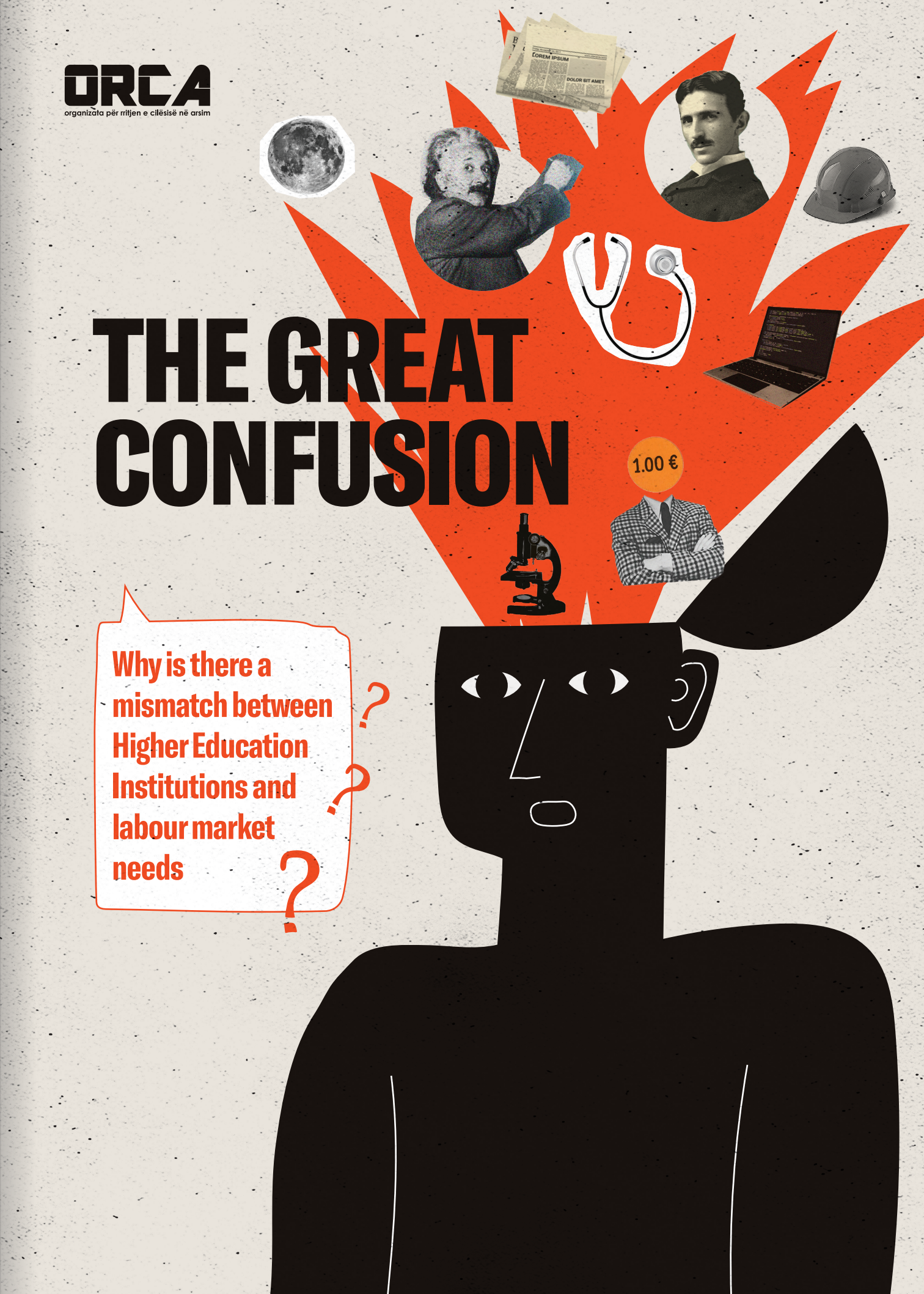
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THE GREAT CONFUSION



Why is there a mismatch between Higher Education Institutions and labour market needs

THE GREAT CONFUSION



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ABBREVIATIONS

UP	University of Prishtina
MESTI	Ministry of Education, Science, Technology, and Innovation
KAA	Kosovo Accreditation Agency
KAS	Kosovo Agency of Statistics
SQC	State Quality Council
SER	Self-evaluation Report
ORCA	Organisation for Improving the Quality of Education

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INTRODUCTION

Various international and local reports show that the skills gained by students (18 to 23 years old) in Kosovo, do not match the labour market needs. According to a 2017 World Bank report, "An inadequately educated and low-skilled workforce limits employment growth, especially among large, rapidly growing firms." [1] Furthermore, the same report emphasizes that "Kosovo's 37.6 percent labour force participation rate in 2015 is substantially below the 70 percent regional average."[2]

The EU progress report on Kosovo in 2021 emphasizes that "little progress was made on improving the quality of education and addressing skill gaps in the labour market."[3] This report also stated that the very high rates of inactivity in the labour market (61.7%), in particular for women (79.2%), and in youth (49.1% for the age group 15-24) implies structural problems such as misalignment between education outcomes and labour market needs.[4]

Similar data was published by various entities, such as Riinvest Institute in a study published in 2021, where they found that employers assess that graduated students lack the necessary skills.[5] However, detailed research identifying the correct causes for this phenomenon, has never been conducted.

In this report, ORCA has investigated the compatibility between the learning outcomes in four programs (Banks, Finances, and Accounting; Electro engineering; Computer Engineering; Journalism) with the labour market needs in these four sectors. In this report we have included students, professors, management of the faculties and of the University of Prishtina, officials of the Kosovo Accreditation Agency, and representatives of businesses in the respective sectors.

In general, no institution in Kosovo conducts labour market studies, including the Kosovo Accreditation Agency (KAA), the University of Prishtina (UP), or any of the academic units within UP. The data about the labour market needs is provided by the Industrial Boards, claims the University of Prishtina. The Industrial Boards are comprised of representatives of the industry the academic unit covers. Based on interviews with 10 companies of the four sectors selected for this study, none were invited to participate in such organs, or in any meeting to offer comments or recommendations for the programs. The businesses interviewed represent the biggest businesses in each sector corresponding with the study programs that are the focus of this study.

1 "Republic of Kosovo Systematic Country Diagnostic", World Bank, 2017, page 11, link: https://openknowledge.worldbank.org/bitstream/handle/10986/26573/Kosovo-SCD-FINAL-May-5-C-05052017.pdf
2 Ibid. page 103.
3 "Kosovo 2021 Report", European Commission, 2021, page 7, link: https://ec.europa.eu/neighbourhood-enlargement/kosovo-report-2021_en
4 Ibid. Fq. 59.
5 "Employment and Labour Market Analysis", Riinvest Institute, 2021, link: https://www.riinvestinstitute.org/uploads/files/2021/October/05/Employment-and-Labour-Market-Analysis-ENG1633434888.pdf

EXECUTIVE SUMMARY

Does the state have a plan for social and economic development? Why can't institutions fulfil their duties? Why is there a mismatch between the labour market and the skills gained by students in Higher Education Institutions in Kosovo?

To find the cause of the mismatch between the labour market and the skills gained we must look at the involvement of the parties in the process of preparing new employees for the labour market. In this process, which is mainly supported by the taxpayers, directly and indirectly, there are three institutions that are directly responsible for creating the conditions and infrastructure of studying. The Ministry of Education, the University, and the Kosovo Accreditation Agency in close collaboration produce education policies, study programs, and provide the study conditions for students in Kosovo. All three are supposed to, in different ways, analyse the labour market to improve the deficiencies of graduated students and to improve the quality of the skills gained and to match those skills with the labour market needs.

MESTI representing the government in this process, i.e., various ministries that have set roles in the issues relating the labour market, should have the role of setting guidelines and guiding the short-term, midterm, and long-term state policies. This would include guiding educational capacities towards a type of science or developing a profession that the Ministry would prioritize. For example, computer programming as a profession of the future, or setting targets for developing education related to agriculture or agrobusiness, or similar.

KAA sas an implementing mechanism of educational policies and drafter of quality assurance policies, led by the State Quality Council, who is supposed to monitor quality assurance and draft policies for quality assurance in Higher Education, is supposed to break down these state guidelines in concrete objectives, i.e., determining which programs could allow for higher quotas of student registrations, for example computer programming or agriculture.

The University (public Higher Education Institutions in Kosovo) as the smallest implementing unit is supposed to, in harmony with the state policy set by MESTI and the objectives of quality assurance set by the KAA, translate in concrete study programs with specific outcomes. The universities should as well aim for profiling to represent long-term state orientations, i.e., the University of Peja should aim for a profile of agrobusiness to represent the territory where it operates; the University of Prizren should have more social sciences and humanities programs that study people and cultures to fit in the multicultural social context; the University of Mitrovica could profile in metallurgy and the environment as a result of its vicinity to Trepca; while the University of Prishtina could preserve natural sciences and medicine programs, considering its incomparable capacities.

All three institutions should have a closer collaboration with the industry. Each according to its role and function. **The Ministry of Education** as the representative of the government in this process, through other relevant ministries could offer detailed analyses on the labour market, its trends and the midterm and long-term needs of the country for economic development. **The universities** should analyse the scale of employment of their alumni and if there's a match between the graduates and the workplace, i.e., if the engineer is employed as

an engineer, or in another profession. Thus, the universities would be able to improve their academic practices and narrow the gaps between the skills gained and the labour market needs. **The Agency** should ensure the public that these exchanges are in harmony with the state guidance and the mid-term and long-term state plans in creating new professions and economic development.

A special task for MESTI remains drafting plans for subsidizing programs that might not have a labour market (in Kosovo), but are crucial to society, such as arts, philosophy, music, or some type of science that is not represented by the labour market in Kosovo.

The state does not have a social or economic development plan

Through this study ORCA has noted that the Government and MESTI still don't have a clear picture on what the big orientations of Kosovar society are for its economic development, even though they are working in this direction. What should be emphasized is that the "strategies" that have been developed so far contain many targets that should be reached or improved, but do not represent a clear vision of economic and social transformation in Kosovo. For example, a reader of this report could have heard of the need of Kosovo to go towards production, but no one can tell what the production is of, or even if the type of production is known, no document can explain how and why it will result in a successful economic project, that type of production that Kosovo could do in the future.

The agency does not have concrete objectives because of the lack of state plan

As a result, the Agency is limited in drafting a concrete policy by focusing more in preserving a general quality of what exists already, improving the quality in the future in preparing programs, and best monitoring of their implementation. We can say that the Agency is doing its job considering the context, while ORCA notices that in the moment there is a guidance to change gears in the sense of materializing existing policies, the Agency has the will, the capacities, and the necessary dynamic to adjust and to be successful in executing its functions.

Higher Education Institutions are lethargic because of lack of state control

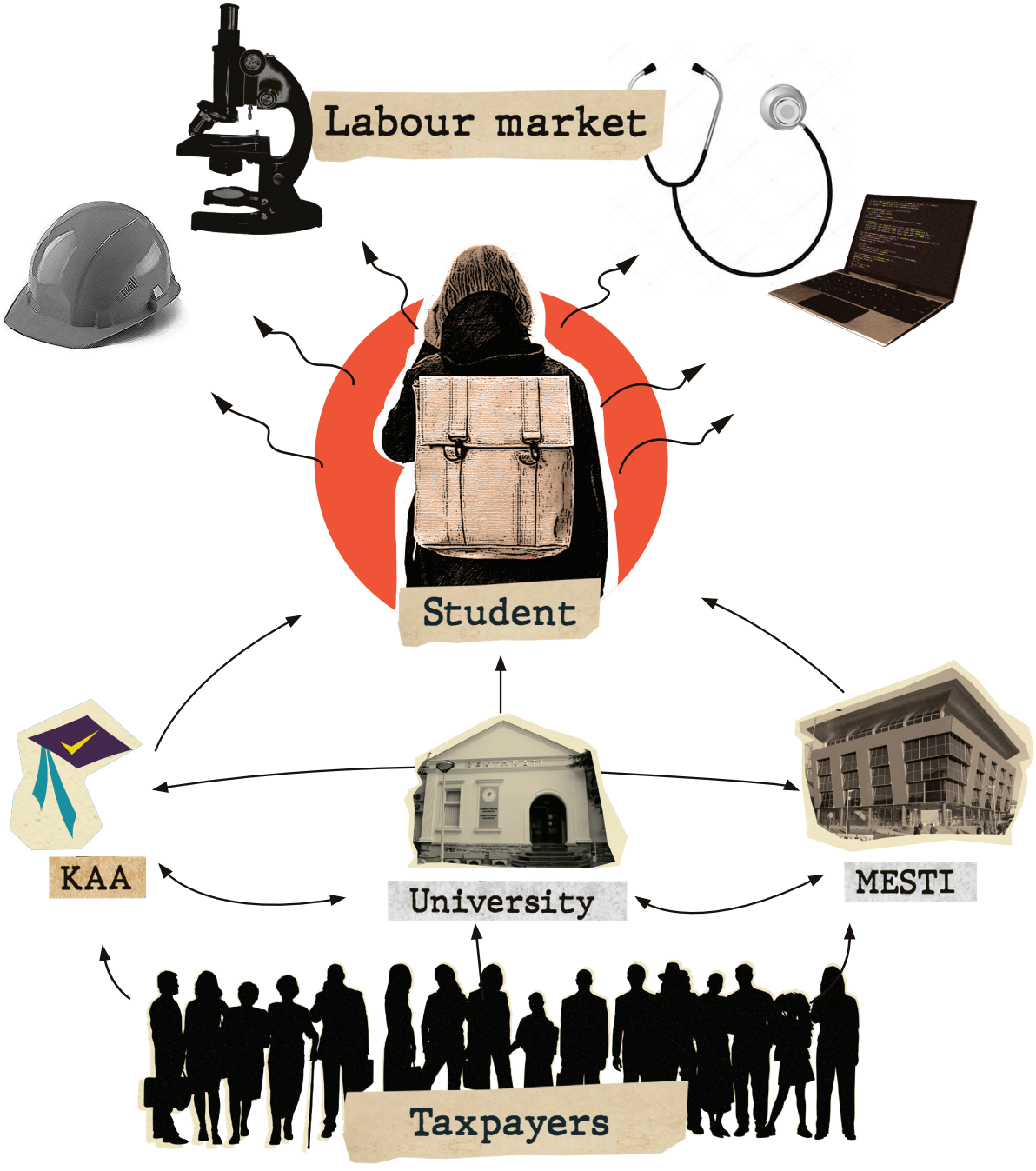
Higher Education Institutions on the other hand, do not have any obligations to collect information on their alumni, leaving it to the rectors' will and vision on how they can narrow the gap between skills gained by students and the labour market needs. The universities and in general higher education institutions in Kosovo have no requirement to keep alumni lists, to generate data on the employment of their former students, or similar data. ORCA believes that such information should be a requirement for their licensing annually. This way, they could generate solid quality and trustworthy data that no one possesses in Kosovo now.

The businesses are not interested in contributing to improve the skills of students

Businesses on the other hand, with few exceptions, do not have a proper culture of contributing to society as something that they themselves could benefit from. For example, banks expect a university graduate to know how to work as a cashier, while they have not offered cooperation with the universities to fund classes (optional) with the purpose of training students. In fact, businesses such as banks, while they operate in a context where the skills gained are not in general satisfactory for the labour market needs, are the biggest beneficiaries when we look at their profit, and their absorption of the best employees that are produced by the educational system (especially maths and programming students), compared to their minimal engagement in the university life in the country.

The government could play an important role in improving this engagement of the businesses by creating various tax incentives for businesses that contribute to develop public higher education in the country.

DIAGRAM OF STAKEHOLDERS INVOLVED IN HIGHER EDUCATION





A special task for MESTI remains drafting plans for subsidizing programs that might not have a labour market (in Kosovo), but are crucial to society, such as arts, philosophy, music, or some type of science that is not represented by the labour market in Kosovo.



43%

of third-year students have said that they were not priorly informed for the skills that they will gain in the study programs they have selected

GENERAL DATA

Half of the first-year students have said that they were not priorly informed for the skills that they will gain in the study programs they have selected. The other half, who have said that they were informed, said that their primary source of information was their family or friends who have previously studied the same program, and very few were informed by professors or institutions.

