

MINISTRY OF EDUCATION, SCIENCE, AND  
TECHNOLOGY

STRATEGY FOR  
DEVELOPMENT OF HIGHER  
EDUCATION IN KOSOVA

(2005-2015)

**(final version)**

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## Foreword by the Minister of Education, Science and Technology

In this day and age the industrious and innovative capacity of a contemporary society depends on the achievements in the field of scientific and technological research, whereas the performance of these achievements in practice depends on the quality of human resources of the respective society. Higher Education has a primary role in building the human capacity able to face the challenges of the present, hence it is not a coincidence that this sector of education is central to reforms, both in transition countries as well as in the more developed part of the world.

The education system in Kosova has endured a great deal during the last decade of the XX-th century, both in the aspect of quality as well as in the aspect of management, in spite of the fact that education survived due to the self-denying attitude of Kosovars and due to the political organization. During this period higher education has been constantly targeted by the authoritarianism and repression of the existing governing forces, in particular because of the vital role it had for the Kosovar society. The context of this period created enormous difficulties in the communication with the international academic world. During this period of huge transformations in Europe and the Region we have remained without some important partners of the past while we started building new partnerships. Therefore one can say that the higher education in Kosovo, regardless of the challenges and problems it is facing in this transition period, is confidently treading towards regional and European integrations. During such a period, every society has to weigh up the short-term and long-term development of education.

Regardless of the huge problems and in spite of the strong will for changes, it has been clear by now that there are no easy and quick solutions for the development of higher education in Kosova. Consequently, the Ministry of Education, Science and Technology has chosen to consider changes in a systemic manner, including all relevant stakeholders in this process. Taking into consideration this particular approach we will look for solutions which will enable our country to become an inseparable entity of the European Area of Higher Education determined by the objectives of the Bologna Process; we will accomplish the requirements for the higher education to take the essential role for the sustainable development of our society.

The 10-year strategy of the Higher Education in Kosova is the document that articulates a vision about the type of higher education we wish for and envisions the direction of fulfilling our strategic objectives. This strategy reflects the consensus amongst political factors, academic and scientific community, students, civil society, other stakeholders and the wide public community. This will make changes visible in the right place: within classrooms, in laboratories, in libraries, in the labor market, and ultimately within all our society. There is not a sustainable socHEI development without respect for the diversity, hence the Kosova we are building together with our friends offers opportunities for all it's citizens.

Rexhep Osmani

Minister of Education, Science and Technology

## Preface

In accordance with the Law on Higher Education, the Ministry of Education, Science, and Technology (MEST) is responsible for planning of the development of higher education in Kosova. In meeting its responsibilities, the MEST has undertaken drafting of a long term strategy for the development of higher education in Kosova with ten year projection of developments, and with active involvement of relevant stakeholders. The overall goal of this strategy is to contribute to building of a up-to-date system of higher education in Kosova, as a promoter of integrated efforts for the development of the country. The strategy document makes it clear what points of higher education system need to reform and develop. This is a challenging task that requires strenuous efforts from all either directly engaged in higher education or interested in its development.

The 10-year strategy of the Higher Education in Kosova is the document that reflects the consensus amongst political factors, academic and scientific community, students, civil society, other stakeholders and the wide public community for a vision about the type of higher education we wish for and envisions the direction of fulfilling our strategic objectives..

The document of the strategy is a proposal for transformation, reform and development of the higher education according to a more efficient model, planning, administration and managing.

The initiative for preparing the document of the strategy has started with the establishment of the Council of Higher Education Experts (CHEE) which has directed the planning process with active participation of all stakeholders. In February 2004 two 5-day planning workshops have been organized with the participation of local and international experts, university professors, student representatives, representatives of political subjects and civil society, in order to contribute for the problem identification and for drafting the general strategic framework.

The activities continued with the establishment of four working groups which focused on the further elaboration of various segments of the strategic documents. There were also joint meetings with all working groups in order to ensure a rational attitude and synergy of action. Apart from this, an international conference was organized on the topic "New realities and challenges for higher education", where over 40 international experts and 150 local experts have given valuable contribution for enriching the content of the strategy document. During the course of preparing this document, various international strategies of higher education development and relevant materials of the Bologna Process were consulted.

The process of the preparation of the strategy development document has received direct guidance and support from Mr. Rexhep Osmani, Minister of Education, Science, and Technology. A specHEI contribution to the overall drafting process of the strategy has been given by Prof. Rexhep Gjergji as the CHEE Leader, Prof. Dukagjin Pupovci as moderator of the planning process, and Prof. Nikoleta Mita as consultant..

The document of the higher education strategy has gone through an extensive consulting process: with direct actors of higher education, with expert groups, with interest groups and with the wide public.

The preparation of the strategy document was financially and logistically supported by the Kosova Education Center (KEC) and the Soros Foundation.

## EXECUTIVE SUMMARY

The new political, social and economical reality in Kosovo is the foundation of the recent changes and developments in higher education field. The political development and isolation of the last decade have caused a delay in development which is still evident in the post-war period, despite the presence of some positive developments in this area.

The transformation of higher education is occurring during the transition phase of the country. The national agenda has determined as main points: the determination of the final political status of Kosovo, the economic development of the country, the social policy which creates equal opportunities and justice for all ethnic and marginalized groups, as well as the integration of the country within the European Community.

The higher education system should develop according to the new social order, in compatibility with the national needs as well as new realities and opportunities.

Regardless of the huge problems and in spite of the strong will for changes, it has been clear by now that there are no easy and quick solutions for the development of higher education in Kosova. Consequently, the Ministry of Education, Science and Technology has chosen to consider changes in a systemic manner, including all relevant stakeholders in this process. Taking into consideration this particular approach we will look for solutions which will enable our country to become an inseparable entity of the European Area of Higher Education determined by the objectives of the Bologna Process. According to this perspective, by building a distinctive and adaptable system of higher education which is harmonious with the demands of the society, the higher education will satisfy the requirements necessary to carry out to the sustainable development of our society.

## Vision

Our vision for the higher education development during the forthcoming ten-year phase is:

KOSOVA – a democratic society, integrated in the European Higher Education Area, where knowledge and scientific research are of particular role and importance for the enduring and long-term cultural, social and economic development.

We believe that the vision and the program for the implementation of this vision should be based on clear principles and goals. Principles serve as initial standards for the evaluation of the system and the institutions. Objectives are guidelines and orientation for the direction of the system and institution development. They serve as a tool of reforming and transforming the system and institutions in accordance with the already determined principles.

## Principles

We consider that the following principles are crucial as points of reference for the reform process and transformation of the higher education: impartiality, democratization, equality, variability, development, quality, efficiency and effectiveness, academic freedom and institutional autonomy, public accountability.

## Mission

### 2.3. Mission

*Principles presented above are a roadmap to transformation. The following mission and objectives are key outcomes expected after the implementation of the reform.*

*Our mission is:*

The development of an efficient system of higher education that will contribute to increase the wellbeing of the Kosovar society by offering high quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity.

### 2.4. Strategic objectives

The main objectives determined for the fulfillment of the above-mentioned mission are:

- |              |  |
|--------------|--|
| Objective 1: | Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation |
| Objective 2: | Advancing of management and coordination in higher education.  |
| Objective 3: | Developing of the management system of the higher education quality.   |
| Objective 4: | Advancing of the capacity for research and scientific work.  |
| Objective 5: | Establishing mechanisms for the provision and efficient managing of financial resources for the higher education development.  |
| Objective 6: | Development of a complete and functional infrastructure of the higher education.   |

## Strategy implementation

The execution of the objectives and presented in this document will be accomplished after MEST consults all stakeholders of the higher education and sets up a plan and builds the capacity and structures including the policy and support mechanisms for the implementation of this strategy. It is considered that there is the need to establish and set in action a supervising body for the strategy management, with participants from MEST, HEI, student organizations, civil society, economy sector. It is also considered useful to establish a commission for the monitoring of the strategy.

There will be two phases of the strategy implementation:

### First phase: 2005- 2009

This phase will focus on completing the legislative documentation, on drafting and implementing development policies, on increasing funds in support of positive changes, as well as of program developments and new attitudes.

### Second phase: 2010- 2015

The priorities of this phase will be: the development of institutional capacities, the development of intellectual capacities and piloting innovations.

### Predictions for HE in 2015

It is predicted that in 2015 HE will have the following characteristics:

- It will be modeled and implemented in accordance with contemporary European standards and with objectives of the Bologna Process;
- It will be comparable and competitive with the HE in European countries ;
- It will be inclusive;
- It will offer more places for study (the participation of the age-group from 18-25 will increase at least for 25%);
- It will offer more selection opportunities;
- It will offer equal opportunities for all regardless of their ethnicity, gender, age, religion, or social group;
- It will offer opportunities for the development of the private sector of HE;
- It will offer more study programs: graduate, post-graduate, long-distance learning, long-life learning, adult-learning;
- It will offer better-quality teaching;
- It will be more democratic;
- It will be more transparent;
- It will guarantee expertise, high quality studies and services;
- It will offer a complete and superior infrastructure;
- It will absorb more human, material and financial resources and will manage them more efficiently and effectively;
- It will be opened to cooperation with all actors and stakeholders in higher education;

- It will act as a well-coordinated system;
- It will play the role of the social agent in a society;
- It will harmonize satisfactorily with the demands of the local and international labor market;
- It will put into practice research aiming the solution of the problems of our society and economy;
- It will increase the credibility of Higher Education institutions locally and internationally.

The content of this document will be elaborated in the four following chapters.

## Chapter 1: Realities, needs and challenges

*This chapter presents the context that necessitates the need for new developments. It brings forward the need for reform, transformation and enhanced development of higher education in a milieu of new realities and challenges in Kosova. The new status of Kosova, global development trends and a series of problems call for restructuring, streamlining, solutions and innovations in the higher education. This chapter describes the postwar reality in Kosova (1999): the political, economical, social, cultural and educational aspects. This new reality creates the necessity for new policies of education. By presenting the context of problems, this chapter determines the need for changes.*

### 1.1. New realities and policies for the higher education in Kosova

The new political, economical, social and cultural reality as well as demands and challenges of the European integration necessitate the need for transformation, reform and development of higher education.

The transformation of higher education occurs in a transformation period of the country. The national agenda has determined as main issues: the resolution of the final political status of Kosova, the economic development of the country, the social policy aiming increased prosperousness, creating equal opportunities and justice amongst all ethnic groups and disfavored groups, with the aim of integrating within the European Community.

Such a context generates a couple of challenges for higher education.

*The first group* of challenges is related to the inherited state of affairs within HE.

