

KOSOVĚ

**Progress in the Copenhagen policy priority areas for vocational
education and training 2006-08 Cedefop review**

September 2008

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Acronyms

AKB	Association of Kosovo Businesses
APPK	Agency for Support of Employment in Kosovo
BSPK	Union of Independent Trade Unions of Kosovo
CARDS	The Community Assistance for Reconstruction, Development and Stabilization
CBK	Consolidated Budget of Kosovo
CEDEFOP	The European Centre for Development of Vocational Training
CoC	Chamber of Commerce
CVET	Council of Vocational Education and Training
CVT	Center of Vocational Training
DE	Department of Employment
DVT	Department of Vocational Training
EAR	European Agency for Reconstruction
EBCL	European Business Competence License
EBDL	European Business Driving License
EC	European Council
EGP	Employment Generation Project
EQF	European Qualification Framework
ETF	European Training Foundation
EU	European Union
EUROPASS	Europass
EUVET	EU Vocational Education and Training
GDP	Gross Domestic Product
GTZ	German Technical Cooperation
HRD	Human Resource Development
IEME	Institute of Engineering and Management of Enterprises
IIZ	Inter-institutional Cooperation
IKS	NGO Initiative for Kosovo Stability
ILO	International Labor Organization
ISCED	International Standard Classification of Education
KEK	Kosovo Energy Corporation
KOSVET	Kosovo Vocational Education and Training
LMI	Labor Market Information

MCYS	Ministry of Culture, Youth and Sports
MED	Municipal Education Department
	Ministry of Education, Science and
MEST	Technology
MFE	Ministry of Finance and Economy
MLSW	Ministry of Labor and Social Welfare
MTI	Ministry of Trade and Industry
MED	Municipal Education Directorates
NGO	Nongovernmental Organization
NQA	National Qualification Agency
NQF	National Qualification Framework
NFQA	National Framework for Quality Assurance
	Organization for Security and Cooperation in
OSCE	Europe
PAEM	Program of Active Employment Measures
RAE	Roma-Ashkali-Egyptian Community
REA	Regional Enterprise Agency
REO	Regional Employment Office
	United Syndicate of Education, Science of
SBASHK	Kosovo
SHE-ERA	Women Business Association SHE-ERA
SOK	Statistical Office of Kosovo
SWF	Survey on Work Force
	The Trans-European Mobility Scheme for
TEMPUS	University Studies
UNDP	United Nations Development Program
	United Nations International Children's
UNICEF	Emergency Fund
VET	Vocational Education and Training
WG	Working Group

Introduction

The Kosovo population is estimated at 2.5 million and the number of habitual residents is estimated to be up to 2.2 million inhabitants. It is estimated that 50% of the population is under the age of 25 and 40% under the age of 18¹. According to the Kosovo Statistical office, ethnic Albanians comprise 88%, ethnic Serbs 7% and other ethnic groups 5% of Bosniaks, Roma, Ashkalia and Egyptians (RAE), and Turks. The population is generally young with the 0-14 age group representing 33% of population, the 15-64 age group representing 61% of population and 65 and older representing 5% of population².

The industrial sector of the economy remains weak, and the electric power supply continues to be unreliable. About 45% of the population in Kosovo is poor, with another 18% vulnerable to poverty. Future growth prospects rely on attracting foreign investments to the destroyed industrial sectors as well as building up the human capital. The unemployment rate is around 40%.

The educational structure is weak and less favorable. Even before the conflict of 1999, Kosovo suffered from isolation and lack of investment. The system of education was rebuilt after 1999. Between 1991 and 1999, the Kosovo system of education operated as a parallel school and university system which left serious consequences on the overall quality of the Kosovo education. Furthermore, the war that followed damaged the situation especially in terms of infrastructure.

Since 2000, a new structure of education system has been introduced, from 8 to 9 years of mandatory education (5+4+3/4). The age of the mandatory education includes the age from 6 to 15 years. The education system in Kosovo is organized in these levels of pre-university education: preschool, primary, lower secondary, and upper secondary. Interpreting according to the international standards, mandatory education in Kosovo covers ISCED level 0, ISCED 1 and ISCED 2. VET programs are part of the upper secondary education categorized in the 3rd level of ISCED. The VET school programmes are structured into three degrees (2+1+1), respectively the grades 10 and 11 represent the first vocational degree (qualification: *Semi-skilled worker*), whereas grade 12 represents the second degree (qualification: *Skilled worker*). Despite the fact that *Law for Higher Education* allows students to apply for enrollment in the university after the completion of the 12th grade, the 13th grade has been introduced in the academic year 2006/7 for students of vocational education. By completion of the 13th grade student get two certifying documents: *Diploma of Matura* (leading to the university studying) and certificate for vocational qualification for *High skilled worker* (which leads to the labor market).

¹ UNDP Human Development Report 2006

² Kosovo Statistical office – <http://www.ks-gov.net/esk>

Vocational Education and Training (VET) in Kosovo has gone through reforms since the end of the 1999 war. Numerous local and international investments have been made to this end with the purpose of improving and modernizing the VET system, and integration with EU program policies. After nearly 10 years of educational reforms, visible positive changes have been made in VET, although there is still room for improvement. Kosovo is a country which aims membership in EU therefore it is interested to increase international cooperation on VET.

CEDEFOP and ETF have a task to prepare regular monitoring reports on the progress of the member states and candidates for membership towards the Lisbon Objectives, defined in Copenhagen-Maastricht-Helsinki process. The Helsinki Declaration³ on increase of cooperation on VET and the reviewing of CEDEFOP 2006 on the Copenhagen process⁴ has confirmed that member states are addressing the issues in the areas identified as priority in the Maastricht Declaration⁵ (2004). Cedefop has drafted a questionnaire to collect information on how EU member states understand and evaluate their progress on these priorities. The questionnaire was drafted based on the information which EU countries have provided in 2004 and 2006.

In the case of Kosovo, with the support of ETF, two local experts were hired to facilitate the drafting of the VET progress report, by talking and collecting information from the main players in the country. At the workshop held on March 27, 2008, information was received from the main players, and then in several drafts they were discussed and processed until the final draft. Many other reports related to the education and training sector in Kosovo were used for the drafting of this report.

This report will serve for the synthetic analysis on the policy progress, which Cedefop will present in the ministerial meeting which will take place during the French Presidency, by the end of 2008.

