

Challenges adult education in Kosovo

Venera Lljunji*

Abstract

The 21st century requires serious efforts to rethink, broaden, and fully embrace the notion of adult education. Adult education ought to ensure people's access to knowledge and learning throughout their lives and thus create possibilities to enjoy cultural, social and economic development. Nowadays, adults face many unique challenges from the development of technology and science to the demands of an increased rapid social life. Therefore, the purpose in writing this paper was to better understand the importance of adult education for all: individuals, organizations, and societies including Kosovo society. This paper considers the adult education challenges that Kosovo faces as a society in transition.

Every year, thousands of graduates enter the job market. They face a number of challenges such as trying to adapt to new environments, learning to perform new skills, and working to establish a professional identity and career goals. With the rapid rate of change in today's workplace, there has come an increasing need to establish innovative ways to prepare employees to meet these challenges. For example, the explosion in the field of knowledge and information technology demands that workers be willing and able to learn new skills and approaches. Employees are required to learn continuously in the workplace to ensure their continued competitiveness. Many organizations have been encouraging further learning, both formal and informal to help both the organization and its members face the rapid rate of change. These types of learning are becoming a major force in the initial and ongoing education of today's employees¹.

Therefore, the importance of Adult Education for the overall economic, social, and cultural development of our society has become a priority and a key issue.

Key words: adult education, knowledge, learning, workplace, development, society

* Venera Lljunji, PhD Cand. AAB University, Pristina, E-mail:

venerallunji@hotmail.com

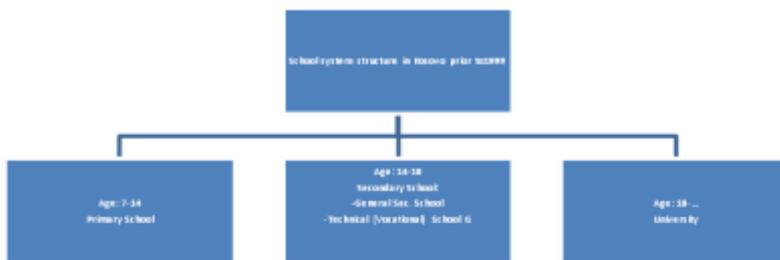
¹ Tzako Pantaleev. *Macedonia adult and continuing education*. Bonn: The Institute for International Cooperation of the German Adult Education Association, 2003

Challenges to Achieving Appropriate Adult Education for All in Kosovo

Kosovo faces a series of challenges in achieving appropriate education for all. In exploring this issue, these challenges are categorized under the following headings: change, the economy, fostering a learning culture, and perspectives of adult education

Change

In order to understand the current educational situation in Kosovo, it is important to reflect on the former educational system in Kosovo and its transitional process. Prior to the Serb efforts for political and military domination in all republics of Yugoslavia and specifically in Kosovo during the 90s, all former republics of Yugoslavia used to have a common basis of education although each republic had the right to provide its own education law². Despite the similarities in the system of education from republic to republic, there were also many differences in languages and culture that resulted with differences in school programs. However, the overall structure of the school systems was the same (refer to the following chart).



² Ana Krajnc, Ana & Nives Licen. *Adult education in Slovenia*. Bonn: The Institute for International Cooperation of the German Adult Education Association, 2002.

In other words, the structure of the system of education used to be: 4+4+4 (grades I-IV and V-VIII for Primary School and I-IV for Secondary School including Technical/ Vocational Schools).

Adult education as one of the major forces in the development and improvement of individual and social fulfillment for sustainable economic development³ was carried out by workers' universities which offered courses run within political organizations under the Marxist ideology⁴ and by industrial and other organizations for their employees. There was a system of:

folk universities and workers' universities in more developed republics of former Yugoslavia such as Slovenia, Croatia and Serbia;
evening schools and adult education units in regular schools and educational centers in industrial and other enterprises.

Evening schools, adult education units, and educational centers in enterprises were widely open and functional in all the republics and provinces of former Yugoslavia. At that time, there were, units within the Industrial Reconstruction Factories, and within the Spinning Mills, and Secondary School units which offered courses and training for adults in Kosovo.

Kosovo faced years and years of segregation and discrimination under the Serbian regime that resulted in removing Kosovo's autonomy and the oppression of Kosovo's majority Albanian population⁵. As a result, the education system of Kosovo severely suffered from any further development and capital investment. The years between 1991 and 1998 included the dismissal of all Albanian teachers, the imposition of a unified Serbian curriculum by Serb authorities that forced Albanian teachers, pupils, and students into a self-financed education system known as a "parallel" education

³ Gary Anderson, & Anette Wenderoth. *Facilitating change: Reflection on six years of education development programming in challenging environments* (1st ed.) Montreal: Universal Management Group, 2007.

⁴ Ibid.

