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A more complete report, written in French, is available and will be sent upon request at

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I] General presentation

I-A} Purpose of the mission

At the request of Prof. Michael Daxner, International Co-head of the DES and International Administrator of the University of Prishtina, I spent three months May, June, and July 2001 in Prishtina with these two tasks :

- to start the French programs in the primary and secondary schools ;
- to advise the University of Prishtina in implementing its reform according to the Bologna Resolution.

A considerable amount of work has been done for the new system of education and its administration, especially considering the situation of Kosovo these last ten years, combining apartheid and repression followed by a traumatic war from which every family had to suffer. This difficult history has left the country without real administration, without real economy and with little experience on how to build them. Kosovo has also to build its own identity especially when the main task is now the "kosovarisation" of the administration at any level. This process will be confirmed by the general elections in coming November.

I-B} Retirements.

I intended that this report should begin with this chapter because a major condition for the success of any reform in education is to have a reasonable pension fund. Up to now there is no budget for paying retired professors, at any level. Becoming retired means the loss of revenue even though the contribution had been paid regularly during past years to the state of Yugoslavia. In such conditions, how could old professors let their positions to younger ones, however talented they are, if this means their complete loss of survival conditions ? For the University of Prishtina, such a fund would represent (with of course then accumulation effect) about 100 to 150,000 DM per month, that is approximately the cost of 7 to 10 consultants whose efficiency is sometimes still to prove. Furthermore, one should consider that such pensions would be spent in Kosovo and thus contribute to its economy.

I-C} Where is Kosovo going ?

Many ingredients that one could find in Algeria when the French left the country in 1962 can be found now in Kosovo :

- Coming out of an apartheid situation after 10 years of resistance to a violent and traumatic adversary who was not totally exterior but traditionally present in 10% of the population.
- No local administration despite the number of "heroes" of the last ten years, without experience of civil power in a peace situation.
- Highest birth rate and highest rate of young people in Europe. More than 50% of the population is aged less than 25.
- No structure for employment. Between 65 and 75% of the active population is without "legal" employment.

- No educated middle class giving the basis for economy and democracy. Training and education still inappropriate to technical, administrative, economical and democratic needs of the country.

Of course Islamism is absent in this secular society, even if some countries work (invest ?) to introduce it, probably hoping that the search for an identity will soon offer a favourable ground for it. But other factors are also to be considered :

- Coming out of a communist system with its habit of bureaucracy and corruption.
- The past courageous, and often heroic Parallel System of education with all its long term effects of isolation. Between 20 and 50 % of the teachers have no official qualification for teaching.
- The Balkan traditions in a clannish and deeply shocked and destabilised society where the links will be more difficult to rebuild than the destroyed houses.
- The presently enforced isolation of the country where the only open frontiers are for holidays in Montenegro.

All these considerations, still probably partial, and the possibility for them to find their development inside the Kosovar Society itself, imply to be very cautious before introducing "universal" solutions of the world economy.

I-D) Europe as a perspective for employment and education

For still a rather long time, the Kosovar economy will not offer employment's possibilities to young people whatever their level of qualification. It is easy to forecast that in any case these young people will try to find work out of Kosovo and especially in countries of the European Union. Some of these countries already stated that they will need thousands of qualified workers in the coming years.

A major stake for education in Kosovo is to train people able to :

- either stay in Kosovo itself and work in existing structures or create new enterprises,
- or go and work in European countries with better qualification and possibilities than just being under-qualified foreign labour.

This is the gap to fill by any reform in a country with the highest birth-rate in Europe but also the highest rate of unemployment. If these young people arrives without any proper qualification, it will become easily a manpower for parallel or criminal economy and/or give birth to a second generation developing frustration with all the well-known risks of it. But if they are accepted as well prepared and qualified workers, maintaining their links with their families, they will contribute to the European integration of their home country, as it has been for Portugal in a quite different situation.

Considering the human resources in education in Kosovo as well as the equipment, the two dimensions of priority are the A level's and the bachelor's ones, with professional orientation. Both of them at their respective levels must allow the majority of the students to work either locally or in a European country and for that, it is important for these two levels of training to

be implemented and developed inside European networks of co-operations having identified their best local partners.

Such a strategy could be seen to work on two components :

- Build a general framework permitting the educational system to start its development as quick as possible without becoming an impediment. For example the “3,5,8” and “ECTS” at university or the retraining of trainers held by the Canadian international development agency CIDA.
- Build reference’s poles with reliable, responsible and competent partners. European co-operation will play the role of permanent quality insurance process, the poles being the reference’s crystals around which the whole system will undergo its profound change. For example the School of Europe or the professional bachelor’s studies.

I-E} Pre-school learning

In the new project of education, children will enter the school at the age of 6 years. Pre-school learning will be implemented and will need adapted training for teachers. Teaching a foreign language is considered. This is under the co-ordination of UNICEF. France has a long experience in that field and our pre-school teachers are trained in the IUFM (University Institute for training teachers) after having obtained a bachelor's degree. The French CIEP (International Centre for pedagogical studies could be "lead agency" for the co-ordination of this implementation of pre-school teaching.

