
VES–Vocational Education Support Program Kosovo 2004-2012

Capitalization of Assets

September 6, 2012

**Matthias Jäger
Ignaz Rieser**

**Swisscontact
Döltschiweg 30
CH 8055 Zürich**

www.swisscontact.ch

Executive summary

SDC has supported vocational education and training projects in Kosovo since 2000: The first project (JOMT, 2000-2003) focused on outreach and employment, and it developed and integrated modular short courses in public VET schools. The second project (VES, since 2004) focuses on quality delivery complemented with contributions to educational systems reform in key policy areas, including stakeholder cooperation, school organization and quality development and VET financing. The two projects have produced specific assets which are reusable as good practices and are contributing towards further systems reform and program development. SDC requested Swisscontact to capitalize the experiences of the project. Capitalization is neither a mutually understood term in international cooperation, nor a defined stage in the Program Cycle Management, nor based on commonly known and widely accepted approaches, processes and principles. Hence Swisscontact has developed its own concept and approach.

The focus of capitalization is on **assets**. Assets created by a project are resources which can be utilized by institutions, partner organizations or other projects for further developing the system, or which are able to produce value for the target group. Assets can be training **products**, management **processes**, training delivery **schemes**, concept, policy or strategy **papers**, organization **structures**, or even VET **institutions** as a whole. The description of an asset is a snapshot as of to-day. The estimation of its value is a prospective glimpse into the future.

Most valuable assets at the end of the VES project are those which incorporate and simulate tasks and conditions of the real world of work into everyday business of training programs and which are more or less fully developed and utilized in everyday business:

Practice learning

- Project-based learning and practice firms are the two most prominent assets, which can be said to have reached a remarkable level of completion and utilization.
- Internship schemes go a step beyond simulation of labor market realities, in that they bring students into the real work of work. Internships are one of the most powerful instruments for labor market insertion, but at the same time one of the most challenging ones for implementation. The potential value of this asset under a youth employment and labour market relevance perspective is high, but for completion additional efforts are required.

Systemic elements

- Though peer learning, competence-based learner's assessment and occupational standards have the character of specific and stand-alone assets at the level of the support structure, they also belong to the support structure for practice learning and innovative training delivery strategies.
- Also decentralized financial management originally emerged as issue from a framework condition for the implementation of project-based learning and the practice firm approach. During implementation, the work on this dimension of practice learning developed into a stand-alone asset with considerable potential, but highly depending on political decisions.

Agribusiness Learning Center

- The development of the agricultural school from a traditional vocational school into a Center of Agribusiness learning is at an early stage. It is an asset with considerable potential, but with the present level of completion, it cannot yet be considered an asset.
- Greenhouse as a business and the various profiles in food procession has potential as puzzle stones for an Agribusiness Learning Center. As stand-alone assets, their value does not exceed that of the focus on practice learning and project-based learning in other occupational profiles. The implementation is even more challenging, because as agriculture and food processing deals with production and marketing of real products.

Overall conclusions and recommendations are as follows:

- The project has contributed some crucial elements to the **overall VET reform**, and it leaves behind a number of well-developed assets.
- The **systemic approach** and perception of VET with a major focus on the core process of occupational learning, but with simultaneous efforts and inputs at the organizational level, at the level of the support structure, and at the level of the regulatory framework, is a promising strategy in vocational skills development. This is in line with the findings of the overall evaluation of vocational skills development conducted by SDC in 2011.
- **Unfinished business** is left behind in those areas, which have a high potential for employability and labour market relevance, but which at the same time are also highly complex, and which were embarked at a late stage in project implementation. Internship schemes and the creation of a Centre of Learning are lines of activities with a time and planning horizon of not less than 5-8 years.
 - The further promotion and development of internship schemes can be incorporated as component or instrument for school-to-work transition into a future youth employment program.
 - Though a Centre of Learning in Agribusiness could have substantial potential under a youth employment perspective, further support would urge for a specific project. Such complex conceptual, institutional and organizational development work is impossible as side activity under a different main perspective and focus. As both need and potential for such a center are given and as training in agribusiness has its specific challenges different from other occupational areas everywhere in the world, the design of a respective new and specific project is suggested.

Zurich and Tirana, September 6, 2012

Table of Contents

Abbreviations.....	1
1 Introduction.....	2
2 Capitalization process	2
2.1 Concept and definition.....	2
2.2 Methodology and approach	3
3 Instruments	4
3.1 Systemic VET Model	4
3.2 Assessment spider	5
4 Context	6
4.1 General situation at a glance.....	6
4.2 Education and VET	6
5 Project abstract	7
6 Assets	8
6.1 List of assets.....	8
6.2 Individual assets	9
6.3 Assessment of the value of the major assets.....	12
7 Summary and lessons learnt	17
7.1 Value of assets at the end of the project.....	18
7.2 Approaches	19
7.3 Exploitation of the value of assets.....	19
7.4 Unfinished business	20
7.5 Conclusions and recommendations	21

Annex

Abbreviations

AlbVET	Albanian Vocational Education and Training Support Program
CoC	Centre of Competence
CVET	Council for Vocational Education and Training
DACUM	Develop A Curriculum, a standardized approach to occupational analysis
EUROPEN	European Network of Practice Firms
ENUNet	National E-Learning Platform
HACCP	Hazard Analysis and Critical Control Point: International hygienic standards for food processing and technology
KCC	Kosovo Chamber of Commerce
KCF	Kosovo Curriculum Framework
KCPF	Kosovo Center of Practice Firms
KEK	Kosovo Energy Corporation
KESP	Kosovo Education Strategic Plan
MEST	Ministry of Education, Science and Technology
MOLSW	Ministry of Labour and Social Welfare
MoU	Memorandum of Understanding
NCTL	National Centre for Teacher Licensing
NQA	National Qualifications Authority
PCM	Project Cycle Management
SDC	Swiss Agency for Development and Cooperation
SME	Small and Medium Enterprises
TOT	Training of Trainers
VES	Vocational Education Support Project
VET	Vocational Education and Training
VTC	Vocational Training Centre

1 Introduction

The VES-Vocational Education Support Program in Kosovo started in 2004 with a focus on occupational practice learning. The respective modules or learning projects were developed for multi-functional use for short courses, adult learning, and as components in regular programs. Since then the project was continuously developed for 3 phases, the last one ending in 2012. The Project Document for Phase 3 (2010-2012) assigns the responsibility to Swisscontact to capitalize the experiences of the project for presentation to a specialized public. On this basis Swisscontact entrusted the task to Matthias Jäger (team leader) and Ignaz Rieser. Matthias Jäger is familiar with the project, as he implemented the review of the predecessor project in 2003, the review of phase 1 in 2006, and he also participated as resource person on behalf of the implementing agency in the planning process for phase 3. As Swisscontact representative in Albania he is also familiar with the regional context. Ignaz Rieser will be the international backstopper of the VES Project for the last year of implementation.

As the project document does not further elaborate on this capitalization, Swisscontact has developed its own concept and approach. As opposed to monitoring and evaluation, capitalization is neither a mutually understood term in international cooperation, nor a defined stage in the PCM Cycle, nor based on commonly known and widely accepted approaches, processes and principles.

The present document is not a consultants' report, but represents and reflects the perspective, perception and position of Swisscontact as implementing agency at the end of the VES project.

2 Capitalization process

2.1 Concept and definition

Googling for the term "capitalization" reveals a number of different definitions or meanings attributed to diverse fields as follows:

Linguistic meaning:	Writing in capital letters
Accounting meaning:	Addition of an amount that could have been treated as expense, as an asset to the balance sheet
Commercial meaning:	Estimation of the value of a business
Economic meaning:	Exploitation of existing potentials or opportunities, like e.g. natural resources

Combining such widely differing definitions from various domains for the application in development work is of course not really legitimate. However, capitalization is surely different from evaluation. In evaluation the focus is on performance, on efficiency and effectiveness, on outputs, outcomes and impact, but ultimately also on the traces and imprints a project leaves behind upon completion. Conceptually and methodologically evaluations, be they formative or summative, internal or external, quantitative or qualitative, are well elaborated and documented in the literature, and they can apply proven research strategies.

As opposed to evaluations, the focus in capitalization is on **ASSETS**, on their identification and description, on the **ESTIMATION** of their respective **VALUE**, on hinting at their **POTENTIAL** for further utilisation and **EXPLOITATION** in different contexts, and on labelling the most remarkable and valuable assets, those with the biggest potential for further exploitation, with **CAPITAL LETTERS**. The description of an asset is a snapshot as of to-day, and it is independent from when, how, and with which efforts, justifications and inputs it was produced; it is also independent from the efficiency and effectiveness of the production process. For capitalization it is irrelevant, whether the asset results from the core business of the project, or whether it is a rather accidental by-product. It is only the asset itself which counts. In that sense capitalization is like digging for gold nuggets or diamonds, and terms like "asset",

“*description*”, “*estimation*”, “*valuation*”, “*potential*” already indicate the subjective nature of capitalising: Thus, as capitalization is neither scientific nor precise, it has a somehow investigative, essayistic and analytical character. In that it resembles investigative journalism.

2.2 Methodology and approach

a) *Focus on assets*

As mentioned above, the focus of capitalization is on assets. Asset again is a term of financial accounting. There assets are resources with the capability to produce value. We use the term asset in a similar sense: Assets of a project are resources which can be utilized by institutions, partner organizations or other projects for further developing the system, or which are able to produce value for the target group. In this sense assets can be training **PRODUCTS** (modules, courses, programs) with the necessary ingredients like curricula, learning resources, equipment and human capacities, management **PROCESSES** with the respective manuals, instruments and human capacities, training delivery **SCHEMES** like apprenticeships, internships and the like, concept, policy or strategy **PAPERS**, organization **STRUCTURES**, or even VET **INSTITUTIONS** as a whole. As already mentioned above, the description of an asset is a snapshot as of to-day, and the estimation of its value is a prospective glimpse into the future.

b) *Challenge*

The focus on assets is challenging for a project team, because it requires a completely different perspective from the usual one. Project staff and managers normally focus on what they do, how they do what they do, why they do what they do, how well do they do what they do, what are the outputs and results of what they do, etc. If we compare the process of capitalization with digging for gold or diamonds, assets are the raw diamonds we find: In capitalization we take such a nugget, look at it, turn it around, describe its size and shape, assess its purity, weigh it, speculate whether it is good enough to be utilized for jewelry, and estimate its sales value. This perspective is challenging for a project team, but also for a donor agency, in that it looks at the asset itself irrespective of its production process, its cost, and other elaborations and reasoning along the PCM cycle.

c) *Stages*

The capitalization process went through four stages as follows:

- Inception:** Development of concept, approach and instruments for capitalization of experiences through the consultants, including the development of a template for the description of assets.
- Elaboration:** Identification of assets and establishment of a classified inventory in a moderated group process with the project team. Documentation of individual assets based on the prescribed template by the project team.
- Analysis:** Analysis and valuation of the fiches of assets through the international consultants and validation of the preliminary results through a stakeholder workshop
- Synthesis:** Summarizing the results of the capitalization process in a draft report to be presented to SDC.

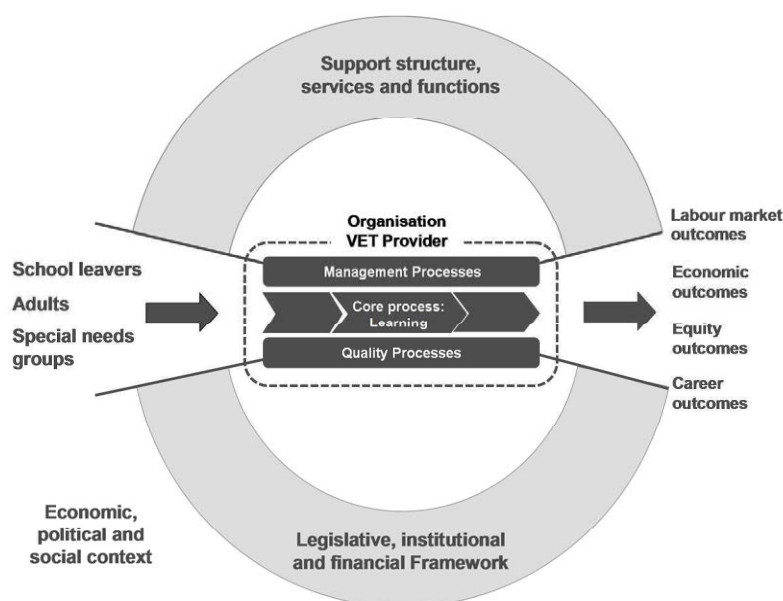
Considering the available time and resources, the analysis was done by the consultants. An iterative process between project team, partners, stakeholders and donor would generate more accurate results.

3 Instruments

3.1 Systemic VET Model

In order to facilitate conceptual and analytical processes, Swisscontact has based its philosophy on a systemic model of vocational education and training and life-long learning as depicted in the graph overleaf.

- Core process:** Learning, acquiring the necessary qualifications for the world of work is the core process of any vocational education and training system. Learning for the world of work comprises occupational components (occupational theory and practice), general education components, and generic or life skills. Learning may be organized in classrooms, in practice workshops, as on-the-job learning. In education and training learning as core process is sometimes also addressed as the micro level. Post-training activities like placement services, career guidance and counseling, labor market information, practice periods, etc. link skills acquisition directly with the world of work.
- Organisation level:** Learning is embedded in an organization structure, be it an individual VET provider or a cooperative scheme with a combination of different learning venues. The organization (or meso) level organizes the necessary resources, provides training management, allocates the resources, and is responsible for quality delivery.



- User groups:** Vocational education and training and lifelong learning caters to three categories of user groups, i.e. (a) school leavers at the major exit points of the general education system for school-to-work transition, (b) adults who are already employed for specific, additional or higher qualifications, and (c) specific needs groups, be they unemployed, vulnerable groups, handicapped persons, etc. for labor market (re-)insertion.
- Systems outcomes:** In response to the different needs of the various user groups, vocational education and training systems as a whole have four outcomes or purposes:
- Labor market outcomes in the sense of successful school-to-work transition and labor market insertion for school leavers,

- Economic outcomes in the sense of increased quality, productivity, innovative capacity and competitiveness of receiving employers,
- Equity outcomes in the sense of labor market insertion of specific needs groups and equal access of different user groups into vocational education and training programs, and
- Career outcomes in the sense of higher income, job advancement, and labor market mobility.

