

IMPACT OF ACCREDITATION PROCESS ON QUALITY IMPROVEMENT IN VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN KOSOVO

Assoc. Prof. Dr. Zenun Halili
Faculty of Philosophy, University of Prishtina“ Hasan Pristina”- Kosovo

Anita Rukovci
Senior monitoring official at National Qualifications Authority - Kosovo

Abstract

This research work outlines a brief overview of vocational education, at the level of upper secondary education and vocational training, with particular focus on the impact of the accreditation process on quality assurance in Vocational Education and Training Institutions in Kosovo. Accreditation of programs, courses and qualifications/certifications provided to students is very important for quality assurance. Over the last decade, minimum standards for Vocational Education and Training Institutions have become the basis for accreditation of programs in most countries around the world. Program accreditation is defined as a process in which a regulatory body conducts a systematic evaluation of curricula to determine whether they meet or are not in accordance with established standards. Kosovo as a country with a young population, since its independence in 2008, has experienced sustainable economic growth; however, it continues to be one of the poorest countries in Europe. While responsibility for such a situation can be divided into many dimensions, the results of this research work have suggested that the right address to look for solutions to the problem is vocational education and training. Vocational Education and Training Institutions in Kosovo constantly strive to prepare labor market candidates by equipping them with the appropriate skills and treating the quality assurance process as their primary responsibility.

Keywords: VETI, accreditation, quality assurance, validation.

INTRODUCTION

The aim of this research work has been to examine and analyze a hot topic for the time period we are in, such as the impact of the accreditation process on quality enhancement in Vocational Education and Training institutions in the Republic of Kosovo. Vocational Education and Training Institutions aim to prepare students/candidates in the best way they can for the labor market. The Law 04/L-138 on Vocational Education and Training (VET) in Kosovo states that VETs *aim to equip students/candidates with the knowledge, skills and competencies demanded in particular occupations or beyond in the labor market*. Referring to the same law, the functioning and organization of these institutions is regulated by legal documents which provide for the synchronization of theoretical skills with practical work. To see how serious an institution is, besides the professional qualification of the staff, we also take a look at the quality level. In this perspective, according to Law 03/L-60 of the National Qualifications Framework (NQF), quality assurance refers to the process by which the quality and compliance of qualification, assessment and certification standards are maintained. In Kosovo, the National Qualifications Authority (NQA) is an independent public institution responsible for developing and maintaining the National Qualifications Framework (NQF) and delivering qualifications within the framework.

KAA offers opportunities for Kosovo youth to be validated in many professions while their achievements are recognized and accepted by all. So, one of the main criteria of the NQF is matching of qualifications with the labor market demands. The National Qualifications Framework, by its criteria, provides that institutions wishing to develop a qualification must provide evidence that qualification is

needed in the labor market. The National Qualifications Framework consists of eight levels at which qualifications and modules can be grouped. These levels are defined by formulating the level descriptors and are divided into three components: knowledge, skills and competences.

The National Qualifications Framework (NQF) developed in harmony with the European Qualifications Framework (EQF) constitutes the basis for mutual cooperation and recognition. The NQF and EQF Liaison Process is useful in almost all social, economic and political spheres. EQF is a common European framework of reference, which links the qualifications systems of different European countries and serves as a tool to make qualifications more readable and comprehensible by different European countries and systems. It has two main goals: to promote people's mobility across countries and enable lifelong learning.

The process of accreditation and quality enhancement in Vocational Education and Training Institutions in Kosovo is a challenge for the time we are living in, given their professional qualifications and their relevance to the labor market which is strongly linked to the improvement of knowledge and skills of individuals and their employment. Quality Assurance in Vocational Education and Training in Kosovo is organized through a validation and accreditation process that includes internal and external quality assurance. Although these two processes are interrelated, external quality assurance in Kosovo has only been started by the NQA through experts in the professional field, while internal quality assurance is provided by the VET institutions themselves. VETI is thus subject to external accreditation process, namely institutional and program accreditation. In both cases, vocational education and training institutions prepare application materials and their self-assessment reports, which are then submitted to the NQA for review. In the application review phase, experts in the professional field carry out visits to vocational education and training institutions.

