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Blerina Istrefi-WeBER 3.0 Country Researcher, Group for Legal and Political Studies, Pristina

Digitalization of Educational Credentials:

A Prerequisite for Reducing Administrative Burden

List of Abbreviations and Acronyms

WeBER - Western Balkans Enabling Project for Civil Society Monitoring of Public Administration Reform
MESTI -Ministry of Education, Science, Technology and Innovation
AIS -Agency for Information Society
SWOT- Strengths, Weaknesses, Opportunities, and Threats
HRMIS -Human Resources Management Information System
NARIC- National Academic Recognition and Information Centre
PAR -Public Administration Reform
ABR -Administrative Burden Reduction
KAA - Kosovo Accreditation Agency
NGO -Non-Governmental Organization

About Policy Lab

WeBER Policy Lab is an event that has been designed to serve as a dedicated space where knowledge can be developed, shared, and expanded, and where citizen-oriented methods and approaches can be tested in practice. Beyond this, the event also acts as a collaborative platform that brings together different stakeholders, institutions, and members of society to work jointly on identifying and proposing possible solutions to challenges in the area of public administration reform (PAR). These challenges have been recognized and defined through consultations with national authorities, ensuring that the topics addressed are relevant and based on real needs and priorities.

The activity was organized by the Group for Legal and Political Studies (GLPS) within the framework of the WeBER 3.0 project. This project is a continuation of a long-term regional initiative and builds on the achievements and lessons learned from two earlier phases: WeBER (2015–2018) and WeBER 2.0 (2019–2023). The current phase, WeBER 3.0 (2023–2026), represents the third consecutive project funded by the European Union, making it the largest regional initiative led by civil society organizations in the field of monitoring public administration reform in the Western Balkans. Its main goal is to further strengthen and empower civil society organizations across the region, so they can make stronger contributions towards building public administrations that are more transparent, more open, more accountable, and above all, more citizen-centered. In this way, administrations in the region will be brought closer to the standards and practices of the European Union. The Policy Lab event itself was organized and carried out in several stages, with each stage contributing to the overall process.

The first stage focused on the selection of the main topic that would be addressed. At this stage, participants had the opportunity to decide on the issue to be discussed while leaving room for the topic to be further shaped and specified during the working process. After consideration, the chosen topic was "Digitalization of education credentials- a precondition for reducing the administrative burden". This subject was evaluated as highly important, as it touches on a practical challenge that many citizens and institutions face in their daily interactions with public administration.

In April, a focus group was organized with the participation of citizens as well as representatives of the relevant institutions. This meeting served as a platform for citizens to share their personal experiences, while institutional representatives explained the current procedures and limitations in this area. As a result, the discussion helped to highlight and analyze the problem in greater detail, offering a clearer understanding of the issues related to the digitalization of education credentials.

At the end of May, the process culminated with the main Policy Lab event. During this event, all the findings from the earlier stages were presented and reviewed. The participants engaged in structured discussions where they analyzed the challenges, reflected on the experiences that had been shared, and worked together to identify possible improvements. The event concluded with the formulation of concrete recommendations that can serve as guidance for improving the existing administrative system, with a special focus on making it less burdensome for citizens and more efficient for institutions.

Through this step-by-step process, the WeBER Policy Lab not only opened space for dialogue and cooperation but also provided a practical example of how citizen input and institutional expertise can be combined to create constructive and applicable solutions for public administration reform.

Focus Group - April 15, 2025

The first step in the Policy Lab process was a focus group held on April 15, 2025. Participants included representatives from central institutions, universities, schools, students, and experts. The main aim was to discuss the current challenges of managing educational credentials and to explore practical digital solutions.

During the discussion, participants highlighted that the current system, which relies on notarized diplomas and certificates, imposes unnecessary burdens on citizens and institutions. Citizens are often required to provide the same documents multiple times for different administrative services, creating inconvenience and additional expenses. Institutions, on the other hand, must manage large volumes of paper documents, which require physical storage, secure handling, and considerable administrative effort. Participants emphasized that notarization involves financial costs and requires extra time, adding to citizens' frustration.