HE during the period before 1999 has been in the same position as other Kosovar institutions that resisted the repression and violence of the Serbian regime. The decade of isolation of the HE in Kosova has evidently influenced the quality of education and the comparability of the higher education results in relation to the countries in the region. HE has been mainly identified with the University of Prishtina. Taking into consideration the issue of survival of the Kosovar HE system in Albanian, teaching was into the center of attention, while other aspects such as quality, scientific research, social services, links with economy, staff development etc remained marginal. Complete identification of HE with UP and the lack of

other higher education institutions has created a series of problems in relations between the state and the university.

*The second group of challenges* is related to the present reality of the transition phase.

The following indicators present the actuality of Kosova. There are three pillars of economic reform in Kosovo: the improvement of the climate for investments and for the development of the private sector; the establishment of a more competitive and productive economy; equal advantages for all groups from the economic development. Education should be considered as an integral part of the strategy of the long term economic and social development.

Indicators for the higher education in Kosovo (look at the data bank for the higher education at the Annex) show clearly the situation in the Higher Education. Here are some of these indicators:

- The percentage of students in relation with the number of the group-age from 18-25 for the academic year 2003/04 is *12%*.
- The number of universities, faculties and higher schools, both in the public and non-public domain:  
     *7*Public University<sup>1</sup>, *15*faculties, *7*higher schools (all public)  
     *7*non-public university
- The number of registered students, females/males, in both public and non-public institutions:  
     Public institutions:      Non-public institutions:  
     Females: *11437*              Females: *23*  
     Males: *13 688*              Males: *39*
- The number of international students registered in UP is *385*.
- The number of students in the first year of studies according to their ethnicity:  
     *6253 Albanians*              *118 Bosnians*              *1 Turk*
- The number of graduated students for the academic year 2002-2003:  
     Females *1194*              Males: *1429*
- The number of teaching staff according to their academic degrees:  
     PhD: *612*      Master's: *340*.
- The number of research institutions: *2*.
- The number of computers serving to students: *445*.
- The number of computers serving to the teaching staff: *428*.
- The number of computers serving to the research workers: *8*.

The Higher Education in Kosovo is still characterized by a scrupulous academic orientation, and by the mentality of the "stay away from business" -type, which does not generate the required balance between the offer of the education programs and the demands of the market. The strong feeling for the public status of the higher education, the aging staff and the drain-brain from HE into other sectors or abroad, all these are factors with a negative influence in building a consensus for changes and in adopting to new

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<sup>1</sup> During the endorsement of the Law for Higher Education (2002/3), approved on 12.05.2004 by the Kosovo Assembly, the SepcHEI Representative of the United Nations Secretary General for Kosova has added the article 10.7, foreseeing the functioning of the University of Mitrovica (with Serbian as language of instruction) in the northern part of Mitrovica. Due to complete lack of transparency and due to various political and objective reasons, MEST has not been able to have access to this institution, therefore relevant data about the operation of this institution are missing.

realities. Apart from this, after 1999 the governing in higher education has been centralized more than ever before.

These data allow us to understand a series of challenges, which can only be successfully faced with new policies.

One of the main challenges of the transition period is the economic growth of the country. The human resources is fundamental for the sustainable and rapid economic development. The human resources of the Kosovar population are the most significant wealth of this country. As in other countries, the accomplishment of the Kosovo education system in providing young people with the key competencies demanded in the labor market, is an essential facet for the future economic development. Hence, the unrestricted and open access to a modern education system is also an important factor for the promotion of the contemporary economy development as well as a condition for the common social wellbeing and the welfare of minorities and other marginalized groups in particular. In Kosova, at the individual level the education background is an essential factor for employability and for economic wellbeing. The intensity of achievements in education stimulate innovation, self-employability and entrepreneurship and especially enhance the process of transfer of knowledge. Consequently, all expenditures in education should be considered as investments with the ultimate effect of a rapid economic development. This is the reason why the Government of Kosova should set as a priority the increase of public and private support for education.

Establishing cooperation with economy representatives is another challenge for higher education. This cooperation is especially important in areas such as: developing new standards and programs in education, establishing necessary conditions for practical work, regeneration of the material basis and equipment, practical training of supervisors, settling on crucial areas of specialty.

Taking into consideration the emergent importance of higher education for the economic development, there is a pressing need to build and put into practice policies aiming the increased participation in higher education.

Another challenge is the democratization of the country. It has been acknowledged that one of the most important roles of HE institutions is the function of the social agent of society. HE institutions cannot presume this role and their participation and influence in solving society problems is imperceptible.

Although the actual legislation offers academic freedom and autonomy of the university, it still does not provide for an adequate mechanism that would enable the efficient cooperation of the university and MEST and the promotion of the development of modern higher education institutions focusing on results.

Professionalism is another challenge for higher education. HE institutions do not have a system of evaluating the employment prospect of students or other measurement tools to evaluate the efficiency of the programs and of the teaching process.

*The third group of challenges* is related to the means of integrating within the European Area of Higher Education.

The most complex challenge is the aspiration to integrate the country within the European Community. From this perspective higher education should be integrated within the European Higher Education Area. The Law

for Higher Education drafted in compatibility with the latest developments of European higher education systems points out the need of reforming the Kosovar higher education system towards the objectives set by the Bologna Process. Two administrative orders related to the Agency of Accreditation in Kosova and to the licensing process of private suppliers of higher education have set the ground for a system of quality assurance in higher education.

The progress of reforms within higher education is slow. The private sector of higher education has been initiated, encouraging a new attitude towards teaching and learning processes.

The information society sets new demands for the skills to be acquired by young people, therefore there is a need for life-long learning. The life-long learning is the preeminent way to satisfy the needs of a rapidly changing society.

Regardless of the initiated reforms, the higher education system is nonetheless not result oriented.

## 1.2. Problems of the education system

*As a result of the circumstances in which the higher education system operated in Kosova in the nineties, as a result of the war of 1999, the unclear status of Kosova, the inadequate treatment of higher education by the government, and lack of public and other funds dedicated to the HE, there is a series of problems which are listed below divided in several groups.*

### In the area of policy and legislation

- Deficient policies for the higher education in Kosova.
- Incomplete legislation for the higher education in Kosova.
- Lack of priorities set for the development of higher education sectors and scientific research.
- Lack of policy based on the mechanism of offer and demand for study placements in the HE.
- Lack of policy which offers equal opportunities to all.
- Low inclusion of population in the higher education.
- Low inclusion of women in the higher education.
- Low inclusion of minorities in the higher education.
- Deficient policies for human resource development.
- Lack of incentives for faculty, students, and scientific research.
- Financial policy based on limited approaches.
- Lack of concrete engagement to utilize the scientific potentials outside Kosova.
- Young faculty and experts leaving Kosova.
- Lack of absorbing capacities of HE.
- Lack of policy and programs for the private higher education institutions.
- UP is identified with the system of higher education .

### In the area of management and coordination

- Lack of a genuine system for the management of higher education institutions does not allow for a clear definition of authority, responsibility, or any meaningful control of good or bad performance at work.
- Lack of clear and consistent objectives.
- Lack of indicators that would facilitate quality assurance and increase of performance within managerial processes in the higher education.
- Lack of control mechanisms and accountability in every level. This adds to lack of transparency towards the employers, clients and third parties.
- Practice of more than one job at the same time, sometimes due to lack of qualified staff, results into lower efficiency and competence and affects the quality of performance at work.
- Lack of staff, especially ones qualified in conformity with modern systems. This relates to the lack of human resource development policies.
- Lack of integrated approach in the administration of the system of education as a whole.
- Lack of dialogue between institutions and higher education groups (Ministry – University, Rector’s office – Faculties, teachers - students). This has resulted in opposing goals (objectives) that does not allow for development of efficiency and quality of management.
- Lack of financial funds dedicated to management and administration that effectuates low motivation and engagement of the staff and also results into the lack of the necessary infrastructure .
- So far, lack of competition between HE institutions.
- Lack of quality private institutions that would compete with public institutions.
- Lack of staff mobility, which does not allow for swifter transfer of experience from countries with a developed system of higher education.
- Neglectful approach to student and teaching staff demands, needs, and initiatives.
- Lack of support for initiatives for positive changes coming from students and teaching/research staff.

#### In the area of quality assurance

- Low quality of teaching in higher education.
- Curricula are not in compliance with the requirements of time.
- Lack of criteria in faculty recruitment.
- Lack of links between the higher education and community.
- Non-functioning of practical work.
- Shortage of qualified staff.
- Low motivation among the teaching staff.
- Lack of a quality assurance system.
- Lack of standards and indicators for measuring the efficiency of HE.
- Limited capacity for scientific work.
- Students are not well prepared for the labor market.
- Non-recognition of academic titles abroad.
- Low motivation of students.
- Limited opportunities for continuous professional development.
- Shortage of diversity in economic development .
- Lack of mobility and exchange of students and faculty .

### In the area of scientific research

- Lack of national policies and programs for scientific research.
- Incomplete legislation for scientific research.
- Scientific research does not serve for solving societal problems.
- Lack of innovations and their evaluation.
- Lack of international cooperation in research.
- Lack of interdisciplinary approaches in the scientific research work.
- Up-to-date information on current scientific results is not available to faculty.
- Post-graduate studies are not coordinated with research priorities.
- Lack of standards for research work.
- Limited research experience.
- Lack of needs assessment for scientific research.
- Lack of institutional infrastructure for research work.
- Lack of incentives for faculty involved in scientific research.
- Low capacity for research work.
- Lack of public funds and other resources dedicated to scientific research.
- Lack of scientific projects supported by public funds and other resources.
- Lack of mechanisms for protection of intellectual property and industrial rights.

### In the area of financing

- Low level of financial support for higher education.
- Low appreciation of education and disregard of research.
- Centralized financial system of HE.
- Lack of policies and mechanisms for non-budgetary (alternative) funds for financing of HE.
- Lack of funds dedicated to scientific research and transfer of knowledge.
- Lack of criteria for financing.
- Lack of student and teacher mobility funds.
- Difficult material position of HE institutions.
- Lack of indicators to measure cost efficiency of activities .
- Lack of incentives for student motivation and positive discrimination of groups at risk.

### In the area of infrastructure

- Insufficient and non-functional infrastructure for higher education.
- Lack of partnership among higher education institutions and the labor market which would enable the renovation of the material bases and equipment.
- Shortage of financHEI resources for the infrastructure.
- Lack of needs assessment for the infrastructure.
- Small number of organizations and clubs involved in cultural and sports activities.
- Lack of academic communication.
- Lack of up to date publications .
- Low inclusion of youth in higher education due to lack of sufficient infrastructure.

- The existing infrastructure does not enable a variety of programs in HE.
- The existing infrastructure does not support students with special needs.
- Inexistence of technologic infrastructure for evaluation of university performance by students.

