

ADULT LEARNING IN KOSOVO*

Factsheet

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INTRODUCTION

This factsheet was compiled in 2025 by the European Training Foundation (ETF) as part of an Adult Learning (AL) mapping exercise conducted in the EU candidate countries and potential candidate: Albania, Bosnia and Herzegovina, Kosovo*, Moldova, Montenegro, North Macedonia, Serbia and Ukraine.

This analysis focuses on AL as a sector of growing importance in the context of ongoing societal and economic transformations and the increasing need to monitor and report on reforms aimed at upskilling, reskilling and overall human capital development.

Adult Learning is understood as an important component of lifelong learning (LLL)¹ and it encompasses formal learning, which is linked to formal qualifications, and non-formal learning, which takes place in companies and in other learning environments). This includes activities aimed at upskilling and reskilling, as well as learning that develops a wide range of skills².

According to Articles 1 and 2 of *Law No 04/L-143 on the Education and Training of Adults in the Republic of Kosovo* (2013), AL is regulated as an integral part of the national education system. The law establishes a framework enabling adults to access opportunities for requalification, skills development and lifelong learning. It uses the term Adults' Education and Training (AET), which is defined in Article 2 as 'public and private education and training provided for adults'. According to the law, an adult is any person aged 15 years or above, and AET is organised in three categories: formal education, non-formal education and informal learning (Article 6). The law comprises 22 articles that define key terms and set out provisions on institutional responsibilities, provider accreditation, programme organisation, financing and quality assurance. In this report, the broader term adult learning (AL) is used in line with international usage, while remaining consistent with the legal concept of AET.

This factsheet was compiled on the basis of information collected systematically through desktop research and fieldwork. The analysis is organised around the analytical framework and guiding questions set out in [Annex I](#).

Individual interviews were conducted between August and September 2025 with representatives of relevant institutions, key actors and stakeholders in AL in Kosovo, including the Agency for Vocational, Education and Training and Adult Education (AVETA), as well as formal and non-formal AL providers. These included NGO representatives, a school principal, and staff from youth and adult training centres. The list of interviewees is set out in [Annex II](#). The report has been validated by a representative of the Ministry of Education, Science, Technology and Innovation (MESTI)³. The information set out in this document reflects on, and offers insights into, three important AL dimensions: **1. Strategic and policy frameworks; 2. Institutional arrangements and governance; 3. Types and forms of formal and non-formal provision** and it will serve as a basis for the ETF and stakeholders involved to identify priority areas for possible future actions or policy advice.

This factsheet presents key factual elements about AL in Kosovo, considering the three dimensions mentioned above.

* 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.

¹ Cedefop's glossary defines lifelong learning as 'any learning activity undertaken throughout life in a formal, non-formal or informal setting, which results in improving knowledge, know-how, skills, competences and qualifications for personal, social or professional reasons' [lifelong learning | CEDEFOP](#).

² Skills are understood in a broad sense, encompassing skills, knowledge and competences for life, well beyond the skills needed for the labour market.

³ This factsheet is referring to Ministry of Education, Science, Technology and Innovation (MESTI) as the Ministry's official denomination while the factsheet was written. At the time of publication, in 2026, the official denomination is Ministry of Education and Science (MES).

Country Context

Key socio-economic and demographic trends

The Republic of Kosovo continues to face persistent challenges related to economic transition, characterised by low labour market participation, high unemployment and widespread poverty (OECD, 2025; European Training Foundation, 2021). Although progress has been made in strengthening macroeconomic stability and advancing institutional reforms, job creation and inclusive growth remain limited (Government of Kosovo, 2024; World Bank, 2023).

According to the 2024 Population Census, Kosovo's total population is 1 585 590 (Kosovo Statistics Agency, 2024). The country is divided into seven districts and 38 municipalities, with marked territorial and socio-economic disparities between them. The capital city, Pristina, accounts for nearly one-third of the population. Responsibility for primary and secondary education, kindergartens, basic healthcare, and social and cultural institutions is shared with municipalities. However, local capacity to deliver quality services remains uneven (Kosovo Statistics Agency, 2024).

Key Country Insights⁴

Demographics: Kosovo remains one of the youngest societies in Europe, with a median age of 34.8 years in 2024, compared to an EU average of 44.4 years. However, high levels of youth emigration, combined with declining fertility rates, could lead to accelerated population decline over the next two decades.

Labour market: The employment rate for those aged 15–64 in Kosovo was 36.3 % in 2023, well below the EU average of 75.5 %. Unemployment stood at 10.9 % in 2023, compared with an EU average of 6.1 %. Long-term unemployment and low labour force participation remain persistent and significant challenges.

Youth and vulnerability: In 2023, 33.4% of young people aged 15–24 was not in employment, education or training (NEET) — one of the highest in Europe and almost three times the EU average (11.2%). Poverty remains widespread, with around 23% of the population living below the at-risk-of-poverty threshold.

Digital and Education: Internet penetration reached 96.6 % of the population in 2024, at the same time Kosovo continues to rank among the lowest for basic digital skills in the Western Balkans. Between 2020 and 2023, the adult participation rate in learning among those aged 25–64 years averaged 11.5 %.

Urbanisation and Sectoral Employment: Around 50 % of the population lives in urban areas, where employment is concentrated in trade, agriculture, industry and public administration. Significant rural-urban disparities persist, particularly in terms of education and access to jobs.

⁴ Relevant data for this section was collated from the following sources:

(i) Kosovo Statistics Agency (KSA). (2024). Population Census 2024. Prishtina: ASK. <https://ask.rks-gov.net>

(ii) Kosovo Statistics Agency (KSA). (2024). Statistical Yearbook of the Republic of Kosovo 2023. Prishtina: KSA. <https://ask.rks-gov.net>

(iii) Government of Kosovo. (2024). Employment Strategy 2024–2028. Prishtina: Office of the Prime Minister. <https://kryeministri.rks-gov.net/wp-content/uploads/2024/07/Employment-Strategy-2024-2028.pdf>

(iv) Eurostat. (2024). Labour Market and Demography Statistics. Brussels : Eurostat. <https://ec.europa.eu/eurostat>

(v) Organisation for Economic Co-operation and Development (OECD). (2025). Economic Convergence Scoreboard for the Western Balkans 2025. Paris: OECD Publishing. Available at: https://www.oecd.org/en/publications/economic-convergence-scoreboard-for-the-western-balkans-2025_bc0babf3-en/full-report/skills-cluster_92fcced8.htm

(vi) Regional Cooperation Council (RCC). (2021). Digital Skills in the Western Balkans. Sarajevo: RCC. <https://www.rcc.int/download/docs/2021-09-Digital%20skills.pdf/93a12a4a5178324cb46c052cd5e24180.pdf>

CHAPTER I: ADULT LEARNING STRATEGIES AND POLICIES

This chapter provides an overview of the main policy objectives and how they align with EU goals and initiatives, national strategic and policy priorities, and key performance indicators and targets, as well as a comparison with EU targets.

Strategies

Currently, there is no overarching strategy dedicated specifically to AL in Kosovo. Instead, AL is addressed in a fragmented manner and embedded within various sectoral strategies, such as those on education, employment, digitalisation, energy and social inclusion. While this ensures that AL features in policy frameworks, the absence of a dedicated strategy means that there is no coherent vision, co-ordinated objectives or clear implementation framework to guide the sector.

Overview of the relevant strategic documents

National Development Strategy 2030

The Strategy sets out Kosovo's vision for economic growth and sustainable development, outlining the government policies and measures needed to achieve it. It also identifies quality, accessible education as a cornerstone of equitable human development and sustainable economic growth, with lifelong learning (LLL) embedded across the objectives. For the AL dimension, the Strategy prioritises professional development and digital competencies. The proportion of teachers participating in professional development programmes is expected to increase from 25% in 2019 and 2020 to 70 % by 2030. Meanwhile, at least 95 % of teachers, education staff and students should have acquired digital competencies. By 2030, it is expected that 85 % of graduates will either be employed in relevant occupations or enrolled in higher education, supported by stronger alignment between education and labour market needs. The Strategy also integrates AL into the labour market and employment objective, focusing on developing skills, reducing mismatches and expanding work-based learning. By 2030, it is expected that 98 % of vocational education programmes will comprise a substantial practical learning component. Meanwhile, labour force participation is projected to increase from 37.7 % in 2021 to 60 % overall, and from 20.6 % to 55 % for women. The proportion of NEETs is projected to decrease from 32.5 % in 2021 to 15 % by 2030.

The Kosovo Education Strategic Plan (KESP) 2022–2026

The KESP serves as the overarching framework guiding the development of all education sectors, including AL. Of its six strategic objectives, one is dedicated to Vocational Education and Training (VET) and AL. It positions AL within the VET framework, with measures focused on strengthening vocational competencies and employability, primarily through public providers and MESTI schools. In parallel, it introduces reforms to governance, funding and information systems to enhance institutional capacity, ensure the sustainable provision of services and support evidence-based decision-making in both VET and AL. Objective 3.5 *Improvement of supply and increase of participation in adult education* focuses on expanding opportunities and access. This includes targets to develop up to 20 new formal and non-formal AL programmes, increase the number of VET institutions implementing recognition of prior learning (RPL) from six to 25, and raise participation in adult learning by 30%. Progress will be tracked through the Education Management Information System (EMIS) and the records kept by the Kosovo Statistics Agency (KSA) and the National Qualifications Authority (NQA).

The Action Plan sets out a series of measures to strengthen adult education and learning, including training AL teachers and establishing two AL centres. Provision will be expanded through subsidies for providers and support for vulnerable groups. Meanwhile, teacher capacity will be reinforced through continuous professional development, as well as the design and accreditation of curricula and modular

qualifications. System-level actions include creating a national AL register, conducting awareness campaigns and establishing an inter-institutional co-ordination group. Finally, membership of international AL organisations is expected to promote mobility, partnerships and alignment with international standards.