Less than half (43%) of third-year students have said that they were not priorly informed for the skills that they will gain in the study programs they have selected. Like their freshmen colleagues, the primary source of information for those who said they had been informed, was family and friends, and some cited professors as a source of information.

WHEN IT COMES TO SELF-REPORTING FROM STUDENTS ON THE ACHIEVEMENT OF LEARNING OUTCOMES OF THE STUDY PROGRAM, SOME OF THE MOST SIGNIFICANT RESULTS ARE PRESENTED BELOW:

BANKS, FINANCES, AND ACCOUNTING:

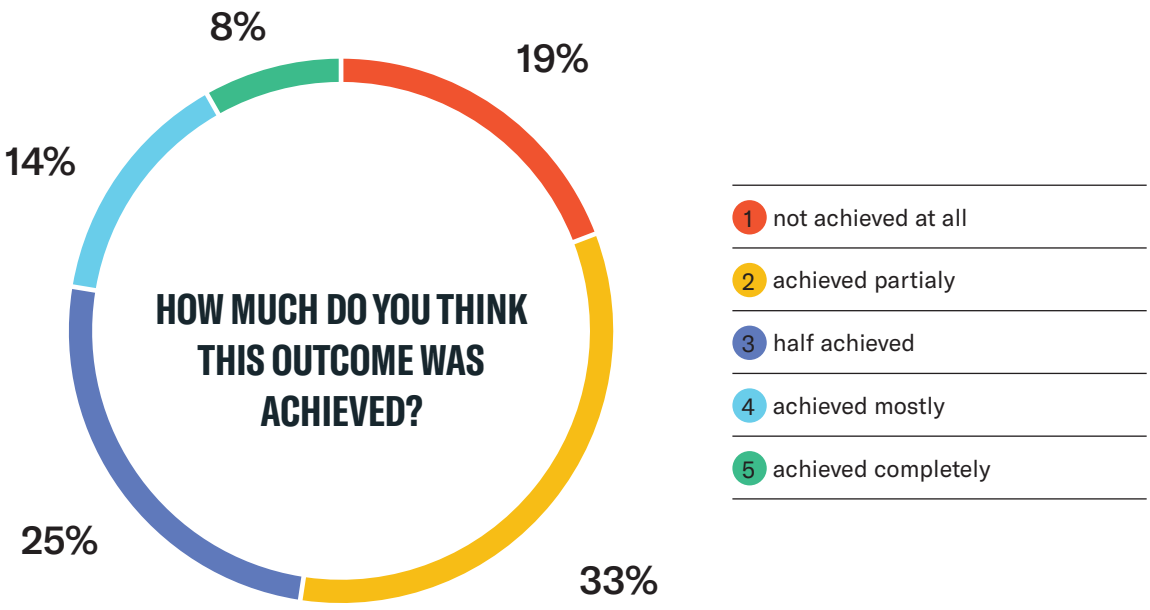
LEARNING OUTCOME:

"Develop necessary methodological competences to adequately understand new scientific findings in economics, conduct research, and continue further studies in the Master's program."



FIGURE 1.

Achievement of learning outcome in Banks, Finances, and Accounting



COMPUTER ENGINEERING

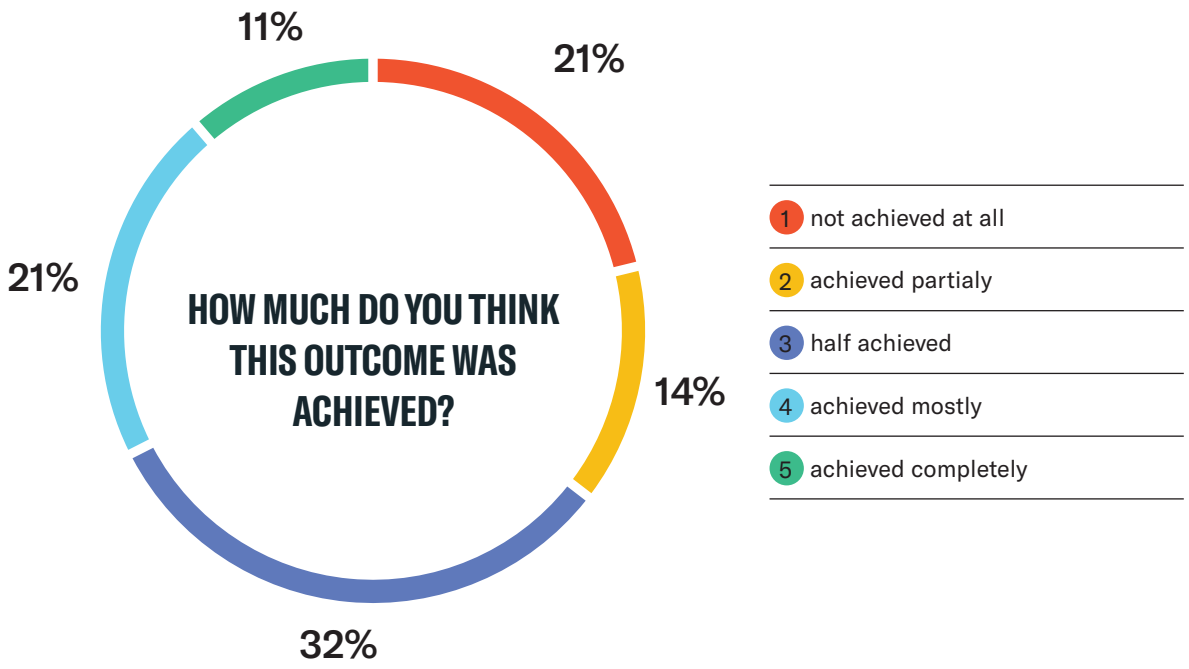
LEARNING OUTCOME:

"Analyses IT requests considering the needs of the consumers and implements these requests in a practical manner."



FIGURE 2.

Achievement of learning outcome in Computer Engineering



ELECTRO ENGINEERING

LEARNING OUTCOME:

"Prepare students for professional careers and further studies in the field of electrical engineering."

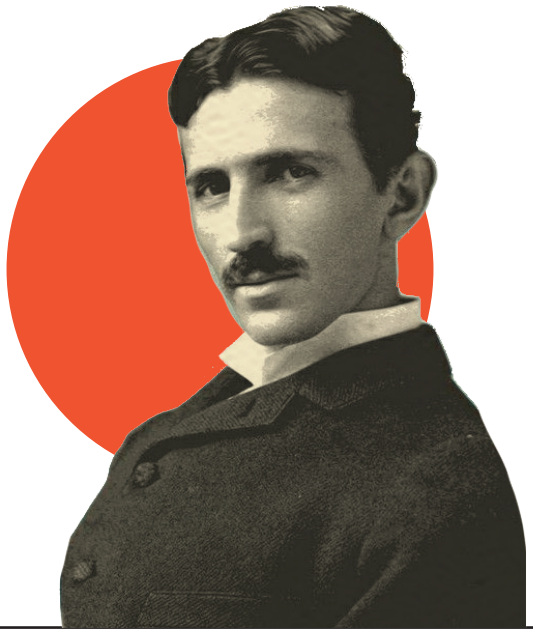
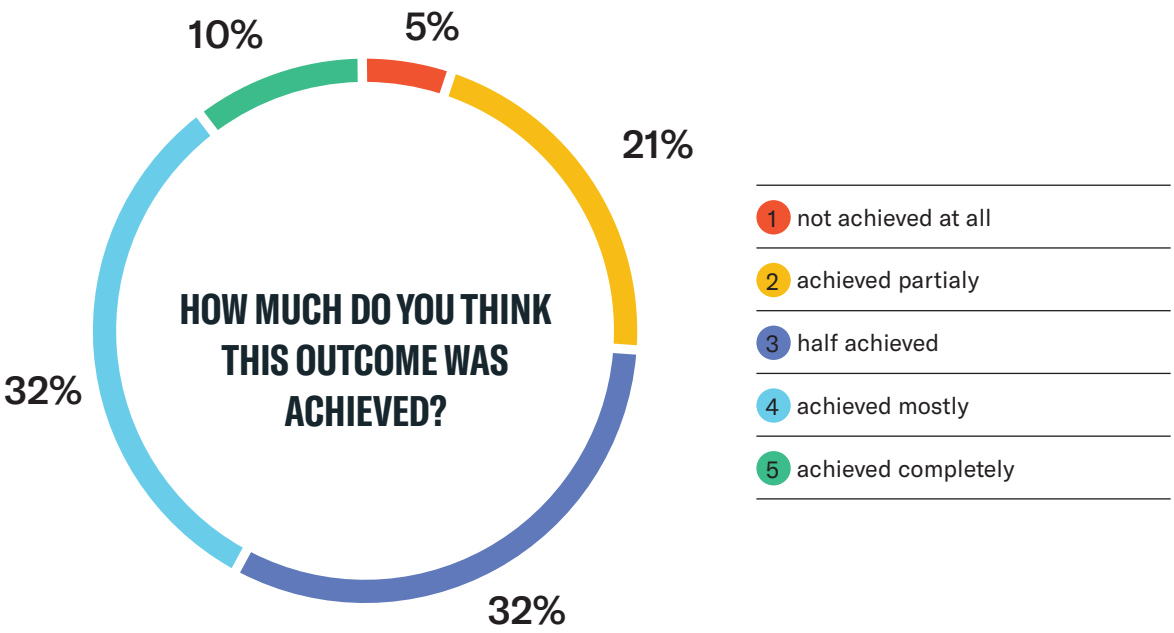


FIGURE 3.
Achievement of learning outcome in Electro engineering



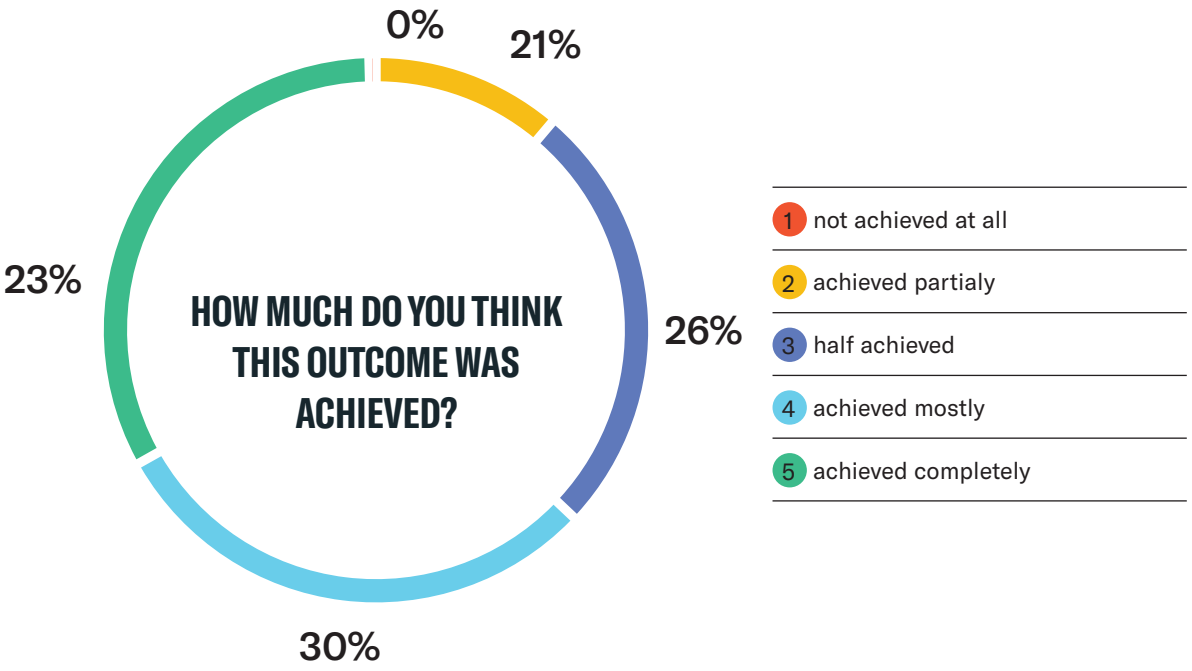
JOURNALISM:

LEARNING OUTCOME:

"Learning the main theories on media study through Basics of Mass Communication"



FIGURE 4.
Achievement of learning outcome in Journalism



The journalism program has based its learning outcomes on skills gained in specific classes and are thus incomparable with the other programs which have based their learning outcomes on the National Qualifications Framework and the Bloom Taxonomy.

In general:

- University programs have no development plan in the aspect of industry vs science, and there are no differences in accreditation for these types of programs.
- The Kosovo Accreditation Agency did not have enough staff or legal mechanisms to monitor the implementation of the experts' recommendations for accredited programs.
- Students are not actively consulted on the evaluation of classes, programs, reviews of programs, or drafting them. Their participation is superficial through evaluation questionnaires or meetings with accreditation experts.
- Internships are not mandatory in all study programs in the university; specifically, it was mandatory only in half of the programs which are the focus of this study.
- The University and academic units do not have a proper plan or memorandums with guest lectures from other universities or from the industry who could share their experience with the students.
- The internalization of programs is done through exchange programs such as Erasmus+ and Fulbright.
- Curricula are in compliance with the professional standards and the National Qualifications Framework according to the management and professors, but this is not confirmed by all interviewed businesses which show a lack of materialization of the theoretical aspect into a practical aspect. Specifically, in the Banks and Finances program, the businesses are not satisfied with the theoretical and practical level of the students.
- The expectations of the students for skills they will gain are in compliance with the learning outcomes, but these are not fully achieved by the end of their studies.
- There's a clear lack of literature in Albanian, but there is enough in English.
- Despite the fact that students largely think they can draft a CV or motivational letter, this is not confirmed by the professors, the university management, or the businesses where they are employed.
- Students have selected their study programs because they like that program and they want to work in that field, or because of financial reasons.
- None of the institutions included in this study continuously measure the employment of their students in their fields. Some measurements are done occasionally in the department level or through the Office for Academic Development.
- There's pronounced gaps between higher education institutions and businesses who employee graduates from these institutions. A closer cooperation through existing or new mechanisms is direly needed, in order to close these gaps.

STATE INSTITUTIONS DO NOT HAVE GUIDING POLICIES FOR HEIs

MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY, AND INNOVATION

The Ministry of Education, Science, Technology, and Innovation (MESTI) so far has not had clear guiding policies that would match higher education with the labour market. In the Kosovo Education Strategic Plan 2017-2021, they conclude that there's a lack of information from the labour market and that there's a great mismatch between higher education and the labour market.

"Despite some progress in developing the practice of gathering data from the labour market and drafting the Education and Career Counselling Strategy 2015-2019, the lack of orientation and centres for career guidance in schools in the municipality level and in the national level, as well as the lack of information from the labour market, remain important challenges".[6]

This document recommends a few solutions to eliminate this mismatch but there are no concrete results that something was done in this direction. As a result, the Kosovo Accreditation Agency or public universities could not draft detailed guiding policies.

KOSOVO ACCREDITATION AGENCY

The Kosovo Accreditation Agency (KAA) is the only authority in Kosovo that conducts quality assurance of higher education. This agency has a board called the State Quality Council (SQC), that makes policies and decisions in the agency. The KAA evaluates programs through international experts, who conduct their evaluations based on the standards developed by the KAA and approved by the SQC.

The Kosovo Accreditation Agency does not have guiding policies on the programs they accredit, according to the representatives of this institution. The accreditation of programs is done based on 7 standards for accreditation and the recommendations of the international experts on the fulfilment of those standards. The evaluation of the experts is based on the Self-evaluation reports of the programs/ universities.

One of the standards for institutional and program accreditation is the link with the labour market.

The Kosovo Accreditation Agency does not have a weighted system for the standards, which would not allow accreditation for a program that is not needed in the labour market, if they fulfil other standards. All the standards are equal, there are no standards that are more important, or that are exclusionary.

6 "Kosovo Education Strategic Plan 2017-2021", 2016, page 28, link: https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

> *"For example, there are 7 standards, if you fulfil 5 standards, you get accreditation. But what happens in cases, when the academic staff and labour market standards is not fulfilled? How can you open an academic program without academic staff? ... If you don't have academic staff, you're not even supposed to start [a new program]."*
>
> — REPRESENTATIVE OF THE KAA

It appears that the accreditation of a program is not dependent on the needs of Kosovo for a certain category of studies (or professions), or an empirical measurement by experts on this issue, since there are no baseline studies. Furthermore, even in cases when higher education institutions report on their Self-evaluation reports that there is labour market need, no further evidence is required. It is all based on the convincing skills of those who represent the program in front of the experts.

