

SUPPORT OF EDUCATIONAL AND EMPLOYMENT DEVELOPMENT  
PROJECT IN ALBANIA, KOSOVO AND SERBIA (SEED)

STRATEGY FOR INCREASE OF COOPERATION,  
INCLUSION AND DEVELOPMENT  
OF SECONDARY VOCATIONAL SCHOOLS,  
HOSTING AND TOURISM COURSE,  
IN THE MUNICIPALITIES OF  
PEJË, GJAKOVË AND PRIZREN

Pejë, October 2015

A large, colorful, abstract graphic in the background consisting of overlapping triangles and circles in shades of green, yellow, orange, and blue. It features various icons representing education (graduation cap, lightbulb, globe, calculator, bar chart, gear, magnifying glass, document, refresh), technology (laptop, smartphone), and business (gears, lightbulb).

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A logo consisting of two horizontal red bars of unequal length, with the longer bar on top.  
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*for the important and unsparing contribution*

*in the process of consultations and drafting of this strategy*

*and to the donor without the generous assistance of which this process would not have been possible!*

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## Summary

The Strategy for increase of cooperation, inclusion and development of secondary vocational schools – hosting and tourism course, in the municipalities of Pejë, Gjakovë and Prizren is orientated in aspect of cooperation increase between the secondary HT schools, in the included area, with HT businesses and other parties of interest; inclusion in the sense of increase of qualitative participation of candidates, in particular the increase of women candidates for studying in these schools and as employees in the industry, as well as; development of these schools in the sense of adapting their curricula based on market needs, development of necessary qualitative professional practices and human, infrastructural and financial capacity building of staff for quality increase and management.

The intervention strategy has been developed based on a series of working meetings of Municipal (Local) Councils as cross-sectorial working groups created by the strategy sponsor (NGO Syri i Vizionit) composed of representatives of HT schools and businesses in Pejë, Gjakovë and Prizren, Municipal authorities and civil society. Meetings were held in these municipalities during 2014 -2015 supported by a consultant in planning and local development commissioned in the framework of the SEED program. Research of the existing situation and consultation of legal framework and technical documents, such as national strategies and reports, as well as a study visit of vocational schools to Austria to see the manner of teaching process organisation, professional practices and cooperation between the parties of interest in HT institutions and businesses, were an integral part of the planning process. The stakeholders involved approved the Strategy and are committed to implement and promote it through an envisioned conference, the sponsor's website and other forms of presentations.

The strategy is composed of four (4) strategic objectives, as conceptualized and adopted by the Municipal Councils separately and later integrated into this single document:

- Development of a system for updating curricula of secondary vocational schools –hosting and tourism (HT) course in the included area, according to market needs
- Development of an effective system of professional practices in order for students of secondary vocational schools–HT course in the included area to equip them with practical skills
- Development of a system for capacity building of teachers of secondary vocational schools –HT course in the included area regarding the needs of the hosting and tourism business environment
- Increase of women's number in hosting and tourism sector in the included area

Each objective contains a number of (14) specific objectives and a range of measures (52) envisaged for achievement of these objectives separately and/or related with other objectives or measures. Therefore, all these, and not only, have triggered actions to be taken through SEED project that resulted into this Intervention Strategy. Although throughout the planning process a number of stakeholders have been identified, the intervention strategy does not specify implementation stakeholders and the budget. This has been left to competitive solutions expected to be proposed and implemented by the stakeholders based in a call for project proposals to be financed by a small grants scheme that has been developed and will be implemented as part of the SEED programme in Kosovo. In addition, the strategy shall serve to all stakeholders including local and central institutions and donors, which may otherwise undertake implementation activities and consider it in planning and development.

The following is a summary of the document, a description of the context, the strategy development process, objectives and measures, methodology used, research, consultations and implementation.



## THE CONTEXT

The SEED Program is a three-year program that started in January 2014. It is supported by the Austrian Development Agency (ADA) and is implemented in three countries - Kosovo, Albania and Serbia. The program aims to improve youth and women's access to labour market, as well as to contribute to gender equality by supporting positive socio-economic developments.

The programme in Kosovo is implemented by the nongovernmental organization (NGO) "Syri i Vizionit" and it focuses on development of cooperation between the secondary vocational schools, hosting and tourism (HT) course, in Pejë, Gjakovë and Prizren - with the active businesses of this sector and other stakeholders in the three municipalities, referred to as the included area in this project.

Vocational education in Kosovo is part of the secondary education and it serves to the age groups between 15-18 years old. It functions under the responsibility of the Ministry of Education, Science and Technology (MEST), as well as the Municipal Education Directorates (MEDs). Schools that the SEED Program has focused on contain the hosting and tourism course in Pejë, Gjakovë and Prizren, which altogether have about 300 students, out of which only 5 are female.



## BRIEF HISTORY OF THE SES, HOSTING AND TOURISM COURSE, IN THE INCLUDED AREA

### Secondary school of economy "Ali Hadri" in Pejë

Secondary school of economy "Ali Hadri" in Pejë was established in 1946 under the name of State Trade Academy, in the former gymnasium building and it initially had only two classrooms with 95 students in total. With this, the school expanded with students and teaching staff and it was moved to building of former barracks, where it remained until 1972, when the Economic Centre was established, and which included school of agriculture and school of trade within it. This Centre was moved to the building of school of agriculture that was built in 1961, and where it still is even today, with renovated and equipped building.



