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NEW UNIVER SITIES FOR GJILAN AND PEJA?
INITIAL REPORT OF A FEASIBILITY STUDY

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THE FEASIBILITY STUDY

This Study has been commissioned by the Ministry of Education, Science and Technology of the Republic of Kosovo (**MEST**) and has been supported by British Council, Kosovo. The author is grateful to both for their active and positive support.

The author has had the benefit of conversations with a large number of key stakeholders in both Gjilan and Peja during November 2010, as well as the Rectors of the University of Prishtina and the University of **Prizren**. The author been struck by the strength of the consensus that it would be highly desirable to establish new Universities in both Gjilan and Peja and the active support for such developments which stake-holders in both cities have pledged.

It is perhaps worth stating clearly the view of a "modern" University which the author has shared with stake-holders during the consultation process.

Modern Universities serve a number of purposes. They are seats of scholarship, independent thinking and original research. At the same time, they lead new developments in science, technology, business, art and culture and the social sciences. They need to be both groves of academe and motors for social, economic and technological change. They will be judged not only by how well they meet their own stated mission but also by the ruler of international **comparison** - benchmarking.

In planning for new Universities, it is therefore important to consider not only the intrinsic attractions which a modern University in new premises with state of the art facilities may provide but also the social and cultural relevance which the modern University brings to its region and the wider national community.

A modern University should seek to attract the best students from whichever part of the country - or the world - it can. It should seek to attract them by its engagement with excellence in its chosen fields of study. Its choice of fields of study should depend, however, not on its random success in attracting top-flight scientists and scholars as individuals but on a planned strategy for building a strong reputation for sustainable research, teaching and professional practice in its chosen areas of specialisation.

In serving its local community, it should reflect very carefully on how best it might build upon - and then support and take forward - the socio-economic strengths of its region. It helps enormously if its strategic thinking encompasses a clear notion of the region or community - which it plans to support.

Kosovo now has three public Universities and seventeen private higher education institutions which, in most cases, seek University status over the medium term. The country has a dynamic Ministry of Education, Science and Technology which has expressed its ambitions for the nation in the recent Kosovo Education Strategic Plan, 2011-2016.

"The KESP provides an important opportunity to make the education system more coherent and bridge the gaps in provision and ensuring the links are maintained between the relevance of education content and learning with sustainable national development priorities. KESP recognises the need for the education system to be more responsive to the labour market demands, to meet key government priorities and to meet pressing economic development goals". (p 9)

Yet there is considerable overlap in strategic objectives and programmes between the current Higher Education Institutions - and most are located in the capital, Prishtina. The concentration of provision in the capital city makes access difficult for those young people who cannot afford to travel or stay in the city and virtually impossible for those who are already working but wish to improve their skills and prospects by studying at University level.

This is the challenge of geography which any plan for new Universities must address.

This leads then to a model of geographical tendency - not a rigid planning document which splits the country into zones, but one which recognises that there are material reasons (not least, transport routes) which suggest a sphere of geographical interest which it is appropriate for a University to consider in its curriculum design and student recruitment planning. It encourages these modern Universities to build particular specialisms which are consonant with the socio-economic character and needs of their region. These are the expectations on which the present study is based and which have been shared with stake-holders during the initial consultations.

This Report makes a strong recommendation in favour of the establishment of two new Universities - in Gjilan and in Peja. It is cast as an "initial report" because a further period of formal consultation would be desirable, not least to enable **MEST** to seek formal pledges of support to give weight and substance to the "in principle" statements of support which have already been made.

December 2010

KOSOVO AND ITS REGIONS

The Republic of Kosovo has a population estimated by the Statistical Office of Kosovo to be around 2.2 million and is growing at the rate of nearly 30,000 per year. In the absence of a national census for nearly thirty years, population estimates may be contested. However, we can build a picture of demographic change over the past 25 years from the data recorded by the Statistical Office of Kosovo from registrations of births, bearing in mind that even this may be subject to some challenge.

Table 1. Recorded live births per year, Kosovo

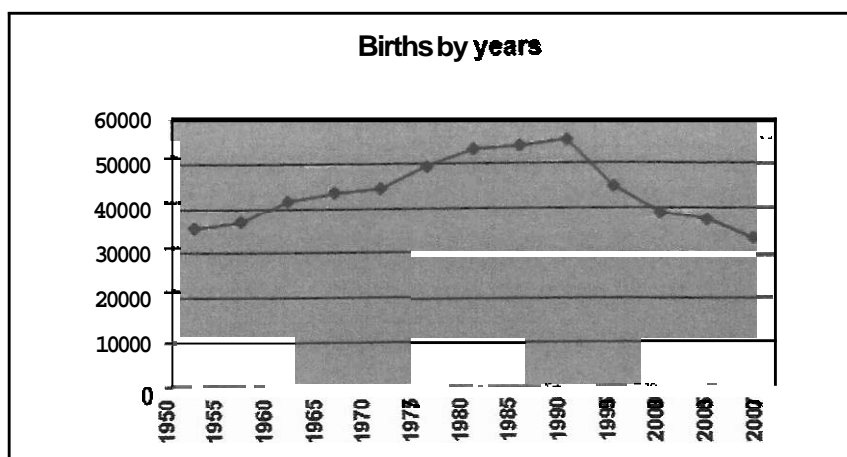
Year	Males	Females	Total
1986	-	-	54,519
1987	-	-	56,221
1988	-	-	56,283
1989	-	-	53,656
1990	-	-	55,175
1991	-	-	52,263
1992	-	-	44,418
1993	-	-	44,132
1994	-	-	43,450
1995	-	-	44,776
1996	-	-	46,041
1997	-	-	42,920
1998	-	-	41,752
1999	-	-	40,020
2000	-	-	38,687
2001	-	-	37,412
2002	-	-	36,136
2003	-	-	31,994
2004	-	-	35,063
2005	-	-	37,218
2006	-	-	34,187
2007	17,514	15,878	33,312
2008	15,096	13,842	29,938
2009	14,570	13,541	28,106
2010 #	10,644	9,705	20,346

Preliminary data - 9 months only - discrepancies in totalling as in original data

Source: Statistical Office of Kosovo, Demographic changes of the Kosovo population *1948-2006*, 2008, Table 5, p 13 and Statistical Office of Kosovo, General Statistics Series 1, Quarterly Bulletin for October 2010, Table 1.1 p.8

The broader picture of Kosovo's birth-rate over a sixty year period is given by the Statistical Office of Kosovo at http://esk.rks-gov.net/eng/index.php?option=com_content&view=article&id=6&Itemid=3.

This shows clearly how the birth-rate peaked during the **1980s** and returned to the levels seen during the **1950s** after the start of the new century. The most recent figures suggest continuing gentle decline.



This has implications for the provision of education at all levels.

Most of those entering higher education in **2010** were likely to have been born in **1991** or **1992** - at the start of the downward trend in live births and the beginning of the troubled decade. From Table 2 below, we can see that cohort sizes vary between school grades but are generally in line with the figures presented above. In the current academic year there are **432,972** children in Kosovan schools. Around **33,000** are in each of grades **7 - 11**. Numbers fall off in grades **12** and **13**, with grade **13** numbers (at about **13,000**) just **38.5%** of those in grade **11**, as children leave school without plans to continue into higher education. There is a significant drop (of about **10%**) in numbers in grade **6** before they peak in grades **4** and **5** at around **36,000**.

Even without significant improvement in age participation rates for higher education, it is clear that demand will continue to increase, peaking in **2019** and **2020** for the country as a whole and in each of its regions. The Anamorava and Dukagjini regions are different from others, however, in that they will experience significant peaks well before that. In Anamorava, the first peak will come in **2013** and **2014**, whilst in Dukagjini this will be in **2015**, **2016** and **2017**. Within these regions, there will be particular pressure on both Gjilan and Peja in **2013** and **2014** at just the time when pressure of numbers in Prishtina reaches its peak.

The case for urgent action to increase the number of higher education places available for the October 2013 entry, especially in Gjilan and **Peja**, is fully supported by this data.

Furthermore, it is evident that there are significant numbers of younger adults (the 1980s generation) who have not had the benefit of a higher education and for whom outreach provision is necessary. Given the additional educational disadvantage which this generation suffered during the troubled decade, creative strategies for their re-engagement with higher education and vocational education are needed.

This will involve a commitment to outreach education and partnership working with other agencies and the development of new pathways into (and through) higher education, especially those which permit ECTS credits to be achieved in smaller units and over a more extended period than that expected of Matura-holders.

Table 2. Students in each school grade by Region, 2010-11

VIII 10/11 - Year 2010/2011																
Gjithsej total	Në mesinjt sipas klasëve - Students in grades 1 - 13															
	<6 vj.	1	2	3	4	5	6	7	8	9	10	11	12	13	13 as % of 11	
Komunat																
gjithsej	432972	25414	30559	30870	33268	36172	36303	30546	33047	33401	33056	32351	33790	27539	12999	38.5%
Ferizaj	30336	1979	2155	2106	2278	2446	2537	1990	2098	2151	2173	2427	2739	2070	1086	39.6%
Kaçanik	8177	514	528	589	589	683	659	531	604	609	663	601	605	448	227	37.5%
H. i Elezit	2109	137	158	157	133	176	169	158	157	165	195	159	155	115	0	0.0%
Gjilan	25980	1520	1545	1592	1790	2053	1954	1683	1740	1925	1958	2345	2471	1998	1253	50.7%
Kamenicë	7277	351	370	443	454	558	581	491	532	573	663	577	747	529	285	38.2%
Novobërdë	635	38	45	49	51	45	68	67	52	58	49	21	19	17	0	0.0%
Viti	12784	766	860	949	924	1136	1085	930	1033	1020	978	993	989	799	287	29.0%
Anamorava	87298	5305	5661	5885	6219	7097	7053	5850	6216	6501	6679	7123	7725	5976	3138	40.6%
Mitrovicë	18554	1367	1271	1317	1479	1546	1437	1202	1319	1441	935	1554	1548	1417	673	43.5%
Skenderaj	13839	714	982	1023	1125	1145	1202	979	1175	1036	1149	878	988	943	412	41.7%
Vushtrri	18444	942	1446	1428	1451	1578	1518	1375	1468	1326	1491	1289	1405	1173	517	36.8%
Z. Potok	146	20	11	14	13	10	17	14	15	14	18	0	0	0	0	
Leposaviq	23	0	5	3	5	2	3	1	2	1	1	0	0	0	0	
Zveçan	56	0	0	0	0	0	9	0	10	4	6	0	0	0	0	
Mitrovicë	51062	3043	3715	3785	4073	4281	4188	3571	3989	3822	3600	3721	3941	3533	1602	40.6%
Pejë	23723	1474	1609	1516	1582	1749	1812	1610	1750	1755	1754	1979	1992	1737	817	41.0%
Istog	10035	648	669	670	698	784	886	739	844	884	813	678	691	604	298	43.1%
Klinë	10318	458	769	807	863	939	913	728	899	899	842	776	615	608	173	28.1%
Deçan	8085	483	541	559	567	602	589	505	677	703	681	573	677	679	233	34.4%
Junik	1321	89	104	95	100	110	104	99	117	111	111	90	85	89	12	14.1%
Gjakovë	24120	1209	1685	1595	1890	1879	2027	1787	1895	1976	1956	1718	1773	1604	865	48.8%
Dukagjini	77602	4361	5377	5242	5700	6063	6331	5468	6182	6328	6157	5814	5833	5321	2398	41.1%
Prishtinë	49982	3796	3459	3493	3584	3813	3848	3387	3485	3535	3543	4220	4080	3559	1895	46.4%
Podujevë	23473	1228	1939	1832	2080	2241	1957	1685	1715	1712	1687	1534	1747	1265	826	47.3%

