

COUNTRY ASSESSMENT RESEARCH

KOSOVO

- An overview of the situational, legal, and institutional framework of VET education and development in Kosovo -



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DISCLAIMER

The findings, interpretations, conclusions and recommendations presented in this document belong to the Author, and do not necessarily reflect the views of Roma Versitas Kosovo, Roma Education Fund and Austrian Development Cooperation.

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LIST OF ACRONYMS

Acronym	Description
ALMM	Active Labor Market Measures
AVETAE	Agency of Vocational Education and Training and Adults' Education
EARK	Kosovo Employment Agency
EO	Employment Office
KESP	Kosovo Education Strategic Plan 2017 – 2021
MED	Municipal Education Directorate
MEST	Ministry of Education, Science, and Technology
MLSW	Ministry of Labor and Social Welfare
NEET	Neither in Education, Employment, or Training
NQA	National Qualifications Authority
NQF	National Qualifications Framework
VET	Vocational Education and Training
VTC	Vocational Training Centers

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1. INTRODUCTION

The purpose of this report is to provide stakeholder with resources to view a wide range of aspects about VET in Kosovo, and therefore further support these stakeholders in building on the existing legal and policy framework and to facilitate enhanced VET development in Kosovo.

This report provides an overview of the situational, legal, and institutional framework of VET education and development in Kosovo while incorporating experience and observations from the field. Of particular importance, the report assesses the situation in the context of the intersection between VET and employment. Within the context of the project “Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET”, this report is intended as a useful early step in the process.

This research will also contribute to the project inception phase, where the country assessment will be valuable for providing baseline data related to Roma in VET, and for contributing to development of a specific policy shaping/recommendation package for authorities responsible for education and employment. The policy recommendations will put in place the mechanism for the project partners to continue to monitor policy initiatives beyond the scope of this project.

Country assessment included researching following topics:

- Availability of the data for Roma, Ashkali and Egyptian in VET. Trends of enrollment in VET, internship, and employability.
- Performance of local and national VET providers and enablers?
- Main obstacles for Roma, Ashkali and Egyptians women in accessing VET?
- What could be done better to increase the number of Roma, Ashkali and Egyptians women in VET.
- Current strategies, action plans available for Roma, Ashkali and Egyptians communities related to VET, and barriers in accessing them.
- Policies to deal with the unemployment of Roma, Ashkali and Egyptians communities.
- Cooperation of VET with private sector/ businesses.
- Stakeholder’s suggestions for future interventions in the VET sector.

1.2 RESEARCH METHODOLOGY

Key instruments and approaches used in compiling this assessment report included an analytic review of policies, and strategies related VET and the employment of Roma, Ashkali, and Egyptian communities in Kosovo.

Field research and interviews with governmental and non-governmental actors in Kosovo working in VET helped to answer some of the questions that arose during the literature review and additionally, provided some important perspectives.

In terms of primary data sources, the study relied on both quantitative and qualitative methodologies. Data collection was done through desk research, survey, in-depth interviews and focus group discussions.

The methodology was chosen to, accurately and conveniently, capture all relevant data to the scope of study, as well as to ensure data triangulation.

The sample size was 46 respondents, 12 women and 34 men. The targeted groups were municipal education departments, Kosovo Employment Agency, Employment Offices, Vocational Training Centres, VET schools, representatives of Roma, Ashkali and Egyptian communities, representatives of CSOs, and VET researchers/experts. The study covered seven Kosovo municipalities such as Prizren, Gjakovë/ Djakovica, Gračanica/ Graçanicë, Ferizaj/ Uroševac, Fushë Kosovë/ Kosovo Polje, Prishtinë/ Priština, Pejë/ Peć.

For purpose of data quantification, we have administered an online survey with 36 respondents for above mentioned institutions. In order to collect more extensive feedback, we have conducted focus groups with 16 community members and VET providers and 5 in-depth interviews with key experts in VET.

All data collection activities took place in between November 17, 2020 and January 10, 2021.

In line with research questions, for this study it we applied a purposive sampling procedure. In this report, data is presented in tables, info graphs, and is supported by a logical interpretation. The report contains findings, conclusions and recommendations. Findings present in graphs are summary of responses from 36 respondents collected through standardized questionnaire.

1.3 PROJECT BACKGROUND

The overall objective of the project *Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET* is to contribute to social inclusion and poverty reduction of Roma¹ in Kosovo through support of the vocational education and training, facilitation to labor market and empowering stakeholders to take measures to support transition of Roma to employment.

The project focuses on strengthening professional skills of REF scholars and other beneficiaries through vocational trainings, internships, professional skills development, cooperation and partnerships with employers. Wide range of vocational trainings (VET within the education institutions, such as high schools) and obtaining recognized certificates, paid professional internships in the public or private sector, additional education (conducted by accredited institutes, such as vocational courses), which includes scholarship and mentoring support, will be provided.

Project will facilitate the integration of marginalized communities through education, active role in the labor market and will help economic and social regeneration of deprived communities through enhanced purchasing power of Roma families. Equal participation of men and women in the project activities and gender mainstreaming will be ensured throughout the project lifetime.

1.4 BRIEF DESCRIPTION OF EMPLOYMENT SITUATION IN KOSOVO

Since 1999, Kosovo has undergone a substantial political, economic, and social transformation. There were number of intergovernmental organizations and non-governmental organizations tasked with developing public institutions, developing the economy, and education sector.

Even after 20 years, Kosovo continues to remain one of the poorest economies in Europe with the lowest GDP in the region. Poverty is much higher in marginalized communities, such as ROMA, ASHKALI, AND EGYPTIAN communities. According to Employment Agency of Republic of Kosovo (EARK, 2018) there were 95,890 persons from all ethnic backgrounds who were registered as unemployed at the beginning of 2018. There are 43,547 females and 52,343 males registered as unemployed at the beginning of 2018. Disaggregated by ethnicity, there were 1,753 Roma, 2,639 Ashkali and 838 Egyptians registered as unemployed at the beginning of 2018.

¹As it is most commonly used in European policy documents and discussions, the term "Roma" refers to a variety of groups who describe themselves not only as Roma but also as Gypsies, Travellers, Manouches, Ashkali, Sinti and other titles. This document will use this term as a convenient shorthand while recognizing the rich diversity of the people and cultures that it includes.

Some of the most vulnerable social groups in Kosovo are Roma, Ashkali, and Egyptian communities. The poor economic situation, large family sizes, insufficient education, and large number of unemployed are putting Roma, Ashkali, and Egyptian communities in vulnerable situations, and affecting the development of their capabilities. There are still cases of families who lack housing and a safe shelter and suffer from food insecurity and poor living conditions (Kosovo, 2012). Roma, Ashkali, and Egyptian communities experience extensive employment discrimination, structural and social constraints, poor healthcare, exclusion from education, and social stigma.

Although Kosovo institutions have created an advanced legal framework with regard to ethnic community rights and their political representation, the Roma, Ashkali, and Egyptian communities remain the most vulnerable ethnic communities in Kosovo (Center, 2009). While the concerns of the Serbian community continue to attract the interest and funding of the international community, members of Kosovo's Roma, Ashkali, and Egyptian communities receive less attention (Government, 2009). Indeed, the overall political emancipation of these communities in Kosovo is held hostage to several factors, including social and political status; low level of education; high population growth; poor health conditions; lack of civil registration and basic legal documentation; discrimination; 'political pawn status' between Albanian and Serbian communities; lack of a kin state; and an untrained and self-appointed leadership. These are strong obstacles to forming social cohesion, which contributes to the low-level of Roma, Ashkali, and Egyptian involvement and participation in political, civil, educational and health institutions.

1.5 BRIEF DESCRIPTION OF EDUCATION SYSTEM IN KOSOVO

According to Kosovo Education Strategic Plan 2017-2021 (MEST, Education Strategic Plan 2017-2021, 2016) different communities in Kosovo are fully integrated in the education system, except for students who attend school in Serbian language. However, despite considerable efforts on the part of MEST, the EU Progress Reports for Kosovo continue to highlight the difficulties faced by children of marginalized groups, as well as different ethnic groups, and low levels of attendance particularly among Roma, Ashkali and Egyptian students remain a concern. According to Kosovo Education Strategic Plan 2017-2021 - Result 1.4 it is expected that, through scholarships, inclusion of Roma, Ashkali and Egyptian children will be achieved, and their participation in the lower and upper secondary education will be increased by 20%.

Kosovo Education Strategic Plan 2017-2021 states that: in upper secondary education, where the participation of these communities is very low, in addition to facilitating enrolment, the

possibility of providing education scholarships must be considered. In addition, gendered differences should be considered and integrated into the municipal regulations to support the enrolment and attendance of both boys and girls, at both the pre-school and secondary education levels.

Action Plan of Kosovo Education Strategic Plan 2017-2021 (MEST, Action plan of Kosovo Education Strategic Plan 2017-2021, 2016), states that it is expected that municipalities would draft regulations to facilitate the enrolment and attendance of Roma, Ashkali and Egyptian children in secondary education level, and also provide scholarships for the secondary school education for students of Roma, Ashkali, and Egyptian communities that have shown success in learning and that meet the requirements for years 2017-2021.

In Action Plan of Kosovo Education Strategic Plan 2017-2021 it is stated that financial Cost for this activity is € 1,140,000 and that financing will be done through Donors. According to Evaluation Report on the Implementation of the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society in 2017, the Ministry of Education, Science and Technology in cooperation with international development partners and non-governmental organizations KFOS, KEC, HEKS, VoRAE, REF continued with the programme of granting scholarships to Roma, Ashkali and Egyptian students attending upper secondary education. At national level, 500 scholarships were granted in 2017 to Roma, Ashkali and Egyptian students in upper secondary schools.

According to Evaluation Report on the Implementation of the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society in 2017 (KFOS, 2017), only 65% of children are included in the lower secondary education, (one out of five) of lower secondary school age are entirely out of school. The number of girls out of school is almost 29% in urban neighborhoods. Only half (52%) of 11 years old males is attending lower secondary school, out of which, one third (34%) is still attending primary school. Data indicate that nearly half of females (44%) of 14 years old are out of school. Likewise, data indicate that there is a positive correlation between attending school and the socio-economic status. This means that in more affluent households the proportionality of those attending lower secondary education is around 89%, whereas, with children who live in more indigent households such proportionality is 42%. Figures are even more accentuated in upper secondary education where less than one third (30%) of children of the respective age attend upper secondary education, whereas the majority of them (60%) are completely out of school. With regards to attendance of upper secondary education, huge gender differences can be observed, where 74% of girls are out of school, compared to less than half of boys (45%). As stated above, in upper secondary education a positive correlation with socio-economic status was observed, meaning that in households having larger income the

proportionality of children attending upper secondary school is around 48%, whereas, with children living in more indigent households, it is only 8%.

Gender equality in primary school is close to 1.00, which shows that there is no difference with regards to primary school attendance by boys and girls. The indicator, however, falls at 0.94 for lower secondary education, and even lower at 0.80 for upper secondary education, thus showing evident gender disparity. Females' disadvantage is particularly expressed in rural settlements in the upper secondary education level (0.41) indicating that there are two times more males than females in the education system.

According to Evaluation Report on the Implementation of the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society in 2017, participation in upper secondary education (grades 10-12) of Roma, Ashkali and Egyptian children of group age of 11-14 years is 30.3%.

In the school year 2017/18, the number of Roma, Ashkali and Egyptian students in primary and lower secondary education is 5,693, which represents an increase of 2.7% compared to the school year 2016/17 when there were 5,542 children, out of which 1,276 were Roma, 3,398 Ashkali and 868 were Egyptians. The total number of students in primary and lower secondary education in public and private institutions, including Serbian institutions, in school year 2016/17 was 255,093.

According to Education Statistics in Kosovo 2017-2018 (ASK, 2018) - Education Management Information System, there were 156 Roma students, 255 Ashkali students, and 142 Egyptian students in upper secondary education in Kosovo. In total there were 553 students from Roma, Ashkali and Egyptian Communities attending upper secondary education in Kosovo in Albanian, and 16 students attending upper secondary education in Serbian schools.

1.6 BRIEF DESCRIPTION OF VET SYSTEM IN KOSOVO

VET in Kosovo is organized and offered by eight (8) Vocational Training Centers, operating under the administration of Kosovo Employment Agency.

