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Swiss Agency for Development
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EYE Enhancing Youth
Employment



**PILOT RESULTS FOR
WORK-BASED LEARNING
WITHIN THE
VOCATIONAL EDUCATION AND
TRAINING VET SYSTEM IN KOSOVO**

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Introduction

This document details the implementation of dual education through a work-based learning (WBL) scheme supported by SDC's Enhancing Youth Employment (EYE), which was initiated in close cooperation with Ministry of Education, Science and Technology (MEST).

The note starts by outlining the legal framework and background for work-based learning (WBL), and then discusses how EYE initiated the implementation through the pilots, including the modalities for how the scheme was implemented. The note then details the findings from the implementation and ends by laying out conclusions and recommendations to be considered by MEST as the central institution in charge, as well as the Vocational Schools for further improvement of WBL implementation in the future. Additionally, recommendations laid out in this document will serve as an asset for other donor projects which support Kosovo in improving the WBL implementation scheme.

Background

In Kosovo, professional practice is integrated into the existing Vocational Education and Training (VET) curricula. Professional practice is implemented within school workshops (small number of workshops are equipped with tools and equipment by donor projects), simulation workshops (practice firms) and within in-company premises. Although curricula documents stipulate that professional practice is integrated into VET curricula, in practice, this is not implemented systematically. However, regardless of what curricula documents specify, it is not currently implemented in any systemic fashion.

From the legal perspective, dual education is allowed within the VET Law¹, The Kosovo Government considers dual learning as a priority measure in the Kosovo National Development Strategy 2016-2021, through which it is planned to improve the links between education and the labour market (see graph below).

Pillar 3: BETTER LINKAGE BETWEEN EDUCATION AND LABOUR MARKET

Implementation of the combined VET pilot system with elements of dual learning (combination of learning in schools and in enterprises) starting with VET priority areas and in compliance with core curriculum. Coordinate the pay subsidization system with priority areas, in order to allow better integration of VET graduates into the labour market.

Although legislation allows dual education, MEST prefers to adopt the term 'work-based learning,' because it considers 'dual education' as too ambitious for Kosovo. Looking at European Centre for development of Vocational Training-CEDEFOP (2008) the term of 'dual education' may be used interchangeably with 'work-based learning'. According to CEDEFOP:

"Work-based learning" is a broad term with various definitions. We understand it in the sense that it provides opportunities to achieve employment-related competencies in the workplace that help them connect school experiences to real-life work activities. Work-based learning is

¹ VET Law No. 04/L-138: Article 5/3.4. In IVET is allowed implementation of dual forms of vocational education and training in which practical training and experience is realized in enterprise, while contracting enterprises. Conditions and criteria that govern such provisions are regulated by sub-legal act.

often undertaken in conjunction with classroom or related learning, and may take the form of work placements, work experience, workplace instructing, instruction in general workplace competencies and broad instruction in all aspects of industry.”²

Meanwhile, although the economy in Kosovo is sluggish, there were signs of interest exhibited by local companies to initiate cooperation with VET schools in work-based learning. Therefore, towards the end of 2017, EYE decided to support MEST to explore possibilities for WBL implementation. The model would introduce 3 new elements to the system:

- Compensation of the students by the companies (monetary payment, transport or food allowance);
- WBL training plan developed by the VET schools in cooperation with in-company instructors;
- In-company instructors training (taken over by GIZ/Youth, Employment & Skills YES project);

Implementation

Piloting Phase: First cohort

WBL commenced in the beginning of 2018 when EYE introduced the first WBL pilots for 12th grade students at four VET schools. EYE facilitated meetings between VET schools in Kaçanik, Ferizaj, Gjakova and Vushtrri with local companies to identify profiles, determine the number of students companies could accommodate, and gauge the willingness of companies to engage in such an endeavor. Companies were required to pay for student labor, and either companies or schools were responsible for arranging students' health insurance coverage for the 6-month WBL placement.

The first WBL cohort began on January 15, 2018, and lasted till the end of the school year on May 15th, 2018. A total of 35 students enrolled in the pilots in six companies: Tefik Çanga, DAQA, Sela Impex, KIVO, Creative, Aztech. Of the original 35 students, 22 students completed their apprenticeships, out of which 5 got employed.

EYE engaged a local consultant to develop the in-company WBL training plan and evaluation forms jointly with companies, and also engaged the Swiss Federal Institute for Vocational Education and Training (SFIVET) for a two-day training of in-company instructors that took place in Ferizaj in January.

Expanding Phase-Second cohort

Beginning September 2018, EYE continued to support the pilot programs in the same schools in the same municipalities. This time, however, EYE began instructing Career Center staff to identify interested businesses for the placement of second cohort of students. This undertaking heralded positive results, attributable mainly to the fact that it led to an increase in interaction between VET schools and private businesses. At the same time, EYE expanded introduction of WBL pilots to three new municipalities (Pristina, Prizren and Viti), through facilitating meetings with businesses via Kosovo Chamber of Commerce (KCC) and a local business association in Viti. During October- November 2018, companies offered 159 WBL spots for students, out of which only 121 were made use of. In general, the number of placements for students offered by the companies was higher, but since schools were not

² <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=463> [09.10.2017]

offering profiles with qualifications requested by companies, 38 placements offered by the businesses could not be made use of (see the table 1 below). This situation highlights once again the challenge of mismatching at the local level, namely between the labor market demands and the profiles offered by the VET schools.

