



DVV International

Education for Everyone. Worldwide.  
Lifelong.

# ADULT EDUCATION SURVEY

## KOSOVO

### 2020-2021



German Institute for  
Adult Education  
Leibniz Centre for  
Lifelong Learning



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## **Contents**

Preface .....	2
Introduction .....	6
Methodology .....	7
Survey findings .....	9
Respondents' background characteristics .....	9
Access to information about learning opportunities and guidance .....	25
Participation in education and training.....	27
Formal Education.....	27
Non-formal education.....	35
Informal learning .....	44
Perceptions of adult learning .....	49
Distance-based learning during COVID-19 .....	55
Concluding remarks.....	62
Annexes.....	64





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## Dear Readers,

DVV International and DIE Bonn started planning and implementing a complex regional project in 2019 which aimed to analyse the state-of-the-art of adult learning and education (ALE), and the participation of adults in education and training (formal, non-formal and informal learning). The qualitative study was conducted in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo, and the adult education survey was implemented in Armenia, Georgia and Kosovo.

The purpose of the complex project was to conduct a comprehensive analysis of the ALE sector, and to provide data that would be used when creating policy and legislation in the ALE, vocational education and training, employment, lifelong learning sectors, and in other relevant areas.

The qualitative and the quantitative studies, as well as the seven country reports, were conducted and prepared from the second half of 2019 until June 2021. The quantitative study was commenced first, and the implementation of the qualitative studies started when the initial results began to arrive.

Monitoring progress on the basis of data-based surveys plays an important role in European strategy development on lifelong learning. The studies and AE surveys presented constitute a substantial stock-taking effort for the countries represented here (Armenia, Bosnia and Herzegovina, Georgia, and

Kosovo), aiming to provide a comprehensive picture of adult learning, as well as of its prerequisites and challenges.

Closely following the Adult Education Survey (AES) – which is a well-established international survey on adult learning –, national specificities and information needs were identified in the coordination of the cooperation partners and through the involvement of national experts. The standard questionnaire was thus adapted to national circumstances and supplemented with additional questions on learning attitudes and motivation, as well as on educational and support needs in the face of massive changes on the labour market. Questions concerning access to education and (digital) learning during the pandemic were added at short notice in response to the Covid pandemic. The survey results answer a number of questions, and provide information about the extent and quality of adult learning. How are learning and attitudes towards learning distributed in the adult population? Which groups are involved, and to what extent? Are particular forms of learning used by different groups? What role do socio-economic conditions play, e.g. the employment context or residence in rural or urban areas?

The qualitative country reports provide additional in-depth information on the specific national context of the education system, and on the location and promotion of ALE, gathered in qualitative studies by a team of international and national experts according

to a standard outline. Together, the two reports form an excellent basis for the participating countries to assess the current situation against the background of education policy objectives and to develop political strategies for improving the ALE system.

Since the studies were carried out in four countries according to a uniform scheme, the comparison offers additional possibilities for classifying the respective national situation. As such comprehensive analyses and studies and surveys in the ALE sector were conducted for the first time in all the countries involved in this project, we are confident that a number of governmental and non-governmental institutions and organisations in these four countries and beyond will use the data and knowledge obtained.

We hope that these publications will provide a basis for discussions on further policy development, and thus contribute to the establishment of an evidence-based design of the ALE systems in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo.

We would like to take this opportunity to sincerely thank the members of the project working group, the authors, and the research institutes, for their professional and fruitful cooperation, and for the excellent results and achievements, which were largely finalised in a difficult period during the coronavirus pandemic.

**We hope you enjoy reading the reports!**



## Ramadan Alija

Country Director  
DVV International Kosovo

## Preface

The quantitative study on adult education conducted in Kosovo is a document that analyses quantitative aspects of ALE in the country for the first time. Kosovo is faced with a lack of national data on the participation and non-participation of adults in ALE. ALE statistics in Kosovo are unfortunately scarce, whilst at the same time the ALE sector remains one of the most vulnerable in Kosovo. ALE statistics are currently shared among a number of government stakeholders, the civil society sector, and other ALE providers. Kosovo does not yet have a central database on participation in ALE.

Participation in ALE in Kosovo remains highly unequal because those with the greatest need tend to have the fewest opportunities to participate. Since adult education has as its core philosophies building social capital, and fostering social inclusion, obstacles frequently stand in the way of ensuring appropriate, necessary opportunities for adult education and for generating a learning culture in Kosovo. These barriers have to be seriously countered and minimised in order to nurture the development of good ALE in Kosovo. Without analysed data on participation in adult education, it is virtually impossible to develop policy proposals based on facts (evidence-based policy). In order to meet these challenges and help professionalise the adult education sector and the policy dialogue in relation to ALE in Kosovo, DVV International has conducted this quantitative ALE Study using the methodology of the European Adult Education Survey (AES). DVV international has worked together with the German Institute for



Adult Education (DIE) in order to gain expertise in international comparative research in general, and in the AES in particular. This survey was conducted on the basis of the framework for the production of education and lifelong learning statistics in the EU. More specifically, the survey was carried out in line with the established methodology for Adult Education Surveys in EU countries. It was conducted with adult learners in Kosovo, covering all age groups between 18 and 64 throughout all municipalities in Kosovo. Based on the results of this quantitative study on adult education conducted in Kosovo, ALE represents a major opportunity for the Government of Kosovo to set out its vision of a culture of learning for all, by supporting and promoting policies and other initiatives which explicitly aim to improve opportunities for its people to participate in learning and study, work and other activities according to their own varied preferences and priorities: in other words to enable life-long learning for all of its people. This approach can only be successful when the culture of learning within Kosovar society seriously changes. When this happens, the contribution made by education to the bigger picture of the development of society and economic sustainability will become fruitful.

This quantitative study on ALE in Kosovo will be useful on the one hand for developing the ALE policies of the Government and of other ALE providers, and on the other hand for the strategic planning of goals and activities for our partner organisations and for DVV International itself in Kosovo.

# Introduction

The Adult Education Survey (AES) is one of the main sources of data on lifelong learning statistics in the European Union. It covers subjects concerned with adults' participation in education and training, including formal and non-formal education, as well as informal learning. Lifelong learning statistics in Kosovo are unfortunately scarce, while the education sector remains one of the most vulnerable sectors in Kosovo. There are several challenges holding education back in Kosovo, from insufficient school infrastructure to unsatisfactory teacher performance, and also a lack of proper quality assurance mechanisms. In order to fill gaps in the data on education, the [Institute for International Cooperation of the German Adult Education Association \(DVV International\)](#) has initiated and supported the first AES in Kosovo in cooperation with the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE).

The survey, which is the first of its kind to be implemented in Kosovo, was administered by the [Riinvest Institute for Development Research](#). Its main objective was to collect data that would be a reliable source of evidence-informed policy-making as far as education is concerned. The survey was conducted during October-December 2020, and is the largest lifelong learning survey ever conducted in Kosovo, with a representative sample of around 2,400 adults interviewed at national level.

The overall AES results show that educational attainment in Kosovo is relatively high, reaching the levels of the EU average. According to the survey, however, the participation rate among adults

was quite low during the past year, in both formal and non-formal education-related activities. The low rate of participation may be attributed to a large extent to the pandemic situation and its related restrictive measures. Women systematically exhibit higher participation rates in all types of educational/learning activity. Socio-economic conditions are considered as the main impediment to participating in formal education, while family reasons (i.e. obligations towards families) are considered the main barrier to participating in non-formal activities. Adults were generally satisfied with the quality of education that they received from distance-based learning activities during the COVID-19 pandemic period, while the lack of opportunities to engage in hands-on activities was seen as one of the main disadvantages of such activities. Lastly, whilst foreign language and computer literacy are satisfactory, there is a high propensity to emigrate, and this will be one of the most pressing challenges on the labour market in the long run.

The survey report is organised in several sections as follows. The next section provides a general review of the research methodology employed for the AES in Kosovo. Section 2 presents, discusses and analyses the key findings of the survey on adults' background characteristics, access to information about learning opportunities, and participation in education and training. The latter focuses on formal and non-formal education, as well as on informal learning. Furthermore, this section also covers perceptions of adult learning and COVID-19 pandemic-imposed distance-based learning activities. The last section forms the conclusion.



## Methodology

The survey on adult education in Kosovo is based on the framework for the production of education and lifelong learning statistics in the EU. More specifically, the survey was carried out in line with the established methodology for Adult Education Surveys in EU countries. It was conducted with adult learners in Kosovo, covering all age groups between 18 and 64 throughout all municipalities in Kosovo. The sample size was calculated according to the AES quality criteria as per the Commission regulation for the AES 2016<sup>1</sup>. For the purpose of this survey, the sample size is representative at national level, and is stratified at municipal level. As the above arrangement suggests, the sample size was calculated on the basis of the minimum requirements for countries with a population of fewer than one million people, aged 25 to 64, i.e. a 95 percent confidence interval and a margin of error of 2 percentage points. Based on such requirements, the total number of respondents interviewed was 2,391 (see the table in Annex 1). Given that the most recent census was conducted in 2011, the election registry was used as the primary sample unit. Probability Proportional to Size (PPS) was used as a sampling technique. This commonly applied method ensures that those households (defined as a group of people normally sleeping under the same roof and eating together) in larger sites have the same probability of being included in the sample as those in smaller sites, and vice versa. This method also facilitates planning for fieldwork, given that a pre-determined number of respondents is interviewed in each randomly-selected area within municipalities, and teams of enumerators can be dispatched accordingly. At the next stage, households were selected in the

respective area. A skip interval was determined by dividing the total number of households in a specific area by the estimated number of interviews to be conducted by the enumerator in that area. For example, if there were 120 households in a specific neighbourhood, then 120 divided by 40 (average number of respondents per enumerator) would provide a skip interval of 3, meaning that someone was interviewed in every third household. The teams visited the first household listed, then moved on to the fourth, then the seventh, and so on until 40 interviews had been conducted in that particular area or neighbourhood. The last step in the sampling strategy was the selection of respondents. Upon entering the selected household, enumerators identified the household members eligible to be interviewed according to the following criteria: the person (i) is aged 18 or older, (ii) has been living in the household for at least 6 months, and (iii) is not sick or suffering from any condition that might preclude him/her from taking part in the interview. If several household members are present and meet all three criteria, then enumerators randomly select one person according to a standard, agreed procedure. In order to ensure age and gender representation, the person was selected among all family members above 18 years old within each household whose date of birth is closest to the interview date. The “date of birth” criterion was applied based on the closest upcoming birthday. Where necessary, follow-up visits (‘call-backs’) were made in case no one was present in the household during the first visit. The survey was conducted using the PAPI (pen-and-paper personal interviews) technique. A standardised questionnaire was used in the previous AES rounds that had been carried out

<sup>1</sup> Sources of the relevant EU regulations can be found here: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Adult\\_education\\_survey\\_\(AES\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Adult_education_survey_(AES))

across the EU and in several Balkan countries. However, due to country specifics, few questions were contextualised, and additions and/or amendments were made accordingly (i.e. questions related to migration, family income, and so on). The Riinvest Institute has a pool of over 200 enumerators, with each enumerator being familiar with the local context and in particular at regional, municipal and sub-municipal levels. The enumerators worked with various target groups, including citizens, businesses, organisations, local institutions, and the like. Most enumerators engaged in this survey were students or recent graduates, with a large representation of female enumerators, including all ethnic communities. In order to obtain the best possible results, experienced enumerators were teamed up with newly-recruited ones. A training session was organised specifically for this survey in order to enable the enumerators to familiarise themselves with the survey objectives, requirements and design, as well as with the subject matter of the survey. The methodology applied was elaborated in detail along with the survey administration procedure, clarifying how the data will be used. The details of the questionnaire were explained, and the enumerators conducted pre-tests with one another in order to better familiarise themselves with the details of each question. As part of the survey-related training activities, enumerators received a survey-specific manual explaining the importance and overall goals of the survey. Small groups of enumerators (3 to 5) were supervised by a supervisor who was assigned by the Survey Manager. Around 15% of the interviews were re-verified by the supervisors in order to check

whether the survey was conducted with the respective respondents, and/or the selected answers corresponded to those submitted by the enumerator. These questions may include those considered most crucial to the research effort, as well as any for which the original responses suggested possible inconsistencies. A logical control is also conducted once the data collection and entry have been completed. The data collected were verified by researchers in order to verify whether there were any irrational answers, or answers which did not match the initial claims. This helped the team in detecting potential defects within each questionnaire. Where logical errors were found, the survey team called the respondent, together with the enumerator. Logical control also serves to identify potential false questionnaires completed by enumerators. If any were detected, they were taken as invalid, and a substitute questionnaire was used. The data was analysed using STATA, statistical software for data science, in order to identify potential inconsistencies across variables<sup>2</sup>. Changes were made as appropriate; copies of the data were maintained at each stage, with the individuals working on the spreadsheets and with the Survey Manager. Periodic checks were carried out, primarily through comparisons of variable means and distributions across files, in order to ensure that data had not been altered, intentionally or otherwise. The experienced part of the team is intimately familiar with conditions in Kosovo, and maintained excellent control over the enumerators and all phases of data collection and encoding. Adherence to the European Union's General Data Protection Regulation was observed.

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<sup>2</sup>More information about STATA can be found by clicking on the following link <https://www.stata.com>

## Survey findings

### *Respondents' background characteristics*

This section presents several statistics generated from the sample surveyed. It provides a background for respondents regarding their socio-demographic characteristics, migration status, educational attainment and employment status, as well as family income. 52 percent of the respondents are men, and 48 percent are women. As far as the age of the respondents is concerned, Figure 1 provides information about the relative frequency of the different age groups in the sample.

**Figure 1.**

**Distribution of sample by age groups (n=2,391)**

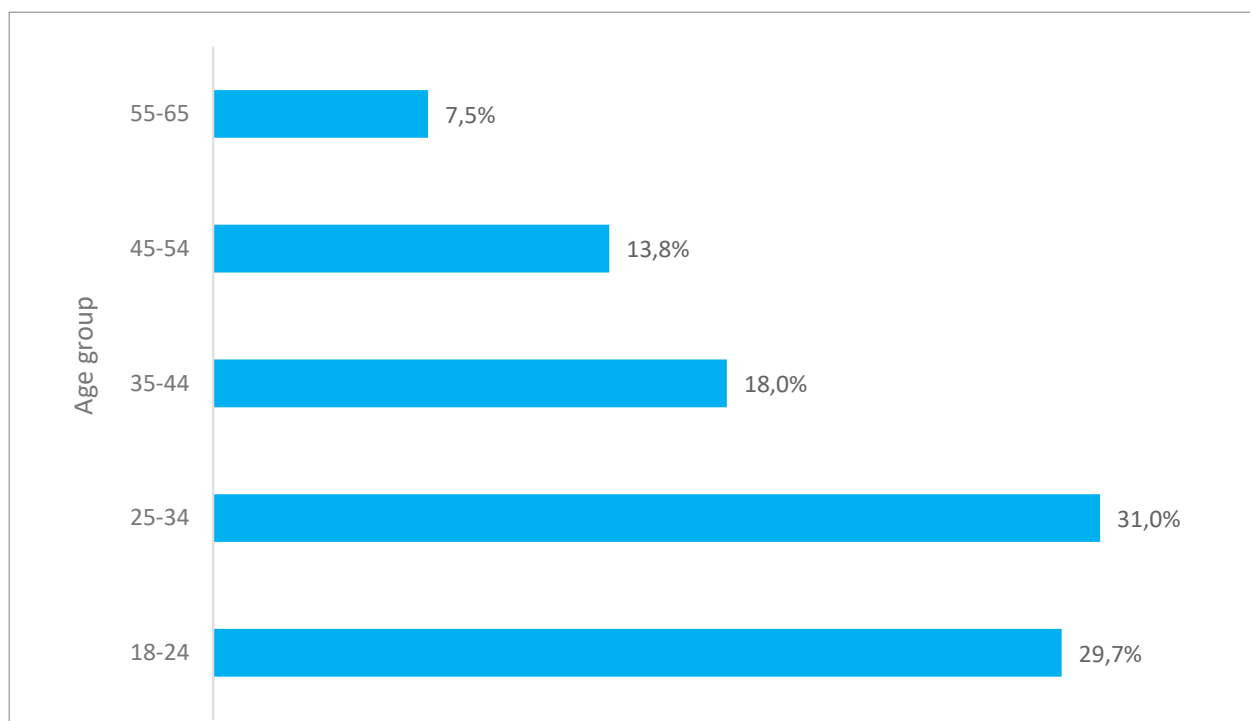
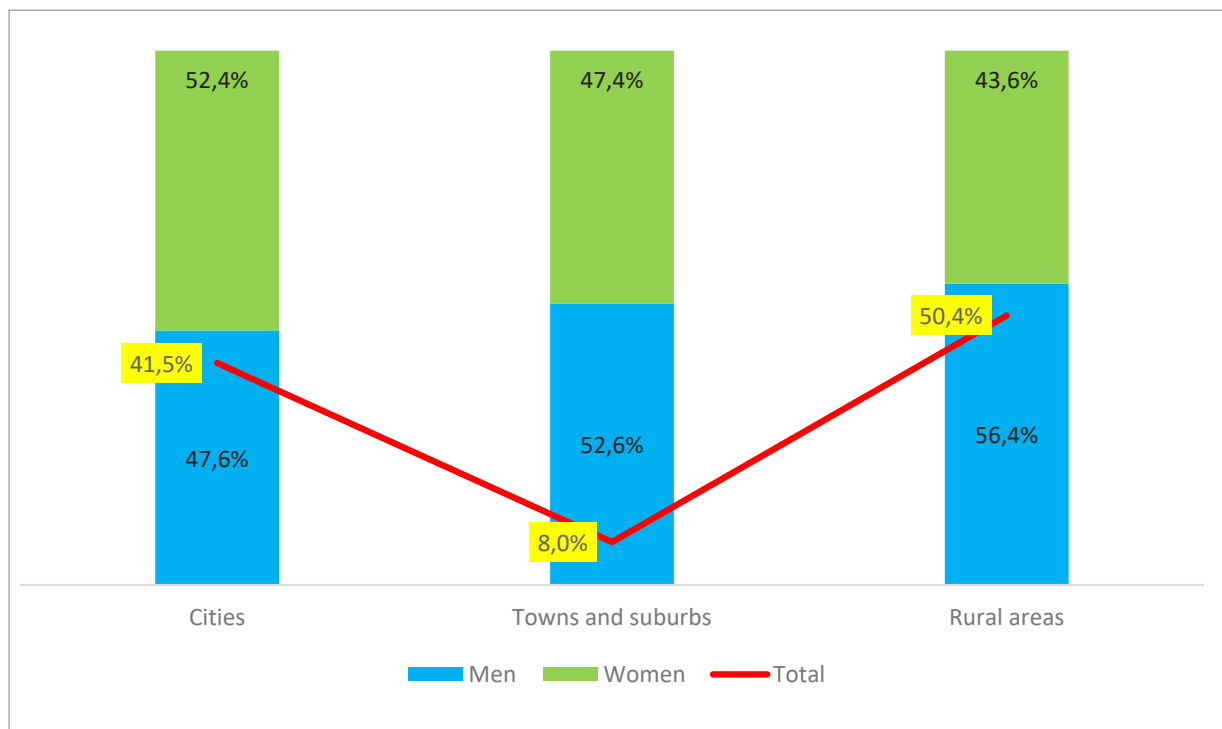


Figure 2 shows the distribution of the sample by geographical area and gender structure within the particular residential area. While around 42 percent of respondents live in cities, 8 percent live in suburbs, and 50 percent live in rural areas. Concerning gender structure within residential areas, we notice that more women are interviewed in cities compared to men; the opposite is true in rural areas<sup>3</sup>.

**Figure 2.**

**Gender structure by place of residence (n=2,391)**

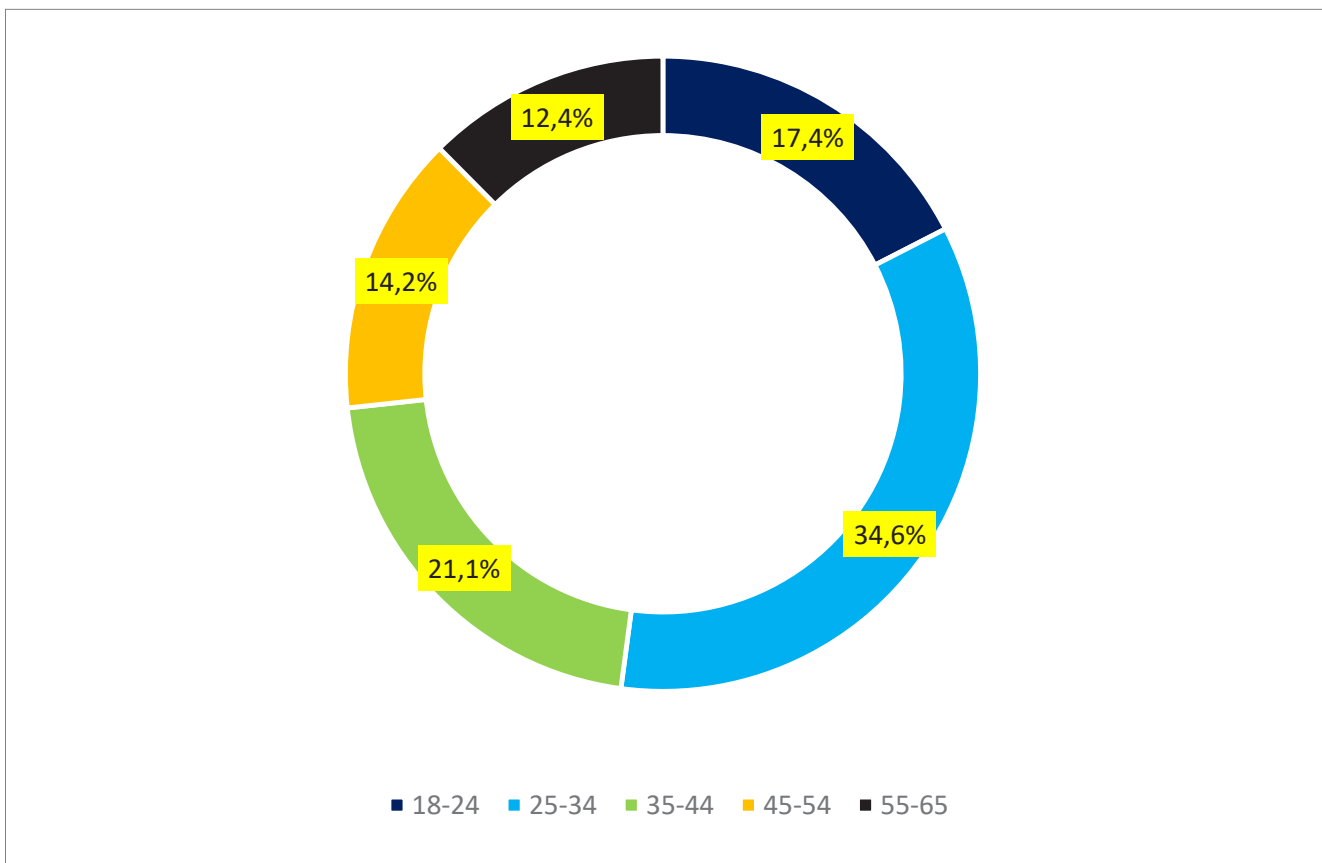


<sup>3</sup> The difference may be due to some social norms which prevail in some rural areas. For example, in rural areas, men, who are usually the head of household if present, tend to insist on being interviewed whenever a woman from the same household is randomly selected for the interview.

The population structure is also changing due to the migration of young people towards Western countries. It should be noted that recent waves of migration are expected to have implications on the labour market, as the propensity to migrate remains high among young people. Approximately 15% of respondents stated that they had migrated once for at least 6 months. Concerning the distribution of those who have migrated in terms of gender, we note that men tend to migrate more than women; while 63 percent of respondents who had migrated were men, only 37 percent were women. Figure 3 provides information about migration across different age groups. 35 percent of people who have migrated are aged 25-34, followed by the 35-44 age group at 21 percent.

**Figure 3.**

**Distribution of respondents who have migrated for at least 6 months by age group (n=379)**



When it comes to reasons for returning to Kosovo after having migrated, as illustrated in Figure 4, more than 30 percent name family reasons as the main pull factor, followed by 18 percent who returned because they were unable to obtain a residence permit, and 11 percent who returned due to return and reintegration programmes. On the other hand, the least frequently selected reasons for returning include health, at 0.7 percent, retirement at 0.5 percent, and being a victim of abuse, at 0.2 percent.

**Figure 4.**

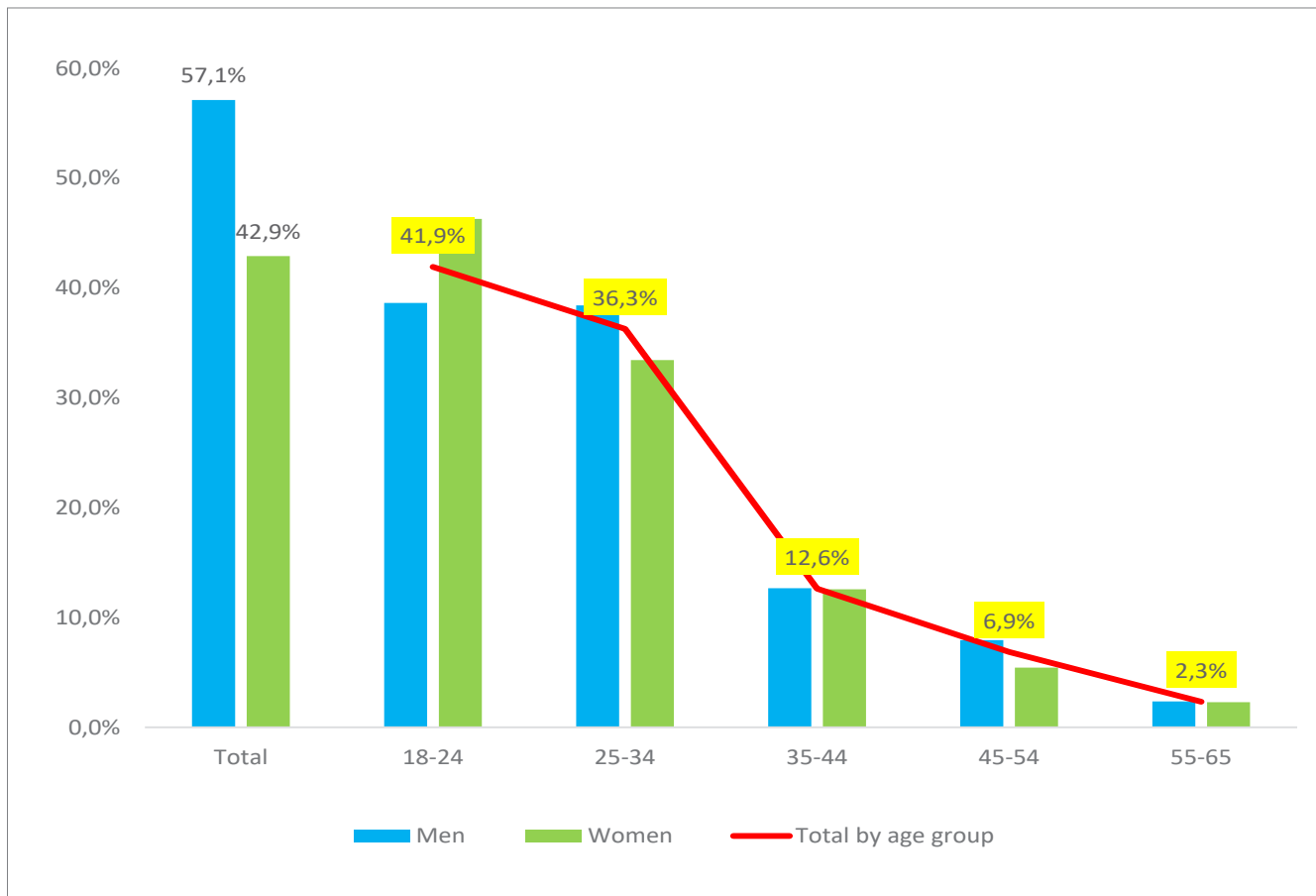
**Reasons for returning from migration (n=379)**





As far as future migration is concerned, more than 34 percent of respondents have plans to live and/or work in another country in the next three years. Among those planning to migrate, 57 percent are men, and 43 percent are women. Figure 5 shows the gender structure of people who plan to migrate by age group; additionally, the line in this figure provides information about the propensity to migrate for each age group. As we can see, more younger people (aged 18-24) plan to migrate than people in other age groups.