#### The insignificant role and position of students in higher education developments

- Lack of treating students as partners/clients in HE .
- Lack of information for the rights and responsibilities of students within the student life.
- Inadequate willingness of students to participate in initiatives for change.
- Lack of concern for genuine learning.
- Lack of creativity amongst students.
- Lack of respect for student rights .
- Lack of active participation of students in the decision making process.
- Insufficient efforts of students to organize their cultural and sports life.
- Lack of student stimulation .

It is apparent that HE is facing numerous problems and consequences which influence per se the wide-ranging reduced development of HE, the reduced credibility of HE at home and abroad, the impossibility to synchronize HE with the Bologna Declaration, the ageing staff and infrastructure and lack of constant in-service training.

## Chapter 2: Vision, principles, mission, strategic objectives

*This chapter envisages the vision for higher education development in the coming 10 year period, formulates the mission for implementing this vision and specifies principles and strategic objectives functioning as the onset of concrete actions.*

*The strategy document is a proposal for the reform, transformation and development of higher education according to a more efficient model, planning, administration, and management.*

### 2.1. Vision

*Our vision for the higher education development during the forthcoming ten-year phase is:*

KOSOVA – A democratic society, integrated in the European Higher Education Area, where knowledge and

scientific research are of particular role and importance for the enduring and long-term cultural, social and economic development.

*We believe that the vision and the program for the implementation of this vision should be based on clear principles and goals. Principles serve as initial standards for the evaluation of the system and the institutions. Objectives are guidelines and orientation for the direction of the system and institution development. They serve as a tool of reforming and transforming the system and institutions in accordance with the already determined principles.*

## 2.2. Principles

*MEST considers that the following principles are crucial as points of reference for the reform process and transformation of the higher education : impartiality, democratization, equality, variability, development, quality, efficiency and effectiveness, academic freedom and institutional autonomy, public accountability.*

### 2.2.1. Impartiality

Impartiality implies the equilibrium for the misbalanced elements. The higher education system has many misbalanced elements, inequality, injustice, parallelisms. The relevance of the principle of impartiality and equilibrium involves on one hand the critical analysis of misbalances, and on the other hand, the preparation of program of transformation which would establish appropriate relations. The expected transformation, reform and development does not only include forms of differentiation, but also conditions for equal opportunities of development for individuals, groups and institutions.

### 2.2.2. Democratization

The principle of democratization means that the higher education system is democratic, representative, and inclusive. Structures and procedures should guarantee that everyone has the possibility to express his/her opinion during the decision making process directly or through their representatives. This principle requires a transparent decision-making process and accountability for those who make and implement decisions, regarding the fulfillment of duties and the resource management. The management and leadership of higher education institutions should be restructured according to these requests.

### 2.2.3. Equality

Equality presupposes equal status and opportunities for everyone, equal treatment without discriminations, barriers and prejudices. This principle

demands for equal treatment according to their status to all individuals and institutions included in higher education, such as: teaching staff, research staff, administration, students, marginalized groups, universities, higher education institutions, research institutions, so that they receive equal chances for a normal individual and institutional development and for the successful achievement of their tasks and responsibilities. Equality may be numerical or proportional. The respect of quality should be considered as the nominal standard of the current moral and educational culture.

#### 2.2.4. Diversity

In our time diversity is a principle of huge importance. The cultural, gender, age, linguistic, methodological, technological, and organizational diversity create flexibility and capacity for change. Diversity brings the sense of balance, creativity, spaciousness and depth. Diverse attitudes stimulate the exploration of various viewpoints and divergent thinking inspires the real dialogue. Diversity has a positive influence in the capacity to learn and to change according to the needs of the context. Institutions that promote diversity in fact support the self-development of it's own members. Diversity keeps dynamic systems. The implementation of this principle in higher education implies the presence and the influence of diversity at all levels: the institutional, individual, resource, process, structural, programmatic, methodological, technological, productional, as well as at the level of results.

#### 2.2.5. Development

The principle of development implies the appropriate context for the development of the potentials of the system and individuals. Considering the exceptional role of higher education for the cultural, social and economic development of the country, the aim is set to achieve a steady development of material and human resources.

#### 2.2.6. Quality

The principle of quality implies the implementation of academic, research, and managerial standards from the perspective of needs and expectations to be fulfilled in order to reach the goal of perfection. The determination of these expectancies and ideals will change from a context to another, depending on the decided goals. The realization of the quality principle involves the evaluation and comparison with the standards aiming the improvement, change and progress.

#### 2.2.7. Effectiveness and efficiency

These principles are of particular importance. An effective system or institution functions in such manner that leads towards the fulfillment of the required results or objectives. This principle is based on activities performed according to a pre-planned scheme. A system or institution is called efficient when it functions and works well, producing good results with acceptable costs for the respective

society. It performs correctly and makes optimal usage of all human and material resources.

#### 2.2.8. Academic freedom and institutional autonomy

The principle of academic freedom and institutional autonomy are both interrelated and independent. The academic freedom implies lack of external imposed requests, lack of censorship and obstacles for academic activities. It is considered as a precondition for the critical, experimental, and creative thinking and also for the advancement of knowledge and intellectual research. The institutional autonomy refers to the level of self-regulation and administrative independence for the fulfillment of academic and education objectives.

#### 2.2.9. Public accountability

The principle of public accountability derives from the way in which decisions are made and funds spent. This principle provides that individuals or/and institutions ought to exercise accountability in their actions towards the public. Secondly, it calls for individuals or/and institutions spending public funds to report on the ways those funds have been spent.

*MEST supports these principles and will be guided by them in the course of reform implementation and when evaluating the progress.*

### 2.3. Mission

*Principles presented above are a roadmap to transformation. The following mission and objectives are key outcomes expected after the implementation of the reform.*

*Our mission is:*

The development of an efficient system of higher education that will contribute to increase the wellbeing of the Kosovar society by offering high quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity.

### 2.4. Strategic objectives

The main objectives determined for the fulfillment of the above-mentioned mission are:

- Objective 1: Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation
- Objective 2: Advancing of management and coordination in higher education.
- Objective 3: Developing of the management system of the higher education quality.
- Objective 4: Advancing of the capacity for research and scientific work.
- Objective 5: Establishing mechanisms for the provision and efficient managing of financial resources for the higher education development.
- Objective 6: Development of a complete and functional infrastructure of the higher education.

## Chapter 3: Aspects and priorities of the higher education development

*This chapter specifies the main characteristics of higher education required for the achievement of the vision and the mission and for facing the challenges mentioned above. Six main aspects have been set for transformation, reform and development, as well as six main objectives. It is expected that the foreseen transformations of these aspects will result in a higher quality and more effective system, which will be comparable and similar to the European standards.*

### 3.1. Politics and legislation

*Objective:* Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation.

The overall activities in this aspect have for their final aim drafting and providing an inclusive legislation on higher education modeled according to international standards. This legislation will provide for overall activities in the higher education, including teaching, scientific - research activities, functioning of the HE institutions, , their tasks and rights, the procedures of selection in these institutions, relations with student organizations, with economy, and with HE stakeholders.

Another goal of this activity is drafting of inclusive policies on higher education, which will provide for public and private funds for HE, for respective programs in HE, involvement of stakeholders, number and structure of target groups of HE programs, the policy of using public and private funds of HE.

## A. Measures

An inclusive policy and a complete legislation in the higher education can be accomplished through these measures:

Measure 1: Reaching the social consensus on the subject of the significance of higher education for the overall development and the economic growth of the society and getting consent on the material and financial support of HE institutions

Description:

1.1. The Kosovo Assembly undertake the political and social consensus for identifying the higher education as one of the priorities of development for the next 10 years.

1.2. Education policies are built and implemented through the participation of all stakeholders: the Government, HEI, education personnel, students, the business and civil sectors.

1.3. It will be guaranteed that the financing of higher education will be at least doubled in relation to GNP compared to the budget of 2004.

Measure 2: Conclusion of the legislative framework of the higher education, permanent upgrading of laws and increased competence and responsibility in implementing the law in this field

Description:

2.1. The legislative nomenclature of higher education in Kosova is completely harmonized with the respective arrangements within the European Area of Higher Education in order to facilitate cooperation, mobility of the teachers, researchers and students, so as to make possible for the local and international students the accumulation, transfer and recognition of the credit system in Kosova and abroad.

2.2. The Kosovo Assembly determines the legislative infrastructure for the activity of humanitarian foundations, anticipating a couple of advantages for foundations which will support good students.

2.3. All preconditions are settled in relation to mechanisms which regulate the conditions of maintaining two jobs as well as political activities. In particular the Kosovar institutions responsible for higher education attempt to create the adequate environment and mechanisms which promise for a

more dignified and open-minded vocation of teaching and scientific research.

2.4. There are policies set in place that enable the constant supervision of the respect or violation of the provisions of the normative acts in higher education and scientific research.

2.5. The institution of Ombudsperson and other relevant mechanisms will be established within higher education institutions.

Measure 3: Integration of the Kosovar higher education within the European and international development processes of higher education

Description:

3.1. The Government program is compiled for the long-term development of the Kosovar higher education.

3.2. The platform of the Kosova higher education is set up in accordance with the Bologna Process.

3.3. The standards of higher education in Kosova are developed in accordance with European standards.

3.4. There is support for international policies and programs of cooperation of HE institutions in all aspects of work within the higher education institutions.

Measure 4: Expansion of quality, flexibility and diversity in higher education

Description:

4.1. HE institutions promote and support academic policies which continually provide for the revitalization of education, scientific and research programs, as well as for the development of new programs in compatibility with the current needs and trends. As part of the program revival in higher education, it is intended to give preference to the usage of the same university texts only up to 5-year periods.

4.2. The Kosovar institutions responsible for higher education support the establishment of public institutions of higher education and also create a stimulating environment for the establishment of private institutions of higher education.

4.3. Particular policies are introduced for improving the conditions and prospects for studies and research within the country and abroad.

4.4. Relevant policies are promoted in order to enable various forms of higher education, such as: public education, non-public and private education, long-distance education, full-time and part-time studies, long-life learning. Respective policies will also be developed to enable higher

education institutions to develop flexible study programs in accordance with individual needs of the students, including: intensive study programs, accredited summer courses, optional and multi-disciplinary courses , with the purpose of adopting to the demands and dynamic changes within the labor market and the knowledge market.

4.5. Institutions of higher education in Kosova will enhance the quality of work and will create preconditions, including the security aspect, aiming a more compatible and attractive Kosovar system of higher education for international students as well.

Measure 5: Policies required to build an environment for qualitative work

Description:

5.1. In accordance with principles of academic freedom and institutional autonomy, Kosovar authorities and HEI endeavor to promote policies which assert the academic freedom and build the necessary institutional environment to put it in practice.

5.2. MEST and all higher education institutions, with the active participation of the students, will develop constructive policies and practices with the purpose of preventing negative trends including: corruption, plagiarism, nepotism, abuse of the post and occupation, sexual harassment, conflict of interest, lack of professionalism and proper behavior, lack of respect for the ethical code of teaching, etc.