II] French school's programs

II-A} Teaching French

From the very beginning, in links with the French liaison office (hereafter the "BLF"), we prepared the signature of an agreement between BLF and DES on a program for the teaching of French in schools and for starting of the French-German project "School of Europe" in the three establishments of Prishtina :

- Primary schools "Elena Gjica" and "Naim Frasheri"
- Secondary school "Sami Frasheri".

The Memorandum of Understanding was signed on May 29 (see the text in annex) for three years, renewable. Its main points are :

- Introduce and develop teaching, in addition to English, of different European languages in schools, including French.
- Choose a first network of secondary schools with French as second and intensified foreign language. A first list of 10 such schools has been decided.
- Five of these secondary schools will act as pedagogical centres for the teaching of French and five pedagogical counsellors will be named to co-ordinate the teaching of French in Kosovo and the training of teachers.
- Agreement for starting in September 2001 the French-German project of "Ecole de l'Europe".

II-C} The "School of Europe".

In each of the three schools composing the "School of Europe", there will be at each level one "European class". Our effort was dependent on the conditions for starting this project in the best conditions for the pupils. Clearly for more than 80% of the parents, learning German is preferred to French. Many families have relations in Germany, Austria or Switzerland and the German language is considered as opening facilities for emigration or studying at universities. Furthermore, many families have been refugees in these countries during the 1999 war.

From September 2001, Germany will bring 40 weekly hours of teaching German in Kosovo, including 6 in the School of Europe. This will be co-ordinated by a German couple resident in Prishtina. There is indeed a strong demand for learning German in all the schools we had the opportunity to visit in Kosovo but, up to now, neither Germany nor Austria has brought the needs related to this demand. As said by some colleagues from the DES, France is the only country developing a coherent strategy for the teaching of its language. But this is not to be considered as an everlasting situation and we should be prepared for the development of teaching other languages once we have admitted the "English for all".

The School of Europe should not just be the addition of a French project plus a German one, both co-existing in the same place, but must really become a French-German project, with possible entry of other partner European countries. Switzerland having the two languages and strong interest with Kosovar emigration should consider its possible participation.

The parameters measuring the success of this challenge in coming years will be the following

- Development of a real European training and of a European conscience for the students.
- Good practice of at least two foreign European languages.
- Extension to more than two classes for each of the three involved schools and possibly to other schools.
- Involvement of other European countries.

II-C} School international relations

An important part of the development of the European implication of education in Kosovo can be brought by twinning Kosovar and foreign schools. Relations are first exchanges of messages by the pupils through internet, then continued by reciprocal visits of teachers and students. The following step will be educational co-operation. Some strong such co-operations with French schools are already active such as the high school of Vushtrri, agricultural high school of Prishtina, high school Sami Frasheri of Prishtina, primary school Meto Bajraktari of Mitrovica, ... and other are in preparation with high schools from the West of France.

Having a proposition from the "Lycée Claveille" of Perigueux to develop a relationship in mechanical engineering we visited the technical high school of "Gani Cavdarbasha" in Prizren. The GTZ has already implemented a strong operation of rehabilitation and equipment of 7 such gymnasiums in Kosovo including this one. But the speciality of Perigueux, the car mechanics, is precisely absent from this operation. The two schools will be partners.

Another twinning operation could also be with a gymnasium of Perigueux, specialised in agriculture, with an agricultural high school of Prizren.

Coming back to our previous analysis, the importance of such school collaborations is related to the needs of implementing university centres outside of Prishtina for developing professional bachelor's degrees in three years (or three and a half), on the model of the German Fachhochschule or of the French "licences professionnelles". If this happens - and we are convinced that it is a necessity -, the high schools with good existing European collaborations will be eligible for such implementation. And these existing collaborations will mean a great gain of time and of quality for their development.

III] The University of Prishtina and the Bologna resolution.

III-A} General analysis and strategic proposals

The other task of this mission was to advise the faculties in the reform of their curricula according to the recommendations of the Bologna resolution. I decided not to choose the persons I had to work with, but rather first to present my availability during a meeting with the Senate members and then to go wherever I was invited to, with the benefit of a letter of mission signed by both the rector and the international administrator.

Let us say it frankly : as it is now, the University of Prishtina coming out of the difficult nine years of parallel system followed by a dreadful total war does not fit to the criteria of a European university :

- Courses of the curricula are specialised independently of the needs of the students in terms of employability. This relation between the curricula and employment, as well as life-long learning and training are out of the present scope of the university, despite the urgent need for the needs of the country, even if these needs are not yet well defined.
- Research activities, as activities of the institution do not exist, though some rare professors still publish. It does appear that any team of research exists on the whole university. Nowhere can be seen any announcement for a conference of research, or even any exposition of recent results, papers or books. The offices are often empty, no library of research, the ones for the students are very poor or empty. Except for the computer's rooms, nobody can be met in the University after 15pm.
- Each professor only teaches his very strict subject and often from the very first year of university. In such conditions, if nothing is done to change that, there is a high risk for allowing recruitment to be done not due to the scientific and pedagogical value of the person but as a function of the speciality of the proposed position. In such a case, it is not difficult to conceive the influence's struggles in the definition of this position before any announcement for recruitment.
- The office of International Relations, of high importance in the current time, does not exist in the sense understood in western universities, even though a director has been appointed and tries to do his best. A student searching for any knowledge about foreign universities, opportunities for mobility, or to establish any contact, would rather go the WUS' office than to any office of the university. No internal report or bulletin, even through internet, to diffuse the information on European Universities, scholarships, exchanges, summer schools, ... A mission abroad is always seen as a great privilege making it difficult to build international relations using exploratory visits of motivated people.
- It appears that some NGO's rent rooms and give salaries to co-ordinators of projects inside the university without neither a great transparency of the purposes and amounts of the financing, nor a strict distinction between the co-ordinator and the supervisor of the project.
- The use of external teachers in the university does not seem to exist, even though some young Kosovars recently trained abroad and working outside the university would accept to give some courses, as, for some examples I was able to observe, in management, foreign languages or telecommunications. This will, nevertheless, be a strong need for the links between the University and its socio-economic environment.

