



confintea VI

National Report on the Development and State of the Art of Adult Learning and Education

Kosovo

confintea VI – 6th International Conference on Adult Education

Report prepared in 2008 by a team of national experts,
as part of the “Lifelong Learning Advocacy Project” (LLLA)

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The LLLA Project

CONFINTEA VI – the world wide forum for adult learning and education – will be held Belém, Brazil, from 19 to 22 May 2009. Its main aim is to renew the international momentum for adult learning and education and to redress the discrepancy between the insights and discourse on the one hand and the lack of systematic and effective policies and conditions for adult education and learning on the other hand.

CONFINTEA VI is primarily an intergovernmental conference. However, the non-governmental organizations in the field of adult learning and education have achieved an ever greater importance in the national and international CONFINTEA VI consultation process by providing expertise, data, and information and building coalitions with the ministries responsible for the elaboration of the national CONFINTEA VI reports.

Against this background evolved the Lifelong Learning Advocacy (LLLA) project.

It is an initiative of *dvv international* in South Eastern Europe aiming at promoting lifelong learning in the region by empowering adult education experts to conduct more effective lobbying and advocacy for lifelong learning, using in particular the upcoming CONFINTEA VI – as both an advocacy tool and a mid-term goal.

For this purpose, during the year 2008 a series of meetings and seminars were held in Albania, Bulgaria, Bosnia-Herzegovina, Kosovo, Macedonia, Montenegro, Serbia and Romania, which gave impetus to the elaboration of the country reports on the development and state of the art in ALE. This report is one of the results of the LLLA project and will be presented by selected outstanding adult education experts at the preparatory meeting at the Pan-European CONFINTEA VI Preparatory Conference in Budapest, Hungary, 3-5 December 2008.

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Abbreviations

ALE	Adult Learning and Education
APPK	Employment Promotion Agency Kosovo
ARrK	Arsimimi i të Rriturve në Kosovë / Adult Education in Kosovo (dvv international office)
BSPK	Trade Unions of Kosovo
CCNA	Cisco Certified Network Associate
DANIDA	Danish International Development Agency
EAR	European Agency for Reconstruction
EBC*L	European Business Competence Licence
EMIS	Education Management and Information System (of MEST)
ETF	European Training Foundation
FAO	Food and Agriculture Organization of the United Nations
FSDEK	Finnish Support to the Development of Education Sector in Kosovo
GTZ	Gesellschaft für Technische Zusammenarbeit
IALS	International Adult Literacy Project
IDI	Information Development Initiative
ILO	International Labour Organisation
IOM	International Organisation for Migration
KCC	Kosovo Crisis Centre
KEC	Kosovo Education Centre
KEDP	Kosovo Educator Development Project
KEK	Kosovo Energy Corporation
KIPA	Kosovo Institute for Public Administration
KOSVET	Project „Technical Assistance to Vocational Education and Training in Kosovo“
LEEDAK	Local Economic and Employment Development in Albania and Kosovo
MAFRD	Ministry of Agriculture, Forestry and Rural Development
MBPZHR	Ministry of Agriculture, Forestry and Rural Development
MCYS	Ministry of Culture Youth and Sport
MEF	Ministry of Economy and Finance
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labour and Social Welfare
MOR	Modular Employability skills
MRKS	Ministry of Youth, Sports and Residential Issues
MTEF	Mid-Term Expenditure Framework
MTI	Ministry of Trade and Industry
NEP	(NEP partnership)
OSCE	Organization for Security and Co-operation in Europe
PISG	Kosovo Provisional Institution of Self-Government
PMTRC	Simple Measurable relevant Goals Target
RAE	Roma, Ashkali and Egyptian (ethnic groups)
REC	Regional Environmental Centre for Central and Eastern Europe
SIDA	Swedish International Development Cooperation Agency
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNMIK	United Nations Mission in Kosovo
WUS Austria	World University Service Austria

Introduction: Kosovo

Kosovo has a surface area of 10,887 km² in an altitude of about 500 meters above the sea level. A mountain range that stretches from the north to the south divides Kosovo into two regions of the same size, each with the same number of inhabitants.

Although there are no accurate demographic data, based on the information received from UNMIK and IOM, in August 2000 Kosovo was estimated to have about 1.8 to 2 million inhabitants.

Ethnic groups ¹	
Albanians	88.1 %
Serbs	7.0 %
Bosnians	1.9 %
Roma	1.7 %
Turkish	1.0 %
Other	0.3 %

Kosovo has the youngest population in Europe. In Kosovo, young people are considered people who are between 15-24 years old (so defined by the Adult Education Act).

According to assessments, in 2004 about 50 % of the population was under the age of 25, and about 21 % according to the UN statistics on youth. It was assessed that 50 % of the population is under 25 years old and 40 % under 18 years old. According to the ILO, about 200 000 young people will be 15 years old and will enter into the labour market in the next five years.²

The average age of the population is 27.3 years. Fifty percent of the people are under 22.5 years old, due to the high birth rate among Albanians, which is currently the highest in Europe, with an overall birth rate of 2.5 children per woman.³

Households in Kosovo are quite large. (Albanians have 6.76 members in a household; Serbs have 3.93 members in a household.) Rural households are larger than the urban ones.

Population in Kosovo is quite young. 33 % of the people are between 0-14 years old, 61 % are between 15-64 years old, while 5 % of the population is 65 and older.⁴

The living standard in Kosovo is one of the lowest in Europe. According to a SOK survey (2004), 61 % of the households had an income of less than 200 Euros a month. Opportunities for

1) UNFPA September 2001

2) ILO, Action Plan for Employment of Youth, 2006

3) UNFPA January 2001

4) Statistical Office of Kosovo, <http://www.ks-gov.net/esk/esk/english/eng>

participation of women in economy were very limited. The total unemployment rate among women (both in rural and urban areas) is about 50 % higher when compared to men. Women unemployment in rural and urban areas is about 66 %, and 52 % respectively.

Languages spoken in Kosovo are chiefly Albanian, Serbian, English, Bosnian, Turkish, Croatian, Roma.

Majority population of Kosovo lives in rural areas rather than urban areas with a proportion of 63:37. Females in Kosovo society represent 50 % of the population.

The situation concerning data on Kosovo is quite serious. As Eurostat noted in June 2002, "Currently there is no statistical system in Kosovo and there is a limited number of authorized institutions for processing official statistical data connected to one another with the same legal framework and same statistical program". As a result, documents of the Ministry of Trade and Industry (MTI) are based on estimates that there are 2.4 million people in Kosovo, while the Ministry of Environment and Spatial Planning (MESp) prepares the spatial plan for 2.2 million people, and the *Department for Macroeconomic Policy* of the Ministry of Finance and Economy (MFE) operates with the figure of between 1.7 and 1.85 million inhabitants.

In developing national policies, it is important to have access to detailed and reliable statistical data and access to financial data for current and future planning of the business sector. In the absence of reliable and important data, it is difficult to assess the current situation. It is even more difficult to plan the future in a coherent way. When data are not reliable, the policy may be wrongly oriented. When there are no data available, policy planning may be at risk of delay because it would be difficult to plan and implement it.

There has been no population census since 1981. In 1991, Republic of Serbia conducted a census in Kosovo, in which the Albanian population did not participate. Ministry of Public Services has foreseen the population census for 2009 based on the principles of EUROSTAT.)

Even before the first international donor conference for post war Kosovo held in 1999, one of the political objectives was to "begin rehabilitation phase of private sector and long term growth".

The official statistics presented in various donor conferences indicated an impressive GDP growth of 11% in 2001 and 7% in 2002. The Kosovo budget of 2003 envisaged a growth rate of about 18% to 19% for the period between 2003 and 2005 and based the revenue expectations on the anticipated growth rates.

However, at the same time, official estimates of GDP rate in Kosovo are being constantly revised:

- In December 2001, IMF estimated the GDP of Kosovo to be 1.85 billion Euros.
- In June 2003, IMF estimated the GDP in Kosovo to be 1.57 billion Euros.
- In December 2003, international financial institutions and UNMIK estimated the GDP in Kosovo to be 1.34 billion Euros.⁵

Major part of the growth in 1999 occurred in the trade and retail sector, public administration and above all in construction sector.

The private sector, established in 1999, consisted mostly of small businesses, which were low budget firms and concentrated in the field of trade and construction.

Post war economic development of Kosovo depended not only on foreign donor support but also on the remittances from Kosovo Diaspora.

In 2003, Kosovo import was about 968.5 million Euros, whereas the export was only 36.3 million Euros. This in turn enabled the government to collect revenues by imposing customs duties at the border, allowing quick expansion of employment in public sector.⁶

With the decrease of donor support – in case of the largest donor, European Union, the decrease was from the largest amount of over 300 million to 50 million a year – international military and civil presence is decreasing, the postwar boom has begun to enter into postwar crises. Up to 2003, IMF noted that “activity in many sectors has stagnated”.⁷ In March 2004, IMF was even less optimistic: “Activities in most of sectors have stagnated, with an unchanged or even lower level of revenues and with lack of progress in addressing limitations for competition and access to import”.