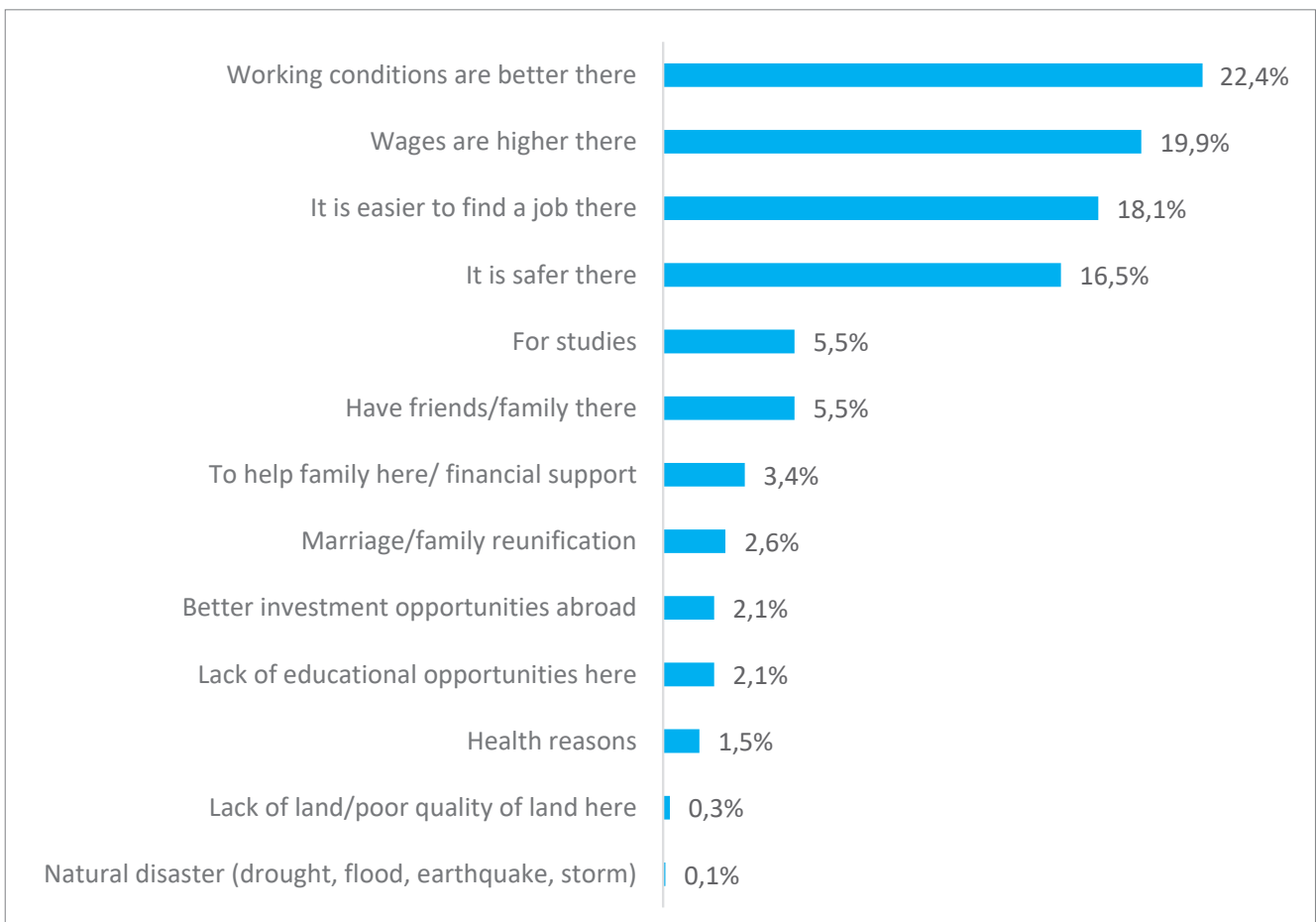
**Figure 5.**  
**Distribution of respondents planning to migrate within 3 years**  
**by age group and gender (n=818)**



When asked why they are planning to migrate, the most common reasons include better working conditions, at 22 percent, higher wages at 20 percent, and easier access to the labour market, at 18 percent. In contrast, the least common reasons selected involve health, at 1.5 percent (Figure 6).

**Figure 6.**

**Reasons for planning to migrate (n=818)**

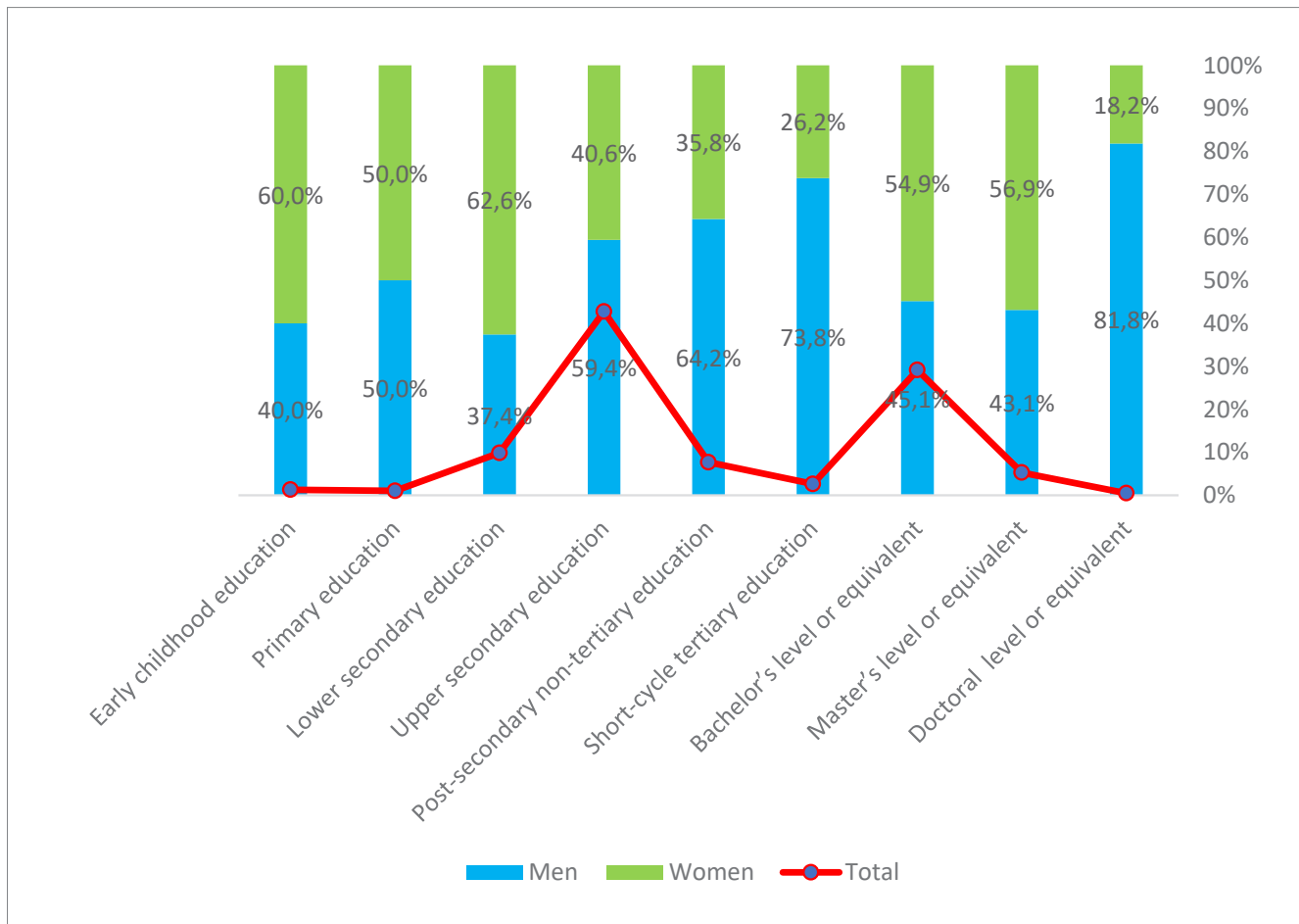


Educational attainment in Kosovo is similar to the EU average in general<sup>4</sup>. The data shows that more than one-third of adults in Kosovo have completed higher education, while as few as around 2% have only completed primary education or early childhood education. When disaggregated by gender, it can be seen that the number of women among adults who have completed higher education is systematically higher than that of men, except for Ph.D. level or equivalent degrees. The opposite applies when it comes to upper, post-secondary, or short-cycle tertiary education (Figure 7).

**Figure 7.**

**Educational attainment: gender disaggregation**

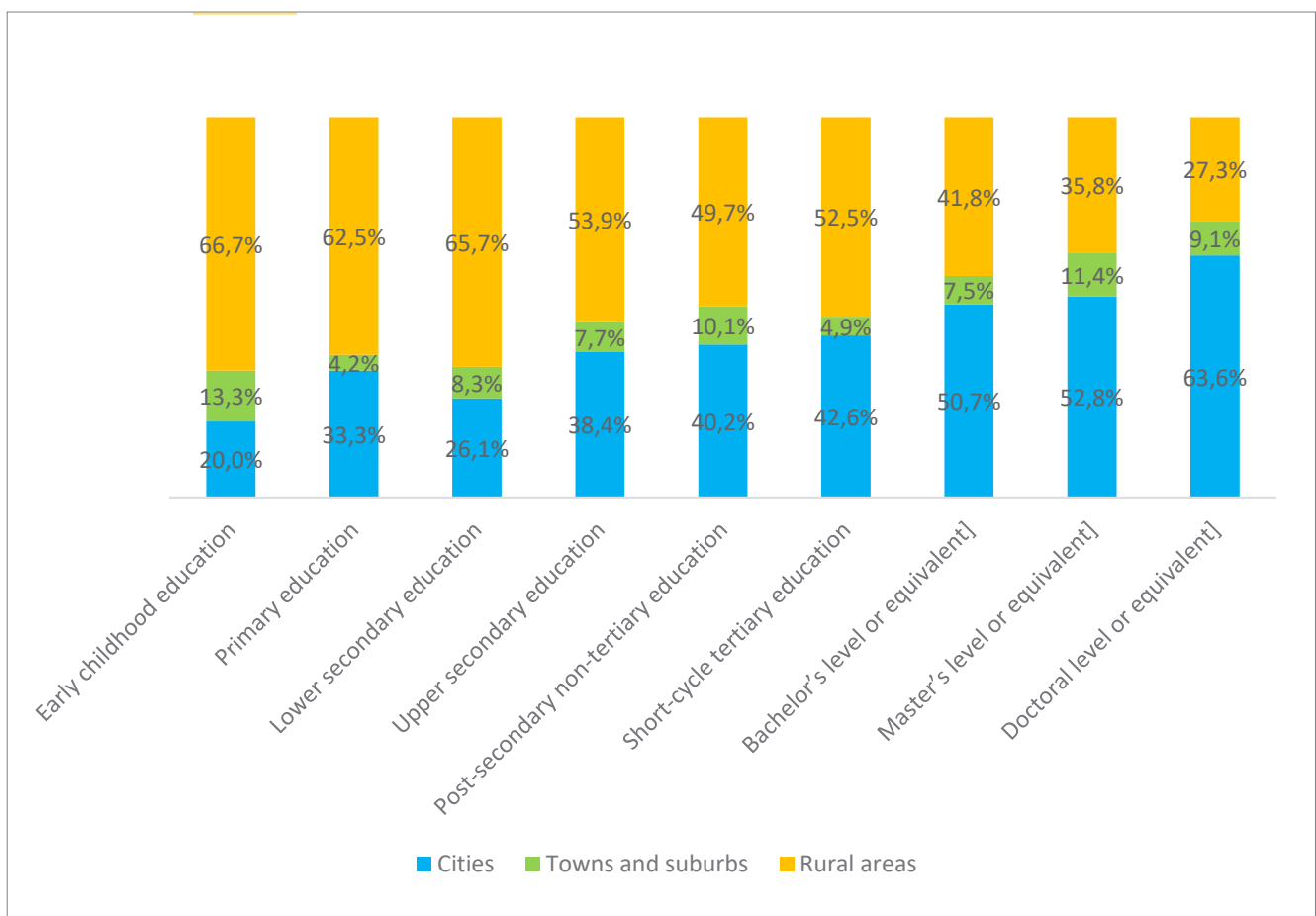
(n=2,391)



<sup>4</sup>EU Educational attainment statistics available at [https://ec.europa.eu/eurostat/statistics-explained/index.php/Educational\\_attainment\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php/Educational_attainment_statistics)

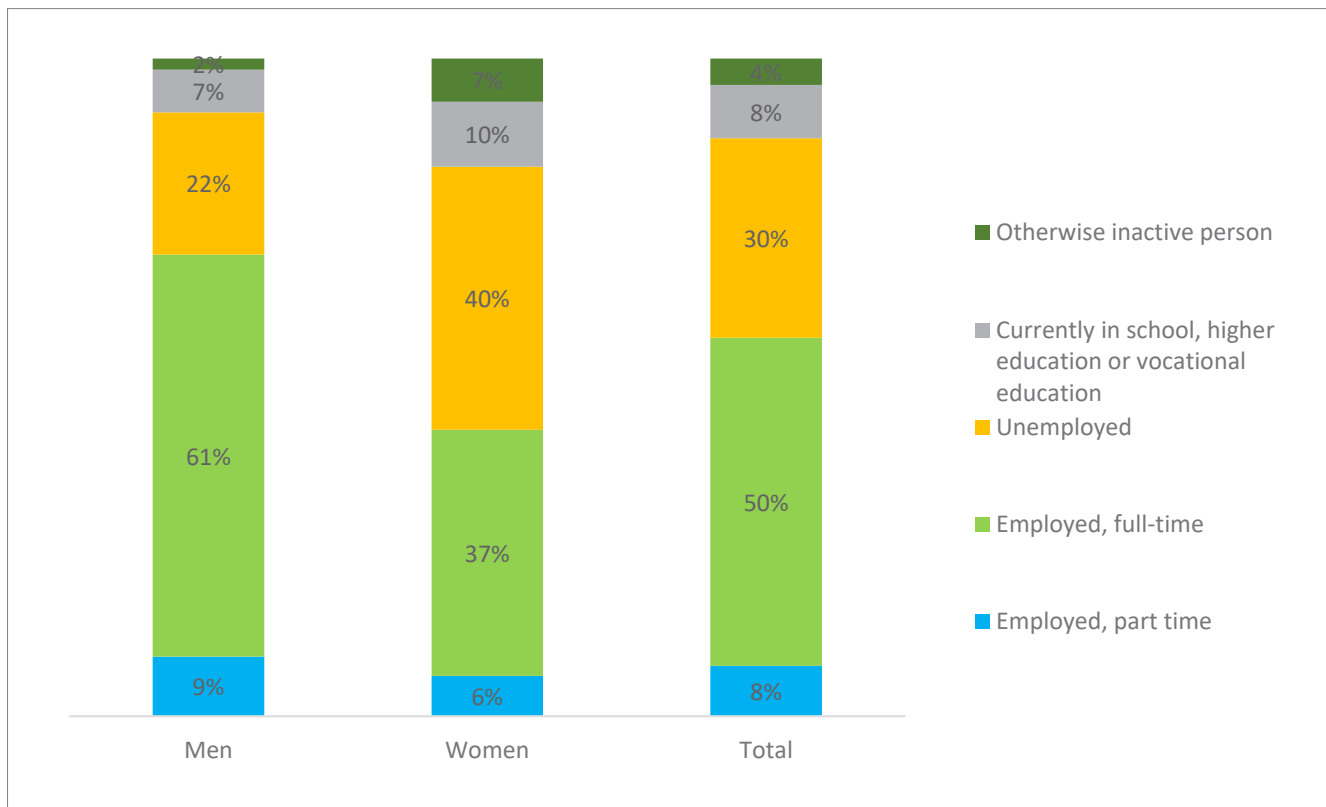
Data on educational attainment is further disaggregated on the basis of the degree of urbanisation in which the adult respondents live. As expected, living in cities is associated with higher educational attainment as opposed to suburbs and rural areas. More than half of adults with Bachelor's degrees or higher live in urban areas (Figure 8).

**Figure 8.**  
**Educational attainment based on the degree of urbanisation (n=2,391)**



In addition to educational attainment, the survey collects data on adults' employment status. According to the official quarterly statistics published by the Kosovo Agency of Statistics, the unemployment rate has varied between 25 and 27 percent over the past year<sup>5</sup>. Our data shows that the unemployment rate was slightly higher compared to the official data during the same period; the overall unemployment rate was 30%, while gender-disaggregated data is pretty much in line with official statistics (Figure 9). The differences in employment data might occur due to methodological differences, and may also be attributed to the fact that the survey was implemented during the last quarter of 2020, while the official labour market-related statistics for the 4th quarter have not yet been published.

**Figure 9.**  
**Employment status by social and demographic variables (n=2,391)**

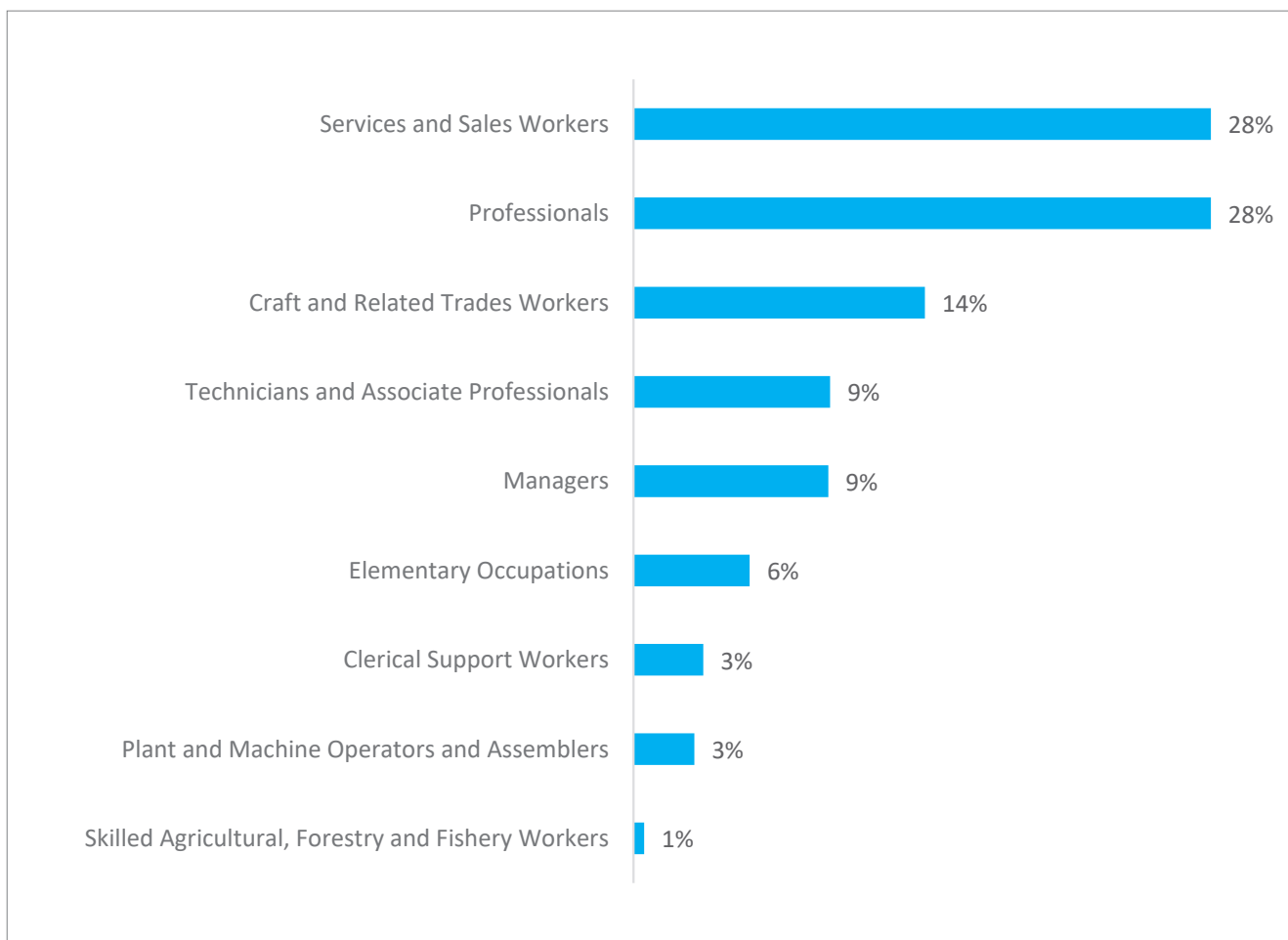


<sup>5</sup> Kosovo Agency of Statistics, Labour Market Statistics Q1-Q3 2020. Available at: [https://askdata.rks-gov.net/PXWeb/pxweb/en/askdata/askdata\\_\\_Labour%20market\\_\\_01%20Quarterly%20labour%20market/A\\_tab1.px/?rxid=35201751-6c43-42f5-8a26-c84c5562e670](https://askdata.rks-gov.net/PXWeb/pxweb/en/askdata/askdata__Labour%20market__01%20Quarterly%20labour%20market/A_tab1.px/?rxid=35201751-6c43-42f5-8a26-c84c5562e670)

The occupational structure of employed adults, both in full-time and part-time work, is depicted in Figure 10. The data collected on occupations is disaggregated at 2 digit-level, based on the ISCO-08 structure. Due to the small number of observations for most of the categories, however, they are aggregated at one-digit level. Services and sales workers, as well as professionals (i.e. health professionals, teaching professionals, etc.), dominate the labour market, accounting for more than half of the adults employed (Figure 10).

**Figure 10.**

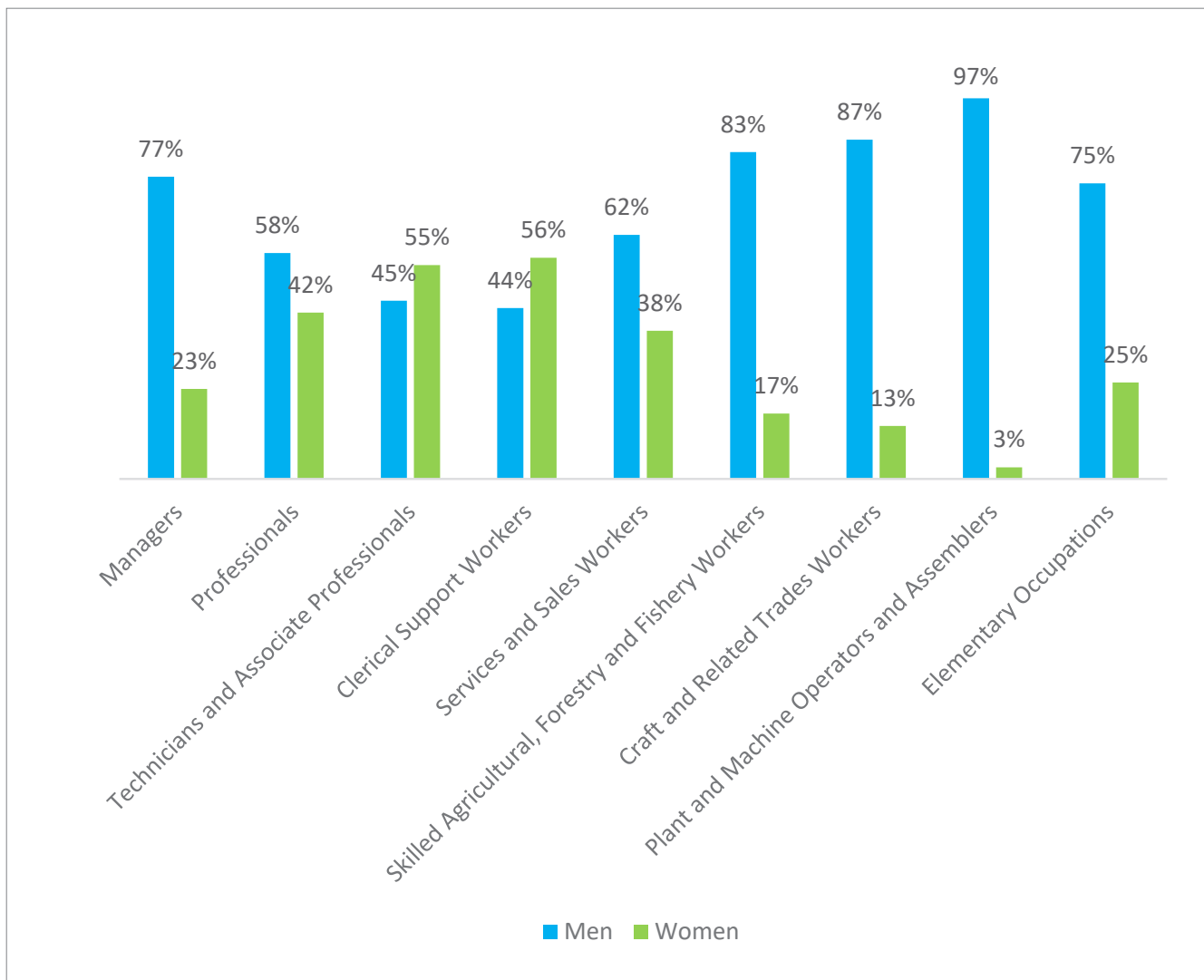
**Occupational categories (n=1,364)**





Breaking down the occupational data suggests several gender differences in terms of occupational status. Among the employed, most of the occupations are dominated by men; especially plant and machine operators, craft and related trade workers, as well as agricultural workers. On the other hand, the employment activity of women, as opposed to men, is higher in occupation categories such as clerical support workers as well as technicians and associated professionals (Figure 11).