For program accreditation universities are required to present in their Self-evaluation report their cooperation with the industry. After the self-evaluation report is evaluated by the experts, the experts visit the institution where they meet with industry representatives and ask them about their involvement in drafting the program and if the graduates have fit in their companies.

> "I cannot say that we specifically ask for data, however the Self-evaluation report, the evaluation, and the recommendation for accreditation, all three must include the labour market component. Now, it's up to higher education institutions on which data they gather to convince the international experts, that a program, a certain profile, is needed in the labour market in Kosovo. It's up to higher education institutions to convince the experts, with as much data, including data from KAS (Kosovo Agency of Statistics), Central Bank statistics, of the Customs, of the Ministry of Finances, and various institutions that gather data on the labour market in Kosovo, as much data inclusion as possible."
>
> — REPRESENTATIVE OF THE KAA

The KAA does not conduct measurements of the employment of students in their study fields. The KAA does not have a database on graduates who are surplus in the labour market, and they suppose that this database should exist within the Ministry of Education. MESTI also does not have such data on labour market needs since they have not done systematic tracking studies for graduated students. The KAA has conducted a thematic analysis in 2021 for the preparation of Kosovar graduates for the labour market, from the perspective of employers and graduates. In this analysis, 90% of businesses and organizations interviewed have expressed interest to cooperate with higher education institutions through memorandums of understanding, especially in designing curricula and study programs[7].

The KAA currently does not have enough staff to monitor the programs, and consequently they do not measure their performance, apart from their periodical (3-5 years) accreditations. The interviewees have implied that the accreditation process, when it comes to the skills gained by students and achievement of the learning outcomes of the program, is bureaucratic by nature in fulfilling the norms and not a clear overview of the conditions provided by the institutions offering the program.

7 "Thematic Analysis: Preparation of the Kosovar Graduates for the Labor market - Employer and Alumni Perspective", Kosovo Accreditation Agency & WUS Kosova, 2021.

THE UNIVERSITY DOES NOT HAVE GUIDING POLICIES FOR DRAFTING NEW PROGRAMS

At the university level ORCA interviewed two vice-rectors of the University of Prishtina on their part in managing programs and matching them to the labour market.

Following are their claims about the decision-making on establishing new programs. According to them, the request for new programs can come through one of the following channels:

1. The labour market needs which can be understood through various reports; 2. Academic planning in departments who propose new programs based on the labour market need but also on the University of Prishtina development strategy; 3. International projects in collaboration with partner universities.

The process of establishing a study program within the university

The accreditation process for a program starts with the proposal of the working group within the academic unit, who work on a self-evaluation report for a study program, based on the standards of the Kosovo Accreditation Agency. This Self-evaluation report is then approved in the academic unit, in the Academic Development Office of the University, in the Commission for Quality Assurance in the Senate, in the Commission for Studies in the Senate, and is ultimately approved in the University of Prishtina Senate.

With all these filters within the university, the mismatch between the skills gained by students with the labour market needs, shows that the process is simply a bureaucratic formality which does not consider the content.

The vice-rectors emphasized that when they receive a request from the departments to open a new program, it cannot be based on the fulfilment of class quotas for certain professors within the department. The request may happen, according to them, but that program won't pass the quality assurance filters in the University of Prishtina. One of the filters is the comparability with international programs offered by sister institutions in the same field. So, the program must be comparable in the aspect of the expected learning outcomes, objectives, students' workload, etc.

> "...by no means, for example, can we start a study program without adequate staff for that study field. That would be an academic adventure unsupported by the appropriate academic staff."
> – VICE-RECTOR IN THE UNIVERSITY OF PRISHTINA

This ascertainment remains unsupported when we consider the fact that the professors of the University of Prishtina lecture 8 or more classes in various fields, simply by looking at the lecture schedules in the university. Consequently, the vice-rectors'

ascertainment that without adequate staff of the program field they cannot accredit programs, does not stand.

Furthermore, this conclusion is supported by the fact that there are no established or implemented rules regulating this.

Previous ORCA studies[8] show that extra compensations (for extra classes beyond their normal workload) are high, although decreasing, which shows that improvisations in syllabi and in academic staff engagement in UP are the standard, not the exception

According to ORCA's report on the management of finances in public universities, in 2019 the average monthly income was 2,177 euros, in 2020 this decreased to 1,979 euros, and in 2021 it continued its decrease to 1,625 euros. While monthly extra compensation also decreased drastically from 886 euros in 2019, to 699 euros in 2020, and 371 euros in 2021. [9]

8 "Transparency and Accountability in Public Universities in Kosovo – Finance Management", January 2020, link: http://orca-ks.org/wp-content/uploads/2020/01/01-Shpenzimet-e-universiteteve-publike-ALB-01.pdf
"Transparency and Accountability in Public Universities in Kosovo – Finance Management 2", ORCA, October 2020, link: http://orca-ks.org/wp-content/uploads/2020/10/Menaxhimi-i-financave-2.pdf
"Transparency and Accountability in Kosovo Public Universities: Management of finances 3", ORCA, October 2021, link: http:// orca-ks.org/wp-content/uploads/2021/11/Management-of-finances-3.pdf

9 "Transparency and Accountability in Kosovo Public Universities: Management of finances 3", ORCA, October 2021, link: http:// orca-ks.org/wp-content/uploads/2021/11/Management-of-finances-3.pdf

BUSINESSES AND STUDENTS REFUTE THE UNIVERSITY

In this chapter we will discuss the students' view on the skills they expect to gain and those that they gained in their respective programs in the university. We will also discuss the views of the businesses interviewed from the respective fields of study, on their cooperation with the university, and the skills they need in the workplace from the employees (students).

DISPARITIES AMONG PARTIES

Faculty of Economics – Banks, Finances, and Accounting program

The Faculty of Economics claims that the need for opening a new program is based on the labour market needs, according to the management of this faculty. Or that the establishment or continuation of programs is not based on the professors' need for classes, but on the labour market needs and student needs for that program. According to the management, there were cases when they closed programs or departments because there was no interest for them.

The professors of this program said that there is always need in the labour market for accountants and financial officers. According to them, the consultation of businesses while drafting a program is not through formal meetings, but through statistical data accessible to the public. But that the labour market demand is sufficiently high to justify the programs Banks and Finances, and Accounting. Nonetheless, there's a lack of data in Kosovo that would specify the demand for different profiles.

The representatives of the businesses of this sector said that they were invited twice by the University of Prishtina, but the invitation was ad-hoc and not for an in-depth review of the program.

> "I have 14 years' experience [in this sector] and only a year ago, before the [Covid-19] pandemic started, a professor in the Master level (in plan with the Central Bank), invited us to talk about the need for this profile in a panel with foreigners. This invitation was ad-hoc, just to support them. This was when they had accreditation experts present, so they asked input from us, but without prior planning." – REPRESENTATIVE FROM A BANK.

The program of Banks, Finances, and Accounting in the Faculty of Economics in the University of Prishtina is now split in two programs: Banks and Finances, and the Accounting program. The respondents are from both programs because of the similarity between the programs. The professors and management of this program and faculty say that the programs were built in compliance with the National Qualifications Framework and that the curricula are harmonizes with international professional standards.

The syllabi of the programs according to the professors and management of Banks, Finances, and Accounting are compiled by the professors of the classes, based on international standards. They also adapt the curricula from regional universities or universities in EU countries.

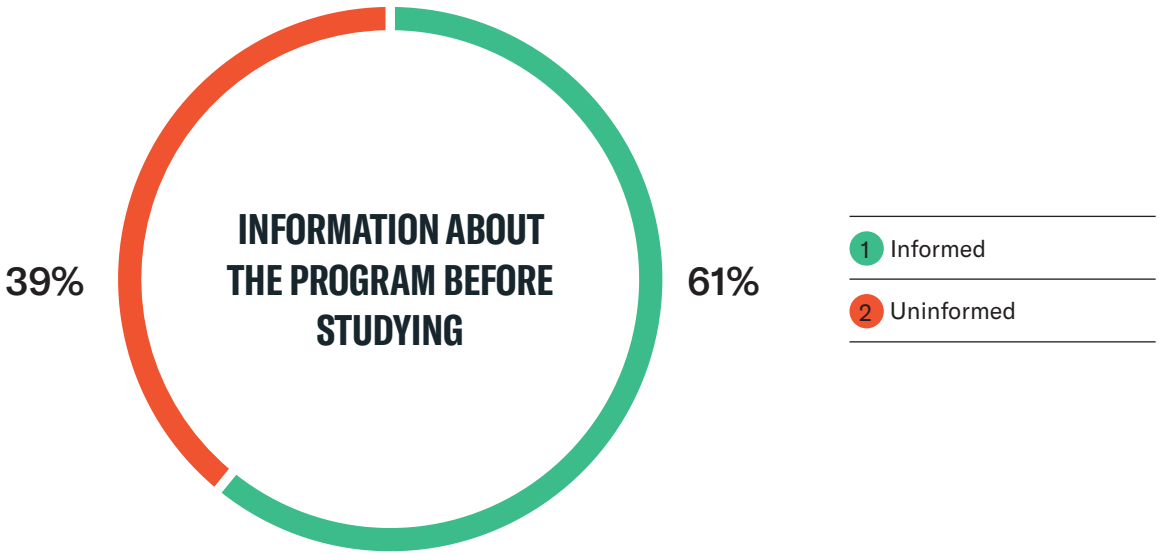
> "...we usually get the programs from somewhere. Depending, with a university that we have cooperation with, and we adapt them for ourselves, in general. The programs on their own, if you look at for example Banks and Finances, or Economics, I don't think the programs are bad or inconsistent with programs offered in other universities."
> – PROFESSOR IN THE BANKS, FINANCES, AND ACCOUNTING PROGRAM

In our point of view "we get them from somewhere" means copying programs with the purpose of convincing international experts to accredit the programs without analysing the labour market needs. This is made possible because of a lack of a structured review of standards fulfilment by the Kosovo Accreditation Agency, which happens because other state institutions have not created any guidance or analysis for the labour market needs.

Third year students of this program were asked if they were priorly informed about the program and the skills they will gain after finishing their studies, and 61% of them said that they were informed, and that the main source of information was their family, and very few said that they were informed by professors. This finding is consistent with the Riinvest Institute study, where it says that two thirds of students receive career guidance from their families.[10]

FIGURE 5.

Banks, Finances, and Accounting students' information on the program before they started studying



10 "Employment and Labour Market Analysis", Instituti Riinvest, 2021, page 102, link: https://www.riinvestinstitute.org/uploads/files/2021/October/05/Employment-and-Labour-Market-Analysis-ENG1633434888.pdf

When the students were asked how much they think the learning outcome of "Reflect on work practices, conceptual frameworks and reactions of the performance and continuous professional development of actions" was achieved, 53% said that this learning outcome was not achieved at all, or just partially.

The representative of one of the banks interviewed supports this finding saying that:

> *"It has not happened yet that a student from Kosovo knows 3-4 basic concepts with which banks operate, while when they come from other countries, they do."*

Based on the students' responses and the declarations of the bank representatives we can understand that the learning outcomes of the program when it comes to practical aspects or understanding theoretical concepts have not been achieved. The myth that students in public universities are at least theoretically prepared, is incorrect.

When the students were asked how much they think the learning outcome of "Develop necessary methodological competences to adequately understand new scientific findings in economics, conduct research, and continue further studies in the Master's program" was achieved, 52% said that this learning outcome was not achieved at all, or just partially. A representative of a bank, interviewed for this study, supports this finding:

> "They do not know how to discuss about economics, how banks impact the economy, society, corporation responsibilities. Students understand these a few years later. When they have finished the Faculty of Economics, they don't know them. They don't know if savings are assets or obligations for banks. They have no problem-solving analytical skills, communication skills, etc."

The expectations of the students of Banks, Finances, and Accounting programs for employment after they complete their studies is to get employed in their field of study, as accountants or in banks, while a part of them said that they want to continue further studies.

As seen above we can conclude that in this program the discrepancy between the opinions of the parties involved on the match between the skills gained from the study program to the labour market needs, is great and as a result radical intervention is required.

Faculty of Electrical and Computer Engineering – Computer Engineering program

The Faculty of Electrical and Computer Engineering claims that the need to open a new program is based on labour market needs. Or that the establishment or continuation of programs is not based on the professors' need for classes, but on the labour market needs and student needs for that program. Since 2014, there have been no new programs established, just updates of existing programs.

When asked if programs are continued just to fulfil the quota of classes for professors, the management said that they are in fact facing shortage of staff.

During the drafting of the program, the professors and management of Computer Engineering program are supposed to include the labour market needs in order to receive accreditation for the program. Before a program is established/continued, they are expected to consult the Industrial Board.

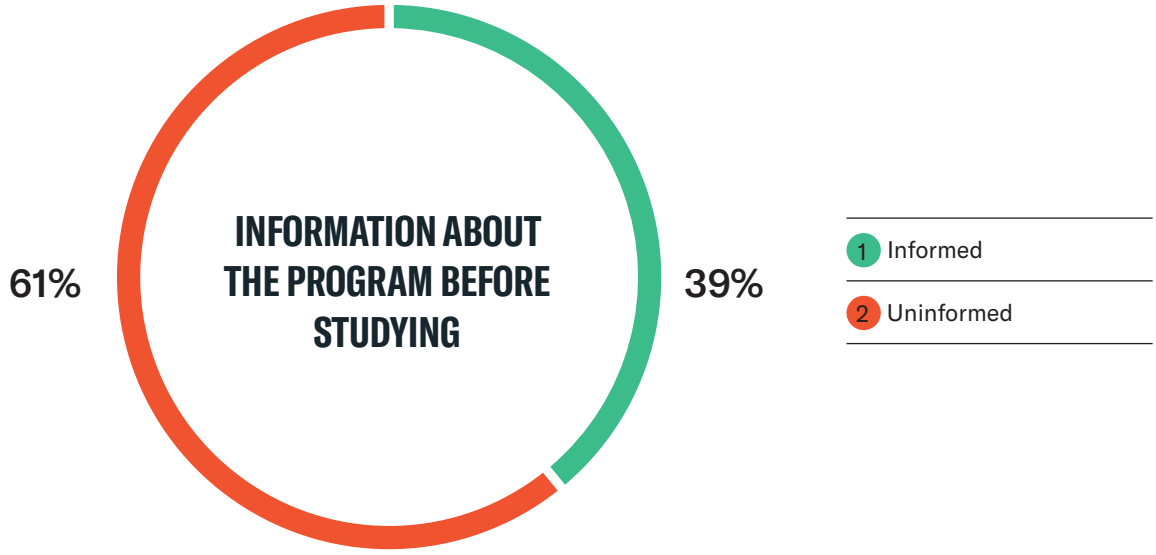
None of the businesses interviewed are or were previously included in the Industrial Board of the faculty and have never been invited formally.

> "We have not been invited for consultations, neither as a company nor personally. My business has been functioning for five years now."— A REPRESENTATIVE OF A COMPUTER ENGINEERING COMPANY

Third year students of this program were asked if they were priorly informed about the program and the skills they will gain after finishing their studies, and 39% of them said that they were informed, and that the main source of information was their family, alumni, and only one said that they were informed from the syllabi on the webpage.

FIGURE 6.

Computer Engineering students' information on the program before they started studying



When the students were asked how much they think the learning outcome of "Analyse in a critical and creative manner the problems in computer and software engineering and offer solutions through use of Information and Technology techniques" was achieved, 65% said that this learning outcome was achieved fully or almost fully.

A representative of a computer engineering company, interviewed for this study, said:

> "In general students receive a base of knowledge, when it comes to theory they are good, in mathematics they are good, we build upon them a profile of the company. They do not fulfil our needs immediately. In general we are satisfied with them, there's a match, but there are some new technologies that are trendy and they are not familiar with them."