1. Current VET priorities in Kosovo

The government of the Republic of Kosovo through MEST Program aims to raise the quality, efficiency and effectiveness of the overall system of education. The proposed program aims to develop a strategic framework for life long learning

³ European Commission, *The Helsinki Declaration on the increase of European communication for vocational education and training*. Brussels: European Commission, 2006, Which is available on the internet: http://ec.europa.eu/education/policies/2010/doc/helsinkicom_en.pdf

⁴ Cedefop. *Zooming in on 2010. Revaluation of the VET*. Luxemburg: Office of publications, 2007

⁵ European Commission. *The Maastricht Declaration on the Future Priorities of Enhancement of European Cooperation on VET. The reviewing of the Copenhagen declaration of November 30, 2002*. Brussels: European Commission, 2004. Which is available on the internet: http://ec.europa.eu/education/news/ip/docs/maastricht_com_en.pdf

while tackling priorities at all levels of education system and covering respective contexts. The identified strategic priorities⁶ of the government are to:

- i) advance teaching and learning condition in schools through improved infrastructure and established and strengthened in-service and pre-service teacher training;
- ii) link vocational education and training to the labor market;
- iii) diversify post secondary education;
- iv) develop information technology on all levels of education;
- v) support inclusion (minorities, people with special needs, and dropouts);
- vi) engage Kosovo human resources effectively in the development of the country.

The main obstacle identified in a self-study document⁷ is that the VET system in Kosovo does not suit the needs of the market economy. The quality of provision of professional skills is still low. What remains a challenge is the creation of a labor flexible force, which can face with the challenges of foreign competition. In this regard sectorial ministries have produced their strategies and laws, with intention to improve the situation. Just to mentioned some of them: MLSW developed Strategy of Vocational Training (2005 – 2008), Draft-Strategy of Employment in Kosovo 2008-2013 and the Action Plan, Strategy for Adults Education (2005-2015), Strategy of Employment (2005-2008); MEST developed Strategy on Pre-University Education (2007-2017), Strategy for the Development of Higher Education in Kosovo, Strategy for the Education of Rural People in Kosovo (2004-2009), etc.

The *Strategy for the Development of Pre-University Education in Kosovo 2007 - 2017* lays out principles and seven strategic objectives. The strategic objectives are: (i) quality and efficient governance, leadership and management of the education system, (ii) a functional quality assurance system of learning based on standards comparable to those of developed countries, (iii) inclusion, equity and respect of diversity in education, (iv) pre-and in-service teacher training and development, (v) adequate and healthy physical environment for learning and teaching, (vi) sustainable links between education and global social and economic developments, and (vii) mobilizing resources for education.

The Strategy for the Development of Higher Education in Kosovo 2005 – 2015 sets out vision, principles, missions and six strategic objectives. The objective are to: (i) elaborate and implement a contemporary and inclusive policy and finalize the higher education legislation, (ii) advance management and coordination in higher education, (iii) develop a quality assurance and accreditation system, (iv) advance the capacity for research and specific work,

⁶ MEST- Priority Projects in the Field of Education (Orientation paper for the Potential Assisting Partners) July 2008

⁷ ETF- Equal teaching project "Political influence in schools and Scholl management": SSD Kosovo ETF (2007).

(v) establish efficient mechanisms for the mobilization and management of financial resources, and (vi) develop a functional infrastructure of higher education.

Law No. 02/L-42 on the Vocational Education and Training regulates the system of formal education and training in Kosovo in line with the social and economic developments, including the technological changes, labor market and the individual needs (Article 2). This Law sets out the structures of the institutions which deal with this type of education and training.

Law No. 02/L-24 on the Adult Education and Training covers the education of the other group of people which are not covered by the Laws of Primary and Secondary Education, as well as the Vocational Education and Training Law.

Law No. 2002/2 on Primary and Secondary Education in Kosovo regulates the system of education “in all the public and private” schools, lower secondary and higher secondary in Kosovo”. (Article 2.1(a)).

Draft-Strategy of Employment in Kosovo 2008-2013 and the Acting Plan was prepared by all relevant parties with an interest in employment. Currently, this draft remains unapproved because of its financial implications and it needs to reflect also the European Employment policies.

As mentioned, there are a great many strategic documents but the key features of a coherent and comprehensive lifelong learning strategy approach are missing. None of the planned activities in the operational plans accompanying the strategies have been implemented as foreseen. This is due not only to unrealistic planning but also to low programming and implementation capacities at all levels of the sector, central and regional. The strategies do not include continuing education or post-secondary and non-formal provision. Although social inclusion, integration and lifelong learning are main guiding themes in each of the strategies, pre-school education, vocational education, science and technology are not addressed sufficiently. There is little reference made to education outside of the school system. The Kosovo authorities, supported by development partners in Kosovo, are in the process of reviewing all the strategic documents. The process will be enhanced by the operationalisation of the findings of the feasibility study undertaken by the Ministry of Education, Science and Technology (MEST) with support from the Swedish International Development Agency (SIDA). This study, entitled *Kosovo Road Map for Improved Education Sector Performance and Aid Effectiveness*, will enable the Kosovo authorities to depart from fragmented strategic documents and move towards a strategic framework for lifelong learning as an overarching concept covering all contexts (formal, non-formal, informal) and levels (pre-school, primary, secondary, tertiary, adult, continuing) of education and training. KOSVET 3 project foresees to provide TA support for the development of a VET strategy. Work on creating the VET strategy will begin in the autumn 2008. This

work would need to form part of the SWAP Education framework and an overarching assessment of VET provision in Kosovo would need to be undertaken in order to prepare a Road Map and identification of priorities in VET sector before a VET Strategy could be drafted. This work would need to consider the planes of MEST in developing VET Centers of Excellence. Such an assessment of VET sector in Kosovo would be prudent measure undertaken to consider how best the VET Centers of Excellence can compliment existing VET Schools and VET Regional Centers of MLSW.

2. Improving access to and equity in VET

The government of Kosova has put education as one of the main social priorities. Together with the Energy, Economy and Europe, altogether they represent four pillars assigned as government priorities in Kosovo. The Government has assigned the priorities in the economic development through the decrease of unemployment, development of human resources and the quality of services in education, by giving importance to the world of work. Kosovo sees the roles of education as increases skills of individuals and reduces the mismatch between labor market demands and the available supply. By doing this, it increases the probability for individuals in Kosovo to find jobs and therefore, increase the general employment level. Furthermore, education provides opportunities for all citizens of Kosovo. It provides access to marginalized groups and minorities in the labor market, and through this, reduces the inequities in the Kosovo society. Despite opportunities the Kosovo education system is still in a difficult situation. This is due to the transition in which the education system is going through, demographic trends that characterize the Kosovo population as well as the lack of necessary capacities.

There are several features that describe the current state of this sector: In Kosovo the school age population as a percentage of total population is roughly two times higher comparing with other SEE countries. Enrollment rates are low, especially in the secondary and tertiary level. Furthermore, there are different enrollment rates across different groups, with significant gaps between urban-rural, male-female, and so on. A large number of schools of compulsory education operate in three shifts per day and some also in four shifts, which affects both the quantity and quality of education.