Vocational Training includes two sub-measures, such as: (i) Institutional Training in Vocational Training Centers, and (ii) Combined Training (VTC and company).

Institutional training - means training provided by eight (8) Vocational Training Centers (VTCs) operating under the administration of APRK. Vocational Training Centers (VTCs) provide free training for jobseekers for a specific profession, focusing on the application of practical skills and knowledge, using classroom teaching as well as various cabinets.

Combined training - Vocational Training Centers identify enterprises for cooperation and jointly implement memoranda of understanding. Within this, combined training is applied, where some

modules are developed in the Vocational Training Center, and some other modules related to the practical part of product finalization, are developed in the company.

According to Kosovo Employment Agency (EARK, 2018), in 2018, there were 60 Ashkali, 38 Egyptians and 26 Roma students included in VET. From this group, 54 Ashkali, 34 Egyptians and 20 Roma graduated in 2018.

According to Kosovo Employment Agency, there are discrepancies among women and men in VET. In 2018 there were 1927 women and 3570 men, which in percentages means around 35% women and 65% men.

During 2018, the new Regulation of Active Measures in the Labor Market was adopted, and all measures which had been applied by the Public Employment Services, were developed according to this Regulation. It should also be noted that the development of MATP manuals had been in accordance with the Regulation in force.

Thus, Active Employment Measures have played a very important role in integrating unemployed persons into the labor market. According to Kosovo Employment Agency, through Active Measures, a considerable number of unemployed persons have been mediated, and a number of them have been referred to Vocational Training. Referral to short-term training has significantly affected the development of individual skills of each unemployed person who has received services from the Public Employment Services.

According to Kosovo Employment Agency, 55 Ashkalis, 20 Egyptians and 20 Roma were included in active labor market measures during 2018.

2. ANALYSIS ON ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN VET

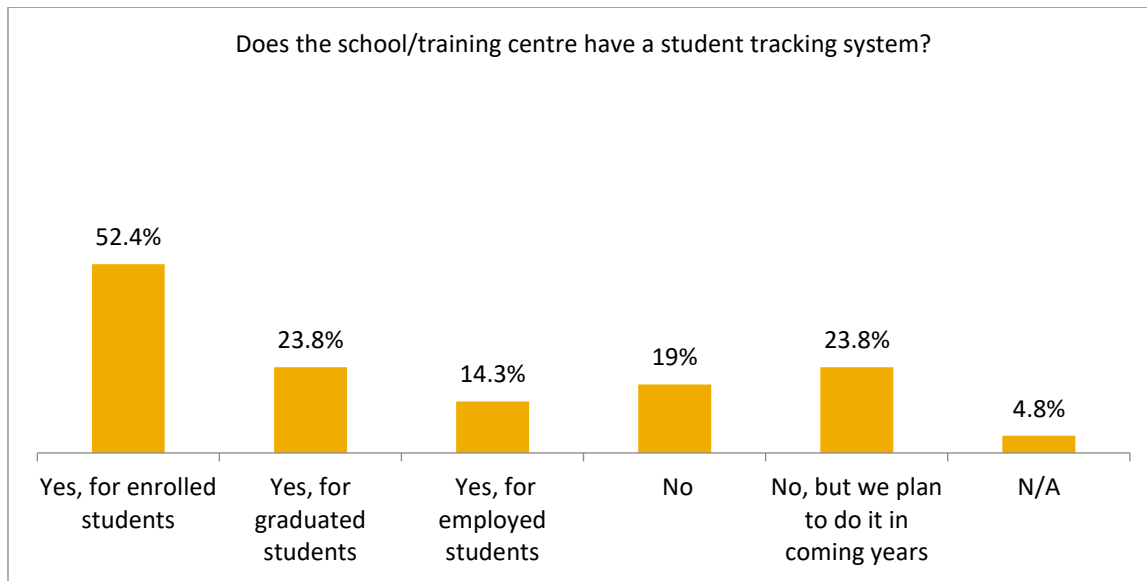
According to the representatives of Roma, Ashkali and Egyptian communities, there are many cases when the members of community are being labeled, called offensive names, and subjected to harassment while attending VET. In many cases they are also victims of inappropriate behaviors from peers belonging to other ethnicities. Their rights as employees are frequently violated putting them in risk of physical and psychological harm.

Not being able to attend VET in Albanian language is another disadvantage for many members of Roma, Ashkali and Egyptian communities living in Kosovo. The Roma, Ashkali and Egyptian community members who do not speak Albanian are extremely discriminated in education and employment.

According to respondents there were many cases where Roma, Ashkali and Egyptian communities were provided training which was not in harmony with job market. Many Roma,

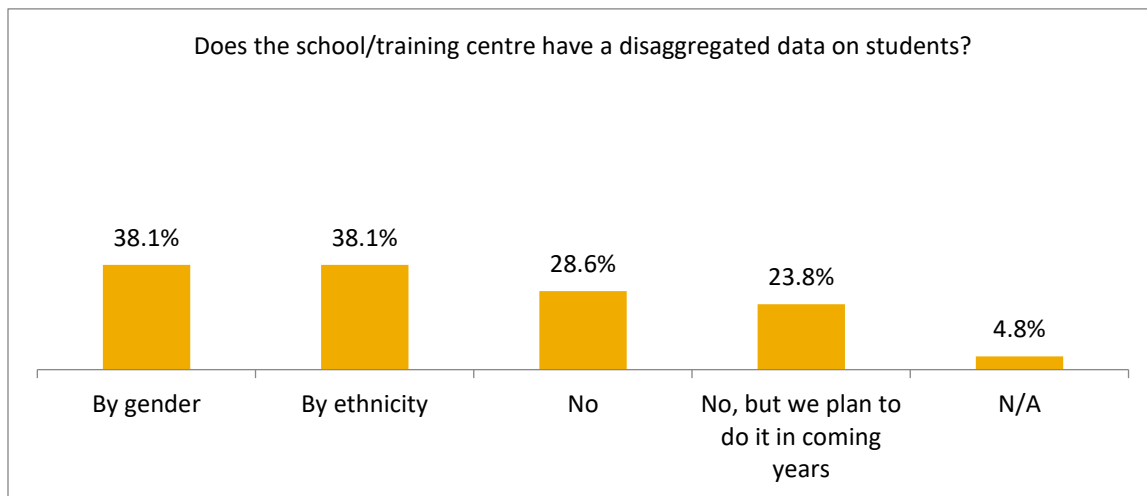
Ashkali and Egyptians youth have skills and qualifications, but cannot get employed due to the job market not being able to absorb them.

Figure 3 VET student tracking system



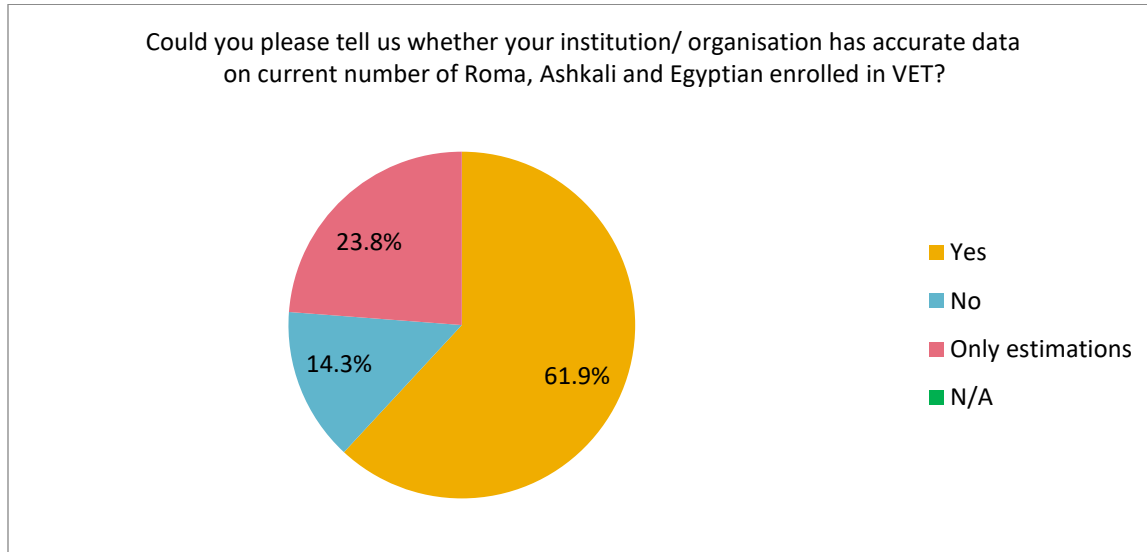
Around 52.4 percent of VET providers have declared that they have evidence for enrolled students, but this drops down to 23.8 percent for graduation. The follow up of VET students is very low, only 14.3 percent have declared to have some evidence on the employment of their students. There is positive indicator that around 23.8 percent understand the need and plan it for the future. Through the data presented above, it can be concluded that student tracking system is not properly established at national level.

Figure 4 VET data disaggregated by gender and ethnicity



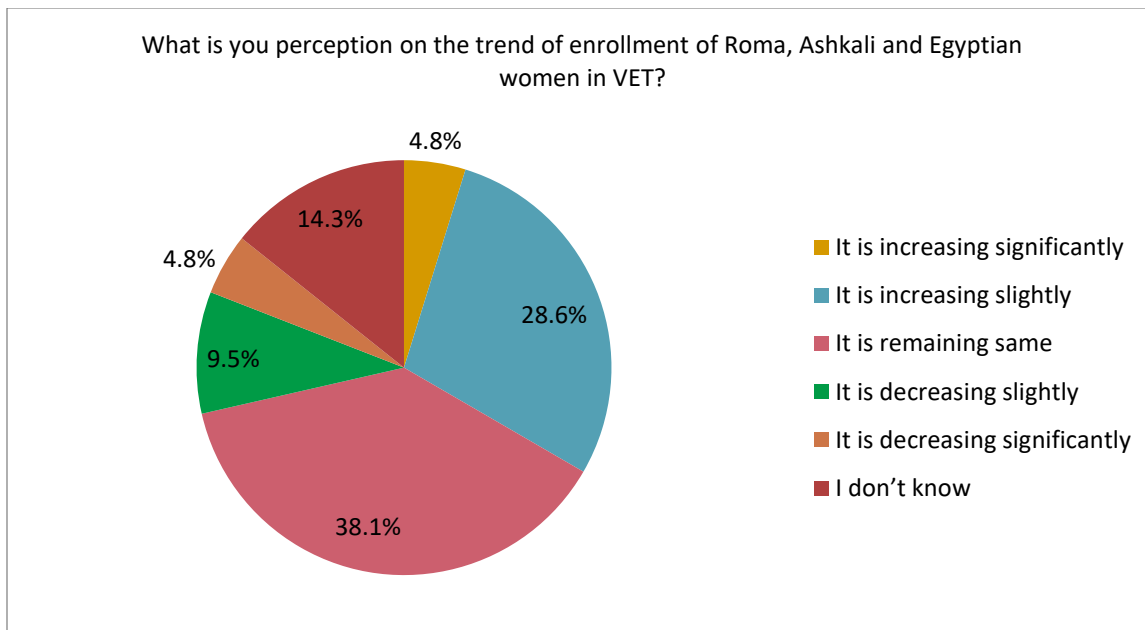
Among those VET providers that have some sort of tracking system, only 38.1 percent are able to disaggregate data based on gender or ethnicity. This reinforces above conclusion that there is very poor VET student tracking system in Kosovo. Even those VET providers that have tracking system they have only very basic data on overall number of students.

Figure 5 VET data for Roma, Ashkali and Egyptian enrolled in VET



Majority, 61.9 percent of VET providers, from target municipalities, are not able to disaggregate data for Roma, Ashkali and Egyptian students. Around 23.8 percent declare to have only some estimation and 14.3 percent have no information at all.

