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Managerial Platform In Vocational Education

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Abstract

The research paper analyzes the actual state of professional education in Kosovo, as well as the immediate need for changing this training based on market requirements. The primary objective of this paper is to combine the educational systems and adequate professional training with the economic and institutional context in the country, relying on European experiences. The idea of researching the problem of vocational education arose from the concept of working in a society where in a country with a developing economy, especially in a country that ranks last in the region in terms of income and resources and high. Poverty rate, work is considered as a means of survival, therefore professional qualification offers higher chances of employment. The business approach to professional skills means prospective. Qualifications mean integration into the labor market. Creation of a management platform with all actors with the legal support of the local and central government should be an essential economic development step towards improving the standards of professional education. vocational schools are widely populated. The demand for professional education would affect the increase in the quality of teaching/learning and higher institutional attendance. The management of the information system through the platform will be a revitalization of transparency to the citizen and an additional motivation professional qualification.

Key words: professional educations, platform, economic development, business, labor market.

Introduction

The educational development of a country depends on the level of education it has, the structure of the educational personnel it has, the teaching methodology it applies, the spatial infrastructure where the lectures take place and the means of concretization or the cabinets where the professional practices are applied, as well as the skills of other workers and quadrates respectively. his escort. Vocational training is education that prepares people for specific life occupations with the final destination of the labor market. In this context, most of the countries of the European Union have considered professional skills as a step in the economic and professional development of their countries. The population of these countries has been trained based on the demands of the country and the world market that have directly influenced the generation of new jobs, along with the obvious reduction of unemployment, the increase of economic productivity, the significant improvement of the quality of education in national levels and in the financial stability of the state. Education is a method of education and raising culture that is based on the knowledge obtained from various scientific writings. According to Kant (Ministry of Education, Arsimi, 2014): "A person can become a person only through education ". (Kant, 2022)

The education system in Kosovo does not meet the pedagogic needs and the needs for professional training of the youngest population

in Europe and at the same time the youngest state in Europe, which results in a high number of unemployed young people, without skills or qualifications that are required by growing global economy. “Vocational education programs have made a real difference in the lives of countless young people nationwide; they build self-confidence and leadership skills by allowing students to utilize their unique gifts and talents” (Burns, 2022).

The interactions, the several-dimensional decision-making process on the journey of education in general and the preparation of professionals in particular must be well channeled for the benefit of market demands in relation to cooperation with business and orientation towards economic development. The essence of education is the transmission by adults of influence, principles and moral values on young people to prepare them for social life. (Durkheim, 1956). The main direct functions of school are: socialization, transmission of culture, social control, social placement, social change and inventions (S.L Kendal and M.Creen, 2007). In continuation of personal training, in upper secondary education, in addition to the most explored educational, scientific and cultural knowledge, students cultivate habits of work, professions, helping the community, forms of life in school and outside it, confronting the practices of the profession, and much else.

In higher education, students acquire complete and special knowledge about the profession, collect and acquire work habits in institutions, production companies, participation in life and social political activities, develop views and tastes about family, life and the future, through postgraduate qualifications deepen scientific, technological and cultural knowledge and professional skills and habits According to (Gerbault J 2002:12), Driven by the globalization of the economy as well as by the constant pressure to learn and train prepared, skilled and competitive professionals, educational institutions around the world , are facing today the great challenges of increasing access to education and professional training and improving quality, in conditions where financial resources are often reduced. Vocational decisions made at school have significant long-term impacts on young people’s life chances, their opportunities for securing decent jobs and economic growth for themselves, their families and communities. (Gannon, 2021)

With the development of technology and the increase of the knowledge and skills of the individual, the professional is going towards globalization and to be employed anywhere in the world it will no longer matter where you are located or from the following.

New technologies have created an information age that reflects the way different organizations, including educational institutions, generate and administer their services, changing the ways and forms of communication and information use. ICT, as in every activity of life and in education, has brought a radical turn in education and the development of culture in learning and teaching. Technology in teaching and learning does not make teachers change the flow of the learning process. However, ICT can influence teachers to change their work methodology, providing better conditions for them. Now computer learning and acquiring knowledge through it has become part of school curricula all over the world, as the most important part of modern education. Education based on information technology has made a revolution in the last decade in all areas of life, in this respect not even education has been left behind ICTs are defined as: "the set of the most advanced technologies that are used to communicate, exchange, treat and modify information synchronously or asynchronously".