Vocational education and training systems have to serve these different purposes as whole through a variety of different training courses and programs of different duration, at different qualification levels, with different entry requirements. Individual courses usually only serve one purpose.

Support structure: The support structure may include services and functions like teachers and instructors training, managers training, curriculum development, registration and accreditation, assessment, skills testing and certification, supervision and evaluation, quality services.

Framework: The legislative, institutional and financial framework may include dimensions like the education structure, qualification frameworks, employment policies, education strategies, VET legislation, public and private funding and financing mechanisms for education and employment.

For sustainability reasons projects preferably intervene simultaneously in the different dimensions, or they have at least a clear perception of how individual interventions are interlinked within the system organizationally, institutionally, legally and financially. The same applies to assets: The better assets are embedded in the overall system, the higher their respective value.

3.2 Assessment spider

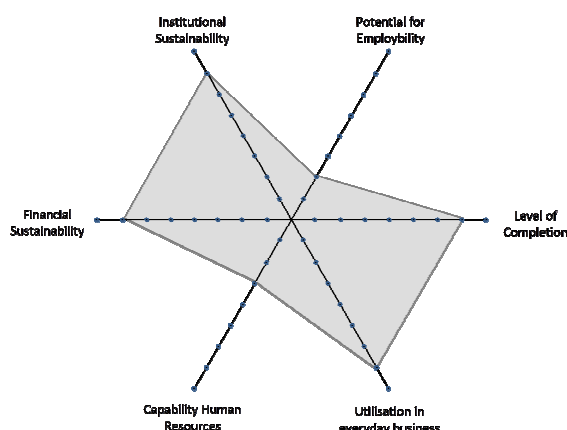
The assessment of the value of the individual assets is based on a spider diagram with the different dimensions as depicted in the attached graph. The six dimensions are to be understood as follows:

Level of completion addresses the extent to which the asset has been completed into a self-sustained product, process or organization. A low value on this dimension indicates that the project will leave behind unfinished business at the end of the project.

Utilization in everyday business addresses the question as to which extent the asset has been absorbed in the everyday business of the partner organization or institution. A low value on this dimension means that implementation of the asset depends on project conditions.

Capability of human resources addresses the quality aspect of the asset, in that it asks the question as to which extent the concerned staff (instructors, teachers, managers, public administration) is in a position to implement the asset at the desired quality level.

Financial sustainability addresses the availability of finances for the continued implementation of the asset, and the willingness and authority to access and spend the available financial resources adequately.



Institutional sustainability addresses the level of integration of the asset into the regulatory and institutional framework, i.e. the availability of the respective legal and institutional foundation to implement the respective asset.

Potential for employability addresses the systems outcome: Employability, labor market insertion, and horizontal or vertical labor market mobility are the envisaged outcomes of any vocational education and training system, but also a specific interest of SDC as donor agency. The assessment does not judge the achievement of the project under the respective asset, but its potential. That means that even an asset with low level of completion can have a high potential in terms of employability. Other assets might be utilized in only one context, whereas they have the potential to be utilized in a different context for different user groups with a higher potential for employability.

Sample spider

The sample spider in the above graph can be read in the sense, that the asset is financially sustainable, it has a strong legal or regulatory basis, be it at the level of bye-laws, of rules and regulations approved by the competent authority, of administrative instructions or whatever, and it has become an integral part of the everyday business of the partner organization. The asset is completed as regards the guidelines, procedures and instruments, but the concerned staff still lacks the adequate skills to implement it at an adequate quality level. Despite the widely positive assessment of the asset on several dimensions, its potential to increase employability is limited. Such an assessment could e.g. address a hypothetical asset of improved teaching and new learning methods in general education or technology subjects.

4 Context

4.1 General situation at a glance

Kosovo is the youngest state in Europe. On 17th February, 2008, the Kosovo government unilaterally declared independence from Serbia. This move followed decades of tensions, the abolition of the province's autonomy status in 1989, systematic discrimination of the Albanian majority population, armed uprising against the Serbian forces, NATO intervention in 1999, a United Nations protectorate government and years of international status negotiations. Contrary to widespread fears, the declaration of independence was not followed by major new violence or population displacements.

The socio-economic situation of the country remains highly problematic. The new Government has to meet huge expectations, particularly regarding the economic situation. Poverty is widespread in Kosovo, making it Europe's poorest nation. Poverty is overwhelmingly a rural phenomenon, with more than two thirds of the poor living in rural areas. Although Kosovo was previously a predominantly rural country, with rural-to-urban migration the population is now balanced 50-50 between urban and rural residents.

Kosovo has a very young and rapid growing population, with about half under the age of 25. The unemployment rate of this age group is estimated at around 75%. Every year, 20 000 to 25 000 youngsters enter the labor market.

Kosovo faces enormous challenges in its economic development. The high poverty and unemployment rates make immigration to Western countries an attractive option, especially for young people. Surveys indicate that about 50% of the youth would immigrate if they had an opportunity.

4.2 Education and VET

As in any country, education is recognized as key to the development of Kosovo. Kosovo appears to recognize that its small economy is unlikely to grow rapidly without investing in its people. The transition from an agrarian economy to a modern European economy and the unlikely possibility for Kosovo to create sufficient jobs to employ everyone is a considerable challenge.

The Vocational Educational and Training (VET) System in Kosovo is still not aligned with the emerging needs of a market economy: with the disappearance of public enterprises, the vocational schools lost their traditional partners for workshop-based training. Most of the curricula are only partly revised to meet the new requirements, many teachers and instructors are still ill-prepared to provide occupational training in alignment with the present world of work, and the system is only partially able to initiate and manage the new processes efficiently and effectively.

Kosovo's vocational education and training (VET) involves 51 upper secondary schools and 5 private VET schools. This is more than half of the secondary schools in Kosovo, involving about 60% of all students. The students appear generally to go to the VET schools after failing to enroll at the general secondary schools/gymnasiums after the 9th grade of schooling – a “second choice” option, although some make an affirmative choice. Most of the VET schools have too many students for the resources available with teaching remaining classroom-based and using a shift system.

The increased demand for a skilled labor force has put pressure on the VET system to move away from traditional supply-driven education training programs and to improve and control the quality. The Ministry of Education has put a good deal of energy and (mostly donor) resources into the development of so called “Centers of Competence”. These are planned to be seven niche schools that will each focus on one particular vocational field and offer training to students from all over Kosovo. The intention is that the students will exit the school with a certificate that will qualify them to work. It is also suggested that the centers will offer lifelong learning to out of school people from the local community. Eight vocational training centers (VTCs) are operated under the umbrella of the Ministry of Labor and Social Welfare (7 public and 1 private by Don Bosco). They are providing free training courses (between one and three months). Given the very high unemployment rate, the current capacity of these centers is very small in comparison with the scale of the unemployment problem.

5 Project abstract

SDC has supported vocational education and training projects in Kosovo since 2000:

The first project (JOMT, 2000-2003) focused on outreach and employment, and it developed and integrated modular short courses in public VET schools. The second project (VES, since 2004) focuses on quality delivery complemented with contributions to educational systems reform in key policy areas, including stakeholder cooperation, school organization and quality development and VET financing. The two projects have produced specific assets which are reusable as good practices and are contributing towards further systems reform and program development.

The first and the second phase of the VES project contributed to the development of a coherent and relevant VET system in Kosovo, focusing on formal education on higher secondary level. The third

- During its first phase (2004 – 2006), the Vocational Education Support (VES) project assisted seven technical vocational schools and one economic school, concentrating on the practical part of the regular programs in construction (plumbing, heating and electrical installation), auto-mechanics and economic professions. Simultaneously, the project supported the process of developing and piloting a skills testing and certification scheme in the construction field. The project contributed to the development of a coherent and relevant Vocational Education and Training system in Kosovo. The project cooperated directly with the respective schools. The support concentrated on the practical part of the regular programs in three occupational fields: construction (plumbing, heating and electrical installation), auto-mechanics and economic professions. Simultaneously, the project supported the process of developing and piloting a skills testing and certification system in the construction field.
- During its second phase (2007 – 2009) the VES project extended its support to 11 out of 56 existing public vocational schools in Kosovo. The students gained the possibility to have access to practical training in the workshops installed by the project. The introduction of the

practice firm approach in 3 economic schools and in 1 agriculture school has increased the students' knowledge and capacities to deal in the market. The project promoted internships for students mainly in technical fields and to a lesser degree in the economic field. The project has promoted the partner vocational schools through participation in different business fairs. More than 100 teachers from technical, economical and agricultural schools have been trained by international and national experts. 4300 students are annually involved directly in programs whose development and implementation has been supported and coached by the project.

- During its third phase (2010 – 2012) the VES project laid its focus on consolidation of the support to 10 public VET-schools in the improvement of the practical part of their programs. It also started supporting the Agriculture School in Pristina to develop into an Agribusiness Learning Center by setting up new streams in agribusiness. The support to the Government of Kosovo in key policy issues such as implementation of an e-learning strategy and decentralization of financing and supervision of VET-schools was continued.

A strategic principle in all past and present activities was to involve all stakeholders, central government, municipalities and above all the private sector in the development of VET.

6 Assets

6.1 List of assets

In a participative and iterative process the VES team in cooperation with consultants has identified the following list of assets for further analysis and processing:

Occupational profiles	Practice learning in selected occupational areas include: • Thermo-hydraulics • Electrical installation • Auto-mechanic
Training delivery strategies	Innovative training delivery strategies feature three approaches: • Project-based learning approach • Practice firm approach • Internship and job shadowing approach
Systemic elements of the support structure	Support to systems development in key policy areas resulted in the following assets: • Peer trainer approach • Definition of occupational standards • Competence-based learners' assessment • Financial management of VET schools under decentralized financing mechanisms
Agribusiness learning center	The agribusiness learning center is perceived to represent an asset as a whole, but it also features more specific assets like: • Greenhouse as a business • Food processing
E-Learning	The asset e-learning features two dimensions, i.e. (a) an e-learning strategy, and (b) an e-learning body.
VET expertise	Though human resources and their capabilities and competence are a key element in all assets, the availability of specific VET expertise in various areas of VET, is an asset in itself.

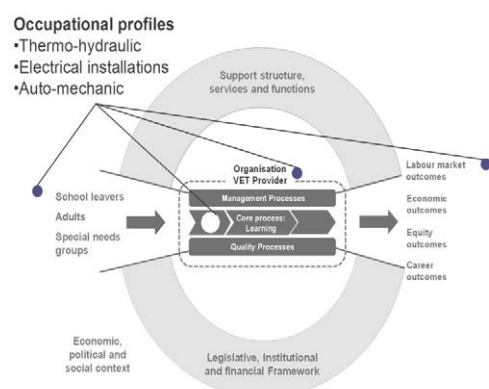
6.2 Individual assets

The individual assets are described in details in the fiches in the annex. This chapter limits itself to a summary description, the positioning of the asset within the Systemic VET Model, and the assessment of the individual assets in a spider diagram.

a) *Practice learning in selected occupational profiles*

The focus on practice learning in three traditional technical profiles and in cooperation with different vocational schools from different parts of the country started in phase 1 of the project, and even continued activities from the predecessor project. The practice firm approach in economic schools and “greenhouse as a business” was added at a later stage, and they could also be reported under this title. However, as these two assets have also different dimensions within the framework of the Agribusiness Learning Center, they are reported under that heading.

Practice learning in selected occupational profiles represents the backbone of the project, and served as basis for expansion in other project dimensions, including the project-based learning approach, which is already practiced within these profiles. Practice learning covers the complete workshop



practice in the concerned profiles in secondary vocational schools for their regular students. The course design is based on a modular format, in that the modules are theoretically also usable for short courses and adult learning. The development included the full package, i.e. development of the curricular guidelines including learning resources, equipment support, and teachers training through international trainers. In thermo-hydraulics it continued into learners' assessment, which is reported under a different heading, and also into a more comprehensive and more systematic implementation of the project-based learning

approach. Thus, as compared to the other two profiles, the development in thermo-hydraulics was more comprehensive and has reached a higher level. In thermo-hydraulics the assets served even as basis for replication in Albania, where the complete occupational area in all vocational schools is now implemented based on the principles of project-based learning. Learning resources developed in Albania subsequently were re-imported to Kosovo.

Depicted in the systemic VET Model, these assets primarily focus on the core process of learning, they cater to secondary level VET students upon completion of compulsory education, and employability of those students, i.e. their successful school-to-work transition, is the envisaged systems outcome. The focus on practice learning also addresses the organizational level of vocational schools.

b) *Training delivery strategies*

A more systematic focus on innovative training delivery strategies emerged from the support to practice learning in selected occupational profiles. This title assembles three major assets, i.e. (a) the project-based learning approach, (b) the practice firm approach, and (c) internships of students and job shadowing of teachers and instructors. Training delivery strategies focus directly on the labor market orientation and relevance of learning as core process in occupational skills acquisition. The primary purpose of the selected innovative learning strategies is to strengthen the labor market systems outcome. They either simulate workplace realities, or make the real workplace a learning venue. Innovative training delivery strategies require changes at the organizational level of training providers, in that they have to be implemented in blocks, and they require a different communication and cooperation with stakeholders. The latter applies in particular to the practice firm approach, where

links to and cooperation with a national centre for practice firms is indispensable, and even more obviously for the implementation of internship periods. In particular internships not only work within the boundaries of the VET system, but have a direct influence on the economic context of VET.

As already mentioned above, the project-based learning approach emerged directly from the support to practice learning in selected occupational areas. In particular in thermo-hydraulics it was developed into a full-fledged asset also in cooperation with the AlbVET project in Albania, where project-based learning is piloted in a complete occupational area. The project-based learning approach not only focuses on practice learning, but simultaneously addresses life and social skills relevant for the labor market.

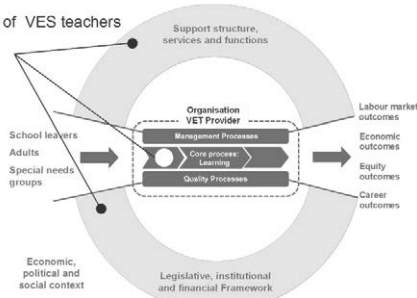
The practice firm approach emerged from the expansion of the support to practice learning in selected occupational profiles to economic schools. The practice firm approach exceeds simple practice learning, but as it simulates a complete business, and as it is part of the national and international network of practice firms, which even simulates cross-border business, it has developed into a stand-alone asset.

