of students is monitored by teachers/instructors of the school/training centre. About 50 percent of VET providers (39) stated that students prepare a logbook during internship or on-the-job training to document their activities. Only about 36 percent of VET providers (29) claim that the logbook is signed by the company offering internship or on-the-job training.



	Yes	Not all
Does the school/training centre provide support to graduates to find employment?	18	55
Does the school/training centre have a collaboration with the local employment office to ease graduates; access to vacancies or activation measures?	27	48
Does the school/training centre have an internal placement service?	8	68

Looking at employment support and placement discloses that most VET providers do not offer any support to graduates. Only about 22 percent of VET providers indicated that they provide support to graduates to find employment, while 10 percent of VET providers (8) indicated that they have an internal placement service assisting graduates to find employment. One-third of VET providers (27) indicated that they have a collaboration with the local employment office. By nature, all VTCs (8) have a collaboration with the local employment office, while five out of six VET providers under supervision of AVETAE claim that they have a collaboration with the local employment office.

Does school organise the internal exam at the end of first level of vocational education (11th grade) for all students or only for students who like to leave?

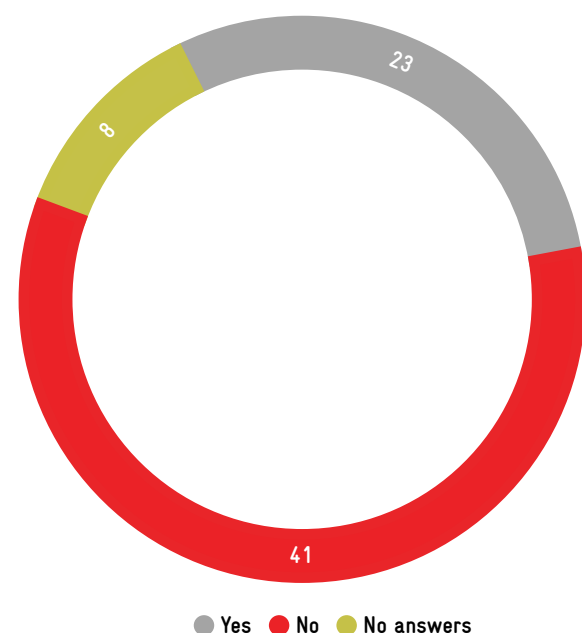


Inquiring if VET providers offering 3-year VET programmes (72) are conducting exams for practical modules after 11th grade for all students or for those students wanting to enter the labour market disclosed that 36 percent of VET providers (26) claim that they organise internal exams for all students at the end of the first level of vocational education (11th grade), while about 44 percent of VET providers (32) claim that they organise internal exams only for those students wanting to enter the labour market. About twenty percent of VET providers (14) did not provide an answer to this question. Discussions with management of VET providers during validation meetings disclosed that a large number of VET providers were not aware of the corresponding administrative instruction and therefore students were not informed about the possibility of asking for internal exams if they like to leave. However, it seems that this is not a real issue



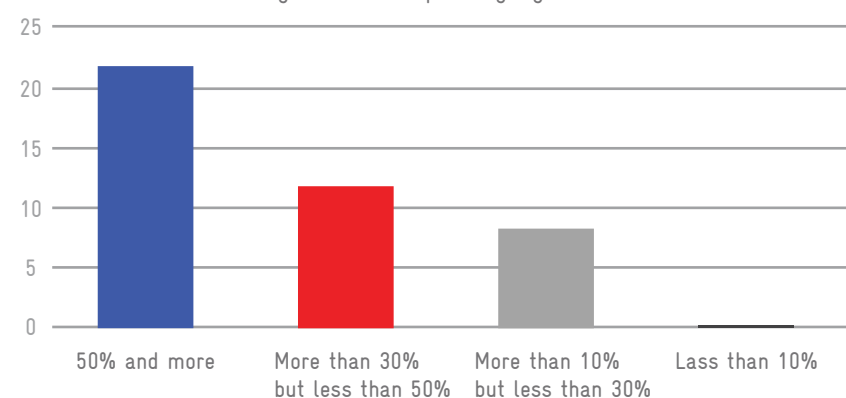
since most students drop out or leave the VET provider at an earlier stage. According to VET providers, most students leaving for employment without graduation return to attend adult education programmes to finish their education.