5.3. In accordance with legislative framework, relevant mechanisms for internal and external monitoring of all aspects of work within academia will be established. These mechanisms will cooperate closely with responsible authorities with the purpose of abolishing negative phenomena.

Measure 6: Drafting policies that ensure steady and increased participation of the population within higher education, including all categories of society in compatibility with the demands of the labor market and needs of the society

Description:

6.1. Increased number of young people (age-groups from 18-24 ) in higher education for at least 25 % until 2015.

6.2. MEST and HEI make an effort to create inclusive policies and a suitable environment which promotes gender equality, equal access and diversity in various aspects, such as cultural, ethnical, linguistic, racial, etc.

6.3. There are policies developed both for communication, connection and active exploitation of the knowledge from diaspora within our institutions on one hand, as well as for the anticipation and decrease of the brain-drain on the other hand.

6.4. The Government and higher education institutions take the responsibility to establish particular institutions and to prepare special programs dedicated to the education of disfavored groups as well as other groups from the wide range of gender diversity, linguistic, ethnical, cultural, racial diversity etc.

6.5. The Government and other competent institutions take the responsibility to build the physical infrastructure with the aim of facilitating studies and activities of handicapped persons.

6.6. Public institutions of higher education will guarantee a particular number of places for students from the Region who want to enroll within the framework of the announced specifications.

Measure 7: Supportive financial policy for the advancement of the higher education and scientific research

Description:

7.1. The Kosova Government, starting from the Kosovar context as well as the positive experience of the countries in development, agrees on a financial policy that efficiently supports the higher education development in the next ten years.

7.2. Increased efficiency of handling the funds for education and guaranteed participation and responsibility of HEI in managing their budget.

7.3. Established policies that ensure mechanisms which demand self-financing from students and other entities who want to develop professionally within higher education institutions through various forms of study or training programs.

Measure 8: Empowering the role of the students

Description:

8.1. MEST, HEI and student organisations develop policies which affirm the information and awareness of the students about their rights and responsibilities, as well as other aspects of student life, with the purpose of empowering them and protecting them from the negative side effects of the globalization trends.

8.2. Established policies which clearly determine the role of the student organisations and clubs within the HE system for organizing the student life.

## B. Achievement indicators

- There is a consensus about priorities in higher education in addition to the agreement about increased financial support by the Government.

- There is the full legislative package in compatibility with modern European and international standards for HE.
- The long-term Government program for higher education is prepared.
- Programs and projects for the integration of Kosovar education within the European area of higher education are established and implemented.
- The number of public, non-public and private HEI is increased.
- There is more variety of disciplines and new programs in higher education.
- The overall number of students in HE is increased, in particular the number of females and disfavored groups, as well as the number of handicapped persons.
- There is a larger number of graduates from the HE employed within the Kosovar economy.
- There is decrease of violations of HE regulations.

### 3. 2. MANAGEMENT AND COORDINATION

*Objective: To advance management and coordination in higher education*

More investments in physical and academic infrastructure done by international donors and financial means in the postwar period resulted mainly the enrichment of offers for academic programs in the quantity aspect, but not in increasing the quality of higher education institutions. It is considered that such a disagreement between the investment and achieved results is created mainly because of the evident weaknesses in the management of the higher education institutions and of higher education system itself.

In current functioning of a changing environment and increased requirements, under the competitive conditions in the national and regional level, it is necessary for higher education to have an entrepreneurial and market oriented approach. Management and coordination of higher education should move from the mentality of maintaining traditional values towards the mentality of taking responsibilities for new approaches.

For this reason, advancement of management and coordination of higher education comes as a strategic objective requiring hard work and permanent commitment in order to be accomplished. The development of a higher education system serving for increasing welfare of the society can not be imagined without efficient management and coordination.

#### A. Measures

The following measures are foreseen in the area of management and coordination:

Measure 1: Defining of competencies, responsibilities and setting up of a system of control

Description:

1.1. Normative acts and guidelines are drafted, which clearly define competencies and responsibilities of governing and managerial structures in all levels of the system of higher education, as well as relations between different levels. In particular, clear dividing lines are drawn between academic, managerial and governing functions in the institutions of higher education, always with a reference to international standards.

1.2. A system is built for continuous evaluation of the performance of the managerial staff in all levels of the higher education system.

1.3. Mechanisms are set up for putting in practice of responsibility and accountability in all levels of higher education.

Measure 2: Ensuring of transparency in higher education

Description:

2.1. Higher education institutions and managing/coordinating structures in all level will ensure:

2.1.1. broad and active participation of all stakeholders in the decision making and coordination process by creating a favourable environment for cooperation;

2.1.2. publication of relevant information, including documents related to academic work, decisions, working reports, evaluation reports etc.;

2.1.3. continuous, open and professional communication with the media, allowing for objective reflection of the operation and functioning of the HEI to the public opinion.

Measure 3: Building of capacities for quality administration of higher education

Description:

3.1. A professional administration is established through continuous training of qualified admin and managerial staff and by providing opportunities for continuous professional development for all staff members.

3.2. Higher education institutions are encouraged to participate in international cooperation projects aiming at improving the quality of management.

Measure 4: Setting up of a solid information and telecommunication infrastructure

Description:

4.1. An information and telecommunication infrastructure is set up that offers good conditions for:

4.1.1. collecting, processing, analyzing and presenting qualitative data that will enable improvement of the decision-making process;

4.1.2. communication between and within the higher education institutions, as well as with other entities involved in higher education;

4.1.3. providing and processing data received from student evaluation of faculty;

4.1.4. offering swift and quality services for all users.

4.2. Setting up a higher education management information system that will provide timely and accurate data comparable with those of advanced systems in other countries.

Measure 5: Providing incentives for successful management

Description:

5.1. Legal preconditions are set that encourage higher education institutions to motivate all managerial staff and structures for quality performance. Apart from material incentives, successful managers are offered other forms of motivation, such as public acknowledgements and priority for participation in various international cooperation programs for their good performance.

Measure 6: Setting up of a coordinating association for higher education institutions

Description:

6.1. Setting up of an association of HEI is encouraged and supported, with clearly defined membership criteria, aiming to allow coordination of activities of these HEI in all areas of their operation. This association would facilitate regular contacts between higher education institutions and would represent their common interests at home and abroad.

## B. Outcome indicators

- Completion of regulations in the area of system management.
- Package on academic, managerial and governing functions in HEI.
- Package of standards for managing the higher education.
- Continuous staff development in the higher education sector.

- A functioning accountability (a higher degree of transparency and accountability for activities and decisions taken).
- Higher efficiency and effectiveness of the non-teaching staff in the HEI.
- Association for coordination of HEI.
- A functioning dialogue between the responsible authorities and entities in higher education.

*Some of these indicators can become more accurate in time and in different stages of strategy implementation, depending on different tasks linked with the dynamics of changes.*

### 3.3. QUALITY ASSURANCE

*Objective: Develop a system of quality management in higher education*

The issue of quality assurance and its monitoring has become a significant element of the higher education policies. This stems from both internal needs and from the internationalization of higher education. The wider social, political and economic context also generates interest and concern about quality assurance in higher education. The higher education institutions are under strong pressure to fully justify the budget allocated to them. They are responsible to the society to demonstrate that they are making best efforts for efficient use of the resources made available to them. In this framework, quality assurance is of the key supporting principles for the development of higher education in the coming decade. The final goal of the proposed measures in this area is accomplishment of a quality comparable to the European standards.

#### A. Measures

In the field of quality assurance the following measures are foreseen:

- Establishing offices for quality assurance in higher education institutions
- Harmonization of complete programs for studies in all levels with the objectives of Bologna Process
- The implementation of European credit transfer system (ECTS)
- Creation of conditions to realize professional practice
- Active participation in international cooperation projects
- Positive stimulation for students and teachers
- Developing the section for mechanisms to be accepted in public institutions of higher education
- Offering the possibility for permanent development of teaching abilities.

#### **Indicators of achievement**

- Transfer of ECTS credits inside and outside the country
- Decreased level of studies dropout
- Shorter average time for completion of studies
- Increased mobility of local and international teachers and students

- Increased level of staff involvement in professional development activities
- The increased level of employability of graduates

In the field of quality assurance, the following measures are foreseen:

Measure 1: Development of policies and procedures for the Kosova Agency for Accreditation (AAK)

Description:

1.1. Policies in accordance with international standards are developed to evaluate performance of higher education and research institutions, study programs, academic, administrative and support staff, and for student achievements.

Measure 2: Offices for quality assurance in HEI

Description:

2.1. All institutions of higher education will be required to establish offices, which will be involved in assuring quality in the operation of these institutions. Their mission will be to plan, implement and make public activities of internal evaluation at the institutional level in order to assure the required level of quality. These offices will be responsible to make quality assurance an integral part of the routine management of the teaching and learning process taking place in the institution. They will also harmonise, to the extent possible, their internal methods for quality assurance with the methods and criteria applied in higher level institutions (for example: department with faculty, faculty with university etc.). Funds will be allocated to support capacity building for these offices and the experiences and best practices of academic institutions of developed countries will be used for improving their performance.

Measure 3: Harmonization of study programs in all levels with the objectives of the Bologna Process

Description:

3.1. Higher education institutions will harmonize their study programs according to the objectives of the Bologna Process. Criteria for evaluation will be comparability of study programs with those of signatories of the Declaration, level of employability, and student mobility. All study programs will contain criteria for their internal evaluation and will be reviewed in regular time intervals.

3.2. Public institutions of higher education will terminate the practice of unlimited periods of studies and will apply criteria which will allow all students to obtain the desired academic degrees, according to their wishes and abilities, within the timelines set in regulations and as provided by the study programs.

#### Measure 4: Full implementation of the European Credit Transfer System (ECTS)

##### Description:

- 4.1. All higher education institutions organizing their studies according to the Bologna Process, must have in operation a mechanism for transfer of credits. Capacity building measures will be taken for academic and administrative staff in all HEI, whereas technical assistance will be provided to put in operation the credit transfer mechanism.

#### Measure 5: Ensuring conditions for practical work

##### Description:

- 5.1. All institutions of higher education will be supported to ensure conditions for students' practical work in providing the needed equipment for labs, experimenting centres and by supporting them in establishing cooperation with various economic and social sectors. Funds for financing of practical work will also be allocated and made available to higher education institutions.

#### Measure 6: Active participation in international cooperation projects

##### Description:

- 6.1. Higher education institutions will be encouraged to actively participate in international cooperation projects aiming at improving the quality of curricula, teaching and research, as well as in those promoting student and faculty mobility. Participation in these activities will be supported by funds allocated in this purpose and made available to higher education institutions.