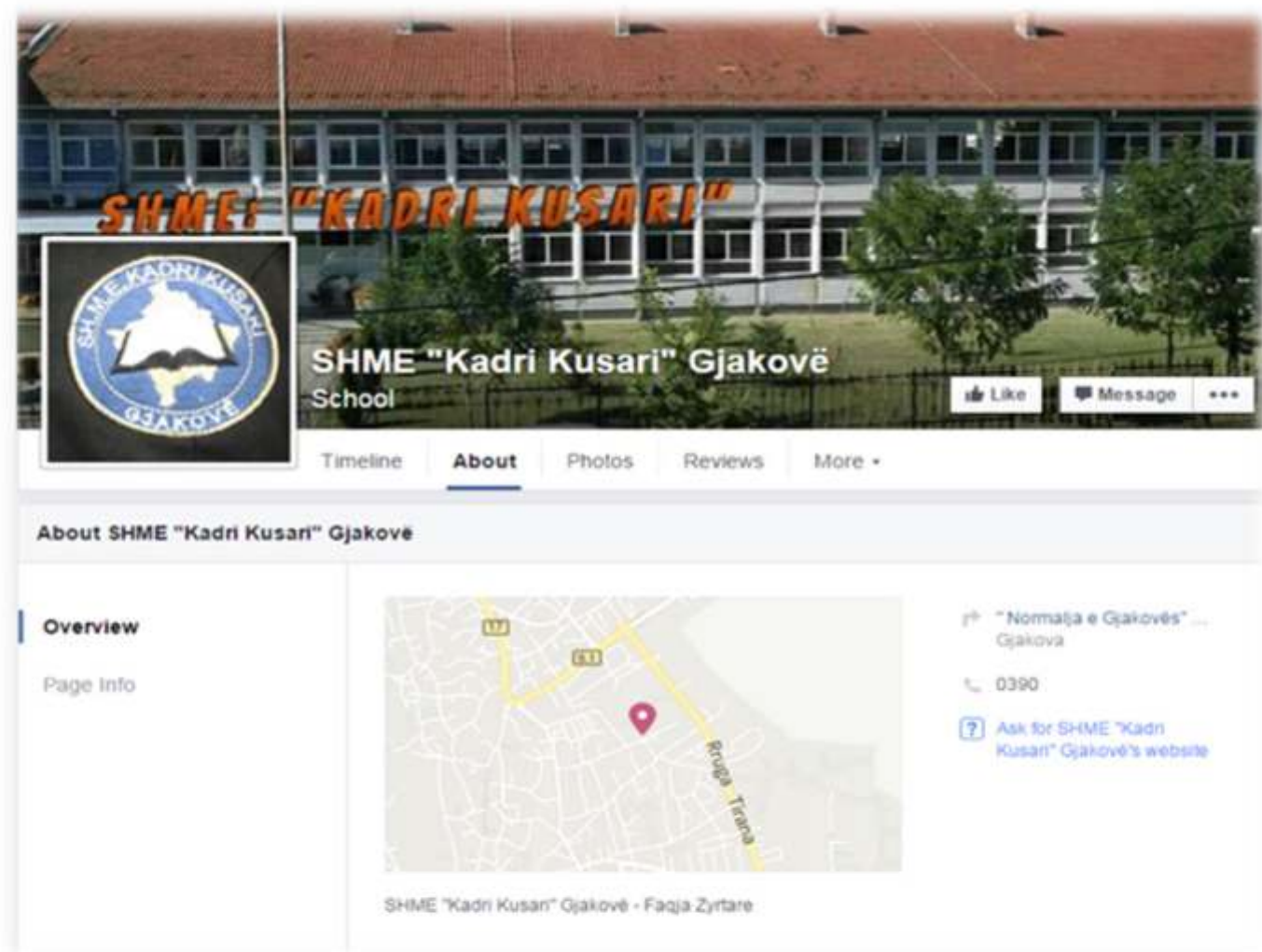
Today, school teaching in Pejë is done in two official languages, with 51 classrooms in Albanian and 7 in Bosnian. 1.067 students attend 2015/16 school year in different courses. School has these courses: Hosting and Tourism with profiles: Hotel Assistant and Hotel Technician, Tourism Technician, Restaurant Assistant, Cook, Confectioner. Other courses are: Business Administration, Economy with profiles: Bookkeeping, Banks and Insurance, Logistics, Freight, Wholesale and Retail Trade and Administrative Assistant: Food Technology, Forestry with profile Forestry Technician; Veterinary with profile Veterinary Technician, as well as the Agriculture course with profile Horticulture.

From an internet search, this school had a profile in Facebook social network with a photo of the personnel in front of the school building, the name-table and logo, several categories of information and a photo archive from the teaching and entertaining activities, including a number of students' lists. School's mission was presented in the "About" category: "Education of new generations in order that in the near future they are prepared for life challenges, labour market and as such to contribute to family and society development," without containing any brief information about this school, and the HT course.

## Secondary school of economy "Kadri Kusari" in Gjakovë

Secondary school of economy "Kadri Kusari" in Gjakovë started functioning as an independent school in 1960. Today, the school is contemporary economic profile secondary school. 910 students, in the following courses and profiles, attend this institution during the 2015/2016 school year: Hosting course with the profiles: Hotel Assistant, Cook, and Touristic Assistant currently has 74 students.

Other courses in this school are Economy with the profiles: Bookkeeping, Finances, Banks and Insurances, as well as Freight and Logistics with 504 students. Legal course with the profiles: Legal Assistant and Administrative Assistant with 257 students, as well as Agriculture course with the profiles: Agribusiness, Arboriculture and Viticulture, Veterinary and Food Technology with 74 students. From an internet search, this school had a Facebook profile with a view of its building, logo and school management, same as photos from some educational/recreational activity, without containing any brief information about this school, and the HT course.





## Secondary school of economy "Ymer Prizreni" in Prizren



Secondary school of economy "Ymer Prizreni" was established in 1945. It was initially established as the Teaching School in Prishtinë, which was later, from October 1948 on, transferred to Prizren. Since 1956 this school did its teaching in the church building, in Albanian, later on in Turkish too. In 1974 it was transformed into "School of Pedagogy". Between the 1978 and 1986 it operated as a secondary school of "Orientated Teaching," while in 1986 was transformed into "Vocational School" with the economy, agriculture and trade courses. Once this educational institution was a mainstream school in Prizren, but with education reform of 1978/80 it was established as a school centre for the first phase of general basis, where students were taught the first and second class. After this, they were orientated for the second phase in other schooling centres, such as economy, trade and agriculture courses. The agriculture course functioned until the 1990/91 school year, when the hosting course was created as a replacement for it.

As of September 2010, students of the school of economy "Ymer Prizreni" attend their education in the new school, which is located in "Bajram Curri" quarter in Prizren. 1.668 students attend the 2015/2016 academic year in this school in the courses: Economy, Business Administration, Law, Hosting and Tourism, Trade and Food Technology with separate profiles.

This school also has only a presentation in Facebook social network, as presented above, without any logo, while the picture of the building was taken from the gallery of this site. The "About" part on information regarding this school had an organisation of information categories, but no category was functional and it seems like it is an on-going process. All the three schools did not contain their own websites.



## THE SITUATION AND CHALLENGES OF THE HT VOCATIONAL EDUCATION WITHIN FOCUS AREA

As in any other field of education, the students' professional practice (internship) of hosting and tourism course within Secondary Economic Schools in Pejë, Gjakovë and Prizren is accomplishment of the theory taught in school and a necessity considered by all the parties of interest. Professional practice has been envisaged in the curriculum of this course, as per MEST's determination, emphasised in the Strategy for Secondary Vocational Education of this Ministry, also emphasised in the Strategy for Development of Pejë Municipality 2013 – 2017, as well as in the Tourism Strategy for the Economic Region West and South (part of human capacity building, etc.)

At present, practice of students of this course is done in improvised classrooms of these schools, and in any of the visits of students in these businesses that are mainly organised on individual basis. The possibility for students to complete their practice depends on the work of these schools' staff. The institutionalized cooperation between the school and enterprises is missing. Students that have managed to have practice and/or job opportunities, mainly work as waiters and not in any other profile, although they have practical needs which are more extended in form, content and time.

Candidates that apply for attending the hosting and tourism course in secondary vocational schools are considered by the professors and management of these schools as poor students. The reason for this is the tradition of thinking among the parents and citizens that only poor students go to these schools, while the good ones attend their classes in gymnasiums, and similar. Enterprises are uninformed about the school curriculum, and the school does not possess mechanisms for measuring market needs. Schools also lack the capacity to measure and integrate market needs in the curricula.

