

“Our raw material is education - For a modern vocational education



Publishers:

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“Our raw material is education - ——— For a modern vocational education

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Foreword of the three publishers

The title of our small brochure on vocational education in Kosovo has been chosen very consciously. Kosovo does not have the so-called viable resources, that is, natural resources as natural treasures, or other opportunities by which it could develop a modern and stable economy for its citizens. But, other European countries are envious about the fact that it does have an important "resource" for the country's economic and social development that is almost in a

surplus: Kosovo has the so-called human resources, meaning young people who are eager to learn and who with a good work want to build a secure future here - and they surely can do so. Kosovo is the country with the youngest population in Europe!

However, this important "resource" for each country, has not been sufficiently utilized in Kosovo. Only about 20% of young people in

Kosovo have formal employment contracts, and the majority has to work - often illegally - in professions for which they are not qualified at all, and rarely getting a minimum wage! Too many young people today are disappointed because they often have come a long way in education, passed exams with high grades, and in the end they have to understand that they are not useful to this society. On the other hand, Kosovo's economy is desperately seeking for a qualified workforce!

Planning the educational and professional journey for the younger generations is not just a personal desire, or that of the parents. One must also consider the reality in the world of work, in which younger generations should find an adequate job. There are even more factors involved here. The world of work in Kosovo is changing day by day. New vocational qualifications are urgently needed, while some of the existing ones have become redundant and are not needed because there are many. Kosovo is one of the European countries with the highest percentage of young people that are studying. But what seems as very positive at first glance often turns out to be just a mere illusion,

because once the qualification is earned with the completion of education, the award for that used to be a good job position, and most young people now have to realize that they have often pursued unrealistic dreams and were not properly oriented. Moreover, many proud parents need to understand that they have not advised their children properly – and by all means, they only wanted the best for their children.

No modern economy can be based solely or mostly on academic qualifications. Germany, which has an economy with a very prosperous future, can claim this for decades only because its economy rests on two very sound pillars: the Academic and the Non-academic pillar. About 50% of young people in each school year do not seek for a higher academic education, but a vocational education in one of more than 300 different vocations. That's because they know they will be needed by the labor market in the future. Moreover, they can be sure that they will get a good qualification, because everyone, starting from politics, school and down to the economy are investing very much in this “resource”! In addition, graduates with such a solid professional qualification get a good salary.

There is a big number of careers, proving that even zeal and the non-academic ambitions lead to a very good salary.

Certainly the goal of establishing a quality vocational education system that is nationally recognized has not yet been achieved. We need more employers, teachers, but also parents and young people who want to do this and are committed to ensuring that Kosovo has a well-qualified workforce in the future.

Therefore, with this brochure, we would like to address all those responsible for it, so that young people in Kosovo can get the right advice and have a valuable future. These are first and foremost **the parents** who do not know much about all the opportunities and needs of the labor market. These are **the providers of economic and educational policies**, which only jointly will succeed in the fostering of the economic development, which is based on good qualifications for all economic sectors. These are **the entrepreneurs** who need to know that their enterprises will flourish in the future, only if they have a skilled workforce - even for all the areas of their enterprise. These are **the teachers** who

provide their contribution, so that the children and the youth who are entrusted to them are well-prepared for the world of labor.

However, with this brochure we would like to, in particular give some advice to those that need it the most: **the young people**: They should be offered opportunities they can use to get to know the professional world around the world before making decisions and choosing their professional career. They should have the right to see the opportunities offered by dual vocational education in Kosovo (cooperation between school/theory and practice/enterprise): a safe job, a good salary and a satisfying activity that corresponds with their level of education.



Dual Vocational Education



Jan-Axel Voss

Opening remark¹

Why is the topic „Dual vocational training“ important? Is it as important for Germany, as it is for Kosovo?

Initially, about Germany: We are a great country, but with very little natural resources, which means that there are many people, but few materials that can be worked on. That is why we need smart

heads, otherwise our economy cannot prosper. These heads need education. The German economy has been, and is successful because it can rely on good education in all areas and levels of the economy. In this context, there are many meeting points between vocational and academic education: Vocational education in Germany also includes some of the important qualifications that can be used later in academic work and vice versa. Academic education in Germany almost

¹This opening remark is based on the opening speech of Mr. Voss on the occasion of opening the joint conference of the Friedrich Ebert Foundation (FES), the German- Kosovar Chamber of Commerce (KDWW), and the German Association for International Cooperation (GIZ) „Vocational Training and Professional Education are Economic Policy“ on 02.05.2019 in Pristina.

always contains elements of practice, which can be used later, first and foremost when practicing a profession.

But only these two aspects together, the two pillars – the academic and non-academic qualifications - have enabled the economic growth and good prospects for future development in Germany. Therefore, we are convinced, as an embassy, as a German government that Kosovo needs both - academic and practical vocational education. I would like to point out here that there is already one neighboring country, which this year plans to start offering dual vocational education, according to the German model – and by a law: this country is Serbia. Serbia wants to intensify this issue and absorb investments from Germany, or other countries. Belgrade has now begun promoting the opening of a new Volkswagen factory in Serbia and one of the arguments the Serbian government is using right now is good and relevant education.

Within German cooperation with Kosovo, however, it is not about copying the German model. But it is also important for Kosovo to take

into account its own important principles.

The essential thing is the principle of combining theory and practice, or in other words between economy and school, that is, the vocational education. This combination of theory and practice can be achieved in different ways, but all models and all the answers that can emerge require a close cooperation between all the stakeholders. Therefore, it is a good idea to gather all stakeholders from different fields, because only in this way a genuine discussion can take place.

What are the difficulties for Kosovo, in the view of the German Embassy? Many enterprises in Kosovo require employees. I also personally discuss with many entrepreneurs who informed me of this problem. At the same time, many young people in Kosovo are looking for a job. Why then we have such a high unemployment and on the other hand, we have lack of labor force? - complained the employers. According to my impression, I think there is an increased willingness of enterprises and politics to engage more strongly in vocational education, both in the companies as well as in politics.

However, there is a need for a more practice based experience and even more support from abroad. At the same time, the practical cooperation between Kosovo's enterprises and Kosovo's state institutions, including schools, is not sufficiently built. Moreover, even the relevant legal framework in Kosovo is not sufficient. But once we have achieved all of this – the good will from the enterprises and politics, more practice, more support and a better legal framework - will we find ourselves in the paradise of vocational education? I'm afraid not! There is still a lack of career guidance and information for young people and their parents. Actors in Kosovo need to put more effort and introduce the young people and parents with the great opportunities offered by vocational training and vocational guidance. Because while all young people in Kosovo would rather continue with their studies, there will be no change in the field of vocational education, as well as in the labor market. Many people need to change their mind! Many people need to know the opportunities of non-academic vocational training. It is only then that they will understand that it is better to be a well-paid craftsman than an unemployed academic.

