



# Gradimo mostove v izobraževanju odraslih *Gradimo mostove u obrazovanju odraslih*

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## CHALLENGES AND ACHIEVEMENTS IN ADULT EDUCATION IN KOSOVO

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Sodelujoči:



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ANDRAGOŠKO DRUŠTVO SLOVENIJE



ZDRUŽENJE  
IZOBRAŽEVALNIH  
INSTITUCIJ



društvo organizacij za izobraževanje  
odraslih na srednjih šolah

Sofinancerja:



REPUBLIKA SLOVENIJA  
MINISTRSTVO ZA IZOBRAŽEVANJE,  
ZNANOST IN ŠPORT



S podpora  
programa Erasmus+  
Evropske unije

# CONTENT

- Adult Education in Kosovo,
- Adult Education Activities,
- Current Situation in AE and NFE,
- Main Stakeholders in AE and NFE,
- Target Group in in AE and NFE,
- Main Challenges,
- Examples of Good Practice,
- Developments in NQF from the Perspective of OS,
- Adult training and NFE by Vocational Division of MLSW

# ADULT LEARNING IN KOSOVO

- The overall objective of adult education is to:
  - create an enabling environment and ensure partnership with civil society that youth and adults have access to quality basic learning opportunities, for increased knowledge and competences of the adult population and accounting for women, disadvantaged and minorities for equitable access to quality training, thus contributing to the creation of life-long learning society and improvement in people's lives.
- Priorities of the adult sub-sector priorities focus on the following key areas: access and equity; quality enhancement; improved partnerships; capacity enhancement and development and post literacy and continuing education supporting life-long learning.



# ADULT LEARNING IN KOSOVO

- Legislation
  - review of current Law on Adult Learning and it's harmonisation with other education legislation is in progress,
  - a number of Administrative instruction about Adult and non-formal Education (AE and NFE) and about the role of municipalities in AE and NFE have been completed

# ADULT LEARNING ACTIVITIES

- Programme for “Literacy and numeracy for girls and women“, 3500 girls and women's trained since 2003
- Development of curricula “Dritare jete“, in cooperation with UNICEF and UNESCO
- Compensatory education – non-formal education,
  - Compensatory education – primary and secondary education (grade 1-9 as a second chance to continue education),
  - Adult education in all public VET schools except medicine and arts.
- Last census in Kosovo around 3.5% of population are illiterate, a largest proportion are from RAE community,
- The selection of Adult education profiles is based on labour market needs.

# ADULT LEARNING ACTIVITIES-CURRENT SITUATION

- Total number of accredited institutions for provision of adult and non-formal education is 26, for 2012 is 10, while for 2015 is 2
- 15,515 participants in adult and non-formal training in period from 2011-2016, provided by MPMS, MEST, MYCS, MARD
- 1575 participants, only for entrepreneurship training last three years.
- Studies and reports for AE and NFE:
  - Adult Education in VET schools 2010-2015, by KPI-DVV Internacional, July, 2015),
  - Torino Process 2010, 2012, 2014,
  - Task Force for EU Integration – Round Table “Innovation, Society, Social and Health Policies,



# ADULT LEARNING ACTIVITIES-CURRENT SITUATION

- During 2011- 2015 have been trained 300 teachers, school coordinators for implementation of AE programmes (DVV International and GIZ,
- A number of teachers have been trained to provide compensatory education for adults,
- Municipal Education officials have been trained for AE,
- All VET school Directors have been trained for monitoring of AE programmes.
- Two textbooks for AE for primary and secondary education have been published
- A document “Curriculum Globale” is implemented by DVV-International and KPI.

