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The Role of Vocational Education and Training in Bridging the Skills Gap in the Labour Market

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Abstract: Vocational Education and Training plays a vital role in nurturing human capital and addressing the skills gap. Kosovo faces a high youth unemployment rate and a shortage of skilled employees in firms, indicating an education-to-labor market mismatch. This research explores Vocational Education and Training schools' potential in facilitating youth transition to employment through qualitative interviews with school coordinators across Kosovo. Despite Vocational Education and Training schools having a great potential for bridging the skills gap, they face barriers such as curriculum-labor market misalignment, limited business cooperation affecting dual education, low student motivation, and limited public awareness about Vocational Education and Training 's role in youth employability.

Key words: Vocational Education and Training, skills, youth, employment, labour market

1. Introduction

Vocational Education and Training (VET) schools are vital for closing the skills gap in the labour market. This gap occurs when job seekers lack the skills required by employers, causing unemployment and inequality. It hampers growth and quality in both private and public sectors, leading to a shortage of decent work, particularly in Kosovo's private sector.

Kosovo grapples with an unfavorable labour market marked by a significant youth unemployment rate, standing at a staggering 32.1% for those classified as "Not in Employment, Education, or Training" (NEET) in 2022, as reported by the Kosovo Agency of Statistics (KAS). In light of Kosovo's high unemployment and social fragility, outmigration continues (EBRD, 2022). On the other hand, businesses confront challenges associated with a dearth of labour shortage. The lack of alignment between education and labour market needs hinders youth position in labour market (Zylfijaj, 2023).

Kosovo's dynamic business environment underscores labour market challenges, primarily manifested in the skills deficit among job seekers, incongruent with labour market requirements. World Bank points out that skill constraints affect all firms, particularly dynamic and innovative ones. Depending on the specific position to fill, between 59 percent

and 77 percent of hiring firms encountered problems because of applicants' lack of skills or experience (World Bank, 2020).

Nonetheless, the primary concerns revolve around the disparity between the education system and labour market demands, with a weak connection between the VET system and the industry posing a challenge in addressing this gap. To bridge the skills' gap between education and labour market requirements in Kosovo, AVATAE has implemented dual education. In school year 2022/2023, they initiated four profiles, and for the school year 2023/2024 eight additional profiles have been introduced. Successful dual education requires reforms, especially in professional training and legal framework improvement. A critical aspect is integration of practical learning, fostering strong collaboration between VET schools and businesses, guided by labour market demands in profile selection.

Mitigating the skills gap holds the potential to enhance the labour market integration of young individuals and ameliorate the labour market challenges faced by businesses, particularly in terms of talent acquisition, which is currently a pronounced hindrance to their growth. Competence centers aspire to fulfill the role of adequately preparing young individuals for the labour market. The alignment of educational supply and labour market demand serves as a catalyst for business expansion and, consequently, economic advancement. However, to date, these centers have encountered difficulties in forging more robust collaborations with industry stakeholders, impeding the attainment of a more hands-on preparation of candidates for the labour market.

This research, employing a qualitative methodology, endeavors to investigate the pivotal role played by competence centers in preparing students for the labour market. Subsequent sections of this study proceed with an in-depth examination of pertinent literature in Section 2. Section 3 elucidates the chosen research approach, leading into Section 4, which presents the data gleaned from interviews conducted with representatives from VETs, including a cross-case analysis based on the informative insights gathered from these VETs. Section 5 delves into discussions, culminating in the conclusions offered in Section 6.

2. Literature Review

An inadequate alignment of education system with labour market needs represent a barrier for firms' productivity, raising the costs of firms when hiring and training employees. Skill gaps are a key determinant of training expenditures and tend to raise average labour costs (McGuinness and Ortiz, 2015).

Ziderman (2016) suggest that increasing competition between public and private training providers and establishing independent national training funds. The excessive reliance on

private training markets is not without risk however with greater attention required to quality assurance and the regulation of private providers. Morris et al. (2020) argue that skill gap reveals a negative direct effect on firm productivity. VET is frequently perceived as a solution to improving the opportunities of the youth who lack the resources, skills or motivation to continue with higher education (Maja Lamza-Maronić et al. 2014).