Jan-Axel Voss, Acting German Ambassador in the conference.





DUAL EDUCATION - AN ENGINE TOWARD ECONOMIC GROWTH



DUAL EDUCATION - AN ENGINE TOWARD ECONOMIC GROWTH

Joachim Lapp

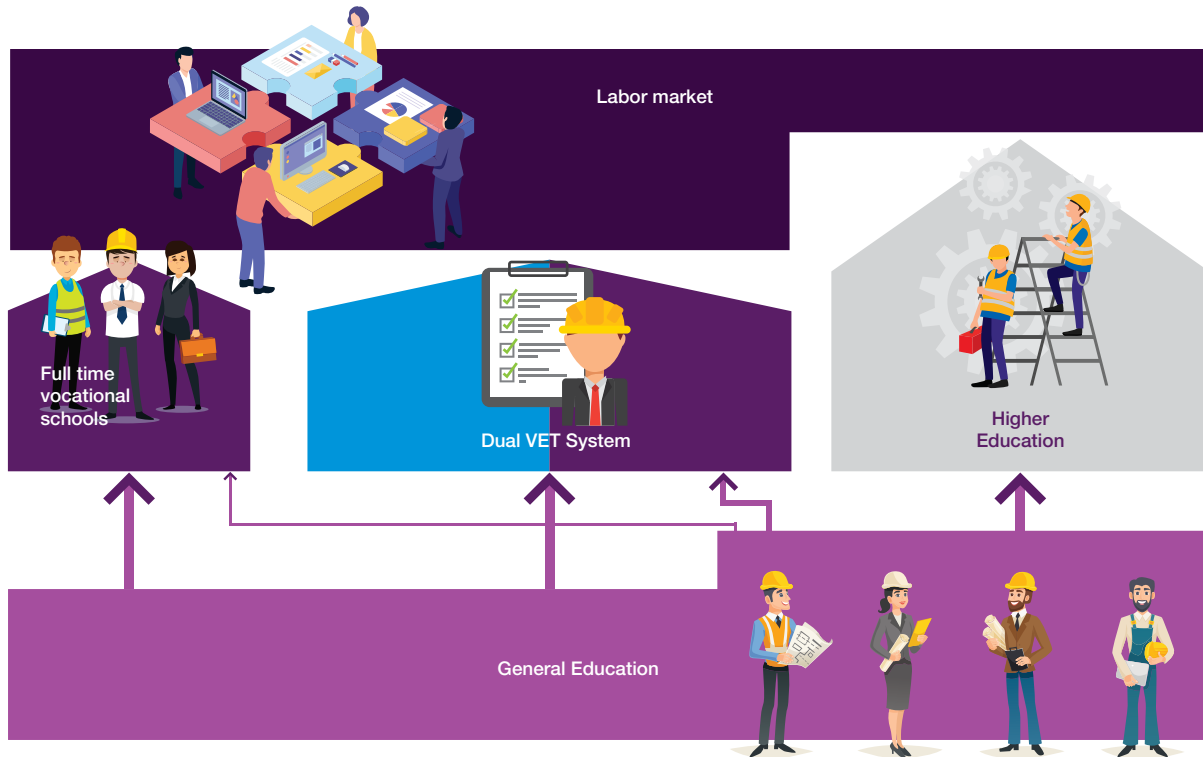
GERMAN EMPLOYERS' ORGANIZATION
FOR VOCATIONAL AND FURTHER TRAINING



- **Vocational and further training policy:** Positions on fundamental and current themes in the area of vocational and further training
- **Public relations work:** Conferences, workshops, technical debates, practical input, position papers, documentation, information on vocational and further training
- **Training regulations:** Modernisation of training regulations
New vocational and further training regulations



Dual VET: a common path to employment



Dual VET: a common path to employment



Ca. 831.800
school leavers
per year

→ Dual VET:
ca. 495.000

→ University:
ca 514.000

→ School-based VET:
ca. 228.000

→ Others....