Figure 6 VET enrollment trend for Roma, Ashkali and Egyptian women in VET

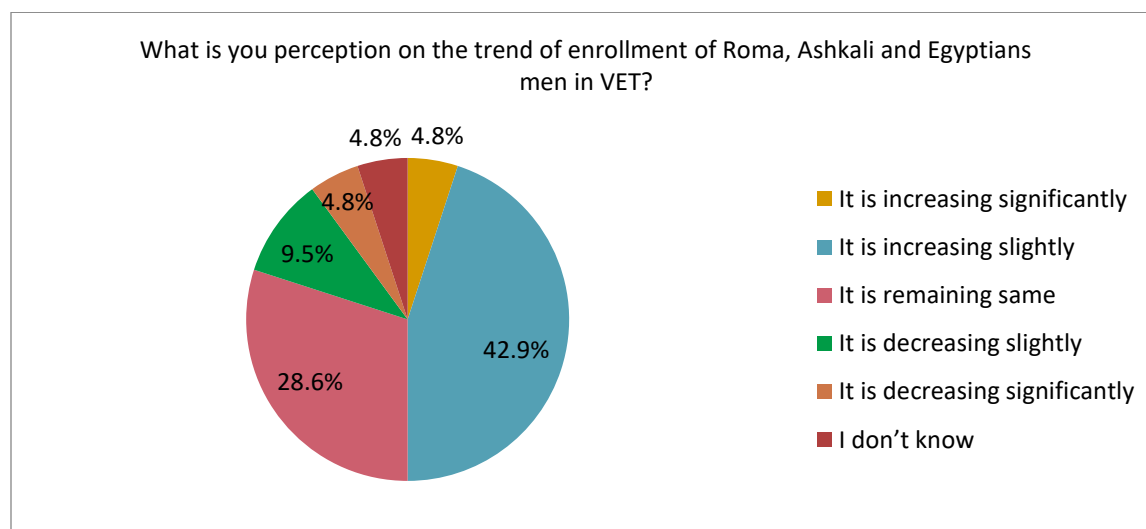


Respondent opinions on the trend of enrollment of Roma, Ashkali and Egyptians women in VET are quite diverse. Around 33.4 percent believe that the trend is positive, that there is some increase in enrollment of Roma, Ashkali and Egyptian women in VET compared to previous years.

Around 38.1 percent believe that it has remained same, which in Kosovo case it can be translated as remaining very low.

Around 14.3 percent believe that there is a negative trend, that there is decrease in trend of enrollment of Roma, Ashkali and Egyptians women in VET compared to previous years.

Figure 7 VET enrollment trend for Roma, Ashkali and Egyptians men in VET



Respondent opinions on the trend of enrollment of Roma, Ashkali and Egyptian men in VET are quite diverse. Around 47.7 percent believe that the trend is positive, that there is some increase in enrollment of Roma, Ashkali and Egyptians men in VET compared to previous years.

Around 28.6 percent believe that it has remained same. Around 14.3 percent believe that there is a negative trend, that there is a decrease in trend of enrollment of Roma, Ashkali and Egyptian men in VET compared to previous years.

When comparing opinions on trend for women and men, there is a slight difference in opinions. Percentage of respondents that believe there is a positive trend of enrollment of Roma, Ashkali and Egyptian women is 38.1, while around 47.7 percent believe that the trend is positive for Roma, Ashkali and Egyptian men, a difference of 9.6 percent.

This data shows the discrepancy among Roma, Ashkali and Egyptian man and women. The VET environment in Kosovo is not in favor of Roma, Ashkali and Egyptian women.

3. ANALYSIS ON EMPLOYMENT OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES

The Roma, Ashkali and Egyptian communities have huge disadvantages when it comes to their employment. They are not being supported by the state to overcome the barriers they have.

Their traditional lack of vertical mobility needs to be adequately addressed in order to bring them a fair competition in job market.

The high level of corruption and nepotism in employment is further contributing to their exclusion and marginalization.

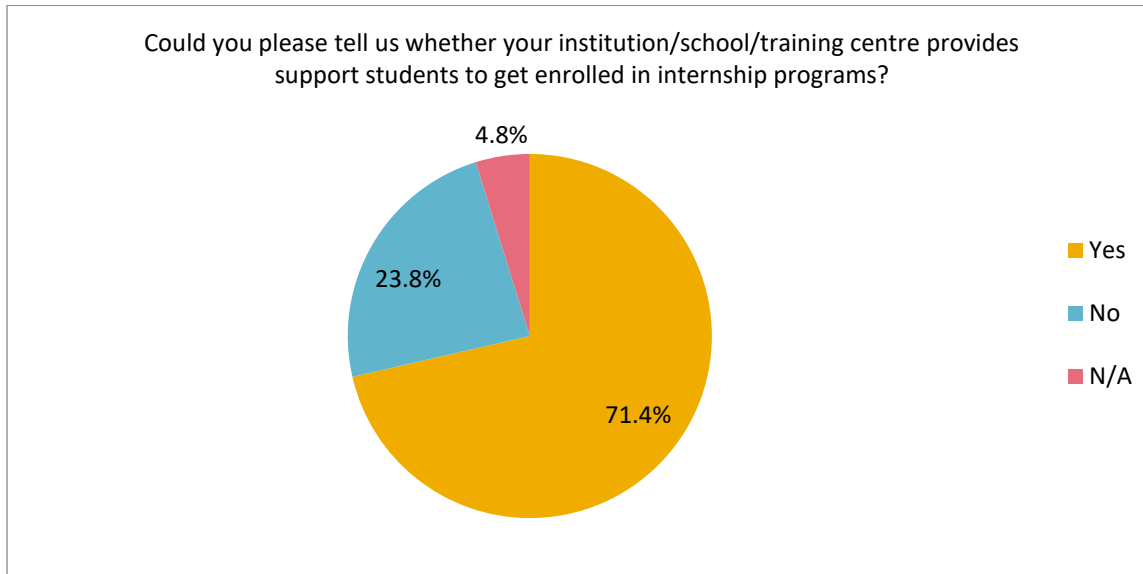
Roma, Ashkali and Egyptian community members believe that municipalities are not doing enough to address their needs. There is very low employment of Roma, Ashkali and Egyptian communities within the municipal administration. It is below any other ethnic group compared to their population.

According to respondents, the employment of Roma, Ashkali and Egyptian communities in public sector is very low. It remains very low even though by Kosovo legislation they should be employed in public administration through secured quotas. The main excuse of local and national institutions for not being able to implement quotas remains the opinion that Roma, Ashkali and Egyptian communities do not meet employment criteria required for a specific job position.

According to Mr. Kllokoqi (Kllokoqi, 2020) the presence of Roma, Ashkali and Egyptian communities in public administration is around 0.5 percent. The quality of their employment is also a concern; they are usually employed in very low positions/ grades, with minimum payment. Taking into account the fact that they will lose the financial assistance they receive from state, they are not motivated to enter a low grade, unsecured job.

Initiatives to employ Roma, Ashkali and Egyptian communities through donor interventions have resulted in not being stable. Many Roma, Ashkali and Egyptians got employed only on short time, while the projects were running, but they failed to ensure a stable employment.

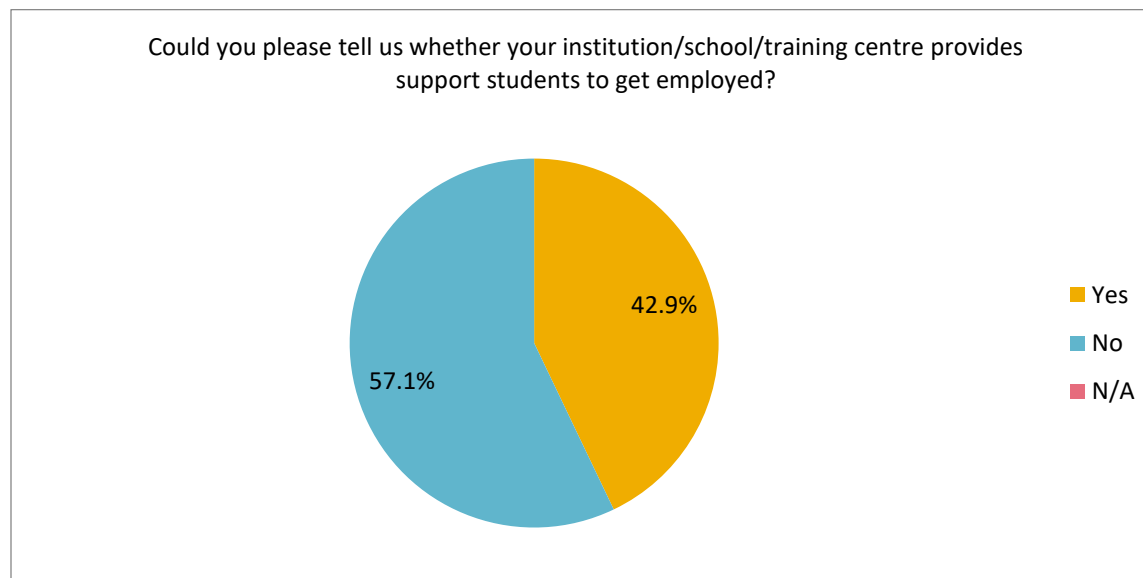
Figure 6 Internship programs for VET students



According to the findings, majority of VET providers (71.4 percent) provide support to their students to get enrolled in internship programs. Around 23.8 percent do not have the possibility to facilitate student enrollment in internship programs. Internship is crucial to VET quality of education and, in particular, to ensure smooth transition of VET students to market.

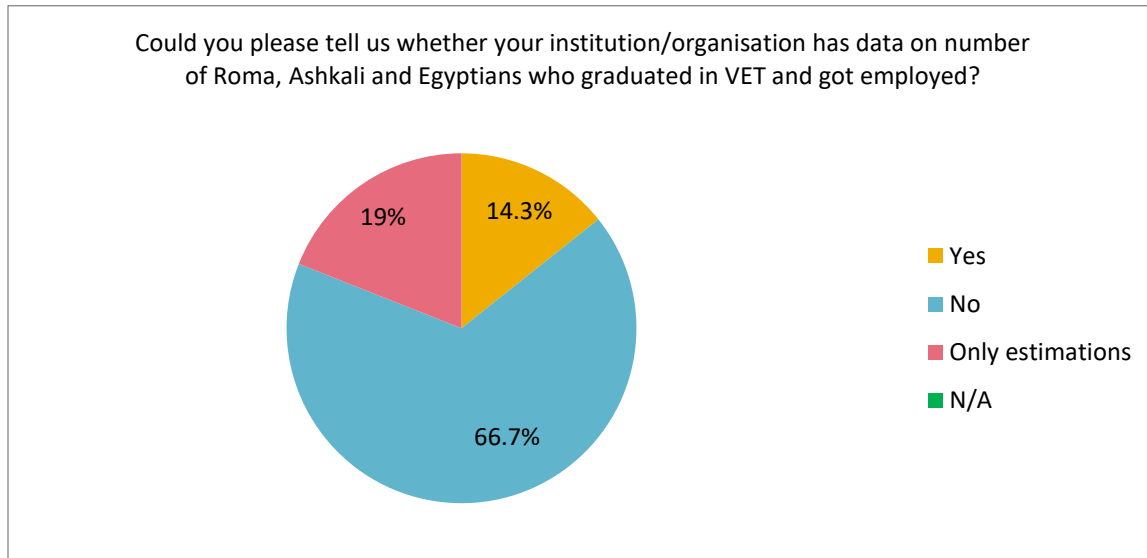
According to the findings around 47.7 percent of VET providers have no information on the number of Roma, Ashkali and Egyptian students who attend internship programs.