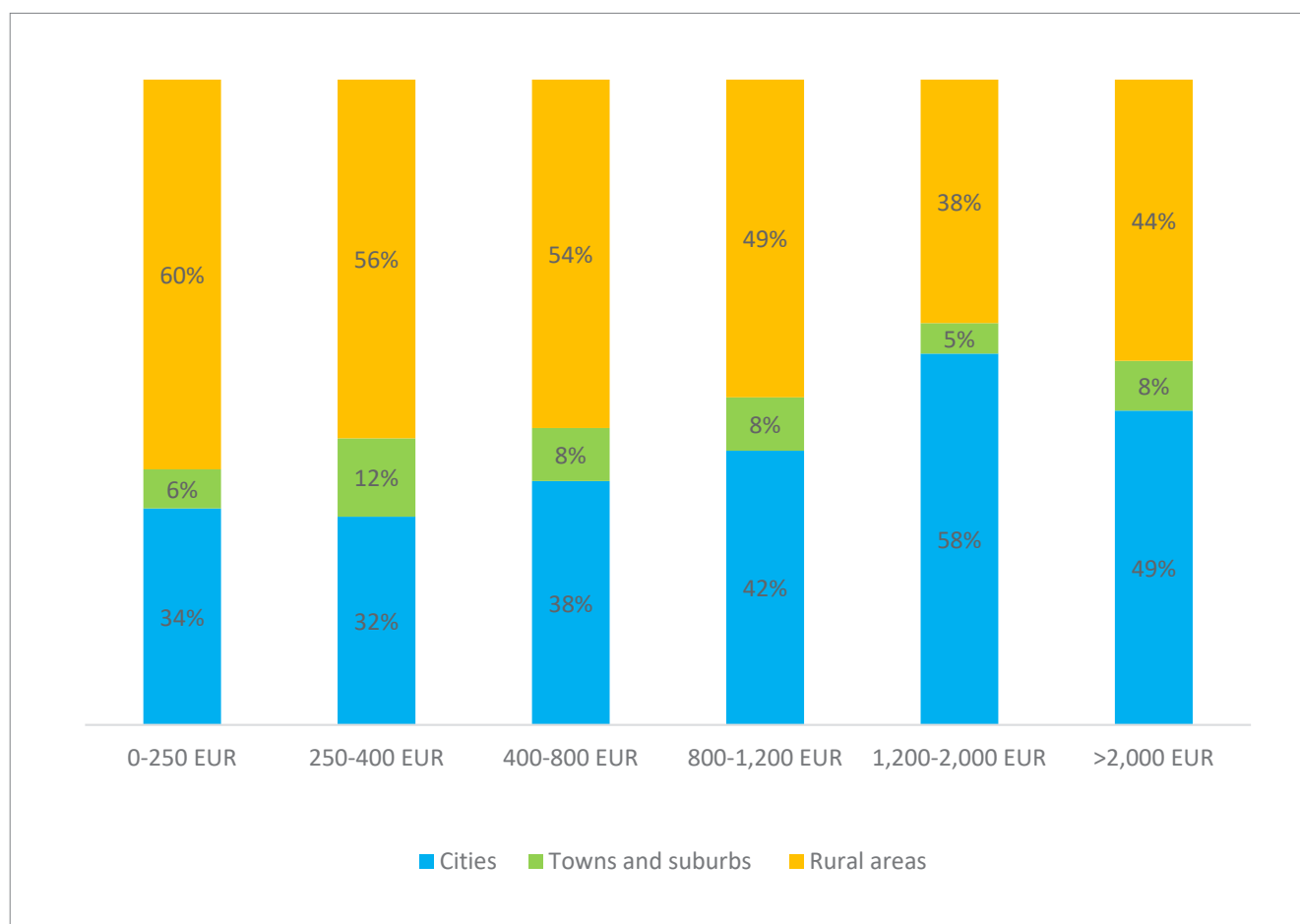
**Figure 11.**  
**Occupational categories by social and demographic variables (n=1,364)**



The data on income suggests that around 40 percent of households earn between 400 EUR and 800 EUR per month. Almost one-fifth of households in Kosovo generate between 250 and 400 EUR monthly, while 7 percent of households receive less than 250 EUR per month. The remaining share of households (35%) earns more than 800 EUR monthly (21 percent between 800 and 1,200 EUR; 10 percent of households earn between 1,200 and 2,000 EUR, and 4 percent generate more than 2,000 EUR monthly). When the data on income is broken down by the degree of urbanisation in which households live, total household income varies between rural and urban areas, as was expected. Households that generate higher incomes are more heavily concentrated in urban areas (Figure 12).

**Figure 12.**

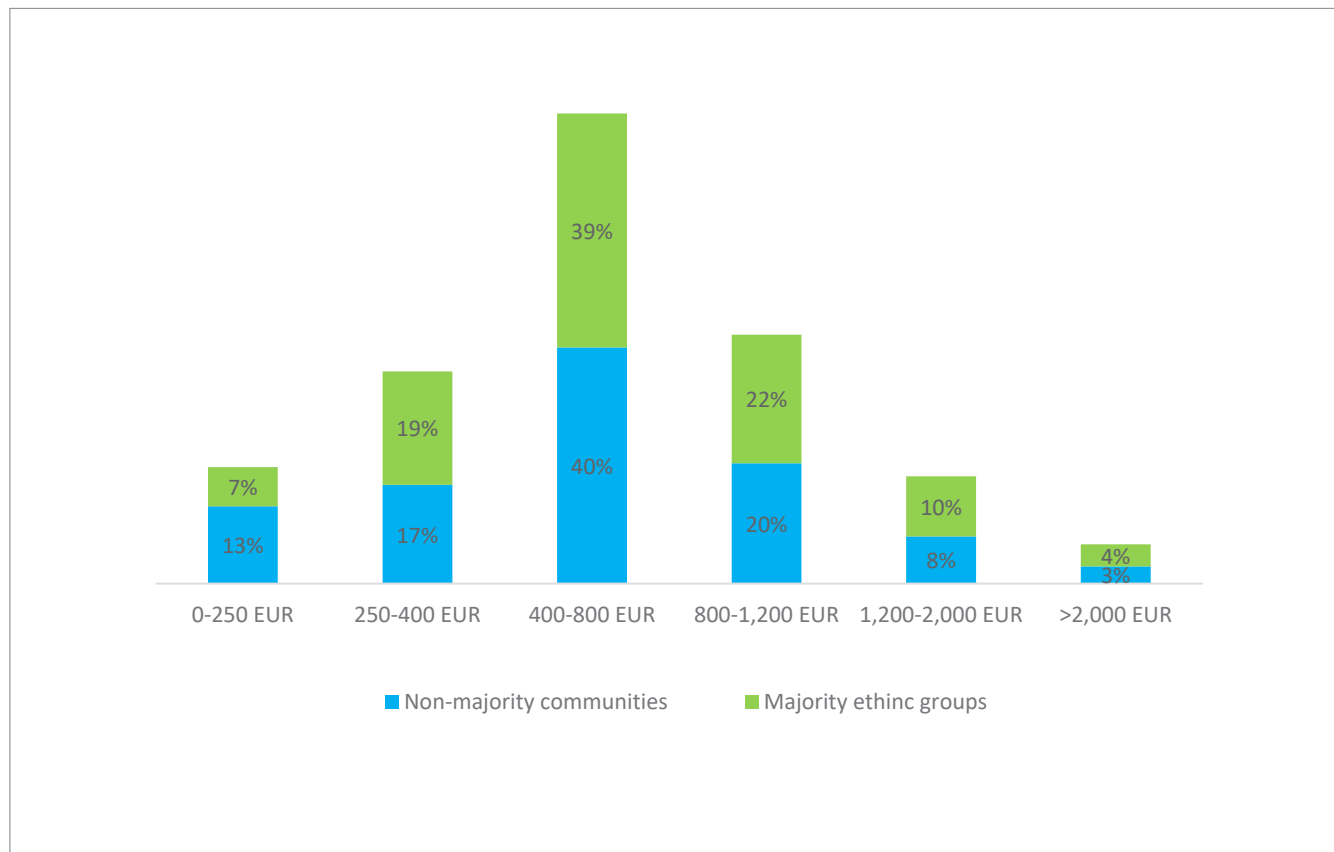
**Household income by geographical indicators (n=2,391)**



Moreover, when income data is disaggregated by ethnicity, we see that there are no significant differences between ethnic groups. That having been said, the share of non-majority communities (i.e. Serbian, Turkish, Bosnian, Roma, Ashkali and Egyptian) is slightly higher in the lower-income groups (Figure 13).

**Figure 13.**

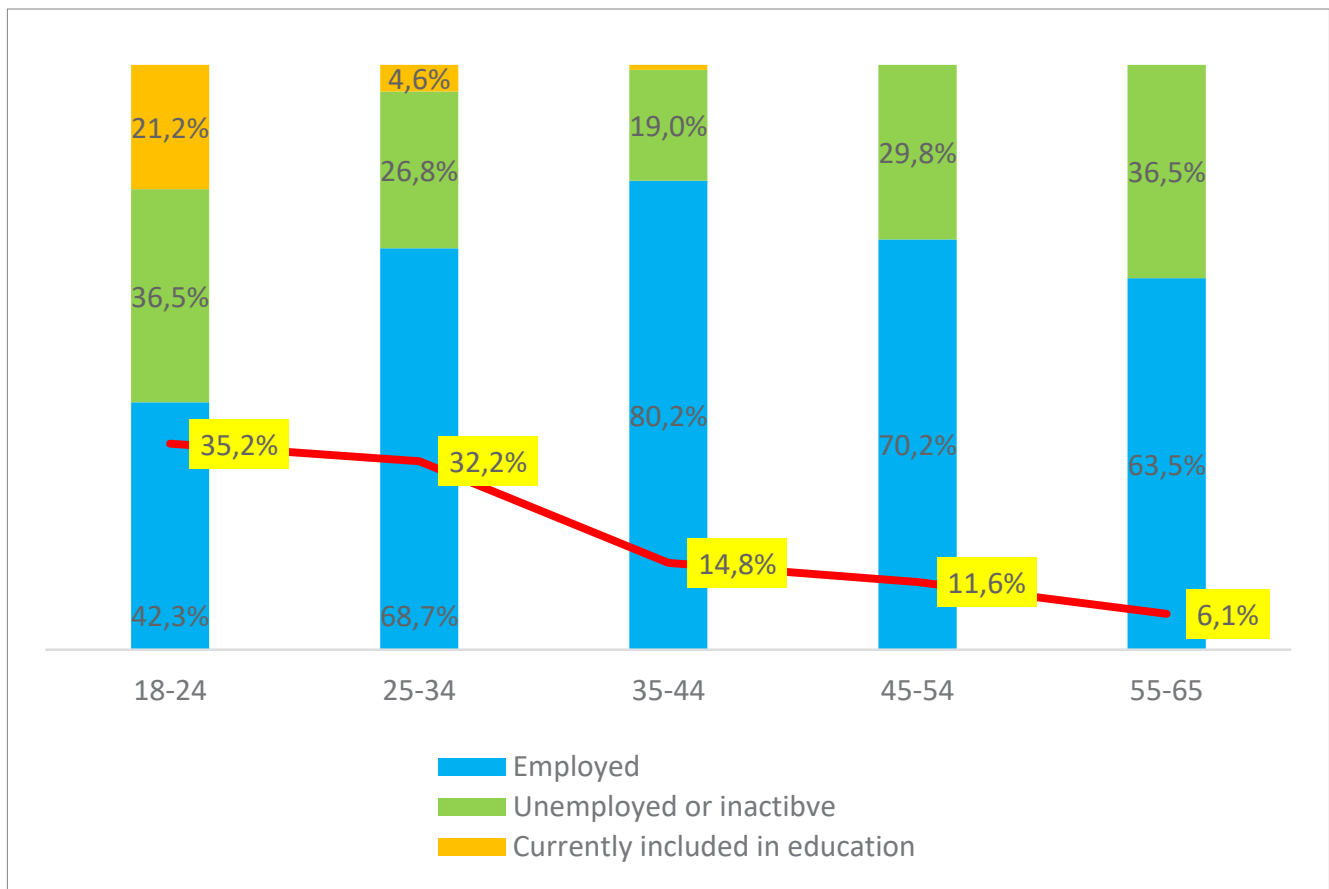
**Household income by ethnic groups (n=2,391)**



Respondents in the Kosovo AES survey were also asked about their knowledge of second languages. The results show that more than 66 percent can speak at least one second language. The line in Figure 14 shows the fraction of each age group who can speak at least one second language. The columns show the structure of those who can speak (a) second language(s) in terms of labour status within a certain age group. Overall, employed adults are more likely to be able to speak a second language than other groups. Moreover, more younger adults speak second languages than older ones.

**Figure 14.**

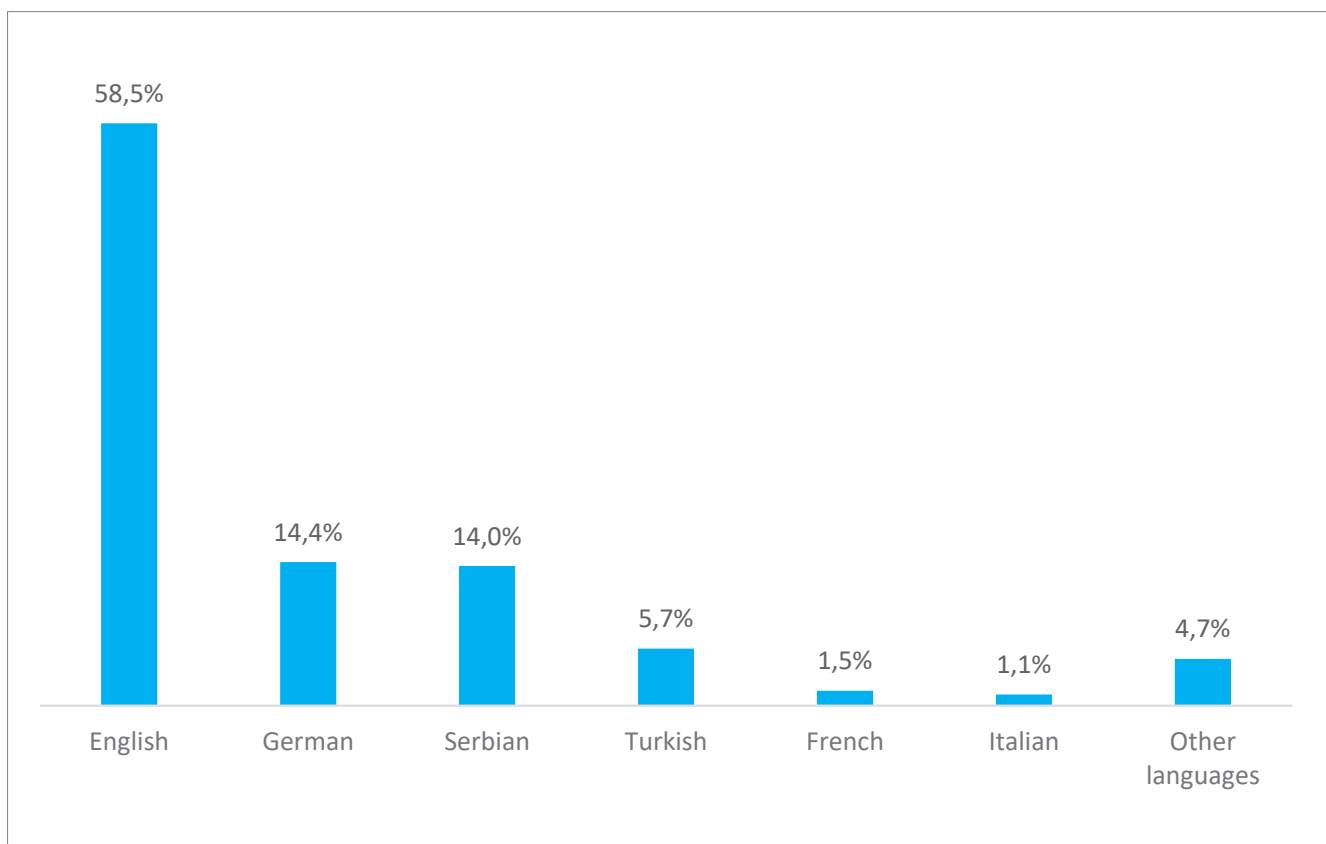
**Knowledge of second languages by age groups and labour status (n=1,580)**



Regarding knowledge of other languages, respondents could choose up to three second languages. Figure 15 illustrates how often different languages were chosen. As we can see, English was chosen most frequently, at 58.5 percent, followed by German and Serbian at 14 percent each.

**Figure 15.**

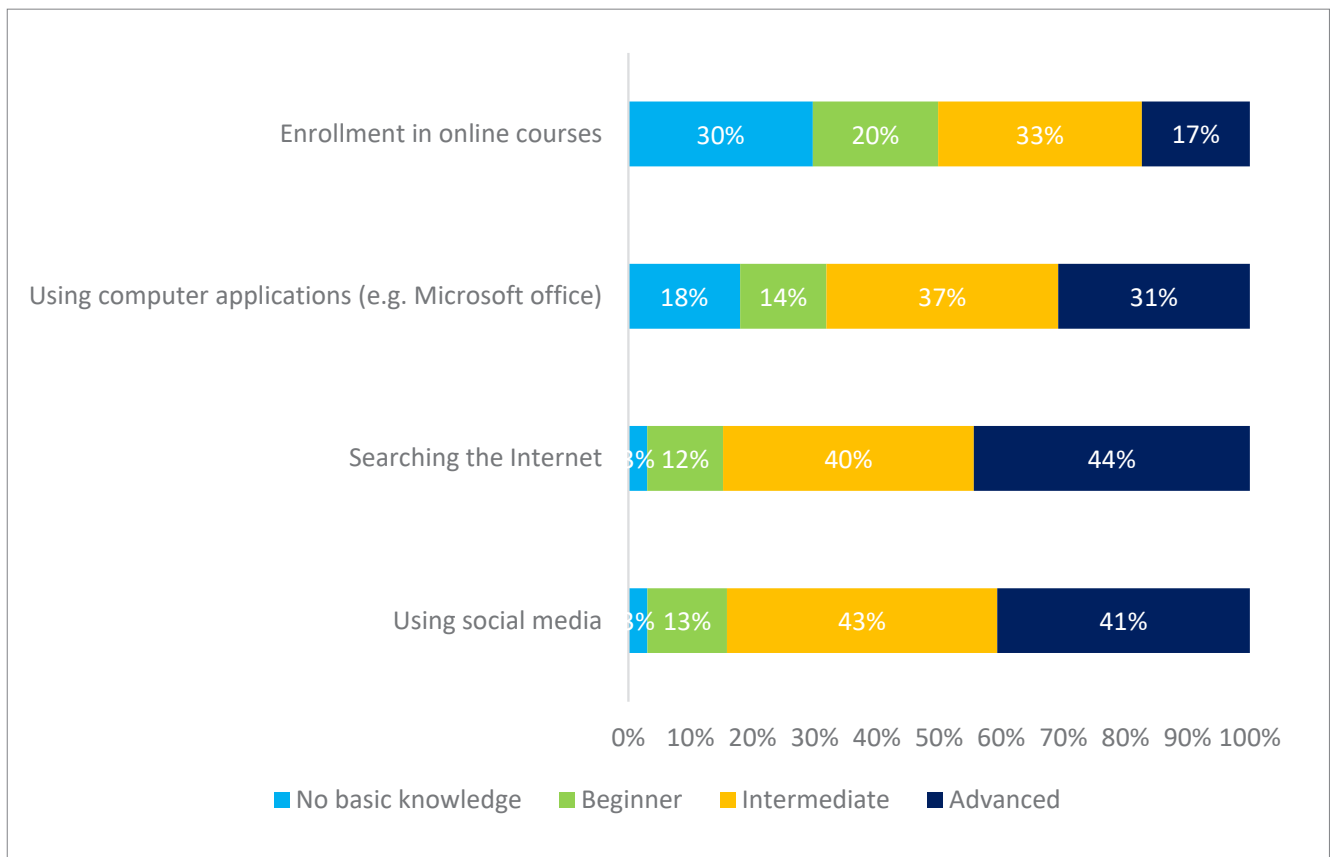
**Knowledge of second languages (n=1,580)**



Besides language skills, digital literacy is also a very important factor for the employability of the labour force and for the overall socio-economic development of a society. Figure 16 shows the level of knowledge that respondents think they have for the digital skills presented. When it comes to enrolment in online courses, 30 percent of respondents have no basic knowledge of how to do this. Another skill that a relatively high proportion of adults lack (18 percent) is literacy in computer applications such as Microsoft Office. On the other hand, 44 percent of respondents consider that they have advanced knowledge of searching the Internet, and 41 percent of them of using social media.

**Figure 16.**

**Knowledge of digital skills (n=2,391)**





## Access to information about learning opportunities and guidance

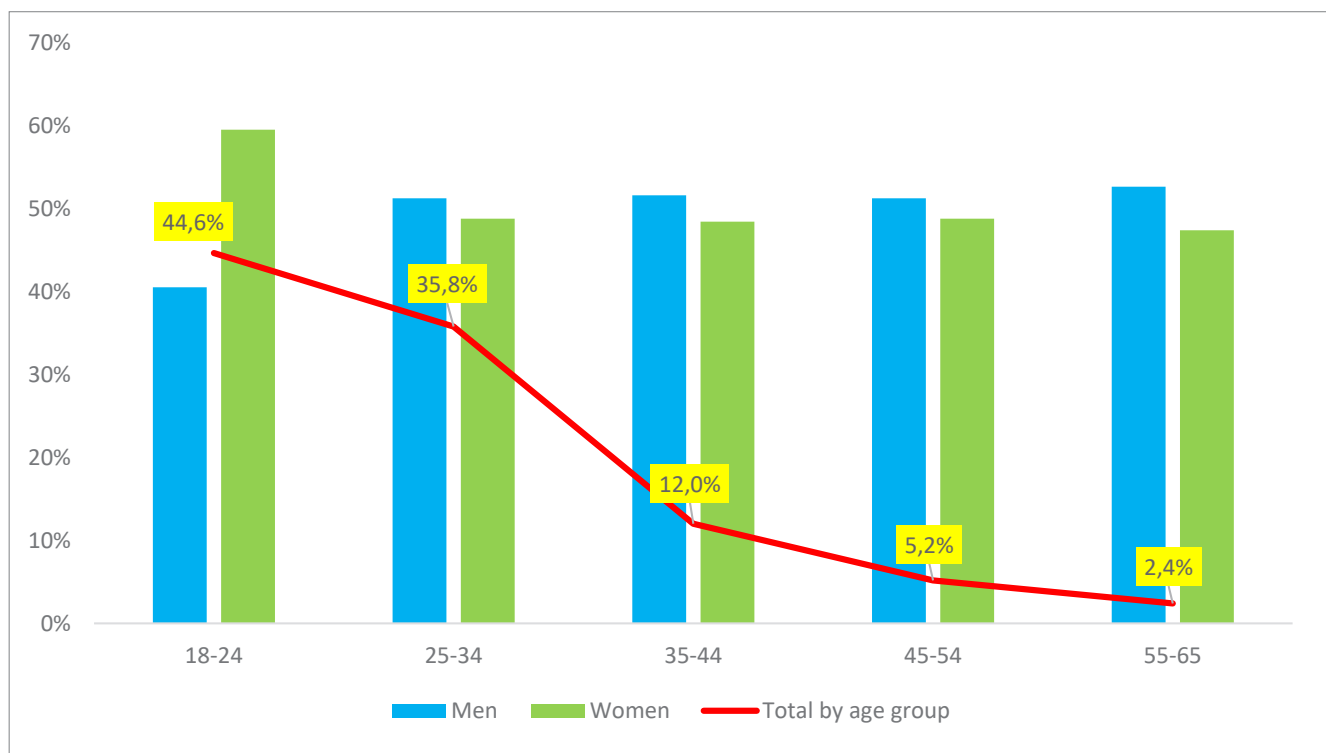
In addition to actual participation in learning activities, this part presents key findings concerning access to information about learning opportunities and guidance. The adult respondents were first asked if they had been looking for any information on learning opportunities during the last 12 months before the interview. After that, those who had been looking for this type of information were asked whether or not they had found the information. Lastly, respondents who had found the information that they needed were told to name

the main sources of that information. The survey results show that 33 percent of respondents have been looking for information regarding learning opportunities.

In terms of gender, 46.5 percent of those looking for information were men, while 53.5 were women. When asked if they had found the information that they were looking for, 94 percent responded in the affirmative. The high percentage indicates that access to information is not an issue.

**Figure 17.**

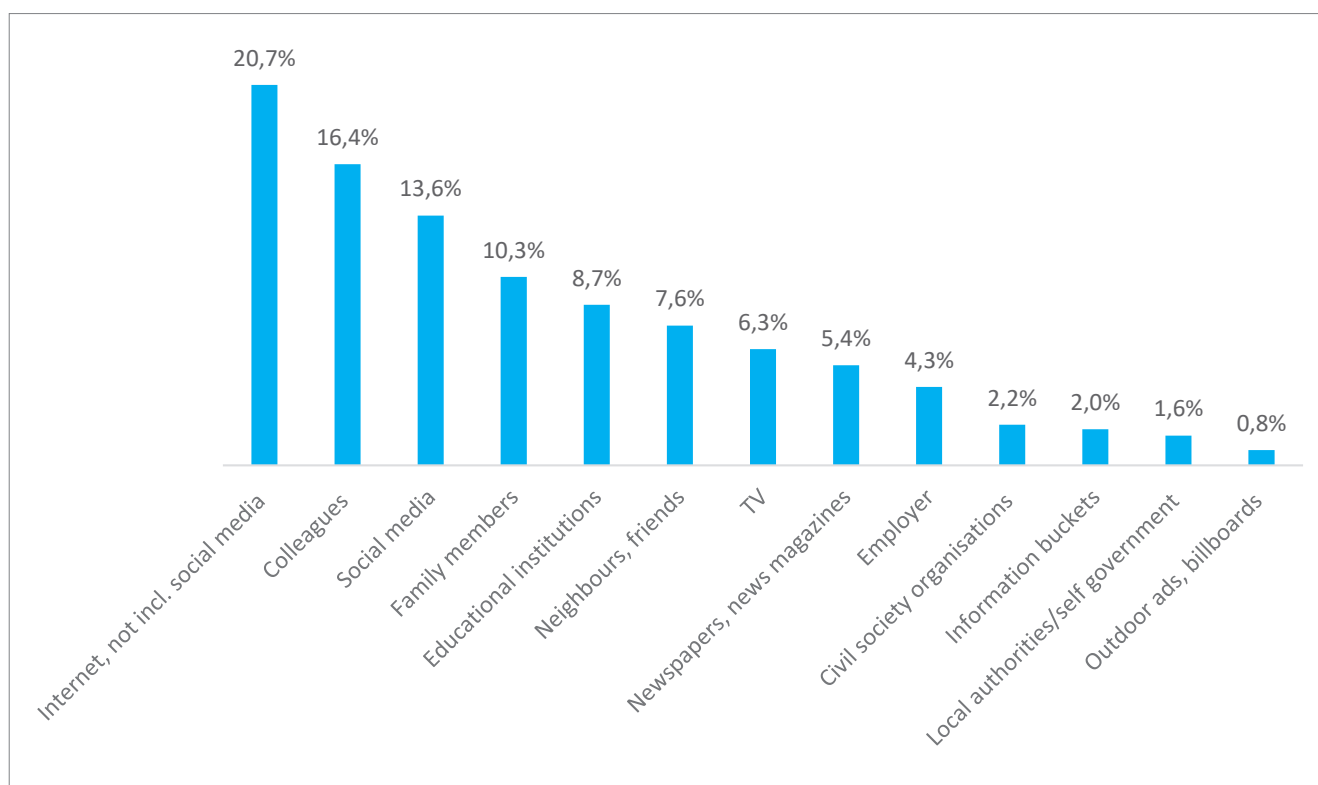
**Distribution of people looking for information on learning opportunities by age and gender (n=794)**



The data provided in Figure 17 indicates that more younger people were looking for information on learning opportunities than older adults. The line in this figure shows the fraction of those looking for information for each age group; the columns illustrate gender structure within the age group.

**Figure 18.**

**Sources of information on learning opportunities (n=747)**



As shown in Figure 18, the main sources of information on learning opportunities were the Internet (not including social media), as chosen by 21 percent of respondents, colleagues at 16 percent, and social media at 14 percent. On the other hand, the least common sources of information include outdoor ads, billboards, local authorities, and civil society organisations.

Employers are also of minor importance when looking for information on learning opportunities.

The evidence indicated that more younger adults look for information on learning opportunities than older adults. It is not difficult to gain access to this information. The Internet, social media and colleagues are also important sources of this type of information.

