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Challenges in the room

TVET school in Peja: Project ProCarriera
Photo: Syri i Vizionit/Solidar Suisse

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CHALLENGES OF THE SCHOOL TO WORK TRANSITION AND YOUTH EMPLOYMENT IN KOSOVO

By Lumnie Mehmetaj, Consultant on Career Guidance

The practical training needs to be taken more seriously by providing all VET^[1] and higher education students' opportunities for practical work and implementation of the strategy for improving practical training by establishing criteria and incentives for host enterprises, agreements to be signed between VET schools and host enterprises, and insurance of health and safety regulations for VET.

Career guidance services

The article ^[2] also shows following:

It is important to increase the awareness of the employers about their engagement on VET policy development. Schools should prepare a training plan with learning outcomes to be achieved while students are doing their practical work and supervise them in a continuous basis.

VET profiles should be reviewed according to the local labour market demand and a new curricula should be designed based on occupation standards and involvement of the employers with their advices about needed skills for students in the labour market.

Career guidance services should be offered to all school students from the early age and to the unemployed people as well.

Government of Kosovo should better monitor active employment measures to avoid misusing it by employers in order to reduce unemployment rate among youth and help young people transition to the labour market.

Kosovo has the youngest population in Europe

Kosovo has the youngest population in Europe with 38% of its population is less than 19 years old which puts pressure on both education system and labour market. The unemployment rate in Kosovo is about 30% and even worse for young population of age's between 15-24. No structured links exist between vocational schools and the local economic environment, educational profiles on offer are determined without any assessment either of labour market demand or employability needs. About 98% of Kosovar business companies consist micro small

and medium sized and are particularly keen on recruiting family members and relatives irrespective of their qualification profile. However, there are some sectors with potential for growth contributing on youth employment in industries such as vegetable production,



TVET school in Peja: Project ProCarriera,
Photo: Syri i Vizionit/Solidar Suisse

employers have difficulty to fill vacancies. Employers complain about skills deficiency of the school entrants; school system does not equip students with skills and qualifications to perform the job which makes a difficult school to work transition for them. Students doing practical training sometime are being used as a cheap labour force.

The emerging economy in Kosovo

The challenges ahead for the private sector in Kosovo are formidable, and starting to work towards overcoming these challenges should be regarded as a national urgency.

Kosovo young people are now seeking to escape unemployment, they are leaving by the tens of thousands, making their way illegally into European Union countries to look for a better future.

Only the private sector possesses the capabilities to reduce the unemployment rate in a sustainable and systemic manner, especially youth unemployment, and to set the Kosovo economy on the course of real growth by increasing manufacturing and reducing the very high dependency on imported goods.

Many of the businesses are underdeveloped because of the internal reasons: company owner possess limited business knowledge and experience; the predominate management style is conducive only to very small business operation; the lack of appreciation for the benefits of professional human resource development; the general negative disposition toward learning; and the tendency to favour low risk “me-too” business ideas.

However, there are some pockets of success in industries such as processed food, vegetable products, machinery and electrical equipment, and plastic and rubber products, which have all increased their exports in recent years.



