

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

KOSOVO*

This report was prepared by Matthias Themel, European Training Foundation, Country Liaison for Kosovo, with contributions by the ETF monitoring and systems performance cluster .

The manuscript was completed in December 2025.

The contents of the report are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2026



Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 international (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is permitted provided that appropriate credit is given and any changes are indicated. For any use or reproduction of photos or other material that is not owned by the European Training Foundation, permission must be sought directly from the copyright holders. AI tools may have been used in the preparation of this report.

Please cite this publication as: European Training Foundation (2026), *Key Developments in Education, Skills and Employment – Kosovo* 2025*, Turin, Italy.

ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills and employment in its partner countries to support informed decision-making by identifying trends, opportunities and challenges. The results are reported by country, across countries and by selected theme.

The present document is the country-level report (country fiche) for 2025 for Kosovo¹. Like all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis and consultations. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demography, economy, education and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat and the ILO, while some come directly from partner countries: for instance, from their labour force surveys².

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF which compiles system performance indices (SPIs) on the basis of KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and Vocational Education and Training (VET) in key areas such as access, quality and system management. Where KIESE data is missing, the SPIs rely on expert surveys which help fill the gaps and contextualise the findings at the stage of analysis. ‘Performance’ in this context refers to the extent to which policies and systems deliver results in these areas³. In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people, and adults with no or little education.

ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation, and major reform steps. Finally, where necessary, the ETF draws on third-party publications and analytical work to fill gaps in available evidence or to clarify developments that are not fully captured in the ETF monitoring evidence.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education and training.

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

² The full selection of KIESE indicators for 2025 can be found here: <https://bit.ly/4j6taZW>.

³ The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUIbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJg101>.

CONTENTS

ABOUT THIS PAPER	3
------------------	---

CONTENTS	4
----------	---

KEY TAKEAWAYS	5
---------------	---

1. COUNTRY PROFILE	7
1.1 Demography	7
1.2 Economy	7
1.3 Income and living standards	8
1.4 Recent developments	8

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS	10
2.1 Structure and levels of education, including VET	10
2.2 Strategy and legal framework	11
2.3 Main actors and governance	12
2.4 Policies and developments	14

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS	18
3.1 Strategy and legal framework	18
3.2 Main actors and governance	19
3.3 Policies and developments	20
3.4 Active labour market programmes (ALMPs)	21

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT	22
4.1 Headline indicators	22
4.2 System performance indicators	24

ABBREVIATIONS	33
---------------	----

REFERENCES	37
------------	----

KEY TAKEAWAYS

- **Country profile and developments:** Kosovo remains a youthful society, with 25% of the population aged 15–24 (2024), but the overall population is shrinking. The dependency ratio is moderate (45 dependants per 100 working-age adults, based on 2024 World Bank data), and diaspora remittances are significant (17.3% of GDP in 2024), influencing both household income and labour market behaviour. The economy grew by 4.4% in 2024, with GDP per capita (PPP) at USD 15 141, but poverty remains widespread (38.2% below USD 8.30/day in 2022). Income inequality is relatively low (Gini 29), but this reflects generally low incomes. Data gaps persist in international repositories; for example, regarding migration and the UN Human Development Index.
- **Developments in education and training:** Kosovo’s education system is structured across pre-primary, primary, secondary (general and vocational), tertiary and adult learning. Compulsory education lasts nine years. Initial and continuing VET is delivered primarily by public institutions managed at the municipal level and by Vocational Training Centres under the public employment service, with ongoing reforms to align with EU standards. The Kosovo Education Strategy 2022–26 prioritises inclusion, quality, digitalisation and alignment with labour market needs. Recent reforms include new laws on early childhood education and the education inspectorate, and a revised VET law is underway. Work-based learning and dual VET have expanded, with the first graduates of dual VET in 2025. However, challenges persist in quality assurance, digital skills and adult learning, with significant gender and geographic disparities in access and completion. Infrastructure and data management also require improvement.
- **Employment and labour market developments:** labour force participation (43.2%) and employment rate (38.6%) remain low in 2024, with youth employment at 19.4% and a NEET rate of 31.4%. Unemployment has decreased but remains above EU averages. The service sector dominates employment. The legal framework is being revised to improve labour market governance, with the Employment Agency (EARK) leading service delivery. Key programmes include Superpuna (wage subsidies), the Youth Guarantee (piloted since 2024) and labour market-oriented short training, though coverage is limited. Vulnerable employment declined to 10.4% in 2024. Skills mismatches persist, highlighting the need for better alignment between education and labour market needs.
- **Trends in access, retention and completion:** access to vocational education and training in Kosovo is uneven, as informal and cultural factors limit female participation and create a wide gender gap among youth and adults. Socioeconomic and geographical inequalities further reduce opportunities for disadvantaged learners. A relatively small share of students who start vocational programmes in Kosovo remain enrolled until graduation, well below regional and international averages. Rigid programme structures, limited flexibility and a lack of learner support make it difficult for many students to complete their studies, especially girls from rural or minority communities.
- **Quality and relevance of learning:** VET in Kosovo does not yet equip learners with strong foundational and occupational competences. Many students are poorly prepared after compulsory education, and VET programmes fail to address these gaps, often reinforcing them further. The link between education and employment remains weak, and employment rates are far below EU levels. VET graduates gain only a small employment advantage because qualifications do not fully match labour market needs, and employer involvement in training design remains limited. Few adults of working age demonstrate adequate literacy, numeracy or digital skills, and many lack the basic competencies required for active participation in learning and work.
- **System management and organisation:** VET in Kosovo operates with constrained resources and institutional capacity. Most financial resources are allocated to salaries, leaving little for materials or equipment. The professional capacity of human resources in VET is unevenly distributed: many teachers lack sufficient practical or pedagogical preparation, and school leaders have few

opportunities for managerial training. Data collection and management systems are still being developed, and their use remains patchy, while quality assurance mechanisms, though established, are not yet applied systematically. Although VET in Kosovo is relatively open to international cooperation, low provider autonomy, fragmented coordination with stakeholders and within the system, and continued reliance on external project support continue to constrain reforms.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Kosovo

Indicator	Value	Year	Source
Total population (in thousands)	1 602.5	2024	Kosovo Agency of Statistics
Relative size of youth population (%)	25.0	2023	UN DESA
Population growth rate	-0.7	2023	World Bank, UN DESA
Dependency ratio	44.8	2023	World Bank, UN DESA
Immigrant stock as % of total population	M.D.		UN DESA
Emigrant stock as % of total population	M.D.		UN DESA
GDP growth rate	4.4	2024	World Bank
GDP per capita (PPP)	18 619.80	2024	World Bank
Migrant remittance inflows (USD mil.) as % of GDP	17.3	2024	World Bank
Inflation rate	4.9	2023	IMF
Poverty headcount ratio (USD 8.30/day)	38.2	2022	World Bank
Gini coefficient (income inequality)	29.0	2017	World Bank
Human development index (HDI)	M.D.		UNDP, World Bank

Source: ETF KIESE database

1.1 Demography

This section takes a look at a selection of indicators that describe the size and growth rate of the population, its age and economic structure, as well as the scale and impact of inward and outward migration on population size, composition and skills availability (Table 1.1).

The data suggests that Kosovo remains a youthful society, with one in four people aged between 15 and 24 years old (Table 1.1). However, due to an unabating trend for emigration, demand for upper-secondary, vocational and higher education has declined over past years. The 2024 census revealed that the population in Kosovo is much lower than the estimate based on the previous census of 2011: due to major emigration flows, the resident population of Kosovo in 2024 stands at 1.6 million, almost 10% less than in 2011.

At present, the share of dependants in the population – children and older people relying on working-age adults – is moderate: around 45 dependants per 100 working-age individuals⁴. This is broadly in line with the figure for the EU-27. In Kosovo, only one-third of these dependants are children; two-thirds are 65+ years old, a share that has been increasing by roughly half a percentage point per year since 2010.

1.2 Economy

The data in this section describes the economic context of the country in terms of GDP growth rate, GDP per capita (PPP), migrant remittance inflows as a percentage of GDP and the inflation rate.

Kosovo's economy performed well in 2024: GDP grew by approximately 4.4%, significantly above the average growth rate in the EU that year. In the same year, GDP per capita was around USD 18 619.80 in 2024. This places Kosovo in the upper-middle-income category, ahead of some

⁴ Caveat: this dependency ratio is based on 2023 World Bank data, and therefore does not reflect updated population figures from the 2024 national census.

other countries in the Western Balkan region, but still considerably lower than the average level in EU Member States. Inflation stood at 4.9% in 2023, lower than the rates recorded in 2022.

Remittances account for 17.5% of GDP (2023). This is substantial and indicates that the Kosovo diaspora continues to play a major role in the economy. In addition to supporting household incomes and spending on services such as healthcare and education, it also influences labour market behaviour at home. For some families, regular remittances increase the minimum wage level at which younger members are willing to accept employment, which allows them to delay or turn down jobs they consider unattractive. For others, remittances may fund additional education or provide start-up capital for small businesses, which ultimately improves employment prospects. Whether these effects increase or decrease unemployment and inactivity is beyond the scope of this overview, but, given the scale of remittance inflows, in Kosovo, they likely play a bigger role in education and labour market developments than in many other countries monitored by the ETF.

1.3 Income and living standards

This section describes the economic well-being and living standards of the population, including poverty levels, income distribution, and overall human development.

Kosovo faces a difficult social situation marked by widespread poverty and limited income opportunities. In 2022, an estimated 38% of the population lived below the upper-middle-income poverty threshold of USD 8.30 per day (PPP). This situation is fuelled by structural factors: only about 39% of working-age Kosovars participate in the labour force, and unemployment is high (World Bank, 2023). In addition, the majority of the population (approximately 62%) lives in rural areas and depends on small-scale agriculture for livelihood, which yields low productivity and incomes (Hajzeri, 2024).

Despite widespread poverty, income inequality in Kosovo is relatively low compared to the EU and other Western Balkan countries. However, this low inequality primarily reflects that incomes are consistently low across most of the population. As a result, Kosovo's main economic challenge is to raise overall income levels and create more jobs, rather than redistributing a limited amount of wealth.

The absence of recent official data on the UN Human Development Index (HDI) for Kosovo makes it difficult to gauge the country's progress in health, education and living standards. (Kosovo is not included in UNDP's global HDI rankings due to data availability issues). Unofficial estimates, however, suggest that Kosovo's HDI has been in the mid-to-upper range of the 'high human development' category – for example, one dataset estimates an HDI of about 0.757 in 2022 (Global Data Lab, 2025). However, education outcomes, particularly years of schooling and learning quality, appear to be lagging behind, which in turn lowers the HDI estimates for Kosovo.

1.4 Recent developments

Kosovo's February 2025 parliamentary election confirmed Prime Minister Albin Kurti's Vetëvendosje party as the largest single party, however, without a majority in the 120-seat Assembly. A prolonged institutional deadlock followed, during which the establishment of the assembly was delayed and then none of the proposals for forming a government found a majority. Eventually, new elections became unavoidable and took place on 28 December 2025. The caretaker government in power for most of 2025 was limited to routine administration and could not implement major policy changes or long-term reforms. Meanwhile, municipal elections were held in October and November 2025. It is important to note that the municipal elections were not boycotted by any minority group.