In Europe, about half of all jobs require a medium level qualification, primarily acquired through VET. A study conducting comparative European analysis of labour market outcomes for young people finds that vocational education is effective in helping the transition from education to work. Focusing on medium-level education, the transition to work is significantly faster for VET graduates than for general education graduates. Young people in countries with strong VET systems, with a close connection between school- and the work-based components, are much more likely to be employed than their general education counterparts (Cedefop, 2013).

Taking the wider approach of the study analysis of VET effects on employability of people across their age, Hanushek et al. (2015) argue that individuals completing a vocational education are more likely to be employed when young, but this employment advantage diminishes with age. Individuals completing a general education start to experience higher probabilities of employment as early as age 50. However, decade by decade, some additional vocational degrees will lose further in employment even though some will not become obsolete over an entire work life. Similarly, Mailys (2019) argue that VET education may enable young individuals to find a good match at the beginning of their career, but it may also leave older workers vulnerable to technological change and shifts in the occupational structure. On the other hand, holders of general education may face more difficulties when entering the labour market due to a lack of work-related skills but may be better rewarded after several years of experience due to the larger flexibility of general skills.

VET graduates have relatively strong labour market outcomes in Thailand. Also the quality of jobs matters, Thai labour force survey show that wages of workers with vocational certificates are around 20% higher than those of adults who have completed at most upper secondary general education. Thai VET system suffers the lack of industry involvement in the design and the steering of VET programmes, and in its funding (OECD, 2021). Therefore, some companies, such as 7 Eleven, prefer to set up their own education and training facilities (Chalapati and Chalapati, 2020). Bulgaria, trying to reform the VET system alongside that of the EU, has undertaken appropriate policy reforms. Since 2015, as in many other EU countries, work has focused on reinforcing dual VET to give learners the opportunity to acquire real work experience and understand which skills employers expect and those that can help them succeed (Cedefop, 2018). In this context, Bolli et al. (2017) based on empirical analysis on the cross-country data find that dual VET improves not only

labour market integration but also job quality. Croatia has traditionally strong VET system, it focuses especially on the role of teachers and trainers as the promoters and enablers of the new skills needed for the future (Cedefop, 2020).

Wanklin (2018) in the research of VET system of Albania and Kosovo suggest that most relevant approach of successful VET system include, among others, the engagement with the private sector, work-based learning, and the inclusion of all relevant stakeholders. Instruments such as the professional orientation profile could help students in their vocational orientation phase to discover more of their personality, interests, capacities and talents, to explore the professional careers they may fit and the training programmes and pathways offered by the different providers (Hilpert, 2020).

2.1 VET development

Young people's interest in VET schools has increased in recent years. Statistical data for the 2022/23 academic year indicates that 54% of VET students are currently enrolled in VET schools. This figure represents a gradual increase compared to the 53% participation rate recorded in the 2020/2021 school year.

The education strategy is the basic pathway for the development of the education sector in Kosovo for the period 2022-2026. The Law no. 04 / L-138 on Vocational Education and Training is a basic law that aims to train young people in accordance with the needs of the labour market. These principles are based on the principles of lifelong learning, technical-technological progress, and other economic developments (Krasniqi, 2021).

In 2020, MESTI approved UA 137/2020 on Learning at the Workplace in educational and professional training institutions, which regulates the way of organization, implementation and evaluation of students during the implementation of learning at the workplace. Regulation 135/2020 was also approved for the protection and preservation of the health of students during practical learning at school and at the workplace.

The Kosovo education system encompasses two distinct entities for vocational education and training: professional schools, overseen by municipal directorates of education, and competence centers, managed nationally by the Agency for Vocational Education and Training and Adult Education (AVETAE), under the MESTI, as documented by Beka and Stublla (2022). Kosovo boasts a total of 59 professional schools and 6 competence centers. Wanklin (2018), suggest that competence centers excel due to their alignment with industry standards and synchronization with labour market demands. On contrary, Bajrami (2021) indicate that competence centers currently do not offer higher standards compered to professional schools in Kosovo.

VET institutions based on current curriculum provide 122 profiles of training. Most of the profiles are updated in accordance with the labour market needs but some profiles are obsolete as they do not match labour market needs. However, the lack of VET cooperation with the industry prevents the development of students' skills in accordance with the demands of the labour market.