The University had been working very seriously to reform its curricula according to the Bologna Resolution. But the main preoccupation was to introduce only the general framework namely the "3,5,8" (bachelor, master, PhD) and the ECTS. It is far from being denied and, compared to our Universities in Europe, Kosovo will probably be the most advanced country in the Balkans on those two points which have been accepted and will be operational in nearly all the Departments. But the essential point of orienting the studies towards employment and this from the very first year of the bachelor's studies, which is the foundation, the plinth of the Bologna resolution, was largely ignored. This Resolution states that :

- The mobility of the citizens should favour their integration in the European labour market and promote the global development of our continent.
- The credits could be obtained out of the higher education system, when they are recognised.
- The European collaboration should be promoted for evaluation and quality.
- And especially, *the degree awarded after the first cycle shall be relevant to the European labour market as an appropriate level of qualification.*

After the explicative part on implementing the "3,5,8" and the ECTS, the main purpose of this mission was to introduce and develop the following points:

- Orientate the studies towards employability.
- Give value to professional experience inside the ECTS.
- Developing European University co-operation is a tool for permanent evaluation and quality insurance

This was done in accordance with Prof. Daxner and with the moral and material support of the European University Association (see the letter of support as an annex).

There are 20,000 students registered in the University of Prishtina, among them very few in the second year and this number will increase very quickly. But most of them are "ghost students" working outside the University and there are no more than 7 or 8,000 "studying students". Thus, Kosovo has about 1 "studying students" for 240 inhabitants, whereas France has 1 for 30 inhabitants. To train its middle classes as well as its elite, Kosovo would need ***at least 40,000 active and motivated students***. To stop the urban concentration in Prishtina and to use these students as vectors for the economic local development, it will be useful to share them out between different towns, Prishtina of course, but also Prizren, Mitrovica, Peja, Gjilan, ... ***Bachelor's professional studies could be gradually developed in different towns*** in the existing technical high schools, as it exists in France.

The University and its faculties.

There are 14 faculties in the University. These faculties are separate entities, each developing a strong autonomy and it becomes very difficult for them to use and share their resources according to their common needs, even at the time now of pluridisciplinary, evolution of knowledge, of giving value to professional experience, of life-long learning. The impression prevails that each faculty, each "centre", even sometimes each department behaves itself as an autonomous "enclave" inside the university, without great collaboration from one enclave to another. It is difficult to organize a strong follow up any transversal commission and thus any group of reflection for the emergence of new ideas, especially at that time when the international "umbrella" has taken the place of the Serb oppression for a population who

never really knew about exercise of democratic power. This has nothing to do with doubting about the good willing of the implied persons, but it presents the felt impression on the prevailing superstructure about which many Kosovar colleagues complain while participating to it themselves. Here again, the solution is in the enforcement of international collaboration, bringing with it, in a spirit of cordiality and rigorous precision, its expertise built on concrete common experience.

Evening courses, tuition fees and ghost-students.

There are at least three explanations to the fact that many registered students do not attend the courses :

- The opportunity of getting kind of jobs or salaries in activities more or less linked to the international presence.
- The opportunity to present any examination at University as many times as one wants.
- The absence of any tuition fee for university studies. One pays only to compete for entering university.

On the background of a yearly contract with each student, the following propositions should contribute to the ***vanishing of these 60% ghost students by developing the opportunity to carry on a remunerative activity while studying.*** They distinguish two types of students making it possible each year, or even each semester, to change temporarily from one type to the other :

- 1) The usual "***day courses students***", paying tuition fees which are modest but imitative, with possible exemption based on criteria of Excellency and/or financial resources. Let's say about 50 DM per semester. For those students, each modulus has to be presented not more than 4 times and they have to succeed for the bachelor's degree in no more than 4 years and the master's in no more than three years.
- 2) The ***evening courses students***, paying tuition fees whose amount permits to pay extra hours of teaching for their professors, and only the courses, let's say 1 or 2 DM per hour per student, or 4 to 600 Dm per academic year, paid per modulus at the beginning of each semester.. For these students will be at the end of the afternoon and on Saturday. This situation will take advantage of the new organisation of the curricula according to the ECTS. Bachelor's degree should be obtained in no more than 6 years and the master's in no more than 4 years.

Strategic proposition for the University of Prishtina

Here some simple propositions are presented which we think urgent and essential once the general Bologna framework, namely "3,5,8" + ECTS will be effective.