A structured SWOT analysis was conducted to examine strengths, weaknesses, opportunities, and threats related to digitalization. Strengths included existing platforms such as eKosova and HRMIS,[1] as well as legal obligations for institutions to share data with the Ministry of Education, Science, Technology and Innovation (MESTI). Weaknesses included the lack of dedicated budget, uneven digital readiness among institutions, and a shortage of trained staff capable of managing digital systems. Opportunities included the potential for faster service delivery, higher efficiency, and improved citizen satisfaction. Threats mainly concerned privacy risks, potential cyber security issues, and resistance from staff who might be concerned about changes to their roles.

Participants also discussed stakeholder perspectives. Citizens, students, universities, and central institutions such as MESTI and AIS[2] were identified as the main beneficiaries of digitalization. NGOs and NARIC[3] would experience moderate impacts, while municipalities and private institutions would likely see a smaller effect. Notaries may be negatively affected because their services would not be needed anymore once diplomas are digitalized. Several examples of ongoing improvements in Kosovo were shared. The Kosovo Accreditation Agency has digitized its data through the e-accreditation platform. MESTI has introduced online reporting platforms for education data, and AIS has digitized the matura exam results and school certificates. The HRMIS system allows candidates to upload documents once for multiple applications, reducing duplication and saving time. While these examples show progress, participants emphasized that a centralized and fully integrated digital system is necessary to maximize benefits.

Concerns were raised regarding compliance with data protection principles, particularly those related to data minimization, proportionality and the security of processing. Participants recommended that digital diplomas should avoid including unnecessary or sensitive personal data, and

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1 The Human Resources Management Information System (HRMIS) in public administration is a tool for managing data on public sector employees, including recruitment, job positions, contracts, salaries, and other career- and performance-related information. HRMIS aims to enhance transparency, efficiency, and coordination across public institutions by storing civil servant information in a centralized, accessible database for relevant authorities. Available at: https://konkursi.rks-gov.net/

2 The Agency for Information Society (AIS) in Kosovo is responsible for developing, managing, and coordinating information and communication technology (ICT) policies and infrastructure in the public sector, including digital services and support for digitalization processes in public administration.

3 The National Academic Recognition and Information Centre (NARIC) is the institution responsible for recognizing higher education degrees and qualifications obtained outside Kosovo. It was established by the Ministry of Education, Science, Technology, and Innovation (MASHTI) and operates as part of Kosovo's public administration. Available at: https://masht.rks-gov.net/alldocuments/naric-kosova-qendra-per-njohje-te-diplomave/

that the verification of work experience should be supported by clear and reliable procedures. It was also suggested to consider the possibility of issuing certain certificates digitally directly to requesting institutions, in order to reduce the unnecessary circulation of personal data. Participants further emphasized the need to carry out a Data Protection Impact Assessment for the proposed digitalization processes, as well as the necessity to strengthen coordination between municipalities and the central government to ensure a consistent and lawful approach to the processing of personal data.

Workshop - May 19, 2025

The second step of the Policy Lab was a workshop held on May 19, 2025. This session built upon the focus group discussions and provided an opportunity for a deeper, more detailed analysis of institutional perspectives on implementing digitalization. Representatives from the Office of the Prime Minister stressed the importance of creating a unified digital platform that includes credentials from all levels of education, not just universities. They highlighted that simply scanning paper documents (digitization) does not constitute true digitalization. Instead, a secure, integrated, and comprehensive system is required, which can be updated in real time and accessed by authorized institutions.

NARIC representatives explained that many of their services would become digital, reducing the need for in-person visits and minimizing the risk of falsified documents. They emphasized the need for a gradual approach, starting with digital verification before transitioning to fully digital diplomas. GLPS participants added that schools should be responsible for entering educational data into the system but noted that privacy safeguards and controlled access must be strictly maintained to protect citizens' information.