Internships are also implemented within the framework of the existing cooperation with vocational schools and within the framework of the selected occupational profiles. Properly implemented internships are considered to represent one of the most powerful instruments to increase the labor-market relevance of vocational education in a double sense: Apart from occupational practice, students also learn labor market behavior. On the other side, the private sector and employers only accept interns if they have minimal occupational and social skills. This in turn increases the pressure on providers to make their training programs, in particular as regards the practice learning, more labor market relevant. While internship periods frequently are a component within the training program itself, the approach in Kosovo represents a different approach, in that it implements internships as post-training activity on the transition from vocational education to the world of work.

c) *Systemic elements of the support structure*

Assets at the level of support structure, services and functions are closely linked to and interwoven with the main assets of the project focusing on practice learning and labor market orientation of

- Systemic elements**
- Peer trainer approach
 - Occupational standards
 - Competence-based learners assessment
 - Financial management of VET schools
 - Accreditation of VET teachers training



vocational education. Within the systemic VET Model, the primary purpose of the systemic elements is to support the increased labor market relevance of the core process of occupational learning, to support the organization levels of school to sustain the innovations, to support the development of the necessary regulatory framework, and to institutionalize within the given structure support services. Peer trainers emerged from among the best performing participants in teachers training provided by international trainers in selected occupational profiles. Peer trainers are in a position to train new teachers in their own schools, or teachers in other schools applying the

approaches developed by the project. Peer trainers primarily focus on project-based learning and practice firms. In thermo-hydraulics one peer trainer is continuously used as regional co-trainer in Albania. Altogether 20 teachers have reached the level of master trainers for peer training.

Occupational standards represent the foundation for the development of labor market relevant curricula, and the reference point for final examinations. The developed occupational standards, including the processes and human resources to develop them, are also linked to the thermo-hydraulics and agribusiness profiles.

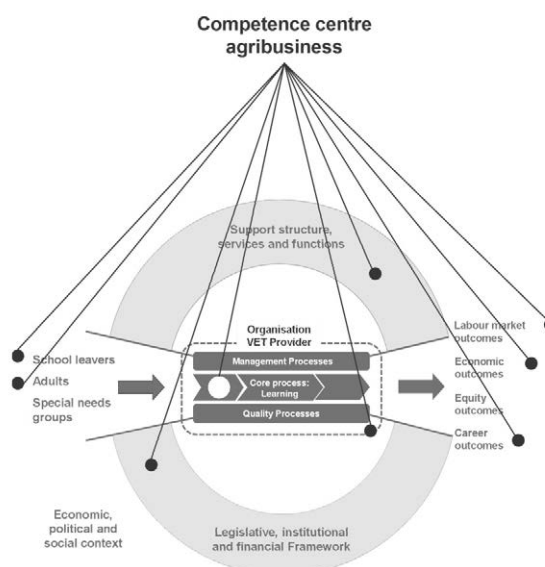
While occupational standards are at the beginning of the training production chain, the competence-based learners' assessment is at its end. Competence-based learners' assessment is available as asset in all selected occupational profiles, and the asset also includes human resources, procedural guidelines, and assessment materials.

Financial management under decentralized financing mechanisms, including the authority of schools to generate income, and to decide on expenses, e.g. to procure consumables, is a pre-requisite for sustainability, and even more for the development of centers of competence and multi-functional centers. However, implementation is closely linked with the legislative and regulatory framework, and to political decisions. In that sense, financial management is not only a technical question, but a key question in policy development. The asset comprises the manuals for financial management for municipalities and vocational schools, and the human resources to implement them. Also the regulatory framework is in place, and the implementation depends on the political willingness to apply the developed instruments.

d) *Agribusiness learning center*

The creation of centers of competence is a concept of the Kosovo Government to develop 7 out of 51 vocational schools into centers of competence, and it is an element of Kosovo Education Strategic Plan 2011-16 (KESP). As per a concept paper, such centers of competence shall have functions like:

- Offer high quality VET according to the National Qualifications Framework at levels 3, 4 and 5,
- Perform as regional assessment centre with the involvement of the private sector,
- Pilot and apply new training delivery strategies, including cooperative training,
- Offer tailor-made skills up-grading for the existing workforce and entrepreneurs,
- Provide advisory services, coaching and training to related VET institutions,
- Provide career guidance and counseling services,
- Offer services for fee paying customers.
- Liaise with the Ministry of Labor and Social Welfare for the provision of services for their clientele, in particular the unemployed.



Within the systemic VET Model, the concept of centers of competence addresses almost all elements and dimensions as visualized in the above graph. Centers of competence require many different puzzle stones to function, starting from the regulatory framework and decentralized financial management. In the core process of training delivery, they require the ability to work along the complete training production line, i.e. from the development of occupational standards, to course and curriculum development, to development of training resources,

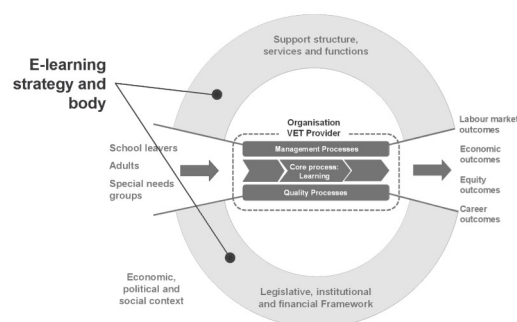
to focus on practice learning in training delivery, to communicate with the private sector and employers for internship and cooperative models, until competence-based learners' assessment with employers' participation. With new training products, centers of competence shall reach out to new user groups beyond the traditional students in formal secondary vocational education, including young adults.

The above enumeration indicates, that many assets produced by the VES project under different headings, are highly relevant for the development of centers of competence. In addition the project has added more specific puzzle stones with a potential to be exploited under a centre of competence. Such puzzle stones include the learning module "Greenhouse as business" including the greenhouses themselves, the establishment of a sophisticated kitchen for food processing, the development of occupational standards for 7 profiles in agribusiness and food processing, translation of occupational standards in curricula for regular students, and the establishment of a practice firm to blend occupational learning with business administration and entrepreneurial skills.

As a matter of principle, centers of competence combine and make use of the various assets under one roof. However, as the specific focus on a centre of competence was only included as project component in the last phase, the individual puzzle stones have not yet found their place to form together a coherent picture. Even a specifically developed asset like "Greenhouse as a business", which already at the design stage was expected to reach out to young adults, is so far only applied for secondary school students. In food processing even the curricula for regular students are still in the development stage.

e) **E-Learning**

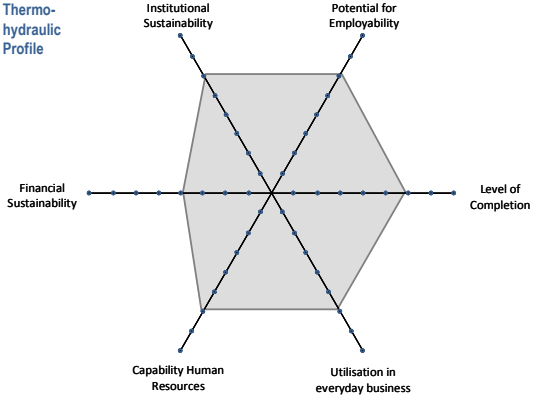
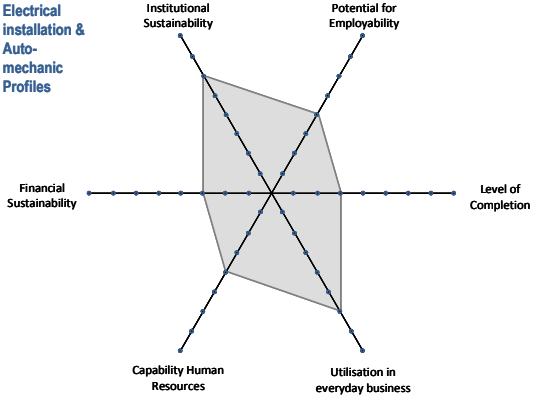
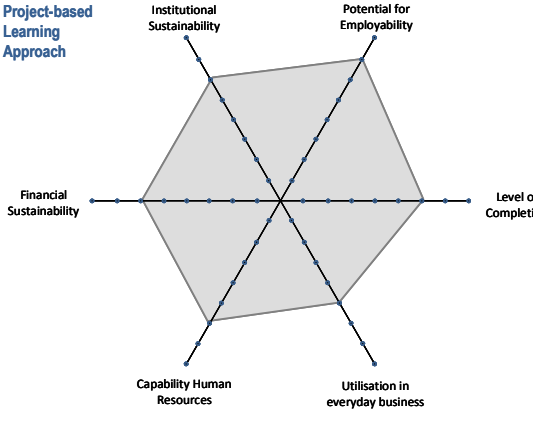
Based on a specific request from the Ministry of Education, the VES Project has ventured into e-learning, or, more specifically, into ICT in Education for the last project phase. The support and the resulting asset comprise two dimensions, (a) an e-learning strategy, and (b) an e-learning body within the Ministry of Education. Both elements are not specific to vocational education and training, but cover the wide area of ICT in education, including compulsory and general secondary education. In that respect, this asset is a somehow alien element among the other assets, in that it is not linked to and interwoven with other assets. Within the systemic VET Model, e-learning is the only asset which exclusively addresses the regulatory framework and the support structure, and which has no direct link to the core processes of occupational learning.



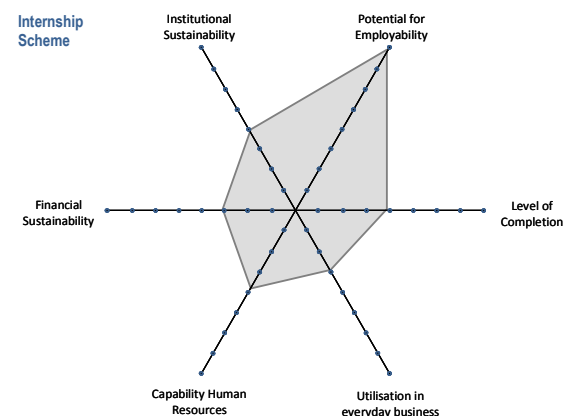
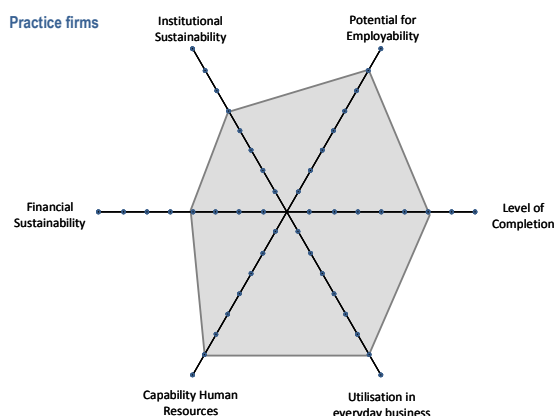
6.3 **Assessment of the value of the major assets**

Assessment is not about measuring, but about estimating, judging, or guessing the value of something. Though assessment is subjective in nature, we understand it as reasoning along pre-defined dimensions in order to make it more transparent. The assessment of the value of the individual assets was done by the consultants based on a preliminary rating done by the project team. As already mentioned above, an iterative and moderated process with the participation of stakeholders could have provided more accurate results. However, if desired by the donor, this can be done with taking this report as input.

a) **Assessment of individual assets**

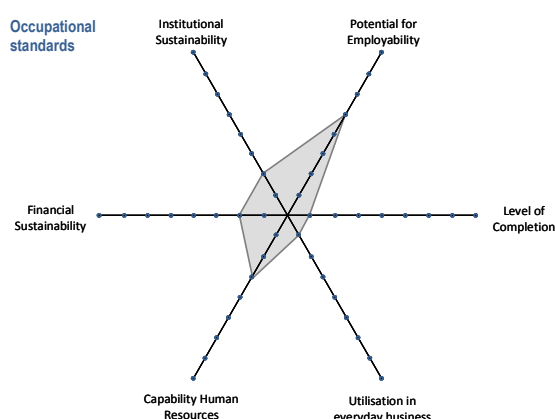
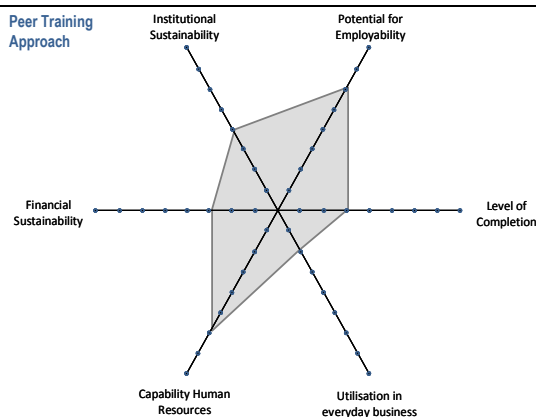
Thermo-hydraulic Profile 	The assessment in the spider diagram reflects the differences between thermo-hydraulics and the other two occupational areas. The dimensions of institutional integration and implementation in everyday business are rated similarly. This reflects the integration of the asset in the official curricula for secondary education. The deficiencies in financial sustainability refer to the problems of some schools to procure the necessary consumables to implement practice training, whereas some others have found there own way. This issue was specifically addressed under a different asset, namely decentralised financial management. The level of completion and the capacities of the staff are higher in thermo-hydraulics than in other occupational areas, because the support was more comprehensive, and the asset was additionally fed through resources developed in Albania. This has an impact on the potential for employability, in that the learning projects in thermo-hydraulics have a higher potential to be utilized directly for short courses and adult learning.
Electrical installation & Auto-mechanic Profiles 	
Project-based Learning Approach 	The project-based learning approach is implemented as common principle in all occupational profiles supported by the project. Through that and in combination with the peer trainers, the asset has reached a high level of completion. The majority of schools continue to apply the approach in learning blocks, while a few have slipped back to traditional lesson planning. Generally speaking, the capabilities of human resources have reached an adequate level, with of course differs not only between persons, but also between occupational profiles. From the regulatory framework perspective, financial sustainability in particular for the procurement of consumables is in principle given, whereas implementation lags behind. As the approach is integrated into the regular curricula, and as the majority of schools continue the block organization, the institutional sustainability is given, and only depends on the willingness of stakeholders to implement. As project-based learning focuses on competence and integrates occupational skills, general education and social skills, it has a high potential for employability and labor market relevance.