The interactions, the several-dimensional decision-making process on the journey of education in general and the preparation of professionals in particular must be well

channeled for the benefit of market requirements in relation to cooperation with business and orientation towards economic development. According to normative decision-making models, we try to explain what is the best
choice among some choices. In an attempt to explain the decision-making process
Von Neumann and Morgenstern used the normative model, which they called the
expected utility model (Rexhepi, 2020)

The purpose of the paper and the objectives

The idea, for researching the problem of management of the professional education process was born from the concept of work in a society where in a country with a developing economy, and especially one of the last countries in the region with little income and resources and a high level of poverty, work is seen as means of survival, then professional qualification offers greater chances for employment.
The changes of profiles in some professional schools as a need of the time and the adaptation of professional training and education based on market requirements are the other goals of the work as well as a prerequisite to reach the standards of professional education. The other goal of this doctoral thesis is to sensitize the opinion about education at professional schools and the economic benefits that a professional individual brings to the business sphere.
This study aimed to fulfill several objectives, some of which are mentioned below:
The first objective of this paper is to contribute to the field of the process of building the organizational structure of professional skills as well as to the informatization of their certification process. The focus is on identifying the factors that can motivate young people to prefer training for professional skills and vocational secondary schools. Young people must learn a profession and then integrate into the labor market according to their professionalization. As a result, this would have a significant mitigation of unemployment, which is also an additional objective of this research.
The second objective of the work is the creation of a common management platform for professional training at the municipal level. This concept will have a wide portfolio to attract business to vocational education.

The hypotheses of the paper

Main hypothesis

The current process in education and professional training is not motivating and does not have the technology, training or certifications required by the labor market and as such does not encourage young people to acquire intellectual capacity and individual specialization.

Auxiliary hypotheses

The construction of the information management infrastructure would be a driving force to secure new financial resources that would help improve education and professional training, as well as increase interest in vocational schools among young people.
Professional certifications based on European standards and local market requirements would be a promoter of local economic development and at the same time the opening of new jobs.
The participation of business as a constructive factor in the process of training and certification of young people and their presence in school boards would ensure that worker.

Research questions

Can we assume that students at different levels of education are ready for the labor market?
The effect of applying professional education as a continuation of the learning and research process, can it make a difference?

What will be the new strategies of education and professional training?

Research methodology

The scientific methodology and the instruments used to realize this are based on: The study and critical analysis of a wide literature related to education and education in Kosovo. Elaboration of the levels of the education system in Kosovo.
The comparative methodology was also used in the reports between professional schools and gymnasiums, as well as in the comparison of reports in professional schools with countries in the region. Collection of information on activities carried out by training centers, businesses, vocational schools and their infrastructure.

Levels of education in Kosovo

According to the Department of Education and Science, the history of education in Kosovo is divided into three periods: The first period begins with the opening of primary schools throughout Kosovo before and after the Second World War. The second period begins around 1991 and represents a reaction to the violent destruction of the education system by the Serbian repressive policy. The third period, which begins with the end of the war in 1999 onwards, is characterized by the reforms made to education at all levels: from education and preschool education to university, which were aimed at adapting education in Kosovo to contemporary standards European and world.

The first step of this system is the establishment of the Department of Education and Science (DASH), followed by the creation of legal and professional infrastructure, which should facilitate the radical reform of education (the 5+4+3-4 system in the education of general and professional and the Bologna Agreement in higher education), as well as with the establishment of the Ministry of Education, Science and Technology in March 2002. (Aliu, 2018)

The levels of the education system in Kosovo are classified in the categories of the International Standard Classification of Education 97 - ISCED 97.
Primary education in Kosovo takes place in five languages: Albanian, Serbian, Bosnian, Turkish and Croatian and is compulsory and free in public schools for all citizens. Recently, the government of Kosovo has announced plans for raising secondary education to a mandatory level, according to the skills and success shown, students attend secondary education in general and specialized high schools as well as in professional schools. The law on higher education states that the creation of the legal basis for regulation, operation, financing, quality assurance in higher education must be in accordance with European standards, and emphasizes the role of the state and society in the development of higher education in the Republic of Kosovo (Ministry of Education, 2007). The reform of the education system is a government priority, although the lack of funds, technological facilities and professional training of teachers as well as the large number of students per class, hinder effective education in Kosovo.