There are also problems in the tertiary level of education, both public and private. Even though Kosovo has adopted the Bologna process, the quality of teaching is not adequate and will not result in integration with the Community of Higher Education countries. There is lack of structures for internal and external evaluations, and accreditation mechanisms for institutions of higher education. In addition to this, there is little or no scientific research in university level, which inhibits innovation and technology transfer. There are also limitations in the provision of vocational education with few facilities providing vocational training.

MEST, through the division of Vocational Education has under its auspices 57 vocational schools which are spread in 26 main towns of Kosovo, and systemized in 6 main regions. According to their type, the schools are divided as: Technical (18), mixed (12), Economic-Judicial (9), Medical (7), Artistic (1 school of art and 5 musical schools), Agricultural (3), Hotel-Tourism (1) and Religious (1). The total number of students which have attended the vocational schools during the school year 2007/08 was over 51500 students, which represents 60% of the overall number of students of higher secondary schools.

Currently no vocational training of the post secondary level is provided (level ISCED 4) in which the students can progress after the completion of the higher secondary programs, and also there are no other institutions after the secondary school in the VET system in Kosovo.

MLSW, through the Division of Training manages 8 regional Centers of Vocational Training (CVT), which have a capacity to train some 1% of the jobseekers per year. As part of the active policies of labor market of the MLSW, the training of labor market has been offered through the network of training centers of the MLSW and a number of partner institutions for training, whose aim is increasing the employment of the unemployed people through the development of skills⁸.

Having in mind the high scale of unemployment and the fact that the current capacities of the training centers of the MLSW are very small, compared to the problem of unemployment, in 2004 the provision of training of MLSW through the CVT and NGOs, such as the Center of Trainings Don Bosco and AGEF, was increased for 40%, and in 2005 for 26%. Despite this increase in the provision of training, the number of places was less than 3928, and the proportion of the training places with the number of unemployed was less than 1.3%. In 2006, the number of training places was decreased for 12%, while the main purpose of the strategy of Vocational Training of the MLSW is to increase training up to 20% by 2008, and thus reach the level of training provision up to 3% of the registered unemployed persons. Training has addressed the main sectional areas, having in mind the local economies: construction, electronics, computer training, mechanical and electrical engineering, hoteliery, business administration, textile, wood processing and food processing.

The EU has been a very important donor supporting Kosovo's education and employment systems. Assistance since 1999 totals over € 45 million and covers primary and secondary education, vocational education and training, and higher education. The EC is currently going through the approval process of support to primary, secondary and higher education and employment under the Instrument for Pre-accession Assistance (IPA) 2008 programme for Kosovo. The indicative funding available for the period 2007–2009 amounts to €199,1 million for the

⁸ MLSW/ DVT: Vocational Training Strategy for Kosovo, Employment growth 2005-2008, Prishtina 2005

Transition Assistance and Institutional Building component and the cross-border cooperation component.

The first phase ('KOSVET I', November 2002 – August 2004, €3 million) provided technical assistance to the MEST and the MLSW in the development and implementation of new vocational curricula and assessment strategies in business, information technology and electronics. The training of vocational teachers and trainers was a major component, as was the provision of eight pilot vocational schools and five training centres.

The second phase ('KOSVET II', September 2004 – September 2006, €2 million) provided continued support to curriculum development and standards, teacher and trainer training, and qualitative improvement of VET delivery. Specific support is provided to the MLSW through the provision of a new building for its vocational training centre in Pristina, which continued to be supervised by 'KOSVET III' until mid-2007.

The third phase ('KOSVET III', September 2006 – March 2009, €2 million) consists of four components. The beneficiaries of the project are the MEST and the MLSW. The four components of the project provide a basis for modernising the VET system in line with EU and international standards:

(a) capacity-building support to the establishment of a tripartite Council for VET which acts as a national advisory forum on VET policy, support to career education and guidance in Kosovo, including the development and piloting of career education curricula in schools in all regions;

(b) support to the development of a national qualification framework and the establishment of institutional arrangements for its implementation and the development of technical qualifications (at level 5 of the EQF) to be delivered through post-secondary programmes;

(c) technical assistance to the MLSW to develop and implement a labour market information system; support to the Kosovo Chamber of Commerce (OEK) in developing mechanisms for concluding skills need surveys at sector level;

(d) support to the development and implementation of an entrepreneurship education and training strategy in line with the EU Charter for small enterprises in conjunction with the Ministry of Trade and Industry and other stakeholders.

The fourth phase ('KOSVET IV', June 2007 – September 2009, €1.5 million) is under implementation. The main purposes of this programme are:

(a) to support the establishment of a demand-led skills development programme for training in Kosovo. Such a programme will be implemented through the OEK

to ensure effective links to employers' needs and the demands for vocational training;

(b) to build capacity of the VET Council and the MLSW to gather, analyse and pilot the use of labour market information identified as being of value to institutions, business and individuals, in their planning of VET;

(c) to develop an advisory service for individuals and enterprises on the availability, relevance and cost of training courses and encourage marginalised groups to engage in such education and training;

(d) to assist the feasibility of establishing a VET scholarship and internship programme with selected Member States.

Under IPA 2008, the EU is providing support to the Kosovo government in improving the quality and efficiency of the provision of education and training services in a lifelong learning and employability perspective. The total estimated amount is €10 million. This programme focuses on education and employment and will support the improvement of the education and training system both in terms of internal and external efficiency. Component 1 will basically contribute to enhancing the management and quality of the *general education system*, through the development and implementation of a sound *sector-wide approach*, while Component 2 will focus on improving the *employability* of youth, through a comprehensive *VET strategy* responsive to labour market needs, and *company-based training services*.

The World Bank is one of the longest-standing development partners supporting the education sector, present since the end of the war in 1999. Kosovo receives substantial support from other international development partners as well, mostly in the form of grants. Key development partners active and/or indicating possible interventions in the sector include the Austria Development Agency (ADA), the Canadian International Development Agency (CIDA), Danish Danida, the European Commission, German GTZ, the Organization for Security and Co-operation in Europe (OSCE), the Swiss Agency for Development and Cooperation (SDC), the Swedish International Development Agency (SIDA), the United Nations Children's Fund (UNICEF) and other United Nations agencies, and the United States Agency for International Development (USAID). USAID is considering the allocation of a substantial amount for education in Kosovo. SIDA is considering its overall involvement and it is likely that education could become a key sector for support. Other development partners including ADA, Danida, GTZ, SDC, and UNICEF are currently providing support and have indicated that the sector could occupy a prominent role in their future programmes. This list of donors in the education sector is not exhaustive and does not include all development partners in education in Kosovo. In addition many NGOs (including also higher learning institutions) are involved in education sector development activities either as donors or as implementing agencies.