Students that attend hosting and tourism course, and which have individually found a job, work as waiters, while they do not attend other modules planned to gain practice during the completion of schooling (e.g. cook, travel agency, confectioner, hotel assistant manager, hotel administration, etc.) Non-presence of women in this sector comes due to lack of information of the modules taught in this course. The hosting and tourism profile is being associated with waiter/waitress, which is influencing on disinterest of women in this sector. Under the auspices of SEED project, Syri i Vizionit has published the study on barriers to women participation in the hosting and tourism sector.

Students cannot be skilled and prepared according to the labour market needs, if there is no cooperation between the vocational schools and hosting and tourism sector enterprises. To understand the situation closely, two researches presenting the situation, challenges, opportunities and recommendations for the hosting and tourism course in the SSEs in the included area were carried out in the framework of the program and other ones, in particular in relation to professional practice and women's participation:



- Research of the needs and opportunities of the hosting and tourism sector on professional practice of students from the hosting and tourism course of SSE “Ali Hadri” in Pejë in the framework of “Mismatch” project (December 2013), as well as,
- Research on gender barriers regarding women participation in education and employment in tourism sector in Kosovo in the framework of SEED Program (January 2015) and a training on gender issues with experts for the local councils was also organized.

Therefore, all these, and not only, have triggered actions to be taken through SEED project that resulted with this Intervention Strategy presented in the following with a summary about the development process, methodology used (including consultations and literature review, a study visit), objectives and proposed measures as well as the strategy implementation aspects.

## CHALLENGES

Municipal stakeholders' councils have concluded that lack of communication and cooperation among the hosting and tourism stakeholders has resulted in a numerous challenges. The following is a summary of challenges identified by the stakeholders during the consultation and strategic planning:

- Outdated curriculum: The curriculum of secondary vocational schools, HT course, in the included area must be enriched and adapted to the HT sector needs, including the addition of new profiles/modules same as increase of student's skills in general inter-sectorial sense, such as communication skills, foreign languages, IT use, planning, entrepreneurship, etc.
- Lack of professional practice: Students' practices in HT businesses in the included area considered as limited and insufficient in the quantitative and qualitative sense, although they are envisaged with the curriculum and mandatory, but, irrespective to some initiatives, a functioning system is missing.
- Teaching staff: Teaching staff in the HT course of secondary schools needs support to educate youth in this sector. They are in need of cooperation and support from HT business, relevant institutions and other stakeholders.

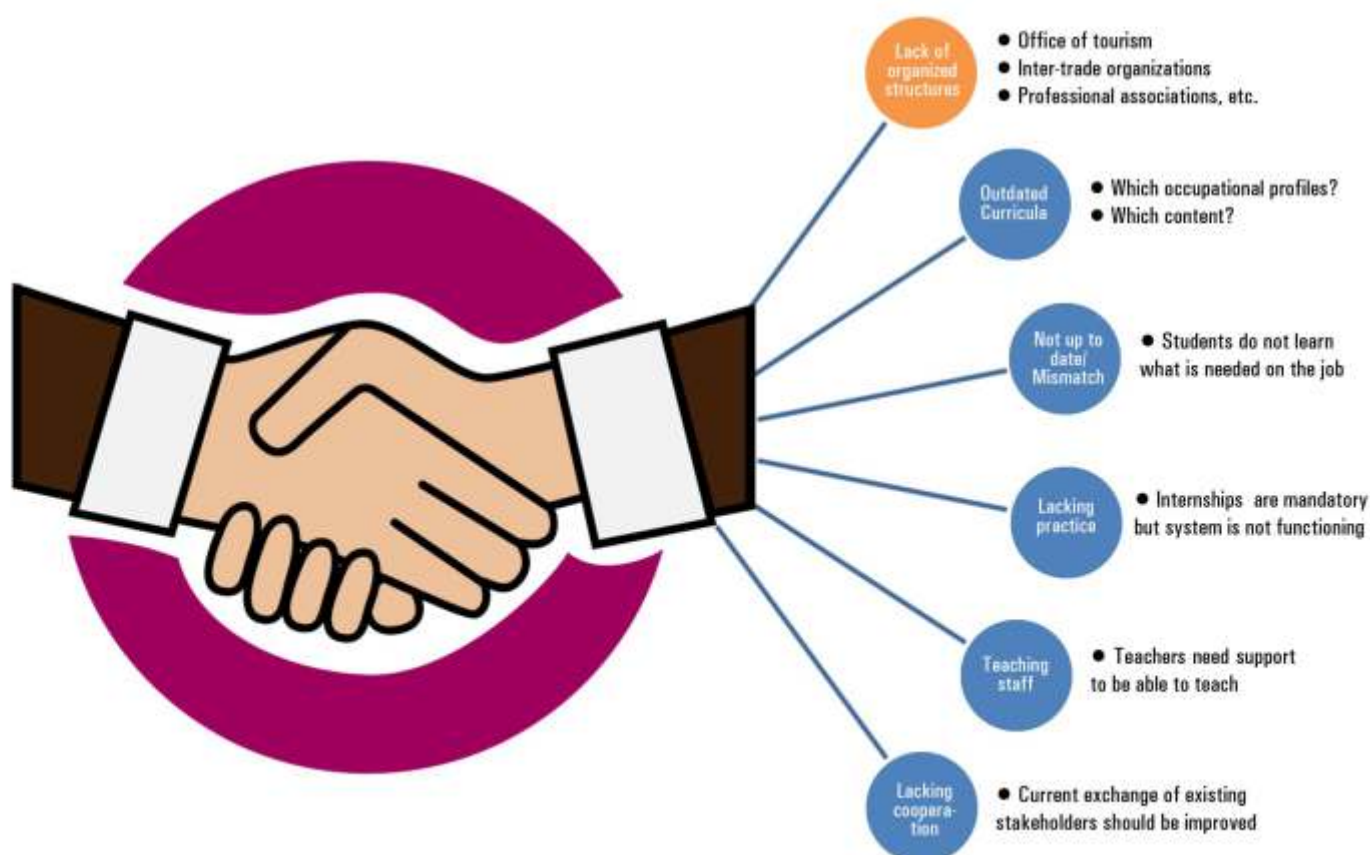


- Lack of cooperation: There is lack of cooperation between the business and hosting and tourism course of the secondary vocational schools, as well as municipal institutions in the included area.
- Cultural barriers: There are difficulties in inclusion of women in hosting and tourism sector, both in education and in businesses of this sector mainly due to new and inherited cultural reasons mainly pertaining to gender roles and professions.



## THE METHODOLOGY AND THE PROCESS OF THE STRATEGY DEVELOPMENT

The intervention strategy has been developed based on a series of working meetings of Municipal (Local) Councils as cross-sectorial working groups created by the strategy sponsor (NGO Syri i Vizionit) composed of representatives of HT schools and businesses in Pejë, Gjakovë and Prizren, Municipalities and civil society. Meetings were held in these municipalities during 2014 -2015 supported by a consultant in planning and local development commissioned in framework of the SEED program. Research of the situation, consultations, elaboration of legal framework and documents, such as national, regional/local strategies and reports, as well as a study visit to Austria were an integral part of the planning process.



