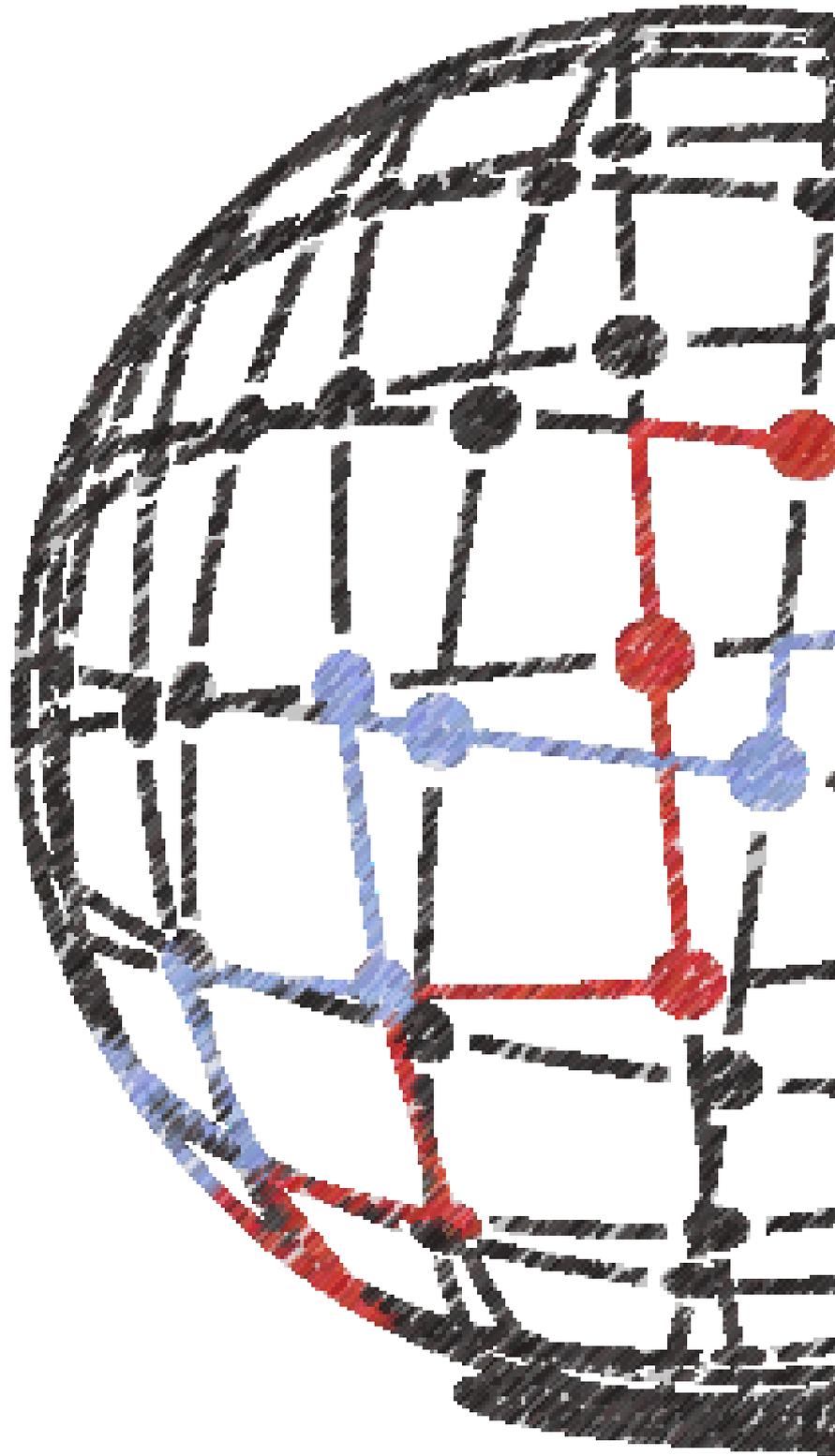


Overview of High Education and Research System in the Western Balkans

Kosovo

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April 2013

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About Country Reports

The series of reports entitled “Overview of Higher Education and Research Systems in the Western Balkans” is produced within the framework of the project “European Integration of Higher Education and Research in the Western Balkans” which is funded through the NORGLOBAL programme of the Norwegian Research Council. The reports cover seven higher education systems in the region – Albania, Bosnia and Herzegovina, Croatia, Kosovo*¹, FYR Macedonia, Montenegro, and Serbia.