Glogoc	14838	774	1038	1088	1222	1263	1257	1038	1113	1178	1141	990	1294	1002	440	34.0%
F. Kosovë	7711	283	667	642	721	635	654	558	609	583	594	575	554	393	237	42.8%
Obiliq	5226	399	415	433	466	463	443	397	378	423	349	264	353	245	186	52.7%
Lipjan	15124	1027	1089	1106	1151	1277	1368	1039	1110	1072	1061	974	1129	910	503	44.6%
Prishtinë	116354	7507	8607	8594	9224	9692	9527	8104	8410	8503	8375	8557	9157	7374	4087	44.6%
Rahovec	14312	815	988	1001	1141	1285	1397	1073	1150	1274	1256	1059	914	752	119	13.0%
Malishevë	17030	1283	1258	1296	1433	1557	1633	1232	1309	1341	1298	1202	1160	817	170	14.7%
Prizren	38367	1386	2786	2798	2988	3309	3366	2923	3216	3049	3195	2867	2650	2159	1103	41.6%
Suharekë	15657	789	1025	1090	1195	1466	1380	1135	1330	1339	1322	1119	1322	902	90	6.8%
Dragash	5655	382	444	456	508	527	543	461	477	474	443	245	367	180	148	40.3%
Mamushë	1115	58	80	100	87	112	103	108	101	95	101	65	60	38	0	0.0%
Shtime	7628	434	547	555	608	699	707	555	600	581	571	523	608	445	144	23.7%
Shtërpcë	892	51	71	68	92	84	77	66	67	94	59	56	53	42	0	0.0%
Prizren	100656	5198	7199	7384	8052	9039	9206	7553	8250	8247	8245	7136	7134	5335	1774	24.9%

The proportion of each Region's population which is at school varies as follows:

Table 3. Comparison between total population and school population by Region

Region	Estimated population (OSCE estimates)	% of total population	Number of students at school	% of total students
Anamorava	474,700	17.5%	87,298	20.2%
Mitrovicë	355,700	13.1%	51,062	11.8%
Dukagjini	480,600	17.7%	77,602	17.9%
Prishtina	855,000	31.5%	116,354	26.9%
Prizren	546,800	20.2%	100,656	23.2%
Kosovo	2,712,800	100.0%	432,972	100.0%

These variances may either be due to a higher staying on rate (beyond grade 11) in some municipalities (for example, Gjilan or Obiliq) or simply reflect inaccuracies in the estimated population data supplied by OSCE.

EMPLOYMENT AND EMPLOYABILITY

As Kosovo's population increases, so the need to improve employment opportunities and employability becomes ever more pressing. As the **UN Development Programme**, Kosovo starkly puts it

"High unemployment and poverty remain two of the most critical problems facing Kosovo today Unemployment has risen to almost 45 per cent, the highest rate in Europe. Youth unemployment in Kosovo is five times higher than the average within the European Union, a particular cause for concern considering that Kosovo has the youngest population in Europe (**15-24** year olds making up 20 percent of the population). It has been estimated that roughly **200,000** young people will reach working age in the next five years, while the number of people reaching retirement age will be approximately 60.000. In a place with an estimated 45 per cent poverty rate the urgent need for economic improvement, especially of the labour market, is indisputable. As a consequence, only **5-6,000** out of the 30,000 **new job** seekers entering the labour will find employment."
(<http://www.ks.undp.org/?cid=291>)

This is a huge challenge facing Government, its social partners and individuals alike. For individuals seeking to enter the employment marketplace, it is their employability • as well as the vacancies open to them • which will determine their chances of success.

Engagement of the social partners in the development and delivery of employment policies in Kosovo has not been as active in the past as some would recommend. For example. **Ahmet Kasumi** and Besim Kamberaj of the European Training Foundation reported in May **2008** that

"The Kosovo authorities are becoming more and more aware of the need to promote balanced regional socio-economic development. Partnerships that mobilise local actors and that respond to local needs and particularities have been supported by a number of EU- and other donor-funded projects. However, these activities have not yet become part of a policy-development and policy-delivery mechanism; in other words, there is space for Kosovo to promote more inclusive and participatory policy-making and policy-delivery mechanisms." (ETF Kosovo Report: Governance and Administrative Capacity of Employment Institutions in Kosovo, Report ETF WP IPA-08-06 **GOVIPA** p 5)

They pointed out that

"in countries preparing for European Union (EU) membership, the objectives are predetermined by the Lisbon Strategy, whose priorities • including sustainable knowledge- and innovation-based

economic growth, enhancing employment and combating social exclusion • correspond to the challenges faced by Kosovo today." (*ibid* p 6)

Sustainable knowledge and innovation-based economic growth are both key functions of higher education and professional development (both initial and continuing) and should be explicitly identified as key mission priorities for any new Universities which may be established in Kosovo.

Interviews with the Presidents of the two "peak" employers' organisations (the Kosovo Chamber of Commerce (KCC) and the Alliance of Kosovo Businesses (**AKB**)) indicated their strong support for active involvement both in the planning of such new Universities and in the supply of data which will help to shape their curricula.

KCC's mission is very clear • "to support and represent employers' interests vis-a-vis government and to promote development of trade and industry". Its activities include:

- Encouraging entrepreneurship development;
- Promoting research and development;
- Providing business- related information;
- Promoting economic relations with foreign countries;
- Ensuring that enterprise development is at the core of the Kosovo Government development and economic policies;
- Encouraging good business practices.

KCC has agreed to consult its members widely on this feasibility study with a view to engaging actively in institutional and programme development.

AKB's activities include the provision of information for businesses, visits abroad, technical support for industry, business plan development and the facilitation of meetings. Its recent Survey on Labour Market Demands (*Prishtina, 2010*) is an invaluable overview of current and future requirements of the Kosovan labour market, resulting from the analysis of publicly available data, a written questionnaire survey of 1200 enterprises during the summer of 2010.

The report presents data for:

- Employees by occupation based on OCK (Occupation Classification in Kosovo)
- Vacancies by occupation based on OCK
- Anticipation of Vacancies by occupation in the future
- Difficulties in finding employees by occupation
- Ways of filling vacancies by Employers
- Training Needs for recruitment of employees
- Training Needs for the existing staff members

- Training Needs identified by the businesses who have given a positive response
- Average Salary in country level
- Average Salary by sectors by owner (public, private) and sectors of activities
- Average Salary by skills
- Average Salary by region
- Working conditions
- Employees' working contracts
- Employees benefits

The survey indicates that employment increased by 12.6% in these enterprises over the year since 2009 and that 40% of respondents anticipated a further increase in the next year (only 3% expecting a decrease).

It also shows that there is a positive correlation between average salaries and the level of skills or qualification of the employee. Those with a higher education take home an average monthly salary of about €455 compared with €329 in 2008 - an increase of about 38%. Employees with lower qualifications achieved an average monthly salary of about €214 - an increase of 23% since 2008.

The Report indicates that

"It is important to mention that compared to year 2009, there are also demanded Database operators but there are deficient occupations like: Management - Financial Management, Marketing Management, Project Management, **Personnel** Management, Leading production or other occupations which are necessary for a successful business in national and global economy." (p 31)

and

"Another fact is that in powerful enterprises which operate in Kosovo, for many specific occupations there are engaged experts from abroad and this way is avoided the possibility of occupational capacity building, so that such vacancies could be filled by local experts and if we do not have them to build and increase occupational capacities on their professional development." (p 32)

However,

"Training of personnel is still considered by the employers just as an expense but not as an investment. Only 16.7% of employers have declared that they need training for their personnel. But employers have quite specific demands for training of the recruited employees for some occupations which are not easy to be found in the labour market." (p 32)

The Report recommends that

"Taking into account that the sector of Agriculture and that of Production have interdependencies in between them, it must be taken into account that the number of registered enterprises which develop activities in the sector of agriculture is quite low, in fact agriculture still has unexploited potential and represents a good opportunity for economic development. Realistically through Agriculture it would be opening of new enterprises and would create good conditions for creation of new working places, this will also help on transition from a family economy into a sustainable business through unifying potentials, and based on current situation we must see for possibilities of supporting the development of production and **services** sector in order to encourage a sustainable employment." (p 34)

This Recommendation supports other work which sees Agriculture and the Environment as key areas of risk and opportunity for Kosovo, with great potential for employment change and growth in key respects.

For example, the World Bank's 2007 Territory Review of Kosovo suggests that

"The most pressing environmental problems in agriculture are fragmentation of farmland; water and soil pollution from crop and livestock production; industrial pollution; and the fast-paced conversion, before and after the war, of agricultural land to industrial, commercial, and housing uses. Primary agricultural impacts on the environment include soil erosion; landslides; loss of biodiversity; and flooding due to poor irrigation infrastructure and management. In forestry, the most urgent environmental problems are deforestation and degradation of forest land caused by uncontrolled gravel extraction, illegal logging, pests and diseases, and forest fires. Although a large part of Kosovo is covered by forest, only a third of the forested area is considered ecologically healthy and economically productive". ("Integrating Environment into Agriculture and Forestry: Progress and Prospects in Eastern Europe and Central Asia", Volume *II*, **November 2007**, p 1)

The recent **USAID** Report Environmental Threats and Opportunities Assessment (August **2009**) argues for a more active commitment to environmental protection through education:

"Training in the monitoring of biodiversity and the severe need for a trained cadre of resources managers and resource policy specialists is a critical area that requires immediate attention. This is not a "quick fix" option, but rather one that demands time and a payback period that won't be realized until five to six years after it

is started. These present excellent opportunities for donors to work together to begin addressing these critical needs, either by sector, or by leveraging their current and recent experiences in strategy development, municipal planning, or through their work in training and formal educational institutions". (p 43)

Impact on these agricultural and environmental issues will come both from higher levels of scientific education and training in ecological and husbandry disciplines and from a change in focus away from subsistence production towards high value-added approaches, whether in terms of food production and processing or of environmental management and sustainable ecological development • especially in respect of forestry and water resources.