Accreditation is defined as the process *by which the National Qualification Authority designates the institutions that evaluate candidates and issue certificates and diplomas (evaluation institutions) and any other body performing other functions on behalf of the NQA. Accredited institutions should be subject to monitoring and auditing by the KAA (Law no. 03/L-060).* Almost all vocational education and training systems in European countries today are closely linked to the accreditation process in order to increase the quality of their institutions and the efficiency of this process. So, quality assurance is a mechanism that helps vocational schools and all VETIs to improve quality in Vocational Education, through adequate training, self-assessment reports, accreditation and monitoring process, the awareness of the management staff, etc.

METHODOLOGY

This study utilized a mixed research approach with quantitative and qualitative data, which included analysis of policies, laws, administrative regulations, statutes and study programs, as well as the attitudes of directors/coordinators, teachers/trainers. According to Creswell (2012) mixed methods help us in justifying a consistent rationale for both sets of data at the same time. During the analysis of the data collected, mechanisms for quality assurance in Vocational Education and Training and their impact were identified in improving the quality.

Population and sample

The research population constitutes of directors, coordinators and quality teachers/trainers of vocational education and training institutions, and the population was accessed through a random sample, where the respondents have a common characteristic, that is, they are all employees of the institutions of Vocational Education and Training. The research involved 150 participants, 86 teachers, 13 coordinators, 31 trainers and 20 principals.

Table: 1: Description of gender, experience and position.

Variable	Frequency	Valid percentage
Female	61	40.7%
Male	89	59.3%
Total	150	100%
Experience in education		
1 - 5 years	19	12.7%
6 - 10 years	36	24.0%
11 - 20 years	42	28.0%
21 or more	53	35.3%
Total	150	100%
Institution		
Public/private provider inst.	72	48.0%
Private inst. (school)	33	22.0%
Public inst. (school)	9	6.0%
Central or local inst.	36	24.0%
Total	150	100%
Function		
Director	20	13.3%
Coordinator	13	8.7%
Trainer	31	20.7%
Teacher	86	57.3%
Total	150	100%

From the data in Table 1, it results that 53 teachers (35.3%) with 21 years and over, 42 teachers (28%) with 11-20 years of educational experience, 36 teachers (24%) with 6- 10 years and 19 or 12.7% of them with initial 1-5 years of experience.

Data collection method

Data collection from directors, coordinators, teachers/trainers was carried out through questionnaire technique in VET institutions. The questionnaire was of closed type with pre-structured answers whereby each question represents a variable. The questionnaire consisted of 12 questions containing statements on the impact of accreditation on quality assurance. The interview was conducted individually, with each director or principal and each coordinator being allowed to reflect in their own way, and the questions were organized into a protocol that was meticulously applied in each interview. Both principals and coordinators reflected on the role of accreditation in enhancing the quality of VET institutions, emphasizing that accreditation ensures the quality, transparency, credibility and value of diplomas/certificates.

Theoretical review

The focus on quality in education and training has increased over the last decade, and this is expected to continue as the demand for transparency, better communication of learning outcomes and improved monitoring and evaluation of education and training is increasing worldwide (Galvão, 2014). Accreditation of programs, courses and qualifications/certifications offered to students is very important, as Vocational Education and Training (VET) can play a central role in preparing young people for work, developing adult skills and responding to labor market needs (Podail&Hrmo, 2013). A study published by the European Center for Vocational Development and Training (CEDEFOP, 2009) states that *the accreditation process is very important for quality assurance*. As this research shows, in

many European Union countries, the Accreditation Process as an external mechanism has had a significant impact on quality improvement.

It is important to understand that in today's globalization, the development and growth of countries around the world depend on certain conditions. Among those conditions are the educational systems of those countries, including Vocational Education and Training. In an article titled "Quality Assurance in Vocational Education and Training in the Mediterranean Region: Lessons from the European Approach" published in *European Journal of Education* Masson (et. al. 2010) it is found that quality assurance initiatives can promote the quality of systems and support best practices already established in the EU and the Mediterranean region in order to lay the foundations for specific actions at national and regional level. In their work on the impact of the accreditation process as a quality assurance tool, the authors Lisa R. Lattuca, Bety J. Harper and Robert J. Domingo (2007), point out that despite the positive impact of the accreditation process on quality assurance, in some countries the process has faced various challenges. According to them, the challenges for accreditation are not new, but they have rarely been so obvious to the general public. Throughout the history of the accreditation process, accreditation bodies have responded to changing contexts and pressures from within and outside institutions by modifying their processes (Lattuca et.al. 2007).