The workshop identified several challenges, including limited budgets, insufficient IT staff, uneven readiness across municipalities, and legal requirements that still mandate physical verification for certain documents. Despite these challenges, participants agreed that the advantages of digitalization outweigh the difficulties. Key benefits include significant cost savings, faster and more efficient services, and reduced administrative burden for both citizens and institutions. Recommendations from the workshop included reviewing and integrating existing systems before building a new digital platform. Educational credentials should be fully integrated into a centralized registry under MESTI. Data accuracy and consistency are essential, and the digital system should cover the entire educational history of citizens-not just their final diplomas. Privacy and data protection are critical, and the Agency for Information and Privacy should be involved at every stage. Clear regulations should define the roles of data controllers and processors, and technical standards should be consistent across all institutions involved.

Executive Summary

Public administration in Kosovo continues to face challenges that affect efficiency, transparency, and the quality of public service delivery. One of the most common problems for citizens is the repeated requirement to submit educational credentials such as diplomas, certificates, or transcripts often in physical or notarized form. This process not only increases the time and financial cost for citizens but also creates additional administrative work for institutions that must receive, verify, and store these documents. Although the "Once Only Principle" defined in the Law on General Administrative Procedures[4], requires that citizens provide their information to the state only once, this principle is still not fully implemented in practice when it comes to educational documents.

In this context, the Policy Lab on "Digitalization of Education Credentials -A Prerequisite for Reducing Administrative Burden" was designed as a space for cooperation between institutions, experts, and citizens, with the goal of identifying concrete and practical solutions. During the focus group and workshop held in April and May 2025, participants emphasized that digitalizing education credentials would simplify administrative procedures, reduce duplication of documents, and help build a more citizen-centered administration. The discussions showed broad agreement that the current system, based on checking physical documents and notarization, is old and not efficient, while digital solutions would allow faster, safer, and more transparent services.

The analysis in this report shows that Kosovo does not yet have a specific legal and institutional framework to fully support this reform. The Law on Electronic Identification and Trust Services ensures the legal validity of electronic documents and signatures, while existing platforms such as eKosova and HRMIS show growing capacity for institutional digitalization. However, the absence of a detailed regulatory framework that defines how digital credentials are issued, verified, and shared remains a major gap. It is important to note that the Law on Electronic Identification and Trust Services provides for the issuance of a qualified certificate for electronic signing by a qualified service provider. It is also important to note that, despite this, a national authority for this service has not yet been established.[5] To address this, it is necessary to draft secondary legislation and administrative instructions, as well as strengthen coordination among key institutions: the Ministry of Education, Science, Technology and Innovation (MESTI), the Kosovo Accreditation Agency (KAA), NARIC Kosovo and other institutions.

The institutional analysis confirms that digitalization would have a direct positive impact on citizens and students, who would be able to access their academic documents quickly, securely, and in a verifiable digital format. Universities and public institutions would benefit from reduced administrative workload, improved efficiency, and better data security. On the other hand, the main challenges include the lack of trained IT staff, limited financial resources, and uneven readiness across institutions to implement digital solutions. Privacy and data protection must also be guaranteed, in line with the Law on Personal Data Protection[6] and European standards such as the EU eIDAS 2.0 Regulation[7]. The Policy Lab discussions underlined the need for a gradual approach: starting with the digitalization of the verification process, and then moving toward the

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4 Available at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=12559&langid=2

5 Since Article 3, point 1.17, the Law on Electronic Identification and Trust Services clarifies the role of the qualified service provider. Link: https://gzk.rks-gov.net/ActDetail.aspx?ActID=51618

6 Available at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=18616&langid=2

7 The eIDAS regulation facilitates secure cross-border transactions by establishing a framework for digital identity and authentication. It aims to create confidence in electronic interactions and promote seamless digital services in the EU. Available at: https://digital-strategy.ec.europa.eu/en/policies/eidas-regulation

full issuance of digital documents. A centralized system under MESTI, integrated with existing state platforms such as eKosova, HRMIS, Civil Registry and other electronic systems, would ensure consistency and data security. This should be accompanied by investments in technological infrastructure, staff training, and continuous inter-institutional coordination. The oversight role of the Information and Privacy Agency is essential at all stages of the process to guarantee data protection and transparency standards.