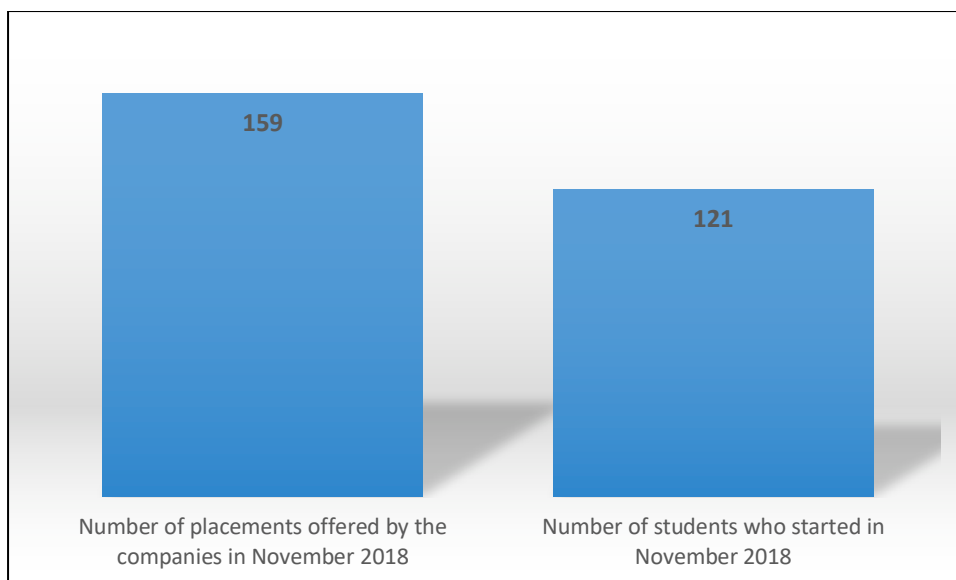


Table 1: Number of placements offered by the companies and places matched (second cohort)

At the beginning of 2019, 30 additional students and 12 companies joined the scheme. Thus, out of the total of 151 students placed in 64 companies, 142 completed WBL (111 male & 31 female) in 57 companies. Out of these, 9 students and 7 companies dropped out. Details are in tables 2 - 5, below:

VET School	# of students who started in November 2018	# of students who started beginning of 2019	# of students who dropped-out	Total # of students whodeclared completed WBL
7 Shtatori-Prishtine	8	0	1	7
Gjin Gazulli-Prishtine	2	3	0	5
Shtjefen Gjecovi-Prishtine	2	0	2	0
Zenel Hajdini-Ferizaj	19	1	0	20
Pjeter Bogdani-Ferizaj	9	10	4	15
Bahri Haxha-Vushtrri	27	1	0	28
Lutfi Musiqi-Vushtrri	18	0	0	18
Nexhmedin Nixha-Gjakove	9	4	0	13
Feriz Gurri dhe Vellezerit "Caka"-Kacanik	0	8	0	8
11 Marsi-Prizren	19	0	2	17
Jonuz Zejnullahu-Viti	8	3	0	11
Total	121	30	9	142

Table 2: Number of students placed in Work-based learning (second cohort)

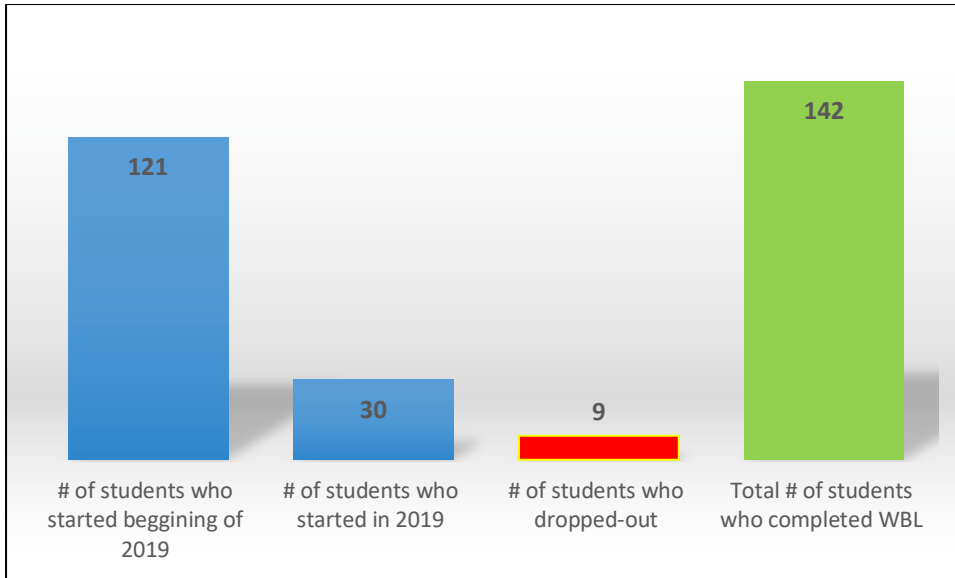


Table 3: Number of students who participated in Work-based learning WBL scheme.

The WBL took place in the below listed profiles:

- Auto mechanic
- Retail and wholesale
- Textile
- Welding
- CNC Operator
- Sales assistant
- Waiter
- Cook assistant
- Wood processing
- Food technology
- Metal design
- Electrical Installation
- Heating Installation
- Informatics
- Telecommunication
- Web design

Moreover, since the model of in-company training plan and evaluation forms was well-received by the school teachers during the first cohort, in October 2018, EYE engaged the same consultant to train the Career Center staff and the teachers on how to develop these documents. The Career Guidance Center (CGC) staff members were continuously instructing teachers responsible for professional practice on how to develop WBL plans and evaluation sheets in cooperation with in-company instructors. The CGC staff also managed to spread this practice in profiles where WBL was not implemented.

Although GIZ has been working on training master trainers for in-company instructors' training in Kosovo, EYE contracted SFIVET to provide the two-day training for two groups in November 2018 until GIZ/YES project starts to provide the training program through local master trainers. In May 2019, GIZ started offering the trainings through the local master

trainers and EYE started to coordinate via delegating companies to the trainings carried out in different municipalities.

Out of the original 64 companies, the WBL got finalized with 57 companies. Throughout the implementation period, 14 companies dropped out, and 12 new companies joined (table 4 & 5).

