

# Income generating activities in public VETIs in Kosovo

Perspectives for policy development

*Innovating for Success:*

*Fostering Entrepreneurial Skills and Income-Generating Activities  
in public institutions of vocational education and training*



## **Income generating activities in public VETIs in Kosovo**

ALLED II – “Aligning Education and Training with Labour Market Needs” Programme, funded by the European Union (EU) and the Austrian Development Cooperation (ADC), implemented by the Austrian Development Agency (ADA).

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# Contents

List of abbreviations	5
<b>I. Introduction to the Policy Document</b>	<b>6</b>
Problem Statement	8
Policy Goal	
Methodology	
<b>II. General Overview of the Situation</b>	<b>9</b>
Understanding the Institutional Framework	10
Exploring Income-Generating Activities in VETIs in Kosovo	11
Legislation and Income-Generating Activities in Public VETIs	
Insights from Kosovo's Vocational Education and Training Institutions	12
<b>III. International Perspectives: Income-Generating Activities in VET</b>	<b>15</b>
Secondary Schools across the European Union	
<b>IV. From Analysis to Action: Key Findings and Policy Implications</b>	<b>17</b>
Legal Framework	
Existing Knowledge and Experience	19
Relations with the Market	
Financial Management	
Procedures, Organization and Plans	20
Infrastructure	
Staff Skills, Capacities and Training	21
Entrepreneurial Skills	22
<b>V. The Transformative Benefits of Income-Generating Activities in Public VETIs</b>	
<b>VI. Empowering VETIs through Innovative Funding Approaches</b>	<b>23</b>
<b>1. Gradual Implementation of IGAs Based on Institutional Capacities</b>	
<b>2. Public-Private Partnership as an Opportunity for VETIs</b>	<b>25</b>
<b>3. VET Schools as Social Enterprises</b>	<b>26</b>
<b>VII. Implementing Strategies for Effective Income-Generating Activities</b>	<b>28</b>
Establish Clear Legal Procedures	
Enhance Financial Management	
Foster Market Entry Strengthening Market Relations and Quality Assurance	
Integrate IGAs into School Development Plans	29
Invest in Infrastructure	
Provide Staff Training	
Promote Entrepreneurship and Innovation	
Launch a Program for Financial Assistance	
<b>VIII. Ensuring Success and Sustainability of Income-Generating Activities</b>	<b>30</b>
Start with a phased approach	
Align with an educational mission	
Involve key stakeholders	
Monitor and evaluate	
Compliance with laws and regulations	31
Continuous improvement	
<b>IX. Building a Resilient VET System</b>	
<b>X. References</b>	<b>34</b>

## List of abbreviations

<b>AI</b>	Administrative Instruction
<b>ADA</b>	Austrian Development Agency
<b>ALLED 2</b>	Aligning Education for Employment 2
<b>AVETAE</b>	Agency for Vocational Education and Training and Adult Education
<b>DF</b>	Department of Finances
<b>EARK</b>	Employment Agency of the Republic of Kosova
<b>EU</b>	European Union
<b>EC</b>	European Commission
<b>ETF</b>	European Training Foundation
<b>CEDEFOP</b>	European Center for the Development of Vocational Training
<b>IGAs</b>	Income Generating Activities
<b>MED</b>	Municipal Education Directorate
<b>MESTI</b>	Ministry of Education, Science, Technology and Innovation
<b>MFLT</b>	Ministry of Finance, Labour and Transfer
<b>MLSW</b>	Ministry of Labour and Social Welfare
<b>PPP</b>	Public Private Partnership
<b>VET</b>	Vocational Education and Training
<b>VETI</b>	Vocational Education and Training Institution
<b>VTC</b>	Vocational Training Center
<b>VSD</b>	Vocational Skills Development

# Introduction to the Policy Document

The policy document "Income generating activities in public VETIs in Kosovo - Perspectives for policy development" aims to analyze and propose solutions for organizing income-generating activities (IGAs) in public Vocational Education and Training Institutions (VETIs) in Kosovo. Further, it aims to suggest policy measures that can generate additional revenue streams, complement traditional funding sources, promote entrepreneurship and align with public finance principles. The policy document complements the new policy on Financial Planning for VET system in Kosovo: Proposal for Improvement which differentiates the financing of VET from general education and recognizes school performance as an indicator for school budgeting. Together with the policy proposal Incentive Scheme for Businesses to Cooperate with VET Institutions – Policy Proposal, this policy document completes the first triangle of VET financing.

The main objective of this policy document is to support public VETIs in Kosovo in improving their financial planning and management while maintaining their entrepreneurial approach. Further, the policy document provides an overview of the current VET system in Kosovo and a detailed analysis of the processes and regulations related to IGAs in public VETIs. In addition, it proposes guidelines for generating additional income without jeopardizing core funding or diverting focus from the core mission of "learning before earning". One of the key issues addressed in the policy document is the importance of fair competition in the market in line with EU State aid rules. Additionally, the policy document emphasizes the need for clear and standardized terminology to enhance understanding and communication among stakeholders in the VET system, especially when discussing the relationships between Education, Training and Production in VET schools and Vocational Training Centers (VTCs).

The policy recommendations in this document are based on an analysis of existing practices in IGAs in Kosovo, international experiences and examples from other European countries. It is important to note that while the policy document originally aimed to provide an applicable best practice model from EU countries, covering all situations in IGAs implementation, it discovered that successful implementation requires a solid understanding of the implementation context, including the diversity in VETIs profiles, capacities and local context. Therefore, implementation strategies and tools need to be selected and tailored to the specific needs and possibilities of each VET school and VTC in their local context. Successful implementation of the developed strategies and tools also are recommended to rely on capable VETI leaders who are willing and able to lead.

The recommendations of this policy document also consider VETIs' capacities, human resources, revenue management, legal foundations and the involvement of schools in public-private partnerships (PPPs) and their potential impact on generating income. After conducting thorough analysis and feasibility studies, the policy document also proposes considering certain schools as social enterprises.

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<sup>1</sup> ALLED 2 (December, 2020), Financial Planning for VET system in Kosovo: Proposal for Improvement, available at: <http://alled.eu/wp-content/uploads/2020/12/Financial-Planning-Final-3.pdf>

<sup>2</sup> ALLED 2 (January, 2023), Incentive Scheme for Businesses to Cooperate with VET Institutions – Policy Proposal, available at: <http://alled.eu/category/resources/>

<sup>3</sup> JRC, (2016), EntreComp: The Entrepreneurship Competence Framework, available at: <http://alled.eu/wp-content/uploads/2021/07/Ifna27939enn-3.pdf>. The translation of this document in Albanian and Serbian language is supported by ALLED 2 project (2021)

This policy document also recommends the development of comprehensive policy instruments to address challenges in organization of IGAs by public VETIs such as lack of awareness and capacity, inadequate funding and insufficient coordination among stakeholders. The research conducted reveals the potential of public VETIs in Kosovo to generate income through various activities, but complexities in organizing and implementing economic activities were emphasized. The recommendations derived from the research process are included in the main findings section of the policy document.