⁵ Tunde Cerovic-Kovac, Carolin Leutloff, & Elmar Pichl. *Education and media in Southeast Europe: Country report on education*, 2000. Retrieved on 18 June, 2007, from http://www-gewi.uni-graz.at/csbsc/country_reports/Education_Kosovo.htm

system in order to retain their own language and culture. The created “parallel system” functioned in private homes, had its independent administration and finances supported by Albanians living and working abroad mainly in European countries and the USA. Working conditions were bad, home-schools were badly equipped, and the dropout rate increased⁶ but teachers and students were nevertheless highly motivated to keep the spirit of education alive.

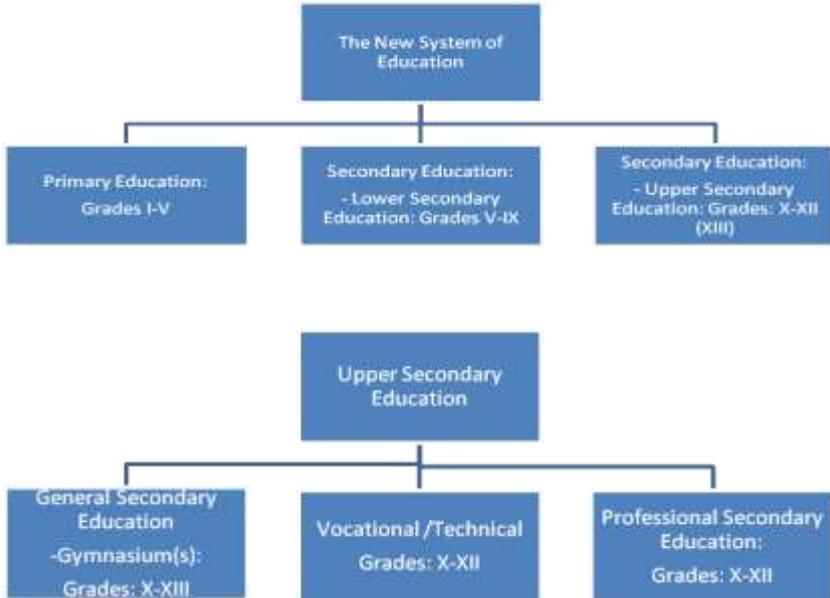
The Serbian repression lasted from 1991 until 1999 and led to the total closure of schools and the university taught in the Albanian language, to a war, to approximately 1,000,000 ethnic Albanians expelled by force from their homes. The NATO bombardment, the retreat of the Yugoslav Army and its police and paramilitary forces and units, the entry of KFOR into Kosovo and the return of the Albanian refugees⁷ changed the life-stream of Kosovo and its population. With the decision of the Security Council of the United Nations, Kosovo became a UN Protectorate. Donors from the entire world “embarked on a program of development aid, which supported health and education towards peace-building”⁸. UNMIK mandated the international governmental organizations, the so-called “Lead Agencies”, to help a complex reform process of education. Among a number of international, governmental and non-governmental agencies from different countries of the world, Canadian International Development Agency (CIDA) launched its biggest project the Kosovo Education Development Project (KEDP) offering the expertise and the excellence of its people in the field of education.

This decade of educational disruption and oppression in Kosovo required major international support and restructuring. The old structure of the education system 4 + 4 + 4 was replaced by a new one 5 + 4 + 3 (4). The school age of compulsory education changed from 7-14 into 6-15.

⁶ Gary Anderson & Anette Wenderoth. *Facilitating change: Reflection on six years of education development programming in challenging environments* (1st ed.) Montreal: Universal Management Group, 2007, p.6

⁷ *Human Development Report in Kosovo*, 2004, p.1

⁸ *CIA World Book Fact*



The final 9th grade of compulsory education became an “orientation” year to provide the students with information and counseling to enable them to choose appropriate, personal development in terms of further schooling and eventually university education or in terms of entering the labor market after the end of compulsory education.

The Economy and Employment

Global development is enormously influencing countries, societies, markets, industries and job opportunities of the world. New organizational structures and new work practices are coming into surface that ultimately result in new interpretations of workplace environments. These new changes have an enormous impact on people and their employment perspectives. It is opening up realistic and practical reasons to incorporate adult learning into organizational infrastructures. There is the real understanding that skills and knowledge supported through adult education programs are the engines of economic growth and social development needed in

Kosovo. With an estimated population of about 2.0 million, of which approximately 93% is Albanian, 5% is Serb, and 2% is others, Kosovo has a very young population base that is considered as the best resource for the country's overall development.