VET School	# of companies reported that started in November 2018	# of companies that started beginning of 2019	# of companies that dropped-out	Total # of companies that students completed WBL
7 Shtatori-Prishtine	3	0	1	2
Gjin Gazulli-Prishtine	1	1	0	2
Shtjefen Gjecovi-Prishtine	1	0	1	0
Zenel Hajdini-Ferizaj	13	4	4	13
Pieter Bogdani-Ferizaj	2	1	0	3
Bahri Haxha-Vushtrri	7	0	0	7
Lutfi Musiqi-Vushtrri	13	0	0	13
Nexhmedin Nixha-Gjakove	4	2	0	6
Feriz Gurri dhe Vellezerit "Caka"-Kacanik	0	1	0	1
11 Marsi-Prizren	5	0	1	4
Jonuz Zejnullahu-Viti	3	3	0	6
Total	52	12	7	57

Table 4: Number of companies partnering in Work-based learning

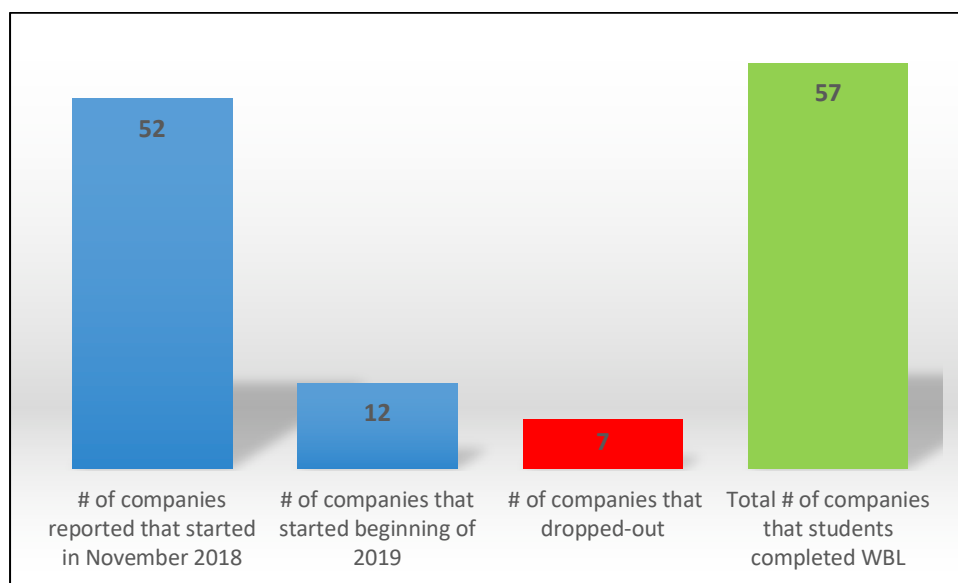


Table 5: Number of companies that participated in Work -based learning scheme

Enrollment of students per school varied according to the mode of implementation, e.g. facilitation through Career Guidance Center staff or facilitation through teachers. The highest number of placements was in “Bahri Haxha” school in Vushtrri, followed by “Zenel Hajdini” VET school in Ferizaj, while “Shtjefen Gjeqovi” VET schools could not place any of the students, since the curricula completely mismatched with company requirements (table 6).

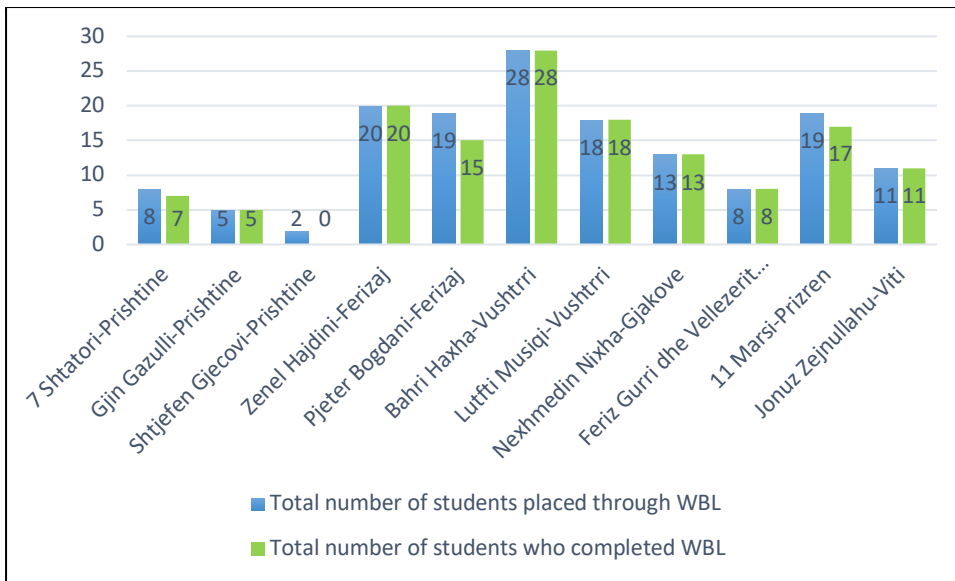


Table 6: Number of students at beginning/end in WBL per VET School

If we look at the qualification profiles which matched with company placement offers, the Auto mechanic profile had the highest matching number with 21 students, then Retail and Wholesale with 20 students, followed by Food Processing with 19 placements and Textile with 14 placements (table 7).

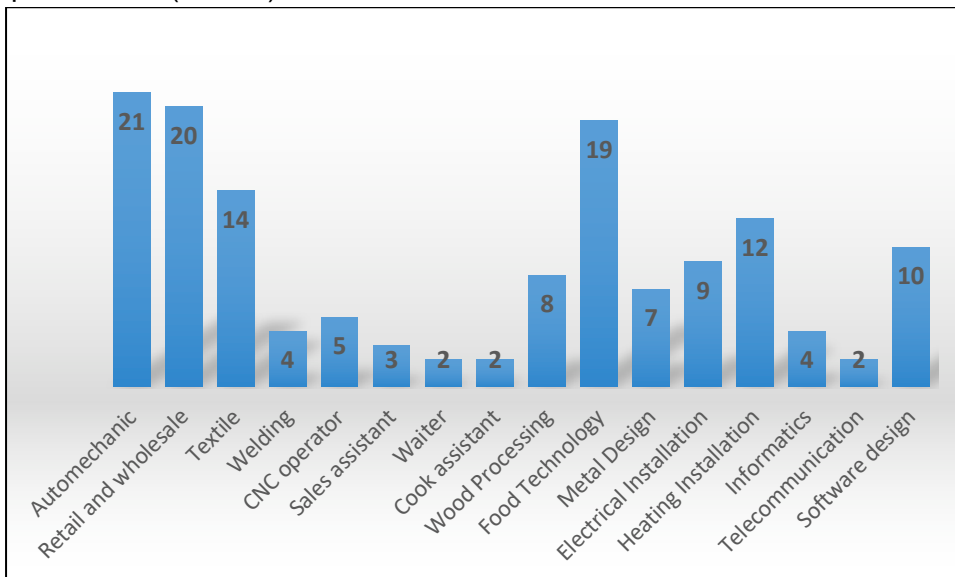


Table 7: Number of students who completed the WBL based on qualification profile

Out of 142 students who completed the scheme, 22% were female, while 78% were male. The qualification profiles were mainly male dominant (table 7 & 8).