In 2007, most ALMPs resources were spent on promoting youth employment through VET-related programs (€3 million) and promoting / financing new small business start-ups (€2.2 million). Spending on ALMPs to prevent social exclusion in 2007 (€1.8 million) was higher than conceived under the original plan. Most ALMPs are focused on strengthening vocational education and training (10 programs), on providing temporary employment (3 programs), and on promoting youth entrepreneurship (6 programs).

However, the success of VET-related programs is being undermined by the sluggish growth in labor demand. Although most resources for youth ALMPs are spent on VET-related programs, placement rates of trainees are very low. Indeed, the success of these programs is heavily constrained by the general sluggish demand for labor. While investments in training can provide young labor market entrants with skills, which can improve their employability, training programs are not successful if labor demand is weak. In 2007, only 40 percent of male graduates of PES training centres, and less than 30 percent of females' graduates found paid employment upon training completion. This is much less than placement rates (at 70 percent on average) in most other transition countries.

For the government and donors it is important to carefully evaluate ALMPs and introduce interventions on the basis of what works in Kosovo. Unfortunately youth employment programs implemented in Kosovo have not been carefully evaluated (how a program operates, how far objectives are achieved, what was the impact).

3. Lifelong learning through VET

In sharp contrast to the EU's life long learning objectives, the situation in the Kosovo education sector remains critical. Real methodologies and approaches which improve mobility within the education and training system are still not in place. The VET system does not offer to the students much possibility for second chance in case of their failure or changing the mind for chosen profile. Looking from the point of horizontal mobility from general to vocational education or the vice versa, no clear and easy procedures are provided for the changing of direction. Slide steps to improve the situation are undertaken during the process of curriculum development for VET profiles (especially pilot ones), which has taken into account issue of vertical and horizontal mobility. Concerning the vertical mobility in VET schools the 13th grade is foreseen like a bridge toward further studying (post secondary and tertiary education).

Some vocational schools have already enabled intensive learning programs for adults who didn't complete the formal education, and needs the certificates to continue further training/ education. Most of these programs are services which

compensate the secondary uncompleted education and enable the receiving of certificates which they did not take during their regular education.

MLSW provides vocational training throughout its eight VTC, based on short modular job-oriented courses. This training is offered to unemployed persons and jobseekers, at the reference of the local employment offices. The current capacity of the VTCs is very small compared to the unemployment scale.

It is worth mentioning few good initiatives already undertaken, like: Training for Democratic Citizenship, Human Rights-gender based, Education for peace, Counseling and Guidance, Entrepreneurship, Foreign languages. Programs for Life skills is developed and started to be implemented at the schools in lower secondary education. A lot of trainings for Critical and Creative thinking are organized. At the initiative of MEST and in coordination with the other interested parties, great VET events have been organized, such as the Lifelong Learning Festival, jointly with several donors (including OSCE, IIZ, Swiss Contact and GTZ, UNICEF and EU VET project) on the VET promotion, held in Prishtina.

Career Education and Guidance

The pilot for Career Education in the 9th grade is concluded and generally evaluated very positively, by students, as well as teachers and school management. Positive feedback is also received from parents. MEST has indicated to be interested to implement Career Education in grades 6-13. A 9th grade Curriculum and a Curriculum Framework for grades 6-13, as well as learning materials and Career Guidance resources are prepared by Technical Assistance. With support from the American Chamber of Commerce, MEST hosted on 18 April the conference and fair for career opportunities “Lifelong Guidance”. This event brought to the surface that currently various local initiatives for career guidance are sprouting, e.g. at University of Pristina and several private education and training providers. After years when the KOSVET-programmes provided virtually the only support for Career Education and Guidance, it’s becoming supported from an increasingly variety of sources. This can be considered a positive sign for sustainability of the CEG-initiatives introduced in the context of KOSVET. As a follow-up of the “Lifelong Guidance” conference and fair for Career opportunities, a CEG network with representatives from various local initiatives and foreign donors was established.

If we look in the last 8 years developments it is obviously that the first tendency on the career orientation in the school system was introduced in 2001, in the document of National Kosovo Curriculum Framework (NKCF)⁹, which includes the *key stages in education*, the orientation stage (grade 7, 8 and 9). The 9th grade called the “orientation year” was implemented as from September 2002¹⁰. But it is evaluated that the initial idea of NKCF was no realized successfully,

⁹ New Kosovo Curriculum Framework, (White book for discussion), 2001

¹⁰ Report from the international team: Employment in Kosovo, ESOK 2003

because there was a huge deviation from the curriculum framework document. What happens in reality is that the idea and teaching plane of 9th grade is changed totally from initial one foreseen in NKCF.

The MLSW employment offices have initially provided staff training by the experts on professional career guidance and counseling, which was mainly seen as a provision of counseling by the advisors for employment and the coordinators for professional training. The counseling was dedicated to jobseekers and unemployed.

A Memorandum of Understanding was signed in December 2006 by the ministers of MLSW, MEST and MCYS, which is supported by the National Center on Career Tutorial, located at the premises of the MLSW. It has also developed a web page dedicated to the career tutorial www.karriera.net which will be maintained by the centre, and will provide a large quantity of sources and documents.

With regards to the validation, there is no proper system of recognition of the previous learning in Kosovo. A research initiated by MEST and UNICEF, with the purpose of evaluating the training needs and the possibility of employment generation for rural women¹¹, recommends the establishment of an integrated system for equivalence and accreditation of the informal education programs.

4. Improving quality of VET

The improvement and monitoring of the quality of education in Kosovo is one of the biggest challenges for MEST. During the last five years, with the help of the EU programs and other international projects, there is a milder improvement in the management of the quality of public programs. This is a result of the training of central and regional officials of education, and the school principals, although there is still room for improvement.

Based on the Law on Primary and Secondary Education (PSE) and the Law on Inspection, regular inspection activities in every institution of education in municipalities, should be undertaken by the municipal education departments. Coordination is mainly done by the regional office of education (REO) which has provided a support and monitoring of quality aspects of education. Recently, REOs were transformed into education inspection offices, thus receiving a monitoring role. This means that the Law on PSE should be changed or reviewed in order to redefine the role and responsibility of MEST, municipalities and schools.

National Framework for Quality Assurance for VET has been developed thanks to the EU projects. The development of this framework has defined the criteria for

¹¹ IKS, "Getting to Lisbon", January 2008 (document to be launched in summer 2008)

quality assurance of VET providers. In May 2007, MEST established the Pedagogical Institute to support the development of education and training methodologies, and there was a hope that this would contribute to the improvement of quality in the drafting and implementation of programs in longer paths.

Division for Assessment and Evaluation, MEST takes care for external evaluation of students, but for the time being they only developed instruments for evaluation of general education programs. Quality in VET is insured only through semi external evaluation administrated by the schools, where the commissions in the assessment exams are combined with school teachers and practitioners from employers.