Each of the seven reports represents a comprehensive overview of the higher education and research systems in the region, covering topics such as policy, governance arrangements, funding, institutional landscape, and quality, while focusing on the major reforms and trends in the recent years. Aiming to secure a comparative perspective in writing the reports, their structure is built around the questionnaire produced by the project team.

Apart from striving to complement our knowledge base on the dynamics of higher education and research systems in the Western Balkan region, the purpose of the reports is to introduce these systems in a structured manner, as well as to offer a basis for prospective comparative research.

¹* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ opinion on the Kosovo Declaration of Independence - hereinafter “Kosovo”

European Integration of Higher Education and Research in the Western Balkans

Overview of Higher Education and Research Systems in the Western
Balkans

Country Report: Kosovo*

Nikola Baketa²

April 2013

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Contents

1. Size of the Higher Education System: Institutions, Staff, Students, Funding..... 7

2. Quality assurance 11

3. Recent Changes and Specific Characteristics of HE System 12

4. Research 14

5. Governance, Policy and Research on HE 17

Reference list..... 19

Abbreviations 22

1. Size of the Higher Education System: Institutions, Staff, Students, Funding

At the moment there are 3 (4) public universities in Kosovo—Prizren, Peja and Prishtina (and Kosovska Mitrovica) and 23-30 private higher education institutions, two of which have been established in the last three years, in Prizren and Peja/Peć. However, there is no systematic list of the HE institutions and different sources provide different information. The Kosovo Accreditation Agency(KAA, 2013) provides only a list of the evaluations of institutions (around 30) without formal decisions and there are no valuable information on the Ministry of Education, Science and Technology (MEST, 2013a) web page, on the other hand a report published by EACEA (2012) states that there are 23 private higher education institutions, while our respondents claim to be around 30. Most of the private HEIs were established in the last several years and some of them even operated without formal permission. Also, most of the private HEIs received only one-year licence and they are required to undergo the process of accreditation every year so the number of institutions varies year after year. (GAP Institute for Advanced Studies, 2008: 4).However, the growth of the number of institutions is obvious if we take into account that in the academic year 1999/2000 there were only one public and two private HEIs. (Riinvest – Institute for Development Research, 2004)

The international actors recognized that there is an empty space in supply of HE and decided to establish institutions which will compete with the public institutions in providing HE. Thus, American University of Kosovo is established as a partnership institution with Rochester Institute of Technology (US). Also, there is a franchise that Staffordshire University (UK) maintains with the Riinvest College. However, there are no classical branches of foreign institutions opened in Kosovo. Finally, most of the private and public HEIs in Kosovo are involved in a number of international cooperation projects supporting establishment of new study programs or improvement of teaching (e.g. Tempus).

Table 1. Size of the HE system (most recent data available)

2013	Public	Private	Total
number of non-university/vocational/professional HE institutions	3	N/A	N/A
number of universities	3 (4)	N/A	N/A
Total	6(7)	23 (30)	29 (37)

According to respondents and programmes of private HE institutions, it is seems that these institutions usually offer business related programs, but also programs in the field of economics, law, psychology, computer science, health, physiotherapy, banking, finance and other branches with high demand for students. Private sector in Kosovo is largely dependent on academic staff coming from the University of Prishtina. This leads to the situation that private institutions, in order to meet accreditation requirements, often offer full time positions to retired professors or that some professors work on several institutions. This problem was recognized in the period between 2002-2004 (Riinvest – Institute for Development Research, 2004: 38) and in 2008 (GAP Institute for Advanced Studies, 2008: 9). According to the respondent, there are certain strengths and weaknesses of private HEIs. According to his opinion their certain strength is adaptability to the

demand and quality of provision. On the other hand, there are serious doubts on assessment criteria applied to the most private HEIs and some of them were approved without meeting all formal criteria.