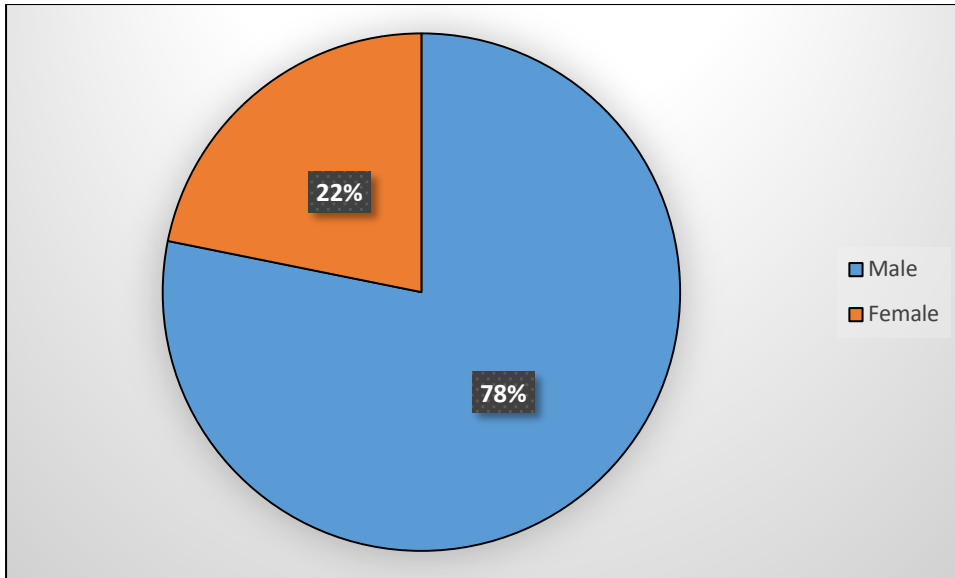


Table 8: Percentage of Female/Male students who completed WBL

Institutionalization of work-based learning

Based on lessons learned from the implemented pilots, EYE initiated the development of a new Administrative Instruction jointly with MEST to regulate the implementation of WBL. The working group consisted of industry representatives, school directors and teachers, KCC and other donor project representatives. After several group meetings, the administrative instruction was finalized. The administrative instruction will support the Vocational Schools in the implementation of work-based learning scheme.

Focus groups with students

In the end of May 2019, as part of monitoring activities, the project EYE conducted 9 focus group discussion with students from 9 schools. Out of 54 students (from a total population of 100 students in all 9 schools) who took part in the focus group discussions, 19 were 12th graders and 35 students were 11th graders.

In these focus groups, 27 out of 35 students from 11th grade stated that were offered placements by the same companies for their 12th grade year (table 9).

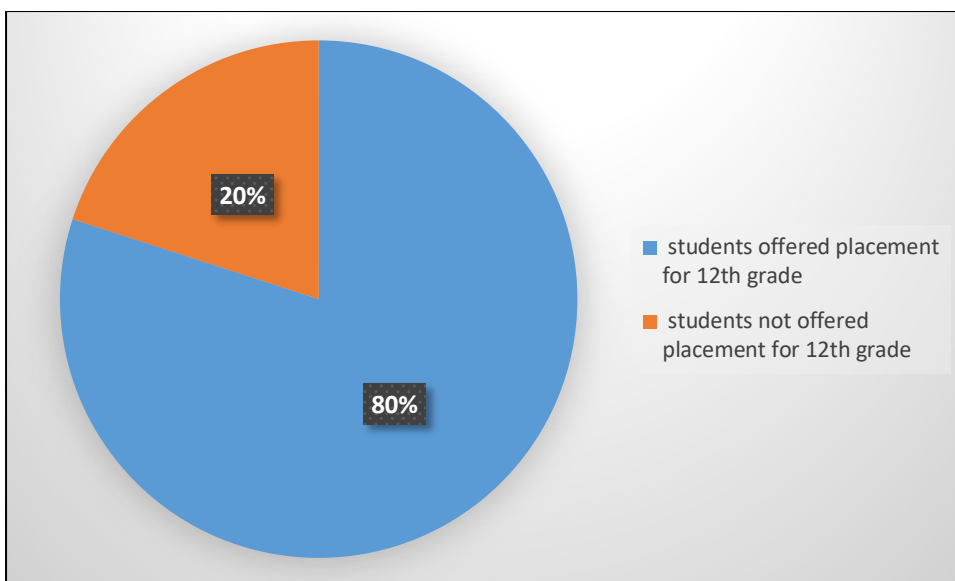


Table 9: Percentage of students offered placement for 12th grade

Meanwhile 17 out of 19 12th grade students were offered employment at their host companies (table 10).