Lastly, this policy document provides guidance and inspiration for navigating the complexity of the organization of IGAs in public VETIs and ensuring the successful implementation of policy reforms and programs to improve the quality of education in Kosovo.

### **Problem Statement**

The policy problem to be addressed in this document is the lack of guidance and support for public VETIs in Kosovo on initiating and effectively managing IGAs during the education process. The lack of direction can lead to tension between learning and economic objectives, potentially jeopardizing the quality of education and training provided by VETIs. Further, it also hinders their integration with the market and local environment. Therefore, there is a need to provide feasible policy solutions that enable VETIs to generate additional revenue streams through the organization and implementation of IGAs without risking their core funding or compromising their primary goal of providing quality education and training.

### **Policy Goal**

The policy goal of this document is to provide implementable direction and support for public VETIs to create and manage IGAs that contribute to their financial sustainability, improve infrastructure, engage students, develop an entrepreneurship mindset, enhance training programs, foster industry engagement, contribute to community development and increase the visibility and reputation of public VETIs. By achieving this goal, the policy document aims to create a conducive environment for VETIs to thrive and play an active role in Kosovo's vocational education and training landscape, ultimately benefiting students, employers and the wider community.

### **Methodology**

The research methodology used in the development of the policy document on "Income generating activities in public VETIs in Kosovo - Perspectives for policy development" employed a comprehensive approach to gathering and analyzing data using both quantitative and qualitative methods. In addition to a review of the legislation and relevant literature, interviews were conducted with VETI representatives and government officials, while focus group discussions were organised with stakeholders to provide valuable insights.

The policy document analyzed relevant laws and administrative instructions in Kosovo, including global trends and best practices from EU Member States, to gain insights into IGAs implementation practices. The qualitative research phase involved conducting semi-structured interviews with VETI directors, Quality Assurance Coordinators, Teachers/Trainers, Government Institutions and Agencies and Municipal Directorates of Education. In-situ visits were also conducted and a two-day Stakeholders Workshop was organized. The main findings of the research provide insights into the current status of IGAs in public VETIs, the challenges faced and opportunities available for improvement.

Overall, the methodology and data sources used in the development of this policy document provide a comprehensive and representative picture of the issues and opportunities related to IGAs in public VETIs. The information gathered was used to develop the policy framework and guidelines outlined in this policy document.

## II General Overview of the Situation

According to the data gathered from the interviews conducted with public VETIs and representatives of the Government Institutions and the review of relevant legislation and strategies, in the Kosovo context, there are several factors influencing the VET system. There is a basic legislation and strategies in place for the organization of IGAs by public VETIs and there is a growing interest in Vocational Education and Training (VET) from both, the government and the international donor community. The government of Kosovo has shown interest in piloting Dual VET in limited sectors and businesses are increasingly interested in supporting VET due to the lack of skilled workforce. However, according to our research data, VET is still considered a second choice for students and the VET system is fragmented with weak interinstitutional coordination.

Financing of VET is currently similar to general education, which is done via specific grant for education, but efforts are underway to adopt a new formula that differentiates VET financing. According to our research, Municipal Directorates for Education (MDE), as responsible institutions for managing school budget, lack the capacity to accommodate the specific needs of VET schools, such as equipment and raw materials for training purposes. While VETIs have workshops, production lines and equipment, they often lack the professional staff and capacities to fully utilize them throughout the year. Additionally, VETIs are not registered legal entities, which restricts their ability to enter into direct contractual relations with the market. Clear and instructive regulations regarding this issue are lacking.

Furthermore, according to our research, there is a lack of finances and training to support VETIs in initiating IGAs. Despite over half of upper secondary school students are enrolling in VET, the quality of vocational education and training offered is insufficient, leading to low employer satisfaction and a low transition rate from school to work, as highlighted in the Education Strategy 2022-2026 published by Ministry of Education, Science, Technology and Innovation (MESTI).

### Understanding the Institutional Framework

Public VETIs in Kosovo are institutions that implement vocational education and training programs in accordance with the Law on Vocational and Education and Training. There is a total of seventy-five (75) public VETIs in Kosovo, including sixty-one (61) VET Schools managed by municipalities, six (6) VETIs managed by Agency for Vocational Education and Training and Adult Education (AVETA) (four Competence Centers and two (2) VET Schools) and eight (8) Vocational Training Centers (VTCs) under the umbrella of Employment Agency of the Republic of Kosovo (EARK) located in seven (7) regions of Kosovo. VETIs are funded from the central budget and a decentralized model of budget allocation is applied for VET schools through municipalities and through respective agencies for the others. However, the financial autonomy granted to VETIs through legislation is not fully

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<sup>4</sup> Prime Minister Office, (July, 2023), The fifth meeting of the Executive Committee for the development of the Vocational Education and Training system is held, available at: <https://kryeministri.rks-gov.net/en/blog/the-fifth-meeting-of-the-executive-committee-for-the-development-of-the-vocational-education-and-training-system-is-held/>

<sup>5</sup> Assembly of the Republic of Kosovo, (June, 2008), Law No. 03/L-048 on Public Financial Management and Accountability, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2524&langid=2>

<sup>6</sup> ALLED 2, (2020), Financial Planning for VET System in Kosovo – proposal for improvement, available at: <http://alled.eu/wp-content/uploads/2020/12/Financial-Planning-Final-3.pdf>

implemented. Currently, the budget of VET schools is managed by the respective municipalities, causing practical problems and burdens for VET schools. They face difficulties in managing and planning expenses, especially for emergency needs, as well as in utilizing the income generated by the schools. VET schools are not registered entities, so any generated income from IGAs is transferred to the account of the Municipal Directorate of Education under the unique code of the respective school.

### **Exploring Income-Generating Activities in VETIs in Kosovo**

The approach towards IGAs varies among VETIs (VET schools, Competence Centers and VTCs) and there is no established model that can be considered a best practice for replication. According to our research, all solutions are made on an ad-hoc basis and depend on VETIs' management proactivity and skills. Both central-level institutions nor municipalities have not actively encouraged the implementation of IGAs in a structured manner through any economic activity. Municipal regulations on IGAs typically cover the prices and procedures for course delivery but do not address the economic activities of VET schools. In most cases, contractual relations with the market are managed by the municipal administration. VET schools engage in various IGAs, such as renting out cafeteria spaces, organizing training programs for adults, catch-up classes and short training courses. In some isolated cases, in collaboration with municipalities, VET schools use the budget allocated for school maintenance to carry out maintenance work through students' practical work, generating financial benefits for school projects or covering other costs based on identified needs. However, these cases are not typical IGAs, even though they provide some direct benefits to the school.