As for practical skills, it seems that the programs offered in this faculty are not adequately updated. This conclusion is supported by the management of the faculty, who said that they have not had any new programs since 2014.

> One of the interviewees from IT businesses says that the graduates they employ need extra trainings: *"The trainings last 3 to 6 months, but in most cases 6 months and this is for mainly elementary things."* Another interviewee states that the graduates employed *"Have issues with communication and soft skills, until they click with the team. Private college students have better soft skills, they create stories and sell everything, but programmers are very introverted, and in some cases, they don't even know English."*

On the other hand students agree with this statement of the business representatives, with 46% of the respondents saying they don't know what skills are required by potential employers.

We can conclude that in this program the discrepancy between the opinions of the parties involved on the match between the skills gained from the study program to the labour market needs, is not that great and as a result easily solvable.

Faculty of Electrical and Computer Engineering – Electro Engineering program

The professors and management of the program Electro Engineering say that the programs are built in compliance with the National Qualifications Framework and that the curricula are harmonized with professional international standards.

During the drafting of the program, the professors and management of Electro Engineering program are supposed to include the labour market needs in order to receive accreditation for the program. Before a program is established/continued, they consult the Industrial Board, from whom they receive comments for classes or programs. Most of the professors of this program have an extensive background from the industry and can give the industry's comments.

There's no measurement of the labour market demand for students who graduate from Electro Engineering, but the professors emphasize that the market needs more graduates than they can produce.

The fact that it's taken for granted in Kosovo that there's a huge demand for electro engineers, could to some degree justify the lack of invitations for businesses to be included in drafting programs. One of the interviewees from businesses said:

> "Formally we did not have any request for inclusion. We have some employees who work in the program, and they can contribute, but not the company directly."-

The syllabi of the program are in fact the most detailed displays of the program, since according to the professors themselves, they are copied and adjusted. In an interesting wording, a professor explains this process:

> "...we have used the best practices from European and global countries, in creating syllabi but we are considerate not to make this process just copy and paste. This process goes through copy then edit, so we review it, and then paste. So, we edit these syllabi and programs to practically tailor them to our context, for the local and international [labour] market, and then we click paste." – PROFESSOR IN ELECTRO ENGINEERING

Since 2014, there have been no new programs established in this faculty, just updates of existing programs.

The syllabi of the program, according to the professors and faculty management, are drafted by the professors of the classes, based on international standards. The professors of this faculty say they follow IEEE recommendations (Institute of Electrical and Electronics Engineers) on how to draft a program. They also usually adapt the curricula from universities such as Vienna, Zagreb, or Ljubljana.

Despite the ascertainment of the professors of this program that the syllabi of the program are in compliance with international standards, potential employers emphasize the lack of practical skills of students and practical knowledge of machinery and work tools.

> "In the theoretical aspect they are well-prepared, but they have difficulty applying that to real life. They are well-prepared to use technology and foreign languages, but they have difficulty with knowledge about equipment" – REPRESENTATIVE OF AN ELECTRO ENGINEERING COMPANY

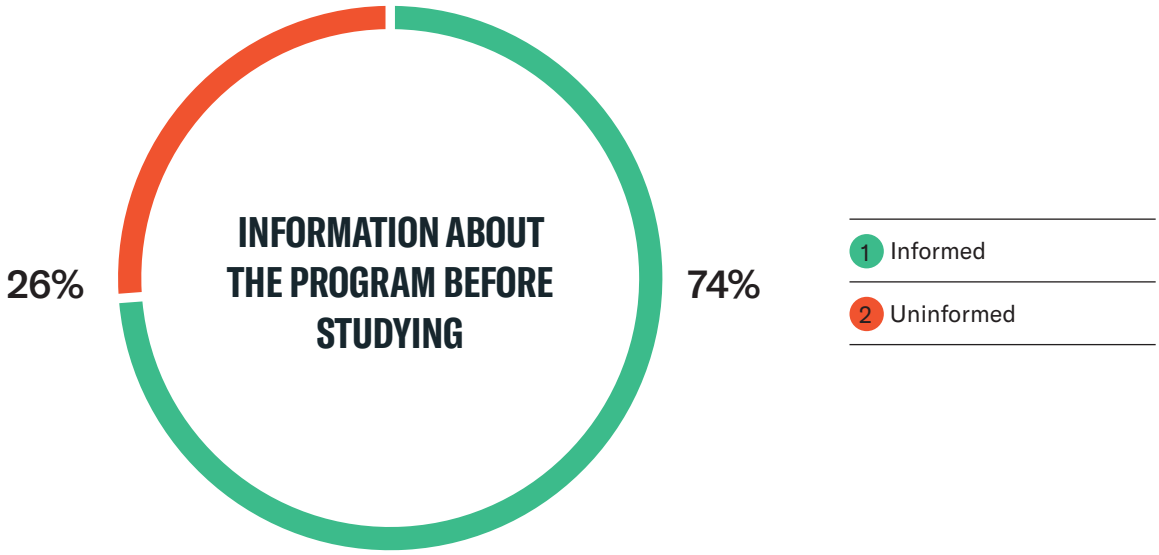
Students are also aware that they lack some practical skills for the labour market. When the students were asked how much they think the learning outcome of "Graduates will analyse and specify equipment for monitoring, control, and defence of electro engineering system" was achieved, 26% said that this learning outcome was not achieved at all, or just partially, while 32% think this was halfway achieved.

Third year students of this program were asked if they were priorly informed about the program and the skills they will gain after finishing their studies, and 73% of them said that they were informed, and that the main source of information was their family, alumni, and academic staff.

As seen above we can conclude that in this program the discrepancy between the opinions of the parties involved on the match between the skills gained from the study program to the labour market needs, is not that great and as a result easily solvable. This discrepancy is even smaller than in the Computer Engineering program within the same faculty.

FIGURE 7.

Electro Engineering students' information on the program before they started studying



Faculty of Philology – Journalism program

In the Faculty of Philology, the development and approval of new study programs is done in compliance with the established standards set by the Commission for Studies, the Faculty Council, the Office for Academic Development, and the Office for Quality in the central level of UP. According to the faculty management, they take into consideration the labour market needs, the recommendations of the Advisory Body, and the standards of the European Area for Higher Education, as well as comments from alumni and experts' recommendations for accreditation procedures of similar programs.

During the drafting of the program, professors and management are supposed to include the labour market needs in order to receive accreditation for that program. Before they open a new program, they consult the Advisory Body[11].

On the other hand, none of the businesses interviewed were ever consulted by the university or the Faculty of Philology in drafting the Journalism program.

> "Officially no. There's very limited communication with the program's academic staff." – REPRESENTATIVE OF A MEDIA COMPANY

According to the management of the Faculty of Philology, it is impossible to open a new program based on the professors' need for classes. The data for the labour market are gathered from the Advisory Board and the alumni according to the management.

This claim will be taken for granted, considering that the composition of this Advisory Board is not public, and we also do not know the methodology of the data gathering.

The professors of this program emphasize that there is not enough data on the labour market needs or the trends of the industry, but they measure this based on the saturation of the market.

> "The program is done through a calculation of labour market needs, and the Journalism program had 250 students annually 5-6 years ago, then we noticed that the market was getting saturated and decreased the quotas, and now we accept 120 students only."
> – PROFESSOR IN THE JOURNALISM PROGRAM

All three media companies interviewed agree that the mismatch between the skills gained by students and the needs of the media market in Kosovo are diametral.

One of the interviewees said:

> "Students differ individually. They don't have any practical knowledge on journalism. They don't know some of the ways to do journalism. When the students come from a very theoretical background, they don't have the flexibility or creativity for the way things go in journalism. Journalism evolves, the study programs don't frequently. In this program they learn for print media, while there's no print media in Kosovo anymore. They learn about layout, which is not needed anymore."
> - REPRESENTATIVE OF A MEDIA COMPANY

A representative from another business similarly concludes:

> "We get students, they are below average for TV, while for online media they are a bit more prepared even though they think that they need to write as for a newspaper, and that the text for TV and online media should be smaller. They don't know that the text for TV, the way you report differs (in writing, on the phone, with an interview). The visual aspect they cannot do; technical things, recording (cooperation with cameramen), editing, reading – they lack in all of those. They have confused the structure of the news with what is practiced in newspapers, even though there are no more printed papers in Kosovo." "
> - REPRESENTATIVE OF A MEDIA COMPANY

11 Advisory body or industrial board are supposed to be part of each academic unit/faculty and have the same function

The students of this program should be more critical in evaluating the achievement of learning outcomes. More than four in five students (86%) think that the learning outcome to gain "knowledge and skills in radiojournalism" is fully or partially achieved. None of them think that this outcome was achieved to some degree or not achieved at all.

The situation is even more concerning when the respondents were asked if the learning outcome to gain "knowledge and skills in television journalism", 85% responded that the outcome was achieved fully or almost fully. Again, none of them think that this outcome was achieved to some degree or not achieved at all.

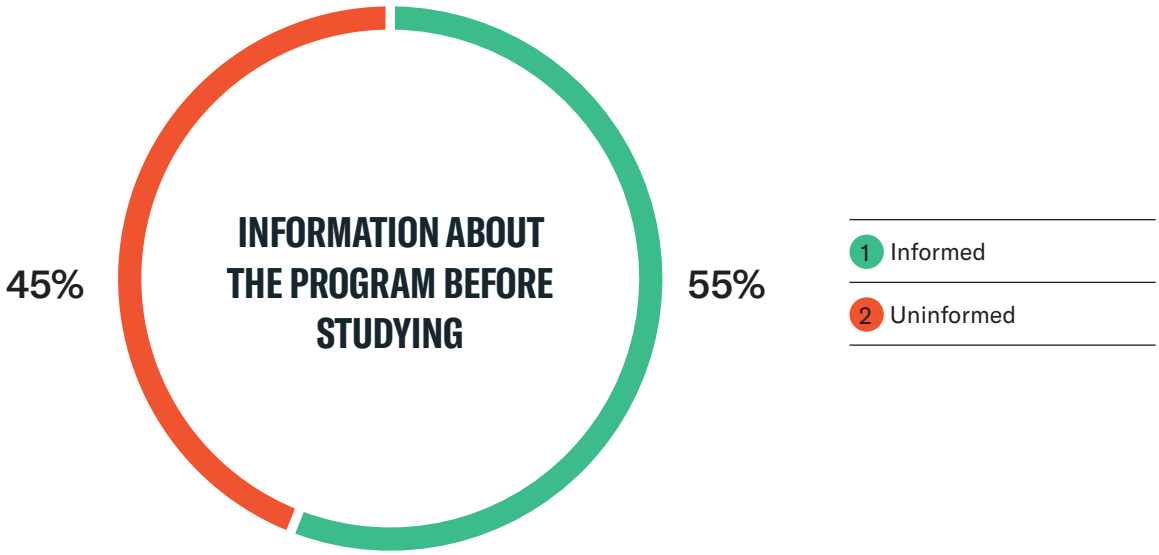
The academic staff of this program appears confused too. One of the interviewees said that the student during their studies should

> *"build critical thinking on media content, develop public communication skills, develop skills on creating public relations campaigns, gain skills of creating content for television and radio".*

Students were also asked if they were priorly informed about the program and the skills they will gain after they finish their studies, and 55% of them said yes, and that the primary source of information was academic staff of the program, and friends who had earlier studied in the same program.

FIGURE 8.

Journalism students' information on the program before they started studying



As seen above we can conclude that in this program the discrepancy between the opinions of the parties involved on the match between the skills gained from the study program to the labour market needs, is great and as a result radical intervention is required. What is most concerning in this program compared to the Banks, Finances, and Accounting students, is the lack of critical thinking from the student respondents, where in quite a lot of the learning outcomes, the number of people who said that they had not been achieved at all or partially, is zero (Table 4).[12]

TO EACH THEIR OWN - THE SURVEY REVEALS DISPARITIES BETWEEN STUDENT EXPECTATIONS AND WHAT IS OFFERED IN THE UNIVERSITY

First year students of the four study programs were asked on the reasons behind their choice of study program, their previous knowledge for the program, their expectations from the program and what they expect to work after completing their studies.

The students of the last year of four programs were surveyed on the reason behind their selection of the study program, and their expectations from the program and what they expect to work after finishing their studies.

Compared to above, or the stakeholders' answers (mainly businesses) the mismatch between what students expect to learn after they finish their studies and what is offered in universities is noticeable. The optimism and enthusiasm of the students to have expectations without prior formal information from a relevant institution, should be further studied.

Faculty of Economics – Banks, Finances, and Accounting program

We have surveyed 20 first year students from the Banks, Finances, and Accounting program. When asked why they picked this study program, the students stressed some key ideas, which include the labour market for this profession, their desire to work in this sector, and because they had prior knowledge in this program that they wanted to build on.

When asked what they expect to learn specifically from the program, the students answered that among others they want to learn about working in a bank, in accounting, managing skills, use of statistics, to be able to do financial analyses.

Students also were asked if they were priorly informed about the program and the skills they will gain after they finish the program, and 50% of them said yes, and that the main source of information was their family. The lack of career guidance and open days in universities for proper informing of students before they start studies, could contribute to the wrong and uninformed selection of study programs.

36 last year students were surveyed on the reason behind their selection of the study program, where they said that they were interested in this program, there's a labour market demand.

Following are the students' opinion on how much the learning outcomes were achieved.

12 See page 32 "Faculty of Philology – Journalism program".

TABLE 1.

Responses of the students of the program Banks, Finances, and Accounting, on how much they believe the learning outcome of the program was achieved

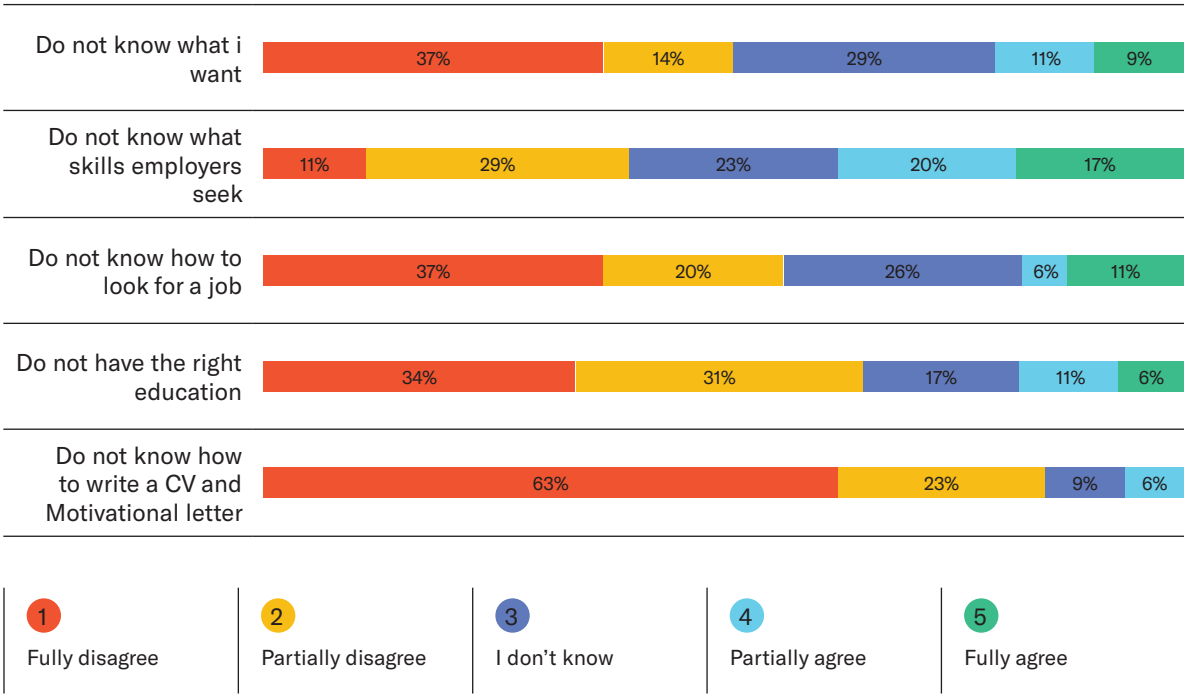
	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Demonstrate wide and coherent knowledge of theoretical and professional disciplines of banks, finances, investment analyses, portfolio management, accounting, economics, quantitative methods, law and the Industry of Financial Services, etc." How much do you think this outcome was achieved?	6%	22%	39%	31%	3%
"Exercise adequate judgement in a professional setting which emphasizes ethical and responsible decision-making." How much do you think this outcome was achieved?	6%	33%	19%	25%	17%
"Develop capacities to integrate their technical and conceptual knowledge, and interpersonal skills to effectively work in the Industry of Financial and Bank Services." How much do you think this outcome was achieved?	11%	28%	36%	19%	6%
"Gain and synthesize information in a complex professional environment." How much do you think this outcome was achieved?	8%	31%	39%	14%	8%
"Think in a critical and creative manner to identify the best solutions within the business limitations." How much do you think this outcome was achieved?	11%	17%	17%	39%	17%
"Work in collaboration with others to solve applied problems." How much do you think this outcome was achieved?	6%	17%	31%	25%	22%
"Communicate and explain technical specialized counsel, knowledge and ideas, to professionals and non-experts involved in the Industry of Financial Services." How much do you think this outcome was achieved?	11%	31%	28%	14%	17%
"Reflect on work practices, conceptual frameworks and reactions of the performance and continuous professional development of actions." How much do you think this outcome was achieved?	22%	31%	22%	19%	6%
"Develop necessary methodological competences to adequately understand new scientific findings in economics, conduct research, and continue further studies in the Master's program." How much do you think this outcome was achieved?	19%	33%	25%	14%	8%

The low percentages in both ends of the table (not achieved at all and achieved completely) could be telling on how the students of this program do not want to misrepresent themselves in a study for the skills they have gained, and they cannot declare that they are fully prepared for the labour market.