Does the school know how many graduates pursue higher education?



Inquiring if VET providers know how many graduates pursue higher education, about one-third of VET providers (23) stated that they know how many graduates pursue higher education.

Percentage of students pursuing higher education



Percentage of students pursuing higher education	No of VET providers
50% and more	23
More than 30% but less than 50%	13
More than 10% but less than 30%	8
Less than 10%	0

#### In a nutshell:

Only about one-quarter of VET providers (21) stated that students gain enough basic work experience through practical training at the school/training centre.

Likewise, only about one-quarter of VET providers (21) stated that graduates possess skills obtained through internship or on-the-job training in local companies.

However, all VTCs (8), two-thirds of public VET providers under supervision of AVETAE (4) and three-quarters of private VET providers indicated that students gain enough basic work experience through practical training at their school/training centre; and more than 60 percent of VTCs (5), 50 percent of VET providers under supervision of AVETAE (3) and 50 percent of private VET providers stated that their graduates possess skills obtained through internship or on-the-job training in local companies.

90 percent of VET providers (72) stated that the internship or on-the-job training of students is monitored by teachers/instructors of the school/training centre.

About 50 percent of VET providers (39) stated that students prepare a logbook during internship or on-the-job training to document their activities.

Only about 36 percent of VET providers (29) claim that the logbook is signed by the company offering internship or on-the-job training.

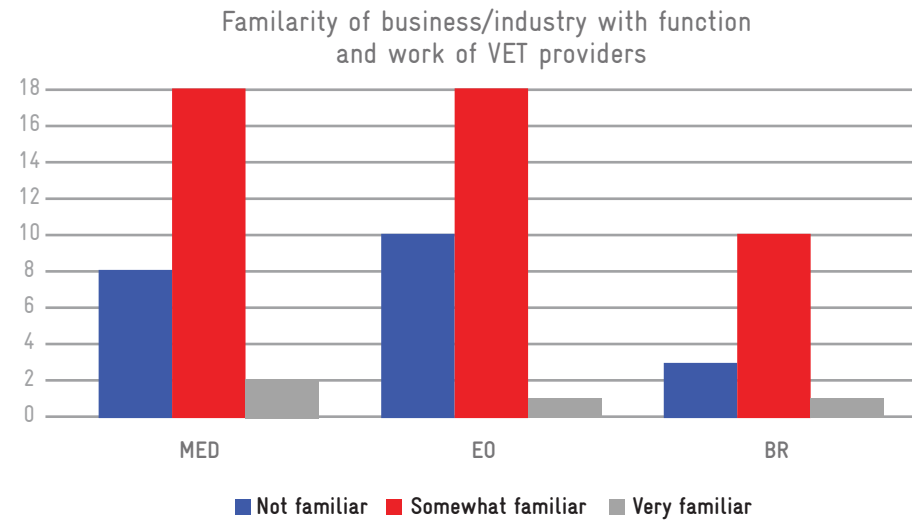
Only about 22 percent of VET providers indicated that they provide support to graduates to find employment. 10 percent of VET providers (8) indicated that they have an internal placement service assisting graduates to find employment.

One-third of VET providers (27) indicated that they have a collaboration with the local employment office.

36 percent of VET providers (26) claim that they organise internal exams for all students at the end of the first level of vocational education (11th grade), while about 44 percent of VET providers (32) claim that they organise internal exams only for those students wanting to come into the labour market.