Until today Kosovo is not a signatory country of the Bologna declaration. However, Almost all HEIs (around 75%) have introduced three-tier structure and the European Credit Transfer System. (EACEA, 2012) The changes in HE system towards acceptance of criteria proscribed in Bologna declaration started in 2000. The total number of study programmes increased since the new universities and HEIs were established. It is hard to say whether it is a direct result of the new degree structure, but probably it had some contribution. Professional programmes are offered within the universities together with the academic programmes and in other HEIs. Within the University of Prishtina there are Higher schools³ – Pedagogical, Economic and Technical. The programmes of other universities are predominantly or completely academic. Professional programmes are usually within the higher professional schools, higher vocational schools and colleges. According to the respondents, University of Prishtina has 13 organizational units, and two of them offer professional programs. They are called faculties of applied sciences and they are very much like German/Austrian Fachhochschulen. Those professional programmes lead to the Bachelor degree, but the difference between the professional and academic programs is not that obvious. The former are supposed to be more applied, however, this is not always a case. Also, some academic departments offer professional master programs. Situation is slightly different in private HEIs. Some of them offer 2-year professional programs that cannot be qualified as Bachelor degree.

It is expected that the introduction of the Bologna system would provide improvement in mobility of students and staff. However, the data on mobility is poor. Still, if we look at the TEMPUS and Erasmus Mundus projects it is possible to see that there is an improvement in participation in these projects and higher mobility of students and staff. EACEA (2012) Furthermore, there were certain attempts to improve inclusion and accessibility of HE. Thus, Strategy for integration of Roma, Ashkali, and Egyptian communities in Kosovo 2007-2017 is introduced (MEST, 2007). Some of the main goals are to make education (including HE) easily accessible, to promote understanding, tolerance, friendly relations among nations, racial and religious groups, prevention of discrimination and segregation in education, improvement of participation in education. Also, the Ministry of Education established the Kosovo Centre for International Cooperation in Higher Education, Research and Technology. (MEST, 2012) The intention is to promote mobility and exchange, overcome cultural barriers and facilitate cooperation. The Centre coordinates the EU programs in the field of HE.

³ Higher schools studies last for 2-3 years and they are considered as ISCED 5 level

Table 2. Number of tertiary education students at ISCED 5 and ISCED 6 levels

Year	Students ISCED 5	Students ISCED 6	Total number of students
2007/2008	N/A	N/A	N/A
2008/2009	N/A	N/A	47 268*
2009/2010	N/A	N/A	69 416
2010/2011	N/A	N/A	45 725 (75 000)**
2011/2012	N/A	150***	120 921
(estimated) increase in total number of students 2007/08 – 2011/2012			~ 80 000

Comment: The Statistic Office’s data includes only number of student at Universities of Prishtina and Prizren (Prizren since 2010/11). *KAS (2010), Bristow (2010)** 45 725 students in 2010/11 is the number of students at Universities of Prishtina and Prizren. Estimation for this academic year is 75 000 students. *** Only University of Prishtina

Table 3. Overall student data

Gross Enrolment Ratio (most recent year available)	71,27 %
Completion Rate (most recent year available)	N/A
Drop-out Rate (most recent year available)	N/A

Comment: According to Kosovo Population and Housing Census (KAS, 2012a) there were 169 656 citizens between 18 and 22 years old. In previous table there is a number of students in academic year 2011/2012 so it was possible to provide approximate GER.

Regarding autonomy of universities it is important to point out that public universities are free to determine contents and teaching methods by themselves. In the matters of responsibility for the staff appointing different inputs were received during this research. Technically, universities are free to appoint staff - according to the Law on the Higher Education in the Republic Kosovo (2011, Article 8) universities are free to “denominate and to terminate the labor relations of academic staff and other staff and exercise all duties of an employer, as is foreseen with legislation in force”. Regarding University Governing Council, there are a certain number of members appointed by the Government and they have an influence on the decision making. Also, the statute of the universities (private and public) must be ratified by the Assembly in order to be accepted.

Public universities are financed by the government through annual budget. However, according to the Law on Higher Education, public universities are free to generate private funding from: “payments for tuition and other fees paid by students, payment for commercial services and other

services, donations, gifts and other contribution; and contracts with national, international, public or private bodies for the field of teaching, scientific research or consultancy.” (2011,Article 20) In the case of tuition fees it is important to point out that the upper limit is defined by the Government so the public universities are not free to determine the amount of tuition fees. The similar thing is with the salaries of staff. They are defined by the government – there are different categories of salaries and it is not possible to provide higher salaries. Still, there is a certain possibility for the public universities to influence the salaries. They are able to set certain allowances for committee membership or extra work.