Measures imposed by the EU in 2023, which include a suspension on IPA funds, were still in place until end of 2025. A gradual lifting was announced in May 2025 by High Representative Kallas, with first steps including the resumption of sub-committee meetings of the Stabilisation and Association Agreement.

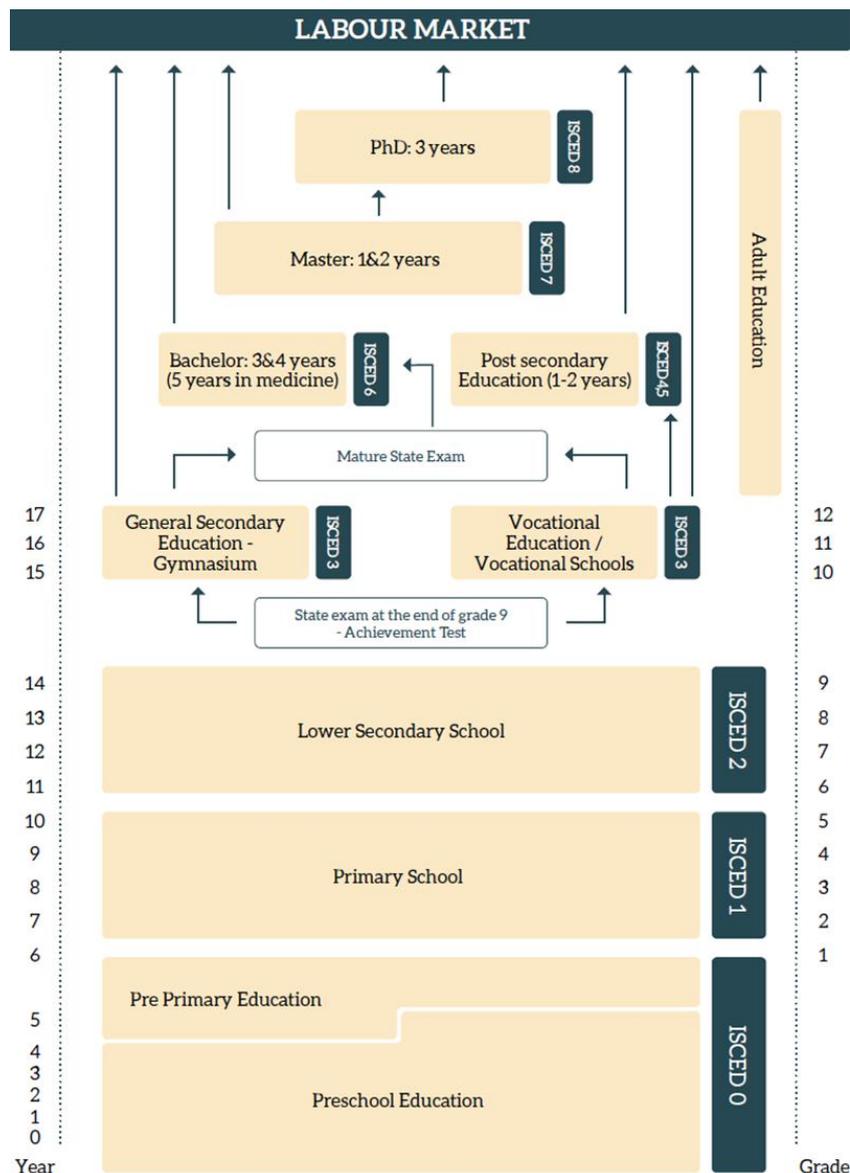
Despite agreement on the content of the national Reform Agenda, funded under the EU Reform and Growth Facility for the Western Balkans, the financial agreement had not been ratified in parliament prior to the February 2025 elections, hence the advance payment could not be made in 2025

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief overview of how the education system is organised across different levels, including pre-primary, primary, secondary (general and vocational tracks), tertiary, and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey⁵.

Figure 2.1 Structure of the education system: Kosovo (2025)



Source: MESTI, 2022.

⁵ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey' or 'Torino Process monitoring survey'.

Formal education

Early childhood education in Kosovo provides care and foundational education services for children below the age of six. The final year serves as preparation for entry into primary school and is compulsory as of the 2024/25 academic year. Delivery occurs through both public and private preschool institutions.

Compulsory education spans nine years and includes primary and lower secondary education. Primary education encompasses grades 1 to 5 (ages 6–10) and focuses on the provision of foundational competencies in literacy, numeracy and basic life skills. This is followed by lower secondary education (grades 6–9, ages 11–14), during which learners build upon these core skills through an expanded curriculum that includes languages, sciences and social studies. Progression is subject to assessment via standardised external evaluations conducted by the Ministry of Education, Science, Technology and Innovation (MESTI).

Following compulsory education, students enter upper secondary education by choosing between general and vocational pathways. General secondary education (Gymnasia) provides four-year academic programmes intended to prepare students for tertiary education. Alternatively, students may pursue initial vocational education and training (IVET), which typically lasts three years and is structured around a 2+1 model that combines theoretical study with practical skills acquisition. Graduates then obtain vocational certificates that qualify them either to enter employment directly or pursue further education. VET programmes in Kosovo are primarily delivered by public vocational schools and specialised Centres of Competence (CoCs), which focus on key occupational sectors.

Tertiary education in Kosovo is structured into three academic cycles and a short-cycle tertiary vocational track. Short-cycle tertiary programmes (one to two years, ISCED 5) offer specialised vocational qualifications. Bachelor's degrees (ISCED 6) typically last three to four years. Master's degrees (ISCED 7) require an additional one to two years of advanced study, while doctoral programmes (ISCED 8) focus on research-oriented qualifications beyond the master's degree.

Higher education institutions, both public and private, operate under supervision by the Kosovo Accreditation Agency (KAA), which ensures compliance with national quality standards.

Adult learning

In Kosovo, adult learning beyond formal tertiary education comprises diverse opportunities designed to enhance employability, encourage career transitions and support lifelong learning. Post-secondary, non-tertiary programmes (ISCED 4) provided by vocational schools and Centres of Competence offer adult learners qualifications that facilitate career progression or occupational mobility.

Adults who discontinued formal education prematurely can participate in 'second chance' education programmes. Delivered by vocational institutions, these programmes lead to upper secondary certificates. A central provider of adult vocational training is the Employment Agency of Kosovo (EARK), through its network of Vocational Training Centres (VTCs). These centres implement targeted training linked to active labour market measures by offering short-term modular courses addressing immediate employment needs. Additionally, the VTCs facilitate the Recognition of Prior Learning (RPL) for adults possessing practical skills but lacking formal accreditation.

Continuing vocational education and training (CVET) can also be delivered through non-formal channels, including private providers, employers, NGOs and donor-driven initiatives. The training typically covers entrepreneurial skills, ICT competencies, business management and sector-specific on-the-job training.

2.2 Strategy and legal framework

Kosovo's legal framework for education has gradually evolved since 2000, with increasing alignment to EU practice. Major elements include constitutional guarantees, sector-specific legislation (covering pre-university, vocational education and training, adult education and higher education) and defined

roles for central and municipal governments alongside several agencies with executive or regulatory functions.

The Kosovo Education Strategy (KES) 2022–26 (MESTI, 2022) covers all sectors of education. The KES strategic objectives are as follows:

1. increase inclusion and equal access to early childhood education;
2. improve the quality of pre-university education through the consolidation of quality assurance mechanisms and the provision of quality teaching;
3. harmonisation of vocational education and training with the dynamic developments in technology and the labour market, in terms of lifelong learning;
4. improve the quality, integrity and competitiveness of higher education;
5. the use of digital technology to improve services and quality in education, in line with digital transformation trends.

Law No. 03/L-068 on Education in Municipalities decentralises Kosovo’s education system by transferring key responsibilities – such as school management, staffing and infrastructure – to municipal authorities. This gives municipalities significant autonomy to adapt education to local needs while still operating within national policy and standards.

General education

The principal law governing general education is **Law No. 04/L-032 on Pre-University Education**, which entered into force in 2011. It defines responsibilities such as policy development, inclusive education, teacher licensing, curriculum standards, infrastructure planning and quality assurance. Access to higher education is regulated through successful completion of the State Matura exam.

Recent developments in general education include the following.

- In **2023**, the **Law on Early Childhood Education (Law No. 08/L-197)** was adopted to improve access and quality of pre-primary education.
- In **2023**, the **Law on Education Inspectorate (Law No. 08/L-259)** was approved to enhance accountability and quality assurance in the education system.
- In **2024**, **Administrative Instruction No. 19/2024** was adopted to comprehensively regulate the recruitment and appointment of school personnel in public pre-university education.

Vocational education

There are two main legal frameworks underpinning VET. **Law No. 04/L-138 on VET** (2013) regulates the VET system, whereas **Law No. 03/L-060 on National Qualifications** regulates the qualification system, including general and VET certifications.

The Law on VET is being revised as of 2025, with the objective of adjusting governance arrangements, financing, quality assurance and many other aspects of the VET system. It is very likely that those adjustments will require a revision of the law on national qualifications as well.

2.3 Main actors and governance

National level

The main national actors for general education and VET at central level are the Ministry of Education, Science, Technology and Innovation (MESTI), the Agency for VET and Adult Education (AVETAE), the Council for VET and Adult Education (CVETAE), the Education Inspectorate and the National Qualification Authority (NQA). Within MESTI, there are different departments for pre-university

education and for VET. The AVETAE is responsible for the administration of Centres of Competence, development of occupational standards, coordination of international projects and engagement of social partners, among other issues. The NQA is responsible for the design and implementation of the NQF (all levels) and regulates qualifications at pre-university levels. The CVETAE has been created as an advisory body involving all relevant stakeholders, including social partners.

Municipal Education Directorates (MED) are responsible for implementing national education policies at the local level, including managing schools, appointing and supervising staff, and overseeing infrastructure and resources. They act as the link between the MESTI, individual schools and the local community structures. There are currently 68 public vocational education and training institutions (VETIs) in Kosovo, providing qualifications at levels 3 and 4 of the NQF. This number includes six Centres of Competence (CoCs), which are managed by AVETAE, and which also offer qualifications at level 5 of the NQF. In addition, two private VETIs are accredited to offer formal VET in Kosovo. VETIs are free to also offer non-formal VET, e.g. in support of local employers.

Labour market-oriented adult education is provided either through public or private Vocational Training Centres (VTCs). There are 11 public VTCs, which are managed by the Employment Agency of the Republic of Kosovo (EARK), and 45 private providers. Regulation in the field of adult education is overseen by a dedicated unit in MESTI. Since 2025, an EPALe office has been established within the National Erasmus Office, providing a platform for the development of adult education in Kosovo.