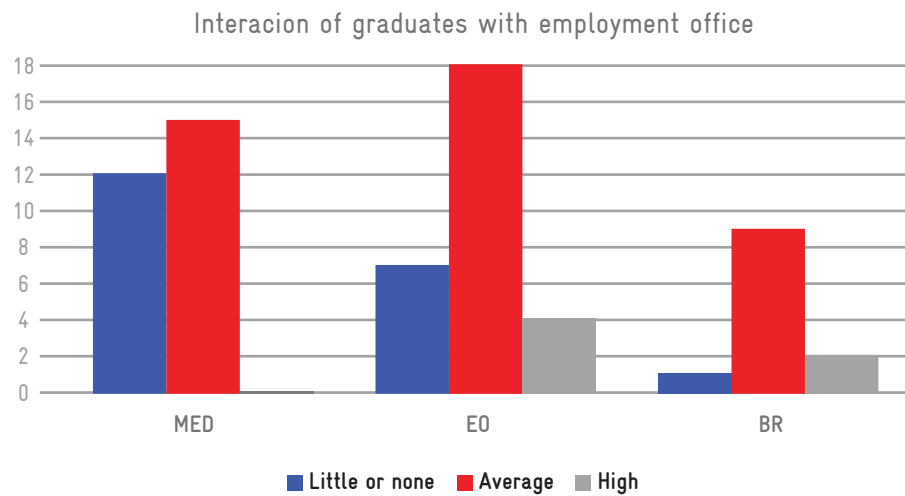
About one-third of VET providers stated that they know how many graduates pursue higher education. More than 30 percent of VET providers (23) claim that 50 percent or more of graduates pursue higher education.

## 4.9 Evaluation of questionnaires submitted by MEDs, EOs and selected BRs



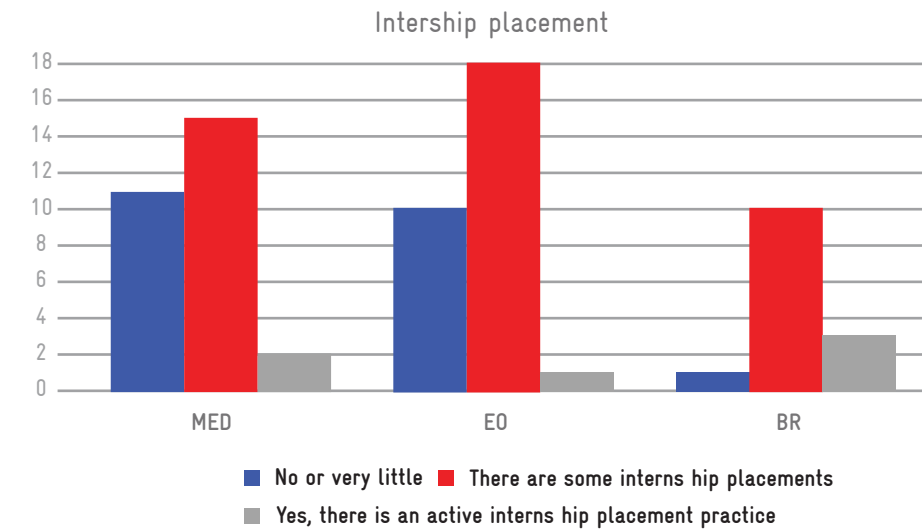
Are the relevant businesses/industry familiar with the function and the work of the VET providers	Not familiar	Somewhat familiar	Very familiar
MED	8	18	2
EO	10	18	1
BR	3	10	1

Only a small number of MEDs (2), EOs (2) and BRs (1) are familiar with the function and the work of VET providers. More than 70 percent of BRs (10) and more than 60 percent of MEDs (18) and EOs (18) are only somewhat familiar with the function and the work of VET providers.



