

## Concept Note

Proposal by OEK for establishing a system for monitoring manpower training requirements for Kosovo

### **1 Introduction**

- 1.1 In Kosovo there is now growing awareness by government and social partners of the contribution of quality manpower to the competitiveness of enterprises, economic growth and broader social development. Enhancing the competitive position of Kosovo's enterprises will require skilled managers and workers. This has significant implications for training of the workforce on both sides of the spectrum: *demand* side (knowledge and skills required by the enterprises) and *supply* side (training offer provided by education and training bodies – both public and private); and the fit between the two.
- 1.2 Traditionally, training providers have been responsible for undertaking training needs' analysis (TNA) and translating this into training design and delivery. Despite this, employers express concern that the outputs from the training system do not sufficiently meet their needs. A cross-stakeholder plan in Kosovo identifies the need for a national data system based on labour market and skill needs' analyses with a particular objective to increase knowledge and competences for the evolving market economy.<sup>1</sup>
- 1.3 OEK, as Kosovo's representative of employers to the Tri-partite Advisory Council intends to take an initiative to develop a national system for training needs analysis in cooperation with its partners.

### **2. Aim and objective**

<sup>1</sup> Mainstreaming with Europe: an adult learning strategy for Kosovo (2005-2015). ESOK. Prishtina. April 2004.

- 2.1 The aim of the project (establishment of a training needs' assessment system) is to contribute to the wider effort of Kosovo in developing a functioning market economy where quality manpower is central to enterprise competitiveness.
- 2.2 The objective of the project is to establish an information resource and analytical capacity which can reconcile the supply-demand concerns for workforce training in Kosovo contributing to more efficiency and effectiveness in training delivery by public and private training providers.
- 2.3 This aim of this note is to share OEK ideas and consult with partner stakeholders, as a first step in moving forward with the project proposal.

### **3. Measures for consideration**

#### ***Establishment of a National Training Needs' Analysis Centre***

- 3.1 A national training needs analysis centre will be established. It will report to the Interim National Skills Board (and its successor institution).
- 3.2 The Centre's key task will be to ensure a regular and systematic assessment of training needs of the labour market and to communicate these needs to the range of different stakeholders.
- 3.3 The Centre will develop TNA methods and through a network of Training Needs Analysts, undertake training needs analysis and assess on-going training with particular reference to its appropriateness and relevance to changing economic environment.
- 3.4 Particular attention will be given to selected economic sectors demonstrating growth or growth potential and defined within a Centre strategy and work plan.

#### ***Lead role of employers' organisation***

- 3.5 The Training Needs Analysis Centre will be lead by the OEK as the national employers organization.
- 3.6 Initially, the Centre's activities will be located at OEK (or another location) but with a perspective for eventual merging of the centre within a wider, more comprehensive national data, information and research environment for labour market analysis, and monitoring of skills needs trends and learner requirements.<sup>2</sup>

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<sup>2</sup> The Ministry of Labour and Social Welfare is proposing to establish a Workforce Development Research Centre, a tri-partite institution whose responsibility will be to develop workforce information, research and analysis as a key body for development of labour market, employment

- 3.7 Responsibility and lead role for training needs analysis will remain with OEK.

***Centre strategy, work plan, financing***

- 3.8 A first step in establishing a national training needs assessment service will be the development of a strategy and operational plan. The strategy should detail the objectives, priorities and means to achieve the objectives. It should also include conditionalities, expected commitments and endorsement by the national stakeholders.
- 3.9 Operational plans will be drawn up bi-annually and detail the measures, financing requirements, including stakeholder financing and other commitments to ensure effective and efficient services of the Centre.
- 3.10 A key element in the first strategic plan will be 'set-up': establishment of the centre's operations and infrastructure requirements that will require capital investment.
- 3.11 Assuming stakeholder agreement and endorsement of the plan, support from the EU will be sought in 2005.

***National TNA Committee***

- 3.12 A national TNA Committee will be established. Its core task will be to provide a consultation forum for all issues regarding training needs and skills forecasting and ensure that training needs are communicated to all relevant organisations and partners.
- 3.13 The National TNA Committee will liaise and be represented on key bodies concerned with workforce development in Kosovo.
- 3.14 The National TNA Committee will comprise the following organizations: OEK, BSPK, employer associations, employment service, education services, Ministry of Trade and Industry, representation of private and NGO training providers and vocational guidance service.