The overall situation calls for policy interventions to provide guidance and support for VETIs in Kosovo to effectively manage IGAs, improve their financial management and address the challenges within the VET system while maintaining their primary goal of providing quality education and training. However, there are several challenges and gaps in the existing framework that hinder the effective organization and management of these activities. The main obstacles faced in implementing IGAs in public VETIs, according to our research findings, include limited resources for funding, raw materials and human resources, as well as the challenge of fair competition with private businesses, resistance to change, navigating complex regulations, evaluating success and managing generated incomes due to bureaucratic procedures.

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<sup>7</sup> Ministry of Education, Science, Technology and Innovation, (2022), Education Strategy 2022 -2026, available at: <https://kryeministri.rks-gov.net/wp-content/uploads/2023/01/Strategja-e-Arsimit-2022-2026-Eng-Web.pdf>

<sup>8</sup> Assembly of the Republic of Kosovo (March, 2013), Law No. 04/L-138 for Vocational Education and Training, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8676&langid=2>

<sup>9</sup> Assembly of the Republic of Kosovo, (June, 2008), Law No. 03/L-048 on Public Financial Management and Accountability, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2524&langid=2>

<sup>10</sup> Municipality of Prishtina, (September, 2021), Rregullore për të hyrat vetanake të institucioneve arsimore, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=11796>



## Legislation and Income-Generating Activities in Public VETIs

The legal framework governing VET in Kosovo provides a foundation for IGAs in public VETIs. Law on Vocational Education and Training<sup>11</sup> outlines the structure and financing of VETIs, while the Law on Public-Private Partnership<sup>12</sup> enables partnerships with businesses. Administrative Instruction No 07/2014 Advancement, Autonomy and Functioning of VET Institutions<sup>13</sup> and Administrative Instruction 04/2014, Conditions and Criteria for Economic Activity of VET Institutions<sup>14</sup> offer guidelines for the economic activities and functioning of VETIs. However, more detailed procedures and support are needed for the effective implementation of IGAs.

The Law on Social Enterprises<sup>15</sup>, although not mentioning schools, presents an opportunity for some VET schools to transition into social enterprises. This status would allow them to align with the market, adopt social and economic objectives and engage in sustainable IGAs. Adapting to this status requires careful consideration of organizational structures and social impact. Further attention to the legal provisions, creation of detailed procedures and exploration of the Law on Social Enterprises can enhance collaboration, innovation and market integration in VETIs, enabling them to have a more impactful role in vocational education and training.

Law on the Employment Agency of the Republic of Kosovo, Article 6 Duties and Responsibilities of the Central Office,<sup>16</sup> outlines the responsibilities of the EARK which encompass various areas such as curriculum development, candidate certification and coordination with employment offices and eight (8) VTCs. From the interviews with the representatives of EARK and directors of VTC, it was recorded that in the past, VTCs had some degree of financial autonomy and engaged in IGAs. However, the current management of VTCs by the EARK has limited their financial independence. Additionally, VTCs lack dedicated financial offices to address these challenges.

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<sup>11</sup> Assembly of the Republic of Kosovo, (March, 2013), Law No. 04/L-183 on Vocational Education and Training, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8676&langid=2>

<sup>12</sup> Assembly of the Republic of Kosovo (November, 2011); Law No. 04/L-045 on Public-Private-Partnership, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2641>

<sup>13</sup> MESTI, (2014), Advancement, Autonomy and Functioning of VET Institutions

<sup>14</sup> MESTI (2014), Conditions and Criteria for Economic Activity of VET Institutions

## Insights from Kosovo's Vocational Education and Training Institutions

While the legal framework provides a foundation for IGAs in VETIs, there is a need for more detailed procedures, instructions and support for their implementation. Clarifying regulations, specifying resource management and establishing clear financial procedures would enhance the effectiveness and sustainability of IGAs in VETIs. The Law on Public-Private Partnership offers potential for collaboration between VETIs and businesses, fostering opportunities for skills development and market relevance. Further attention to these legal provisions and the creation of detailed procedures would facilitate the expansion and success of IGAs in VETIs.

The research reveals that VETIs operate without a formally registered entity, lacking the ability to enter into contractual relations. Instead, they rely on historical foundations or establishment decisions made by the MESTI and/or municipalities. This poses challenges for VETIs to engage in IGAs and establish formal financial arrangements. In many cases, VETIs resort to in-kind contribution models, offering products and services created by students to meet municipality needs or for maintenance and repairs. The income generated from these services is often reinvested in the respective VET school. In some cases, products are provided for free to kindergartens, elderly shelters, municipality events or the school community. While some VETIs under the AVETAE have past experience in IGAs, they are currently not organizing any.

Overall, there is a need for clear and detailed legal procedures to facilitate IGAs within VETIs and ensure their sustainable operation. Formalizing the status of VETIs as registered entities would enable them to enter into contractual relations and establish proper financial arrangements for their IGAs. This would provide greater stability and accountability in managing the generated income and contribute to the long-term sustainability of VETIs.

Further, according to our research findings, VETIs face challenges in establishing effective relations with the market. While VETIs management generally acknowledges the importance of engaging with the market, some of them express concerns and perceive it as an unfair competition. They fear that products or services developed by unpaid student labor may undercut prices offered by private businesses. The lack of procedures, instructions and support for public VETIs on managing fair competition further exacerbates this issue. Ensuring the standard quality of products and services produced by students during the VET process also proves to be a challenge.

To address these issues, it is crucial for VETIs to receive guidance and support in navigating market relations, ensuring fair competition and maintaining the quality of their offerings. Developing guidelines and procedures for market engagement, setting quality standards and providing training to VETIs' staff on market dynamics and customer expectations would contribute to strengthening the relationship between VETIs and the market.

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<sup>15</sup> Assembly of the Republic of Kosovo (November, 2018), Law No. 06/L -022 on Social Enterprises, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18187>

<sup>16</sup> Assembly of the Republic of Kosovo, (January, 2014), Law No. 04/L-205 on the Employment Agency of the Republic of Kosovo available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8983&langid=2>

<sup>17</sup> Assembly of the Republic of Kosovo (November, 2011); Law No. 04/L-045 on Public-Private-Partnership, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2641>

Financial management poses significant challenges within VETIs. Most VETIs lack separate bank accounts or sub-accounts, relying instead on municipal financial codes of the VET school that do not provide dedicated budget lines for IGAs. The current financing formula for VET schools mirrors that of general education, which hampers the effective management of generated income. The funds generated from VETIs' activities are typically transferred to the bank account of the MDE under the respective school's code, but these budgets are not returned to the schools nor managed by them. To address these challenges, reforms in financial management are necessary. This includes establishing separate bank accounts or sub-accounts for VETIs to track income generated from IGAs. The development of dedicated budget lines for IGAs would allow VETIs to effectively plan and utilize the generated income. Additionally, creating finance offices within VETIs would facilitate proper financial planning and administration, ensuring transparency and accountability in managing the finances of IGAs.