Ca. 495.000
new apprentices
/ year



Training
contract:
2 – 3,5 years



330
occupations

industry



trade



crafts



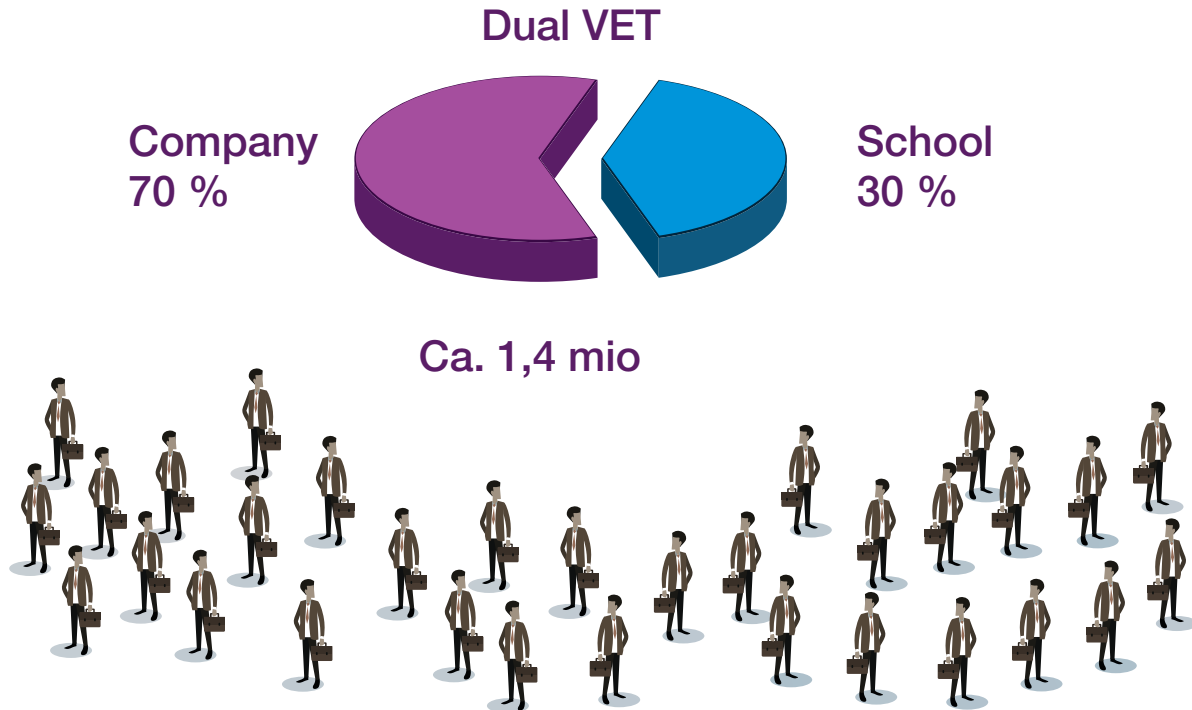
In a nutshell

How Dual VET works



In a nutshell

How Dual VET works



Companies involving in Dual VET



662.000 certified
in- company
trainers



Companies involving in Dual VET



Up to 9
employees

38%

of companies
provide training



Up to
49 employees

68%

of companies
provide training



Up to
500 employees

87%

of companies
provide training



500+
employees

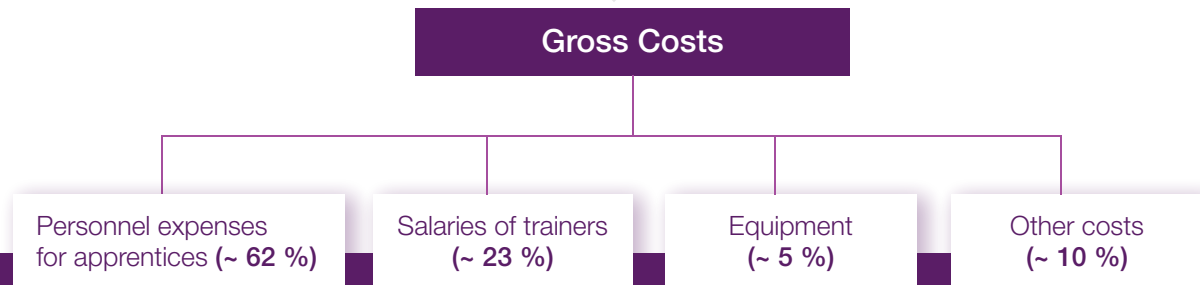
96%

of companies
provide training

Large part of training
takes place in small
and medium-sized
enterprises

Quelle:
Berufsbildungsbericht 2014

Costs



Benefits



Costs and benefits for companies



Why VET works in Germany

- The long history of dual VET
- A very well developed economic structure which results in a high demand from the market for skilled workers
- Small and medium powerful enterprises
- The interest, dedication, and abilities of companies to provide skills
- A competent and powerful representation of employee and employer interests (chambers of organizations/ workers' syndicates)
- A wide acceptance of VET standards through the involvement of social partners in professional education and a culture of cooperative engagement
- Regulatory powerful capacities of the government
- Competent teachers and trainers for VET
- The general education system prepares youth for VET