In the school year 2022/2023, for the first time, dual education has started in 4 professional schools, with 4 profiles in 3 different municipalities. According to MESTI, dual education has started with positive results and in the 2023/2024 school year there will be a total of 12 dual education profiles in 21 vocational schools in 14 different municipalities. In addition to the profiles of Cook, Hospitality Assistant (waiter), Hairdresser and Bricklayer, the following profiles have already been added: Tailor, Automechanic, Metalworker, Woodworker, Heating and air conditioning installer, Electrician, Wholesale and retail trade, Esthetician. Dual education focuses on practical learning and as a result facilitates the transition from education to employment. More specifically, dual education is developed as a model with 3 days of theory at school and 2 days of practical work in the 10th grade, while during grades 11 and 12, 3 days of practical work and 2 days of teaching at school. In the dual system, students supported by the VET teachers/coordinators sign contracts with businesses to carry out practical learning. Dual education is more effective in preparing students for the labour market. This form of profiling in crafts increases the employability of young people.

MESTI has standardized the model of career centers for the level of vocational schools, drafted the Administrative Instruction for the operation of the services of career centers at VET schools, accredited the qualification/re-qualification program for career advisors. Until now, 11 career centers have been established in VET schools.

In accordance to the European Commission's Instrument for Pre-Accession Assistance Programme for 2017, the Austrian Development Agency (ADA) has been delegated to implement the project "Aligning Education and Training with Labour Market Needs (ALLED2)". The aim of the project is to reduce poverty through increased labour market participation and improved employability of the population in Kosovo. The ALLED2 project selected 20 VET schools and 4 Vocational Training Centres (VTC) in Kosovo to be supported through project activities. The primary objective of ALLED 2 is to increase the quality of VET/VTC, especially through aligning education and training with labour market needs.

The German Government through the German Development Bank (KfW) has financed the "Kosovo Challenges Fund" program by allocating €5.8 million to support vocational education in Kosovo. The fund is a financing instrument, designed to increase the employment of graduates from vocational education, but also to strengthen the productivity

and competitiveness of enterprises in Kosovo. Many other international organizations such as German development agency (GIZ), UNDP, International Labour Organization, Swiss Agency for Development and Cooperation (SDC) have contributed to the development of the VET sector aimed at skilling and improving the employability of young people in Kosovo.

2.2 VET challenges

In 2019, in an analysis prepared by the ALLED 2 project, concerning data were released that show the mismatch between the skills acquired in VET schools and the skills required in the labour market. According to this analysis, 92 of the 122 profiles offered in vocational schools are not based on the profession's standards, which means that more than 77% of the VET profiles offered are not based on the needs of the labour market (Bajrami, 2021).

Insufficient quality of VET offer has resulted in a low level of employer satisfaction with skills/competencies acquired by VET schools graduate candidates, as well as in a low degree of transition from school to work (MESTI, 2022).

Curriculum plays a substantial role in the success of VET programmes. The Education Strategy 2022-2026 highlights the objective to update curricula in line with labour market needs. Kosova VET barometer based on the survey with 20 VET schools indicate that 70 % of respondents responded that curricula are based on the standard of profession, 30 % responded it is not. (ALLED2, 2022).

The Education Strategy 2022-2026 highlights the following challenges of the VET schools that has to be addressed:

- Lack of collaboration of VET with businesses.
- Obsolete profiles
- Teaching is mainly theoretical whereas opportunities for teachers' professional development in improving pedagogical skills and conducting practical teaching and learning are limited.
- Career counselling and guidance remains a challenge and the services provided are still limited to some municipalities.
- Most critical one remains in conducting practical teaching and learning (at school and in workplace).

Most of the Kosovar enterprises are micro and small and their vision for development is shorter term. Therefore, students are divided into groups and the time they stay with the employer is divided between each group during the school year. Furthermore, even in cases where students do on-the-job training at the employer, it is rarely done with proper planning based on curriculum requirements (ALLED2, 2023). The inadequate practical on-the-job

training fail to reach the goal of providing students more technical and professional skills to enhance greater youth employability.

Insufficient knowledge and skills among VET graduates are due to several factors, the main ones being: the VET curricula not reflecting needs of the labour market; an almost total lack of teachers of professional practice in VET schools; poor or non-existent cooperation between VET schools and employers; outdated equipment in workshops which currently provide the only practical experience for students; teachers often not teaching the subjects they are specialised in; the presence of many obstacles to placing students in companies for the work-based learning (ALLED2, 2022). As regard to the lack of on-job training for the students, companies claim that they have limited resources in time and money to support training of students, and they claim about lack of incentives from the Government in the framework of financial support (ALLED2, 2023).