International level: donors

The main international donors with consistent programming in VET include the European Union, the Swiss Development Cooperation (SDC), the Gesellschaft für Internationale Zusammenarbeit (GIZ), the Luxembourg Development Agency (LuxDev) and the Austrian Development Agency (ADA).

Under the EU Instrument for Pre-Accession Assistance (IPA I and IPA II, from 2007 to 2020) and other EU instruments, the EU has invested more than EUR 1.5 billion in Kosovo, with consistent contributions to education, employment and social development. IPA III (from 2021 to 2027) has an envelope of EUR 14 billion for the Western Balkans and Turkey, without an a priori quota per country. Measures imposed by the EU in 2023, however, limited the extent to which IPA III funding could be used in Kosovo. Other EU instruments for which Kosovo is eligible include the Instrument contributing to Stability and Peace (IcSP), the European Instrument for Democracy and Human Rights (EIDHR) and the Foreign Policy Instrument. In addition, Kosovo benefits from participation in EU Programmes, such as Erasmus+, COSME, Europe for Citizens, Creative Europe, Fiscalis, Customs and Horizon Europe. Education and employment are also areas covered in the Reform Agenda under the Reform and Growth Facility for the Western Balkans, with a total of 19 measures.

The **SDC** is currently funding the largest single project in VET, the Matching Skills to Jobs (MSJ) project, implemented by SwissContact. With a budget of CHF 14 million and a duration of five years, the project addresses VET governance and private sector engagement. With a timeframe of three years from 2024 and a budget of EUR 5.5 million, **GIZ** will continue supporting MESTI on VET (specific focus on dual VET) and MFLT in improving the transition from school to work through its Fit4Jobs project. **LuxDev** implements the Skills for Sustainable Jobs project, aiming to promote sustainable economic growth by enhancing innovation, inclusiveness and social development, with a focus on improving job opportunities for young people and women through market-oriented vocational education and training. **ADA** recently completed the ALLED2 project and anticipates continuing VET-related activities in the context of a project in support of the Youth Guarantee, funded jointly with the EU. **USAID**-funded operations came to a halt in 2025. These mainly consisted of two large programmes: firstly, the five-year, USD 10 million, Private Sector-Led Workforce Development Activity in Kosovo (PSWD) of IREX, in support of the following private sector segments: ICT, wood processing, energy and agri-business. The second programme was the Kosovo Compact, with a value

of USD 202 million, which included a sizeable component for the development of green skills for the Kosovo energy economy.

International organisations with activities relevant to education, including VET, are the ILO (HoReCa project with relevance to VET in the hospitality sector), UNICEF (early childhood education) and the World Bank (e.g. support to school infrastructure).

2.4 Policies and developments

Overview

Due to the elections in February 2025 and the following institutional deadlock, no major reforms could be carried out. Intensive work on the draft text of a new VET law seems to be the exception and may be linked to the fact that one of the milestones of the Reform Agenda is the adoption of a new VET law by December 2025. Initial discussions have started regarding the formulation of a new Education Strategy (ES), which will replace the current ES from 2027 onwards.

Qualifications, validation and recognition

The National Qualifications Framework (NQF) of Kosovo, adopted in 2008, is an eight-level system defined by three sets of descriptors (ETF, 2025a). It serves as a comprehensive lifelong learning framework, covering qualifications from all sectors of education as well as non-formal qualifications. The framework is managed by the NQA, an autonomous agency. Kosovo is a member of the EQF Advisory Group and referenced its NQF to the European Qualifications Framework (EQF) in 2016. Currently, Kosovo's NQF is in the activation stage.

The design of Kosovo's system for Recognition of Prior Learning (RPL) began in 2011 with the endorsement of the National Qualifications Framework (NQF) and initial guidelines on RPL. Since then, national policies, training modules and two key administrative instructions have been adopted: one in 2014, outlining general procedures for RPL across all NQF levels, and another in 2019, detailing accreditation criteria for institutions implementing RPL, though limited to CVET qualifications. Both are aligned with the EU Council Recommendation on Validation of Non-formal and Informal Learning (VNFIL). Validation may result in partial or full qualifications depending on assessed competencies, with credit accumulation possible. Currently, RPL applies only to quality-assured National Vocational Qualifications listed in the NQF, which includes 125 approved occupational standards. At present, eight providers have been accredited to award RPL-based qualifications in fields such as hairdressing, welding and electrical installation.

Work-based learning

Significant progress has been made in work-based learning (WBL) in recent years, guided by the National Development Plan 2030 (Republic of Kosovo, 2023) and the Education Strategy 2022–26 to make VET more responsive to labour market needs. A task force, led by the Prime Minister, was created to establish dual VET, with pilots starting in 2022/23 for four profiles and expanding in 2023/24 with eight more. The first graduates completed dual VET in the 2024/25 academic year: 1 449 graduates from 49 participating schools and 88 dual VET classes, in four qualifications⁶.

Lessons learned from this first cycle of dual VET still need to be analysed and documented. Meanwhile, new curricula are being prepared for additional dual VET qualifications, partly with support from LuxDev.

Administrative Instruction No. 137/2020 on Work-Based Learning sets the framework for WBL, and the forthcoming VET law is expected to further regulate WBL and dual VET. The Kosovo Chamber of

⁶ Personal communication from GIZ.

Commerce (KCC) has a MoU with MESTI to connect businesses with VET providers and support dual VET in workplaces. A recent study (ETF, 2025b) reviewed WBL arrangements, benchmarking them against EU frameworks, and identified both achievements and remaining gaps requiring legislative and practical improvements. In 2025, Kosovo was accepted as a member in the European Alliance for Apprenticeships (EAfA).

Career guidance

Career guidance has been systematically addressed in Kosovo since 2002. Several projects, supported by various donors, have addressed the issue. Among the pilots started, few proved sustainable. A comprehensive overview of the situation is available in a study report (ETF, 2022).

Kosovo's ES 2022–26 includes several concrete objectives for the development of career counselling and guidance. This includes the development of sub-legal acts to standardise and regulate service provision, the creation of a guide for vocational education and training institutions (VETIs) and the hiring and training of career advisors, supported by an approved qualification programme. Additionally, national coordination will be enhanced through the establishment of a professional network and a national/inter-institutional forum dedicated to career guidance.

Currently, there are 15 career centres in VETIs. A level-5 qualification for career guidance counsellors has been accredited by the NQA. As at the end of 2024, this qualification was offered to a second cohort at the CoC Prizren, with both cohorts comprising 59 individuals⁷.

Career guidance is also part of the core curriculum at grade 9 and is offered in the context of employment services and higher education.

Quality assurance

Quality assurance (QA) of qualifications is entrusted to the NQA (Law No. 03/L-060 on Qualifications), while QA of VET provision falls under VETIs and the education inspectorate (Law No. 04/L-138 on VET). The Law on VET is under review, and drafts of the new law propose more detailed QA regulation.

Despite decades of efforts by education stakeholders to address quality and relevance, challenges persist (ETF, 2023a). A Quality Assurance Strategy for Kosovo Pre-university Education (MEST, not dated) covered 2016–2020 but was not fully implemented. The KES 2022–26 offers a frank analysis of areas needing improvement and proposes wide-ranging measures for a comprehensive QA approach.

Planned measures for general education include changes to inspection, quality reporting, teacher training and appraisal, curriculum development, infrastructure and capacity building. The VET and adult education chapter sets objectives for governance, funding, information systems, QA consolidation at all levels, curriculum and practical learning opportunities.

Recent progress includes approval of a core VET curriculum in 2025. Its principles guided new VET curricula design, especially for dual VET qualifications. For dual VET, 500 in-company trainers were trained, and a new pre-service teacher training programme launched with the University of Zadar. New regulations for school personnel selection were passed in 2024. An inter-ministerial group was set up in 2024 to follow up on the Rapid Education Diagnostic report (ETF, 2023a), which contains recommendations for effective QA.

To measure learning, two national tests are held annually: achievement tests at the end of grade 9 and State Matura exams at grade 12. Staff from MESTI's QA Division have been trained, and test items improved. However, staff shortages limit capacity to analyse national and international assessment results and inform policy.

⁷ Personal communication by AVETAE.

On 14 July 2025, the Kosovo Accreditation Agency (KAA) became a member of the European Quality Assurance Register for higher education, facilitating international recognition of Kosovo's university qualifications.

Centres of excellence

In 2014, Kosovo established six Centres of Competence, which are under direct management of the AVETAE. These VET providers were supported to focus on specific industries and align closely with labour market needs.

In 2024 and 2025, MESTI nominated a total of five VETIs to join the ETF Network of Excellence (ENE) as Centres of Vocational Excellence (CoVE). The nominated VETIs were invited to participate in an information session for ENE newcomers and to take further steps as required.

Digital education and skills

The OECD notes Kosovo's progress in integrating digital skills into its curriculum, particularly through adopting the European Digital Competency Framework. However, 'digital skills acquisition among students still remains limited by inadequate ICT infrastructure in schools' (OECD, 2024, p. 106).

In 2023, Kosovo joined the International Computer and Information Literacy Study (ICILS). Key findings include the points below.

- CIL achievement ranks among the lowest of participating countries, with most students below level 1 proficiency.
- Socioeconomic status and home ICT access strongly correlate with higher CIL achievement.
- The gender gap favours girls, as in most countries.
- Students learn about ICT both in and outside school, though access and quality vary.
- The digital divide remains significant, especially in regard to home access to devices and the internet (Fraillon, 2024).

The European Skills and Jobs Survey 2023 highlights workforce upskilling gaps: only 15% of workers learned to use new digital technologies at work, despite Kosovo's average technological introduction level (28%) (ETF, 2023b).

The KES 2022–26 dedicates a full objective to digitisation in education, prioritising:

- digitalisation of data and processes for better services and decision-making;
- development and use of digital teaching materials;
- expanding ICT use in ETIs and HEIs;
- strengthening digital competence across stakeholders;
- establishing institutional mechanisms for effective digitalisation.

At the time of writing, the KES mid-term review was not yet available.

MESTI has created a Directorate for IT and Digitalisation with three divisions: (i) NARIC (previously under the Secretary General), (ii) administration of the national digital education platform, and (iii) digitalisation of textbooks and learning materials. Its 2025 budget is EUR 4 million for equipment and platform costs. Municipalities began by hiring 30 IT officers and 30 IT coordinators in September 2024 to maintain equipment and support schools. UNICEF is helping optimise the platform, while regulations on minimum standards for online teaching materials are being drafted. MESTI also plans to strengthen teacher competences, considering adoption of DigCompEdu, with additional measures in the Kosovo Reform Agenda.

MESTI has started upgrading Kosovo's education management information system (EMIS), which was introduced in 2010. Plans include linking EMIS with the central population registry (to automate student data entry) and the EARK system (to track student outcomes in the labour market).

Green transition

The KES 2022–26 refers to the green transition only in the context of VET, stating that there is a need to review the training offer in light of the green transition (among other trends affecting the labour market). Projects by GIZ and LuxDev provide significant inputs regarding green skills. The new VET law will likely also refer to green skills as an important cross-cutting theme in VET.