VET teachers and Curriculum development

Kosovo's VET curricula, developed in the nearly 1990's, can be characterized as being overloaded, not flexible to address changing labour market needs, and articulated mainly as syllabi without the input of social partners. Most curricula comprised simple lists of topics with the number of teaching hours to be dedicated to each topic, and with no articulation of learning outcomes to be targeted. In addition the programs are insufficiently supported by the equipment and consumables. There is no structured process in place to address these weaknesses on the basis of a systematic review and comprehensive VET policy. VET teachers are almost all with higher education degrees, with a strong academic orientation, but having limited experience and skills in practical training, pedagogy, and curriculum development.

The situation began to change much after 2002, when the process of curriculum development for vocational school was launched by the GTZ organization, who was a leading agency¹² for VET in Kosovo. For a particular number of profiles, which are known as pilot curriculums, modular-type curriculums were drafted for the first time. This model was continued by other supporting programs. This process of curriculum development was not important only for the fact that quality and modern curriculums were developed, but because of the methodology that was used¹³ during the drafting process. Huge human capacity is developed for this assignment.

Education Ministry commitment to revising curricula as a guarantee of qualitative improvement in the VET offer was supported by several international donors, with a decision to re-work a number of VET profiles in modular format, particularly in relation to the practical part of each profile. Modularization has

¹² Department of education of that time launched the Leading Agency, in order to support different component of education. In that way, e.g. UNICEF was a leading agency for the development of a curriculum of general education; GTZ was leading agency for VET; KEDP for the training of teachers; etc.

¹³ GTZ, Report on the process of pilot curriculum development, 2004 and 2005

been defined and has acquired credibility as an effective strategy to standardize learning outcomes in both formal education programmes and in short job-oriented training courses.

The decision to adopt modular curricula based on learning outcomes was followed up by stakeholder involvement at all levels. Different working groups developed competence –based curriculum frameworks for each profile along similar criteria, articulating the curricula in ways that supported delivery both in the final grades of secondary education, and through short modular training courses for adults.

A series of learning resource materials and curriculum implementation handbooks were developed to support teachers and trainers, and to ensure effective implementation. Credit accumulation and transfer systems are also being implemented, with a view to ensuring equivalence between certificates issued by schools and by training centers, and to facilitate transfer of credits between formal and non-formal VET provision.

Most of VET teachers and trainers in VTC for adults have now followed courses in order to have a good understanding of the importance of modular curricula. While key developments are restricted to pilot schools, there is a strong linkage between pilot and non – pilot institutions, facilitating of good practice.

Except pilot modern curriculum development, there was an ad hoc initiative for curriculum development (in 2004 contract between MEST and local institute IEME), different from pilot ones, which left serious negative consequences in the teaching and learning process. Last year (in 2007) the MEST asked by GTZ to assist in re-working of those curricula.

All teachers training is done through donors programs. This was exclusively in-service teacher training. With the help of the international donor community teachers are being trained in the competences needed to deliver the practical part of the curriculum. Necessary training has been provided so that the practical part of the curriculum can be organized in enterprises.

In order to ensure sustainability in the process of teachers' training, the University of Prishtina in 2002 has established the new Faculty of Education, which has substituted the old fragmented structure of pre-service teachers' training. The Faculty of Education currently provides only programs for the preparations of teachers to deliver teaching in primary education. The teachers of ISCED level 3, the professional schools and high schools, for the moment are prepared in other faculties depending from the profession, which lacks the pedagogical aspect of professional preparation. It is necessary for the Faculty of Education to come up with a suitable offer for supplementary courses for the VET teachers.

A big concern for the Government of Kosovo is the issue of teachers' salaries. Currently, there is no system of motivating salaries for the teachers, neither for the education personnel, regardless of their qualification, working experience, in-service teachers' training and performance. In theory, MEST has thought on how to change this problem, by creating a way of categorizing and stimulating teachers, but in practice this is not being applied yet. This year, there are promises by MEST for the launching of the new system of professional development and licensing of teachers¹⁴, which was developed by MEST in 2004.

Entrepreneurial learning

Various entrepreneurial programs have been implemented and supported by various ministries, and donor agencies, regulations or determined qualifications or standards.

Ministry of Labor and Social Welfare has developed the Entrepreneurial module under the CARDS project as part of business administration courses; and programs/courses of self-employment developed and initially supported by ILO; Ministry of Education, Science and Technology has developed the entrepreneurial module, under CARDS project, as part of the professional education curriculum, in pilot schools; EBDL as part of secondary vocational education (launched in December 2006); and practice firms as part of the vocational education systems; University of Prishtina has the Center for Business starting for students and graduates, the project TEMPUS in cooperation with Austria; Ministry of Trade and Industry, has brought into operation the System of Counseling Voucher, which provides training and counseling for individuals which are interested to launch a business, or those who have already started the business activities;

The strategy of entrepreneurial learning with the three-year plan of implementation is developed in cooperation with MTI, MLSW and MEST, and other parties. The strategy consists of the education and training program, from primary school to university and informal education, including the training of teachers and trainers. The development was done under the Framework of the European Charter for Small Enterprises and Kosovo Development Plan, in line with the existing education strategies.

The first entrepreneurship education and training awareness workshop was arranged in close coordination with various stakeholders (MLSW, MTI, MEST, OEK, GTZ, Swisscontact, KulturKontakt and Women for Women). The workshop was implemented on 13 and 14 March 2008 and attended by more than 400 students, teachers/trainers and officials. During the workshop the newly adapted and translated business simulation software "beachmanager" and the website for Kosovo Entrepreneurship Education and Training were launched

¹⁴ MEST: Administrative Instruction 18/2004

(<http://www.edukimi.net>) follow the link Arsimi dhe aftesimi ne Ndermarresi ne Kosovo).

Capacity building measures for business service providers (BSP) were organized and implemented during March 2008. During the 3 day training, teaching/learning materials for entrepreneurship education and training level 5 (special module for SME managers) was introduced to 21 participants from about 15 BSP. The training was organized in cooperation with the SME Agency of the Ministry of Trade and Industry.

Entrepreneurship education and training programmes were piloted at two institutions. The Third Millennium school in Pristina implemented entrepreneurship education -level 1 for students of form 7 and form 8. A total of 14 students participated in this first pilot phase. While the VTC Prizren piloted entrepreneurship education - level 3 for registered unemployed. Nineteen trainees participated in the training and developed 5 business ideas and 8 business plans. The work was performed individually or in groups, depending on the preference of the trainees.

The entrepreneurial learning in Kosovo schools is recommended to be taught as a special subject or as an extra-curriculum activity. This has not been definitely decided yet, and the decision for this should be taken in the new school year. However, until the learning in entrepreneurship is integrated in global education and in the training strategy, most of students will not have the chance to take part on the entrepreneurial subjects or programs.