According to the respondent there are five budget categories in public universities defined by government: 1) Salaries and wages; 2) Goods and services; 3) Utilities; 4) Grants and subsidies; 5) Capital outlays. Allocation within categories is not limited in any way whatsoever (except that it is not possible to increase salaries out of the proscribed categories), whereas re-allocation from one category to another requires approval procedure with the Ministry of Finance. Regarding income that universities generate, tuition fees go directly to the Government Budget, whereas other income can be internally allocated. The allocation of the public funds is done through fixed annual budget approved by the Government (actually by the Parliament through approval of thenational annual budget). It is an incremental model in which the size of university budget is based on the previous year’s spending. If we take into account these information and Kyvik’s classification in *Structural changes in higher education systems in Western Europe* (2004) it is possible to say that Kosovo HE system is between the dual and binary system. More precisely, it is closer to the dual system since there is a high number of HEIs in non-university sector in the small area and those institutions are not organized as multidisciplinary and multipurpose centres.

Table 4. Level of investment into the HE system

Year	Total investment into education as proportion of GDP (%)	Public investment into higher education, as proportion of GDP (%)	Private investment into higher education, as proportion of GDP (%)
2008	N/A	N/A	N/A
2009	N/A	N/A	N/A
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	4,6%*	N/A	N/A

Comment: In 2004 total investment into HE as a proportion of GDP was 2,1%, and for overall education 15% ((Riinvest – Institute for Development Research, 2004). *BTI (2012) report

2. Quality assurance

The Kosovo Accreditation Agency (KAA) was established in 2004 by Administrative Instruction of Ministry of Education, Science and Technology (MEST, 2004a) as an institution which task is to guarantee quality of education and research. This instruction is made according to the Law on Higher Education (2003) which foresees necessity of establishing this kind of independent agency. The responsibilities of the KAA are defined in the previous documents, but also in the Administrative Instruction for the Accreditation of Higher Education Institutions in the Republic of Kosovo (2013b) and the Administrative Instruction on Criteria and Procedures for the Accreditation of Higher Professional Schools and Higher Technical Schools in the Republic of Kosovo (2009). Furthermore, in 2008 all HEIs were obliged to establish Quality Assurance Offices and they fulfilled this request in 2009 through Tempus project "Promotion and development of structures for Quality Assurance in Higher Education Institutions in Kosovo." Regarding the Law on Higher Education there were certain amendments in 2011. According to the latest changes in 2011, the KAA is governed by the Board which must have at least three international experts among its members.

The KAA structure is defined by the Administrative Instruction on Establishing the Kosovo Accreditation Agency. (MEST, 2004a). There are two main organisational units – professional and administrative. The National Council of Quality and Board of Professional Experts are part of the professional branch. This branch deals with the criteria for evaluation and accreditation and it has nine members (three of them international members) who are experts in the field of Higher Education. The Permanent Administrative Structure is responsible for administrative tasks and it has its own director who participates in the meetings of KAA but without right to vote. The Agency is officially independent, but it has to advise with the Ministry regarding granting, modification and revocation of licences for HEIs. Also, the members of the Board are appointed by the Ministry and the members of the National Quality Council must be ratified by the Assembly.

According to the Law on Higher Education (2011) the criteria of the Agency are in accordance with the European Network of the Association for Quality Assurance in Higher Education (ENQA, 2009) and they ensure that HEIs in Kosovo meet proscribed standards and quality. Within these criteria HEIs are supposed to have internal and external quality assessment of teaching. The universities are required to provide information on teaching and learning methods during the accreditation process. However, there is no data regarding student progression, success rates, employability of graduates, student's satisfaction with programmes, effectiveness of teachers and other.

3. Recent Changes and Specific Characteristics of HE System

In the last 15 years the whole higher education system undergone significant changes since previously it was part of the Serbian HE system. The University of Prishtina has established the Committee for Strategy and Reforms (Bologna Working group) in the 2000 in order to introduce the changes proscribed in the Bologna declaration (three-tier structure and the European Credit Transfer System (ECTS) (Tahirsylaj, 2008). The expansion of the system is more than obvious – the number of students increased from ~20 000 in 2000/1 to the ~120 000 in 2011/12. Surely, this increase goes along with the increase in the number of HEIs. As it is mentioned, in 1999/2000 there were only one public and two private HEIs and today there are four public universities and more than twenty private institutions. Most of these private HEIs are different higher schools, technical schools and colleges. In this area it is possible to notice that there is a great expansion of programmes related to the economics, law, banking and finance.