Students were also asked on the various challenges they face in achieving their career goals. They have said that they can draft CVs and motivational letters with no issue, but they lack information on what the employers seek.

FIGURE 9.

Banks, Finances, and Accounting program students' challenges in achieving their career goals.



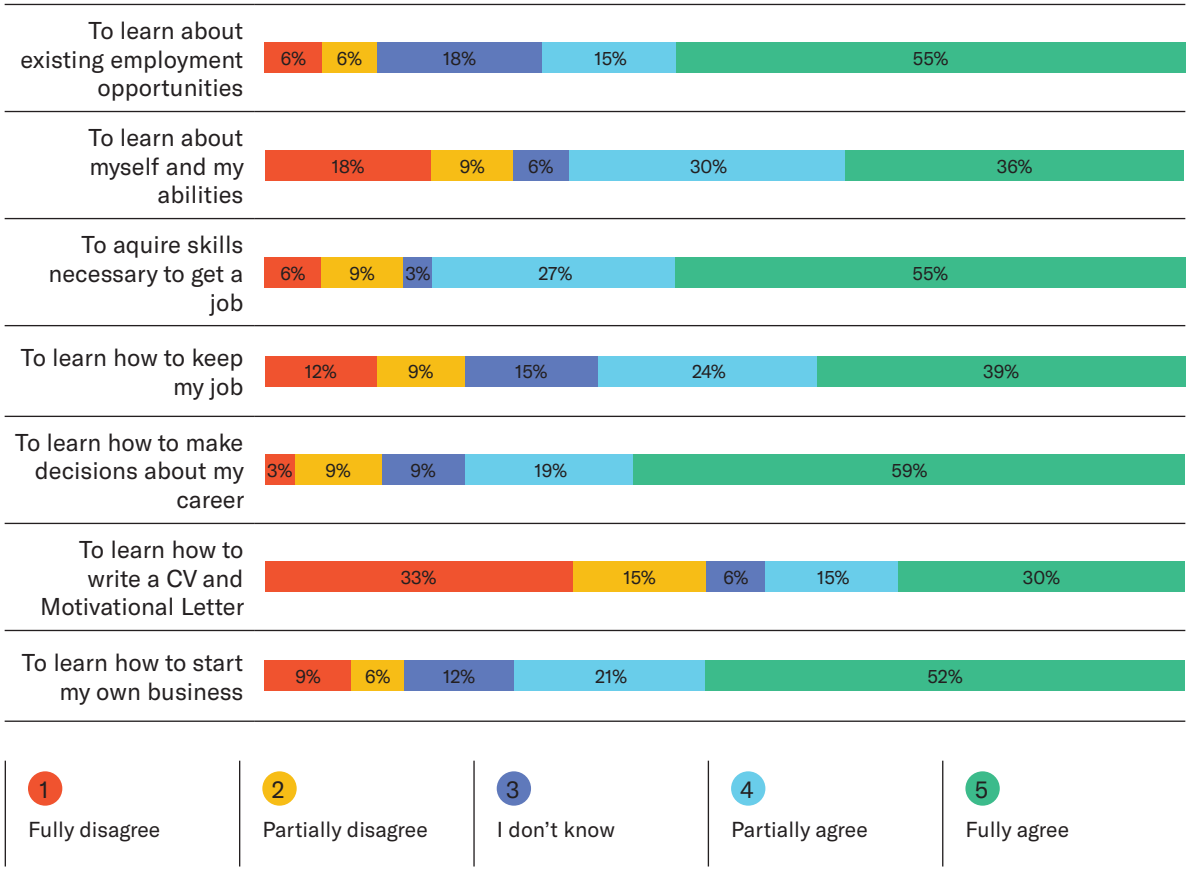
Source: survey data, ORCA (2021).

The mismatch between the perception of students and the businesses' opinions on the skills of the students, is even more noticeable through the above table (Table 1) and the declarations of their expectations for employment in their field. Over a third of the students of this program (37%) think they know exactly what they aim to do and that their expectation is to work as accountants or in a bank. On the other hand, the businesses interviewed have said that most students do not know even basic concepts needed for the sector.

Students were also asked on their need for improvement before they enter the labour market. They emphasized the need to learn how a private business is opened, how to learn the necessary skills for work and learn of new employment opportunities (Figure 10).

FIGURE 10.

Banks, Finances, and Accounting program students' needs for improvement before entering the labour market.



Source: survey data, ORCA (2021).

Faculty of Electrical and Computer Engineering – Computer Engineering program

We have surveyed 24 first year students from the Computer Engineering program. When asked why they picked this study program, according to the students, is because they liked the program, the many employment opportunities in the labour market after completing their studies.

When asked what they expect to learn specifically from the program, the students answered that among others they want to learn programming, analyses, design and creating hardware and software parts of computers.

Students also were asked if they were priorly informed about the program and the skills they will gain after they finish the program, and 71% of them said yes, and that the main source of information were alumni (family or friends).

28 last year students were surveyed on the reason behind their selection of the study program, where they said that they were interested in this program, there's a labour market demand, high income, and they were good at the core subjects of this program.

Following are the students' opinion on how much the learning outcomes were achieved.

TABLE 2.

Responses of the students of the program Computer Engineering on how much they believe the learning outcome of the program was achieved

	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Analyse in a critical and creative manner the problems in computer and software engineering and offer solutions through use of Information and Technology techniques." How much do you think this outcome was achieved?	3%	11%	21%	54%	11%
"Undertake an investigative approach towards solutions that should be offered through IT use." How much do you think this outcome was achieved?	3%	11%	25%	50%	11%
"Recognize basic problems and principles of various tools used in IT." How much do you think this outcome was achieved?	11%	7%	25%	36%	21%
"Demonstrate an advanced level of scientific knowledge in the field of Computer and Software Engineering and their selected field (specialization)." How much do you think this outcome was achieved?	11%	7%	46%	29%	7%
"Demonstrate originality in applying gained knowledge and practical understanding to finding and solving problems and works independently in planning and implementing research." How much do you think this outcome was achieved?	7%	14%	25%	32%	22%
"Critically analyses scientific theories, models, concepts, and techniques from the selected field." How much do you think this outcome was achieved?	0%	11%	43%	36%	10%
"Reads critically and evaluated the results of qualitative and quantitative research from the selected field." How much do you think this outcome was achieved?	7%	11%	32%	32%	18%
"Communicates efficiently and convincingly, both orally and in writing." How much do you think this outcome was achieved?	7%	21%	18%	36%	18%
"Drafts projects to solve problems in various fields of Computer and Software Engineering." How much do you think this outcome was achieved?	7%	18%	14%	39%	22%
"Offers advice and expertise in the field of Computer and Software Engineering." How much do you think this outcome was achieved?	11%	14%	28%	29%	18%

	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Analyses IT requests considering the needs of the consumers and implements these requests in a practical manner." How much do you think this outcome was achieved?	21%	14%	32%	22%	11%
"Analyses, models, abstracts and implements business and technical aspects in the IT projects." How much do you think this outcome was achieved?	11%	21%	32%	25%	11%
"Quickly recognizes specialized topics to understand the complex technical interrelationships in the business environment." How much do you think this outcome was achieved?	14%	18%	39%	18%	11%
"Discovers methods to support their strategy in their workplace and the needs for processing information in order to optimize complex processes through use of the latest information technology." How much do you think this outcome was achieved?	14%	14%	40%	25%	7%
"Analyses and projects software systems and their interaction scenarios. " How much do you think this outcome was achieved?	11%	11%	18%	46%	14%
"Identifies, discusses and solves potential conflicts and possible misunderstandings between businesses and technology in a technical and interpersonal level and takes preventative measures." How much do you think this outcome was achieved?	11%	14%	32%	32%	11%
"Communicates with technical and non-technical professionals, represents technical information in a manner that is understandable for non-technical staff and contributes constructively in ensuring positive cooperation between teams." How much do you think this outcome was achieved?	7%	14%	25%	47%	7%
"Implements an interdisciplinary approach in making IT systems." How much do you think this outcome was achieved?	4%	11%	36%	28%	21%

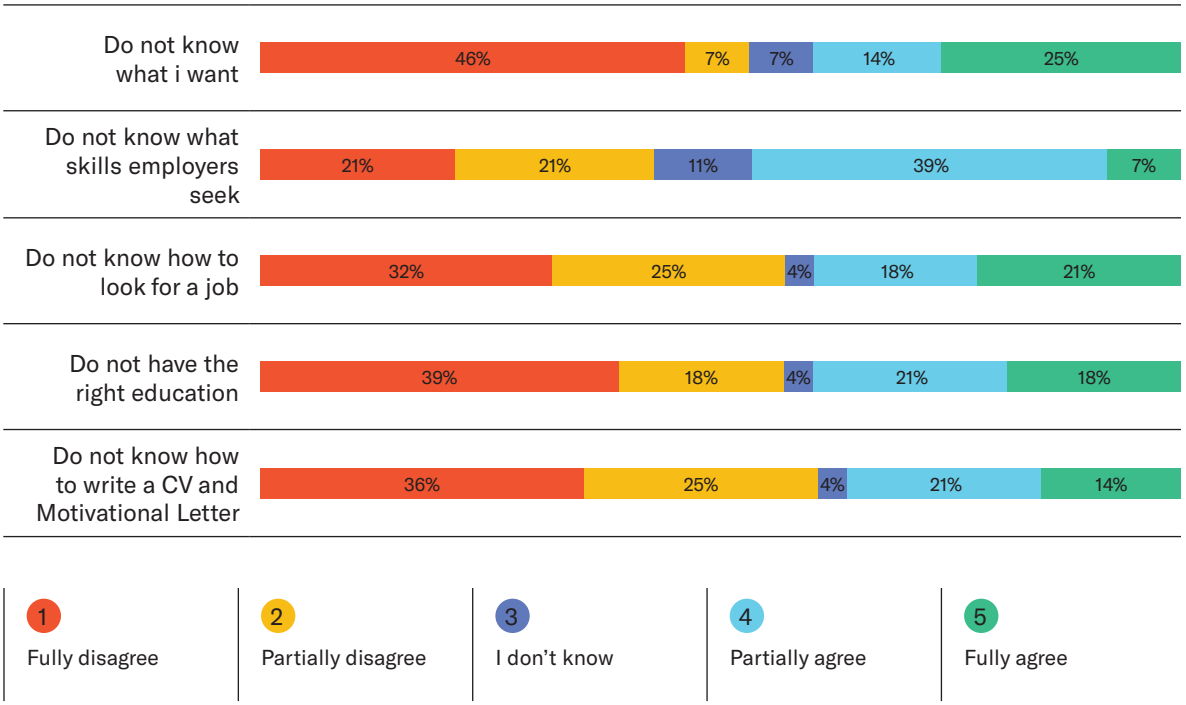
Source: survey data, ORCA (2021).

With high percentages concentrated on the achieved mostly answers, the students of the Computer Engineering program appear optimistic for the specific achievements of the goal of their study program. The businesses interviewed from this sector have almost fully confirmed the fact that the students of this program are prepared.

Students were also asked on the various challenges they face in achieving their career goals. They have said that they can draft CVs and motivational letters with no issue, but they lack information on how to find a job or what they want to do.

FIGURE 11.

Computer Engineering program students' challenges in achieving their career goals



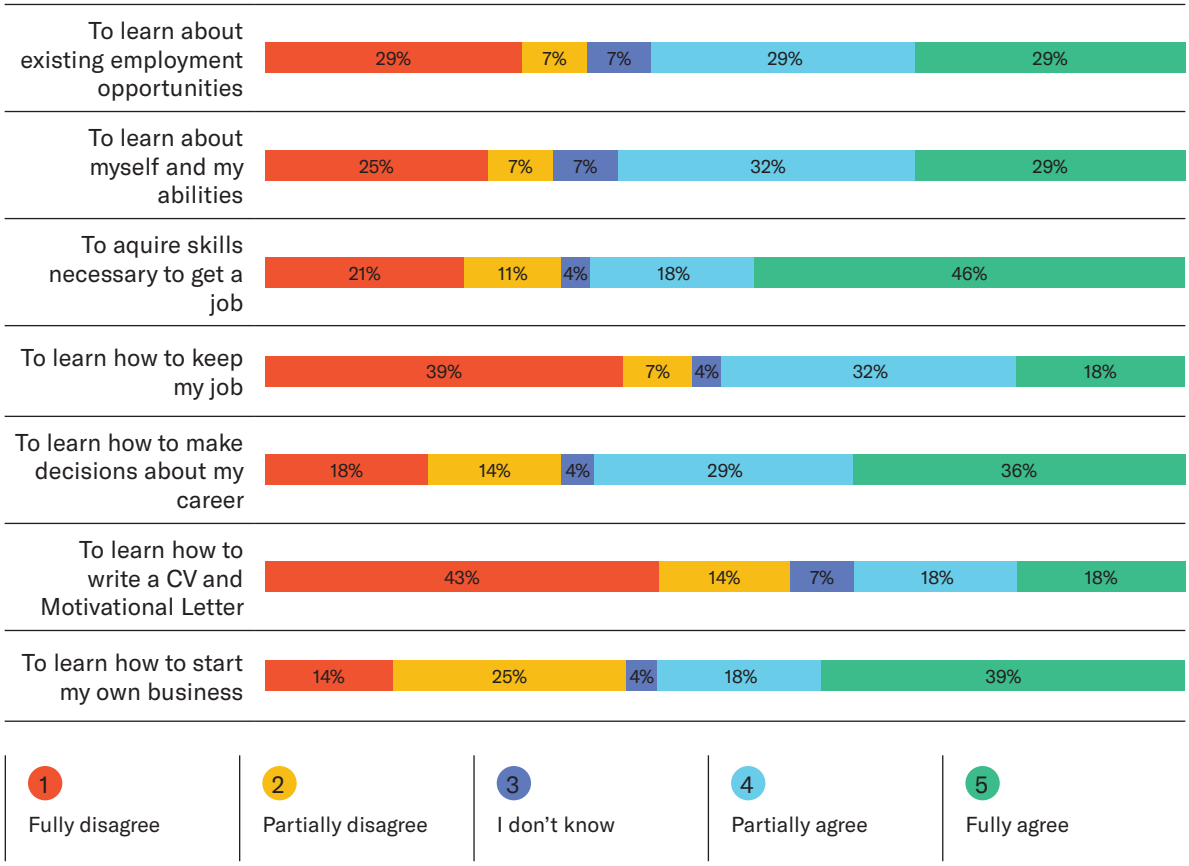
Source: survey data, ORCA (2021).