# ADULT LEARNING ACTIVITIES-CURRENT SITUATION

- **Building a training capacity at the community centres;**
- 6 Competence Centres are in operation and in phase of preparation to become multifunctional centres to provide short training courses for adults and operate as LLL centres,
- 52 education programmes for RAE community are implemented- COMMUNITY LEARNING CENTRE.
- **Development of Career Education, Guidance and Counseling**
  - Strategy of CEG is approved,
  - Centres for CEG are functional in University of Prishtina, in Private Colleges and at 4 VET schools career education services are provided,
  - Revitalisation of CEG Centre in Prishtina and 2 CoC is in Progress



## MAIN STAKEHOLDERS FOR ADULT EDUCATION

- Ministry of Education, Science and Technology;
- Ministry of Labour and Social Welfare;
- Ministry of Youth;
- Ministry of Trade and Industry;
- AVETA
- NQA
- CVETA
- social partners represented through the Kosovo Chamber of Commerce (OEK) and the Federation of Trade Unions of Kosovo (BSPK), as well as the civil society.
- Unions of teachers and trade unions

## TARGET GROUP IN ADULT EDUCATION

- Illiterates,
- Womens,
- Disadvantaged and minorities,
- Citizens who have abandoned compulsory education and VET secondary education,
- Job seekers,
- Dropped out-of-school youths and adults who are unable to benefit from formal education in order to support basic learning, essential life and working skills.

## MAIN CHALLENGES IN ADULT EDUCATION

- Improve links with the economy and employment - Adult Learning and non-formal education are not currently high enough profile;
- Allocate sufficient budget to adult learning and non-formal education to enable access and equity goals.
- Building working partnerships between Government and the social partners;
- Raising awareness of adult learning and education;
- Improve data collection for baseline information that contributes to EMIS.
- Development of mechanisms for teacher performance evaluation and continuous professional development in adult education and non-formal education;



## MAIN CHALLENGES IN ADULT EDUCATION

- Lack of involvement private sector in common financing system for adult and non-formal education;
- Increase number of accredited programs of VET providers and establishment of functional system for monitoring and assessment of service provision for adult education;
- Improve access of adults to post-secondary education.
- Improved co-operation and linkages with and make greater use of existing VTC and Centres of Competence and VET schools resources (MLSW and MEST) for similar training programmes

## EXAMPLES OF GOOD PRACTICE

- Basic project for literacy and numeracy
- Curriculum development for adult education
- Teaching materials
- Training provision,
- Implementation of NQF, with validation of qualification and accreditation of RVTC,
- Implementation of RPL (guidelines, legislation, policy documents are in place and next year to be piloted to VET providers).

## **RTC OF MLSW**

Vocational Training Division, manages 8 regional vocational training centers (VTC) and 4 mobile VTCs, which are concentrated in seven regions of Kosovo, with 60 workshops and 30 different professions.

### **OBJECTIVES**

#### **OVERALL OBJECTIVE:**

To contribute to the economic and social development by providing training for the unemployed and job seekers;

#### **Specific objectives:**

- Increasing the capacity of training;
- Improving the quality of training;
- The expansion of activities to private training providers;
- Linking with companies (internships)



## TRAINING PROVISION IN RTC

- **30 qualification are in offer**
- Prepared by national and international experts
- Based on learning outcomes
- Licensed by MLSW
- Approved by CVETA

## STATISTICS

- In total **3419 job seekers** during **2014**, with **30 training profiles**;

### Training by age group

- **15-24**      **1609**
- **25-39**      **1532**
- **40-54**      **267**
- **55+**         **11**

### Vocational training by gender

- **Female**      **1,665**
- **Male**         **1,754**

## PROGRESS AND PRIORITIES

- RVTC are constructed and workshops equipped,
- Capacity of training staff is improved ,
- New training profiles including entrepreneurship are developed;
- Improving conditions and access for persons special needs, with disabilities and the implementation of training programmes through other service providers;
- Updating existing curricula and development of the new curricula;
- Ri-training for employability;
- Cooperation with MEST, NQA and all VET stakeholders;
- Provision of Career Guidance Services;



## CHALLENGES

- Raising awareness of public and improving the quality of VT programs
- Limitations in terms of HR to VT division and RTC;
- Dependence on donors for the large investments and innovative practices
- Lack of cooperation with the private sector
- Lack of understanding and implementation of policies at the national level, which are related to capacity building, quality assurance and human resources development.
- The interest of the private sector for certified trainees from RTC is limited.
- Practical skills gained in VET schools are limited and often the graduates of these schools are trained in RTC.