# Participation in education and training

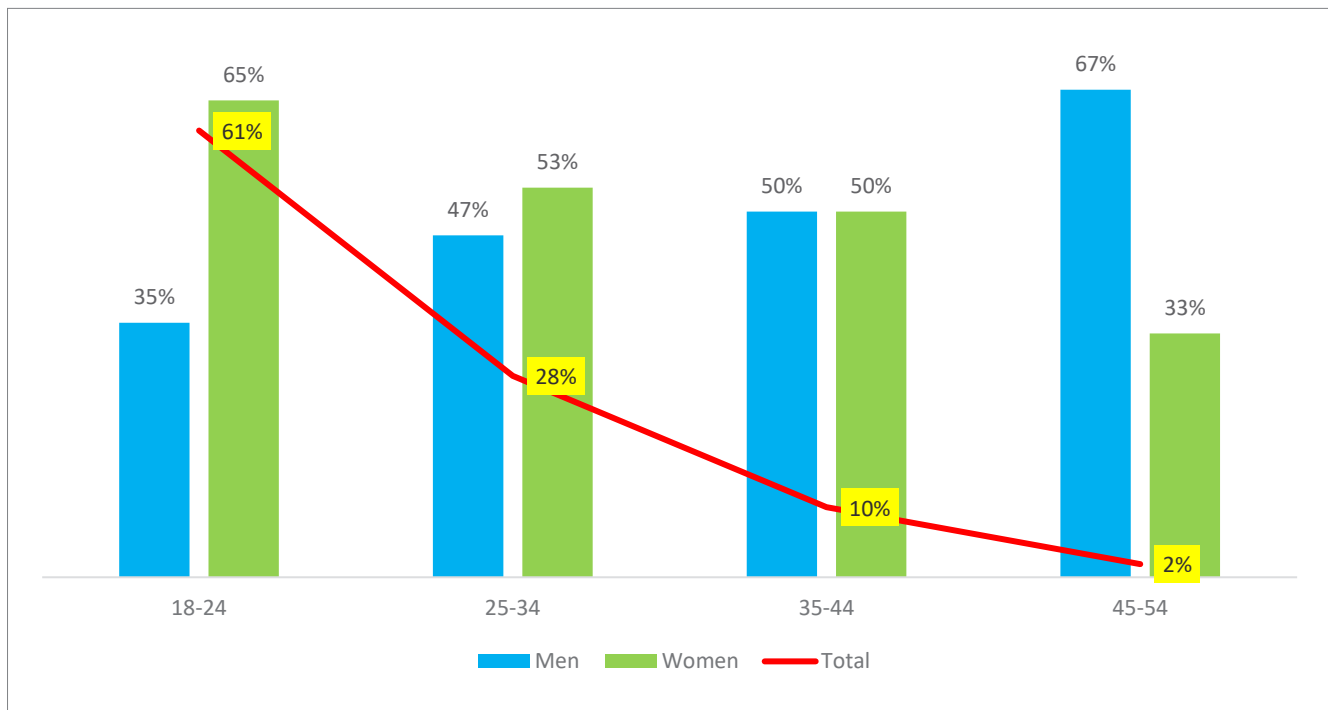
## Formal Education

Formal education is defined as a structured, systematic form of learning that usually takes place on the premises of the school or other educational institution and concludes with a qualification recognised by the relevant national authorities. The current participation rate in formal education in Kosovo is estimated from the respondents' data on their participation in studies towards qualifications during the past 12 months. Based on the data collected in the survey, only 14 percent of adults have

participated in formal education during the past 12 months, almost 60 percent of whom were women. Higher participation by women is more pronounced among the younger generations, while the opposite is evident for adults in their mid-forties and mid-fifties. The rate of participation is negatively correlated with age; the highest rate (65%) is for the 18-24 age group, whereas only 2 percent of adults aged above 45 have participated in formal education during the past year (Figure 19).

**Figure 19.**

**Participation in formal education by age group and gender structure within the age group (n=336)**

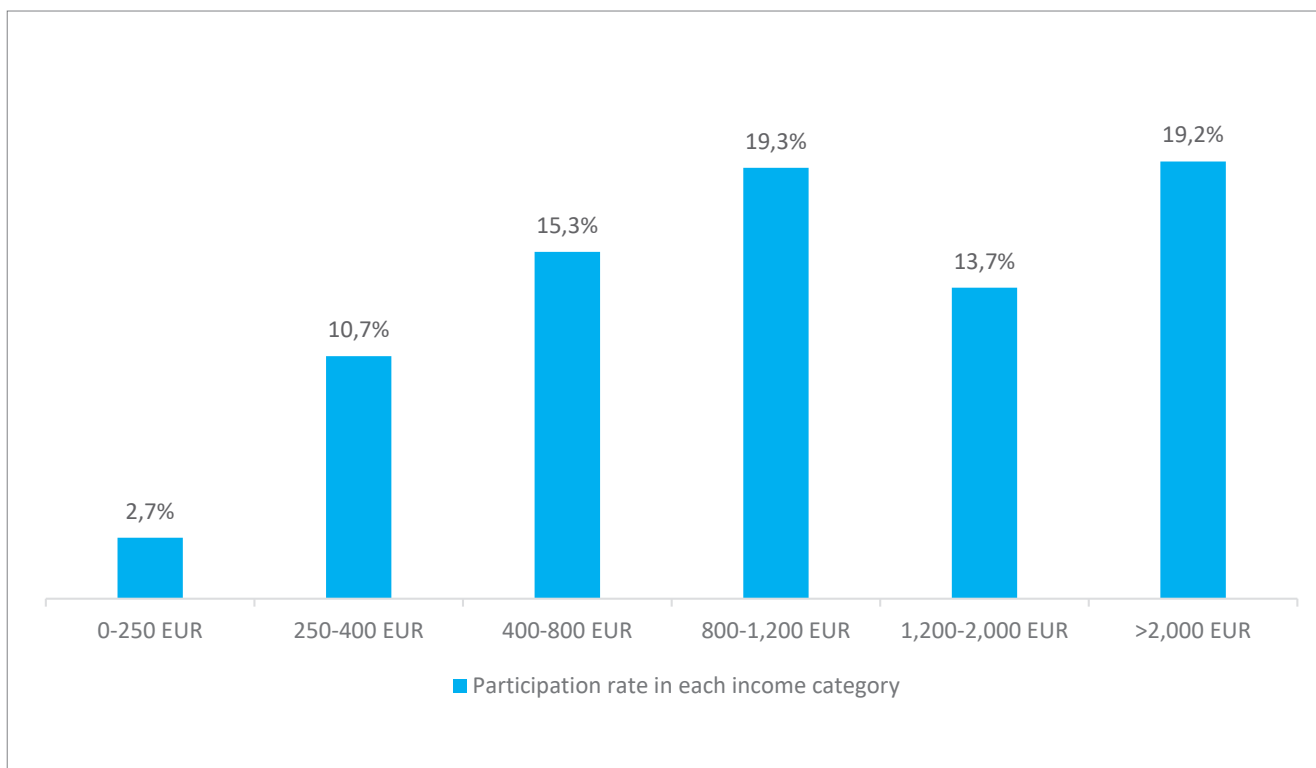


In addition to gender structure, the participation rate in formal education is further disaggregated by monthly household income level (Figure 20). The participation rate within income categories increases as household income increases. The highest participation rate (19.2%) is in households that earn more than 2,000 EUR per month.

**Figure 20.**

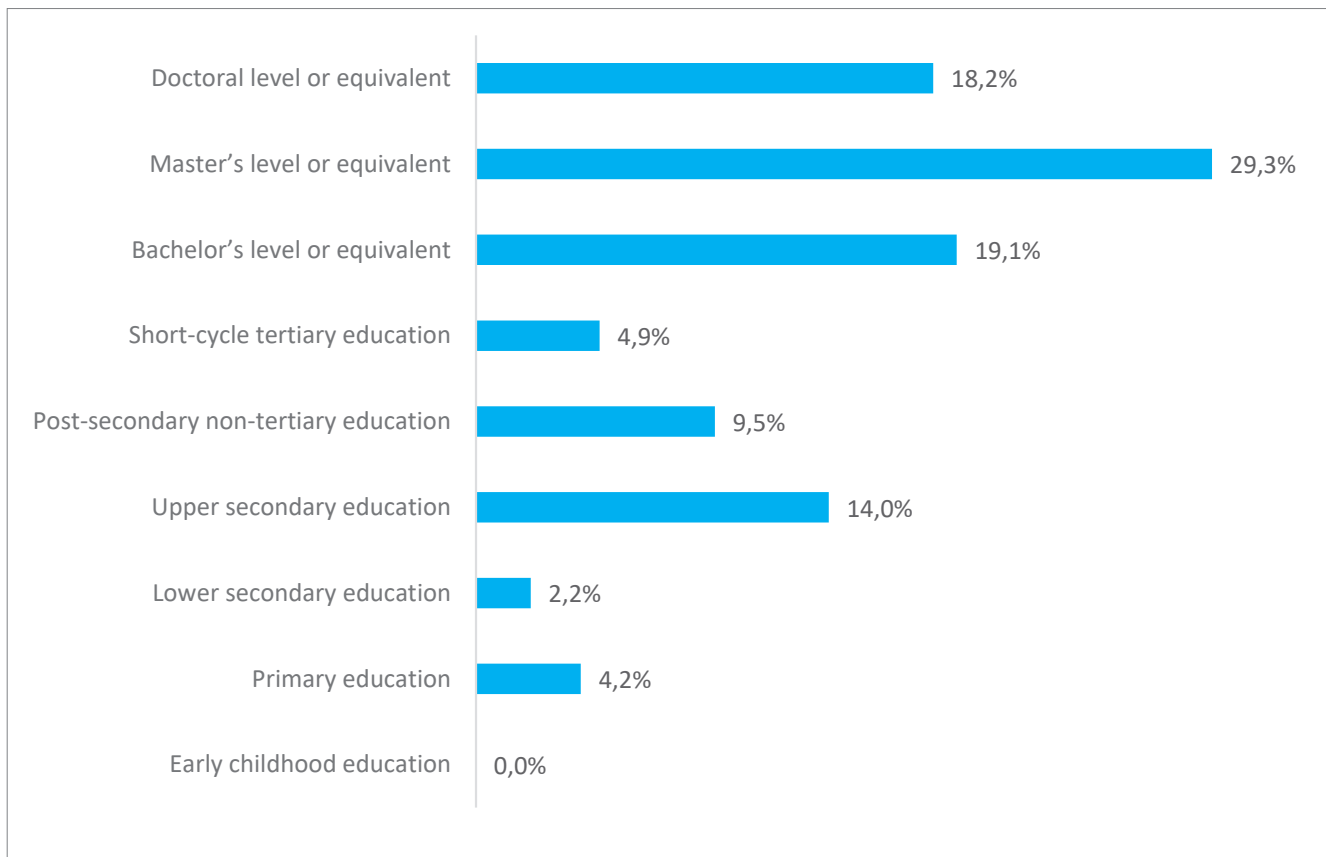
**Participation in formal education by income categories**

**(n=336)**



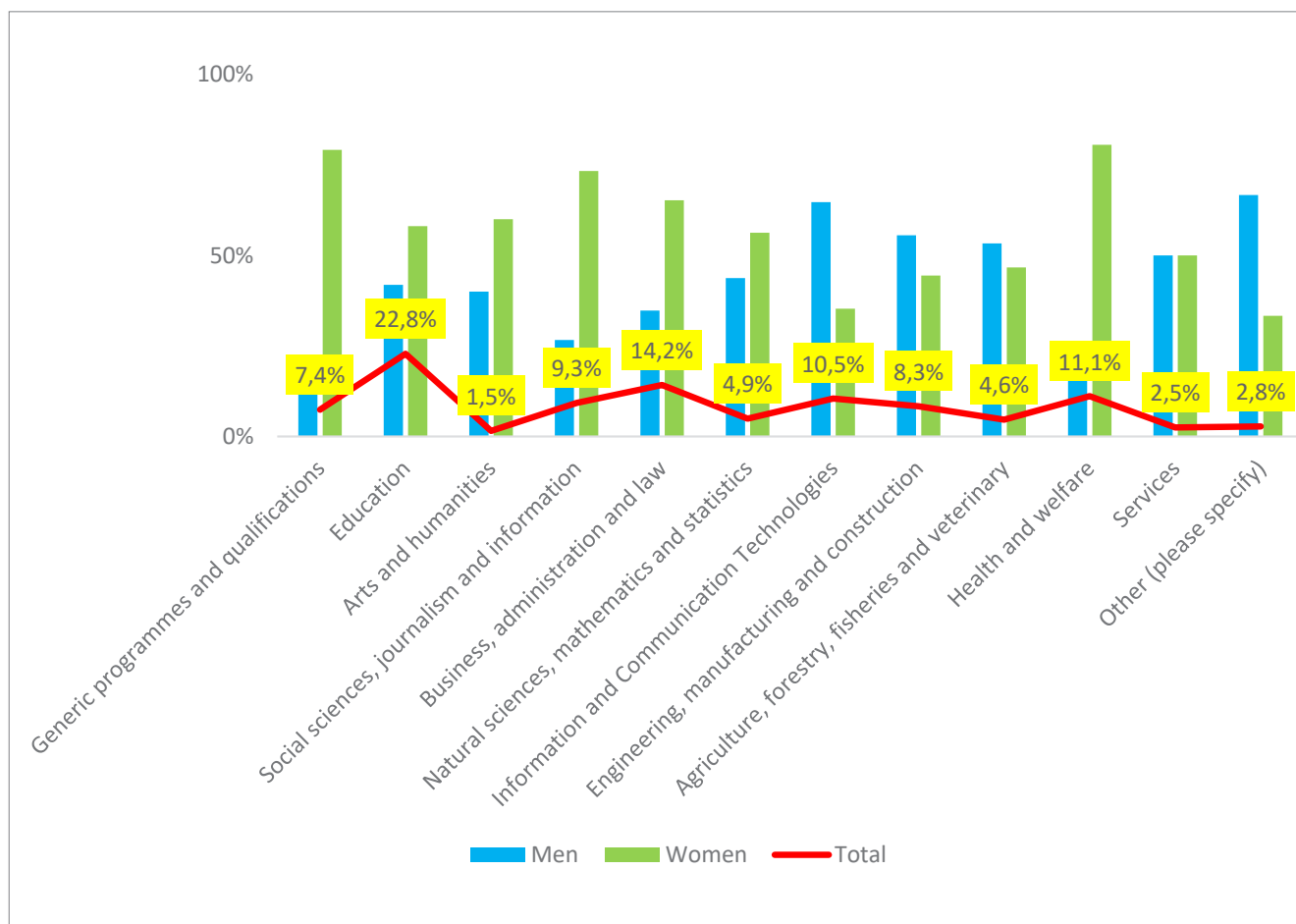
As was expected, participation in formal education is higher among adults with high levels of educational attainment. Graduates and postgraduates reported much higher participation rates compared to other adults with lower levels of educational attainment. More than 18 percent of adults with doctoral degrees or equivalent reported that they had taken part in formal education over the past year. Participation is higher among those with a Master’s or Bachelor’s degree, at 29 and 19 percent of respondents, respectively, having taken part in a formal education activity over the past year (Figure 21).

**Figure 21.**  
**Participation in formal education by level of education**  
**(n=336)**



Social sciences remain the most attractive field of study for adults in Kosovo in general. Almost half of the adult respondents are currently attending a study programme, headed by education (22.8%), business administration and law (14.2%), and social sciences, journalism and information (9.3%). It should be noted that only information and communication technology (ICT), engineering and construction, as well as agriculture, are dominated by men, while other profiles seem to be more attractive for women (Figure 22).

**Figure 22.**  
**Study profiles by gender structure (n=336)**

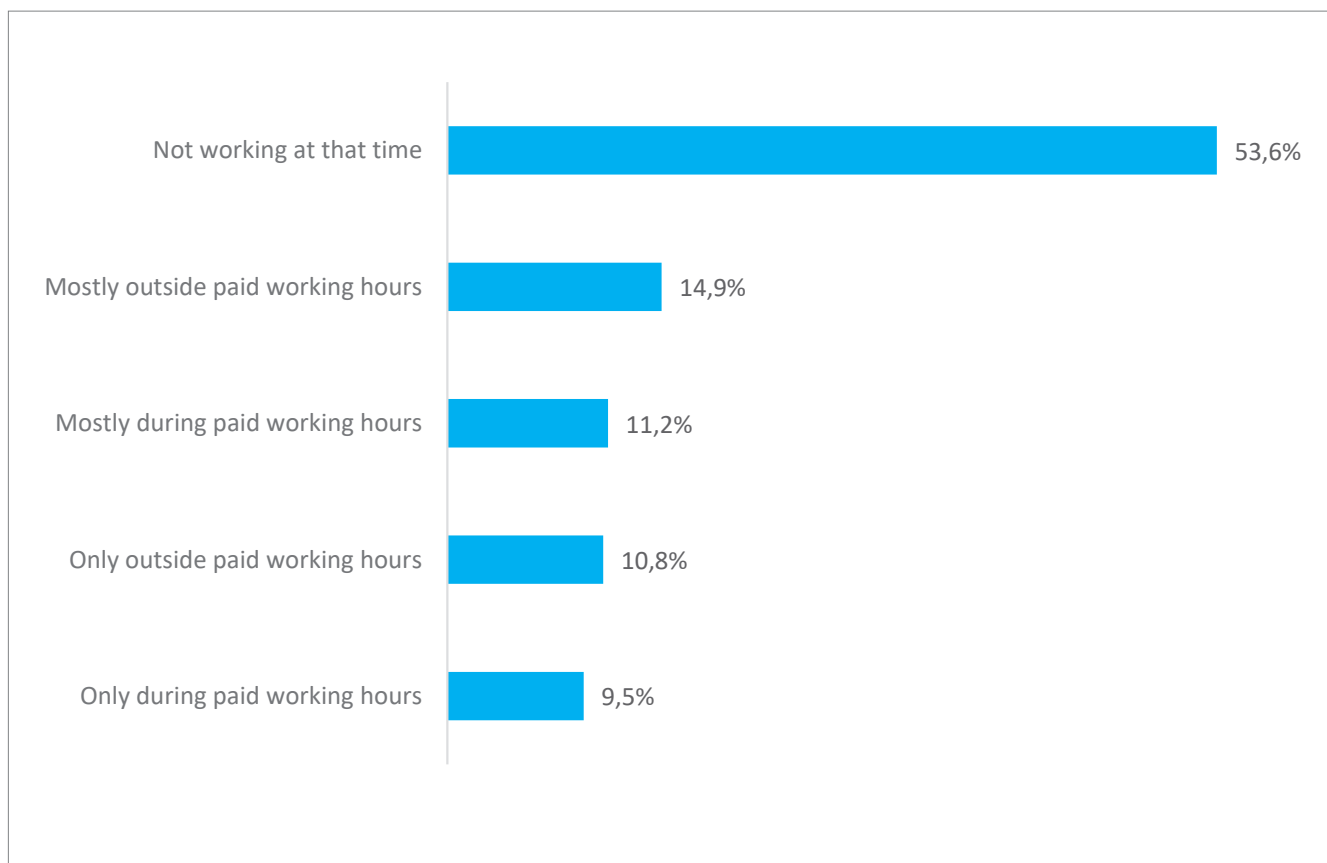




More than half of the adults who had participated in formal education activities stated that they were not working during the study period. While the majority of these students are not gainfully employed, the rest are either attending formal education-related activities during working hours or outside (paid) working hours. More specifically, 15 percent of adults who have attended any kind of formal education during the last twelve months have done so outside working hours. On the other hand, almost 10 percent were allowed to go to school or other educational institutions during working hours (Figure 23).

**Figure 23.**

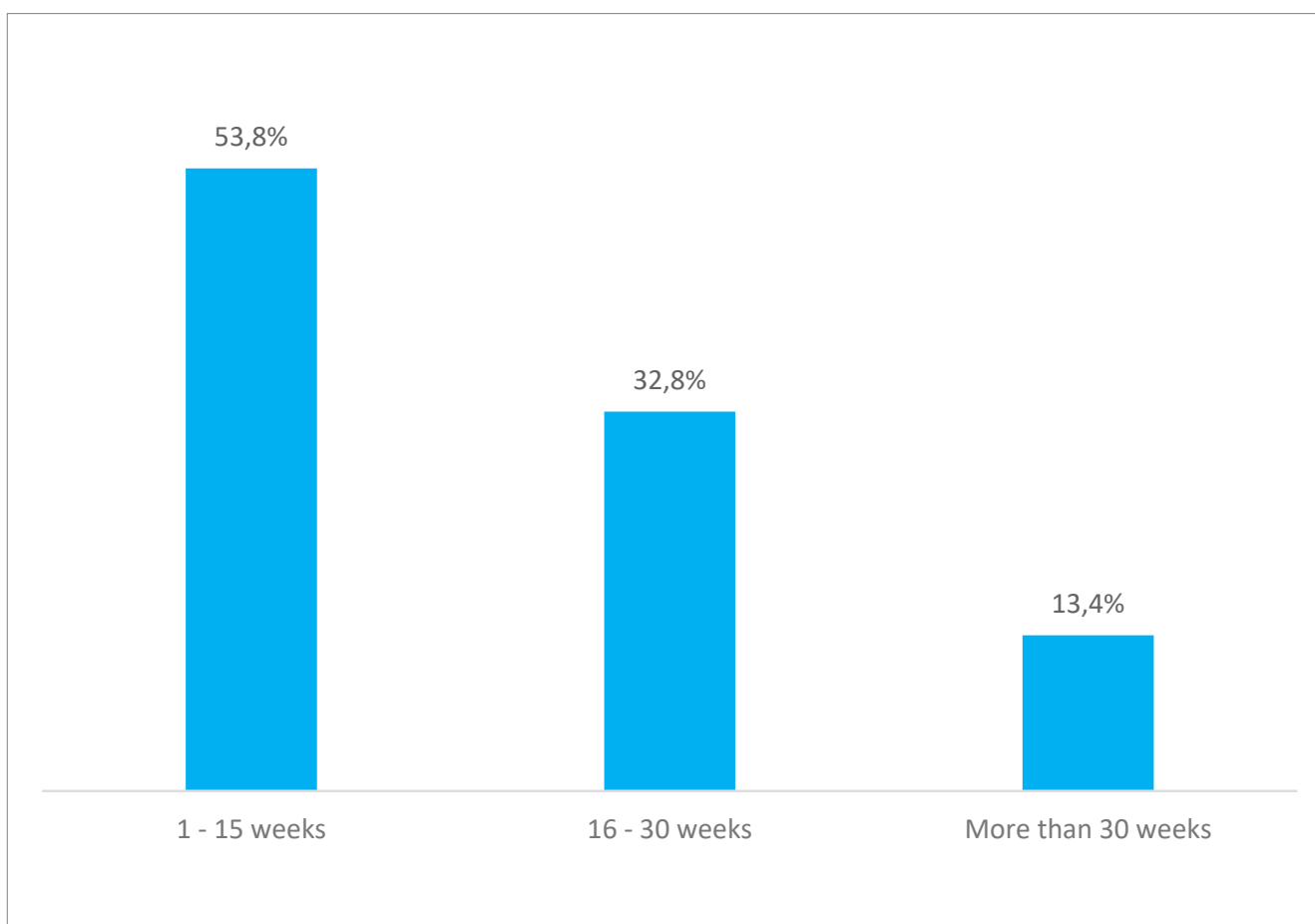
**Attendance at formal education (n=336)**



Formal education programmes attended by adults in Kosovo over the last 12 months last about 19 weeks on average. As Figure 24 indicates, one-third of the adult respondents reported that the programme that they were attending ranged between 16 and 30 weeks, while 13 percent of them were attending programmes lasting more than 30 weeks. The rest (more than half) were more interested in shorter programmes, from 1 to 15 weeks in total.

**Figure 24.**

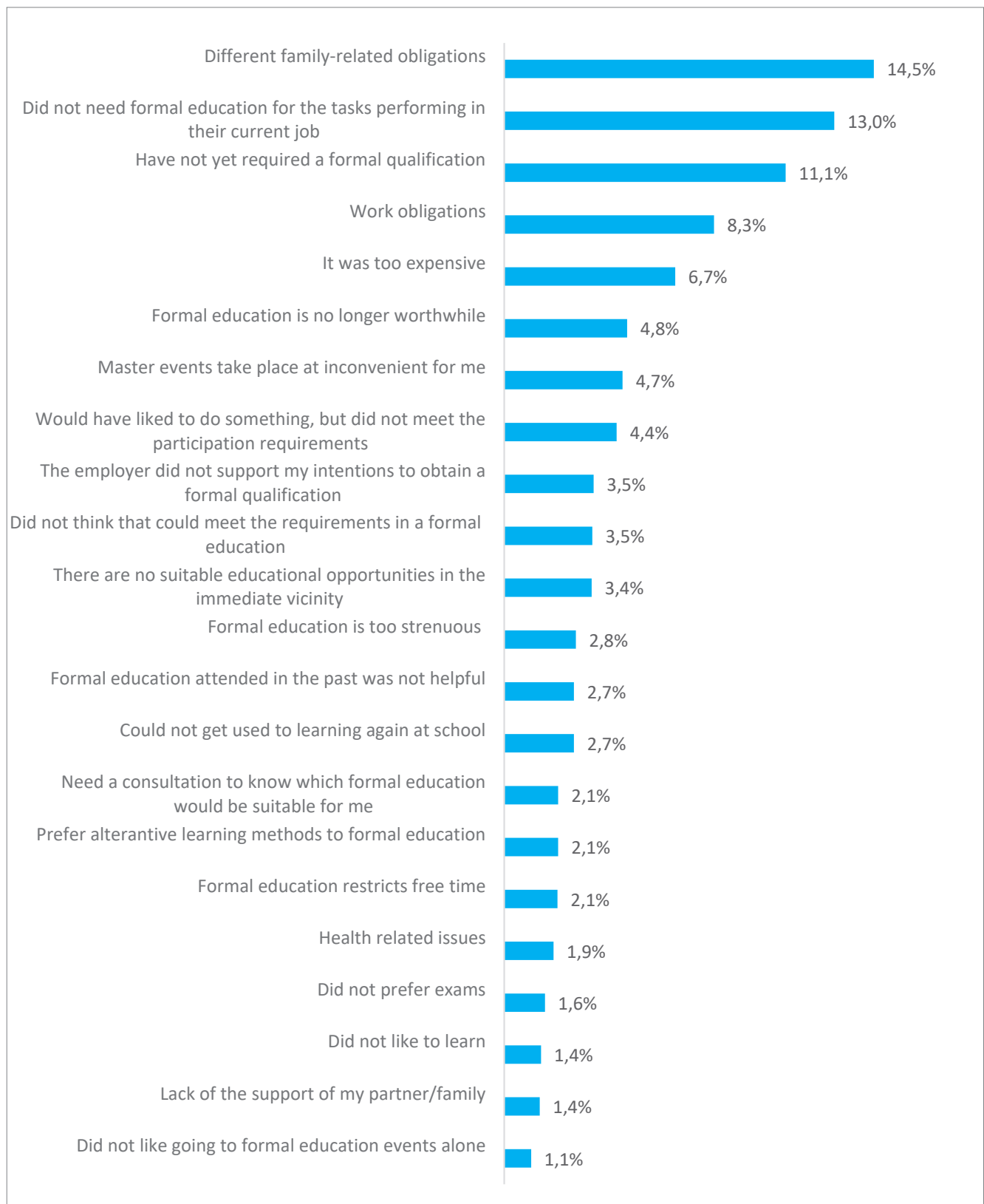
**Duration of formal education (n=336)**



Regardless of the duration of the formal education programmes, there are some evident barriers to participation which adults are currently facing. Socio-economic conditions unfortunately appear to be among the main impediments to participation in formal education. The survey data shows that 14.5 percent of people who have not taken part in any kind of formal education over the last 12 months were unable to do so due to different family-related obligations. A smaller share of them (13%) stated that they did not need formal education for the tasks that they were performing in their current job, whereas 11 percent stated that they had not yet required a formal qualification. On the other hand, work obligations are cited as a barrier to participation in formal education (8.3%). Financial barriers are also serious impediments when it comes to attending formal education programmes. Tuition fees in public higher education institutions are affordable for the vast majority of adults in Kosovo. While students outside gainful employment living in families with social assistance are exempted from tuition fees, transportation and other living costs seem to be unaffordable for almost 7 percent of the adults who declared that they would have attended school if it had not been too expensive for them. The full list of impediments to participation in formal education is provided in Figure 25 below.