However, the Accreditation and quality assurance system in vocational education and training has encountered several selected approaches. Scholars of the Federal Institute for Training Centers in Germany reorganized the VETI to create more competition and transparency among VET providers and increase the quality of training. Since 2004 VET providers are required to have an internal quality management system, and the criteria must be assessed by a recognized state body. (Vock, 2003). Numerous reports also explain of the quality assurance process in Estonia, stating that the government is responsible for developing VET strategies and implementing state education development plans. Estonia has developed a quality assurance model for VET providers, based on the Common Quality Assurance Framework (CQAF – Common Quality Assurance Framework for VET, since 2009 EQARF European Quality Assurance Framework for VET). In his study of the role of Qualifications Frameworks and the impact of the accreditation process on quality assurance, author David Raffe has presented analytical tools for studying these impacts, distinguishing between different types of framework and between change "with which they strive to achieve their objectives. Based on the evidence presented in this study, in different parts of the world, the impacts of CCCs have been lower than expected, often taking many years to emerge, changing across frames and sub-frames, and they have been negative and positive (David Raffe, 2012).

As noted above, governments in most countries around the world have established quality assurance systems to ensure and improve the quality of service. The main reason why this is the case is an increasing awareness of the key role of Vocational Education and Training in delivering a productive and qualified workforce. The growing challenges facing Vocational Education in the age of globalization and rapid technological development have also generated worldwide concerns for quality improvement in Vocational Education Institutions. Accreditation is a form of external quality assurance process whereby the services and operations of educational institutions or programs are evaluated by an external body (accreditation agency) to determine whether the applicable standards are met. The accreditation process requires institutions and systems to critically evaluate their vision, strategies, priorities, leadership, programs and resources. The process of gaining and maintaining accreditation provides educational institutions and systems with a clear and convincing direction for implementing change to move towards excellence. Three key stages are needed for the impact of accreditation on quality improvement: coherence, organization and organizational action (Desveaux, Mitchell, Shaw, Ivers, 2017).

Global trends of change have also brought new development challenges, which force the vocational education system to change and evolve dynamically as well, to increase the mobility of the workforce, to internationalize standards, to deliver programs internationally, for transferring credits to education

etc. All of this poses a tremendous challenge to the quality of education. One of the most important mechanisms for quality assurance in Vocational Education and Training is the Accreditation Process. Quality stands between the four education objectives and the 2010 training program and the Strategic Framework 2020 and quality assurance is a clear priority of the Bologna and Copenhagen process. Increasing quality in education and training is a multidimensional objective that encompasses many aspects of learning and qualifications (standards and curricula), resources (teachers, teaching methods and materials), pricing of qualifications (assessment, validation and recognition), etc. OECD (2007) definition of quality system identifies quality assurance as one of the mechanisms that contributes to learning recognition.

As for the impact and importance of the process of accreditation in quality assurance, it was also written by R. Natarjan, Director of the Indian Technology Institute. In his article, Natarjan has emphasized that *quality assurance has always been a matter of concern and important in education, in general and in vocational education, just as technical education is in particular.* The need for continuous quality improvement has led educators to pay close attention to the quality aspect. The author concludes that in recent years the accreditation process has had a positive impact on quality enhancement, as the corporate sector has universally recognized the importance of quality in their products and services for achieving and sustaining competition. (R. Natarjan, 2000). The researchers Visscher et.al. in their study titled "*Guidelines for Quality Assurance of Vocational Education in EU Countries*" they cited some examples of quality assurance indicators such as: student satisfaction with courses offered; dropout rate; employer satisfaction with student skills; student achievement rates; employers' opinions on the quality of course material used and the percentage of qualified teachers. According to them, Institutions should use Quality Assurance indicators that are appropriate to their context.

Impact of Accreditation Process on Vocational Education and Training Institutions in Kosovo

Efforts to ensure quality in Kosovo began with the establishment of the National Qualifications Authority (NQA) in 2008, which marked a significant milestone in the development of internal and external quality assurance mechanisms in the Vocational Education and Training Institutions (VETI) in Kosovo, continuing with the adoption of the Law on National Qualifications and the Qualifications Framework adopted in 2011. Currently in Kosovo there are relevant institutions that develop quality assurance policies that through monitoring and reports evaluate the status of the Vocational Education and Training Institutions. They ensure that their potential matches the demands of the labor market.