TVET school in Peja: Project ProCarriera,
Photo: Syri i Vizionit/Solidar Suisse

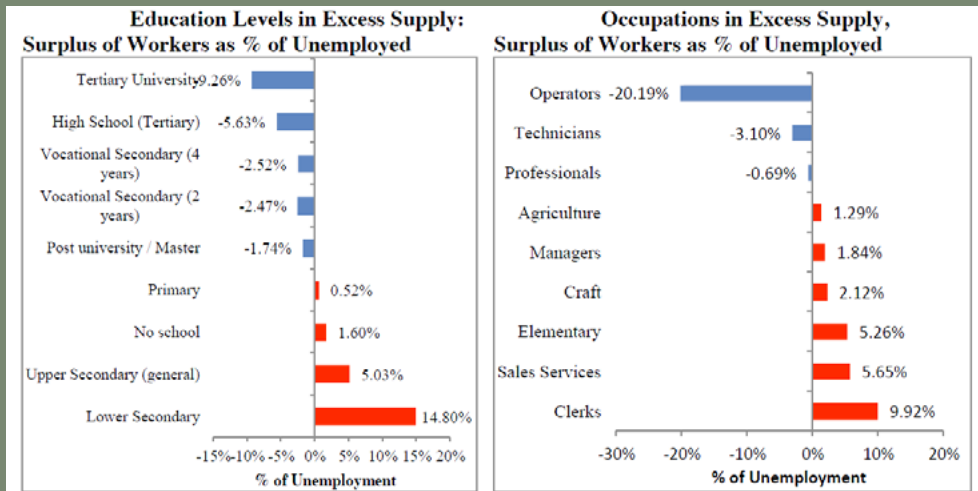
The education system in Kosovo

The current Kosovo Education Strategic Plan (KESP) 2011-2016 links education policy to national development priorities, recognizing the need for the education and training system to be more responsive to labour market needs and emphasizing the need for broader learning opportunities, including opportunities for the professional practice of Vocational Education and Training (VET) students in enterprises.

VET secondary schools in Kosovo offer two main types of work-based learning programs – work-based learning in VET schools own workshops and professional practice in enterprises. While Ministry of Education Science and Technology-MEST offers the opportunity for collaboration between the school and enterprises and in 2013 has launched a Strategy for Improving Practical Training 2013-2020, but still there is not any inter-ministerial agreement that facilitates this collaboration and private sector involvement in policy design, curriculum and training design. Student’s Insurance issues are a concern

for both the VET school and the employer in a professional practice situation. Insurance concerns generally arise over injuries to student work participants.

From figure below it can be seen that some occupations are highly demanded in labour market such are technicians and professional occupations, and high demand tertiary and vocational education. But there is a surplus of workers with general secondary education or only basic education. Regarding occupations, it is a lack of machine operators, technicians in the labour market, while occupations such as sales services or clerks are in excess supply [3].



Career guidance services

There are newly established career guidance centres throughout Kosovo offering career services to support student’s transition from school to work. A Career Centre in municipality of Pristina offers specialized services on finding practical training in company, training on job searching skills for students of vocational schools in Pristina. There is another Career Centre in a VET school in Vushtri a small town with similar function finding practical training for the school students.

Higher Education institutions are obliged to have career centres in order to be accredited by Accreditation Agency but not all of them are well functioning. The Career Centres support University graduates on a better and faster transition into Employment.

Also, there are different active employment measures supported by donors and government which support unemployed young people to an easy school to work transition such as Internship for young university graduates, in company training, public work, and Wage Subsidy schemes.



Pictures from TVET school “11 Marsi” in Prizren, Kosovo

The career services is particularly relevant and important in Kosovo as their patterns of employment and professions in the labour market are still gender specific where women’s career paths are set by the society’s stereotypes of women’s role in the family.

Interviews with students and employers

During interviews undertaken with students/former students about impressions of the practical training in company, one of them stated to have found employment after practi-

cal training and another one is still doing Internship.

One of the students states, “It was a small team family members and not very well established business, hygiene items Production Company. The family members were not qualified to do the job nor had an additional training but were employed because owner would not trust other people to employ in his company. I proposed to improve marketing and my proposal was approved, I developed up to date leaflets, brochures, etc. I knew from the beginning that I have no chance to be employed there, business owner will not employ anybody which is not family member but I got some work experience which helped me to find a job in another company a few months after finishing practical work”.

Another student working for one of the financial bank in Kosovo, states, “I am doing an Internship for almost a year and have responsibility of a full time employee. It is a very good experience for me but I think am misused by company as cheap labour force because I am doing work of the full time employee and still paid as an intern.

The owner of the medium sized company working on vegetable production (potatoes cultivation) is having difficulty to find employees, although the monthly wage is twice as much as minimum salary in Kosovo and two meals during the day. He states: “We are on the high season of the work but cannot find workers; nobody wants to work even though I am offering a good working environment. They want to work in an office or factory and nobody wants to work out in the field. It is not true that youth unemployment is high but youngsters are not willing to work. Coffee bars are full of young people during the day since they are not willing to work”.