Figure 7 VET students employment



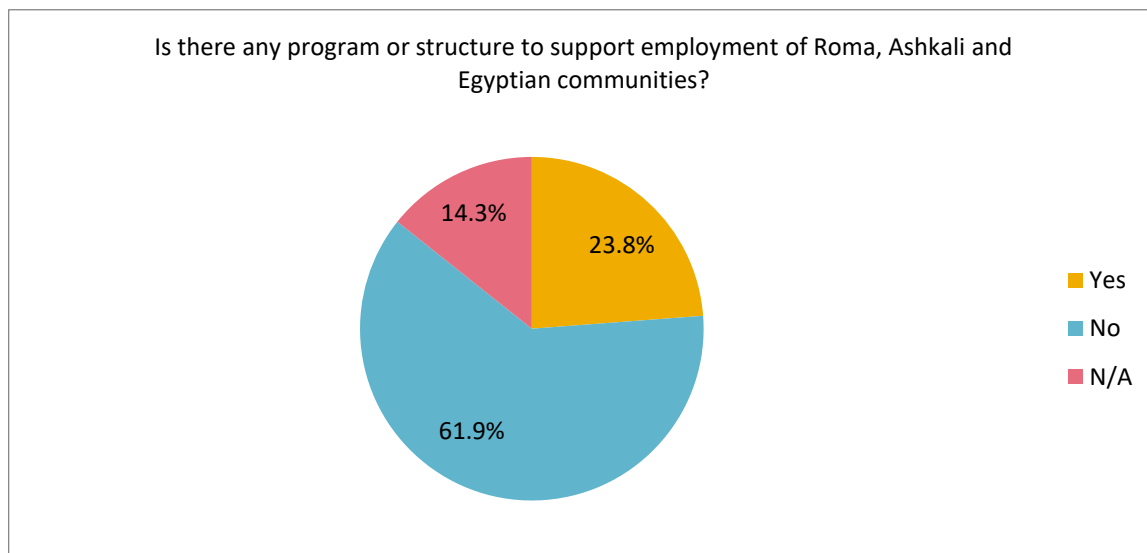
Majority, 57.1 percent of VET providers and enablers declared that they do not have any program to support employment of VET graduates. Around 42.9 percent have programs to support the transition to the labor market.

Figure 8 Data on Roma, Ashkali and Egyptians VET graduates employment



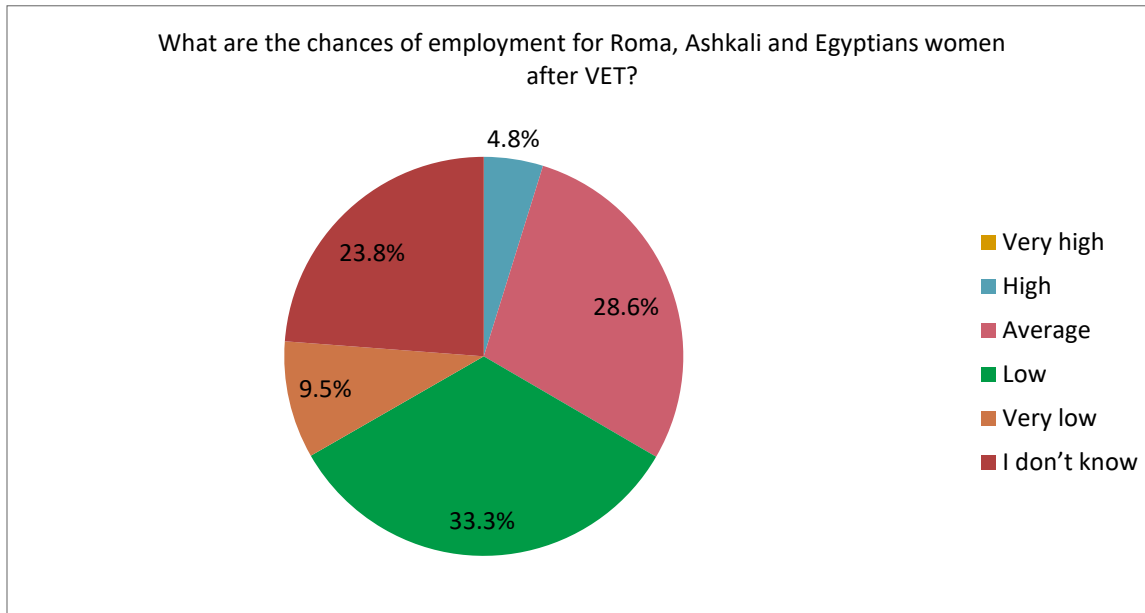
Majority of VET providers and enablers have declared that do not have any information on the number of Roma, Ashkali and Egyptians who graduated in VET and got employed. Only 14.3 percent say they have data related to their scope of work, and/or territory of competence.

Figure 9 Support to employment of Roma, Ashkali and Egyptian communities



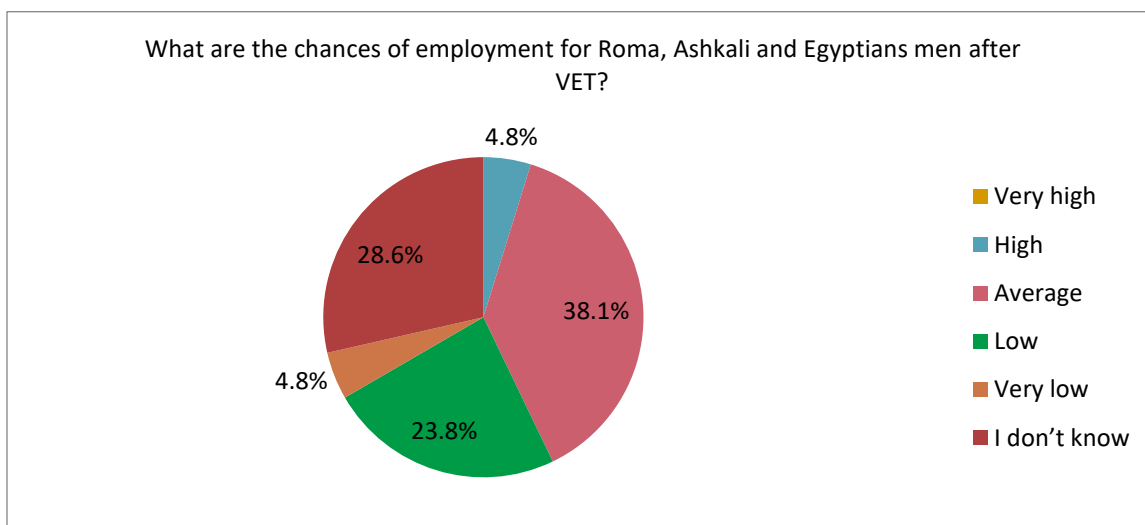
Even though Roma, Ashkali and Egyptians unemployment is highest in Kosovo, majority (61.9 percent) of respondents declared that in their knowledge there is no program to support employment Roma, Ashkali and Egyptians who graduate in VET education.

Figure 10 Chances of employment of Roma, Ashkali and Egyptian women who graduated in VET



Respondent opinions on the chances of Roma, Ashkali and Egyptian women who graduated in VET to get employed, are quite diverse. Majority (42.8 percent) believe they are low or very low. Around 28.6 percent believe that chances of Roma, Ashkali and Egyptian women graduating in VET to get employed, are average, and only 4.8% believe they are high.

Figure 11 Chances of employment for Roma, Ashkali and Egyptian men after VET

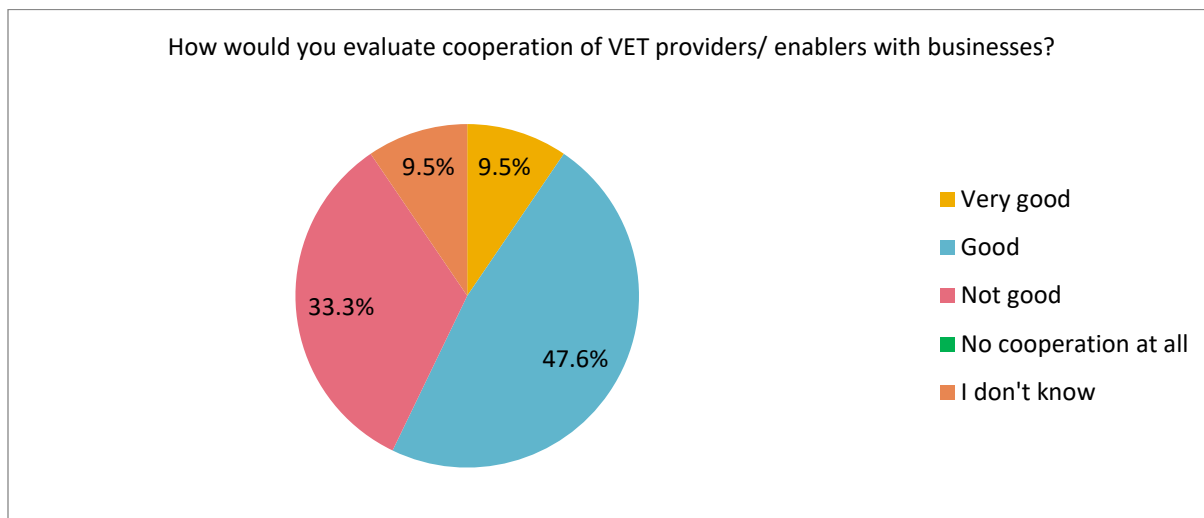


Respondent opinions on the chances of Roma, Ashkali and Egyptians men who graduated in VET, to get employed are quite diverse. Majority (38.1 percent) believe they are average. Around 28.6 percent believe that chances of Roma, Ashkali and Egyptians men who graduated in VET to get employed, are low or very low, and only 4.8% believe they are high.

When comparing opinions on women and men, there is significant difference in opinions. While majority (42.8 percent) of respondents believe that chances of Roma, Ashkali and Egyptian women who graduated in VET to get employed are low/ very low, majority of respondents (38.1 percent) believe that chances of Roma, Ashkali and Egyptian who men graduated in VET to get employed, are average.

This data shows the discrepancy among Roma, Ashkali and Egyptian man and women. The employment market in Kosovo is not in favor of Roma, Ashkali and Egyptian women.

Figure 12 Cooperation of VET providers/ enablers with businesses



Majority of respondents (57.1%) believe that the cooperation among VET providers/enablers with businesses is good, or very good. Still, a high percentage (33.3%) of respondents rates their cooperation as not good. The cooperation is crucial for the success of VET students in getting employed. And, in particular, it is of high importance to ensure Roma, Ashkali and Egyptians students' smooth transition to job market.

Ministry of Public Administration, through an administrative instruction requires public institutions to implement at least 6 of the 14 possible MAPs (Klllokoqi, 2020). These measures include communication (measures 1, 2, 3 and 4), positive discrimination (measures 5), internships, scholarships and training programs for applicants (measures 6, 7 and 8), training for civil servants from the community non-majority (measures 9, 10 and 11), anti-discrimination workshops (measures 12), as well as other inter-institutional cooperation (measures 13 and 14).

According to EARK in 2018 1753 Roma, 2639 Ashkali and 838 Egyptians were registered as unemployed.

(EARK, 2018)

Ethnicity	2018	Female	Male
Roma	1753	744	1009
Ashkali	2639	956	1683
Egyptians	838	364	474
Total	5230	2064	3266

Compared to 2017, the number of Roma is almost same with decrease of 2.3%, Ashkali with decrease of 0.1%. At Ashkali community there is reported a high increase 16.4% from the previous year.

4. SUMMARY OF FINDINGS AND CONCLUSIONS

Findings below are summary of responses from 46 respondent collected through standardized questionnaire, focus group discussions and in-depth interviews.