- 1) Introduce the professionalisation of the studies, starting with the first cycle. This will include, for the best of the students, elective or supplementary modulus during the second and third year permitting to continue the studies to the master directly after the bachelor's degree. This evolution can be realised through the project "professional bachelor's studies" by introducing new modulus or by renewing existing ones in the framework of developing international collaborations adapted to each implied faculty. These studies must try and adapt to employment in Kosovo as a priority but also in Europe for at least 80% of the students.
- 2) In the framework of international collaborations, introduce permanent training modulus taught at the end of the afternoon or on Saturday. The training of the trainers should be brought by a European project before arriving to its self-financing. Then complete Bachelor's studies, and finally masters will be introduced through life-long learning, integrating valorisation of professional experience and dual training. This should ensure the disappearing of ghost-students.
- 3) The post graduate studies directly after the bachelor, would be reserved for 20% of the students, to prepare a specialised master's degree each defined under the label of at least two European universities acting as a mini network created to support these master's studies in Kosovo. In a first step, at least foreign professors should teach 33% of the courses and all the teachers should be agreed by the network and trained by it. The aim, on a middle term would be to implement in Prishtina master's degrees from foreign European universities.
- 4) For the very best of the students, help them to prepare abroad a master if it does not exist on Prishtina. But such a student should engage himself to teach then at least 50 hours per year in Kosovo.
- 5) Develop the preparation of PhD under double direction including one abroad, to train the new university staff.
- 6) Prepare the implementation of new university centres in some towns, to deliver Bachelor's degrees linked to the needs of local economic development. The high schools already existing should be the kernels of these implementations.
- 7) The needs of an economy are not just of top managers of companies. A priority should be given to the training of technicians and intermediate managers. Practical internships and training to management and communication should be introduced during the studies so as to develop the spirit of entrepreneurship and creativity as well as the knowledge of several languages.

All this must be done in a large context of international collaborations and opening. This is the only way to identify the best partners, with a priority for the youngest ones, on a horizon of about ten years to measure the effective change. The general co-ordination could be on behalf of the European University Association.

Furthermore, the faculties should be gathered in fewer and larger ones to permit the display of the fruitful effects of the European Credit Transfer System:

- A Faculty of Science and Technology
- A Faculty of Humanities and Social Sciences
- A Faculty of Law and Economics
- A Faculty of Medicine
- A Faculty of Fine Arts including a School of Architecture and Urbanism
- A College of Pedagogy for post-graduate students.

III-B] Three projects: missions, professionalisation, and research.

III-B-1] International missions

Reports of these missions are available upon request.

To establish basis for international collaborations, seven missions were rapidly organised with the help of the University of Prishtina, the European University Association and the host universities.

- Mathematics and Informatics: Pr. Faton Berisha in France (Palaiseau (X), Orsay, Paris, La Rochelle).
- Architecture and urbanism: Dr Ilir Murseli to France, Switzerland and Italy (Nancy, Lugano and Milano)
- Philosophy: Pr. Kadri Metaj in France (Lille);
- Science for engineers: - Pr. Kettle from Germany (Freiberg) in Mechanics
- Pr. Dagues from France (Toulouse) in Electrotechnics
- Two missions are forecasted in Toulouse en September for two professors in Electrotechnics: Pr Ilir Limani and Pr. Edmond Beqiri.
- There was also a mission of Dr. Christopher Lucken for the department of French, organised by his university Paris 8.
- And, independently, the university of Prishtina welcomed some foreign professors in human and social sciences, law, economy and management.

III-B-2] Proposal "Professional Bachelor's Studies in Kosovo"

Implementation of new 3-year professional Bachelor's studies open to employability at the University of Pristina, according to the Bologna resolution. Each Bachelor program will be set up in close relation with an international university network offering a standing expertise for this implementation. Foreign professors will come and implement new modules of 24 hours teaching (12 hours by foreigners, 12 by local professors) in the curricula. They will train local professors to teach these modules themselves, and will also act as external examiners for the diploma.

Professional-oriented modulus will also be introduced in common Bachelors, so as to help students in the choice of a profession, and to train the teachers to the employability for their students

A "Committee for the professional studies" will coordinate this project and develop synergy between the University of Pristina and its socio-economical environment (companies, enterprises, administrations). Representatives of the involved faculties, as well as interested companies and administrations, and representatives of the foreign universities will compose this Committee. It will prepare the implementation of a life-long learning department at the University and of work-study programs.

People from professions related to the bachelor's studies would act as teachers for practical courses and as trainers for students coming for internships.

The KCB will finance the costs related to the missions of foreign and local professors, and to the working of this Committee. Total per year = 250,000 DM. Donors (WUS, DAAD, GTZ, British Council, OSI, governments,) will be asked to offer scholarships to train young future trainers abroad for this professional bachelor's studies. The hoped total fund by donors is at least 1,000 000 DM for three years.

Policy priority

Organising the studies on European standards and with permanent foreign expertise, this project is expected to generate incomes for the economy of Kosovo in the medium term:

- Allowing better employability and entrepreneurship for the youth of Kosovo;
- Developing such undergraduate professional studies in different towns of Kosovo, thus participating in the economic developments;
- Facilitating the possibility for foreign investors to find local technicians qualified according to European standards;
- Offering the possibility to work abroad in quite better conditions, with a good and recognised level of qualification;

It comes from the Bologna Resolution: "*The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification.*"

And: "*European cooperation in matters of evaluation and quality*" should be introduced.