Adult learning

As stated in the KES 2022–26, adult education in Kosovo faces a number of challenges. Overall, lifelong learning is an underdeveloped dimension in Kosovo's education. Adult education (AE) is mainly limited to formal compensatory programmes, whereas non-formal modalities such as vocational short courses and RPL require further expansion. AE is closely and somewhat narrowly aligned to formal education, with little consideration for civic, social and personal learning dimensions. Institutional and accreditation capacities are insufficient, limiting the development and validation of new AE offerings and impeding responsiveness to labour market demands. There is a need for standardised training programmes for AE trainers and expansion of participation in international mobility programmes for trainers. Data collection on AE participation and graduate tracking need to be developed further, together with an increase in financial support to the sector (MESTI, 2022).

In response to these challenges, strategic objective 3.5 of the KES 2022–26 outlines a comprehensive framework for enhancing AE in Kosovo through institutional capacity building, curriculum development and inclusive access mechanisms. It mandates the training and accreditation of teaching staff, the establishment of dedicated AE centres within vocational institutions and the subsidisation of formal providers to ensure programme delivery. In addition, it prioritises the development of modular and non-formal qualifications, the creation of a centralised register of AE programmes and providers and the implementation of targeted support for marginalised groups. Awareness campaigns and inter-institutional coordination mechanisms are planned to stimulate participation and improve systemic coherence. Finally, Kosovo's integration into international AE networks is pursued to facilitate mobility, knowledge exchange and alignment with global standards.

At the time of writing this report, ETF is conducting data collection in Kosovo to assess the current AE landscape (ETF, forthcoming).

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

Law No. 03/L-212 on Labour of the Republic of Kosovo (2010) establishes a comprehensive legal framework governing employment relationships in both the public and private sectors. It defines key terms of employment, such as employment contracts, working hours, occupational safety, non-discrimination and workers' rights related to maternity, sick leave and compensation. Specific clauses grant special protection to youth, women and persons with disabilities; forced labour and discrimination in all employment-related matters is prohibited. Mechanisms for dispute resolution include mediation, court proceedings and oversight by the Labour Inspectorate. The law also introduces provisions for trade union organisation and collective bargaining. The process of revising the labour law has started, but the initial timeline for submitting a law to the assembly in 2023 could not be met.

Law No. 04/L-205 on the Employment Agency of the Republic of Kosovo (EARK) (2015) establishes the legal framework for the creation, organisation and operation of EARK as the public provider of labour market services in Kosovo. EARK is tasked with implementing employment and vocational training policies, managing employment offices and vocational training centres and coordinating active labour market measures. It operates under the Ministry of Finance, Labour and Transfers (MFLT) but is defined as an independent body. The law defines the roles of the Central Office, Employment Offices and Vocational Training Centres, and outlines the responsibilities of the General Director and the Advisory Board. It also regulates cooperation with national and international stakeholders, budgetary provisions and the licensing of non-public service providers, including the ability to generate revenue through vocational training activities.

Law No. 05/L-077 on Registration and Providing of Services for the Unemployed, Jobseekers and Employers (2016) establishes the legal framework for the registration and provision of employment services by the Employment Agency of the Republic of Kosovo (EARK) to unemployed individuals, jobseekers and employers. It defines eligibility criteria for registration, outlines the types of services offered – including career counselling, job mediation, vocational training and employment subsidies – and regulates the use of online platforms for service delivery. Special provisions are made for vulnerable groups, including youth, persons with disabilities and the long-term unemployed, with tailored support such as Individual Employment Plans and job clubs. The law also governs employment mediation abroad, requiring formal agreements with foreign employers and safeguards for workers. It sets obligations for all registered parties and regulates governing records and data protection.

All of the above-mentioned laws are under review. As part of the review, the law on EARK and the law on services for unemployed will likely be merged into one.

The **Kosovo Employment Strategy 2024-2028** (KES) (MFLT, not dated a) pursues three main objectives.

1. Develop skills and competences of the workforce and reduce skills mismatches.
2. Increase participation in the labour market by other groups at risk of exclusion (women, young people, people with disabilities and ethnic communities).
3. Improve working conditions and decent work opportunities.

The Employment Strategy Action Plan 2024–2026 (MFLT, not dated b) has a budget of EUR 90.4 million, of which close to 13% is committed to objective 1, 87% to objective 2 and less than 1% to objective 3.

3.2 Main actors and governance

National level

Ministry of Labour and Social Welfare (MFLT)

The MFLT is the lead institution for labour market governance in Kosovo. It formulates employment and social protection policies, drafts legislation for labour and employment and ensures alignment with EU frameworks and international labour standards. MFLT provides the strategic direction for employment promotion, workforce development and social inclusion, while coordinating with other ministries and stakeholders, including social partners. The MFLT is also the main institution for coordination of the Youth Guarantee.

Employment Agency of the Republic of Kosovo (EARK)

The Employment Agency of the Republic of Kosovo (EARK) functions as the operational arm of the labour market system. It provides employment services through Employment Offices and Vocational Training Centres, offering counselling, job matching, active labour market measures and training tailored to labour market needs. EARK engages directly with employers and jobseekers, maintaining labour market information systems to monitor trends and support evidence-based policymaking. Its role is policy execution, ensuring that strategic goals set by MFLT are translated into accessible services that improve employability and reduce long-term unemployment. For the past several years, the EARK is undergoing a deep restructuring process, supported by GIZ and other donors.

The **Social and Economic Council (SEC) of Kosovo**, established under **Law No. 04/L-008 on the Social Economic Council**, is the country's national tripartite structure for social dialogue. Its members comprise five representatives each from government (e.g. MFLT, MESTI, Ministry of Health), trade unions (e.g. Union of Independent Trade Unions of Kosovo – BSPK) and employer organisations (e.g. Kosovo Chamber of Commerce – KCC and the Kosovo Business Alliance – AKB), tasked with consulting on labour market, economic and social policies. Despite its formal mandate, the SEC faces limitations to its effectiveness. Due to regulation related to minimum levels of representativeness of SEC social partner members, the SEC could not be re-constituted since 2023. Even before that, meetings were irregular, often dependent on ad hoc initiatives rather than a structured agenda. Its recommendations are advisory, and therefore the SEC's impact on government decisions is weak. A limited institutional and analytical capacity of both employer and trade union representatives constrain evidence-based contributions.

International level: donors

The EU provides consistent support to the employment sector, e.g. through the IPA and Reform Agenda. The EU is the main international contributor to the implementation of the Youth Guarantee.

The International Labour Organization (ILO) has been active in Kosovo since 1999, focusing on VET, reform of employment office networks, promotion of youth employment, combatting child labour and enhancing social dialogue. Because Kosovo is not yet a member of the ILO, there is no Decent Work Country Programme and cooperation is based on technical cooperation projects. Its current projects include support for the Youth Guarantee (funding from the EU), the HoReCa project to improve youth employability in Kosovo's hospitality sector (funding from Italy) and a project to modernise occupational safety and health systems legally and digitally (funding from Sweden).

The Gesellschaft für Internationale Zusammenarbeit (GIZ) continues to provide its long-established support to the EARK. Over past years, organisational change and the institutional capacity building of

the EARK were in focus, which also impacted the capacity of the EARK to implement the Youth Guarantee. Most recently, GIZ has been assisting the EARK in establishing a six-month certification programme for employment advisers.

For many years, UNICEF has been engaged in Kosovo in support of youth transition from education to work, including programmes such as Kosovo Generation Unlimited (internships, mentorship, 21st-century skills training), Upshift (social innovation and entrepreneurship training for adolescents) and promotion of voluntary work.

3.3 Policies and developments

Overview

Labour market services in Kosovo, as regulated by Law No. 05/L-077, are delivered through the EARK to unemployed persons, jobseekers and employers. These services include labour market information, counselling, job mediation, career guidance, vocational training, traineeships and participation in active labour market measures such as employment subsidies and entrepreneurship support. Employers are supported through vacancy announcements, candidate matching and recruitment assistance, while jobseekers access services via online profiles, job fairs and individual employment plans.

Kosovo does not yet have an unemployment insurance system. The number of registered unemployed persons is therefore relatively low, particularly among the younger age groups (translating into relatively low youth unemployment rates and high NEET rates), which has implications such as for outreach activities under the Youth Guarantee.

Kosovo has one of the highest rates of emigration in Europe, the main destinations being Germany, Switzerland, Italy, Austria and Slovenia (Ayerst, 2025). For the year 2023, the emigration stock is estimated at 359 244 persons, or 22.6% of the population (Autoriteti Qeveritar për Migrim, not dated).

Youth Guarantee

The Youth Guarantee Implementation Plan was approved by the Government in 2022. Based on detailed analyses of the NEET population, the YG is being piloted in two locations (Mitrovica and Ferizaj). The targeted number of beneficiaries during the pilot phase was 3 000 by the end of 2025 – however, the feasibility of this target depended on the reversal of IPA fund suspension under the EU measures from 2023, which did not materialise at the time of writing this report. Preparations for the implementation are advancing and several structural changes in the EARK have been initiated to ascertain a smooth implementation of the YG in the pilot regions and beyond. The YG outreach strategy will be managed under the MCYS; contacts with the business community and youth organisations for the implementation of YG services will be under the responsibility of the MCYS.

In 2024, the first year the YG was piloted, the programme had 2 565 entrants and 447 exits, of which 89 exits within four months⁸.

In the first two quarters of 2025, there were 1 375 entrants to the YG and 166 offers were made. 160 of these offers were accepted, of which 103 were by women and 93 were by youth in the lower age group of 15-24 years⁹.

⁸ Figures presented by the ILO, 19 March 2025.

⁹ Figures presented by the EARK, 8 July 2025.

3.4 Active labour market programmes (ALMPs)

Law No. 08/L-332 on Budget Appropriations for the Budget of the Republic of Kosovo for the Year 2025 allocates EUR 25.8 million to subsidies and transfers in the context of employment services. The main active labour market programmes (ALMPs) are set out below.

Superpuna is a programme for wage-subsidised employment, mainly targeting labour market entrants in the 18-29 age group. Superpuna offers wage subsidies of up to EUR 350 per month for a period of up to six months. It is a programme run by the EARK and supported by the Swiss Agency for Development and Cooperation (SDC).

Generation Unlimited (GenU) is a programme, managed by UNICEF and the German-Kosovo Business Association, which facilitates internships for youth, with the ambition to ease the education-to-employment transition. The programme will serve 10 000 young people.

Government for Families is a programme which subsidises six months of wages, up to EUR 300 per month, for families in which no one is employed. The aim is to have at least one person employed per family. The programme was started in 2022.

According to ETF ALMP data for Kosovo, the number of registered unemployed persons increased by 37% from 41 773 in 2023 to 57 325 in 2024.

