

4.1.2. Increase enrolment in and quality of the early childhood education by improving access to and quality of care system and services, promoting holistic development of children, and as a result also facilitate the participation of women in the labour market

Summary of checks performed by relevant authorities on the steps for which funding is requested, including weaknesses identified and any corrective actions taken

In accordance with the requirements set forth in the national legal framework on public internal control, financial management and internal audit, RGF Regulation and the applicable Commission Implementing Decision, a comprehensive verification process was conducted by the competent authorities concerning this reform step. This process entailed a systematic collection and thorough review of all pertinent evidence, as part of the internal control framework in implementing institutions (Ministry of Education, Science, Technology and Innovation) to assess the conformity of the reform step with the criteria defined in the Reform Agenda and related legal instruments. Checks and verifications were performed by the units responsible for implementing the reform step, the units responsible for coordination of Reform Agenda within the respective institution, and the institution's chain of internal controls by senior management. Additionally, the Reform Agenda coordination structures within the Office of the Prime Minister have carried out their oversight responsibilities.

All relevant documentation and supporting materials have been gathered, examined, and documented in a dedicated verification checklist, ensuring a clear and transparent audit trail in compliance with established procedural standards. The verification checklist and supporting evidence have been securely archived to maintain the integrity and accessibility of the records.

Upon completion of these procedures, no weaknesses, discrepancies, or non-compliances were identified in relation to the reform step under review. Consequently, it is concluded that the reform step has been satisfactorily fulfilled in accordance with all applicable regulatory requirements.

The step under review	At least 8% of children aged 0-2 enrolled in pre-primary education.
Baseline	3.90%
Deadline of the step	December 2025
Actual results	Efforts to expand early childhood education have continued with substantial results. According to official indicators from the annual statistical data for 2024–2025, 8% of children aged 0–2 are enrolled in Early Childhood Education and Care (ECEC) institutions. This percentage represents the proportion of children in the 0–2 age group participating in early childhood education. Education Management Information System (EMIS) data indicate that, during the 2024/25 academic year, a total of 5,154 children aged 0–2 were enrolled in pre-primary education, of whom 2,538 were girls and 2,616 were boys. The total population of children in the 0–2 age group for the school year 2024/2025 is 64,673. Accordingly, the enrolment of 5,154 children corresponds to a gross enrolment rate (GER) of 8.0% (7.969% exactly which is rounded to 8%) for the 2024/25 academic year. Based on the Annual Statistical Report with Educational Indicators 2024–2025, in addition to the indicators presented in the chapter on Access and Participation, the Ministry of Education, Science, Technology and Innovation (MESTI) also calculates supplementary indicators to assess the internal needs of the education system. One such indicator is the gross enrolment rate in pre-primary education for the 0–2 age group.

	For the 2024/25 school year, this indicator stands at 7.7% for males, 8.2% for females, and 8.0% overall.
Evidence provided	1. View of data recorded in Education Management Information System, 2025 2. Annual Statistical Report with Education Indicators 2024-2025, attached and accessible in the link below: URL: https://masht.rks-gov.net/en/alldocuments/annual-statistical-report-with-educational-indicators-2024-2025/, page 8
Checks performed in the verification of the step and related findings	During the verification of this reform step, all relevant evidence was reviewed and summarised in the control checklist, while all supporting documents were properly stored to ensure a complete audit trail. The conducted checks and verifications confirmed that: • all required documents, as specified in Annex 1 of the Reform Agenda, were provided and attached to this report; • the submitted evidence is consistent with the description and requirements of the reform step set out in the Commission Implementing Decision; • the submitted documentation confirms the fulfilment of the reform step; • the submitted documentation confirms the period in which the reform step was fulfilled. Based on the checks and verifications conducted, the evidence provided confirms the achievement of the and the relevant implementation period. No related findings were identified.
Compliance with general principles and DNSH principle	The implementation of this step does not contravene the general principles outlined in Article 4 and 11(4) of Regulation (EU) 2024/1449 and Article 3 of the Facility Agreement. The implementation of this step does not contravene the ‘Do No Significant Harm’ principle (DNSH).
Double funding	There are no contributions from third parties in support of the achievement of this step.
Clear conclusion on the achievement of the step	Based on the information collected by Education Management Information System confirmed by the annual statistical report for school year 2024-2025 and presented in the results section above, we can clearly conclude this step has been fully achieved.

Students by Class, 2024–25, Total

Class	Male	Female	Total
Age Group 1–2	1111	1073	2184
Age Group 2–3	1505	1465	2970
Age Group 3–4	2230	2131	4361
Age Group 4–5	2341	2139	4480
Age Group 5–6 – Preschool	8361	7676	16037
Age Group 5–6 – Pre-primary	2097	1909	4006
Grade 1	11703	11083	22786
Grade 2	11753	11118	22871
Grade 3	11952	11255	23207
Grade 4	11908	11121	23029
Grade 5	11989	11184	23173
Grade 6	12146	11131	23277
Grade 7	12441	11730	24171
Grade 8	11902	11417	23319
Grade 9	11700	10982	22682
Grade 10	11632	11007	22639
Grade 11	10145	10553	20698
Grade 12	9849	10365	20214
Total	156765	149339	306104

Ministry of Education, Science,
Technology and Innovation

ANNUAL STATISTICAL REPORT
WITH EDUCATIONAL INDICATORS

2024/25



Republika e Kosovës-Republika Kosova-Republic of Kosovo

Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit

Ministarstvo Obrazovanja, Nauke, Tehnologije i Inovacije

Ministry of Education, Science, Technology and Innovation

**Annual statistical report with educational indicators
2024-2025**

Prishtina
December 2025

Compiled by:

In the drafting of this publication, in addition to the staff of the Division on Administration of Digital Platforms in Education, officials from other divisions within MESTI and from partner institutions have also contributed.

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Abbreviations

KAS	Kosova Agency of Statistics
GDP	Gross Domestic Product
MED	Municipality Education Directorate
PI	Preschool institution
ISCED	International Standard Classification of Education/ International Standard Classification of Education/
MESTI	Ministry of Education, Science, Technology and Innovation
EMIS	Education Management Information System
GER	Gross Enrollment Rate
UNESCO	United Nations Educational, Scientific and Cultural Organization
OECD	Organization for Economic Cooperation and Development

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Introduction

The Ministry of Education, Science, Technology and Innovation, (MESTI), through the Education Management Information System - EMIS, provides statistical data that reflect the current state and trends of education in Kosova and serve as a basis for the orientation of educational policies.

Since 2015, MESTI has prepared and publish statistical reports with educational indicators. The first report of this kind, titled “Statistical Report on Education Indicators 2014/15”, marked an important step in the development of systematic monitoring of education in the country. Subsequent annual reports have been published on the official MESTI website and continue to be accessible to the public.

The publication of statistical reports by the EMIS sector began in 2008 and has undergone continuous development, being enriched with new data and indicators.

The calculation of indicators included in this report was made according to the structure and methodology given in the Framework of Education Indicators in Kosova (2017), which is the result of the revision of the framework published in 2010 and includes added and updated indicators.

As part of efforts for sustainability and standardization of the annual statistical report, a new publication has been prepared this year: “Annual statistical report with educational indicators 2024– 2025”.

This report is in line with the Kosova Education Indicators Framework and consists of four main chapters:

1. Access and participation;
2. Learning conditions;
3. Inner effectiveness;
4. Financial resources.

For calculation of indicators are used data from the Education Management Information System (EMIS), Kosova Agency of Statistics (KAS) and from the Ministry of Finance, Labor and Transfers (MFLT).

In order to have a clearer picture of development trends of education in Kosova, the report includes also comparisons with several countries in the region and Europe.

An ongoing challenge remains the collection of statistical data for schools learning in the Serbian language.

For the calculation of education indicators in this report, population data by age (or age group) from Population Census, Household Economies and Housing in Kosovo 2024, Pristina, December 2024.

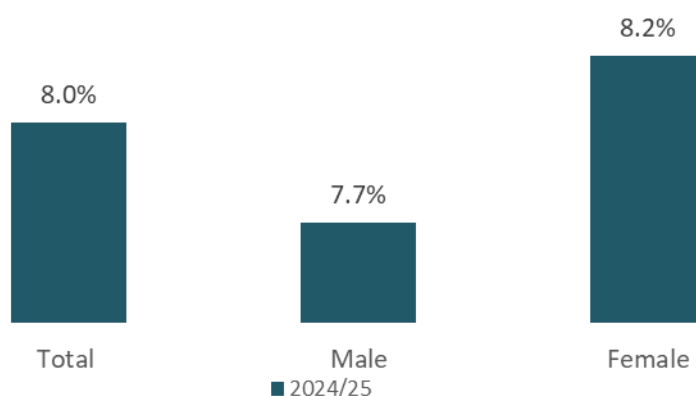
The annual statistical report with educational indicators 2024-2025 can be found on the MESTI website. <http://masht.rks-gov.net>.

1. Access and participation

To measure the participation of children and pupils in pre-university education, this chapter presents educational indicators related to the gross enrolment rate at the following levels of education: pre-primary education (ages 0–2), pre-primary education (ages 5), primary education (grades 1–5), lower secondary education (grades 6–9) and upper secondary education (grades 10–12).

