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PROVISIONAL INSTITUTIONS OF SELF-GOVERNMENT
PRIVREMENE SAMOUPRAVNE INSTITUCIJE
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
VOCATIONAL EDUCATION

**STRATEGY FOR THE DEVELOPMENT OF VOCATIONAL
EDUCATION IN KOSOVO**

**Project for implementing
Capacity building - Vocational Model Schools
Strategy for the time period 2003 - 2008**

Prishtina, April 2003

Background Information and Problem Analysis

With the first steps of removing Kosovo's autonomy, taken by the government of Serbia already in 1989, the education system of Kosovo was excluded from any further development and capital investment. The financing of all Albanian-language schools and the printing of Albanian textbooks ceased in 1991. The dismissal of some 23 000 Kosovo-Albanian teachers and the imposition of a unified Serbian curriculum by Serb authorities forced the vast majority of Kosovo-Albanian teachers, pupils and students into a large and self-financed underground or "parallel" education system between 1992 and 1998. Kosovo-Albanians made up approximately 85% of Kosovo's total population then. The armed conflicts during the Kosovo Crisis 1998/1999 added to the rapidly deteriorating education infrastructure and output.

This period of oppression and war and the transformation process from a command towards a market driven economy which began in Kosovo with a delay of some 7 to 8 years relative to other South East European countries left the United Nations Interim Administration in Kosovo (UNMIK), its multilateral partner organizations and the recently established self-governing institutions in Kosovo (Parliament, President, Prime Minister, Ministries) with the enormous challenge of totally reforming the education system as a whole. UNMIK mandated the so-called "Lead Agencies" to assist technically this extensive and complex reform process¹. The main areas of reform are: Curriculum development according to labour market needs and with an orientation towards European standards; Practice and action oriented teaching methods (as opposed to theoretical and teacher-centered teaching); Introduction of evaluation, assessment and certification standards and of an accreditation system.

The former UNMIK Transitional Administrative Department of Education and Science (DES) introduced three major changes:

- a new structure of the education system with 5 years of primary education, followed by 4 years of lower secondary education and 3 or 4 years of upper secondary education. The 5+4+3/4 model is replacing the former 4+4+4 structure.
- the age of compulsory education was increased by one year to 9 years (compulsory school age from 6 to 15)
- the introduction of the final 9th grade of compulsory education as "orientation year" to provide the students with information and counseling to enable them to choose an appropriate further personal development in terms of further schooling and eventually university education or in terms of entering the labour market after the end of compulsory education.

Kosovo is a very "young" society with approximately 50 percent of the total population being under the age of 20 years. Up to now there has been no mechanism to provide the youth of Kosovo with labour market and education information and counseling, thus withholding from them the chance of developing their personal abilities and putting them at high risk of joining the number of unemployed, which, at an estimated 60%, is already extremely high.

According to the EMIS data, there are 50 vocational and technical secondary schools. About 58% of the schools are clustered around the larger urban centres (Prishtina, Prizren, Peja,

¹ These are the Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) GmbH for vocational education; UNICEF for curriculum development; the Canadian Kosovo Educator Development Program (KEDP) for teacher in- and pre-service training; the Finnish Support to the Development of Education Sector in Kosovo (FSDEK) for special needs and inclusive education; the joint DEST/ Worldbank Education Management Information System (EMIS) project; the Kosovo Law Center (KLC) for the reform of the Faculty of Law; Standard and Assessment Unit (FTP) funded by the World Bank for developing standardized tests for mathematics, mother tongue and science for the final grade of primary school; and the EmpoR project of the University of Oldenburg which is assisting the re-integration of German speaking returnees into school communities in Kosovo.

Mitrovica, Gjilan, Ferizaj, Gjakova). The remaining schools are located in rural areas. There are (OECD) 16 courses (technical, economics, medical, agricultural, music, trade/industries, art etc.) with 107 profiles; the most common ones are general technical schools, economics schools and medical schools.

The combination of 10 years' exclusion from mainstream Yugoslav developments and no capital investment has effectively closed down vocational schooling in Kosovo. Aside from the poor state of repair of the schools, vocational education workshops do not meet minimum standards. Materials for both students and teachers are poor, if available, and of insufficient quantity to meet classroom and workshop demand.

No structured links exist between vocational schools and the local economic environment: this undermines the entire notion of vocational education. At school level no staff member has specific responsibility for liaison with employers or social partner organisations. Links with local labour market support structures are also poor or non-existent.

The support for the development of vocational education under planning from MEST is outsourced to "GTZ" (Deutsche Gesellschaft für Technische Zusammenarbeit GmbH) as Lead Agency. The task is to plan and organise Vocational Teacher Training (in cooperation with KEDP (the Canadian Kosovo Educator Development Program for teacher in- and pre-service training), curricula (subject- and frame-curricula), alongside vocational education and training legislation, standards, certification, social partnership and international networking.

For the period 2003/08 a model is to be provided to the lower secondary schools which regulates and evaluates the final compulsory year (grade 9) and the next 2-3 years of vocational secondary education (10th – 12th/13th grade). This model would provide the changes necessary to improve practical experience.

Vocational model schools (VMS) to prepare development in conformity with European system of vocational education

The above description of the situation covers 4/5 of schools which are within the section of vocational education. Some of the schools have been renovated by the NGOs GTZ and Swisscontact. They have been equipped with workshop equipment for practical work. The plan "Vocational pilot school in Kosovo" shows both the condition of the school buildings and vocational profiles within schools.