According to the Report on Achievements, Challenges and Recommendations in the Area of Education & Science and Research in Kosovo “the number of students from the communities has increased as well as the number of seats reserved for Albanians outside the boundaries of the Republic of Kosovo. A remaining challenge is the provision of opportunities for children with disabilities and special educational needs to participate in higher education studies” (Salihu, 2012, 31). Furthermore, the gender structure of student body has changed. In the 2002/03 there was 59% of male and 41% of female students and in the 2010/11, 49% of male and 51% of female students. (KAS, 2005; KAS, 2012b)

The next important question is ethnical diversity. There is data for the universities in Prizren and Prishtina. At the University of Prizren Albanians make 98%, Bosnians 0.8%, Turks 1% and others 0.2%. The similar situation is at the University of Prishtina – there are 44 130 students and 43 416 of them are Albanians. (KAS, 2012b) On the other hand, Serbs are vast majority at the University of Kosovska Mitrovica.

There are several specific characteristics and challenges in Kosovo HE system. The first one is definitely related to the previously mentioned University of Kosovska Mitrovica. Surely, the main problem lies in the political situation between Serbia and Kosovo. This University is accredited by the United Nations Interim Administration Mission in Kosovo (UNMIK) and not by the Ministry of Education, Science and Technology. On the one hand, according to the Salihu (2012) this university is not part of the education system of Kosovo. On the other hand, EACEA (2012) report includes it into the HEIs of Kosovo. The official name of the university is University in Kosovska Mitrovica and it is given by UNMIK. However, on the official pages of the university stands – University of Prishtina with its seat in Kosovska Mitrovica (Tahirsylaj, 2008; University in Kosovska Mitrovica, 2013). Even though this is mainly a political question it is related with the higher education and creates problems similar to previously mentioned.

Moreover, one of the challenges can be found among the teaching staff. Most of the professors teach at the several universities (including both – public and private). GAP Institute for Advanced Studies presented their findings in policy report “A Review of Private Higher Education in Kosovo”

(2008). Their report shows that almost 20% of professors who are employed at the private HEIs teach in more than one institution (some of them in six institutions). This proportion would be even higher if public institutions were included. This raises question whether these professors are able to provide quality teaching at all institution in which they are engaged. The same problem was also recognized earlier, in the period between 2002-2004 (Riinvest – Institute for Development Research, 2004: 38). However, this has not been resolved until today.

Furthermore, the Ministry of Education, Science and Technology published two documents (Strategy for Development of Higher Education in Kosova 2005-2015 (MEST, 2004b) and Kosovo Education Strategic Plan 2011-2016 (MEST, 2011) in which some of the challenges of the HE in Kosovo faces have been identified. The challenges are classified according to the areas –

- the area of policy and legislation (deficient policies, low inclusion of population, women and minorities, lack of absorbing capacities)
- the area of management and coordination (lack of clear and consistent objectives, practice of more than one job at the same time which leads towards lower quality, lack of staff)
- the area of quality assurance (lack of criteria in faculty recruitment, low motivation among teaching staff, non-recognition of academic titles abroad)
- the area of scientific research (lack of public funds, low capacity, limited research experience)
- the area of financing (centralized financial system of HE, lack of criteria for financing, lack of student and teacher mobility funds)
- the area of infrastructure (small number of organizations and clubs, lack of academic communication, lack of partnership among higher education institutions and the labor market)
- the insignificant role and position of students in higher education developments (lack of treating students as partners/clients in HE, lack of respect for student rights, lack of student stimulation)

Only three challenges are singled out for the each area, but in these documents there is a much longer list. (MEST, 2004b: 12 ; MEST, 2011: 123).

4. Research

The scientific research is regulated by the Law on Scientific Research Activity (MEST, 2004c). This law is in the process of revision and it will be modified (Salihu, 2012). The current law proscribes that up to 0.7% of annual budget of Kosovo should be allocated for research; defines scientific-research juridical persons – Kosova Science and Art Academy (KASA), Scientific-research Institutes (The Albanological Institute and the History Institute) and universities; defines their activities, necessary number of scientific and research employees and so on. Other institutions, who are willing to become research institutes, have to present a long-term activity plan, have a minimum of five employees (two of them with PhDs) and a facility in order to get a permission from the MEST to become a research institute.