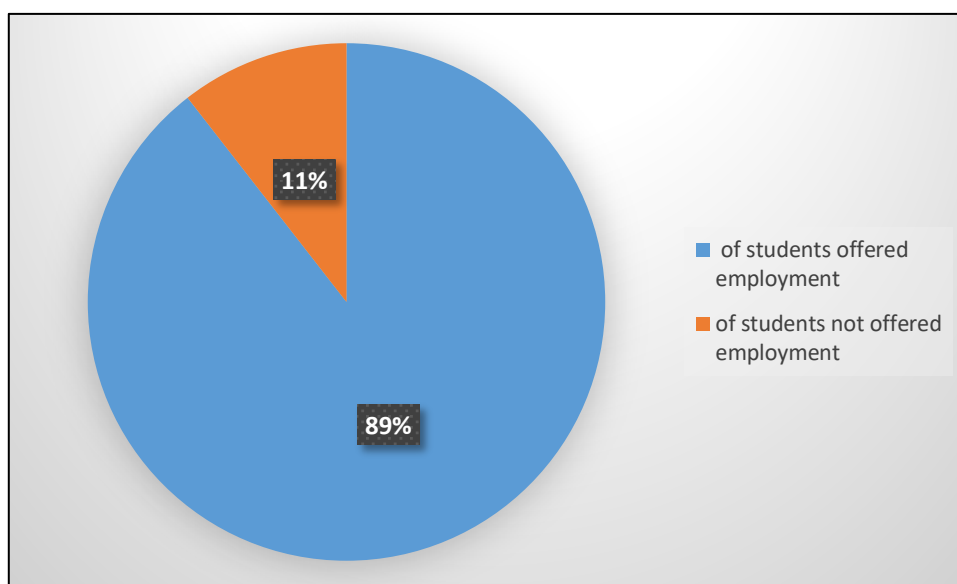


Table 10: Percentage of students offered employment

Additional information from the focus group discussion can be found under ANNEX 1.

Findings

The general findings from the monitoring of WBL scheme implementation are:

- Schools which lack workshops for practicing practical skills are the ones most interested in implementing the WBL scheme; Schools which have basic equipped workshops are mainly interested in WBL since they consider that real workplace practice cannot be replaced by schoolworkshop practice; One school which has highly equipped workshops and has already established cooperation with private businesses was not interested in introducing the WBL scheme;
- Since the businesses in Kosovo tend to be small, it is rarely possible that the WBL covers curricula requirements in only one business; Schools need to identify more businesses and rotate students so that they can cover all modules from the respective curricula. This situation has created problems for the schools, since they had to figure out how to cover the rest uncovered modules ;
- Businesses that contribute financially have a higher interest in engaging with students;
- The WBL plan was well accepted by school staff and businesses. The question that remains unanswered is who is going to carry the plan out after the project ends? Given the success of WBL, MEST must find solutions on how to incorporate it in the system. EYE project has trained CG staff members to continuously instruct their peer colleagues on the development and usage of WBL plan;
- Schools which have Career Centers within the school premises have implemented the scheme more successfully than the ones which didn't; The focal point for the promotion of WBL and establishment of cooperation were CG staff members. Moreover the CG staff has continuously given instructions to all teachers responsible for professional practice on how to develop the WBL plans and evaluation sheets jointly with in-company instructors; The CGC staff managed to spread this practice in the profiles where WBL was not implemented.
- Due to the lack of an approved Administrative Instruction by MEST, the CG staff had to also perform the duties of some teachers who were not taking over responsibility for monitoring the students; The CG staff felt frustrated when the cooperation with a company stopped due to negligence of the teachers;
- The implementation of WBL varied from municipality to municipality. The willingness to implement the plan was dependent on the need for skilled workers by the sector; e.g. the 'hospitality' sector in Pristina or the 'food technology' and 'wood processing' sector in Ferizaj were more dedicated in implementing the scheme;
- The WBL scheme in some profiles of the 2 schools was not implemented according to the set duration (11th grade-1 day/8 hours; 12th grade-2 days/16 hours). Students were spending less time in companies(as per indicated hours in the formal curricula) 11th grade. Schools should be informed that the companies will not have an interest to cooperate with them if the students only spend a marginal time in company premises, this is because the latter have no return on investment.

Findings from the focus group discussions with students are:

- Students were not selected by businesses in the majority of the VET schools, but in some of them they were interviewed. The exception is Kaçanik, where KIVO has interviewed and then selected the most appropriate students;
- The majority of parents were informed by the school for the WBL possibility and almost all of them appreciated the opportunity;

- Half of the students were brought by the responsible school teachers to the companies;
- Although not all the in-company instructors underwent the in-company instructors' training, the majority of the students were satisfied with instructions and support provided to them;
- The majority of the students were informed by the school teachers and the in-company instructors about the process of evaluation and they considered that this should always be done since instructors have better knowledge on gained competencies of the students;
- Students appreciated the possibility of practicing in a real work environment;
- Some of the students were not monitored by school teachers; School management should monitor teachers more closely;
- Some of the students who underwent the initial training in school workshops consider that the practice helped them adapt more quickly in the company;
- In some cases, students identified the businesses on their own and asked the CG staff/teachers to sign the agreements;
- There are cases when companies have invited students to work more with the compensation, but there are also companies that have used the students for more days without additional payment;
- Based on the focus group discussion, around 80% of 11th grade students will continue the WBL scheme in the 12th grade in the same companies. Approximately 87% of 12th grade students were offered jobs'
- More than 70% of students chose to continue education at Vocational school and pursue the qualification on their own will;
- Around 30% of students are willing to continue higher education; Out of them, the majority was interested to study and work simultaneously;

Conclusion and recommendations

Based on identified findings during the monitoring of the WBL implementation, interviews with school staff and some of the companies, and including focus group discussions with students³, the main recommendations of the EYE project are:

- WBL scheme should continue to be offered, but should be limited to the sectors that have a high need for skilled labor and the willingness to cooperate; The scheme as such will strengthen interaction between the VET schools and local businesses; The successful cases should be promoted to the wider business community in order to get new businesses interested so that all students will be placed in companies;
- The Administrative Instruction for WBL should be approved as soon as possible in order to define roles and responsibilities;
- Develop manual for implementation of WBL with necessary templates based on the Administrative Instruction to ease the implementation of WBL to all parties;
- The WBL should be implemented in schools where CGCs are present or at least where there is a business liaison officer in charge;
- KCC, through regional offices, should support VET schools to expand cooperation with local businesses;
- The WBL implementation scheme should be facilitated by the local actors, since the highest incentive lays with them in contributing to local economy development;