These schools currently present the basis of a vocational education system oriented towards Europe. For a certain number of profiles offered professional curricula have been developed according to module standards (for the moment two 1-year modules have been developed). The number of general applied subjects, quantity and adaptation depending on profile still needs to be determined.

Education in regional education centers (VTMS)

The establishment of regional education centers would simplify administrative procedures, reduce spending and increase cooperation (use of space and resources). These proposed centres should be based on the criteria of spatial planning and city plan² which need to be

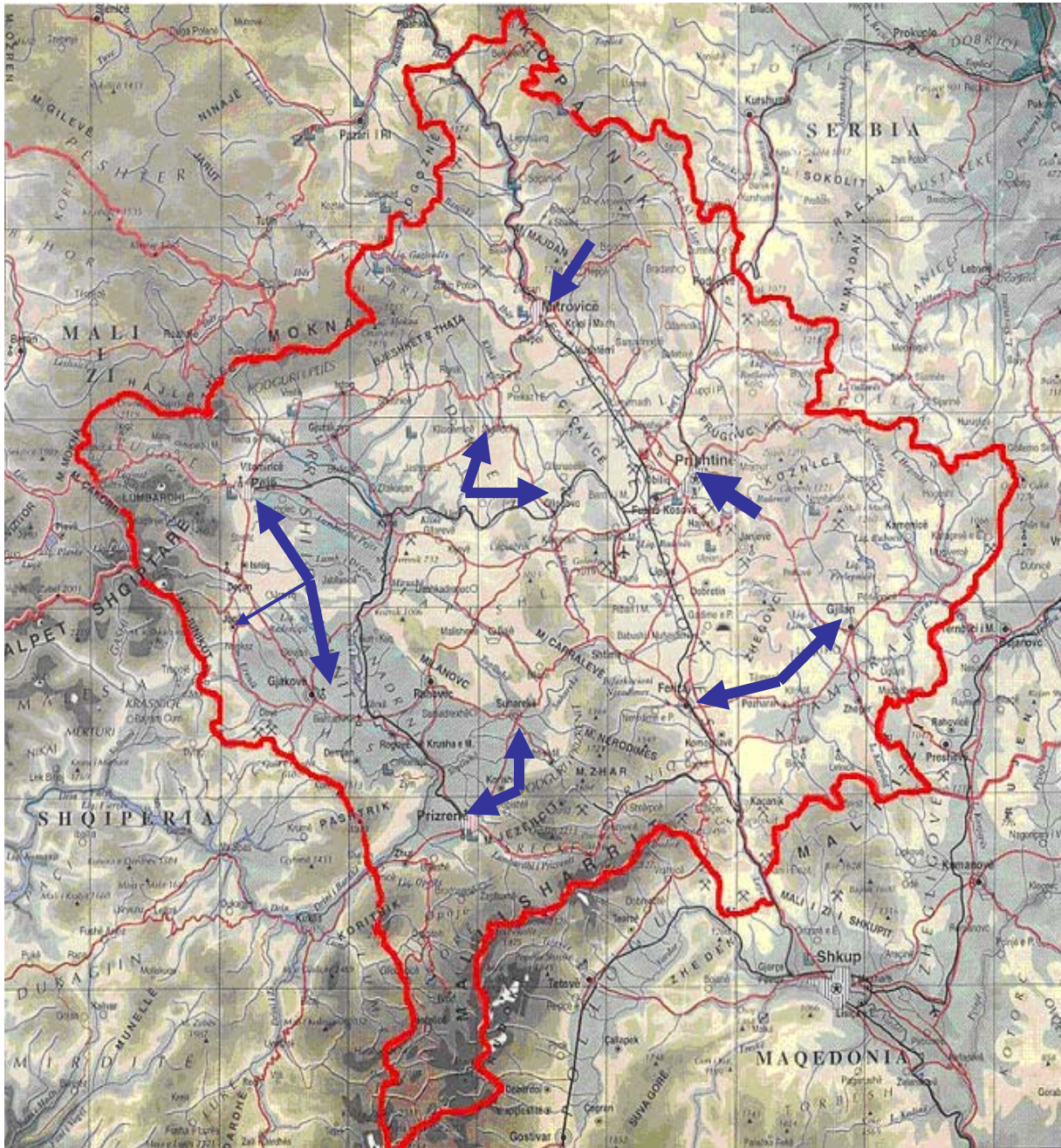
² Such a concept of a city plan has been established in the Technical University of Vienna. This task was given by Austrian Ministries concerning Suhareka city and allows using Austrian capacity (Austrian KOFR, CIMIC, Osthilfe, KUK etc.)

established (analysis of the labour market, location, accessibility, connections to water supply, electricity and other transmitters of energy etc.).

Centers of this kind could be:

Central/Eastern Region:	Prishtina
Western Region:	Peja/Gjakova
Southern Region:	Suhareka/Prizren
Eastern Region:	Gjilan, Ferizaj
Northern Region:	Mitrovica
Central Region:	Drenas / Glllogovc (Skenderaj)

The existing model technical schools (Prishtinë/Prishtina, Podujevë/Podujevo, Kamenicë/Kamenica, Gjilan, Viti/Vitina, Kaçanik, Prizren, Gjakovë/Gjakovica, Pejë/Pec, Klinë/Klina, Istog/Istok) should be integrated into these education centers and used as external model vocational schools.