The VET and AL objective has a total budget of €19.0 million for the period 2022–2026. However, only 5.4% of this amount has been secured from the State budget, while 17.4% is expected to be covered through external financing, leaving a funding gap of 77%. Of the total allocation, €505,920 is earmarked for the specific objective on AL.

In 2025, the MESTI, with support from Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), prepared a mid-term evaluation of the implementation of the five strategic objectives of the Education Strategy, covering the period 2022–2024 (MESTI, 2025). The results of the evaluation for AL-specific objectives are set out in [Annex III](#).

National Employment Strategy 2024–2028

The Strategy supports measures to enhance employment through active labour market policies, with four main pillars: skills development and alignment with labour market needs, inclusive labour market participation, youth employment and reduction of NEET rates, and legal and institutional reform. Its strategic objectives focus on reducing skills mismatches, expanding access to decent work for vulnerable groups, modernising employment services and strengthening institutional frameworks.

With regard to AL, the Strategy aims to increase the participation of adults aged 25–64 in training programmes by 10%, thereby strengthening LLL as a driver of employability. It also incorporates RPL through measures to support the continuous professional development of trainers and the development of RPL indicators.

Kosovo Digitalisation Agenda 2030

In line with the EU Digital Compass 2030 and global Information and Communication Technology (ICT) trends, the Digital Agenda 2030 aims to establish Kosovo as a modern digital society and a competitive digital economy by 2030. Within the digital skills objective, digital literacy is framed as a key component of LLL, targeting adults outside formal education and underserved groups such as women, rural populations and minority communities. Clear targets have been set, with the aim that by 2030, 95% of citizens including adults outside formal education will possess at least basic digital skills, while 5 % will be active ICT specialists. However, baseline data shows that only 13–14 % of adults had basic digital skills in 2022. The targets are 40 % by 2025 and up to 95 % by 2030. The plan also includes free online training programmes to enhance adult competences in areas such as e-commerce and e-government.

National Youth Strategy (2024–2032)

The Strategy sets out a long-term vision to empower young people (aged 15–29 years) to become active agents of sustainable and inclusive development. Structured around three rolling action plans (2024–2026, 2027–2029 and 2030–2032), it focuses on strengthening civic engagement, enhancing youth empowerment and well-being, and fostering pathways to social inclusion and active participation. While AL is not explicitly defined as a standalone pillar, relevant measures are integrated through non-formal and informal education programmes, capacity building for young workers, and life-skills training in areas such as mental health, reproductive health, safety, the environment and intercultural relations. Specific targets include the mapping and quality assurance of non-formal education programmes, with the aim that at least 50 % of programmes meet defined quality standards by 2026 and expanding access for marginalised youth groups. Capacity building for young workers is also envisaged, with structured training programmes designed to enhance competences and improve the quality of non-formal education provision.

Strategy for Advancement of the Rights of Roma and Ashkali Communities (2022–2026)

The Strategy aims to enhance the social inclusion of the Roma and Ashkali communities and it is structured around five strategic goals: education, employment and social welfare, health, housing and combating discrimination. AL for the Roma and Ashkali communities is explicitly addressed within the education strategic goal through adult literacy programmes, with a target of 40–50 participants per programme between 2022 and 2024. In addition, under the employment and social welfare strategic goal, vocational training is promoted in line with labour market needs, with the aim of training 125 Roma and Ashkali individuals between 2022 and 2024.

The Energy Strategy of the Republic of Kosovo 2022–2031

The Strategy sets out Kosovo's pathway towards a sustainable, secure and affordable energy sector that is fully integrated into the pan-European energy market. To empower consumers, the strategy integrates AL by promoting energy literacy and specialised training in energy-related fields. Close co-operation with academia, industry and development partners is envisaged to design and deliver training programmes on renewable energy sources, electricity markets and efficiency, with a strong emphasis on women's participation, which will be supported through scholarships. The strategy also envisages an increasing number of graduates and professionals trained in energy-related disciplines, with baseline values to be determined and targets set during implementation.

Reform Agenda of Kosovo 2024–2027

It is a core national strategy that is aligned with the EU's Growth Plan for the Western Balkans, which is implemented under the Reform and Growth Facility. The Agenda outlines reforms in five strategic areas designed to accelerate Kosovo's economic convergence with the EU, strengthen institutional capacity and ensure access to pre-accession funding. Implemented between 2024 and 2027, it comprises 111 reform steps, each with qualitative and quantitative milestones linked to EU disbursements. Adult Learning is addressed under Human Capital Development and Retention, with reforms aimed at aligning education with labour market needs, enhancing workforce skills, and promoting youth employment as key elements of LLL. Measures include increasing the labour market participation of women, young people and vulnerable groups by allocating 50% of Active Labour Market Measures (ALMMs) to them and revising the legal framework of VET and adult education to enhance governance, financing and work-based learning. By 2026, it is expected that at least 30 % of VET and adult education (AE) teachers will be trained in the new curricula, 50% of non-formal qualifications will be registered in the National Qualifications Framework (NQF), and half of VET students will be engaged in workplace learning. By 2027, 90% of formal qualifications should be registered in the NQF, and 80% of VET institutions should offer career counselling and guidance services.

Legal framework

Overview of relevant legal framework

Adult learning in Kosovo is primarily governed by Law No 04/L-143 on Adult Education and Training (2012). The law situates provision mainly within the VET system and the public sector, while non-formal, private and civil society provision receive limited attention. Furthermore, adult learning is implemented through provisions spread across other education, qualification and employment laws. These include the Law on Pre-University Education, which establishes the legal entry point for adults who wish to re-enter formal education at International Standard Classification of Education (ISCED) levels 3–4; the Law on VET, which integrates adult learning into the skills and labour market framework; the Law on National Qualifications, which links adult education to standards, accreditation and RPL; the Law on the Employment Agency, which regulates training and re-qualification services; and the Law on Education in Municipalities, which defines responsibilities for delivery at local level.

Law No 04/L–032-2011 on Pre-University Education in the Republic of Kosovo

The Law governs ISCED levels 0–4 and assigns responsibilities to central, municipal and school authorities. It explicitly covers adult learners seeking qualifications at these levels and provides the legal basis for compensatory education at upper secondary education (ISCED levels 3–4), enabling adults over the age of 15 years to re-enter education through adapted programmes. Article 12 defines adult education as part of LLL, granting access to vocational and adult education, while leaving details on curricula, assessment, fees and provider licensing to secondary legislation. This creates a legal entry point for adult education, which the law mainly frames as compensatory and vocational education, overlooking the broader dimensions of LLL, such as civic, cultural and social development, as emphasised in CEDEFOP/EU frameworks.

Law No 04-L-143–2013 on Adult Education and Training in the Republic of Kosovo

The Law establishes the legal and institutional framework for learning opportunities for all individuals aged 15 years and over. LLL is defined as activities undertaken throughout an individual’s life to develop their knowledge, skills and qualifications. While similar to the international definition, this definition limits LLL to employment and qualifications, overlooking CEDEFOP’s broader perspective, which also encompasses personal, civic and social development (Danuza et al., 2021). It recognises formal, non-formal and informal education, positioning AL as an integral part of the wider education and training system. However, it sets out only brief definitions, which create ambiguity. Formal AL is largely treated largely as compensatory education at ISCED Levels 2–4, and two overlapping definitions of non-formal education create further confusion. Unlike CEDEFOP’s single, unified definition of non-formal learning as planned and intentional learning outside formal systems that sometimes leads to qualifications, the law separates a broad ‘non-formal education’ category from ‘non-formal education and training’, a distinction that is neither standard nor conceptually clear. In practice, non-formal provision is mainly delivered through Vocational Training Centres (VTCs) and accredited providers, focusing on re-qualification and labour market access (Danuza et al., 2021). Although certificates may be recognised in the NQF, programmes remain classified as non-formal. Informal learning is defined in line with CEDEFOP as unstructured learning in daily life.

The Law regulates a wide range of elements, including the scope and responsibilities of adult education, the different categories of providers, learner registration, programme development, assessment and certification procedures, quality assurance mechanisms, RPL, governance arrangements and financing modalities.

Adult education and training are open to a diverse group of providers such as public institutions, private and public–private partnerships, enterprises, professional societies, NGOs, and even individual persons. However, their responsibilities and the regulatory requirements for their involvement differ. A clear distinction is made between formal provision and non-formal or informal learning in terms of quality assurance. Providers of formal adult education must be licensed and registered with the MESTI. Non-formal providers offering qualifications linked to the NQF must first obtain accreditation from the NQA, and then a licence from the MESTI.

In terms of financing, the law stipulates that the public sector is responsible for ensuring access to compensatory adult education at ISCED levels 1–2, which is provided free of charge. This enables individuals who did not complete their basic education in their youth to re-enter the education system. Other adult education provision, especially non-formal learning, remains largely dependent on donor funding, private contributions or employer investment. The Law is scheduled for review in 2026 as part of the MESTI’s legislative agenda.

Law No 03/L-060–2008 on National Qualifications

The Law sets out the structure and governance framework of the NQF. The NQA is responsible for VET and adult education through the validation of qualifications, provider accreditation and quality assurance of certification. Its objectives include recognising qualifications across formal and non-formal learning, aligning them with labour market needs and providing flexibility through RPL. From an

adult learning perspective, the law provides important entry points via the recognition of non-formal and informal learning.

Law No 04/L-138–2013 on Vocational Education and Training

The Law sets out the principles of Kosovo's VET sector, emphasising labour market relevance, inclusiveness, and the integration of VET into LLL. From an adult learning perspective, the law supports open access to VET, irrespective of age, and provides a basis for flexible, modular programmes and the RPL, which support upskilling and reskilling. However, based on the findings of the evaluation of the Kosovo Education Strategic Plan (2011-2016), the Law should be amended to ensure more effective regulation of a number of areas, including the VET curriculum framework, the financial autonomy of VET schools, apprenticeships, teacher training, etc.⁵ Importantly, the law is currently under revision within MESTI's legal planning, providing an opportunity to broaden its scope and strengthen the role of AL.