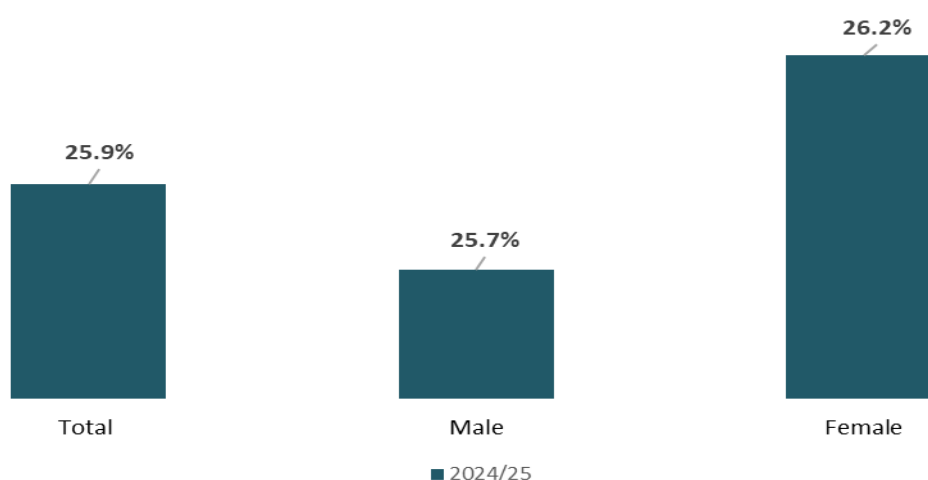
1.1.Participation in preschool and pre-primary education

Figure 1: GER in preschool education (0-2 years of age)¹



The graph shows that the GER in preschool education for ages 0–2 is low, at 7.7% for males and 8.2% for females. The total of 8.0% indicates limited inclusion of children at this level.

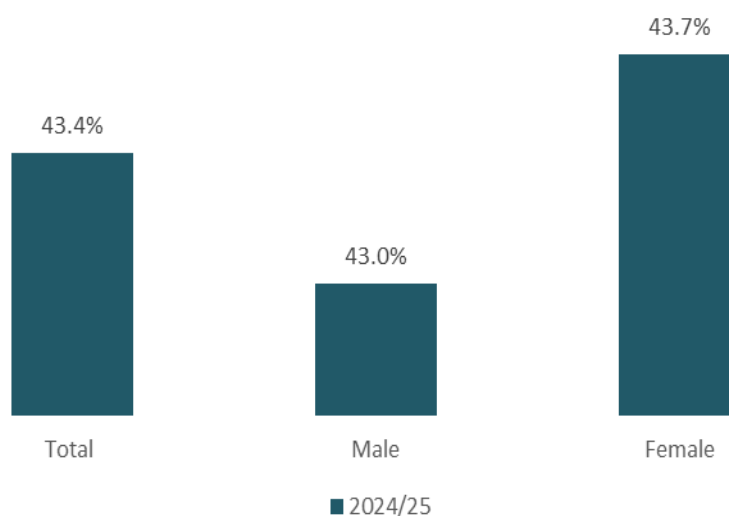
Figure 2: GER in preschool and pre-primary education (0-5 years of age)



During the 2024/2025 school year, the total percentage of children aged 0–5 years enrolled in preschool and pre-primary education (GER) reached 25.9%, marking an increase of 5.5 percentage points compared to 20.4% enrolled in the 2023/2024 school year.

¹ In public preschool institutions, no services are provided for children under 1 year old

Figure 3: GER in preschool and pre-primary education (3-5 years of age)



According to data for the 2024/2025 school year, the gross enrollment rate (GER) at this level reached 43.4%. Compared to 2023/2024, when GER was 36.8%, this represents an increase of 6.6 percentage points.

Figure 4: GER in pre-primary education (5 years of age)

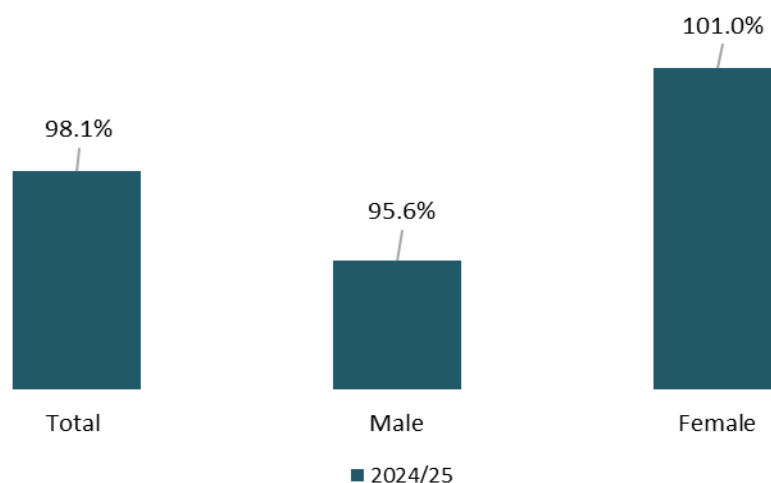


The gross enrollment rate (GER) for this age group in the 2024/2025 school year is 87.1% for the total, as well as for males and females, reflecting equal gender inclusion. Compared to preliminary, when GER was 82.8%, this represents an increase of 4.3 percentage points.

1.2 Access to primary education

The following indicators reflect the overall level of access to the first grade, in primary education, and comparison is made with the indicators of the regional countries and European levels.

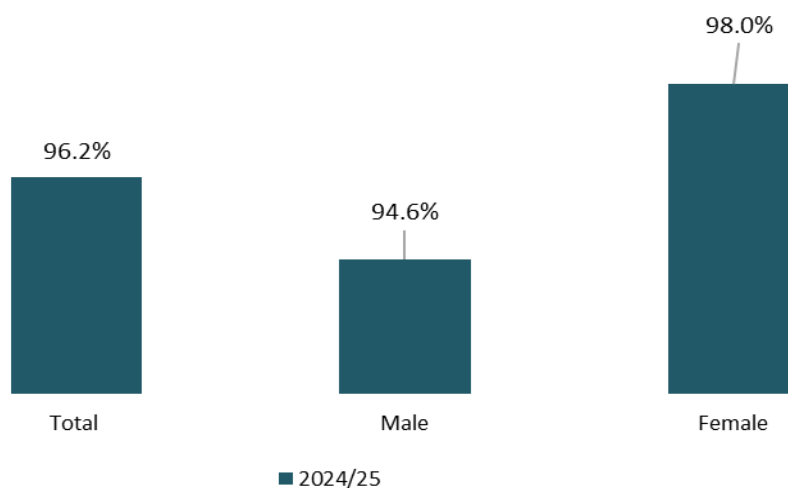
Figure 5: Admission rate of primary pupils



The admission rate of primary pupils in the school year 2024/ 2025 is 98.1%. Compared to 2023/2024, when the rate was 96.6%, this represents an increase of 1.5 percentage points.

1.3 Participation to primary education

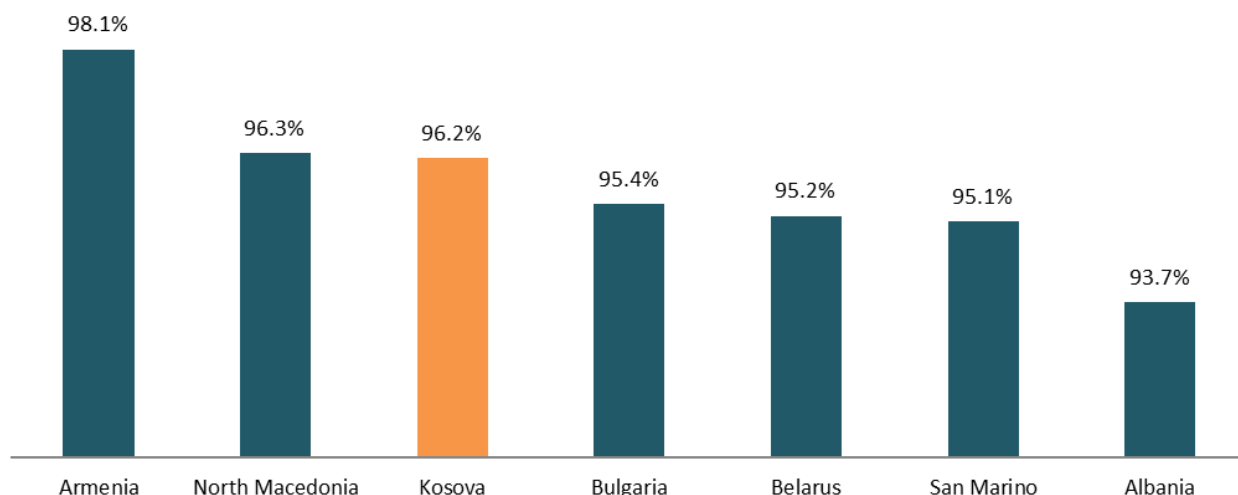
Figure 6: GER to primary education



Based on the data for 2024/2025 school year, the gross enrollment rate (GER) in primary education is 96.2%. Compared to school year 2023/24, when GER was 97.4%, this represents a decrease of 1.2 percentage points in inclusion of pupils in this education level.

In primary education, GER statistics for 2024/25 school year rank the Republic of Kosova among the countries shown in the graph.