Regional VTMS-Education centers :

The Concept of the Model Vocational Schools

Main Objectives

Model vocational schools aim to:

- Offer to the labour market well-qualified young people and adults
- Follow one of the basic qualifications and further professional development based on the new education methods which fit with regional and European economic development. *
- Support the position of women
- Contribute to integration and qualification of all ethnicities living in Kosovo
- Support the development of the labour market based on criteria of market economy
- Assist Kosovar society in developing an education system and employment system oriented towards Europe.

Guiding Idea

From the document of Statute³ for MVS it is understood that MVS are institutions with partial autonomy oriented towards work. They innovate and develop autonomously towards further vocational education for youth and adults, depending on requirements.

Professions/Subject fields

Mainly, in MVS classes are offered in the module form:

- The first cycle (grades X, XI) – **Module 1** - elementary vocational education which usually lasts 2 years (a one-year course can be planned as well) and gives qualification for activities in profiles. Elementary education in one profession is basic. At the end of each school year students gain a one-year certificate.
- Second cycle (grade XII) – **Module 2** - ends with a final vocational certificate. This basic upgraded vocational education is actually a professional qualification which trains students to work in several specific fields within one vocational profile.
- Third cycle (grade XIII) – **Module 3** – ends with “Matura” and TVE (Technical and Vocational Training) Exam providing skills in the profession. With this, continuation in a University of Applied Science or University is made possible. For profiles with higher levels of qualification (examples: computer science, electronics...) the aforementioned exam should be integrated during schooling. In the majority of cases this level can be reached after the third grade (XII) in one year of full-time education with the practical work included or a two year course done part-time while working in the area of specialisation.
- **Module 4** (1-2 years) is envisaged as a bridging course for the students of gymnasiums. This is done so that gymnasium students can have some vocational training besides the Matura.

For **distinguished graduates**, after completion of school, one year of practical work out of the country should be possible. This would help in motivating investors to invest in establishing enterprises in Kosovo which would be managed by those qualified Kosovar workers who would also have international experience. The main form of organizing theoretical teaching/practical work in the vocational school would be to use its own workshops complemented by work in small and medium enterprises which would cooperate closely with the vocational school.

³ Version of proposal for the statute of pilot professional schools is attached in appendix in English.

Elementary Vocational Education: Module 1

Title of profession	Module 1 (Grades X, XI)
Applicants	Graduates of the lower secondary school (with the compulsory 9 years of education)
Admission	Graduates up to age 24 according to the vocational orientation completed in the compulsory education cycle
Duration	2 years, with 30-32 hours/week - for 37 weeks per year
Goal	Elementary training in the trade
Content	Compulsory theoretical and applied subjects (core subjects) – approximately 40 % Vocational practice/workshop – approximately 60% Possibilities for electives (general/professional subjects)
System of modular units	Modular Education (in the sense of life long learning/ LLL); Fulfil the requirements of grade X Fulfil the requirements of grade XI
Conclusion	2-year certificate “Worker for...”
Organization of the course	Full time course Grade X. Basic vocational education and practical work within the school Grade XI. Extended basic vocational education and practical work within school and in the enterprise
Form	Education contract with students and legal representatives
Institution

More specialised vocational education: Module 2

Title	Module 2 (class XII)
Applicants	Graduates from Module 1
Admission	Graduates up to age 24 according to the vocational orientation completed in compulsory education and having successfully completed Module 1
Duration	1 year with 30-32 hours/week for 37 weeks per year
Goal	Basic and detailed education in the trade
Content	Core subjects, theoretical and applied – approximately 40 %(class XII) Vocational practice/workshop – approximately 50% Compulsory general subjects – approximately 10% Possibilities for electives (general/professional subjects) optional
System of modular units	Modular Education (in the sense of life long learning/ LLL); Fulfil the requirements of grade XII
Conclusion	Final exam (with entrance exam for enrolment in Module 3, grade XIII); with Diploma “Qualified worker for...”
Organization of the course	Full time course Specialization for practical work in school and enterprise
Form	Education contract with students and legal representatives
Institution

Exam for vocational training: Module 3

Title	“Matura” and TVE (Technical and Vocational Education) Exam: Module 3 (grade XIII)
Applicants	Graduates of Module 1 + 2 and entrance exams
Admission	Age limit 30 years, entrance exam
Duration	1 year with 30-32 hours/week for 36 weeks (or 2 years part time while working in the trade)
Goal	Possibility for enrolment in a University of Applied Science or University
Content	Core theoretical and applied subjects – approximately 20-30 % Vocational practice/workshop – approximately 20-30% Compulsory general subjects – approximately 40-50% (mathematics, computing for economics, languages, natural sciences, social economics, etc.) Possibilities for electives (general/professional subjects) optional
System of modular units	Modular Education (in the sense of life long learning/LLL); Fulfil the requirements for grade XIII
Conclusion	General exam, exam for vocational training, “ Engineer for” (official recognition of the professional title “ Engineer” as well as the diploma for the trade at the age of 21 and at least three years of work experience)
Organization	Full time course with vocational practice
Form	Education contract with students and legal representatives

For distinguished graduates: a year of practical work abroad

College or University of Applied Science - Module 4 - (course for further training/advancement 1-2 years)