Levs according to ISCED	Structure of education in Kosovo	Age
	Education of all adults / lifelong education on a wide scale (formal and informal)	23/24+

ISCED 6	Post university education	23/24+
ISCED 5	University education	
ISCED 4	Post – secondary non-tertiary education	18+
ISCED 3	Upper secondary education Gymnasium grades X-XII Vocational schools (grades X-XII)	15-17
ISCED 2	Lower secondary education Grades VI-IX	11-14
ISCED 1	Primary education Grades I-V	6-10
ISCED 0	Pre-primary education Pre-school education	5-6 birth-5

Table 1: Level of education in Kosovo according to ISCED

Source: https://wba4wbl.com/kosovo/education-and-vet-system/

During formal schooling levels, students are coherently prepared for lifelong learning and for the world of work in the age of digitized knowledge.

Compared to the Qualifications Framework, the Curriculum Framework only refers to 4 formal levels of education and 5 levels of qualifications.

ISCED 3	Upper secondary Grade 12	Key stage 6 Consolidation and specialization
	Upper secondary Grades 10-11	Key stage 5 Basic general and professional development
ISCED 2	Lower secondary Grades 8-9	Key stage 4 Reinforcement and orientation
	Lower secondary Grades 6-7	Key stage 3 Further development and orientation
ISCED 1	Primary education Grades 3-5	Key stage 2 Reinforcement and development
	Primary education Grades 1-2	Key stage 1 Basic acquisitions

ISCED 0	Pre-primary grade Grade 0	
	Age birth-5	Key stage 0 Early child education

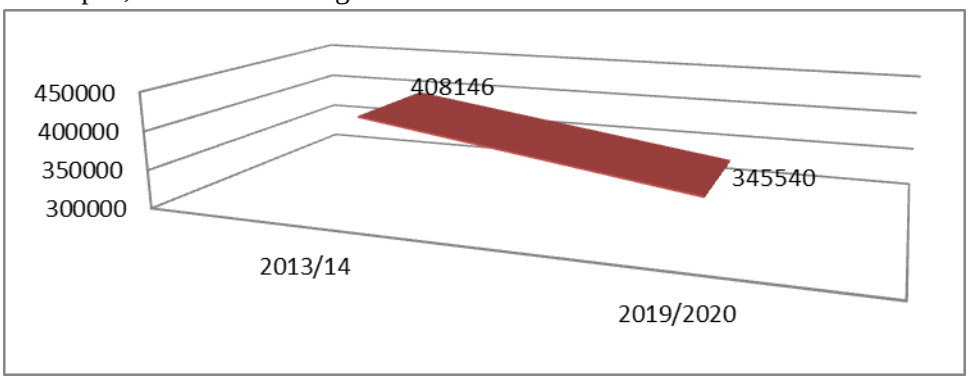
Table 2: Level of education in Kosovo according to ISCED_ Curriculum Framework

Source: https://gem-report-2020.unesco.org/wp-content/uploads/2021/02/Kosovo.pdf

Higher secondary education level

Higher secondary education represents level three (3) according to ISCED and operates in public and non-public (licensed) secondary schools. Based on goals and content, these schools are organized into gymnasiums and vocational schools. Upper secondary schools (gymnasiums and vocational schools) are profiled schools. Gymnasiums are divided according to directions into: social, general, natural sciences, mathematics-informatics and languages. The term of study in these schools lasts 3 years. Vocational secondary schools are also divided according to directions in: technical, agricultural, economic, medicine, music, commerce, theology, art and centers of competence. The term of study in these schools lasts 3 years. In all high schools, high schools or vocational schools, some general subjects are developed, with the aim of general education of the student, such as: Albanian language, foreign language, history, geography, mathematics, physics, chemistry, biology, physical education, etc.