To address the identified lack in VTCs, the EARK can establish a dedicated program aimed at supporting the integration of IGAs in VTCs, focusing on specific products or services. This program would offer project-based grants to VTCs, enabling them to develop and submit project proposals for consideration by the EARK. Throughout the project implementation, the EARK would closely monitor and evaluate the performance and financial capacity of the VTCs. Additionally, the program would provide essential training to VTCs, equipping them with the necessary knowledge and skills for successful IGAs implementation. Through this training, VTCs would gain valuable insights into effective strategies, best practices, and relevant market dynamics.

In conclusion, the research reveals significant gaps in procedures, organization and plans related to income generation in public VETIs. While the existing legal framework allows for income generation, there is a lack of detailed procedures for planning, organizing, launching and monitoring products and services in the market. VETIs' internal development plans do not sufficiently incorporate concrete long-term strategies that address the organization, implementation, monitoring and evaluation processes of IGAs. VETIs are left to navigate through various laws and regulations pertaining to income generation without adequate guidance, instructions or financial support for IGAs. The lack of a specific model or best practice for IGAs in VETIs hinders the replication and implementation of successful approaches.

These diverse experiences encourage a policy approach that recognizes specific experiences and invites VTCs to submit proposals for IGAs based on their capacities, interests and local context.

### **III International Perspectives: Income-Generating Activities in VET Secondary Schools across the European Union**

The evolving nature of IGAs in VET secondary schools is reflected in the recent literature, with a shift in their role and financing implications for VETIs. Historically, various countries have approached the relationship between general and vocational education through systems of polytechnic education, creating new perspectives that challenge the traditional theory/practice dichotomy. However, many reform experiences faced resistance from within the educational system and lacked support from families, the business community and facilities for school leavers.

Despite these challenges, IGAs continue to be implemented in regions facing development conditions and in response to technological changes and marketization processes. IGAs now serve not only as a means to finance VETIs but also as practical entrepreneurial training. This aligns with the international trend of utilizing IGAs to finance the training of NEETs, underprivileged youth, and unemployed graduates through a "learning and earning" process, similar to how apprenticeship fees function within the dual system.

The evolution of IGAs is in line with international perspectives on Vocational Skills Development (VSD), emphasizing the importance of dual apprenticeship systems and Public-Private Partnerships (PPPs). Notably, organizations such as the EU/EC, CEDEFOP, and ETF recognize the continued relevance of IGAs in VET financing.

Across Europe, social cooperatives also play a significant role in generating income within VETIs. These cooperatives contribute to financial sustainability while promoting social inclusion and providing vocational training and employment opportunities for marginalized groups. Examples from Spain, Italy, Finland, and Portugal highlight the effectiveness of social cooperatives in creating inclusive and sustainable income-generating activities within VETIs.

Practical skills development, entrepreneurship and community engagement are common themes observed in European experiences with IGAs. Initiatives such as Danish production schools, Germany's dual education system and the consultancy services offered by VET schools in the Netherlands aim to align vocational training with local labor market needs and foster an entrepreneurial spirit among students. Continued research and exploration of best practices are essential to enhance the implementation and impact of IGAs in vocational education across Europe.

The European experiences with IGAs in VETIs demonstrate their effectiveness in addressing financial sustainability, promoting social inclusion and fostering practical skills development and entrepreneurship. By leveraging the power of IGAs, vocational schools can ensure long-term viability and equip individuals with the necessary skills to succeed in today's dynamic labor market. Further research and exploration of best practices in different countries and contexts are necessary to fully understand the potential and impact of IGAs in VET.

It is important to note that successful implementation of IGAs requires a solid understanding of the implementation context, including the diversity in VETI profiles, capacities, and

local considerations. A pragmatic and evolutive approach, inspired by policy learning and interactions among national and international stakeholders, is recommended to transform VET and incorporate European perspectives such as apprenticeships, PPPs and an entrepreneurial mindset.

This approach differentiates itself from the trendy “model transfer” approach of the 60s, at the beginning of international development cooperation that was implemented via technical cooperation. A pragmatic and evolutive perspective could now be proposed and inspired by the 2008 ETF Yearbook Policy Learning in Action. Overall, by embracing IGAs and entrepreneurship education, VETIs can shape the future of vocational education and training in the EU, addressing financial challenges, promoting social inclusion, and equipping individuals with the skills needed for success in the evolving workforce. This process would by force include some of the proposed above-mentioned European perspectives, as the policy trend in the VET field is emphasizing apprenticeship and PPPs.

## **IV From Analysis to Action: Key Findings and Policy Implications**

Based on comprehensive data analysis and stakeholder engagement, the research findings reveal significant potential for IGAs in public VETIs. Implementing IGAs can enrich the educational experience, enhance financial sustainability and foster entrepreneurship within the VET sector. However, this policy document also uncovers various challenges and gaps in the existing legal framework that impede the effective organization and management of these activities.

In the context of implementing IGAs in public VETIs, the main obstacles encountered include limited funding resources, inadequate and untimely availability of raw materials and a shortage of human resources. While resistance to change is not a prominent issue, navigating complex regulations poses a significant challenge. Additionally, evaluating the success of IGAs and managing generated incomes are further complicated by bureaucratic procedures.

To unlock the full potential of IGAs in public VETIs, it is crucial to address these obstacles and bridge the existing gaps in the legal framework. This can be achieved through the development of strategies and policies that address resource limitations, streamline regulatory processes and provide support for evaluating and managing IGAs. By undertaking these measures, VETIs can overcome the challenges and fully capitalize on the benefits offered by IGAs. The findings from the research phase highlight several key issues within Kosovo’s VETIs regarding the implementation of IGAs. These issues include the lack of detailed procedures, instructions and support for IGAs, the absence of formal registration for VETIs as entities, challenges in establishing effective market relations, and difficulties in financial management.