One business in the sector of programming refuted the claims of students on the soft skills they possess. The representative of this business said: "The student must have the potential to learn but must also have soft skills, which are not at the right level". Anyhow this can be easily solved, since businesses in general have said that the students are professionally prepared and if they lack any skills, they ensure that they are trained additionally.

Students were also asked on their need for improvement before they enter the labour market. They emphasized the need to learn how a private business is opened and how to take career decisions.

FIGURE 12.

Computer Engineering program students' needs for improvement before entering the labour market



Source: survey data, ORCA (2021).

Faculty of Electrical and Computer Engineering – Electro engineering program

We have surveyed 13 first year students from the Electro Engineering program. When asked why they picked this study program, according to the students, is because of employment opportunities, and their desire to study this field.

When asked what they expect to learn specifically from the program, the students answered that among others they want to learn more about electricity, electrical networks and equipment, how electricity is distributed, electrical installations, how to generate electricity from renewable resources, how to solve engineering problems.

Students also were asked if they were priorly informed about the program and the skills they will gain after they finish the program, and only 30% of them said yes, and that the main source of information were their family or the internet.

Professors believe that students are informed to some degree but not fully. Some students also do not have knowledge about theoretical concepts.

> "They are [informed] satisfactorily, but there are others, a small percentage, that have missed the point, they don't have the correct information, they think we produce electricity here." – ELECTRO ENGINEERING PROFESSOR.

19 last year students were surveyed, and on their expectations for employment post-graduation they said that they want to be employed in their field of study, i.e., electrical engineering.

Following are the students' opinion on how much the learning outcomes were achieved.

TABELA 3.

Electro engineering program students' challenges in achieving their career goals

	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Prepare students for professional careers and further studies in the field of electrical engineering." How much do you think this outcome was achieved?	5%	21%	32%	32%	10%
"Graduates should be competent in understanding the work of the complex system of electro engineering." How much do you think this outcome was achieved?	10%	16%	26%	32%	16%
"Graduates should gain deeper knowledge of generation, transmission, distribution and use of electrical energy." How much do you think this outcome was achieved?	5%	11%	37%	21%	26%
"Graduates must be able to specify equipment for monitoring, control and defence of electro engineering systems." How much do you think this outcome was achieved?	0%	26%	42%	16%	16%
"Graduates must be able to evaluate and identify factors that impact on the sustainability and stability of electro engineering systems." How much do you think this outcome was achieved?	5%	5%	37%	37%	16%

	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Graduates must be able to draft plans and projections of transmission networks, distribution networks and electro engineering plants." How much do you think this outcome was achieved?	21%	16%	32%	21%	10%
"Graduates will apply mathematical and engineering knowledge in an efficient and sustainable way in operation the electro engineering system." How much do you think this outcome was achieved?	0%	16%	16%	47%	21%
"Graduates will analyse and specify equipment for monitoring, control, and defence of electro engineering system." How much do you think this outcome was achieved?	5%	21%	32%	26%	16%
"Graduates will identify, formulate and solve problems in the fields of: projecting, operating and managing generation, transmission networks, distribution networks, and use of electricity." How much do you think this outcome was achieved?	5%	26%	16%	42%	11%
"Will empower and develop critical thinking, professional approach in solving issues in the field of electro engineering." How much do you think this outcome was achieved?	0%	16%	42%	21%	21%

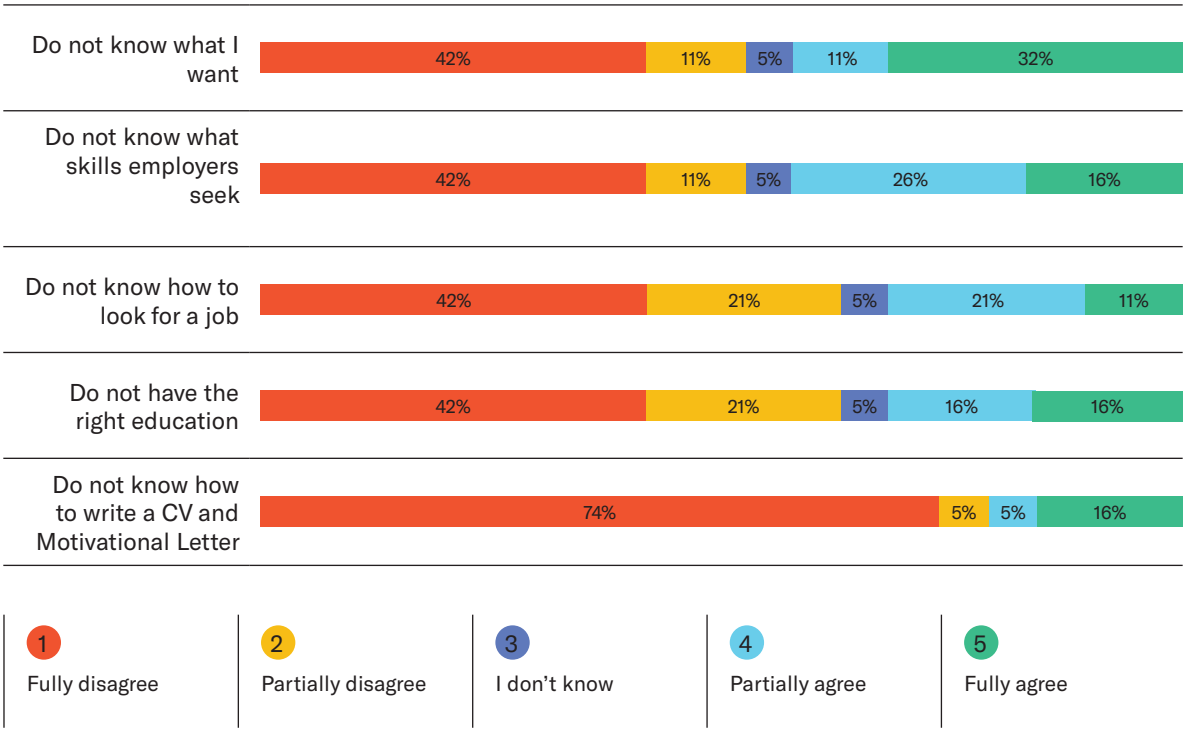
Source: survey data, ORCA (2021).

As mentioned in the previous chapter for the same program, from the 'confrontation' of the stakeholders (management of faculty, professors, students, businesses) it is noticeable that the discrepancy between the skills gained, and the labour market needs is not big in this study program. Thus, the declarations of the students on the achievement of the learning outcomes are mainly affirmative. Compared to the responses of the students of the Banks, Finances, and Accounting program, it is noticeable that the students of this program are more critical towards the program.

Students were also asked on the various challenges they face in achieving their career goals. They have said that they can draft CVs and motivational letters with no issue, but they lack information on what they want to do.

FIGURE 13.

Electro engineering program students' challenges in achieving their career goals.

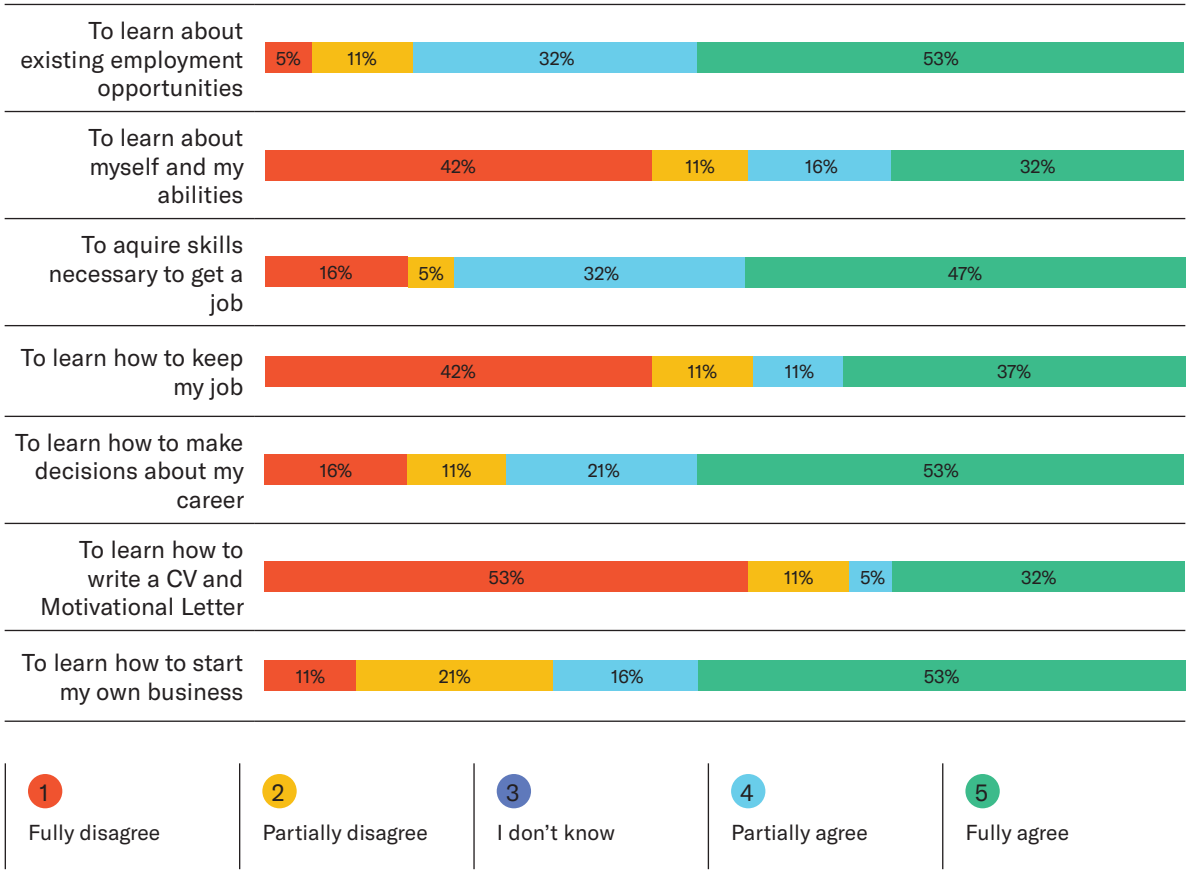


Source: survey data, ORCA (2021).

Students were also asked on their need for improvement before they enter the labour market. They emphasized the need to learn how a private business is opened, how to learn the necessary skills for work and learn of new employment opportunities.

FIGURE 14.

Electro engineering program students' needs for improvement before entering the labour market.



Source: survey data, ORCA (2021

Faculty of Philology – Journalism program

We have surveyed 34 first year students from the Journalism program. When asked why they picked this study program, according to the students, is because they want to be close to the news, to raise their voice for others, to discover the truth, to change the society's mentality, and to inform the public.

When asked what they expect to learn specifically from the program, the students answered that among others they want to learn how to be good journalists, how to write and report news, to develop critical thinking, to learn about ethics in journalism, how to debate, how a media functions, and develop technical skills for journalism (video, audio, web).

Students also were asked if they were priorly informed about the program and the skills they will gain after they finish the program, and 41% of them said yes, and that the main source of information were professors of the program.

The journalism students' expectation for employment post-graduation is in their profession, as journalists.

27 last year students were surveyed on the reason behind their selection of the study program, where they said that they were interested in this program,

they wanted to learn new things in various topics, to write about different topics, there's high benefits, there's a labour market demand, high income, and to inform the public with correct information.

Following are the students' opinion on how much the learning outcomes were achieved.

TABLE 4.

Responses of the students of the program Journalism on how much they believe the learning outcome of the program was achieved

	1 not achieved at all	2 achieved partially	3 halfway achieved	4 achieved mostly	5 achieved completely
"Reporting and writing news, through the classes Introduction to Journalism and Reporting." How much do you think this outcome was achieved?	0%	0%	7%	37%	56%
"Basic knowledge of Genres of Journalism" How much do you think this outcome was achieved?	0%	0%	0%	26%	74%
"Language skills through the class Language Culture" How much do you think this outcome was achieved?	7%	0%	41%	26%	26%
"Knowledge on Media Ethics " How much do you think this outcome was achieved?	0%	0%	4%	26%	70%
"Knowledge on Albanian and European Journalism history" How much do you think this outcome was achieved?	4%	4%	15%	33%	44%
"Learning the main theories on media study through Basics of Mass Communication" How much do you think this outcome was achieved?	0%	11%	26%	30%	33%
"Introducing students to academic research literature in the field of political communication which reflects and guides the theoretical development in this field; studying and applying research methods and management of political communication." How much do you think this outcome was achieved?	0%	0%	30%	44%	26%
"Investigative Journalism Skills" How much do you think this outcome was achieved?	4%	0%	11%	41%	44%
"Knowledge and skills in Radiojournalism" How much do you think this outcome was achieved?	0%	0%	15%	30%	55%
"Knowledge and skills in Television Journalism" How much do you think this outcome was achieved?	0%	0%	15%	44%	41%
"Knowledge and skills in New Media and Portals" How much do you think this outcome was achieved?	4%	0%	19%	26%	51%

Source: survey data, ORCA (2021).

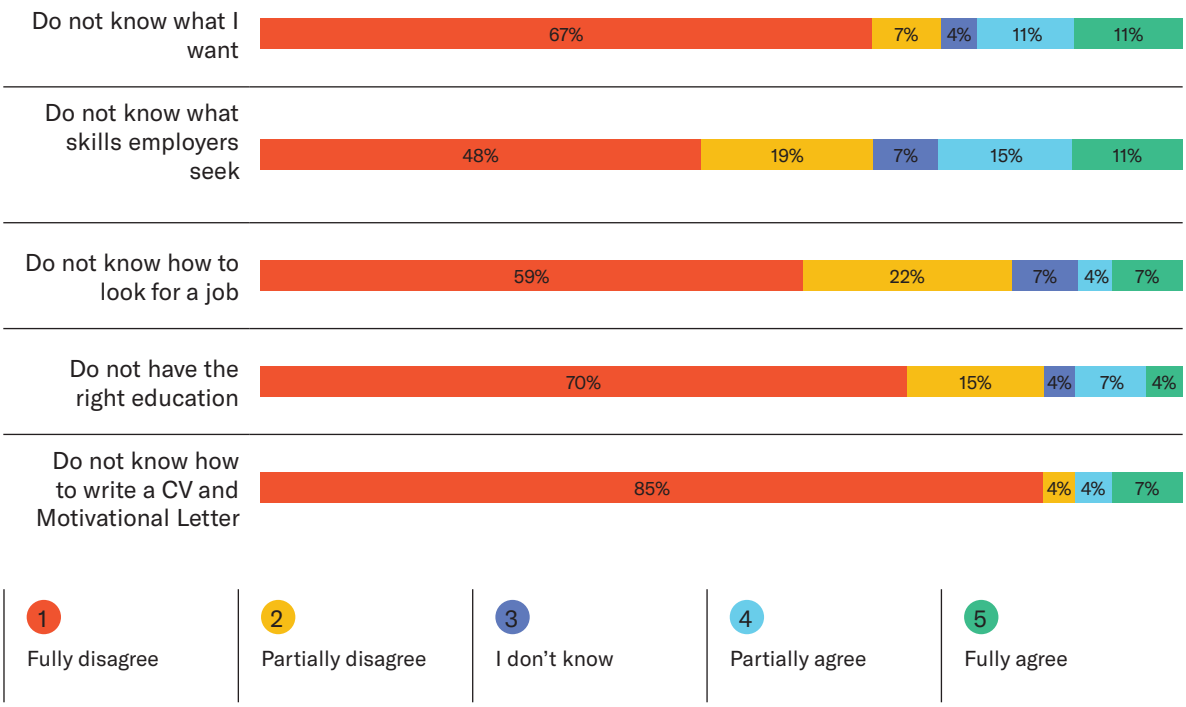
The harmony between the declarations of the professors on the achievement of learning outcomes and of the students who declare the same, is concerning when compared with the declarations of the media companies, who despite being interviewed separately, are consistent in one thing: that the professional preparation of students of this program is poor.

The high percentages concentrated on the higher achievement levels show that the parties involved, especially the management of this program, must reflect on the updated needs of journalism, otherwise the access to the labour market will become even more difficult.

Students were also asked on the various challenges they could face in achieving their career goals. They said they have no issue drafting CVs or motivational letters or identifying a job, or the skills needed for that job.

FIGURE 15.