Figure 7: GER in primary education, comparison (school year 2024-2025)

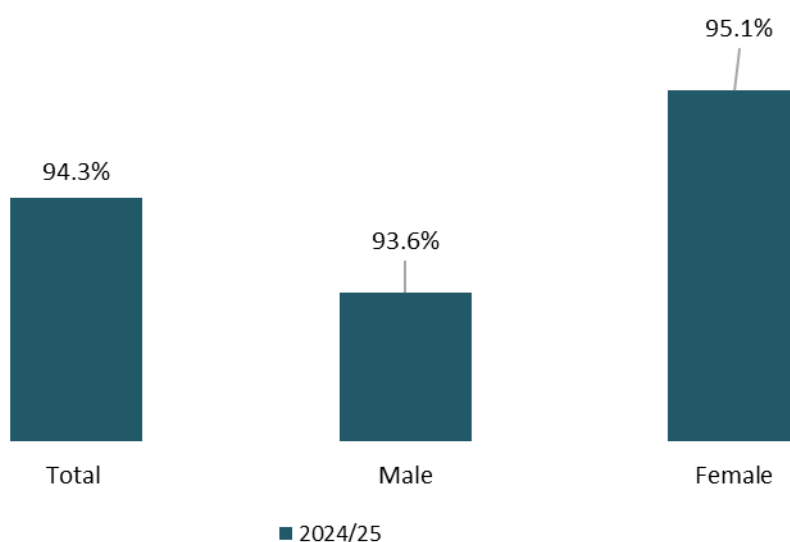


Source: MESTI /EMIS, for the Kosova data (year 2024), while for other countries data are taken from UNESCO (year 2025) for 2023.

1.4 Participation in lower secondary education

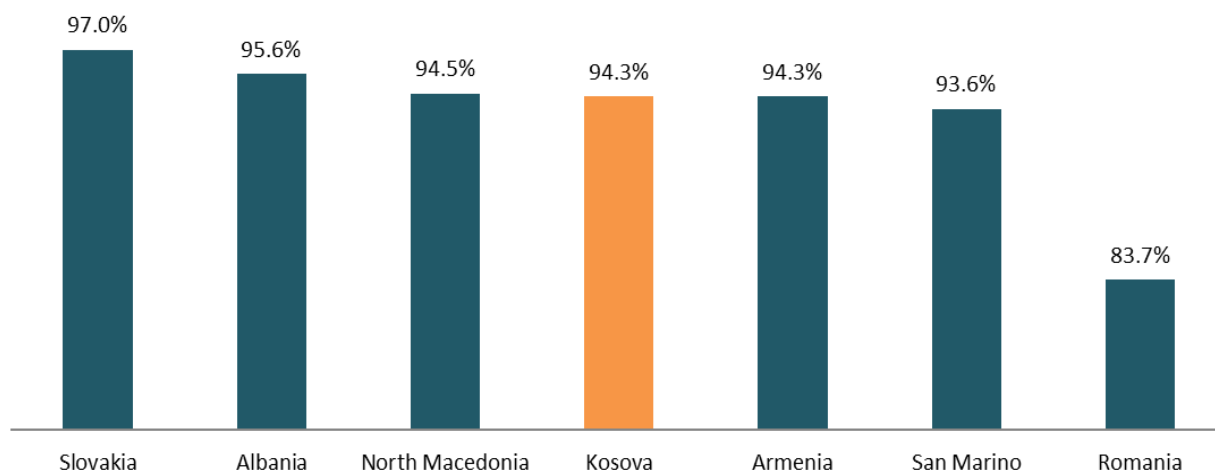
For participation in lower secondary education, the gross enrollment rate (GER) at this level was measured, while a comparison of the Republic of Kosova with Europe and countries in the region was made.

Figure 8: GER in lower secondary education



The gross enrollment rate (GER) in lower secondary education for the 2024/2025 school year is 94.3%. Compared to school year 2023/24, when GER was 94.1%, this represents a slight increase of 0.2 percentage points in inclusion of pupils in this education level.

Figure 9: GER in lower secondary education, comparison (school year 2024-2025)

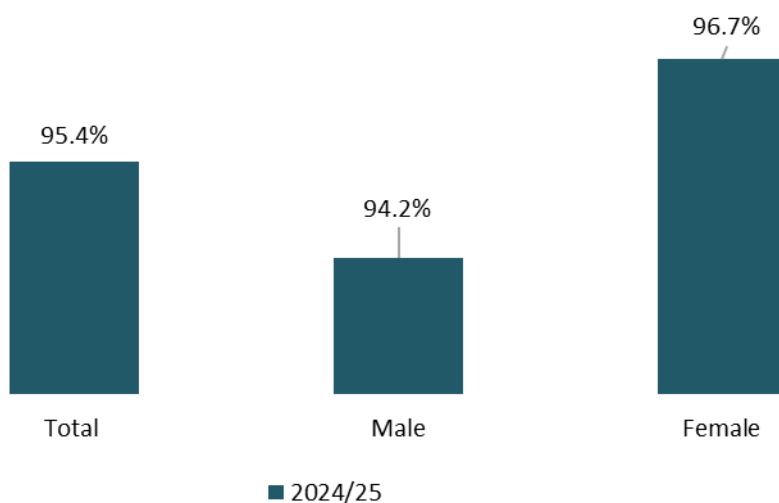


Source: The data for Kosovo were taken from MESTI/EMIS (year 2024), while for other countries data were provided by UNESCO (year 2025) for 2023.

1.5 Participation in primary and lower secondary education

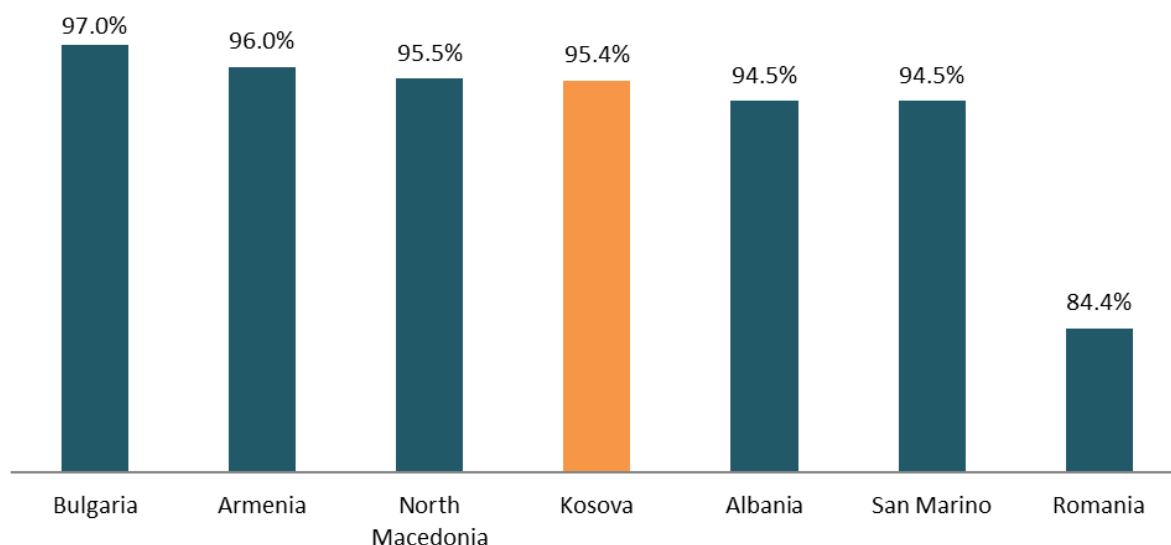
In compulsory education (grades 1-9) education and data for primary and lower secondary education are included, as in the following graph.

Figure 10: GER in primary and lower secondary education



The gross enrollment rate (GER) in lower secondary education for the 2024/25 school year is 95.4%. Compared to school year 2023/24, when GER was 95.9%, this represents a decrease of 0.5 percentage points in inclusion of pupils.

Figure 11: GER in primary education and lower secondary education, comparison (school year 2024-2025)

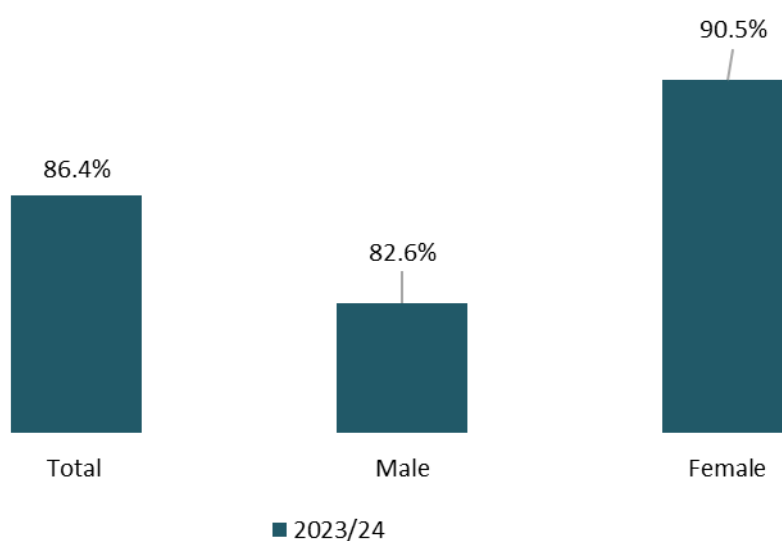


Source: The data for Kosovo were taken from MESTI/EMIS (year 2024), while for other countries data were provided by UNESCO (year 2025) for 2023.