- 6.2. Offices for international cooperation will be established, as well as advisory and information centers at the institutions of higher education and efforts will be made for coordination of their operation.

#### Measure 7: Incentives for students and faculty

##### Description:

- 7.1. Higher education institutions will be encouraged to implement incentives (including financial ones) for successful faculty and students. In particular, public universities will establish funds for financial motivation of faculty introducing innovations in the process of instruction. Successful students and faculty will also be motivated for their work with public acknowledgements.

Measure 8: Setting up of a unit for administration of admission exams in public institutions of higher education

Description:

8.1. MEST looks into the possibility of establishing of a unit for administration of admission exams to the public institutions of higher education, which can also offer its services to private institutions. This unit would be independent from public HE institutions and would be self-financed from the income generated from admission exams.

Measure 9: Offering opportunities for continuous development of teaching skills

Description:

9.1 Higher education institutions will allocate funds for professional development of the faculty teaching skills. These funds will be taken from the income generated by the HEIs and can only be used for this purpose. Teacher training services are obtained through a transparent and competitive process between various licensed teacher training providers.

9.2. Centers of teaching excellence will be established and individual programs will be designed for professional development for every faculty.

Measure 10: Respecting criteria for academic and scientific promotion

Description:

10.1. The needed legal infrastructure is drafted and practices are encouraged for fair and comprehensive evaluation of academic and scientific work of the faculty and researchers in higher education institutions. All measures are taken for promotion based on merits and performance and on comparability of promotion criteria for academic staff in the countries participating in the Bologna Process, thus ensuring quality, professionalism and full transparency of the evaluation process.

Measure 11: Curricula and study programs are in accord with trends in society, economy and labour market

Description:

11.1. Higher education institutions continuously analyze and study the needs of the Kosovar society and economy, as well as development trends of education and economy in the framework of the process of globalization, in order to best determine the need for updating of the existing and

development of new curricula. The HEIs will see that the curricula are always fine tuned to the needs and demands of the labour market. For this purpose, they will maintain regular and close contacts with the economy. Identification of needs and demands can be achieved through: (I) regular research carried out by HE institutions; and (II) keeping a record of employability of graduates according to specific profiles. Higher education curricula will include modules helping students plan their career and offering them key competencies demanded by the labour market. Higher education institutions will compete with project proposals for funds allocated by MEST in this purpose.

## B. Achievement indicators

- Harmonization of higher education with the objectives of the Bologna Process.
- ECTS credits are transferred at home and abroad.
- Reduced levels of dropouts.
- Reduced time of studies for completion of studies.
- Increased mobility of national and foreign students and faculty.
- Increased level of inclusion of teaching and other staff in professional development activities.
- Increased rates of graduates' employment.
- Quality assurance structures have been established.
- External evaluation and accreditation of HEI has been implemented.
- Grown reliability of HEI at home and abroad.

## 3.4. SCIENTIFIC RESEARCH

*Objective: Increase capacity for scientific work*

Low budget for research, self-isolation of research institutions (as a result of lack of experts capable of facing new research and scientific realities), and detachment of scientific research from the societal needs, have all resulted in an unsatisfactory level of scientific research activities. The new reality requires a new approach. This new approach has to be transformational and developmental. In order to build a new system of scientific research in Kosova the following is proposed to be done: conceptualise new policies, amend existing legislation supporting the research and scientific activity, build institutional and intellectual capacity, set standards for research and scientific work, find the needed funds and provide appropriate incentives. Only then we can expect for the scientific research to play the role of driving force of the Kosovar society. It is believed that the following measures support the accomplishment of this objective.

## A. Measures

Comprehensive capacity building for scientific and research work in higher education can be achieved through these measures:

### Measure 1: Creation of legal infrastructure for development of scientific research

#### Description:

1.1. Kosova Assembly adopts the law on scientific and research activities, which is modeled according to international standards and regulates this activity by setting procedures for scientific research, and by providing incentives, coordination and planning, always keeping in mind economic, political and social conditions in Kosova and vicinity.

1.2. MEST drafts and approves Regulation on Scientific Research, therein setting criteria and procedures for selection, financing and evaluation of scientific and research projects.

1.3. The legal package is prepared for establishing the Agency for Coordination of Scientific Research (depending on point 4.7).

1.4. HEI approve their internal bylaws for the use of funds generated through scientific research and other similar activities.

1.5. HEIs draft their regulations on operations of committees for scientific promotion.

1.6. The law on intellectual property (licences, patents and technical innovations) and author's rights is drafted and approved.

### Measure 2: Setting of priorities for scientific research

#### Description:

2.1. MEST drafts the long term program for scientific research which sets the priority fields, criteria and funds for supporting scientific research.

2.2. Priority fields are determined based on demands for the development of society, economy and higher education, namely, for the coming ten years it prioritizes scientific research that support quality education, transfer of knowledge and solving of societal problems. Study fields of special national interest will have adequate treatment in the frame of these priorities.

### Measure 3: Providing special funds for support of scientific research

#### Description:

3.1. Government approves the long term program for financing of scientific research.

3.2. MEST and HEIs provide funds for support of scientific research and transfer of knowledge that aim at reaching 3.5 % of GDP, in accord with the objectives of the Bologna Process.

Funds for scientific research will be made available from the following sources:

- State budget,
- University budget,
- Cooperation with economy,
- Participation in international scientific research projects,
- National and foreign foundations

3.3. Government and MEST approve financing criteria which provide that around 1/3 of the HEI budget is generated through scientific work, and as a supplementary source of income for teaching and research.

Measure 4:           Setting up of institutional infrastructure and intellectual capacity for scientific and research work.

Description:

4.1. Government / MEST establish the National Council for Scientific Research, an advisory board that reviews and proposes priorities for development of science and scientific research programs.

4.2. All institutions of HE establish units of scientific research responsible for preparing project proposals and to monitor their implementation.

4.3. MEST sets up committees for evaluation of project proposals on a case by case basis.

4.4. In the framework of reform of study programs, and of master and doctoral studies, in particular, researchers are trained to utilize modern technologies and methodologies of scientific research through flexible and interdisciplinary training programs.

4.5. Higher education institutions establish a Center for Scientific Research to serve as a scientific referral point for all education institutions, as well as for those dealing with fundamental research, which would establish cooperation with the Joint Research Center of the EU.

4.6. Harmonization of criteria and procedures for attainment of scientific degrees and academic titles with international standards.

4.7. The authorities look into the possibility of founding an agency that would coordinate scientific research activities in Kosova and international cooperation in this field. This Agency would take measures for continuous development of scientific and research capacities aiming at increasing quality through application of international standards according to ERA (European Research Area) criteria.

4.8. A scientific database according to specific fields is created.

Measure 5: Motivating implementation of projects through international cooperation

Description:

5.1. HEI draft special detailed training programs for their academic and scientific staff in preparing research proposals for application with various European and international funds.

5.2. HE and other government institutions close agreements with international partners and foreign universities for implementation of joint research projects.

5.3. Research projects of regional character are identified for potential involvement of Kosovar HE institutions.

Measure 6: Developing policies for scientific publications

Description:

6.1. All institutions involved in scientific publications, higher education institutions, in particular, establish their editing boards for magazines according to international standards.

6.2. Special incentives are planned for scholars who publish their work in magazines with international reviews or in other publications with competent editing and with international reputation.

6.3. Funds are provided for regular purchase of magazines with international standing and exchange of magazines with international partners and institutions is motivated.

## B. Achievement indicators

- Legal package for development of science.
- Mid-term government program for development of science.
- A sufficient number of scientific research projects contributing to solving of societal problems.
- System of postgraduate studies is organized in accordance with the objectives of Bologna Process.
- There is a sufficient number of publications with international reviews.
- Special funds are allocated for scientific research.
- Institutional infrastructure is set up for scientific work.

## 3.5. FINANCIAL SUPPORT

*Objective: To create mechanisms for ensuring and efficient utilization of resources and financial means for the development of higher education*

The higher education is in a bad financial situation, which is manifested in low quality of experts, insufficient quality of the study programs and in slowing down of integration into the European and wider academic area. The solution of the existing financial problems should be sought in a new conceptual and managerial approach. If higher education is seen as a driving force of the society providing for individuals and the society, for the private and public sector then it should be in the government priority list for financial support. Moreover, its costs should be shared by all benefiting parties. The measures following below are believed to support the expected transformations in this area.

## A. Measures

Measure 1: Improvement of the material situation of the higher education institutions

Description:

1.1. The long term development strategy of Kosovo and macroeconomic policies will outline measures that will ensure a fairer portion of the Gross Domestic Production (GDP) for the higher education. This new approach implies not only higher percentage of the GDP for higher education, but also stronger support from other non-budgetary sources of financing. This participation rate will increase at a faster pace compared to the GDP increase. In its budgetary policies for the coming years, the Kosovar government, parallel to measures for budgetary increase and for more efficient management of budgetary expenditure, provides a phased increase of the participation of higher education in budget expenditures in order to ensure an increase of quality and improvement of the population's attitude towards higher education as a precondition for HE to play its role in the long term development of the society.

1.2. MEST will carry out an annual planning of the level of salaries, goods, services and investments and will identify alternative sources of income, which will allow for quality competition in science and teaching in institutions of higher education, improve equipment available in HE institutions, finalize the process of providing information technology and a better access to e-learning, all these ensuring standards comparable to those in other countries in transition and in countries implementing Bologna objectives.

Measure 2: Policies and mechanisms for ensuring alternative (non-budgetary) sources of financing for the HE

Description:

2.1. Public institutions of higher education will make use of a variety of financial sources, which will ensure sustainability and higher standards. Apart from the budget, income will be generated through partnerships with economy and other entities, from commercial agreements (on scientific research), foreign donations, student fees and other sources. Higher education institutions will participate in projects of government authorities, enterprises, non-governmental organizations, in education and scientific projects in the region and wider. They will also set up scientific and technologic parks and incubators, wherewith they will offer scientific, financial, legal, and managerial services to institutions and and to small and medium enterprises. Apart from these, heghier education institutions will also generate income by offering distance learning and in service training courses, intensive semesters and special fee generating courses.

Measure 3: Decentralized financing of higher education

Description:

3.1. The main goal of all financial policies in HE will be to increase efficiency of use of financial resources. Experience tells us that changes should be made in defining responsibilities of HE institutions (universities, faculties, and other academic units) in financial management. MEST and HEI will allocate annual funds in the accounts of HEI (universities, faculties and other academic units). Non-budget funds generated by HEIs through commercial agreements for different cooperation projects will be kept in the accounts of higher education institutions.

3.2. Responsibility for utilization of these funds remains with higher education institutions (university and other academic and organization units), whereas MEST exercises monitoring of their utilization according to approved plans.

3.3. To ensure unified policies, expenditure, and financial control, each HEI will establish financial units/departments to deal with financial proceedings.

