GOOD PRACTICE with VET2VET Project & VET School "Centre of Competence"

What is a good practice?

> A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.
Mandatory fields are defined by *

Element	Description
Title*	*What is the name that best describes the good practice?* ***Cooperation between VET 2 VET Project & VET School "Center of Competence"***
Name of the VET Provider	*VET School "Center of Competence" – Ferizaj, Kosovo*
Thematic domain	*What is the thematic domain covered by this good practice? More than one domain can be indicated* The collaboration between the "Center of Competence" school and the **VET 2 VET Project** was focused on themes that strengthen vocational education, international cooperation, and institutional development. The following thematic areas included: • **1. Capacity Building for Teachers and Staff** – Professional training for teachers in modern pedagogical methods. – Development of assessment strategies based on learning outcomes. – Exchange of best practices among VET institutions. • **2. Curriculum Development and Modernization** – Alignment of curricula with labor-market needs. – Integration of digital tools and innovative teaching methodologies. – Enhancement of practical components and workplace-based learning. • **3. Strengthening Work-Based Learning (WBL)** – Collaboration with local and international employers.

– Improvement of student internships, apprenticeships, and practice placements.
– Establishing structured WBL models aligned with European standards.

- **4. Quality Assurance and Institutional Development**
  – Applying European quality assurance frameworks in VET.
  – Improving internal quality processes and monitoring student progression.
  – Strengthening school governance and leadership capacities.

- **5. Internationalization and Mobility**
  – Exchange visits, job shadowing, and study trips for teachers and students.
  – Building networks with other VET schools in Europe.
  – Preparing the institution for broader Erasmus+ cooperation.

- **6. Digital Transformation in VET**
  – Introduction of digital platforms for teaching and learning management.
  – Training in digital tools, simulations, and virtual laboratories.
  – Strengthening competencies of staff and students.

- **7. Entrepreneurship and Soft Skills Development**
  – Activities promoting entrepreneurial thinking and project-based learning.
  – Strengthening transversal skills such as communication, teamwork, and problem-solving.

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Introduction*	What is the context (initial situation) and challenge being addressed? Provide a short description of the problem/challenge being addressed and specify the period during which the practice has been carried out.

Context (Initial Situation) and Challenge Being Addressed

At the starting phase, the Center of Competence faced several structural and operational challenges typical of vocational education institutions transitioning toward higher standards of excellence. The school operated with limited teacher training opportunities, and insufficient alignment between vocational curricula and the rapidly evolving labor-market needs. Cooperation with local employers existed but was not yet systematically organized, and mechanisms for quality assurance, digital learning, and international collaboration required significant strengthening.

The primary challenge was to modernize the institution in line with European VET standards, increase the relevance of its programs, and ensure that students acquired the practical and transversal skills required for successful employment. Additionally, the school sought to enhance institutional capacity, upgrade equipment, and improve its visibility and credibility among regional and international partners. Addressing skills mismatches, reducing youth unemployment, and strengthening work-based learning were key priorities.

This good practice was carried out during a defined project period, encompassing the implementation of activities such as teacher training, curriculum modernization, digitalization efforts, and enhanced cooperation with stakeholders.

Stakeholders and Partners	*Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice? Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?*

Beneficiaries and Target Group

The primary beneficiaries are **students** enrolled in vocational programs, who gain enhanced practical skills, employability, and exposure to modern teaching methods. **Teachers and administrative staff & and businesses** also benefit through professional development, training, and capacity-building activities.

Impact*	*What has been the impact (positive or negative) of this good practice on the beneficiaries? Has there been social impact? Has the CoVE impact environmentally, financially, and/or economically the region where it is based (and if applicable, become more resilient), and if yes how? What evidence does show this impact?*

Impact of the Good Practice on Beneficiaries

The implementation of this good practice has generated a series of positive outcomes for students, teachers, and partner institutions. Students have benefited from improved learning environments, enhanced practical training, and increased alignment of vocational profiles with labor-market needs. These developments have contributed to higher levels of student engagement, improved employability, and stronger motivation to pursue further skills development.

Teachers and administrative staff have also experienced significant professional growth through structured training, peer learning, and exposure to European standards. The integration of innovative teaching methodologies and quality assurance instruments has strengthened their pedagogical competencies and their capacity to deliver modern VET programs. No major negative effects have been identified; however, the increased workload during the transition phase required additional administrative coordination.