1.6 Participation in lower secondary education

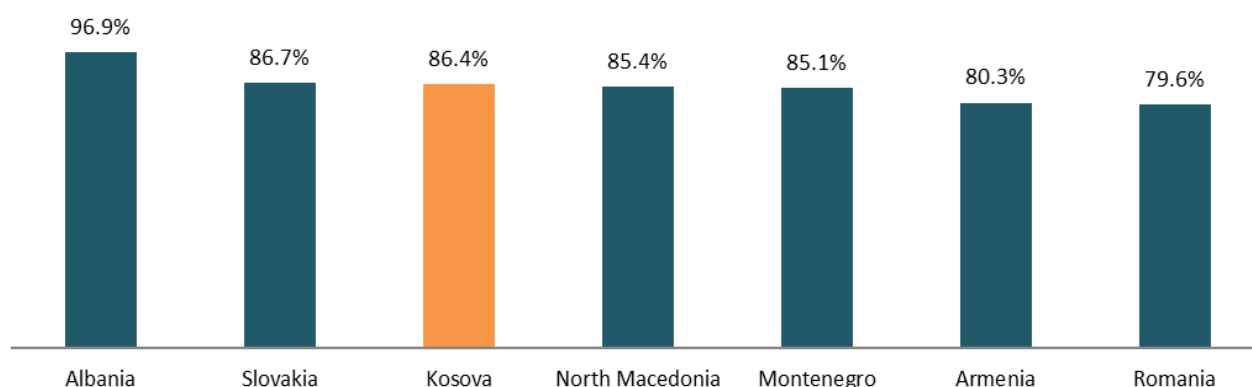
The following are presented the general indicators of pupils participation in upper secondary education (grades 10-12), calculated with gross enrollment rate with (GER), as a ratio between the pupils enrolled in this education level and the population aged 15-17 years old for 2024.

Figure 12: GER in higher secondary education



The gross enrollment rate (GER) in upper secondary education (grades 10-12) for 2024/25 school year is 86.4%.

Figure 13: GER in upper secondary education, comparison (school year 2024-2025)

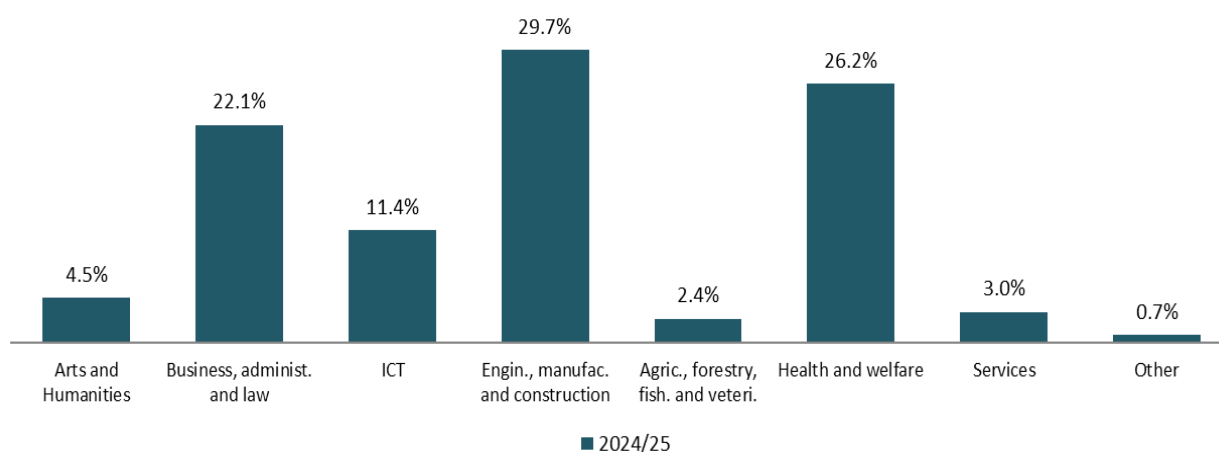


Source: The data for Kosovo were taken from MESTI/EMIS (year 2024), while for other countries data were provided by UNESCO (year 2025) for 2023.

1.7 Participation in higher vocational secondary education, by field

The education and training fields, according to classification ISCED-F 2013 categorizes educational programs according to fields of study defined as "fields, branches, or broad content area covered by an educational program" (UIS, 2014, p.5). 5).

Figure 14: Pupils registered in higher vocational secondary education according to ISCED-F field of study.



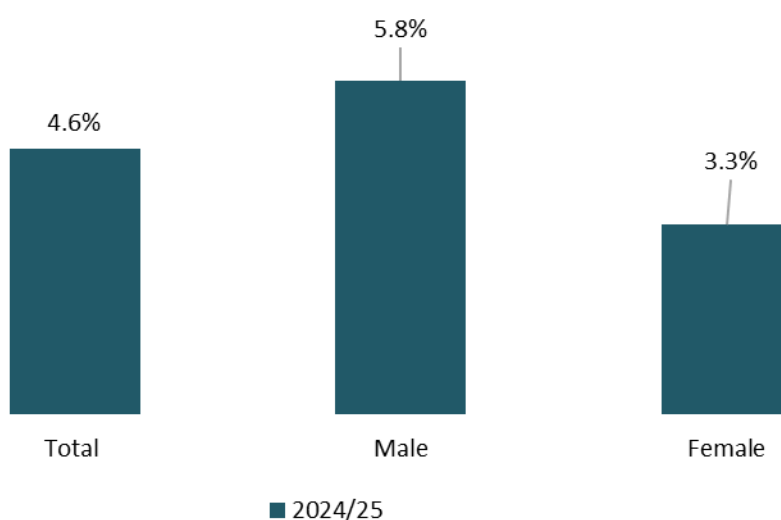
In the 2024/25 school year, pupils' enrollment in vocational upper secondary education is dominated by engineering, manufacturing and construction (29.7%), health and welfare (26.2%). They are followed by business, administration and justice (22.1%), technology and ICT (11.4%). Other fields have lower involvement: arts and humanities (4.5%), agriculture (2.4%), services (3.0%).

1.8 Children outside the school

Due to the lack of statistical data on the age of pupils attending school by grade level, and as a necessity for calculating the indicator for out-of-school children, a rough estimate of this indicator has been made.

This assessment was conducted based on the gross enrollment rate in compulsory education (grades 1–9).

Figure 15: Children outside the school in compulsory education



For the 2024/25 school year, the percentage of out-of-school children in compulsory education (grades 1–9) is 4.6%. Compared to the 2023/24 school year, when this indicator was 4.1%, there is an increase of 0.5 percentage points in the number of children not included in compulsory education.

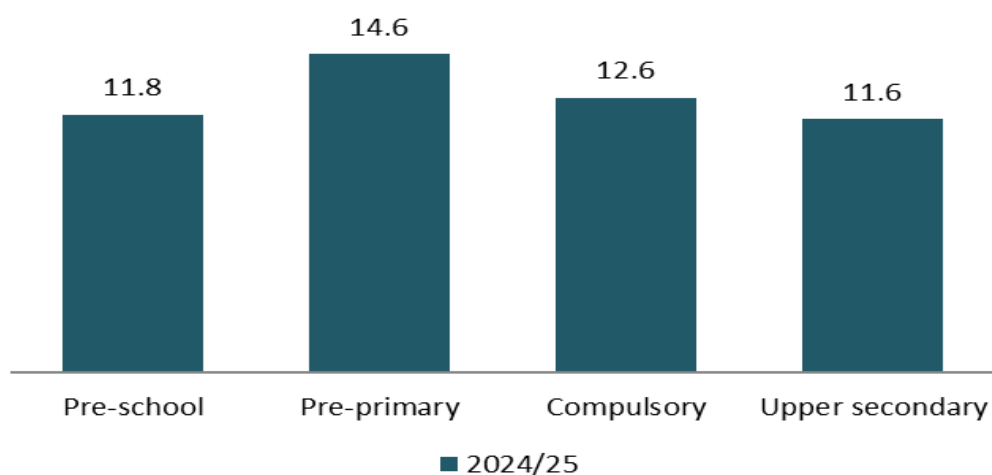
2. Learning conditions

The indicators presented in this chapter refer to public education.

2.1 Pupil-teacher ratio

The pupil–teacher ratio is an indicator that measures the human resources in education, reflecting the number of pupilsratio to the number of teachers. This indicator is calculated by dividing the number of pupils enrolled at a level of education by the number of teachers employed at that level.