Performance measures

Each mission made by foreign professors will give rise to a report and a personal evaluation. Internet will distribute a quick monthly report to all participants (partner universities, faculties, professors, teachers and students). A general half-yearly report will be printed and distributed. A yearly seminar will make the assessment of the progress.

The European University Association will act as an associate partner.

III-B-3] Project: "Revival of the university research activities"

Preamble

The University of Pristina was cut off from the external world for years and one of the results was the fact that research almost disappeared as an activity of the faculties and departments. Even if one can consider that some academics still do research, it is usually on their own and without the international confrontation brought by scientific encounters as well as publications with international referees. Furthermore, the collapse of Yugoslavia closed Kosovo in on itself, making mobility more difficult and thus more difficult the activities of modern scientific research.

It is important, in the general framework of restarting the university's activities, to set up, if not directly the research itself, at least conditions that will permit eventually the university teachers to become effective researchers.

Aims of the project

- Prepare the training to research for students, pre- or post-doctorates.
- Set up a habit and a practice of working together.
- Integrate this training in international networks.

Donors such as WUS, OSI, foreign governments or universities will fund these activities. The costs themselves are not very high and can be attributed partly or totally.

Target public

- Young students with at least graduate level, students preparing PhD, post-doctorates, young university teachers.
- Maximum age: 35 years, exceptionally 40. This does not prohibit invitations to other people to participate occasionally.

Domains

All the disciplines are a priori eligible, but the greatest number of disciplines compatible with the domain of a given group should be considered thus defining a "pluridisciplinary approach". Following groups can already be set up:

- Human sciences (philosophy, psychology, sociology, literature, history, political sciences,)
- Juridical sciences
- Environment, architecture and urbanism
- Information sciences

An interaction between the different groups is hopeful and common encounters can be organised to compare and harmonise the way they go. Each group is in contact with foreign university departments, which provide books and papers for the seminars, and, if possible, send researchers for longer sessions.

Activities

§ Each group meets regularly once a week for a seminar of 3 hours. The date is chosen so as to gather all the members of the group.

§ The seminars of a group develop a theme chosen in common. On this theme, talks are distributed to the members of the group, as well as necessary books and/or papers.

§ The attendance at the seminars is compulsory for all the members of the group.

§ During each seminar, one or two persons expose the results of their readings and/or of their personal researches. It is necessary that all the attendants understand each talk, so that these talks can be followed by debates, which should be as large as possible.

§ More specialised sub-groups can be organised but they will always report to the group itself.

§ Two or three times in the year, the seminar is held during several days, as mini-schools, which may be enlarged to other attendants. These sessions are held if possible outside Prishtina in a convivial place where the participants are necessarily together during all the day (hotel in the mountains for example). Foreign participants are invited there and give their opinion on the evolution of the group.

§ Each group edits a publication presenting the most interesting tasks and discussions,.

§ The last seminar of the academic year is made open to other participants as a summer school whose theme is the one studied during the year. Again, this should be held in a convivial place so as to favour the best scientific and personal contacts.

Financing

The financial support for each group, which will be presented to donors, must cover in order of priority: Buying books and reviews, which are necessary for preparing the talks. Travel and cheap accommodation for foreign participants. Organisation of sessions in convivial places outside of Pristina. Example for a group of 20 participants holding per year 20 seminars of 3 hours, 2 convivial sessions and a small summer school: Books and reviews: between 2,000 and 4,000 DM. Three foreign researchers: 5,000 DM. Housing and accommodation for 2 sessions and the summer school during 4 days out of Pristina: to be determined.

III-C) Scientific and technological studies

Scientific studies are at the faculty of mathematics and natural sciences, but the students already choose their speciality when competing for entry at University. The technological sciences studies are in three faculties: Electrotechnics, Mechanics and Civil Engineering. Plus studies in chemistry at the faculty of natural sciences. Each professor is attached to only one faculty in which he teaches. You can thus observe in a faculty of engineering too many students in the course of mathematics, and in the department of math only 2 or 3 students for a professor. The necessity, especially during this hard period, should command that the different departments and faculties define together the general common framework of the studies, the needs of equipment, common courses and modulus, in short that they study together their convergence and complementarily. The importance of these four faculties for developing employment of their students in Kosovo or abroad in Europe does not need to be underlined. **It is highly necessary for these four faculties to define only one, gathering all the resources, a Faculty of Science and Technology, with several departments co-operating together.**

Such a faculty could:

- Co-ordinate the reform of the curricula according to a common framework for all the departments.
- Prepare a common concourse for entering the university in science and technology so as to let the students choose his speciality according to his affinity.
- Organise the whole management of human resources for teaching.
- Define the courses and curricula to build an renew so as to prepare "the integration of the students on the European labour market" (Bologna), for example by introducing courses in management, accountancy, labour's law, communication, ...
- Prepare a strategy for recognition of professional experience in the curses of the students, as well as the qualifications students might have got by studying abroad.
- Define a department for life-long learning.