Table 1 shows that unemployment rate is higher for men than for women in urban and rural areas, while the total unemploy-

5) IMF, Progress, Institutions building and future challenges of political economy, December 2001. IMF, Main Indicators in Kosovo, 2000-2004, 16 June 2003

6) Monthly Macroeconomic Monitor, April 2004, p. 127

7) Visits of staff to Kosovo: Final Statement, November 2003

	Participation level %			Unemployment level %		
	Men	Women	Total	Men	Women	Total
Rural	74.39	25.54	49.54	42.62	65.50	48.62
Urban	76.64	37.19	55.96	33.48	52.11	39.97
Total	75.42	30.91	52.47	38.47	58.06	44.42
Human Development Report Kosovo 2004, UNDP						

ment rate for both genders is for about 10% higher in urban areas (56%) than in rural areas (50%). The unemployment rate is higher among women both in rural and urban areas. The total unemployment rate for both genders is higher in rural areas (49%) than in urban areas (40%).⁸

Kosovo has the youngest population in Europe with 36 000 young people entering into the labour market every year.⁹

It is not possible for the jobs that are locally available to absorb this increasing workforce in the near future. Unemployment and poverty are becoming a reality in Kosovo. This reality is prevailing even after the settlement of the international status of Kosovo.

At the time when in Hamburg in 1997 the Fifth World Conference on Education *Confintea V* was developing principles of adults education through promotion of environmental protection, health, human rights, rights to work and promotion of active participation of civil society, down in the Balkans region, the process of Yugoslavia breakdown through wars that spared nobody, was coming to an end.

During the ten years of former regime in Kosovo, parallel with violations of human rights in almost every field of life, and a large numbers of Albanians were expelled from work, education system suffered degradation as well. Albanian students were denied access to schools after they decided not to recognize the curricula introduced by Serb Ministry of Education, so Albanians continued their parallel education. This type of education was only made possible due to the efforts of teachers, administrative personnel and the Diaspora. The education continued under these difficult conditions where there was barely a system at place.

In the 1990s, there was a dramatic drop out in all the levels of education due to inadequate conditions for education and

8) Human Development Report – Kosovo 2004, UNDP

9) Kosovo data 2004, UNMIK EU Pillar, 2004

complete lack of employment opportunities. The decrease of interest for education and professional training and limited capacity of general secondary schools had a significant impact in non-development of skills that are required by a post conflict economy.¹⁰

The war of 1999 had a number of consequences in Kosovo. In addition to human victims, the conflict also affected residential buildings, economy, agriculture and telecommunications.

The legacy of the decade of the nineties, events of 2004 and the settlement of Kosovo final status divided Kosovo society with geographic and ethnic boundaries. The Serbian population is concentrated in enclaves, and only a small part is integrated into Kosovo institutions while education and health are

10) D. Pupovci – Report on Adult Education 2003.

being developed in parallel institutions that are funded by the Republic of Serbia. Migration both inside and outside Kosovo still exists.

In 1999, the European Union developed a Stabilization and Association Process (SAA) as its main policy framework for the countries of Western Balkans to move towards Europe, until their potential future access to the EU.

Within the framework of the EU Stabilization and Association Process, a Stabilization and Tracking Mechanism (STM) was developed for Kosovo. Its main goal was to provide support to Kosovo through structural reforms by providing advice and guidance, so that they comply with the EU requirements. This shall help maintain Kosovo in its way of progressing towards the European structures.

1. Policy, Legislation and Financing

1.1 Legislative and Policy Framework of Adults Training and Education

Main challenges for the government in Kosovo are:

- 1) Political
 - a) Democracy and rule of law
 - b) Human rights and protection of minorities
 - c) Regional issues and international obligations
- 2) Economic
- 3) European standards
 - a) Internal market
 - b) Sectorial policies
 - c) Judiciary, freedom and security

March 2002, and competences were transferred from UNMIK to the Kosovo Government.

Based on the principle of equality, all ethnic communities have the right to get educated in their mother tongue. Low percentage of education among this group is a result of low level of enrolment and attendance of education by the children of Roma,

1.1.1. Situation in the Education System

Kosovo has made several positive steps regarding education in the postwar period. Registration in preschool education and primary schools has significantly increased since 1999 and now the education and training system covers almost one fourth of the total population in Kosovo (UNDP 2004). The Ministry of Education, Science and Technology (MEST) was established in

	Age group	Male	Female	Total
Albanians	6-14	98.2	96.8	97.5
	15-18	74.2	56.2	65.3
	6-18	91.0	84.0	87.6
Serbs	6-14	100	99.1	99.5
	15-18	86.9	92.9	89.9
	6-18	95.2	96.9	96.1
Other	6-14	85.4	69.3	76.8
	15-18	54.4	40.3	46.4
	6-18	77.4	61.1	68.5

Note: The group 'Others' includes Bosnians, Turks, Roma, Ashkalije, Egyptians, Gorani and Croatians.

Source: UNMIK 2001

Ashkalije and Egyptian (RAE) communities. Attendance level of Bosnians and Turks is much higher.

Serbian students are in a parallel education system.

Girls in Kosovo still represent a vulnerable group. They are vulnerable in the sense that they are underrepresented in all education levels and the higher the level the more they are underrepresented. It is a priority of all those involved in education in Kosovo to focus their work towards educational institutions where boys and girls, same as adults, shall have equal rights and opportunities.

	Students		Staff	
	Persons	%	Persons	%
Albanian	427 315	96.75 %	25 926	95.5 %
Bosnian	4087	0.93 %	776	2.9 %
Ashkali	3636	0.82 %	191	0.7 %
Turk	3034	0.69 %	154	0.6 %
Gorani	1320	0.30%	62	0.2 %
Egyptian	1172	0.27 %	18	0.1 %
Roma	1086	0.25 %	18	0.1 %
Others	14	0.00 %	2	0.0 %
Total	441 664		27147	
Male	231 821		16955	
Female	209843		10192	

Source: MEST, for the school year 2007/08.
Data on education in Serbian language are not available.

The **Number of educational institutions** in Kosovo is in total 1111. Of these are 661 mother institutions and 450 satellite schools.

For children with **special needs**, there are 6 special schools and 70 attached classes, which include the following number of students with special needs: total number: 877, of which male: 555, and female: 322.

The National Assembly has adopted the *Law on Primary and Secondary Education*¹ and the *Law on Higher Education*² that were amended and promulgated by UNMIK.

- 1) Law No. 2002/2 on Primary and Secondary in Kosovo, promulgated with UNMIK Reg. 2002/19.
- 2) Law No. 2002/03 on Higher Education in Kosovo, promulgated with UNMIK Reg. 2003/14.

A decentralized system of **administration and financial management** has been established, with responsibilities for primary and secondary education transferred to municipalities and schools. A significant number of school buildings has been reconstructed and refurbished with the support of the donors and MEST.

A detailed **curricula framework** was created in 2001, with the support of UNICEF.³

Teacher training started in the Faculty of Education, established in 2002 at the University of Prishtina, where the first group of teachers with reformed system graduated in 2006.

As of the school year 2002/2003, a new structure of education is being applied which **introduced the ninth grade**.

A curriculum for all grades up to university level has also been developed, and the adjustment of new curriculum shall continue until the school year 2007/2008.

The **University of Prishtina** is trying to improve the quality of its services by adopting the Bologna process, reformation of curricula, training of staff and funding of administration and research. The graduation rate is very low: only 2400 (48%) graduates compared to 5000 enrolled students at the University of Prishtina in 2002-2003. Most students are enrolled in economy, law and social sciences, although at the labour market there is special need of engineers, architects and doctors. The University of Prishtina is making efforts to establish mechanisms that will ensure quality. Despite many difficulties, the University of Prishtina implements postgraduate study programs. Researches at the University are not at an appropriate level.

Vocational education in Kosovo is adopting, in a current reform process, European standards, following the principles of Copenhagen and Lisbon. There are 56 vocational schools in Kosovo. They apply curricula for 92 profiles of 17 professional fields in modular form.

Important regulations

The most important legal regulations for education in Kosovo are currently:

- 1) Law on Education of Adults (2005)
- 2) Administrative Instruction No.40/2006, from 26.09.2006, concerning: organization curricula of work, attendance selection criteria and procedure, registration of attendees, licensing of education and training institutions, equivalency and nos-
- 3) New framework of education curricula in Kosovo – preschool, primary and secondary education – Discussion report, UNICEF Kosovo/DoES-UNMIK, Prishtina, September 2001.

trification of diplomas and certificates and registration, keeping and preserving data on attendees of adults training and education.

3) Administrative Instruction on participation of attendees on adults education and training

4) Administrative instructions on the implementation of curricula in all the fields of professional education (total 33)

5) The **Law on Vocational Training and Education** has been adopted in April 2006.