Title	College or University of Applied Science – Module 4 (1-2 years)
Applicants	Graduates, holders of TVE-Exam or Matura of general upper secondary school (Gymnasium) and an entrance exam
Admission	Age limit 30 years, entrance exam
Duration	1-2 years with 30-32 hours/week for 37 weeks (or 2 years part time while working in the trade)
Goal	Possibility for enrolment in a University of Applied Science or University, after graduating from a vocational school
Content	Core theoretical and applied subjects – approximately 40 % Vocational practice/workshop – approximately 60% Possibilities for electives (general/professional subjects) optional
System of modular units	Modular Education (in the sense of life long learning/ LLL); Fulfil the requirements of grade XIII
Conclusion	General exam, exam for vocational training, “ Engineer for” (official recognition of the professional title “ Engineer” as well as the diploma for tradesman at the age of 21 and at least three years of work experience)
Organization	Full time course/following trade
Form	Education contract with students and legal representatives

For distinguished graduates: a year of practical work abroad

Education for teachers

Managers of the enterprises who offer premises for practical work should have an adequate education. There should be at least one year of training which corresponds to that particular trade in a professional pedagogical institute, giving rise to a diploma.

Teachers should gain an additional teaching diploma through further training in a professional pedagogical institute.

Courses and organisation

Profiles of the pilot schools are as follows:

- Construction
- Electro-technics
- Machinery-Production
- Timber-Interior Design
- Economy, Trade
- Fashion, Tailoring
- Tourism and hotel management
- Electronics
- Computer science – Communication
- Data processing
- Agriculture

At the beginning MVS (currently MVS are only technical schools) will offer education in the following profiles:

- Auto mechanics
- Car-body spraying
- Dressmaking, Textiles, Tailoring
- Mechanics for agricultural machines
- Service and maintenance of machinery
- Gas and water installation
- Electric installation, home electric installation
- Welding
- Sanitation and Heating techniques
- Data processing/computing
- Commerce, electronic data processing and English
- Masonry, construction
- Carpentering (woodwork), furniture production
- Bio-agriculture, horticulture

The curriculum is being fully prepared for the practical vocational areas.⁴

But there is still a need to clarify if it is sufficient for education to have a list of compulsory vocational theoretical subjects and general subjects in optional form to be offered in the third year (class XII) in order to reach professional skills, or whether there should be so-called bridging courses which beside final certificates also give students access to a university of applied science or university.

Compulsory education for teachers and instructors should be offered in the enterprises as a proper practice.

⁴ There are still no specific by-laws for vocational education. There is a need for the Ministry to develop a long term planning strategy. (see Estimates & Strategies 2003 – 08 in annex).

MVS will be able to make contracts to offer their products or services in order to use new methods of production, project management and new teaching methods.

Vocational education follows the orientation of the new education system of Kosovo. It is based on a system of a package constructed in modular form which will be oriented towards the standards of the EU.

There is still a need to establish education institutions, curricula and school activities according to the analysis of the regional labour market and also the proposals of a local commission for education and vocational training which is to be set up during 2004-2008

Objectives of education and didactics

MVS are to support the student's professional and personal development, which can be measured by the acquisition of subjective, individual and social competencies.

They should inspire students to study and work independently and to develop their autonomy and self-reliance by integrated learning with the help of new technology.

They should encourage students to analyse ethical and political issues freely in terms of existing and changing conditions in society.

They should uphold equal rights (same position for men and women, minorities- serbs, bosniacs, turks, roma, ashkalia).

The qualifications which are the students' goal, are to be determined in harmony with EU curricula. They are to be verified regularly through checking the results and achievements in teaching and learning and through partial and final exams.

Education is determined through various effective methods. In special cases school is presented as a provider of products.

Teachers of vocational schools should receive in-service training through different courses which reach European standards. Their results and performance should be evaluated, and on completion they should receive certificates.

Assessment of the situation in vocational schools as a base for defining criteria for further decision making

At first sight the condition of the majority of the schools and their equipment does not look impressive. Nevertheless it makes sense to continue with the current curricula until new projects are developed and new curricula are written. This is valid for the pilot schools based on the specificity of the region. Once finalised in the pilot schools such projects and curricula can become part of the regular education system. A questionnaire (spring 2002) regarding the systematic gathering of the data (school mapping) should create grounds for defining the criteria through which schools shall be classified for inclusion in the pilot system.

Capacity building – Vocational Model Schools

Planning Objectives and Target Group

The overall project objective is:

The subject curricula for modern professions, which are necessary for the economic development of Kosovo, are to be developed. A model for the assessment, evaluation, certification and accreditation is to be elaborated and implemented within a piloting approach. Teachers are to be trained accordingly and are to implement the model.

Indicators:

Priority professions for primary vocational education under the umbrella of the Ministry are to be identified by the Ministry and the subject curricula in the priority professions are to be developed by 8/2003 (first step). The corresponding guidelines for assessment, evaluation, certification and accreditation are to be developed.

Each Model School is to nominate a trained coordinator to supervise the implementation of the priority subject curricula.

Target group is youth between 14/15 and 24 years of age, who are to receive their primary vocational education under the Ministry of Education, Science and Technology. The project is targeted equally at girls and boys.

Teachers are to be trained as trainers and school management personnel are to be given management training to strengthen their decision-making..

Design

Measures Taken and Relation to other Projects

This plan is related to various other activities and projects of several NGOs and governmental institutions active in the field of vocational education in Kosovo. As lead agency for vocational education and training, GTZ, is coordinating and advising secondary technical schools and the planned vocational schools with regard to selected technical professions within a piloting framework. The German development cooperation agency established and trained a local curriculum development group and a number of facilitators for job analysis, who are currently working on a vocational frame curriculum and on the development of subject curricula in several technical professions.