During our mission, we worked on several projects of reform in the bachelor's curricula, in collaboration with European universities:

- Biology, chemistry and environmental studies: project of a professional bachelor defined through a TEMPUS project presented in last February.
- Computer science: project of a professional bachelor with the help of University of La Rochelle (F)
- Electrotechnics: collaboration initiated with the polytechnic Institute of Toulouse.
- Mechanical Engineering: bachelor with the collaboration of Technical University of Freiberg (D).
- Architecture: definition of the all curricula (bachelor and master) in collaboration with Nancy (F), Lugano (CH) and Milano (I).

In Civil Engineering, which will receive important help from the European Agency of reconstruction, time was too short, at this end of the year, to organise international contacts despite some good willing of foreign universities.

See the French version of this report for more details on the different domains in Science and technology and the possibilities of international co-operation.

II-D) Medicine and Pharmacy: See the French version of the report.

III-E} Humanities, Law and management.

See the French version of the report for more details on international collaborations in social and human sciences.

These domains are spread over 4 faculties and some "centres".

He would be more convenient to group them in two faculties:

- **Humanities (philology, social and human sciences)**
- **Law and Economy**

Each with its departments. This would facilitate the possibilities of common and/or transferable credits such as translation in many languages, political philosophy, and so on.

The Business High School of Peja (BHSP) is attached to the faculty of Economics and was rather famous some years ago. They aim to deliver Bachelor's degrees in Business and management. A serious work has been done to prepare the curricula. The only reproach one can do is that the references taken on Internet were probably a bit "high" (Harvard, London School of Economics, INSEAD, MIT) compared to their project. A level of the French "IUT" or "licence professionnelle" (Institut universitaire de technologie, in 2 or 3 years) would be much more adapted. Furthermore, the main problem is not only to fix good curricula but also to have good teachers and equipment to perform them, especially teachers knowing and practising modern economy and management and able to get rid of what they learned and taught during the communism's time, even Yugoslav communism.

Nevertheless, the BHSP should be sustained through international collaboration. The Centre in Budapest of the Business School of Angers, France (ESSCA) agrees to participate by welcoming young teachers in its fall semester taught in English on "European Business". A European universities' consortium should be built to introduce each year 5 or 6 modulus of 24 hours of courses in the curricula. This means 120 to 150 hours per year, and to train regularly some Kosovar trainers. A budget of around 10,000 Euro per year would be enough.

The department of Philosophy

A meeting with Pr. Daxner was organised and its consequence was the following letter written by the director of this department. He will participate with some colleagues to the Summer University in September in Lille, where the basis for a network in Philosophy in South-Eastern Europe should be proposed.

Dear Professor Daxner,

In the name of my colleagues of the department of Philosophy:

We are very grateful to you for having found time to meet us last Tuesday and are pleased with the outcome of that meeting. During our considerations on the new curriculum for philosophy studies and necessary changes in methodology of work with students we identified a number of existing problems that need to be tackled. Considering your proposition of creating a new university position for teaching philosophy in Prishtina, we consider that the nowadays situation of philosophy in Kosova does not permit us to recruit without risk a competent person, even at the master's level. That's why, as you kindly suggested us, we do the following propositions for strengthening the contribution of philosophy in the necessary change of mentality:

a) *“New modules with foreign professors”*

Give us the possibility of developing an international cooperation network in philosophy. We already have fruitful contacts with the universities of Babes-Bolyai in Cluj (Romania, master of contemporary philosophy, Prof. Virgil Ciomos), Charles de Gaulle in Lille (France, Prof. Patrice Canivez), Oldenburg (Prof. Rainer Fabian), Tirana (Prof. Gergj Sinani) and Zagreb (Prof. Gvozden Flego). We propose to get the financial support for inviting foreign partners as associate temporary professors coming for one or two weeks to implement new modules in our curricula and help us rebuilding a real research activity.

b) *“Joint directions of PhD”*

Provide some scholarships grants for PhD students in philosophy at Western universities stemmed from this international network. Not to cut these students from our department during a long time, and to give them the possibility of becoming vectors for developing research activities in Kosova, we propose to develop joint directions of thesis for two or three students working and teaching in Prishtina and spending each year one semester of doctoral studies in foreign western partner universities such as Lille or Oldenburg¹.

c) *“Jean-Jacques Rousseau at Dijon”*

Provide the introduction of new approaches to philosophy that would raise interest among young students through the organization of a contest. Participants from all the Kosova shall submit their philosophical dissertation based on the general theme proposed. We do appreciate your idea and your kind proposal for the financial support (logistics and prizes for the winners).

Our hope remains that your generous proposals combined to our motivation and expectations, and set up new philosophy studies and development of genuine research activities, which we believe without doubt quite essential to get Kosova fall into the European line.

With all our thanks and hopes,

Kadri Metaj

¹ Initiating such a process will surely allow us to get other funding as for example from the OSI.

III-F] Possible collaborations with French universities

" The University of Prishtina during its history has had some contacts with French Universities; after the war, only symbolic relations with Universities of Sorbonne and Bordeaux. We are open for co-operation with Your Universities and we can see many possibilities fir more closely operations."