Figure 16: Pupil-teacher ratio



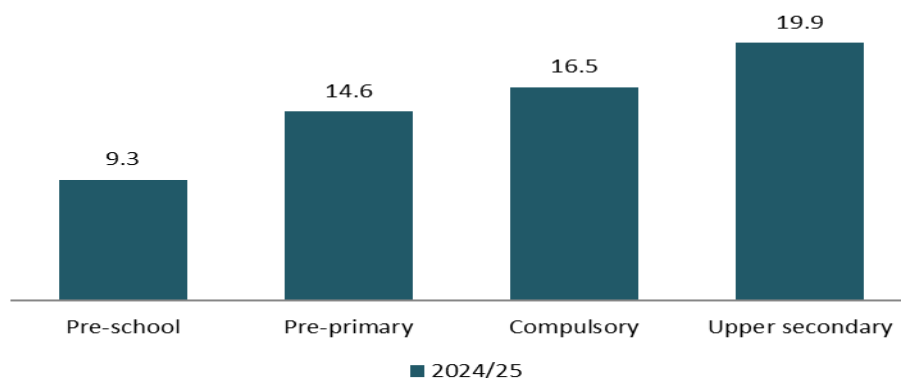
The pupil-teacher ratio for the 2024/25 school year shows slight changes compared to 2023/24 at all levels of public education. In preschool education, the ratio is increased from 9.4 in 11.8. In pri-primary education, the ratio has dropped from 16.0 in 14.6. For primary and lower secondary education, the ration has marked a slight decrease – from 13.0 in 12.6. While in upper secondary education, the ration has dropped from 12.0 in 11.6.

According to school reports, the student-to-computer ratio is 19.9, which means that on average there is one computer for about 20 students. This indicator reflects the current level of digital infrastructure in educational institutions and represents an important factor for assessing the possibilities of integrating technology into the learning process.

2.2 Pupil-parallel ratio

The graph below shows the number of pupils per parallel according to the levels of pre-university education.

Figure 17: Pupil-parallel ratio

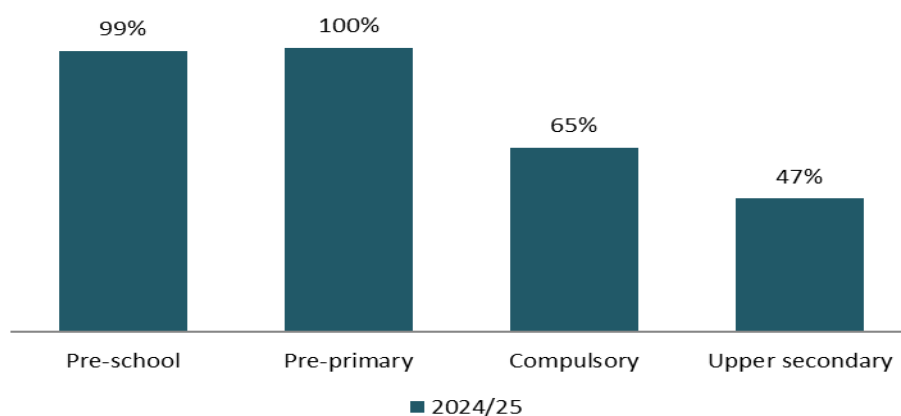


The pupil-parallel ratio for the 2024/25 school year shows slight changes compared to 2023/24. In preschool education, the ratio has dropped from 9.5 in 9.3. In pre-primary education, the ratio has dropped from 16.0 in 14.6. In primary and lower secondary education, the ratio is reduced from 16.9 in 16.0. While in upper secondary education, the rate has dropped from 20.2 in 19.6.

2.3 Percentage of female teachers

The percentage of female teachers in the general structure of educational personnel from year to year has shown increasing trends in compulsory and upper secondary education, while at the pre-school and pre-primary levels, their inclusion reaches almost 100%.

Figure 18: Percentage of female teachers



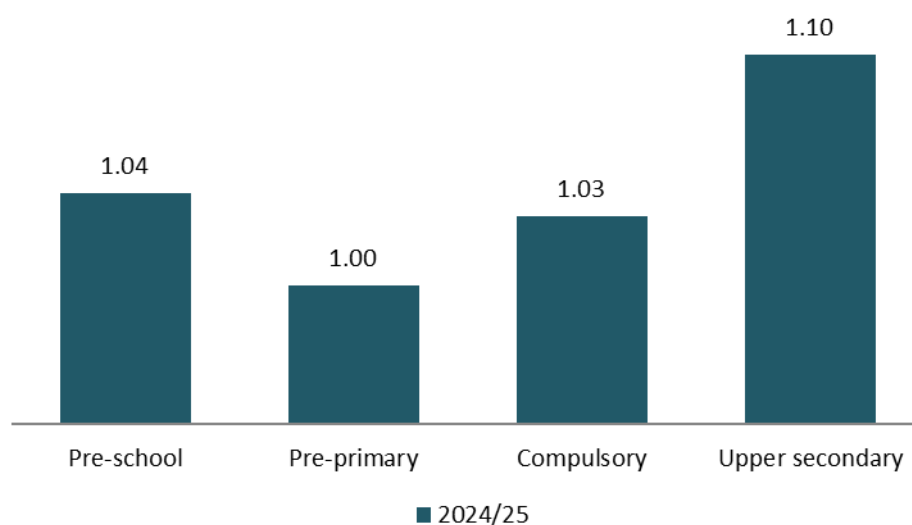
The percentage of female teachers in the 2024/25 school year remains stable at most levels compared to 2023/24. In preschool education the percentage remains 99%, while in pre-

primary education continues to be 100%. In primary and lower secondary education, the percentage of female teachers remains unchanged, 65%. While in upper secondary education, is noticed a slight increase vërehet – from 45% in year 2023/24 in 47% in year 2024/25.

2.4 Gender equality index

In this chapter gender equality for each level of education is presented. This index measures the progress towards gender equality in the participation of children/pupils in education. The index is calculated as ratio between the indicator's value, (in this case GER), calculated for female and value of the same indicator calculated for men.

Figure 19: Gender equality index for GER



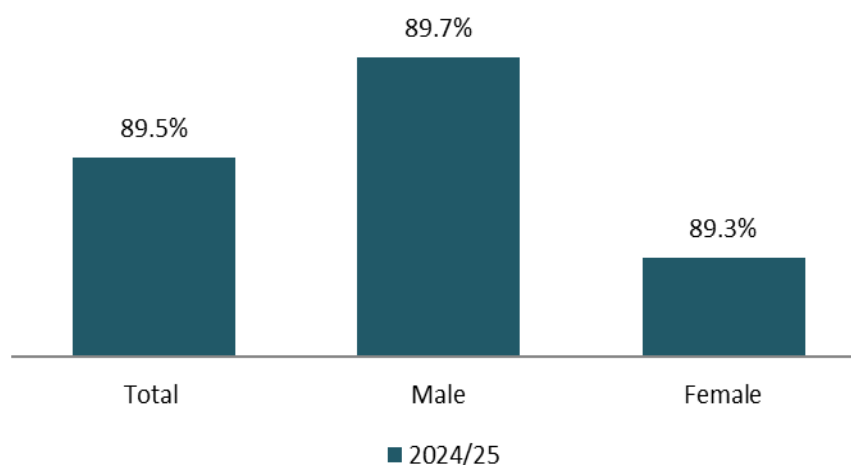
The gender parity index has improved from 2023/24 to 2024/25: preschool $0.98 \rightarrow 1.04$, pre-primary $0.97 \rightarrow 1.00$, primary and lower secondary $0.99 \rightarrow 1.03$, and upper secondary education $1.07 \rightarrow 1.10$, indicating continued progress towards gender parity at all levels of education.

3. Internal Audit Unit

3.1. Pupils ratio starting first grade and reaching fifth grade in primary education

This indicator reflects the primary education completion rate, while showing the ratio between the number of pupils enrolled in the fifth grade for the school year 2024-2025 and the number of pupils enrolled in the first grade (four years earlier, in the school year 2021-2022).

Figure 20: Pupils ratio starting first grade and reaching fifth grade in primary education

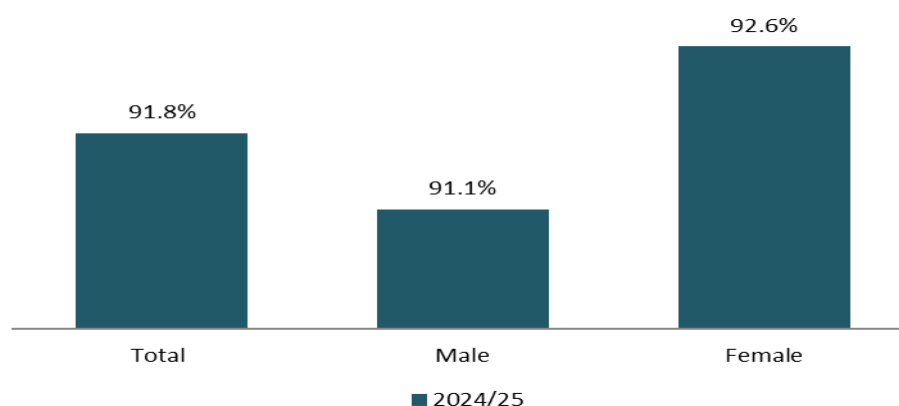


The ratio of pupils starting first grade and reaching fifth grade has marked a slight decline, from 90.1% in the 2023/24 school year to 89.5% in 2024/25.

3.2. Pupils ratio starting six grade and reaching ninth grade in higher secondary education

The following indicator reflect the transition rate to lower secondary education. It shows the ratio between the number of pupils enrolled in the last grade of this level (ninth grade) for the school year 2024-2025 and the number of pupils enrolled in the six grade, three years earlier, in the school year 2021-2022.