6) Administrative Instructions derived from the Law on Vocational Training and Education based on the following articles 5.2, 7.3, 24.5, 27.7, 28.2 and 27.9 are:

- Administrative Instruction on final exams after completion of the first level (grade 10, 11), second level (grade 12) and third level (grade 13).

- Decision on the criteria for passing to 12 and 13 grades.

- Administrative Instruction on independent system of complaints and complaining procedures

ISCED 97 categories		Age group / Grade	Level of education in Kosovo (extended)
Level	Description		
0	Preschool education	9 months - 3 years 3 - 5 years 5 - 6 years	Preschool education (usually from the age of 3 to 6)
1	Primary education or first phase of basic education	Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	Primary education (first phase of basic education), lasting 5 years, usually from age 6 to 12
2	Lower secondary education or second phase of basic education	Grade 6 Grade 7 Grade 8 Grade 9	Lower secondary education (second phase of basic education), lasting 4 years, usually from age of 12 to 15
3	Higher secondary education	Grade 10 Grade 11 Grade 12 Grade 13	Professional education program, from 2 to 4 years (age 15 to 19)
4	Post secondary non-tertiary education	First level of studies	High level of professional post secondary education (from age 19 to 24)
5	First phase of tertiary education	Master studies	In defining this level we have used only the ISCED 97 definition (from the age of 22 to 26)
6	Second phase of tertiary education	PhD studies	In defining this level we have used only the ISCED 97 definition (from the age of 22 to 26)

- Terms and conditions for establishment, licensing and commencing the work of educational and vocational training institutions.
- Administrative instruction on extending activities
- Rules of Procedure of EVTC (Education and Vocational Training Council).

A draft version of the future *Kosovo National Qualification Act* has been developed.

An NQF (**National Qualification Framework**) established with the law shall bring all types and levels of qualification under one structure that is in compliance with the European Qualification Framework.

Mock companies

Mock companies are simulation of real companies which aim at developing entrepreneurial skills of students.

With the support of Swisscontact and Econet, mock companies were established in Prishtina, Ferizaj, Peja, Prizren, Mitrovica, Gjilan, Gjakova and Besiana.

A main office has been established (association of Kosovo mock companies) as an NGO, and a statute for operation of mock companies has been drafted. This association shall be co-funded by Swisscontact and Econet for the duration of the project and by students' fees of 5 Euros for practical work, that are paid at the beginning of the year.

Career guidance

For implementation of ten year strategy for career guidance a Memorandum of Understanding has been signed between the Ministry of Education, Ministry of Labour and Minister of Youth in 2005.

A Career guidance council has been established.

In January 2007 the Resource Center for Career Guidance became operational (three ministries MEST, MLSW, MCYS), see www.karriera.net.

OSBE opened a vocational office at the University of Prishtina for career guidance.

National curricula for career education have been drafted (for grade 6-9).

Education and Vocational Training Council

The *Education and Vocational Training Act* has been adopted. In chapter IV, paragraphs 13, 14 and 15 it provides for the establishment of professional bodies and authorities (Council, social partnership, MEST, MLSW, MTI, KCC, BSPK).

Informal education in vocational schools

During 2007, the informal education unit conducted preparations for registration of candidates for the school year and announced vacancies for registration of adult attendees in vocational education for the following vocational profiles for grades X, XI, XII and XIII: mechanic, farmer, electrician, plumber and sewerage technician, technician of heating and air conditioning, traditional costumes design, metal processing, construction engineer, technician of industrial electronics, technician of consumption electronics, office equipment technician, business administration assistant, etc.

The programme of these profiles for adult education and training was developed in conformity with the European standards as "modular programs". Curricula have been developed for all three levels.

The signing of a Memorandum of Understanding between MEST and MEF has provided for opening separate accounts for the use of budgetary funds for each vocational school.

Entrepreneurship strategy

An Entrepreneurship strategy has been drafted, as well as the final draft for national standards for education and entrepreneurial education.

Education material for entrepreneurial education and training has been developed, as well as interactive and audiovisual programs related to career education and guidance.

Other laws

Laws have been adopted on pre-university, vocational and higher education.

Other strategies

Strategies for vocational, pre-university and higher education have also been drafted.

Education of adults

All of the above-mentioned activities are to improve and support the education of adults. Specificities of adult education shall be regulated in the framework of primary, secondary, vocational, gymnasium and higher education.

There is serious need for education of adults and for continuation of training due to the problems of the nineties and the large number of those who abandon school before completion. A large number of young people do not have the qualifications which could enable them to get a job; some of them may even be considered functional illiterates. Adult education and training opportunities (institutions and resources) in Kosovo are currently very limited. However, MEST has declared the next year (2009) as *Year of Lifelong Learning and Education of Adults*, which will contribute to establishing new policies and institutions that will support this process.

Key problems in the field of ALE

Key problems of adult education are as follows (with a detailed description for each topic):

1. Significant lack of skills in all levels and discrepancy of skills.
 - Transition to market economy·
 - Relevance of skills for labour market and employment
 - Abandoning of adult courses
 - Developing human capacities in Kosovo enterprises with skills related to business objectives
 - Low education level; illiteracy
 - Lack of advisory services
2. Lack of a comprehensive approach by the Government
 - There is no systematic approach to education of adults
 - There is a lack of plan for human resource development
 - Different ministries do different things with different responsibilities
 - Responsibilities are not clear
 - There is a lack of comprehensive, pragmatic and integrative approach towards adult education
 - Fragmentation and ad-hoc development
 - Capacity building
 - Staff employment and structures
3. Lack of a systematic approach in development of adult education
 - Lack of a systematic comprehensive approach (formal, informal and non-formal education and relations between different forms)
 - There is a lack of national qualification system - standards
 - Recognition and accreditation of prior knowledge
 - Low level of flexibility in structuring the adults education
 - Low level of open and distance learning development
 - Bad results in education of adults
 - Insufficient and unbalanced offer in fulfilling the needs of various social groups
 - Offer for adult education should take into consideration specific needs of different beneficiary groups
 - Different qualities of the offer
 - Inadequate organization of teaching (contemporary teaching methods, physical infrastructure, variable teaching quality)
 - Lack of funds for in-service teachers training
 - Forms of adults education are determined based on the offer and not based on the demand
 - Monitoring and evaluation levels are not developed
 - A system of quality assurance has not been developed
4. Deficiency of data, information and research capacities in the education of adults.
 - Deficient system of data collection (lack of information on participation of adults in education, learning results and destination of students)
 - Lack of basic information – education level of employed, unemployed and inactive population
 - Unsatisfactory research capacities compared to skills that are required in the labour market, including specific needs in different sectors; understanding the needs of employers and employees, specific needs of particular groups (SMEs, unemployed, ethnic minorities, people with special needs)
5. Insufficient financial resources and many financial restrictions
 - Minor public spending for adults education

- Non-optimum spending of public funds
- Lack of co-funding mechanisms
- Problem of optimizing donor contributions and ensuring sustainability

6. Underestimation of adult education

- Value of results in adults education
- Limited employment opportunities
- Low level of investment payback in adults education (Employers: improved productivity and efficiency, rationalization at work; employees/individuals: salaries, promotion, satisfaction at work, personal development; unemployed: jobs)
- Lack of a qualification system that is known in labour market
- Learning culture
- Quality culture
- Enterprises consider education as spending and not as an investment
- Socio-economic misbalance of participation in learning process

7. Lack of strong partnerships in designing and implementation of adults education

- Strategy, measures, cooperation in implementation and financing
- Partnerships should function in all the levels (national, regional and local level)
- Adults education is not a priority for social partners
- Building capacity of social partners
- How to develop partnerships further

Answers of the Adult Education Strategy

After determining the problematic areas, the *Strategy of Adult Education* has a vision as follows:

“To establish a democratic society which is able to maintain economic and social cohesion through human resource development, provide equal opportunities to all citizens and establish a knowledgeable society which shall support Kosovo’s integration into main European developments.”

And a mission as follows:

“To increase awareness on the importance of learning and enabling all citizens to participate in the qualitative education and training process which will fulfill the needs of individuals and labour market by creating infrastructure for adults education through sustainable partnerships and by adopting EU practices in the field of lifelong learning.”

Priority learning and adult education Objectives

Objectives:

1. To improve knowledge and skills for market economy
 - improvement of basic skills and
 - further development of technical skills.
2. Stimulating environment
 - development of an integrated political framework for economy and human resources;
 - capacity building in the field of adults education
3. Systematic access to development of adults education
 - Development and implementation of the information and career guidance system
 - Development of professional qualification system;
 - Development and implementation of an integrated national qualification system, ensuring modular courses and system to recognize and nostrify knowledge and skills that adults have acquired through non-formal and informal education;
 - Development of flexible, formal and informal programs for adults education through the methodology adapted for adults, where offer and demand are balanced and where equal opportunities are respected;
 - Development and implementation of a quality assurance system.
4. Sustainable data, information and research basis for adults education:
 - Creation of a sustainable data collection system and analysis of skill trends in labour market, offer and demand for training.