Kosovo does have an opportunity to respond to the growing demand through the more affluent world for organic or "**bio-**" products and for "natural" outside activities, whether mountaineering, hiking, skiing or fishing (and the extension of these into film, photography and other media creation).

When coupled with the country's rich cultural heritage and its growing sense that viticulture and gastronomy can also be powerful magnets for tourism development, it is clear that there is great scope for new enterprise development which will need clear leadership and effective management (particularly if some, at least, of these new enterprises seek to attract foreign capital investment).

THE VALUE OF A UNIVERSITY EDUCATION

Studying at University brings both intrinsic and extrinsic rewards for individuals. The pursuit of a subject discipline for the sake of intellectual enquiry and personal enrichment is a valuable and worthwhile activity which should be recognised and celebrated. The ability to take that subject discipline further - to explore its wider reaches in a way in which no-one else has done - is of both personal and social benefit.

Yet for most people, studying at University is also - indeed, may be primarily - a matter of enhancing their position and prospects in the employment market-place. This is borne out by recent employment statistics in Kosovo.

In its publication General Statistics - Series 1: Quarterly Bulletin, October 2010, the Statistical Office of Kosovo has shown **that job** vacancies for University-qualified people far outnumbered those for people with a lower level of education. Of the 6937 total vacancies in 2008, 994 (14.3%) required a University education. In 2009, 866 of 8269 (10.4%) did. and for the current year to August 2010. 865 of 5702 (15.2%) did.

University-educated unemployed registrants have constituted less than one per cent of the 335,000 or more registered unemployed Kosovans in each of the past three years. There were 2.85 graduates for every job in 2008, compared with a total of 48.4 registered unemployed people as a whole. This rose slightly to 3.5 in 2009, compared with 40.8 and again in the first eight months of 2010 to 3.7 against 59.1 registered unemployed for every vacancy generally.

A University graduate is, therefore, more likely to find a graduate level job vacancy and stands a 16-times better chance of getting the job than all other applicants for all other vacancies advertised. Of course, some graduates will take jobs for which lower qualifications are required. Nonetheless, the data is absolutely convincing on this point - there are more jobs which require graduate skills and graduates stand a better chance of getting a job than others do.

In an economy which has been recently characterised by Reuters as "shambolic", the opportunity to enhance one's life-chances through higher education is enormously important.

"A glimmer of hope lies in the creation since 2008 of some 1,000 jobs in outsourcing enterprises such as call centers or computer engineering services for English or German-speaking companies. Clients include U.S. telecommunications company **AT&T**, Vodafone, BT and Orange. One firm, **3CIS**, has 150 employees, up from five in 2008. "We have to show that the real potential comes from the youth and we need a better education system to be competitive in this global market," said company manager Gezim Pula". (Source:

Fatos Bytyci, Reuters, Mon Dec 6, 2010 at
<http://www.reuters.com/article/idUSTRE6B533N20101206?pageNumber=2>

This is a win-win-win situation. where the individual, the business and the economy all benefit from an investment in high quality higher education.

That win-win-win approach should be encouraged as an alternative to the de-motivating culture of dependence on the public purse (or donor contributions) alone. For that reason, if no other, a clear movement towards public-private partnership modes of developing and delivering higher educational opportunities should be sought and welcomed.

Further observations on the forms and modalities of public-private partnerships are given in Appendix II.

Should the Government of Kosovo choose to take the **PPP** road towards the development of these two new Universities. it must ensure that all partners in the new ventures are committed both strategically and financially to the goal of "genuine increases in efficiency and effectiveness compared [with] the alternatives". This is true whatever form of **PPP** may be adopted.

If it is decided not to proceed towards a **PPP** of this kind, scope will remain for sponsorship of the work of public **HEIs** by the private sector, whether through student scholarship schemes, paid internships, prize awards or other endowments.

It is recommended that the next phase of consultation should include a clear focus on the desirability and the likelihood of success of such alternative approaches to partnership.

THE UNIVERSITY OF PRISHTINA - THE REGIONAL DIMENSION

The landscape of higher education in Kosovo is dominated by the University of Prishtina, with its 40 year history, its covert continuation during the war years and the challenge which its current rejection by the Serb minority in the north of the country poses.

That domination is not merely numerical, although it is recognised that UP is a large institution with some 38,500 students. Its domination results also from its role in supplying so many Professors and more junior staff to the burgeoning private HE sector in Kosovo who have often carried their understanding of HE from their years at UP even whilst seeking to challenge the curricular and pedagogic orthodoxy of the "Public University".

The University has a Faculty of Applied Business in Peja and in 2010 started teaching courses from the Faculty of Law there. It has branches of its Faculty of Education in Gjilan, **Gjakovë** and **Prizren** and its Faculty of Applied Technical Sciences is based in Mitrovice.

New enrolments to UP were 10,775 in 2007, 12,721 in 2008 and 14,942 in 2009. The University draws students from almost the whole of Kosovo, the exceptions being Leposaviq, Zubin Potok and **Zveçan** in the north and **Novobërdë** in the south east.

Table 4 below shows the relationship between UP enrolments in 2009 and each Municipality's estimated population, as reported in their OSCE Municipal Profile. As there has been no national Census since 1981 these figures must be treated with a degree of caution (not least as they suggest a total population of 2.7 million, compared with the official estimate by the Statistical Office of Kosovo of 2.2 million.

Table 4. UP students (2009 registrations) by Region and Municipality of birth.

	Municipality	UP students	as %	Population	as %	UP students per 1,000 population
Anamorava						
4	Gjilan	912	6.10%	130,000	4.79%	7.02
7	Kaçanik	129	0.86%	38,000	1.40%	3.39
	Hani i Elezit	32	0.21%	10,000	0.37%	3.20
10	Kamenicë	193	1.29%	63000	2.32%	3.06
26	Viti	174	1.16%	59,800	2.20%	2.91
25	Ferizaj	450	3.01%	170,000	6.27%	2.65
14	Novobërdë	4	0.03%	3,900	0.14%	1.03
		1894	12.68%	474,700	17.50%	3.99

Dukagjini						
1	Deçan	381	2.55%	40,000	1.47%	9.53
2	Gjakovë	1022	6.84%	150,000	5.53%	6.81
17	Pejë	1055	7.06%	170,000	6.27%	6.21
6	Istog	323	2.16%	56,000	2.06%	5.77
8	Klinë	264	1.77%	55,000	2.03%	4.80
	Junik	28	0.19%	9,600	0.35%	2.92
		3073	20.57%	480,600	17.72%	6.39
Mitrovica						
21	Skenderaj	648	4.34%	72,600	2.68%	8.93
11	Mitrovicë	939	6.28%	130,000	4.79%	7.22
27	Vushtrri	610	4.08%	102,600	3.78%	5.95
28	Zubin Potok	9	0.06%	14,900	0.55%	0.60
29	Zveçan	9	0.06%	17,000	0.63%	0.53
12	Leposaviq	4	0.03%	18,600	0.69%	0.22
		2219	14.85%	355,700	13.11%	6.24
Prishtina						
3	Glllogovc/Drenas	659	4.41%	73,000	2.69%	9.03
18	Podujevë	837	5.60%	126,000	4.64%	6.64
19	Prishtine	2614	17.49%	500,000	18.43%	5.23
13	Lipjan	294	1.97%	76,000	2.80%	3.87
15	Obiliq	63	0.42%	30,000	1.11%	2.10
9	Fushë Kosovë	67	0.45%	50,000	1.84%	1.34
		4534	30.34%	855,000	31.52%	5.30
Prizren						
30	Malishevë	504	3.37%	65,000	2.40%	7.75
24	Suharekë	453	3.03%	77,000	2.84%	5.88
16	Rahovec	405	2.71%	73,700	2.72%	5.50
20	Prizren	943	6.31%	240,000	8.85%	3.93
22	Shtirne	116	0.78%	31,000	1.14%	3.74
23	Shtërpçë	22	0.15%	13,600	0.50%	1.62
5	Dragash	125	0.84%	41,000	1.51%	3.05
	Marnusa	6	0.04%	5,500	0.20%	1.09
		2574	17.23%	546,800	20.16%	4.71

Nationally, UP's 14,942 new registrants in 2009 represented 5.5 students per 1,000 head of population. Strikingly, only two regions - **Dukagjini** and **Mitrovica** - scored higher than the national average even though their principal Municipalities were not the highest scoring within their group. This does suggest both a greater demand for higher education in these regions and a greater take-up due to the UP Faculties located in them.

The same does not hold true of the **Gjilan** region (although not to **Gjilan** municipality itself) and **Prizren** (to a somewhat lesser extent) which also have locally based UP provision. Here, the arguments are very much more about encouraging school leavers towards higher education and thereby widening participation.

Unfortunately, it has not been possible to obtain complete records from the Private **HEIs**, although it is estimated that there were some **17,000** students enrolled with them in **2009**, nor from the University of Mitrovica (estimated at some **9,000**). If we assume a total intake of some **38.500** for **UP**, this suggests that there were around **64,500** students in higher education in Kosovo in **2009-10** - a ratio of **just under 24** per **1,000** population.

On registration, **97.5%** of **UP** students declared their citizenship as "Kosovan", whilst almost **98%** defined their nationality as "Albanian". The only other group of significance was that of "Bosnians", many of whom will have been enrolled in the Faculty of Applied Business in Peja.

Table 5. UP students (2009 registrations) by Nationality.

Albanian	14,642	97.99%
Bosnian	158	1.06%
Kosovan	6	0.04%
Macedonian	6	0.04%
Turkish	99	0.66%
Others	31	0.21%
Total	14,942	

A small number of students gave as their place of birth Bujanoc (**80**) or Podujeva (**19**) suggesting that **UP** does recruit students from the Presheva Valley in neighbouring Serbia.

It is taken as axiomatic in this Feasibility Study that the development of any new University in Kosovo must be carefully planned and negotiated in order to strengthen, not weaken, the University of Prishtina.

GJILAN AND THE ANAMORAVA REGION

Gjilan sits at the centre of a region which, whilst traditionally agrarian (growing wheat and tobacco in particular), has developed textile, metal and ceramics industries.