### Research of the situation and needs:

- Report: Research of the needs and opportunities of the hosting and tourism sector on professional practice of students from the hosting and tourism course of SSE "Ali Hadri" in Pejë;
- Research on gender barriers regarding women participation in education and employment in tourism sector in Kosovo in the framework of SEED Program;

### Legislative framework

- Law No. 04/L-138 on vocational education and training in Kosovo;
- Other laws related to the topic of hosting and tourism, such as the Law on Tourism, the Law on Employment, etc.

## Existing strategies:

- Strategy for improvement of professional practice in Kosovo 2013-2020;
- Strategies for regional economic development of South and West region 2010 – 2013 and sectorial tourism strategies that have derived from the general strategies;
- Regional strategy for sustainable tourism in Kosovo's western region (2013);
- Strategy for economic development in the Municipality of Pejë 2013 – 2017.

## The stakeholders' study visit in Austria

The study visit to Vienna, Austria, with the beneficiary group of SEED program in Kosovo was organized during 15 to 19 June 2015. In this visit, 12 participants took part, namely 3 representatives from each municipality (Pejë, Gjakovë and Prizren) comprised of a representative from the HT businesses, one from Municipalities, one from the schools – HT course and SEED program staff.

During this visit participants have visited professional hosting and tourism schools where they were informed about attraction of students, their vocational education and the cooperation they have with businesses and the governmental institutions. Part of this were visit at the Austrian Parliament, vocational education centres, the Austrian Chamber of Commerce, the Employment Centre where participants observed how the HT vocational education system, professional practice (internships) at and cooperation with the HT businesses functions.



## CONSULTATIONS

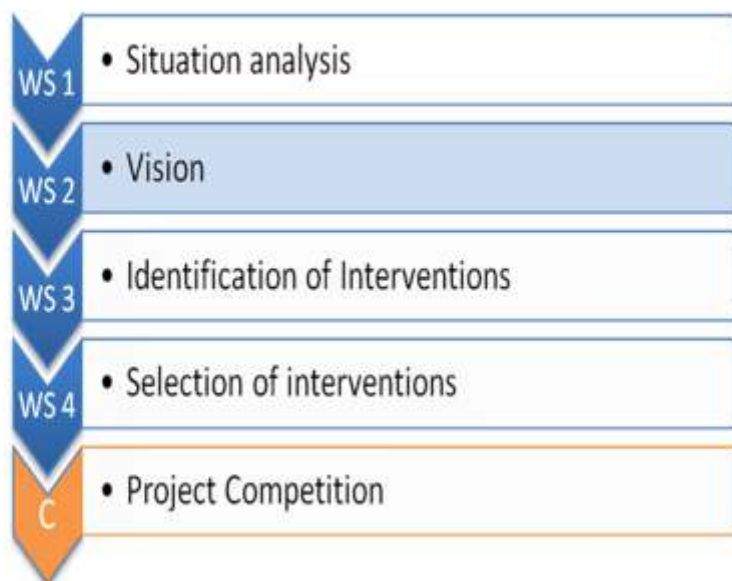
At the beginning of the program, NGO Syri i Vizionit has established local councils (working group) of the parties involved (or stakeholders) in the municipalities included in the project - Pejë, Gjakovë and Prizren. The three councils are composed of representatives from secondary vocational schools, hosting and tourism course (management, several teachers and students) in each of the abovementioned municipalities, local HT businesses, and municipal institutions such as sectors of education, development and tourism, as well as the civil society.

Consultations have been made through a series of workshops and consultations with participation of members of local councils from each municipal in parallel with organisation of SEED program implementer. Contributions have been generated and consolidated step by step based on the European Commission's guideline on project management cycle, where participants worked on individual and team manner and orientated in a number of smaller thematic groups based on the issues identified since the very beginning. As a result of these working meetings, the content of the intervention strategy has been drafted on cooperation, inclusion and development of schools and HT sector in the area.

The consultant in local development Mr Dritan Shala – HROD Consulting has been instrumental in development of and drafting the strategy. The consultant has been commissioned in assisting capacity due to his documented capabilities in policy, strategizing and capacity building, include HT sector.

Here is a summary of the strategy phases of development/ conceptualization in 4 working meetings of the local council in Pejë, Gjakovë and Prizren, held over the consultation period 2014 - 2015 and aspects tackled on such as the

situation analysis, vision development, identification and selection of interventions and writing of this intervention strategy.



Workshop 1 – held on 25 June 2015 has enabled a self-assessment in independent manner by the participants regarding some prepared assumptions in questionnaire form with 15 part on the level of linkage of secondary vocational education, HT course, and the skills necessary for the market. Based on the reactions in the questionnaire, early identification of programs' situation and practices of these schools in relation to the market needs has been made possible. Advantages and weaknesses/challenges on orientation of these schools toward the market requests were also identified. Results vary, but in general the situation is the same with some changes, e.g. existence of the Office of Tourism in Pejë is seen as an advantage that is considered as a weakness for the other two municipalities, or the organisation of the Association of Artisan Businesses in





*An illustrating view from the stakeholders' first workshop in Prizren*

Prizren, or the one of artisans in Gjakovë and Pejë present an opportunity, but also a weakness in the sense of their functionality. Meanwhile, organisation of a professional association of hosting and tourism businesses that would follow the developments and identify market requests and would be of support to quality increase of HT schools and the sector.

As far as the analysis related to situation in HT secondary vocational education in the included area is concerned, from the assessments of local councils it turns out that school curricula are outdated and not adapted to market needs for new profiles, such as cultural and natural guides, animators, etc. or some of the existing courses/profiles in one of the schools, e.g. several hosting profiles that are in Pejë do not also exist in Gjakovë secondary school; than the lack of qualitative professional practice, absence or insufficiency of professional staff, lack of cooperation and non-participation or low critical participation of females in secondary vocational education, HT course, and in businesses in the include area, although there are very slight changes at the businesses.

According to the existing situation, of about 300 students that the three HT secondary vocational schools in the included area have altogether, only 5 of them are females (1.6%). In any case, the reasons are mainly based on the overall culture and traditional locality, although the assumption that women serve only at home has been overpassed, and they can also do other professional works, but not also the serving/hosting services. As the research carried out by UBO Consulting,



part of SEED Project in January 2015, on barriers of women participation in HT industry of the area demonstrates, harassments at workplace – unfair and prejudging treatment by the enterprise personnel and consumers in their workplace comprises 14% of the women respondents who said that one of the reasons why this occupation was disliked also followed by unemployment, uncertainty and movement from one HT company to the other.