***Training Needs Analysts***

- 3.15 The Centre will establish a network of Training Needs Analysts. The analysts will be sourced from organizations and institutions providing training, including representatives from enterprises appointed by employers and employees organizations.

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and training policy. The TNA Centre would eventually be integrated within the Workforce Development Research Centre.

- 3.16 An initial training plan, to be followed with annual professional development arrangements for the training needs analysts group, will be agreed and implemented.
- 3.17 To ensure professionalism and recognition of the importance of training needs assessment to training design and effective delivery, the Centre may consider establishing an accreditation framework for training needs' analysts.

### **TNA methodology**

- 3.18 The Centre will establish a range of methods for determining training needs. These will reflect the range of activities (of different constituents and interest groups concerned with workforce development and human resources development), e.g.
- enterprise business planning;
  - labour market analysis;
  - skills forecasting;
  - education and training services' development.
- 3.19 The Centre may need to consider developing capacity in training needs investigation and analysis across a range of information sources:
- enterprise surveys;
  - interviews (enterprise managers, HR personnel, employees);
  - sector surveys;
  - focus groups;
  - employee performance reviews;
  - work samples;
  - testing arrangements;
  - analysis of skills' levels and standards from other jurisdictions;
  - relevant literature and 'best practice' information.
- 3.20 Information will need to be cross-referenced and shared with data on training needs assessment of individuals out of work or about to enter or re-enter the labour market (school leavers, university graduates, women returners). Cooperation with the employment and vocational guidance and counselling services will therefore be important.
- 3.21 All training needs analysis should be undertaken in conjunction with professionally accredited training providers and involve, *inter alia*:
- assessment of job requirements (task analysis), including level and standard of trade skills required. This will include assessment of basic skills (literacy, numeracy, teamwork, problem solving, generic technology skills);
  - knowledge and information required to perform the job e.g regulatory requirements, health and safety issues, (content analysis);
  - assessment of existing workers' knowledge and skills set against new requirements, with detailed identification of skills gaps;
  - consideration of range of training options, including ex ante cost-benefit analysis (return on investment);
  - implications of new training requirements for learner target groups (trainee analysis), teachers and instructors (trainer analysis).

- 3.22 All training needs' analysis will make recommendations regarding training design and delivery medium (instruction, group work, self-learning, workshops, lectures and ICT learning etc.)

***Standards and quality of training***

- 3.23 In respect of training needs' assessments, information on quality and standards of training required by employers will be critical to the conclusions and recommendations to be transferred by the Centre to training providers. In this respect, the Centre will submit all relevant reports to the Interim National Skills board (and its successor institution).
- 3.24 More specifically, the Centre will cooperate with and contribute to the work of the Board's Vocational Standards Committees by committing sector experts from industry, commerce and service sectors (representing employers) to participate on the VSCs.

***Cooperation***

- 3.25 The TNA centre will directly cooperate with other key institutions contributing to labour market and workforce development. In particular, the Centre will cooperate directly with the Central Employment Office in respect of labour market data and information, Statistics Office of Kosovo, Ministry of Trade and Industry, Ministry of Education, Science and Technology, enterprise associations, research bodies and other public and private bodies concerned with data and intelligence on education and training for the workplace.
- 3.26 Liaison with regional and international bodies concerned with statistics and information on workforce development will also be important.

***Website – information, communication, dissemination***

- 3.27 The results of the TNAs will be systematically logged and made available to the training community (website to be considered) to ensure that training providers are regularly and systematically informed of training requirements and can take measures to meet demand through revised training design and delivery.

#### **4. Next steps**

- 4.1 This note will be shared with key partners to workforce development in Kosovo with a view to establishing consensus on the proposal develop a professional training needs analysis framework for Kosovo.
- 4.2 Assuming agreement, the proposal will be put forward for inclusion in the wider plan for development of adult learning in Kosovo where financing and staffing arrangements, to include appointment of staff from various stakeholder institutions, will be considered

#### **5. Contact**

Further information on this proposal may be had by contacting the following:

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