AVETAE manages six VETI (Centres of Competence), although the legal framework and the budget needed are not adopted to enable AVETAE to manage all vocational schools while its capacity to fulfil this function remains a challenge. On the other hand, the capacities of the National Qualifications Authority are limited to respond to the dynamics needed for the validation and accreditation of new qualifications and for the approval of occupational standards (MESTI, 2022)

VET schools mainly have laboratories for a specific number of educational profiles. These laboratories are not fully utilized and in some cases they are not regularly supplied with the raw materials needed for practical training. Furthermore, career counseling and guidance is a necessary service for a functional VET system. Counseling and career guidance remains a challenge and the services offered are still limited in some municipalities (Bajrami, 2021).

3. Research Approach

For this research, a qualitative approach with semi structured interviews was applied to collect the data, which is an appropriate method to get in-depth knowledge about the topic (Kvale, 2007). The semi structured interviews allow us to react to respondents' statements and obtain relevant information on the research topic (Bernard et al. 2016). The sample procedure. The rationale for choosing the qualitative approach aimed at exploration and in-depth understanding of factors that influence the role of VET schools in bridging the skills gap in the labour market in Kosovo.

The interviews were conducted during the VET Summit 2023, organized by the Network Club of Manufacturers in Kosovo. The VET Summit was organized for the second year in

row in Prishtina, to connect stakeholders of the VET institutions, in order to further promote their role for bridging the skills gap in the labour market. A convenience sample was applied, as one of the main types of non-probability sampling methods to approach the most accessible subjects within the VET Summit in Kosovo 2023. A total of 4 public sector VET schools were interviewed with semi-structured interviews. The interviews were conducted face to face in June 2023, while the duration of interviews was 25-40 minutes. The interview questions have been formulated by identifying the challenges that VET schools encounter in ensuring that their students possess competencies that align with the requirements of the labour market.

4. Findings from qualitative interviews

After an extensive review of literature, documents, and reports concerning VET in Kosovo, we conducted face-to-face interviews using a semi-structured approach. These interviews were carried out with representatives from one professional school and three competence centers. In the following section, we will outline key issues, challenges, and accomplishments as emphasized by these VET school representatives.

VET School A: Findings from interviews

In our school, the following courses are offered: Economics, Law, Hospitality and Tourism, Food Technology, Agriculture, Veterinary.

One of our serious challenges is students' low motivation and their lack of awareness about the vocational school's role in preparing them for the workplace.

Students with lower secondary school performance often enroll in our vocational school. We, as teachers, work diligently to boost their motivation and emphasize the school's role in equipping them with essential skills for the job market.

Our school's professional training boosts student employment rates, with many securing jobs after internships in various companies. Some directly enter the workforce, particularly in high-demand profiles.

Our school, part of a pilot project, aligns its curriculum with labour market demands. We've also strengthened collaboration with businesses for curriculum feedback and consultations.

In our school, students gain practical experience in local businesses. The program includes 6 hours of practice per week for 10th graders, 9 hours for 11th graders, and 12 hours for 12th graders. We closely track student attendance and commitment in internship programs,

and we're content with their readiness for the job market. While expanding business partnerships remains a challenge, our collaboration is improving.

The school has following laboratories in which students supplement their theoretical knowledge with exercises: the food technology laboratory, the food technology cabinet, the hotel cabinet, the hotel kitchen, the exercise firm cabinet, and the informatics cabinet.

In addition to these cabinets, the school also has a greenhouse where vegetables (cucumbers, tomatoes, peppers), flower seedlings, etc. are cultivated. The school also has machinery necessary for agriculture, with all equipment for tillage.

It is worth emphasizing the collaborations with: ALLED, Society for Education and Entrepreneurship Development (SEED), European Policy Institute of Kosovo (EPIC) and so forth.

VET School B: Findings from interviews

The competence center has the following accredited profiles: Administration and Office Services, Banking and Insurance Services, Sales and Marketing, Logistics and Store Operations, Hospitality and Tourism, Information and Communication Technology, Electrical Installer, Heating and Air Conditioning Installer and Aqueous.