Even more accentuated than project-based learning, practice firms simulate the workplace reality. With that they have a high inherent potential to contribute to employability of students. With the establishment of a National Centre for Practice Firms in the Ministry of Education, the level of completion has reached a high level. Practice firms are used, and the capabilities of the concerned staff are generally adequate for implementation. The practice firm approach needs to be implemented in blocks. Some schools manage to do so; some have slipped back into traditional lesson planning, which compromises the institutional sustainability. Like for the project-based learning approach, the financial sustainability is in principle given, but the implementation lags behind.



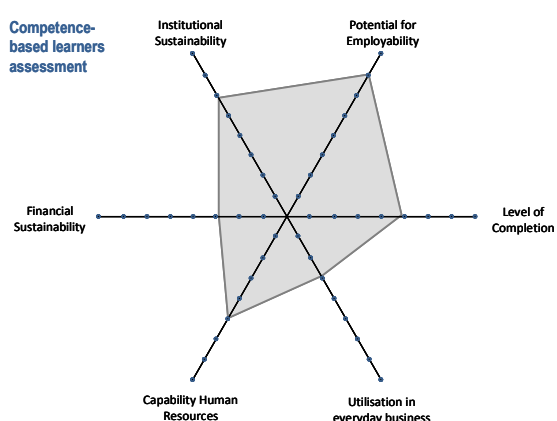
Internship periods in the real workplace take elements from the philosophy of dual training, and the approach has a very high potential for employability. As regards the institutional sustainability, an administrative instruction is in principle available, but reportedly not yet implemented. An administrative manual is available, but requires revision. Financial issues, including transportation and insurance, require continuous funding. For vocational schools and teachers internships, including the communication with the private sector, are most challenging, and thus far the approach is not yet common in Kosovo. Furthermore, the private sector has some reservations towards interns, and some reservations towards formal VET. These considerations are reflected in the comparatively low rating of the capabilities of human resources. Thus far internships were primarily implemented under project conditions. In brief, this asset has considerable potential, but as it was only added to the project in the last phase, any further elaboration and completion would require additional inputs.

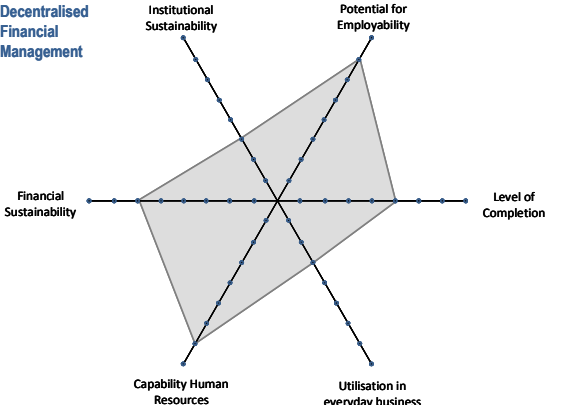
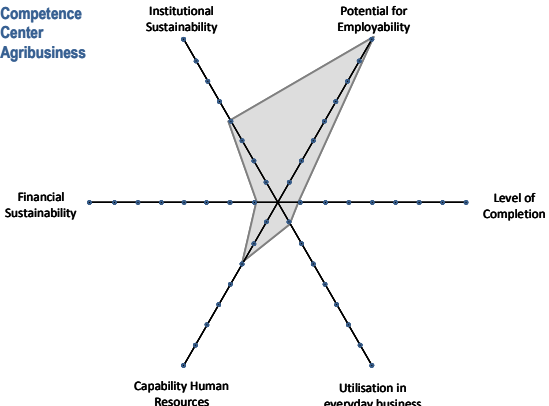
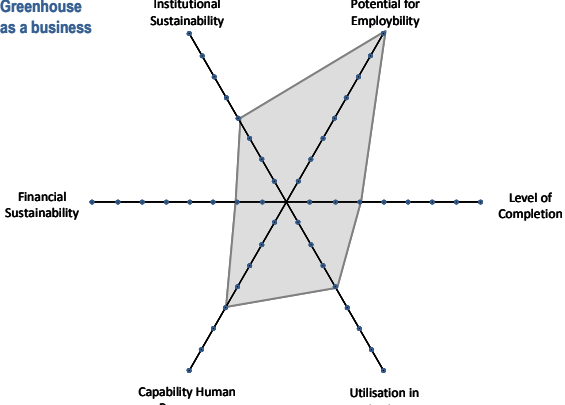
The peer training approach with about 20 master trainers in project-based learning in different occupational profiles, reaches high ratings for the capability of staff, for its potential to contribute to the employability of students, and on institutional sustainability. Though peer training is a cheap approach for teachers training and easy to be implemented, further utilisation first depends on the recognition of Master Trainers, and on decisions of authorities or of other projects to utilise them.

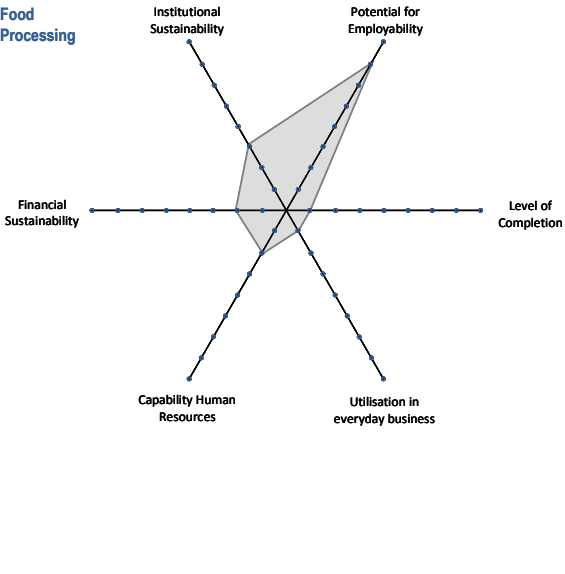
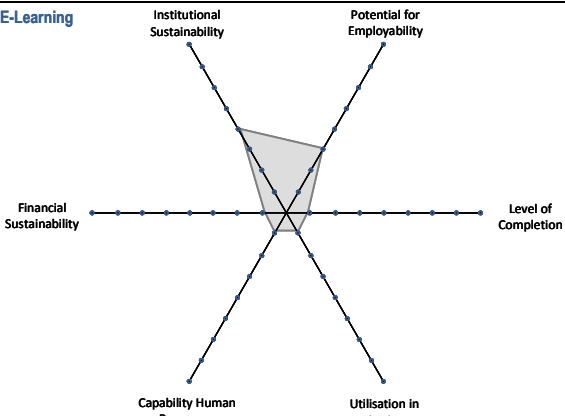


Occupational standards are a crucial instrument in vocational education and training, in particular for its labor market orientation. With the National Qualifications Framework, the National Qualifications Authority and the Council for Vocational Education and Training Kosovo is on the way to develop the legislative framework, the institutions and the processes within which occupational standards can play a decisive role. However as regards the asset of produced by the VES project, it has undoubtedly potential for employability and labor market orientation, the developed 11 standards have their value, but they were primarily developed under project conditions. Thus, the other dimensions of the asset are less accentuated.

Similar to occupational standards, learners' assessment is a crucial instrument of vocational education and training with even bigger potential for the labor market orientation. The potential is bigger, because it addresses learners and the learning outcome directly. For competence-based learners assessment manuals are available, implementation took place in all partner schools and in all supported profiles, staff has been trained, and the institutional recognition is there. However, for full sustainability the regulatory framework for external experts and commissions from the world of work, and allocation for consumables requires additional efforts.



Decentralised Financial Management 	Decentralized financial management, including the authority of vocational schools to procure the necessary learning resources and consumables for practice learning, to offer courses to user groups different from regular students, to adapt curricula to labor market requirements, is an indispensable pre-requisite for increased labor market orientation of vocational education and training. The asset includes manuals and trained staff from both municipalities and schools. The financial sustainability is assessed high, because the implementation doesn't cost money. In principle the regulatory framework with the VET law and administrative instructions is in place, but implementation lags behind. However, with the legal framework implemented, the institutional sustainability has potential be rated higher,
In terms of potential for employability, the agribusiness learning center scores high. However, as already elaborated above in the description of the asset itself, the specific focus on a centre of competence was only added in the last phase of the project, some puzzle stones with considerable potential to be used as assets in a centre of competence are available, but as a whole, the asset requires substantial further inputs. In reality the school is one out of 51 vocational schools, serving regular students, having some additional assets, but the way from a vocational school into a centre of competence is still long.	Competence Center Agribusiness 
Greenhouse as a business 	Greenhouse as a business and food processing are both puzzle stones for an agribusiness learning centre. Their respective potential for employability is high to very high. The differences in the assessment of the two assets are mainly based on the time line: Whereas the greenhouse as a business was started during phase 2, the different profiles in food processing are at an early stage of development. Thus, the level of completion on all dimensions in greenhouse as a business is higher, whereas the basic shape is

Food Processing 	similar. In reality both assets, i.e. greenhouse as a business and the different profiles in food processing are dealt with by the partner school as modules within formal secondary education. For that their respective level of completion could be rated higher. However, as puzzle stones within the framework of a centre of competence, and in particular for utilization of young adults as potential user groups, greenhouse as a business and food processing requires on all dimensions additional efforts. As compared to other assets like project-based learning or practice firm, financial and institutional sustainability depends heavily on the implementation of decentralized financial management, and the authority of schools to generate and utilise funds.
E-Learning 	In the framework of this asset, the e-learning strategy is the main element. The e-learning strategy deals with ICT in Education. Thus, its potential value for employability is limited. As the e-learning strategy was explicitly requested for by the Ministry of Education, its institutional sustainability is assessed slightly higher than the other dimensions. On other dimension the asset rates low, because for the time being the e-learning body has not been established, budgets are not yet approved, and the work is being done by project staff.

b) Validation of findings

The findings as displayed above were validated through a stakeholder workshop in Kosovo. The workshop was attended by representatives from the MEST, the National Qualifications Authority, the MOLSW, the Chamber of Commerce, participating schools, related projects, SDC, and the VES project team. Generally speaking, the workshop confirmed the findings and the assessment. However, some issues were even reinforced; some others were slightly differentiated and modified, whereas a few were debated controversially:

- The lack of resources and authority of vocational schools to procure the necessary consumables for practice learning was confirmed as a major bottleneck for the sustainability of innovations. This leads to the assessment that many innovations are well accepted and absorbed by the teachers, the vocational schools as organisations, and even the system as a whole, and that they work well under project conditions. However, as this doesn't involve big funds, and as in principle the regulations are in place, the implementation primarily depends on the political will and commitment for implementation.
- The workshop assessed the probability and chances to develop the approach to competence-based learners assessment as developed and piloted by the VES project into a system-wide approach slightly more optimistically than the consultants.
- To which extent peer training as cheap and powerful instrument for capacity development of vocational teachers, and as practiced under the VES project, will be absorbed by the system, was discussed controversially, with a strong group assessing its potential for institutional and

financial sustainability, and for its absorption in routine processes, more positive than the consultants.

- Also the necessary time horizon for the development of a vocational school into an agribusiness learning or competence center was debated controversially. While a majority of the participants agreed that such a project indeed has a time horizon of not less than 8 years, some others advocated it can be done in shorter time.
- The assessment of the e-learning component as important to the education system as a whole, but as a somehow alien element in a VET project, was challenged by some participants, whereas it was confirmed by the majority.

7 Summary and lessons learnt

Similar to the comments on the individual assets, the conclusions are also subjective in the sense of observations. If desired by the donor, they can serve as input for further discussion and exchange.

7.1 Value of assets at the end of the project

The value of an asset at the end of the project is represented in the spider diagram. It is approximately represented by the size of the area covered in the diagram (the bigger the better).

Generally speaking, most valuable at the end of the project are those assets which incorporate and simulate tasks and conditions of the real world of work into everyday business of training programs. These assets are more or less fully developed and utilized in everyday business. The necessary resources (human and financial) are available, an adequate institutional setting is in place and a proper transfer of the core elements of the asset opens high potential for employability and labor market relevance.

On the whole the VES Project has developed assets under five headings:

- Practice learning in selected occupational profiles
- Innovative training delivery strategies
- Systemic elements of the support structure
- Agribusiness learning centre
- E-learning

Respective conclusions are summarized below:

Focus on practice learning

- Project-based learning and practice firms are the two most prominent assets, which simulate the real world of work, and which can be said to have reached a remarkable level of completion and utilization.
- Internship schemes go a step beyond simulation of labor market realities, in that they bring students into the real work of work. Internships are one of the most powerful instruments for labor market insertion, but at the same time one of the most challenging ones for implementation. The potential value of this asset under a youth employment perspective is high, but for completion additional efforts are required.

Systemic elements

- Though peer learning, competence-based learners assessment and occupational standards have the character of specific and stand-alone assets at the level of the support structure, they also belong to the support structure for practice learning and innovative training delivery strategies..

- Also decentralized financial management originally emerged as issue from a framework condition for the implementation of project-based learning and the practice firm approach. During implementation, the work on this dimension of practice learning developed into a stand-alone asset with considerable potential, but highly depending on political decisions.

Agribusiness learning center

- The development of the agricultural school from a traditional vocational school into an agribusiness learning center (or center of competence) is at an early stage. From that point of view it is a potential asset with considerable potential, but with the present level of completion, it cannot yet be considered an asset.
- Greenhouse as a business and the various profiles in food procession have potential as puzzle stones for an agribusiness learning center. As stand-alone assets, their value does not exceed that of the focus on practice learning and project-based learning in other occupational profiles. The implementation is even more challenging, because project-based learning and practice firms simulate labor market and workplace reality, whereas agriculture and food processing deals with production and marketing of real products.

E-learning

E-learning in the sense of ICT in Education is of course a high priority in the Kosovar education system, but this is an element of the overall educational reform. ICT in Education is not specific to vocational education and training, and under an employability perspective it has little potential. As at the same time also the level of completion is limited, we refrain from further elaborations on the value of this asset.

7.2 Approaches

The most valuable assets were developed under a systemic development perspective, working simultaneously on the various dimensions and levels of the asset, i.e. addressing all dimension of the VET Model. Thus, project-based learning and practice firms featured holistic support packages, including:

- Occupational standards
- Curricula or learning guidelines
- Continuous teachers and instructors training
- Learning resources
- Adjustments in the school organization structure with the introduction of block training
- Financial management aspects
- Regulatory framework
- Internship periods
- Elements in the support structure

7.3 Exploitation of the value of assets

The utilization of assets comprises the dimensions of (a) continuation, (b) expansion, (c) replication in other profiles, and (d) further development for new user groups.