Figure 21: Pupils ratio starting six grade and reaching ninth grade in lower secondary education

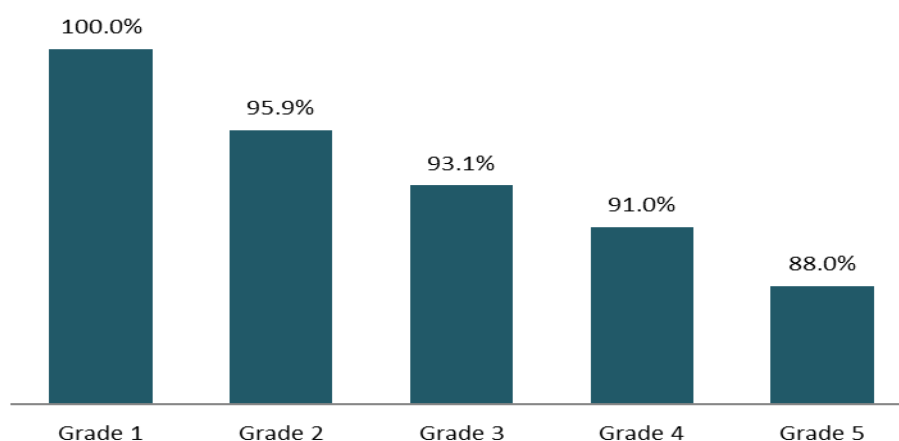


The ratio of pupils starting six grade and reaching ninth grade in lower secondary education has marked a slight decline, from 92.4% in the 2023/24 school year to 91.8% in 2024/25.

3.3. The passing (survival) rate by grade in primary education

The passing rate by grades is an indicator of internal efficiency that shows the percentage of pupils enrolled in the first grade of a educational level in a certain school year, who are expected to successfully pass each grade of that level, regardless of repetition along the way.

Figure 22: The passing (survival) rate by grade in primary education

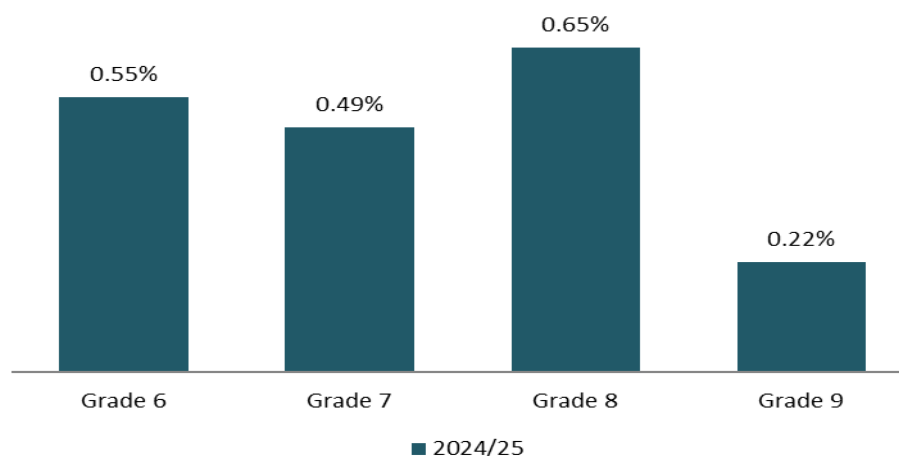


The primary education transition rate shows a slight decline from first grade to fifth grade: 2023/24 (100%, 96.2%, 93.4%, 91.8%, 90.0%) and 2024/25 (100%, 95.5%, 93.1%, 91.0%, 88.0%).

3.4. Repeaters in lower secondary education and higher secondary education

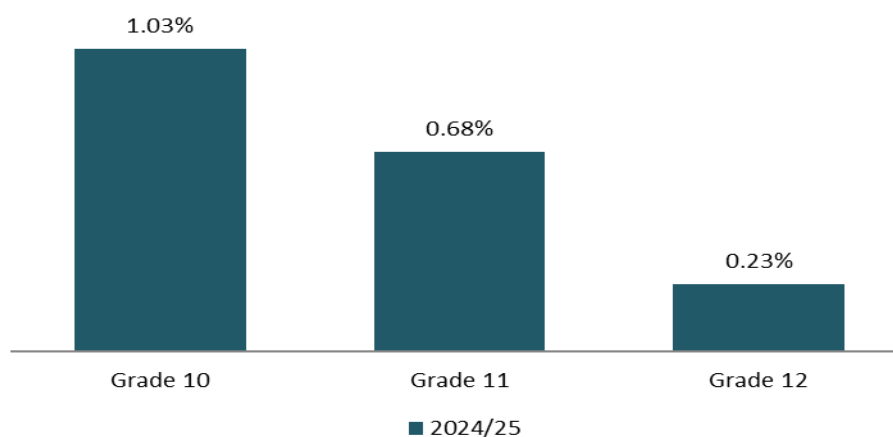
The repetition rate shows the ratio between the number of pupils repeating a class in the subsequent school year and the number of pupils from the same generation enrolled in the previous year.

Figure 23: The repetition rate in lower secondary education



The repetition rate in lower secondary education has marked slight changes from 2023/24 to 2024/25. Respectively, in the sixth grade it decreased from 0.59% to 0.55%, in the seventh grade from 0.54% to 0.49%, in the eighth grade it increased from 0.48% to 0.65%, and in the ninth grade it decreased from 0.14% to 0.22%.

Figure 24: The repetition rate in upper secondary education

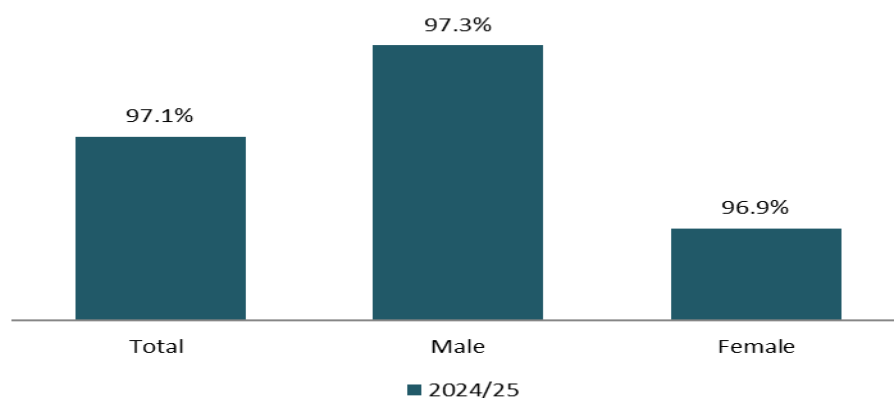


The repetition rate in upper secondary education has marked slight changes from 2023/24 to 2024/25. In tenth grade, the rate has dropped from 1.15% to 1.03%, in eleventh grade from 0.28% to 0.63%, and in twelfth grade from 0.12% to 0.23%.

3.5. The transition rate from primary to lower secondary education

The transition rate shows the percentage of pupils who move from one educational level to the next. It is calculated as ratio between the number of pupils admitted to the first year of a higher level of education and the number of pupils enrolled in the last grade of the lowest level of education in the previous year.

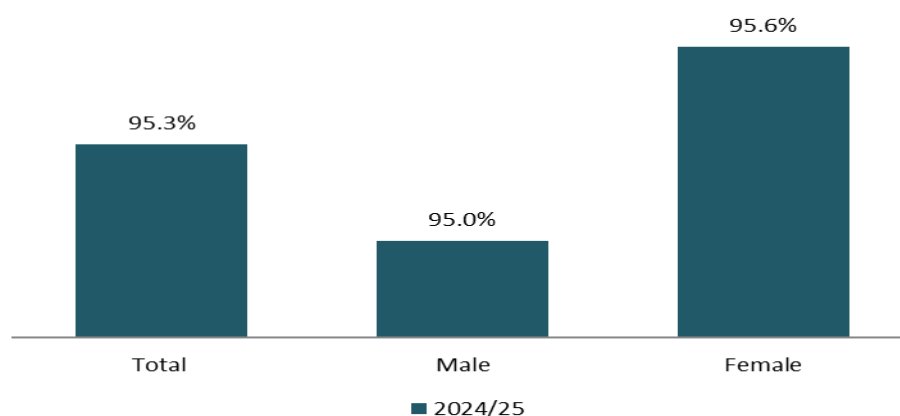
Figure 25: The transition rate from primary to lower secondary education



The transition rate from primary education to lower secondary education has marked a slight decline from 2023/24 to 2024/25, going from 97.9% to 97.1%. This shows that the majority of pupils continue smoothly from primary to lower secondary education, with little change from one year to the next.

3.6. The transition rate from lower secondary education to upper secondary education

Figure 26: The transition rate from lower secondary education to higher secondary education



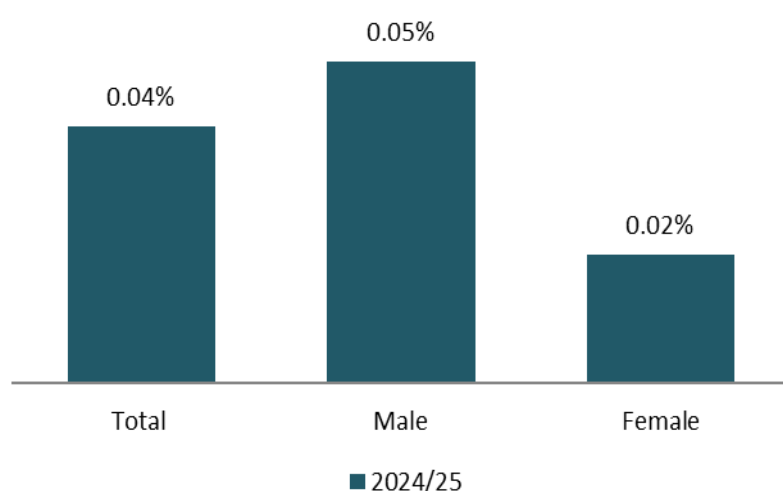
The transition rate from lower secondary education to upper secondary education has marked a slight decline from 2023/24 to 2024/25, going from 96.3% to 95.3%. This shows that the

majority of pupils continue smoothly to the next educational level, with little change from one year to the next.