Law No 03/L-018–2015 on Final Exam and National Secondary School Graduation Exam

The Law sets out the objectives, structure and procedures of the national graduation exam taken at the end of upper secondary education, for both the general and vocational tracks. It also ensures that learners enrolled in adult education programmes are entitled to sit the exam under the same conditions. A minimum score of 40 % is required to pass, enabling successful candidates, whether young people or adults, to progress to higher education.

Law No 04/L-205–2014 on the Employment Agency of the Republic of Kosovo

The Law establishes the Employment Agency of Republic of Kosovo (EARK) under the MLST and defines its mandate to implement employment, labour market and training policies. From an AL perspective, the Law is particularly significant as it mandates active employment services, professional training, and jobseeker support.

Law No 03/L-068–2008 on Education in the Municipalities of the Republic of Kosovo

The Law grants municipalities full responsibility for the management of pre-university education (ISCED Levels 0–3), including staffing, infrastructure, admissions and school administration. VET schools enable municipalities to offer compensatory and vocational programmes to adults.

Policies on Adult Learning

Kosovo's policy on AL is primarily geared towards labour market integration and employability. RPL remains the key policy currently under active implementation, primarily within continuing VET. In parallel, the development of green skills is emerging as a new policy priority, linked to Kosovo's energy transition and sustainability agenda. While several other policies are relevant to AL, digital skills and work-based learning (WBL) remain limited or are largely concentrated within initial vocational education and training (IVET). Nevertheless, there is growing potential to extend WBL and digital skills initiatives to adult learners in the future, as institutional capacities and policy frameworks continue to evolve.

Recognition of Prior Learning

RPL in Kosovo is governed by Administrative Instructions (MEST) Nos 31/2014 on recognition of prior learning and 09/2019 laying down the criteria and procedures for the accreditation of institutions implementing RPL. The aim of RPL is to validate non-formal and informal learning, enabling adults to re-enter education and gain qualifications, thereby enhancing their employability. It is linked to the NQF, with learning outcomes serving as the reference point. Although guiding policies are in place for higher education and VET, implementation to date comprises solely continuous VET (adult training), which is driven through secondary legislation. The process consists of four stages: identification,

⁵ In 2026, the draft of a new VET Law was under consideration.

documentation, assessment and certification of learning outcomes and can only be delivered by institutions accredited by the NQA. Currently, three providers are accredited to implement RPL, with eight more undergoing accreditation. Their work is supported by 239 trained practitioners. In this regard, the LuxDev *Skills for Sustainable Jobs in Kosovo* project is supporting the development of an RPL strategy aimed at improving outreach and information services for potential beneficiaries. The project is also supporting NQA in transitioning from physical to online service delivery via a dedicated, user-friendly electronic platform. This will enable the digital delivery of NQA's core services and improve accessibility for users.

Green skills

The development of green skills is increasing its importance in AL and VET policy implementation in Kosovo, particularly in the field of renewable energy. The project *Skills for Sustainable Jobs in Kosovo*, by LuxDev in co-operation with the EARK, supports green skills training for adult learners by developing training materials and providing equipment, with a UNDP's partial contribution to the equipment component. In parallel, the *Just and Equitable Transition Acceleration (JETA)* project, which is being carried out under the Millennium Challenge Corporation (MCC) Compact through the Millennium Challenge Account – Kosovo (MCA-KS), has set up a training centre at the University of Pristina and is developing new renewable energy training programmes for adult learners, among other activities. Together, these initiatives are advancing policy implementation and demonstrate a policy commitment to integrating green skills development into Kosovo's AL and VET systems, with the aim of equipping the workforce with the competencies needed for the green transition.

National performance against key EU targets on adult learning

This section will compare current data on the participation of adults in learning at the national level with EU-level data, taking into account the following reference targets set by the EU.

Participation of adults in learning

EU Target	National Target
At least 47 % of adults aged 25-64 should have participated in learning during the last 12 months, by 2025.	The adult participation rate (for those aged 25–64) in learning averaged 11.5 % between 2020 and 2023, which was slightly above the EU average of 11.2 % (OECD, 2025) ⁶ 14 % of adults (aged 18-65) participated in formal education in the past year, and around 13 % participated in non-formal education or informal learning (DVV International, DIE and Riinvest Institute, 2020) ⁷ . In 2020, 5.6 % of adults aged 25-64 participated in learning (ETF, 2021) ⁸
At least 60% of adults aged 25-64 should have participated in learning during the last 12 months, by 2030.	Increase participation of adults aged 25-64 in training by 10 % by 2027 from a baseline of 2.7 % in 2019 (Employment Strategy 2024–2028, 2024). Increased participation in adult education is an outcome/impact area, but no numeric percentage is set (Education Strategy 2022–2026, 2022)

Source: Author

The Employment Strategy 2024–2028, which was approved in 2024, sets a target to raise participation by 10 % by 2027. However, this target was derived from an outdated baseline of 2.7 % originally estimated in 2019. The national target is thus modest and does not reflect more recent evidence of

⁶ Based on OECD data provided by the Kosovo Statistics Agency.

⁷ The Adult Education Survey in Kosovo, implemented by Riinvest Institute in 2020 with support from DVV International and DIE, used a nationally representative sample of around 2,400 adults aged 18–65 years. The data was collected through face-to-face interviews (CAPI) between October and December 2020. The survey measured adult participation in learning over the previous 12 months, covering formal education (leading to recognised qualifications), non-formal education (structured learning activities outside the formal system), and informal learning.

⁸ Based on the Labour Force Survey for 2020 provided by Kosovo Agency Statistics.

progress or align with European benchmarks. While the OECD (2025) indicates that adult participation in learning averaged 11.5% between 2020 and 2023, marginally exceeding the EU average of 11.2%, the ETF's 2021 report cites a lower figure of 5.6% for 2020. The difference reflects the use of different reference periods and updated national datasets. The OECD uses a multi-year average (2020–2023), whereas the ETF refers to a single-year estimate (2020). By contrast, the survey by DVV International, DIE and Riinvest (2020) reported higher participation rates (14 % in formal education and 13 % in non-formal education) for adults aged 18–65. This was based on a broader definition of learning and a 12-month recall period. These variations emphasise the methodological differences between sources and highlight the importance of using harmonised and regularly updated data to ensure consistent reporting of adult learning indicators against EU benchmarks.

Underachievement in basic/digital skills and top performance in basic skills

EU target	State of play in Kosovo
The share of underachievement in literacy, mathematics, science and digital skills should be less than 15 %, whereas the share of top performance in literacy, mathematics and science should be at least 15 % by 2030.	In the Programme for International Student Assessment (PISA) 2022, only 15 % of students achieved Level 2+ in mathematics, 17 % in reading, and 21 % in science, implying that approximately 85 %, 83 %, and 79 % of students were low achievers in these subjects respectively. There were virtually no top performers in mathematics (PISA, 2022). For digital skills, Kosovo participated in ICILS 2023, but the country-specific shares of proficient students have not yet been published. International comparisons place the country toward the lower end, suggesting that the proportion of students below Level 2 is well above the 15 % target (ICILS international release, 2022). In 2023, 25.4 % of adults in Kosovo possessed basic or higher digital skills, which was significantly below the EU average of 55.6 % and the regional average of 33.85 % in 2023 (OECD, 2025).

Source: Author

Kosovo has not yet set national targets or monitoring mechanisms that correspond specifically to the PISA benchmarks in order to reduce underachievement and improve top performance in literacy, mathematics, science and digital skills. Current education strategies emphasise overall improvement and quality assurance, but no explicit, quantifiable targets aligned with PISA have been set.

STEM in VET

EU target	State of play in Kosovo
The share of students enrolled in STEM fields in initial medium-level VET should be at least 45 %, with at least 1 out of every 4 students female by 2030.	During the 2024/25 academic year, 40.7 % of initial VET students enrolled in STEM fields (14 202 out of 34 929) in grades 10, 11, and 12 across 56 profiles. Female students accounted for 19.7 % (2 793) of STEM enrolments, or approximately one in five STEM students.

Source: Author

While Kosovo has made encouraging progress in terms of overall STEM participation, further efforts are needed to accelerate female representation in VET if the 2030 targets are to be met.

STEM in higher education

EU target	State of play in Kosovo
The share of students enrolled in STEM fields in third-level education be at least 32%, with at least 2 out of 5 students female by 2030	In 2023/24, 27.9% of undergraduate students were studying STEM subjects (17 071 out of 61 253). Women made up 44.8% of STEM undergraduates (7 654 out of 17 071), which equates to approximately one woman for every 1.2 men (KAS, 2025). At Master's level, 24.2% of first-time entrants were in STEM subjects (937 out of 3 866), with women accounting for 50.4% (472 out of 937) — an approximately equal number of women and men.

Source: Author

Kosovo remains below the EU 2030 target of 32 % STEM enrolment in higher education: 27.9% of undergraduate students and 24.2% of postgraduate entrants were enrolled in STEM subjects in 2023/24. However, the gender distribution is comparatively favourable: women accounted for 44.8% of Bachelor's STEM enrolments and 50.4% of Master's entrants. This indicates that, in Kosovo, the main gap lies in overall STEM participation rather than in the gender balance.

ICT PhD programmes

EU target	State of play in Kosovo
The share of students enrolled in ICT PhD programmes should be at least 5%, with at least 1 out of every 3 students female by 2030.	During the 2023/24 academic year, 22.7 % of all PhD students (10 out of 44) were enrolled in ICT PhD programmes (MESTI, 2025). However, women accounted for 30.0 % of admissions to ICT PhD programmes (three out of ten).