Innovation and Success Factors *	*In what way has the good practice contributed to innovation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?*

Contribution of the Good Practice to Innovation

The good practice introduced a series of innovative elements that significantly transformed the quality and effectiveness of vocational education within the Center of Competence. Innovation was primarily reflected in the integration of modern pedagogical approaches, digital learning tools, and competency-based curricula aligned with European VET standards. The practice also fostered a stronger culture of cooperation with industry, enabling systematic work-based learning, real-life practice, and continuous feedback from employers.

Furthermore, teacher professional development and international exchanges encouraged the adoption of new teaching models, including project-based learning, interdisciplinary collaboration, and the use of digital platforms for assessment and instruction. The establishment of structured quality assurance mechanisms also introduced an innovative approach to monitoring student progress and institutional performance. These elements collectively strengthened the school's capacity to operate as a Center of Vocational Excellence.

Constraints*	*What are the challenges encountered in applying the good practice? How have they been addressed?*

Challenges Encountered in Applying the Good Practice

The implementation of the good practice was accompanied by several institutional, operational, and external challenges. These challenges are common in VET institutions undergoing transformation toward higher quality and alignment with European standards. The implementation of the good practice faced several challenges, including **limited experience with cross-border projects**, **resistance to new teaching methods**, and **logistical constraints**. Additionally, **visa issues for student and teacher exchanges** posed significant difficulties, and **financial management was complicated** due to the school's lack of autonomy from the Ministry of Education, which limited its ability to allocate funds directly for project activities.

- **Limited Staff Capacity and Need for Continuous Training**

Many teachers initially lacked experience with modern teaching methodologies, digital tools, and competency-based assessment. This created difficulties in immediately adopting new approaches and maintaining consistent quality across all departments.

How it was addressed:
Regular training sessions, peer-learning workshops, job-shadowing activities, and mentoring systems were introduced. International mobility and exposure to best practices further supported teacher readiness and confidence.

- **Weak Labor-Market Linkages in the Early Phase**

At the beginning, cooperation with employers was not structured, resulting in inconsistent work-based learning placements and limited feedback from industry.

How it was addressed:
Formal partnerships were established through Memoranda of Understanding, regular meetings with employers, and joint planning of internships. A coordinated system for monitoring student placements was developed to ensure quality.

Lessons learned *	*What are the key messages and lessons learned from the good practice experience?*

Key Messages and Lessons Learned

The experience demonstrated that strong partnerships with employers and international institutions are essential for delivering relevant and high-quality vocational education. Continuous professional development for teachers emerged as a key driver of innovation, enabling the adoption of modern pedagogical methods and digital tools. Clear institutional leadership and a shared vision proved crucial for managing change and ensuring consistency during implementation.

Investments in modern equipment, digital infrastructure, and structured quality assurance mechanisms significantly improved learning outcomes and strengthened accountability. Student-centered, practice-based learning increased motivation, engagement, and employability. The process also showed that organizational change requires time, communication, and staff support, while long-term sustainability is achieved when new practices are embedded into institutional policies and day-to-day operations.

Replicability and/or up-scaling	*What are the possibilities of extending the good practice more widely? What are the conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context?*
	The aim is to go further than the section "Innovations / critical success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).

Possibilities for Wider Extension

This good practice can be expanded nationally, regionally, and internationally, as its core elements—modern teaching methods, strong employer

partnerships, quality assurance, and work-based learning—are transferable to other VET institutions. With appropriate adaptation, the model can support broader reforms aimed at improving vocational training and aligning it with labor-market needs. This should include more mobilities and students' exchanges.

Contact details	*What is the address of the people or the project to contact if more information on the good practice are needed?*

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URL of the practice	*Can the good practice be found on the Internet?*

https://www.facebook.com/photo/?fbid=928243171464872&set=pb.1000283 75946840.-2207520000

Related resources that have been developed	*What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the good practice? How can them be accessed?*

Materials Developed

The good practice resulted in:

- **Training manuals and guidelines** on modern teaching, competency-based assessment, and work-based learning.
- **Technical fact sheets** for equipment use, safety, and practical exercises.
- **Posters** promoting skills, safety, and sustainability.
- **Photo and video documentation** of training, internships, and project activities.
- **Digital resources and web content** for staff and student access.