AGE	FEMALE %	MALE %	TOTAL %
0-14	30,8	33,8	32,3
15-64	62,2	60,2	61,2
> 65	7,0	6,0	6,5
Total	100	100	100

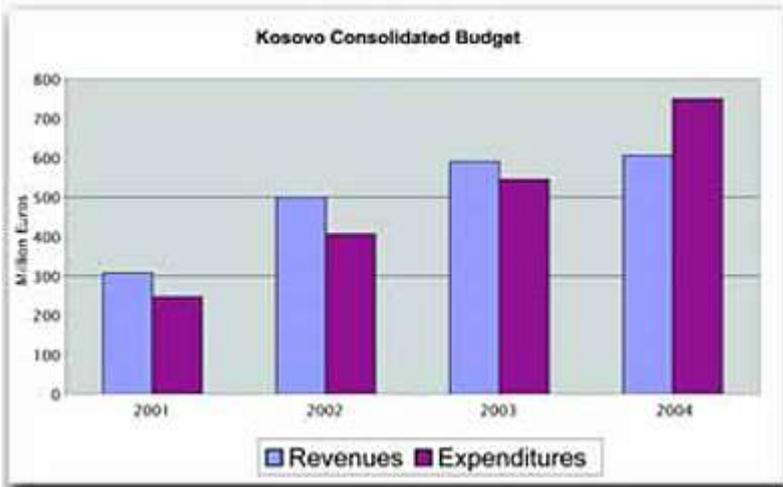
Source: Ministry of Trade and Industry of Kosovo, 2004

However, Kosovo ranks at the bottom of the Balkans and is among the least developed societies in Europe⁹ with the highest rates of unemployment in South East Europe of approximately 50%¹⁰ and with almost 26% of its population living just above the poverty line. Kosovo's economic development depends on donors' aid, Kosovo Diaspora aid and the Budget of Kosovo. The lack of a final status of Kosovo until 2008 was seen as the main problem preventing economic growth¹¹. Despite all the difficulties and challenges during these years of joint efforts and planning, Kosovo Institutions jointly with the international structures present in Kosovo, have built a stable macroeconomic environment, have adopted the Euro as a currency, have decreased currency risks, have widened the tax revenue base, have improved the overall fiscal stability, and have caused the GDP grow as indicated in the graph and table below:

⁹ ECIKS/ Ministry of Trade and Industry of Kosovo.

¹⁰ OECD. *The Knowledge-based economy*, 1996

¹¹ Gordon Selman, Michael Cooke, Mark Selman, & Paul Dampier. *The foundations of adult education* (2nd ed.). Toronto: Thompson Educational Publishing, Inc.,1998. p.15



ECONOMIC INDICATOR	2001	2002	2003	2004
GDP (MILLION EURO)	1,625	1,735	1,795	1,895
GDP PER CAPITA (EURO)	870	913	930	964
GDP GROWTH (%)	0	1.2	3.1	3.2
GNDI PER CAPITA (EURO)	1,086	1,119	1,118	1,143
INVESTMENT (MILLION EURO)	40.7	34.5	29.3	27.8
FOREIGN AID (MILLION EURO)	1,144	902	732	624
CONSUMER PRICE INDEX (% CHANGE)	-	1.3	2.9	0.5

ECIKS / Ministry of Trade and Industry of Kosovo, 2004

Since the Kosovo economy is trying to recover from the damages of the former regime and the resultant conflict, and is also facing the transition to a market economy, its current development depends on its people, changing and shaping the society in a way that everyone can benefit. Despite the results achieved by UNMIK and Kosovo Institutions, the political *status quo* held on for so many years was causing uncertainty for foreign investors to invest and as such preventing the real economic growth and development of Kosovo.

Fostering the Learning Culture

The Center for Advanced Research on Language Acquisition defines culture as:

“The shared patterns of behavior and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguish those of another group”.

Based on the above definition, adult education represents a major opportunity for the government(s) to set out its vision of a culture of learning for all by supporting and promoting policies and other initiatives with an explicit purpose 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 learning throughout life for all of its people. Thus, adult education in Kosovo should offer opportunities for adult learners to strengthen their knowledge and skills and to improve their own lives not only in institutions of education but also in the workplaces and/or training centers. This approach can only be successful when the culture of learning within society seriously changes. When this happens, the educational contribution to the bigger picture of the society development and economic sustainability will become fruitful. Changing cultures was, is and will always be a slow, painful and difficult process because it shakes the “routine” of a society, an organization, and an individual at the bottom of the whole cycle of living, learning, and working.

Lifelong learning is essential to the labor market; therefore, workplaces are crucial in supporting, valuing, and developing opportunities for learning. If this learning is to proceed in a workplace, it needs a foundation in the workplace culture that nurtures it. In today’s modern organizations, including educational institutions, employees must be prepared for continuous growth and development. Taking into consideration their age, experience, lifestyles, and culture, it is understandable that adult education practices must move beyond the traditional model of teachers as purveyors of knowledge and learners as passive recipients. This means that to foster a learning culture in various societies, differences of adult learners, the personal cultures of learners and educators and the culture of the larger social- political environment should be seriously taken into consideration. In Kosovo, compared to the

developed OECD countries, economic imperatives are the strongest and the most important ones in fostering learning culture although, learning throughout life should go further than updating one's knowledge to improve productivity and individual earning power. It is also an important component of individual inclusion and active citizenship. Yet, adults in Kosovo do not currently engage in adult education opportunities as do adults in developed countries.