Although, strictly speaking, Anamorava includes the Municipalities of Gjilan, **Kamenice** and **Viti** it is used in this Report to include also the Municipalities of Kacaniku, Novo **Berde** and most of Ferizaj, together with the adjacent towns in Serbia of Bujanoc and Presheve.

The area is far more ethnically mixed than any other in Kosovo, about 30 per cent of the population being non-Albanian, including Serbs, Roma, **Ashkali** and Croats. Examples of the significance of this for people's daily life are given in the article "Ethnic divide bridged in south-east Kosovo". (*Lumnije Berisha*, Dardan *Bekteshi* and *Srdjan* Antic, Institute for War & Peace Reporting, 8 October 2004)

This is reflected in the Mission and Vision Statement which prefaces the Local Development Strategy for Gjilan

"We expect to live in a well managed and clean environment, having good access to rural **services**. We will generate our income mostly from agroindustry based on local agricultural production. We will have a better life and provide employment possibilities for young generation respecting the ethnic and cultural diversity of our region". (Municipality of Gjilan Local Development Strategy, *June* 2008, p 3)

The Goals of the Strategy are given as

- To modernise agricultural production
- To develop rural infrastructure
- To manage land resources and protect natural environment
- To organize better services in rural areas
- To diversify income generating activities

According to the Strategy

"Gjilan has a tradition of industrial activities; approximately 3,960 private businesses are registered, employing 8,500 persons. Some major companies operate in the municipality: a radiator factory (215 employees), a tobacco factory (240 employees), a carpet textile factory, a steel and iron factory, a wheat mill, a construction company and a building company. Agriculture is the major activity, outside the main town, producing mainly cereals and forages, on a non-intensified or specialised basis. The economy of the main town is therefore depending on the well-being of the farming population. There is a potential for developing an agro

processing industry, considering the geographic position ideal for trade, the long lasting industrial tradition and the **good** fertile land all around". (*ibid* p 22)

According to OSCE (September **2009**), "the largest employers in **Kaçanik/Kaçanik** are "New Lepenci" and "Silcapor" factories, both producers of construction materials, which were privatised in 2005 and 2006. respectively. There are also some 1,051 family-run shops and small businesses registered and operating in the municipality (this figure includes registered shops and business in the former pilot municipal unit of Hani I Elezit/Đeneral Janković). Nevertheless, the majority of the population works in the agriculture sector or is unemployed". (OSCE Municipal Profile - **Kaçanik/Kaçanik**, September 2009)

In **Kamenicë** "most of the socially-owned enterprises no longer function and some are in the process of privatization. The brick factory was put up for 10-year lease in 2002 and began production in 2003 with 76 employees (50 percent Kosovo Albanian and 50 percent Kosovo Serb). Hugo's Brewery is another fairly successful business with 16 employees and investment from Sweden". (OSCE Municipal Profile - **Kamenicë/Kamenica**, September 2009)

"Lacking basic infrastructure and employment opportunities, **Novobërdë/Novo** Brdo is one of the poorest municipalities in Kosovo. Roads are in poor condition and systems for distributing water and electricity are inadequate. Prior to the 1999 conflict, the local economy was dependent on agriculture, a mining complex and other Gjilan-based industries. Since the conflict, all of these industries have shrunk and unemployment and poverty have become prevalent. Currently, the main employer is the municipality with a total of 166 employees". (OSCE Municipal Profile - **Novobërdë/Novo** Brdo, September 2009)

"**Viti/Vitina** is mainly a rural municipality and its economy is primarily dependent on agriculture. Most businesses are owned and operated by Kosovo Albanians. The largest employers in the municipality are the Klokot water bottling plant and two spa resorts located in **Klokot/Kilokot**". (OSCE Municipal Profile - **Viti/Vitina**, September 2009)

The Region is therefore characterised by agriculture. limited infrastructure and poor employment opportunities outside Gjilan and Viti which have some non-agrarian businesses and better communication links. As the regional centre, Gjilan is able to sustain a range of cultural and business activities which are not available elsewhere.

HIGHER EDUCATION WHICH MEETS THE NEEDS OF THE ANAMORAVA REGION

The agricultural nature of so much of this Region calls for University level provision in plant sciences and agribusiness. This was an argument strongly supported by a round table conference of stake-holders at the Hotel Kristal, Gjilan.

Underpinning such provision is the need for a properly resourced science base, especially in biology and biochemistry. That science base could sensibly be wider, to encompass physics and mathematics in order to support work in construction and the built environment on the one hand and transport engineering (including electronics and logistics) on the other.

The other major focus which came through strongly at the round table was that of design in its many aspects - textile and fashion design, building design, architecture and urban planning, product design, software design and animation, stage and costume design.

Stakeholders at the Gjilan meeting were enthusiastic about the prospect of stronger higher education provision within the Region and there was a clear **commitment** to taking forward the higher education agenda as rapidly as possible.

CURRENT HIGHER EDUCATION PROVISION IN GJILAN

Higher education programmes in Gjilan are currently offered by the University of Prishtina, Kolegji **Fama**, Gjilan and Kolegji Gjilani. All are accredited by the Kosovo Accreditation Agency.

The University of Prishtina (Gjilan campus)

The **UP's** provision is made at its Faculty of Education campus in the centre of the town, whilst **KG's** is made at its campus on the Ferizaj Road to the west.

The Faculty of Education, UP has had a branch campus in Gjilan for many years, offering teacher training programmes for pre-school and primary teachers. Currently, it makes provision for some 1,200 students.

Since October 2010, the Faculty's campus has also been home to students from two other UP faculties - Economics and Law. An intake of some 2,000 students has filled the 3.000 m² building to bursting point and this will become exacerbated in October 2011 and 2012 as these intakes progress through their programmes and are joined by further new intakes.

There is currently no system of campus management for this new provision. Law and Economics have been allocated one teaching room each, together with the sole PC lab which is not currently networked due to the cessation of an internet connection via **Ipko**. A more radical solution to the provision of campus-based IT facilities must be urgently found. This may best take the form of supplementing an operational, networked fixed PC facility with an encrypted wi-fi **service** for enrolled UP students, possibly supported by a scheme for loaning lap-tops to those students who cannot afford to purchase their own machine.

This lack of an integrated campus management system leads to inefficiencies in the timetabling of teaching rooms and supporting resources. Timetables for the Faculty of Education show little or no use of several rooms in the afternoon on several days.

There is some potential for growth on this campus, both in the adjacent building which the Agricultural School is shortly to move from and in the scope for building a Lecture Theatre, with associated tutorial rooms, alongside the Faculty's current building.

Even without the development of any new programmes, by the start of the 2012 academic session there will be an urgent need for significantly more teaching space (with associated facilities, including independent study and toilet facilities) which cannot be provided on the current campus alone.

Kolegji Fama (Gjilan campus)

Kolegji **Fama** enrolled 121 students at its Gjilan campus in 2010. 37 are enrolled for its BA in Banking, Finance and Accountancy; 29 for Criminology; 24 for Management; and 31 for Psychology. In 2009 it enrolled 223 students: 93 for Banking, Finance and Accountancy; 26 for Criminology; 58 for Law; and 46 for Management.

It is worth noting that, whilst **Fama's** Bachelor's programmes in Banking, Finance and Accountancy, Criminology, Law and Management now enjoy three-year accreditation, **KAA** has accredited their Psychology programme for a single year only.

Of the 313 students who were enrolled in the two years and for whom birthplace data is available, 250 (80%) gave Gjilan as their place of birth whilst 30 (10%) gave **Kamenicë** and 17 (5%) Viti. A further 14 (4%) gave Bujanov or **Preshevë**. None was born in **Kaçanik** or Hani i Elezit and just one was born in Ferizaj and Novoberde.

It is fair to say that these two private **HEIs** offer largely similar programmes (in Banking, Finance and Accountancy, Law (including Criminology) and Management) to students whose birthplace was highly likely to be in the Anamorava Region. There appears to be little to differentiate between this provision in terms of its specific focus on the particular needs of the Region.

Kolegji Gjilani

Kolegji Gjilani enrolled 134 students in 2010, following an enrolment of 205 in 2009 (when it had joined Kolegji **Iliria**). 52 of the 2010 intake are enrolled on a BA in Banking, Finance and Accountancy; 38 in General Law; and 44 in Management. In the previous year (**2009**), 96 were enrolled on the BA in Banking, **Finance and** Accountancy; 45 in General Law; and 64 in Management.

KAA had accredited Gjilani as part of Kolegji **Iliria** in 2009 but as a separate entity in 2010 once it had **de-merged** from the Iliria group. However, this accreditation was given for only one year.

Taking the two intakes of students together, we have birthplace data for 339 students. 175 of these (52%) gave Gjilan as their place of birth; 10 (3%) gave Kamenice; 26 (8%) gave Prishtina; and 30 (9%) gave Viti.

PEJA AND THE DUKAGJINI REGION

Peja "represents an important trade and artisan centre, in which different catering, tourism and industrial businesses are developed; including metal, construction material, battery and soft & alcoholic drinks industry. Furthermore, it has attractive tourist resorts such as the **Rugova** canyon, Bjeshket e **Nemuna**, and the Peja Spa with its thermal water wells (47°C), which is an important rehabilitation centre even though it belongs to the neighbouring municipality. Peja is one of the six largest Kosovar municipalities (excluding Prishtina)". (Peja Strategy for Local Economic Development, **2005 - 2007** pp 11-12)

It is also the hub of the Dukagjini region, serving as a regional centre for the municipalities of Istog, Kline, **Deçan** and Gjakove.

In March 2009, OSCE reported that "the municipality spreads over 602 **km²** with an approximate population of 170,000. The majority of the population in **Pejë/Pec** are Kosovo Albanians, but there are also several large non-majority communities. The majority of Kosovo Serbs, some 1,000, live in **Goraždevac/Gorazhdevc** village and in return sites of **Siga/Sigë-Brestovik/Brestovik, Belopolje/Bellopojë, Ljevoša/Levoshë**; only a few live in **Pejë/Pec** town. There is also a large Bosniak community of about 4,500 persons in town and in **Vitomirica/Vitomiricë**, while some 5,000 Kosovo Roma, Ashkali and Egyptians reside in urban and rural areas". (OSCE Municipal Profile - **Pejë/Pec**, March **2009**)

The OSCE Municipal Profile suggests that "Agriculture and unemployment are the two main features of the local economy. It may be noted in particular that in **Pejë/Pec** town, a series of private initiatives in the craft and small industry sector are developing. The construction sector (apartment buildings along with the real estate business) and the banking business are expanding".