Digitalization of education credentials is not only a technical reform but also a strategic step toward modernizing public governance. It directly contributes to the implementation of the Public Administration Reform Strategy and the Digital Society Strategy by bringing the administration closer to citizens, making it more transparent, efficient, and trustworthy. If implemented with strong institutional commitment and a clear legal framework, this reform will significantly reduce administrative burdens, improve the quality of public services, and strengthen citizens' trust in public institutions.

Legal Framework

The existing legal framework regulates electronic identity, digital signatures, trusted services, and the education system in general. However, there is currently no specific regulation that directly addresses the issuance, storage, and verification of educational credentials in digital format. Law No. 08/L-022 on Electronic Identification and Trust Services in Electronic Transactions[8] establishes the basis for the use of electronic identity and electronic signatures in communication with public and private institutions. It guarantees the legal validity of digital documents and electronic signatures, creating the possibility for educational documents (such as diplomas or certificates) to be issued and recognized electronically. The law also foresees the development of a "Digital Identity Wallet" for citizens, which could serve as a basis for storing and verifying digital educational credentials in the future.

On the other hand, Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo[9] defines the structure and functioning of the pre-university education system, including standards, quality, and recognition of academic results. For the purposes of digitalization, the law provides the basis for the recognition and equivalence of educational documents but does not contain provisions for their electronic issuance or verification. The Law on the Kosovo Accreditation Agency[10] ensures the institutional and financial independence of the Accreditation Agency of Kosovo, strengthening the quality assurance system in higher education. In the context of digital credentials, a strong accreditation system is a prerequisite for the reliability of electronic documents issued by educational institutions.

For regulation of personal data, we have Law No. 06/L-082 on the Protection of Personal Data[11], which guarantees the protection of privacy and the security of personal data, a crucial aspect for any digital system that manages citizens' educational information. Its implementation is necessary to ensure the reliability and integrity of digital credentials. Despite the existence of these laws, Kosovo currently does not have a specific legal basis for the digitalization of educational

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8 Law No. 08/L-022 on Electronic Identification and Trust Services in Electronic Transactions. Available at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=51618&langid=2

9 Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo. Available at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770&langid=2

10 Law on the Kosovo Accreditation Agency. Available at: https://akreditimi.rks-gov.net/wp-content/uploads/LAW_NO._08_L-110_ON_KOSOVO_ACCREDITATION_AGENCY.pdf

11 Law No. 06/L-082 on the Protection of Personal Data. Available at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=18616&langid=2

credentials. None of the existing laws define how digital credentials should be issued, verified, stored, or exchanged between educational institutions and third parties. In this regard, it is necessary to draft secondary legislation and administrative instructions that would operationalize the use of digital credentials by defining technical standards, security procedures, and institutional roles.

Furthermore, alignment with European standards, such as the EU eIDAS 2.0 Regulation[12] (which regulates digital identities and wallets in Europe), is a necessary step to enable the international recognition of digital credentials issued in Kosovo. As part of efforts to reduce administrative burdens and improve institutional efficiency, the digitalization of educational credentials requires: Drafting specific regulations for digital educational credentials, integrating them with citizens' digital identity systems, defining mechanisms for secure verification and storage of digital documents, aligning with EU practices and standards for interoperability and mutual recognition and full implementation of data protection and cybersecurity frameworks.

The Need for Digitalization

Kosovo's current system relies heavily on physical documents, which is inefficient, costly, and inconsistent with modern governance standards. Digitalization allows institutions to verify educational credentials electronically, reducing delays, cutting costs, and improving the quality of services. A centralized digital system would allow students and citizens to submit documents once, while institutions could access verified data as needed. Digital credentials also provide higher security compared to physical documents because they reduce the risk of falsification and fraud. In addition, a digital system would provide long-term benefits for citizens, including reduced waiting times, easier access to services, and more transparent administrative procedures.