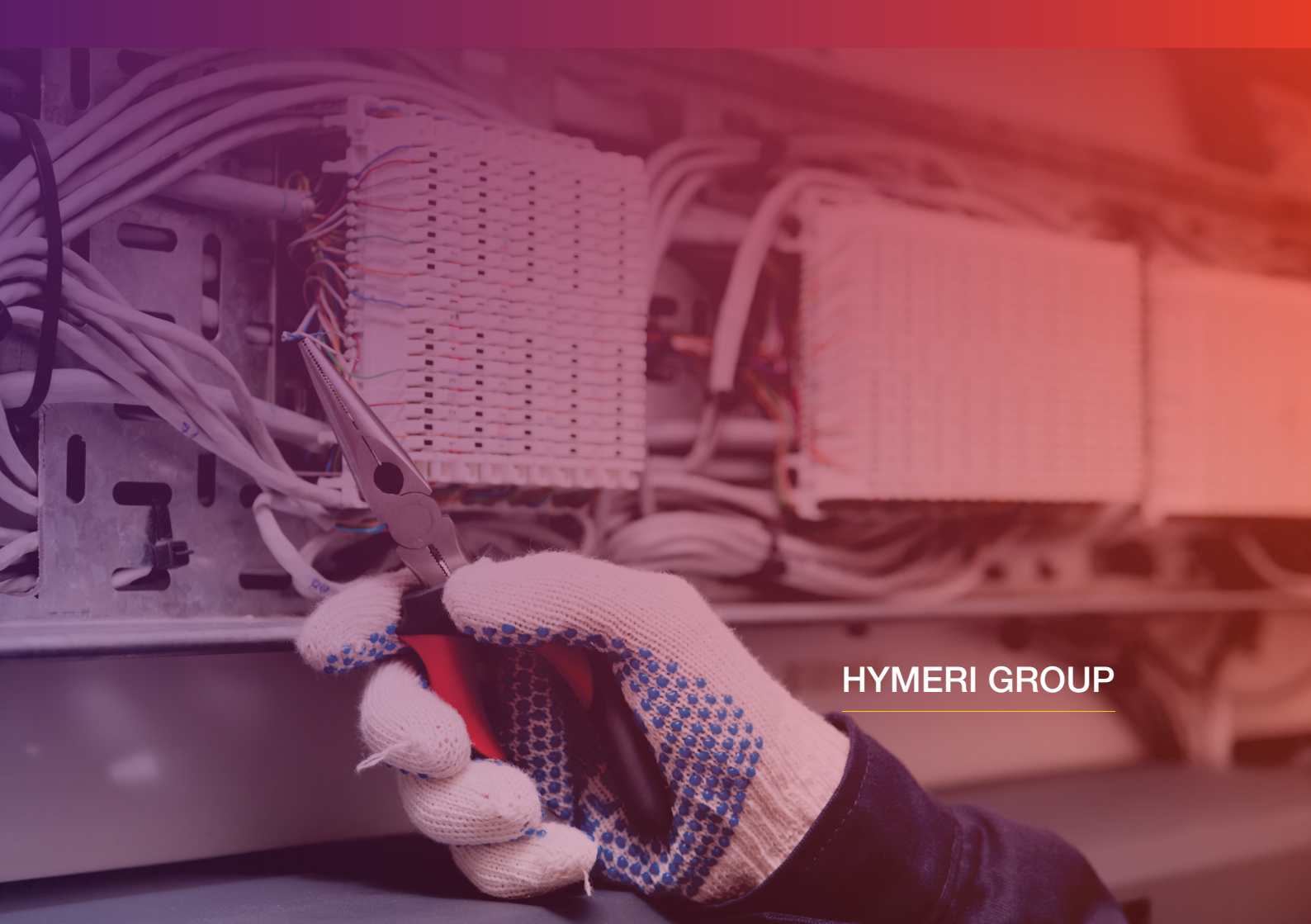
Social sustainability

	Jugendarbeitslosenquote			Anteil der erwerbslosen Jugendlichen an der gleichaltrigen Bevölkerung		
	2014	2015	2016	2014	2015	2016
EU-28	22,2	20,3	18,7	9,2	8,4	7,7
Euroraum (ER-19)	23,8	22,4	20,9	9,5	8,8	8,2
Belgien	23,2	22,1	20,1	7,0	6,6	5,7
Bulgarien	23,8	21,6	17,2	6,5	5,6	4,1
Tsch. Republik	15,9	12,6	10,5	5,1	4,1	3,4
Dänemark	12,6	10,8	12,0	7,8	6,7	7,9
Deutschland	7,7	7,2	7,0	3,9	3,6	3,5
Estland	15,0	13,1	13,4	5,9	5,5	5,8
Irland	23,9	20,9	17,2	8,9	7,6	6,7
Griechenland	52,4	49,8	47,3	14,7	12,9	11,7
Spanien	53,2	48,3	44,4	19,0	16,8	14,7
Frankreich	24,2	24,7	24,6	8,7	9,0	9,0
Kroatien	44,9	42,3	31,1	15,3	14,0	11,6
Italien	42,7	40,3	37,8	11,6	10,6	10,0
Zypern	36,0	32,8	29,1	14,5	12,4	10,7
Lettland	19,6	16,3	17,3	7,9	6,7	6,9
Litauen	19,3	16,3	14,5	6,6	5,5	5,1
Luxemburg	22,3	16,6	19,2	6,0	6,1	5,8
Ungarn	20,4	17,3	12,9	6,0	5,4	4,2
Malta	11,7	11,8	11,1	6,1	6,1	5,7
Niederlande	12,7	11,3	10,8	8,6	7,7	7,4
Österreich	10,3	10,6	11,2	6,0	6,1	6,5
Polen	23,9	20,8	17,7	8,1	6,8	6,1
Portugal	34,7	32,0	28,2	11,9	10,7	9,3
Rumänien	24,0	21,7	20,6	7,1	6,8	5,8
Slowenien	20,2	16,3	15,2	6,8	5,8	5,1
Slowakei	29,7	26,5	22,2	9,2	8,4	7,2
Finnland	20,5	22,4	20,1	10,7	11,7	10,5
Schweden	22,9	20,4	18,9	12,7	11,2	10,4
Ver. Königreich	17,0	14,6	13,0	9,8	8,6	7,6
Island	10,0	8,8	6,5	7,7	7,1	5,4
Norwegen	7,9	9,9	10,9	4,3	5,5	6,1
Türkei	18,0	18,6	19,6	7,3	7,7	8,2
Japan	6,2	5,5	5,1	-	-	-
Vereinigte Staaten	13,4	11,6	10,4	-	-	-

Quelle: Eurostat (Online-Datencode: une_rt_a)

EU-28:
18,7%

Germany:
7,0%



HYMERI GROUP



Hysni Ymeri, Hymeri & Kleeman

Hymeri group

Seeing and noticing the obstacles encountered in the sustainability and business development in Kosovo's labor market, as well as the high level of unemployment among youth, I came with the idea of opening a training center for the development of our capacities, that is, for professional training of skilled workers in respective areas of industry in which we operate. This way, with the development of the capacities of our Center, we now have trainings provided for different branches and for all candidates, and not only for the needs of our company, but also for the needs of the

labor market. We as a Group are committed to promoting and improving knowledge by creating an opportunity that will be directly in line with the further development of the labor market.

The training provided by the MEISTER Training Center enables candidates to develop the practical and theoretical part in:

- Electrical installations,
- Sanitary and
- Mechatronics.

This way, the candidate can see real things, see

the real work that happens in the company and perform as a project assistant, and at the same time receive a salary for his/her own needs. Following a period of nine months, the candidate may get a job position having a market competitive salary.

Practice is a training system for workers in a specific vocation. Interns build their own career out of the exercises. Much of the training is held by working for the employer who helps the interns learn the trade in exchange for their work for a specific period of time, after the training period. The benefit of the candidate from the training center after the completion of the training is his/her professional training, that is, to be ready to work independently in a given branch, get a job, learn the organizational culture of working in a private enterprise, develop personal management skills and self-initiative, and feel as a useful person and with integrity.

However, numerous results underline the fact that poor skills of the labor force are not the only result of the inefficiency in the workplace; this means that the improvement of general education and early education should be a priority for relevant institutions.

Weaknesses in the education system can limit the ability of formal education institutions to have their impact over the skills needed for the labor market. Poor skills of workers and their inconsistencies with their current jobs are the other side of the challenge in this regard.

Another challenge, but not the least one, is the culture or the mentality of our families towards vocational training, and parents' pressure on children to attend the university-level of education. In spite of this, the commitment and willingness of parents and families are expected to support and encourage children to develop their career through vocational training centers.

Professional public schools in Kosovo should provide a combination of trainings and practice. Unfortunately, due to lack of infrastructure and arrangements with business companies, most of these schools do not actually provide any practical work. In this regard, the strengthening of cooperation between professional schools, businesses and private donors or foreign organizations is one of the key factors impacting the development and growth of genuine training centers. Therefore, we should thank our donors,

such as ADA, GIZ, HELVETAS for their financial and organizational support because thanks to this we now have all the capacity for trainings and professional training of staff.





Frank Hantke
FES Prishtina

**FRIEDRICH
EBERT
STIFTUNG**



The idea for an
advanced system of
Vocational education
in Kosovo

On the current situation of Vocational Education



Vocational Education without any perspective

- In principle, Vocational Education in Kosovo, until now has not been adjusted to the needs of the Labor Market!
- This includes all levels of education: universities, vocational schools, secondary schools, elementary schools



Outdated educational contents, poor equipment

- School equipment, in most of the cases is very poor!
- Educational contents are outdated and not so much "oriented from the process."
- That is to say, they transmit some very little skills, which may be used in practice in a vocation, or based on which a fully meaningful vocation may be developed.

There is no guidance – wrong promises

- Students and their parents are not given any advice.

This includes also the capacity for achieving results and talent, as well as the possibilities that exist in a certain sector from the vocational world.

- The offer for high education until now is mainly concentrated at universities – often times not paying attention to the quality they provide.



Vocational dead end after completion of education

- Thus, many youth are pushed to this dead end:

they think studying is
the best possibility and then they get
desperate because of not being able
to find a job.
- Many youth have studied wrong subjects,
even though they were interested
in something different.



What is needed?

- Research for economic sectors with potential for development, like:
 - Tourism /Spatial planning
 - Agricultural production and processing
 - Services, private and public administration
 - Energy production and distribution
 - Light industry, e.g., textile production and processing, leather industry
 - Mineral resources, rare minerals



What are then the qualifications on demand from the Labor Market?