Source: Author

Kosovo has already exceeded the EU 2030 target for ICT PhD enrolment, with 22.7 % of PhD students enrolled in ICT in 2023/24, which is well above the 5 % benchmark. Female participation (30.0 %) is just below the target of one in three. This indicates that, although overall ICT enrolment is strong at the doctoral level, gender balance remains slightly below the 2030 target.

Conclusions

Strengths

- The focus on employability, digital competences and inclusion of vulnerable groups is in line with EU priorities on skills and social cohesion.
- The legal framework formally incorporates formal, non-formal, and informal learning, as well as RPL, thereby expanding opportunities for adult upskilling, LLL and re-entry.
- The integration of RPL into the NQF, supported by bylaws and the accreditation of providers, offers adults alternative routes to qualifications and career progression that are consistent with EU validation principles.
- The KESP 2022–2026 mid-term review demonstrates tangible progress (e.g. establishment of Adult Education Centres, development of new curricula, expansion of RPL institutions, and provision of subsidies to disadvantaged learners).
- National strategies, including the National Development Strategy 2030 and the Kosovo Education Strategic Plan 2022–2026, set measurable targets for teacher training, digital skills, participation, and employability, demonstrating alignment with EU priorities.
- Initial steps towards developing a green skills policy have been taken in Kosovo, with LuxDev and JETA (MCC/MCA-K) supporting renewable energy training and linking AL to the green transition.

Challenges

- The AL sector is fragmented, with policies spread across multiple strategies and lacking a unified vision or dedicated national AL strategy.
- The legal framework emphasises VET and compensatory education, while broader LLL dimensions (civic, social and cultural) remain unaddressed by the legislation.
- Funding for AL objectives is inadequate, with most resources relying on external donors.
- Participation rates in AL and digital skills remain far below EU-level targets, especially among women, rural and minority groups, despite targeted outreach.
- National objectives (e.g. a 10 % increase in participation by 2027) are based on outdated baselines and fall short of EU benchmarks.
- Ambiguities and overlaps in the definition of non-formal education create confusion and impeded the scaling of diverse AL pathways.
- The country has not yet set national targets or monitoring mechanisms corresponding to PISA targets, and in some other indicators related to the Union of Skills.

State of play

- AL in Kosovo is embedded into broad national strategies, including those relating to education, employment, digitalisation and social inclusion, rather than having a standalone strategy. The main priorities are improving adult employability and digital competencies, increasing participation in LLL, RPL, and promoting the inclusion for vulnerable groups.
- Kosovo's legal framework is **partially aligned** with national strategies. While it enables formal, non-formal, and informal learning pathways, its focus is mainly on vocational and compensatory education. This leaves broader LLL goals, such as those relating to the civic, social, or cultural dimensions, underrepresented.
- There are overlaps and ambiguities between laws and strategies, particularly with regard to non-formal education. While the strategies emphasise expansion and inclusion, the legal provisions are **narrow and outdated**, resulting in partial misalignment.
- AL policies in Kosovo are **fragmented**. Responsibilities and policies are spread across multiple ministries and sectoral strategies rather than being unified under a single framework. This results in overlapping mandates, inconsistent implementation, varying definitions (particularly regarding non-formal learning), and gaps in data and co-ordination, with the sector being heavily reliant on donor projects.
- Kosovo tracks AL through participation rates, digital skills attainment, teacher and programme development, and employment outcomes.
- Benchmarking indicators and other national targets only **partially align** with relevant EU policy targets and benchmarking indicators.

CHAPTER II: INSTITUTIONAL ARRANGEMENTS AND GOVERNANCE OF ADULT LEARNING

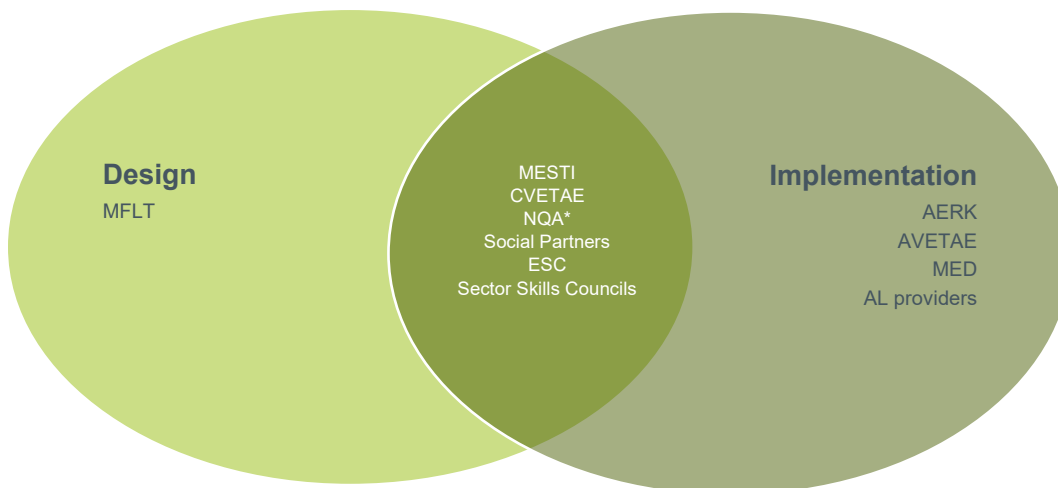
This chapter analyses and sets out the division of roles and responsibilities among the institutions in charge and presents the main features of the governance model in place for the AL sub-sector.

Institutional arrangements

AL in Kosovo is organised within a legally decentralised framework. To a certain extent, however, it functions in a centralised manner. The system is characterised by a diversity of its stakeholders: agencies such as the NQA and the AVETAE; the Council for Vocational Education and Training and Adult Education (CVETAE); municipalities; social partners; NGOs; and international donors.

Roles and responsibilities in AL

The diagram below offers illustrates the responsibilities of each of the institutions involved, as defined by the adopted legal framework. A detailed overview of the institutions and their responsibilities is set out in [Annex IV](#).



* *Monitoring and Evaluation*

Although sectoral skills councils are project-based and not yet embedded in law, their formal establishment is under consideration as part of VET legislation. While responsibilities are formally defined, overlaps persist in AL governance. The Economic Social Council (ESC) has assumed an executive role in approving amendments to the Book of Classification of Occupations, which the EARK developed and is implementing in line with its mandate, creating unclear accountability. Similarly, the AVETAE develops curricula for the Centres of Competence (CoCs), while MESTI oversees VET school curricula. Thus, functions overlap, resulting in fragmented governance. Both the MESTI and the EARK mainly focus on public providers, with limited engagement of private sector or NGO actors. Sectoral councils remain project-based pending legal revisions. Responsibility for monitoring and evaluation in Kosovo's education and training system is shared among the MESTI, the NQA and the State Education Inspectorate. The MESTI is responsible for overseeing policy implementation and system performance at a strategic level. The NQA monitors the quality assurance and compliance of

qualifications and providers within the NQF, while the State Education Inspectorate evaluates institutional performance and adherence to educational standards through regular inspections.

Adult Learning governance model

Although the governance of AL in Kosovo is formally decentralised, in practice it remains centralised to a certain extent. The MESTI is responsible for policy development, monitoring, regulation and quality assurance. It also has some executive functions relating to provision. The AERK plays an operational role in co-ordinating and implementing ALMMs, particularly through VTCs, while the AVETAE manages the CoCs.

Operational responsibilities have been transferred to municipalities by law; however, the Rapid Education Diagnosis in Kosovo notes that the MESTI continues to intervene in implementation and Municipal Education Departments (MEDs) remain under-resourced, with limited capacity to perform their functions (ETF, 2023). VET schools and VTCs have limited autonomy, as operational and financial decision-making is still largely influenced by local and/or central authorities.

The NQA manages the NQF, which encompasses all types of learning and qualifications, including LLL. It is responsible for the quality assurance of AL qualifications and providers.

Intra-sectoral co-operation and co-ordination

Provisions have been made to enable the participation of stakeholders in AL governance in Kosovo, nonetheless, there have been significant constraints in this regard. The number of advisory bodies has been reduced, and some are no longer operational. The AVETAE, AERK and VTCs no longer have governing structures; the ESC is inactive; and the CVETAE operates amid challenges. Progress in stakeholders' consultation has been attained mainly during the stage of drafting strategies and legislation, as required by Regulation No 13/2013, and less so in planning, implementation and monitoring where the role of stakeholder is weak. Furthermore, NGOs are excluded from formal structures. WBL has enabled a greater involvement of the Kosovo Chamber of Commerce, which has taken on a role in co-ordinating and supporting WBL/Dual VET. Inter-sectoral co-operation involves many stakeholders but remains fragmented and largely donor driven. The Adult Learning and Education Network in Kosovo (ALE-NK) is a recent non-formal initiative which aims to serve as a co-ordination platform for ministries, agencies, municipalities, NGOs, providers and donors, promoting dialogue, advocacy and joint initiatives. The ALE-NK initiative has a strong potential and would deserve continued support to establish itself as a reliable platform and go beyond the early stage. Overall, co-operation remains project-driven and supported by international partners rather than being embedded in permanent institutional mechanisms.

Institutional representation in governance, steering and co-ordination bodies in the AL sub-sector

In AL governance, the aim of steering and co-ordination bodies is to enable stakeholder participation in the shaping and implementation of policies. Since the adoption of Law No 06/L-113 on State Administration (amended in 2019)⁹, line ministries have interpreted executive agencies as administrative bodies under their direct authority. These agencies are led by directors and are therefore not required to have decision-making or advisory boards. Consequently, these institutions now operate without formal stakeholder representation. This means that social partners and other stakeholders are no longer systematically involved in policy development or decision-making processes in the AL sub-sector.