Pictures from TVET school “11 Marsi” in Prizren, Kosovo

Another small private business in Dentistry complained about VET student’s practical and soft skills. He states: “Our Company is taking for practical training students from VET schools. In the company is appointed a person to mentor and supervise them during their practical work on the company and at the end of the practical training the best performed students are employed. School system does not prepare students with skills for job; students lack basic practical skills as well as soft skills such as communication with clients, team work, taking decision, working under pressure, etc.”

Notes:

[1] Vocational Education and Training (VET)

[2] The article was prepared for the INAP Conference, Washington 2017 and was first published in the conference book of papers “Modern Apprenticeships: Widening Their Scope, Sustaining Their Quality Proceedings of the Seventh Research Conference of the International Network for Innovative Apprenticeships” (Edited by Robert I. Lerman and E. Adaeze Okoli). Lumnie Mehmetaj has allowed us to reprint the article for the Lucubrate Magazine

[3] World Bank, 2014, Public Finance Review

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Lumnie Mehmetaj, Consultant on Career Guidance,

An icon of a yellow cardboard box with a blue and red folder sticking out of it. The box has the word "FOLDER" written on it in blue.

Started her career as a VET teacher in a school in Peja west part of Kosovo. Since 2002, she works as an expert on Vocational Education and Training-VET, Career Guidance, Labour Market, Business Development with a demonstrated history working in the management consulting filed. She has experience on supporting modernization of the VET system, youth employment promotion and establishment of the National Career Guidance Resource Centre. She also has experience in managing, planning, preparing and delivering of the capacity building training in the field of VET, Career Guidance, and Employment.

ARCHITECTURE AND HUMANITY

Architecture that speaks to human senses, Architecture that's built to heal

By Iman Ahmed Mohamed, Master of Architecture

Architecture is an art of giving a physical place that meets human necessities, as home is where a human feels secure and satisfied, work is where a human improves and practices his passion for work, and malls is where a human can enjoy and find his needs.

Feeling secure and satisfied with home, productive at work or enjoying time in malls, it is an architecture mission. How to establish and construct a place that communicates to people and meets their needs and expectations it is also an architecture mission.

Architecture is not about forming iconic buildings that have a fabulous form or that use the latest technologies to meet places' function; architecture is about buildings where people feel good.

The architect Michael Murphy, the executive director of MASS Design Group USA, He believes that; Architecture is never neutral, It either heals or hurts. And architects' mission is to research, build, and advocate for architecture that promotes justice and human dignity.

Thus, architecture is an art of building an environment that can speak to human senses and that can affect his perception, it is a non-verbal language of art that meets human physical and psychological needs. For human well-being, having a conversation with environment is healthy, as it builds a relation between human and his place or environment, and that relation can be used positively to enrich human experience of his place.

In his speech in **TED** talks, Michael Murphy spoke about the architecture that's built to heal, and he narrated a story about a house that was the healing and that saved his father's life. As his father was totally attached to their house and was keeping renovation and painting every weekend.

When the father turned 52, Murphy had a phone call and he knew that his father is having cancer and he is giving only three weeks to live, Murphy returned home on a death-watch waiting for the moment.

Then Murphy found that it's time to finish the restoration that was not no longer completed of an old house, but when the deadline came and went the father was still alive.

In few months Murphy's father joined him and they worked together to finish the restoration. After eighteen months and after finishing the whole job, Murphy's father stands with him outside, admiring the whole work, then he turned to him and said "You know Michael, this house saved my life".



The story is not only about a miracle that healed a human from cancer, it is an attachment to place that helped a person to fight, it is a place that he believes in, and belongs to.

A place that speaks to human senses, a place that constructs a mental image of an experience of a human memory, it is a kind of architecture that speaks to its inhabitance, an architecture that heals.