International experiences provide important lessons. The Higher Education Student Information and Development Center (CSSD)[13], under the Ministry of Education of China, is responsible for issuing verification reports for diplomas, graduation certificates, and transcripts from all Chinese universities. Applications for verification are submitted through the online portal China Higher Education Student Information (CHSI), which is operated by CSSD. This system allows for fast and secure verification of educational credentials, eliminating the need for physical document submissions. It improves efficiency, transparency, and reduces administrative burdens for both institutions and students. The platform also supports employers and educational institutions in accessing verified information safely, making the process more reliable and trustworthy.[14]
Estonia's e-governance system enables institutions to verify educational credentials electronically, making the process faster, safer, and more efficient. These examples demonstrate that digitalization increases trust, reduces costs, and improves accessibility of services for citizens.

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12 Regulation (EU) No 910/2014 of the European Parliament and of the Council of 23 July 2014 on electronic identification and trust services for electronic transactions in the internal market and repealing Directive 1999/93/EC. Available at: https://digital-strategy.ec.europa.eu/en/policies/eidas-regulation

13 This website CHSI is maintained by CSSD (Center for Student Services and Development, Ministry of Education, P.R. China), the MOE-authorized qualification verification institution in China. Available at: https://www.chsi.com.cn/en/

14 Ibid.

Institutional Framework

The digitalisation of education credentials in Kosovo represents one of the most important steps toward modernising the education system and aligning it with European standards for higher education and academic mobility. This process requires strong cooperation between institutions, clear division of responsibilities, and the development of a secure and transparent digital infrastructure that guarantees the reliability of digital credentials. At the centre of the institutional framework stands the Ministry of Education, Science, Technology and Innovation (MESTI), which is the main authority responsible for education policies and for developing digitalisation strategies in the education sector. MESTI leads the drafting of by-laws and standards that regulate how digital credentials are issued, stored, and verified as well as the sharing of data according to the needs of other institutions It also coordinates with other relevant institutions to ensure that this process is integrated with existing government systems, such as the e-Kosova platform, which already serves as a single access point for electronic public services.

Another key institution is the Kosovo Accreditation Agency (KAA), which is responsible for quality assurance and accreditation of higher education institutions. Within the digitalisation process, KAA plays a supervisory and standard-setting role, ensuring that digital credentials are issued only by accredited and licensed private institutions, in line with national and international quality standards. The National Academic Recognition and Information Centre (NARIC Kosovo) has a special role in aligning digital credentials with European standards for diploma recognition, following the European Digital Credentials Framework (Europass). Its work is essential for ensuring cross-border and inter-institutional recognition of digital diplomas. Higher education institutions (including both public and private universities) are the main implementers of this reform. They are responsible for creating, issuing, and managing digital credentials for their students in a standardised and electronically verifiable format. This process will require investment in digital infrastructure, staff training, and updates to existing databases of students and diplomas.

Impact on stakeholders

From the perspective of impact, students and citizens are the groups that will benefit the most from this reform. Through digital credentials, they will have faster, easier, and safer access to their academic documents without the need for physical procedures or additional legalisation. This will simplify employment processes, applications for studies abroad, and administrative verifications at the national level. With this reform, the "citizen at the centre" principle will be clearly reflected. This principle is recognised by SIGMA [15] as a key element within the policy area of Service Delivery, which also covers digitalisation. It means that services should be designed around the needs of citizens, not institutions. Universities will also benefit from the digitalisation process, as it reduces administrative workload, increases data security, and improves the efficiency of services for students. By connecting to central systems, universities will be able to update and share information in real time with MESTI and NARIC, which will enhance transparency and institutional accountability.