There are no detailed researches on the level of participation and situation of women employees in HT businesses' sector in this area. Nevertheless, for illustration purposes, based on a research carried out by the consulting company HROD under the "Mismatch" project in December 2013, in the natural touristic area of Pejë (Rugova and Drini i Bardhë) out of the 573 employed persons in 109 interviewed hosting and tourism businesses, 102 (18%) were women. This number is even higher among the self-employed women (individual business, engagement at family members, etc. where women feel more comfortable) out of 75 self-employed, 26 (35%) of them were women and this number is on the rise in enterprises related to this industry, such as municipality, museum and NGOs, whereas in six such institutions equal percentage of employed men and women have been noted. Nevertheless, even among those women that chose HT secondary vocational education, half of them motivated by an employment opportunity and only half of them because they want such a profession that seems to traditionally be portrayed as a profession for men, as the January 2015 research reveals.



*An illustrating view from the stakeholders' second workshop in Pejë*

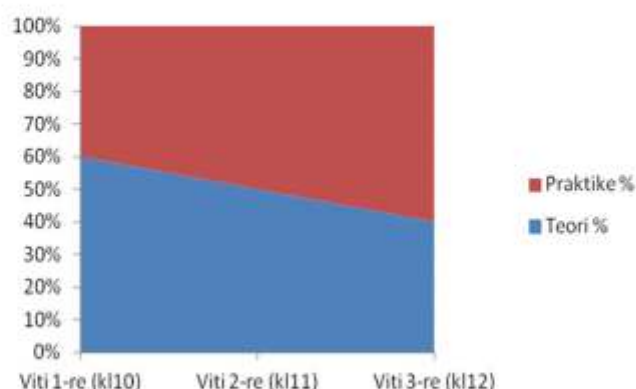
**Workshop 2** – held on October 2014 in Pejë, Gjakovë and Prizren provided opportunities to participants of local councils that under the "dialogue and cooperation on tourism education" in Pejë, Gjakovë and Prizren to identify involved/interested parties or stakeholders against the situation analysis identified in the first workshop, as well as the current and desirable level of guidelines for improvement of communication and cooperation between the HT secondary vocational schools with businesses and other stakeholders, and as an outcome quality increase of secondary vocational education with impact on HT sector development in the included area. Special dedication in this workshop was paid to perceptions of participants regarding the possibility of women inclusion in different HT profiles. The problems and needs' tree was also created in this phase of consultations.



**Workshop 3** – held on December 2014 in Pejë, Gjakovë and Prizren provided the opportunity to participants to formulate their joint vision that emphasised the need for increase of cooperation between the parties of interest/stakeholders as a precondition for treatment of identified issues related to teaching programs, professional practice of students and teachers’ support in vocational schools of hosting and tourism (HT) same as women participation in the tourism industry. In order to be able to analyse results from the second workshop, visions have been presented as issues transformed into the following objectives that aim at improvement of tourism sector:

1. *Development of a system for constant update of teaching curricula for the secondary vocational school – hosting and tourism course, in order to guarantee linkage with the market needs;*
2. *Development of a functional system of professional practices to ensure that HT course students to get equipped with necessary competencies and practical skills.*
3. *Development of a constant counselling and training system for HT course teachers regarding the needs and environment of the hosting/tourism business;*
4. *Involvement of more women in the hosting and tourism sector.*

Graph: Proportion between theory and practice in vocational education according to MEST strategy (HROD)



The problems and needs’ tree has been created in this phase of consultations. On this occasion, a reference was made to the competence for teaching curricula reserved by the Law on secondary vocational education of the Ministry of Education, Science and Technology (MEST), although it is in the amendment process where the increase of involvement in planning and proposal for change – adaptation of teaching curricula of HT course with down-top approach to the extent of 20% by the very part of secondary vocational schools with the support of stakeholders. The strategy for practical work has also been emphasised, whereas participants of the local councils requested development of a functional system of professional practice of HT secondary schools’ students in the included area according to the MEST strategy on professional practice 2013-2020 where the proportion between theory and practice is aimed to be balanced and the time dedicated to professional practice is progressively increased from 40% practice in the first year of study, to 50% second year, up to 60% on the third year, while the theory time conversely.





*An illustrating view from the stakeholders' fourth workshop in Gjakovë*

**Workshop 4** – held on 11, 12, and 13 March 2015 in Pejë, Gjakovë, Prizren aimed to look into the results of previous workshops, such as analysis of parties of interest, problems' tree – including the evokers and their impact, as well as transformation and consolidation into the tree of specific objectives for achievement of which identification/measures were identified by the members of local councils taking part in this workshop.

Result of the fourth workshop is the draft logical framework consolidated with 4 strategic-thematic objectives, specific objectives and the interventions/measures proposed for each specific objective. This workshop was chaired by the consultant engaged within the framework of SEED Program, who contributed during this period and drafting of the strategy after.



## OBJECTIVES AND MEASURES

This strategy is composed of four (4) strategic objectives, as they conceptualized and adopted by the Municipal Councils separately and later integrated into this single document that for each objective contains on its own a number of (14) more specific objectives and a range of measures (52) envisaged for achievement of these objectives separately and/or related with other objectives or measures presented in the so-called logical framework that is attached to this document.



Development of a system for updating curricula of secondary vocational schools –hosting and tourism (HT) course in the included area, according to market needs  
*(4 specific objectives, 16 measures);*

Development of an effective system of professional practices in order for students of secondary vocational schools–HT course in the included area to equip them with practical skills  
*(3 specific objectives, 12 measures);*

Development of a system for capacity building of teachers of secondary vocational schools –HT course in the included area regarding the needs of the hosting and tourism business environment  
*(3 specific objectives, 10 measures);*

Increase of women's number in hosting and tourism sector in the included area  
*(4 specific objectives, 14 measures);*

The measures taken together under four thematic areas transformed into the above general goals and the following specific goals and measures which constitute a comprehensive set that Local Councils (mixed stakeholder working groups) in municipalities Pejë, Gjakovë and Prizren regard as necessary to move forward in terms of stakeholder cooperation in development and promotion of the hotelier and tourist (HT) vocational education in the project area including creation of a functional internship practices, school personnel capacity building and increase of women participation into these schools and the industry.

The stakeholders' municipal councils regard this set of measures as integrated blueprints for development vocational education on Hosting and Tourism and the HT industry in the focus area in short and long term. Thus, they jointly approved the Strategy and are committed to its promotion and implementation.

The following is a summary of the strategy expectations, followed by the proposed set of measures for each of the general and specific objectives and a list of references as elaborated in the document.



## STRATEGY IMPLEMENTATION

To implement this strategy, within the framework of SEED Program for the Kosovo part, a call for grants has been called based on application of parties interest with concepts and projects that aim to improve the situation related to one or more objectives of this strategy. The call has been published in internet and media focusing on three aspects, curricula, practices and increase of women inclusion in HT industry, by also leaving room for treatment of the objective related to capacity building of school staff through training, counselling, etc.

Strategy for increase of cooperation between the secondary schools hosting and tourism course, and business of this sector will impact on this cooperation to contribute to creation of opportunities for students to be able to complete their practices in enterprises, participation of enterprises in drafting of curriculum based on market needs, support to school staff, as well as creation of opportunities for inclusion of more women in this sector. It is also expected from all the sector stakeholders to engage more women in education and their employment in this sector.