Adult education in Kosovo is not a new notion in terms of traditional adult education that was organized in evening schools and training centers, in organizations and in enterprises. However, utilizing adult education for technology development, active citizenship and full participation in society is a new approach and philosophy for Kosovo. Due to increasing political and economic stability, Kosovo is now in a position to create a well-organized adult education system that can actively work to benefit its society. Evidence from other countries shows that a strong adult education system generates a well -educated and competent population, high participation in community affairs, high rates of labor force participation, and high living standards¹². This new approach is necessary for Kosovo's education system if the country is to reap the benefits seen in other countries.

Perspectives of Adult Education

Adult education is practiced throughout the world and it varies in scope, philosophy, and structure. As such, a number of perspectives on adult education are evident in the international literature. Knowles (1988) described adult education on the basis of three phenomena: (a) to a set of activities of individuals and a number of programs offered by institutions; (b) to the intellectual process of adults in learning; and (c) to the social system "which is made up of individuals and

¹² Selman et al. *The foundations of adult education* (2nd ed.). Toronto: Thompson Educational Publishing, Inc., 1998.

organizations concerned with the education of adults”¹³. Because people influence economic, industrial, technological, scientific and cultural change as well as respond to it, they need knowledge, capacities, skills and future prospects. Since these factors will enable them to have choices for them, to reach for new opportunities, to lead and control their own lives in family, workplace, community and overall society, then vocational, social, recreational and self-development are comprised as four categories of adult education¹⁴.

Human Manifestos I and II¹⁵ implied that

the quest for the good life is still the central task of mankind. Man is at last becoming aware that he alone is responsible for the realization of the world of his dreams, that he has within himself the power for its achievement. He must set intelligence and will to the task.

Also Anderson and Humick¹⁶ emphasized that the “willingness of all partners to engage in transition is imperative”; then, such an approach should be taken into consideration when embracing adult education as appropriate for all. Those involved in adult education describe it as the practice of teaching and educating adults mostly in the workplace or through continuing education at secondary schools, colleges, or universities with a goal and a reasonable expectation that the new knowledge will help them further that goal¹⁷.

Adult education in almost all societies in the world is “a marginal enterprise sponsored by organizations whose chief aim and objectives lie elsewhere. In most of its settings, the education of adults is seen to be a means to an end rather than as an end in itself. The goal is most frequently not more fully functioning people, as such, but more productive

¹³ John Ellias & Sharan Merriem. *Philosophical foundations of adult education* (3rd ed.). Florida: Krieger Publishing Company, 2005, p.117- 118

¹⁴ Gary Anderson, & Anette Wenderoth. *Facilitating change: Reflection on six years of education development programming in challenging environments* (1st ed.) Montreal: Universalia Management Group, (2007).p.61

¹⁵ Adult Education-Wikipedia, the free encyclopedia

¹⁶ Selman, et al. *The foundations of adult education* (2nd ed.). Toronto: Thompson Educational Publishing, Inc., 1988. p.33

¹⁷ *Ibid*.p.33

*workers, more expert practitioners, more informed citizens – and perhaps more institutional clients*¹⁸.

Because of such a description, adult education mainly reflects on the characteristics of the society within which it is organized, developed and supported and “within which it operates”¹⁹. In Kosovo, access to knowledge and learning throughout people’s lives is one of the major and most serious challenges and conditions in fighting poverty that is above 30%, in reducing unemployment rate which reaches over 50%, and in enabling social inclusion. Poverty, social exclusion and the lack of possibilities for better opportunities in life, and in education and employment, pose a threat to the stability of Kosovar society. The Committee of Vice-Chancellors and Principals of the United Kingdom stated that

*“social cohesion whereby a sense of solidarity and common interest binds a healthy society is best engendered by education. As the economic and skilled workforce increases, the undereducated will fall even further behind than they are now. We cannot risk increasing the gap between those with high skills, and those with low skills –or none at all. The uneducated will become disaffected and disenfranchised. Education is not cheap, but ignorance carries high social and economic costs*²⁰.”

In adult education, a broader awareness of learner’s needs, whether they are work-related, cultural, or personal should be taken into consideration because learning will impact their knowledge and professional development and cause people to reflect on meeting their own needs and those of their society. In other words, adult education not only benefits the individual, but also the long-term progress of society as a whole.

With the purpose of moving along with other countries and societies of the world, Kosovo is trying seriously to develop adult education as a key component for economic and social regeneration.