5. Learning becomes more important – promotion of learning culture:

- Organization of promotional activities to increase awareness on the importance of adults education.

6. Sustainable partnerships on adults education:

- Developing partnership capacities.

7. Improved resources for education of adults:

- Possibilities and ways concerning the types of funding adults education

1.1.2. Organization of ALE by the Government

Education of adults is conducted through social partnerships which include ministries and various non governmental organizations and associations.

The Ministry of Education, Science and Technology is responsible for all levels of formal education.

The Ministry of Education works in developing policies for every important aspect of education: teaching curricula, educational standards, professional qualifications, development of a quality system, etc.

Responsibilities of the Ministry at the local level (professional support)

Management: developing policies to fulfill local needs for education.

Organization: strategic planning and operation in order for schools and education to address local needs and demands.

The **Education Development Office** (recently transferred into Inspectorates) monitors implementation of educational policy at the municipal level.

Municipalities (support infrastructure) fulfil local needs for property, education materials, municipal public services and other necessary services that are required for smooth development of education.

The **Municipal directorates of education** are responsible for maintaining school buildings, providing school transport and

equipment and look after the security of schools. They monitor the education process, budget, employment of people in education, such as support and administrative staff, monitor the work of school directors, and handle financial, administrative and technical matters.

School management is responsible for school curricula, professional development of personnel, financing and protection of school property.

Organization: Directors are responsible for the teaching process and they plan and manage the work of schools. Directors monitor realization of curricula at school level and monitor the work of teachers and students. They manage the school budget, supervise the work of school personnel and are responsible for maintenance of school buildings and equipment.

(See UNMIK Regulation 11/2000 and 45/2000, administrative directions of Special Representative of the Secretary General of 17. 10. 2000 and 18. 7. 2001, and joint administrative instruction of the Department of Education and Department of Local Administration of 2. 7. 2001 on division of responsibilities between municipal directorates and education development offices and related matters.)

According to the legislation (Law on Adults Education, Law on Vocational Education, Law on Higher Education, and Law on Qualifications) responsibility for education of adults falls within the Ministry of Education (mandatory education, vocational education, higher education and postgraduate studies).

The Ministry of Labour and Social Welfare also participates in adults training.

The Department of Work and Employment has a **Division of vocational training** and a **Division of employment**. The Division of vocational training has the following tasks:

- to repare MLSW vocational training strategy, including annual monitoring and inspection, as required;
- to develop and promote entry into programs of active employment policies (such as development of training and retraining of adults, small businesses, etc.);
- to coordinates and carry out activities for vocational training coordinators, consultants and vocational training advisors of the employment service network;
- to supervise all relevant activities within the division, towards the VTC's networks;

- to establish dialogue with relevant partners within the division and with VTC network to ensure mutual relation and harmonization of VT programs and labour market;
- to monitor and supervise technical and financial implementation of domestic and international projects concerning training, management and professional consultation within the MLSW;
- cooperate with NGOs, private companies and other training providers to increase vocational training capacities;
- to cooperate and coordinate with other ministries on matters related to vocational training
 - by participating in periodic meetings / informative sessions of the Project Steering Committee
 - by organizing regular meetings within the division, RECs and VTCs and prepares weekly, monthly and annual reports.

Thirty-two employment centers and vocational training centers (VTC) fall under the competence of Ministry. They provide nine types of courses or training: IT courses, plumbing courses, cooking, bakery, etc.

The **Ministry of Trade and Industry** (MTI) supports small and medium enterprises and training for business community.

Social partners: Trade union and Chamber of commerce (possibility for business).

The **Ministry of Youth, Sports and Residential Issues** has a Department of Youth, which in 2003 established a network of youth centers. Youth institutions in municipalities develop different programs based on the needs of community regardless of their ethnicity or social or economic status and their informal education programs, they could serve as a good example of decentralization and inclusion in municipal life.

The **Ministry of Public Services**, within its department has developed a program of permanent education of government officials (KIPA Institute for public administration). The **Ministry of Health** has a service for permanent education of nurses, Kosovo Assembly is divided into sectors and each sector undergoes continuous trainings.

1.1.3. Harmonization of Policy and Strategy Implementation

With other Sectorial Policies, Objectives and Plans

Work in drafting various strategies, laws, joint conferences, roundtables or study visits has created the possibility of bringing people of different organizations together, particularly at the sectoral level.

In different institutions, there are departments that cooperate one with each other: sector of European Integration, sectors for protection of human rights, gender equality, health protection, development of qualification framework, preparation of curricula, preparation of modular programs for vocational education, development of curricula for career orientation, etc.

Certain activities of strategies are delegated to different stakeholders, thus the *Action Plan for Youth Employment (2007-2011)* is a responsibility of three ministries: Education, Labour and Youth. The same is true for the development of the *Action Plan for Youth*.

Promotion of lifelong learning means promotion of the idea that education is not a monopoly of Ministry of Education. It connects various ministries, schools, employers, companies, youth centers, universities and non-governmental organizations, regional centers and the local level. Lifelong learning festival presents a good example of harmonization of policy with sectoral policies.

Pre-university strategy is a framework from which other strategies and activities are derived that are directly or indirectly connected to education of adults. The same is true for the strategy of vocational education, higher education, education of RAE⁴ population, rural education or with the possibility to reduce poverty. Since education of adults means development of human potential of a country, education of adults is connected with all fields of life, therefore it is part of policies, objectives and plans.

4) Roma, Egyptians and Ashkaeli

1.1.4. Main Challenges for Development in Kosovo

And the way in which learning and education help overcoming these challenges

Priority policies

Four main priorities have been identified and agreed by the Government: economic growth, successful implementation of Status Settlement, good governance and social stability, including reduction of poverty. Each one may be analyzed further in more specific priorities that are considered to be necessary for Kosovo towards its growth, in compliance with EU rules.

The *Priorities of the government for the period 2009-2011* in the field of education are presented below in the report, and one of them is presented in Objective 4, Reform of vocational education and lifelong education process:

- Construction of new school facilities
- Regulation and improvement of the existing school infrastructure
- Equipping education buildings with laboratories and workshops and laboratory equipment
- Construction of university buildings
- IT equipment
- Library network modernization
- Construction of new university buildings and reactivation of the existing ones
- Establishing the distance learning system and supplying computers to computer centers

Target 4 "Vocational education and lifelong learning" shall be achieved through the following objectives:

1. Establishment of mutual relations between the labour market and education sector to provide the necessary workforce for labour market and career upgrading for future generations:

a) Training of younger generations for labour market and increasing opportunities and improving conditions for career upgrading,

b) Orientation of market demands by drafting educational curricula as well as qualification types based on institutions of education, economy and industry.

In official statements, the Government declares:

"Education has been identified as a priority sector by the Government of Kosovo. Kosovo is committed to work in policies that facilitate economic development, and in this aspect, human resource development plays a key role. Economic growth is a joint product of capital accumulation and increase of productivity, where education plays the role of connecting these two.

Education improves the skills of individuals and lowers discrepancy between labour market demands and available offer. This way increases the chances of individuals in Kosovo to find jobs and it increases the employment rate as well.

Furthermore, education provides better opportunities to all people of Kosovo. It provides access to marginalized groups and minorities to enter the labour market and reduces the inequalities in Kosovo society."⁵

Education develops human resources that are required in order to overcome problems in the society.

The Government declaration of priorities for the period 2009-2011 defines education as one of the conditions for employment: Education influences, either directly or indirectly, the development of youth policies, economic development, social protection, reducing the poverty and corruption, integration of all communities in society, activates the rural population, promotes gender equality, and provides opportunity to people with special needs. It educates people on human rights, peace and obligations of citizens. It also provides the opportunity for European integration.

5) The process of setting Government priorities - April 2008)

1.2. Financing ALE

1.2.1. Public Investment in ALE

The Government of Kosovo finances the primary, secondary and high education system.

Allocations from central Kosovo budget for education: education receives 7.4% of the total expenditures for the year 2009.

Proportion of sectoral expenditure in total spending (2009-2011): Education 4.9%.

Allocation for higher education and priorities for the coming period – vocational and lifelong education, indicate that education of adults shall continue to be supported in the coming period. As stated above, many state institutions and all ministries allocate budget lines for education of their staff. Problems appear in the form of inadequate use of public funds and lack of co-funding mechanisms.

Priority for the Government should be to promote lifelong learning by calling upon employers and other private organizations to increase opportunities for education of adults and to actively look for new ways of funding or co-funding adult education.

Additional education, which aims at obtaining a primary school diploma, shall be free of charge. The training of unemployed people for employment is free of charge and focuses on key sectors of economic development through current employment

opportunities. Opportunities for additional education and training for employed persons should be gradually increased, as much as the resources allow.

Adult education in decentralized / local budget

This sections is related to adult education financed through the budget of local self administration (local authorities, local communities, municipalities).

The European Convention on Local Self Government, consisting of Council of Europe, sets the principles that are precondition for any state that joins the European Union and other references are of general character for human resource management.