(Rector Zelnej Kelmendi, Rector of the University of Prishtina, 31 July 2001)

See the complete French version for more details.

The French ministry of foreign affairs, due an old collaboration in the department of French with University Paris 8, now supports the only active collaboration of the University of Prishtina with French universities. Many opportunities are still present, either in domains already developing international contacts (Law; Economy and management; Social, administrative and political Sciences; Architecture) or with others where these contacts are to be developed: telecommunications, mathematics and computer science, philosophy, and environment.

Some French contacted universities already agree to start these collaborations.

An opportunity exists to take advantage of the investments made by France in Romanian and Bulgarian universities where some universities developed or even successfully implemented their own courses and degrees. We could either send students in these countries or welcome professors from there to come and introduce new courses in Kosovo. For example in Law (Bucharest), applied foreign languages (Cluj), Philosophy (Cluj), Science of material (Pitesti), Finance (Bucharest), Management (Sofia), Political Sciences (Bucharest), Sciences for Engineers (Bucharest),

A French total budget of 20 to 30 thousand Euros per year would be sufficient to develop this collaboration and could be brought as a French participation to the project "Professional Bachelor's studies".

IV] The summer University of Prishtina

See the French version for more details.

This university, organised by ATA (Academic Training Association) filled its promises, gathering more than 450 students, including one third of non-Kosovars. For many students, it's been their first relations with foreign professors and students since ten years and also the first application of the ECTS.

Hopefully, this summer university will continue in the coming years and introduce the "summer courses" which will, no doubt, have to be developed in all Europe. After the generalised "3,5,8" and ECTS, Kosovo will again be in advance in Europe.

V] Conclusions and prospects

1] In schools the general framework for teaching French and for starting the "School of Europe" is now fixed by the signed memorandum. It has now to be implemented. A francophone co-ordination including Switzerland, Canada and Belgium could be considered. But starting and developing the School of Europe will probably not be an easy task especially if we want this project not just to juxtapose one French and one German project, but also to become a real European project held by France and Germany. For that, we hope the participation of the "Office franco-allemand de la Jeunesse" to the School of Europe. It is good to have as an ambition that *"In ten or twenty years, the principal actors of the integration of Kosovo in Europe will be former students from this School of Europe"*.

Considering some other operations which were not included in this mission (Gymnasium of Vushtrri, reconstruction of other schools through the actions of "Developpement Local Balkans", agricultural school of Prishtina, operations of Solidarite Laique,) the action of France is very significative in Kosovo. France is the only country to develop a coherent strategy for the teaching of its language in Kosovo. But this situation may well change soon and, once we have admitted "English for all", there will probably be a "co-operation-competition" for the second foreign language. And it will be mainly with the German language, which has the benefit of a high interest of the families. It becomes thus necessary to develop no only twinning of Kosovar schools with foreign European ones, but the integration of these schools in existing European network.

The French intervention must be considered as an opportunity for linking Kosovo to the construction of Europe.

2] At the University of Prishtina, the general framework of the Bologna Resolution, namely the "3,5,8" and the ECTS, is now effective. This highly important step will help the university, even among its difficulties, to transform itself in a tool for the development of Kosovo and its integration in Europe. An important objective now is to realise the reason why the Bologna Resolution has been written and signed: the integration of the University in the framework of the European market of innovation and employment.

An important contribution to this prospect of transforming the University of Prishtina as a tool for European integration in symbiosis with its socio-economical environment, will be to realise the two proposed projects:

- ***Professional bachelor's studies***
- ***Revival of research activity***

The first one could foreshadow a strategy of implementing a department of lifelong learning and distant learning. Such a department could act as a working group on the necessary links between the reform of the syllabuses and the needs of developing employment and research.

To follow up these projects, a co-ordinator country should be appointed. This person, from a European country, would come periodically to Prishtina to help implementing the decisions and he would keep a permanent Internet contact with the University and its local actors of the projects. Acting in tight relation with the Kosovar persons in charge, and with their confidence, he should refer regularly to the European University Association, which would help him to build the European micro networks, eventually to find donors, and have the power of decision in case of contest.

Translation French to English
Letter of the President of the
European University Association
www.unige.ch/eua

M. Christian DUHAMEL
University of Prishtina
C/o UNMIK
Dept. Education and Science
PO Box 515
91000 Skopje
FYR Macedonia

Geneva, 22nd May 2001

Dear Colleague,

It is with a great pleasure that we have learnt today by means of Pr. Michael Daxner, in charge of the Education and Science within the United Nations Mission In Kosovo (UNMIK), your three-month mission beside Pr.Daxner at the University of Prishtina.

We are also very pleased to know that you will work with the Rector and the deans in Prishtina on the very concrete implementation and practice within this university of the fundamental elements of the Bologna Declaration. This task shall facilitate the entrance of Kosovo in the European space of the higher education.

We do consider this task as a major stake for the reform and the modernization of the higher education in Kosovo, not only to ensure quality training for the students of that region but also to promote its progress towards stability, peace and prosperity in a European framework. With regard to that, we will give you our consent as for the strategy you propose for the reform process of the university programmes in Prishtina, namely the general framework of the “3, 5, 8 “ and the ECTS system as well as the definition of some more advanced projects of first cycles, professionally oriented, with the support of European universities.