The quality assurance committees in each Vocational Education and Training institution (VET) are responsible for: Approval of quality assurance requirements in the institution; Ongoing review of the institution; Fulfillment of NQA requirements related to quality improvement; Guaranteeing international standards for good quality assurance practices of institutions; Providing information necessary for quality assurance mechanisms, and Reviewing institutional guidelines for internal quality assurance.



Chart 1: Quality enhancement

Every institution that claims to be validated and accredited must go through a verification process that aims to measure the level of fulfillment of certain conditions. The main purpose of the National Qualifications Authority is to support vocational education and training institutions in achieving international standards for quality assurance. One of the prerequisites that the institution must possess to enter the process of validation and accreditation is the professional standard. Because the institution must have adopted the Occupation Standard based on the criteria and procedures for verifying the Occupation Standard, which is a document that helps to develop the OS. But if the standard is not developed, the institution should begin the procedures for drafting that standard by first forming a team of experts who formulate the standard and submit it to the Ministry of Education, Science and Technology (MEST) and at the Council for Vocational Education and Training (CVET), whereas the CVET Council forwards this document to the National Qualifications Authority for verification.

Professional standards should be developed directly based on the demands of the occupation assigned to the workplace. So, the employer takes an active part in the process and presents the necessary requirements that the worker must demonstrate to qualify. Saying it shortly, standards are measurable indicators that are set according to qualitative and quantitative criteria and must be achieved by candidates who want to qualify (NQA, 2008).

It should be emphasized that the involvement of stakeholders in setting National Standards for Quality Assurance at national level is of particular importance. The purpose of involving different stakeholders in developing a national approach is to coordinate individual and institutional efforts towards a common goal. By establishing a link between the quality assurance processes and the national strategic plan for quality assurance and involving relevant stakeholders, national authorities are establishing a solid basis for embedding a quality culture within the national context (Feerick, 2014). In Kosovo, as in many other countries, the impact of the accreditation process on quality improvement is irreplaceable, but on the other hand, quality assurance also requires the involvement of stakeholders, such as Municipal Education Departments (MED-s). If vocational schools are not supported by MEDs, both in terms of budget and in terms of services, it is very difficult for them to build capacity or improve their quality.

The VETI Accreditation process in Kosovo goes through several steps: The NQA team of experts assessing the institution during the visit evaluates the application, the self-assessment report and the documentation of the applying institution, following by a site visit. Reports are compiled based on the documents, materials and evidence provided, including visits to institutions and feedback from applying institutions. The final reports are forwarded to the NQA Steering Council for approval or disapproval. Strategic planning for the accreditation of an institution involves the following five steps:



Chart: 2. Strategic planning steps for accreditation

In addition to the accreditation process, the validation process takes place too. Validation and Accreditation inevitably accompany and complement each other. While validation determines that the quality assurance criteria have been met, the accreditation determines whether a particular institution is competent to perform specific tasks. To obtain the title of a validated and accredited institution, it must complete a series of points that reflect the real state of the institution. Validation points are: modules, qualification structure, number of credits, purpose and content of NQF module qualification, theoretical and practical part, professional standards, prior learning knowledge, modes and criteria, assessment and literature. The accreditation process is a presentation of the state of evidence,

infrastructure and materials, which includes several different items, such as: equipment and tools for practice, cabinets and workshops, financial status, staff and management, criteria for evaluating candidates with specific needs, specialty, safety, health, and certification etc.

In the context of the institution, that institution itself should establish internal mechanisms that enable quality assurance, such as: the self-assessment report, internal quality assurance reports, the presence of the institution's coordinator, performance statistics, maintenance and achievement statistics, annual monitoring reports, minutes reviewing quality assurance, feedback from the NQA. As per applicable standards and laws, all Vocational Education and Training Institutions in Kosovo are obliged to appoint quality assurance coordinators who are responsible for the internal quality assurance process, in accordance with the European Standards and Guidelines for Internal Quality Assurance (ESG).

All of these parameters contribute to quality assurance in vocational education and training institutions, which is also reflected through the vision of the National Qualifications Authority (2018) that is *"Creating a quality, reliable and transparent system of national qualifications, with the aim of increasing opportunities for national and international mobility."* Although the assessment of VET institutions and their programs is a regular activity of the NQA, consequently all VET institutions must undergo institutional accreditation or validation every three years. Quality assurance aims to promote shared trust, transparency and recognition of competences and qualifications, to increase mobility and facilitate access to lifelong learning, the overarching goal of European Union activities.