Based on official data, the total number of students attending school in the 2013/2014 school year in the Republic of Kosovo is 408,146 students, of which 213,419 are male or 52% of the total, compared to 48% female or 194,724 female students. When you compare these data with those of the 2019/2020 school year, we will see that there is a decrease in the number of students at all levels of education, 329,387 in total, of which 160,202 are women and 169,387 are men, in a ratio of 51% men k Data of the 2019 school year /2020 show that at all levels of education in Kosovo there is a decrease in the number of students in general, as a result of the low birth rate and abandonment of the state. If we draw a comparative line of data between the school years 2013/2014 and 2019/2020, then we see that we have a negative trend of participation in schooling for 62,606 children at all levels of schooling, or expressed as a percentage of 13% against 49% females.



Graphic1: total number of students in schools expressed graphically 2019/2020

Source: Author

By drawing a comparison between the data of the school year 2013/2014 and those of the year 2018/2019, you have a percentage change in the gender ratio among high school students in favor of the female gender, which is 49% or numerically 42,013 female students attend upper secondary education compared to 51% of males (or 43,776). So, there is an increase in female students in secondary education by 3%, that in the total quota, this gender difference is reduced by 8%, which was in the school year 2013/2014, to only 2% in the school year 2018/2019. Likewise, in the total number of women at all levels of education, there is an increase in the participation of women in education from 194,727 as it was in the school year 2013/2014 for the school year 2018/2019 this number goes to 231,401 from the total inclusion of 466,375, where it is almost the same number as the male gender in terms of inclusion in all levels of education in Kosovo. Of this number, 553 teachers or as they are called educators are involved in the process of preschool and primary education or 2% of the total number of teachers in Kosovo. It is worth noting that only one is a male educator. In primary education there are 17,426 teachers (7,080 men and 10,346 women) and 5,255 teachers in higher education (distribution by gender M. 2.988 & F. 2.267). As for the gender structure in Kosovo's schools, 57% of teachers are female.

If we draw a parallel between the number of students, educational personnel and the number of educational institutions and create a tabular report as follows:

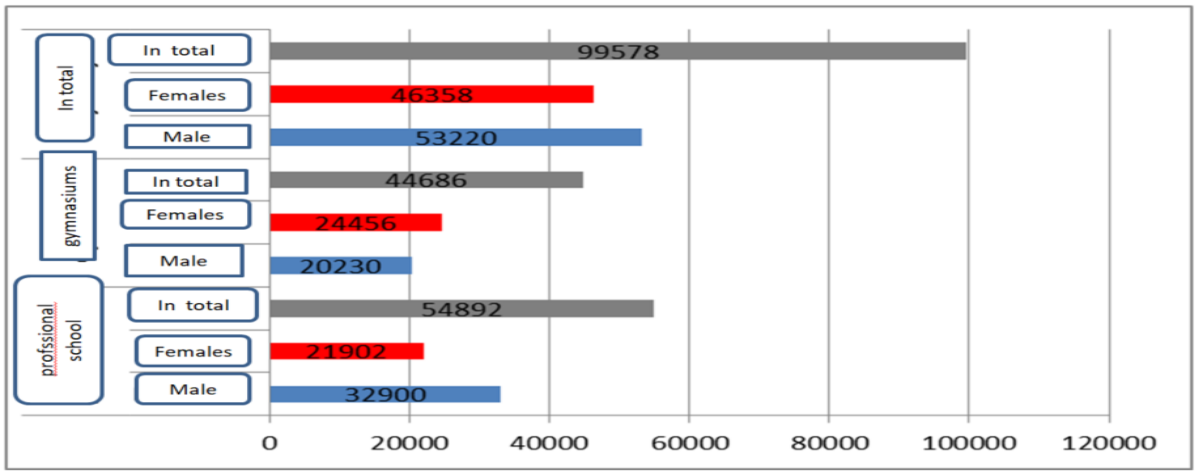
School year	School	Parallel	Subs			Teacher			Number of students per teacher
			Total	males	females	Total	women	men	
2008-2009	121	3.130	96.765	43.327	53.438	5.157	1.717	3.440	19
2009-2010	125	3.308	104.806	47.242	57.564	5.519	1.923	3.596	19
2010-2011	137	3.483	108.503	49.788	58.715	5.957	2.134	3.823	18
2011-2012	142	3.874	109.513	50.290	59.223	6.095	2.237	3.858	18
2012-2013	140	3.608	107.303	49.518	57.785	6.142	2.316	3.826	17
2013-2014	131	3.472	103.038	47.865	55.173	6.374	2.494	3.880	16
2014-2015	120	:	83.743	39.358	44.385	5.358	2.081	3.277	16
2015-2016	119	:	85.377	40.667	44.710	5.275	2.211	3.413	16
2016-2017	119	:	87.996	42.383	45.613	5.687	2.287	3.400	15
2017-2018	122	:	91.345	179.048	190.977	5.724	2.324	3.400	16
2018-2019	125	:	85,789	42,013	43,776	5,787	2,394	3,393	15