Article 3 of the Convention reads, "Local Self Government means the right and ability of local authorities in accordance to the law, regulate and govern a significant part of public affairs based on their own responsibility and in the interest of local population."

Article 4 of the Convention reads, "Rights entrusted to local authorities by law shall be complete and exclusive. They shall not be restricted or limited by any other side – central or regional authorities in cases foreseen by the law."

There is a large number of programs managing human resources in Kosovo that are funded by the EU, World Bank, USAID,

Table 5: Central budget of Kosovo for education in 2008 (euros)

Budget of the Ministry of Education		56219869
Of this for:		
Higher Education (overall)		16 109 989
Of this:	University of Prishtina	12 264 730
	Student Center	2 163 241
	Institutes	1 548 018
	Pedagogical Institute of Kosovo	134 000
Other education (overall)		5 644 024
Of this:	Special needs education	1 379 120
	National Library	613 517
	Teacher Training	210 000
	Curricula development	3 193 198
	Bilateral agreements	248 189

LAW ON LOCAL GOVERNMENT FINANCES

Article 2

Financial Independence of Municipalities

2.1 Kosovo municipalities shall be entitled, within national economic policy and having due regard for the municipalities and the central government fiscal sustainability, to adequate financial resources of their own that they may dispose of freely in the discharge of their municipal competencies in accordance with the applicable laws of Kosovo.

2.2 Municipal financial resources shall be commensurate with municipal competencies provided for by the Constitution.

2.3 The concerned municipal assembly, and its executive officers, shall have the right and authority to autonomously regulate and manage, in the interest of the municipality's population, financial resources derived from the municipality's own source revenues or provided to the municipality under a General Grant.

UNDP, CIDA, SIDA etc. They are implemented through relevant ministries or NGOs.

It is important to maintain good working relations between the Association of Kosovo Municipalities, donor agencies and relevant ministries in order to ensure the synergy between central and local activities and protection of interest of municipalities particularly in the field of developing human resources.

Regarding the decentralization of the budget provided for education, the formula

$$Y = PX + C$$

(Where Y represents funds that are needed for salaries of educational staff; X represents the number of students; P represents the required funds per student; and C represents a constant amount that each municipality needs regardless of the number of students)

shall be replaced with a new one:

Education grants (EG) for each municipality are prepared based on the total amount for wages and salaries (WS), the amount for goods and services (GS) and Capital outlays (CO).

$$EG \text{ for each municipality} = WS + GS + CO$$

One of the priorities in the area of VET funding during 2008 is the evaluation of the impact of the new funding formula per capita, by making the necessary adjustment for its implementation.

General Education Budget

Education in Kosovo is financed in the following way:

- MEST finances the capital investment
- MEF pays wages and salaries for teachers
- Education grants (general grants)
- Municipalities use own revenues

1.2.2. Foreign Bilateral / Multilateral Donor Investment for ALE

Many foreign organizations so far supported the education process either as professional consultants, or as donors or participants in research or in drafting strategies.

The **Kosovo Educator Development Project (KEDP)** was a leading agency for teacher training and educators' development in Kosovo. This project includes three main activities:

1. Leading and managing educator development and teacher training in Kosovo in order to reach European standards
2. Eliminating fragmentation and improvement of training qualities for future teachers according to European standards through the creation of a pedagogical faculty within the University of Prishtina
3. Ensuring a program for improving the performance of the existing educational staff, which will raise their knowledge and standards of educational practice to acceptable European standards.

GTZ and **Swisscontact** are leading agencies for reorganization of vocational education and training in Kosovo. In their work, they equip schools, develop educational curricula for main professions, conduct on-the-job teacher training as well as the training multiplications for development of educational program. They work towards improving teacher performance in pilot schools including those of ethnic communities. Modular curricula are also developed.

UNICEF Kosovo works for development of education programmes, development of preschool education, develops a project to eradicate illiteracy among girls and women in villages, develops projects for protection of human and children rights and promotes millennium development goals.

FSDEK is a Finnish organization, which works for inclusive education (for people with special needs).

World Bank Management Capacity Building Kosovo has developed a project for management of information system of education (EMIS).

The European Union has supported the education in Kosovo since 1999 with an amount of 45 million Euros, while for the pre accession process (IPA project. two phases) for Kosovo (for 2007-2009) it has allocated a fund of 199.1 million euros. For the perspective of lifelong learning (development of all types of education, vocational education, training and employment

of youth), an amount of 10 million euros shall be allocated from the above-mentioned sum.

The three phases of **Kosvet** project in the period between 2002-2009 provided support to MEST and the Ministry of Labor and Social Welfare (MLSW). 8.5 million euros were invested for development of eight pilot schools, several training centers, modular curricula and vocational school standards, teacher training, developing mechanism for quality education, qualification of professions, development of entrepreneurial strategy and career orientation, controlling labour market. Kosvet has assisted in drafting training strategies for establishment of small businesses together with the Ministry of Trade and Industry (MTI) and other relevant stakeholders. Kosvet has assisted the Kosovo Chamber of Commerce in developing certain trainings on entrepreneurship. A *Council for vocational education and training* has been established. Together with social partners, corporate sector and NGOs, Kosvet participates in drafting national qualification framework.

Other organisations providing assistance to education in Kosovo include OSCE, UNDP, ETF, Council of Europe, Care International, SIDA, DANIDA, Wus Austria, Kultur-Kontakt Austria and ILO.

Enterprises also are going through a training and human resources development process. Modernization in the work process requires permanent training of workers, such as in the post and telecommunications sector, and in the electrical industry, the airport, water supply and railways.

Kosovo Protection Corps, police institutions and fire departments undergo a process of permanent training and transformation.

After the war, **KEK**, with the support of AER, established its own training centre.

A range of training programmes was conducted after the war. Most of them were held in the following fields: managerial professionals, requalification, occupational safety, and first aid. Further programmes were developed for master studies, PhD studies and foreign languages.

The number of attendees in the trainings was estimated to have been over 13 000 persons, and the amount of training days was estimated as 60 000 days. The total estimated expenditure for training, including the training centre, is about 4 million euros.

1.2.3. Support of the Civil Society and Adult Education

The role of civil society is becoming more and more important in all the fields of society in Kosovo, and particularly in education of adults. The activity of these organizations is reflected in the political and economic development in Kosovo, the decentralization process, the fight against corruption, the fight for human rights, gender equality, environmental protection and health, as well as in the field of media. These activities assist the process of European integrations.

The activities of these organizations largely have enabled learning foreign languages, particularly English, information technology, training on project development and business start-ups. Other programmes support education for peace, inter-culturalism and critical thinking,

Trainings in entrepreneurship have been developed in fields such as business administration, electronics, hotel business, food processing, wood processing, construction, installations.

Some of the certificates issued by those programmes are recognized in Europe.

The **Information Development Initiative** (IDI) is a Cisco Networking Academy under the identification number 43124. It provides trainings licensed by CCNA (Cisco Certified Network Associate). Programmes provided from IDI contain:

- IT Essentials: PC Hardware and Software
- IT Essentials 2: Network Operating Systems
- Fundamentals Java Programming
- Fundamentals of UNIX

The organization "**Smart Bits**" is the only licensed organization in Kosovo which awards ECB*L certificates.

The **Xpert European Computer Passport** (Xpert ECP) marks a high qualification standard. Since the establishment of the *Adult Education in Kosovo* association (ARrK), many Xpert courses have been organized. Xpert ECP contains eight standard modules. Until now (mid 2008) about 600 Xpert ECP certificates have been issued. This is the consequence of a good cooperation between ARrK, the APPK association and the European Xpert Center in Hannover, which has developed the Xpert ECP programme and ensures quality.

1.2.4. Individual Allocations for the Education of Students

According to the Law on Primary Education, adults do not pay education fees for primary education.

28 vocational schools in Kosovo offer vocational education for adults based on the Adult Education Act, article 18:

"18.1. Adults may enroll in education programmes that are not funded, subsidized or co-funded with public resources and

based on a contract that they make with the institutions and organizations for education of adults."

When organizations offer education and training to their employees, funding is considered as an investment and not expenses, because of better work performance, greater motivation at work and increased productivity.

Students usually begin enhancing their knowledge, skills and competences. The courses that are most demanded are courses in foreign languages and information technology.

2. Quality: Offer, Participation and Achievement

2.1 Offers for ALE and the International Framework

2.1.1. Institutions Responsible for Management and Coordination of Adult Education

Quality of education is the objective of all reforms related to education in Kosovo.

The *Pre-university strategy* defines the following priorities for the period 2007-2017

- Administration, leadership and qualitative and efficient management of educational system
- Quality ensuring functioning system in education is based on the comparison with standards in developed countries- Comprehensiveness, equality and respect of diversity in education Teachers' preparation and professional development Relevant and sound physical environment for education and teaching
- Good connection of education with global economic and social development
- Promotion of material situation of education

If there is a qualitative formal system of education (preschool education, mother tongue, mathematics, learning foreign languages and information technology, development of skills required in life, career education, developing the spirit of entrepreneurship), it represents the basis for lifelong learning.