¹⁸ The Committee of Vice-Chancellors and Principals of the United Kingdom, 1996

¹⁹ IIZ/DVV (2004). *Mediterranean conference on lifelong learning declaration*, 2003, p.1-3

²⁰ Adult Education Trends and Issues in Europe. *Trends in Participation- Access and Social Inclusion*,2003.

As a member of the societies in transition in South Eastern Europe, Kosovo will need to use education as a means to resolve the economic problems that the population faces. As a result, the Ministry of Education, Science and Technology of Kosovo became a signatory party of the Mediterranean Lifelong Declaration in Macedonia in 2003 which:

“ensures that adult education and vocational training become an explicit and integral part of Lifelong Learning policies and practices; supports the establishment of the necessary legal framework and mechanisms; secures adequate financial support for sustainable adult education and vocational training development; fosters partnership between statutory, non-governmental and social partners to address different adult learning needs and to promote active participation in society; ensures and promotes equal opportunities and access to quality education for ethnic minorities and socially disadvantaged groups; enhances the application of gender sensitive policies in the provision of adult education; supports quality development and certification of adult education and vocational training programs in recognition of formal and non-formal adult learning; coordinates adult education and vocational training activities in order to develop the sector to take account of the social and political needs of Lifelong Learning; creates a system for recognizing existing and newly emerging qualifications, diplomas and certificates throughout Europe, within and across national/ territorial boundaries, thereby improving the transparency and supporting the development of skills and qualification; includes adult education as an important part of teacher training²¹.

All these challenges have contributed to a significant broadening of the aims of the system of education in Kosovo and specifically adult education. However, as a society in transition, these educational goals are quite often “easier said than done”.

²¹ Robert G. Owens. *Organizational behavior in education: Adaptive leadership and school reform* (8th ed.). USA: Pearson education, Inc, 2004..p.369

Obstacles to Achieving Appropriate Adult Education for All in Kosovo

A series of obstacles exist to achieving appropriate adult education for all in Kosovo.

Identifying Barriers

Adult education is recognized and protected variously in legislation from country to country. Participation in adult education remains highly unequal though because those most in need tend to have the least opportunities to participate. Since adult education has the core philosophies of building social capital, fostering social inclusion and combating both direct and less obvious costs of social exclusion, the obstacles standing in the way of ensuring appropriate and necessary opportunities for adult education and for generating a learning culture are often present. These barriers have to be seriously countered and minimized in order to nurture the development of true adult education. The obstacles vary from country to country and range from simple to complex ones and Kosovo has several barriers to overcome.

In the developed countries of Europe, obstacles and barriers differ from those in less developed countries and countries in transition. While the main obstacles to fostering adult education in developed countries may include lack of time, money, appropriate educational offerings, unsupportive family, lack of learning culture, bad previous learning experience, and failure to perceive the benefits of learning, adult education in Kosovo faces all of the above mentioned and more²². To add, adult education in Kosovo faces insufficient sustainable legal frameworks, it lacks social dialogue, and lacks a tradition among enterprises in investing in human resource development. It faces insufficient motivation for those in employment to improve their qualifications, insufficient network of infrastructure and staffing for adult education; there are also discrepancies between

²² Ibid.p.369

adult education content and social and labor market needs, limited opportunities for investment and for research activities.

Motivation

There is a limited literature on adult education which specifically addresses the question of how to motivate adults to take part in and complete organized further education. Frederic Herzberg's the-carrot-and-the-stick cognitive approach on motivation, explains that "though people can be controlled by external forces such as rewards and punishments, a crucial factor in the motivation of people lies within the individuals themselves"²³, and the humanistic perspective explains "that personal needs to constantly grow and develop, to cultivate personal self-esteem, and to have satisfying human relationships are highly motivating drives"²⁴ then "motivating people is not a simple matter and it cannot be reduced to a simple, certainly not a mechanical, procedure or set of procedures"²⁵.

Motivation, then, is a major obstacle in creating large scale adult education infrastructures that support both societal and personal development. Although over 90% of adults say that education helps individuals and the country at large, adult non-participation in learning suggests that adult education is not especially attractive option for many. Motivation as an obstacle is an issue that has to be seriously and continuously considered by responsible parties such as governments, industry, and organizations to stimulate, encourage, and prove to adults of the direct links between learning and personal well-being.

By participating in adult education, adults can develop their individual needs, aspirations, self-esteem, self-confidence, self-determination and self-respect. Further advancement and promotion

²³ Ibid.p.381

²⁴ Malcolm Knowles. *Self-directed learning: A guide for learners and teachers*. New York: Cambridge Book Co,1988.

²⁵ National Committee of Inquiry into Higher Education in the United Kingdom,1977

of individuals through personal and professional growth ensured by adult education are factors of motivation related to organizations and enterprises. These contexts have made possible the approach and achievements for the benefit, successes, and the promotion of the organization, and the individual. If one considers that the implicit background of adult education was usually based on a voluntary activity of individuals seeking learning based on their own interest,²⁶ and that adult education leads to emancipation, enlightenment and empowerment, it is more prevalent that in today's developed world, non-participation in adult education would mean social and economic marginalization.