Journalism program students' challenges in achieving their career goals



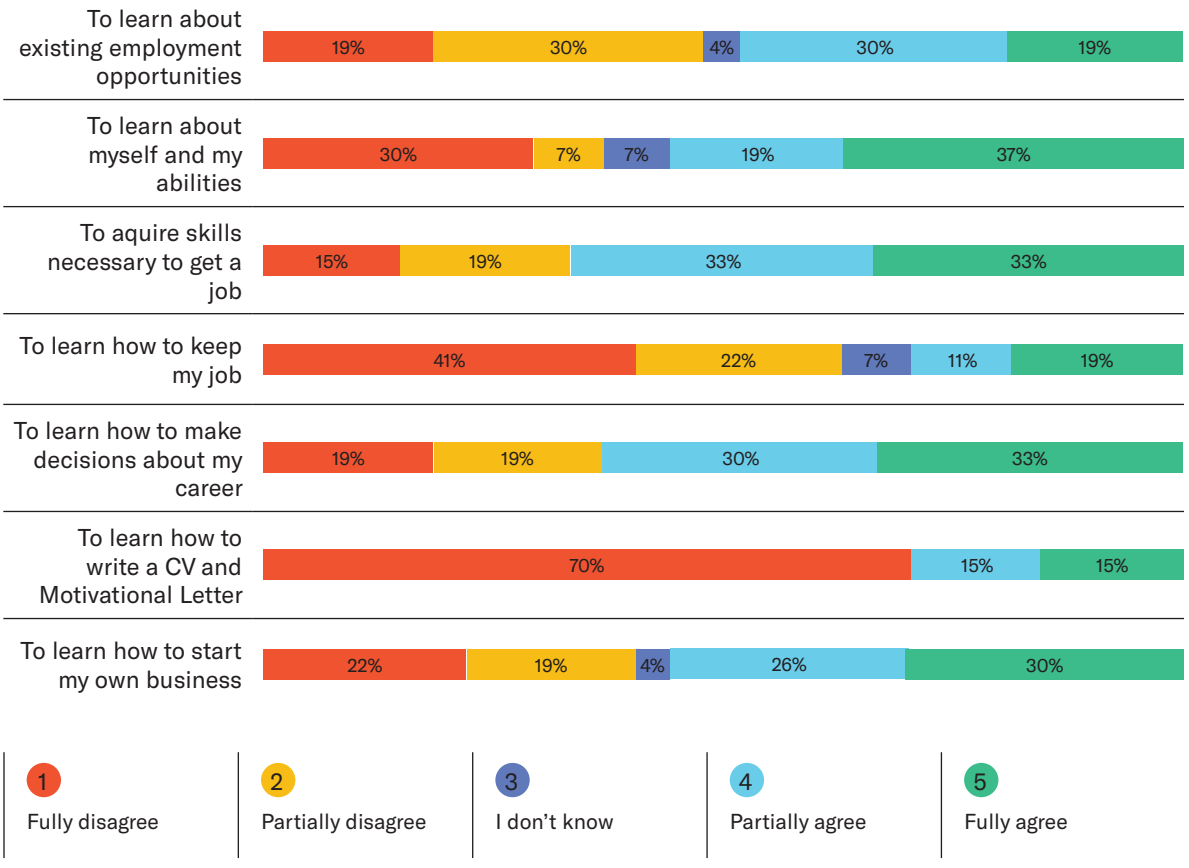
Source: survey data, ORCA (2021).

Similarly on soft skills, most of the students have declared that they have the necessary education or the necessary skills to look for a job, but the reality portrayed by the businesses/media interviewed is different. The students were also asked on their need for improvement before entering the labour market.

Most have emphasized the need to learn how to open a private business, how to learn the necessary skills for work, and how to take career decisions.

FIGURE 16.

Journalism program students' needs for improvement before entering the labour market



Source: survey data, ORCA (2021).

METHODOLOGY

This report aims to define the gap between the skills gained by students in public universities' programs and the labour market needs for those study programs.

To this end, ORCA has conducted a survey with students to understand the skills they have gained based on the curricula of their study programs, and their expectations for the labour market.

ORCA has also interviewed professors and management representatives from the University of Prishtina, to discuss the curricula offered and implemented by them, and their expectations for the skills gained by students in the programs they offer.

ORCA has also interviewed representatives of the Kosovo Accreditation Agency to discuss their evaluation process of these programs, and their expectations from the program in fulfilling the labour market needs.

We have also interviewed representatives of businesses in the respective fields, that hire the students who graduate in these study programs, about their expectations they have of the skills gained in the programs, the actual needs they have in their companies, and if they should be included in drafting curricula in the future.

For the purpose of this research, we have selected four study programs in the University of Prishtina:

- Banks, Finances, and Accounting;
- Journalism;
- Electro engineering;
- Computer Engineering.

SURVEY

About 25 students of each program were included in the survey, with minimal differences between programs in the size of the sample.

The students were selected based on the program they study and the year they are currently on. Gender balance was aimed, but some programs had more girl students. Other exclusionary criteria were not applied.

The survey for each study program included demographic questions such as: age, gender, study year, study program, city of birth, etc.

First year students were asked about their expectations for the program, what will they learn, what will they work in the future, and the reason why they chose this program.

Last year students had open ended questions on the reason they chose that study program, and what they want to work after they graduate. Then, they were presented with the 'aim of the program' listed in the curricula/self-evaluation report, and they assessed if that aim was achieved during their studies.

They were presented with the 'learning outcomes' of the program listed in the curricula/self-evaluation report, and the students assessed if that outcome was achieved during their studies.

In total 201 students were included in the survey. 91 from the first year, and 110 from the last year of studies.

TABLE 5.

Data on the students participating in the survey

	Banks, Finances, and Accounting	Electroengineering	Computer Engineering	Journalism	Total
First year	14 girls 6 boys	6 girls 7 boys	15 girls 9 boys	29 girls 5 boys	**91 students**
	20 total	13 total	24 total	34 total	
	Average age 19.2	Average age 18.6	Average age 18.6	Average age 18.7	
Last year	20 girls 16 boys	8 girls 11 boys	13 girls 15 boys	23 girls 4 boys	**110 students**
	36 total	19 total	28 total	27 total	
	Average age 21.8	Average age 22.5	Average age 21	Average age 20.7	

INTERVIEWS

TABLE 6.

Data on the interviewees

Professors	Faculty management	University management	Kosovo Accreditation Agency	Businesses
3 professors from the Banks, Finances, and Accounting program	1 representative of the management of the Faculty of Economics	2 vice-rectors	2 representatives of the Kosovo Accreditation Agency	2 representatives from banks
3 professors from the Electro engineering program	1 representative of the management of the Faculty of Electrical and Computer Engineering			2 representatives of businesses in the Electro engineering sector
3 professors from the Computer Engineering program	1 representative of the management of the Faculty of Electrical and Computer Engineering			3 representatives of businesses in the computer engineering sector
3 professors from the Journalism program	1 representative of the management of the Faculty of Philology			3 representatives from media

PROFESSORS

The interviews were conducted with three professors of each study program (12 in total). The professors were selected for interviews if they were full time academic staff in that program, and in some cases chairs of the program.

The professors were interviewed on the curricula of the program and on their specific classes. They explained their thought process when they draft their syllabi, the materials they use, and the literature they offer. They responded on the reason they lecture certain things, if they are more considerate of the theoretical or practical aspect, and if they are up to date on the labour market needs for the program they teach.

They also offered their opinion on the skills gained by the students, and if they are ready for the labour market after graduation.

UNIVERSITY MANAGEMENT

Two vice rectors dealing with academic issues were selected for interviews. The vice-deans for academic or student issues in the faculties where the four study programs are taught were selected for interviews.

The interviews with the university and faculties management included questions on the process of organizing teaching, the reason for specific organizations, or inclusion of certain classes or learning outcomes in the program when they apply for accreditation. They were interviewed on the aims of the programs, if they foresaw a more academic or industrial track, and if they considered feedback from the businesses corresponding to their study programs.

KOSOVO ACCREDITATION AGENCY

Two representatives from the KAA were interviewed on the accreditation process of programs, what they expect from the offered programs, the aspects they take into consideration during accreditation. They also spoke of receiving feedback from businesses corresponding with these study programs. They spoke of the evaluation process of the accredited programs, and if they receive evaluations from students on the skills gained, or other evaluation methods.

BUSINESSES

The companies were intentionally selected as the biggest companies in the sectors corresponding to the study programs selected for this study.

We interviewed two or three representatives of businesses for each study program. The interviews with businesses aimed to explain the process of hiring in this companies, the skills needed in those companies, and if there is need for improvement for students in those fields, the evaluation of the students and their results in the workplace.

They also spoke of the potential cooperation they have with universities and the KAA to inform them on the skills they expect from the graduates of these study programs.



Last year students had open ended questions on the reason they chose that study program, and what they want to work after they graduate. Then, they were presented with the ‘learning outcomes’ listed in the curricula/self-evaluation report, and they assessed if those learning outcomes were achieved during their studies.

	Questions	How much do you get consulted by the university during the drafting of the study program? How much is your input taken into consideration?	Does the KAA or MESTI gather data from you to look at the compatibility of programs with the labour market needs?	How much do you think students are prepared for the needs of the business?	Do you need to train your employees for skills they have not gained from their education?	If yes, which skills do the students coming from this program most lack?	Which concrete skills are needed for your business and are they included in the study program?	Is there a difference in skills between students of private colleges and students of public universities?	Which type of student do you employ the most and why?	Are you involved in any way within HEIs (as part of the industrial or advisory board)?	If yes, do you participate in drafting the mission and vision, or strategic plan?	Have you ever been invited as a guest speaker from the faculty or by any professor to share your experience with the students?	If yes, how frequently? Do you have a memorandum or was it a simple invitation (once)?	Do you have a memorandum of understanding with the university/faculty for students to do internships at your business?	If not, would you be willing to have a memorandum of understanding with the university/ faculty?
Journalism	Business #1	As far as I am informed, or my company is informed, we have never been invited to a consultation during the drafting of the program.	No.	"Students differ individually. They don't have any practical knowledge on journalism. They don't know some of the ways to do journalism. When the students come from a very theoretical background, they don't have the flexibility or creativity for the way things go in journalism. Journalism evolves, the study programs don't frequently. In this program they learn for print media, while there's no print media in Kosovo anymore. They learn about layout, which is not needed anymore. They are poor at communicating with others. How to write an email, how to approach institutions. Diction is missing, how to stand before the camera, how to talk before a camera, how to look good before the camera, how to look professional. They don't have TV or equipment in UP. A positive aspect in journalism in UP, is that students start working from the first year. ""If you're not employed by the third year, you have failed."" Media want fresh and energetic people who want to become journalists."	Yes, we train all new journalists that join us. Each media has its own way to operate. Each journalist needs a trial period. It's a complex undertaking. Personally I have mentored about 20 journalists. They need training on: how to identify news, how to structure news, what makes an article complete, how many sources to interview from all people involved in the article. Special trainings for TV presentation. Tricks: how to report before the camera (stand up), presentations to do during reporting. There's students who come very prepared, because they had internships elsewhere.	Reporting before the camera, they lack practice in the faculty. Gathering information from the scene. Analytical writing. Independent journalism. Students don't send their writing to media to test themselves if they will be published, they lack courage. There's a lack of cooperation between the university and the media. Foreign language knowledge, such as English.	Everyone needs editing, not just students. Students don't come with good writing skills, they have no idea about structure, or reporting. It's one of the first things requiring training. The most problematic skill is communicating with others, how to approach institutions, how to write to a politician, how to approach a person for an interview.	A college has practice opportunities for students, compared to UP. They come more prepared for the technical aspect of cameras. In the aspect of writing, for a slight nuance, UP is better.	50/50, but leaning more towards UP.	No, not in any way.	No.	I haven't, but from others in our company yes. We have cooperated occasionally, but I don't know if it was a direct invitation from UP. In principle, no.	Could have been a simple invitation.	I think earlier there was an agreement through a professor, that some students came for internships. It was individual, an initiative of the professor. Students don't come for internships for program needs.	Yes we are.
	Business #2	Us never. Not even in the training center, or when I was editor.	No, we have only had a few meetings in the Center for Career in UP. Not on the ministry or agency level.	Theoretically they are relatively good. But they lack practical skills. They have a lack of practical knowledge. For typical professions that are tied to radio, TV, etc. The center for professional training as a type of school. While with EBU (European Broadcasting Union) journalists of the company, cameramen, producers, etc. We train them from how to write news to journalism through the phone. There's a professional internship too.	It's automatically part of the contract, that they have to be trained. They always go through the training phase, unless they have prior work experience. There's internal trainings that we organize ourselves. Depending on the regulation, if we get an intern journalist, 3-6 months. For students we have some [training] packages of 2 weeks to 1 month, and then internship up to a year.	Mainly it's some practical skills. Concretely, writing news, not knowing languages. Structure is a serious problem, in online media they have issues. The program is very broad.	Spelling, talking clearly and nicely, good TV presentation. Problems in speaking, using dialects. They don't learn production. They are not very convincing in radiojournalism.	We have more journalists from private colleges. There are no noted differences, but for a nuance private colleges are better because of the good conditions [they have], they are more practically skilled. UP has gotten equipment late, but in theory they are better. In writing they are worse.	60% from private, 40% from public [universities]. We had an agreement with X [College] to educate our company's journalists who do not possess a diploma. The management placed them.	No.	No.	Yes, but not formally. Through journalists' experience.	Simple invitation. 4-5 times total.	We have one with the journalism department. The dean's office sends a list, they allow only students who have finished their exams to do an internship for program needs. But they also come individually. Happens in our company that they do extra internships apart from the mandatory one. We have a signed memorandum, that is renewed. We also have [agreements] for minorities too.	N/A.
	Business #3	Officially no. There's very limited communication with the program's academic staff.	No, never. Not the agency, or the ministry.	We get students, they are below average for TV, while for online media they are a bit more prepared even though they think that they need to write as for a newspaper, and that the text for TV and online media should be smaller. They don't know that the text for TV, the way you report differs (in writing, on the phone, with an interview). The visual aspect they cannot do; technical things, recording (cooperation with cameramen), editing, reading – they lack in all of those. They have confused the structure of the news with what is practiced in newspapers, even though there are no more printed papers in Kosovo.	Yes we train them, but there's no formal training, because they are initially hired as interns and then the first week we send them to the field with journalists. They are trained in the structure of a news article, and in taking statements. We also train them in coordinating video and news, and in directing/editing.	They lack technical skills, conducting news on the field, preparing a chronicle, the correct terminology for time and places, being unbiased for political, emotional, ethnic, localist tendencies, etc.	They need practice with a camera. I think journalism programs should have professors who have previously worked in TV.	There are no substantial differences. Those who have studied in private colleges are a bit more advanced in the technical aspect.	90% from public university, the rest from private colleges.	Not from online media or television.	We are not included.	Yes, some other editors of television and I. They have also come to the studio with students. They visit us occasionally.	2-3 times a year. Simple invitation.	We don't have an official one. But we mainly receive students from them. So the professors of the program refer the students to us.	Depends on the agreement. We don't have a lot of capacitiy for a lot of I nterns, but we would be okay with an agreement that is suitable for us.