Important Activities and Expected Outcomes

The plan is to contribute to a labour market oriented education with future prospects corresponding to European standards.

The activities described below are to be implemented with the active involvement of local counterparts from the Ministry of Education at the central level as well as at the regional and municipal levels. Emphasis should be given to the involvement of school staff teaching in the vocational sector, who should be actively involved in the development of curricula as well as in developing the legal foundations.

The following outcomes are expected after a planned phase of 2 years' duration (6/2002 – 6/2004):

Expected Outcome No. 1

The vocational curricula for selected professions defined by the Ministry of Education, Science and Technology (MEST) in cooperation with the social partners are to be developed in accordance with European standards and are to be implemented within a piloting framework.

Indicators:

The necessary vocational curricula (with general oriented subjects as well) are to be developed by June 200x (1st step: by June 2003).

As from September 200x (by September 2003) the vocational curricula are to be piloted and evaluated.

As from September 2004 the vocational curricula are to become a regular part of the general curriculum.

Activities:

- Identify schools with forward-looking directors and interested teaching personnel who will implement the activities of expected outcomes numbers one and two.
- Establish working groups for each professional stream.
- Create a legal basis upon which the working groups can act under the MEST.
- Appoint coordinators.
- Plan, realize, monitor and document training seminars and/or workshops with selected local employees of the Ministry and with actively involved school personnel.
- Supervise, and if necessary adjust, the work of the working groups.
- Open vocational curricula to public discussion and implement them within a piloting framework.
- Integrate the evaluated and adapted vocational curricula as a regular part into the legally binding general frame curriculum.

Expected Outcome No. 2

An evaluation, assessment, certification and accreditation system for the primary vocational education under the MEST is to be developed in accordance with European standards and implemented within a piloting framework.

Indicators:

An evaluation, assessment, certification and accreditation system for the primary vocational education under the MEST is to be provided by Dec. 200x (by Dec. 2003) and the pilot phase evaluated at the end of the school year by June 200x (June 2004).

The piloted evaluation, assessment, certification and accreditation system for the primary vocational education under the MEST is to be evaluated and adapted according the lessons learnt and is to become part of the regular evaluation, assessment, certification and accreditation system.

Activities:

- Plan, hold, monitor and document training seminars and/or workshops for the working groups which have been established to achieve expected outcome number one.
- Supervise results of the working group and adjust where necessary.
- Implement the evaluation, assessment, certification and accreditation system for primary vocational education under the MEST within a piloting framework.
- Legally anchor the evaluated and adapted evaluation, assessment, certification and accreditation system for primary vocational education under the Ministry of Education.

Expected Outcome No. 3

A sufficient number of qualified teachers are to be provided to conduct lessons for primary vocational education under the MEST.

Indicator:

A sufficient number of trained teachers are to be available by September 200x (by Sept. 2003) to provide primary vocational education at the pilot schools.

Activities:

- Identify suitable trainers among the members of the working groups.
- Plan, hold, monitor and document training seminars and/or workshops for the trainers.
- Identify pilot schools.
- Train the teachers who are teaching primary vocational education under the MEST at the pilot schools with regard to the implementation of the curricula.
- Adapt the evaluation, assessment, certification and accreditation system.
- Support the teaching personnel during implementation.

Time Frame

Duration of first planning period is expected to be 60 months (x. 2003 –2008).

Continuation after Final Planning Stage (Utilization of Outcomes)

The plan assists the implementation of primary vocational education under the MEST with respect to all of its components. There will be sufficient capacity for quick, market-oriented and EU-conforming adaptation to changing circumstances, because the schools and the Ministry will be promoting the development.

Estimates and strategies 2003/08 – VOCATIONAL EDUCATION

Guidelines for the assessment, evaluation, certification and accreditation:

Activities are

- to develop the necessary subject curricula (vocational, general and optional subjects)
- to establish subject-related working groups (intra- and inter-ministerial including social partners)
- to create a legal basis for the working groups at the Ministry
- to create a National VET Counsel to elaborate a “Framework of Vocational Education Development Strategies in Kosovo” in relation to the SEE countries
- to define and nominate pilot schools (at the present time 9 technical schools are defined as pilot schools; the number of schools should be expanded in relation to the needed working sectors)
- to plan, realize, monitor, evaluate and report on the results of the training seminars and/or workshops with selected local personnel of the Ministry and of those schools which appointed members to the working groups.
- To supervise and adjust output of the working groups, if necessary.
- To open up subject curricula to public discussion and implement them within a piloting framework.
- To integrate the evaluated and adapted subject curricula as a regular part into the legally binding general frame curriculum.

A system of evaluation, assessment, certification and accreditation for the 9th and 10th to 12th grades according to European standards is to be elaborated and implemented within a piloting framework as well.

On top of that

- suitable trainers have to be selected
- Seminars and/or workshops for the trainers have to be planned
- Pilot schools have to be identified
- Those teachers who are teaching the orientation grade (grade 9) and the 10th to 12th / 13th grades vocational have to be trained (pilot schools and other schools as well)
- Vocational guidance and counseling have to be provided

Companies and enterprises have to be identified or developed to make the practical job-orientation and training possible.