A description of institutional representation in governance, steering and co-ordination bodies responsible for adult learning in Kosovo, including the specific roles and participation of various stakeholders, is set out in [Annex V](#).

⁹ Law No. 06/L-113 on State Administration <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2706>

Networking in formal and non-formal Adult Learning

Networking functions as a governance mechanism in the AL sector, enabling alliance building and co-ordination across public and non-state actors. The above-mentioned ALE-NK is a non-formal, multi-stakeholder platform, which was established in 2022 with support from DVV International. It brings together government institutions (MESTI, EARK and AVETAE), NGOs, training providers and the Pedagogical Institute, as well as international partners, to improve the co-ordination and recognition of adult learning. Its work is focused on advocacy, raising awareness and alignment with EU LLL priorities. Steps are currently being considered to formalise the network and strengthen its sustainability and policy impact. Furthermore, the Electronic Platform for Adult Learning in Europe (EPALE) was officially launched in Kosovo in May 2025, further connecting the country to the European platform for adult learning and expanding opportunities for exchange, sharing of best practices, and access to EU-level resources.

Funding of Adult Learning

Adult learning in Kosovo is funded by the following sources:

1. Public funding

Compensatory education (ISCED Levels 1–2) and jobseeker training at VTCs are provided free of charge and are funded through the public budget. The free provision also applies to upper secondary VET learners who are eligible for social assistance, children of war veterans and people with disabilities. KIPA and the Kosovo Police Academy provide upskilling and reskilling training free of charge to their employees.

Funding for adult learning is embedded in broader education or vocational training budgets, with no dedicated budget line for AL. Consequently, it is impossible to calculate the precise volume of spending or its share of Gross Domestic Product (GDP).

In terms of funding within the KESP, the allocation for AL for the period 2022–2026 amounts to just 0.16 % of the total KESP budget (EUR 505 920 out of EUR 322.8 million). Even within the specific VET and AL objective, the share directed to AL amounts to just 2.7 % of the total for objective (EUR 505 920 out of EUR 19 million).

Annex VI presents the sources of funding for Adult Learning from the State budget at both central and municipal level.

2. Adult learners' contributions

Adult learners often cover the cost of tuition themselves when participating in adult learning programmes. In upper secondary compensatory education, learners pay fees ranging from EUR 100 - 130 per year, plus additional charges of EUR 50 for practical training, EUR 10 for differential exams, and EUR 30 for final exams and certificates¹⁰.

3. Civil Society Organisations

These organisations play an important role, often providing training in areas such as democratisation, inclusion and human rights (Danuza et al., 2021). They are typically funded by donors or the government, enabling programmes to be offered free of charge or at a low cost.

4. Employer and Private Contributions

Although enterprises sometimes co-finance reskilling and upskilling for their employees, such private sector investment remains limited in scope. Training programmes for employees are typically provided by larger enterprises in the banking or manufacturing sectors.

¹⁰ MEST [Administrative Instruction 11/2011](#) On the participation of attendees of education and training for adults

5. Donor Support

Donor-funded initiatives are central to sustaining AL in terms of support for curriculum development, enhancement of trainer capacity and equipment upgrades (Danuza et al., 2021).

However, even when the above sources are considered together, financing of AL is still inadequate, leaving the sector underfunded, unsustainable, and unable to respond effectively to labour market and societal needs.

Monitoring and Quality Assurance

In Kosovo, institutional roles and responsibilities for quality assurance in adult learning are distributed across several key bodies, each of which is tasked with monitoring, accreditation, inspection, and professional development within the QA framework.

A comprehensive quality assurance framework for AL seems not to be in place. Monitoring of results is mainly covering formal programmes delivered by public providers (e.g. VTCs), with providers accredited by the NQA being the exception. Private and NGO-based programmes largely remain outside systematic evaluation.

The existing information systems are characterised by fragmentation, which makes it challenging to monitor policy implementation and make evidence-based decisions across the adult learning sector on this basis. The MESTI collects data through the EMIS for adult learners in VET schools only, but not for those in compensatory basic education. The NQA gathers data on candidates enrolled with accredited providers offering qualifications within the NQF. The EARK collects statistics on jobseekers participating in training through public VTCs. There are no information systems that capture data on adult learners enrolled in programmes offered by non-accredited private or NGO providers.

Institutional roles and responsibilities

Responsibility for quality assurance in adult learning in Kosovo is shared between several institutions, with roles defined in primary and secondary legislation.

The **MESTI** is responsible for monitoring the implementation of AL policy and legislation. It is also responsible for approving all in-service training programmes for teachers¹¹, evaluating and accrediting these to ensure that they meet national standards and quality benchmarks

The **Education Inspection Service** is responsible for the pedagogical and administrative inspections of all education and training providers operating in Kosovo, including adult and compensatory education providers. In practice, however, their oversight is mainly confined to schools because the small number of inspectors constrains broader coverage.

As a regulatory body, the **NQA** plays a central role in verifying Occupational Standards (OS), validating and approving AL qualifications for inclusion in the NQF, and accrediting providers to deliver, assess and certify qualifications. Accreditation is required separately for each delivery track: the regular (classic) training track; the WBL track; and the RPL track. Only accredited providers are authorised to offer, assess and certify AL qualifications within the NQF, and to implement RPL.

Teaching staff of special adult education programmes

Continuing Professional Development (CPD) for teachers is regulated and provided through in-service training programmes approved by the MESTI. However, adult educators are not recognised as a distinct professional group, and there is no specific CPD framework tailored to adult learning pedagogy. Therefore, teachers and trainers working with adult learners rely on the same training opportunities as general education staff, which often do not reflect the specific needs of adult learners. While the KESP 2022–2026 acknowledges the need to strengthen human capabilities in AL and VET,

¹¹ Administrative Instruction (AI) 12/2023 (Professional Development Program Criteria), AI 13/2023, and AI 14/2023 (Teacher Licensing System and Career Development)

it does not establish explicit CPD standards for adult educators. The Curriculum globALE training has recently been accredited by the MESTI. Delivered by the Institute for Research and Development in Education under the Faculty of Education, it is supported by DVV International and provides internationally recognised preparatory programmes for adult educators. In 2025, twelve participants were certified as master trainers, and a new cohort of twenty participants, primarily from CoCs, had begun their training.

In parallel, the introduction of RPL has given rise to a new category of adult education practitioners, including co-ordinators, mentors and assessors. The NQA has defined criteria for these roles, requiring specialised training in learning outcomes, assessment methods, and quality assurance. Participation in training organised by the NQA is mandatory, as the accreditation process requires institutions to demonstrate that their practitioners have received training before they can implement RPL. To date, the NQA has trained 239 RPL practitioners¹².

Conclusions

Strengths

- The NQF promotes all types of learning, including formal, non-formal and informal learning, as well as all types of qualifications, including those related to AL. Access to free provision in compensatory education and jobseeker training at VTCs creates opportunities for vulnerable groups.
- Emerging co-operation platforms such as ALE-NK promote dialogue and co-ordination between institutions and providers.
- Capacity building for adult educators has recently improved through initiatives such as the accreditation of Curriculum globALE, and the certification of master trainers and the training of more than 200 RPL practitioners by the NQA.

Challenges

- Roles and responsibilities in adult learning governance are not clearly defined. In some areas, legal provisions overlap or are at odds, leading to blurred accountability and weakening the overall coherence of the system.
- The SEC is non-operational, and institutions such as the AVETAE, AERK and VTCs no longer have governing or advisory bodies, limiting stakeholder participation.
- Stakeholders are involved in policy design but not in policy planning, playing an advisory role to the government. Their role in implementation and monitoring is weak.
- The NGO sector is underrepresented in governance structures, which limits the diversity of voices in LLL.
- RPL is progressing slowly, with only three providers accredited so far.
- Funding for AL is inadequate, with no dedicated budget line and reliance on donor projects and learner fees. Allocation under the KESP is also very low.
- Gaps exist in the monitoring of non-formal programmes and NGO provision, as well as in ensuring professional standards for trainers/facilitators.
- Monitoring and data collection systems exist, but they are fragmented and incomplete, which makes evidence-based planning and policy adjustment challenging.

State of play

- Although adult learning in Kosovo is legally decentralised, governance remains partly centralised, concentrated at government level, with the MESTI retaining strong policy and implementation functions. Other institutions contribute to quality assurance and implementation, but their roles are less prominent. Social partners mainly participate in policy design, while NGOs and donors engage through consultative or project-based mechanisms. This indicates that decentralisation is not yet fully reflected in practice.
- The financing of AL is **inadequate**. There is no separate budget line for adult learning, and public resources primarily fund compensatory education and VTC training. The system is heavily

¹² Data provided by the NQA

dependent on donor-funded projects and learner fees, which leaves it fragmented and unsustainable, with very low allocations under the KESP framework.

- Stakeholder participation in AL governance is somewhat diverse, involving ministries, agencies, social partners and donors. However, effective participation remains limited due to inactive or poorly functioning structures. NGOs are active in provision, nevertheless they are not formally included in governance structures, which limits the inclusiveness of policy dialogue.
- Monitoring and quality assurance are covered **to a certain extent**. NQA validates qualifications and accredits providers, while AVETAE, EARK and the Education Inspection Service oversee the process. However, the focus remains largely on formal public provision, with gaps in the monitoring of non-formal programmes, NGO programmes, and private sector programmes, as well as in ensuring professional standards for AL teachers, trainers and facilitators.
- The AL outcomes and qualifications are linked to the NQF through NQA mechanisms, including the validation and approval of qualifications, the accreditation of providers, and implementation of RPL. However, the integration is **only partial** due to the slow uptake of RPL. However, this is expected to improve with the development and implementation of an RPL outreach strategy.

CHAPTER III: ADULT LEARNING PROVISION

This final chapter provides an overview of all current programmes and types of AL provision, including information on any related support services available to help adult learners to access and participate in LLL opportunities.