ALMP in 2024 included: direct job creation (2 965 persons, a fall of 16% compared to 2023); vocational training (2 106 persons, 27% less than in 2023); wage subsidies (1 551 persons, a fall of 5% compared to 2023) and professional practice (471 persons, 33% less than 2023). There is no longer a public works programme. The total expenditure in 2024 on labour market policies was EUR 3.5 million (a fall of 34% compared to 2023), corresponding to 0.0343% of the GDP. More women than men benefitted from direct job creation, wage subsidies and professional practice.

In total, according to ETF ALMP data, over 50 000 jobseekers benefitted from career counselling and nearly 44 000 jobseekers benefitted from employment counselling, provided by the EARK. The number of job vacancies registered were 9 064. The transition from unemployment to employment was 8.7% (14.1% in 2023).

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve, and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under *Participation and access* in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education, and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under *Attainment, completion and outcomes*: the share of adults with tertiary qualifications, the rate of early leavers from education and training, and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical and informational resources that sustain the education process, reflected by the indicators under *Resources and data*: public expenditure on education as a share of GDP, the adequacy of infrastructure and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Kosovo, EU average) (2022–2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate (lower secondary)	M.D.	M.D.	M.D.	98.1	UIS UNESCO
Total net enrolment rate (upper secondary)	M.D.	M.D.	M.D.	93.6	UIS UNESCO
Students in VET as a % of total upper secondary students	M.D.	M.D.	M.D.	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	M.D.	M.D.	M.D.	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous 4 weeks (% aged 25-64)	17.8	4.5	2.3	13.3	LFS
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5-8	16.4	16.3	16.3	30.2	LFS
Early leavers from education and training (% aged 18-24)	7.8	7.7	6.2	9.3	LFS
Underachievers in maths (% aged 15)	85.0	N/A	N/A	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	4.1	3.0	M.D.	4.7	KAS (4), EC (5)
Inadequate or poor-quality physical infrastructure (2)	48.7	N/A	N/A	27.9	PISA OECD
Availability of internationally comparable data on education	NA	28.6	39.5	N/A	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose principal reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP). 4. Source of data for 2022: Kosovo Statistics Agency. 5. Source of data for 2023: European Commission (2024). Kosovo 2024 report: Commission staff working document (SWD (2024) 692 final). Publications Office of the European Union.

Source: ETF KIESE database

Table 4.1 reveals that there are significant gaps in the availability of data, which hinders a clear understanding of participation and access to education. For five of the six indicators covering participation and access, the latest data for the past three years is unavailable (marked 'M.D.'). Without this information, it is difficult to confirm whether universal enrolment targets are being reached

or to determine the relative attractiveness of vocational pathways. These missing data points also make it challenging to target interventions effectively or to monitor progress systematically.

The tertiary attainment rate in Kosovo remains low: approximately 16% of adults hold higher-education qualifications, which is about half of the EU average. Conversely, most young people in Kosovo complete at least upper-secondary education. The rate of early school leaving has been declining continuously since 2022 to 6.2% in 2024, which is lower than the EU-27 average (9.3%). At the same time, the participation of adults in lifelong learning has fluctuated considerably and fell to only 2.3% in 2024. The changes have been sizeable, which raises questions about the reliability of data or, if the data is accurate, about the drivers of change in the patterns of engagement of adults in education.

However, the table also shows that there are challenges concerning educational outcomes and conditions for learning. In mathematics, 85% of 15-year-olds score below baseline proficiency levels in the latest PISA assessment. This result points to substantial deficits in numeracy skills, as the share is nearly three times the OECD average. Furthermore, about half of the students attend schools where principals report that inadequate physical infrastructure impedes effective teaching, a proportion which is considerably higher than the EU average of 27.9%. Public spending on education has also declined to only 3% of GDP, much lower than in EU Member States on average.

On a positive note, there have been improvements in the availability of internationally comparable data on education. The Torino Process index, which measures data availability, has risen from 28.6% of indicators foreseen for monitoring in 2023 to 39.5% in 2024.

Employment and demand for skills

The set of labour-market indicators follows the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, *Employment and labour-market outcomes* (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15–24), employment rate of recent graduates (aged 20–34, ISCED 3–8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15–24) and the NEET rate (aged 15–29). The second group, *Demand for skills* (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad economic sector (agriculture, industry, services), the incidence of vulnerable employment, and educational mismatch.

Table 4.2 Headline indicators: employment (Kosovo, EU average) (2022-2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	29.4	31.3	33.5	54.7	LFS
Employment rate (% aged 15-24 or similar age group)	15.4	18.3	19.4	35.0	LFS
Employment rate of recent graduates aged 20–34 (ISCED 3–8)	M.D.	M.D.	M.D.	82.4	LFS
Unemployment rate (% aged 15+ or similar age group)	12.5	10.8	10.9	5.9	LFS
Unemployment rate (% aged 15-24 or similar age group)	21.4	17.3	19.5	14.9	LFS
NEET rate (% aged 15-29 or similar age group)	36.6	37.6	31.4	11.0	LFS
Demand for Skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sectors (%): agriculture	2.2	2.4	2.8	3.3	LFS
Employment by broad economic sectors (%): industry	24.4	24.7	27.0	24.1	LFS
Employment by broad economic sectors (%): service	73.4	72.9	70.2	72.1	LFS
Incidence of vulnerable employment (%)	13.5	15.5	10.4	10.0	LFS
Employment by 'educational mismatch': % matched	56.6	61.7	M.D.	M.D.	ILOSTAT

Notes: 1. Data refers to 2019

Source: ETF KIESE database

The data in Table 4.2 suggests that Kosovo experienced a modest increase in employment rates and a slight decrease in unemployment rates from 2022 to 2024, although both indicators remain significantly lower than EU averages. The overall employment rate for those aged 15 and older increased by 4 percentage points and reached 33.5% in 2024. However, this still means that nearly 70% of the working-age population remains outside employment and underscores that there are persistent challenges with the capacity of the labour market to absorb new entrants. Youth employment (ages 15–24) also saw incremental gains, rising from 15.4% to 19.4%. However, this rate is barely half of the EU average of 35%. At the same time, the unemployment rate decreased by 1.6 percentage points to 10.9% in 2024, but it remains almost double the EU figure of 5.9%. While youth unemployment fell from 21.4% in 2022 to 19.5% in 2024, it is still higher than the average for EU Member States at 14.9%.

A particularly worrying indicator is the proportion of youth not in employment, education or training (NEET). This rate has declined by roughly 5% since 2022, but it remains about three times higher than the EU benchmark. It seems that persistent structural challenges in ensuring a smooth transition from education to work are putting a large share of young people in Kosovo at risk of long-term exclusion from the economy.

Employment by sector in Kosovo closely resembles average patterns in the EU. The services sector accounts for nearly three-quarters of employment (70.2% in 2024), industry remains stable at around 27%, and agriculture is marginal at about 2.8%. This sectoral alignment suggests that the main challenge is not the structure of employment, but the limited capacity of the economy to generate sufficient opportunities for stable, good-quality jobs.

Indeed, job quality deteriorated slightly during the period covered by the KIESE data in Table 4.2. The incidence of vulnerable employment rose from 13.5% to 15.5% in 2023, before declining to 10.4%, which is around the EU average (10%). Conversely, the alignment between workers' skills and job requirements has improved. The proportion of workers whose educational qualifications match their current employment increased by five percentage points to 61.7% in 2023, the latest year for which there is data available. Although this improvement signals potential returns from recent educational or training reforms, a sizeable share of nearly 40% of employees in Kosovo remain mismatched.

4.2 System performance indicators

As noted in the introduction to this report, performance in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: Who takes part? What do they achieve? How do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics.

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

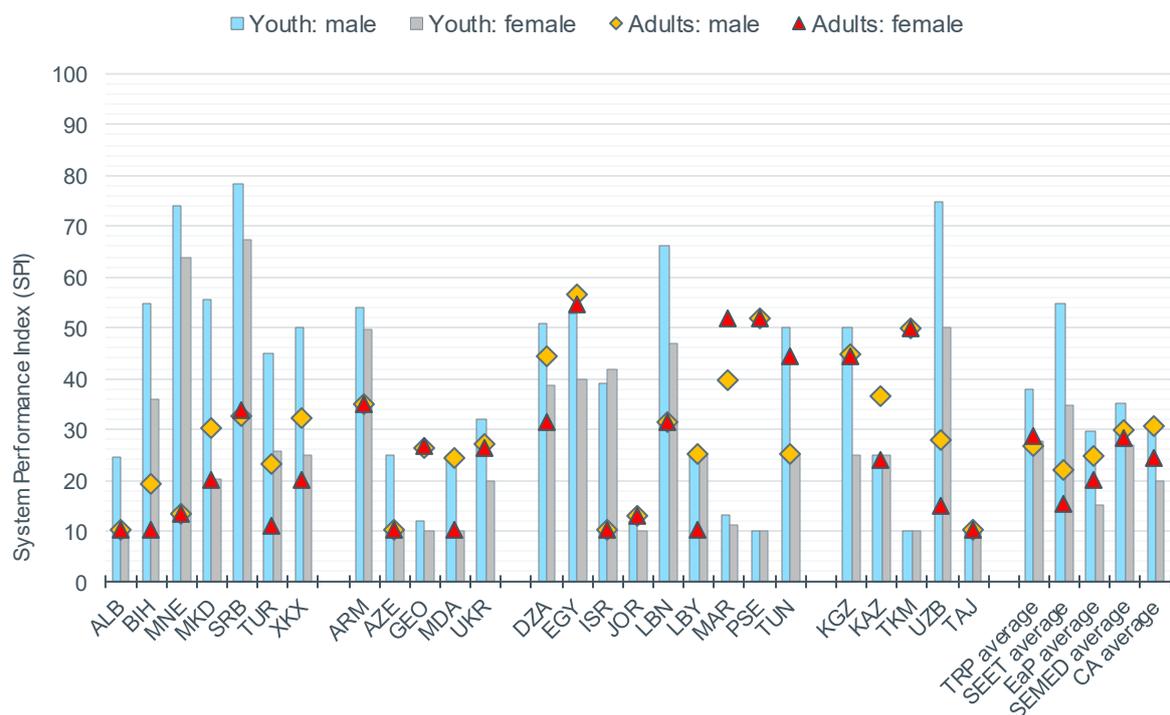
The extent to which SPIs are able to track access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET) and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and reaching graduation.

In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives, and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

Access by age and gender

The monitoring data reveals clear age- and gender-related disparities in access to VET in Kosovo. Boys benefit from relatively favourable conditions (SPI of 50, compared to a TRP average of 37 and a SEET average of 56, Figure 4.1), while girls are less likely to enrol (SPI of 25, compared to a TRP average of 28 and a SEET average of 41).

Figure 4.1 Access to learning opportunities by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100¹⁰.

Source: ETF KIESE and Torino Process databases

These disparities persist into adulthood: men are far more likely than women to enrol in CVET or publicly funded adult learning (SPI of 50 for men versus 25 for women). The consistent gender gap of

¹⁰ The Torino Process distinguishes between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI <10) and on the high end (SPI >90) of the index scale are truncated at the upper (90) and lower (10) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

about 25 SPI points suggests that disadvantages established during initial education carry into adult learning.