3.4. MEST will set up a fund for support of scientific research and transfer of knowledge. This fund will be dedicated primarily to support studies relating economic prosperity and to improving the quality of studies.

Measure 4: Improvement of faculty and student mobility

Description:

4.1. MEST will allovate funds for student and faculty exchange in support of agreements that Kosovar public universities will sign with other universities. Managerial and other staff in universities and other higher education institutions will research for funds by the EU and other entities in support of cooperation between universities (such as TEMPUS program).

Measure 5:           Setting of financing criteria

Description:

5.1. Budget allocations will be made according to the cost of studies in specific institutions. Undergraduate students would participate in paying for study expenses, whereas postgraduate students would pay the full cost of studies. In certain cases, higher education institutions may waive full or part of their fees aiming at building their own teaching and research capacity.

5.2. Funds allocated to higher education by MEST will be based on a formula that will guarantee all students supported by the government will complete their studies within the shortest specified period. Students failing their academic year will have to pay the full cost of studies.

5.3. Financing of HEIs would be done according to special criteria (quotients) per student capita, always having in mind the specifics of study programs. The financing formula will be built on the overall number of students as a basis and also applying the specific weights based on the relative cost of study in a particular program.

5.4. The basic level of salaries in all public institutions of higher education will be set equal according to academic and scientific titles, whereas the real level of salaries will be set according to individual performances relative to professional development, dedication to work, number of students, and the specifics of particular programs.

Measure 6:           Supporting deficit fields

Description:

6.1. MEST and public institutions create funds for supporting programs in deficit fields of study with the purpose of producing experts needed for the economy and society.

Measure 7:           Support of students and groups at risk

Description:

7.1. MEST and public universities will set aside funds for student support every year. The support for outstanding students will be provided in the form of scholarships, support for study abroad, student loans etc. For students in bad economic situation, those with disabilities and for groups at risk, the MEST and HEIs will prepare and implement various support programs and a special financial assistance. Apart from these, MEST and higher education institutions will support students enrolled in fields that are not so attractive but for which there is a special social interest or a demand of the labour market.

B. Indicators of achievement

- Increased budget for higher education.
- Increased value of contracts closed by HEIs.
- Increased overall sum of donations for higher education.
- Increased participation of non-budget sources of funding.
- A cost rate is set for students comparable with that in other countries.
- Planned and timely utilization of financial means in higher education.
- Funds have been allocated for student and faculty mobility.

## 6. INFRASTRUCTURE

*Objective: To develop a fully functional infrastructure for higher education*

Aware that to a significant extent the infrastructure determines the accomplishment of expected changes and development, measures have been foreseen that will support the physical, space, laboratory, information, technological, informative and communication infrastructure.

### A. Measures

#### Measure 1: Physical infrastructure

Description:

1.1. MEST and HEIs will provide ample physical space for the development of teaching and scientific programs based on standards stemming from the Bologna Process. Higher education institutions will ensure that the existing space is well used and maintained.

#### Measure 2: Development of lab infrastructure

Description:

2.1. MEST and HEIs will provide sufficient physical space for labs, equipment, maintenance and training for the staff. Labs will meet the required conditions for practicing their activity. Refurbishment of lab equipment will be done according to standards and the need for continuous modernization of study and scientific programs. Higher education institutions will also think of other ways for carrying out practical part of their study programs.

#### Measure 3: Modernization of the library network

Description:

3.1. MEST will provide for the modernization of the existing library network and will obtain additional funds for books and magazines. In the framework of modernization, it is foreseen to:

3.1.1. implement the electronic cataloguing;

3.1.2. to provide funds for electronic magazines in respective fields;

3.1.3. equip the libraries in HEIs with state-of-the-art technical equipment (computers, photocopiers, microreaders, printers etc.);

3.1.4. provide quality connection of libraries in the academic telecommunications network;

3.1.5. train the library staff in using new technologies.

3.2. MEST and public universities will provide appropriate infrastructure for faculty and experts from universities to prepare university textbooks.

3.3. Higher education institutions and libraries will establish close cooperation with universities and libraries in the region and wider.

3.4. Continuous provision of foreign literature will be a significant component of efforts to increase the book stocks in the libraries.

Measure 4:           Creation of the network for academic communication

Description:

4.1. Building of the academic network would allow for quick and quality linking between higher education institutions, the National and University Library, faculty libraries, scientific and research institutes, and the Academy of Sciences and Arts of Kosovo. The academic network will be a significant project for the accomplishment of the overall infrastructure of higher education. It will link onto the existing research and education networks in Europe and wider, and it will establish links with the networks established by other institutions and enterprises in Kosovo. The academic network of Kosovo will allow for a better communication between higher education institutions, communication with other universities in the world and with partners in the higher education system.

Measure 5:           Development and enhancement of the technologic and information infrastructure

Description:

5.1. Higher education institutions will increase the level of equipment with state-of-the-art information technology with the purpose of enhancing the quality of teaching, research and scientific work, always aspiring towards accomplishing European standards of utilization of up to date information and telecommunication technology.

5.2. Higher education institutions will set up a central information system of data and respective software applications for updating of information on students, personnel, as well as on the overall legal, economic, and financial operation of institutions.

5.3. The technologic infrastructure and software applications will also be used for student evaluation of the teaching staff and vice versa. This infrastructure will allow for a quicker and more inclusive evaluation, and finally more efficient and comprehensive distribution of the evaluation results.

Measure 6:           Establishing of the system of distance learning

Description:

6.1. Higher education institutions will develop a system of distance learning to offer higher education services to various categories of students who are either impeded to attend regular instruction or prefer this form of education.

6.2. For the accomplishment of this system, higher education institutions will provide the needed physical and technological infrastructure, the teaching and support staff.

Measure 7:           Provide more space for accommodation of students, academic guests and for leisure activities

Description:

7.1. MEST and HEIs will provide for faster development of the accommodation services for students and academic guests by ensuring appropriate facilities such as: restaurants, gyms, pitches, theatres, cinemas, reading rooms, internet rooms, health services, premises for practicing activities of student organizations, and will allocate due budgetary means for maintenance of facilities and for support of activities.

Measure 8:           Creation of the system of student services

Description:

8.1. MEST, universities and higher education institutions will create an appropriate infrastructure for the development of student activities, such as: publication of bulletins, guidebooks, newspapers and magazines, offer information on student rights and obligations, on organization and course of studies; offer career counseling services on studies at home and abroad, offer legal, psychosocHEI and health counseling services, etc.

## B. Achievement indicators

- The academic network has been established.
- The distance learning network is operating.
- There is an increased utilization of state-of-the-art technologies and lab equipment.
- A fully functional system of student services is operating.
- There is more space available to students.
- There is sufficient accomodation space and facilities for students and academic guests.
- Number of libraries with recent publications has grown.
- There is a higher education managment information system in operation.

## CHAPTER 4: IMPLEMENTATION OF STRATEGY

*This chapter deals with the ways the process of strategy implementation will be managed, including the implementation plan with set phases and timelines, implementation priorities, concrete activities to be undertaken during each phase and the human and financial resources needed for strategy implementation.*

### 4.1. MANAGING THE STRATEGY IMPLEMENTATION

In order to accomplish the objectives and proposals set forth in this document, the MEST will draft an implementation plan in close consultation with all stakeholders and involved agents in the system of higher education. This plan will consist of policies, mechanisms, and the needed structures for the support and accomplishment of this strategy. The Department of Higher Education and Science (of the MEST) will assume key responsibility for the implementation. It is suggested that a supervising council for managing the strategy be established and put in operation, consisting of MEST, HEIs, student organizations, civil society, and economy. It is also useful to set up a strategy monitoring committee.

It is foreseen that the strategy implementation is carried out in two phases.

The first phase: 2005- 2009

During this phase priority will be given to the drafting legal documents, drafting and implementation of policies, increase of funds supporting positive changes, and development of new curricula and new approaches.

### Goals:

1. Presentation of the action plan for phase one.
2. Preparation of legislation for the support of development of higher education.
3. Drafting of policy documents for the development of HE in phase one.
4. Building and development of institutional capacity.
5. Building and development of intellectual capacity.
6. Preparation of professional documents.
7. Implementation of objectives of the Bologna process.
8. Allocation of funds for the support of strategy.
9. Monitoring and evaluation of phase one activities.

### The second phase: 2010- 2015

During this phase, development of institutional and intellectual capacity and piloting of innovations will be prioritized.

### Goals:

1. Presentation of action plan for phase two.
2. Drafting of policy documents for the development of higher education during phase two.
3. Building and development of institutional capacity.
4. Building and development of intellectual capacity.
5. Preparation of professional documents.
6. Implementation of objectives of the Bologna process.
7. Allocation of funds for the support of strategy.
8. Piloting of innovations
9. Monitoring and evaluation of phase two activities.

## 4.2. PLANI I ZBATIMIT TË STRATEGJISË

Objective/ Measure	Activity	Time of implementation	Responsible for implementation	Budget
I	PRESENTATION OF THE ACTION PLAN FOR THE FIRST PHASE	January 2005		
II	PREPARATION OF LEGISLATION FOR SUPPORT OF H.E. DEVELOPMENT			

O 1 PL M 1/1	A resolution is passed by the Kosovo Assembly prioritizing the development of HE	Korrik 2004	Kosova Assembly, MEST	
O 1 PL M 7/1 O 5 M 5/1	Kosova Assembly passes laws for increased participation of HE in the KC budget	Maj 2005	Kosova Assembly - MEST	
O 1 PL M 2/1	HEI develop and submit for approval their statutes and other documents for their operation	2004 – 2007	HEI, MEST	
O 1 PL M 2/1	Admin instructions (AI) are issued to regulate the implementation of objectives of the Bologna process	Mars 2005	MEST	
O 1 PL M 2/2	Admin instruction providing for Charity funds in accordance with the Law on HE and international standards	Mars 2005	MEST	
O 1 PL M 2/3	Admin instruction providing for issues related to conflict of interest	Dhjetor 2005	MEST	
O 1 PL M 7/1	Admin instruction regulating for payments in the HE	Shtator 2004	MEST	
O 1 PL M 2/4	AI on transparency and accountability of public HEI	Mars 2005	MEST	
O 1 PL M 2/5	The Law on Ombudsperson in HE is drafted and passed	June 2005	MEST	
O 1 PL M 6/1 M 6/6	AI on admission in higher education	Prill 2005	MEST	
O 1 PL M 2/5	Bilateral agreements for cooperation in education are signed with other countries	Shtator 2004 dhe në vazhdim	MEST, HEI	
O 1 PL M 4/2	AI for support of private HEI	June 2005	MEST	
O 1 PL M 6/3	Biateral agreements with entities in diaspora for involvement in government oprograms in HE and scientific research	Shtator 2005 e në vazhdim	Government, MEST, HEI	
O 1 PL M 6/4	AI on establishment of institutions with special programs	June 2005	MEST	
O 1 PL M 6/6	AI for admission of foreign students in HEI	Prill 2005	MEST	