Table 3: Schools, students, parallels and teachers in secondary education 2008/2009 to 2018/2019

Source: Education data for 2015/2016 and 2018/2019 are KAS in collaboration with the Report between high schools and vocational schools

The relationship between gymnasiums and vocational schools.

Based on the data of the school year 2012/2013, it appears that the ratio between the continuation of the learning process in professional schools is 57% against 43% in gymnasiums.



Graphic 2: The report between vocational schools and high schools 2012/2013

Source: Author

For this school year, we are presenting a tabular gender comparison in these types of upper secondary education, where we conclude that professional education is more preferred for the male gender, 60.1% of the total registered at level 3. What is worth mentioning is the female / male ratio in high schools has parameters of 1.21, while in vocational schools it is 0.66, for the school year 2012/2013.

The number of students who attended upper secondary education in Kosovo during the 2019/2020 school year was a total of 74,427 students, of which 37,585 belong to the male gender or 51%. The gender ratio between the two types of schools, according to the statistics of education in Kosovo, is that 34,869 students attended high school, where 20,133 are women and 14,736 are men. Expressed as a percentage, 42.3% women and 57.7% men. While in vocational schools, the number of students in the same school year was 39,558, of these 23,116 are male or 58.4%, 41.6% are female or 14,747 students.

Kosovo and the countries of the region.

I mentioned above that Kosovo has a ratio of 47% of students who attend gymnasiums and 53% who attend vocational schools of various profiles. According to Instant, the Republic of Albania during the 2017/2018 school year had 91,451 students enrolled in high school, 3,908 in the social and cultural program and 21,287 students in vocational schools. The district that had the most students registered that school year was that of Durres with 3224 students. During the 2019/2020 school year, Montenegro had 27,446 students enrolled in secondary schools, of which 48.7% are female or 13,362 students. Of this number, 8,595 continue their education in high school. As for Serbia, out of 249,855 students in secondary schools, 49.4% of them are female or 123,553. Of these, the majority continue their education in vocational schools. Among the most followed are the profile of economy, justice and administration as well as that of electrotechnics. North Macedonia during the 2017/2018 school year had a total of 71,944 students, of which 37,818 were male and 34,126 were female in secondary schools. Bosnia and Herzegovina in the 2017/2018 school year there were a total of 117,764 students, of which 58,789 were female. The ratio between vocational schools and high schools is as follows:

	Secondary schools	
State	Gymnasium	Professional
Kosovo	47	53
Albania	78	22
Serbia	26	74
Montenegro	32	68
North Macedonia	44	56
BH	31	69

Table 4: high school and vocational school report for the Balkan countries

Source: Author

Conclusions and recommendations

Vocational education and training play a central role for a responsible and stable economy in a democratic country. The future of a country tomorrow lies in the school banks today and whatever knowledge they acquire today will be reflected in the economy tomorrow. This weaving effect must be refreshed every day, for every school generation, with a focus on the market economy. Qualification means group dynamics, clear ideas for the development of society, adaptation to rapid market changes, organizational flexibility, access to technological changes but also telecommunications, strategy and updating of intelligent processes, respectively knowledge gained from any education and training, or regardless of what kind of education it is.

The changes in the labor market as a result of the evolution of technology should also be addressed by the professional training centers as well as the professional schools themselves, especially with a special focus on the technical schools. The partnership with the local business by organizing training in the relevant workshops in addition to practice, would be a great favor for the local community, which would become an example of cooperation between market and school, work and theory, and in particular a big step forward for the local economy. From this collaborative platform, we want to clarify once and for all the relationship between vocational high schools with orientation centers within it, vocational education and training centers, career counseling points, and business through a legally binding agreement, draft regulation or statute, with clear deadlines, precise objectives, guarantees and support from two levels of government, both central and local.