The draft curriculum for vocational school
CONSTRUCTION

Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages and Communication	2	2	2	6	
Foreign language for specific purposes (English)	2	2	2	6	
Political and economic education	1	1	1	3	
Applied math	2	2	2	6	
Fundamentals of applied physics	2	-	-	2	
Fundamentals of applied computing	2	-	-	2	
Technical management of enterprise and accounting	-	-	2	2	
Vocational education:					
Inorganic chemistry and environmental techniques	-	2	-	2	
Building construction	3	3	3	9	
Statics	2	2	3	7	
Construction site and measurement activity	-	2	2	4	
Construction exercise	3	3	3	9	
Practise in the profile of construction	13	13	12	38	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
CIVIL ENGINEERING

Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages and Communication	2	2	2	6	
Foreign language for specific purposes (English)	2	2	2	6	
Political and economic education	1	1	1	3	
Applied math	2	2	2	6	
Fundamentals of applied physics	2	-	-	2	
Fundamentals of applied computing	2	-	-	2	
Technical management of enterprise and accounting	-	-	2	2	
Vocational education:					
Inorganic chemistry and environmental techniques	-	2	-	2	
Civil engineering and measurement technique	3	3	3	9	
Industrial electronics and repair technology	1	2	-	3	
Electrical machines and equipment	-	2	2	4	
Construction exercise	3	3	3	9	
Labs	-	-	7	7	
Workshop	14	13	8	35	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
MACHINERY, PRODUCTION TECHNOLOGY

Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages and Communication	2	2	2	6	
Foreign language for specific purposes (English)	2	2	2	6	
Political and economic education	1	1	1	3	
Applied math	2	2	2	6	
Fundamentals of applied physics	2	-	-	2	
Fundamentals of applied computing	2	-	-	2	
Technical management of enterprise and accounting	-	-	2	2	
Vocational education:					
Inorganic chemistry and environmental techniques	-	2	-	2	
Civil engineering	-	2	1	3	
Production technology	2	2	1	5	
Technology of Machinery	2	2	2	6	
Construction exercises	3	3	3	9	
Labs	-	-	7	7	
Workshop	14	14	9	37	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
TIMBER TECHNOLOGY AND INTERIOR DESIGN
 Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week			
	Grade			Total
	1. MODULE 1	2.	3. MODULE 2	
Languages and Communication	2	2	2	6
Foreign language for specific purposes (English)	2	2	2	6
Political and economic education	1	1	1	3
Applied math	2	2	2	6
Fundamentals of applied physics	2	-	-	2
Fundamentals of applied chemistry and environment	-	2	-	2
Technology of applied computing	2	-	-	2
Technical management of enterprise and accounting	-	-	2	2
Vocational education:				
Technology	2	2	-	4
Furniture construction	2	2	-	4
Building construction	-	2	2	4
Construction exercises	3	3	- ¹⁾	6
Labs	-	-	- ²⁾	-
Workshop	14	14	- ³⁾	28
Professional areas	-	-	21	21
Maximum number of hours per week	32	32	32	96
Compulsory practical work	Minimun 4 weeks		2 weeks	

PROFESSIONAL AREAS

Interior design and furniture construction:

Furniture construction	1
Furniture design	1
Styles of furniture construction	2
Shape, colour	2
Applied perspective	2
Interior design	2
Labs	2²⁾
Workshops	9³⁾
Timber technology:	
Mechanical technology	2
Chemical technology	2
Wood construction and statics	3
Wood processing for equipment	2
Construction exercises	3¹⁾
Workshops	9³⁾
Elective courses:	
Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
ECONOMIC PROFESSIONS, TRADE

Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages and Communication	2	2	2	6	
Foreign language for specific purposes (English)	2	2	3	6	
Second foreign language	-	2	2	4	
Political and economic education,law	1	1	1	3	
Applied math, accountancy	2	2	2	6	
Fundamentals of Economic Geography	2	-	-	2	
Economic computing	2	-	2	4	
Economy of enterprise	2	2	2	6	
Vocational education					
Biology, ecology and quality control	2	2	2	6	
Accounting	2	-	-	2	
Computer text processing, publications	2	3	2	7	
English language text processing	2	2	2	6	
Enterprise management and organization	-	2	2	4	
Workshop	11	12	10	33	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
HOTEL MANAGEMENT, TOURISM

Timetable

(general number of hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages and Communication	2	2	2	6	
Foreign language for specific purposes (English)	2	2	2	6	
Political and economic education, law	-	2	2	4	
Applied math	1	1	1	3	
Fundamentals of applied physics	2	2	2	6	
Fundamentals of biology and environmental technology	-	2	-	2	
Fundamentals of applied computing	2	-	-	2	
Technical management of enterprise and accounting	-	-	2	2	
Vocational education:					
Fundamentals of tourism	-	1	1	2	
Computer text processing	3	2	2	7	
Economic accounting	1	1	1	3	
Food industry	2	2	2	6	
Cooking, / (restaurant) service	3	2	2	7	
Leisure management	1	1	1	3	
Practical work in workshop	13	12	12	37	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curriculum for vocational school
FASHION DESIGN

Timetable

(general number of teaching hours per subject)

Compulsory classes	Maximum number of hours per week				Total
	Grade			Total	
	1. MODULE 1	2.	3. MODULE 2		
Languages, Communication and marketing	2	2	2	6	
Foreign language for specific purposes (English)	2	2	2	6	
Political and economic education,law	1	1	1	3	
Applied math, accounting	2	2	2	6	
Text processing, Publications	1	1	-	2	
Economy of enterprise	2	2	2	6	
Vocational education					
Production planning and organization	1	1	2	4	
Technology of textile	1	2	2	5	
Fashion and drawing	2	2	1	5	
Cutting patterns, model angling and design	2	2	3	7	
Technology of clothe machinery	1	1	2	4	
Project management, organisation of enterprise	1	1	1	3	
Workshops	14	13	12 ¹⁾	39	
Maximum number of hours per week	32	32	32	96	
Compulsory practical work	Minimum 4 weeks		2 weeks		

Annex:

Priority lines of education ¹⁾

Clothing Technology

Management of the project	5
Workshops	7

Fashion Design

Management of the project	5
Workshops	7

Fashion Marketing

Economic Language	2
Management of the project	3
Workshop	7

Elective courses:

Languages and communication	2
Other languages	2
Mathematics	2
Physical education or Arts	6

The draft curricula & timetables for vocational school courses

ELECTRONICS

I.T.