The preparations in the curriculum aspect have been made, and they include the development of prescribed modules/curriculum of entrepreneurial learning and training standards for all the levels in the entrepreneurial learning, in the primary, secondary and higher secondary level, as well as the training modules for the young people and adults in the Vocational Training Centers/MLSW and piloting of the entrepreneurial training modules in cooperation with the private providers of the services. A self-learning web portal will be established.

With regards to the self-employment and on-job training, several modules have been developed with the support of EU VET program, ILO, GTZ, SwissContact, etc. The previous initiative for the support of groups of employees and development of crafts professions of self-employment in rural zones of high unemployment is continuing with the support of the EU VET program (stage II), and especially in the area of textile, wood processing and house products. With regards to this, institutional capacities which provide entrepreneurship programs and programs of self-employment need to be consolidated¹⁵.

National Qualification Framework

¹⁵ R. Likaj, A. Kasumi: Role and capacity of the Social partners for more effective policies of Education and Employment in Kosovo

The Law on Qualifications has been approved (in 1st reading) by the Parliament on 30 May 2008. A tripartite Task Force to prepare the National Qualification Authority "NQA" has been established. For the development of the National Qualification Framework "NQF", MEST has formed a working group that aims to include also other public providers as well as private providers. Planning, preparation and implementation of capacity building measures for both, the task force and the working group have been started. The development of exemplar technician qualifications for NQF approval at postsecondary non-tertiary level in business and electronics, experts warn that the (qualitative and quantitative) need for post-secondary non-tertiary qualifications for the labour market and economic development of Kosovo has not been established. The positioning of non-secondary pre-university programmes (EQF-level 5) in the NQF will require extra attention.

5. Strengthening the links between VET and the labor market

Most VET schools have limited capacities to cater for VET instruction, with classroom based teaching, and with few training facilities available. In most cases VET students do not have access to work placements to practice skills learnt in schools. The major of VET programmes are irrelevant to the imperative of economic development. In such a situation, the role of the international donor community has been important. Several donor activities focused on curriculum development, with opportunities for teacher training being made available, particularly in relation to the practical skills improvement of the students as an important component of the curriculum.

Initiatives taken in the direction of strengthening links between VET and the labour market are few. Some of them are as follows: Subject related working groups have been set up within and between related ministries and with the help of social partners in order to make sure that curricula are developed in relation to the needs of the economy; Mutually beneficial exchanges between teachers and highly skilled workers in enterprises have been organized; Instructors and master trainers from industry have been invited to teach practical skills to students in VET schools, and in some cases VET teachers have provided training programmes to some companies; School boards now include representatives from the business community in order to ensure better flow of information between the education and the labour market sector; Many schools have appointed a teacher with special responsibility to coordinate the links with enterprises; enterprises are present in the practical part of the final examination that VET students have to sit.

Generally speaking, enterprises are open to have closer links with VET school. But it is very challenging for micro enterprises to organize the work environment to make it more appropriate to receive young trainees. Therefore is a necessary

need to develop the overall regulatory context that facilitates such linkages (such as: insurance for students, the provision of incentives for employers).

The cooperation between the social partners is noted in a national level, e.g. the drafting of the NQF on VET was developed with the broader participation of the main parties: MEST, MLSW and business representatives, and it was piloted in eight VET schools (of MEST), 3 training centers (of MLSW) and one center of training of the largest employer in Kosovo – KEK.

The strategy of Research and Development of the Labor Market (still a draft) has been prepared by a working group which comprises of the representatives of all the parties¹⁶ in Kosovo. The unit for research and development of the labor market is established and it operates under MLSW. There must be a full integration with the CoC work, just as with the SOK and statistical offices of the sectorial ministries to provide a coordinated approach. The System of Occupational Classification (OC) is a document signed through an agreement of understanding by the ministers of labor and education, as well as by the chief executive of SOK, and it must be used as a basis for ensuring a long-term cooperation in collecting labor analysis and market information. The roles of main players and receptive competencies were identified for the implementation of the Employment Strategy (2005-2008)¹⁷.

Identification of skills needs

There are many programmes undertaken to this issue. Just to mention some of them:

Active Labor Market Program - Report 2007 UNDP (MLSW, ILO - capacity building of Public Employment Service); Employment Generation Project- Report 2006 (UNDP, MLSW); Strengthening Vocational Training (Lux Development, MLSW); Business Development for Youth (World Bank, MYCS); Promotion of youth employment through ALM measures (European Commission, MLSW, MYCS, MEST); Regional Economic Growth and Stability Project I- Oct 2007 (CARE- Kosovo, KEP ICCED); Business Start Up Center (SPARK, Ministry of Trade and Industry, MEST, MYCS, University of Prishtina).

Active employment measures currently have targeted the age of 16-25 years, and particularly women, which are the most underrepresented among the economically active groups, minority groups and particularly RAE community, and those with special needs.

¹⁶ MLSW, MEST, MT, MFE, SOK and Associations of Employers: Collectively they make up the Steering Group for Research of the Labor Market and Labor Market Information.

¹⁷ MLSW/DPP: Employment strategy 2005-2008

6. Governance and funding

The Government of Kosovo operates in a central level therefore it can be taken as a main partner with regards to education / training and employment. The responsibility for the VET governance in Kosovo is shared between two main ministries: MEST and MLSW, while other institutions have some impact in this matter. MEST, through its Division for VET, has the full responsibility for education in all VET schools in Kosovo; whereas MLSW, through Department of Labor and Employment is responsible for provision of training for unemployed people and jobseekers.

The administration of VET schools is shared between MEST and Municipal Directorates for Education. MEST is taking care for strategic developments of software of education (finance and decides for curricula development, teacher trainings, sets the school net, decides for opening, monitor the teaching and learning process / closing schools or classes); while the hardware of education is responsibility of local level of education (appointment of teachers, maintenance of the school buildings). Appointment of school management is responsibility of both central and municipal level.

The Ministry of Labor and Social Welfare, has the overall responsibility for the employment policy and generation of the following plans, their implementation, monitoring and evaluation. While, the Department of Labor and Employment is responsible for the development of relations with employers, labor intermediation programs, coordination of active measures programs, development of the vocational training programs and eventually the management of the employment fund.

The department of employment, besides that it manages the Employment Central Services¹⁸, it is also responsible for registration, counseling and work placement of the unemployed, together with the 23 municipal employment offices, and 6 sub-offices in the minority-populated areas. DE also manages the Division of Vocational Training (DVT). The objective of this division is to support the employment of the registered unemployed persons, by training the jobseekers of the eight regional centers of vocational training and coordinating the vocational training capacities of the external institutions supporting the training. In each of them, Counseling Board were established, which consist of the representatives of the Regional Chambers of Commerce, Municipality (directorate of education, office for gender and equity office), regional representatives of BSPK and representatives of the Regional Employment Offices (REO) as well as the Centers of Vocational Training (CVT).