³ Annex 1

- The selection of the businesses should be done with criterias such as: compensation, availability of in-company instructor, decent working environment, etc. Criterias should be set by KCC and MEST in cooperation with businesses;
- More info sessions should be conducted /presented to professors to explain their role and responsibility for implementation of WBL scheme;
- The WBL training plan should be recognized as a model and MEST should explore possibilities on how to integrate the model to VET education system;
- The final examination administrative instruction should be revised based on WBL practices;
- Trainings for in-company instructors should be offered constantly by YES GIZ project; YES GIZ project jointly with other stakeholders should identify the institution which will owe and deliver in-company instructors training; According to schools and students, businesses need to increase mentoring capacities within their businesses;
- VET schools should facilitate more intensive communication with local businesses;
- MEST should consider to incentivize students through the school management by releasing them from final internal practical exams if they successfully complete WBL scheme;
- If the businesses are not interested to do the selection of students on their own, VET schools should select the students based on the set criteria's by the VET school. Two of the main criteria should be willingness to practice and the students' good behavior;
- VET schools should be informed on how they can use the dedicated funds from the central Government for accident insurance, transport compensation, and upgrading of equipment for workshops; More meetings should be facilitated between MEST, Municipal Education Directorate (MED) and VET schools at the local level in order to discuss the processes of using the dedicated funds;

Annex 1: Findings from focus group discussions with students placed through WBL scheme

No	VET School/ Municipality/ Businesses/ Profiles	# of students at beginning	# of students at end	# of companies at beginning	# of companies at end	Challenges	Lessons learned
1	<p>“7 shtatori” Prishtine 12th graders</p> <p>3 in Aztech 4 in Al Petrol</p> <p>Waiter Assistant Cooker Whole sale and retail</p>	9	7	3	2	<p>VET school</p> <ul style="list-style-type: none"> • The selection of students was done by the School Director in coordination with teachers; • Students face problems in ensuring transportation, because the majority of businesses are located outside Pristina; • Lack of accident insurance, • Businesses are interested to employ students with long working hours, which hinders students to be regular at school; • Majority of students are full time employed/therefore low interest and possibilities on WBL; • Low quality of students, lack of English language skills; • Lack of infrastructure/workshops for basic training; <p>Focus groups with 7 students</p> <ul style="list-style-type: none"> • Difficulties with transportation due to location of businesses; 	<p>VET School</p> <ul style="list-style-type: none"> • WBL scheme improves the communication with businesses; It’s considered more appropriate due to its structured approach, such as: development of WBL plan, evaluation of students by the businesses, regular monitoring and communication between both parties; • School management has incentivized students by releasing them from final Internal practical exam, if they complete successfully WBL scheme; • Due to lack of workshops, School/staff is highly motivated for WBL scheme; <p>Focus group with 7 students</p> <ul style="list-style-type: none"> • Students were engaged 2 days (8 hours) a week; • All students were compensated 50 Euros per month (Alpetrol offered food as well);

						<ul style="list-style-type: none"> • Due to specifics of the profession (Cooker), the working hours were not appropriate for students; • The 4th student got placement in Alpetrol as a result of facilitation of his friends; 	<ul style="list-style-type: none"> • Students appreciate the mentoring and the evaluation by the businesses and opportunity to practice more hours comparing to previous scheme. • Both companies had in-company instructors; • All the students were offered employment (2 students are not interested to get employed due to night shift) • 4 out of 6 students have chosen the school on their own;
2	<p>“Gjin Gazulli” Prishtine 12th graders</p> <p>2 in Bonevet 3 in Decon</p> <p>Informatics Electrical Installation</p>	2	5	1	2	<p>VET School</p> <ul style="list-style-type: none"> • Delay with placement in Decon due to weather conditions; • Subsidized Internship scheme by EU through ICK (50 students) influences the implementation of WBL scheme; • Curricula from the profile of Informatics does not correspond to the business’s needs; <p>Focus groups with 5 students</p> <ul style="list-style-type: none"> • The students were elected by the teacher responsible for professional practice and only Bonevet interviewed them; • No workshop in the school, LuxDev will invest in the school as of summer; • Students are exposed to practice in the businesses for the first time; 	<p>VET School</p> <ul style="list-style-type: none"> • School appreciates the evaluation of students conducted by businesses; <p>Focus groups with 5 students</p> <ul style="list-style-type: none"> • Students were engaged 2 days (8 hours) a week; • Students would appreciate to have this opportunity from 11th grade; • Students asked for more information at the beginning stage, e.g leaflet; • BoneVet has offered extra courses for free(Python); • All students were compensated 50 Euros per month, transportation and food (Decon) offered food and its own transportation as well); • Both companies had in-company instructors; • Decon offered employment during summer;

						<ul style="list-style-type: none"> There was no monitoring by the school teachers; 	<ul style="list-style-type: none"> All 5 students have chosen the school on their own; General subjects to be replaced with practical part;
3	<p>“Shtjefën Gjeqovi” Prishtine 12th graders</p> <p>0 Rail trans 0 Decon</p> <p>Train controller</p>	2	0	1	0	<p>VET school</p> <ul style="list-style-type: none"> The curricula was not responding to the “Rail Trans” requirements, although “Rail trans” provided them with inputs for revision of the curricula. Beside this, the school was not interested to send students, because the engagement of students was required only when the shipments would arrive. The students didn’t start in “DECON”, because the location was too far; <p>No focus group with students</p>	<p>VET school</p> <ul style="list-style-type: none"> No willingness from school to implement WBL, due to equipped workshops in the school. School is facilitating practice at businesses on their own, usually for 12th graders; The best students are either placed in the companies or employed by them, especially in textile and auto mechanic profiles; <p>No focus group with students</p>
4	<p>“Bahri Haxha” Vushtrri 11th graders</p> <p>9 Edona market 11 Edona market 1 1 Te binqet 1 Te Albani 3 Drini i bardhe 1 Shega 2 Be -Commerc</p> <p>Wholesale and retail</p>	27	28	7	7	<p>VET school</p> <ul style="list-style-type: none"> Business mentality is very different to other cities; Most of them hesitate to compensate the students in any form; All the students (except from Auto mechanic profile) were placed in the companies based on the indicated practical hours in the curriculum <p>Focus groups with students 12 students from “Bahri Haxha” 5 students from “Lutfi Musiqi”</p>	<p>VET school</p> <ul style="list-style-type: none"> Since majority of the students are placed in the businesses without any compensation, the school hesitates to terminate the cooperation since they consider that the students are benefiting at least some skills. WBL should be implemented according to Administrative Instruction procedures; More info sessions and presentation of Administrative Instruction for WBL should be conducted /presented with teachers to explain