Adult Learning types and programmes

An overview of the existing AL programmes in Kosovo reveals a range of formal, non-formal and informal opportunities designed to address a variety of learning needs. These programmes are closely linked to national Adult Learning and Mobility Measures and other strategic initiatives, including traineeships, self-employment measures and targeted upskilling and reskilling efforts. These initiatives are all aimed at enhancing employability, supporting LLL and promoting social inclusion within the adult population. A description of the main types of AL programmes currently available in Kosovo, the respective providers, the form of certification or qualification they lead to, and their link to the relevant policies is set out in [Annex VII](#).

Basic compensatory education

Basic compensatory education is a second-chance programme for adults who dropped out of the regular education system. It is offered by public schools, organised by municipalities under the supervision of the MESTI. The programme covers grades 1–9 of primary and lower secondary education, as well as grades 10–13 of upper secondary education, including VET. Adults can complete two years of regular schooling within one compensatory year, receiving a total of 18 weeks of instruction. When fewer than 12 learners are enrolled, schools are required to provide at least consultative learning, whereby participants attend 10 % of the scheduled contact hours. Each school develops an annual plan and calendar, which specifies the curriculum, teachers, exams, professional practice and other activities. Certificates and diplomas awarded through compensatory education are equivalent to those obtained in the regular system.

Training programmes leading to a full or partial qualification in the NQF

These programmes include VET, as well as upskilling and reskilling opportunities that are aligned with labour market needs. They are formally validated and registered in the NQF and can be delivered as either full qualifications or partial modules. They are delivered by public and private training providers, enterprises, NGOs and VET schools, which are accredited by the NQA. The NQF distinguishes three types of qualifications that encompass AL: National Vocational Qualifications (NVQs), Qualifications based on International Standards and Tailored Qualifications. Of the 212 validated and approved qualifications listed in the NQF, more than 75 % (163) correspond to AL qualifications, comprising either NVQs or qualifications based on the international standards.

- NVQs are developed on the basis of the national OS, endorsed by the CVETAE and linked to European Credit System for Vocational Education and Training (ECVET) credits (Levels 2–5 of the NQF). Certificates may be awarded for full or partial completion. Currently, 131 OS¹³ and 127 NVQs have been approved, with 72 accredited¹⁴ providers delivering them across various economic sectors. Of the 163 NVQs, only two are delivered by the CoCs reflecting the modest role of VET schools in non-formal AL provision¹⁵. Conversely, two private sector providers have been accredited to deliver NVQs through WBL, while no public institution currently offers NVQs for adults via WBL¹⁶.

¹³ List of approved OS: <https://akkks.rks-gov.net/Documents?idType=1018>

¹⁴ List of accredited providers <https://akkks.rks-gov.net/Documents?idType=102>

¹⁵ Ibid

¹⁶ Data provided by NQA

- Qualifications based on international standards are used when no national OS exist, particularly in areas such as ICT and accounting (Danuza et al., 2021). These qualifications must be validated by the NQF and are endorsed by the NQA. To date, 36 such qualifications have been registered and are offered by 12 accredited providers¹⁷.
- Tailored qualifications are designed to meet the needs of specific organisations or enterprises. Like other qualifications, they must undergo validation and provider accreditation.

Vocational training programmes

Vocational training programmes focus on re-qualification, upskilling and professional development, and are typically offered by public and private training providers, enterprises and companies, as well as NGOs. These programmes are not approved within the NQF and do not, therefore, lead to nationally recognised qualifications, although they may be recognised within specific sectors. Examples include training programmes offered by the Kosovo Institute for Public Administration (KIPA) for civil servants and by VTCs¹⁸ for job seekers. Depending on the programme, participants may receive either a certificate of achievement, based on their assessment results, or a certificate of participation. These programmes have proven relevant to address sectoral skill needs and improve adult employability.

Information about the number of learners who participated in these programmes in the period 2022–2024 is set out in **Annex VIII**.

Non-formal and Informal Learning Opportunities

These programmes cover active citizenship, which is often referred to as community, popular or liberal education. Topics covered include democracy, human rights, EU integration, health, entrepreneurship and cultural development, as well as recreational and personal growth activities such as dancing, yoga and meditation, and other occupational training events. They are typically delivered in the form of training sessions, workshops, seminars or study visits by NGOs, enterprises and training providers. An important initiative in this field is the establishment of Youth and Adult Learning and Education Centres (YALECs) in Prizren, Peja, and Vushtrri, supported by the DVV and municipal authorities and based on the German Volkshochschulen model. These centres offer inclusive LLL through non-formal programmes such as language courses, digital marketing, tourist guiding, yoga, event management and soft skills courses. They demonstrate an initial commitment to holistic, community-based adult learning that fosters professional upskilling and personal development.

Support measures and services for adult learners

Outreach, information and validation services

Outreach for adult learning in Kosovo remains fragmented. There is no inclusive national register of all adult learning providers and programmes, making it difficult for adults to identify opportunities. Outreach is mainly carried out through project-based initiatives, awareness-raising campaigns, civil society organisations, and the recently established informal ALE-NK network. A notable initiative is the LLL Week, organised annually by the MESTI in co-operation with partners to promote participation in LLL and raise public awareness of its importance. Despite these efforts, coverage remains uneven and is often dependent on donor support.

¹⁷ Ibid

¹⁸ While VTCs express a clear interest in offering programmes aligned with the NQF, they often face challenges in fulfilling the NQA's accreditation requirements, particularly with regard to the availability of qualified human resources and adequate equipment.

Validation of prior learning is aligned with the NQF. It allows adults to have their non-formal and informal learning assessed and recognised, with practical implementation related to vocational and adult training linked to OS.

Active labour market programmes and services

Active labour market programmes in Kosovo are mainly delivered through the AERK and its eight VTCs, which are located in Peja, Prizren, Mitrovicë, Gjilan, Ferizaj, Prishtinë and Gjakovë. They provide vocational training, re-qualification, and upskilling opportunities for unemployed adults, jobseekers and individuals seeking to develop new skills for labour market integration. In 2024, a total of 51 training programmes were delivered across VTCs, covering fields such as hospitality, construction, ICT, administration, and personal services. Thirteen of these qualifications have been validated and registered in the NQF, eight are under regular validation, and ten are under the RPL process. This brings the total number of validated or pending qualifications to 31. In terms of outcomes, 2 104 adults enrolled in vocational training in 2024, with 1 545 (73 %) successfully obtaining certification¹⁹. The highest participation rate is among young people aged 15–24 years (39 % of entrants), though adults aged 55+ are also represented (3.1 %). However, capacity challenges persist, as centres often lack sufficient trainers to fully meet NQA accreditation standards.

Career guidance and counselling services

Although career guidance in Kosovo is formally available to adults through both the education and employment systems, its availability remains uneven in practice. The EARK provides career counselling through municipal employment offices and VTCs. Jobseekers are registered in the Employment Management Information System and grouped according to their risk of long-term unemployment — low, medium or high. Counsellors use profiling data to provide personalised guidance and connect adults to programmes for upskilling, reskilling or re-entering the labour market. In the education sector, career guidance is embedded in VET schools and is formally accessible to adult learners enrolled in compensatory or vocational programmes. A total of 26 VET-based career centres has been established since 2022, initially supported by the EYE project and subsequently solely by the MESTI. The Career Counsellor qualification was developed at NQF Level 5, and the Centre of Competence in Prizren was accredited to deliver it. By 2025, 104 career counsellors had qualified in seven training cohorts²⁰. The Busulla.COM platform provides information on learning and career pathways and is also open to adults.

Despite these structures, outreach to disadvantaged adult groups (e.g. women in rural areas, the long-term unemployed, ethnic minorities) remains limited.

Conclusions

Strengths

- Considerable progress has been made in integrating adult learning into the NQF, with more than 75 % of validated and approved qualifications representing AL.
- AL is closely connected to ALMMs, with VTCs and the EARK providing jobseeker training and labour market reintegration programmes.
- The recent establishment of YALEC offers inclusive, community-based non-formal programmes that expand both professional and personal development opportunities for adults.
- AL provision is aligned with the NQF, offering a wide range of accredited qualifications and certifications that ensure recognition and quality in adult learning.

¹⁹ Data shared by the AERK.

²⁰ Data provided by the Centre of Competence in Prizren.

- Career guidance in AL has been strengthened through the establishment of career guidance centres in VTCs and the introduction of a Level 5 NQF Career Counsellor qualification, with more than 100 counsellors trained by 2025.

Challenges

- AL provision mainly focuses on employability and reskilling, while opportunities for personal growth and community learning are rather underdeveloped.
- Outreach and information on adult learning opportunities is fragmented and limited, particularly for marginalised groups, rural communities and older adults.
- RPL is regulated and methodologically advanced, but uptake is low.
- There is no national database to support adult learners' informed choices with respect to AL.
- Most complementary services depend on project-based or donor support, leading to a lack of sustainability and consistent national coverage.

State of play

- AL in Kosovo is delivered through a diverse mix of formal and non-formal programmes, targeting adults who have left initial education, jobseekers, employed adults in need of reskilling/upskilling, civil servants and individuals seeking personal development.
- Provision only **partially** addresses the diversity, equity, and inclusion needs of adult learners. Outreach to vulnerable groups remains limited, as does personal or civic learning, which remains underdeveloped compared to labour-market-oriented training. However, some progress has been made through community initiatives such as YALEC.
- AL is delivered by public VET providers, private providers, NGOs and enterprises. Formal NQF-linked programmes are strictly regulated, while non-formal provision is more diverse and is largely driven by the private sector.
- Complementary services such as outreach, coaching, career guidance and skills validation exist and support upskilling and reskilling; they are, however, fragmented rather than systemic. Outreach is mostly project-based and RPL is underused.