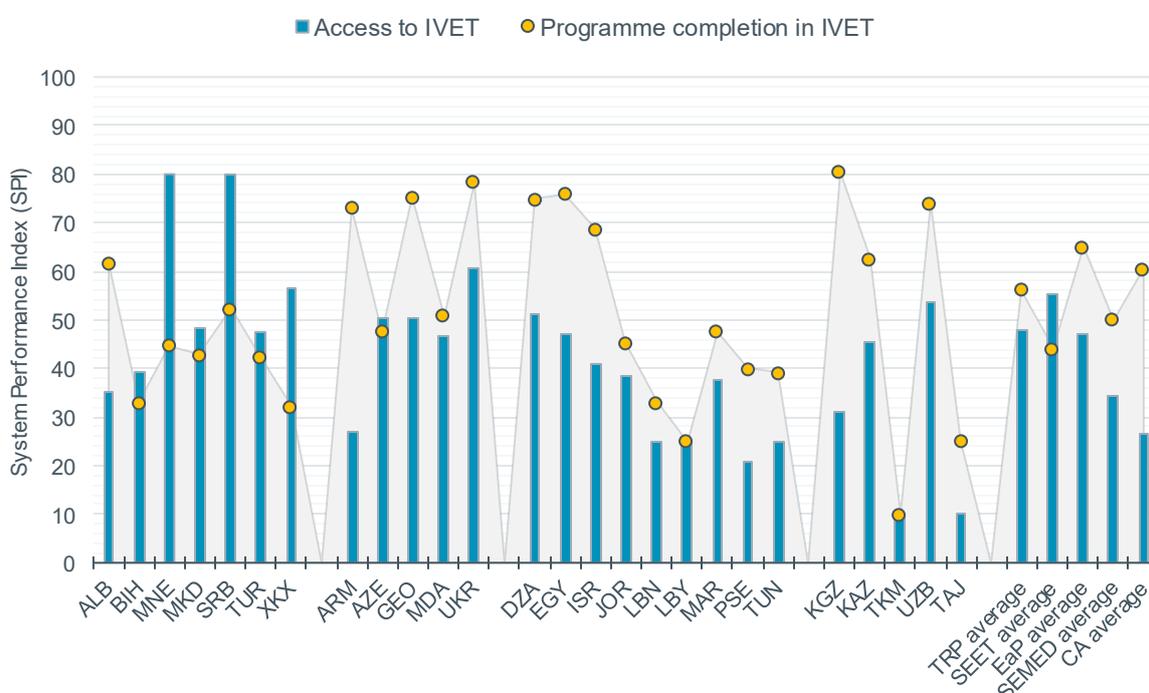
Formally, access to VET is open and free of charge, but informal barriers linked to cultural expectations, family influence, and the lack of role models in non-traditional fields limit female participation. Although the monitoring data indicates near parity overall (girls represent 47.8% of VET learners), choices are highly gendered. Almost half of female learners study health and well-being (44.2%) and another quarter business, administration and law (23.8%), while boys concentrate in engineering, manufacturing and construction (42.1%) and ICT (16.1%). Such clustering reduces opportunities for girls and sustains perceptions of VET as a second-choice option for lower-achieving students.

Geography and socioeconomic status further shape access. Rural learners often have limited options, while urban centres face overcrowding. Indirect costs for transport and supplies also weigh on low-income families, compounding other disadvantages. Kosovo's education and gender equality policies, including the Law on Gender Equality and the Kosovo Education Strategy 2022–26, emphasise inclusiveness. Yet, despite initiatives to attract girls into STEM and technical fields, the monitoring data indicates that their impact remains limited, with deep-rooted cultural barriers continuing to influence participation patterns.

Retention and programme completion

VET in Kosovo faces significant challenges in retaining learners until programme completion (SPI of 32 for completion overall and specifically in IVET, compared to a TRP average of 57 and a SEET average of 48). Many learners exit prematurely, leaving with partial skills but no formal qualifications. According to the expert survey, this limits their employment prospects, while employers struggle to assess competencies in the absence of recognised credentials.

Figure 4.2 Access and programme completion in IVET – system performance index, ETF partner countries and international average



Note: Theoretical index range: min/low performance=0, max/high performance=100

Source: ETF KIESE and Torino Process databases

These difficulties are compounded by systemic shortcomings. Kosovo lacks comprehensive national data on graduation, retention or dropout, which hinders efforts to track trends and address the causes

of early exit. Programmes are rigidly organised and offer few modular or part-time options, leaving students facing academic or socioeconomic challenges with limited opportunities to re-integrate. Learner support services such as career guidance and counselling are also weak, often relying on temporary or donor-funded projects.

Girls are at particular risk of dropout, especially in rural and minority communities, due to early marriage, family responsibilities and cultural expectations. While targeted scholarship schemes have been introduced with international support to encourage female participation in non-traditional sectors, their scope remains limited.

Fragmented pathways between VET and general education further complicate retention by making transitions between tracks difficult. Switching between programmes and courses is also difficult within VET itself, which hinders the choices of learners after enrolment. Finally, learners who leave early and later seek recognition of acquired skills face obstacles, since Kosovo's Recognition of Prior Learning (RPL) mechanisms are aimed mainly at adults in continuing rather than initial VET.

Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

ETF monitoring keeps quality and relevance separate because although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the reporting hopes to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

Quality of learning by age and gender

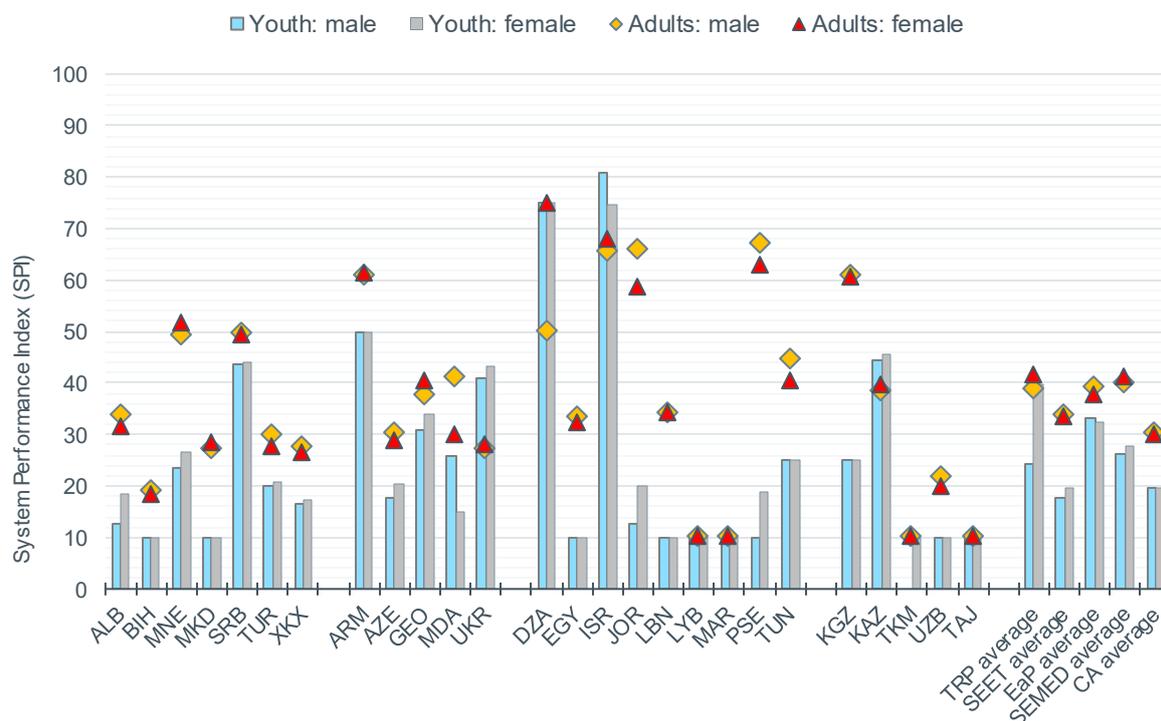
The monitoring data suggests that initial VET in Kosovo struggles to equip young learners of both genders with foundational skills and competences (SPI of 17 for both groups) (Figure 4.3).

This challenge reflects a widespread weakness in the system of compulsory education in the country. According to OECD's PISA, only a small share of students at the secondary level – both general and VET – achieve basic proficiency in mathematics (15%), reading (17%) and science (21%), figures significantly lower than the OECD average. According to the Torino Process monitoring survey, although VET curricula include general education components in literacy and numeracy, they lack targeted remedial measures to address such deficits which learners carry over to VET from preceding levels of general compulsory education.

While VET programmes emphasise occupational training over proficiency in key school subjects, the cooperation between VET schools and the business sector is limited and leads to infrequent and poorly structured workplace-based learning opportunities. This reduces the relevance and quality even of this training and further constrains learners in the development of skills.

Adults in Kosovo are more likely to have foundational skills and competences than youth, but here too, the monitoring results remain significantly below the average for countries in the Torino Process monitoring sample. According to data from the World Bank provided through the monitoring survey, around 14% of adults in Kosovo lack fundamental literacy skills. Even those who pass the core literacy test typically achieve only a low proficiency level (level 2 out of 5). Numeracy skills are similarly weak: less than one third of adults in Kosovo are proficient enough to perform basic calculations and handle numerical tasks common in everyday life and work. Digital literacy is even more limited – only 13% of working-age adults in Kosovo qualify as digitally proficient. For most adults, workplace use of digital technology is limited to basic tasks such as emailing or creating simple documents.

Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

In this context of generally low proficiency among adults, women are even less likely than men to possess these essential skills. Women, especially those from rural areas and socioeconomically disadvantaged backgrounds, have fewer opportunities to acquire and develop foundational and transversal competences. They remain underrepresented in technical, ICT- and STEM-related fields and face limited access to workplace-based learning opportunities in male-dominated sectors.

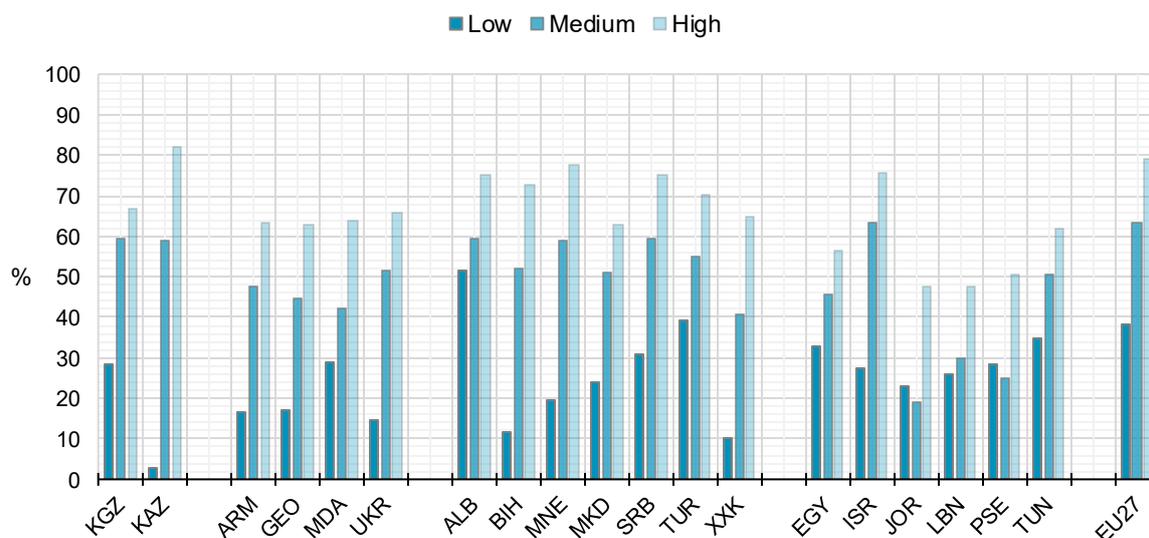
Relevance and labour market outcomes

This section uses employment data to gauge how effectively education in Kosovo meets labour market needs. Specifically, it compares employment rates by the highest education level adults have reached with EU-27 averages.