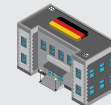
- Research on qualifications on demand in the above-mentioned sectors – from the lowest profiles and the highest ones: from simple workers to professional and qualified managerial workforce
-



Why a good vocational education may be a good alternative to studies?

> Who can do best?

- Not everyone wants to study
- Not everyone can study
- Many have other talents
- Everyone according to his/her skills and wishes
- Orientation should take into account the demands and opportunities of the Labor Market



An example:

- It is impossible to build a house with many architects - one is sufficient!

- There is a need for more other workers - professional ones, like:
 - brick-layers
 - tinsmiths
 - electricians
 - etc.

- Nothing will function having managers only and no professional workers at the construction site



What ensures your future?
It is for you to decide!

➤ Happy as a qualified
worker, or



➤ ...desperate as
a jobless academician



Every developed economy is based on good qualified workers

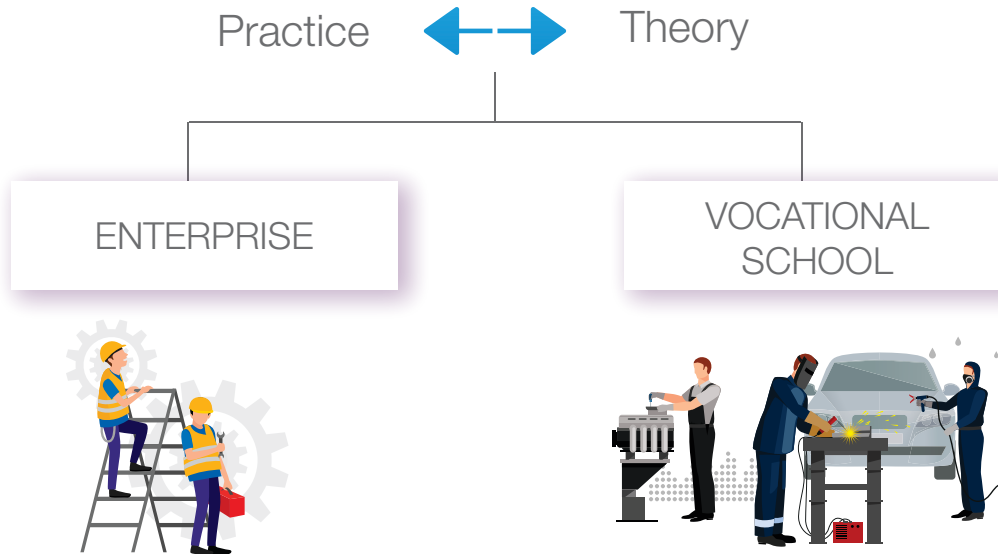
- To develop good products
and offer good services, professional
good qualified workers are most needed

- Professional and quality work
means the salary is secured

- A secured salary offers
future perspectives



In principle, vocational oriented education has to have two pillars:



In principle, vocation oriented
education should have
three partners:

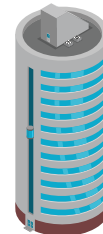
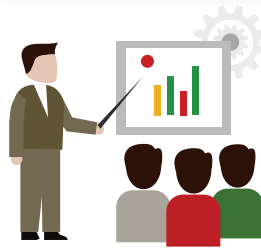
EMPLOYER



SCHOOL
TEACHER
STUDENTS



STATE



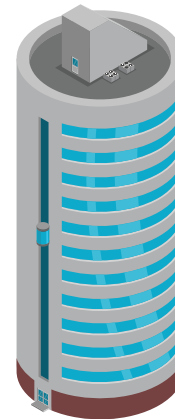
Why the employers?

- They need qualified workers
- They know what is to be learned
- They can offer the place for practical work
- They take co-responsibility for the good development of the economy



Why the state?

- The state ensures a framework of good conditions for the development of the economy
- The state – with the economy – define the vocational professional education regulations and certifications
- The state is responsible for the schools and their teachers
- The state is responsible for the labor market policies – i.e., also for the professional guidance and vocational orientation



Why schools, teachers and students?

- Schools are financed by the state
- Schools need to co-operate closely with the economy
- Teachers have to get good education
- Students need a good education in an enterprise and get a generally recognized certification



STATE

Laws
Regulations
Curricula

Employers' enterprises
where education
takes place
Vocational education
contract
Vocational
education plans

Participatory offices,
as chambers
Implementation
of rules control

A good vocational
education consists of:



What is then needed?

- Research for labor market needs
– today and tomorrow

- Co-ordinated co-operation between politics, economy and schools
for the development of vocational education sectors that
are recognized at country level

- A national network of public vocational education centers
with good qualified teachers

- Promoting vocational education as a good alternative to studying

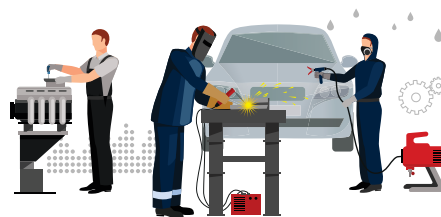
- Unhindered access for all interested youth

- Sufficient offer from the economy in cooperation with schools
for a practice oriented education

- Good professional guidance at schools and universities,
in cooperation with the employment agency (NES)



MODERN SCHOOLS



DUAL SYSTEM



JOBS FOR EVERYBODY



A HAPPY YOUTH



VOCATIONAL EDUCATION AND THE FUTURE OF THE YOUTH – A KEY TASK FOR THE TRADE UNIONS



Ansgar Klinger

Vocational Education and the Future of the Youth – a Key Task for the Trade Unions

Vocational education is a key area for trade unions. The underlying basis for this is that education in general and vocational education in particular, have a decisive impact on people's life and professional perspective. Since trade unions are often organized according to sectors, that is, by professional field, e.g. metal and electric sector, the chemistry sector, etc., they have special powers and responsibilities for the

vocations represented within those sectors. Employers are similarly organized in sectoral associations, e.g. metal and electric industries, chemical industry, etc., and they have particular knowledge and responsibilities for the vocations represented in their sectors. The crucial impulses to employees' living and working conditions are transmitted through their occupations and developments. Therefore youth vocational

education, as well as advanced employee education, is an essential task for the unions; the competences acquired by unions in this area also represent an important motivation for employees to become members of a union.

In Germany, with the Law on Vocational Education which was adopted in 1969, the rights and obligations in the field of vocational education became standardized and the competence and eligibility criteria of vocational education centers were formulated. For the first time, a special institute was established, it is today's Federal Institute for Vocational Education, which established the public responsibility for vocational education and defined the so-called social partnership between trade unions and employers' associations in the area of vocational education. In this way, the Federal Institute also organizes the so-called occupational restructuring - occupations and related vocational education are constantly adapted to technical and economic developments over a period of years, or decades. In the process, along with the competent ministries, experts are also included, primarily representatives of trade unions and

employers' associations. Together and by agreement they prepare the drafts for the restructuring of vocations and this is precisely the precondition for their recognition.