Ref:

TED talk link: https://www.ted.com/talks/michael_murphy_architecture_that_s_built_to_heal#t-66185

Iman Ahmed Mohamed, Master of Architecture

Is the Founder of “educhamber” the coming promising educational platform.



She is an architect and a researcher in Architecture Psychology and well-being. She has 15 years of experience in training, and delivering the information in a practical way and with an academic flavor.

Iman delivers courses through Classroom training, One to one online training and e-learning material by using Adobe Captivate and LMS. She is bilingual trainer who deliver courses in both Arabic and English Languages, until 2018 she delivered more than 27000 hours of in-house and online training.

ARTIFICIAL INTELLIGENCE AND ROBOT REPLACEMENT

Artificial Intelligence (AI) technology is and will continue to be a major disruptor in the workplace and jobs. In January 2016, the World Economic Forum released a report predicting AI, machine learning, and other nascent technologies will spur a so-called “Fourth Industrial Revolution” that replaces 5.1 million jobs by 2020. According to the report, jobs across every industry and every geographical region in



Illustration: World Economic Forum [2]

15 of the world’s largest economies — Australia, Brazil, Germany, China, Japan, the UK and the US, among others — will be affected. Six jobs are eliminated for every robot introduced into the workforce, a new study says [1].

In January 2018, the World Economic Forum released a report with eight scenarios for the future work. One of the scenarios are called “Robot Replacement”. The report state that the accelerated technological change and diffusion means that machines in the workplace have become capable of performing routine and non-routine tasks, and can perform a range of manual tasks as well as those requiring non-cognitive skills. Initially, there was much demand for human workers to complement the machines, managing and specializing in new kinds of roles. However, the pace of learning has evolved slowly, meaning many in the workforce have been unable to keep pace with the changes underway. They face a rapidly shrinking field of opportunities as their skill sets have been deemed largely redundant. The lack of appropriate talent for emerging new roles has led to increasing pressure to automate even further, and robotics, algorithms and machine learning, managed by a few, have begun to do most of the world’s production and distribution. Widening talent gaps continue to dampen economic growth as businesses have lost faith in human talent [2].

[1] Oliver Cann, Five Million Jobs by 2020: the Real Challenge of the Fourth Industrial Revolution, World Economic Forum (2016)

[2] White paper: Eight Futures of Work, Scenarios and their Implications, World Economic Forum (2018)

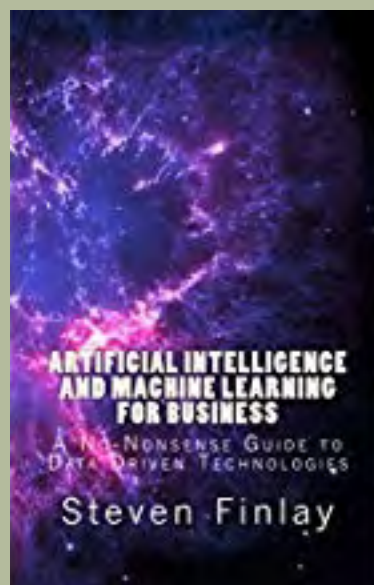
BOOK**Artificial Intelligence and Machine Learning for Business**

In the book “Artificial Intelligence and Machine Learning for Business: A No-Non-sense Guide to Data Driven Technologies” by Dr. Steve Finlay you can get an understanding of machine learning.

The author writes that an understanding of machine learning is important because it is having a huge impact across many aspects of our lives. In particular, it is driving the explosion in “Artificial intelligence” (AI) applications in areas such as language translation, autonomous robots and medical diagnosis, to name but a few.

Dr. Steve Finlay writes that Artificial Intelligence and Machine Learning are now mainstream business tools. They are being applied across many industries to increase profits, reduce costs, save lives and improve customer experiences. Consequently, organizations which understand these tools and know how to use them are benefiting at the expense of their rivals.

Read more...(<https://lucu.nkb.no/books-right-now/>)



The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

The Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- Our purpose is to bring Quality Education and Skills Everywhere.
- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

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