Research Outcomes

In order to reach the final results of this research, analyzes were used to enable the presentation of quantitative data, such as descriptive analysis (percentage, average, standard deviation) and reliability. The study included 150 participants from accredited vocational education and training institutions, and the questionnaire contained 12 statements whose responses were coded (*5 = Fully agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Entirely disagree*) and these data were analyzed by SPSS software. To measure the reliability of the questionnaires we used Cronbach's Alpha analysis which reflected a high reliability coefficient of .892, in 12 questions asked to 150 respondents. Based on these results we are observing, we can conclude that the results of the questionnaires are consistent because Cronbach's Alpha enables to measure whether the questionnaire results are consistent at different times.

Table 2: Cronbach's Alpha

Reliability of Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.892	.903	12

After analyzing the facts we can say that the results are positive, since in over 50% of each question, teachers agreed in principle, whether fully or not. Almost all respondents agree that the accreditation process plays a major role in enhancing the quality of vocational education and training institutions. Participants highly value the role of accreditation, where a high percentage is observed towards affirmation *Fully Agree 62%* and affirmation *Agree 36%* (Question 1). When asked if *"Directors/Coordinators know the quality assurance mechanisms"* about *41.3%* of respondents fully agree and *46%* agree that the stakeholders in question know the quality assurance mechanisms well.

Table 3: Perceptions of teachers, trainers, coordinators and directors

n=150	Percentage					Average	Standard deviation
	Fully agree	Agree	Neutral	Disagree	Entirely disagree		
Accreditation ensures increase of quality	62%	36%	2%	0%	0%	4.60	.530
Directors/coordinators know the QA mechanisms.	41.3%	46%	12.7%	0%	0%	4.28	.678
Practical work conditions impact the quality assurance	48.7%	36.7%	12.7%	2%	0%	4.32	.771
MEST/NQA give recommendation for QA practices	20%	32.7%	15.3%	8%	24%	3.16	1.46
VETI-s carry out continuous monitoring	28%	54.7%	16.7%	7%	0%	4.10	.682
Adequate trainings enable increase of quality	34%	28.7%	8%	12.7%	16.7%	3.50	1.48
Self-assessment report increases the quality assurance	44.7%	23.3%	17.3%	8.7%	6%	3.92	1.22
Qualification of trainers and teachers impacts the QA	42%	36.7%	7.3%	2.7%	11.3%	3.95	1.27
Following accreditation, number of candidates increases	38%	29.3%	24.7%	3.3%	4.7%	3.92	1.08
Accreditation enables recognition of certificates in national and international level	39.3%	22.7%	6%	21.3%	10.7%	3.58	1.45
Accreditation has an impact on increase of confidence to the employer	39.3%	32.7%	16%	8.7%	3.3%	3.96	.006
Qualification is in compliance with the labor demands	36%	30%	18.7%	8.7%	6.6	3.80	1.20

The results of the question "*Conditions of practical work affect quality assurance*" show that respondents positively evaluate the importance of the practical work conditions, which are necessarily determinants of the positive outcomes of the candidates. Regarding this question, 48.7% of the respondents stated that they *fully agree*, while 36.7% of them *agree* with this fact. In contrast, 12.7% of respondents have a *neutral attitude* and 2% *disagree*. After analyzing the statement that "*Accreditation enables recognition of certificates nationally and internationally*", there is great skepticism regarding the international recognition of VETI certificates, as 32% of respondents disagree (21.3% *disagree* and 10.7% *entirely disagree*).

When asked whether the Ministry of Education, Science and Technology and the National Qualifications Authority make necessary recommendations for quality assurance practices, respondents' responses were as follows: "20% of the respondents *fully agree*, 32.7% of them stated that they *agree*, while 15.3% expressed a *neutral attitude* and negative statement. 8% declared that they *disagree*, whereas 24% of them *entirely disagree*". Even when asked about the impact of accreditation on increasing the number of candidates, respondents' perceptions were different. Regarding this question, "38% of them stated that they *fully agree*, 29.3% of them *agree*, and 24%

of them have a neutral attitude". When asked if the Qualification is in line with the labor market demands, "66% of the respondents answered positively, 15.3% answered negatively, and 18.7% of them had a neutral attitude".

To determine if the individual rating of each teacher is closer to the average, the SPSS program calculates the average of each question and the standard deviation for all 150 respondents (see table no. 3 for each statement).