Though all major assets at the level of the core process of occupational learning have a potential for multi-purpose use for different user groups, in reality they are only implemented as the practice learning component for regular students in formal secondary vocational education. In the sense of continuation, those asset are likely to be used in the supported occupational profiles in partner school. Expansion to other schools with the same occupational profiles, and replication of project-based

learning in other profiles depends on the political will of the Kosovo Government to allocate the necessary resources.

The further development of the assets for the utilization for new user groups, the respective diversification of the offer of courses, and the opening of vocational schools for participants other than regular students, is unlikely to happen without project support. This is exactly a rationale behind the agribusiness learning center.

7.4 Unfinished business

While the utilization and exploitation of most assets depends on partners and authorities, unfinished business is left behind in two areas, i.e.

- a) Internship scheme, and
- b) Agribusiness Learning Center

Both components are highly complex, and they were only added in the last phase of the project.

Internship scheme

Unlike in many other countries, internships were not implemented as integral component of the curriculum, but under project conditions during the summer vacations for completers of grade 12. Thus, internships were placed at the transition from vocational education to the world of work. Under a youth employment perspective, internship schemes have considerable potential, but in order to become a self-propelling asset, it requires additional inputs, further piloting, further development of the regulatory framework, of processes and instruments, and of human resources development. However, upon completion of the project, and unless the internship scheme is followed up, participating schools may or may not continue internships. Unfinished business in this asset means leaving behind unexploited potential, but it doesn't mean that the project would leave behind a development ruin or investments lying idle. The validation workshop unanimously and strongly articulates that internships remain unfinished business and would require specific additional project support, even as a separate project.

Agribusiness Learning Center

The stage of development and the level of completion of the agribusiness learning center have been elaborated above. Unless developed any further with project support, the agricultural school is likely to remain one among 51 vocational schools offering formal secondary vocational education to regular students. The utilization of investments in the infrastructure (mainly greenhouse and kitchen), but also the program contents (mainly "greenhouse as a business" and various profiles in food processing) will be limited to regular students. Thus, the substantial investments run the risk to remain underutilized. More important, in agriculture and food processing formal secondary vocational education is generally a difficult level, whereas it has substantial potential with young adults as user groups, and with learnership models as training delivery strategies for the low-skills profiles on the following reasons.

- Despite agriculture and agribusiness continue to play important roles in the Kosovar economy, students at the entrance point into secondary education are unlikely to opt voluntarily for agricultural trades.
- Some of the seven occupational profiles for food processing (butcher, dairy worker, baker, professional cook, agribusiness technician, salesman, supplier) are rather low-skills occupations which do not match with formal secondary education. Furthermore, they are difficult to learn in a school-based environment without production.

7.5 Project concept, approach and implementation

An ex-post assessment of the "WHAT IF..." question (what would have changed if decision X at point Y would have been taken differently) would be rather arbitrary and speculative. However, "COMPETENT",

“PRACTICE AND LABOUR MARKET ORIENTED”, “CLOSE TO THE PRIVATE SECTOR”, “PROFESSIONAL”, “INNOVATIVE”, “ADAPTED TO LOCAL REALITIES”, “RELIABLE” are the terms the validation workshop selected to characterize the VES project and Swisscontact as implementing agency. On this background the overall project concept, approach and implementation strategy, but also the VES project team, can be presumed to have been adequate. Specific observations on the project cycle as whole include:

- The major and most important assets have their roots in the early stages of the project, including the second phase of the JOMT project.
- Considering the natural slackening of the innovative capacity of a project over time, phasing out a specific project after three phases seems to be adequate. However, this applies to individual projects, whereas the involvement at program level in the sub-sector should have more consistency.
- Adding new elements as component to a project for its last phase, in particular elements which require the development of new concepts and approaches, and which in itself have a time horizon which exceeds the time horizon of the project, might be considered a good idea, if this is perceived as inception and piloting for a potential new project.
- A project should be coherent in the sense that the different elements and components should contribute to one jigsaw puzzle. Alien elements which belong to a different puzzle game, compromise implementation quality and challenge project leadership.

7.5 Conclusions and recommendations

Though capitalization is different from evaluation, the implementing agency nevertheless draws conclusions and formulates a few recommendations:

- The project can be phased out as scheduled without causing any havoc.
- The project has contributed some crucial elements to the overall VET reform, and it leaves behind a number of well developed assets.
- The systemic approach and perception of VET with a major focus on the core process of occupational learning, but with simultaneous efforts and inputs at the organizational level, at the level of the support structure, and at the level of the regulatory framework, is a promising strategy in vocational skills development. This is in line with the findings of the overall evaluation of vocational skills development conducted by SDC in 2010.
- Unfinished business is left behind in those areas, which have a high potential for employability, but which at the same are also highly complex, and which were embarked at a late stage in project implementation. Internship schemes and the creation of a Centre of Competence are lines of activities with a time and planning horizon of not less than 5-8 years.
- The further promotion and development of internship schemes can be incorporated as component or instrument for school-to-work transition into a future youth employment program.
- Though an Agribusiness Learning Center could have substantial potential under a youth employment perspective, further support would urge for a specific project. Such complex conceptual, institutional and organizational development work is impossible as side activity under a different main perspective and focus. As both need and potential for a Competence Centre in Agribusiness are given, as training in agribusiness has its specific challenges different from other occupational areas everywhere in the world, the design of a respective new and specific project is suggested.

8 Epilogue

Observation 1

As opposed to other stages and instruments in PCM, capitalization is neither defined conceptually nor methodically. On this background the task assignment was both challenging and rewarding. In particular the strict focus on assets is a most interesting approach and opens new perspectives. The processes and instruments can be further elaborated and refined, but both Swisscontact and the consultants consider it worthwhile to validate and refine the approach on other projects.

Observation 2

In capitalization the donor agency should have a self-perception as one stakeholder among others, and, unlike in reviews and evaluations, not limit its role to an orderer and recipient of results.

Moreover, capitalization should be a platform to enter a dialogue with the donor agency, which in turn should be an input into further strategic and program planning. Capitalization at a point in time where all major and related decisions are already taken, degenerates a potentially interesting approach to a somehow bureaucratic exercise.

Observation 3

The participants of the validation workshop unanimously perceive Switzerland as a center of excellence with specific expertise in vocational education and training. Accordingly, partner institutions would like to see Switzerland to continue to play a leading role in the VET reform in Kosovo. This result may be mirrored in two statements as follows:

“Our partner countries desire support where we (...the Swiss...) are strong. They request for cooperation with our Federal Technical University, for support in tourism, vocational education and training, and in health care. While we respond in countries like China and in transition economies better to such requests, we still do it too little in developing countries”¹.

“In comparative terms, SDC is not a large donor in the VSD domain, particularly now, as VSD comes back to the agenda of many bi- and multilateral agencies. However, in some countries SDC has become a donor of considerable weight..... This influence seems to be greater when SDC's VSD activities are designed along pragmatic lines and do not focus exclusively on VSD approaches that are not familiar to potential partners in the donor community”²

Such statements would rather suggest conceptualizing and designing new projects along the lines of assets like agribusiness learning center or internship schemes than switching to unilaterally and vaguely defined new approaches unfamiliar to partner systems, unusual with other donors and untried in and uprooted from a Swiss context.

Zurich and Tirana, September 6, 2012

¹ Dahinden, Martin, Speaking Notes Botschafterkonferenz 2009, p5. Original quote in German: “Die Partnerländer wünschen sich Unterstützung dort, wo wir stark sind. Sie fragen nach Zusammenarbeit mit der ETH, Hilfe bei der Tourismusförderung, der Berufsbildung, im medizinischen und im Gesundheitsbereich usw. Während wir bei Ländern wie China und in der Osthilfe auf diese Anliegen eingehen, tun wir es bei den ärmsten Entwicklungsländern noch zu wenig. Ich bin überzeugt, dass wir in diesem Bereich einen grossen Mehrwert schaffen können”.

² Evaluation 2011/12 of SDC's Skills Development Activities, Bern 2011, Evaluators Final Report, Zurich/Kaiserslautern/Landau, April 2011, p 45

Fiche of Asset 1

Title	Thermo-hydraulics
Description	In partner schools workshop-based learning projects cover the complete practical part of the curricula for upper secondary vocational schools. Each learning project has a duration of 1-3 months. Learning projects have been developed for plumbing, heating, air-conditioning, burner control, and solar energy. Learning projects are stand-alone packages which also can be used for short-term training. The project support included equipment (learning islands and fixtures), capacity development of teachers, learning resources. Learning projects are implemented in blocks.
Relevant dimensions	The value of the asset depends on: • the definition of occupational standards, • the utilization of the learning projects in different types of programmes, • the availability of curricula and/or syllabi, • adequate teaching and instructing capacities, • the availability of learning resources, • the availability of the necessary equipment, • the supply of consumables, • the organisational and financial capacities to organize learning projects in blocks, • the awareness on European quality standards.
Level of completion along the relevant dimensions	Occupational standards Occupational standards are available and have been endorsed by the NQA Types of programmes The learning projects are applied in partner schools in upper secondary vocational education. For short term courses and adult learning some learning projects have been utilized occasionally by some schools, but the potential is not yet exploited. Curricula Curricula are existing, but need to be revised Adequate teaching and instruction capacities Teachers in partner schools are able to teach the learning projects Learning Resources Learning resources are available, developed partly together with AlbVET in Albania Availability of necessary equipment Equipment for the 3 year curricula is available in partner schools Consumables In reality schools don't have budgets for consumables. Theoretically the issue is solved with an allocation of EUR 10 per student per year, but implementation is lagging behind. Some schools found their own

	solution within the framework of decentralized financing. Organisational and financial capacities to organize learning projects in blocks The capacity to organize learning in blocks have been proved and implemented, but only some schools are continuing the block teaching, whereas other stepped back to 1 to 2 days per week. The costs for learning in block are less, but the organizational implication for the entire school are more demanding Awareness on European quality standards Certain awareness exists but as guiding principles not followed entirely and continuously
Outreach in terms of • Units • Multipliers • Beneficiaries	The project-based learning in thermo-hydraulics reaches out to • 5 vocational schools, • plumbing and heating workshops in 5 schools, • air-conditioning, solar energy and burner control workshops in one school each, • 30 teachers in heating and plumbing, • 15 teachers specialized in air-conditioning, solar energy and burner control, • 10 peer trainers as resource for teachers training for new teachers, • annual intake of 250 learners.
Potential for • Scaling up • Expansion	• 5 schools have the scope to scale up the utilization of existing capacities for short-term courses. • 5 schools cover 60% of Kosovar students and schools in thermo-hydraulics. Expansion in plumbing and heating to remaining schools requires funds for equipment. • Scaling-up of the utilization of specialized workshops and expansion to further students requires rotation of students. • Solar energy, air-condition and burner control is exclusively implemented under project schools. Expansion to other schools would require investments.
Policy relevance	Project-based learning in thermo-hydraulics contributes to the overall VET development/reform in terms of innovative, practice oriented, and learner-centered, learning approaches.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the 5 partner schools are likely to continue to deliver practice training to secondary school students based on the learning project approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc.
Potential killer dimension	The availability of consumables and the training scheduling in blocks is critical for the continued utilization of the asset.
What type of inputs have been used to develop the asset	Project inputs included: • International consultancies for course development and continuous teachers training and peer trainings with a cumulative total of days • Equipment support for learning islands, tools and fixtures • Financial support for consumables

	• Monitoring and coaching of implementation through project staff
Further observations	Vocational training centres under the Ministry of Labour and Social Welfare and correctional centres participated in teachers training

Fiche of Asset 2

Title	Electrical installation
Description	In partner schools workshop-based learning projects cover the complete practical part of the curricula for upper secondary vocational schools. Each learning project has a duration of 1-3 months. Learning projects have been developed for electric installation, including also security alarm installation, surveillance system installation. Learning projects are stand-alone packages which also can be used for short-term training such as adult training. The project support included equipment (learning tools and equipment), capacity development of teachers, learning resources. Learning projects are implemented in blocks. Practice in the schools ensure a better treatment of equipment through ownership feeling. Schools are closely cooperating with a private sector, offering students the opportunity to gather experience from them through internship process
Relevant dimensions	The value of the asset depends on: • the definition of occupational standards, • the utilization of the learning projects in different types of programs, • the availability of curricula and/or syllabi, • adequate teaching and instructing capacities, • the availability of learning resources, • the availability of the necessary equipment and tools, • the supply of consumables, • school management ability to ensure sustainability and financing • the organizational and financial capacities to organize learning projects in blocks, • cooperation between teachers of different partner schools.
Level of completion along the relevant dimensions	Occupational standards Standards are already defined and in place. Utilization of the learning projects Learning projects are integral part of the teaching process. They are applied in partner schools in upper secondary vocational education. For short term courses and adult learning some learning projects have been utilized occasionally by some schools, but the potential is not yet exploited. The availability of curricula and/or syllabi, Learning programs based on develop and localized materials are available but not yet integrated into national curricula. Curricula existing but need to be revised.