After the Federal Institute's "Principal Committee", the "Parliament of Vocational Education", which consists of representatives of trade unions, employers and the state, approves the restructuring of education, that is, vocational training, it is only then that the government starts to implement it. Regulation and social partnership are the two important determinants of vocational education in Germany and according to my opinion it proved to be a "successful recipe" for having a vocational education with a high image in the country. In Germany, a "National Strategy for Advanced Education" was adopted recently, in which unions, together with employers and the government, along with the commitment for vocational education of young people, they also worked to improve advanced vocational education within a social partnership.

Ansgar Klinger, Member of the Executive Board of Directors of the Trade Union on Education and

Science (Gewerkschaft Erziehung und
Wissenschaft), Vocational Education and
Advanced Education.





DUAL EDUCATION IN VOCATIONAL SCHOOLS



ISUF ÇALAJ

**DIRECTOR OF THE TECHNICAL
HIGH SCHOOL (SHMT)
"PJETËR BOGDANI", FERIZAJ.**



Dual Education in Vocational Schools

➤ Dual education is a VET modality that is offered in vocational schools in several European countries, mainly in German-speaking countries, and has proved to be quite successful.



➤ The dual system in vocational secondary education prepares students quite well for entering the labor market.



➤ This system creates a closer relationship between schools and businesses, because after students complete their education, they become competent and acquire job-related skills.

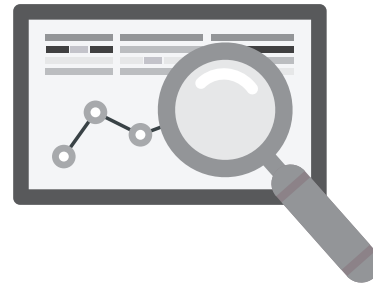


In order for me to have a more clear idea about the vocational schools in Kosovo and the need for them to be in a partnership relation inside the dual education system, I have tried to find answers to the following questions:

➤ What characterizes the dual education in Germany?



➤ What was the opinion of some of the vocational school teachers in relation to the implementation of the dual education in Kosovo (taken from I.P.)?



The dual VE system in Germany has the following features:

- Joint public and private sector responsibility in relation to the VE;
- Vocational education is implemented in companies or specialized training centers (for the practical part of the curriculum, which is 70%) and in vocational schools (theoretical part of the curriculum, which is 30%);
- The dual system is a concept developed at the federal level, with a mandatory legal framework for all school subjects;
- Social partners provide their contribution to the development and adoption of professional qualifications, as well as to the evaluation and certification of students;
- Students are considered employed in the enterprise for the duration of the dual system qualification process.

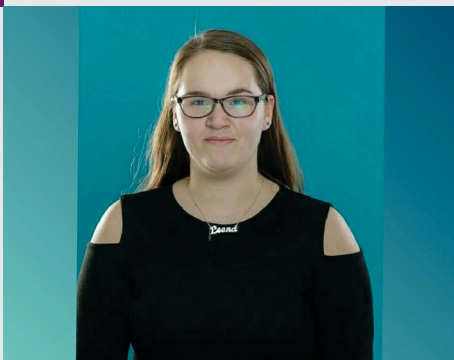
Regarding the teachers' opinion about the dual education system in Kosovo, I think that some of the teachers' answers are not knowledge-based, and the questionnaires were completed just for the sake of it, so it does not seem credible to draw a conclusion from these questionnaires.

Regarding the implementation of dual education in Kosovo, I think that this system can start with the implementation, following a proper preparation, and for some profiles only, without including grade 10 which the labor market in Kosovo can absorb. There are no large companies in Kosovo which could involve a big number of students, thus the distribution of

students with the same profile in different companies does not provide them with equal training opportunities. The vast majority of companies are in the area of commerce and repairs and not in the area of production. They lack staff with sufficient knowledge in the methodology of teaching, and it is for this reason that it would help a bit in the design of the curriculum and the evaluation of students.

Before starting with the implementation of the dual education system, which is more than necessary for some profiles, a genuine VE reorganization should also be made.





Leona Jahiri

a student of the vocational school

Hello,

My name is Leona Jahiri and I come from the town of Ferizaj. I have just finished the secondary vocational school in the Centre for Competence, the profile of Food Safety and Diets Assistant.

After completion of the primary school, I was in a dilemma about my future orientation. Like any of my peers, I thought I would go to a general gymnasium.

But I asked myself what I would do after three years. A large percentage of young people have

completed their education in this type of schools, but in the end they did not achieve much success in getting available jobs, as the number of graduates coming from these schools is very high.

I had another option: to continue my education in a secondary vocational school. But, whenever you hear about vocational schools, you hear that they are underestimated and without any support. After checking about secondary schools, I came to a conclusion that a secondary vocational school is a good school, because there you learn about the trade you have chosen and at the same

time you upgrade your career. Our future means that there will be a demand for professionals with different profiles who will know how to do a good job.

Believe it or not, there are more available jobs for us than for other students. Completion of this school means that you become a capable person and with a vocation you will practice in the future. For this reason, my message to all students enrolling in secondary schools is to give importance to vocational schools. Enroll in these schools and open the doors to your future.





**"THE PROSPEROUS FUTURE FOR
OUR CHILDREN DOES NOT NECESSARILY
MEAN TO OPT FOR ACADEMIC STUDIES."**



Havushe Bajrami Bunjaku,
mother, Parents Council

"The prosperous future for our children does not necessarily mean to opt for academic studies."

Dear Participants,

Thank you for your consideration shown for Parents Council, and also your readiness for cooperation and for providing us with the opportunity to express our concerns as well as give our recommendations.

I do not want to further elaborate on this topic, because you have done sufficient research and

studies, but I learned some very important information in this conference and that is why your project deserves a letter of gratitude.

I said on that day, and I am also expressing my opinion in this letter about vocational education in Kosovo, from the perspective of a parent, in this case of a mother and an employer, and as well as an entrepreneur.

From the parent's point of view, the situation is painful because after raising her child and sending this child to school, no mother would like to see her child leave the country for the reason of having a better life. I am not against finding better education and jobs abroad, but the situation has become a concern because everybody is leaving the country. If a country loses its youth, this will be painful for the parents and the country, in general.

But, on the other hand, if we check about how much employment opportunities and perspectives are offered in this country, then this concern is even bigger.

Seeing the situation from the perspective of a female entrepreneur, I have to say that we now have a new business activity in Kosovo – the processing of medicinal and aromatic herbs into organic teas and aromatic oils. This new activity requires for a new processing line, and it is here where we encounter the obstacles.