**Figure 25.**

**Reasons for not participating in formal education (n=2,055)**



## Non-formal education

Non-formal education, as opposed to formal education, does not lead to a nationally-recognised qualification in most cases, and it refers to structured programmes or to singular activities of education designed to improve a range of skills and competences outside the formal educational curriculum. The participation rate in non-formal education activities is relatively low, which might to

some extent be attributed to the COVID-19 pandemic and related restrictions. According to the survey data, cumulative participation in all types of non-formal activity is as low as around 13 per cent. Similar to formal education, the participation rate of women is higher; 54 per cent of those who took part in any type of non-formal education activity were women.

**Figure 26.**

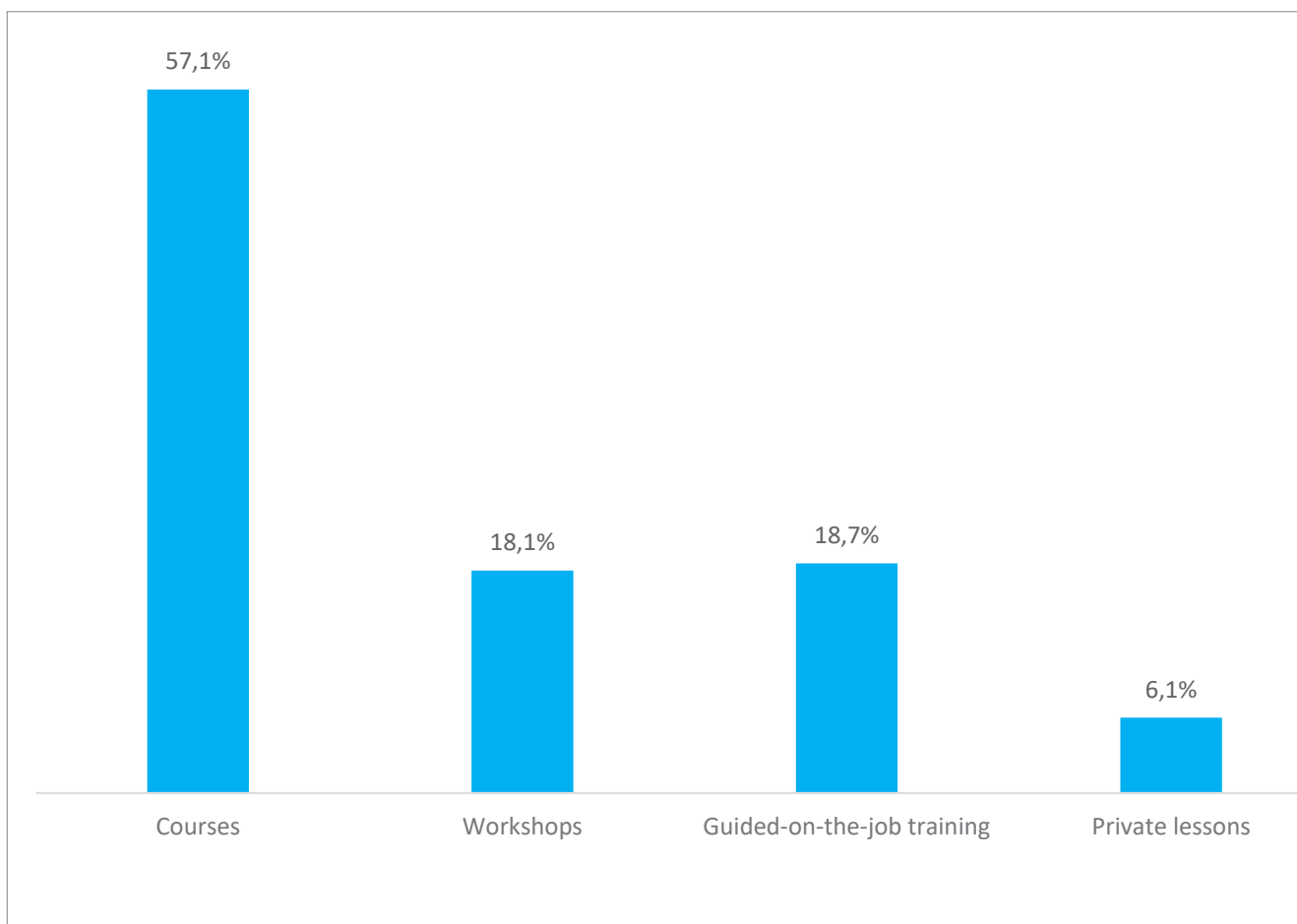
**Participation in non-formal education by age group and gender (n=304)**



As expected, the participation rate is higher among young adults, with the rate decreasing as the adults become older (Figure 26). Almost 78 percent of participants are between 18 and 34 years old. Courses are the main activity of non-formal education, with more than half (57%) of participants, followed by supervised on-the-job training, workshops and private lessons (Figure 27).

**Figure 27.**

**Non-formal educational activities (n=304)**

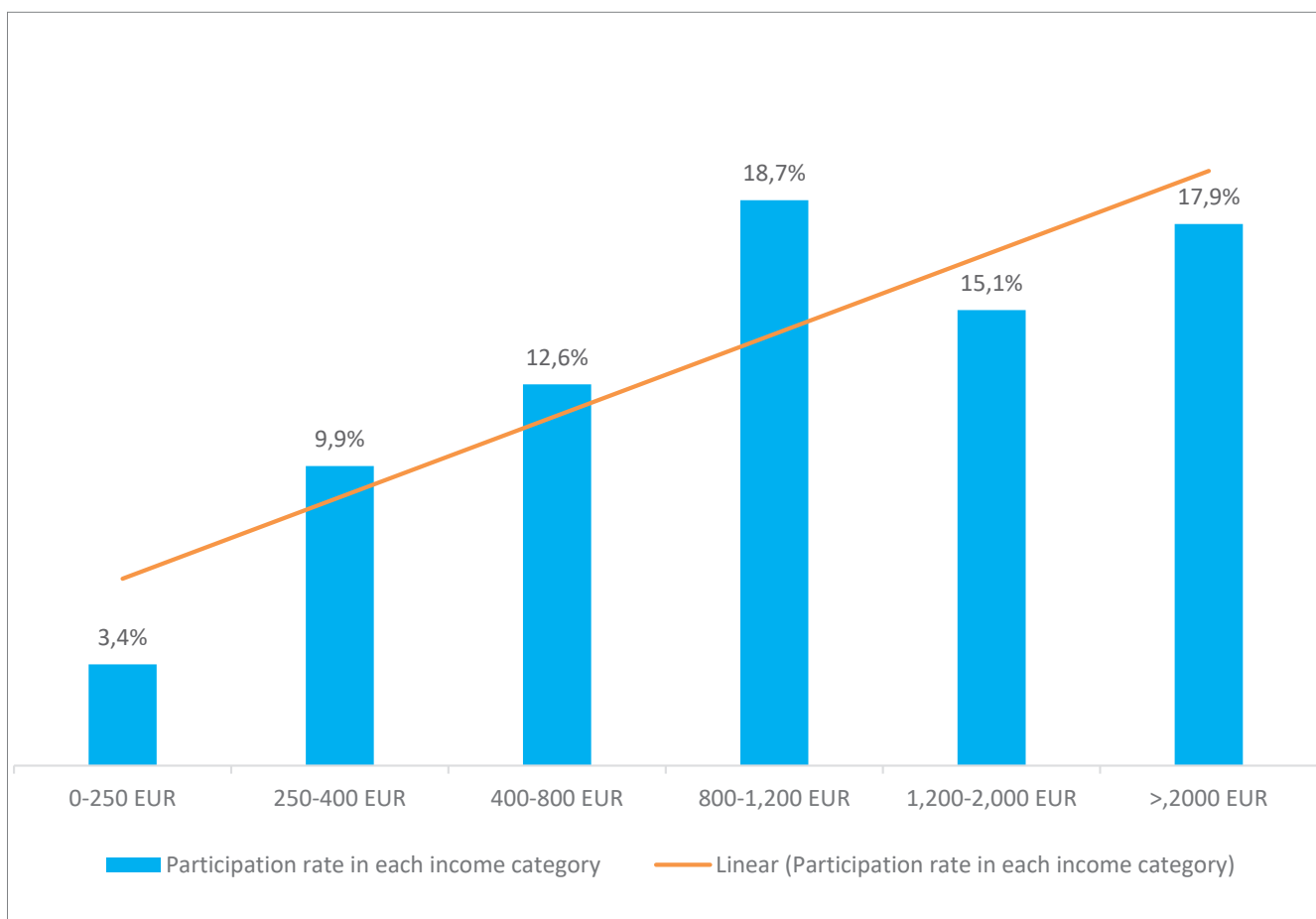


Similar to formal education, the data shows a positive correlation between the participation rate in non-formal education and household income. The highest participation rate is among households with a monthly income of 800-1,200 EUR (Figure 28).

**Figure 28.**

### Participation in non-formal education by income categories

(n=304)

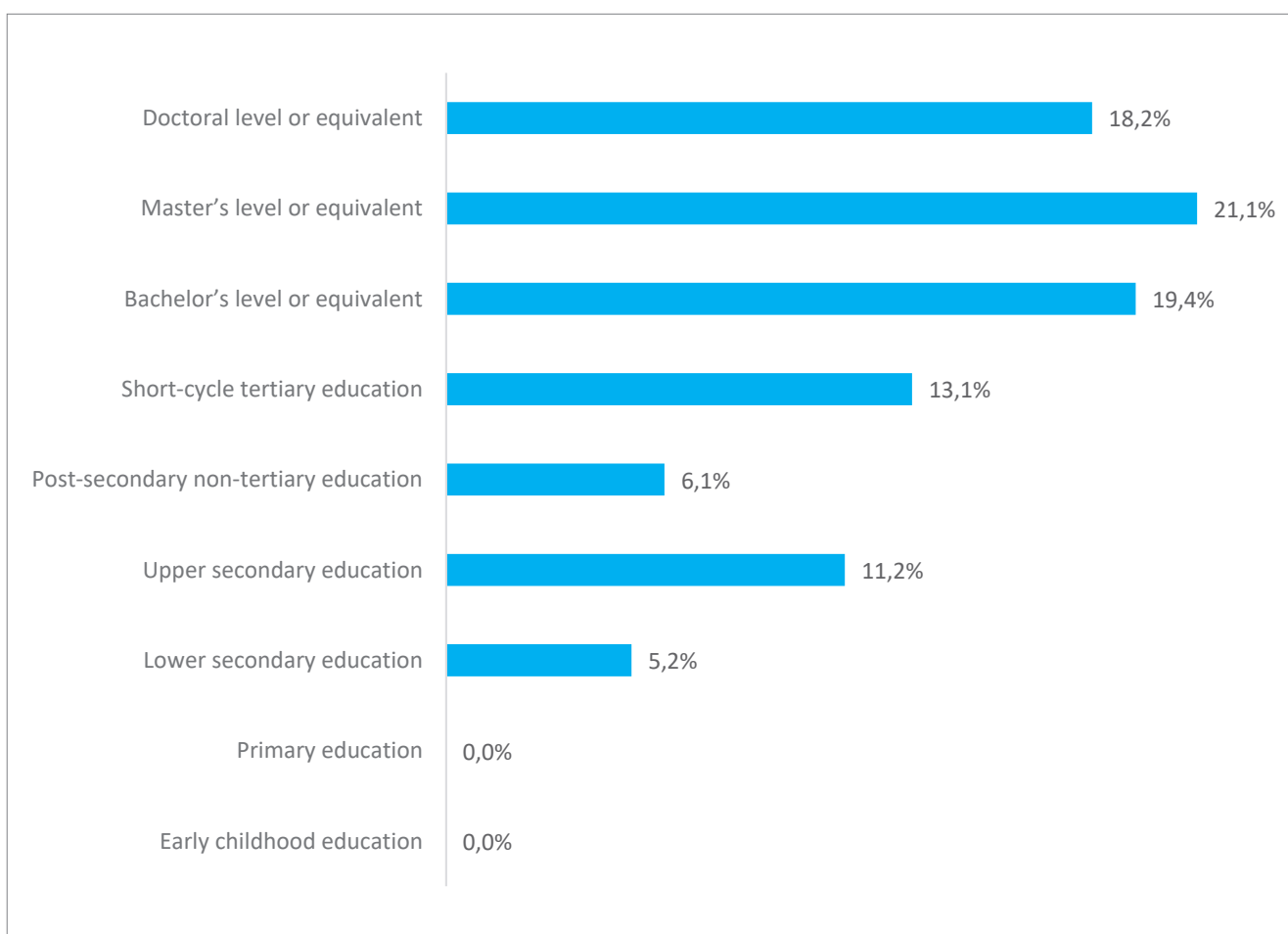


A positive correlation between the level of education and the participation rate is also evident in non-formal education. Similar to formal education, participation in non-formal education activities is higher among adults with high levels of educational attainment (Figure 29).

**Figure 29.**

**Participation in non-formal education by level of education**

**(n=304)**

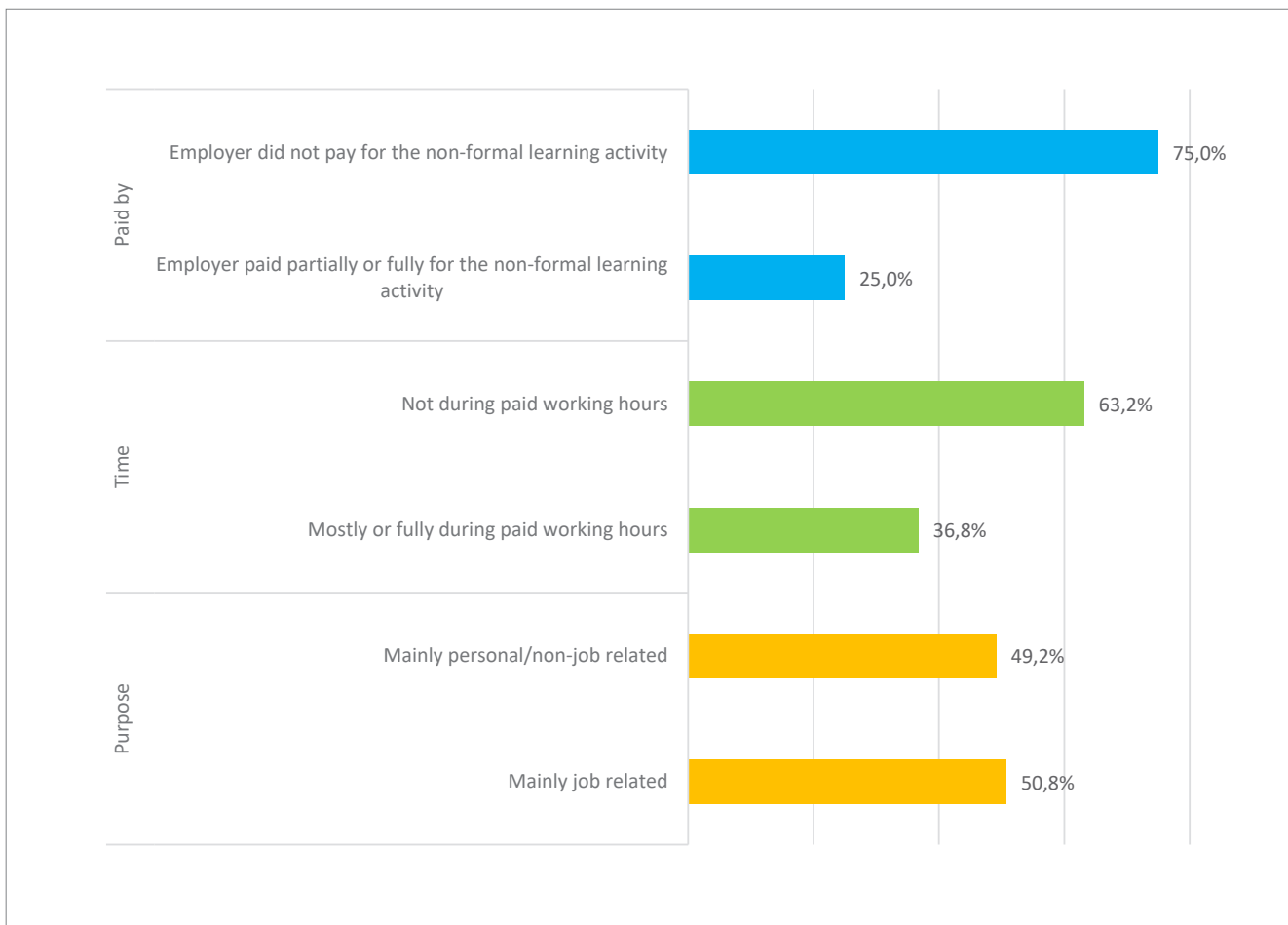




Although some activities take place during working hours, not all of them are funded by employers. Only one-quarter of participants reported that their employers paid (in part or in full) for them to attend the non-formal learning activity. Half of the participants attended such activities for personal or non-job-related purposes, while the other half engaged in non-formal learning activities for job-related purposes. Only 37 percent of participants however attended their non-formal learning activities during (paid) working hours (Figure 30).

**Figure 30.**

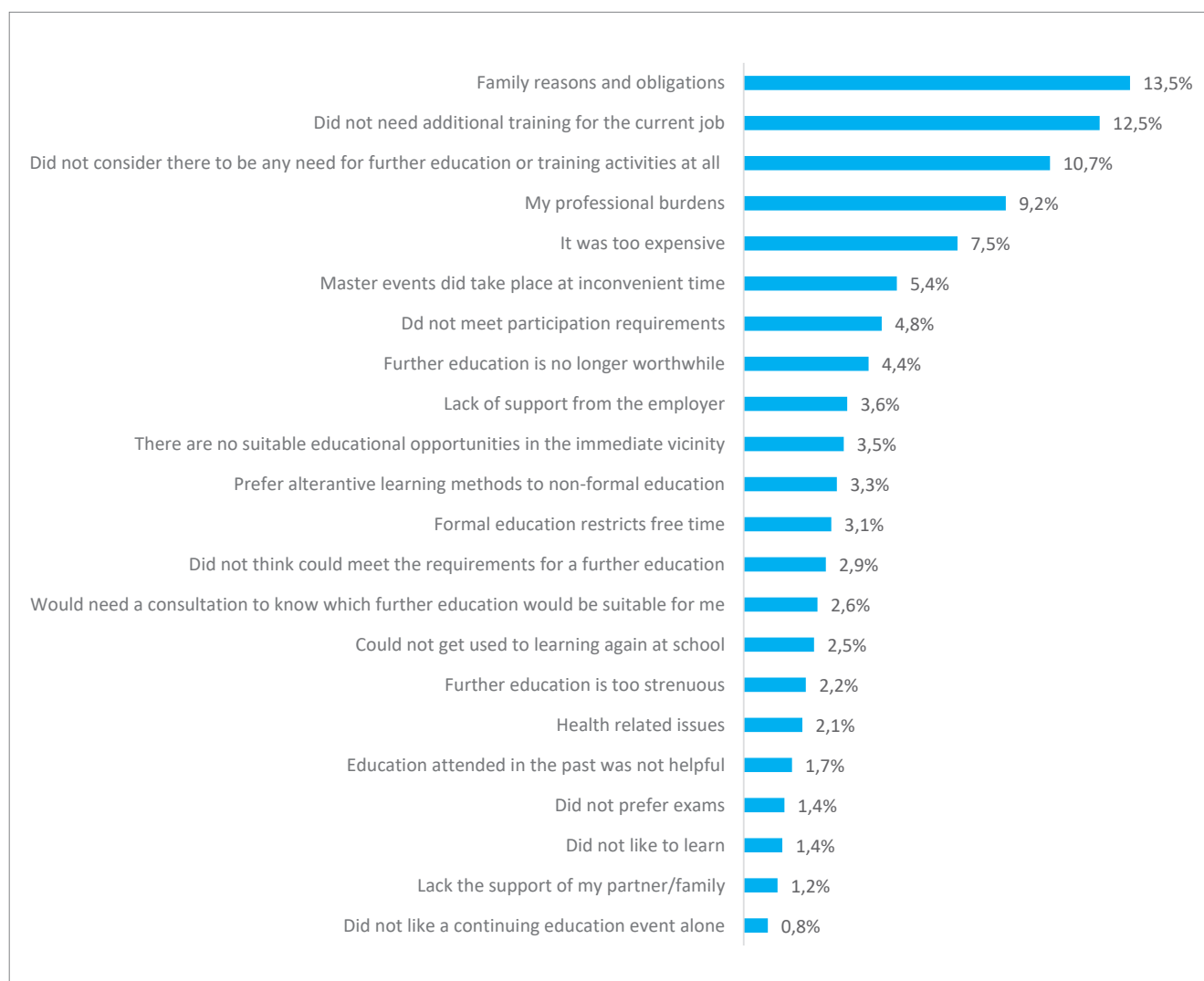
**Job – non-formal activities relationship (n=304)**



Those who did not participate in any non-formal activity listed several reasons or barriers that precluded them from participating. Family reasons and obligations towards their families were considered the main barrier for 13 percent of non-participants. Others did not need additional training for their current job (12.5%), or they simply did not consider there to be any need for further education or training activities at all (11%). Professional burdens were also listed among the main barriers; regardless of the need and desire to attend training or other non-formal education activities, limited time to attend such activities due to job-related burdens is considered as the main barrier for 9 percent of non-participants. A full list of barriers is presented in Figure 31 below.

**Figure 31.**

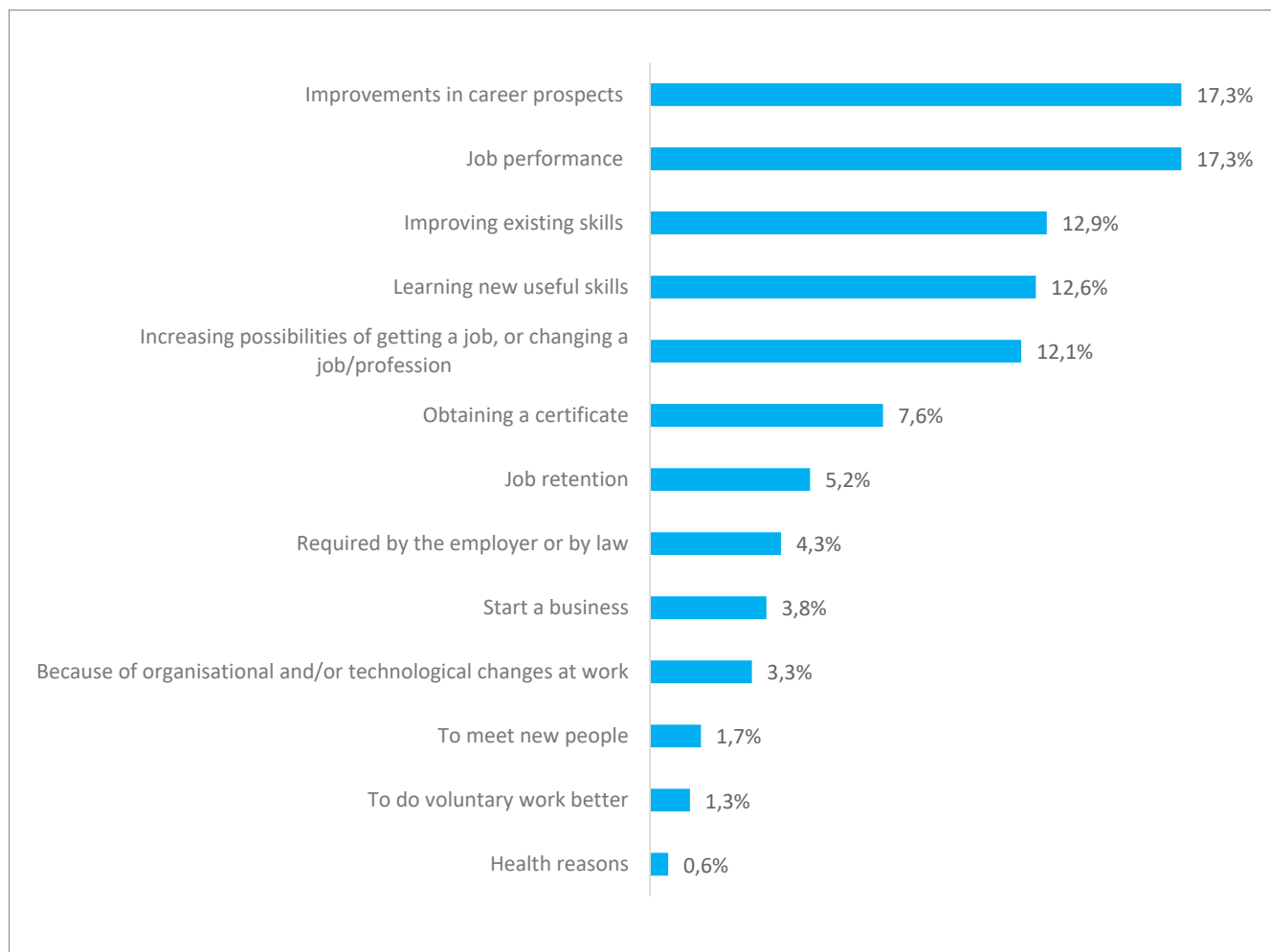
**Reasons for not participating in non-formal education (n=2,087)**



On the other hand, improvements in career prospects (17%) and job performance (17%) were stated as the main reasons for participation by those who had taken part in non-formal education within the last 12 months. Improving existing skills or learning new ones that could be useful in adults' everyday lives is considered as the main reason for one-quarter of attendees to take part, while job retention is an important reason for only a small percentage (5%) of them (Figure 32).

**Figure 32.**

**Reasons for participation in non-formal education (n=304)**



Costs related to non-formal education/learning activities, albeit mostly funded by participants themselves, were relatively inexpensive. However, this must be assessed according to the available household income. This sum represents a considerable investment for low-income households in particular. The median value for a single activity is EUR 180, which is almost equivalent to the monthly minimum wage in Kosovo (i.e. EUR 170), while the average cost of a single activity was higher (EUR 230).