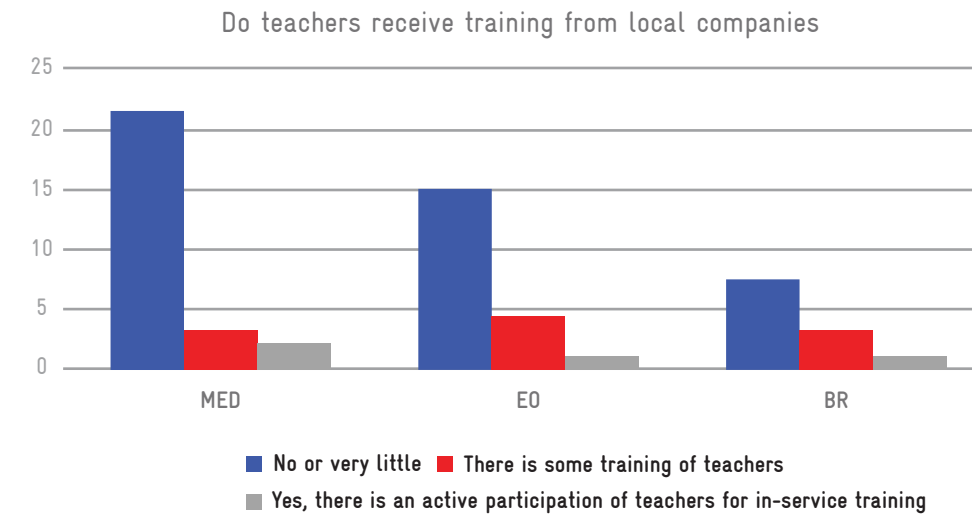
How much interaction there is between recent graduates of VET school and municipal employment office?	Little or none	Average	High
MED	12	15	0
EO	7	18	4
BR	1	9	2

Most MEDs (15), EOs (18) and BRs (9) think that the interaction between graduates and EOs is on an average level, with more than 40 percent of MEDs indicating that there is little or none interaction between graduates and EOs. Even about one-quarter of EOs stated that there is little or none interaction between them and graduates of VET providers.



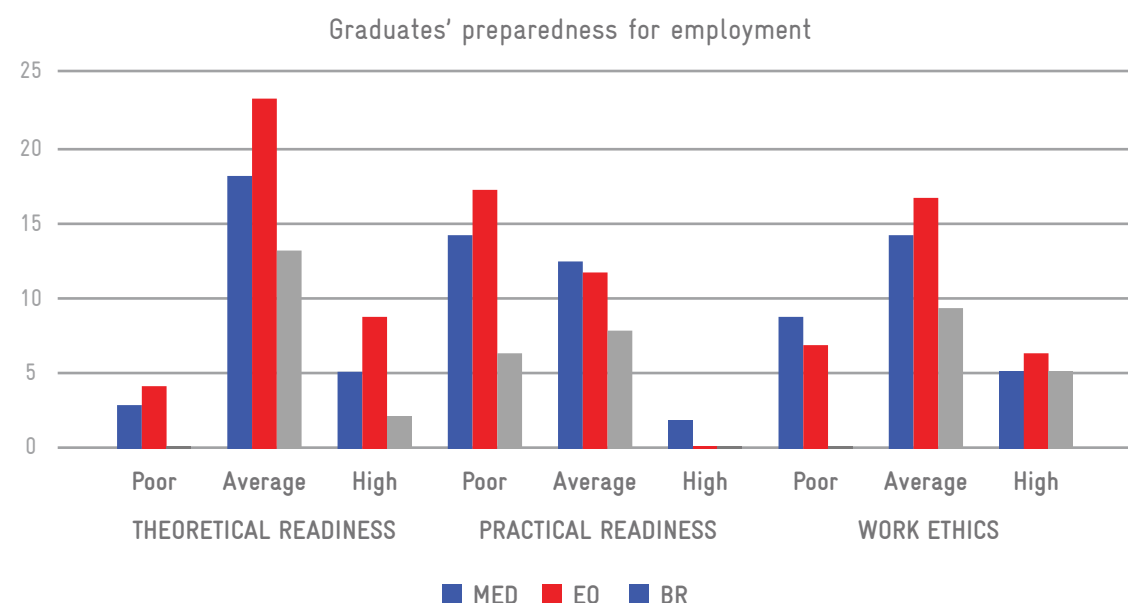
Do students from the school/training centre participate in internship placements in the local economy (companies)?	No or very little	There are some internship placements	Yes, there is an active internship placement practice
MED	11	15	2
EO	10	18	1
BR	1	10	3

Most MEDs (15), EOs (18) and BRs (10) think that there is some internship placement in local companies and/or institutions. However, more than one-third of MEDs (11) and EOs (10) think that there is no or very little internship placement in local companies and/or institutions.