CONCLUSIONS

Dimension I: Strategic and legal framework

Kosovo has established a multidimensional legal and strategic framework, with adult learning embedded in legislation and national strategies. This framework is anchored in dedicated regulations governing the NQF, OS and RPL and is integrated into national education, employment and digitalisation strategies. However, the absence of a dedicated AL strategy has resulted in overlap and ambiguity, with a predominant focus on vocational and compensatory education and less attention given to comprehensive lifelong learning, as well as personal, civic and community learning. Implementation remains inconsistent, particularly with regard to the operationalisation of RPL, and overall participation is still well below the EU average. Moreover, harmonised and regularly updated data is needed to support evidence-based policymaking, as well as indicators to monitor progress against EU benchmarks. Nevertheless, progress can be seen in the ongoing legal reforms, with draft legislation providing an opportunity to achieve greater coherence and alignment with EU best practice.

A key recommendation is to develop an integrated Adult Learning Strategy, or a dedicated adult learning objective within the Kosovo Education Strategic Plan, that coordinates efforts across all sectors, broadens the scope beyond vocational education, and prioritises measures that can increase participation in line with EU frameworks.

Dimension II: Governance and institutional arrangements

Kosovo's AL governance framework involves a wide range of stakeholders, including ministries, agencies, municipalities and donors. Integration with the NQF is well established, and co-operation platforms, such as ALE-NK, are emerging. However, an effective AL system is hindered by unclear institutional roles, limited co-ordination and overlaps, the absence of functional advisory bodies and insufficient funding. Reliance on donor-driven projects further undermines sustainability, particularly in the absence of stable, earmarked public funding for AL.

To strengthen governance, it is recommended that stakeholder roles are clarified and streamlined, multi-stakeholder advisory mechanisms are formalised, and reliable funding for AL is allocated.

Dimension III: Provision of AL

The provision of AL is gradually broadening, ranging from formal compensatory education and VET qualifications to diverse non-formal and personal development programmes, with more attention being paid to upskilling, digital skills, and vulnerable groups. Significant progress has been made in integrating adult learning into the NQF, now representing the majority of validated qualifications. Current projects include expanding YALEC, implementing RPL and providing a qualification in career guidance for practitioners. However, information and outreach services remain fragmented. The existing data system is scattered across different institutions, which limits outreach and access to useful information for adults. Building on existing achievements, further consolidation and a gradual shift towards more holistic and inclusive participation of adults will strengthen progress towards lifelong learning objectives.

The key recommendation is to design an integrated, user-focused data management and information system that tracks all forms of adult learning and provides accessible, co-ordinated outreach and lifelong guidance, supporting adults in navigating opportunities and enhancing evidence-based planning.

ANNEX I – ANALYTICAL FRAMEWORK AND GUIDING QUESTIONS

Chapters	Guiding questions 	Sources/ methods
<p>Introduction</p> <ul style="list-style-type: none"> Country context (governmental and administration features over education and training affairs, main legal frameworks, placement of AL sub-sector within the wider education and training system) Specific elements related to the country' political situation, constitutional arrangements, territorial/regional autonomies and jurisdiction over education sector Presentation of the structure and objectives of the country paper 		Desk review
<p>Chapter 1. AL Strategies and Policies</p> <ul style="list-style-type: none"> AL National and regional strategies (existing, past and present, or under preparation and expectations for its adoption) – approach to AL (broad, narrow), main strategic objectives, results obtained to date and targets to be achieved, comparative analysis with EU policy priorities alignment, existing legal framework; level of priority attributed to AL, plans for reforms or large-scale programmes) AL National policies (overview of the main policy objectives, national and regional policy measures implemented or under implementation, target population, gaps identified in equity and inclusiveness, sources of funding, stakeholder participation, monitoring and evaluation mechanisms) National targets vs EU targets (analysis of five key indicators and targets by 2030 at national level, plus indicators related to AL from Growth Plans/National Reform Agendas) 	<ol style="list-style-type: none"> What are the main priorities of existing AL national and regional strategies? What is their vision for AL in the country? Is AL currently a priority? Does the government intend to advance AL? Do social partners and/or other non-state actors advocate for progress in AL? Is the legal framework aligned with the national/regional strategies and policy objectives? Do they correspond to the specific needs of regions? Is there a mismatch between the different levels of policy definition (fully aligned/partially aligned/not aligned at all)? What is the level of fragmentation of AL policies within the country's wider education and training system? (highly fragmented/fragmented/not so much fragmented) What are the main indicators in use and related targets for AL sector (e.g. participation rates, skill levels, employment outcomes)? Where relevant and possible, compare with EU policy objectives, as well as benchmarking indicators and other national targets. (fully match/partially match/ do not match at all) 	Desk-review Interviews Data analysis
<p>Chapter 2. AL Institutional Arrangements and Governance</p> <ul style="list-style-type: none"> Institutional arrangements (responsible institutions at national and regional levels, roles and responsibilities, co-ordination bodies, type of providers (public/private/other), territorial coverage and gaps in AL supply and demand, participation of employers and 	<ol style="list-style-type: none"> Which institutions are responsible for the co-ordination and implementation of AL policies? How are roles and responsibilities divided among ministries, agencies, and other relevant actors? What co-ordination mechanisms are in place (e.g. AL council. Inter-ministerial committee on AL. Economic and Social Council, etc.) and their roles i.e. advisory, consultative, decision-making? 	Desk-review Interviews

<p>other players from the world of work, funding sources and financing models)</p> <ul style="list-style-type: none"> ▪ AL Governance models (key features of the governance model, i.e. centralised/decentralised, participative, co-decision (diversity of actors, autonomy of the providers), supervision and co-ordination processes, relation to NQFs) ▪ Monitoring and Quality Assurance, data collection and analysis on AL, including evaluation. 	<ol style="list-style-type: none"> 2. What are the main sources of funding of AL provision? Are there public-private partnerships related to AL funding, e.g. Training Funds, tax exemptions, fees, etc? Are the sources of funding and the financing model sufficient and adequate? (very adequate/moderately adequate/not adequate at all) 3. Which stakeholders (i.e. employers, trade unions, civil society, learners) are involved in the planning, design, implementation, and monitoring of AL initiatives and to which extent there is a wide participation of relevant players in the different areas of AL governance? (high diversity of stakeholders/somewhat diverse/not diverse at all) 4. How well co-ordinated is the management of AL policies implementation as per the country's institutional arrangements? Are they corresponding to the adopted legal frameworks and do they correspond to a more centralized or decentralized model? (very centralized/ to a certain extent centralised/decentralised) 5. How far the recognition, portability and integration of AL outcomes/qualifications are integrated/linked to national qualification frameworks/national qualification systems? (fully integrated/to a certain extent/not integrated at all) 6. What mechanisms at national, regional or provider level are in place to ensure the quality of AL provision? How are results monitored and what type of programmes are covered? How is the quality of trainers/facilitators ensured? (full coverage/partial coverage/no coverage) 	
<p>Chapter 3. AL Provision</p> <ul style="list-style-type: none"> ▪ AL programmes (main existing formal and non-formal programmes and complementary services, such as outreach, coaching, career guidance and skills validation, including the broader range of learners, objectives relating to upskilling and reskilling initiatives, types of provision, recent initiatives in the AL domain for specific target groups and skills acquisition) ▪ AL Provision (Size of the provision, number of enrolled learners, completion of the programmes) 	<ol style="list-style-type: none"> 1. What types of AL programmes are currently available, both formal and non-formal, and what are their primary objectives and target groups? To what extent does AL provision match the needs of different groups of adult learners in terms of diversity, equity and inclusion? (fully match/partially match/not match at all) 2. Who are the current providers of AL, and are there significant differences between formal and non-formal provision? How attractive are the existing programmes (formal and non-formal)? Are there significant gaps in AL provision? (highly attractive/moderately attractive/not attractive at all) 	<p>Desk-review Interviews Statistical data analysis</p>
<p>Conclusions</p> <ul style="list-style-type: none"> ▪ Main findings ▪ Main successes, what is working well, and challenges identified at each level (chapters 1, 2, 3) ▪ Specificities of AL findings, perspectives in AL, source of policy learning. ▪ 1 to max 3 conclusions to be highlighted. 	<ol style="list-style-type: none"> 1. Identify main findings in each of the 3 dimensions. 2. What is indicating progress (a new law under preparation, more funding for AL, government calling non-State actors to mobilise and contribute to AL, very successful programmes, etc.)? 3. What remains as a (old) challenge, or which are the emerging challenges? 4. Do findings in 1, 2 and 3 support the study assumption that AL is recognised as priority 	<p>Expert's own analysis, based on key qualitative and quantitative information collected through desk research and interviews</p>

	and there is progress? 5. What are the sources of 'policy learning'? (who is a source of inspiration: neighbours, EU Member States, international practices, etc.)	
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[1] These guiding questions were used as a checklist for the authors while drafting the different sections of the reports, in particular in the 'Conclusions' boxes of each Chapter – 'State of play' section.