A greater participation of hosting and tourism sector is expected on preparation of competent staff in accordance with the market needs, thus enabling students attending this course to complete their practice in enterprises. It is expected that participation of staff from the vocational secondary schools – HT course in Pejë, Gjakovë and Prizren municipalities will develop mechanisms for inclusion of businesses in drafting of the curriculum and inclusion of these enterprises in reforming the HT course. Based on the “Improvement of vocational practice strategy 2013-2020” drafted by MEST, the New Curriculum Framework of Kosovo, programs of professional practice are part of the secondary vocational schools’ curriculum. It also emphasises that these programs enable student to spend a planned time period in enterprises, in order for them to develop work experience. Participation of HT enterprises is crucial in capacity building of staff for market needs, same as reforming the hosting and tourism course of the vocational education.

The strategy is at the function and related to other sectors and inter-sector strategies of the three municipalities in the included area in the project, and the neighbouring municipalities, where the parties of interest can contribute and contribute respectively by implementing any part of this strategy. Therefore, the document will be published at the NGO Syri i Vizionit website and it will be promoted and encouraged by all the parties of interest, including donors, which will use it and expand in their planning and implementation work on the topic of hosting and tourism in the focus area and beyond.

For implementation of this strategy, within the framework of SEED Kosovo, a call for grants was made based on the application of parties of interest with concepts and projects that aim to improve the situation related to one or more objectives of this strategy. The call was published in internet and other media focusing on three aspects; curricula, practices and increase of women in SSE HT course and in the HT industry, leaving room for treatment of the objective related to capacity building of school staff through training, counselling, etc. Objectives and selection criteria for grants have been determined and adopted by the Strategy sponsor together with the Municipal Councils.

At the following is the content of the four (4) general objectives with 14 specific objective and 52 measures foreseen for achievement of these objectives as particular and/or related to other objectives or measures presented in the so-called “logical framework” of the Strategy.

## REFERENCES

Law No. 04/L-138 on vocational education and training in Kosovo (MEST, 28 February 2013)

Strategy for improvement of professional practice in Kosovo 2013-2020 (MEST, 22.11.2013)

Law No. 04/L-176 on Tourism (MTI, 29.04.2013)

Strategies for regional economic development of South and West region 2010 – 2013 and sectorial tourism strategies that have derived from them (RDA – South, RDA West)

Regional strategy for sustainable tourism in Kosovo's western region (HROD for RDA West, 2013);

Strategy for economic development in the Municipality of Pejë 2013 – 2017 (HROD for the Municipality, July 2013)

Research of the needs and opportunities of the hosting and tourism sector on professional practice of students from the hosting and tourism course of SSE "Ali Hadri" in Pejë, Report, HROD for NGO Syri i Vizionit in the framework of "Mismatch" project, December 2013);

Research on gender barriers regarding women participation in education and employment in tourism sector in Kosovo, Report, Ubo Consulting - Syri i Vizionit, in the framework of SEED Program (January 2015)

[https://www.facebook.com/SHMEAli-HadriPej%C3%AB-164686813689808/info/?tab=page\\_info](https://www.facebook.com/SHMEAli-HadriPej%C3%AB-164686813689808/info/?tab=page_info) (October 2015)

<https://www.facebook.com/kadrikusari123/?fref=ts> (October 2015)

<https://www.facebook.com/Prizren.Sh.M.L.YmerPrizren> (October 2015)

Brief presentation information of SSEs Pejë, Gjakovë and Prizren from the personnel of these schools.



## Overall objective 1:

*Development of a system for **updating curricula** of secondary vocational schools –hosting and tourism (HT) course in the included area, according to market needs*

| Specific objectives  | Measures   |
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| <p><b>1.1</b><br/>Increase of cooperation, participation and coordination between the HT schools in the included area and other key stakeholders, including HT businesses related to promotion of HT course curricula and to treat issues related to it, knowledge exchange, experience and joint initiatives.</p> | <p><b>1.1.1</b><br/>To increase relation between the secondary HT schools in the included area stakeholders through:</p> <ul style="list-style-type: none"> <li>• information, continuous involvement, periodical meetings, exchange of information, knowledge and best practices, and</li> <li>• undertaking of required coordinated actions that might be done based on the agreements of understanding with the implementing mechanisms</li> </ul> <p><b>1.1.2</b><br/>Harmonising of curricula and exchange of best practices between the HT secondary schools in the included area and the university school – HT study branch in Pejë.</p> <p><b>1.1.3</b><br/>Networking and exchange of best practices between the HT schools in the included area with similar schools abroad, i.e. Albania, Slovenia, Austria, etc. Participation of HT secondary schools in the “Industrial Board” with research and advisory role of “Haxhi Zeka” University, etc.</p> <p><b>1.1.4</b><br/>Exchange of teachers and students of HT schools within the country and abroad through different activities such as the summer schools, camping, students’ attendance, and guest teachers from one school to the other for a brief exchange activity, hosting, etc. or even longer such as semestral, etc.</p> <p><b>1.1.5</b><br/>Development of a database as communication and exchange platform between the parties of interest, in particular between the school and businesses, also useful for the topic of “professional practice” and employment of HT students.</p> <p><b>1.1.6</b><br/>Inclusion of secondary HT schools as active party in developmental planning of local/regional HT industry.</p> |

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| <p>1.2</p> <p>Undertaking of initiatives for change with the “top-down” approach and vice-versa for updating and harmonising curricula of HT course of secondary schools, in the included area, in line with the market needs</p> | <p>1.2.1</p> <p>Capacity building and development of necessary mechanisms in HT course of secondary in the included area for market research and adaptation of the curriculum, requests and trends of HT industry development according to the results from the research and other statistics.</p> <p>1.2.2</p> <p>Proposal and advocacy in education decision-making institutions about extension of profiles or adding of professional modules/subjects in the HT secondary school curriculum in the included area, such as:</p> <ul style="list-style-type: none"> <li>• professional profiles/subjects for guides on mountainous tourism/hiking, cultural, extreme sports, sports animators, recreation, culture, search and rescue; <i>as well as restaurant, kitchen and hotelier assistant*</i>, at the function of expanding the touristic offer and services referring to best practices in the developed tourism,</li> <li>• inter-sectorial subjects such as communication, English, marketing, entrepreneurship, same as knowledge on natural sources and values, as well as local/regional cultural and touristic values and knowledge on local HT sector development and wider.</li> </ul> <p>1.2.3</p> <p>Development of a certifying system on multidisciplinary knowledge and skills needed for the HT through training and study visits offered by the HT secondary schools of the included area and/or any other organisation for interested individuals/groups by adapting to the needs of HT sector.</p> <p>1.2.4</p> <p>Inclusion of the “invited speakers” from HT business in the teaching process as a way of linking theory with practice and developments in HT sector.</p> <p>1.2.5</p> <p>Complementary exchange of curricula, staff and experiences between HT schools in the included area (as these schools alter in their profiles and have different levels of development), as well as exchanges with HT schools abroad.</p> <p><i>Note*new profiles marked with the * sign are characteristic for only a secondary HT course school, Gjakovë.</i></p> |
| <p>1.3</p> <p>Development of human, material and financial capacities of secondary HT schools, as well as human capacities of businesses and</p>  | <p>1.3.1</p> <p>Development of human capacities of managing and academic staff of HT schools in the included area through treatments, counselling and other technical assistance, for drafting innovative researching projects, as well as application for fund at institutions/donors.</p> <p>1.3.2</p> <p>Provision of the necessary budget and equipment for documentation (teaching labs, equipment’s and consumables in HT schools in the included area) from the institutions in charge, DCE/MEST, donors,</p>  |