	Food Processing						
6	“Lutfi Musiqi” Vushtrri 11th graders Automechanic 1 “Te Xhevati” 1 “Ardi” 3 “Te Aliu” 2 “Diari” 1 “Vllezrit Bunjaku” 3 “Dini” 1 “Behari” 1 “Maxhuni” 1 “Univerzal” 1 “Ridvani” 1 “Beni”	18	18	13	13	<ul style="list-style-type: none"> • The students were elected by the teacher responsible for professional practice in cooperation with CG staff; • One of the students from “Bahri Haxha” 11th grade was offered a job; • “Ajna cake” asked the students to work during summer, but without compensation; • To one of the student “Interex” offered a job, but they were not flexible to adjust the working time due to difficulties in transportation; • Monitoring by the teachers was done rarely; • Evaluation of the students was conducted by the companies; • Some of the students lacked instructions by the companies; 	<p>their role and responsibility for implementation of WBL scheme;</p> <p>Focus groups with students:</p> <p>12 students from “Bahri Haxha”</p> <p>5 students from “Lutfi Musiqi”</p> <ul style="list-style-type: none"> • “Bahri Haxha” 11th grade students were engaged 1 day (4 hours) a week; 12th grade students were engaged 2 days (less than 8 hours); 9 were compensated with food, and 3 were not compensated at all; • “Lutfi Musiqi” 12th grade students were engaged 3 days (around 8 hours) a week; 4 students were compensated with food and 1 was not compensated at all; • The students from “Lutfi Musiqi” complained that the companies that were offered by the school, did not engage them in real work, therefore they had to identify on their own new companies; • One of the student from “Lutfi Musiqi” was offered a job; • Some of the companies had in-company instructors; • Majority of students appreciated the possibility to practice in companies since they learned a lot; • Students ask for different forms of compensation from the companies in order to be more stimulated;
7	“Zenel Hajdini” Ferizaj	19	20	13	13	VET school	VET school

	<p>11th graders</p> <p>4 Rrezja 1 Oferta 2 Mahalla 1 Plus Market 1 Drini 1 Neti 1 Multimob 2 Arditi 2 Folea 1 Vlera 1 Elida 2 Edona 5 1 N.T.B. Fashion</p> <p>Wood Processing Food Processing Textile</p>					<ul style="list-style-type: none"> • The Director of the school considers that WBL is creating difficulties in the schedule of the teachers who monitor the implementation of the professional practice; • Due to limited placement of the students in the companies, the remaining students do not show up at school and this is creating difference between skills of the students; From the other side the director is worried since at the end all the students get diplomas; • No budget ensured by the MED for transport of the teachers and CG staff to monitor students; • Teachers responsible to monitor students do not take the responsibility to do it, but they leave the obligation to CG staff; • Due to negligence of the responsible teacher the student stopped the WBL at “Tefik Canga” <p>Focus groups with 12 students</p> <ul style="list-style-type: none"> • Students are appreciating the practice in the business because it has more variety of exercises and is more challenging; • Students were exposed to practice for the first time; Before they used to conduct only visits to businesses; they would appreciate 	<ul style="list-style-type: none"> • Facilitate discussions between MED, DAAP/MEST and VET school for ensuring budget for transportation of teachers; • Increase capacities of the in-company instructors at the businesses for monitoring and evaluating of the students; • More info sessions and presentation of Administrative Instruction for WBL should be conducted /presented with teachers to explain their role and responsibility for implementation of WBL scheme; <p>Focus groups with 12 students:</p> <ul style="list-style-type: none"> • Students were engaged 1 day (8 hours) a week; Although they have been offered to work on Saturday for additional payment, they have refused; • All the students were invited to continue with WBL in the 12th grade; To one of the students was offered a job during summer but he refused to work due to summer holidays; They would continue with WBL scheme if during the 12th grade they get compensated more; • One out of 12 interviewed students was not paid at all. The rest were paid 20-25 Euro per month; • All the students were monitored by in-company instructors and visited
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						<p>to get some skills at school workshops;</p> <ul style="list-style-type: none"> • The monitoring of students was realized not very often by responsible teacher for practice; • The evaluation of students will be conducted at the end of the practice; 	<p>often by school teachers and CG staff;</p> <ul style="list-style-type: none"> • One students created problems at the company and the school decided to withdraw him in order not to ruin the cooperation to the company; • Only one student out of all of the students got enrolled at the school against his willingness; only few want to continue further education;
8	<p>“Pjeter Bogdani” Ferizaj 11th graders</p> <p>3 Mikron 2 Vegeltorja “plus” 0 IMK</p> <p>CNC operators Machine mechanics</p>	10	5	2	2	<p>VET school</p> <ul style="list-style-type: none"> • School faced problems from the beginning with IMK factory. The factory was constantly promising to place the students but they never responded to the school. • The facilitation was done by Vice director, while as the selection of students was done by the teacher responsible for professional practice; • Students were not interviewed by the company before selection; • 5 students were placed in Vegeltorja “Plus”, 3 of them withdraw because they were not paid. One of them joined Micron; • More students were willing to join Micron, but there was no space in the company to place more students; 	<p>VET school</p> <ul style="list-style-type: none"> • The curricula is not responding to the needs of the company because of the advanced technology; • 3 students in Mikron will continue the WBL scheme during 12th grade; • The vice director participated in the in-company instructor training organized by GIZ. He found it very useful; <p>Focus groups with 3 students</p> <ul style="list-style-type: none"> • Students were engaged 2 days (8 hours) a week, with their own will they went also in Saturday; • Only 3 students have been paid by Micron 100 euros per month, while Vegeltorja “Plus” did not pay the students. • The company had two in-company instructors;