ANNEX II – LIST OF INDIVIDUAL INTERVIEWS

Institution	Interviewee 1	Interviewee 2
DVV	Director	
MESTI	Head of the Lifelong Education Division	Officer for Non-formal and Adult Education
EARK	Head of the Division for Quality Development and Certification	
AVETAE	Professional Associate for Pedagogical Affairs	
School "Emin Duraku"	Director	
YALEC	Director	
EPALE Kosovo	Project Officer - EPALE NSS Kosovo	

Source: Author

ANNEX III – EVALUATION OF RESULTS ACHIEVED: 2022 – 2024

Priority	Measure	Indicator	Result
1. Improvement of supply and participation in AL	1. Training of teaching staff in adult education 2. Establishment of Adult Education Centres 3. Subsidies to formal providers 4. Support for vulnerable and underrepresented groups 5. CPD) for VET teachers on AE and RPL 6. Development of AL curricula 7. Modular qualifications and non-formal AE courses 8. National register of AL programmes and providers 9. Awareness-raising campaigns on AL and LLL 10. Inter-institutional co-ordination group for AL 11. Internationalisation and mobility	1. Number of teachers trained through accredited AE programmes 2. Number of functional Adult Education centres 3. Number of institutions benefiting; number of learners supported 4. Number of scholarships and affirmative measures 5. Number of teachers trained 6. Number of curricula developed 7. Number of programmes developed/accredited 8. Functionality of the register 9. Number of campaigns/participants 10. Number of meetings and co-operation outcomes 11. Number of teachers/learners benefiting from mobility and international projects	1. Around 20 teachers trained; one programme for AE teacher preparation accredited 2. Two centres established (Prizren and Pejë) 3. Subsidies/grants of approx. EUR 300 000 distributed, reaching around 200 individuals; services free for vulnerable groups 4. Scholarships and incentives provided; services offered free of charge for socially vulnerable and underrepresented groups 5. 20 VET teachers trained for AL; 90 practitioners trained in RPL 6. Four AE curricula developed, two more drafted in 2024 7. Two new programmes accredited (career counsellors, assistants for children with special needs); seven institutions accredited for RPL 8. Platform managed by NQA exists, but no data on its active use 9. Activities organised: Adult Learning Week, open days, annual stakeholder conference 10. AE network established, functional board with 4 co-ordination meetings (2022–2023); 11. Around 20 teachers benefitted from internships/mobility programmes in 2022–2023; progress noted on exploring international co-operation; no data for 2024

ANNEX IV – ROLES AND RESPONSIBILITIES IN ADULT LEARNING

Institution	Responsibility
MESTI	Adopts an KESP Strategy (VET and AL objective) Drafts primary and secondary legislation relevant to AL Monitors the implementation of the KESP strategy and policies Develops AL curricula Accredits AL training programmes for in-service teachers Maintains the EMIS (collect data only for the upper secondary VET) Plans dedicated funds in the State budget for VET (AL)
MFLT	Drafts, implements and monitors the employment and vocational training policies (ALMMs) Oversees the work of the EARK Approves the budget of the EARK (ALMMs)
AERK	Implements employment and vocational education and training policies Monitors and co-ordinates the implementation of the ALMMs Develops curricula packages in alignment with the NQF including RPL Drafts labour market needs analysis (not on a regular basis) Proposes draft legislation on employment and vocational education and training Develops policies Oversees the national framework for classification of jobs – Register of Classifications of Occupations
AVETAE	Administers and manages CoSs with respect to financial resources, human resources, facilities, and infrastructure Develops AL programmes Co-ordinates studies VET and AE studies Interacts with social partners in VET and AE
CVETAE	Adjusts general subject curricula in secondary VET for adults Advises MESTI Minister on VET and AL policies Co-ordinates OS QA processes and approves OS at the national level
5NQA	Develops and maintains the NQF Validates qualifications and accredit providers to offer, assess and certify qualifications Accredits providers implementing RPL
MED	Handles staff recruitment, administration of educational facilities and school budget execution Enables capacity building for teachers/instructors and administrators
Education Inspection	Carries out pedagogical and administrative inspections of the provision of AL providers
Social Partners	Involved in the design of national policies on AL and VET Involved in the decision-making bodies of the NQA, CVETAE, VET school Develops OS jointly with other relevant stakeholders Facilitates apprenticeships Kosovo Chamber of Commerce (KCC) responsibility acting as a liaison between VET schools and enterprises for dual VET and WBL KCC facilitates co-operation and collects data on the implementation of WBL/dual VET programmes
Economic Social Council (ESC) *	Provides consultations and recommendations on employment, education, and vocational training policies Plays consultative role in relation to the Book of Classification of Occupations

Institution	Responsibility
Sector Workforce Councils ²¹ (Project driven Pilot in ICT, wood-processing, agrobusiness)	<ul style="list-style-type: none"> Collects, analyses and validates data on employment trends, skills demand, and sector growth Identifies current and future skills shortages and mismatches in specific sectors. Plays an advisory role in qualifications development Facilitates structured dialogue between employers, training providers and policymakers. Serves as a co-ordination platform within each economic sector Provide policy feedback
AL providers	Provision of AL

*Not functional

²¹ The Education Strategy 2022–2026 foresees the establishment of Sector Workforce Councils, through the new VET and Adult Education law, to better align education and adult learning with labour market needs.

ANNEX V – INSTITUTIONAL REPRESENTATION IN GOVERNANCE, STEERING AND CO-ORDINATION BODIES IN ADULT LEARNING

Participating institution	Steering board of AVETAE ²²	CVETAE	NQA-Board	Advisory Board of AERK ²³
Ministry of Education and Science, Technology and Innovation	✓		✓	✓
AVETAE	✓ *		✓	
NQA			✓ *	✓
Ministry of Industry Entrepreneurship and Trade	✓		✓	✓
Ministry of Culture, Youth and Sports	✓	✓		
Ministry of Economy	✓		✓	
National Qualifications Authority		✓	✓	
MFLT	✓	✓	✓	✓
Economic Chambers	✓	✓	✓	
Ministry of Health	✓	✓	✓	
Association of Employers	✓	✓	✓	✓
VET providers			✓	
Trade Unions	✓	✓		✓
Universities			✓	
NGOs in the VET sector			✓	
Students with disabilities			✓	
Ministry of Agriculture	✓			
Collegium of directors of VET schools	✓ *			
Director from private VET school	✓ *			
Association of Kosovo Municipalities				✓

* Member with Non-Voting Rights

²² The body has not been reconstituted following its first mandate

²³ It has not been constituted at all.

ANNEX VI – SOURCES OF FUNDING BY THE STATE BUDGET, ON BOTH CENTRAL AND MUNICIPAL LEVEL

Source of funding	Expenditures bound to be funded by the public budget	Funding volume
Budget of Kosovo	<p>Programmes for completion of primary education of adults</p> <p>Programmes for completion of lower secondary education for adults with completed primary education</p> <p>Training programmes for jobseekers</p> <p>RPL for job seekers</p> <p>Training programmes for public servants</p> <p>Training programmes for police officers</p> <p>Training programmes for Kosovo Security Force officers</p> <p>Process of verification of OS</p> <p>Functioning of the institutions founded by the state (VTCs, Primary and lower secondary schools offering compensatory education, VET schools offering compensatory education, Kosovo Academy for Public Safety and NQA)</p> <p>Monitoring the development of AL</p>	No data available

ANNEX VII – OVERVIEW OF ADULT LEARNING PROVISION

Type of Programme	Provider	Certification/ Qualification	Policy related
Primary education diploma	Primary and lower secondary schools	Primary education diploma	Basic compensatory education
National Combined Qualification	Upper secondary vocational schools	National Combined Qualification certificate	Basic compensatory education Reskilling
National Occupational Qualification	Accredited Vocational Training providers	Certificate (2-5 NQF level)	Initial VET, NQF, RPL ALMMs reskilling upskilling WBL/Dual VET
Qualification based on the International Standards	Accredited Vocational Training providers	Certificate (2-5 NQF level)	NQF, Reskilling upskilling WBL/Dual VET
Vocational short courses certificates	Vocational training providers	Certificates of achievement or participation	Reskilling upskilling
Teacher Inservice training	Approved training providers by MESTI*	Certificate of achievement	Upskilling
Public service training courses	Kosovo Institute for Public Administration	Certificates of achievement or participation	Upskilling
Curriculum GlobALE Training Course on Adult Learning	Faculty of Education	Certificates of achievement	Adult educator training, Upskilling
Personal development courses	Training providers NGO's (e.g. YALEC)	Certificates of participation (if any)	Non-formal learning, civic and personal development

*These providers can be NGOs as well

ANNEX VIII – STATISTICS: PARTICIPATION AND CERTIFICATION OF ADULT LEARNERS

Institution	Certified			Participants		
	2022	2023	2024	2022	2023	2024
Upper Secondary VET	1,865	830	1,314	NA	NA	NA
NQA	9,698	1,0467	9,169	NA	NA	NA
KIPA ²⁴	4,006	3,200	2,301	5,094	3,628	2,770
VTCs	2,165	2,192	1,324	2,797	2,928	1,777
Kosovo Academy for Public Security	/	952	893	1,057	2,501	1,659
YALEC (Peja and Prizren) ²⁵	/	/	/	/	/	386

²⁴ Data provide by Kosovo Institute for Public Administration (KIPA)

²⁵ Data provided by DVV international in Kosovo

ACRONYMS

AET	Adult Education and Training
AI	Administrative Instruction
AL	Adult Learning
ALE-NK	The Adult Learning and Education Network in Kosovo
ALMM	Active Labor Market Measure
AVETAE	Agency for Vocational Education and Training and Adult Education
CoC	Centre of Competence
CPD	Continuing Professional Development
CVETAE	Council of Vocational Education and Training and Adult Education
EARK	Employment Agency of the Republic of Kosovo
EPALE	Electronic Platform for Adult Learning in Europe
ESC	Economic Social Council
ETF	European Training Foundation
EU	European Union
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
JETA	Just and Equitable Transition Acceleration
KESP	Kosovo Education Strategic Plan
LLL	Lifelong Learning
MCA-KS	The Millennium Challenge Account – Kosovo

MCC	The Millennium Challenge Corporation
MED	Municipal Education Departments
MESTI	Ministry of Education, Science, Technology and Science
MFLT	Ministry of Finance, Labour and Transfer
NEET	Not in Employment, Education and Training
NGO	Non-Governmental Organization
NQA	National Qualifications Authority
NQF	National Qualifications Framework
OS	Occupational Standards
PISA	Programme for International Student Assessment
RPL	Recognition of Prior Learning
VET	Vocational Education and Training
VTC	Vocational Training Centre
YALEC	Youth and Adult Learning and Education Centres

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