We have been running a project for 3 months now and we have purchased an extractor for medicinal and aromatic herbs, but sadly we do

not have any professionals capable of demonstrating and operating with this equipment.

Last year my daughter finished primary school. My wish was that she enrolls the secondary in agriculture, since we have this family business now and therefore we would need new staff. But, I could not convince her to do so, and her reason was that only low grades students go to this school.

The question raised here is – how come students in these schools achieve results when they only learn the theory and don't do any practical work at all, and how to change the vocational schools, so that they each year prepare young staff for employment. The same situation is with my other daughter, who will be in grade 10, and she has chosen to continue in the gymnasium.

The opinion of the parent is that vocational schools should change their curricula completely and prepare new staff who besides theory are also involved in practical work.

The conducted research has proven that there is a demand for workers who with a vocational education and a craft skill can be employed and perform professionally, while on the other hand there are over-qualified workers who work just to have a job. For instance, a graduate from the faculty of law works as a waiter, a kindergarten teacher works as a saleswoman, and an economist works as a driver. This is worrying, because none of them is prepared for that vocation. They work because they need to. But, even if they are given the chance to go abroad, then a law graduate cannot work as a lawyer or judge in another country, and instead must work in construction sites. Although this person has completed the secondary and university education, he/she shall work in the area of crafts.

Therefore, it is time to intervene, so that young people do not waste their time with studies which they will not need in the future; of course I am referring here to those students who have a talent for craft.





Erza Plava

FES



Through rounds of discussion, the conference brought together representatives of different stakeholders in joint talks. Erza Plava has

compiled a summary of interesting discussions that were moderated by Jeta Xharra

DISCUSSION

“General Conditions and the Experiences of the Vocational Education in Kosovo”



ANSGAR KLINGER

*Member of the Executive Board of Directors
of the Trade Union on Education and Science (GEW)*

**We all need to cooperate
and share the responsibilities!**

During the joint conference, the general conditions of vocational education in Kosovo were discussed from different perspectives of the participants. Ansgar Klinger (Trade Union for Education and Science in Germany) emphasized that in Germany vocational education is a well-established system, since it has become a public responsibility and cooperates with social partnerships. According to him, both are important for the acceptance of vocational education in society.

BEDRI XHAFA

*Director of the Employment
Promotion Agency in Kosovo*

**Implementation
would take more than ten years!**

Bedri Xhafa (Director of the Employment Promotion Agency in Kosovo) agreed that the dual system in Germany is very successful, but that it would take more than ten years to have it implemented in Kosovo, even if it were to be perfectly elaborated.



ISUF ÇALAJ

*Principal of the
Vocational School "Pjetër Bogdani"*

**We need more
support from parents!**

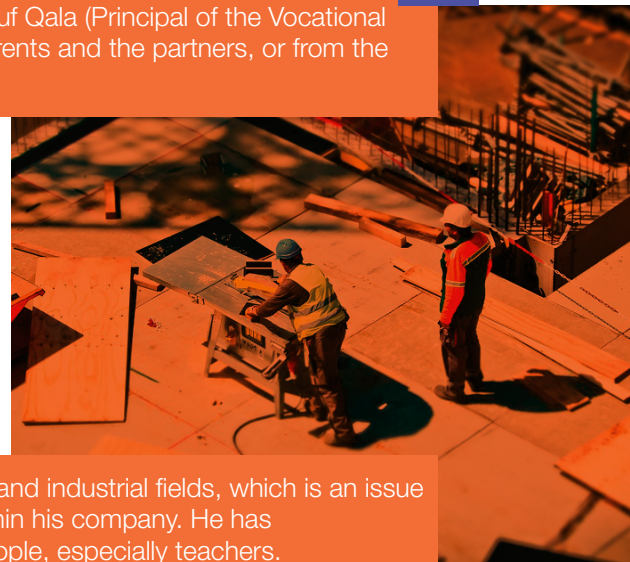
Vocational schools have improved the situation in Kosovo, said Isuf Qala (Principal of the Vocational School "Pjetër Bogdani"), but there is still lack of support from parents and the partners, or from the society for sending their children to vocational schools.

KEMAJL ZARIQI

*Director of Tools
Factory "Plus"*

**No vocational education, means we will
have shortage of qualified workers!**

This causes a shortage of qualified workforce in many vocational and industrial fields, which is an issue also faced by Kemajl Zariqi (Director of Tools Factory "PLUS") within his company. He has recommended for an increased engagement in training young people, especially teachers.



HAVUSHE BUNJAKU

Parents' Council in Prishtina

More vocational education schools in all municipalities and preparing youth for the labor market!

Havushe Bunjaku (Parents' Council in Prishtina) emphasized the need for changes in the education system, but also in the mentality of the citizens in Kosovo.

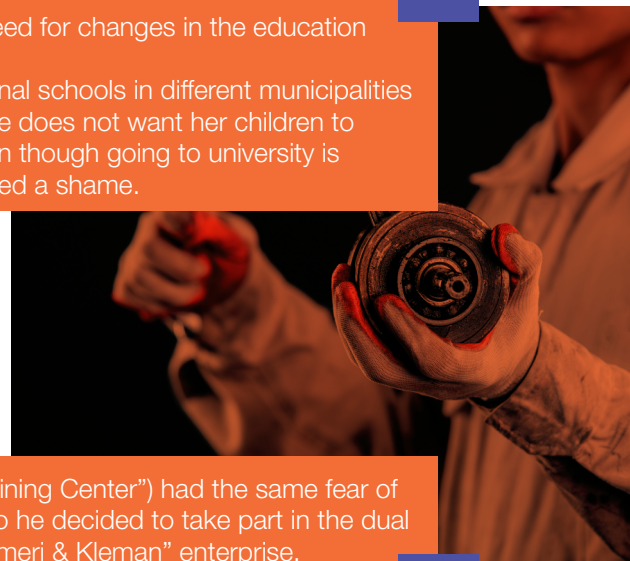
She proposed the changing of the curriculum, supporting vocational schools in different municipalities and preparing Kosovo youth for the labor market. As a parent, she does not want her children to finish their studies and have a degree and then not find a job, even though going to university is considered a goal, while choosing a vocational school is considered a shame.

ELHAMI KADIRI

Student in the Vocational School at the "Meister Training Center"

I did not want to end up as unemployed, so I chose the Dual Education System!

Elham Kadiri (Student of the Vocational School at the "Meister Training Center") had the same fear of ending as an unemployed person, or as a waiter with a degree, so he decided to take part in the dual education system and now he is at the Training Center of the "Hymeri & Kleman" enterprise.