The National Research Council was established in 2007 by the Assembly of Kosovo. It has 15 members, its president is the same person who is a president of Kosova Academy of Science and Arts and other members are nominated by Assembly (proposed by Government) for the mandate of four years. According to the respondent, The National Research Council currently is not operational. The mandate of the previous Council has expired in July 2011, and the new Council has not been appointed. The important input for this area is given by the Riinvest Institute for Development Research through the report *The Assessment of Research Capacities in Social Sciences in Kosovo* (2009). According to the report, in 2009 there were research activities at HEIs (University of Prishtina, AAB-Riinvest University, American University in Kosovo, University for Business and Technology and Iliria University), public research institutes (KASA, KAS, Institute of History and Institute for Albanian Studies) and private research institutes (RIINVEST institute, KFOS/Forum 2015, KIPRED, Kosovar Stability Initiative, GAP Institute, Management Development Associates, Index Kosova, UBO Consulting). Even though there are private research institutes, according to some sources “research and development outside the universities is very limited”. (Salihu, 2012)

Table 5. Size of the research sector (most recent data available, indicate year clearly)

	Part of a university	Part of a company	Independent	Total
Number of public research centres or institutes	1	N/A	4	5
Number of private research centres or institutes	4	N/A	9	13

Source: Riinvest Institute for Development Research “*The Assessment of Research Capacities in Social Sciences in Kosovo*” (2009)

In 2010 the Council drafted a National Research Programme in which the challenges and priorities of scientific research in Kosovo have been identified. According to this programme, the main problem of public research institutions is funding. Despite the proscribed amount (up to 0.7%) the government allocates only 0.1% of annual budget of Kosovo for research. The overall budget for research in 2009 was 2.2 million of Euros and in 2010 there were no publicly allocated funds for the research activities. According to Salihu (2012) and National Research Programme (NRC, 2010) there are different allocations of funds for research – special science grants, for publication of scientific papers,

brain gain and for short-term mobility. The first one is directed towards independent research activities (research projects of 1-2 years duration), which should be in line with the international standards, at the universities or other research institutions. The second one ensures support for the scientific publications programme. Short-term mobility programme provides grants for the international visits (prestigious universities, research institutes and scientific conferences). The last one ensures funds to attract Kosovan researchers from abroad to continue their careers in Kosovo. The allocation is competitive and organized on the yearly basis. The important criteria are scientific excellence, originality, innovation, interdisciplinarity and feasibility.

However, all public institutions appear to lack funds for research - KASA's budget in 2009 for research projects was €25 000 and it is considered as the highest institution of science and art with the most educated personnel (25 PhDs). The Government allocates € 500 000 annually to three public institutes in Kosovo – Institute of Albanian Studies, Institute of History and Institute for Slavic Studies (e.g. Institute of History received only € 40 000 for research activities and the rest of the funding was for salaries and other expenditures). (Riinvest Institute for Development Research, 2009). The Institute of Albanology is one of the most respectful non-university scientific research institution, but it is not able to function due to low budget. Most research is done in the universities and the most prominent research institution is University of Prishtina, but its main activity remains teaching. There is no institutional support for research activities and the whole process is based on the initiative of individual researchers. (Salihu 2012, Riinvest Institute for Development Research, 2009) Even though there is a research strategy, continuity and consistency in research are absent. One of the goals of National Research Programme is to establish quality assurance mechanisms in the field of research within the research institutions and these mechanisms should provide the information about deficiencies in research and what has to be changed in order to improve this field.

The situation at the University of Prishtina is obvious if we take into account Salihu's observation that "UP's internal environment is characterized by a low interest of staff to engage in research activities, lack of motivation to publish research results in internationally recognized journals, lack of cooperation with industry and the economy and EU research institutions and lack of experience to access various research announcements" (Salihu, 2012: 38)

Since the Government was not able to ensure adequate funds, the main sources of funding (especially of private research institutions) became international donor organizations (World Bank, USAID, UNDP, OSCE, European Commission). According to the Riinvest their projects were directed towards research for development and those were mainly business evaluations and consulting reports. These reports do not require staff with the PhD degrees and thus private research institutions lack this kind of personnel. Also, there is a lack of scientific journals and papers since most of the work is focused on business and consultancy. (Riinvest Institute for Development Research, 2009)

Except the problems with funding and staff, it is necessary to point out the problem with the (non) existing data. There are two basic problems – availability and credibility of data. There was no census in the period between 1981 and 2011 so the basic data for the comparison over time do not exist. Furthermore, even if there is some data its credibility is questionable or it is unsystematic. (Riinvest Institute for Development Research, 2009) This is a serious obstacle for researches. The absence of data was obvious during this research on HE system, too. There are no clear lists of public and private

universities, other HEIs, number of students or % of GDP which can be considered as the basic information about the HE system. If we take into account all of this it is possible to say that the HE of Kosovo, due to the lack of funding is not able to make more significant scientific engagement and thus it is recognized as pre-Humboldtian (NRC, 2010).