2.1 ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN VET

- *According to majority of respondents, the Roma, Ashkali, and Egyptian communities are very discriminated when it comes to VET education. Because of their poverty, they cannot afford to pay for good quality VET education. Because of poverty, in many cases they cannot afford travel and meal costs while attending VET.*
- *The employment offices are not updating their data on regular bases therefore, their data does not reflect the real situation. Due to lack of trust in the ability of the Employment Offices to deal with their unemployment, many community members are not contacting employment agency for their services. This is particularly common when it comes to girls/ women from Roma, Ashkali and Egyptian communities.*

- *Usually, the Roma, Ashkali and Egyptian communities are provided with trainings with low quality. Through state provided trainings, they are not being able to gain the necessary skills needed to enter the job market.*
- *VET trainings are not being matched with job market need. Usually, the training sector is providing training to much more people than job market is able to absorb.*
- *In many cases it happens than Roma, Ashkali and Egyptian of same neighborhood are being trained in same vocational skill. So many people are learning same skills, and therefore, are not being able to use them to enter the job market.*
- *Roma, Ashkali and Egyptian communities are usually being provided trainings which cannot secure them a full time and permanent job. They are being provided trainings which can be used only for seasonal employment.*
- *Majority of the trainings provided for Roma, Ashkali and Egyptian communities by the state, are those through which they can only be working in non-formal market.*
- *Majority of trainings provided for Roma, Ashkali and Egyptian communities are those through which, in Kosovo market, they can only secure a lowest payment and poor working conditions.*
- *The trainings provided for Roma, Ashkali and Egyptians are reinforcing the stereotypes that Roma, Ashkali and Egyptian communities can only do basic jobs.*
- *Most of the trainings provided for Roma, Ashkali and Egyptians are not matched with their interest.*
- *According to the survey done by Roma Versitas Kosovo, only around 52.4 percent of VET providers have evidence of follow up for enrolled Roma, Ashkali and Egyptian students, and this drops down to 23.8 percent when it comes to the data for their graduation. The follow up of VET students is very low, only 14.3 percent have declared to have some evidence on the employment of Roma, Ashkali and Egyptian students. Around 23.8 percent of VET providers have declared that they plan for a better recording system in future.*

- *Among those VET providers that have some sort of tracking system, only 38.1 percent are able to disaggregate data based on gender or ethnicity. This reinforces the above conclusion that there is very poor VET student tracking system in Kosovo.*
- *The majority, 61.9 percent of VET providers, from target municipalities, are not able to disaggregate data for Roma, Ashkali and Egyptian students. Around 23.8 percent declare to have only some estimation and 14.3 percent have no information at all.*
- *Respondent opinions on the trend of enrollment of Roma, Ashkali and Egyptians women in VET are quite diverse. Around 33.4 percent of all respondents believe that the trend is positive, that there is some increase in enrollment of Roma, Ashkali and Egyptians women in VET compared to previous years. Around 38.1 percent of all respondents believe that it has remained same, which in Kosovo case it can be translated as remaining very low. Around 14.3 percent of all respondents believe that there is negative trend, that there is decrease in trend of enrollment of Roma, Ashkali and Egyptians women in VET compared to previous years.*
- *Respondent opinions on the trend of enrollment of Roma, Ashkali and Egyptian men in VET are quite diverse. Around 47.7 percent believe that the trend is positive, that there is some increase in enrollment of Roma, Ashkali and Egyptian men in VET compared to previous years. Around 28.6 percent believe that it has remained same. Around 14.3 percent believe that there is negative trend, that there is decrease in trend of enrollment of Roma, Ashkali and Egyptian men in VET compared to previous years.*
- *When comparing opinions on the trends for women and men, there is slight difference in opinions. Percentage of respondents that believe there is positive trend of enrollment of Roma, Ashkali and Egyptian women is 38.1; while around 47.7 percent believe that the trend is positive for Roma, Ashkali and Egyptian men, a difference of 9.6 percent. This data shows the discrepancy among Roma, Ashkali and Egyptian man and women. The VET environment in Kosovo is not in favor of Roma, Ashkali and Egyptian women.*

2.2 EMPLOYMENT SITUATION OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN KOSOVO

- *The Roma, Ashkali and Egyptian communities have huge disadvantages when it comes to their employment. They are not being supported by the state to overcome the barriers they have as marginalized groups.*
- *The high level of corruption and nepotism in employment extremely impacts their exclusion and marginalization.*
- *Because of poverty and patriarchal norms, the girls/women of these communities are in extreme disadvantage in education and employment.*
- *According to the findings around 47.7 percent of VET providers from target municipalities, have no information on the number of Roma, Ashkali and Egyptian students who attend internship programs.*
- *The majority, 57.1 percent of VET providers and enablers, declared that they don't have any program to support employment of VET graduates.*
- *The majority, 61.9 percent, of respondents declared that as per their knowledge there is no program to support employment Roma, Ashkali and Egyptians who graduate in VET education.*
- *The majority of VET providers and enablers have declared that don't have any information on the number of Roma, Ashkali and Egyptians who graduated in VET and got employed.*
- *Respondent opinions (44 respondents) on the chances of employment of Roma, Ashkali and Egyptian women who graduated in VET, are quite diverse. Majority (42.8 percent) believe they are low or very low. Around 28.6 percent believe that chances are average, and only 4.8% believe they are high.*

- *Respondent opinions on the chances of employment of Roma, Ashkali and Egyptian men who graduated in VET, are quite diverse. Majority (38.1 percent) believe they are average. Around 28.6 percent believe that chances are low or very low, and only 4.8% believe they are high.*
- *When comparing opinions on women and men, there is significant difference in opinions. While majority (42.8 percent) of respondents believe that chances of employment of Roma, Ashkali and Egyptian women who graduated in VET, are low/ very low, majority of respondents (38.1 percent) believe that chances of employment of Roma, Ashkali and Egyptians men who graduated in VET, are average.*
- *Majority of respondents (57.1%) believe that the cooperation among VET providers/ enablers with businesses is good, or very good. Still, a high percentage (33.3%) of respondents rates their cooperation as not good.*

5. RECOMMENDATIONS

Recommendations related to project interventions:

1. *Awareness raising campaigns should be organized for Roma, Ashkali and Egyptian communities on the importance of VET, with focus on women, to inform them about the opportunities offered by VET programs, the qualifications they receive, and opportunities in the job market.*
2. *Support VET students through scholarships. Due to poverty, Roma, Ashkali and Egyptian communities cannot afford to pay for good quality VET education. Due to poverty, in many cases they cannot afford travel and meal costs while attending VET.*
3. *Facilitate the process for Roma, Ashkali and Egyptian from enrollment, graduation, internship, to employment.*
4. *Coordination among EOs and private companies should be enhanced. The private companies should conduct a proper recruitment process, to find employees which best fit their needs, in order to ensure stable employment. VET trainings are not being matched with job market needs. Usually, the training sector is providing training to much more people than job market is able to absorb.*

5. *Vocational schools should offer profiles which are suitable for women, in accordance with the cultural context. According to respondents, the trainings provided for Roma, Ashkali and Egyptian women are reinforcing the stereotypes that Roma, Ashkali and Egyptian communities can only do basic jobs.*
6. *Roma, Ashkali and Egyptian communities should be informed about the VET opportunities, from the 8th and 9th grade. According to respondents, most of the trainings provided for Roma, Ashkali and Egyptians are not matched to their interests.*
7. *In order to ensure stable employment of Roma, Ashkali and Egyptian communities, more should be invested in job shadowing. They need to be supported for a longer period due to their lack of previous experience in working in a full-time job, in office premises, communicating with other employees.*

Recommendations to local/ municipal authorities:

1. *To draft a municipal VET Action Plan for Roma, Ashkali and Egyptian communities: around 57.1 percent of VET providers and enablers declared that they don't have any program to support employment of VET graduates, and 61.9 percent of respondents declared that, as per their knowledge, there is no program to support employment of Roma, Ashkali and Egyptians who graduate in VET education.*
2. *Financial support should be provided to Roma, Ashkali and Egyptian women to become financially enabled to participate in VET.*
3. *Establish and maintain coordination of local VCTs with chambers of commerce.*

Recommendations to central institutions/ Government of Kosovo

1. *Establish VET monitoring and evaluation system, where each VET provider will report on number of students enrolled, divided by ethnicity and gender. A coordination system among VET providers and VET enablers should be established to keep track on graduated students for their employability.*
2. *The MLSW and MPA should develop employment policies, and Roma, Ashkali and Egyptian women should be given priority.*
3. *Inclusive education should be ensured through mandatory education for all Roma, Ashkali and Egyptian children.*
4. *Open vocational profiles in the high schools that are attended by these communities, or where these communities reside in higher numbers.*

5. *The traditional lack of employment mobility of Roma, Ashkali and Egyptian communities needs to be adequately addressed by Kosovo institutions and civil society organizations in order to bring them competitiveness in job market.*

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ANNEXES

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LIST OF RESPONDENTS

LIST OF RESPONDENTS			
NO.	NAME AND SURNAME	INSTITUTION	Method
1	Mr. Vehbi Kllokoqi	World Vision	Interview/ Questionnaire/ FGD
2	Mr. Berat Abdiu	INBAS GmbH contractor for GIZ/ YES	Interview/ Questionnaire/ FGD
3	Mr. Valon Feka	UBO Consulting, expert for VET	Interview/ Questionnaire/ FGD
4	Mr. Zenullah Rrustemi	VTC -Prishtina	Online Questionnaire
5	Mr. Dusan Mladovic	CSO Doljani- Mitrovice	Online Questionnaire/ Interview
6	Ms. Fatmire Salihu	VTC- Ferizaj	Online Questionnaire

7	Mr. Bekë Mulaj	VET school – Prishtina	Online Questionnaire
8	Mr. Ajet Brajshori	VET school – Prishtina	Online Questionnaire
9	Ms. Albulena Ahmeti	MED – Prishtina	Online Questionnaire
10	Ms. Enisa Selimi	EO -Prishtina	Online Questionnaire
11	Mr. Zenullah Rrustemi	MLSW	Online Questionnaire
12	Ms. Myvedete Gavazaj	VET school – Prizren	Online Questionnaire
13	Ms. Naxhije Hyseni	VET school – Prizren	Online Questionnaire
14	Mr. Sinan Gashi	MLSW	Online Questionnaire
15	Ms. Zade Bytyqi	VET school – Prizren	Online Questionnaire
16	Ms. Venera Berisha	VET school- Peja	Online Questionnaire
17	Mr. Leonard Shehu	VET school- Gjakova	Online Questionnaire
18	Mr. Kujtim Dula	EO-Gjakova	Online Questionnaire
19	Ms. Nafije Beqa	VET school - Ferizaj	Online Questionnaire
20	Mr. Bardhyl Abazi	VET school - Ferizaj	Online Questionnaire
21	Mr. Isuf Çalaj	VET school – Ferizaj	Online Questionnaire
22	Mr. Amir Pllana	VET school – Fushe Kosove	Online Questionnaire
23	Mr. Ukshin Uka	VET school – Fushe Kosove	Online Questionnaire
24	Mr. Vlora Hajdini	VET school – Podujeva	Online Questionnaire

25	Mr. Agim Maliqi	VET school – Kamenica	Online Questionnaire
26	Mr. Shaban Tërstena	VET school – Gjilan	Online Questionnaire
27	Ms. Arzie Potera	EARK	Online Questionnaire
28	Mr. Bajram Miftari	VORAE NGO	Online Questionnaire
29	Mr. Florent Kabashi	VET school – Mitrovice	Online Questionnaire
30	Mr. Isuf Behluli	EO – Vitia	Online Questionnaire
31	Mr. Besim Frangu	VCT – Vitia	Online Questionnaire
32	Mr. Lavdim Perçuku	VET school – Vushtrri	Online Questionnaire
33	Mr. Zekirja Baftiu	VET school – Ferizaj	Online Questionnaire
34	Mehmet Gashi	OE – Novoberde	Online Questionnaire
35	Skender Susuri	VET School -Prizren	Online Questionnaire
36	Boban Marinkovic	MED – Gracanica	Online Questionnaire/ Interview
37	Mr. Agim Mjaki	VET School- Kacanik	FGD
38	Sylejman Elshani	Activist- Prizren	FGD
39	Evgina Kallo	Activist- Prizren	FGD
40	Furkan Ago	Activist- Prizren	FGD
41	Fatlum Kryeziu	Activist- Prizren	FGD
42	Rrahmon Stollaku	Activist- Fushe Kosove	FGD

43	Ardijan Krasniqi	Activist- Fushe Kosove	FGD
44	Valmire Azemi	Activist- Fushe Kosove	FGD
45	Ridvan Gashi	Activist- Fushe Kosove	FGD
46	Nuhi Berisha	Activist- Fushe Kosove	FGD

SURVEY QUESTIONNAIRE



Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET

QUESTIONNAIRE

Dear Sir/Madam

You have been selected by The Roma Education Fund (REF) and Roma Versitas Kosovo to express your views on the current situation of Roma in VET. This research is part of the project “Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET”. Your contribution will guide and inform the further development and implementation of project.

REF and Roma Versitas Kosovo will protect your identity in publications. If a question is not relevant to you, please write/ circle N/A.

Thank you for your participation!

Name and Surname _____

Institution/ Organization/ VET _____

Position _____

Municipality _____

I. Does the school/training centre have a student tracking system?

[Circle all that apply]

1. Yes, for enrolled students
2. Yes, for graduated students
3. Yes, for employed students
4. No
5. No, but we plan to do it in coming years
6. N/A

II. Does the school/training centre have a disaggregated data on students?

[Circle all that apply]

1. By gender
2. By ethnicity
3. No
4. No, but we plan to do it in coming years
5. N/A

III. Could you please tell us whether your institution/ organization has accurate data on current number of Roma, Ashkali and Egyptian enrolled in VET?