BUSINESS ADMINISTRATION

are being developed by PEM&FAS KOSVET Project (Vocational Education and Training Project, an EU-funded project managed by the European Agency for Reconstruction)



**Provisional Institutions of Self-Government
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

DRAFT ONLY

ADMINISTRATIVE INSTRUCTION

SUBJECT: Vocational Pilot Schools
NUMBER: MEST [I] XX/2003
DATE: 10 April 2003

In accordance with UNMIK Regulation No. 2001/19 of 4 October 2001 On the Executive Branch of the Provisional Institutions of Self-Government in Kosovo and Law Nr 2002/2 of 31 October 2002 On Primary and Secondary Education in Kosovo and Transitional Administrative Department of Education, Science and Technology Administrative Instruction DES[I]2/2002 Pilot Schools , the Ministry of Education, Science and Technology (hereinafter the MEST) hereby issues this Administrative Instruction:

**Section 1
Purpose**

- 1.1 The purpose of this Administrative Instruction is to give effect to an agreement between the MEST Division for Vocational Education and various lead agencies to work together to bring about a system of vocational education and training to better equip the people of Kosovo for employment in a post-conflict workforce. To bring these objective into being a system of Pilot Vocational Schools (hereinafter PVS) will be established throughout Kosovo and their activities will be regulated by this Administrative Instruction.

**Section 2
Status of PVS**

- 2.1 PVS will be governed by the Law on Primary and Secondary Education and DES Instruction 2/2002 and will endeavour to provide Kosovo students with professional qualification for the labour market; life long learning and prepares students for further career studies.
- 2.2 PVS will be an integral part of the regular Education system in Kosova and as such will be governed by the MEST, the Law on Primary and Secondary Education and Administrative Instruction DES[I]2/2002..

- 2.3 However, within that framework the PVS will have full autonomy with respect to curriculum development and implementation, although the general guidelines for usage of school textbooks and school media as defined by the MEST will continue to apply.
- 2.4 As well as having full autonomy with respect to curriculum formulation and implementation, PVS will each have a separate legal identity and will be able to enter into legal contracts and other binding arrangements with third parties.
- 2.5 PVS will also organise modular training courses for adults, based on the overall policies defined by MEST and MLS.

Section 3

Attendance at a PVS

- 3.1 Attendance criteria for PVS are governed by Section 3 of TADEST Administrative Instruction DES[I] 2/2002.

Section 4

Management of financial and material resources

- 4.1 PVS shall have the authority to manage and coordinate their own budgets and other income generating activities.
- 4.2 PVS shall maintain and operate a bank account. This account shall be subject to regular audits by the Ministry of Finance and Economics.
- 4.3 PVS shall maintain accurate and detailed financial records, including a schedule of all monies paid into and withdrawn from the bank account.
- 4.4 PVS shall manage and control all of their financial activities in compliance the relevant instructions and directives issues by the Ministry of Finance and Economics.

Section 5

Governing bodies and management structures

- 5.1 As PVS are subject to the provisions of the Law on Primary and Secondary Education their management structures and governing bodies will be in accordance with that Law.

School Directors

5.2 Section 24 of the Law details the rights and responsibilities of School Directors. In addition to those statutory obligations the Directors of PVS will also:

- The director chairs the school and signs contracts with third parties for the school (i.e. GO and NGO);
- The director leads the school board and proposes the leaders of school professional units;
- The director can involve outside experts for certain professions, not more than 60 working days/year;
- The director foresees a yearly school budget and provides regular statements with the commune concerning this budget. Procuring process should meet the regulations about the Kosovo Consolidate Budget (KCB);
- The director keeps current bank account. He can authorise in close collaboration with school board one or more persons responsible to carry out banking transactions;
- The director should be responsible to register personal recruitment and their salaries;
- The director should keep information on students' registration;
- The director should keep a database on school inventory;
- The director organises once per year meeting with the community in order to inform about school activities and finding possibility for mutual cooperation.

School Boards

5.3 Section 29 of the Law details the rights and responsibilities of School Boards. In addition to those statutory obligations the School Boards of PVS will also:

- The school board undertakes initiatives and decisions in the interest of the school, according to the school legal authorisation;
- The school board approves internal regulations of the school;
- The school board controls the documents, such as financial statements in a transparent way, submitting them to the commune control procedures;
- The school board is involved in decision making, in school infrastructure developments;
- The school board together with school director approves the implementation of new training courses at the school;
- The school board approves incomes realisation from productive and service activities at school.