Table 4: Determining the average of standard deviation for quality assurance

				Average	Standard deviation
Accreditation ensures increase of quality			150	4.60	.530.
Valid			150		
Missing			0		

The assertion that "Accreditation ensures quality assurance" represents the highest level of teacher agreement, with the highest average among others, avg = 4.60, while the standard deviation for this assertion is expressed as DS = .530.

Table 5: Determining the average of standard deviation for the impact of practical work conditions in quality enhancement

				Average	Standard deviation
Practical work conditions impact the quality assurance			150	4.32	.771.
Valid			0		
Missing			0		

The second in row by average is the opinion that practical work conditions impact the quality assurance, expressed by m=4.32 and standard deviation DS= .771.

Table 6: Determining the average of standard deviation for impact of adequate trainings

				Average	Standard deviation
Adequate trainings enable increase of quality			150	3.50	1.48
Valid			0		
Missing			0		

Table 6 data at third level (directors/coordinators know quality assurance mechanisms), expressed as avg = 4.28 and SD = .678, indicate that individual perception is close to average, and farther than average is perception of the statement "Adequate training enables quality enhancement "with SD value = 1.48.

CONCLUSIONS

The aim of this study was to elaborate on the impact of accreditation on quality improvement in Vocational Education and Training Institutions in Kosovo, referring to the provisions and regulations and concluding with the perceptions of key stakeholders of these institutions. After analyzing the quantitative and qualitative data, we came to the conclusion that "The accreditation process has a

significant impact on quality improvement in VET". The data were processed through descriptive analysis such as: percentage, average, standard deviation and reliability of the instrument.

From the processed data, it results that 98% of our survey respondents highly value the role and impact of accreditation in quality assurance. 87.3% of directors and coordinators know the quality assurance mechanisms, thus showing a positive assessment. Furthermore, a large number of respondents, 48.7% fully agree and 36.7% agree that the conditions of practical work have an impact on quality assurance. It should be noted that 32% of respondents think that accreditation does not necessarily guarantee recognition of certificates, because there is a significant difference between recognition of certificates internationally and accreditation. A considerable number of respondents have expressed negative views on this aspect, suggesting that this is a problem that deserves to be addressed in other studies and discussions. After analyzing the qualitative data, in this case the interview, it turns out that the coordinators and directors positively evaluate the accreditation process which according to them necessarily increases the quality and reliability of the certifications. This implies that the institution concerned has the right contemporary potential for preparing candidates according to the demands of the labor market.

Regarding the impact of reforms in the Vocational Education and Training System in Kosovo, which have been implemented since 2008, initially with the adoption of the Law on National Qualifications and then with the 2011 National Qualifications Framework, to the validation processes and VETI accreditation, the attitude of the respondents was that the reforms are quite visible. According to the respondents, Accreditation of Vocational Education and Training Institutions have a positive impact on the labor market, which is always open to candidates prepared by accredited institutions. It must be noted that today's labor markets are changing faster than ever.

Drawing on European countries' models, we can conclude that reforms in Kosovo should be oriented towards continuous professional improvement and the provision of hybrid training (a combination of full-time school and company-based training) in order to increase quality within the education system. Research has shown that such education can be beneficial to the country's economy. Therefore, it is very important for graduates to be educated to be able to work not only on company product lines but also to manage them. Good vocational education and training can make a significant contribution to improving Kosovo's economy, the country with the youngest population in Europe and the highest unemployment rate.

BIODATA AND CONTACT ADDRESSES OF AUTHORS



Zenun Halili, is associate professor at Department of Political Science, Faculty of Philosophy, University of Prishtina "Hasan Prishtina", Kosovo. He completed his master degree at Texas A&M University - USA and got a doctorate degree at University of Prishtina. His research interests are political science and education reform.

Assoc. Prof. Dr. Zenun Halili (Corresponding Author)
Faculty of Philosophy, University of Prishtina "Hasan Prishtina"
Address: St. "George Bush", n. n., 10 000 Prishtina, Kosovo
E. Mail: zenun.halili@uni-pr.edu



MA. Anita Rukovci is a senior monitoring official at National Qualifications Authority - Republic of Kosovo. She completed her master degree at University of Prishtina "Hasan Prishtina". Her research interest is education reform.