This complexity of this is further increased by the reality that adult education is about meeting the needs of not just the status quo but also of marginalized communities such as people with disabilities, ethnic minority groups, women mostly in rural areas, and those who lack qualification regardless of their young or the ageing population.

The Implementation of Appropriate Adult Education for All in Kosovo

The purpose of education is life enhancing: it contributes to the whole quality of life. The economically successful nations will be those which will become learning societies: all are committed, through effective education and training, to lifelong learning. So, to be a successful nation in a competitive world, and to maintain a cohesive society and a rich culture, we must invest in education to develop our greatest resource our people²⁷. The implementation of appropriate adult education for all in Kosovo will require government, key stakeholders, and industry to coordinate their efforts.

²⁶ David Boud. *Current issues and new agendas in workplace learning*.Australia: NCVER Ltd,1998.

²⁷ Shoshana Zuboff. *In the age of the smart machine: The future of work and power*. New York: Basic Books,1988, p.395

The Government

Kosovo society seeks progress. Therefore its Government's fundamental aim is to develop a coherent system of education throughout life. This means that the Government's responsibility is to build a system of education in which schools, colleges, universities, workplaces and community embrace and support educational policies and initiatives which promote education and adult education in specific. Its crucial role is in promoting greater community participation, promoting social equity, and an inclusive society. In other words, it's role is promoting lifelong learning for all individuals of the society, improving the quality of, and access to the educational system in Kosovo; bringing the education system in Kosovo in line with EU standards; integrating all the children into compulsory education from ages 6 to 15; and encouraging the development of the scientific community as a highly qualified market for innovation and development in a comprehensive system of higher education. The Ministry is also responsible for the promotion of a single, unified, and inclusive educational system so that each person's right to education is respected. Also that quality learning opportunities are available to all, irrespective of their ethnic or social origin, race, gender, disability, religion, politics, or opinions.

Since adult education has become a very important part of education, it is more than sure that for the implementation of adult education the Ministry of Education cannot be the only player. Rather it has to work in partnership with other ministries that also play a role in adult education and lifelong learning such as:

the Ministry of Culture, Youth and Sports, which through its cultural policies works towards the increase of the democratization of the society; it offers cultural activities for the youth of Kosovo, different activities on awareness raising on issues like: youth behavior in the transitional societies, risks that the youth in Kosovo might face: drug abuse, HIV/AIDS, and trafficking, which were not part of Kosovo society until after the last war;

the Ministry of Labor and Social Welfare, which offers Vocational Training with the purpose to improve the employability of registered

unemployed through the updating of knowledge and skills needed for the labor market in several fields of profession. In comparison to the classical vocational education, which is under the responsibility of the Ministry of Education, Science and Technology, the vocational training offered by the Ministry of Labor and Social Welfare uses methods of adult education, and tends to be more short-term oriented, aiming concretely at the reintegration of unemployed to employment in a certain time period after the training;

the Ministry of Trade and Industry, which cooperates with other ministries by offering data on the development of trade and industry and as such creating possibilities for adults to ensure working places and thus reduce the high rate of unemployment.

The Government also has to work in partnership with other stakeholders that represent international and national governmental and non-governmental organizations such as GTZ, KosVet, Swiss Contact, AGEF, and European Agency for Reconstruction. It has to cooperate closely with the World Bank and International Monetary Fund in order to plan and coordinate the budget ensured for the development of education.

The role of stakeholders

In order to meet the challenges that the Ministry of Education (MEST) faces in providing everyone with education and especially in aiming at the development of adult education and life long learning, it is important to cooperate with all interested partners in both the private and public sectors.

For example, in cooperation with the Ministry of Education, German governmental organizations GTZ and AGEF, the Swiss governmental organization Swiss Contact, and national organizations such as KosVet, RIINVEST, association KAEA, the training centre "Smart Bits", the Training Centre "Don Bosco", the Kosovo Education Center (KEC), and CIDA/KEDP, are organizations that contributed and still contribute to adult education and training by ensuring that access is available to both marginalized and mainstream citizens.

The Workplace

The opinion of Kosovo institutions, the Ministry of Education, Science and Technology, the Ministry of Labor and Social Welfare, and the Ministry of Trade and Industry is that education in Kosovo generally gives too much attention to theoretical knowledge and not enough to skills or practical knowledge that can be applied in employment and life. The capacity of Vocational schools is still low in terms of preparation for employment due to the lack of infrastructure and lack of sufficient funds for its sustainable development. It is only a small number of Vocational schools which offer a proper training because they are usually supported by international donors such as GTZ and Swiss Contact. Kosovo still lacks measures to encourage adult education in organizations and enterprises because of the lack of social dialogue. There is no tradition among enterprises to invest in human resource development. There is lack of clarity over the role of adult education in society. There is also lack of an overall system for the quality control, evaluation, and certification of qualifications in the education and training system.