	Adequate teaching and instructing capacities Partner schools are using new teaching methods and posses know-how to implement learning projects. The availability of learning resources Learning resources (training materials) are localized and available for teachers and students. Teachers are also trained to develop e-content in the related profile. The availability of the necessary equipment and tools Partner schools are equipped with necessary equipment and tools to be able to perform successful learning project implementation. The supply of consumables and school management and ability to ensure sustainability and financing In reality schools don't have budgets for consumables. Theoretically the issue is solved with an allocation of EUR 10 per student per year, but implementation is lagging behind. Some schools found their own solution within the framework of decentralized financing. Schools cooperated closely with SME (Small and Medium Enterprises) and often students actively participated in practical task implementation and often consumables have been provided by those companies for schools needs. The organizational and financial capacities to organize learning projects in blocks Schools are committed to ensure implementation of learning projects in blocks as a meaningful methodology for successful teaching. Cooperation between teachers of different partner schools One school with a better Infrastructure and better trained and motivated Human Resources supports other schools.
Outreach in terms of • Units • Multipliers • Beneficiaries	The project-based learning in electric installation reaches out to: • 3 vocational schools and partially supported school (in Peja), • Electrical installation workshops in 3+1 schools, • 40 teachers trained in electrical installation, • Partner schools as multipliers of learning project approach • 10 teachers specialized in building low voltage electrical installation, power electronics, alarm and surveillance system and sensoric • 15 teachers trained in installation of photovoltaic panels • 5 peer trainers as resource for teachers training for new teachers, • annual intake of 250 students.
Potential for • Scaling up • Expansion	• 3 schools have the scope to scale up the utilization of existing capacities for short-term courses. • 3 schools cover 30% of Kosovar students and schools electrical

	installation. Expansion in electrical installation to remaining schools requires funds for equipment and Human resource development. • Electrical installation is exclusively implemented under project schools, other schools have very limited recourses at their disposal. Expansion to other schools would require investments.
Policy relevance	Project-based learning in electrical installation contributes to the overall VET development/reform in terms of innovative, practice oriented, and learner-centered, learning approaches. It is best example for Kosovo Government to expand this approach to other schools in the VET system.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the 3 partner schools are likely to continue to deliver practice training to secondary school students based on the learning project approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc.
Potential killer dimension	The availability of consumables and the training scheduling in blocks is critical for the continued utilization of the asset.
What type of inputs have been used to develop the asset	The project inputs and activities included: • International and local (peer training) consultancies for course development and continuous teachers training with a cumulative total of 100 days • Equipment support for learning mounting walls, tools and equipment • Financial support for consumables • Monitoring and coaching of implementation through project staff • Support schools in cooperation with SME-s
Further observations	• Vocational training centres under the Ministry of Labour and Social Welfare and KEK (Kosovo Energetic Corporation) participated in teachers training respectively adult training. • Successful implementation of adult training and adequate certification with marginalized groups and minorities in Kosovo (cooperation with Austrian Diakonie). • Short term training provided to KEK employees

Fiche of Asset 3

Title	Auto mechanic
Description	In partner schools workshop-based learning projects cover the complete practical part of the curricula for upper secondary vocational schools. Each learning project has a duration of 1-3 months. Learning projects have been developed for Auto mechanic. These projects are stand-alone packages which also can be used for short-term training such as adult training. The project support included equipment (learning tools and equipment), capacity development of teachers, learning resources. Learning projects are implemented in blocks. Schools are closely cooperating with a private sector, offering students the opportunity to gather experience from them and also offering proper training their future staff.
Relevant dimensions	The value of the asset depends on: • the definition of occupational standards, • the utilization of the learning projects in different types of programs, • the availability of curricula and/or syllabi, • adequate teaching and instructing capacities, • the availability of learning resources, • the availability of the necessary equipment, • the supply of consumables, • the organizational and financial capacities to organize learning projects in blocks, • Cooperation between teachers of different partner schools
Level of completion along the relevant dimensions	Occupational standards Standards are already defined and in place. Utilization of the learning projects Learning projects are integral part of the teaching process. They are applied in partner schools in upper secondary vocational education. For short term courses and adult learning some learning projects have been utilized occasionally by some schools, but the potential is not yet exploited. The availability of curricula and/or syllabi, Learning programs based on develop and localized materials are available but not yet integrated into national curricula. Curricula existing but need to be revised. Adequate teaching and instructing capacities Partner schools are using new teaching methods and posses know-how to implement learning projects.

	The availability of learning resources Learning resources (training materials) are localized and available for teachers and students. Teachers are also trained to develop e-content in the related profile. The availability of the necessary equipment and tools Partner schools are equipped with necessary equipment and tools to be able to perform successful learning project implementation. The supply of consumables and school management and ability to ensure sustainability and financing In reality schools don't have budgets for consumables. Theoretically the issue is solved with an allocation of EUR 10 per student per year, but implementation is lagging behind. Some schools found their own solution within the framework of decentralized financing. Schools cooperated closely with SME (Small and Medium Enterprises) and often students actively participated in practical task implementation and often consumables have been provided by those companies for schools needs. Students actively participated in practical task implementation and also limited number of teachers benefited by the opportunity to expand their know-how by spending a week working by very prestigious company in Kosova. The organizational and financial capacities to organize learning projects in blocks Schools are committed to ensure implementation of learning projects in blocks as a meaningful methodology for successful teaching. Cooperation between teachers of different partner schools Two schools with a better Infrastructure and better trained and motivated Human Resources supports other schools.
Outreach in terms of • Units • Multipliers • Beneficiaries	The project-based learning in auto mechanic reaches out to • 4 vocational schools and partially supported school (in Suhareka), • Auto mechanic workshops in 4+1 schools, • 30 teachers trained in auto mechanic • 10 teachers specialized electronics, computer diagnosis, electrical installation, burning adjustment and mechanic failure. • 5 peer trainers as resource for teachers training for new teachers, • annual intake of 200 students.
Potential for • Scaling up • Expansion	• 4 schools have the scope to scale up the utilization of existing capacities for short-term courses. • 4 schools cover 40% of Kosovar students and auto mechanic. Expansion to remaining schools requires funds for equipment and Human resource development. • Auto mechanic is exclusively implemented under project schools,

	other schools have very limited recourses at their disposal. Expansion to other schools would require investments. Currently very structured and well organized project, implemented by an German organization, is cooperating with two of the project partner schools (in Prishtina and Prizren).
Policy relevance	Project-based learning in auto mechanic contributes to the overall VET development/reform in terms of innovative, practice oriented, and learner-centered, learning approaches. It is best example for Kosovo Government to expand this approach to other schools in VET system.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the four partner schools are likely to continue to deliver practice training to secondary school students based on the learning project approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc.
Potential killer dimension	The availability of consumables and the training scheduling in blocks is critical for the continued utilization of the asset.
What type of inputs have used to develop the asset	• International consultancies for course development and continuous teachers training with a cumulative total of 200 days • Equipment support for learning models • Financial support for consumables • Monitoring and coaching of implementation through project staff
Further observations	• Vocational training centers under the Ministry of Labour and Social Welfare participated in teachers training.

Fiche of Asset 4

Title	Project-based learning approach
Description	Project-based learning features dimensions like: • Holistic perception of learning, • Based on customer request (why to do?), • Simulates real work situation, • Includes the whole production process from planning, execution, controlling and checking, handing-over and commissioning to the customer, • Integrates professional theory and practice, • Is competence-based, learner centered, and problem solving, • Allows individual exercising of new practice or practice still not dominated, • Stimulation learners initiatives, • Organized in several weeks lasting blocks, • Promotes personal, life and social skills through teamwork.
Relevant dimensions	The value of the asset depends on: • the recognition of the learning approach through KCF and/or COC regulations, • the capacity of teachers to develop LP, • organizational capacity, • availability of learning resources, • availability of necessary workshop equipment, • supply of consumables, • Flexible time scheduling, e.g. block system, • Technology up-dating through research and companies inputs, • Internship periods,
Level of completion along the relevant dimensions	Recognition through KCF (Kosovo Curriculum Framework) In the last draft project-based learning has been recognized as innovative learning approach. Capacity of teachers to develop LP The capacity to develop is still weak, whereas the capacity to implement LP is satisfactory in partner schools. Organizational capacity Given 11 in partner schools Availability of learning resources For all profiles learning resources are available Availability of necessary workshop equipment Available in 11 partner schools for selected profiles Supply of consumables Supply of consumables for the technical and economic field ensured by the school/municipality, project supports only in case of emergency (10%). For the agricultural school still 80% of consumables are financed by the

	project.
Outreach in terms of • Units • Multipliers • Beneficiaries	Project-based learning reaches out to: • 11 vocational schools, • plumbing and heating workshops in 5 schools, electrical installation in 3 schools, auto mechanic 4 schools, practice firm learning in 3 schools, air-conditioning, solar energy and burner control workshops in one school each, greenhouse as a business 1 school • 30 teachers heating and plumbing • 20 teachers specialized in air-conditioning, solar energy and burner control • 40 teacher for electrical installation • 30 teachers for auto mechanic • 75 teachers for practice firm • 5 teachers for greenhouse as a business • 20 peer trainers as resource for teachers training for new teachers, • annual intake of 1000 learners.
Potential for • Scaling up • Expansion	• 11 schools have the scope to scale up the utilization of existing capacities for short-term courses in selected profiles • 5 schools cover 60% of Kosovar students and schools in thermo-hydraulics. Expansion in plumbing and heating to remaining schools requires funds for equipment. • 4 schools cover 40% of learners in auto mechanic • 3 schools cover 30% of learners in electrical installation • 6 schools cover 50% of learners in practice firms • 1 school covers 20% of learners in greenhouse as a business • 1 school covers 50% of learners in food processing • Scaling-up of the utilization of specialized workshops and expansion to further students requires rotation of students and transport facilitation • Solar energy, air-condition and burner control is exclusively implemented under project schools. Expansion to other schools would require investments.
Policy relevance	Project-based learning contributes to the overall VET development/reform in terms of innovative, practice oriented, and learner-centered, learning approaches.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the 10 partner schools are likely to continue to deliver practice training to secondary school students based on the learning project approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc. The delivery of learning projects in food processing and milk production through the “would be”CoC for agribusiness is still at the very beginning and most likely after the phasing out of the project will hardly progress in the way to become a COC. Further support is needed for at least additional 5 years.
Potential killer dimension	The availability of consumables and the ability to schedule learning in blocks is critical for the sustainability of project-based learning.

What type of inputs have used to develop the asset	Project inputs and activities to develop project-based learning included: • International consultancies, for course development and continuous teachers training, including SEC and local consultancies with a cumulative total of aprox. 1000 days • Equipment support • Financial support for consumables • Monitoring and coaching of implementation through project staff
---	--

Fiche of Asset 5

Title	Practice firms
Description	Practice firm is a virtual firm performing business administration activities as in a real company. Practice firm has no real but virtual money and goods. Training in a practice firms is implemented in blocks between 3 to 4 weeks so that the students have enough time to • change the mind set (switch from a student to an employee), • be responsive in the network, • ensure a better treatment of equipment through ownership feeling, A national service center provides different services and coordinates the local and with international network and ensures the functionality and sustainability of practice firm learning approach. For the more advanced learning the national network should be linked to the international network (learning without Frontiers).
Relevant dimensions	The value of the asset depends on: • localized concept, • special infrastructure, • availability of curricula and/or syllabi, • adequate teaching capacities, • integration into learning programs, • organizational capacities to implement block system, • functioning national center and affiliation in the international network, • adherence to international quality criteria, • financing
Level of completion along the relevant dimensions	Localized concept Practice firms are implemented in partner schools in upper secondary vocational education for the field of economy and agriculture (level 11 and 12). Special infrastructure All partner schools possess the necessary facilities equipped with computers, LAN, internet access and other basic office equipment. Availability of curricula and/or syllabi which includes practice firm learning Learning programs based on mandates are available but not yet integrated into national curricula (project firm mandates are learning situations developed for all departments within a practice firm (Administration, Marketing and Accounting)). A working group established to integrate the practice learning into a national curriculum. Adequate teaching capacities Each partner school has at least 4 trained teachers implementing Practice Firm learning through international expertise and a close coaching by project team. Organizational capacities to implement block system 80% of partner schools have the organizational capacities and are

	implementing learning process in block. Functioning national center and affiliation in the international network Kosovo Centre of Practice Firms (KCPF) is operational since 2008. In coordination with project partners the organization of national PF fairs and provision of services such as: registration, banking and tax administration have been fully assumed by the KCPF. The costs for KCPF are still co-shared with MEST and project partners (Kulturkontakt, DANIDA). Adherence to international quality criteria Quality criteria on practice firm performance are available and applied. 27 out of 56 applying practice firms have been certified by KCPF. Financing 50% of schools have managed to insure the budget for consumables and participation in practice firm fairs. The remaining 50% have budgeted the costs for school year 2012/2013.
Outreach in terms of • Units • Multipliers • Beneficiaries	The practice firm learning approach reaches out to: • 3 economic schools, 4 agricultural and 1 center for upper education and training (semi private center for education) • 12 active practice firms • 75 teachers trained and certified in practice firm implementation • Managers of 8 schools • 1 national center coordinator • students of 11th and 12th grade (more than 2500 up to date)
Potential for • Scaling up • Expansion	• 4 schools have the scope to scale up the utilization of capacities for short-term courses (1 training delivered to a rural women group) • The practice firm learning will be expanded in 4 Centers of Competence and 3 additional VET schools • A direct affiliation to the worldwide network PEN International which will replace an actual affiliation through Swiss and Austrian mentorship is still pending
Policy relevance	The practice firm network contributes to the overall VET development in terms of innovative learning approaches and ICT in Education (e-Learning).
Most likely scenario upon scheduled phasing out	Within the framework of the present context the 8 partner schools are likely to continue to deliver practice training to secondary school students based on the practice firm learning approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc.
Potential killer dimension	The implementation of the asset is highly dependent on availability of funds and maintenance provision. Furthermore, practice firm learning should become an integrated part for practical training of the national curricula. On the long run practice firms have to be affiliated with EUROPEN.
What type of inputs have been used to	• International consultancies for course development and continuous teachers training with a cumulative total of 25 weeks

develop the asset	• Financial/technical support for equipment and maintenance • Financing of consumables • Monitoring and coaching through project staff
Further observations	The scaling –up for adult training requires additional financing mechanisms and regulations (payments procedures, maintenance and administration); Practice firm students have successfully participated in internship programs in private companies initiated by VES Project. Some companies have shown interest for internships in future due to the increased awareness for practice firms learning (through participation in national and international fairs and symposiums). An official request has been prepared by the project and partner organizations and submitted to the minister's cabinet for discussions regarding the future of practice firm network, national center and affiliation to EUROPEN.

Fiche of Asset 6

Title	Internship Scheme
Description	The Internship Scheme provides students the opportunity to apply classroom and workshop learning to the workplace, expand professional skills and find themselves more easily in labor market. It can reinforce cooperation between vocational schools and enterprises for the future. Internship schemes have been piloted in 11 schools with 140 students that were finishing the 12th grade. They were placed in around 75 private and public companies for 2 months block duration during summer holidays.
Relevant dimensions	The value of the asset depends on: • Implementation of the administrative instruction issued by MEST, • Revision of signed MoU between Chamber of Commerce and MEST, • Transport and accident insurance compensation, • Capacity of school to organize internship, • Revision of the internship manual, • Availability of proper monitoring.
Level of completion along the relevant dimensions	Implementation of administrative instruction issued by MEST An administrative instruction on internships has been issued, but in reality it is still not implemented. It is foreseen within KESP 2011-2016. Revision of signed MoU between Chamber of Commerce and MEST A Mou has been signed beginning of 2010 between MEST and Chamber of Commerce. The Mou should be revised, where as clear obligations based on experiences should be stipulated. Transport and accident insurance compensation Transport compensation and accident insurance was covered by the project. For future the accident insurance could be covered by students, while possible solution for transport compensation should be explored Capacity of school to organize internship Partner Schools piloted organization of internships. Further support for capacity development is necessary. Revision of Internship manual A manual has been developed already by UNDP, but it is mainly addressed for disadvantaged social group students, but it is still pending for approval. The manual should be revised and represent internship for all VET students. Availability of proper monitoring Monitoring has proved to be very important instrument during internship. Trade related teachers from partner schools are capable to do it properly.