The primary barrier is the outdated curriculum and non-standardized profiles. We strive to align profiles with market demands and need substantial government support for curriculum updates and standardization.

We collaborate with 60 businesses, which also have the chance to hire students after graduation through workplace training.

Despite the challenge, we are a model for cooperation with businesses. In addition to the in-job training at business premises, specialists from the industry come to the school to train the students.

Digitization and technological devices are well used in each profile. We have received great support from donors and international agencies, so we have advanced equipment for the profiles we have open.

VET School C: Findings from interviews

The Competence Center has the following profiles: Accounting and Taxation, Banking, Finance and Insurance, Financial Assistant, Marketing and Sales, Shipping and Logistics, IT Technician in Business, Retail and Wholesale Trade, Chef, Food Technology, Esthetic, Hairdresser.

The main barrier is the limited business cooperation for student practical learning, hindering the implementation of dual education. Roughly 50% enter the labour market after graduation, while 30% pursue higher studies, including some from non-related sectors.

In order to increase the effectiveness of VET programs in preparing students for the workforce, it is necessary to intensify dual education and promote VET. Students do not have sufficient information and career guidance.

Better alignment between VET and businesses is needed in order to match the needs of the labour market. Currently, coordination is not sufficient because of the lack of interest of businesses to collaborate. During the design of the programs, we cooperate with AVATAE, while businesses do not show enough motivation to collaborate.

Digitization is used a lot, the equipment is modern, which mainly comes from external donations, especially from NGOs. The use of technology and digitization increase the effectiveness of theoretical and practical learning.

VET School D: Findings from interviews

The Center has accredited profiles as follows: Builder of constructions, Sheet metal worker, Concrete worker, Bricklayer and paving slabs, Color worker, Electric installer, Installer of water, sanitation and systems, Roof constructor, Fashion design.

It is very challenging to conduct the number of practical hours provided by the program, due to the lack businesses cooperation, while the motivation of students is low. As for the staff, they receive training through GIZ and the Enhancing Youth Employment (EYE) project implemented by Helvetas and Management Development Associates (MDA).

In addition to learning and practice in their profiles, we also train students for soft skills, which serve them for easier access to the labour market.

Among the main factors that influence the effectiveness of our center's programs are practical learning, and training of teachers.

We align our VET programs with market needs, like introducing a design profile due to demand. Collaborating with businesses during program design is our approach, and we seek more Ministry support for new profiles and dual education. Fairs are vital for promoting and facilitating cooperation.

Modern technology and digitalization are used in the process of empowering students. The main problem is the industry's lack of interest in holding training for our students.

4.1 Cross-Case Analysis

The main goal of VET schools is to create opportunities for students for employment and self-employment, i.e. the quick transition from education to employment or entrepreneurship. However, students can continue their studies if they wish in public or private universities. As pointed out by the respondents, a large number of students continue their third-level studies. This indicates the lack of easy transition of VET graduates in the labour market.

The strategy of VET is to increase the quality of the professional skills of their students. This goal is intended to be achieved especially through the increase of cooperation with businesses where students are given skills through practice. However, in this context, some VETs (VET A and VET B) are better, while some do not have sufficient cooperation with businesses and have difficulties in realizing dual education programs (VET B and VET C).

All surveyed VET Schools make efforts to increase cooperation with businesses so that students can take practical learning in order to increase their employability.

VET schools A and D emphasize the lack of motivation of students for skills improvement. In some cases, students who cannot enroll in gymnasiums, are oriented as a last resort in VET schools. VET school B mentions the need to update the curricula for the standardized profiles as they are now obsolete.

Challenging for all surveyed VETs remains the increase of cooperation with the business community to ensure practice for students and the arrival of experts to hold trainings within the laboratories of VET schools. For more, VET C and D are two of the four VETs included in the dual education programs that started for the first time in the 2022/23 school year. Both VETs emphasize the difficulty of realizing dual education due to the lack of cooperation from businesses.

As for the teaching staff within the school, the surveyed VET representatives have emphasized that they receive adequate training, but according to the Education Strategy of MESTI 2022-2026, the training is not sufficient and there is a lack of staff mobility in other countries for adequate training.

Regarding the infrastructure, including equipment, technology and digital learning, all VETs emphasize that they have modern technology and that they apply digitization. This is especially possible thanks to the continuous support of international organizations in Kosovo, which also support staff training.