**Figure 33.**

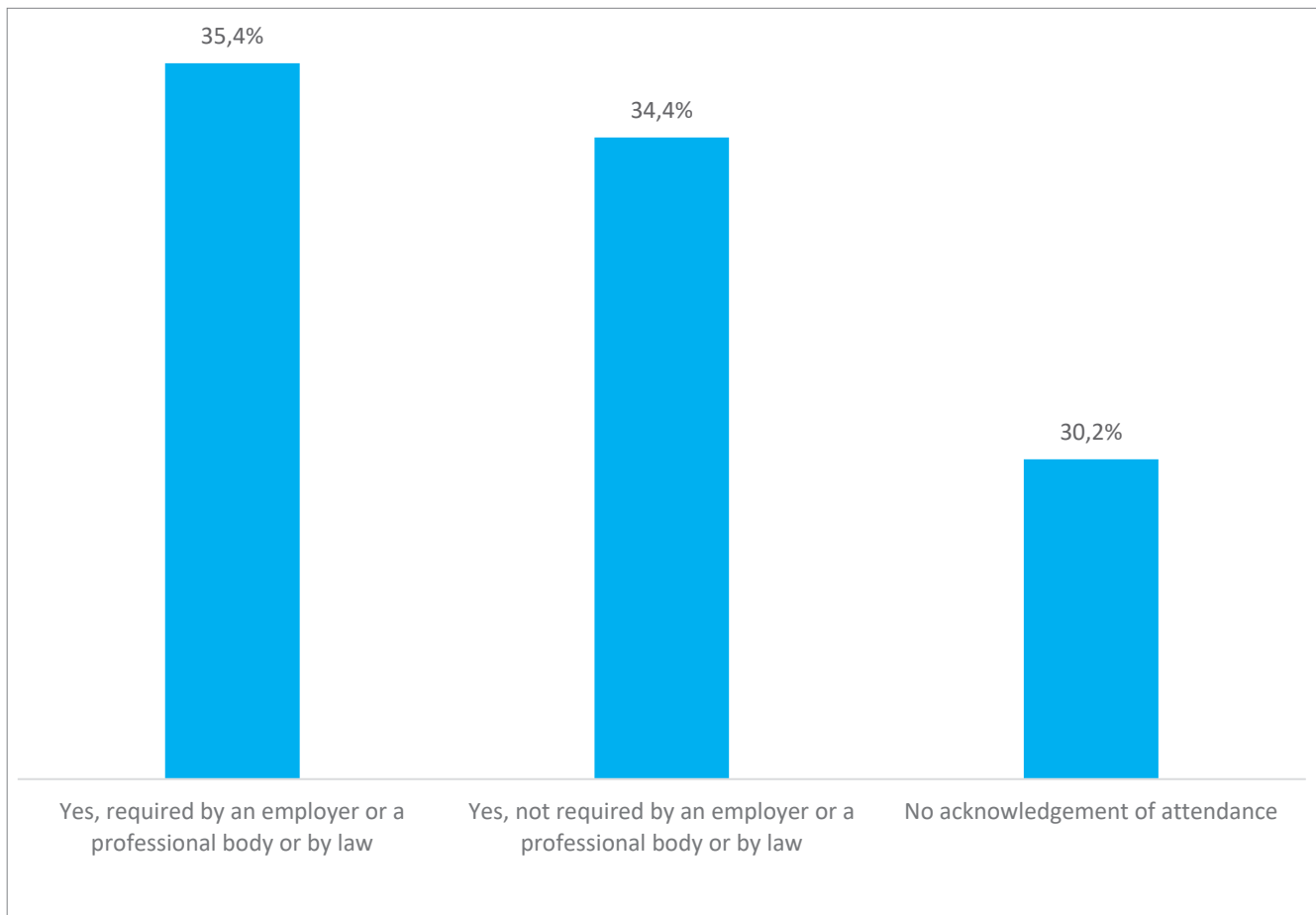
**Costs of non-formal learning activities (n=304)**



Regardless of the sources of funds and the cost of non-formal education/learning activities, attendance at and certification of activities were either required by an employer, professional bodies or the law for only 35 percent of participants, whereas none of the above was applicable to one-third of participants. Around 30 percent of participants reported that attendance at a non-formal education activity did not lead to a certificate, but instead to confirmation of attendance (Figure 34).

**Figure 34.**

**Certification of non-formal learning activities (n=304)**



## Informal learning

Another aspect on which this survey focussed, and which will be discussed in this section, is informal learning in Kosovo. Before providing findings, we will explain what this form of learning means. Informal learning refers to learning that takes place outside formal learning environments but within some kind of intention and organisational framework. According to our calculation, more than 78 percent of respondents have participated in informal learning during the last 12 months, 53 percent of them men and 47 percent women.

Figure 35 shows the participation rate of each age group in informal learning (the line). In addition, the columns in this figure provide information

about the gender structure within the age group. Analysing this figure, we observe that young adults take part in this form of learning more frequently than older ones do. This might be because younger people are more familiar with using technology, which is an important source for the development of informal learning activities today. This reason might go some way towards explaining another pattern that we have observed, namely that more women are found in younger age groups. Another factor that may explain the abovementioned pattern is the fact that younger women are more strongly represented on the labour market, and therefore have a greater need to develop different skills than older women.

**Figure 35.**

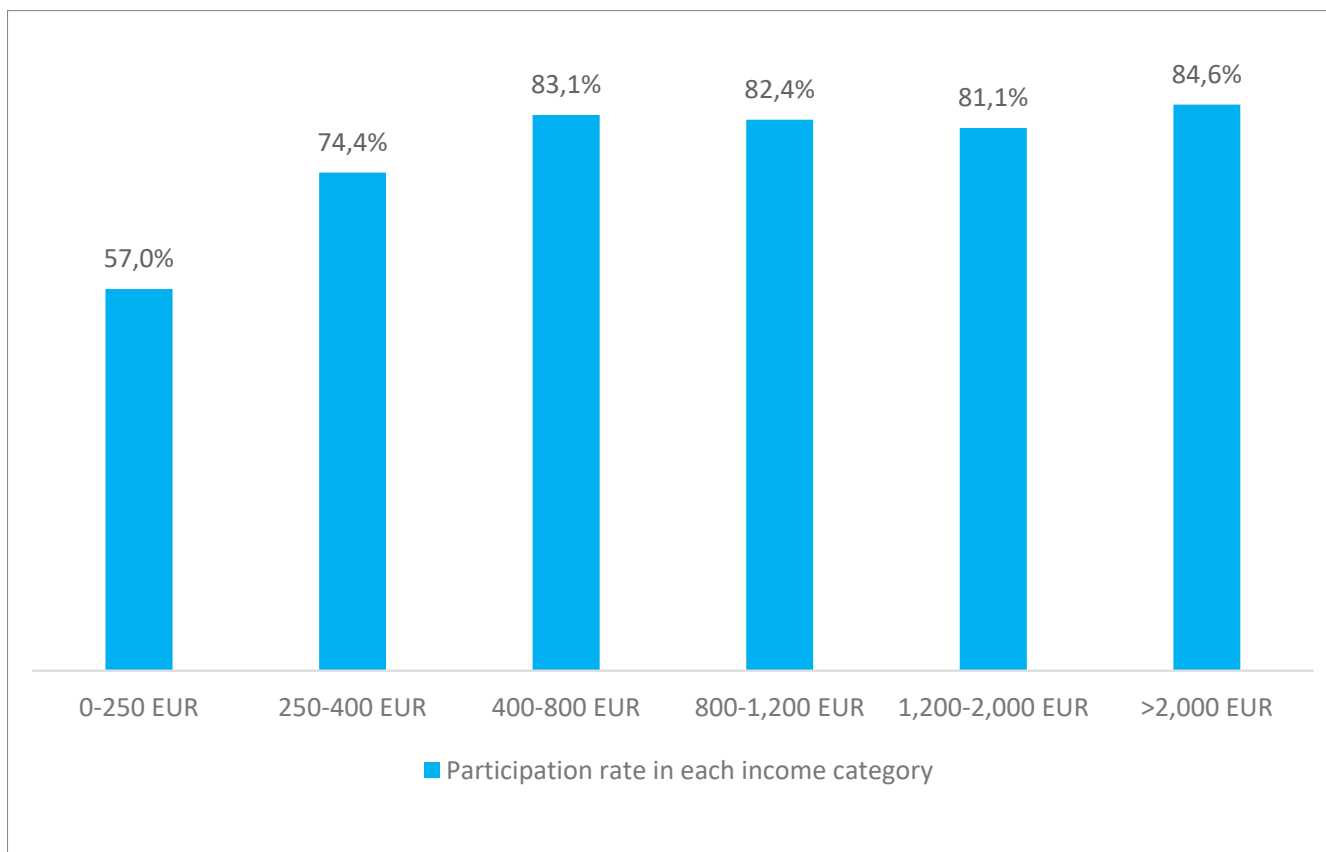
### Participation in informal learning by age group and gender structure (n=1,874)



Because informal learning activities are less costly in general as opposed to formal or non-formal education, differences in the participation rate in informal learning within income categories are much lower. The participation rate is 57 percent in households with an income of up to 250 EUR per month, whereas it is around 85 percent in households that earn more than 2,000 EUR per month (Figure 36).

**Figure 36.**

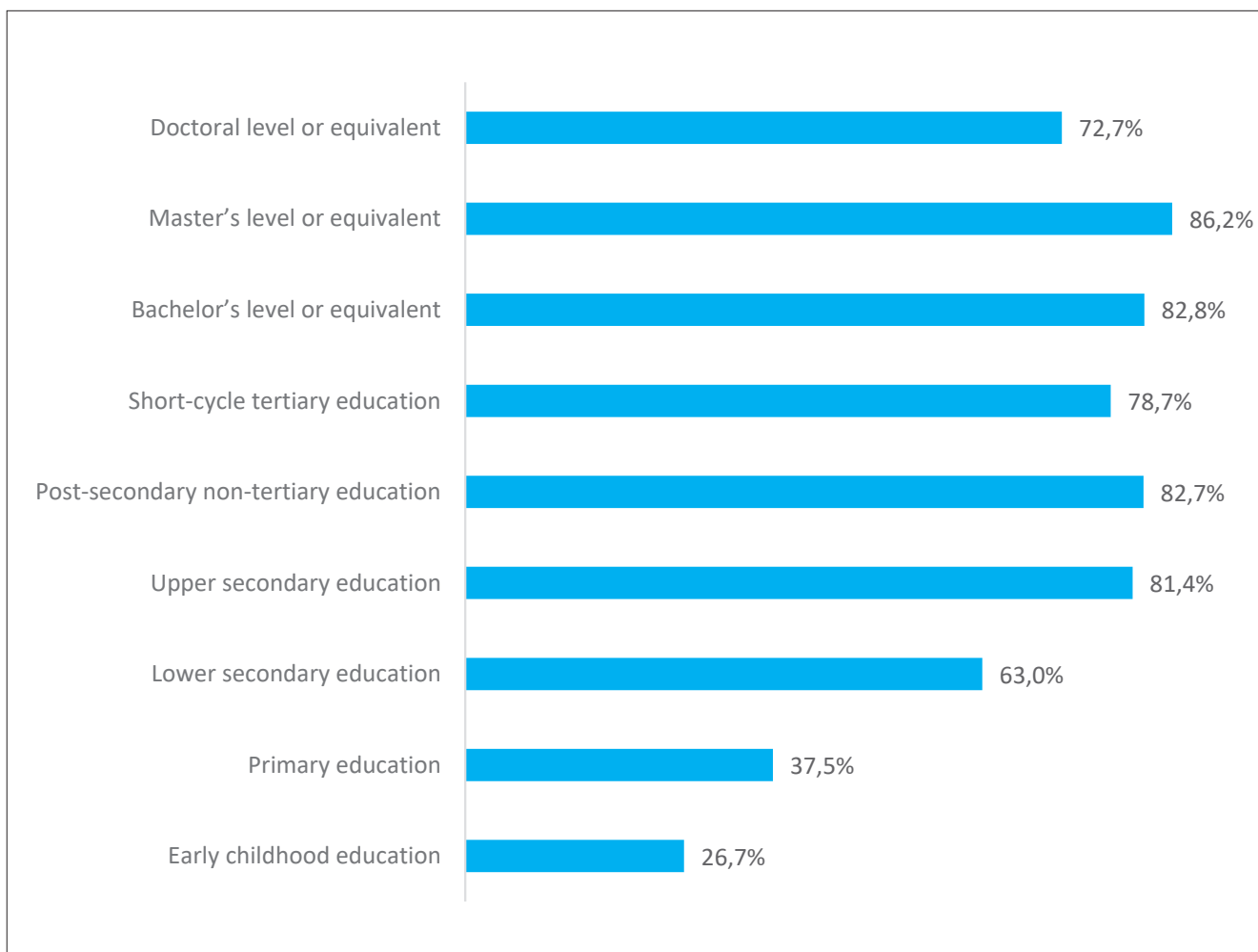
**Participation in informal learning activities by income categories (n=1,874)**



Unlike with formal and non-formal education, patterns of the participation rate in informal learning activities show a high level of participation regardless of the level of education. With the exception of adults who attained a primary level of education or lower, more than 60 percent of adults in every educational attainment category have taken part in informal learning activities during the last year (Figure 37).

**Figure 37.**

**Participation in informal learning activities by level of education  
(n=1,874)**

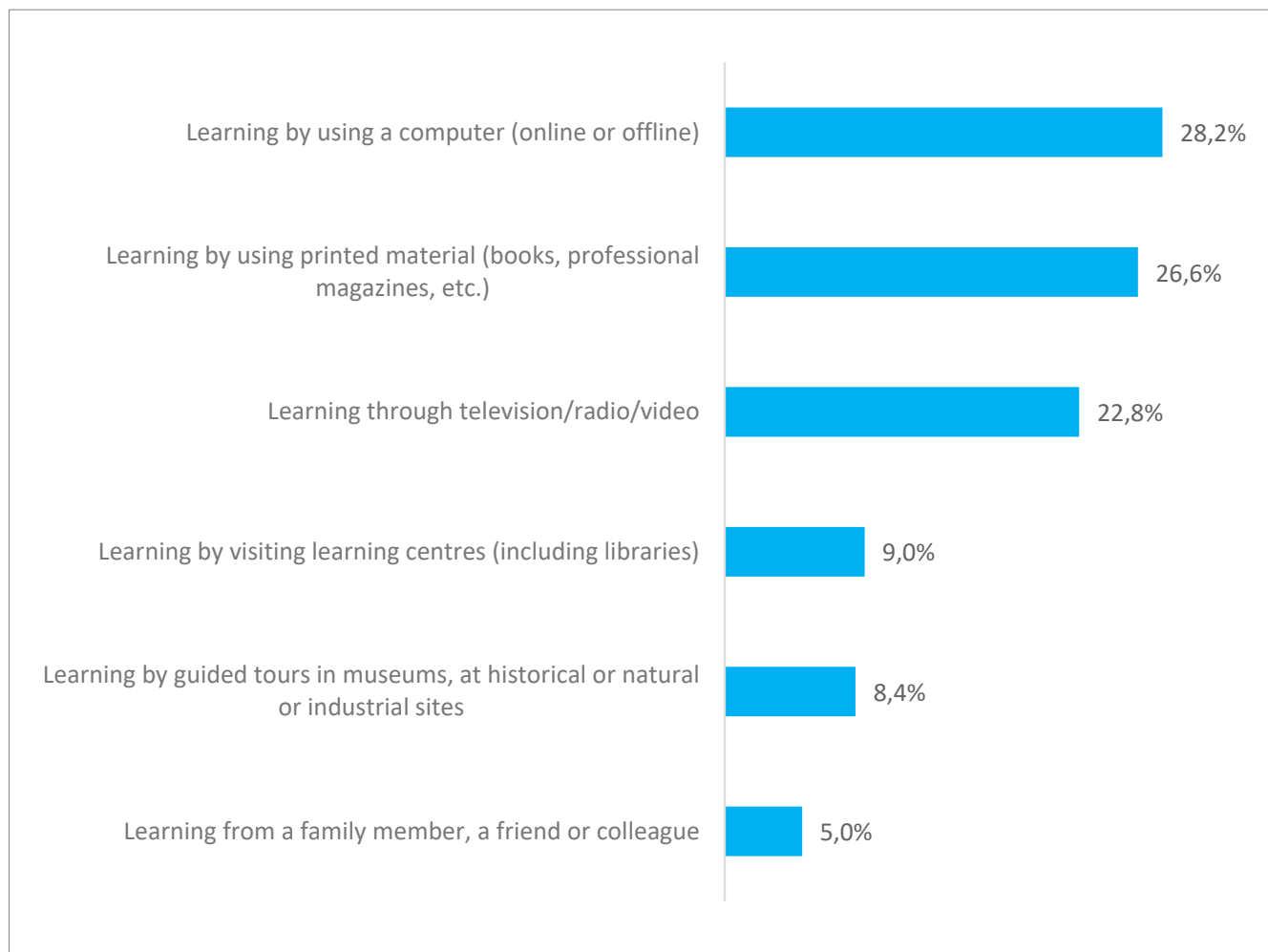




When it comes to types of informal learning, respondents were asked to select the informal learning activities in which they had been involved. As shown in Figure 38, learning by using computers was the option chosen most commonly, followed by learning using printed material and learning through television/radio/video. On the other hand, learning from a family member, a friend or a colleague was the option that was selected least frequently. It is worth mentioning that the survey was conducted during COVID-19, which might explain why this type was not often selected.

**Figure 38.**

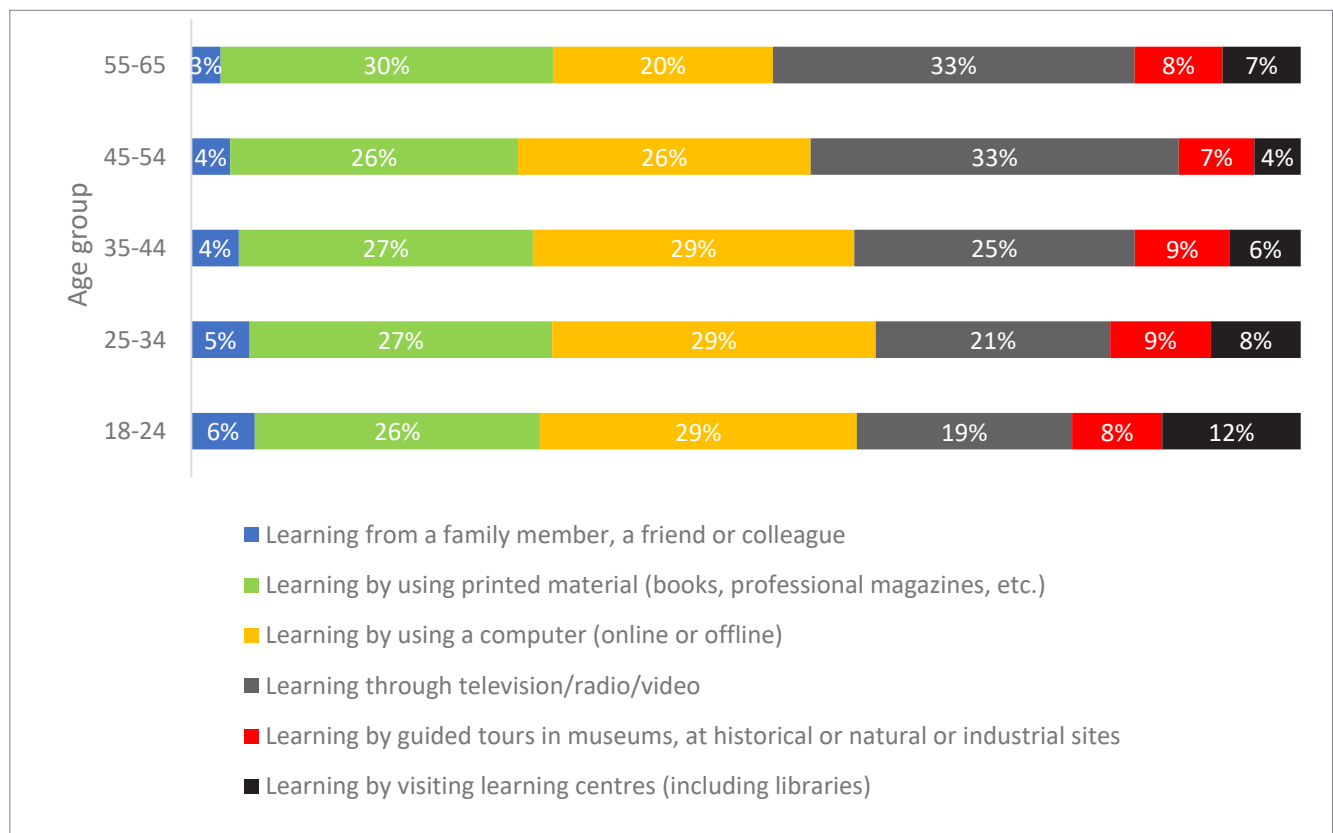
**Type of informal learning activities (n=1,874)**



In order to verify whether there is any difference between age groups regarding the type of informal learning activity, we analysed the structure of informal learning activities by age group in Figure 39. As we can see, the most common activity among young people (aged 18-24 and 25-34) is learning by using computers. Although this option is also frequently selected by older people (aged 45-54 and 55-65), the most common activities for them are learning through television/radio/video, and learning by using printed material. As has already been mentioned, familiarity with technology might explain this difference between age groups.

**Figure 39.**

**Type of informal learning activity by age groups (n=1,874)**



As the evidence showed, a significant proportion of respondents participated in informal learning, this applying more frequently to younger people and men. In addition, we analysed the type of informal learning activity

in which respondents took part. While learning using computers is more common among young people, older people more frequently name participation in learning through television/radio/videos.

## Perceptions of adult learning

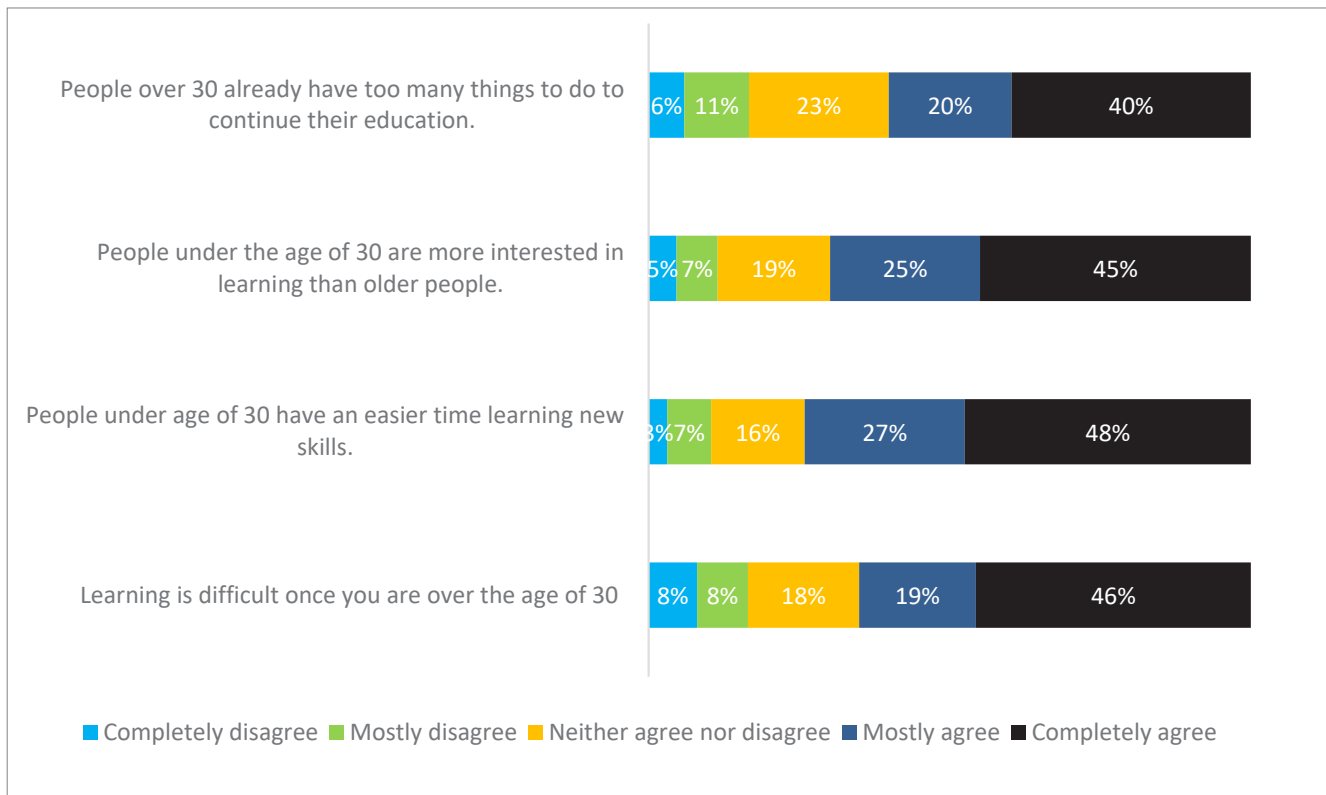
In addition to the main findings related to both formal and non-formal education presented in the previous sections, this part will discuss findings regarding the perception of adult learning in Kosovo.

These findings focus on topics characterising the perception of adult learning, including age, public sentiment about education, entities responsible for adult education opportunities, the preferred mode of learning, activities suitable for the development of employment-related skills, and factors influencing getting a good job.

As far as the perception of adult learning in terms of age is concerned, respondents were asked to assess the extent to which they agree with the age-related statements provided in Figure 40. There is a general perception that learning is more difficult after the age of 30. As we can see, more than 60 percent mostly or completely agree that people aged over 30 already have too many things to do in order to continue their education. At the same time, the vast majority believe that people under 30 are more interested in learning than older people are. Additionally, around 75 percent agree that people aged under 30 find learning new skills easier.

**Figure 40.**

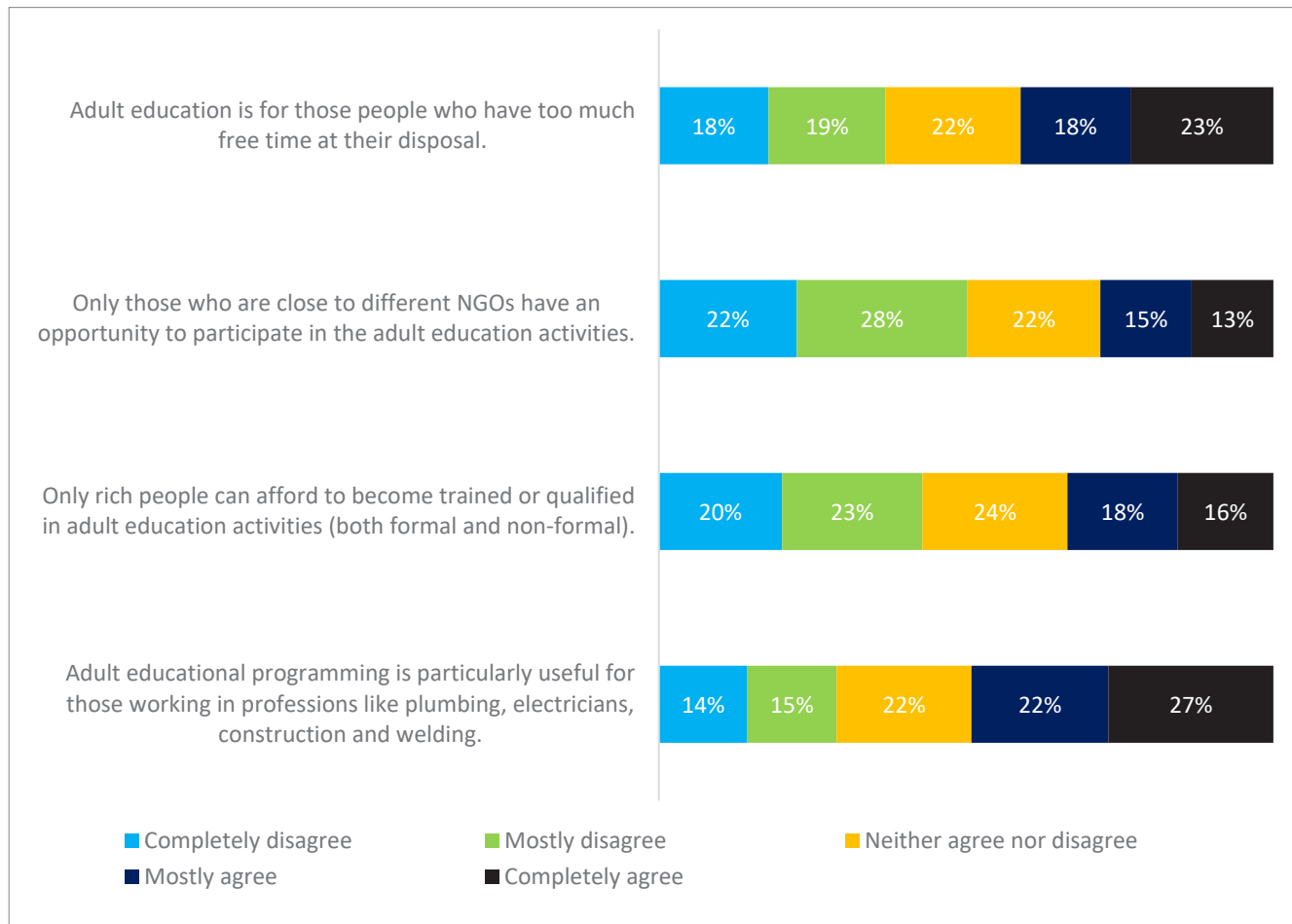
**Perception of adult learning (n=2,391)**



When it comes to public sentiment towards education, Figure 41 shows the extent to which respondents agree with several statements concerning this issue. A high proportion of respondents (41 percent) mostly or completely agree that adult education is only for those people who have too much free time at their disposal. More than 50 percent mostly or completely disagree that only people who are close to different NGOs have an opportunity to participate in adult education activities. As far as the wealth of a person is concerned, 43 percent mostly or completely disagree that only rich people can afford to undergo training or become qualified in adult education activities; around 34 percent agree with this statement, and 24 percent are neutral. With regard to adult educational programmes, more than 49 percent agree that these types of programme are particularly useful for people working in professions such as plumbing, electricians, construction, and welding; almost 30 percent disagree with this statement, and 22 percent neither agree nor disagree.