## Legal Framework

The legal framework governing VET in Kosovo provides a foundation for IGAs in VETIs. Law on Vocational Education and Training<sup>18</sup> outlines the structure and financing of VETIs, while the Law on Public-Private Partnership<sup>19</sup> enables partnerships with businesses. Administrative Instructions<sup>20</sup> offer guidelines for the economic activities and functioning of VETIs. However, more detailed procedures and support are needed for the effective implementation of IGAs. The Law on Social Enterprises<sup>21</sup>, although not mentioning schools, presents an opportunity for VET schools to transition into social enterprises. This status would allow them to align with the market, adopt social and economic objectives and engage in sustainable IGAs. Adapting to this status requires careful consideration of organizational structures and social impact. Further attention to the legal provisions, creation of detailed procedures, and exploration of the Law on Social Enterprises can enhance collaboration, innovation and market integration in VETIs, enabling them to have a more impactful role in vocational education and training.

Additionally, Law on the Employment Agency of the Republic of Kosovo<sup>22</sup> defines the responsibilities of the Agency, including the development of curricula, certification of candidates and coordination with employment offices and vocational training centers. The current management of VTCs by the EARK has limited their financial independence, thus, impacting their ability to engage in IGAs. This lack of autonomy hinders their financial sustainability. VTCs lack dedicated financial offices to address the challenges related to financial management and transparency. This gap further impedes their effective utilization and management of income generated from IGAs.

While the legal framework provides a foundation for IGAs in public VETIs, there is a need for more detailed procedures, instructions and support for the implementation of IGAs. Clarifying regulations, specifying resource management and establishing clear financial procedures would enhance the effectiveness and sustainability of IGAs in VETIs. The Law on Public-Private Partnership<sup>19</sup> offers significant potential for collaboration between VETIs and businesses, fostering opportunities for skills development and market relevance. Further attention to these legal provisions and the creation of detailed procedures would facilitate the expansion and success of IGAs in VETIs.

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<sup>18</sup> Assembly of the Republic of Kosovo, (March, 2013), Law No. 04/L-183 on Vocational Education and Training, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8676&langid=2>

<sup>19</sup> Assembly of the Republic of Kosovo (November, 2011); Law No. 04/L-045 on Public-Private-Partnership, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2641>

<sup>20</sup> MESTI (2014), Administrative Instruction No 07/2014 Advancement, Autonomy and Functioning of VETIs  
<sup>21</sup> MESTI (2014), Administrative Instruction No 04/2014, Conditions and Criteria for Economic Activity of VET Institutions

<sup>22</sup> Assembly of the Republic of Kosovo (November, 2018), Law No. 06/L -022 on Social Enterprises, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18187>

## **Existing Knowledge and Experience**

Findings derived from qualitative research, including interviews with VETIs, reveal that VETIs operate without a formally registered entity, lacking the ability to enter into contractual relations. Instead, they rely on historical foundations or establishment decisions made by the MESTI and/or municipalities. This poses challenges for VETIs to engage in IGAs and establish formal financial arrangements. In many cases, VETIs resort to in-kind contribution models, offering products and services created by students to meet municipality needs or for school maintenance and repairs. The generated income from these services is often reinvested in the respective VET school. Or in most cases, products are provided for free to kindergartens, elderly shelters, municipality events or the school community. Some VET schools have established procedures for specific activities such as catch-up classes and short courses, but there is a lack of comprehensive legal procedures for organizing IGAs.

While VTCs under the EARK have past experience in the organization of IGAs, they are currently not organizing any. Overall, there is a need for clear and detailed legal procedures to facilitate IGAs within VETIs and ensure their sustainable operation.

## **Relations with the Market**

The field research reveals that VETIs face challenges in establishing effective relations with the market. While VETIs management is generally aware of the importance of entering the market, some VETIs express concerns and perceive it as unfair competition. This apprehension stems from the fear that products or services developed by unpaid student labor may undercut competitors' prices. The lack of procedures, instructions and support for public VETIs on managing fair competition further exacerbates this issue. Moreover, ensuring the standard quality of products and services produced by students during the VET process proves to be a challenge. To address these issues, it is crucial for VETIs to receive guidance and support in navigating market relations, ensuring fair competition and maintaining the quality of their offerings.

## **Financial Management**

Through a combination of in-situ visits, interviews and analysis of the legislation and administrative instructions, the research indicates significant challenges in financial management within VETIs. Most VETIs lack separate bank accounts or sub-accounts, relying instead on municipal financial codes that do not provide dedicated budget lines for income-generating activities. The current financing formula for VET schools mirrors that of general education, which hampers the effective management of generated income. The funds generated from VETIs' activities are typically transferred to the bank account of the MDE under the respective school's code, but these budgets are not returned to the schools. While Competence Centres under AVETAE or VTCs under EARK have some advantages for organizing income-generating activities, all VETIs lack the operational structure necessary to comply with the contractual and financial procedures outlined in the Law on Public Finance. Additionally, the absence of a dedicated finance office further hinders the planning and administration of IGAs within VETIs. The findings of this policy document highlight the need for reforms in financial management, including the establishment of separate bank accounts, dedicated budget lines, and the creation of finance offices within VETIs to ensure effective planning, administration, and utilization of income generated from their activities.

## **Procedures, Organization and Plans**

The study's comprehensive examination, encompassing interviews, focus group discussions and legal analysis, reveals significant gaps in procedures, organization and plans related to income generation in public VETIs. While the existing legal framework allows for income generation, there is a lack of detailed procedures for planning, organizing, launching and monitoring products and services in the market. VETIs' internal development plans do not sufficiently incorporate concrete long-term strategies that address the organization, implementation, monitoring and evaluation processes of IGAs. Additionally, VETIs are left to navigate through various laws and regulations pertaining to income generation without adequate guidance, instructions or support. These findings highlight the need for the development and implementation of comprehensive procedures, organizational structures and support systems to facilitate effective income generation in VETIs, ensuring their long-term sustainability and success.

## **Infrastructure**

The field research conducted indicates that while the equipment in VETIs is relatively recent, the rapid advancements in technology present a significant challenge to the successful implementation IGAs. Despite the equipment being relatively new, the dynamic nature of technology renders it difficult for VETIs to stay competitive in the market. Furthermore, the cost of upgrading equipment to keep up with the latest trends and industry demands poses a financial burden. This situation limits the ability of VETIs to deliver high-quality services and diversify their product offerings through IGAs. Addressing this challenge requires finding innovative solutions to ensure that VETIs can effectively leverage their equipment to meet market demands and optimize the outcomes of IGAs.