Kosovar adults have many learning opportunities. They learn to prepare for work, and learn to do the work; they also learn to cope with changes at work; they learn in anticipation of further changes at work; and they learn many things in work settings that can contribute to the rest of their lives and that of their families and communities²⁸. This means that educational institutions can not be the principal places in which learners reach the level of knowledge and experience for work. Within the context of lifelong learning, there is a symbiotic relationship between work and learning and so the workplace is a dynamic environment where learning also occurs. However, even today, in a number of societies, including Kosovo, the workplace is a site where the theory of school or university is practiced. Unfortunately, such an approach is no longer sufficient and does not

²⁸ Karen Watkins & Victoria Marsick. *Building the learning organization: A new role for human resource developers*. *Studies in continuing education*, 1992 Vol.14 No 2, 29-115.

foster the development of the organization to a level that will ensure continuous growth and even sustain that organization. By changing the culture of an organization in a way that adults as individuals are given an environment which contributes to further broadening of knowledge, skills, and capacities, the organization ensures a higher level of effectiveness and efficiency and with no doubt better results, or as Zuboff (1988) said:

The [truly successful] organization is a learning institution, and one of its principal purposes is the expansion of knowledge. Learning is no longer a separate activity that occurs either before one enters workplace or in remote classroom settings. Nor it is an activity preserved for a managerial group... To put it simply, learning is the new form of labor²⁹.

Compared to other countries that have realized the importance of adult education and are trying to create learning environments for their employees, Kosovo characterizes itself by two groups of organizations that “care” about their employees: International organizations, and local organizations.

International organizations offer an environment where adults get continuous learning opportunities, where inquiry and dialogue are promoted, where collaboration and team learning are encouraged, and where they are empowered toward a collective vision and always connect the organization’s aims, visions, and plans with the community’s needs and benefits¹. Local organizations are more concerned with learning for the workplace rather than learning in the workplace³⁰. The workplace must now be designed in such a way that it develops quality and productivity, adaptability and reliability, innovation and improvement and shared learning in order to share its benefits with the individual, organization, and society.

²⁹ Sue Berryman.. *Learning for the workplace. Review of Research in Education*,1993,Vol.19, 343-401.

³⁰ Richard M. Ryan & Edward L. Deci, “Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being”. *American Psychologist*, 2000, 55, 68-78.

Summary and Conclusion

The humanist has the belief that in assisting the individual, the society benefits. However, Kosovo society does not place enough importance on adult education. Its institutions, organizations and individuals should become more involved in it in order to adapt to the fast pace of change in our society which tends to be a society of knowledge, integrated into the mainstream of European processes, offering equal opportunities for personal development to all individuals, who will in return contribute to the sustainable economic and social development. Pressure from labor market demands, a high rate of unemployment, a labor force with a relatively high proportion of low-skilled persons, disadvantaged groups in the labor market, and regional development imbalances, require a serious approach of all stakeholders of education in supporting adult education. Therefore, adult education in Kosovo is a responsibility shared by various players. It is a means of fighting poverty and social exclusion, participating in regional development, promoting the socioeconomic integration of segments of population with specific difficulties and contributing to the cultural vitality of Kosovo. Convinced that adult education can contribute to economic and cultural development, individual and social development and progress, a precondition for its development is the willingness and determination of the stakeholders in partnership, to participate at national, regional, and local levels. With this background, the Government, the Ministry of Education, Science and Technology, international and local partners, university and other educational institutions should work hand in hand to develop a national strategy for adult education. They also need to develop a national action plan on implementing adult education, set up a national HRD plan and strategy, and ensure accurate and comprehensive data about access to education and labor market.

Martin Luther King, Jr. said: *"we may have all come on different ships, but we're in the same boat now"*. Therefore, I know that we can accomplish this educational goal in Kosovo because I have personally seen my country meet these kinds of challenges before. We want to make it better and have the strength to do all that is required.