The employment rates in Kosovo are significantly lower than the EU averages, regardless of educational attainment. Even Kosovars with tertiary education have lower employment rates than comparably educated adults in the EU-27 (64.9% versus 79.1%). The gap is even wider for those with medium-level qualifications: Kosovo’s employment rate (40.7%) roughly matches that of the lowest-qualified group in the EU (38.4%). Adults with low educational attainment face the greatest difficulties, as only one in ten are employed (10.2%), far below their EU peers.

Although VET programmes may offer a slight employment advantage over general education, this remains marginal due to weak alignment with labour market needs. According to the Torino Process monitoring survey, employers often criticise a lack of preparedness of VET graduates, pointing to deficits in technical, practical and transversal skills such as communication, teamwork and problem-solving. Even when Kosovars do secure work, many face underemployment, low wages and jobs that do not match their qualifications, underscoring structural mismatches between education outcomes and labour market realities.

Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024 or latest available year)



Source: ETF KIESE database

The data also confirms a strong link between education and employment. Kosovars with medium-level education have higher employment rates (40.7%) than those with low-level education (10.2%), while tertiary graduates reach 64.9%. The difference between medium and high qualifications in Kosovo is larger than the EU average, but overall employment remains lower at every qualification level (Figure 4.4). National policy initiatives – including the National Development Strategy 2030, Education Strategy 2022–26 and Employment Strategy 2024–28 – explicitly target these challenges by seeking closer alignment between education and labour market needs through dual education models, curriculum modernisation, stronger employer partnerships and expanded work-based learning.

System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET.

The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership and the internationalisation of VET.

Financial resources in VET and lifelong learning

This section considers how effectively Kosovo ensures adequate financial resources for its VET system, and how successfully it converts these resources into suitable infrastructure and learning materials.

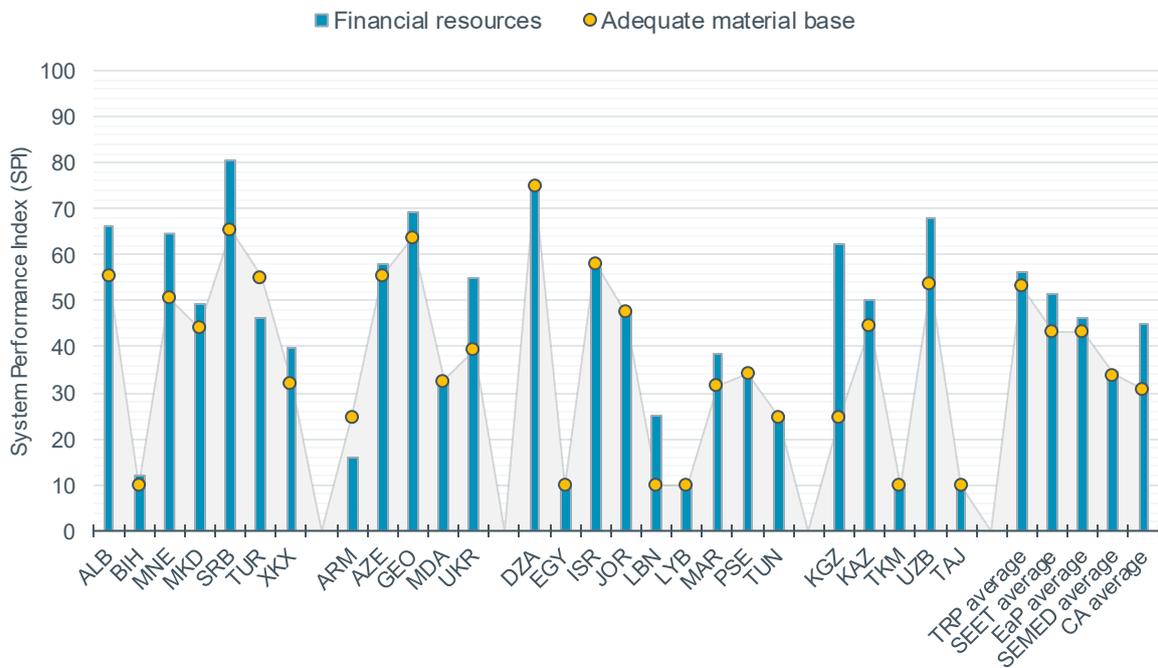
Funding for VET is a weak point across the SEET region (average SPI48) and the wider Torino Process sample (average SPI44). The monitoring result for Kosovo is lower still (SPI40), which implies that VET providers work with especially limited budgets when equipping workshops and purchasing teaching materials.

According to the monitoring survey, in 2022/23, public spending on VET totalled roughly EUR 26.5 million. Most of this covered teacher salaries while leaving little for consumables, modern equipment or school-based enterprise activities. Municipalities in Kosovo are allowed to top up the budgets of schools, yet their contributions are limited and vary from year to year depending on fiscal

capacity. A uniform funding formula, which treats all vocational profiles alike, further undermines the adequacy of funding by ignoring the higher costs of VET programmes such as IT or engineering.

At the time of monitoring, employers and other private stakeholders were not yet systematically involved in co-financing VET.

Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
Source: ETF KIESE and Torino Process databases

An additional challenge for VET providers is that even where resources are available, they do not readily translate into adequate workshops, tools and digital resources (SPI of 32 for adequate material base, Figure 4.5). The gaps cannot easily be compensated for by the providers themselves. Although the legislation permits them to earn and reinvest their income, public-finance and procurement rules often block the practical use of those funds, for instance for hiring external trainers or maintaining machinery. In addition, the schools have only modest budgetary autonomy and therefore cannot respond quickly enough to operational needs.

Donor projects have filled some of the immediate gaps, but according to the monitoring survey, such funding is short-term and usually fragmented. Slow budget planning and approval cycles add to the challenge and create delays, thus reducing the real value of what little funding is available for VET. As a result, many VET learners in Kosovo are forced to practise on outdated or insufficient equipment.

Human resources: allocation, use, professional capacity

With an SPI of 45 for the adequacy of human resources and an SPI of 25 for the professional capacity of school leaders, the monitoring data suggests that VET in Kosovo faces substantial gaps in both domains of system operation.

Most VET institutions have sufficient staff (around 3 154 teachers, including 1 287 women), yet shortcomings in qualifications and practical competencies are critical. Many teachers enter the system directly from university and lack pedagogical training and occupational experience, which limits practice-oriented teaching and the use of digital tools. Instructors responsible for practical training often face unclear roles and weak professional frameworks, aggravated by insufficient legislative and statistical monitoring.

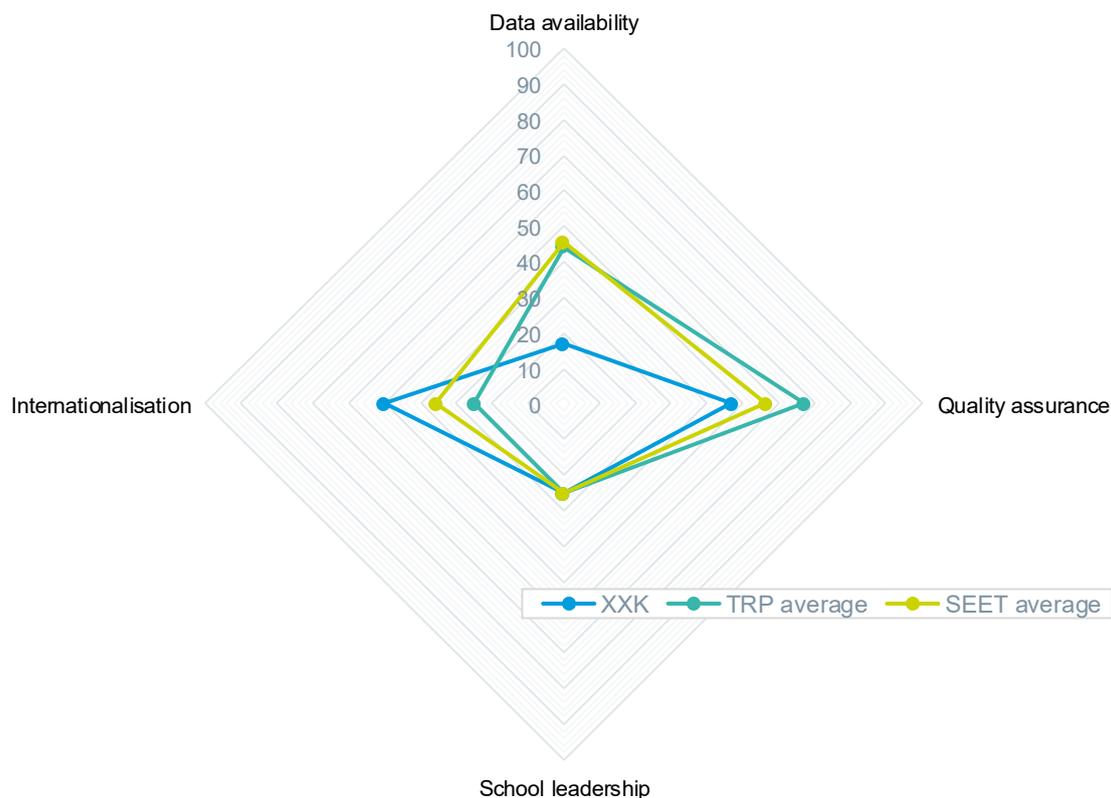
Recruitment practices vary across municipalities, with inconsistent selection criteria and limited capacity to assess occupational competencies. Continuous professional development (CPD) remains scarce, dependent largely on donor projects rather than sustainable national provision. Although training is mandatory, financial constraints, a lack of providers and weak school management structures act as barriers. No comprehensive national framework currently defines instructor qualifications or roles or institutionalises CPD.

Links with industry are limited, leaving many teachers disconnected from labour-market developments and reliant on outdated methods. Policy documents such as the draft Law on VET and the Kosovo Education Strategy (2022–26) acknowledge these challenges, but implementation has been limited. The Teacher Professional Development Division within MESTI, while mandated to oversee training, devotes little attention to VET.