						<p>Focus groups with 3 students</p> <ul style="list-style-type: none"> • Students are appreciating the practice in the business because it has more variety of exercises and is more challenging; • Students felt more confident during the practice since they got the basic skills at the school workshop; • The monitoring of students was realized not very often by responsible teacher for practice; • The evaluation of students will be conducted in the end of the practice; 	<ul style="list-style-type: none"> • All of the students selected the school by their willingness and they don't want to continue further education;
9	<p>"Nexhmedin Nixha" Gjakove 11th grade</p> <p>3 Creativ 5 First 1 First 1 2 Wear & go 2 Coton GJ</p> <p>Textile</p>	9	13	4	6	<p>VET School</p> <ul style="list-style-type: none"> • Business mentality is similar to Vushtrri; Most of them hesitate to compensate the students in any form; • Lack of budget for transportation of teachers as well as the compensation for transport by the businesses; • All the students (except textile companies) were placed in the companies based on the indicated practical hours in the curriculum <p>Focus groups with 16 students;</p> <ul style="list-style-type: none"> • All students participating in the focus group discussion were from 	<p>VET School</p> <ul style="list-style-type: none"> • WBL should be implemented according to Administrative Instruction procedures; • More info sessions and presentation of Administrative Instruction for WBL should be conducted /presented with teachers to explain their role and responsibility for implementation of WBL scheme; • Since majority of the students are placed in the businesses without any compensation, the school hesitates to terminate the cooperation since they consider that the students are benefiting at least some skills. • Students placed in Creativ found placement on their own initiative;

						Auto mechanic profile placed prior to initiation of WBL scheme; The student from textile companies could not take part. Therefore we consider not to include the findings from the discussion , since they were not relevant to WBL scheme;	
10	<p>“Feriz Gurri dhe vellezerit Caka” Kaçanik</p> <p>11th graders</p> <p>8 Kivo</p> <p>Electrical installation</p>	10	8	1	1	<p>VET School</p> <ul style="list-style-type: none"> • The WBL positions in “KIVO” do not match to the profiles offered at school; • WBL implementation at KIVO got delayed due to delays from KIVO, 8 students got placed in the beginning of April; <p>No focus group with students since they started recently</p>	<p>VET School</p> <ul style="list-style-type: none"> • Career Center should be more active in identifying new businesses; • CG will need to conduct regularly the local labour market assessment; • VET School should open profiles that correspond to local labour market needs, e.g for “KIVO” production operator and mechatronics. • All students are compensated 50 Euros per month, food and accident insurance; • Students were engaged 2 days (8 hours) a week; <p>No focus group with students, since they started recently;</p>
11	<p>“11 Marsi” Prizren 11th graders</p> <p>3 Nurçelik 0 Albing</p> <p>Metal designer</p>	5	3	2	1	<p>VET School</p> <ul style="list-style-type: none"> • The facilitation was done by Vice director, while as the selection of students was done by the teacher responsible for professional practice; • Nurcelik interviewed all students before selection; 	<p>VET School</p> <ul style="list-style-type: none"> • Management of the school was very interested in expanding the WBL scheme, while as teachers are hesitating reasoning the equipped workshops in the school.

						<ul style="list-style-type: none"> Majority of students have family businesses, therefore the students placed were the ones remaining without any possibility Students could not start at “Albing” company, since the curricula was not matching to the profile of the business; The school is in better condition from the time that is been managed by AVETAE, especially in ensuring row materials more easily; <p>Focus groups with 3 students</p> <ul style="list-style-type: none"> One of the student considers that the work was a bit heavy, while the two others recommended to have a longer period of practice and higher payment as stimulation; Nurcelik selected 6 students for WBL scheme, but three of them were not interested to start because of the low payment; 	<ul style="list-style-type: none"> Vice director and two teachers participated in the in-company instructor training organized by GIZ. They found it very useful <p>Focus groups with 3 students</p> <p>All students are compensated 50 Euros per month including food;</p> <ul style="list-style-type: none"> Students were engaged 2 and half months (8 hours) a day with block schedule Students rarely worked overtime but were compensated extra 20 euros The monitoring of students was realized once in 2 weeks by responsible teacher for practice; All three students were offered to work during the summer time but none of them are interested to work due to low payment; Only one student was offered to continue WBL scheme in 12th grade; The company had in-company instructor; All students have chosen the school on their own; Students appreciate the mentoring and the evaluation by the businesses;
12	“ Jonuz Zejnullahu”	23	9	8	6	VET School	VET School

	<p>Viti 12th graders</p> <p>1 Autoprodukti 1 Automekanik 1 Auto BEKA 2 Emi Center 3 Vinex 1 Axhustatori</p>					<ul style="list-style-type: none"> • The request for placement of the students by the businesses was higher, but the profile requested by them could not be offered by the school. • The facilitation with businesses is difficult due to lack of available human resources (lack of Career Center); <p>Focus groups with 9 students</p> <ul style="list-style-type: none"> • The selection and placement of the students was done by the teacher responsible for professional practice; The students signed agreements for the placement in the companies; • All parents were informed by the school for the possibility of the practice; • The school workshops are poorly equipped; 	<ul style="list-style-type: none"> • Schools should facilitate communication with more businesses through local business association; • WBL should be implemented according to Administrative Instruction procedures; • More info sessions and presentation of Administrative Instruction for WBL should be conducted /presented with teachers to explain their role and responsibility for implementation of WBL scheme; <p>Focus groups with 9 students</p> <ul style="list-style-type: none"> • All students were instructed by in-company instructors; • One of the students placed in Vinex is planning to start his own business in welding; • Students are appreciating the practice in the business because it has more variety of exercises and is more challenging; • Only 2 students from Emi Center were not compensated; the others were compensated from 50-100 Euro a month. Additionally, all students got food and majority of them transport compensation. • The students placed in automechanic workshops spend more than 2 days in the business, while as welders spend only 2 days;
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