Since the highest unemployment according to statistics at the country level goes over 60%, it stems from the low level of qualifications. Dealing with the lack of qualified workers is a problem in itself that the state of Kosovo carries and only the orientation towards education and professional training of young people, based on market requirements, should be the key to mitigating this negative phenomenon in our country. Taking these phenomena into consideration should be done from above with an integrative plan for professional training, but also by the local government itself based on the labor market. Municipalities or local government must play an essential role when it comes to economic development and job creation within its administrative territory. Businesses want to operate in areas where their activity develops freely, with minimization of administrative expenses.

The use of media and electronic marketing should result in a greater dissemination of information on business location issues, job vacancies, required qualifications, trained students, vocational school profiles and many other education-related reports. and professional training. According to: CISCO's reports: "Internet marketing is the sum of all business activities carried out via the Internet in order to find, attract and retain customers" (CISCO, 2004). This can also be translated to those interested in professional development.

Plan programs in professional schools must be revised urgently, in order to thicken them on the path of the labor market, this must happen continuously without interruption. The coordination of professional training programs based on the demands of the labor market is the first letter of the strategy for local economic development. Local government should provide alternatives that benefit the community. These alternatives can be built if a proper study of everything related to employment is done.

Answering research questions in the form of a conclusion

Answering research questions in the form of a conclusion

- ❒ Can we assume that students at different levels of education are ready for the labor market?

Based on the data coming from the Statistics Agency of Kosovo, it appears that the youth unemployment rate is 50.6%. Long-term unemployment of young people (15-19), who have been unemployed for more than 12 months for this quarter is 39.8%. The percentage of young people who are not employed, neither in education nor in training - NEET (interviewees aged 15-24), is 29.0%. (LFS, Labor Force Survey, 2019), while in the fourth quarter of 2020, according to SAK (Statistics Agency of Kosovo), it is 49.9%. From this it follows that the different levels of education are not ready for the labor market from different aspects, such as:

- ✓ Starting from the adequate profiles that are developed in our schools
- ✓ Quality not at the level required by the business
- ✓ Lack of infrastructure conditions in our schools to develop professional practices - as a result of insufficient budget to cover basic needs
- ✓ The lack of literature is more evident, especially in technical schools
- ✓ The lack of cooperation with businesses is not proportionate at all
- ✓ Other legislative and executive factors

Therefore, a new approach is needed to improve the professionalism of students in our schools.

- ❒ The effect of applying professional education as a continuation of the teaching and research process, can it make a difference?

Through professional training licensed by the responsible authority and with a work plan supported by training held in European Union countries, the results will normally be effective in favor of employment. It can make a difference. Professional trainings must be held in accordance with market requirements and adequate standards applied that are in relation to the job offers themselves. The labor market today requires a workforce that is not only qualified, but also equipped with very good technical and interdisciplinary skills to guarantee the quality of work, therefore continuous training makes the difference when even officially the market respectively the business openly says that there is a shortage of workers qualified in various fields. When it is said qualified, he must have certified professional training. Based on the data of SAK , it is necessary to take into consideration the category of unqualified citizens, since in our country this number of unemployed is not small but goes up to 60%. Then this argument strengthens the idea that the citizen should be approached with the qualification for employment. In order to achieve this, we need an individual with a strategic approach, an expert in the field and a visionary to design the organizational structure and implement it always in harmony with the market and the development of technology.

- ❒ What will be the new strategies of education and professional training?

The creation of the legal platform, based on objective analysis, statistical analysis for representative businesses, accurate analysis of problems and difficulties in the field, offering solutions with genuine conclusions and exact recommendations, of all interest groups in this development process for the student and the qualified citizen, supported by experts in the relevant fields, in the shortest possible time, no more than one school year, should create an administrative instruction or statute of action. This will be a complex process until the drafting of this act.

This professional educational-educational association would debate on these cases:

- ✓ Tax on businesses that offer professional training
- ✓ Increase in the budget and autonomy for professional schools depending on the increase in the municipal budget
- ✓ Additional benefits and support for other training centers of the municipality
- ✓ Continuous support for professional training and education
- ✓ Other instructions from experts in the respective fields

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