Anita Rukovci

Senior monitoring official at National Qualifications Authority – Republic of Kosovo

Address: St. "Agim Ramadani" 10 000 Prishtina, Kosovo

E. Mail: Anita.rukovci@rks-gov.net

REFERENCES

Creswell, John, W (2012). Educational research: Planning, Conducting, and Evaluating.

Desveaux L, Mitchell JI, Shaw J, Ivers NM. Understanding the impact of accreditation on quality in healthcare: A grounded theory approach. International Journal for Quality in Health Care, Volume 29, Issue 7, November 2017.

Feerick, Sean & Oviedo, Arancha. Supporting the implementation of the European Quality Assurance. Reference Framework for Vocational Education and Training: The Experience of EU-28 and Candidate Countries. Quality Assurance in Vocational Education and Training. A Collection of Articles. European Training Foundation.

Galvão, M, (2014). Making the case for vocational education and training improvement: Issues and challenges...Quality Assurance in Vocational Education and Training. A Collection of Articles. European Training Foundation.

Gega, Elda (2015). Quality Assurance in Education - Professional Dissertation for Science Degree Doctor. Tirana University.

Lattuca, L, Harper B & Domingo, R (2007). Measuring the Impact of Professional Accreditation on Student Experiences and Learning Outcomes: Center for the Study of Higher Education. Vol. 48, Iss: 2 pp. 251-282. Pennsylvania State University, USA.

Martin, P., Hrmo, R. (2013). Introduction of a Quality Management System for Vocational Education and Training in Slovakia. International Journal of Engineering Pedagogy (JEP). Vol.3.Issue. 3.

Masson, J, Bati, M & Seyfried, E (2010). Ensuring Quality and Quality in Vocational Education and Training in Mediterranean Countries: Lessons from the European Approach, European Journal of Education.

Matthews, B., Ross, L. (2010). Research methods - practical guides for social and human sciences. Democratic Education Center (DEC). Tirana.

Ministry of Education, Science and Technology (2008). Law No.04/L –138 on Vocational Education and Training. Prishtina, Kosovo.

Ministry of Education, Science and Technology (2014). Administrative Instruction No. 28/20014: On the criteria and procedures for verifying the occupational standard. Prishtina, Kosovo.

Ministry of Education, Science and Technology (2014). Administrative Instruction No. 32/20014: On the criteria and procedures for quality assurance in the Vocational Education and Training Institutions - internal processes. Prishtina, Kosovo.

Ministry of Education, Science and Technology (2014). Administrative Instruction No. 35/2014: On the criteria and procedures for the validation and approval of national qualifications and accreditation of institutions providing qualifications in Kosovo. Prishtina, Kosovo.

Ministry of Education, Science and Technology (2008). Law No. 03/L-60: On National Qualifications. Prishtina, Kosovo.

Natarjan, R (2000). The Role of Accreditation in Promoting Quality Assurance of Technical Education, Int. J. Engng Ed. Vol. 16, No. 2, pp. 85-96, Printed in Great Britain.

National Qualification Authority (2018). Policy and Process Monitoring Document. Accredited VETI. Prishtina, Kosovo.

National Qualification Authority. Annual Employment Reports 2011, 2012, 2013, and 2014. Prishtina, Kosovo. <https://akkks.rks-gov.net/akk/raporti-vjetor-i-akk-se>

National Qualification Authority (2011). Practical guideline: Quality Assurance in VET Institutions. Prishtina, Kosovo.

National Report on Quality Assurance, ESTONIA 2015:<http://w.kutsekoda.ee/en/index>.

Nikolovska, M., (2007). European Training Foundation. How to achieve educational change in ETF partner countries: Between dreams and reality, ETF Yearbook 2007 – Quality in Vocational Education and Training: Modern vocational training policies and learning processes, Office for Official Publications of the European Communities, Luxembourg.

Raffe, D. (2012). What is the evidence for the impact of National Qualifications Frameworks? Journal of Comparative Education, Center for Educational Sociology, School of Education, the University of Edinburgh. Published on line: pp.143-162. Scotland, UK.

The European Centre for the Development of Vocational Training (2009): Accreditation and quality assurance in vocational education and training Selected European approaches, Publications Office of the European Union, pp.14. Luxembourg.

Visscher, A., Hendriks, M., Dibbern, A., Deitmer, L., Heinemann, L., Kesküla, E., Larsen, J., Pepper, D., & Tramontano, I. (2009). Guidelines for the Quality Assurance of Vocational Education and Training in EU Countries.