"Key features of the educational provision in the city are the school for visually impaired students and a primary and secondary music school that opened in February 2008. While Kosovo Roma, Ashkali and Egyptians attend classes in Albanian language, 774 Kosovo Bosniaks are receiving education in the Bosnian language".

The OSCE Municipal Profile for Istog municipality identifies more than 1,650 Bosniaks, 40 Roma and about 2,220 Egyptians. As in Peja. "children from minorities other than Serbs (Bosniaks 178, Egyptians 305, Ashkali 79 and Roma 15) are fully integrated in the regular Kosovo education structures. For children from the Bosniak community teaching is provided in their mother tongue. There are two Special Needs Classes with 22 students of different ages". (OSCE Municipal Profile - **Istog/Istok**, April **2008**)

Bosniak students from **Deçan** also attend school in Peja in order to be educated in their mother tongue. **Deçan's** religious heritage (which includes the **Deçani** Monastery and the Mosques of **Çok**, Carrabreg and Prilep) is of great significance. "In 2004, the **Deçani** Monastery was included in the UNESCO's World Heritage List and in 2006 it was placed on the UNESCO's List of World Heritage in Danger. Its religious, historic and artistic significance is of an extraordinary importance". (*OSCE Municipal Profile - Deçan/Decane*, March 2009)

"Agriculture is the main sector of economy in **Deçan**, involving 65% of the population. Most pre-conflict socially owned enterprises have closed down after the conflict, which has led to a high level of unemployment, especially affecting the youth. Most of the small existing private enterprises focus their activities on services and manufacturing".

OSCE reports a similar - though slightly different - picture in **Istog**. "The municipality is mainly agricultural, with 80% of its inhabitants having worked in the agricultural sector before the 1999 conflict. The municipality's agricultural products include cereals, fruits, vegetables and meat products. Istog/Istok is also well known for a trout fish farm which was privatized in 2004 and is a successful example of the privatization process. Unemployment remains high even though 1082 businesses, such as shops, coffee bars and restaurants are registered with the Ministry of Trade and Industry. Despite these figures, Public Administration remains the main employer".

Kline is different again. "Over 1,300 businesses, employing some 4,100 workers, are registered in **Klinë/Klina**. Farming is the main occupation outside the town. Many small shops in the town have officially registered with the Kosovo ministry of trade and industry. Some 300 persons are working in industrial activities in the municipality. Six out of eight socially owned enterprises have been privatized so far, but are operating with limited capacities. Three biggest private companies in the municipality employ some 200 workers". (*OSCE Municipal Profile - Klinë/Klina*, March 2009)

At around 150.000 people, Gjakove rivals Peja in size (with 170,000). Yet Gjakove has suffered far worse economically. According to OSCE. "**Gjakovë/Dakovica** used to be a major industrial centre in Kosovo until the end of 1988. Since then, around 3,000 private businesses have been registered with the municipality, employing approximately 7.000 people. Of these, about 95% are small or medium-size enterprises with the principal sectors including textiles, metal processing, warehousing and transportation. Nevertheless, 30,000 people have been registered with the municipality as unemployed, although most observers estimate the real figure to be much higher at around 80%; the economy continues to be the biggest problem for local administration". (*OSCE Municipal Profile - Gjakovë/Dakovica*, April 2008)

The Region therefore faces significant economic, ethnic and social difficulties. Efforts are clearly being made to achieve progress on all three fronts, with Peja in the forefront both economically and in terms of its educational provision for minorities (whether ethnic or social). It is doing so against the magnificent back-drop of the Albanian Alps and the **Rugova** Gorge with World Heritage sites in the city (**Pec** Monastery) and in neighbouring **Deçan** (the **Deçani** Monastery).

This natural and cultural heritage forms the basis for a tourism industry which is, as yet, under-developed. The agricultural character of the region, together with the ecology of the mountains and rivers which define so much of it, require both protection and sensitive exploitation. **Industrial** production and food & drink processing need new skills to enhance their attractiveness to foreign markets so that, when tariff barriers permit, full advantage of their quality can be taken.

There is a theme running through all this - that the **Dukagjini** region has the potential to open itself up to the wider world and share its natural and man-made treasures with others for whom, at present, it is unknown.

Higher education is one of the principal means **by** which this can be achieved, provided that it is relevant to and focused on the particular and special character of this region.

HIGHER EDUCATION WHICH MEETS THE NEEDS OF THE DUKAGJINI REGION

Consultation events were held at the Faculty of Applied Business and the Hotel **Dukagjini** in November. Both offered suggestions for a curriculum profile to support the region's needs and to strengthen and deepen its innate character. Written comments were received from several participants and are acknowledged with grateful thanks.

Strikingly, although the first event was held with a largely academic audience and the second with a business and public administration audience, the suggestions which were made pointed in very much the same direction.

There was strong support for the development of agricultural and environmental education, including in particular agribusiness, animal husbandry, dairy production and management, food technology, ecology and environmental sciences, including parks management, water resource management and forestry, sustainable development (especially in energy production and environmental management). The organic nature of most agricultural production was seen as an important feature of the region and one which should be strengthened through research, consultancy and teaching.

Equally strong was the support for tourism, hospitality and gastronomy/culinary arts coupled on the one hand with sports studies (particularly winter sports) and on the other with cultural heritage, the fine arts and media communications. Underpinning this was a strong case for European languages, especially - though not exclusively - English and German, to emphasise the international focus of studies.

Sponsorship of a Medical School was also mentioned, although the detail of this offer has yet to be explored. Finally, there was some support for industrial and construction engineering including electronic and automotive engineering, although this was less well supported than other proposals.

If these were the principal clusters of curriculum which were seen as essential to the region, there were also some others which may be of growing importance. Production management, packaging and logistics would seem to be of some interest and relevance to the region's businesses but it may be that these needs can be better supported through shorter, in-company programmes.

Two strong messages came through the whole of this consultation process. The first is that it is the generic skills of entrepreneurship which will secure the region's economic future and it is these - perhaps more than any other skills - which were felt by many to be the answer to the

high levels of unemployment and underemployment (especially graduate unemployment) throughout the region.

The second is that quality matters - especially for employers. They made it clear that they need well-educated people who can bring a commitment to high quality to the work they do.

Two important subsidiary themes have also been expressed by more than one contributor to the debate. The Faculty of Applied Business in Peja is unusual in that it offers programmes via the Bosniak language to the Bosniak minority in the region and beyond - especially in Montenegro. It was strongly suggested that this should continue to be part of the University's provision.

The second theme is that of the education of people with special needs. One of Peja's unique facilities is its school for the visually impaired and it has a strong commitment to those with other special needs. It would seem entirely appropriate, therefore, if specialist teacher training for pupils and student with special needs could be provided as part of the University's portfolio. Coupled with the special needs provision which is made in neighbouring municipalities (especially **Istog**), this would provide opportunities for extensive classroom experience as part of the teacher's pedagogic training programme.

CURRENT HIGHER EDUCATION PROVISION IN PEJA

The University of Prishtina Faculty of Applied Business, Peja

The Faculty of Applied Business in Peja has its origins in the Business School in Peja and the Higher Economics School, which was established in 1960. It has three departments:

- Business Administration
- Applied Business Communications & IT
- Management in Tourism and the Hotel Industry

and employs 24 full-time teachers and assistants and 28 part-time teachers and assistants.

It has recently submitted for approval a BA in Environmental Management which is benchmarked against similar programmes at **Bangor**, University of Wales and Queen Mary College, London.

The work of the Faculty was reviewed by two international experts for **KAA** in March 2009. They considered the Faculty's programmes to be generally satisfactory but indicated the need for better IT facilities, more opportunity for group study and greater use of local case-studies and company internships.

They were concerned about the very high ratio of students to staff and the over-crowding of some classrooms. They also considered that the Faculty appeared not to have an active commitment to research. Development of post-graduate programmes would need to be accompanied by a more active commitment to research, especially in partnership with the growing number of international links which the Faculty is building. Many of the problems facing the Faculty were considered to result from its limited control over its financial and other resources, which were managed centrally by the University in Prishtina.

The buildings in current use by the Faculty have around 3,000 m² of space, of which just over 2,000 m² is in six teaching rooms. Timetables indicate that four of these are well used between 08.00 and 18.00, with some limited use of the two A floor rooms through the week and the B floor classrooms between 18.00 and 20.00. A further 800 m² will shortly become available, once this space has been refurbished. However, the decision to locate Law students on the campus from October **2010** has added to the problems of overcrowding, especially as there appears to be a lack of coordination of the work of the two Faculties. (Source of data: e-mail communication from Ms **Mimoza** Luta, Quality Assurance Officer, Faculty of Applied Business - comment is the author's).

This is a strong argument for an accountable local management with full control over the resources available to the Peja campus.

Kosovo Agriculture Institute - Peja

The Kosovo Agriculture Institute, known and registered as "Biotechnical Institute" was established in 1947 aiming at scientific research in the agricultural field, (planting, arboriculture, farming, research of quality of land, etc). Since 1981, the Institute was organised within the Faculty of Agriculture (but see below). Being located in Peja town, its competencies are:

- Technical and scientific support for the technical departments of MAFRD;
- Control of the agriculture inputs quality, food and protection of living environmental;
- Research of the varieties of agriculture crops (wheat, barley, maize and **potatoes**) in agro ecologic conditions of Kosovo;
- Researching works in the direction of the setting up of wheat cultivators, maize hybrid etc;
- Preparation works about establishment of gene bank for different crops;
- The assessment of production quality and assessment level of land in Kosovo;
- Research, identification and inventory of harmful biological agents (Source: e-mail communication from **Mr.sc.Driton** Sylqa, Faculty of Applied Business)

This Institute is listed as part of the Ministry of Agriculture, Forestry and Rural Development and would undoubtedly form a strong research base for the new University if it were to develop programmes in Agricultural Science and Ecology.

(<http://www.ks-gov.net/mbpzhr/Institutet/InstitutiBujqesorikosoves/tabid/86/language/en-US/Default.aspx>)

It could also serve as the base for the development of Forestry Studies in partnership with overseas donors and Universities with strong teaching and research programmes in this area (especially in the Nordic countries and Canada).

Iliria College - Peja Branch (formerly European Vision, Peja)

KAA accredited just three Iliria BA programmes for presentation in Peja - in Banking, Finance and Accountancy. Computer Sciences and Applied IT and Management and Informatics. Business Administration and Law appear to have been approved but have not subsequently been offered. Food Technology, Education and Law, Political Science and Diplomacy (which had been offered by European Vision) were not accredited and have not been offered subsequently.