1. Yes, (How many)?

Female/Women/ Girls	Male/Man/ Boys	Total

2. No
3. Only estimations

Female/Women/ Girls	Male/Man/ Boys	Total

%	%	%
---	---	---

4. N/A

IV. What is your perception on the trend of enrollment of Roma, Ashkali and Egyptians in VET?

	Female/Women/ Girls	Male/Man/ Boys
It is increasing significantly	1	1
It is increasing slightly	2	2
It is remaining the same	3	3
It is decreasing slightly	4	4
It is decreasing significantly	5	5
I don't know	6	6

V. Could you please tell us whether your institution/ organization has accurate data on number of Roma, Ashkali and Egyptian graduated in VET in 2020?

1. Yes (How many)?

Year	Female/Women/ Girls	Male/Man/ Boys	Total
2020			

2. No

3. Only estimations

Female/Women/ Girls	Male/Man/ Boys	Total
%	%	%

4. N/A

VI. Could you please tell us whether your institution/school/training centre provides support to students to get enrolled in internship programs?

1. Yes

2. No

3. N/A

VII. Could you please tell us whether your institution/ organization has accurate data on number of Roma, Ashkali and Egyptian enrolled in internship in 2020?

1. Yes (How many)?

Year	Female/Women/ Girls	Male/Man/ Boys	Total
2020			

2. No

3. Only estimations

Female/Women/ Girls	Male/Man/ Boys	Total
%	%	%

4. N/A

VIII. Could you please tell us whether your institution/school/training centre provides support students to get employed?

1. Yes

2. No

3. N/A

IX. Could you please tell us whether your institution/organisation has data on number of Roma, Ashkali and Egyptians who graduated in VET and got employed?

1. Yes (How many)?

Year	Female/Women/ Girls	Male/Man/ Boys	Total
2020			

2. No

3. Only estimations

Female/Women/ Girls	Male/Man/ Boys	Total
%	%	%

4. N/A

X. Is there any program or structure to support employment of Roma, Ashkali and Egyptian communities?

Yes

No

N/A

XI. What are the chances on Roma, Ashkali and Egyptians in VET, to get employed?

	Female/Women/ Girls	Male/Man/ Boys
Very high	1	1
High	2	2
Average	3	3
Low	4	4
Very low	5	5
I don't know	6	6

XII. How would you evaluate cooperation of VET with businesses?

1. Very good
2. Good
3. Not good
4. No cooperation at all
5. I don't know
6. N/A

XIII. Could you please tell us what are most attended trainings by Roma, Ashkali and Egyptians? Please write the name of the training.

	Female/Women/	Male/Man/

	Girls	Boys
Most attended		
Second most attended		
Third most attended		

2. I don't have that information

3. N/A

XIV. What are the main obstacles for Roma, Ashkali and Egyptian Female/Women/ Girls to attend VET?

XV. What are the main obstacles for Roma, Ashkali and Egyptian Male/Man/ Boys to attend VET?

XVI. What could be done to increase the number of Roma, Ashkali and Egyptian Female/Women/ Girls in VET?

XVII. What could be done to increase the number of Roma, Ashkali and Egyptian Male/Man/ Boys in VET?

XVIII. Do you think that there are still forms of discrimination against Roma, Ashkali and Egyptian communities in relation to employment? If yes, what should be done to solve this issue?

XIX. Are there any strategies, action plan available for communities related to VET and employment? Is there interest in accessing those? What are the barriers in accessing those?

XX. Is there a specific policy to deal with the unemployment? What should be done to improve this situation? Are there any specific measure targeting girls?

XXI. Have you received any complain in the last two years from communities regarding discrimination in employment?

XXII. Do you currently have any plans to target Roma, Ashkali and Egyptian communities in VET?

FOCUS GROUP GUIDE



Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET

FOCUS GROUP DISCUSSION GUIDE

Dear Sir/Madam

You have been selected by The Roma Education Fund (REF) and Roma Versitas Kosovo to express your views on the current situation of Roma in VET. This research is part of the project "Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in

VET". Your contribution will guide and inform the further development and implementation of project.

REF and Roma Versitas Kosovo will protect your identity in publications.

Thank you for your participation!

1. TRENDS IN ROMA, ASHKALI AND EGYPTIANS IN VET

- What is the trend of enrollment of Roma, Ashkali and Egyptians in VET?
- Is there an increase or decrease in enrollment of Roma, Ashkali and Egyptians in VET and why?
- Does government (local or national) have any plans to target Roma, Ashkali and Egyptian communities in VET?

2. CHALLENGES OF WOMEN TO ACCESS VET

- What are the main obstacles for Roma, Ashkali and Egyptian Female/Women/ Girls to attend VET?
- What could be done to increase the number of Roma, Ashkali and Egyptian Female/Women/ Girls in VET?

3. CHALLENGES OF MAN TO ACCESS VET

- What are the main obstacles for Roma, Ashkali and Egyptian Male/Man/ Boys to attend VET?
- What could be done to increase the number of Roma, Ashkali and Egyptian Male/Man/ Boys in VET?

4. ROMA, ASHKALI AND EGYPTIANS EMPLOYMENT

- What are the chances on Roma, Ashkali and Egyptians in VET, to get employed?
- Is there any program or structure to support employment of Roma, Ashkali and Egyptian VET students?
- Do you think that there are still forms of discrimination against Roma, Ashkali and Egyptian communities in relation to employment? If yes, what should be done to solve this issue?

- Are there any strategies, action plan available for communities related to VET and employment? Is there interest in accessing those? What are the barriers in accessing those?

5. STAKEHOLDERS COORDINATION IN VET

- How would you evaluate cooperation of VET with private sector/ businesses?
- How crucial is that to development of VET sector and what should be done to improve that?

INTERVIEW GUIDE



Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET

INTERVIEWING GUIDELINE

Dear Sir/Madam

You have been selected by The Roma Education Fund (REF) and Roma Versitas Kosovo to express your views on the current situation of Roma in VET. This research is part of the project "Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET". Your contribution will guide and inform the further development and implementation of project.

REF and Roma Versitas Kosovo will protect your identity in publications.

Thank you for your participation!

1. According to you, what is the trend of enrollment of Roma, Ashkali and Egyptians in VET? Is there an increase or decrease in enrollment of Roma, Ashkali and Egyptians in VET and why? What about women/ girls?
2. According to you, what should be done by government (*local or national*) to ensure inclusion of Roma, Ashkali and Egyptian communities in VET? What specifically about women/ girls?
3. According to you, what should be done by VET providers to ensure inclusion of Roma, Ashkali and Egyptian communities in VET? What specifically about women/ girls?
4. According to you what are the main obstacles for Roma, Ashkali and Egyptian Female/Women/ Girls to attend VET? What could be done to increase the number of Roma, Ashkali and Egyptian Female/Women/ Girls in VET?
5. What are the chances of Roma, Ashkali and Egyptians in VET to get enrolled in internship programs? What specifically about women/ girls? Is there any program or structure to support internship of Roma, Ashkali and Egyptian VET students?
6. What are the chances of Roma, Ashkali and Egyptians in VET to get employed? What specifically about women/ girls? Is there any program or structure to support employment of Roma, Ashkali and Egyptian VET students?

7. How would you evaluate cooperation of VET with private sector/ businesses? Is this cooperation at good level? What should be done to enhance the cooperation? Is VET meeting market needs?

8. What are your suggestions for future interventions in the VET sector?

CHARTS

Findings present in graphs are summary of responses from 36 respondents collected through standardized questionnaire.

