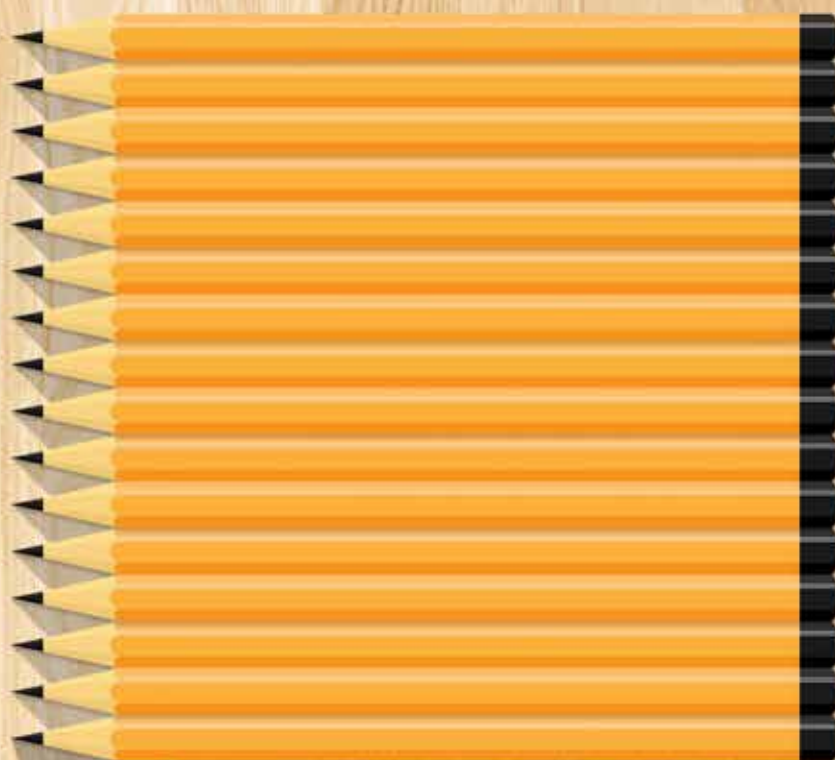


Factsheet: Skills Supply

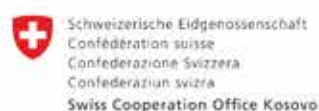
10.000
KOSOVARS
TO HAVE BETTER SKILLS



Implemented by:



Financed by:



Skills supply

EYE's skills component aims at turning the skills development system into one that effectively develops the skills of young women and men to better match the needs of businesses in targeted subsectors.

The expected systemic changes include the following:

1) Improved capacity of the private sector to influence shaping the outcomes of the formal training and education system

2) Increased participation of the private sector in skills development through human resource strategies that encompass in-house and outsourced sources, as well as internships and on-the-job training

3) Enhanced capacity of private training providers to offer more advanced (non-formal) training courses.

These changes are reflected in the following outputs.

Indicator 1: 10,000 young Kosovar gain new skills through education and vocational training institutions

Indicator 2: 3,000 internships & trainings will be offered by private companies in 2016

Main Areas of Interventions

Advocacy

To ensure effective advocacy of private sector for adapting education and training provision to their needs, EYE had focused its interventions in the Information and Communication Technology (ICT) and Agribusiness sectors. The strategy of intervention was to equip ICT private sector actors with sound information about the skills gap so that they can effectively present this information to education policy makers and institutions. To do this, EYE has worked with business associations, the Faculty of Electric and Computer Engineering (FECE), the Faculty of Agriculture, private training providers and individual ICT companies. EYE has specifically facilitated strengthening and formalizing the work of consultative boards which bring together universities and representatives of private sector to discuss curricula modifications.

Practical Skills

The assessment conducted by EYE revealed that lead firms lack basic Human Resources systems within their companies. Lead firms are willing to use internships and employ young students and graduates of VET schools, but they did not know how to identify good candidates. They also were fully unaware of vocational schools in Kosovo that produce skilled labor that they could use.

EYE facilitates a number of VET schools to establish the needed links with the private companies through establishing an internship scheme within the schools that private companies would place interns in their companies. In addition, EYE facilitates lead firms to improve their human capital management systems to ensure better use of the interns in their companies.

Specific Skills

EYE engages private training providers for the development of specific skills packages needed by the private sector. The specific skills will be identified based on the findings of the Skills Gap Analyses which is facilitated by EYE. The success of this intervention will be measured by the amount of revenues gained by selling these specific trainings to the private sector.

Market Niche

The main difference between the EYE Program and other public and donor initiatives in Kosovo on skills development lies in its approach that takes a market-led (or demand-driven) entry point through the private sector in addressing constraints in the training and education system.



Feature story

The University of Prishtina (UP) is the leading higher education institution in Kosovo, and it hosts roughly 35 thousand students (35,000) in 13 faculties for under-graduate and post-graduate degrees. It was established 45 years ago, and it has ever since been the biggest supplier of skilled job-seekers for the Kosovar labor market.

UP alumni Valon Grabanica was one of the students that graduated from the Faculty of Electrical and Computer Engineering (FECE) in 2009. He works for the Regulatory Authority of Electric and Postal Communications. Finding his first full-time job was not easy. He decided to complete another Bachelor Degree in order to increase his chances of getting employed. In addition to FECE, he enrolled at the American University in Kosovo (AUK), which has the highest employment rate amongst students entering the labor market in Kosovo.

Valon explains his decision to study at AUK: “I knew that by studying at FECE alone, I would not be able to find a good job. FECE makes good engineers, but it does not provide students with the soft skills demanded by employers. This is why I convinced my parents to spend some extra money for me to get an AUK degree which is not cheap.”

Every year more than 800 engineers graduate from FECE. These young graduates’ employability is hampered by lack of soft skills that are currently not provided at FECE.



In 2013, EYE engaged both the FECE and the private sector employers to address the constraint of mismatch between the skills provided by FECE and the actual needs of the ICT companies that recruit most students from this faculty. The faculty has already reviewed its curricula based on the feedback received from the private sector. FECE has established an “Industrial Board” where it invites representatives of the ICT sector to jointly decide on academic curricula of the faculty.

This model of communication with the private sector has formally been endorsed by the University Rectorate to formalize the Industrial Board and replicate it in all faculties.

Valon, who came to know the decision to formalize the Industrial Board, was effusive: “I am really happy that FECE is now consulting with the private sector employers regarding their curricula. If this had happened while I was a student, it would have saved my parents 20,000 EUR they invested in my second major in a private school.”

EYE Enhancing Youth
Employment

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