O 1 PL M 7/1	AI for establishment of endowments for scholarships for studies and research at home and abroad	Tetor 2004 – Maj 2005	MEST	
O 1 PL M 8/2	The regulation on students representation in HEI bodies is drafted and approved	Mars 2005	HEI	
O 2 MK M 1/1	1. Harmonization of HEI bylaws and internal regulations with the Law on HE 2. Drafting of bylaws and guidelines: - Regulation on operation of Department for HE and Science - Regulation on operation of governing, managing and academic bodies in HEI - Code of conduct	2005  2005  2005 2005	MEST & HEI  MEST, Dept. HES  HEI Dept. HES	
O 2 MK M 5/1	A MEST AI is issued for creation of legal grounds for encouraging successful management	2005	MEST	
O 3 MC M 3/1	A MEST AI is issued providing for harmonization of HEI curricula with the BP	2005	MEST	
O 3 MC M 9/1 M 9/2	A MEST AI is issued providing for HEI to allocate special funds for faculty development	2006	MEST	
O 4 KSH M 1/1	"The Law on Higher education and research work" is drafted and passed	Dhjetor 2004	MEST, Government, Assembly	
O 4 KSH M 1/2	MEST drafts and approves Regulation on Scientific Research	June 2005	MEST	
O 4 KSH M 1/3	Legal package is prepared for the establishment of Coordination Agency of Scientific Research (depending on M 4/4.7)	Nëntor 2005	MEST	
O 4 KSH M 1/4	HEI approve internal regulations for management and	Dhjetor 2005	MEST, universities, faculties, research	

	utilization of funds generated from scientific research and other similar activities		institutes	
O 4 KSH M 1/5	HEI draft regulations on operation of committees for academic promotion	Mars 2005	universities, faculties, institutes	
O 4 KSH M 1/6	The law on intellectual property (patents, licenses and technical innovations) and author's rights is drafted and passed	2006	MEST në bashkëpunim me ministritë e tjera	
O 1 PL M 7/2	Regulation HEI responsibilities for management of funds	Mars 2005	MEST-HEI	
O 5 MF M 2	Acts for non-budget financing of HEI are approved	2005	MEST	
O 5 MF M ¾	The acts is passed on establishment of the Fund for Scientific Research and Transfer of Knowledge	2005	Governments, MEST	
O 5 MF M 1	A law is passed on operation of charity funds for support of students and groups at risk	2005-2006	MEST	
O 5 MF M 5	The act on criteria of financing of HEI is approved	2005	MEST, HEI	
III	DEVELOPMENT POLICIES			
O 1 PL M 3/1 O 5 MBF M 1/1	The government program for long term (2005 – 2015) development of HE is drafted	June 2005	MEST, Government	
O 1 PL M 3/1	A policy document for integration of Kosovar HE in the European Program of reforms in higher education until 2010	2008-2010	MEST, HEI, stakeholders	
O 1 PL M 3/2	The HE development platform according to the BP is drafted	Mars 2005	MEST, NGO-s, HEI, businesses, students	
O 1 PL M 3/3	Policy document on HE standards is drafted	Mars 2005	MEST, NGO-s, HEI	
O 1 PL M 4/1	HEI develop flexible study programs to keep track of and to meet the needs of the labor market	2004 – 2007	HEI	
O 1 PL M 4/1	Restructuring of existing and establishment of new	2005-2007	MEST, PISG	

	institutions is supported			
O 1 PL M 4/4	MEST and HEI develop operational policies for alternative inclusive programs (part time and distance, in service training etc)	2004 - 2007	MEST, Government, NGO, PISG	
O 1 PL M 4/4	Affirmative policies are drafted for promotion of adult education	2004 - 2007	MEST, stakeholders	
O 1 PL M 6/1, 6/2	Policy document for an inclusive approach in HEI is drafted and approved	2005 - 2006	MEST, Government, NGO-s	
O 1 PL M 8/1	The program on students'role in HE is drafted	June 2005	HEI and student organizations	
O 4 KSH M 2/1	MEST, in cooperation with other ministries, develops the long term program for scientific research	June 2005	MEST	
O 4 KSH M 4/4	The training program for use of modern technologies and research methodologies by faculty and researchers is drafted and implemented	2004-2006	Universities, Research Institutes	
O 4 KSH M 5/2	International agreements on scientific research are signed	Continuous		
O 4 KSH M 5/3	Relevant projects of regional character are identified to determine the involvement of local HEI in them	continuous		
O 4 KSH M 6/2	Criteria are approved for special support for scholars publishing their work in internationally recognized magazines	June 2006	MEST,	
O 5 MF M 3/1	Policies for decentralization of management and finances in HE are approved	December 2004	MEST and HEI	
O 5 MF M 7	A policy document is drafted for support of outstanding students and groups at risk	2006	Dept. of HES	
O 6 I M 1	Development policies, programs and projects are approved for spatial organization of HEI	2005-2007	MEST	
O 6 I M 5	A project for information and communication	2005	MEST, HEI	

	technology in HEI is drafted			
O 6 I M 6	Programs for auxiliary infrastructure for distance learning are approved	2005-2006	MEST, HEI	
IV	<b>BUILDING AND DEVELOPMENT OF INSTITUTIONAL CAPACITIES</b>			
O 1 PL M 2/4	The Department of Inspections is established (as an independent institution)	Maj 2005	MEST	
O 2 MK M 2	An information office for public HEI is established	2005	PHEI	
O 2 MK M 4	A coordinated system for management of information in higher education is set up	2007	Dept. of HES	
O 2 MK M 6	The "Association of Kosova Institutions of Higher Education" is established	2009	MEST	
O 3 MC M 2	Offices for quality assurance are opened in HEI.	2006	HEI	
O 3 MC M 4	ECTS Coordinators are appointed	2005	HEI	
O 3 MC M 5	Offices are set up and responsible persons appointed for practical work	2007	HEI	
O 3 MC M 6	Offices for international cooperation / advisory and consultation centers are established	2005	HEI	
O 3 MC M 8	A separate and independent unit is established for administration of admission exams for public HE institutions	2006	MEST	
O 3 MC M 9	Centers of excellence are set up in HEI	2005- 2006	HEI	
O 3 MC M 6/1	Offices for student and faculty mobility are set up	2006	MEST, HEI	
O 3 MC M 11	Offices are set up and responsible persons appointed for career counseling and relations with alumni in HEI	2007	HEI	
O 4 KSH	The National Council for	Mars 2005	MEST	

M 4/1	Scientific Research is established affiliated to MEST / government			
O 4 KSH M 4/2	Units for scientific research are set up in HEI	Decemebr 2005	universities, faculties, research institutes	
O 4 KSH M 4/3	MEST creates committees for evaluation of scientific project proposals	Permanente		
O 4 KSH M 4/5	Referral center for scientific research is established	June 2007	MEST, universities, University Library, research institutes	
O 4 KSH M 4/7	A study is carried out to assess feasibility of setting up of Agency for Coordination of Scientific and Research Activities in Kosovo	Maj 2005	MEST	
O 4 KSH M 6/1	EDITORIAL boards of scientific magazines are set up / refreshed	permanente/ Dhejtor 2005		
O 6 I M 1	New university facilities are built and existing buildings are reactivated	2005-2015	MEST, Universities	
O 6 I M 2	Laboratories in HEI are equipped and built	2005-2015	MEST, HEI	
O 6 I M 3	University libraries are enriched and ICT is installed	2005-2007	MEST, HEI	
O 6 I M 4	Academic communication network is established	2005-2007	MEST, HEI	
O 6 I M 5	The central information center is installed in HEI	2005-2007	MEST, HEI	
O 6 I M 6	A physical and technologic infrastructure is created to support distance learning			
O 6 I M 7	Facilities for accommodation of students, academic guests and student activities are built and renovated	2005-2015	MEST, HEI	
O 6 I M 8	A student services system is set up	2005-2007	MEST, HEI	
V	CREATION AND DEVELOPMENT OF INTELLECTUAL CAPACITIES			

O 1 PL M 3/4	Exchange programmes are compiled and realized as part of different European programmes	2004 - 2007	MEST, TEMPUS, ERASMUS, etc, relevant ministries and HEI in the region	
O 1 PL M 4/3	Joint studying programmes are developed with HEI in the region and wider	2008 - 2010	MEST, HEI, TEMPUS, ERASMUS, etc relevant ministries and HEI in the region	
O 1 PL M 6/3	The database for Kosovar experts in Europe and world is created.	September 2005	MEST, HEI Other partners	
O 1 PL M 6/3	Exchange and cooperation programmes are developed in different areas for the arrival of our experts from abroad	2005 - 2007	MEST, HEI, partners, individuals	
O 1 PL M 6/3	Cooperation programmes and projects are developed so as to take advantage of our experts experience in diaspora	2008 - 2010	MEST, HEI,	
O 2 QM M 3	Compilation of programmes for professional advancement of the administrative and managing staff according to the level and scope of work	2005	Public HEI	
O 3 QM M 2	The training of offices staff for providing quality in the HEI	2006	MEST	
O 3 QM M 4	The training of ECTS coordinators, academic and administrative staff for using ECTS	2005	HEI	
O 3 QM M 9/2	Training programmes for teachers of HE are compiled and realized	2004 - 2007	MEST, HEI, NGO, donators	
O 3 QM M 9/2	The training of staff in the centres for qualitative teaching in the HEI	2006	DHES	
O 3 QM M 11	The establishment of human resources for consulting in the career and relationship with the graduates (alumni) in HEI	2006	DHES	
O 4 SR M 4/8	Is created the database of scientific data according to	2006	MEST, Universities,	

	research areas		Research institutes	
O 4 SR M 5/1	Special and detailed programmes are compiled for the training of scientific and academic staff in preparing the proposals for scientific research on relevant European and international funds	2005	Universities, Research institutes	
VI	PREPARATION OF PROFESSIONAL DOCUMENTS			
O 1 PL M 2	The inventory of required documents for operating in the HEI is compiled	2005	MEST, HEI	
O 1 PL O 3 M 3/1	Regulations for studies in the university programmes BA and post university programmes MA and PhD		MEST, HEI	
O 1 PL M 3/3	The document of standards in Higher Education is compiled	December 2005	MEST, HEI, KAA	
O 1 PL M 6/5	The standards of the infrastructure suitable to the needs of disabled people are compiled	May 2005	MEST	
O 2 MC M 1	Manuals for the managing system of HEI are prepared	2005	MEST, HEI	
O 2 MC M 2	Annual reports of the HEI are published	From 2005	HEI	
O 2 MC M 2	Annual reports of DHES are published	From 2005	DHES	
O 3 QM M 1	Are prepared manuals for evaluation and accreditation of the HEI	2005	MEST, KAA	
O 3 QM M 4	Is prepared the manual for the procedures of ECTS	2005	DHES	
O 4 SR M 4/6	Is prepared the regulation for the coordination of criteria and procedures for the achievement of scientific degrees and academic titles according to international standards	March 2006	MEST, Universities, Research Institutes	
VII	IMPLEMENTATION OF THE OBJECTIVES OF			