DISCUSSION

“The Future of the Vocational Education in Kosovo”



All participants agreed that the vocational education system in Kosovo should move forward and that the mentality in the country should be changed. It is not efficient to send all young people to universities. Instead, they should be supported to attend vocational schools and prepare for the labor market in Kosovo.

JULIA BECKER

GlZ Kosovo

The large number of donors in Kosovo are not able to put things in order! The way of thinking in Kosovo is another issue.

Moreover, Becker has recommended for the recruitment of teachers and trainers from the vocational schools, who have good skills in career advice and guidance, in order to improve the image of the vocational schools.

Furthermore, Becker has recommended the recruitment of vocational school teachers and trainers who have good guidance and guidance skills in order to improve the image of the vocational schools.

FRANK HANTKE

FES Prishtina

**Young people should not always follow their parents' wishes!
They should do what they want for themselves!**

Frank Hantke (FES Kosovo) has addressed another problem: that of the way of thinking in Kosovo. Many young people follow their parents' wishes and their families and not to do what they want to do, or what they have a talent for. Schools should focus more on discovering young people's talents and provide them with the opportunity to achieve what they want in the job market

VALBONA FETIU MJEKU

Ministry of Education in Kosovo

Schools cannot do this alone – they need cooperation with businesses!

Schools in Kosovo are improving and the new curriculum will be implemented, stated Valbona Fetiu Mjeku (Ministry of Education, Kosovo). She then emphasized that no school can prepare students for all the vocations found in the labor market. Cooperation with industries and enterprises, as well as their inclusion in the education system is required essentially, so that young people can enter the labor market as well-qualified workers.

ARBEN ZYMERI

Director at "Meister Training center"

Youth need to be trained, in order to improve their attitude towards work!

Arben Zymeri (Director at the "Meister Training Center") added that it is however important that young people are also taught to follow strict rules in training centers, in order to improve their attitude towards work.

**Kosovo could have a bright future with its talented youth
– but a strategy based on changes in Education System is needed
and it should be oriented towards the labor market!**

Nora Hasani from Kosovar-German Chamber of Commerce (KDWW), emphasized that the demographic situation in Kosovo represents a dream for the economy of many other countries. Kosovo has a large number of young talented workers who can drive Kosovo's economy forward, if there is a good strategy.

With a change in the education system and the mentality of citizens, as well as with improved cooperation with enterprises, Kosovo could have a bright future for young people and its economy, through vocational education.



Jeta Xharra

Journalist

Promoting Vocational Education in Kosovo

During the one-day conference on vocational education, I was most impressed by the fact that we discussed a taboo topic that is installed in our society, about how the society experiences the enrollment of their children in vocational schools or craft schools.

We spoke openly about the fact that the 'crafts' schools in Kosovo are treated as inferior schools, such as schools that are a nest for children with

low level of intelligence, schools from which people are ashamed of.

It was exactly because of this that we discussed about the fact that in Kosovo we have waiters with several master degrees. This is because we encourage our children to finish their university studies and then earn a number of master degrees, and this way they then become useless for the labor market.

I was particularly impressed by the extraordinary producer of herbal products, Mrs. Havushe Bajrami Bunjaku, who had in fact encouraged and recommended her daughter to study agriculture. But, the stigma of working the land, land work, the underestimation for those in agriculture, means that you will not be treated seriously by the society or considered a female 'intellectual'. This made it impossible for her to persuade her daughter to gain knowledge on agriculture. This parent spoke openly about this family problem, by illustrating to us, the public, a case that shows that even when parents support education for a certain trade, young people will avoid these vocational schools.

On the other hand, during the conference, I as moderator presented some statistics that we have drawn from the debates we had on the very same topic. We showed that as many as 1,000 jobs in Kosovo (with 40% unemployment) were currently open in the field of industry, hotels, food processing, etc., and these jobs were not filled because there are not enough people in Kosovo that have been educated in relevant vocational schools.

Of course, what is worth mentioning is that during the conference we also discussed about successful stories, such as that from a private company that was training youth to repair elevators, and I was impressed with the fact that most of the people who are trained there get employed immediately, and the company does not have any serious problems with migration of qualified staff to the western countries. This fact makes me happy.

Understandably, the subtitle of this conference was another thing that I was telling to myself during the conference: "The donors in this conference are helping Kosovo to build vocational schools, but what about if these young people will be ending up in these countries that are financing this conference, and this looks like we are training people to maintain the services market in Europe, and not to develop Kosovo.

For instance, entire nursing programs are part of some private universities which are training nurses for exports, and not for staying in Kosovo. This does not make me happy." However, the fact that at the conference we

elaborated on the topics, with impressive public engagement, with many students, officials and school leaders who engaged in a very lively discussion, shows that this is a most needed topic in Kosovo. The main recommendation drawn from the conference was the need to adapt the curricula of schools and universities in Kosovo to the needs of the labor market in Kosovo. Another thing we noticed was the poor level of public professional schools, compared to the private professional schools that were presented at this conference; the difference in presentations was like night and day. This should change in the future, and donor investment in public schools should be greater.





Anna Kontny

GIZ



Marigona Mustafa

KDWV



Mevlyde Hyseni

FES

Afterword in the brochure

When we had closed our conference in May, many people contacted us to get more information. We were congratulated on the interesting contributions, which in part surprised them. They were some entrepreneurs, some parents, or even teachers. But, there were still very few among them who were in fact the real contact partners: the youth. We certainly did not

expect the world of vocational education and the Kosovo labor market to change overnight. But, we have been able to determine that there are, or will be many who want to get more first-hand information - from employers, entrepreneurs, teachers and the graduates.

Invitation to discuss with you in schools, enterprises, or youth centers

Therefore, we want to make this brochure available to you with information and recommendations, but also to inform you that we want to use the upcoming months to bring the information where appropriate: In **schools**, where we want to contact **parents, children** and **teachers**; in enterprises who want to get more detailed explanations and details from colleagues in the business field, but also in politics and at all levels - from ministries to municipal assembly members.

**We are happy to visit you and would
be glad to hear your questions or requests!
About this, please contact the following persons:**

- **GIZ: Anna Kontny**, anna.kontny@giz.de
- **KDWV: Marigona Mustafa**, marigona.mustafa@oegjk.org
- **FES: Mevlyde Hyseni**, mevlyde.hyseni@fes-kosovo.org

In the information provided below, you may find the first answers to your questions about dual vocational education projects, the future of education, the world of labor work and the economy.

“Our raw material is education - ———
For a modern vocational education

28.08.2019 —————



**“Our raw material is education -
For a modern vocational education**



KOSOVA

we want
që duam
koju zelimo