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| institutions of HT sector   | <p>businesses, contributions in kind or monetary by the parents, school's profitable services, etc.</p> <p>1.3.3<br/>Motivation and provision of technical assistance for interested students during and after schooling for development of new HT businesses, access to grants and mentoring where the inclusion of entrepreneurship subject would serve as a starting point.</p> <p>1.3.4<br/>Inclusion of the employment centre for building of technical capacities necessary for increase of employability and staff referrals according to the needs and requests of businesses, same as provision of information (feedback) to schools in the included area on the market needs for the required HT profiles.</p> <p>1.3.5<br/>Fulfilment of missing cadre for professional subjects in HT secondary schools in the included area and advancement of the current staff with the new theoretical and practical teaching methods.</p> <p>1.3.6<br/>Capacity building in the HT private sector in the included area in order for it to be able to accept and contribute to professional practice of students in HT secondary schools of this area.</p> <p>1.3.7<br/>Building of human capacities and institutional advancement of the tourism sector in tourism directorate at the municipal level with required human resources, technical and financial, at the central level as well.</p> <p>1.3.8<br/>Carrying out of study visits and transfer of best practices from the curricula (theory and practice) of the managing and academic staff of HT secondary schools and businesses in the region, and wider;</p> <p>1.3.9<br/>Provision of textbooks and professional equipment for HT schools in the included area and their cooperation with businesses and other governmental HT organisations (Office of Tourism, etc.) and nongovernmental (NGOs with touristic activity, etc.), as well as use of their different material as additional teaching material.</p> |
| <p>1.4<br/>Information of the public on the HT industry development trend, education profiles and</p> | <p>1.4.1<br/>Information and public awareness (students and teachers in particular) on the development trend of HT sector in the included area and wider, as well as for developments, curricula and opportunities that HT secondary schools in this area offer, such as formal and alternative (potential) education profiles and services in order to attract qualitative candidates, females and males from the rural and urban areas, on secondary vocational education in the HT branch, as well as career in this sector in order to attract qualitative</p>  |

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| <p>HT secondary school services in the included area and attraction of qualitative candidates for studying.</p> | <p>candidates to HT schools through:</p> <ul style="list-style-type: none"> <li>• awareness campaigns by using different media, such as radio and TV spots and shows,</li> <li>• organisation of informative days in the low secondary schools (IX grade classes) and cooperation with career counselling offices in these schools (if available), participation in local/regional fairs and festivals,</li> <li>• development of the website and publication of information and informative/promotional materials of HT schools in the included area, same as usage of social communication networks and blogs;</li> <li>• debates with students and youth regarding the career opportunity in HT, and;</li> <li>• organisation of meetings on career counselling, student-parent-teacher.</li> </ul> <p>1.4.2</p> <p>Organisation of informative campaigns to raise the awareness of HT businesses in the included area on the program, HT profiles and services through presentations, informative materials (brochures, etc.), participation in various local/regional organisations same as the bilateral need and cooperation opportunities between the HT schools and businesses.</p> <p><i>(This measure is expected to contribute to increase of visibility, credibility and incomes for the organisers (HT schools and others), increase of qualitative candidates and increase of their employability/efficiency in the HT sector).</i></p> |
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## General objective 2:

*Development of an effective system of professional practices in order for **students** of secondary vocational schools–HT course in the included area to **equip them with practical skills***

| Specific objectives  | Measures   |
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| <p>2.1<br/>Increase of cooperation and coordination between HT secondary schools and businesses in this sector same as the third parties of interest for effective implementation of professional practices in schools and enterprises in the included area.</p> | <p>2.1.1<br/>Awareness raising of HT enterprises in the included area about their role in professional practice of students of HT secondary schools by stimulating increase of social responsibility of these businesses, as well as mutual benefits such as ensuring of qualified staff for businesses, free of charge engagement of interns during the practice while they learn by serving and many other multilateral benefits;</p> <p>2.1.2<br/>Undertaking of an awareness campaign and provision of technical assistance for increasing the interest, communication and joint initiatives by the parties of interest for carrying out the professional practice expressed through a Memorandum of Understanding between the parties (school-DCE-HT businesses, etc.) followed by periodical working meetings and technical documents such as the contract, manual on responsibilities and obligations for carrying out the practice, including the monitoring and evaluation manner.</p> <p>2.1.3<br/>Drafting of technical documents such as professional practice manuals (including the manual drafted by school and an NGO) with instructions and handy forms for parties as the contract format between the intern and the hosting HT enterprise, monitoring and evaluation forms, and determination of rights and obligations of the parties involved.</p> <p>2.1.4<br/>Organisation and partaking in local/regional businesses and products' fairs with informative material same as awareness raising of the general public on secondary HT schools, profiles and career opportunities;</p> |

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|   | <p>2.1.5<br/>Exchange of experience between parties of interest, places and HT institutions with experience and infrastructure that meet the conditions for implementation of theory in professional practice.</p>   |
| <p>2.2<br/>Update and harmonisation of curricula according to market needs and education standards related to professional practice of students in HT secondary schools in the included area.</p> | <p>2.2.1<br/>*Coherent, qualitative and uninterrupted implementation of the professional practices in HT enterprises for the existing and the newly-proposed profiles (subject to approval by the school and institutions) such as: guides on mountainous tourism/hiking, cultural, extreme sports, sports animators, recreation, culture, etc. mountaineering, search and rescue and so on, at the function of tourism development</p> <p>2.2.2<br/>Implementation of professional practice according to the existing MEST strategy on practical work of secondary vocational schools from 40% in the first year to 60% of practical work time in the third year of study.</p> <p><i>Note*: It is deemed necessary that professional practice are planned and coordinated on time, to be implemented uninterruptedly, so in time blocks (the total of practice hours in a similar period, but not several hours or a day a week) in HT enterprises by adapting to the requests and needs of businesses for profiles of interns as well as the suitable period for businesses to implement the practice that also corresponds with the volume/season when the number of their clients and respectively the exposal of interns to works and productive/serving HT process increases thus contributing to increase of quality of practice.</i></p> |
| <p>2.3<br/>Provision of human, material and financial capacities in HT schools and businesses of the area included according to market needs.</p>   | <p>2.3.1<br/>Development of infrastructure in secondary HT schools such as cooking cabinets, service and other functions envisaged in the curriculum (the existing one and the one that might be complemented with new profiles), provision of the budget and consumables necessary and coordination between the parties to implement professional practices.</p> <p>2.3.2<br/>Attraction of qualified staff through promotion and application of best, fair and competitive employment practices and co-building of human capacities for staff of HT schools and businesses according to the "lifelong learning" principle in relation to their needs and the HT industry trend.</p> <p>2.3.3<br/>Motivation and stimulation of HT enterprises with monetary and non-monetary funds to facilitate engagement of secondary school interns, HT course, including the full/partial coverage of interns' expenses, such as travel, in rural areas in particular, a symbolic payment/scholarship for the time of service, etc.</p>   |