On the other hand, notaries and photocopying offices may be among the groups negatively affected, since digitalisation will significantly reduce the need for notarised or stamped physical documents. Meanwhile, municipalities and public administration bodies will have a more technical role, mainly in verifying credentials for employment or registration purposes, but without directly influencing the issuing or management process. Civil society organisations (CSOs) can

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15 SIGMA is a joint program of the Organisation for Economic Co-operation and Development (OECD) and the European Union (EU) that focuses on strengthening public administration and public financial management in partner countries.Website link: https://www.sigmaweb.org/

contribute by monitoring the implementation of the process and ensuring transparency, good governance, and data protection. The Office of the Prime Minister (OPM) has a cross-sector co-ordination role through national policies on digital transformation and e-governance, ensuring that the process aligns with the objectives of the Digital Society Strategy and the Public Administration Reform Strategy.

Main Problems and Challenges with Education Credentials

Education credentials in Kosovo face several problems that make the current system slow, costly, and inefficient. The reliance on paper documents, the need for in-person verification, and limited coordination between institutions create challenges for students, graduates, and the institutions themselves. These issues affect the speed and reliability of education and employment processes, making it harder for citizens to use their credentials effectively and for institutions to manage and verify them consistently.

Current Provision of Education Credentials in Kosovo

Currently, diplomas and certificates in Kosovo are mostly issued as paper documents. Students and graduates often have to visit schools, universities, or notary offices in person to get or verify their credentials. Each institution may have its own procedures, which can vary significantly, making the process confusing and inconsistent. Because there is no centralized system, institutions cannot easily share or verify credentials with each other, which adds extra steps and delays.

At the end of January 2025, the Office for Community Affairs announced on its official website that verification of diplomas from the University of Prishtina (based in Mitrovica) and from secondary schools in the Serbian language in Kosovo can be done online through the e-Kosova platform.[16] They also released an informational video showing the steps to use this service. According to the platform, this process was made possible through international projects.[17] However, this is a service with specific limitations and does not apply to everyone.

Time and Financial Costs for the Parties Involved

The current system requires significant time and financial resources for all parties. Students and graduates spend time traveling, waiting, and completing verification procedures. Institutions face costs for printing, storing, and managing large amounts of paper documents. Notaries and other service providers also dedicate time and resources to handle these documents. Each time a credential is requested, verified, or reissued, these costs are repeated, creating an inefficient cycle. The digitization process would naturally remove these problems and make the system faster and less costly.

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16   The announcement on the official website can be found at this link: https://zck-kpz-platform.rks-gov.net/si-te-verifikoni-diplomen-ne-internet/

17   This diploma verification process was made possible with the support of the British and Swiss Embassies in Kosovo, through a project carried out by the International Organization for Migration (IOM) in Kosovo in cooperation with the Ministry of Education, Science, and Technology in Kosovo