Figure 8 Figure 1 VET student tracking system

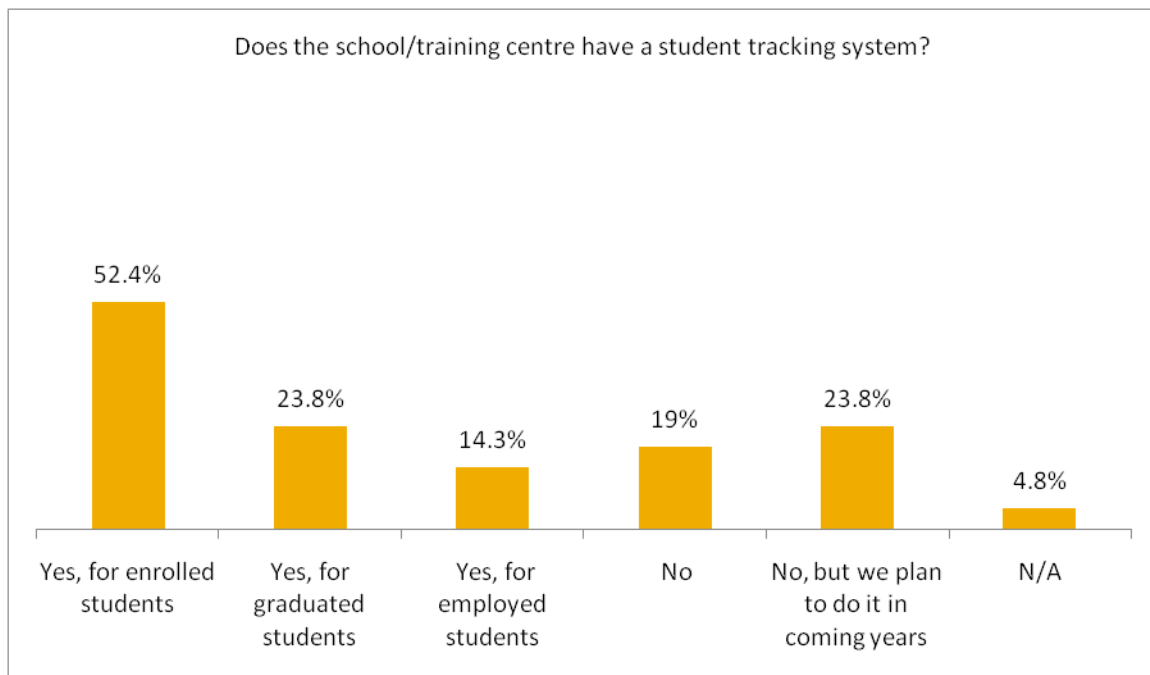


Figure 9 VET data disaggregated by gender and ethnicity

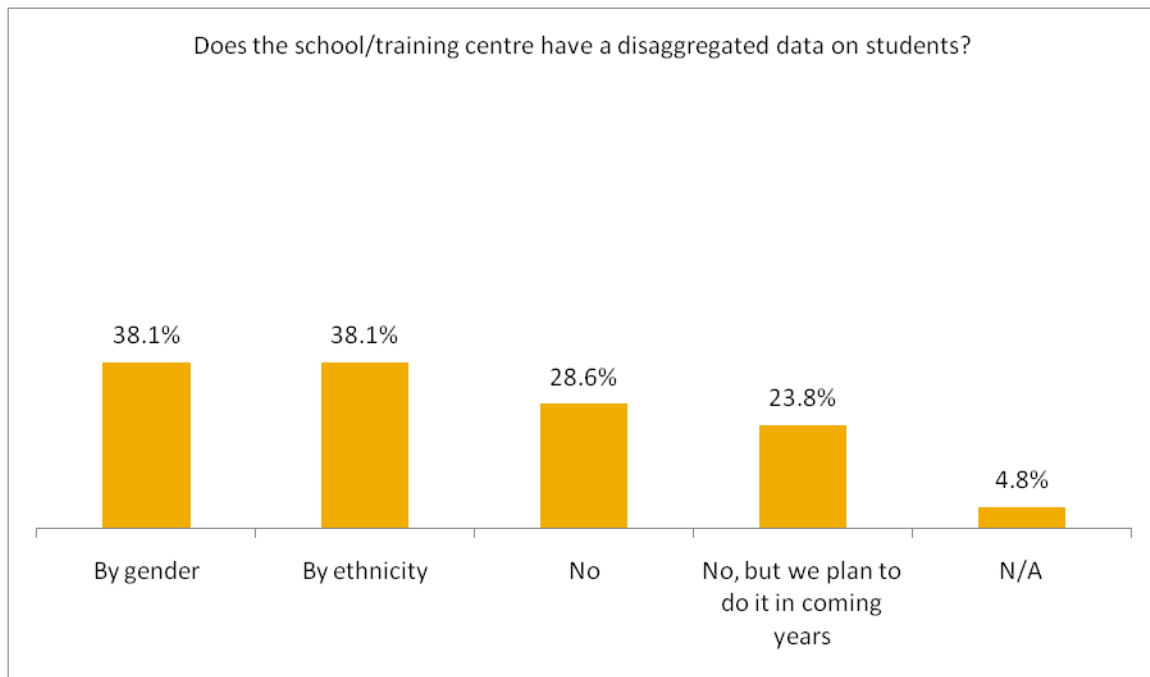


Figure 10 Data for Roma, Ashkali and Egyptian enrolled in VET

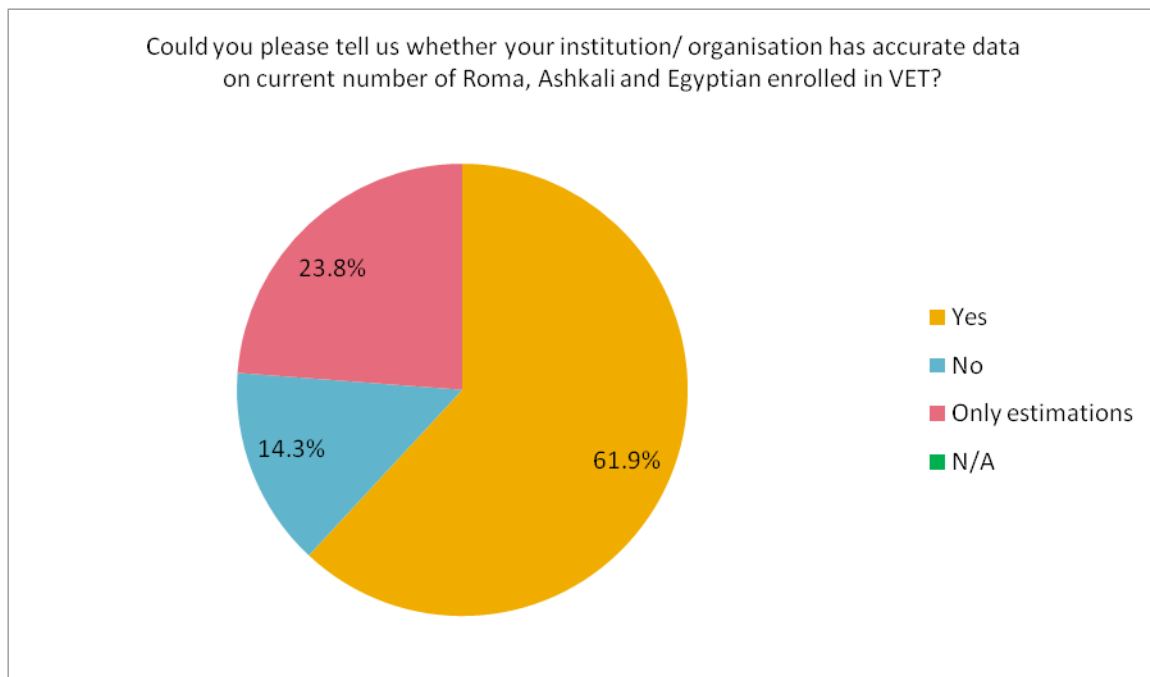


Figure 11 VET enrollment trend for Roma, Ashkali and Egyptians women in VET

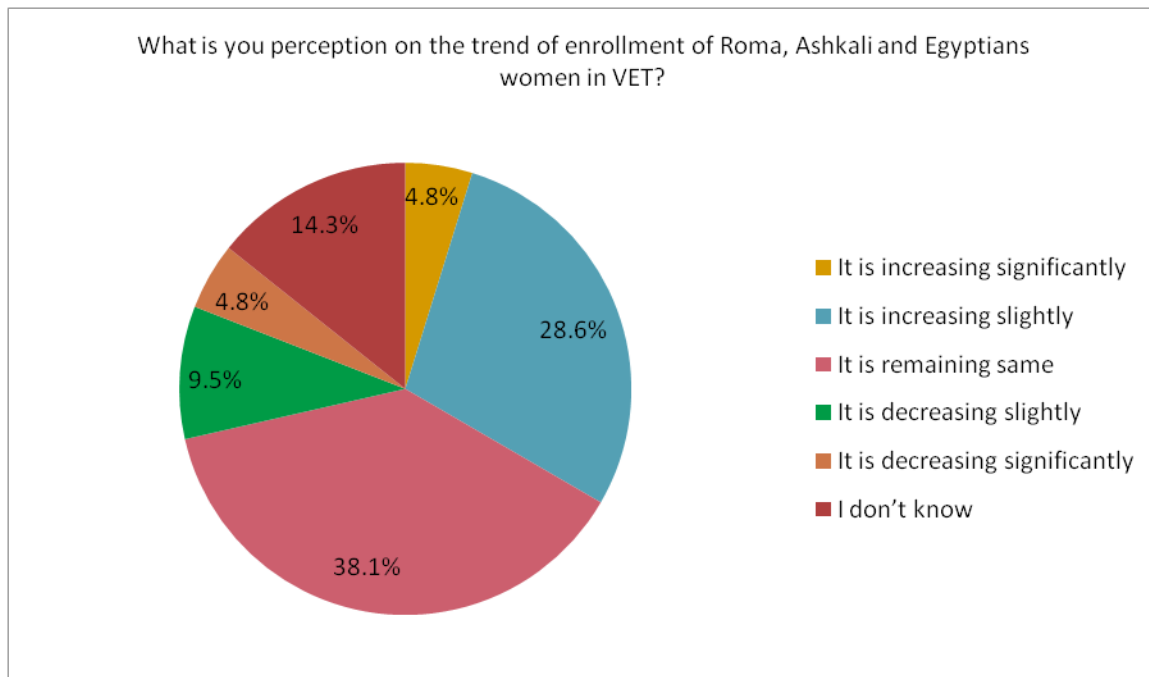


Figure 12 VET enrollment trend for Roma, Ashkali and Egyptians men in VET

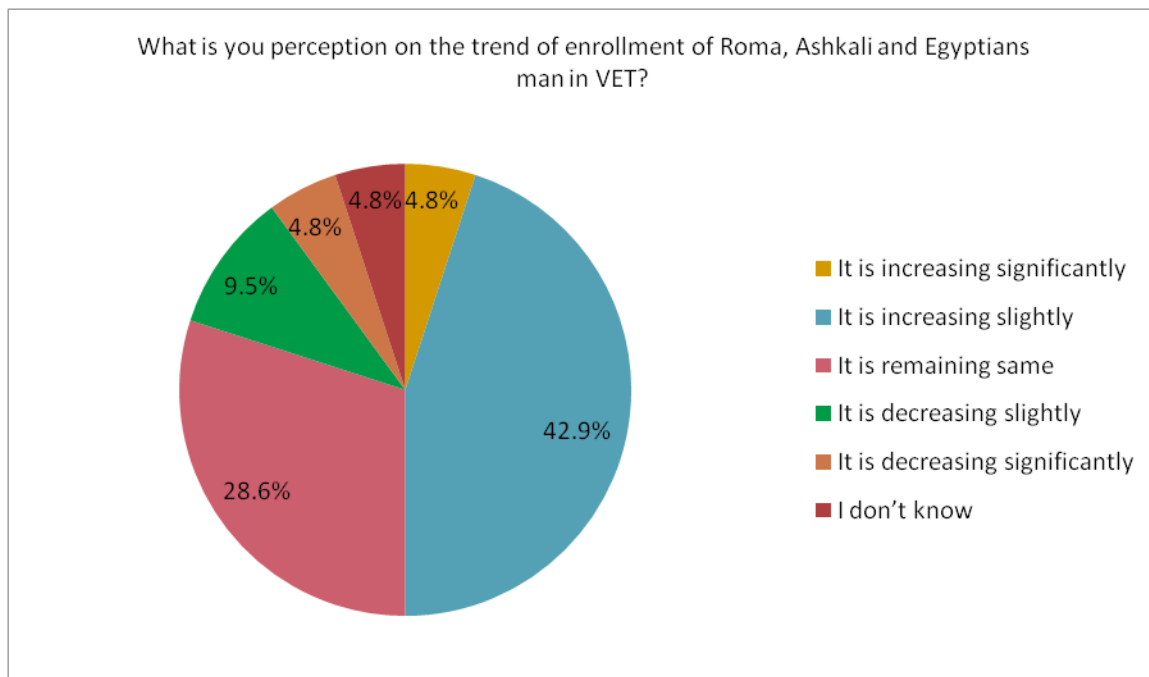


Figure 13 Internship programs for VET students

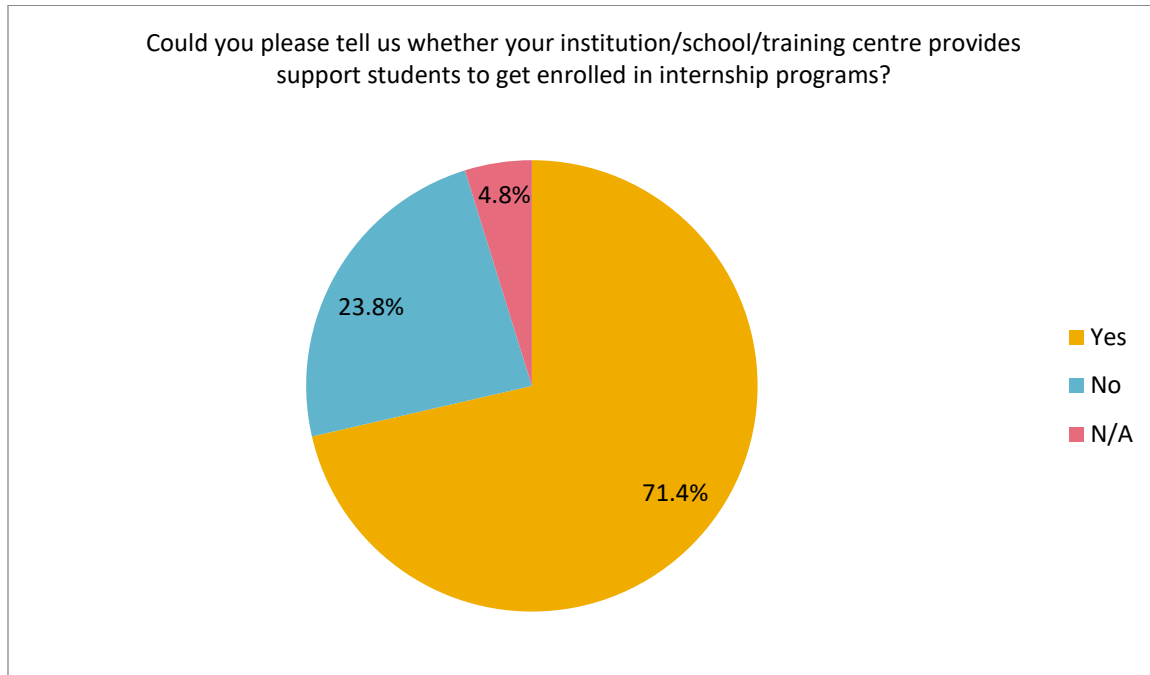


Figure 14 VET student employment



Figure 15 Data on Roma, Ashkali and Egyptians VET graduates employment

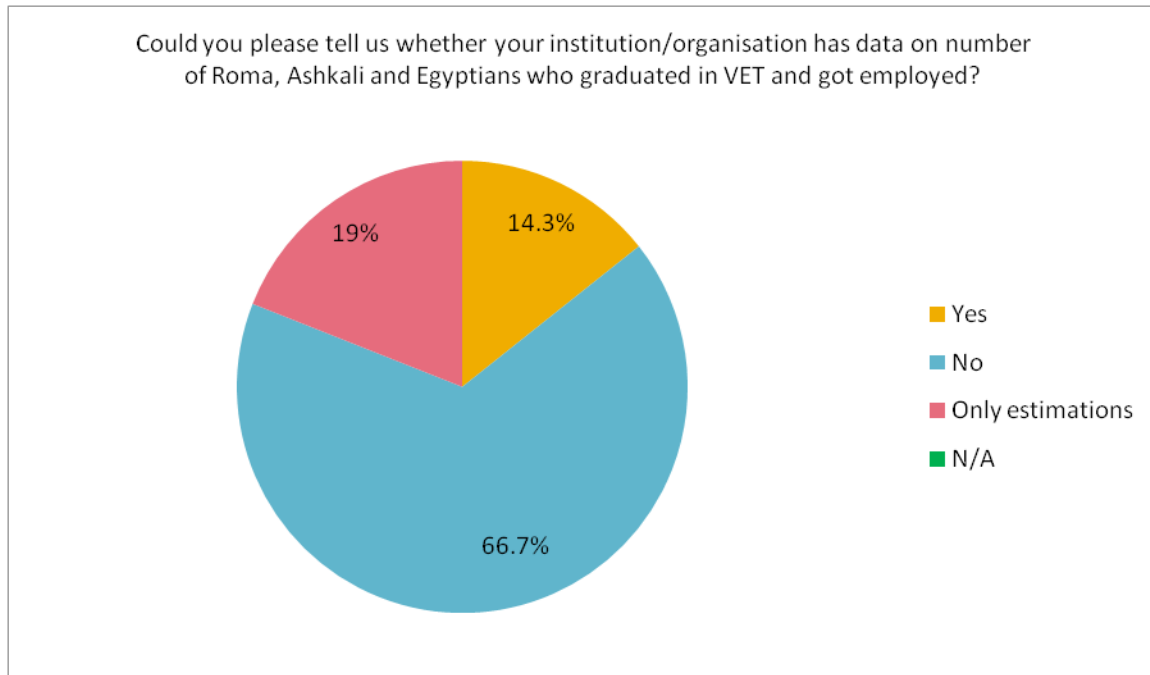