5. Governance, Policy and Research on HE

The Government is the most important stakeholder in these policy areas, more precisely the Ministry of Education, Science and Technology. It is possible to recognize several important actors which contribute to the policy making in the areas of HE and research, some of them are already mentioned earlier, and they are – the National Research Council (NRC), Centre for Innovation and Technology Transfer (CITT), Kosovo Accreditation Agency (KAA) and Kosovo Education Centre (KEC). The first three actors are founded by the State (either Government or Assembly) – the KAA in 2004, NRC in 2007 and CITT in 2008. Since the KAA and CITT are government agencies, the members in their governing structures are appointed by the Ministry or must be approved by the Assembly. The similar situation is with the NRC, which is established by the Assembly and its members are proposed by the Government and nominated by the Assembly.

The most active non-governmental actor is KEC. It is an organization founded by the Soros Foundation in 2000 and their mission is to contribute to the improvement of education system in Kosovo. The research centres focused on HE and research are not frequent on Kosovo. It is possible to say that the Kosovo Education Centre is the only one which is involved in these matters (even though its focus is the overall education system). As it is mentioned in RIINVEST report “the nature of its research activity is rarely found in Kosovo. KEC is strictly focused in research for education reforms; therefore it conducts research of a unique nature compared to other research institutes in Kosovo” (2009: 30).

They work on teacher education and their programmes are recognized by the government. The Centre is completely independent from the government. However, it has established good relationship and cooperation with the MEST. (KEC, 2013; Riinvest Institute for Development Research, 2009). There are 14 employees in KEC and around 100 external associates. Some of their publications are:

- Halim Hyseni, et al.: Education in Kosova-Figures and Facts, Prishtina, January 2001
- Dukagjin Pupovci, et al.: Education in Kosova 2001 – ArsiminëKosovë 2001, Prishtina, February 2002
- Halim Hyseni, et al.: Governance and Leadership in Education, Prishtina, 2003.

The main donor of KEC is the Soros foundation, but there are also other partners and donors such as MEST, KulturKontakt – Austria, UNICEF, WUS – Austria, The Balkan Trust for Democracy, Network for Cooperation in Education in the South Eastern Europe and etc. (Education for Sustainable Development Partnership Initiative, 2013).

If we take into account policy making process and governance in the areas of HE and research in Kosovo and classification of the higher education steering mechanisms suggested by Gornitzka and Maassen (2000) it is possible to say that Kosovo can be classified into the sovereign, rationality-bounded steering model. The Government uses HE to accomplish political, economic and social goals and it controls universities and colleges. Decisions are made on the top and carried out through hierarchical system. The main stakeholder is the Government and it uses public agencies and other

civil services to accomplish its goals. Public universities, research institutions and other HEIs have power to make technical decisions while other important decisions are made at the top.

The important factor that can weaken dominant position of the Government can be found among international actors (donor organizations, private investors, research institutions etc.). These international actors can influence government decisions since they have funds which are needed in Kosovo HE system and thus they have position to impose certain conditions regarding policies and change existing power relations. However, until today the main policy making actor in the areas of HE and research is the government and there were no changes in the way of doing policy making in the last decade. The main change is that, since 2008 and the declaration of independence, the Kosovan Government has become independent in policy making and thus they can impose their policies with only minimal influence of other stakeholders.

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Abbreviations

CITT - Centre for Innovation and Technology Transfer

EACEA - Education, Audiovisual and Culture Executive Agency

ENQA - European Network of the Association for Quality Assurance in Higher Education

HE - Higher Education

KAA - Kosovo Accreditation Agency

KAS - Kosovo Agency of Statistics

KASA - Kosova Science and Art Academy

KEC - Kosovo Education Centre

MEST - Ministry of Education, Science and Technology

NRC - National Research Council

UNIMK - United Nations Interim Administration Mission in Kosovo