	Questions	How much do you get consulted by the university during the drafting of the study program? How much is your input taken into consideration?	Does the KAA or MESTI gather data from you to look at the compatibility of programs with the labour market needs?	How much do you think students are prepared for the needs of the business?	Do you need to train your employees for skills they have not gained from their education?	If yes, which skills do the students coming from this program most lack?	Which concrete skills are needed for your business and are they included in the study program?	Is there a difference in skills between students of private colleges and students of public universities?	Which type of student do you employ the most and why?	Are you involved in any way within HEIs (as part of the industrial or advisory board)?	If yes, do you participate in drafting the mission and vision, or strategic plan?	Have you ever been invited as a guest speaker from the faculty or by any professor to share your experience with the students?	If yes, how frequently? Do you have a memorandum or was it a simple invitation (once)?	Do you have a memorandum of understanding with the university/faculty for students to do internships at your business?	If not, would you be willing to have a memorandum of understanding with the university/ faculty?
Computer Engineering	Business #1	I have received an invitation but I have turned it down, because I have an issue with the Computer Engineering [program]. 3 professors hold 20 classes. When I looked at the document/ invitation, I pulled out. Last year they held a roundtable discussion, which was poor. In the past 20 years, that was the only time they invited me.	No, never.	They are mainly not prepared. There are some really good students (individuals).	The trainings last 3 to 6 months, but in most cases 6 months and this is for mainly elementary things.	"50% general skills, how to behave, how to send an email, so soft skills or skills related to work. 50% lack technical skills, they don't know what ""front end, back end"" means, there's cases when they finished that class but were not familiar with the concepts even after joining our company."	"The necessary skills that are included in the program, but are not taught. We deal mainly with programming, software, but we also do web. The skills that they have in the program, for example the current one, it's a very good program on paper.. But the students don't have even 5% of those skills, because there's no one to teach them. The skills that the program has on paper would be enough, that's not the problem, but the students are not getting those skills. They don't even have general skills, for example, whoever finishes in Zagreb, is really good, within a month they'll know things, likewise for those who finish their studies in Sheffield, Canada, United States, but UP [students] are poor."	"From private colleges you can find students who are better at specific things than those in public universities. They are not abused with scientific classes such as physics or introductions to..., etc. Most students can focus on something they like to do, for example programming. They are not very general, they know programming but not much else. In UP, there's little programming, but in everything else they are better. If you want an engineer you get them from UP, because they have tired them by making them learning everything. While in [private] colleges you can get students better at programming. Sometimes I need engineers sometimes I need programmers."	I think we have more from private colleges. We did not discriminate, but they applied [more]. Some came with references. We do not focus on any of the education institutions, it all depends on the job type.	No I am not. Lately I was invited informally by the faculty, but we did not go.	No.	No I have never been invited by public universities, while I have been invited by almost all private colleges.	No.	We don't have a written [agreement] but students come individually to do the internship they need for their studies. They come with word of mouth, not from the university.	In principle, yes.
	Business #2	We have not been invited for consultations, neither as a company nor personally. My business has been functioning for five years now.	No they never have, not from the company or me personally.	"In general students receive a base of knowledge, when it comes to theory they are good, in mathematics they are good, we build upon them a profile of the company. They do not fulfil our needs immediately. In general we are satisfied with them, there's a match, but there are some new technologies that are trendy and they are not familiar with them. Our company is mainly dealing with software, we work with data, we have a very specialized product, we do data analysis, selective analysis, software engineering, data science."	"Yes they need training, no matter what university they come from, joining a company is a transition. The person is presented with the way we work, the expectations of the company and of the person. The training is 1.5 months, but it goes towards your internship, and then another two months and they come out as 'junior developers'. 1.5 months they are in training/internship, the total focus is practice. So far there are three trainings: 'front end', 'back end', and 'data engineering'. There are two perspectives during the training: one as 'developer' and the other as 'data'. They have issues with communication and soft skills, until they click with the team. Private college students have better soft skills, they create stories and sell everything, but programmers are very introverted, and in some cases, they don't even know English."	"They don't feel free to ask questions, they are not used to ask a lot of questions and receive answers such as ""I don't know"". They have issues with presenting their work and English is sometimes an issue. In our company we have 'buddies', who show the new students the daily workings of the workplace."	"Programming in 'Object Oriented Programming', 'Algorithms', and structure of data, mathematics, analysis (calculus oriented in practice), algebra (discreet mathematics), theory of groups, graphs, probability statistics, probability theory, web programming (it's broad in the university), for example you need web programming, you can specify that, and 'mobile' to be added again. 'Data Science' matches Financial Mathematics. They know how to get knowledge from data, to apply algorithms, mathematical models, etc. The Faculty of Electrical and Computer Engineering is oriented towards hardware. "	Private college students have better 'soft skills'. Mathematics students are better at algorithms, while colleges are better at coding, but private colleges cannot teach students about algorithms, while maths/ engineering students can reach private college levels. Anyway, UP does not have a good trend.	50/50. In the last training we had 18 people. They mainly came from public universities and some from private [colleges].	No, but I plan to propose that I get included.	No.	No. This would be very positive if it would happen. The faculties must link more with the industry.	Never.	No we do not. Small companies in Munchen would hire candidates even while they were students. We are interested in hiring students, but it requires a lot of time and energy, and that's why we haven't done it yet. After they finish their studies we have also hired interns, and they've done their thesis at our company.	"In the future when our company grows we aim to get a lot of interns for their program needs. "
	Business #3	We have never been invited for consultations or something similar.	No, none of these institutions have ever invited us, apart from the Agency of Statistics who had some irrelevant questions for the functional programs.	They are on average well prepared. We believe that computer engineering is not only preparing them for programming, but also giving them other supporting tools.	We do work methodology trainings. Both technical and of internal organizations. Students have baggage. When they are doing an internship, they stay for 3 months.	General knowledge with new software technology, how to get data, etc. Soft skills, communication, is very poor - this is very important for the organization, how you receive a request, a job, how you submit a task, etc. I think they should also improve in English.	80% of languages are included in the study program, but they need better organizational culture.	From public universities they have more general knowledge (deep thinking), otherwise they're mainly the same to private college students.	Most of them come from public universities.	We are not involved, not as a company or personally, and for this we have never been invited.	No.	No.	0	We do not have a formal agreement, but we have contact with one of the professors. Whose students come to us to do their internships.	Of course. With pleasure.

	Questions	How much do you get consulted by the university during the drafting of the study program? How much is your input taken into consideration?	Does the KAA or MESTI gather data from you to look at the compatibility of programs with the labour market needs?	How much do you think students are prepared for the needs of the business?	Do you need to train your employees for skills they have not gained from their education?	If yes, which skills do the students coming from this program most lack?	Which concrete skills are needed for your business and are they included in the study program?	Is there a difference in skills between students of private colleges and students of public universities?	Which type of student do you employ the most and why?	Are you involved in any way within HEIs (as part of the industrial or advisory board)?	If yes, do you participate in drafting the mission and vision, or strategic plan?	Have you ever been invited as a guest speaker from the faculty or by any professor to share your experience with the students?	If yes, how frequently? Do you have a memorandum or was it a simple invitation (once)?	Do you have a memorandum of understanding with the university/faculty for students to do internships at your business?	If not, would you be willing to have a memorandum of understanding with the university/ faculty?
Banks, Finances, and Accounting	Business #1	Lately with private colleges we have talked for a cooperation for the workplan of the program. There was also a presentation once for which we gave comments but I don't know if they were taken into consideration. Private colleges have tried really hard to include us in drafting the programs.	They don't receive data from us because we have not been contacted.	Little. In the theoretical aspect there's a lot of room for improvement. They are not on the level of students you can talk to about bank systems. The student must have the potential to learn but must also have soft skills, which they do not have at the right level. We train them about organizational culture, communication, initiative. 1 in 10 are good, they fulfil basic needs. They lack costumer service skills.	The training is done in the workplace, they learn the first bank principles. We have to train them every time, they don't even know what a bank is, the level of the concepts is very poor. This is a result of people who are in the industry not being part of universities.	Our priority is the potential, the curiosity to learn because they lack curiosity. They have no vision for their career, they have no work habits. They lack in taking responsibilites and in managing time. They have no technical skills, they don't know how to work with Excel or MS Office. They only use the internet to get information. Private colleges in this aspect are more prepared, they interact more, they do presentations, they have debates and better communication, they know MS Office better. Their English is 3 out of 10.	We invite them for interviews to discuss on a professional level, which they do not have. They do not know how to discuss about economics, how banks impact the economy, society, corporation responsibilities. Students understand these a few years later. When they have finished the Faculty of Economics, they don't know them. They don't know if savings are assets or obligations for banks. They have no problem-solving analytical skills, communication skills, etc.	Depends on the programs. Private colleges are better in soft skills because they work in groups, they push them to think. In public [universities] they work more for a grade, as a result they are more hard-working and try harder.	In the past two years it's 50/50, because private colleges approached the bank to have cooperation to hire their students. Private colleges were more dedicated, while public universities appear not to care.	We are not involved.	No.	Yes, we have been several times. In UP for example since the signing of the memorandum with the Center for Career Development we aim to make a llink between practice and theory. We have gone both to the faculty and the Center.	At least once a year in public [universities], while with private colleges we have long-term agreements. With UP we do not, it's just a practice of cooperation. They invite us to all [trade] fairs, when there's topics for their students but we mainly go for our needs. When we need students in the banks, excellent students that we need for projects we take lists of students and then select a few. We recruit from the university, so we take a student and train them for specific things/.	We have a memorandum for internship, mainly for internships that lead to employment. There's also credits needed from the internship. It's part of the memorandum.	We are willing to have a similar agreement to what we already have.
	Business #2	I have 14 years' experience [in this sector] and only a year ago, before the [Covid-19] pandemic started, a professor in the Master level (in plan with the Central Bank), invited us to talk about the need for this profile in a panel with foreigners. This invitation was ad-hoc, just to support them. This was when they had accreditation experts present, so they asked input from us, but without prior planning.	No, never.	They are very poorly prepared, if not at all. They have theoretical knowledge, but they don't know the bank's role. They get stuck a lot, they have no practical knowledge, all theoretical, they get stuck on basic things such as how the bank operates, or what a bank is. Other skills are also poor, for example their English is very poor. The Banks and Finances department has huge shortcomings, the students have no critical thinking for what they learn.	We mainly take candidates who have potential, but don't have the skills. We train them for 6 months, out of those, 3 months are mainly for non-banking topics but for work ethics, critical thinking, financial mathematics, banking system. They get a work contract from the beginning, they get hired but they don't work.	They mainly don't know how banks work. They are tested for their logic and maths, and about 5 or 6 candidates can pass the test. It has not happened yet that a student from Kosovo knows 3-4 basic concepts with which banks operate, while when they come from other countries, they do.	The company needs candidates who have skills on critical thinking, maths, logic, etc. Students have not had practical knowledge on accounting, have issues with soft skills, with English. Even though Accounting is taught in the program, the students are very bad at it.	In Kosovo, private colleges are worse than public colleges, apart from X college. They are better prepared because private colleges are much worse.	We hire more public university students.	No, we are not. There were some initiatives from the former rector of UP, but we are still not.	No.	Yes frequently, but mainly with the request of our bank. Anyhow, very few professors are included.	We have been invited in some lectures of some professors. We have an agreement with the UP Rectorate and every time we have asked for lists of scholarship [excellent] students they have immediately responded, especially the Center for Career Development. So we have received answers to our requests, more than initiatives from them, even though the agreement with the central level of the university exists.	Part of the agreement was that the bank supports and hires students on need-basis and based on the criteria of the bank. We take up to 100 students annually, as interns. 20 of them can become part of the hiring program (training), they get paid 200 euros.	There is an agreement.

	Questions	How much do you get consulted by the university during the drafting of the study program? How much is your input taken into consideration?	Does the KAA or MESTI gather data from you to look at the compatibility of programs with the labour market needs?	How much do you think students are prepared for the needs of the business?	Do you need to train your employees for skills they have not gained from their education?	If yes, which skills do the students coming from this program most lack?	Which concrete skills are needed for your business and are they included in the study program?	Is there a difference in skills between students of private colleges and students of public universities?	Which type of student do you employ the most and why?	Are you involved in any way within HEIs (as part of the industrial or advisory board)?	If yes, do you participate in drafting the mission and vision, or strategic plan?	Have you ever been invited as a guest speaker from the faculty or by any professor to share your experience with the students?	If yes, how frequently? Do you have a memorandum or was it a simple invitation (once)?	Do you have a memorandum of understanding with the university/faculty for students to do internships at your business?	If not, would you be willing to have a memorandum of understanding with the university/ faculty?
Electro Engineering	Business #1	Formally we did not have any request for inclusion. We have some employees who work in the program, and they can contribute, but not the company directly.	We have not been contacted by the Agency or the Ministry. We were invited by UP for institutional accreditation. While in the faculty, the international expert asked us about the re-accreditation of the electro engineering program. The questions were along the "how satisfied are you with the students who graduate from this university", and if we are included in the study program.	Students that we have here are in general from electro engineering. In the theoretical aspect they are well prepared, but they face difficulty in applying that to the real world. They are well prepared in using technology and foreign languages. They have difficulty with equipment. We take third year students, while they are studying, and if they complete their training well, they get hired. The biggest number of those that were employed in the company are over 52%, but there's also others who are continuing master studies. We now have the 7th generation, and we have employed them all (20 people).	We have had a training center for 8 generations and for 6 months they have a low intensity internship. The modules are oriented towards the work nature.	Applying skills to real life, adjusting to the field work, soft skills, organizing projects, communication.	Theoretical engineering exists, with extra trainings, and support from senior staff, you can cover it. But maybe the current programs need updating. The students don't know SCADA technology.	In soft skills private college students are better, in software computer engineering. While in the engineering aspect, public university students are way better (incomparable to private college students) - they can adjust easily.	Almost all are from the Electro Engineering program in the Faculty of Electrical and Computer Engineering [in the University of Prishtina].	Not formally or in any other way.	No.	Apart from those who are adjunct staff [in the program], we have not been invited. We have representatives when there are presentations or papers in conferences, but not invited as speakers to share their experience to students.	Formally never, apart from cases previously mentioned.	They finish their program required internship at our company, they come through the university or even self-initiative. We had a memorandum with UP for all academic units, but we did not renew it last year. The memorandum says that UP provides the students, the company covers the cost, the students finish their internship, gain the credits, and defend their internship together with us (2 [representatives] from the company, 1 from the university). The initiative always came from the company, both with MESTI and the university.	We already have one.
	Business #2	As a company directly, we are not. Through staff that we have on the inside [of the program], there's input. We have never been invited for this. I have been in the Human Resources since 2018. In Electro Engineering [program] in 2019 they had a workshop on the labour market with the academic staff and the UP rector in the Center for Career Development.	No, we have not been invited. When it was accreditation period, we went to the faculty and we had a virtual meeting with a Bulgarian or Romanian expert of accreditation for electro engineering companies. In the meeting there were no professors, just companies that deal with electro engineering.	They are well prepared in the general aspect of engineering. The program is satisfactory in linking theory with practice.	Experienced engineers are like mentors to interns. Students have general knowledge, but they need materialization of theory. Professional practice from the faculty is very brief, and very narrow, they need to master working methods, cooperation, and independent work. The mentor, and then job safety, and then other trainings. We do external trainings, but also trainings by internal staff, we have annual trainings for staff.	Students need to develop skills for independent work. Going from drawings and schemes, to physical real work. From the university to substation, they need to be trained. They don't know the physical equipment, in planning practices they are poor, they need training. The phases of using equipment (planning, etc.). Operating in real time they are bad at, the maintenance of transmission systems, developing projects, applying softwares for control, testing, defence, etc. With the development of technology, the need for training is continuous.	Preparing tender files. The development of electricity market. The renewable sources energy, because the company is in transmission. The impact on the environment. Other skills apart from the ones mentioned in the previous answer (physical plants). Apart from basic classes, there are 12 other classes that are directly linked to the company's needs. In general the Electro Engineering program in UP is compatible with our company.	One private college has a similar program titled Electrical Energy, we accept the student from that program, and administration is more emphasized in private colleges. In public [universities] is engineering. Sometimes colleges are in advantage even though currently we don't have any students from private colleges. Computer sciences are better, non-technical sciences as well, in the programming aspect private colleges are more at an advantage. Electro Engineering in public universities is way better.	We have not hired any students from private colleges that have finished electro [engineering] but we do have some who have studied computer sciences.	No, we are not.	No.	No. It's been a few years since one of my colleagues was at a private college in a lecture in the scope of a summer school.	Only individual invitations.	"We have a memorandum with the Faculty of Electrical and Computer Engineering in UP and X College, a memorandum of understanding. We provide professional internships for students of other profiles, if we have any space even if we don't have agreements. We have 2 types of internships, an internship based on the curricula (of the classes), 120 hours of practice in 3 weeks or 1 month if they're from construction [program]. Third year or master [students]. The other internship is 3-6 months, depending on the projects. We have agreements for scholarships, there's a call for applications with our company's criteria, the commission is joint and we have 10 scholarships for the moment. We cannot force them to come [work] at our company, but most do and they get employed. They do finish their professional internships here."	n.a







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