One of the priorities of the pre-university education strategy, as stated before, is quality education. In order for adults learning and education to represent real potential for development of

the society, there should be quality education. Qualitative curricula, trained personnel and methods of work are required. Education should be developed as an outcome of learning. Final tests for vocational education should be gradually developed.

Properly prepared qualification of professions, development of professional standards, qualification framework for qualifications, which are in compliance with European qualifications, advisory support, independent institutions for research, validation, certification and accreditation which is in accordance with the qualification framework, all supported with the infrastructure.

The government should prepare indicators for financing those that ensure lifelong learning, employers and others in order to increase their participation in adults' education.

Schools, university, the Employment Institute and the training centers of the Ministry of Labour present places where education is performed.

Informal education in **youth centers** is being offered in 30 municipalities of Kosovo.

In the **National center for career guidance**, students are informed about opportunities in a number of professions.

The *Centres for career guidance* at the **University** in Prishtina and at the **American School** help the youth to continue further basic and postgraduate studies.

The **Chamber of Commerce** has been involved for a number of years in training of personnel required by the economy, regardless of whether it is about small, medium or large enterprise.

Some **prisons** provide vocational education and training for prisoners, as well as correctional institutions, police academy, fire departments and Kosovo Protection Corps

In the **Parliament** of Kosovo parliamentary groups are in permanent training process.

Other education and training facilities are libraries, institutes, museums, private schools.

2.1.2 The Link Between Formal and Non-formal Approach

Certification and recognition of adults' learning and education in the national level

The Law on Adults Education states that by passing a test, adults may prove their knowledge, skills and competences, regardless of how they acquire them.

The Education system in Kosovo is still in a development process. First steps have been made towards establishing contacts between formal and non-formal education, development of modular curricula, introduction of a credit point system in vocational education, development of the project "*Eradicating Illiteracy among Girls and Women in Kosovo*" (MEST, UNICEF and DVV International) and the programme "*The Window of Life*" (I, II, III, IV) for basic education of adults which leads its students to a knowledge level corresponding to ISCED I.

A *Qualifications Act* has been prepared, which provides various opportunities of acquiring qualification and recognition of individual knowledge, skills and competences that are necessary in order to work successfully.

Some work has been done in the national qualification framework, which shall regulate all of the above-mentioned shortfalls and dilemmas.

2.2. Participation in Adult Learning and Education

Under the auspices of the ILO - FP/SKILLS, the Italian Government funded project "*Developing skills for Kosovo reconstruction and restoration needs*" was implemented. The project started in February 2001. It lasted for three years, with a budget of 1.8 million USD. The purpose of the project was to establish a vocational training system for unemployed adults, and to develop capacities for strengthening the work of Kosovo institutions in providing advisory and professional guiding services and other assistance to unemployed persons. In order to increase employment, a flexible training based on the offer and demand, for acquiring technical and other appropriate skills for employment was provided by professional training institutions or at work. Programmes are exclusively competence based, and are prepared in the way to provide different levels of training in priority fields and selected professions, including employment skills. Current needs have been indicated, which are related to the lack of infrastructure for providing professional training and pre-qualification programmes, and establishment foundations of a sustainable and long term training activities for adults. Direct project beneficiaries are management and personnel of vocational training institutions, as well as the staff of Employment offices and regional and municipal services which are involved in the training and pre-qualification programme. Final beneficiaries also include demobilized soldiers, unemployed young men, invalids and other vulnerable groups. Gender equality

and equal opportunities for professional training and employment are also promoted during the implementation of project activities and have to do with final beneficiaries (selection of teachers, staff working in employment and which have to be included in training programmes, gender component of training in every programme, guidance for selection of students training, etc).

The Italian Government developed a project for employment and income generation. The first level deals with promotion of self-employment through seminars in guidance and days of enterprise events. These are included in educational activities as part of school programmes of the last grade of secondary school and institution/ programmes for training of adults. Sessions that have to do with career guiding are organized by the staff of public employment service. The second level consists of preparation of a detailed self-employment programme for those people that have shown skills and initiative to begin their own economic activity or business activity, and ensuring the motivation and assistance for them to achieve this goal. A module of training aimed at increasing awareness and understanding the self-employment opportunities for those who seek a job has been developed and is currently being tested.

Training and re-training is a project towards a comprehensive approach to employment which also includes monitoring of

the way to help people who are seeking jobs to determine the level of employment (skills assessment), as well as skills and opportunities for training on self-employment and in providing support after the training. The focus here is on developing of skills that are most important for employment (communication skills, teamwork, etc) and technical aspects of job search, which is also the idea behind the development of curricula based on competencies. Training centers are established and currently they are providing training programmes for unemployed adults in priority professions in accordance to the MOR modular competency based approach, and which the Ministry of Labour and Social Welfare (MLSW) has adopted as mechanism to be implemented in Kosovo. Development, administration and organization of training programmes is a responsibility of regional vocational training coordinators, managers of vocational training centers and trainers' teams that are involved in the network sponsored by MOR. Project promoted a decision-making system, which is decentralized at the regional level and coordinated by the Ministry. In this context, a National Consultation Council and four Management Boards were established in order to promote decentralization and social dialogue in the field of training. All these consultation councils are tripartite and include government representatives, employers and working organizations. Ministry addressed to MOR for support in membership in the network and to provide technical support in developing methodological aspects related to teachers' competences and training on employment methods. One year training and programme development related to management of training institutions and which combines periodic training workshops that usually last for one week and with practical

work and learning by doing is also extended to eight vocational training institutions that represent part of ministerial network of those that provide the training".

Target groups of the adult educational programmes

Society in Kosovo is in a post-conflict phase, in the process of transition aiming towards European integration, where dynamic developments in all spheres of life require more efforts from all stakeholders in order to bring about understand and accept the changes.

- Government officials are one of target groups through whose activities the reform steps have been undertaken (among other profiles in MEST, teachers belong to a special group).
- Kosovo protection corps, police, fire fighters, officials in the statistical office, airport workers.
- Youth (HIV-AIDS, drugs, alcohol, protection of the reproductive health, volunteerism, human rights, protection of cultural heritage, peace and inter-cultural studies, transition from education into the labour market)
- Persons with special needs, population of rural area, war widows and persons with war traumas, mines protection training for the population, returnees, returnees from diaspora, trade unionists Some of the millennium development goals refer to the improvement of health conditions of mothers, newborn babies, gender equality – many NGO's work on the education of mothers and young girls.

2.3. Monitoring and Assessment of the Programmes

And Evaluation of the Results of Learning

Monitoring the education and training process presents an important procedure in the monitoring of the quality of education. Standards already exist for the formal system, while the national qualifications framework will be developed for adult education which will serve as the monitoring tool of the quality of education.

Monitoring and evaluation of the process will be conducted by newly established independent, specialized institutions (such as institutions for setting up of standards, which would define the standards in education, validation of education and training for employees in the education system).

Independent experts and comparative researches may be included in the process of evaluation and monitoring.

With regard to the education of adults, main outcomes are expected through the establishment of the agency for accreditation, guaranteeing the autonomy of the university, including autonomy in financial matters, participating in international programmes for exchanging students and teachers, researches, etc.

The development of this process would enable comparison of this system with other systems and with the European framework for assurance of quality.

2.4. Teachers and Facilitators of Adult Education

Persons who participate in the process of education of adults belong to different professional profiles, which are different for different levels of education. The basic problem is that teachers and facilitators of education for adults lack a professional andragogical background. They possess modest knowledge in didactics and methods.

An organized system for the capacity building of the personnel does not exist, thus, it is necessary to have the professional andragogy experts as soon as possible.

Facilitators of the project *"Eradication of the illiteracy among women and girls in Kosovo"* who are trained by UNESCO in cooperation with MEST will provide the lectures. 10 evaluators will monitor the educational process in the project.

The initiative to improve the quality of education for adults was undertaken in the vocational schools. Teachers have been trained in seven regions of Kosovo. About 120 teachers from the regions of Prishtina, Gjiilan, Prizren, Peja, Gjakova, Ferizaj and Mitrovica took part.

ILO has been requested to support the Ministry of Labor and Social Welfare in capacity building and on the methodology of trainers and to offer systematic approach in training and re-training of jobseekers and workers, including creation of funds for ILO project and continuation of student driven training programmes, based on the request and flexible.

3. Research, Innovation and Best Practices

3.1. Research Studies in the Field of Adult Education

There is no systematic, inter-sectoral approach in the research on adult education in Kosovo. Since 1999 international and national organization have been conducting researches in many spheres of Kosovo's reality. Some of them, as part of their research, have addressed the issue of human resources development.