Moreover, during the research, instances were identified where VET schools had access to advanced technologies, such as vehicle inspection and technical check equipment. However, the underutilization of these resources significantly impeded the realization of the full potential of IGAs. Additionally, it was evident that some VET schools faced challenges in effectively entering the market and lacked the necessary knowledge and strategies to do so. Addressing these issues requires providing guidance and support to VET schools to maximize the utilization of advanced technologies and enable them to successfully navigate the market landscape for IGAs. Similarly, instances were observed where VET schools had land, plantations and industrial equipment, yet the focus of activities remained centralized in the city, limiting the integration of infrastructure and hampering opportunities for practical training and community engagement. These findings emphasize the need for strategic investments in infrastructure, maximizing the utilization of available resources and promoting a more interconnected approach to facilitate the successful implementation of IGAs in VETIs.

## **Staff Skills, Capacities and Training**

The research conducted, which involved reviewing legislation, conducting interviews and organizing a stakeholder's workshop, uncovers several challenges related to staff skills, capacities and training in VETIs. VETIs management face difficulties in staffing production activities and identifying IGAs that align with the needs of the local community, resulting in a lack of market demand. Moreover, staff members lack training in the implementation of Administrative Instructions and related procedures, which hinders the effective execution of their roles. VETIs also express a shortage of human, financial and management capacities, limiting their ability to meet organizational goals. Furthermore, during the summer break when schools are closed, maintenance is neglected and there is a lack of support



staff to manage the production assets and sustain production activities. These findings underscore the critical need for comprehensive staff training programs, capacity-building initiatives and strategic planning to address these challenges and enhance the overall effectiveness of VETIs.

### **Entrepreneurial Skills**

Findings derived from qualitative research, including interviews with VETIs representatives and government officials, shed light on VETIs generally lacking an entrepreneurial spirit and do not invest in entrepreneurship, innovation and start-up business training. Nevertheless, VETIs recognize the importance of investing in the development of essential knowledge and skills to ensure the successful planning, implementation and monitoring of IGAs. Securing adequate resources, navigating regulatory frameworks, identifying market demands and evaluating the outcomes of past initiatives are all critical components in effectively shaping future strategies. By addressing these aspects, VETIs can enhance their capacity to generate sustainable income and drive positive change within their institutions. Based on these research findings, policymakers and stakeholders should collaboratively design and implement targeted interventions to address the identified challenges and promote the effective implementation of IGAs in public VETIs. By addressing the gaps in the legal framework, leveraging existing knowledge and experience, strengthening market relations, improving financial management, streamlining procedures, investing in infrastructure, enhancing staff skills and fostering entrepreneurial mindsets, VETIs can unlock the full potential.

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<sup>25</sup> MESTI (2014), Administrative Instruction No 07/2014 Advancement, Autonomy and Functioning of VETIs

<sup>26</sup> MESTI (2014), Administrative Instruction No 04/2014, Conditions and Criteria for Economic Activity of VET Institutions

## **V The Transformative Benefits of Income-Generating Activities in Public VETIs**

By examining relevant laws, analyzing global trends and conducting interviews with various stakeholders, this study highlights the significant benefits that come with implementing IGAs in public VETIs. These activities offer transformative advantages across multiple domains, encompassing financial sustainability, improved infrastructure, student engagement, career readiness and entrepreneurship mindset development. By addressing the challenges and gaps identified in the existing framework, policymakers have the opportunity to promote and support the effective organization and management of IGAs, ultimately leading to positive outcomes for VETIs, students and the community as a whole.

To fully capitalize on the potential of IGAs, it is crucial to address the key aspects outlined in the research findings. Policymakers and stakeholders should collaborate in designing and implementing targeted interventions that tackle the identified challenges head-on. This involves addressing gaps in the legal framework, leveraging existing knowledge and experience, strengthening market relations, improving financial management, streamlining procedures, investing in infrastructure, enhancing staff skills and fostering entrepreneurial mindsets.

By undertaking these comprehensive measures, VETIs can unlock their full potential and enhance their capacity to generate sustainable income while driving positive change within their institutions. It is imperative for policymakers and stakeholders to act upon these findings and work together to create an enabling environment that supports the effective implementation of IGAs in public VETIs.

## **VI Empowering VETIs through Innovative Funding Approaches**

### Policy Options for Implementing IGAs

The proposed framework has been custom-made to suit the conditions and capacities of VETIs in Kosovo. Factors such as available physical spaces, workshops, land, student and teacher numbers and profiles vary significantly across VETIs. Therefore, the proposals presented in this document draw from international experiences but have been fully customized and adapted to align with the specific situation of VETIs in Kosovo. This customization also takes into account the legal status and the broader legislative framework in Kosovo to ensure compliance with relevant laws and regulations. There are various policy alternatives that policymakers can consider when financing VET through IGAs, taking into account the different conditions and capacities of VET schools. Tailored IGA programs, collaboration and partnerships, peer-to-peer learning, government support and entrepreneurship promotion are some of the policy alternatives that could be used to support the development of sustainable and effective IGA programs across different VET schools.

The following policy recommendations can serve as a starting point for initiating effective actions and bringing about positive change in the implementation of IGAs in public VETIs in Kosovo. To address the identified challenges and improve the overall situation, the improvements are presented below.

## **1. Gradual Implementation of IGAs Based on Institutional Capacities**

Government can consider supporting public VET Institutions in the gradual implementation of IGAs, considering each institution's specific conditions and capacities. This approach involves initially piloting IGA on a limited scale, allowing VET schools to assess and establish their capabilities before expanding to a broader scale. By starting small and building upon proven successes, VET schools can effectively develop and implement sustainable income-generating initiatives. Based on the key findings provided in Chapter IV, the following recommendations emerge:

### **Tailored IGA programs**

Develop IGA programs that are tailored to the specific conditions and capacities of each VET school and VTC. This approach would involve conducting a needs assessment of each VET school to identify their strengths, weaknesses, opportunities and threats, and then designing IGA programs that are tailored to their specific needs. For instance, a VET school with strong technical skills but limited marketing skills could receive support to develop marketing skills to effectively sell the products or services generated through IGA.

### **Collaboration and partnerships**

Encourage collaboration and partnerships between VET schools and VTCs and other stakeholders, such as businesses, industry associations and chambers of commerce. Collaboration and partnerships can leverage the strengths and resources of each stakeholder to support IGA development. For example, businesses could provide mentorship, funding or market access to VET schools, while VET schools could offer training and education to businesses.

### **Peer-to-peer learning**

Promote peer-to-peer learning among VET schools to share best practices, ideas and experiences related to IGA development. This approach would enable VET schools to learn from each other and adapt successful IGA models to their unique circumstances. Peer-to-peer learning could take the form of workshops, conferences or online forums.

### **Government support**

Provide government support, such as small grants to incentivize VET schools to develop and implement IGA programs. This approach could help level the playing field and provide equal opportunities for VET schools with different conditions and capacities to access funding for IGA development.