Outreach in terms of • Units • Multipliers • Beneficiaries	Internship scheme reaches out to: • 11 vocational schools, • profiles such as plumbing, heating, electrical installation, auto mechanic profile, economic and agriculture profiles, • 11 schools as multipliers • 22 teachers engaged as monitors • 2 coordinators • students finishing 12th grade (140 up to date)
Potential for • Scaling up • Expansion	Scaling up and expansion depend on development of joint strategy by all stakeholders and finding of modalities for financing
Policy relevance	Internship contributes to the overall VET development/reform in terms of students' facilitation of transition from school to work.
Most likely scenario upon scheduled phasing out	Within the framework of present context 11 partner schools may or may not continue to coordinate and implement internship scheme on their own. Transport compensation is considered as a problem. Further developments and solutions depend on awareness created by all-important stakeholders. e.g Ministry of Education and Chamber of Commerce as representative of private sector.
Potential killer dimension	Without any further inputs in promotion, capacity development, development of instruments, internships might not yet have reached an adequate level of completion to become self-propelling.
What type of inputs have been used to develop the asset	Project inputs and activities include: • National expertise on concept outline and elaboration of internship documentation package • Financial support for transport compensation and accident insurance • Monitoring and coaching of implementation through project staff
Further observations	SME Support Agency under Ministry of Trade and Industry was implementation partner for internship scheme. 96% of enterprises showed interest to get students in future. All of them covered food expenses for students and some of them compensated students for their work

Fiche of Asset 7

Title	Peer training approach
Description	Peer training emerged as a need for enhancing school capacities to provide quality training and expansion of project-based and practice firm learning and as additional input for international experts. Peer training is being used as a learning source for exchange knowledge and experiences between school and other VET institutions within education and training sector. Peer learning approach is supported through Master trainers trained by project experts and through ToT programs.
Relevant dimensions	The value of the asset depends on: • Accreditation of ToT programs • Recognition of Master Trainers by MEST • Utilization of in-service training programs • Scaling up and/or expansion of project-based and practice firm learning
Level of completion along the relevant dimensions	Accreditation of ToT programs ToT program will be designed and conducted in full compliance with the accreditation requirements by end of 2011, and will be submitted to MEST, in the beginning of 2012. Recognition of Master Trainers by MEST The National Council for Teacher Licensing is functional within MEST and has recently started with teacher licensing and evaluation/verification of accredited training programs and teacher' performance. Project has provided MEST with teacher training lists and master trainers in a regular basis. Utilization of in – service training programs • Peer training has been widely used and in continuation for project-based learning and practice firm expansion under project activities. • In-service training is being administered by Training Department within MEST and implemented by different institutions, such as (KEC, Pedagogical Institute and private sector) and the resources has been poorly used, due to missing information and proper data base for available master trainer and recognition. Scaling up and/or expansion of Project - based and Practice Firm learning • Peer training has been mainly utilized by project. The main purpose was either to insure sufficient number of trained teachers in partner schools or in some cases, to expand the learning project-based learning and practice firm implementation in other VET schools and Training Centers. • Master trainers have been occasionally utilized by other projects to implement similar projects, teacher training or curricula revision and development, guided by MEST.

Outreach in terms of • Units • Multipliers • Beneficiaries	Peer training implemented in: • VET institutions (10 partner schools, 2 Training Centres from Ministry of Labour and Correctional Service) • 20 Master trainers (as multipliers) • 100 teachers and trainers/instructors
Potential for • Scaling up • Expansion	Further utilization of ToT programs as an instrument for scaling-up the teacher' skills and performance requires recognition by the National Council for Accreditation and available funds for teacher training.
Policy relevance	• Peer training approach could be easily absorbed by the system and get utilized for pre and in-service training in newly established VET institutions (CoC's, Training Centers); • Potential for regional exchange with relevant VET institutions in respective fields: Technical profiles, Practice Firms, Agribusiness;
Most likely scenario upon scheduled phasing out	Master trainers will be accredited and recognized by MEST, by 2012 and the accredited ToT programs will be recognized by MEST and VET institutions in regards to further expansion of project-based learning and practice firms, in the national level.
Potential killer dimension	The utilisation of the peer trainers and the peer training approach by and large depends on the decisions and the political will of the authorities, and may be of other projects. Schools themselves don't have yet the authority to organize teachers training on their own.
What type of inputs have been used to develop the asset	• International trainers/coaches • Financial/technical support for training provision and facilitation • Translation of teaching materials and equipment • Expert support for development of training methodology and assessment procedures • ToT programs for Master trainers
Further observations	Peer training approach has been recognized by school teachers and instructors as a valuable approach toward their professional development and competences for project –based learning and practice firm implementation in terms of relevance, exchange of information and facilitation (easy communication and cost effective); Upon the remaining timeframe, project will ensure for ToT programs get accredited by MEST and persist on teacher licensing as crucial to sustainable VET future and quality training delivery.

Fiche of Asset 8

Title	Occupational Standards
Description	Occupational Standards are measurable indicators of achievements and most important documents that present linkages between labour market and vocational education and training. It gives contribution in designing the high quality learning programs/curricula for education and training and ensures direct linkage with working place and overall economy. Validated qualifications by National Qualification Authority should be based on occupational standards, which should be approved by CVET. Occupational standards have been developed via functional analysis methodology. Standards provide information regarding main functions of the occupation, performance criteria, equipments, tools, attitudes, etc., i.e. elements which could be easily translated into learning outcomes.
Relevant dimensions	The value of the asset depends on: • Verification of occupational standards; • Translation of occupational standards into learning outcomes of curricula; • Functionality of CVET; • Functionality of NQA; • Implementation of Administrative order issued by MEST; • The availability of funds to finance working groups;
Level of completion along the relevant dimensions	Verification of Occupational Standards Verification has been done only during the development. Some companies gave their inputs. Strategy should be designed in order to have the standards verified nationally and mirrored them against European standards. CVET working groups should be supported in that direction. Translation of occupational standards into learning outcomes of curricula Occupational standards of agricultural profiles have been translated into learning outcomes for 10th grade, while the work is in continued for 11th grade. Occupational standards from technical profiles should be utilized for revision of existing curricula under the concept of new KCF. Functionality of CVET CVET is advising body in developing VET policies. It has been established based on the VET Law approved in 2006. Within CVET different committees function, which among others have the task to establish working groups and develop and approve occupational standards. CVET approved the standards developed by the project in September 2011. CVET is reassuming its function but still at very low level. Leadership and budget are main constraints.

	Functionality of NQA NQA is established in 2010 year. An administrative instruction is issued by MEST beginning of 2011, by which clear obligations and procedures of NQA are stipulated. NQA started during summer to evaluate training providers and also above-mentioned qualifications. Through the approval of the budget for 2012 within KESP, its function is ensured. Availability of funds to finance working groups Working groups of CVET have been financed by donors and are still continuing to be funded by them.
Outreach in terms of • Units • Multipliers • Beneficiaries	Occupational standards development reaches out to: • 11 occupational standards developed and approved • 4 technical profiles (plumbing, heating-in future both merged to thermo hydraulics, electrical installation, auto mechanic), • 7 agricultural profiles (butcher, dairy worker, baker, professional cook, agribusiness technician, salesman, supplier) • 15 teachers are able to perform functional analysis and develop occupational standards under expert guidance • 2 persons trained as DACUM facilitators, • 11 partner schools on the way to get accredited by NQA where these qualifications are being taught • AMAAP as further source to develop occupational standards • 3 thousand VET students benefit in the respective profiles
Potential for • Scaling up • Expansion	• Further utilization of 11 developed occupational standards implemented in additional training providers pending on workshop facilities, human resources and budget. • The standardized processes (NQF) serve as basis for further development of occupational standards.
Policy relevance	Occupational standards contribute to the overall VET development/reform and quality improvement, via linking and matching better labour market demand to the education. Their development is in line with NQF Law, VET law, KESP 2011-2016.
Most likely scenario upon scheduled phasing out	From January 2012 occupational standards developed by the project and approved by Council for Vocational Education and Training can start to be used. The NQA will start validation of qualifications that are based on standards, and as a continuation accredit training providers. Following the same methodology other occupational standards can be developed.
Potential killer dimension	The utilisation and further development depends on the functioning of CVET, which itself is at an early stage of its development.
What type of inputs have been used to develop the asset	Project inputs and activities included: • Capacity building of working group members via international consultancies; • Verification of DACUM charts

	• Learning resources in methodology used • Financial support for working groups • Monitoring and coaching development through project staff
Further observations	Occupational Standards as basis for curriculum development of VET in Kosovo aligns Kosovo qualifications with EU requirements and standards.

Fiche of Asset 9

Title	Competence-based learners' assessment
Description	Competence-based assessment is evaluation and judgment of learners' achievement against the requirements of standards, criteria or other measurements. It covers all users from young school-leavers to retraining adults. The assessment criteria are designed based on occupational standards identified by each industry. In addition the learning project assessment criteria provide a common framework and language through which all participants (e. g. teachers, trainers, assessors, and learners) are able to evaluate the effectiveness of their performance. The assessment materials and procedures have been developed and piloted for thermo-hydraulics, heating, electrical installation, auto mechanic and practice firm and used in assessing competences reached in short-term and long-term courses. The piloted assessment procedures are based on developed handbooks. The duration of assessment varies from 1 to 2 days depending on the profile. It is external organized assessment. Contains planning, execution, controlling, self-control and handing over to the costumer, where as integrates professional theory and practice and strengthens teamwork.
Relevant dimensions	The value of the asset depends on: • recognition through KCF, • recognition of external commission • the availability of necessary workshop and equipment, • the availability of documentation • the supply of consumables, • capacity of teachers to develop assessment materials
Level of completion along the relevant dimensions	Recognition through KCF In the competence-based assessment has been recognized as innovative learning approach by the competent authority. Recognition of external commission External commission proved to have objective judgment on results. Modalities should be explored on how to compensate the work of commission members from outside school. Thus far external commissions were financed under project conditions. The availability of necessary workshop and equipment Available in 10 partner schools for selected profiles The availability of documentation Documentation available for 4 technical profiles and practice firm

	approach The supply of consumables Supply for consumables only partly ensured by the school/municipality, but mainly financed under project conditions. Capacity of teachers to develop assessment materials The capacity to develop is still weak while to implement assessment is satisfactory in partner schools
Outreach in terms of • Units • Multipliers • Beneficiaries	The competence based assessment reaches out to: • 10 vocational partner schools multipliers, • plumbing and heating workshops in 5 schools, • electrical installation workshops in 4 schools • auto mechanic workshops in 3 schools • practice firms in 3 schools • 10 school as multipliers • 15 teachers in plumbing and heating • 8 teachers in electrical installation • 16 teachers in auto mechanic • 10 teachers in practice firm • 5 trainers from Vocational training centers • around 3000 students benefit per school year • around 100 adults have benefited
Potential for • Scaling up • Expansion	• 10 schools have the scope to scale up the utilization of existing capacities for short-term courses and also assessment at the end of courses. • Expansion of learning project competence based-assessment to national level would require additional investments.
Policy relevance	Competence based assessment contributes to the overall VET development/reform system, especially to quality assurance. Two years ago an administrative instruction has been issued by MEST, but could not be implemented due to diverse equipped workshops.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the 10 partner schools are likely to continue to apply assessment procedures in order to assess students from high middle schools but also candidates from short term courses at the level of schools. Further developments like scaling up at the VET system level meaning as well training Centers under Ministry of Labour depend on developments e.g. upgrading facilities in the profiles that need less investments, in order to organize assessment at national level and prove that it functions as such. Another way of organization is mobility of the students by introducing assessment centers per trade and region.
Potential killer dimension	Though assessment along the principals of competence-based assessment is likely to continue at the level of schools, full

	implementation requires an adequate regulatory framework, procedures and budgets in particular for external commissions.
What type of inputs have been used to develop the asset	• International consultancies for development of assessment handbooks, procedures and documentation. • National consultancies for developing further the documentation, • Organizational support in terms of composition of commission and preparation of documentation; • Monitoring and coaching of implementation through project staff • Financial support for consumables • Equipped workshops
Further observations	• Vocational training centres under the Ministry of Labour and Social Welfare were committed to assign their trainers as Commission members when students were assessed, while in cases when adults have been assessed the trainers from training centers from MLSW assumed the role as Chairman of Commission. • The interim certificates have been issued by MLSW when adults have been assessed and when students have been assessed; the certificates have been issued by MEST and verified by MLSW.