Do teachers from the school/training centre participate in the local economy (companies) to receive professional/in-service training?	No or very little	There are some training of teachers	Yes, there is an active participation of teachers for inservice training
MED	22	3	2
EO	15	4	1
BR	7	3	1

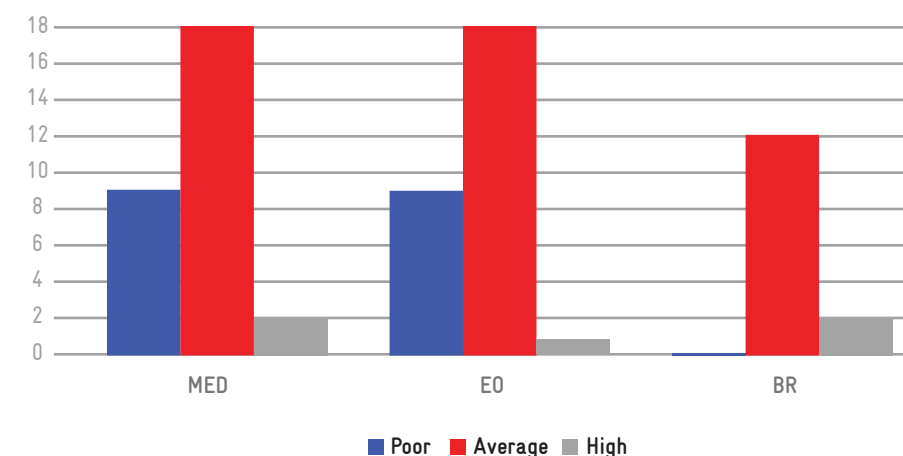
Most MEDs (22), EOs (15) and BRs (7) stated that there is no or little participation of teachers from VET providers in training measures organized by local companies or institutions, while less than 10 percent of MEDs (2), EOs (1) and BRs (1) stated that there is an active participation of teachers in in-service training offered by local companies or institutions.



What is the graduates' level of theoretical, practical and ethical formation with respect to preparedness for transition to employment?	MED	MED	BR
<b>Theoretical readiness</b>			
Poor	3	4	0
Average	18	23	13
High	5	9	1
<b>Practical readiness</b>			
Poor	14	17	6
Average	13	12	8
High	1	0	0
<b>Work ethics(motivation, discipline, responsibility)</b>			
Poor	9	7	0
Average	14	16	9
High	5	6	5

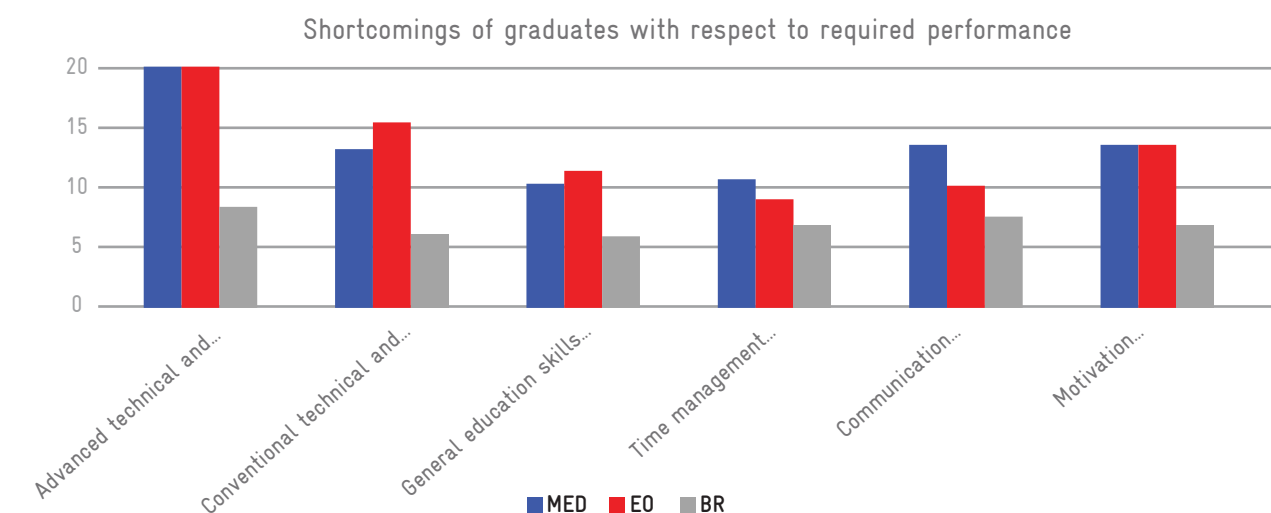
Inquiring the preparedness of graduates for employment in two of three categories, namely: theoretical readiness and work ethics, most MEDs (18), EOs (23) and BRs (13) think that the preparedness of graduates is at an average level. While the practical preparedness of graduates is rated by most MEDs (14) and EOs (17) as poor. Slightly more BRs think that the practical preparedness is at an average level (8) than at a poor level (6).