### **Encourage entrepreneurship**

Encourage entrepreneurship among VET learners by providing training, mentorship and support for starting their own businesses. This approach could enable VET learners to apply their skills and knowledge to develop IGA programs, thereby contributing to the sustainability of VET schools and promoting economic growth. Further, economic activities of public VETIs must be carefully designed to ensure that public funding does not unduly impact the market and competition.

## **2. Public-Private Partnership as an Opportunity for VETIs**

Policymakers can explore the potential of PPPs as an opportunity for VETIs to generate income and develop an entrepreneurial culture. This approach involves collaborating with private enterprises and leveraging their expertise, resources and networks to support the development of IGAs in VET schools. However, it is essential to ensure that the Kosovar legislation and administrative capacities are adequately prepared to facilitate successful PPPs and provide a supportive environment for their implementation. Policy recommendations for PPPs in VETIs, considering the existence of primary legislation and PPP administrative structures:

### **Strengthen Implementation Capacities**

Policymakers should focus on strengthening the implementation capacities of VETIs and relevant government agencies to effectively leverage existing primary legislation and PPP administrative structures. This includes 1) providing training, resources and guidance on partnership management contract negotiation and 2) monitoring and evaluation; thus, ensuring efficient and successful implementation of PPPs.

### **Facilitate Private Sector Engagement**

Policymakers should actively facilitate private sector engagement by creating an enabling environment for PPPs in VETIs. This involves streamlining administrative processes, reducing bureaucratic hurdles and providing incentives to attract private enterprises to collaborate with VETIs. Policymakers should proactively promote the benefits of PPPs and engage in targeted outreach efforts to attract potential private partners.

### **Foster Collaboration and Knowledge Exchange**

Policymakers should establish collaborative platforms and mechanisms that facilitate knowledge exchange and foster partnerships between VETIs and private enterprises. This can be achieved through industry-specific forums, joint projects or mentorship programs that enable VETIs to tap into private partners' expertise, resources, and networks. Policymakers should actively promote and support such collaborative initiatives.

### **Ensure Transparency and Accountability**

Policymakers should emphasize transparency and accountability in PPP implementation by enforcing robust monitoring, reporting and evaluation mechanisms. This includes regular audits, performance assessments, and public disclosure of PPP agreements and outcomes. Policymakers should also establish a grievance redressal mechanism to address any concerns or disputes that may arise during the course of PPP implementation.

### **Continuously Improve PPP Practices**

Policymakers should foster a culture of continuous improvement by regularly reviewing and updating PPP practices in the VET sector. This involves monitoring international best practices, engaging stakeholders in policy discussions and incorporating lessons learned from successful PPP projects. Policymakers should proactively seek feedback from VETIs, private partners and other relevant stakeholders to identify areas for improvement and implement necessary reforms.

By adopting this alternative policy recommendation, the government can further enhance the effectiveness and impact of PPPs in VETIs, leveraging the existing primary legislation and PPP administrative structures already in place.

## **3. VET Schools as Social Enterprises**

Considering VET schools as social enterprises can be a viable option for promoting entrepreneurship and generating income while fulfilling social objectives. Policymakers can intervene in the relevant laws to support and enable VET schools to function as social enterprises. This may involve revisiting the existing legislation to accommodate the unique characteristics and needs of VET schools, providing necessary incentives and frameworks that align with the principles of social entrepreneurship. By recognizing VET schools as social enterprises, policymakers can foster an entrepreneurial mindset and create an environment conducive to innovative income-generating activities. Based on the suggestion provided in Chapter III, the following are the key policy recommendations recognizing VET Schools as Social Enterprises:

### **Legislative Support**

Policymakers should intervene in the relevant laws to provide clear legal recognition and support for VET schools to function as social enterprises. This may involve revisiting exist-

ing legislation and creating specific provisions that accommodate VET schools' unique characteristics and needs as social enterprises.

### **Incentives and Frameworks**

Policymakers should provide necessary incentives and frameworks that align with the principles of social entrepreneurship to encourage VET schools to adopt a social enterprise approach. This could include tax incentives, access to funding, and regulatory support that specifically target and benefit social enterprises within the VET sector.

### **Capacity Building**

Policymakers should invest in capacity-building programs for VET schools to develop the necessary skills and knowledge to function effectively as social enterprises. This could involve providing training and resources on social entrepreneurship, business management, and innovative income-generating activities that align with social objectives.

### **Networking and Collaboration**

Policymakers should facilitate networking and collaboration opportunities for VET schools to connect with other social enterprises, relevant stakeholders and support organizations. This would encourage knowledge sharing, best practice exchange, and partnerships that can enhance the social impact and income generation potential of VET schools as social enterprises .

### **Monitoring and Evaluation**

Policymakers should establish robust monitoring and evaluation mechanisms to assess the effectiveness and impact of VET schools operating as social enterprises. This would involve tracking social outcomes, financial sustainability, and the extent to which social objectives are being fulfilled. The findings from monitoring and evaluation should inform policy adjustments and continuous improvement efforts.

There are various policy alternatives that the government can consider when regulating further IGAs, taking into account the different conditions and capacities of public VET

schools and VTCs. Tailored IGA programs, collaboration and partnerships, peer-to-peer learning, government support and entrepreneurship promotion are some of the policy alternatives that could be used to support the development of sustainable and effective IGA programs across different VET schools. It is important for the government to assess these policy options' feasibility and potential impact within the context of Kosovo's VET system.

By considering a combination of these alternatives and adapting them to local circumstances, the government can support the development of sustainable and effective income-generating activities in VET schools, ensuring their long-term financial viability and contribution to quality vocational education and training.

## **VII Implementing Strategies for Effective Income-Generating Activities**

### **Establish Clear Legal Procedures**

Develop transparent and comprehensive legal procedures that guide the organization, implementation, monitoring and evaluation of IGAs in VET institutions. This framework will provide clear guidelines for effective planning and execution, ensuring the long-term sustainability of IGAs.

### **Enhance Financial Management**

Implement financial procedures that include dedicated bank accounts or sub-accounts for VETIs, with a specific budget line for IGAs based on the Law on Public Financial Management and Accountability. This will improve financial management and transparency, enabling VETIs and VTCs to handle the generated income effectively.

The current financial management practices within VETIs need improvement to ensure the effective management of income generated from IGAs. This can be achieved by establishing separate bank accounts or sub-accounts dedicated to tracking IGAs' income and expenses. Creating dedicated budget lines for IGAs will facilitate proper financial planning and utilization of resources. Additionally, establishing finance offices within VETIs will ensure transparency, accountability, and efficient administration of IGAs' finances.