**Figure 41.**

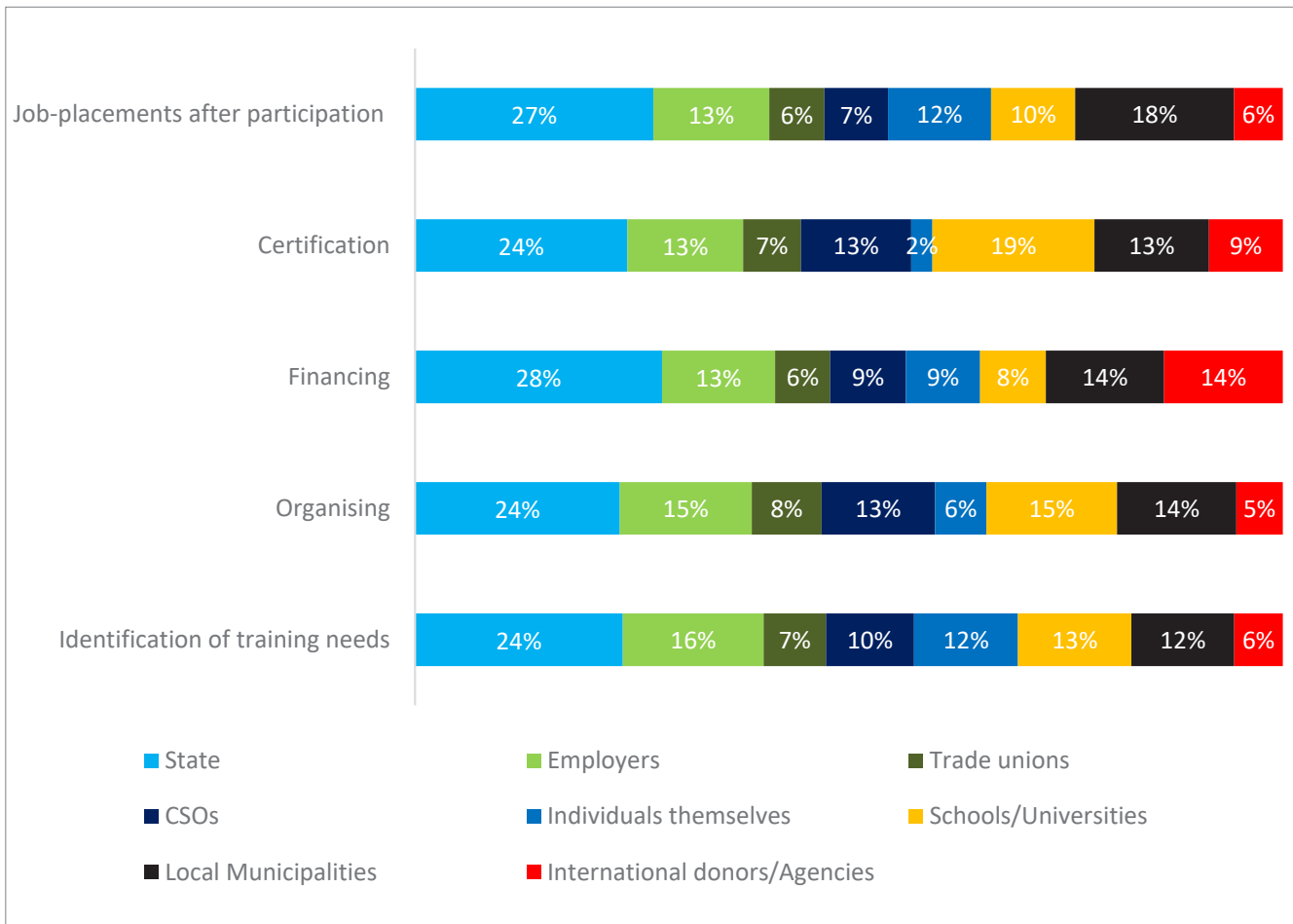
**Public sentiment about adult learning (n=2,391)**



When it comes to entities responsible for adult education opportunities such as job placement, certification, financing, organising and identification of training needs, respondents most frequently named the State as the responsible entity for each opportunity. Figure 42 shows how often each entity was selected as the one that should be responsible for each educational opportunity.

**Figure 42.**

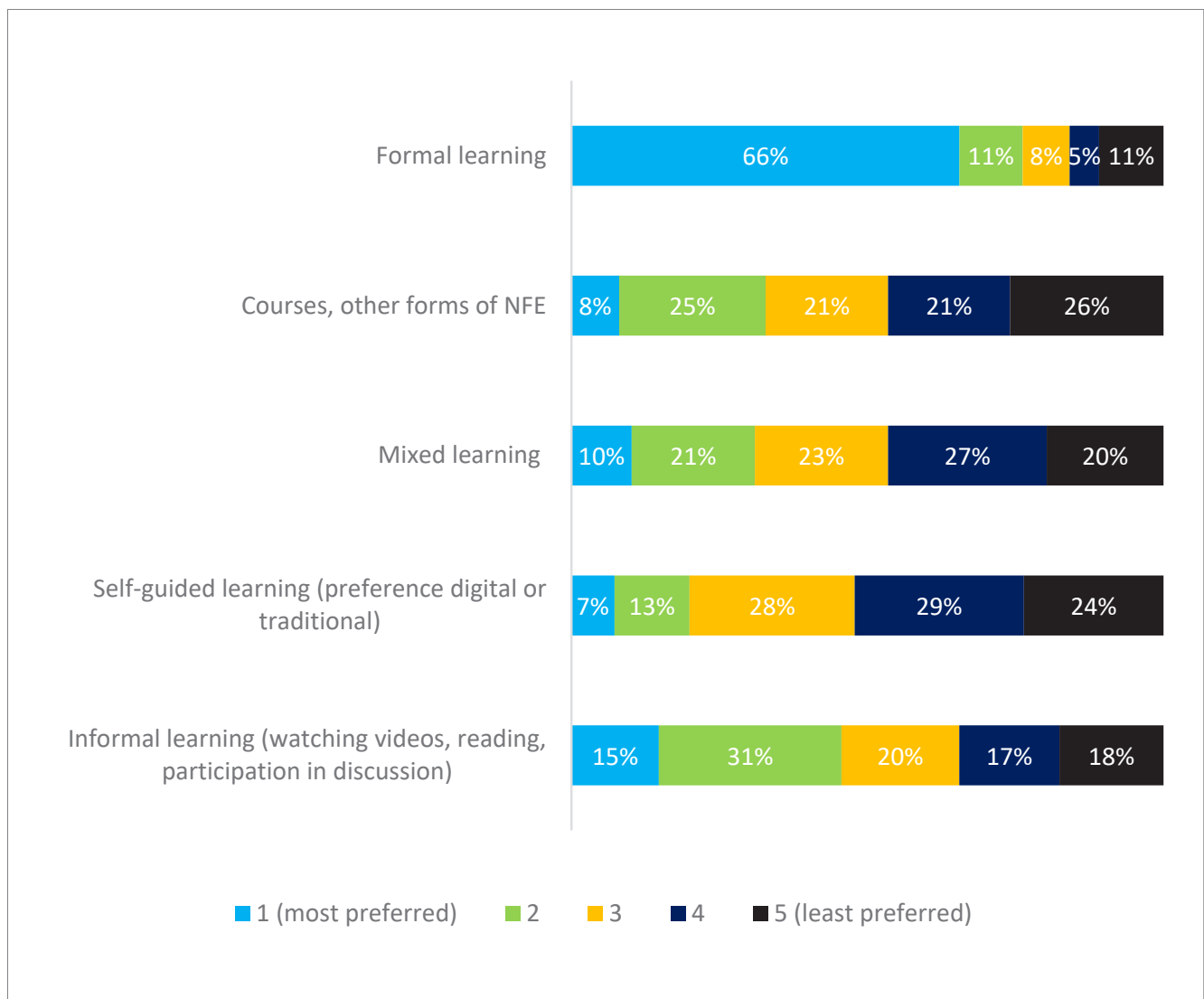
**Entities responsible for adult education opportunities (n=2,391)**



One of the questions asked respondents to rank the preferred mode of learning from 1 (the most preferred) to 5 (the least preferred). Figure 43 shows the relative frequency of each option selected. While the most preferred mode is formal learning, as it was ranked first by 66 percent of respondents, the least preferred mode are courses and other forms of non-formal education, since it was ranked the least most often compared to other modes.

**Figure 43.**

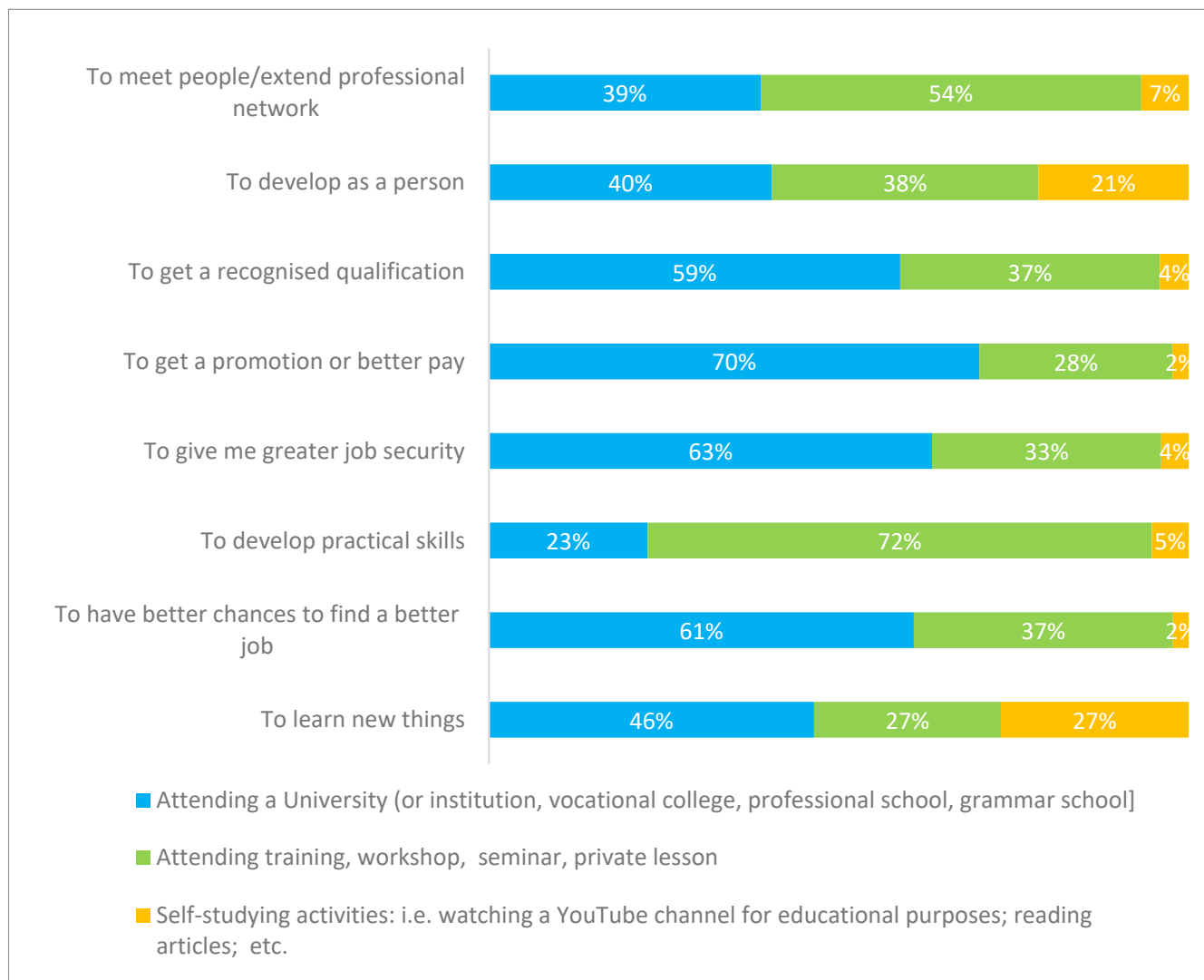
**Preferred mode of learning (n=2,391)**



In another question, respondents had to select one of the three different learning activities as the most suitable to develop certain factors related to employment. Figure 44 illustrates how often each activity was chosen as suitable to acquire the specific skills. As has been shown, attending a university (or institution, vocational college, professional schools, grammar school) is selected as the most important learning activity to further personal development, to obtain a recognised qualification, to get promoted or better pay, to attain greater job security, to have better chances to find a better job, and to learn new things. On the other hand, respondents found that attending training, workshops, seminars and private lessons is more important to meet people/ extend one's professional network, and to develop practical skills.

**Figure 44.**

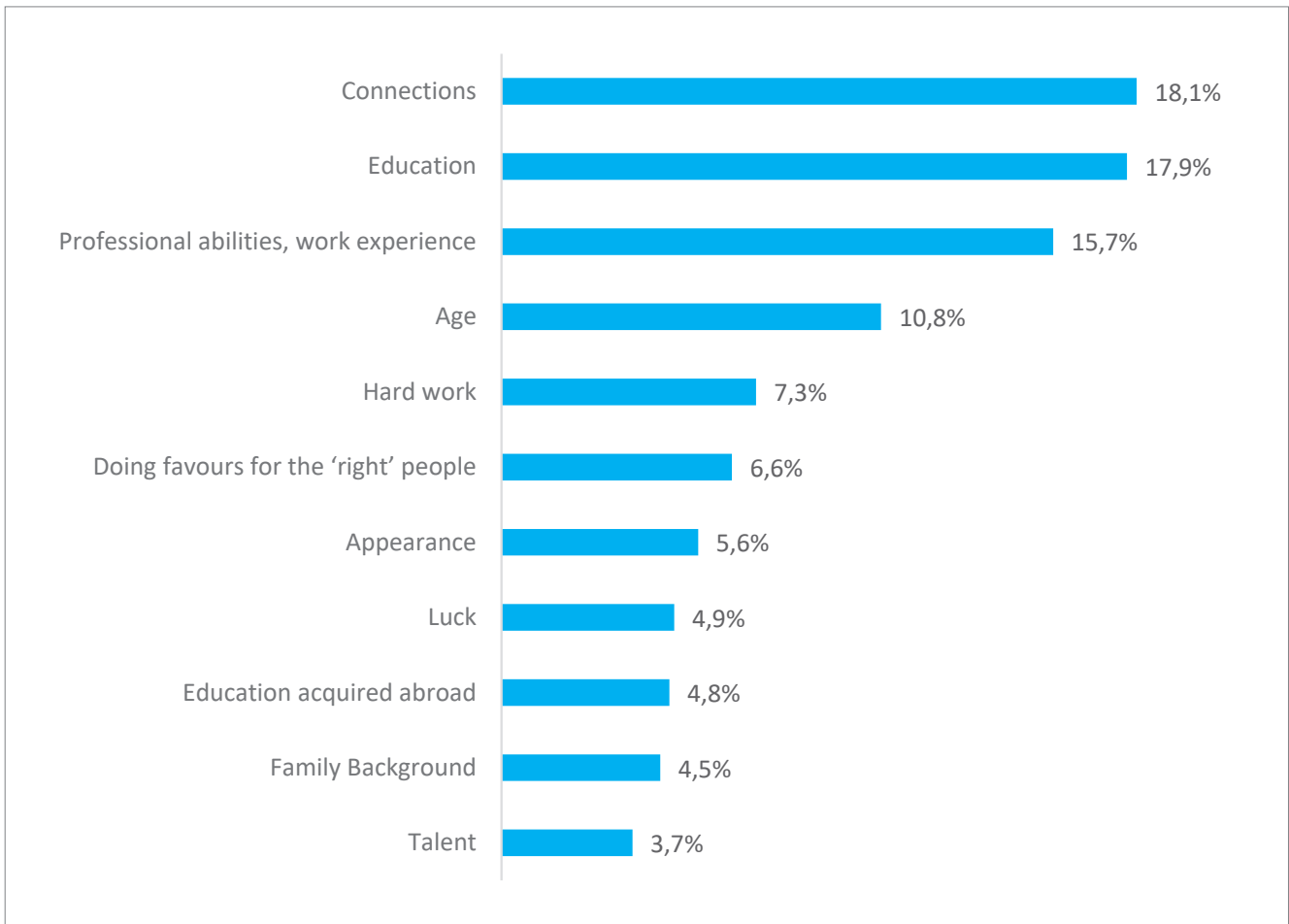
**Learning activities suitable for each skill (n=2,391)**



With regard to factors that are important for getting a good job, Figure 45 provides information on the relative frequency with which each factor was selected as one of the three most important factors. Having connections was chosen most frequently (more than 18 percent) as one of the three most important factors, followed by education, which was chosen by 17.9 percent, and professional abilities and work experience, by 16 percent.

**Figure 45.**

**Influencing factor to get a better job (n=2,391)**



In conclusion, there is a perception that education is more difficult for people above 30; the State is the entity most frequently considered responsible for adult education opportunities; connections are a strong factor for getting a

good job, while attending university is an important activity for improving one's chances of finding a better job, and attending training and other forms of non-formal education to develop job-related skills.

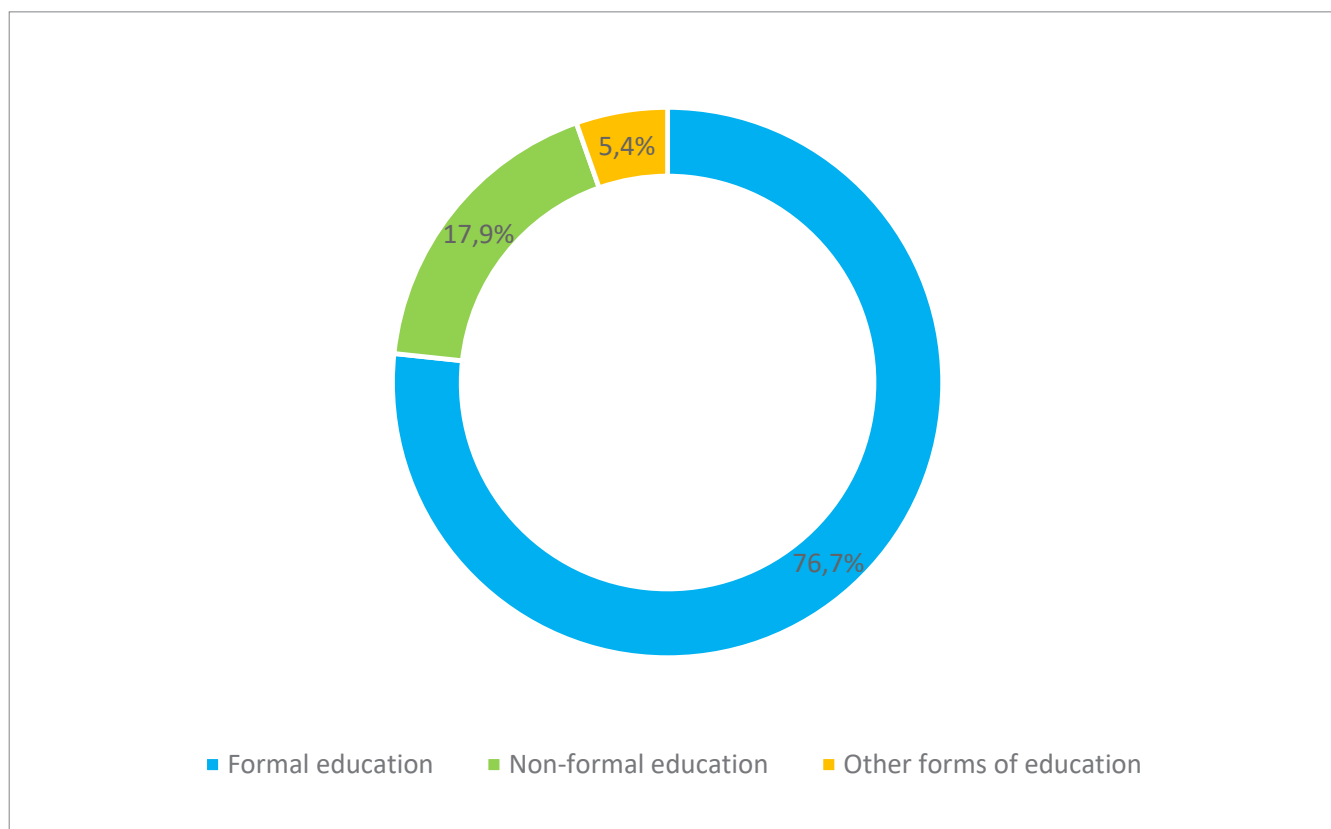


## Distance-based learning during COVID-19

As the survey was conducted during the COVID-19 pandemic, some of the survey questions focussed on several aspects of distance-based learning during this time, and these will be discussed in this section. Regarding participation, more than 9 percent of respondents stated that they had taken part in this type of learning.

**Figure 46.**

**Respondents participating in distance-based learning by form of education (n=223)**



As shown in Figure 46, more than 76 percent of those who had taken part in distance-based learning stated that they had attended formal education, almost 18 percent non-formal education, and 5.4 percent other forms of education.

**Figure 47.**

**Respondents participating in online education by gender and place of residence (n=223)**

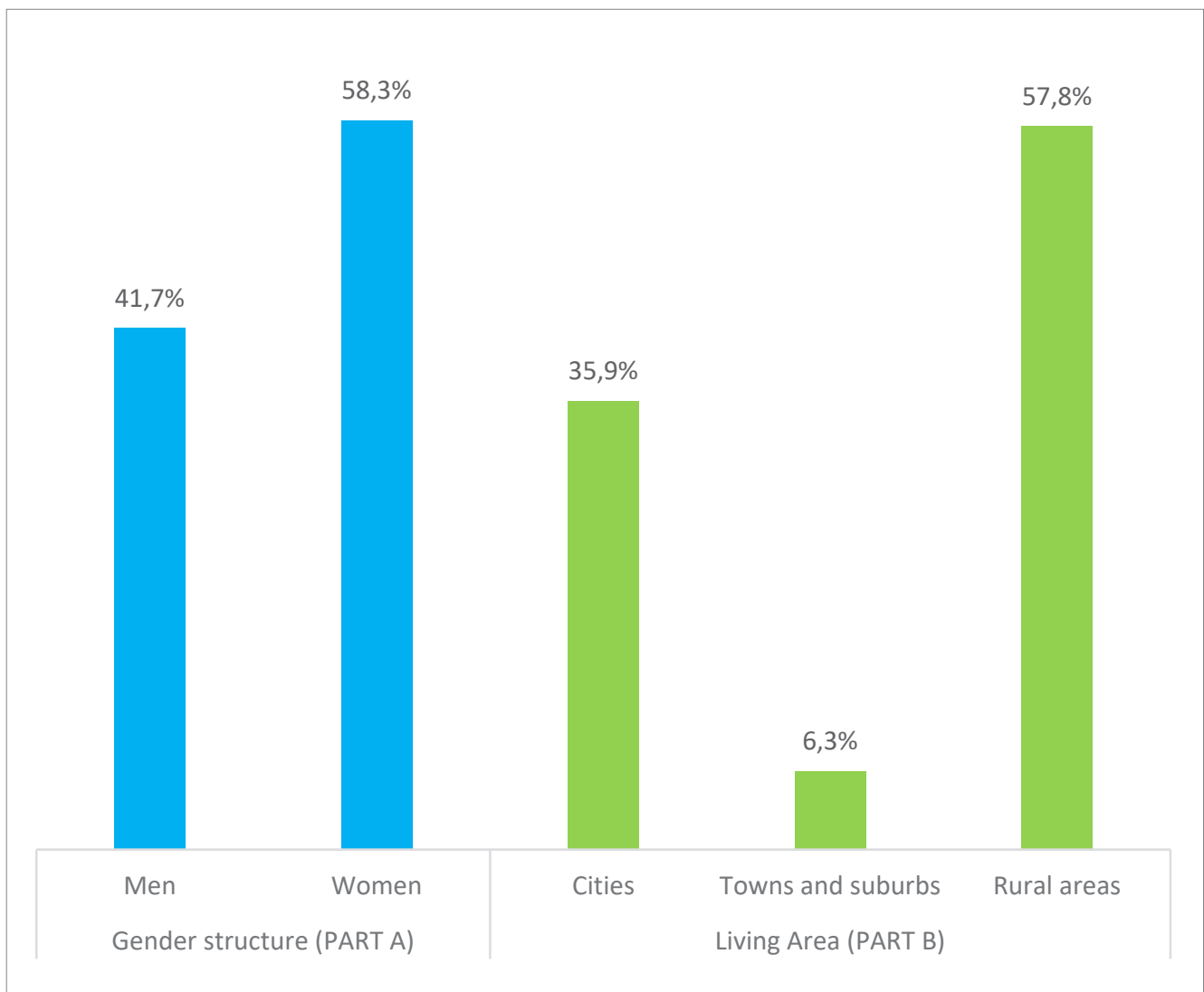
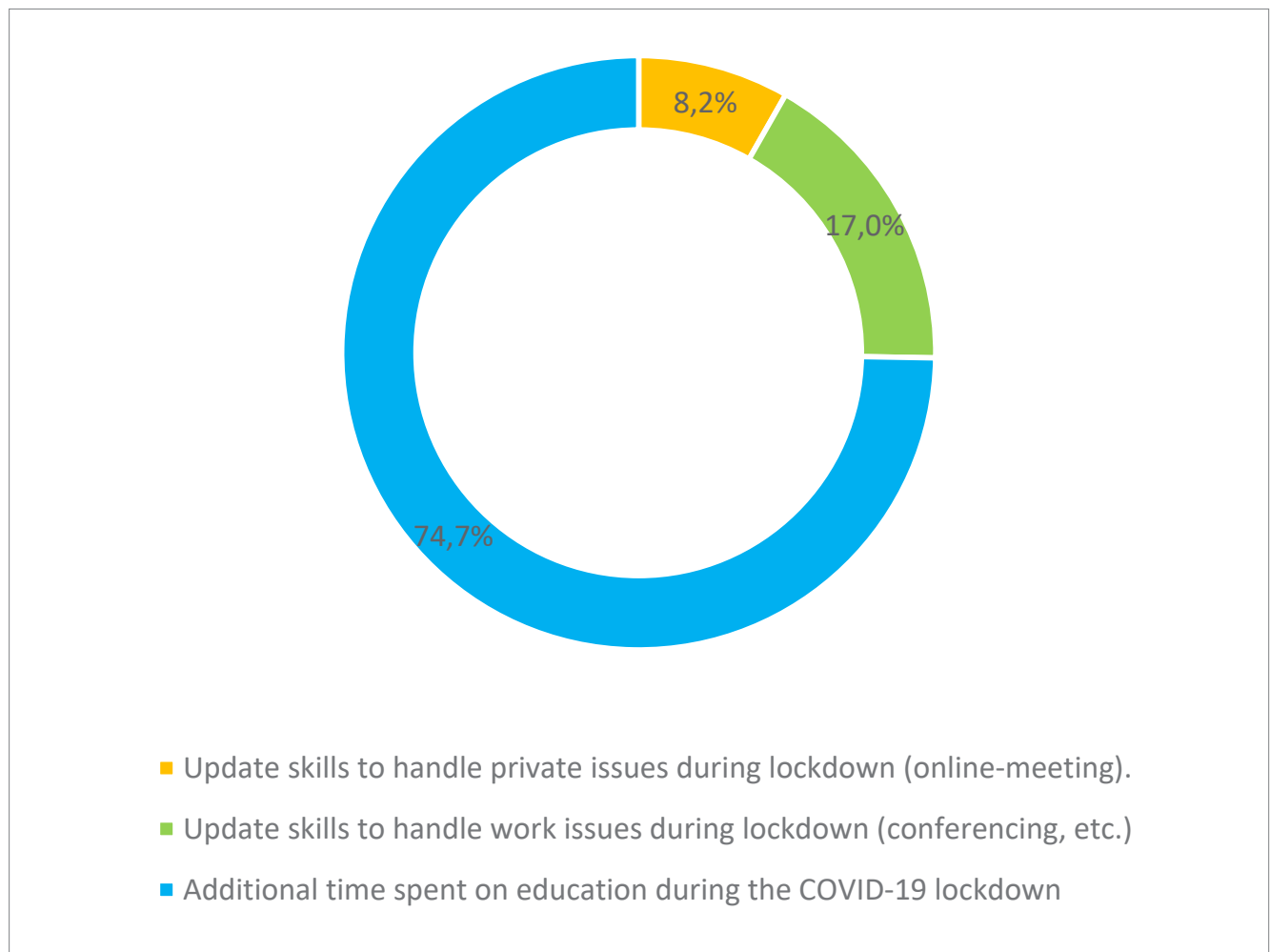


Figure 47 shows the distribution of respondents who have taken part in distance-based learning in terms of gender and place of residence. As we can see, more women participated than men. In terms of where they lived, those living in rural areas participated more frequently than people living in cities and suburbs. One of the questions asked respondents to name the reason(s) for taking part in distance-based learning. The most common reason mentioned is the additional time spent on education during the COVID-19 lockdown. Figure 48 provides more detailed information for the reasons for participating in distance-based learning.