The Statistical office has been dealing with studies of the labor force in Kosovo. The Association of Kosovo Municipalities has been working on the guidelines for implementation of governance on local level. ILO has been working on a study in the field of adult education with the aim to create the strategy for employment of youth. ETF has developed the questionnaire on professional education and training as well as the career guidance and lifelong education, including financing of professional education. DVV International, among other things is studying activities of NGOs related to education of adults; KOS-VET through its programme on research of the market provides information about different offers for trainings. Department of civil service within the Ministry of Public Services is in charge of the research on the training needs of those employed in public

administration with an aim to raise capacities within governmental sector.

GTZ have helped in the research of the life of the youth, which served as a base for the development of Kosovo action plan for youth, supported by Swisscontact, Danida, Sida, UNDP and other donors.

In 2003, the Kosovo Education Center – KEC, lead by Professor Dukadjin Pupovci, has conducted the first research on education of adults in post war Kosovo.

3.2. Key Issues in Research Studies, Main Outcomes and Examples of Good Practices

In the scope of its education and employment policies, the European Union has put the main emphasis on social inclusion. These policies are considered crucial for integration of marginalized social groups and ethnic minorities into main economic and social life. ETF have developed a project about elements of good practice in the field of social inclusion of ethnic groups through education and training, and after studies were conducted and comparative reports written (peer learning), in which Kosovo participated, ETF have come up with recommen-

dations, which represent good practices for social inclusion of ethnic groups through education. (Special attention is given to Roma community)

In December 2000 UNMIK established a working group which conducted the study of the problem of disability in Kosovo, whose priority was drafting of comprehensive strategy covering persons with disabilities in Kosovo, in accordance with standard rules of the UN. The above-mentioned study included, among other problems that people with disabilities face, the issue of education as well.

In the field of decentralization efforts in Kosovo, a study was conducted called “**Main achievements – Decentralization and local self-government in Kosovo, challenges and opportunities**”. The study was financed by the Norwegian Government with the aim to stimulate debates and discussions on policies and main challenges of the development of local self-government and decentralization in Kosovo, as well as development of human resources.

KIPA is a primary institute for training and is responsible for provision of general training of civil servants in Kosovo. It has developed more than 80 modules within seven areas which cover administration, management, judiciary, budget and finances, human resources management, local issues and information technology. (Project of the UN Development Programme, UNDP.)

During 2003 and 2004 the Ministry of Education, Science and Technology and the Ministry of Agriculture, Forestry and Rural Development, with technical assistance from FAO, prepared a mid-term **Strategy for education of rural population** which defined eight strategic objectives and five programmes for intervention. The strategy and its implementation are based on the assessment of the basic needs for education of rural population identified by experts of FAO who also provided guidelines and suggestions for the development of the IFE in the rural parts of Kosovo.

Results of the studies of the experts from FAO prior to the design of the *Strategy for rural development* in Kosovo have served as a base for development of other strategies and activities, which derive from the recommendations of these experts.

Many governments all around the world have expressed their commitment to reduce poverty and hunger and to respond to the needs of their population thorough primary education. It had become clear that the millennium goals of eradication of poverty and hunger and access to primary education on the entire planet could not be achieved by 2015 if the rural popu-

lation is not given better access to qualitative primary education. In this context, the Government of Kosovo is taking part in the global project “**Education for rural population**”, which is led by FAO as part of the global initiative: International union against hunger and for education for all.

Festivals of lifelong learning organized by the MEST, DVV International and social partners, are examples of good practice for promoting the principles of lifelong learning education and education of adults among the population at central, regional and local level.

With the financial support by the European Training Foundation (ETF) and the Italian Government a pilot initiative was launched in 2003, called LEEDAK (“**Local Economic and Employment Development in Albania and Kosovo**”). The project should support the innovative strategies and measures in order to determine the manner in which the unemployment and economic development issues at the local level could be efficiently remedied in Kosovo and Albania.

The work results of **NEP partnership**, especially the process of building up the partnership and consolidation, are going to be shared with other Kosovo Municipalities and other South-eastern European countries. The goal is to improve the experience on how the empowered structure of local governance and greater engagement of all parts of local communities could provide timely and more efficient decisions on improvement of local economic and employment development. Lessons learned at the local level are going to be shared among decision makers at the central level and subsequently contribute to evolution of economic policy and employment strategies at the national level.

4. Adult Literacy

4.1. Definitions of literacy

According to the definition of the International Adult Literacy Project (IALS), the literacy is defined as:

1. Superficial literacy
2. Documented literacy
3. Quantitative literacy

In Kosovo, the literacy concept encompasses reading and writing skills, as well as using basic mathematical operations.

A general census of population in Kosovo was in the end of 1981. This census assessed the illiteracy rate of 17.6%. The following proportions of illiterate persons were found in the various age groups: 2.6% of the population aged 10-19 years, 6.1% of those 20-34 years old, 33.3% of those 35-64 years old and 78% of those aged 65 years and over.

The data from a partial census of family households conducted after the war in Kosovo suggest that education in the parallel system had no significant negative effect on reading-writing skills. The UNFPA/IOM and Statistical Office of Kosovo data show that the level of illiteracy of persons up to 45 years is 5%, but with increasing percentage for older people and especially women. On the other hand, the data on primary and secondary school enrolment and attendance for the period 1991-1991 show that the low level of reading and writing and calculation skills of youth might have had negative effects for their employment and contribute to a civic and economic isolation of such category.¹

Reasons for school dropouts

A certain level of non-attendance and school dropout are also present after the war, at all levels of education. A certain part of each age cohort still leaves the education system without any qualification that could bring employment and knowledge. The most alarming issue is that school dropouts are more evident with the ethnic minorities, students with special needs, girls and students from poor families. In recent studies, boys are quitting school for other reasons.

The level of school dropout and early abandoning of school is a critical feature of the education system in Kosovo at present.

1) Dukagjin Pupovci: Report on Adult Education in Kosovo, 2003.

Based on the information obtained from the Statistical Office, the school dropout rate from mandatory education is around 12-13%, from secondary education around 28%, and from higher education more than 50% of the ones who have initially registered to the studies. Besides that, 12-13% of youth do not continue higher secondary education. Some of the youth quit the education system before reaching 18 years of age. In the coming years this will have serious consequences for the employability of these adults. In fact, they will need vocational and other forms of training.

The Ministry of Education, Science and Technology (MEST) – through its informal education courses – enabled the interested candidates to complete their education where they have stopped and given possibility to continue to other levels.

4.2. Project “Basic Writing & Reading for Women and Girls”

A project to tackle the problem of female illiteracy is the “*Basic Writing & Reading for Women and Girls Projekt*”. Its strategic goal is providing basic education, corresponding to lower primary school (years I-V).

The project is managed by the MEST in cooperation with local 210 NGOs, which are project implementers.

There are 151 groups in 19 Municipalities. Teaching was conducted by facilitators, trained by UNICEF and UNESCO. The learning process was monitored by ten observers. The programme was prepared in support to the new *Kosovo Education Curriculum*. It was especially adapted to the needs of adults.

In cooperation with the UNESCO experts, there were edited the necessary text books.

“Window of life” I, II, III, IV that were dedicated to this project, the book programme was formulated in an integrated manner with integrated subjects.

4.3. Strategy for Integration of RAE into the Education System

Poverty level, low level of education of parents, insufficient inclusion in the education system, lack of alternative programmes for education of members of Roma, Ashkali and Egyptian communities (RAE) are the main reasons for their not being included in the education programme. Number of children that are not registered on time and those who drop out from the school is quite large. The Ministry of Education (MEST) and OSCE offer, in the last years, programmes for intensive learning for students who have dropped out from the school (catch up classes). This way they have an alternative opportunity to continue their missed (although mandatory) education. Many children are forced to discontinue going to school due to economic reasons, or more concretely: they drop out of school and work in order to support their families.