Iliria (**Peja** Branch) enrolled 124 students in 2009 and a further 95 in 2010. 1 of the 124 was enrolled on the Banking, Finance and Accountancy programme in 2009, whilst **11** were enrolled on Computer Sciences and Applied IT and **112** on Management and Informatics. In

2010, 43 were enrolled on Banking, Finance and Accountancy, 15 on Computer Sciences and Applied IT and 37 on Management and Informatics.

Of the 218 students for whom birthplace information is available, 106 (49%) were born in Peja, 13 (6%) in Deçan, 12 (6%) in Gjakova, 20 (9%) in Istog, 6 (3%) in Prishtina and 3 (1%) in Klina.

FUTURE FACILITIES - ARMY CAMPS TO ACADEMIC CAMPUSES

It is clear that current facilities for Higher Education in both Gjilan and Peja will constrain future growth. Longer term campus development solutions will be needed – and quite soon, given that the increased numbers of new enrolments in the UP branches in both cities will roll forward into their second and subsequent years of study.

This growth is likely to reach critical proportions by 2012-13, even without the addition of new fields or programmes of study. Solutions must be identified and **brokered** now if the new Universities are to avoid crisis within two years.

Fortunately, in both Gjilan and Peja there is a military camp (KSF) close to the city centre. There are indications that the Government may be prepared to move both camps out of town to permit the development of campuses for the two new Universities.

Both are areas of significant size which could be developed to serve a University population of at least 10,000. Both have a mixture of buildings, many of which could be used with some cosmetic alteration as teaching rooms, study areas and staff offices. Both have recreational facilities which would be ideally suited to the needs of Sports Studies specialists, as well as students and staff more generally.

It has not been possible as part of the present study to visit either of these camps or to make detailed estimates of their capacity as University campuses. As it is unlikely that either will become available until the start of the academic year 2012 • 2013 at the earliest, it is recommended that MEST - together with key stakeholders in each of the two cities - undertake separate feasibility studies of the possible use of these camps as University campuses.

Quite apart from being a critical part of the solution to the space needs which both Universities will face, such a development would be an important symbolic representation of Kosovo's success in turning "swords into plowshares" (Isaiah 2:4) - army camps into academic campuses.

RECOMMENDATION

Given the experience of higher education provision in both cities, the strength of commitment from key stake-holders to the concept of a University for each city and the urgent need to develop new provision to meet the needs of these two regions and the country as a whole, it is recommended that the Government of the Republic of Kosovo announce the establishment of the University of Gjilan and the University of Peja from 1 October 2011.

IMPLEMENTATION - NEXT STEPS

In order to establish these new Universities against such a tight timescale, and in the light of the experience of establishing the University of Prizren, a time-critical action plan should be developed. The elements included in the action plan do not include other matters (whether routine or exceptional) that **MEST**, the Provisional Boards of Governors and the key staff of the Universities will need to address on a continuing basis. Each University's Provisional Board of Governors will need to follow broadly the same schedule.

December 2010

1. Agree the detailed wording of the Provisional Statutes for the two Universities on the basis of the drafts appended at Appendix II and Appendix III.
2. Issue Ministerial Decision on the establishment of the two new Universities.

January 2011

1. Finalise the Feasibility Study in respect of draft formal agreements between each University and the University of Prishtina (and possibly other degree-awarding bodies) to ensure that students may choose to transfer to the new Universities from October 2011 and that the new Universities may operate existing programmes under licence (as a franchise) from the UP.
2. Appoint members to the Provisional Boards of Governors.
3. Establish working groups drawn from each of the existing institutions in Gjilan and Peja to begin curriculum planning, harmonisation and international franchise development for new intakes in October 2011.

February 2011

First meeting of the Provisional Board of Governors

1. to receive and confirm the Provisional Statute;
2. to establish interim supervisory arrangements and designate academic leaders and other key managers;
3. to approve the advertisement and terms of appointment of the Founding Rector and the University Secretary and Registrar;
4. to commission detailed planning of accommodation and infrastructure (including IT infrastructure) for implementation by **1st September 2011**; and
5. to authorise a formal application for accreditation to **KAA** and to designate responsibility for ensuring that this is signed off and submitted by April 2011.

Curriculum Working Groups to continue curriculum planning, harmonisation and international franchise development for new intakes in October 2011 under the Chairmanship of the designated academic leader.

March 2011

Second meeting of the Provisional Board of Governors

1. to appoint the University Secretary and Registrar;
2. to receive and approve final reports from the Curriculum Working Groups on programmes planned for the **2011-12** academic session;
3. to finalise agreements in respect of academic programmes and physical and human resources with the University of Prishtina and other partner institutions;
4. to agree the provisional operating budget for **2011-2012** in the light of agreed contributions from **MEST** and other sources;
5. to agree terms and conditions of employment for all teaching and support staff of the University, to include regulations concerning the appointment, tenure, promotion, discipline, dismissal and retirement of staff and the prevention of corruption and to ensure fairness between men and women;
6. to review the progress of the search for the Founding Rector and to take any further action relevant to this;
7. to seek formal ratification for the establishment of the University by the Assembly under Article 6.1 of the Law on Higher Education (Law No **2003114**).

April 2011

Third meeting of the Provisional Board of Governors

1. to appoint the Founding Rector;
2. to authorise capital expenditure on accommodation and infrastructure in the light of planning work commenced in February;
3. to approve the advertisement and terms of appointment of the Vice-Rector and the Acting Deans of Faculty;
4. to receive and approve the full application for accreditation to KAA;
5. to receive from the University Secretary and Registrar a draft equal opportunities and anti-discrimination policy and to approve arrangements to give effect to it.

June 2011

Fourth or fifth meeting of the Provisional Board of Governors

1. to approve the appointment of the Vice-Rector and to confirm the appointment of Acting Deans of Faculty by the Founding Rector;
2. to review progress against this action plan to date (including all infrastructural activity) and to agree any corrective action which may be necessary;
3. to receive the preliminary report of the **KAA** Expert Panel;
4. on the recommendation of the Founding Rector, to agree a marketing, recruitment and admissions strategy for student entry in October 2011.

July 2011

Fifth or sixth meeting of the Provisional Board of Governors

1. to receive and confirm the sub-Faculty structures for the University which have been agreed by the Founding Rector on the advice of the Acting Deans of Faculty;
2. to note the arrangements for appointment of teaching and support staff with effect from 1st September 2011, consistent with the Boards' agreed terms and conditions of employment;
3. to ensure that the provisional operating budget for 2011-12 remains sound and sufficient to meet the University's needs;
4. to receive and approve a quality assurance policy and a staff development strategy from the Founding Rector.

September 2011

Sixth or seventh meeting of the Provisional Board of Governors

1. to receive and approve a teaching, learning and assessment policy and strategy from the Founding Rector;
2. to review staff appointments and infrastructural work to ensure that the University is ready for full operation from 1st October 2011;
3. to receive the final report on accreditation from **KAA** and approve any action plan which the Founding Rector deems appropriate in the light of this report;
4. to consider and approve health and safety and environmental impact policies for the University from the Founding Rector and University Secretary and to designate responsibilities for their effective implementation.

October 2011

Formal opening of the Universities and admission of first students.

Election and first meeting of the Provisional Senate.

Seventh or eighth meeting of the Provisional Board of Governors

1. to note the establishment and membership of the Provisional Senate;
2. to receive the first **draft** of a three-year Development Plan from the Founding Rector and to comment on it;
3. to receive and approve a research and **consultancy** policy and strategy from the Founding Rector;
4. to receive the first draft of a risk management policy and a risk register from the University Secretary and Registrar;
5. to welcome staff and student members to the Provisional Board.

December 2011

Eighth or ninth meeting of the Provisional Board of Governors

1. to approve the final draft of the three-year Development Plan from the Founding Rector, together with any commentary which the Senate and Students' Council may wish to provide;
2. to receive a report from the Provisional Senate on its committee structures and processes;
3. to review its effectiveness as a Board of Governors and make recommendations to **MEST** as appropriate;

January 2012 onwards

Once the Development Plan has been accepted by **MEST**, the University can begin to move from the "Provisional" to the substantive stage of its development.

Article 3.1 of the Provisional Statute provides that

"This provisional statute will cease to operate or be valid upon the coming into effect of the statute which **MEST** will approve after discussions with the management body of the University of **Peja**, at the very latest three years after the coming into force of the provisional statute".

It will be for the Provisional Board of Governors to negotiate the University's Statute with **MEST** on the basis of full engagement with stakeholders. Once the Statute is approved and comes into force, the duties of the Provisional Board of Governors will pass to a new governing body.

Assuming that the Provisional Statute will be approved by the Minister of Education, Science and Technology in January 2011 this will require these substantive arrangements to be in place not later than December 2013.

It is recommended that this process be completed by the end of 2012 to ensure that any new arrangements and requirements may come into force mid-way through the academic session 2012-13, rather than at the start of the following session.

MEST may consider it helpful to appoint an experienced Facilitator to assist the two Provisional Boards of Governors during the period to April 2011 when the University Secretary and Registrar and the Founding Rector will both be in post. This is recommended.

APPENDIX I

TERMS OF REFERENCE

1. To identify, analyse and review local development plans for the cities of Peja and Gjilan, relating these to national studies and plans for Kosovo's social, economic and cultural development
2. To discuss these with key stakeholders in the two cities and the national capital
3. On the basis of this, to draft a curriculum strategy for the two new Universities which identifies particular areas of specialisation and focus
4. To identify demographic trends in the two cities and their regions and to estimate the need for higher education places for 18 **year-**olds at five-yearly intervals over a 20 year planning period
5. To discuss the contribution which existing providers (public and private) in the two cities may be able and willing to make to the further development of higher education provision within a new University framework
6. To identify the potential supply of qualified academic and administrative staff for each new University, assuming the particular curricular focus given at 2 above
7. To identify potential locations for the two new Universities, informed by the data collected under 1 - 5 above
8. To draft the key elements of a provisional Statute for each of the two institutions, ensuring that appropriate weight is given to the curriculum strategy and development priorities of each of them
9. To present two reports (with significant areas of commonality) to **MEST** and other relevant stake-holders

APPENDIX II

PUBLIC-PRIVATE PARTNERSHIPS - SOME MODELS

Public-Private Partnerships have assumed great significance in many countries over the past two decades, especially since straightforward privatisation has fallen from public favour. PPPs can help Governments to lever private funding into Government-led schemes, thereby reducing the impact on the public balance sheet, the risk to the public purse and the lead time to deliver new services, facilities and resources.