Recommendations and Next Steps

The Policy Lab discussions led to several important recommendations:
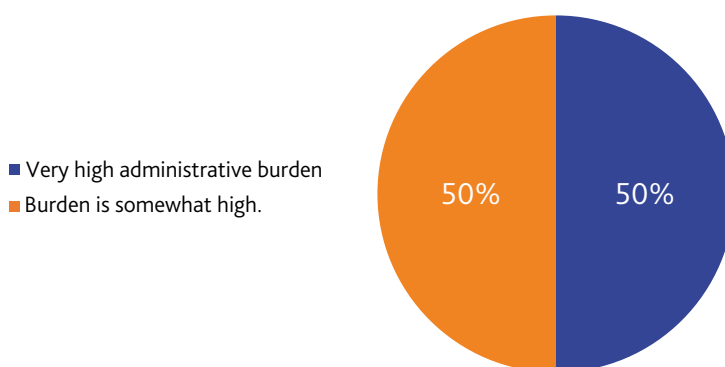
- A centralized digital registry of educational credentials should be established under MES-TI to serve as a single, authoritative source;
- A clear legal framework should define institutional responsibilities and ensure compliance with data protection standards.
- The process should be gradual, beginning with digital verification and progressing to fully digital credentials;
- Integration with existing systems, such as eKosova, HRMIS, and the Civil Registry, is essential for effective implementation.
- Schools, universities, municipalities, and MESTI must have clearly defined roles.
- The Agency for Information and Privacy should provide oversight at all stages.
- Investments in IT infrastructure and staff are necessary. Kosovo should follow European standards and international best practices to ensure secure cross-border data exchange;
- In addition to these measures, it is recommended that MESTI establish a dedicated coordination unit responsible for overseeing the technical and legal aspects of digital credential implementation. This unit should work closely with AIS and the Kosovo Accreditation Agency to harmonize data standards and ensure interoperability between platforms.
- A multi-year implementation plan should be drafted, including clear milestones and performance indicators, to monitor progress and address potential delays;
- To strengthen institutional capacities, targeted training programs should be developed for university administrators, IT personnel, and data protection officers. These trainings should focus on secure data handling, system maintenance, and digital communication with central databases.
- It is further recommended to launch a pilot phase involving several higher education institutions before full national implementation. This pilot would test the functionality, data accuracy, and user experience of the digital system. Findings from the pilot phase should inform the refinement of procedures, security measures, and user interfaces. Once completed, the pilot model can be scaled up to include all accredited institutions in Kosovo;
- To ensure transparency and citizen trust, public awareness campaigns should accompany the rollout process. These campaigns can inform citizens, employers, and educational institutions about the new system, its benefits, and the safeguards in place to protect personal data. Communication should emphasize how digital credentials simplify administrative interactions, reduce costs, and increase efficiency;
- Finally, an inter-institutional mechanism should be created to monitor the progress of implementation and coordinate ongoing reforms related to e-governance. This body would include representatives from MESTI, the Office of the Prime Minister, AIS, KAA, NARIC, and civil society. The committee would meet regularly to assess technical, legal, and institutional progress, ensuring that digitalization of educational credentials remains a strategic national priority.
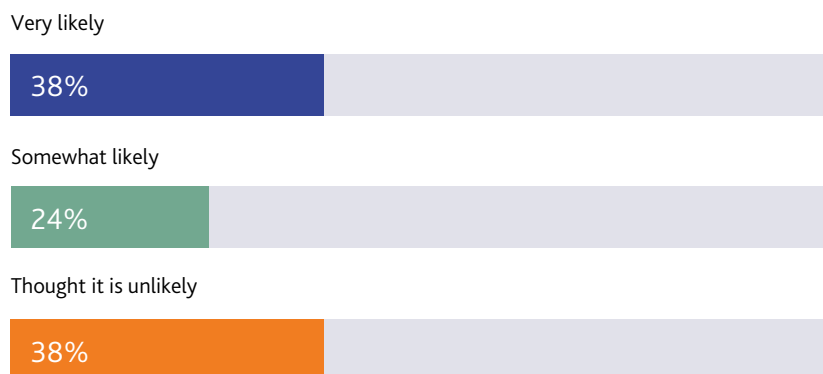
Methodology Appendix

From the questionnaire data, about how familiar they are with the current process of verifying education credentials in Kosovo, 67% think they are very familiar, 25% think they are somewhat familiar, and 8% think they are not familiar with this process.
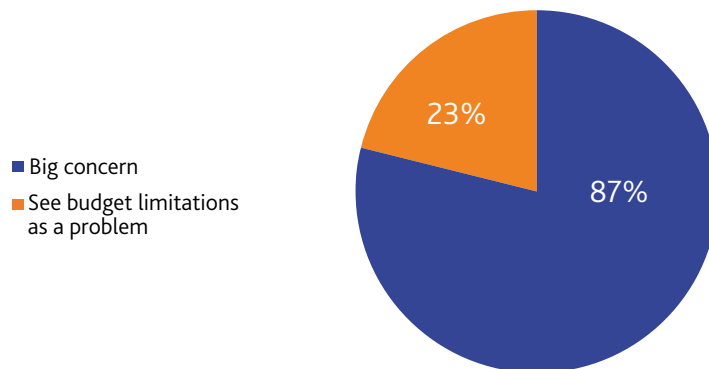
Very familiar

67%

Somewhat familiar

25%

Not familiar with this process.