The Professional School Unit

5.3 Professional school unit has the responsibility to design and develop school curricula.

The Pupil Council

5.4 Section 30 of the Law details the rights and responsibilities of Pupil Councils. In addition to those statutory obligations the Pupil Councils of PVS will also:

- The class council reports for students' performance;
- The class council works on students' information and students' professional preparation;
- The classroom council harmonise the teachers' work during the education and teaching process;
- The classroom council undertakes other duties that are determined in school internal regulation.

Section 6 Evaluation and certification

6.1 In order to maintain a high standard of academic achievement all PVS students will be subject to regular evaluation. Academic evaluation of PVS students will consist of:

- (a) Internal evaluation (comparison of school objectives with school results). This evaluation will be conducted by each PVS twice a year;
- (b) External evaluation (MEST and Communal Professional Service) based on published standards for evaluation. This evaluation will be conducted once per year.

Section 7

Certification

7.1 Certification procedures of PVS will be determined by MEST.

Section 8 Workplace Health and Safety

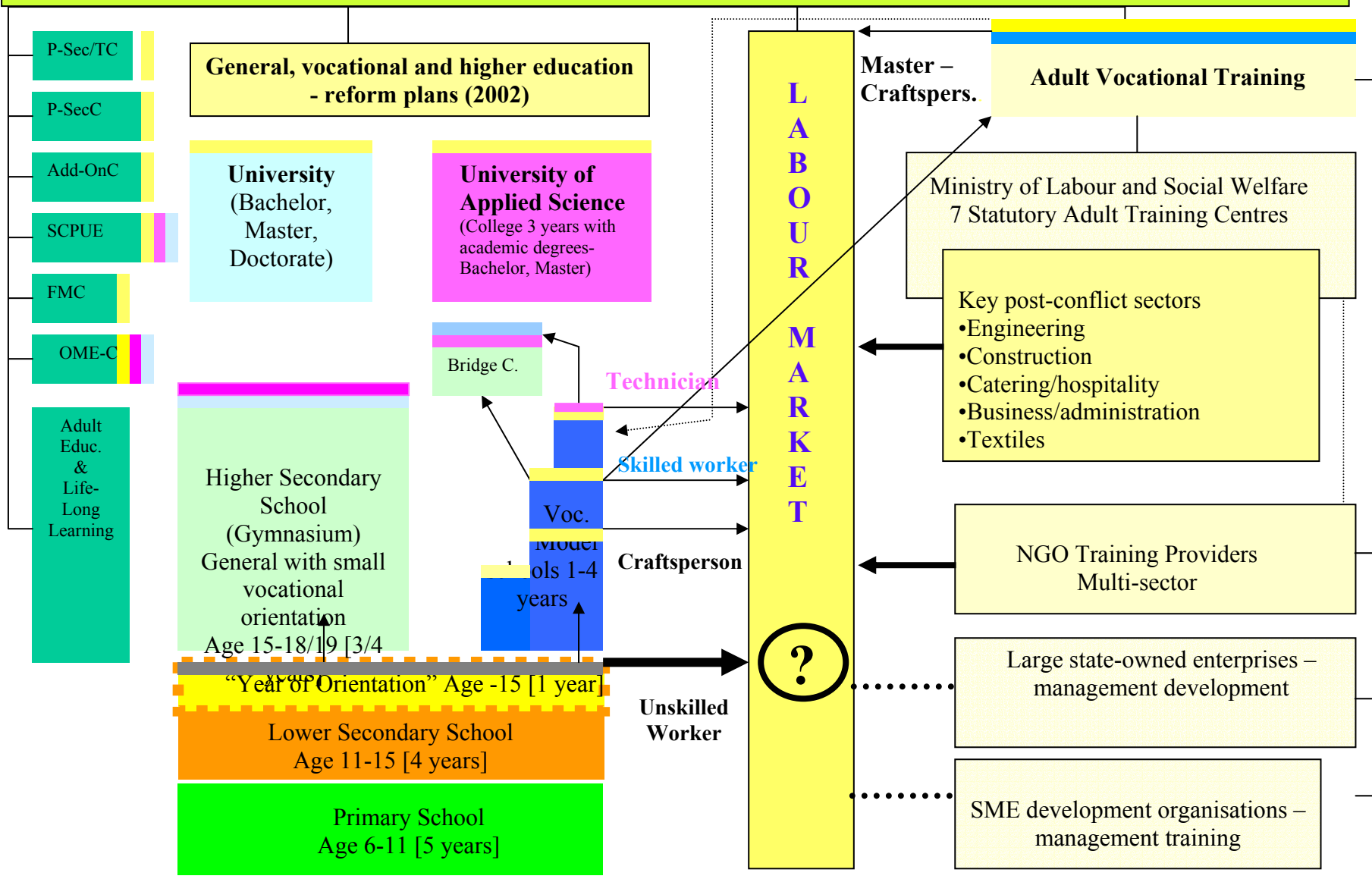
- 8.1 All PVS are obliged to comply with the relevant laws with respect to workplace health and safety.
- 8.2 Where a PVS maintains workshops or where students are required to operate machinery, then the PVS shall adopt strict safety measures concerning any work undertaken in those workshops and the use of that machinery, including ensuring the permanent presence of a technical supervisor during work in the workshop.

Section 9
Application

9.1 This Instruction shall take effect on 10 April 2003.

Isuf Zeneli
Permanent Secretary
Ministry of Education, Science and Technology

EDUCATION AND SKILLS IN KOSOVO: A LIFE – LONG LEARNING SYSTEM IN PROCESS



Employment of Youth (by MLSW) = UNCLEAR SITUATION - POLICY NOT DEFINED