Figure 16 Support to employment of Roma, Ashkali and Egyptian communities

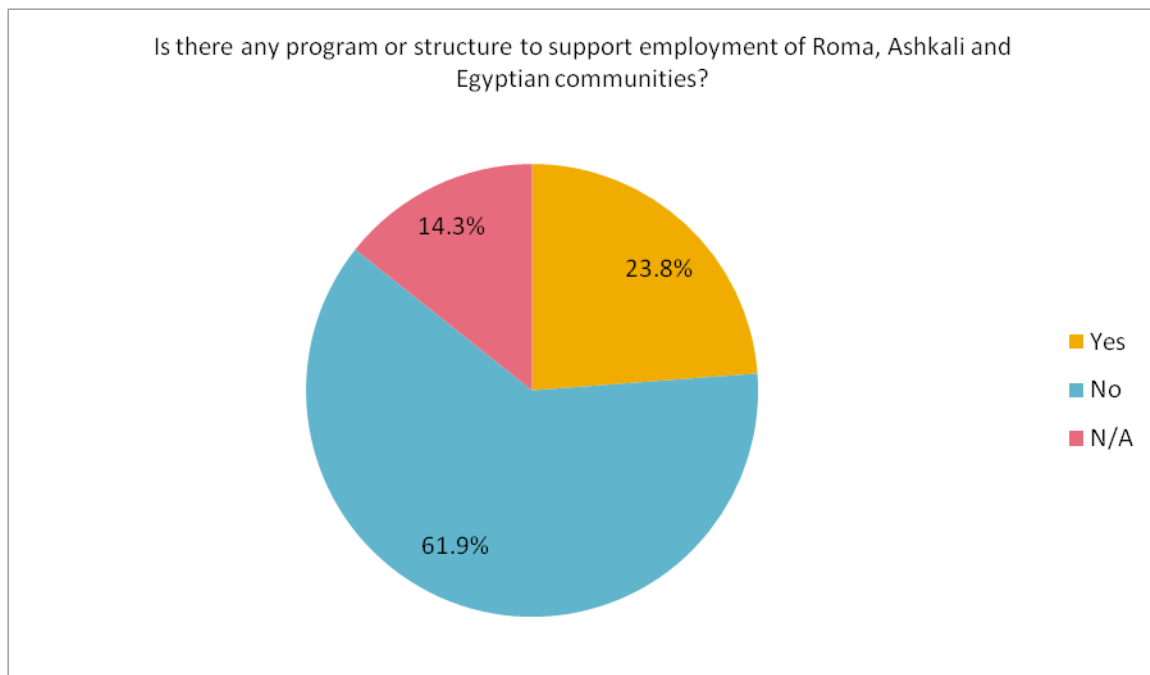


Figure 17 Chances on Roma, Ashkali and Egyptians women in VET, in getting employed

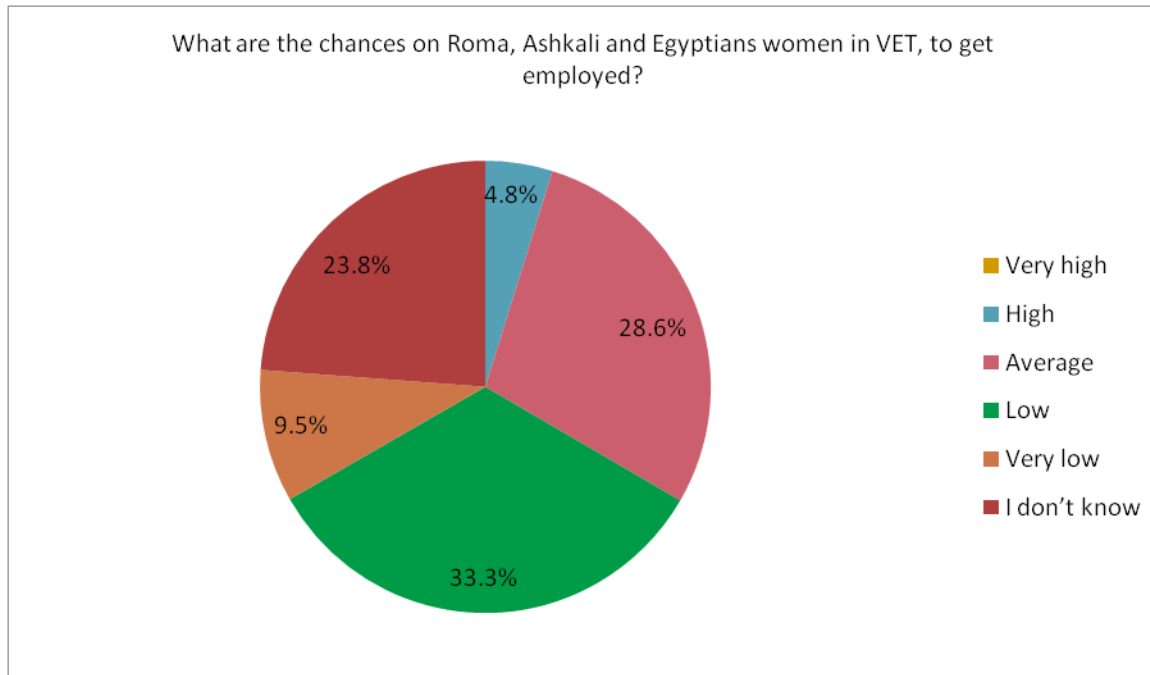


Figure 18 Chances on Roma, Ashkali and Egyptians men in VET, to get employed

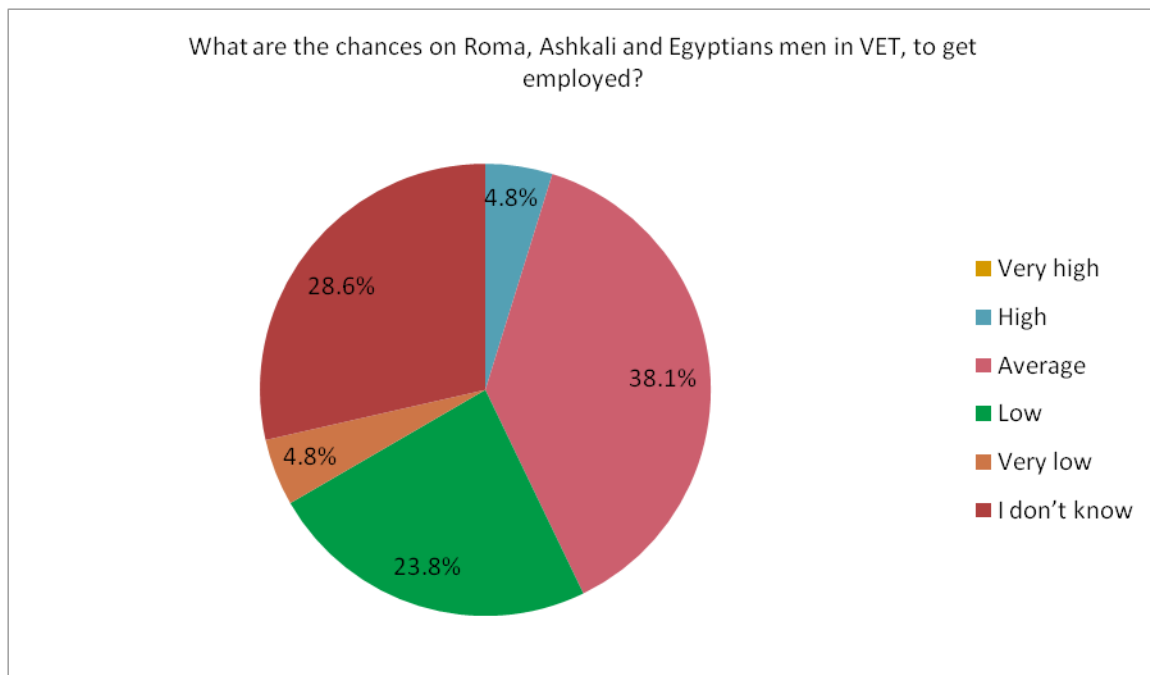
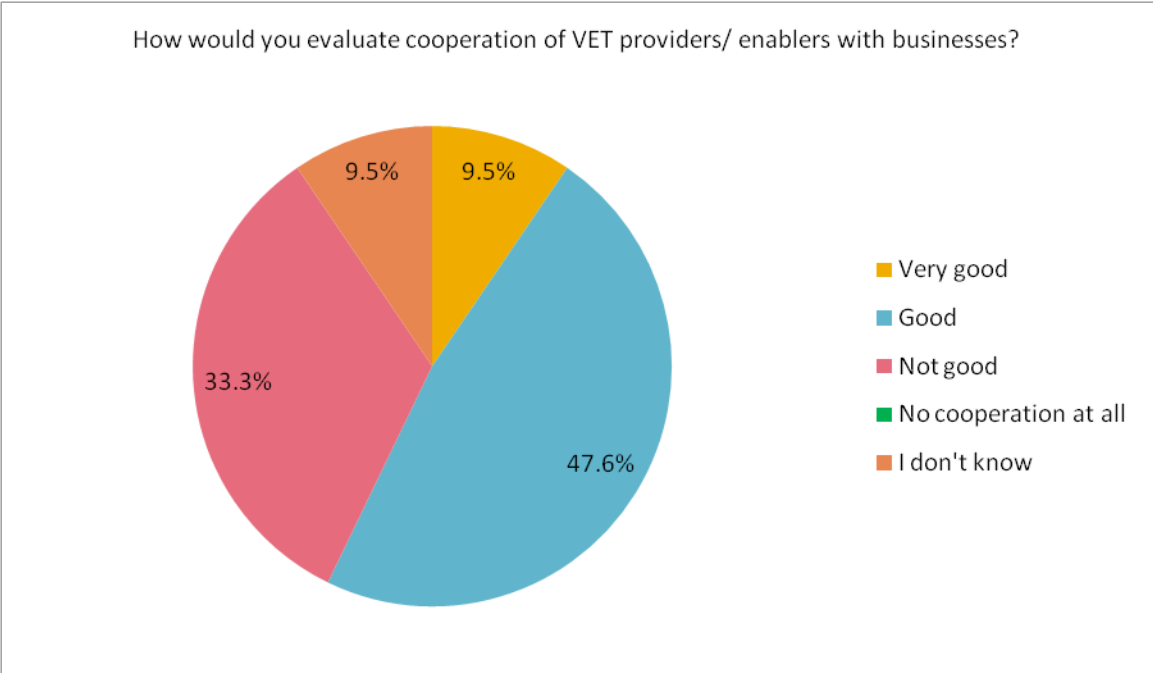


Figure 19 Cooperation of VET providers/ enablers with businesses



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This Report has been prepared by Driton Zeqiri and approved by the Project team of “Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET” project, funded by Austrian Development Agency.

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