Fiche of Asset 10

Title	Financial management of VET schools under decentralized financing mechanisms
Description	Decentralization process has been initiated by donor projects, beginning of 2007. In cooperation with MEST and project partners, the new financing formula on school financing has been designed and Implementation piloted in 13 municipalities (including Prishtina, Mitrovica and Gjilan). Furthermore, training on financial management and school budgeting based on the Handbook on School Finances included school managers and municipal officials from all 13 municipalities. The process opened doors for further implementation of pilot projects such as: School Grants Scheme which ultimately enhanced school capacities for procurement and access to funds and E-learning Module on School Financial Management, accessible through the national e-learning platform ENUNet.
Relevant dimensions	The value of the asset depends on: • Capacities of school and municipal to implement decentralized finance management procedures, • effective implementation of existing rules and regulations, • authority and mechanisms to create and use revenue at school level, • Incentive schemes for school staff, • access to funds
Level of completion along the relevant dimensions	Capacities of schools and municipalities to implement decentralized finance management procedures • 13 municipalities included in the training of the municipal officials regarding decentralized financial formula (from central to municipal and school level) • 10 partner schools implemented procurement based on school grant schemes (training included SWOT analysis, school development plans, project proposal and procurement of school grants) Effective implementation of existing rules and regulations • Manual on school finances is partially implemented in VET schools, varies from one municipality to another • Administrative Instruction on donations/grant management is applicable and has been used for the School Grant Scheme by project • Law on VET schools allows schools in principle to create revenues and explore possibilities for funds • KESP (Kosovo Education Strategic Plan 2011-2016) • Administrative instruction on implementation of municipal formula in determining school budgets The authority and mechanisms to create and use revenue at school level • Schools are authorized through Law on VET Schools to generate income through provision of non-formal training • Mechanisms established but only partially functioning, due to lack of municipalities willingness or readiness (often still centralized);

	- Mechanisms for payment procedures and fees application are not fully systemized at the required extent Incentive schemes for school staff - Incentive schemes for additional tasks besides teaching are not explored and defined yet (Lessons learnt from implementation of School grant scheme showed the need to find adequate solutions) Access to funds 10 partner schools had access through implementation of school grant schemes. 10 partner schools enabled to apply for funds (e.g through different projects and donors)
Outreach in terms of Units Multipliers Beneficiaries	Decentralised financing scheme piloted in 13 municipalities 5 partner schools (Prishtina, Prizren, Gjilan, Kacanik, Mitrovica) - Around 100 school managers and staff, municipality financial officers School grants scheme 8 municipalities 10 partner schools - School staff, MED officials (around 60) 5000 Students - Project staff (as multipliers) E-learning module on school financial management 3 MEST officials (help desk officers, as content creators and e-learning tutors)
Potential for Scaling up Expansion	- Schools have the potential to further use their capacities to use SWOT and self-assessment tools, implement procurement procedures for various projects within School Development and Budget Plans; this requires approval of the new regulation on public procurement in VET Schools (up to 10.000,00 Euros) and practical implementation of school autonomy to a higher extent - School Grant Project is implemented in 10 partner schools and could be replicated in other schools (Agriculture schools), through project and project partners (DANIDA Project) - E-learning modules can be used for all VET schools - With small adaptation the modules can be used for all schools
Policy relevance	- Development of the manual on school financing and capacity building ultimately contributes to accelerate the decentralization process and reinforcement of school autonomy, at national level. - Provision of effective training on school development plans, project proposals and procurement, followed by comprehensive monitoring and supporting mechanisms will consequently affect the decentralization policies and procurement procedures, while contributing to financial management at school level and hence increasing sustainability - Decentralised financial management is one of the framework

	condition to sustain other innovations and assets, namely project-based learning, practice firms, competence-based learners assessment, internships
Most likely scenario upon scheduled phasing out	• From January 2012 all VET schools will possess active bank accounts; this will increase their potential for future financial management and gain additional funds/school grants from municipality /MEST/donors; • E- Learning Modules on school financial management will be further utilized through the National e-learning PlatformEDUNet and supported by e-learning tutors;
Potential killer dimension	At present, not all the schools are practically implementing decentralized financing even though the necessary prerequisites are in place. It highly depends from each municipality's willingness to authorize schools to execute budget plans and procurement.
What type of inputs have been used to develop the asset	Projec inputs and activities included: • International and local consultancies for course development, manuals/training material and capacity building (training/coaching of managers, school staff and municipal officials) • Financial/technical support for training provision, awareness events and lobby • Monitoring and coaching through project staff
Further observations	School Financial management is highly depending from the overall decentralization process and efficiency of implementation at the municipal level, but it is a framework condition for sustainability of other assets.

Fiche of Asset 11

Title	Greenhouse as a business
Description	Professional education of students in the field of cultivating plant seedlings and ornamental decorative plants, yielding of permanent plants, application of plant care measures in growing plants, harvesting, packaging and selling ready made products for market consumption. (It includes working techniques in the production of tomatos, peppers, green salad, onions, cabbage, spinach and the flower production). Practice work as part of the curriculum is conducted in small groups with students of 15 to 25 depending on the classroom size and grade. Depending on the profile the practice is organized for the 10th, 11th and 13th grade, one day per week and 2 days per week for the 12th grade.
Relevant dimensions	The value of assets depends on: - the availability of curricula from MEST and the practical course modules regarding managers for plant cultivation in greenhouses, developed by relevant school teacher and local consultants supported by the project, - adequate teaching and instructing capacities - the availability of land in the area of over 1000 m2 with the necessary equipment, - the availability of consumables and supplies - the availability of Agribusiness Practice Firm to promote the Greenhouse as a business
Level of completion along the relevant dimensions	Availability of curricula and ypes of programs The learning project is applied in Agricultural School 'Abdyl Frashëri' in Prishtina, as part of regular curricula for practical part of the learning. Short term courses and adult learning have been applied ad-hoc. The course was not systematically developed and utilized for young adults. Adequate teaching and instructing capacities The teaching staff is adequately trained and has the capacities to implement the programme for regular students. Area and equipment The area is available, and two greenhouses, one of which with a sophisticated heating system, have been constructed and handed over to the school Consumables Schools are entitled to generate their own income and according to decentralized school finances, they should have their budgets for consumables. In early phase of the project, the project support has also included budget for consumables. In reality the schools still cannot operate with their own budgets fully and the project steps in when the need is real

	and justified. Practice firm The practice firm is in place and function for regular students.
Outreach in terms of • Units • Multipliers • Beneficiaries	The project based learning in greenhouse as a business reaches out to • 1 Agricultural School • Total of 365 students from grade 10th, 11th, 12th, and 13th. 5 teachers • Students from outside school (i.e. students from the faculty of Agriculture)
Potential for • Scaling up • Expansion	• The school has in principle the capacity to provide short term and adult courses • Expansion to other agricultural schools requires funds for equipment
Policy relevance	Project based learning in food processing contributes to the overall VET development/reform in terms of innovative, practice oriented and learner centered, learning approaches. Greenhouse as business has potential policy relevance as element of a future Centre of Competence and for the diversification of training to other user groups than regular students.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the Agricultural School is likely to continue to deliver practice training to secondary school students based on the learning project approach. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc.
Potential killer dimension	Even more accentuated than for other assets, the authority of schools to generate and use income is conditional for the utilisation and the sustainability of the asset.
What type of inputs have been used to develop the asset	Project inputs and activities included • Local consultancies for course development and teachers training • Local consultancies for techniques in growing various plants in the green houses • Financial support for consumables • Monitoring and coaching of implementation through project staff
Further observations	Potential for further development capacities in the area of greenhouse as a business, through stronger lobbying with private sector In order to exploit its potential, and to become an element of a centre of excellence, the asset requires additional inputs and support.

Fiche of Asset 12

Title	Food processing/technology
Description	Provides professional education for the students of the Agricultural School, by preparing/processing products of plant and animal origin, product service and product selling. Currently, for all four grades one day training per week is organized for each group of 15 students. The project support included equipment, capacity development for teachers, learning resources.
Relevant dimensions	The value of assets depends on: • the availability of curricula from MEST (and new occupational standards and curricula drafted for 10th grade awaiting formal approval), • adequate teaching and instructing capacities • the availability of the necessary equipment • the supply of consumables • the awareness and application of HACCP standards
Level of completion along the relevant dimensions	Occupational standards The occupational standards have been drafted for 7 different profiles, and they were incorporated into the learning curricula to be applied for 10th grade students. The curriculum for the 11th grade students is in the process of being drafted. Types of programs and curricula The learning project is applied in Agricultural School 'Abdyl Frashëri' in Prishtina, as part of their regular curricula. Short term courses by international experts and adult learning have started in cooperation with school staff until adequate teaching capacities for short term adult courses is established. Adequate teaching and instructing capacities The development is at an early stage. Thus, the capabilities of teachers is not yet adequate and requires further inputs. Thus far, teachers have only been trained in the preparation of different menus. Equipment A sophisticated and high quality kitchen has been established. As this the development is at an early stage, it is still underutilized. Consumables Schools are in principle entitled to generate their own income and according to decentralized school finances, they should have budgets for consumables. As this is not functioning yet, the project support has also included budget for consumables. In the case of the agriculture schools, this includes still the majority share of expenses for consumable is born by the project. Awareness about adaptation of HACCP As for human resource development in general, awareness on and implementation of these standards is still at an early stage.

Outreach in terms of • Units • Multipliers • Beneficiaries	The project in food processing reaches out to, • 1 agricultural vocational school • total of 180 students from 10th, 11th, 12th and 13th grade students • 4 teachers • Staff members representing few main hotels and restaurants around Prishtina
Potential for • Scaling up • Expansion	• The school has the physical capacity to provide short term and adult courses • Potential expansion to other agricultural schools requires funds for equipment
Policy relevance	Project based learning in food processing contributes to the overall VET development/reform in terms of innovative, practice oriented and learner centered, learning approaches. Food processing has potential policy relevance as element of a future Centre of Competence and for the diversification of training to other user groups than regular students.
Most likely scenario upon scheduled phasing out	Within the framework of the present context the Agricultural School may continue to deliver practice training to secondary school students based on the learning project approach. However, this also depends on the level of completion. Further developments like scaling up, adult learning, selling of services, etc. depend on developments e.g. in decentralization, development of management capacities, etc. However, implementing these activities requires additional financial and human support.
Potential killer dimension	More accentuated than for other assets, and even more as compared to greenhouse as a business, the authority of schools to generate use income, to procure the necessary consumables, and to market the respective products, is conditional for sustainability of the asset.
What type of inputs have been used to develop the asse	The project inputs and activities included • Local and International consultancies for course development and teachers training • Equipment support for learning projects and required tools • Financial support for consumables • Monitoring and coaching of implementation through project staff • Senior experts for short courses
Further observations	Food processing has potential to provide opportunities for private companies to participate the food processing training, e.g. through a local partner like the Kosovo Chamber of Commerce (KCC) The development of food processing is at an early stage and requires further support and follow-up even for completion of the asset for the use for regular students, not to speak about utilisation as element in a future centre of competence.

Fiche of Asset 13

Title	E-Learning
Description	The primary focus under the heading e-learning is on ICT in education. Within that, the asset comprises two major components, i.e. (a) a comprehensive strategy on ICT in the educational system and in the framework of the KESP 2011-16, and (b) the establishment of an ICT department within the MEST. E-learning contents are available for another asset, i.e. decentralized financial management.
Relevant dimensions	The value of the asset depends on: • the approval and adoption of the strategy, • the implementation of the strategy, • integrating ICT in education as an integral part of Kosova Education System • recognizing ICT in education as a successful approach in the Kosova Curricula Framework • the approval of the organization structure and the creation of the positions, • the staffing and budget for the new structure, • the existence of a conceptual framework for the integration of e-learning contents, • the availability and utilization of e-learning contents in VET.
Level of completion along the relevant dimensions	Adoption of the strategy The e-learning strategy has been developed, it is partly in use, but officially it waits approval. This is expected to happen within 2012. Implementation of the strategy The strategy is already utilized and serves as guideline for further planning in the field of ICT Integration of ICT in education as an integral part of Kosovo Education System The KESP defines ICT as one of integral part of the Kosovo Education System to be developed further. Recognizing ICT in education as a successful approach in the Kosovo Curricula Framework ICT is treated as a potential for further development of the education system. Staffing and budget The establishment of a new department for ICT in development requires the approval of a new organization chart, and the creation of the respective positions. This is not available. For 2012 a budget of EUR 100'000 has been approved to implement specific activities in ICT in education. The existence of a conceptual framework for the integration of e-learning contents Selected e-learning contents are already available, some staff has received initial training, and National Platform for the publication of e-learning contents is in process. .

Outreach in terms of • Units • Multipliers • Beneficiaries	As element of the KESP 2011-2016 the e-learning strategy reaches out to • All levels and stakeholder of education system at a national level are using these documents as a fundament for integrating ICT in the education system. • Teachers and managerial staff as developers and users of e-learning contents • 10 partner schools
Potential for • Scaling up • Expansion	10 project partner schools have the scope to scale up the utilization of existing capacities for short-term courses in the e-content development. Expansion and implementation of e-learning in the overall education system of Kosovo would require substantial additional investments. Currently EU implements a project in this area, and other organizations such as USAID, GIZ, Microsoft Partners in Learning are supporting the MEST in this process.
Policy relevance	The e-learning strategy as contribution to and integral component of the KESP 2011-16 has substantial potential for policy relevance. ICT in education is one of the priorities in the Kosovo education system.
Most likely scenario upon scheduled phasing out	The Kosovo Government is likely to implement the e-learning strategy, to establish the e-learning body, and to develop capacities in the field of ICT in education with the investment in infrastructure, human resources, and e-contents.
What type of inputs have used to develop the asset	Project inputs and activities included: • Facilitating the process of E-Learning Strategy through management unit and secretariat; • Supporting the KESP 2011-2016 through leading the ICT group and contributing to its development. • Local and international consultants • Acting head of the officially not yet established e-learning department in the MEST
Further observations	ICT in education is undoubtedly a priority within the overall reform process of the Kosovo education system, but the asset in its present shape is neither specific to vocational education and training, nor to employability of youth.

Stakeholder Workshop – Validation of Preliminary Findings	Disagree			Agree		
	Fully	Partly	Slightly	Slightly	Partly	Fully
The MEST is likely to introduce competence-based learners assessment based on the model developed by the VES project for all profiles			●	●●●●	●●●●●	
Despite substantial inputs into decentralized financial management, vocational schools still lack resources and authority to procure the necessary consumables for practice learning					●●●	●●●● ●●●
Though peer training is a cheap and powerful instrument for capacity development of vocational teachers and instructors, it only works under project conditions, and will not be carried on beyond the project duration	●	●●●●	●●		●●	●
The practice firm approach can only simulate real work environment when it is organized in blocks					●●●●	●●●●●
The development of a vocational school into an agribusiness learning centre has a time horizon of not less than 8 years	●●			●	●●●●	
ICT in education is an important issue for the Kosovar education system as a whole, where a VET project can only provide a marginal input	●●	●			●●●●	●●●
The communication and dialogue between vocational schools and private companies, between the public and private sector is still very weak in Kosovo			●	●	●●	●●●● ●●●
The project-based learning approach in thermo-hydraulic profile is the most prominent innovation introduced by VES project					●●●●●	●●●●●
Many innovations work well under project conditions, but they are not sustainable				●●	●●● ●●●	●●
The foundations for the major innovations root in the first two project phases				●●●	●●	●●●●●
Switzerland is a centre of excellence and has specific expertise in vocational education and training and should continue to play a leading role in the VET reform in Kosovo					●	●●●●● ●●●●
Internships remain unfinished business and would require additional and specific project support						●●●●● ●●●●●
The internship approach is a powerful instrument to bring vocational education closer to the labour market, but in Kosovo it works so far only under project conditions					●●●● ●●●	●●●
Starting new elements and components in a last phase of a project is likely to leave behind unfinished business	●				●●●● ●●●	●●