**Figure 48.**

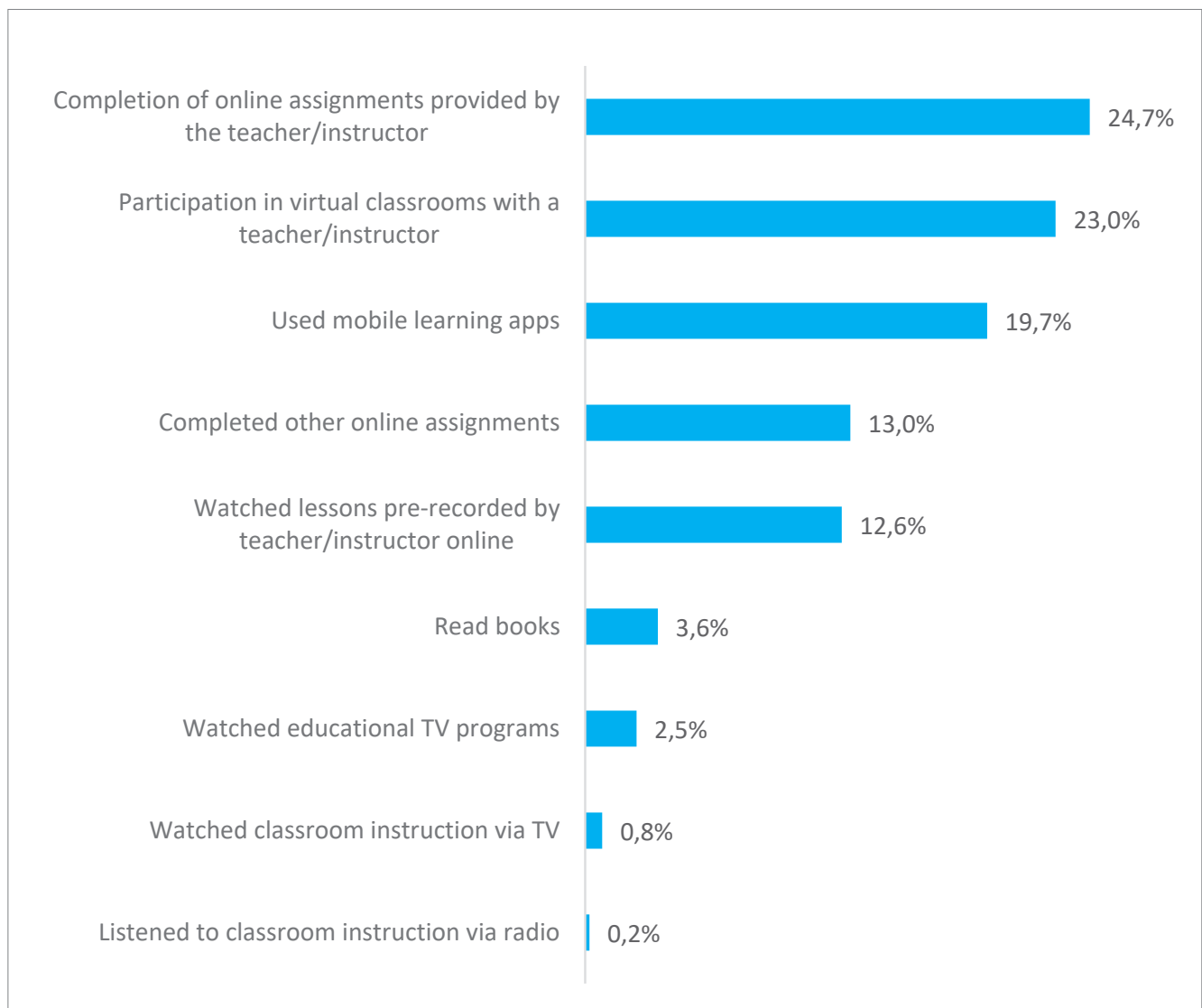
**Reasons for participating in distance-based learning (n=223)**



When respondents were asked to provide information about the educational activities in which they had been engaged when participating in distance-based learning, completion of online assignments provided by the teacher/instructor seem to be the most common answer. Other educational activities that were mentioned more frequently include participation in virtual classrooms with a teacher/instructor, and the use of mobile learning apps. Figure 49 provides more information regarding educational activities in which respondents have been engaged.

**Figure 49.**

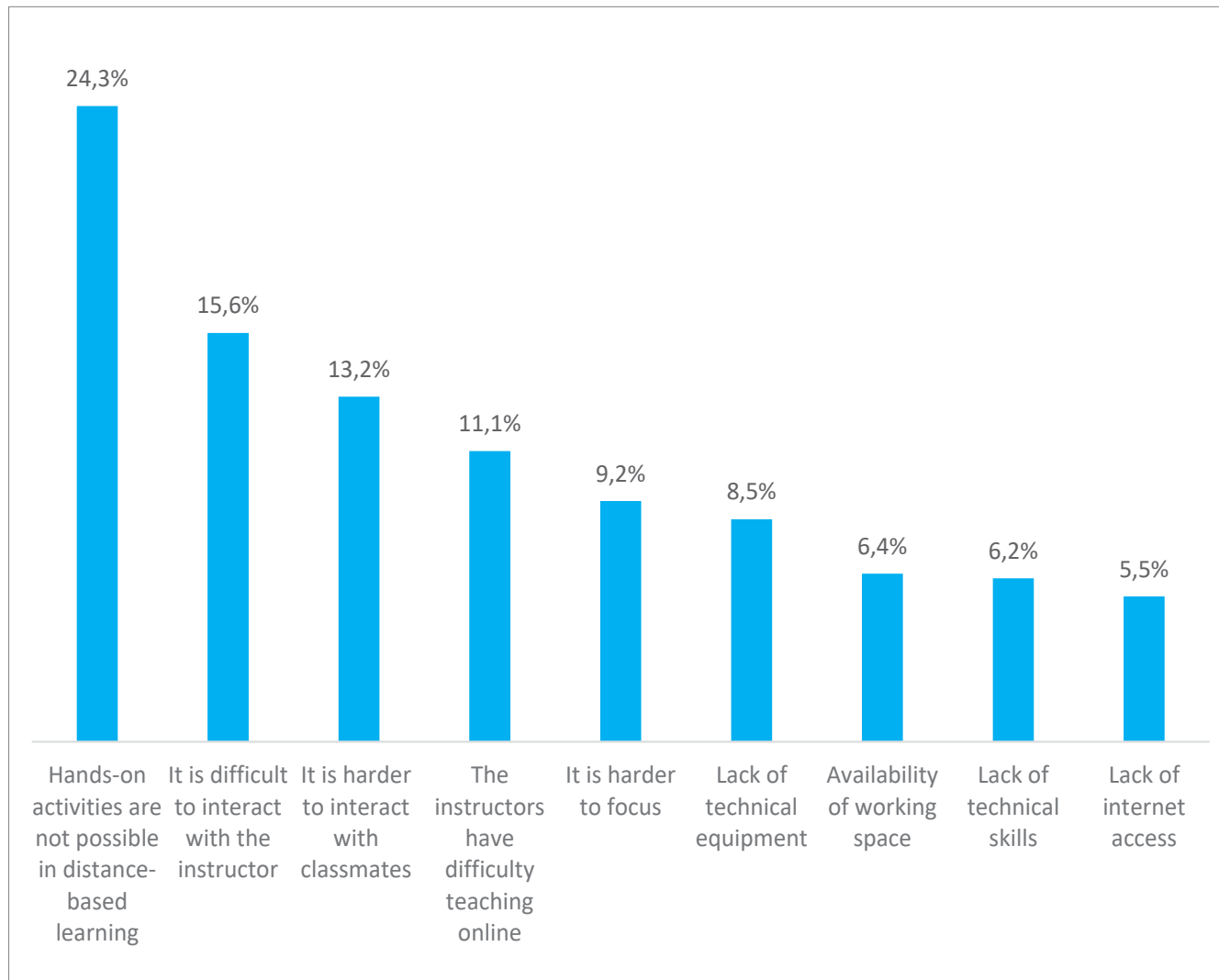
**Activities during distance-based learning (n=223)**



People participating in distance-based learning were asked to name the disadvantages of this form of learning as opposed to classroom-based learning. Figure 50 illustrates the relative frequency of each disadvantage chosen, ranked from the most common to the least common. The fact that hands-on activities are not possible in distance-based learning constitutes the greatest disadvantage, as it was mentioned most often by respondents.

**Figure 50.**

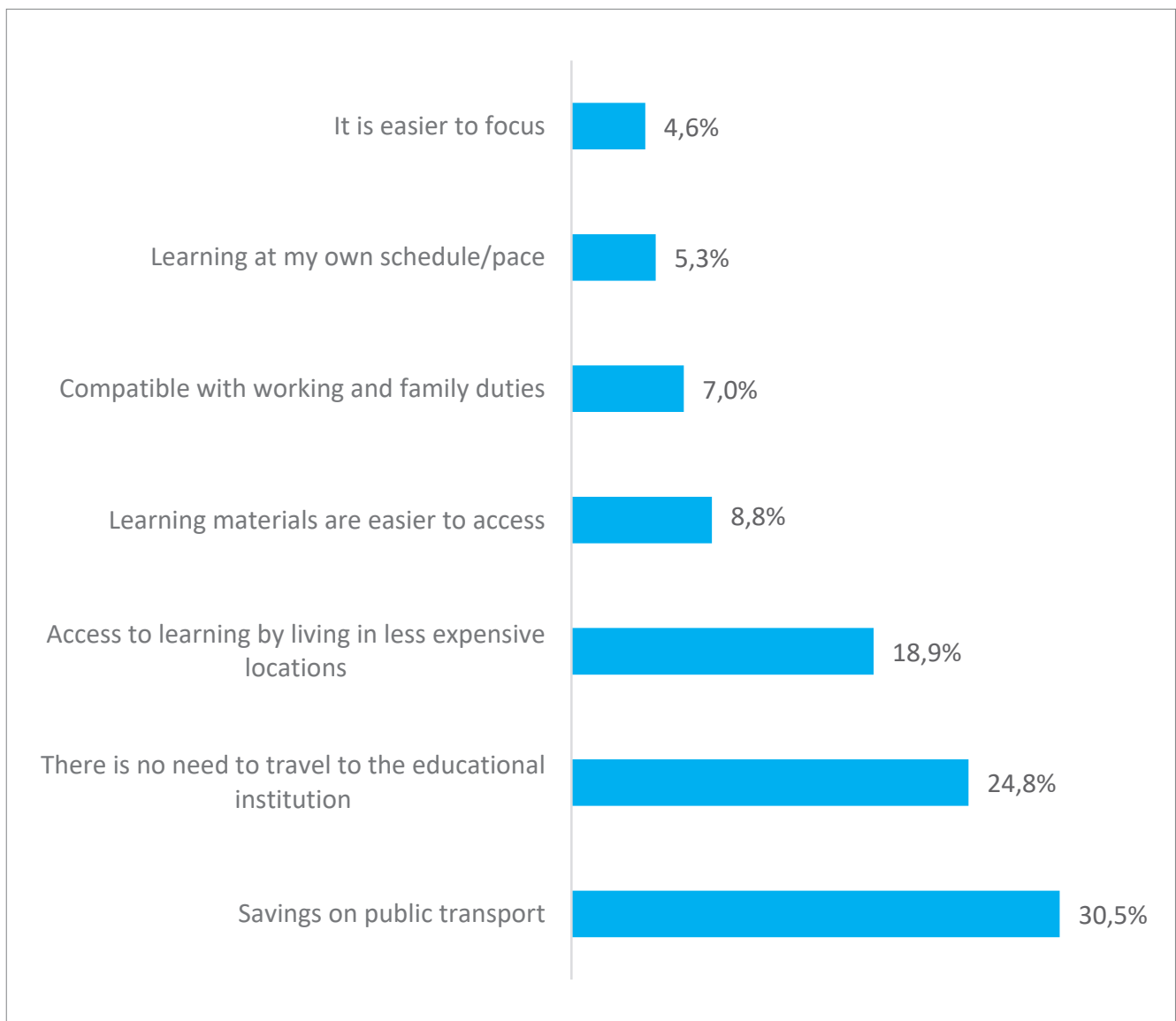
**Disadvantages of online learning (n=223)**



The last question regarding distance-based learning during COVID 19 asked respondents to assess how satisfied they were with the quality of the online education that they had received. The results are illustrated in Figure 52; while almost 78 percent of respondents were either satisfied or very satisfied with the quality of online education, the others (more than 22 percent) were dissatisfied or very dissatisfied.

**Figure 51.**

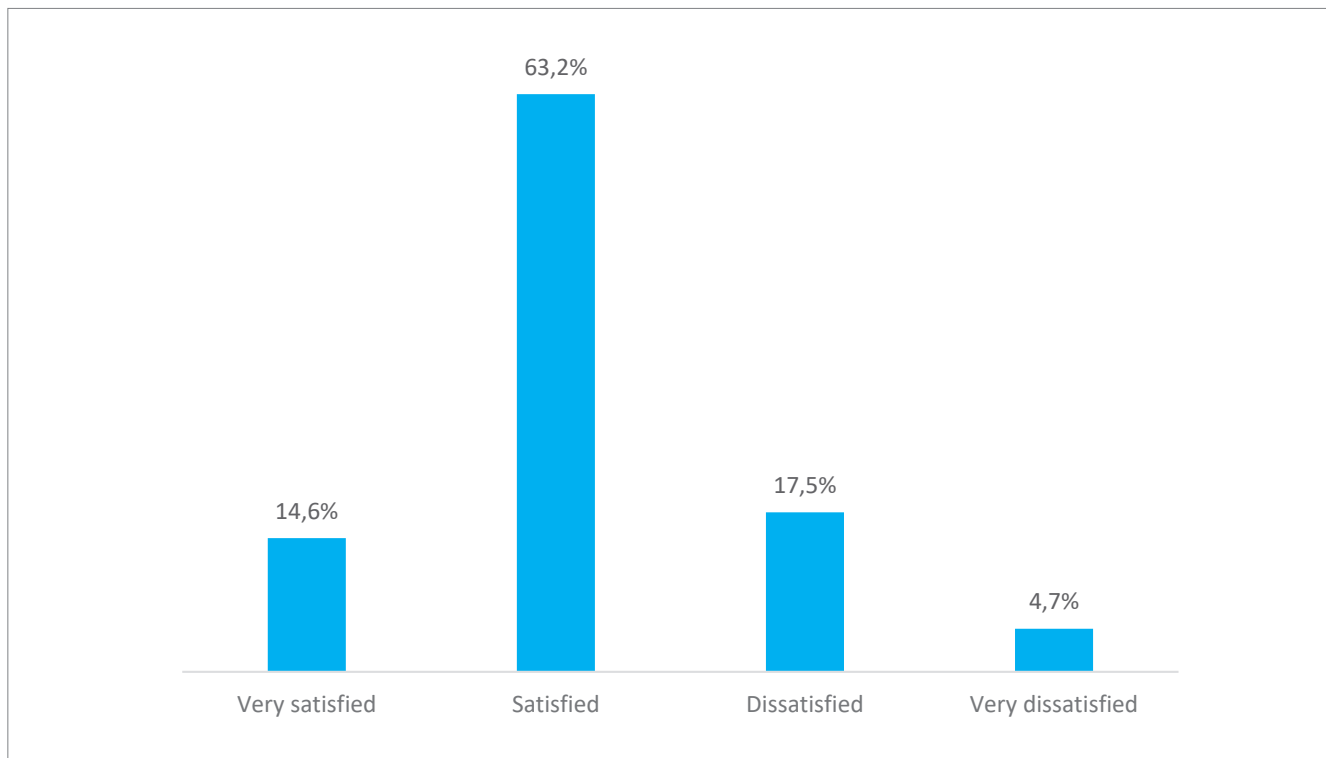
**Benefits from distance-based learning (n=223)**



The last question regarding distance-based learning during COVID 19 asked respondents to assess how satisfied they were with the quality of the online education that they had received. The results are illustrated in Figure 52; while almost 78 percent of respondents were either satisfied or very satisfied with the quality of online education, the others (more than 22 percent) were dissatisfied or very dissatisfied.

**Figure 52.**

**Satisfaction with the quality of distance-based learning (n=223)**



As was shown by the data above, women participated in distance-based learning more frequently than men during COVID-19, and the main reason for participation was the extra time available as a consequence of the lockdown. Completion of online assignments set by a teacher/instructor was the main educational activity during distance-based learning. The main disadvantages of distance-based learning, according to

respondents, are the unavailability of hands-on activities, and the difficulty in interacting with the instructor and classmates. On the other hand, the main benefits are that it lowers costs since there is no need to travel to the educational institution or to live nearby, and it saves time as well. Those participating in distance-based learning were satisfied with the quality of the education that they had received overall.

## Concluding remarks

This survey report provides a thorough assessment of adults' education-related topics in Kosovo. It examines the current educational attainment, and explores two types of educational activities during the last year in greater depth – formal and non-formal education. The results presented in this report complement the existing data on education, and may also contribute to informed policy-making in the educational sector in Kosovo. The main findings from the survey are as follows:

- The propensity to migrate remains one of the biggest challenges that will eventually have serious implications for the labour market in Kosovo; more than 34 percent of adults plan to live and/or work in another country in the next three years. The most common reasons to do so include better working conditions, higher wages and easier access to the labour market.
- Educational attainment in Kosovo is relatively high, and is close to the EU average. Based on the survey data, more than one-third of adults in Kosovo have completed higher education, while as few as around 2 percent have only completed primary education or early childhood education. The educational attainment of women is systematically higher than that of men, except for the Ph.D. level or equivalent degrees.
- Services and sales workers, as well as professionals such as health professionals, teaching professionals, etc., dominate the labour market, with more than half of employed adults. Among employed adults, most occupations are dominated by men; especially plant and machine operators, craft and related trade workers, as well as agricultural workers.
- Literacy in foreign language learning is relatively satisfactory. According to the survey results, more than 66 percent can speak at least one foreign language. English is the foreign language that is spoken most frequently.
- Women show greater interest when it comes to learning opportunities. One-third of the adults surveyed have been looking for information regarding learning opportunities. The main source of information on learning opportunities remains the Internet, not including social media.
- Only 14 percent of adults have taken part in any type of formal education over the last 12 months, almost 60 percent of whom are women. Higher participation by women is more pronounced among younger generations, while the opposite is shown among adults from their mid-forties to mid-fifties. Participants in formal education are often attending programmes in the field of education and business, administration and law, and a range of other fields. Only information and communication technology (ICT), engineering and construction, as well as agriculture, are dominated by men, while other profiles seem to be more attractive for women. In addition, more than half of those adults who have participated in formal education activities declared that they were not working during the study period.
- The participation rate in formal as well as non-formal education is higher among adults



who have high levels of educational attainment (i.e. graduates and postgraduates). The participation rate in informal learning activities is however high, regardless of educational attainment.

- Socio-economic conditions seem to be among the most common barriers to participation in formal education.
- Participation in all types of non-formal activity is low, at only 13 percent of adults. Similar to formal education, the participation rate of women is higher.
- Engagement in learning is very much dependent on individuals' motivation and their resources, as employers are only involved to a marginal degree. Only 25 percent of adults reported that their employers paid for them to attend the non-formal activity, either in part or in full.
- Participation in formal and non-formal education shows a positive relationship with monthly household income. The higher the income, the higher the participation rate.
- While high costs are sometimes cited as a reason for non-participation, it is primarily time resources and a lack of need that mainly precludes participation in education.
- State institutions are perceived as the actors with primary responsibility for adult education opportunities in all aspects, i.e. job placement, certification, financing, organisation, and identification of training needs.
- Family reasons and obligations towards families were considered to be among the greatest impediments to participating in non-formal education activities. On the other hand, adults considered improvements in their career prospects and their job performance as the main reasons to take part in such activities.
- The most common informal learning activity among young people (i.e. adults aged 18-24 and 25-34) is learning via computer, while the most common activities of older age groups (i.e. adults aged between 45 and 65) are learning through television and/or radio, as well as learning via printed material.
- More than 9 percent of adults reported that they had taken part in distance-based learning activities due to the COVID-19 pandemic-related restrictions. As in other forms of education, the participation rate was higher among women as opposed to men. The most common reason to participate in this type of learning activity was the fact that adults had extra free/spare time at their disposal on education during the COVID-19 lockdown.
- The greatest disadvantage as reported by adults regarding distance-based learning was the lack of opportunity to engage in hands-on activities. On the other hand, the greatest advantages are said to lie in the low transportation costs and the time saved as a result of not commuting. The majority of participants were satisfied with the quality of education that they had received from the distance-based learning activities.

# Annexes

## Annex 1. Sample distribution

Municipality	Population +18			Urban/rural balance			Sample size		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Dečan/ Dečani	2,351	22,200	24,551	96%	90.4%	2.3%	5	50	55
Dragash/ Dragaš	722	20,626	21,347	3.4%	96.6%	2.0%	2	46	48
Ferizaj/ Uroševac	25,777	38,192	63,969	40.3%	59.7%	6.0%	58	85	143
Fushë Kosovë/ Kosovo Polje	10,738	10,061	20,799	51.6%	48.4%	1.9%	24	22	46
Gjakovë/ Đakovica	25,886	31,302	57,188	45.3%	54.7%	5.3%	58	70	128
Gjilan/ Gnjilane	33,734	21,489	55,223	61.1%	38.9%	5.2%	75	48	123
Glogovac/ Glogovac	3,694	30,541	34,235	10.8%	89.2%	3.2%	8	68	76
Graçanicë/ Gračanica	-	6,805	6,805	0.0%	100.0%	0.6%	0	15	15
Hani i Elezit/ Elez Han	-	5,525	5,525	0.0%	100.0%	0.5%	0	12	12
Istog/ Istok	3,116	20,482	23,598	13.2%	86.8%	2.2%	7	46	53
Junik/ Junik	-	3,686	3,686	0.0%	100.0%	0.3%	0	8	8
Kaçanik/ Kačanik	6,372	13,414	19,786	32.2%	67.8%	1.8%	14	30	44
Kamenicë/ Kamenica	4,676	17,963	22,639	20.7%	79.3%	2.1%	10	40	51
Klinë/ Klina	3,570	18,711	22,281	16.0%	84.0%	2.1%	8	42	50
Kllokot/ Klokot	-	1,544	1,544	0.0%	100.0%	0.1%	0	3	3
Leposaviq/ Leposavić	-	9,234	9,234	0.0%	100.0%	0.9%	0	21	21
Lipjan/ Lipljan	4,144	29,440	33,584	12.3%	87.7%	3.1%	9	66	75
Malishevë/ Mališevo	1,844	27,302	29,146	6.3%	93.7%	2.7%	4	61	65
Mamushë/ Mamuša	-	3,058	3,058	0.0%	100.0%	0.3%	0	7	7
Mitrovicë/ Mitrovica	28,058	15,083	43,141	65.0%	35.0%	4.0%	63	34	96
Mitrovica e Veriut/ Severne Mitrovica	5,811	2,862	8,673	67.0%	33.0%	0.8%	13	6	19
Novobërdë/ Novo Brdo	-	4,294	4,294	0.0%	100.0%	0.4%	0	10	10
Obiliq/ Obilić	4,033	8,616	12,649	31.9%	68.1%	1.2%	9	19	28
Partesh/ Parteš	-	1,207	1,207	0.0%	100.0%	0.1%	0	3	3
Pejë/ Peć	30,955	28,808	59,763	51.8%	48.2%	5.6%	69	64	133
Podujevë/ Podujevo	13,842	37,541	51,384	26.9%	73.1%	4.8%	31	84	115
Prishtinë/ Pristina	102,220	22,207	124,427	82.2%	17.8%	11.6%	228	50	278
Prizren/ Prizren	58,611	48,361	106,972	54.8%	45.2%	10.0%	131	108	239
Rahovec/ Orahovac	9,623	23,405	33,028	29.1%	70.9%	3.1%	21	52	74
Ranilluk/ Ranilug	-	2,748	2,748	0.0%	100.0%	0.3%	0	6	6
Shtime/ Štimlje	4,212	11,187	15,400	27.4%	72.6%	1.4%	9	25	34
Skenderaj/ Srbica	4,033	25,641	29,674	13.6%	86.4%	2.8%	9	57	66
Shtërpçë/ Štrpce	875	3,532	4,407	19.9%	80.1%	0.4%	2	8	10
Suharekë/ Suva Reka	6,317	28,579	34,896	18.1%	81.9%	3.3%	14	64	78
Viti/ Vitina	2,812	24,192	27,004	10.4%	89.6%	2.5%	6	54	60
Vushtrri/ Vučitrn	16,483	25,270	41,753	39.5%	60.5%	3.9%	37	56	93
Zubin Potok/ Zubin Potok	-	5,951	5,951	0.0%	100.0%	0.6%	0	13	13
Zvečan/ Zvečan	-	4,971	4,971	0.0%	100.0%	0.5%	0	11	11
<b>Total</b>	<b>42,368</b>	<b>828,168</b>	<b>1,070,536</b>	<b>22.6%</b>	<b>77.4%</b>	<b>100%</b>	<b>926</b>	<b>1,465</b>	<b>2,391</b>