3.7. Dropout pupils in primary education

The dropout indicator in primary education shows the percentage of pupils who dropped out of school during the school year. It is calculated as the ratio between the number of pupils who have dropped out of primary education and the total number of pupils enrolled at this level.

Figure 27: Percentage of pupils who have dropped out of primary education

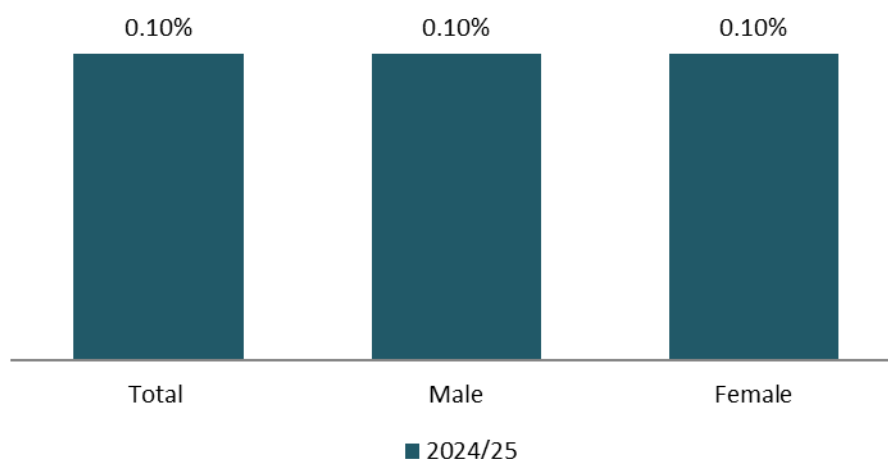


The percentage of pupils who dropped out of primary education has decreased from 2023/24 to 2024/25, going from 0.09% to 0.04%. This shows that dropout at this level remains extremely low and has improved from one year to the next.

3.8. Dropout pupils in lower secondary education

Similarly, as in primary education, even in lower secondary education the percentage pupils who have dropped out of school, is calculated as the ratio between the pupils enrolled in lower secondary education who have dropped this education level during school year and the total number of pupils enrolled in lower secondary education in the same year.

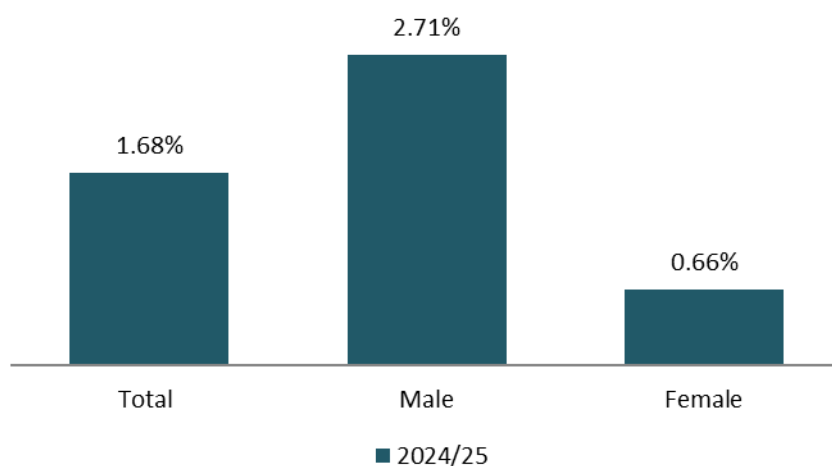
Figure 28: Percentage of pupils who have dropped out of lower secondary education



The percentage of pupils who dropped out of lower secondary education has marked a decline from 2023/24 to 2024/25, going from 0.12% to 0.10%. This shows that dropout at this level remains very low and there has been a slight improvement from one year to the next.

3.9. Dropout pupils in higher secondary education

Figure 29: Percentage of pupils who have dropped out of higher secondary education



The percentage of pupils who have dropped out of upper secondary education has marked a slight decrease from 2023/24 to 2024/25, going from 1.69% to 1.68%, indicating a sustained stability in retaining pupils at this level of education.

3.10. External evaluation test results

The external evaluation of pupils in the education system is given a lot of special importance, while the results of external evaluations serve to see the general trends of education in the country.

Figure 30: Achievement results by subjects from the Matura test in the Native language, for the June and August term for the school year 2024-2025 (given in percentage)

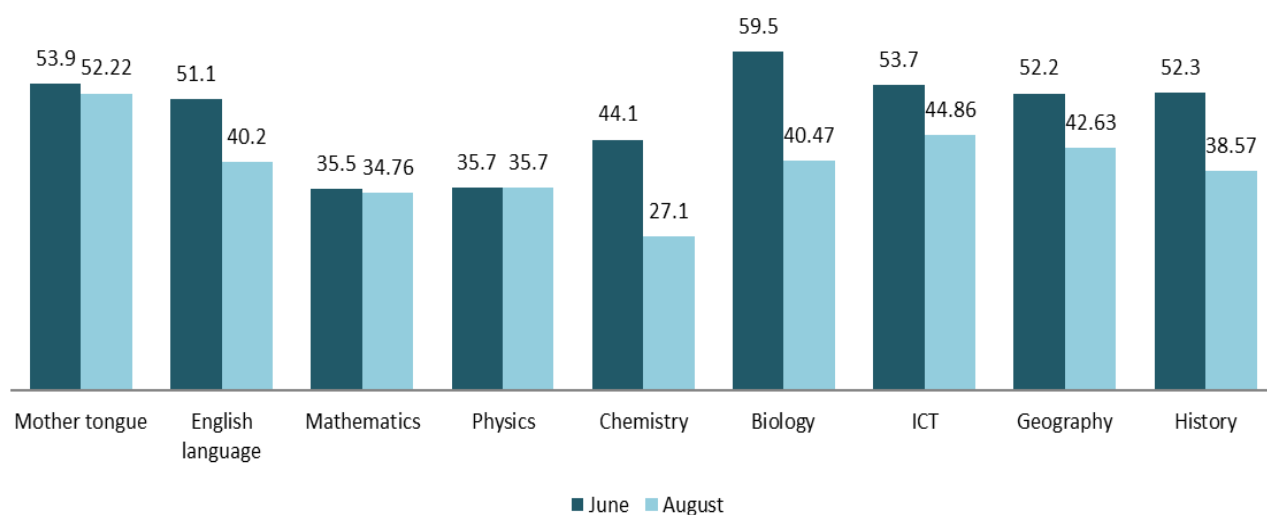


Figure 31: Passability of results from the Matura test for June term and the August term of the school year 2024-2025 (calculated in percentage)

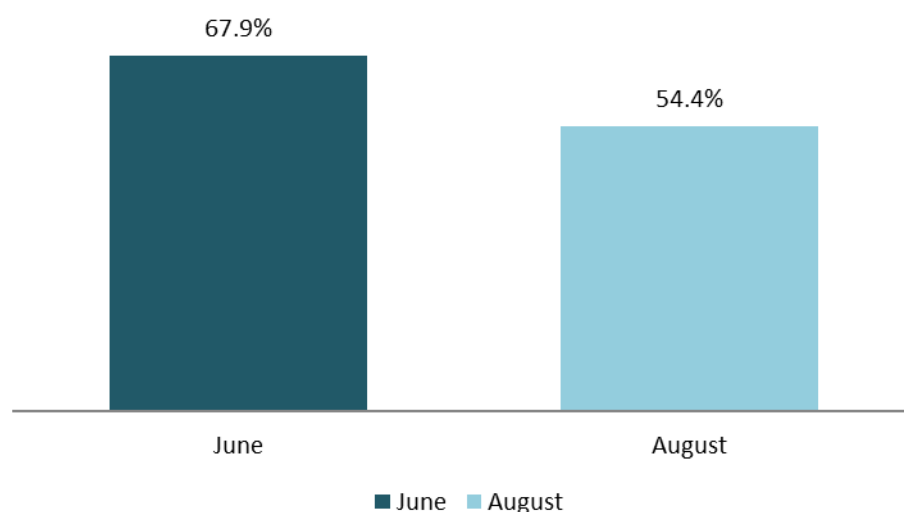
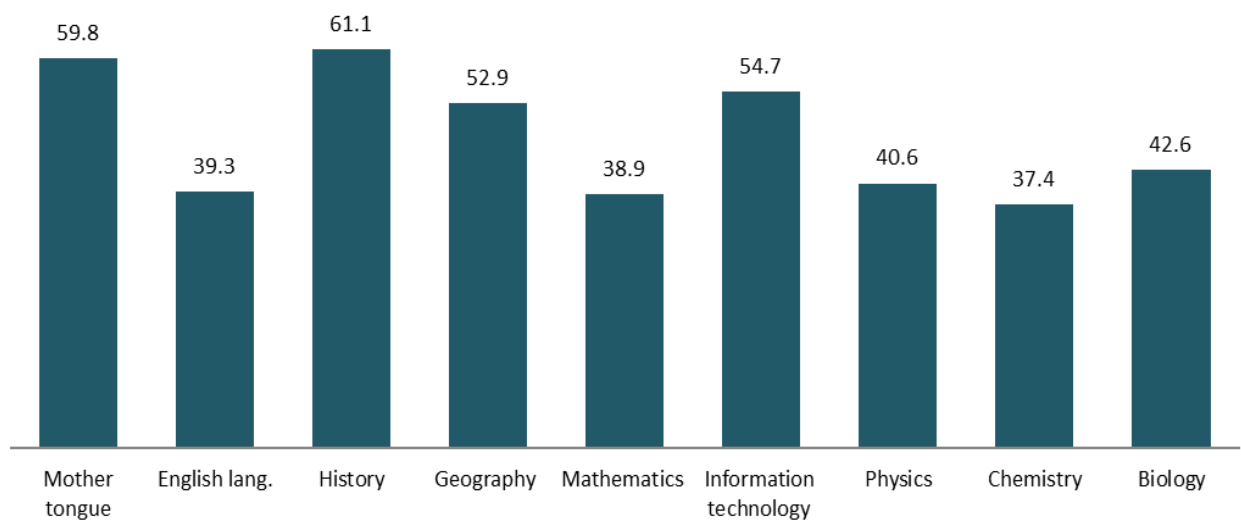