	<b>BOLOGNA PROCESS</b>			
O 1 PL M 3/1	The team for implementing the Bologna objectives is formed	Until December 2004	MEST, NGO, involved parties	
O 1 PL M 3/2	HEI operate the development policies (continuation of preparation of plans and programmes according to BP) of HE in their respective documents	2005	HEI	
O 1 PL M 3/4	Agreements are signed for the mutual acknowledgement of documents between local and international HEI	2004 - 2007	MEST, IISG, UNMIK	
O 1 PL M 3/2	HEI realize the restructuring of studying programmes according to the objectives of BP	Until June 2005	MEST, NGO, partners	
O 1 PL M 3/3	The professional documentation according to European standards is compiled	2008 - 2010	MEST, DHES, HEI	
O 1 PL M 3/2 O 3 QM M 3/1	Are compiled documents for the support and improvement of the BP	2008 - 2010	MEST, HEI	
O 3 QM M 3/1 M 4	PHEI harmonize the studying programmes to the requirements of the BP	2006-2010	PHEI MEST	
VIII	<b>ALLOCATION OF FUNDS FOR SUPPORTING THE STRATEGY</b>			
O 1 PL M 6/5	From the MEST and HEI funds are supported projects which create infrastructure conditions for disabled people	2004 - 2005	MEST, HEI	
O 1 PL M 4/3	Are established and supported funds for studies here and abroad	2004 - 2007	MEST, donators, partners, cooperation programmes and agreements	
O 3 QM M 2	Establishment of funds for building the capacity of offices for the assurance and improvement of quality in the HEI	2005	MEST	
O 3 QM	Establishment of a fund for	2005-	MEST	

M 5	laboratory equipment in the HEI and practical work			
O 3 QM M 6/1	Establishment of a fund for international academic cooperation	2005-	MEST	
O 3 QM M 7	Are established funds in order to financially stimulate the teachers who apply new methods in the teaching process	2006	MEST, HEI	
O 3 QM M 9/1	Special funds are allocated for the professional advancement of teachers	2006	MEST, HEI	
O 4 SR M 3/1	The Government approves the midterm programme for financing the scientific researches	June 2005	MEST	
O 5 FS M 1/1	Is approved the budget with HE participation of at least 3%	December 2004	Government and Parliament	
O 5 FS M 1/2	MEST presents the budget of HE	December every year	MEST	
O 5 FS M 3/3	Are created inspection mechanisms concerning the efficiency in using the funds of HE	January 2005	MEST-HEI	
O 5 FS M 6	Is created a fund to stimulate the programmes in deficit departments	2006	MEST	
O 5 FS M 4	Funds are allocated for supporting the mobility of teachers and students	2005 and on	MEST	
O 5 FS M 5	Are approved acts for financing outside the budget of HE*	April 2005	MEST	
O 5 M 5/1 O 6 M ½	Are allocated funds for the formation of information and telecommunication infrastructure and advancement in the information technology	2008	Government, MEST, HEI	
O 6 I M 7	Funds are allocated according to plans for the improvement of infrastructure and students sheltering	2005 - 2015	MEST, HEI	
IX	MONITORING AND EVALUATION OF ACTIVITIES ACCORDING TO			

	PHASES			
	Continual monitoring of implementing HES	2004 - 2007	MEST and involved parties	
	Yearly evaluation of the implementation of HES	2004 - 2007	MEST and involved parties	
	Preparation of the evaluation reports for each phase of implementing the strategy	Dec. 2008 Dec. 2011 Dec. 2015	MEST and involved parties	
	Organising a conference in order to present the achievement of higher education as result of implementing a 10 year strategy and determining the objectives for future development	Dec. 2015	MEST, HEI	



12. The number of graduated students with foreign citizenship, females/males

(No data could be provided)

13. The number of graduates for one school year 2002-2003:

Females *1194* Males: *1429*

(According to the information of the Rectorate of UP)

14. The total number of students in the dormitories, females/ males:

Females: *1098* Males: *1160*

(According to the data of Students Center)

15. The number of students with full scholarship, partial scholarship, with payment.

(No data could be provided)

16. The number of Universities, Faculties and public and non public High Schools:

*7* public university, *15* faculties *7* High Schools (all of them public)

*1* non public university

(According to the data from MEST)

17. The number of research institutes: *2*.

(According to the data from MEST)

18. The public costs for Higher Education are higher compared to the ones for other levels of education: *81271751* Euro.

(According to the data from MEST)

19. The public costs for Higher Education compared to the GDP for 2003 are:: *11590289* Euro, while for 2004 *12943359* Euro.

(According to the data from MEST)

20. The total number of the teaching staff for the academic year 2002/03:

Females: *279* Males: *1189*.

(According to the data from the Rectorate of the UP)

21. The number of the teaching staff according to degrees and titles:

Doctor of Philosophy: *612* Master of Arts: *340*.

(According to the data from the Rectorate of the UP)

22. The number of the teaching staff according to universities, faculties and high schools

University: *1468* Faculties: *1270* High schools: *198*.

(According to the data from the Rectorate of the UP)

23. The number of the teaching staff with permanent working contracts, for 2002/2003: *200* females dhe *744* males.

(According to the data from the Rectorate of the UP)

24. The number of the teaching staff with supplementary working contracts, for 2003/2004: *524* with supplementary working contracts, *79* females dhe *445* males.

(According to the data from the Rectorate of the UP)

25. The total number of the staff for researches is *80*, of which *11* females and *69* males.

(According to the data from MEST)

26. The total number of the administrative staff for 2002/2003 was *414*, of which *168* females (*41%*) and *246* males (*59%*).

(According to the data from the Rectorate of the UP)

27. The number of libraries for students: *35*.

(According to the data from the Rectorate of the UP)

28. The number of books in the students libraries is *149 595*.

(According to all the faculties and high schools except the Business High School in Peja )

29. The number of university books in albanian language

(No data could be provided)

30. The number of scientific magazines in albanian language: *13*.

(According to the data from the Rectorate of the UP)

31. The number of computers available to students: *445*.

(Except the Business High School in Peja)

32. The number of computers available to teachers: *428*.

(Except the Business High School in Peja)

33. The number of computers available to scientific employees: *8*.

(According to the Academy of Science and Arts of Kosova)

34. The ratio of students to the teaching staff in Higher Education (calculations based on full-time equivalents)

(No data could be provided)

35. From September 2001 the overall number of university level diplomas in different departments is *5350*. Of which females for 2003/2004 *1194*

(According to the data from the Rectorate of the UP)

36. The percentage of students completing and renouncing studies in higher education.

(No data could be provided)

37. The number of yearly classes according to courses in public and non public institutions of higher education.

(No data could be provided)

38. The number of yearly teaching classes of a teacher according to categories

(No data could be provided)

39. The number of laboratories, except the Business High School in Peja is *86*.

40. The number of teachers that are trained in the country/abroad.

(No data could be provided)

41. Yearly expenses of a student. According to students in the dormitories the yearly expenses of a student are *800* Euro.

42. The expenses of a student for an average duration of studies in higher education are approximately *4000* Euro, including students in the dormitories and semester fees.

43. The educational costs in Government level for higher education: the budget for education in total for 2003 was *80.464.575*, for 2004 is *81.640.575*.

The budget for Higher Education for 2003 is *11.590.289*, for 2004 is *12.943.359*.

(According to the data from MEST)

44. Educational costs as percentage of GDP for Higher Education according to funds sources:

- according to funds for 2003 - *11.590*, while for 2004 - *12.943.359*
- the salary fund for 2003 - *5.619.089*, while for 2004 - *7.101.689*, in percentage for 2003 - *48,42%*, while for 2004 - *54,87%*,
- the goods and services fund for 2003 - *5.058.200*, for 2004- *4.841.670*, while in percentage for 2003 - *43,64%* and for 2004 - *37,41%*;
- the fund of overall costs for 2003 - *920.000*, while for 2004 - *1.000.000*.

(According to the data from MEST)

46. The distribution of expenses in the institutions of Higher Education

(No data could be provided)

## ABBREVIATIONS

KAA	Kosovo Accreditation Agency
HE	Higher Education
EU	European Union
GNP	Gross National Product

DHES	Department of Higher Education and Science
ECTS	European Credit Transfer System
ERA	European Research Area
HEI	Institutions of Higher Education
PHEI	Public Institutions of Higher Education
I	Infrastructure
CEHE	The Council of Experts of Higher Education
KEC	Kosova Education Center
SR	Scientific research
M	Measure
MEST	The Ministry of Education, Science and Technology
FS	Financial support
QM	Quality management
MC	Management and coordination
O	Objective
NGO	Non Government Organizations
BP	The Bologna Process
PL	Politics and legislation
HES	Higher Education Strategy
AI	Administrative instruction
UNMIK	The United Nations Interim Administration Mission in Kosova
UP	University of Pristina
PISG	Interim Institutions of Self government

## LISTA E KONTRIBUESVE NË HARTIMIN E STRATEGJISË SË AL

### Anëtarët e CHEE

1. Behlul Brestovci
2. Cen Bytyqi
3. Dukagjin Pupovci
4. Edmond Hajrizi
5. Enver Hasani
6. Isa Mustafa
7. Rexhep Gjergji, kryetar
8. Xhavit Rexhaj, sipas detyrës zyrtare

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## Diskutimi publik i SAL

Dokumenti i Strategjisë së Zhvillimit të Arsimit të Lartë do të paraqitet për një diskutim publik për një periudhë njëmuajore, nga 1-31 korrik 2004. Ftohen të gjithë të interesuarit të bëjnë komentet e tyre.

Për ta mundësuar dhe për ta bërë të efektshëm këtë diskutim drafti i SAL do të botohet në shtypin ditor, do të zhvillohen disa emisione televizive dhe radiofonike dhe do të organizohen disa tryeza të rrumbullakëta.

Komentet mund të jenë konfidenciale ose publike. Ato duhet të dërgohen në adresën:

Ministria e Arsimit, e Shkencës dhe e Teknologjisë (MEST)  
Departamenti i Arsimit të Lartë dhe i Shkencës  
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Mbas diskutimit publik dokumenti i strategjisë do të rishikohet dhe më pas do t'u paraqitet për miratim Qeverisë dhe Kuvendit të Kosovës.