¹⁸ D.Pupovci: Adult education in Kosovo, Fact-finding report for ETF, 2003

The Council of Vocational Education and Training (CVET)

The Council established as an advisory body to the Ministry of Education, Science and Technology CVET recently published its Annual Report for 2007 (download from <http://www.ks-gov.net/masht>). On 27 April 2008, CVET had its first anniversary. The CVET-committees on VET strategy, on Curriculum Development, on Teacher Training, on Quality Assurance, on Examination & Assessment and on Occupational Standards have defined their activities in line with the legal tasks outlined for CVET in the Law on VET (L02/42). However implementation is hampered by the postponement of budget for the recruitment of field experts to support the CVET committees.

In order to regulate the internal structure, organization, functioning, roles and responsibilities of CVET, MEST has issued the Regulation on CVET¹⁹. Besides the above-mentioned parameters, this regulation obliges MEST to open a secretarial office which will exclusively deal with VET issues.

The members of CVET are as follows:

MEST	3	representatives
MLSW	2	representatives
MTI	1	representative
Other Government representatives	3	(2 representatives of ministries and 1 representative of ministries and 1 representative from the local level)
Employers	3	(1 representative of OEK, 2 representatives from other business organizations)
Employers	3	(1 representative: from BSPK, SBASHK and other professional organizations)

At the current stage, CVET is in the learning year with purpose of increasing the capacity of its members. CVET meeting plan shows that members meet approximately every two months. The council is chaired by the social partners (representative of OEK) whereas its deputy chair is from MEST. Since the beginning, CVET has been technically and financially supported by EU donations projects, whereas it is planned that the financing will be done by the Government of Kosovo. So-far, no concrete budget has been allocated for this council.

VET Founding

The public institutions of VET in Kosovo are mainly funded by the Consolidated Budget of Kosovo (CBK), as it is foreseen with the Law on VET²⁰. In addition the VET institutions which provide courses for adults can charge for those courses in compliance with the requirements foreseen by MEST. The schools have no sub-

¹⁹ MEST Regulation on the Council of Vocational Education and Training, October 30, 2007

²⁰ Article 30 of the Programs provided from the formal education and vocational education institutions will be funded by the CBK and other sources

accounts, or direct cash transfers therefore the Municipal Finance Department procures Goods & Services and distributes them to schools. The process of spending of the budget accumulated from the self-generated money is followed with rigid administrative procedures.

Government has increased slightly the education budget from 3.71% of the GDP in 2001 to 3.9% in 2004 and 4.27% in 2006. The overall education budget was 12.6 of the total budget of the Government in 2004 and 15.03% in 2006. In 2005 and 2006, around 85% of the education budget was spent in payments and salaries and there are no significant changes for 2007²¹.

While the primary and secondary education budget was managed mainly by MEST, the administration of the budget (and a small amount of the budget capital) is decentralized among the municipalities since the approval of the Law on Primary and Secondary Education in 2003. Between 2003 and 2006, municipalities have supported 98% of the education budget in the Education Grants from the Central Government. Grants have covered operating expenses, so in 2006 they have covered 84.4% of teachers' salaries and 13% for goods and services. Public VET institutions were funded based on formula which does not take into consideration VET education specifics.

The contribution of enterprises is very low, and there are no stimulating measures for them to support the VET system, primary or continuous one. Social partners have no specific allocations of the budget for participation and for facilitation in the development of VET system. "National Employment Fund" planned to support creation of jobs and vocational training has not been established and made functional yet.

One of the priorities in the area of VET funding during 2008 is the evaluation of the impact of the new funding formula *per capita*, by making the necessary adjustment for its implementation.

The General Education Budget:

- MEST finances the Capital Investment
- MEF pays for Wages & Salaries for teachers
- Education Grants (General Grants)
- Municipal Own Revenues

Education grants (EG) for each municipality is compiled by the amount of total wages and salaries (WS), the amount for goods and services (GS) and Capital outlays (CO).

$$\text{EG for each municipality} = \text{WS} + \text{GS} + \text{CO}$$

²¹ Likaj, A. Kasumi: Role and capacity of the Social partners for more effective policies of Education and Employment in Kosovo

With the total wages and salaries are covered teachers and administrators and support staff. Amount for teachers is based on the pupil-teacher ratios of 21.3 for the majority and 14.2 for the minority pupils. While for the administrators and support staff is according to the existing staff as reported by each municipality. Goods and services is a fixed amount per school (€500 for pre- primary and primary and €1,000 for secondary) and a per student amount (€18 per the majority and €22.5 per the minority student). A capital outlay is €5 per student.

Regarding horizontal sharing, the current distribution formula is assessed as being transparent, simple, and equitable. Some fine-tuning of the education sector indicators would nevertheless be desirable. For the education grant, the total amount has been less than the formula-based amount because of the overall ceiling on education expenditures, and this imposes risks of creating unfunded mandates in education. Giving greater managerial autonomy to municipalities and service providers which have proper internal control and reporting mechanisms could improve effectiveness and efficiency.

The next steps towards improving the Education Financing Mechanism are:

Pilot Project on Formula-based Financing from the Municipalities to Schools and Enhancing School Financial Autonomy is the next steps to improving the Education Financing Mechanism. The World Bank-funded Education Innovation Project (EIP) will support the MEST in piloting a project on formula-based financing from the municipalities to schools and on enhancing school financial autonomy. Three municipalities (Drenas, Podujevo and Mitrovica), were identified as candidates for the pilot project. The pilot will be gradually expanded to other municipalities in later years.

Further more there is an urgent need to improve both effectiveness and accountability between municipalities and schools. Municipalities allocate grant resources (from the education grant) to schools without using objective and transparent criteria. Schools do not know in advance the level of resources that they can expect to receive. This has undermined service providers' ability to plan and manage service delivery in a more efficient manner. Positive movement is that the Municipal Budget Department of the MFE plans to gradually delegate budgetary decisions to the level of service providers. Therefore schools have an urgent need to build capacity in budgetary planning, financial management, and public procurement. An appropriate legal and regulatory framework, as well as a monitoring and evaluation system, needs to be in place.

7. Implementing EU tools

By following the current developments of EU policies, Kosovo has undertaken intensive activities to create tools which improve the transparency and transfer of the VET qualifications. All the development in this direction takes into

consideration the European Qualifications Framework, European Credit Transfer System and EUROPASS. In this regard, Kosovo aims at pushing forward the free movement of people in the competitive European market, by integrating these tools in the national system and in the VET policy framework.