In the name of our supporting team for the University of Prishtina, which gathers a certain number of universities and other academic organisations in Europe, under the co-presidency of the Council of Europe, we place at your disposal our expertises and resources so as to support you in your duty.

Yours sincerely.

Pr.Eric Froment
President

Cc: Pr.Zejnel Kelmendi, Rector, University of Prishtina
Pr.Michael Daxner, UNMIK
M.Sjur Bergan , Council of Europe

Memorandum of understanding
between
the JIAS "Department of Education and Science"
and
the "Bureau de Liaison Francais" of Prishtina

Hereafter designated as the "DES" and the "BLF"

A] Preamble

The DES and the BLF agree on the following points:

A-i] The teaching of several foreign European languages in the schools of Kosovo is a stake of major importance for progress towards stability and peace and to facilitate Kosovo's entry in the European space of teaching.

A-ii] The teaching of foreign languages is currently not sufficient enough in the schools, and this is true for teaching capacity and methods as well. Normally, the teaching of a foreign language has to be good enough to enable the pupil to read and speak that language correctly, which is rarely the case in the current situation.

A-iii] The DES proposes that the BLF contributes to the reform of foreign language teaching in the schools of Kosovo by providing its support for the teaching of the French language.

A-iv] The DES and the BLF agree on the importance having a school for the teaching of European languages in Kosovo, pedagogical methods and a multiethnic approach, in which visibility and influence are presented as a model for the whole education system.

B] Priority teaching network of the foreign languages .

B-i] The BLF proposes that a « priority teaching network for foreign languages as a second language » is created, hereafter designated as the « network », including the French language. The main task of this network would be to realize what is proposed above [see A-ii]

B-ii] To begin with, this network would be composed of ten well identified high-schools which might be chosen from the list provided in annex 1. Then and according to different evaluations made, the network could include more schools.

B-iii] The DES agrees on this choice and will see to it that those ten schools in Kosovo are rapidly designated in cooperation with CIDA so as to constitute this network.

C] The teaching of the French language.

The DES, from the start of the new school term in September 2001:

C-i] will offer to all pupils enrolled in the high-schools of the network, to the best of its ability, the opportunity to learn a second foreign language including French during their schooling time ;

C-ii] will recruit the teachers of French language required to provide the lessons.

D] Coordination and training of the trainers.

D-i] Five schools, as designated in annex 2, will be designated as the pedagogical didactic centers of the « network » for the teaching of the French language. In coordination with UNICEF, they will be in charge specifically for the conception and the set up of the education programmes as well as participation in the continuing training of the whole group of french teachers in Kosovo. This will be done in cooperation with CIDA.

D-ii] Five teachers, designated in annex 3, will be the trainers of those centers. The BLF will provide the means to sustain pedagogical training in France during summer 2001.

D-iii] The DES :

- Authorises those five teachers to go to France for a training period of six weeks at the CIEP (International Center of Pedagogical Studies) starting from the 1st of June 2001, accompanied by a member of the « Task Force on curricula » from UNMIK whose training session will also be financed by the BLF.
- Sets up, with the agreement of UNICEF, the curricula defined for the teaching of the French language in the schools included in the network.
- Will nominate those five pedagogical advisers for the teaching of the French language in Kosovo, relieving them from a part of their duties as a statutory teacher.

Will nominate required teachers to compensate for the gap created in teaching duties through the action mentioned above.

E] German and French project of the « European School of Prishtina »

E-i] The DES,

- having been familiarized with the project named « The European School of Prishtina » presented by the « Mission Laïque Française », described further in annex 4,
- without waiting for the decision made with regards to the German side,
- wishing for subsequent cooperation of other European countries based on modalities of the agreement ,

agrees on the above mentioned project and its launch as soon as the new school term in September 2001 begins, and consequently authorises the directors of the following three schools:

- primary school Elena Gjika,
- primary school Naim Frasheri,
- high-school Sami Frasheri,

to sign a letter of engagement with the « Mission Laïque Française ».

E-ii] The « Mission laïque française », starting with the signature of the present M.O.U., will provide the DES with a quarterly progress report. This report will be issued in French and in English.

F] Duration of the agreement -evaluation.

F-i] This agreement will conclude after a period of three full academic years starting from its signature. At the end of those three years, a potential extension of the agreement will be discussed.

F-ii] After joint yearly evaluations by the DES and the BLF of the project's success in attaining the expressed goals, both sides will decide about the project's renewal.

F-iii] The BLF will provide the DES with any pertinent documentation (evaluation, mail, mission report, ..) informing the DES on the progress and development of the project, and a report will be provided, written in French and translated into English, every four months (starting from the initial signature)

G] Enclosures

The following enclosures are annexed to the present document :

- **Annex 1** : List of the ten schools included in the network and an additional list of three potential schools to be part of the network.
- **Annex 2** : List of the five schools selected to be didactic centers for the teaching of the French language.
- **Annex 3** : List of the five french teachers selected as potential pedagogical advisers.
- **Annex 4** : Summary of the project « European School of Europe » presented by the « Mission Laïque Française »

Prishtina

For the DES :

For the BLF :

Michael Daxner

Naim Rushtemi

Bernard Garancher