PPP schemes can vary enormously in their form (e.g. whether the public authority provides the infrastructure which the private enterprise runs (the "facilities management" model), whether the private enterprise provides the capital asset which the public authority then manages (the "rentier" model) or whether both are equal partners in the provision and maintenance of the asset and the service which is provided within and through it (the "true partnership" model).

They can also vary in the role and extent of regulation and control by the State, almost irrespective of other features of the model.

Linda English of the University of Sydney has presented a view of the advantages of PPPs in Australia which identifies the public balance sheet and risk transfer benefits to the State as the principal drivers behind such arrangements:

'PPP arrangements are distinguished by a long-term relationship between the state and a private contractor for the construction, maintenance and operation of infrastructure assets and procurement of related services. In PPPs, the private contractor owns the infrastructure for the term of the contract and provides contracted services which are paid either directly by government or by consumers. Typically, the asset reverts to the state at the end of the agreement. PPPs provide governments with the opportunity to bring on stream new infrastructure projects earlier than might otherwise be possible, ostensibly without the associated ballooning of public debt. They also enable governments to reap the benefits of VFM, derived from the use of private money to promote private risk taking and inventiveness". (Linda M English, Public Private Partnerships in Australia: an overview of their nature, purpose, incidence and oversight, *UNSW Law Journal*, Volume 29(3), 2006, p 251)

McQuaid and Scherrer (of Napier and **Salzburg** Universities respectively) have pointed out the very different expectations of PPP schemes in Austria and Germany compared with the UK:

"There is a range of economic, social and political reasons and motives for the growth of PPPs in the three countries over the last two decades. These revolved around: firstly budget or macro-economic factors (the availability of public investment); and secondly around more micro-economic arguments concerning the efficiency and effectiveness of public spending. In Germany and Austria the main drivers of PPPs appear to focus predominantly, but not exclusively, upon macro-economic budget factors, such as the gap between public expenditure requirements and desires and potential revenues. In the UK, while these may be important, there has been an emphasis upon micro-economic factors - bringing in greater innovation and efficient management, as well as especially in the 1980s and **1990s**, being linked to a transfer of ownership and control from the public to private sector". (Ronald W. **McQuaid** and Walter Scherrer, Public Private Partnership - Comparative Issues in the UK, Germany and Austria, Paper for the **11th** International Public Private Partnerships Conference, University of *Iași*, Romania, 25-27th May 2005 p 4)

In the specific context of Kosovan Higher Education, it is possible to outline a number of potential PPP models:

The pressure on limited teaching accommodation in a public building which has had to absorb a large increase in student numbers could be alleviated through direct rental of accommodation owned by a private enterprise. This would generally not be regarded as a PPP unless the private enterprise were also to take on some responsibility for the welfare and well-being of the staff and students of the HEI. This would be an example of a rentier plus limited facilities management model.

Alternatively, a public HEI might contract with an independent research and development company or a private HEI to offer its programmes on the HEI's campus. If the public HEI then took responsibility for the welfare and support of the private body's staff and students, this would be another form of the rentier plus facilities management model, although in this case it would be the public institution which was the rentier.

A public HEI could agree with its private sector counterpart that they would share premises and work together to develop new curricula which could be offered either jointly or in parallel. So, for example, one could offer the programme in Albanian whilst the other offers it in English or German. As it is a common curriculum, a type of joint venture agreement would be necessary to ensure that both partners benefit from the contribution which each has made to the common intellectual property. A tariff of services could be agreed between the partners, both for cross-charging purposes and also for determining whether student fee-levels

should vary between the different formats of the programmes. This would represent a much more comprehensive and **fully-**engaged partnership than either of the two above. Finally, a single institution could be established through matched capital and revenue contributions from public and private sources on the basis of a full joint venture agreement which would identify exactly what the shared and separate responsibilities of the partners are and what specific benefits they are entitled to take from the joint venture. Governance, audit and accountability issues would need to be determined at an early stage to ensure that both partners were entirely comfortable with these arrangements.

As McQuaid and Scherrer have concluded,

"One issue that remains crucial to the future impacts of **PPPs** is whether they offer genuine increases in efficiency and effectiveness compared [with] the alternatives. If they do so then they should have a positive impact on future public resource availability. but if they do not then they may provide short-term financial and political benefits but at the cost of long-term constraining future decision makers and greater pressures on public finances". (Ronald W. McQuaid and Walter Scherrer, *ibid* p 21)

APPENDIX III

DRAFT PROVISIONAL STATUTE FOR THE UNIVERSITY OF GJILAN

Article 1

The legal basis

- 1.1 The Constitution of the Republic of Kosovo, in particular article 92 paragraph 4 and article 93 paragraph 4, forms the basis for the establishment of the University of Gjilan as a legal entity.
- 1.2 The University of Gjilan is established in accordance with article 6 of the Law of Higher Education in Kosovo (Law No 200213).
- 1.3 On [date] 2011 the Government of the Republic of Kosovo took the decision establishing the University of Gjilan and entrusted the Ministry of Education, Science and Technology with the task of making the necessary preparations for the start of studies in the academic year 2011/2012.
- 1.4 The Minister of Education, Science and Technology agreed to establish the University of Gjilan on [date] 2011. This was followed by approval by the Assembly on [date] 2011.
- 1.5 The University of Gjilan offers university degrees and diplomas of higher education. It may also offer certificate awards for shorter periods of study for the purpose of professional or personal development.

Article 2

The Mission statement

- 2.1 The University's Mission Statement will be developed by the Provisional Board of Governors in consultation with the University's stake-holders (students, staff, the Senate, municipalities and key businesses within the region, the Kosovo Accreditation Agency and the Ministry of Education, Science and Technology). It will be formally adopted by the Provisional Board of Governors who will be responsible for ensuring that the University acts in accordance with its Mission statement and policies which arise from it.
- 2.2 The Mission Statement will demonstrate the University's commitment to the following Principles:

- (a) Academic freedom, as determined by the Constitution of the Republic of Kosovo and subsequent interpretation by the judiciary;
- (b) Equality under the law and respect for the law;
- (c) Equal opportunities for all students and staff of the University irrespective of gender difference, race, sexual orientation, physical, mental or other disability, marital status, colour, language, religious or political opinions, national, ethnic or social origin, association with a national community, property, birth or other differences;
- (d) Diversity and quality in the University's programmes of study and in support for learning;
- (e) Creativity, innovation and entrepreneurship as key objectives of all of the University's programmes, research, support and commercial operations;
- (f) A European and international focus in all areas of the University's curriculum, providing for student and staff mobility and comparability of standards in its awards and qualifications;
- (g) A commitment to research and scholarship to support teaching and learning and to extend the boundaries of knowledge and understanding within the Anamorava region, Kosovo and the wider world;
- (h) Active engagement of students, both individually and collectively, in the life of the University and in their own learning.

2.3 The University will assist the development of the private sector and the modernisation of public administration in the Republic of Kosovo for the benefit of its region and nation. It will provide opportunities for life-long learning and assist in the social, cultural and economic development of the Anamorava region.

2.4 The principal areas of responsibility of the University of Gjilan are teaching, research, consultancy and community service.

2.5 The Provisional Board of Governors will report annually to the public on the University's achievements in the past year and its plans for the following year.

Article 3 The location

3.1 The seat of the University is in the City of Gjilan. The address at the start of the academic year 2011/2012 is:

Article 4

Governance

- 4.1 A Provisional Board of Governors will be appointed by the Minister. The Board will advise the Ministry of Education, Science and Technology as well as appoint, supervise and support the Founding Rector of the University.
- 4.2 The Provisional Board of Governors shall have no fewer than seven members and no more than nine. At least three of the members shall be persons of significant public standing with relevant professional, commercial or other practical skills who are representative of the needs of the regional community. At least three shall be academics, one of whom shall be an independent international member; another shall be elected by the academic staff of the University; and the third shall be a Full Professor of the University of Prishtina who is not otherwise associated with the work of the University of Gjilan. The final member shall be a student, elected by the students of the University.
- 4.3 The members of the Board shall appoint their own Chairman and Deputy Chairman but the two elected members (staff and student) shall not be eligible for election to these posts.
- 4.4 The **Provisional** Board of Governors shall have the power to:
- (a) **Own** and manage land, buildings and other capital assets;
 - (b) **Receive** and manage funds from any legal source;
 - (c) Borrow money within such limits, to such extent and on such conditions as may be provided for within the Financial Regulations approved as part of its Statute;
 - (d) **Set** and receive fees, charges and fines;
 - (e) **Appoint** and terminate the employment of academic and other staff and exercise all duties of an employer as given in Regulation No. 2001127 On Essential Labour Law in Kosovo and its successors;
 - (f) Enter into contracts for goods and services;
 - (g) Form legal relationships with students;
 - (h) Establish commercial enterprises for educational and research purposes;
 - (i) Enter into agreements with other providers in Kosovo and with institutions internationally;
 - (j) Exercise such other powers as may be necessary or expedient for the discharge of their functions.
- 4.5 The Provisional Board of Governors shall ensure that the University meets the requirements of the Government's licensing standard for higher education.
- 4.6 The Provisional Board of Governors shall appoint a suitably qualified person to act as University Secretary and Registrar. The

University Secretary and Registrar shall act as Clerk to the Provisional Board of Governors and shall be the Board's principal advisor on legal and regulatory matters. The Board shall determine his/her terms and conditions of service which shall provide for his dismissal by the Board for good cause.

Article 5

The Founding Rector

- 5.1 The Provisional Board of Governors shall appoint the Founding Rector by public, international advertisement on such terms and conditions as are mutually acceptable. These terms and conditions shall contain provisions for regular review of the performance of the Founding Rector by the Chairman and Deputy Chairman of the Board.
- 5.2 The Appointments Panel for the Founding Rector shall be the whole of the Provisional Board of Governors, assisted by an Assessor from the Ministry of Education, Science and Technology and an Assessor who shall have current or recent experience as a Rector, Vice-Chancellor or President of a fully-accredited European or North American university.
- 5.3 The Founding Rector shall be accountable to the Provisional Board of Governors for the academic leadership and effective management, including financial management, of the University.
- 5.4 The Founding Rector shall propose a Faculty structure to the Provisional Board of Governors within one month of his/her appointment, having consulted staff and students of the University. The Faculties proposed shall be responsible for named programmes of study and fields of research. These may be of a single-disciplinary or cross-disciplinary nature. The Board **must** decide whether to approve this proposed Faculty structure within two weeks of its presentation by the Founding Rector.