5. Discussion

In theory, developing dual VET system elements lead to pure win-win situations. However, in practice, numerous challenges remain. They can be attributed to the internal environment of VET school and stakeholders that shape the VETs external environment: firms, the VET projects, the schools, society, and the local and national institutions.

Institutions should have a more proactive approach in supporting VET schools-business cooperation to increase the effectiveness of dual education. According to the research with VET schools, it is observed that there is a lack of initiatives for the organization of fairs, symposiums and other initiatives to strengthen the networking of VET schools with all stakeholders. There is also a lack of incentive or stimulation for the inclusion of businesses in dual education programs to provide internships and training for students.

VET schools need better collaboration and knowledge-sharing. Some VETs successfully partner with businesses but don't share their experiences. Some VETs also lack proper internship monitoring, discouraging business cooperation and hindering practical learning goals.

VET schools should enhance their public promotion to students, parents, and businesses. This will increase awareness about their vital role in providing quick career opportunities, addressing labour shortages, bridging skills gaps, and benefiting the labour market and the economy.

Each VET school should have an office for career guidance that informs students to determine the career objectives. It is recommended to provide training for soft skills, which are key in raising the capacities of students and adding value to each profession. VET A has already emphasized that they train students with soft skills as it helps them to enter the labour market more easily.

Relevant institutions ought to facilitate the augmentation of VET schools' capacities through measures such as curriculum enhancement, labour market analysis, stakeholder engagement, and intensified collaboration with the business sector. This comprehensive support for VET institutions can ultimately mitigate labour shortages, bridge skill gaps, and enhance the employability of young individuals in the labour market.

Insufficient data is a challenge in monitoring progress at VET schools. They lack an efficient management information system, hampering strategy development and implementation. Surveys reveal a lack of data on post-education employment, self-employment as craftsmen, and career changes among graduates. This data gap was highlighted at the 2023 VET Summit in Prishtina, underscoring its detrimental impact on the VET sector's development.

The research has some limitations, such as the limited number of VET surveyed. Furthermore, it is likely that the respondents are reluctant to highlight the weaknesses of the centers. As for future research direction, more VET should be surveyed since the number is limited and the observation method should be used to get more information, including the opinions of teachers and students.

6. Conclusion

Given the pronounced labour market demand for individuals possessing secondary-level qualifications, VET schools represent a viable solution to address these requirements. This observation is particularly relevant in the context of Kosovo, where VET school graduates frequently experience a transition from education to gainful employment, with some securing employment immediately upon graduation.

VET schools are piloting new curricula tailored to labour market needs. Dual education, launched with four profiles in 2022/2023, expanded to twelve in 2023/2024. Dual education aims to ease young people's education-to-employment transition and address the skills gap by providing businesses with qualified candidates.

VET institutions endeavor to provide students with experiential learning opportunities that bridge theoretical knowledge with practical application. Nevertheless, the persistent challenge lies in fostering greater collaboration with businesses to facilitate practical training experiences for all students. According to VET school representatives, cooperation with businesses varies, with some schools showing higher levels of engagement. Thus, there's a need for VET institutions to share experiences to enhance collaboration with the industry. This facilitate student involvement in practical work and improve their skills in alignment with labour market demands.

VET institutions should engage in systematic labour market data collection and analysis to discern both present and future skill requirements. This data-centric approach guarantees the adaptability and relevance of training programs to evolving labour market dynamics. Additionally, VET schools should diligently maintain detailed records documenting student achievements in practical training and their successful entry into the labour market.

VET schools should appoint a coordinator to facilitate business collaborations for practical learning. Additionally, each VET should establish a career center to offer career guidance, internships, job information, and enhance students' job-seeking skills.

We conclude that VET plays a vital role in nurturing human capital and addressing the skills gap. Effective collaboration among relevant authorities, VET institutions, and businesses

is crucial to enhance their collective impact on youth skill development for the labour market. Such collaboration yields positive outcomes by reducing unemployment rates and resolving businesses' challenges in finding adequately qualified staff.

In addition to enhancing VET for boosting young people's employability, the government should implement extensive labour market reforms. These reforms are necessary to create a conducive environment that promotes decent work opportunities, ultimately curbing the emigration of young people and mitigating the associated impacts on both the labour market and the economy.

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