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|  | <p>2.3.4<br/>Building of human capacities in HT school and HT enterprises for successful engagement of interns through counselling and technical assistance;</p> <p>2.3.5<br/>Provision of necessary funds for qualitative implementation of professional practice in secondary HT schools in the included area (operational costs, consumables, etc.)</p> |
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### General objective 3:

*Development of a system for **capacity building of teachers** of secondary vocational schools –HT course in the included area **regarding the needs of the hosting and tourism business environment***

| Specific objectives  | Measures  |
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| 3.1<br>Drafting of policies for qualification of education staff according to the “lifelong learning” in HT course of secondary schools in the included area | <p>3.1.1<br/>Drafting of a strategy and action plan between the parties of interest for capacity building and counselling of HT course school staff according to the “lifelong learning” principle through these steps:</p> <ul style="list-style-type: none"> <li>- Identification of needs for teachers counselling and training in HT course of secondary schools and presentation of these needs to DCE/MEST for approval and provision of budget, including application for alternative or complementary funds at donors;</li> <li>- Organisation of different activities such as trainings, seminars, counselling sessions, exchanges, etc. from the HT schools and/or in cooperation with the parties of interest.</li> <li>- Experience exchange and establishment of partnerships with institutions such as the HYT schools in respective areas in relation to the tradition and types of tourism i.e. mountainous tourism vs. seaside tourism, cultural vs. natural, etc.</li> </ul> <p>3.1.2<br/>Professional capacity building of teachers of HT schools about application of changes of practice curricula and use of literature, labs and contemporary equipment and trends of HT industry development.</p> |



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|   | <p>3.1.3<br/>Periodic assessment of requests and needs of teachers from HT course of the school and their addressing to DCE and donors for complementing through necessary training and counselling.</p> <p>3.1.4<br/>Organisation of periodic meetings between the secondary schools– HT course teachers and DCE and treatment of needs and requests</p>   |
| <p>3.2<br/>Capacity building of HT schools' staff in the included area including the project drafting and fundraising</p> | <p>3.2.1<br/>Organisation of trainings for school staff of HT course on drafting projects and fundraising at the institutions, donors and other creative opportunities, etc.</p> <p>3.2.2<br/>Organisation of trainings and provision of technical assistance for HT vocational schools in the included area for preparation and implementation of research projects (questionnaires/interviews on the satisfaction with the level of services of these schools, HT business needs, etc.), as well as analysing of results and adaptation of curricula and practices and market requests according to the research results.</p>   |
| <p>3.3<br/>Undertaking of initiatives from the groups of interest for supporting HT teachers</p>                          | <p>3.3.1<br/>Organisation of trainings/seminars for HT course teachers by the local/regional/foreign experts of HT businesses.</p> <p>3.3.2<br/>Self-organizing, participation and support from the HY sector stakeholders in trainings with other forms based on needs analysis for human capacity building within the country and abroad.</p> <p>3.3.3<br/>Organisation, participation of all the HT stakeholders and support of experience exchange with respective countries in the region and wider, according to the types of tourism, such as the mountainous, cultural-historic tourism, etc.</p> <p>3.3.4<br/>Securing of funds and other supports through donations by the HT schools, as well as in cooperation with the NGOs, businesses, institutions.</p> |

## Overall objective 4:

*Increase of women's number in hosting and tourism sector in the included area*

| Specific objectives  | Measures   |
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| <p>4.1<br/>Increase of community's awareness on the opportunities, role and the need for involvement and increase of women in HT secondary schools and the industry.</p> | <p>4.1.1<br/>Organisation of multimedia awareness campaigns (school, TV/Radio, businesses, etc.) and presentations at the IX grade classes in urban and rural areas (in particular) on the role of women and career opportunity in HT, such as the secondary and high education with fast and secure employment/self-employment opportunities in HT industry, which is emerging based on best practices from countries with developed HY and leaving aside the related stereotypes in the past with the HT activity.</p> <p>4.1.2<br/>Drafting of inclusive policies, in particular on the increase of women's number and role in HT sector (school, businesses, institutions, etc.) and a strategy/action plan between parties of interest in sector.</p> <p>4.1.3<br/>Active participation of women in existing associations/that could be established and promotion of women's participation in the HT industry.</p> <p>4.1.4<br/>Development of formal and/or non-formal partnerships between the parties of interest to ensure increase of women's involvement in the HT industry, e.g. municipal office on gender equality with the school, businesses and other HT organisations.</p> <p>4.1.5<br/>Initiation of meetings of parties of interest to tackle on issues, including the women's involvement of women in HT schools and industry in the included area.</p> <p>4.1.6<br/>Securing of funds for implementation of awareness campaigns on involvement of women in HT schools and industry by the respective institutions, donors and interested businesses.</p> |



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| <p>4.2<br/>Development of staff according to market request by increase the number of women in HT sector.</p>                               | <p>4.2.1<br/>Development of a specific program by the parties of interest on professional building of women, in rural and underdeveloped areas in particular, but with touristic potential, to work on HT sector in line with the HT market trend.</p> <p>4.2.2<br/>Implementation of study visits with the aim professional experience exchange in countries with developed tourism, treating among others the women's inclusion in HT and adaptation of best practices.</p> <p>4.2.3<br/>Training/reorientation as needed for former women that were employed in the hosting and tourism sector in the past in rural and urban area, who could have stopped carrying out this activity due to circumstances, such as closing of state-owned HT enterprises, lack of visitors, and so on, and their return to industry.</p> |
| <p>4.3<br/>Making parents sensible their encouragement to support girls' decisions on career, including studies in HT secondary school.</p> | <p>4.3.1<br/>Organisation of the "girls' days" in different professions, as per the example of GIZ organisation, etc. where different professions are presented as well as women's involvement in them, in HT too.</p> <p>4.3.2<br/>Promotion and stimulation of women's self-determination about education career and work in HT sector.</p>  |
| <p>4.4<br/>Encouragement of HT schools and businesses about gender equality</p>   | <p>4.4.1<br/>Initiation of governmental policies drafting on promotion of employment of women, such as application of a minimum quota for employment of qualified women in public and private enterprises, and so on.</p> <p>4.4.2<br/>Organisation of debates with the interested parties on the topic of women's increase in HT industry.</p> <p>4.4.3<br/>Increase of number and fair treatment of women in HT schools and businesses in the included area.</p>   |