8%

About the level of administrative burden, 50% think that the physical verification of diplomas creates a very high administrative burden, while 50% think the burden is somewhat high.

■ Very high administrative burden
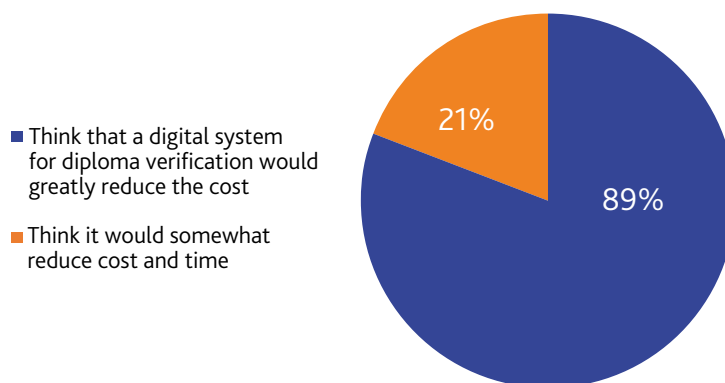■ Burden is somewhat high.

50%   50%

About how likely it is that the institution could support a digital system for credential verification, 38% rated it as very likely, 24% rated it as somewhat likely, and 38% thought it is unlikely.

Very likely

38%

Somewhat likely

24%

Thought it is unlikely

38%

Data protection remains one of the biggest concerns for the participants, with 87% rating it as such, while 23% see budget limitations as a problem for this issue.

■ Big concern
■ See budget limitations as a problem

23%

87%

Also, 89% think that a digital system for diploma verification would greatly reduce the cost and time of the verification processes, while 21% think it would somewhat reduce cost and time. As example systems for digitalizing diplomas, according to the participants' answers, Croatia, Italy, and Slovenia were mentioned.

■ Think that a digital system for diploma verification would greatly reduce the cost
■ Think it would somewhat reduce cost and time

21%

89%

This questionnaire was shared with the participants of the Policy Lab event held in May 2025. The participants included representatives from different institutions as well as students from public and private universities.

Questionnaire:

Assessment of Institutional Readiness for the Digitalization of Education Credentials
Please write your institution, including the university if you are a student:
How familiar are you with the current process of verifying education credentials in Kosovo?
- Very familiar
- Somewhat familiar
- Not familiar

How high is the administrative burden caused by the physical verification of diplomas in your institution?
- Very high
- Somewhat high
- Not high

How likely is it that your institution could support a digital system for verifying education credentials?
- Very likely
- Somewhat likely
- Unlikely

What possible challenges do you foresee in implementing a digital system for credential verification? (Select all that apply)
- Data protection concerns
- Resistance to change from administrative staff
- Technical difficulties in implementation
- Budget limitations
- Other (please specify): _____

Do you believe that a digital system would reduce the cost and time related to credential verification processes in your institution?
- Yes, to a large extent
- Yes, somewhat
- No

Do you believe that a digital system would help reduce the administrative burden in your institution?
- Yes, to a large extent
- Yes, somewhat
- No

If yes, in which areas do you expect the most significant impact? (Select all that apply)
- Credential verification
- Recruitment and employment processes
- Data sharing between institutions
- Reporting to central authorities
- Other (please specify): _____

How prepared is your institution to adopt a digital credential verification system?
- Fully prepared
- Somewhat prepared
- Not prepared

Are you aware of any digitalized systems in the region that could serve as an example?
- Yes (please specify): _____
- No

What other services do you think should be digitalized within the education system?
_____

List of Referenced Sources

Law on General Administrative Procedures
https://gzk.rks-gov.net/ActDetail.aspx?ActID=12559&langid=2
Law on Electronic Identification and Trust Services
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Law on the Kosovo Accreditation Agency
https://akreditimi.rks-gov.net/wp-content/uploads/LAW_NO._08_L-110_ON_KOSOVO_AC-
CREDITATION_AGENCY.pdf