### **Foster Market Entry Strengthening Market Relations and Quality Assurance**

Effective market relations are essential for the success of IGAs. To address concerns related to unfair competition and maintain the quality of products and services, guidelines and procedures should be developed. These should include mechanisms for fair competition, quality assurance, and customer expectations. Providing training to VETI staff on market dynamics and customer-oriented practices will further enhance their ability to engage with the market effectively. Encourage VETIs and VTCs to actively enter the market with their products and services. Provide support and guidance to help them penetrate local mar-

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<sup>27</sup> Assembly of the Republic of Kosovo (November, 2018), Law No. 06/L -022 on Social Enterprises, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18187>

kets, stimulating economic growth and creating real-world opportunities for VET students to apply their skills.

### **Integrate IGAs into School Development Plans**

Enhance the existing School Development Plans by integrating concrete long-term strategies for organizing and implementing IGAs in VETIs and VTCs. These updated plans will serve as comprehensive roadmaps that outline specific procedures and actions required for the successful integration and sustainability of IGAs within the school's overall development objectives. By incorporating IGAs into the existing plans, schools can ensure a systematic approach to generating income while aligning them with their broader educational goals.

### **Invest in Infrastructure**

Allocate resources to enhance the infrastructure of VETIs, ensuring they have the necessary facilities and resources to produce high-quality products and services. This investment will increase competitiveness and enable VETIs to effectively meet market demands.

### **Provide Staff Training**

Offer comprehensive training to VETI staff on the implementation of administrative instructions and procedures related to IGAs. Equipping staff with the necessary knowledge and skills will empower them to effectively plan, implement, monitor, and evaluate IGAs.

### **Promote Entrepreneurship and Innovation**

Invest in entrepreneurship, innovation and business start-up training for VETI staff and students. This will foster an entrepreneurial spirit within VETIs and ensure that staff and students have the necessary skills and knowledge to initiate and manage successful business activities.

### **Launch a Program for Financial Assistance**

Introduce a program that provides financial assistance to VETIs through grants, where VETIs can apply for projects for IGAs. This initiative can be piloted in VETIs that demonstrate the capacity to ensure a successful start. The program will offer opportunities for VETIs to receive funding and support for implementing income-generating projects.

By implementing these strategies and incorporating the additional recommendation of launching a program for financial assistance, the government can create a conducive environment for VETIs to generate income effectively while fulfilling their social objectives.

## **VIII Ensuring Success and Sustainability of Income-Generating Activities**

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<sup>28</sup> Assembly of the Republic of Kosovo (June, 2008), Law No. 03/L-048 on Public Financial Management and Accountability, available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2524&langid=2>

### **Start with a phased approach**

Begin with a small number of IGAs and gradually scale up as the VET school gains experience and confidence. This approach minimizes risk and allows the school to manage the increased workload effectively.

### **Align with an educational mission**

Ensure that IGAs align with the VET school's educational mission and do not compromise the quality of education provided to students. Striking a balance between revenue generation and educational objectives is crucial.

### **Involve key stakeholders**

Engage students, teachers, staff, local businesses, and their associations and parents in the implementation of IGAs. Their involvement and support are vital for the success of the activities and for building a supportive school community.

### **Monitor and evaluate**

Regularly monitor and evaluate the progress and impact of IGAs. Collect data on financial performance, student engagement and satisfaction, and stakeholder feedback. Use this information to identify challenges, make necessary adjustments, and improve the effectiveness of the activities.

### **Compliance with laws and regulations**

Ensure that IGAs comply with applicable laws and regulations, including procurement, pricing, sanitary licenses, and tax requirements. Adhering to legal obligations is essential to prevent potential issues and operate within the established legal framework.

### **Continuous improvement**

Continuously strive for improvement by seeking feedback and analyzing results. Evaluate the effectiveness of IGAs, seek innovative solutions, and adapt to changing market conditions and stakeholder needs. This iterative process ensures the relevance and impact of IGAs over time.



## **IX Building a Resilient VET System**

### Embracing Income-Generating Activities for Success

In conclusion, this policy paper presents a set of policy recommendations and implementation guidelines for IGAs in public VETIs in Kosovo. These recommendations aim to support the sustainable development of IGAs, enhance the financial viability of VET schools and contribute to the overall quality of vocational education and training.

The policy options proposed in this paper highlight the importance of considering the specific conditions and capacities of VET institutions. Gradual implementation of IGAs allows schools to assess their capabilities and build upon proven successes, ensuring the effective development and implementation of sustainable income-generating initiatives.

PPPs provide an opportunity for VETIs to collaborate with private enterprises, leveraging their expertise and resources to support the development of IGAs. However, it is crucial to ensure that the necessary legal and administrative preparations are in place to facilitate successful partnerships and create a supportive environment for their implementation.

Recognizing VET schools as social enterprises is another viable option for generating income while fulfilling social objectives. Policymakers can intervene in the relevant laws to enable VET schools to function as social enterprises, accommodating their unique characteristics and needs. By fostering an entrepreneurial mindset and creating an environment conducive to innovative income-generating activities, VET schools can contribute to social and economic development.

To ensure successful implementation, several key steps are recommended. Clear legal procedures should be developed to guide the organization, implementation, monitoring, and evaluation of IGAs in VET institutions. Financial procedures, such as separate bank accounts and budget lines for IGAs, enhance financial management and transparency.

Encouraging public VETIs to enter the market with their products and services stimulates economic growth and provides real-world opportunities for students. Internal plans with long-term strategies should outline the procedures for organizing IGAs, ensuring their sustainability over time. Investments in infrastructure and staff training are essential to equip VETIs with the necessary resources and knowledge for successful implementation.

To ensure the success and sustainability of IGAs, a phased approach is recommended, starting with a limited number of activities and gradually scaling up. Aligning IGAs with the educational mission of VET schools and involving key stakeholders, such as students, teachers, staff, local businesses, and parents, are crucial for building a supportive school community.

Monitoring and evaluation play a vital role in assessing the progress and impact of IGAs. Compliance with laws and regulations is necessary to operate within the established legal framework. Continuous improvement through feedback analysis and adaptation to changing market conditions and stakeholder needs ensures the relevance and impact of IGAs over time.

By implementing these recommendations, VET schools and VTCs can generate additional resources, enhance the quality of vocational education, and contribute to economic growth and social inclusion. Strengthened cooperation, joint learning opportunities, technical capacities, autonomy, and a supportive legal framework are essential for the effective functioning of VETIs.

Policymakers, educators and stakeholders are encouraged to customize and embrace this policy framework, tailored to their institution's specific needs, and ensure its successful implementation. By doing so, we can empower VETIs to fulfill their vital role in preparing individuals for the workforce, driving economic growth, and fostering social mobility. Together, let us build a future where vocational education thrives, and all individuals have equal opportunities to succeed and contribute to Kosovo's prosperity.

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