References

- Adult Education Trends and Issues in Europe. *Trends in Participation-Access and Social Inclusion*. Retrieved on May 17, 2007, from <http://www.eaea.org/doc/eaea/AET/studyfinal.doc>
- Anderson, Gary. & Wenderoth, Anette. *Facilitating change: Reflection on six years of education development programming in challenging environments* (1st ed.)
Montreal: Universal Management Group, 2007.
- Bain, Ken. *What the best college teachers do*. London: Harvard University Press, 2004.
- Berryman, Sue.. *Learning for the workplace. Review of Research in Education*, 1993: Vol.19, 343-401.
- Billet, Stephen. *Learning in the workplace: Strategies for effective practice*. Australia: Allen & Unwin., 2001.
- Boud, David. *Current issues and new agendas in workplace learning*. Australia: NCVET Ltd, 1998.
- CIA World Fact Book, 2005. The centre for South East European studies. Retrieved on May 15, 2007, from http://www.csees.net/?page=country_section&country_id=8&sec=4
- Cerovic-Kovac, Tunde., Leutloff, Caroline., & Pichl, Elmar. *Education and media in Southeast Europe*, 2000: Country report on education. Retrieved on June 18, 2007, from http://www-gewi.uni-graz.at/csbsc/country_reports/Education_Kosovo.htm
- Creswell, W. John. *Qualitative inquiry and research design: choosing among five traditions*. USA: SAGE Publications, 1998.
- Donaldson, F. Joe, Flannery, Daniele. & Ross-Gordon, Jovita. "A triangulated study comparing adult college students' perceptions of effective teaching with those of traditional student continuing higher education". *Review* 57, No 3, Fall 1993:147-165.
- ECIKS/ Ministry of Trade and Industry of Kosovo. Retrieved on June 14, 2007, from http://www.eciks-org/english/invest.php?action=total_invest&main_id=13
- Elias, L. John., & Merriam, B. Sharan. *Philosophical foundations of adult education* (3rd ed.). Florida: Krieger Publishing Company, 2005.

Employment and skills observatory of Kosova, 2004. *Mainstreaming with Europe: an adult learning strategy for Kosovo (2005-2015)*. Website: www.etf.eu.int

Gartenschlaeger, Uwe. & Hinzen, Heribert. *Prospects and trends in adult education: A selection of contemporary writing on project work*. Bonn: The Institute For International Cooperation of the German Adult Education Association, 2001.

Gouvernement du Quebec. *Government policy on adult education and continuing education and training, 2002*. ISBN 2-550-39084-9

Gouvernement du Quebec. *Action plan for adult education and continuing education and training, 2002*. ISBN 2-550-39085-7

IIZ/DVV, 2004. *Mediterranean conference on lifelong learning declaration*.

Retrieved on June 24, 2007, from http://www.iiz-dvv.de/englisch?Publikationen/Ewb_ausgaben/61_2004/eng_declaration2.h...

Knowles, Malcolm. *Self-directed learning: A guide for learners and teachers*. New York: Cambridge Book Co., 1988.

Krajnc, Ana. & Licen, Nives. *Adult education in Slovenia*. Bonn: The Institute for International Cooperation of the German Adult Education Association, 2002.

Lankard, A. Bettina. "New ways of learning in the workplace". ERIC Digest. Retrieved On May 27, 2007, from <http://www.ericdigest.org/1996-2/work.html>.

Merriam, Sharan. & Caffarella, Rosemary. *Learning in adulthood: A comprehensive guide* (2nd ed.). San Francisco: Jossey-Bass, 1988.

Ministry of Education, Science and Technology. (n.d.). Retrieved on May 28, 2007, from (http://www.see-educoop.net/education_in/pdf/budget2002d-yug-kos-enl-t01.pdf)

OECD :The Knowledge-based economy, 1996. Retrieved on June 18, 2007, from <http://www.oecd.org/dataoecd/51/8/1913021/pdf>

Owens, G. Robert. *Organizational behavior in education: Adaptive leadership and school reform* (8th ed.). USA: Pearson education, Inc., 2004.

Pantaleev, Tzako. *Macedonia adult and continuing education*. Bonn: The Institute for International Cooperation of the German Adult Education Association, 2003.

Provisional Institutions of Self Government- Assembly of Kosovo. Law for adult education and training (2001): Retrieved on April 2007, from http://www.see-educoop.net/education_in/pdf/budget2002d-yug-kos-enl-t01.pdf

Selman, Gordon., Cooke, Michael., Selman, Mark.,& Dampier, Paul. *The foundations of adult education* (2nd ed.). Toronto: Thompson Educational Publishing, Inc, 1998.

United Nations Development Programme. Human development report Kosovo : The rise of the citizen: challenges and choices,2004: 1-103.

Statistical Office of Kosovo. Statistics on education in Kosovo, 2001: Retrieved on May 15, 2007 from http://www.ks-gov.net/esk/publications/edu_2001.htm

Valencic,Polona. & Vilfan, Eva. "*Slovenian experience with certificates from Serbia and Kosovo*".(Fall 1999): Retrieved on June 18, 2007, from <http://www.aic.lv/ace/WP/Refugees/slovenia.htm>

Watkins, Karen. & Marsick, Victoria. "*Building the learning organization: A new role for human resource developers*". *Studies in continuing education*,1992: Vol.14 No 2, 29-115.

Zuboff, Shoshana. *In the age of the smart machine: The future of work and power*. New York: Basic Books, 1988.