Figure 32: Achievement results from the 9th grade test in the school year 2024-2025 (given in percentage)

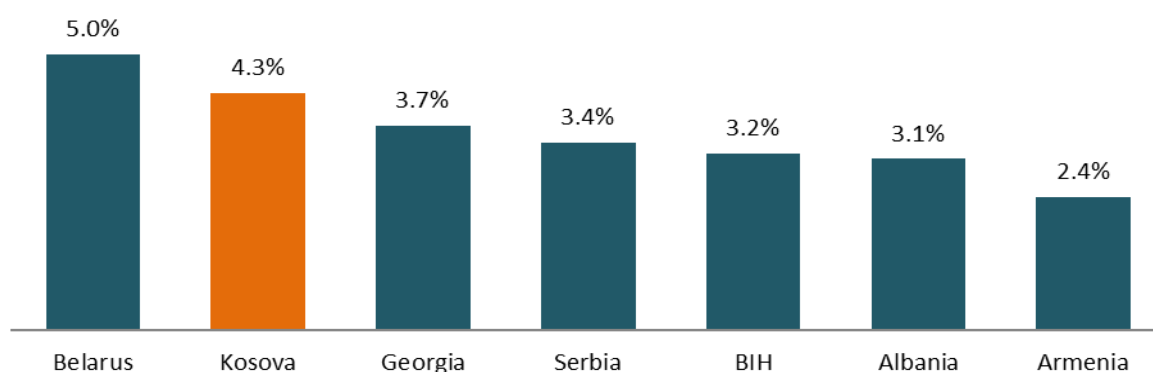


4. Funding resources

4.1. Public expenditures in education

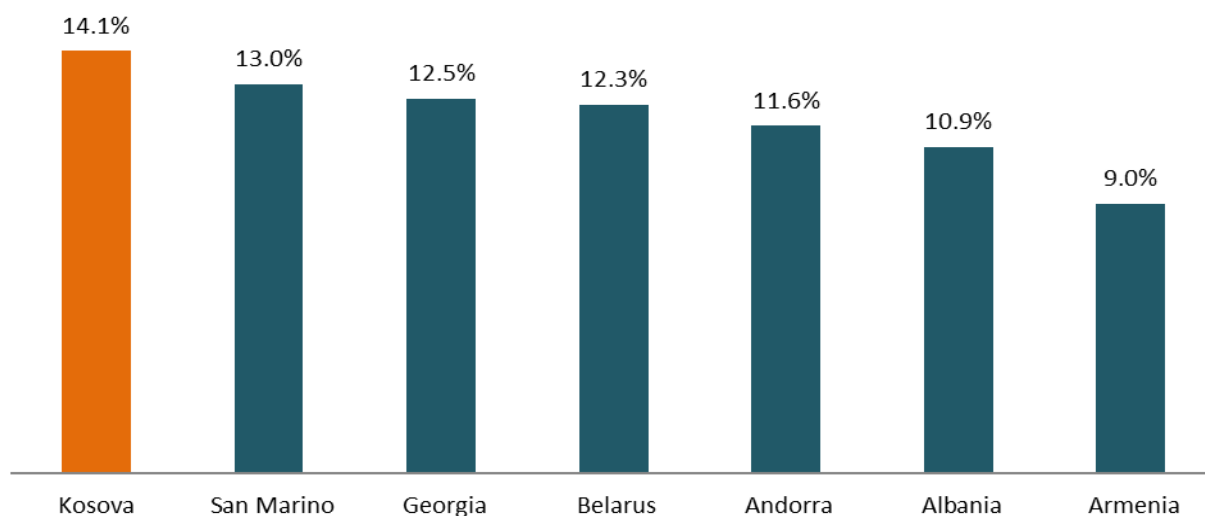
The indicators presented in this chapter reflect the Government's investments and expenditures in education. Public expenditures on education, as a percentage of Gross Domestic Product (GDP), reached 4.3% in 2024, which is the same as the previous year. Meanwhile, public expenditures on education as a percentage of total Government spending constitutes 14.1%, marking an increase of 0.6 percentage points compared to the previous year. In comparison to the European countries, this percentage of public expenditure on education as a percentage of GDP is similar to the percentage presented in the graph.

Figure 33: Public expenditure on education as a percentage of GDP (comparison)



Source: MASTI /SMIA, for Kosova, refer to the year 2024, while for other countries, data from UNESCO (2025) for 2023.

Figure 34: Public expenditure on education as a percentage of overall expenses of the government (comparison)



The data for Kosova refer to the year 2024, while for other countries we refer to the data from UNESCO (2025) for the year 2023.

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UNESCO – UIS, Education Statistics [Table]. Extracted from <http://data.uis.unesco.org/?queryid=182> [Extracted on 05 October 2025]

Appendix 1: Statistical data

Table 1: Pupils by age groups/grades in Kosova 2024-2025

Grade	Male	Female	Total
Age group 1-2	1111	1073	2184
Age group 2-3	1505	1465	2970
Age group 3-4	2230	2131	4361
Age group 4-5	2341	2139	4480
Age group - Pre-primary	8361	7676	16037
Age group - Pre-school (kindergarten)	2097	1909	4006
Grade 1	11703	11083	22786
Grade 2	11753	11118	22871
Grade 3	11952	11255	23207
Grade 4	11908	11121	23029
Grade 5	11989	11184	23173
Grade 6	12146	11131	23277
Grade 7	12441	11730	24171
Grade 8	11902	11417	23319
Grade 9	11700	10982	22682
Grade 10	11632	11007	22639
Grade 11	10145	10553	20698
Grade 12	9849	10365	20214
Grade 13	0	0	0
Total	156765	149339	306104

Appendix 2: External assessment

Table 2: Passability results according to subjects from the Matura test in the Albanian language, school year 2024-2025

Subject	June term	August term
Mother tongue	53.9	52.22
English language	51.1	40.2
Mathematics	35.5	34.76
Physics	35.7	35.7
Chemistry	44.1	27.1
Biology	59.5	40.47
ICT	53.7	44.86
Geography	52.2	42.63
History	52.3	38.57
Sociology	45.3	44.26
Psychology	41.9	38.6
Ekonomy with interprenurship.	49.7	46.74
Civic education	49.5	37.0
History of Art	38.3	33.4
Theory of misic and harmony	49.3	41.04

Table 3: Passability of results from the Matura test for June term and the August term, school year 2024-2025

Achievement	June	August
Total	67.9%	54.4%

Table 4: Achievement test results according to subjects, 9th grade

Mother tongue	English lang.	History	Geography	Mathematics	Information technology	Physics	Chemistry	Biology	Total
59.8	39.3	61.1	52.9	38.9	54.7	40.6	37.4	42.6	48.8

	A	B	C	D	E	F	G
1	Nxenesit sipas klasave, 2024-25, total						
2							
3	Klasë	Mashkull	Femër	Gjithsej			
4	Grupa 1-2	1111	1073	2184			
5	Grupa 2-3	1505	1465	2970			
6	Grupa 3-4	2230	2131	4361			
7	Grupa 4-5	2341	2139	4480			
8	Grupa 5-6 - Parafill	8361	7676	16037			
9	Grupa 5-6 - Parashl	2097	1909	4006			
10	Klasa 1	11703	11083	22786			
11	Klasa 2	11753	11118	22871			
12	Klasa 3	11952	11255	23207			
13	Klasa 4	11908	11121	23029			
14	Klasa 5	11989	11184	23173			
15	Klasa 6	12146	11131	23277			
16	Klasa 7	12441	11730	24171			
17	Klasa 8	11902	11417	23319			
18	Klasa 9	11700	10982	22682			
19	Klasa 10	11632	11007	22639			
20	Klasa 11	10145	10553	20698			
21	Klasa 12	9849	10365	20214			
22	Gjithsej	156765	149339	306104			
23							
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