The European Qualification Framework is one of the pillars of European education. With regards to this, Kosovo has made strategic solutions in approving education policies as defined by the Copenhagen Process and therefore many efforts were taken inside the so-called Dublin Group²² and the Copenhagen Process²³ to continue the work in the Kosovo Qualification Framework and other related processes. The National Qualification Framework has been developed by the Kosovo team for the development of NQF between the parties, and then there was some work in the development of NQF legislation and establishment of the National Qualifications Authority (NQA), which should be independent. In order to progress this process, a seminar involving all the interested parties was organized in September 2007. The Law on NQF was passed in June 2008, and the establishment of NQA is not expected pursuant to the law, which will also implement the arrangements through the institutions foreseen with law.

There is yet no system of VET credit transfer, but it is notable that in all the development processes (curriculum, training programs, profession standards, etc) there are small but concrete steps in this regard. For instance, a considerable number of VET curriculums were modularized, and a process of modularization of other curriculums is ongoing, which enables for an easy crediting of programs. More work is needed in the development of profession standards, in line with the EU countries standards. The tendency of credit transfer from the pre-university level (grade 13) to the post secondary level (or university level) is seen with the information technology, in which a recognized program of European level was used, ECDL. In many private universities, this credit is accepted, if the knowledge testing was done according to international standards. A similar case is with the entrepreneurial program EBDL. This will come into use more, after the development of the 4th level of ISCED, tertiary education, which is now in the agenda of the EU project of VET support in Kosovo.

EUROPASS is becoming popular in Kosovo, not because a lot has been done in this aspect, but there is a high awareness that it is a necessary tool for the free movement of labor force. In bigger organizations, such as in KEK Training Center, the training portfolios of employees are already being practiced. This method of registration is also being applied in the MLSW vocational centers; however it needs to be sophisticated.

²² Members of the group under the CARDSVET project which have been in a study trip in Dublin, funded by ETF.

²³ Dublin Group has received a task to work on the NQF and other EU VET programs

In VET schools, the situation is less favorable. Except in some pilot schools, with the big assistance of international projects (GTZ, Swiss Contact) where teachers have been trained on the latest methods of evaluation and assessment, in majority of other schools dominates the classical method of assessment. A good tendency in this regard is noticed in the application of the method of the final exam evaluation in the VET schools, but this is not present in a broader aspect.

In order to make progress in this direction, it is necessary to have professional trainings of the teaching staff and instructors with the new way of evaluating and assessing of the knowledge of the students and other candidates. For this process is required the development of standards of all the professions which are realized in the VET institutions in Kosovo. CVET should include in its agenda the issue of EUROPASS.

8. Development of statistics

Sustainable records and data are an important evidence for the decision makers to develop effective measures. The Helsinki document provides indications on how should the objectives for improvement of VET statistics be used 'by using and combining the existing records', 'until we are able to provide adequate national records on VET' and 'sustainability and comparison with other education and training records.'

A precondition for the comparison with EU level statistics is that national records should be suitable, based on the harmonized European concepts. This is also the reason why there is an increasing awareness in Kosovo about the importance of VET statistics in a national level. There is a need for improvement and expansion of databases for VET statistics and efforts are taking place in the enforcement of the national statistical infrastructure (Statistical Office of Kosovo (SOK) and statistics in the respective institutions of VET), and other sources committed to statistics.

The political measures that were taken:

The bases of an information system of functional labor market has been developed, including the System of Occupational Classification, which provides a list of professions in Kosovo as well as the means for their classification. Every September, SOK conducts annual Survey of the Work Force (SWF). Within the MLSW, a database for employment mediation has been built, which gives information about vacant jobs, as well as about the profiles of the registered unemployed persons, including the details on the levels of education, skills, respective experience, age, gender, ethnicity, etc. The annual report of the MLSW provides information regarding the employment trends, and they are completed and updated every month.

Most of the records in problems of the Labor Market Information are related to the sustainability and the level of available information, therefore it is difficult to foresee any future employment needs. The problems of this nature in Kosovo are even bigger for two reasons: 1) the prolongation of status settlement, which makes it difficult to foresee the decisions for investments and 2) the tendency of the employers and employees to use informal mechanisms in recruitment and seeking of vacant jobs.

Without comprehensive records from the employment registration offices, the only opportunity for the moment is the reliance on the records from statistical surveys; however the lack of resources has limited SWF in only one study per year, without the possibility of monitoring the seasonal trends.

For this reason, Kosovo relies on international organizations for statistical information, such as UNDP and World Bank. The information on the registration of businesses and information about the membership of CoC, or the business societies is not a sustainable guide for the level of business activities and their market needs.

With regards to the providers of VET, lack of predicted information makes it difficult for them to meet the requirements. This also represents a great obstacle to move from the current VET system, which is driven only by the offer for services and not by the requirement. For instance, the gap between the availability of records, and the eventual graduation of students in the subjects of length up to 4 years, means that the skill needs should be predicted at least for the 5 or 6 coming years.

Labor market information system

To improve the labour market information system and to make data available for users and especially decision makers, the project *KOSVET III* developed a virtual labour market information centre, the internet based KOS-ESTIA system. <http://www.ks-gov.net/kos-estia/>. Based on the information provided by the virtual labour market information centre, the working group LMI supported by the TA-team composed the first labour market information report. Both, the virtual labour market information centre (KOS-ESTIA) and the first labour market information report were presented to the wider public during a dissemination workshop on 15 April 2008.

LMI is defined as information regarding the size and composition of the labor market, the way how it functions, its problems, opportunities and employment oriented goals. Individuals, schools, businesses and government, all of them can benefit from a system which enables them to take better decisions in the areas of their responsibility, to decide about the career, to select the job, or to provide training to fulfill the requirements of the economy for future skills.

The First Labour Market Information Report is drafted by the representatives of the main leading institutions in cooperation with the team of EU project of technical assistance. It represents the current state of the Labor Market, by analyzing demographical, economic or social changes, which together form the labor market. The report represents an analytical mean aiming to inform the policymakers about the labor market trends.

The LMI service means have benefited from the new information technologies, and this system is flexible, centralized and can be used easily for the wide spectrum of clients. The objectives of the system are designed in such a way that they match with the current visions and goals of the ministries and relevant institutions.

9. Vet beyond 2010

The Kosovo VET issues to be addressed in next years should be:

- The budget for education needs to be increased in order to cope with large numbers of young people, the parallel education systems and the poor quality of teaching across Kosovo;
- The cost of the strategies have been measured, but the funds allocated are only 1/7th of what is required to meet the needs for the strategies implementation;
- Schools still have two or more teaching shifts, which hinders any attempt to develop a quality education system;
- The municipalities have neither adequate budgets nor qualified staff to deal with the education activities developed to their level
- Coordination between central, regional and municipal level is inefficient;
- The education and training system is still very narrow and there is a serious shortage of mechanisms and institutions for accreditation, setting standards of achievement, and overall quality assurance in the education sector