Measures the strategy recommends:

- Grants schemes should envisage provision of resources from the Government and foreign donors to finance a project aiming at increasing childrens' involvement in the education system, and decrease the illiteracy rate.
- A situation analysis should be made concerning discrimination and segregation in education.
- Preventing segregation and discrimination through legal acts
- Trainings for education employees and officials in order to eliminate the prejudice
- Raising the awareness of Roma, Ashkali and Egyptian communities on forms of discrimination and segregation
- Measures in case of non-observance of the Law on mandatory education
- Accessibility of existing programmes for reducing the illiteracy rate
- Institutional support

Table 6: School drop outs in Kosovo (Grades 10-13) in 2005/06

Municipalities	Students at the beginning of the school year		Dropouts			
			Number		Percentage	
	Total	Girls	Total	Girls	Total	Girls
Prishtinë / Priština	10196	5213	190	124	1.86	2.38
Podujevë / Podujevo	4088	1831	63	26	1.54	1.42
Glllogoc / Glogovac						
F. Kosovë / K. Polje	1300	620	2	1	0.15	0.16
Obiliq / Obilić	742	294	32	12	4.31	4.08
Total in Prishtinë / Priština Region	16326	7958	287	163	1.8	2.0
Mitrovicë / Mitrovica	4512	2009	195	47	4.32	2.34
Skenderaj / Srbica	2567	1064	56	22	2.18	2.07
Vushtrri / Vučitrn	3196	1742	47	25	1.47	1.44
Z. Potok / Z. Potok						
Leposaviq / Leposavić						
Zvečan / Zvečan						
Total in Mitrovicë / Mitrovica Region	10275	4815	298	94	2.9	2.0
Pejë / Peć	4476	1986	138	46	3.08	2.32
Istog / Istok	1437	543	40	16	2.78	2.95
Klinë / Klina	1382	516	82	12	5.93	2.33
Deçan / Dečane	1850	704	28	7	1.51	0.99
Total in Pejë / Peć Region	9145	3749	288	81	3.1	2.2
Gjakovë / Đakovica	4141	1577	145	24	3.50	1.52
Rahovec / Orahovac	1863	761	2	2	0.11	0.26
Malishevë / Mališevo	2375	983	53	13	2.23	1.32
Total in Gjakovë / Đakovica Region	8379	3321	200	39	2.4	1.2
Prizren	5694	2499	47	19	0.83	0.76
Suharekë / Suva Reka	2619	1044	64	12	2.44	1.15
Dragash / Dragaš	632	175	3	1	0.47	0.57
Total in Prizren Region	8945	3718	114	32	1.3	0.9
Ferizaj / Uroševac	5375	2512	309	104	5.75	4.14
Lipjan / Lipljan	2546	1168	34	4	1.34	0.34
Shtime / Štimlje	1204	484	13	7	1.08	1.45
Shtërpçë / Štrpce	133	57	0	0	0.00	0.00
Kaçanik / Kačanik	1733	767	31	9	1.79	1.17
Total in Ferizaj / Uroševac Region	10991	4988	387	124	3.5	2.5
Gjilan / Gnjilane	4901	2454	205	105	4.18	4.28
Kamenicë / K.Kamenica	1395	662	13	5	0.93	0.76
Novobërdë / Novo Brdo	0	0	0	0	0,00	0,00
Viti / Vitina						
Total in Gnjilane / Gnilane Region	6296	3116	218	110	3.5	3.5
Total:	70357	31665	1792	643	2.5	2.0

Note: The data for following municipalities are missing: Glllogoc / Glogovac, Viti / Vitina, Z. Potok / Z. Potok, Zvečan / Zvečan, as well as all data from Serbian schools. – Source: Ministry of Education, Science and Technology

5. Expectations

5.1 Kosovo Context: Basic Upgrade in the Forthcoming Period

In the forthcoming period, the following steps are recommended for Kosovo:

Action plan for primary education for all

To establish a joint inter-ministerial action plan that would support the implementation of the primary education for all and all measures in that regard. The action plan has to be completed by the representatives of the education at the central and local level and have the PMTRC's goals and actions agenda that would be well coordinated and would have a common financial framework. It would present the part of the Lifelong Learning Strategy.

Action plan for developing education as a lifelong learning concept

The drafting of a *Lifelong Learning Strategy* has been recommended, which shall support the implementation of continuing education and training, as well as further activities in that regard. The action plan should be developed based on partnership between ministries, social partners and NGOs. It should have the SMARA goals: simple, measurable, accurate, relevant and aimed. This action plan would include a monitoring system and joint financial framework.

The *Lifelong Learning Strategy* should have a Steering Group led by the Ministry of Education (MEST) and the Ministry of Labour and Social Welfare (MLSW), together with the municipal education directorates as well as NGOs, social partners, members of the ethnic minorities, teachers and major donors in Kosovo, which are going to standardize the annual plans.

Actions should include:

1. Development and monitoring plan
2. Recognition of previous knowledge. If required, this strategy may get an active role in supporting the National Qualification Framework in Kosovo (Recognition and validity of knowledge and skills acquired through informal and formal education, through work and life experience as well as acquiring publicly recognized qualification equivalent to the one in the formal education, and based on the vocational standard)

3. Develop forms of financial support to individuals, companies and private entities, who develop programmes and trainings aimed to develop the human potentials in their companies (adult education should be understood as an investment and not as expenditure).
4. Implement and monitor necessary activities (legislation, decentralization process, creating institutions, programmes, delivering training for teachers, licensing process and accreditation knowledge.)
5. Developing the National Qualification Framework
6. Monitoring and promoting the education of adults
7. Developing new ways of financing or co-financing the education of adults;

5.2. Expectations from Confintea VI

And future perspectives of adult learning and education

- 1) Adult education and learning might considerably contribute to seeking the most appropriate ways of connecting, bonding and equalizing the nations-states in perceiving and practicing the linkage of modernization and humanization of education.
- 2) To find something that was valuable in the past and focus toward on the modern scientific and technological results (hence assisting Europe to find its own place in the global future vision).
- 3) Certain nation-states must prepare themselves to recognize the European orientation programmes and to prepare themselves for accepting of the criteria of "functional equivalency" diplomas and certificates.
- 4) To learn how to use modern technology and communications in diffusion of programmes and knowledge that do not exist in our area. The challenges are huge, and one should be prepared for them.
- 5) Creation of a European (or global) scope of education undoubtedly affects the change of structure of the national education systems, affects their organization, the method of how the knowledge was acquired and gained, relations between the education and other sectors of life, etc. This affects the dimensional and timely acquisition of knowledge, learning methods, equivalence of diplomas and certificates, relations considering what is going to be learned and where.

6) Pupils/students might gain professional and scientific grades in other countries without ever being there, to gradually shape the "Global network class". That would enable and speed up the technology development. Technology shall change the way in which the knowledge is being transmitted (E-learning).

7) To develop the tendency of cooperating in informatics and telecommunications. Multimedia approach to education and learning involves presentation, storing and transmitting text, speech, sound, graphic, video recording and image, transfused into digital form, where the computers are managing the process. Enabling videoconference, multimedia postal service, multimedia databases, telexes, transfer of still images (documents, maps). Namely, the ideal to strive to is "TV-presence" as most sophisticated form of communication, that a human being "physically exists" at the distant point of the world. This means that a co-speaker with his or hers senses feels our presence and communicates with us. That is a Virtual Reality that covers all our senses. In current development stages, the technology made it happen. The only question is technology appliance.

8) The universities that were the main centers for production of knowledge slowly lose that monopoly. They also lose the monopoly in reference to issuance of diplomas and awarding grades. The educational system must compete with other actors who appear as knowledge providers. In view of education and learning, the world becomes more complicated. Striving to "avoid" that complexity paves the road to isolation, and that might be deadly for any nation-state. The consolidation process – economic, technologic, educational shall continue despite of difficulties and obstacles that it shall encounter on that road. The education and learning can assist in making the approach to global civilization more creative.

9) For the developing countries, functional literacy should be a priority in education of adults. The priority of literacy has remained during the second half of the 20th century. However, the developing countries are not the only countries burdened with this heavy heritage. Illiteracy is the major preoccupation of modern civilization. The modern civilization faces illiteracy as a global problem. The global experience shows that illiteracy and underdevelopment go together. In addition, illiteracy emerges as a barrier for further development because millions due to literacy situation are not in position to participate in that development. Illiteracy and semi-illiteracy in industrial developed countries is result of economic and technological transformation of society rather than "schools' failure". Almost half of the adult population does not meet the basic literacy criteria required for life in the modern technological society. Completed

primary education is not always a guarantee of literacy required for life in modern society.

10) For maintaining an appropriate level of literacy, more knowledge should be offered. In the OECD countries, there is concern that with the more and more knowledge based economy, there will be need of adapting and reorienting a large number of people who otherwise will drop out of labour force. There is still a number of older labour force of low education apart from primary education. Such employees are facing many difficulties at the rapidly changing labour market.

11) An idea of learning from others and with others is being imposed. This is a condition and imperative for our survival. In education of adults, the following slogan is the most appropriate: "Think globally, act locally". The essence of that slogan is expressed in the fact that it is necessary to know different streamings and experiences within the worldwide movement for education of adults. On the other hand, such experiences should not be blindly copied; instead, they should be critically deliberated. During the last decades of the 20th century in the area of education of adults, in the global perspective, crucial changes have occurred: innovative approaches, new education and learning concepts, shaping and founding of theoretical thought, professionalism, up to dynamic and partner cooperation at local, regional and global level.

12) That the world feel the need for searching new scientific truths, what indeed has effect on increasing interest in scientific study of education and learning.

13) To see in the education the key for solving the piled up problems of society and of human existence. Education should be considered as basic human asset that must be available to everybody.

14) To characterize the world with increased inter-economic, inter-political, inter-technological, inter-cultural, inter-educational dependency. Such increased inter-dependency of countries and people places the education sciences in a completely new situation – vesting the tasks to search for the most appropriate ways.

15) To introduce education on active democratic society, human rights, peace, intellectualism, protection of the nature, family, health care and global education, not only in curricula, but in way so that it be continuous scope of action of the government and the civic society.

16) The education of adults assists in overcoming the general world economic crisis.

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