Perceived value of contribution graduates provide to prospective employers



What is the perceived value of the contribution that graduates provide to prospective employers?	Poor	Average	High
MED	9	18	2
EO	9	18	1
BR	0	12	2

The perceived value of contribution that graduates provide to prospective employers is rated by most MEDs (18), EOs (18) and BRs (12) at an average level, while still about one-third of MEDs (9) and EOs (9) stated that they think the contribution of graduates to prospective employers is poor.



What are the shortcomings of the graduates with respect to required performance in their job placement?	MED	E0	BR
Advanced technical and professional skills/know-how	20	20	9
Conventional technical and professional skills/know-how	13	16	7
General education skills (basic math, writing, computer literacy)	11	12	7
Time management	11	9	7
Communication	14	10	8
Motivation	14	14	7
Other (enumerate)	4	6	2

Looking at the perceived shortcomings of graduates, the survey disclosed that about two-thirds of MEDs (20), EOs (20) and BRs (9) think that graduates lack advanced technical and professional skills/know-how. About half of MEDs (14, 13), EOs (14, 16) and BRs (7, 7) stated that the graduates lack motivation and conventional technical and professional skills/know-how.

#### In a nutshell:

Only a small number of MEDs (2), EOs (2) and BRs (1) are familiar with the function and the work of VET providers.

Most MEDs (15), EOs (18) and BRs (9) think that the interaction between graduates and EOs is on an average level, with more than 40 percent of MEDs indicating that there is little or none interaction between graduates and EOs. Even about one-quarter of EOs stated that there is little or none interaction between them and graduates of VET providers.

Most MEDs (15), EOs (18) and BRs (10) think that there is some internship placement in local companies and/or institutions.

However, more than one-third of MEDs (11) and EOs (10) think that there is no or very little internship placement in local companies and/or institutions.

Most MEDs (22), EOs (15) and BRs (7) stated that there is no or little participation of teachers from VET providers in training measures organized by local companies or institutions.

Most MEDs (18), EOs (23) and BRs (13) think that the theoretical preparedness and work ethics of graduates is at an average level.

Most MEDs (14) and EOs (17) rate the practical preparedness of graduates as poor.

Most MEDs (18), EOs (18) and BRs (12) think the perceived value of contribution that graduates provide to prospective employers is at an average level.

About one-third of MEDs (9) and EOs (9) stated that they think the contribution of graduates to prospective employers is poor.

About two-thirds of MEDs (20), EOs (20) and BRs (9) think that graduates lack advanced technical and professional skills/know-how.

About half of MEDs (14), EOs (14) and BRs (7) stated that the graduates lack motivation.

Likewise, about half of MEDs (13), EOs (16) and BRs (7) stated that the graduates lack conventional technical and professional skills/know-how



## 5. List of Annexe

- Annex 1: Baseline survey questionnaire for VET providers
- Annex 2: Questionnaire guidelines
- Annex 3: Baseline survey questionnaire for MED, EO and business representatives
- Annex 4: Roadmap of Kosovo and location of VET providers
- Annex 5: Baseline survey schedule
- Annex 6: Visiting reports – VET providers
- Annex 7: Experts Opinion on VET Providers Performance Capacity – Interviews and Observations
- Annex 8: Visiting reports – MEDs and EOs
- Annex 9: VET Providers Performance Capacity – Budgeting, Financial Planning and Management
- Annex 10: Municipal Education Directorates and Employment Offices – Interviews and Observations
- Annex 11: Database