System steering and management

VET in Kosovo faces greater challenges in collecting and using reliable data than other countries in the Torino Process (SPI of 17, against a Torino Process average of 38). The Education Management Information System (EMIS), managed by MESTI, covers few VET-specific indicators, with no systematic data on graduate employment, skills mismatches or the effectiveness of work-based learning. The Employment Agency’s Labour Market Barometer exists but is of limited use due to irregular reporting, restricted access and unclear presentation. Kosovo’s participation in international assessments, such as OECD’s PISA, is also irregular, limiting opportunities for benchmarking.

Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

System performance in quality assurance is stronger (SPI of 47) but remains uneven. Accreditation has limited reach, particularly in public institutions, leaving many qualifications outside the National Qualifications Framework (NQF). Learners seldom receive feedback on outcomes, and graduate

tracer studies are largely absent. For teachers, continuous professional development is legally mandated but weakly implemented, and no transparent system exists to monitor performance. Providers undergo accreditation by the NQA, which reviews resources, curricula and staff, but most accredited qualifications are issued by private institutions. Annual self-assessments are required, yet compliance is uneven and results are not publicly accessible.

With respect to school leadership, the monitoring survey suggests recruitment is often politically influenced rather than merit based, despite municipal regulations promoting transparency. Many directors lack training in management, leadership or financial oversight, and no mandatory national licensing or training frameworks exist. Capacity-building is provided mainly through ad-hoc donor projects. In practice, VET school leaders operate with limited autonomy, while institutional development plans often remain formalities. School steering councils, intended to promote stakeholder engagement, frequently lack active participation by employers, parents or civil society, further disconnecting schools from local labour market needs.

System performance in the domain of internationalisation is higher than in other areas (SPI of 50, compared to 29 for the SEET region), though activities remain limited. Participation in Erasmus mobility programmes is constrained by funding shortages, administrative capacity, language barriers and difficulties in integrating experiences into curricula. Centres of Competence (CoCs), often donor-supported, introduce international practices but rarely function as hubs for long-term cooperation or mobility. Hosting of international educators is also rare and usually limited to short-term projects.

ABBREVIATIONS

ADA	Austrian Development Agency
AE	Adult education
AKB	Kosovo Business Alliance
ALMPs	Active labour market programmes
AVETAE	Agency for VET and Adult Education
BSPK	Union of Independent Trade Unions of Kosovo
CF	Country fiche
CIL	Computer and information literacy
CLO	Country Liaison Officer
CoC	Centre of Competence
CoVE	Centre of Vocational Excellence
CPD	Continuous professional development
CVETAE	Council for VET and Adult Education
CoC	Centre of Competence
DigCompEdu	Digital Competence Framework for Educators
EARK	Employment Agency of the Republic of Kosovo
EaFA	European Alliance for Apprenticeships
EIDHR	European Instrument for Democracy and Human Rights
EMIS	Education Management Information System
EPALE	Electronic Platform for Adult Learning in Europe
EPIK	European Policy Institute of Kosovo
EQAR	European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework

ES	Education strategy
ETF	European Training Foundation
EU	European Union
GDP	Gross domestic product
GIZ	Gesellschaft für Internationale Zusammenarbeit
HDI	Human Development Index
HEIs	Higher Education Institutions
HoReCa	Hotel, restaurant and catering
ICILS	International Computer and Information Literacy Study
ICT	Information and communication technology
IMF	International Monetary Fund
INT	ETF's Internal Monitoring Team
IPA	Instrument for Pre-Accession Assistance
IREX	International Research and Exchanges Board
IVET	Initial vocational education and training
IcSP	Instrument contributing to Stability and Peace
KAA	Kosovo Accreditation Agency
KCC	Kosovo Chamber of Commerce
KES	Kosovo Education Strategy
KIESE	Key Indicators on Education, Skills and Employment
LFS	Labour force survey
LuxDev	Luxembourg Development Agency
MCYS	Ministry of Culture, Youth and Sports
MED	Municipal Education Directorate
MESTI	Ministry of Education, Science, Technology and Innovation

MFLT	Ministry of Finance, Labour and Transfers
MSJ	Matching Skills to Jobs
MCYS	Ministry of Culture, Youth and Sports
NARIC	National Academic Recognition Information Centre
NEET	Not in education, employment or training
NGO	Non-governmental organisation
NQA	National Qualification Authority
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PSWD	Private sector-led workforce development
QA	Quality assurance
RPL	Recognition of prior learning
SDC	Swiss Development Cooperation
SEC	Social and Economic Council
SEET	South-eastern Europe and Türkiye
SPI	System performance index
SWD	Staff working document
TRP	Torino Process
UIS	UNESCO Institute for Statistics
UNICEF	United Nations Children's Fund
UNSCR	United Nations Security Council Resolution
USAID	United States Agency for International Development
USD	United States Dollar
VET	Vocational Education and Training

VETI	Vocational Education and Training Institution
VNFIL	Validation of Non-formal and Informal Learning
VTC	Vocational Training Centre
YG	Youth Guarantee

REFERENCES

- Autoriteti Qeveritar për Migrim, Republika e Kosovës (2023), *Profili i Migrimit 2023*, Government of the Republic of Kosovo, Pristina. Available at link: <https://mpb.rks-gov.net/Uploads/Documents/Pdf/AL/4987/PROFILI%20I%20MIGRIMIT%202023.pdf> (Accessed: 26 August 2025).
- Ayerst, S. (2025), *Labor Market Integration and Migration*, IMF Selected Issues Paper (SIP/2025/001), International Monetary Fund, Washington, DC. Available at link: <https://www.imf.org/-/media/Files/Publications/Selected-Issues-papers/2025/English/SIPEA2025001.ashx> (Accessed: 26 August 2025).
- European Training Foundation (ETF) (2025a), *National Qualifications Framework Kosovo*, ETF publication, Turin. Available at link: <https://www.etf.europa.eu/sites/default/files/2025-09/NQF%20KOS.pdf> (Accessed: 27 November 2025).
- European Training Foundation (ETF) (2025b), *Work-based Learning in Kosovo: An assessment against EU quality standards*, ETF publication, Turin. Available at link: https://www.etf.europa.eu/sites/default/files/2025-03/WBL%20Kosovo%20Report_Final%20for%20publishing_Jan%202025.pdf (Accessed: 28 August 2025).
- European Training Foundation (ETF) (2023a), *Kosovo Rapid Education Assessment (RED) – Addressing the Weak Links*, ETF publication, Turin. Available at link: https://www.etf.europa.eu/sites/default/files/2023-05/RED%20Kosovo%20-%20final%20report_for%20dissemination.pdf (Accessed: 28 August 2025).
- European Training Foundation (ETF) (2023b), *European Skills and Jobs Survey: Statistical Profile for Kosovo*, ETF publication, Turin. Available at link: https://www.etf.europa.eu/sites/default/files/2023-11/Statistical%20profile_XK_EN_edited.pdf (Accessed: 1 December 2025).
- European Training Foundation (ETF) (2022), *National Career Development Support System Review – Kosovo*, ETF publication, Turin. Available at link: https://www.etf.europa.eu/sites/default/files/2022-07/Career%20Guidance%20Review_Kosovo_EN.pdf (Accessed: 28 August 2025).
- Fraillon, J. (ed.) (2024), *An International Perspective on Digital Literacy: Results from ICILS 2023*, IEA, Amsterdam. Available at link: https://www.iea.nl/sites/default/files/2024-11/ICILS_2023_International_Report_0.pdf (Accessed: 28 August 2025).
- Global Data Lab (2023), *Subnational Human Development Index (SHDI) Table: Kosovo*, Institute for Management Research, Radboud University. Available at link: <https://globaldatalab.org/shdi/table/shdi/XKO/?levels=1+4&extrapolation=0> (Accessed: 2 August 2025).
- Hajzeri, A. (2024), *Country Profile of Kosovo*, ARL Country Profiles, Hannover. Available at link: <https://www.arl-international.com/knowledge/country-profiles/kosovo/rev/3923> (Accessed: 2 August 2025).
- Ministry of Education, Science, Technology and Innovation (MESTI) (2022), *Education Strategy 2022–2026 Action Plan*, Prishtina. Available at link: <https://masht.rks-gov.net/wp-content/uploads/2022/10/04-Plani-i-Veprimit-te-Strategjise-per-Arsim-2022-2026-ENG-Web.pdf> (Accessed: 28 August 2025).
- Ministry of Education, Science and Technology (MEST) (n.d.), *Quality Assurance Strategy for Kosovo Pre-University Education 2016–2020*, Prishtina. Available at link: <https://kryeministri.rks-gov.net/wp-content/uploads/2022/07/QUALITY-ASSURANCE-STRATEGY-FOR-KOSOVO-PRE-UNIVERSITY-EDUCATION-2016-2020-1.pdf> (Accessed: 28 August 2025).

Ministry of Finance, Labour and Transfers (n.d.), *The Kosovo Employment Strategy 2024–2028 (KES)*, Prishtina. Available at link: <https://kryeministri.rks-gov.net/wp-content/uploads/2024/07/Employment-Strategy-2024-2028.pdf> (Accessed: 26 August 2025).

Ministry of Finance, Labour and Transfers (n.d.), *The Kosovo Employment Strategy Action Plan 2024–2028*, Prishtina. Available at link: <https://kryeministri.rks-gov.net/wp-content/uploads/2024/07/Employment-Strategy-Action-Plan-2024-25.pdf> (Accessed: 26 August 2025).

OECD (2024), *Western Balkans Competitiveness Outlook 2024: Kosovo*, Competitiveness and Private Sector Development, OECD Publishing, Paris. Available at link: <https://doi.org/10.1787/ff74ae0e-en> (Accessed: 27 November 2025).

Republic of Kosovo, Ministry of Education, Science, Technology and Innovation (MESTI) (2022), *National education structure and fields of study in Kosovo: Classification based on ISCED 2011 and ISCED-F 2013*, Prishtina. Available at link: <https://masht.rks-gov.net/wp-content/uploads/2022/09/isced-eng-2022.pdf> (Accessed: 27 November 2025).

Republic of Kosovo (2023), *National Development Strategy and Plan 2030*, Prishtina. Available at link: <https://kryeministri.rks-gov.net/wp-content/uploads/2023/11/NDSP-2030-dokumenti-i-dizajnuar.pdf> (Accessed: 27 November 2025).

World Bank (2023), *Poverty and Equity Brief: Kosovo*, Global Poverty Monitoring. Available at link: <https://www.worldbank.org/en/topic/poverty/publication/poverty-and-equity-briefs> (Accessed: 29 July 2025).



European Training Foundation

 www.etf.europa.eu

 <https://bsky.app/profile/etf.europa.eu>

 www.youtube.com/user/etfeuropa

 www.facebook.com/etfeuropa

 www.instagram.com/etfeuropa

 openspace.etf.europa.eu

 <https://www.linkedin.com/company/etfeuropa/>