Article 6

The appointment of the Vice-Rector and the Acting Deans of Faculty

- 6.1 The Founding Rector shall appoint a Vice-Rector, to whom she may delegate any of his/her functions and powers, although she shall not thereby delegate his/her accountability for their effective performance by the Vice-Rector. The appointment of the Vice-Rector shall be approved by the Provisional Board of Governors

who may wish to request the Founding Rector to adopt a similar arrangement to that which was used for his/her own appointment.

- 6.2 The terms of office of the Founding Rector and the Vice-Rector shall be concurrent.
- 6.3 The Founding Rector shall appoint an Acting Dean to head each Faculty which is recognised as such by the Provisional Board of Governors, pending the acceptance by the Board of a three-year Development Plan for the University. Once that Development Plan has been approved by the Provisional Board of Governors and accepted by the Ministry of Education, Science and Technology, the Founding Rector shall advertise the posts of Dean of Faculty for each Faculty thereby created. Advertisement of these posts shall be undertaken publicly and internationally.
- 6.4 The Appointments Panel for a Dean of Faculty post shall comprise the Rector, Vice-Rector, a member of the Provisional Board of Governors (except the staff or student member) and an Assessor who shall be an Expert in the broad area of work which the Faculty covers and who shall have current or recent experience as a Dean or Executive Dean in a fully-accredited European or North American university.

Article 7

The Establishment of sub-faculty units

- 7.1 Each Acting Dean shall **consult** staff, students and other stakeholders who have a legitimate interest in the programmes and fields of study which have been allocated to the Faculty by the Provisional Board of Governors under Article 5.4. Having regard to these consultations, she shall propose a sub-faculty structure which will best meet the needs of the University, its Mission and its Principles.
- 7.2 Within a period of not more than one month of his/her appointment, each Acting Dean shall agree a sub-faculty structure with the Founding Rector and the Vice-Rector.
- 7.3 Once this sub-Faculty structure has been agreed, the Acting Dean and Rector may proceed to appointment or designation of suitably qualified staff to head each of the Faculty's sub-units.

Article 8

Study Programmes

- 8.1 All programmes of study will conform to the design principles which underlie the European Qualifications Framework and the European Credit Transfer System, as specified in Administrative Instructions by the Ministry of Education, Science and Technology, Kosovo.
- 8.2 Programmes of study which have been accredited by the Kosovo Accreditation Agency will continue to the end of their accreditation in the form in which they have been accredited, unless the University determines to reconfigure them and request re-accreditation in their new format.
- 8.3 All new programmes of study will be constructed in conjunction with other fully-accredited universities elsewhere in Europe or North America. These may take the form of joint degree awards or of franchised awards. All such programmes shall be submitted to accreditation by KAA.
- 8.4 Professional awards to meet the specific needs of local business enterprises or public services may be developed without recourse to the requirements stated in Article 8.3. Nevertheless, they must be submitted for accreditation to KAA, **acting as** partner agent with the National Qualifications Authority so that they may be assessed and included within the National Qualifications Framework of Kosovo, permitting progression and transfer to other awards.
- 8.5 Wherever possible, new programme development (especially at Master's level) should be underpinned by joint research work, funded from external sources. The potential source of such funding shall accompany the initial proposal which is presented to the Rector and the Provisional Senate.

Article 9

The Provisional Senate

- 9.1 The responsibility for advising the Founding Rector and, through him/her, the Provisional Board of Governors on all academic matters rests with the Provisional Senate.
- 9.2 All degree, diplomas and other awards of the University of Gjilan are made under the authority of the Provisional Senate. Those awards which are made under pre-existing arrangements (for example, those of the University of Prishtina Faculty of Economics, Faculty of Education or Faculty of Law) will not be made under the authority of the Provisional Senate, although the quality assurance arrangements which the Provisional Senate will establish may also be used to support these awards if this is agreed between the two Universities.

- 9.3 The Provisional Senate shall have the power to establish such standing or other committees as may help it to discharge its responsibilities for academic standards and quality assurance, academic development, academic regulations (including examinations), research **supervision**, pedagogic development and the award of professorial titles.
- 9.4 **It** shall meet at least twice per term.
- 9.5 The composition of the Provisional Senate shall be:
- (a) the Rector (Chairman)
 - (b) the Vice-Rector
 - (c) the Acting Deans
 - (d) one representative from each Faculty, elected by the teaching staff of the Faculty
 - (e) one representative from each Faculty, elected by the students of the Faculty
- 9.6 The Provisional Senate shall ensure that the academic staff and students of the University have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their job, student registration or any privileges they may have as a member of the University.
- 9.7 The Clerk to the Provisional Senate and its principal adviser on legal matters shall be the University Secretary and Registrar.

Article 10

Appointment and dismissal of staff

- 10.1 All staff, whether academic, administrative, technical or support are employees of the University of Gjilan and are employed under terms and conditions specified and approved by the Provisional Board of Governors.
- 10.2 The Provisional Board of Governors shall make regulations concerning the appointment, tenure, promotion, discipline, dismissal and retirement of staff and the prevention of corruption. These regulations shall ensure fairness including equal pay for work of equal value as between men and women.
- 10.3 Where a member of staff has been employed by the University of Prishtina immediately prior to **his/her** transfer to the University of Gjilan, his/her terms and conditions of **service** shall be protected for at least twelve months. A scheme for the harmonisation of

terms and conditions of service shall be agreed by the Provisional Board of Governors within six months of its appointment.

- 10.4 All staff vacancies will be advertised publicly. Academic staff vacancies will be advertised internationally as well as within Kosovo.

Article 11 Students

- 11.1 Students are full members of the University community. They enjoy rights and privileges which are balanced by their responsibilities to their peers, their parents and themselves to contribute as much to their own learning and the development of their University as they can.
- 11.2 The Founding Rector and Provisional Board of Governors will ensure that facilities are made available to the University's students to develop their creative, physical and social skills just as they develop their academic and intellectual skills. In particular, the Founding Rector and Provisional Board of Governors will support the establishment of a Students' Council, representative of all students within the University, and other facilities specifically for the use of students.
- 11.3 All admissions to the University's academic programmes will be on merit.

Article 12 Financing

- 12.1 In 2011 **MEST** will make available an initial budget. Until the establishment of the Provisional Board of Governors, **MEST** will decide upon the use of monies from this sum. Once established, the Provisional Board of Governors will be responsible for such decisions, in agreement with **MEST**.
- 12.2 From 2012 onwards, **MEST** will fund the University of Gjilan on the basis of the development plan of the University approved by the Provisional Board of Governors and agreed with it.
- 12.3 Should public-private partnerships be possible, the key elements of this funding strategy will need to be specified. **MEST** guarantees

that its financial contribution to the University will be no less under a public-private agreement than it would be if it were the sole source of funding.

Article 13
Entry into force

- 13.1 This provisional statute will cease to operate or be valid upon the coming into effect of the statute which **MEST** will approve after discussions with the management body of the University of **Peja**, at the very latest three years after the coming into force of the provisional statute.
- 13.2 This statute enters into force on the date of the signature by the Minister of Education, Science and Technology.

Prishtine,2010
Minister

.....

APPENDIX IV DRAFT PROVISIONAL STATUTE FOR THE UNIVERSITY OF PEJA

Article 1

The legal basis

- 1.1** The Constitution of the Republic of Kosovo, in particular article 92 paragraph 4 and article 93 paragraph 4, forms the basis for the establishment of the University of Peja as a legal entity.
- 1.2** The University of Peja is established in accordance with article 6 of the Law of Higher Education in Kosovo (Law No 200213).
- 1.3** On [date] 2011 the Government of the Republic of Kosovo took the decision establishing the University of Peja and entrusted the Ministry of Education, Science and Technology with the task of making the necessary preparations for the start of studies in the academic year 2011/2012.
- 1.4** The Minister of Education, Science and Technology agreed to establish the University of Peja on [date] 2011. This was followed by approval by the Assembly on [date] 2010.
- 1.5** The University of Peja offers university degrees and diplomas of higher education. It may also offer certificate awards for shorter periods of study for the purpose of professional or personal development.

Article 2

The Mission statement

- 2.1** The University's Mission Statement will be developed by the Provisional Board of Governors in consultation with the University's stake-holders (students, staff, the Senate, municipalities and key businesses within the region, the Kosovo Accreditation Agency and the Ministry of Education, Science and Technology). It will be formally adopted by the Provisional Board of Governors who will be responsible for ensuring that the University acts in accordance with its Mission statement and policies which arise from it.
- 2.2** The Mission Statement will demonstrate the University's commitment to the following Principles:

- (a) **Academic** freedom, as determined by the Constitution of the Republic of Kosovo and subsequent interpretation by the judiciary;
- (b) **Equality** under the law and respect for the law;
- (c) Equal opportunities for all students and staff of the University irrespective of gender difference, race, sexual orientation, physical, mental or other disability, marital status, colour, language, religious or political opinions, national, ethnic or social origin, association with a national community, property, birth or other differences;
- (d) **Diversity** and quality in the University's programmes of study and in support for learning;
- (e) **Creativity**, innovation and entrepreneurship as key objectives of all of the University's programmes, research, support and commercial operations;
- (f) A European and international focus in all areas of the University's curriculum, providing for student and staff mobility and **comparability** of standards in its awards and **qualifications**;
- (g) A commitment to research and scholarship to support teaching and learning and to extend the boundaries of knowledge and **understanding** within the Dukagjini region, Kosovo and the wider world;
- (h) **Active** engagement of students, both individually and collectively, in the life of the University and in their own learning.

2.3 The University will assist the development of the private sector and the modernisation of public administration in the Republic of Kosovo for the benefit of its region and nation. **It will** provide opportunities for life-long learning and assist in the social, cultural and economic development of the Dukagjini region.

2.4 The principal areas of responsibility of the University of Peja are teaching, research, consultancy and community service.

2.5 The Provisional Board of Governors will report annually to the public on the University's achievements in the past year and its plans for the following year.

Article 3 The location

3.1 The seat of the University is **in** the City of Peja. The address at the start of the academic year 2011/2012 is:

Article 4 Governance

- 4.1 A Provisional Board of Governors will be appointed by the Minister. The Board will advise the Ministry of Education, Science and Technology as well as appoint, supervise and support the Founding Rector of the University.
- 4.2 The Provisional Board of Governors shall have no fewer than seven members and no more than nine. At least three of the members shall be persons of significant public standing with relevant professional, commercial or other practical skills who are representative of the needs of the regional community. At least three shall be academics. one of whom shall be an independent international member; another shall be elected by the academic staff of the University; and the third shall be a Full Professor of the University of Prishtina who is not otherwise associated with the work of the University of **Peja**. The final member shall be a student, elected by the students of the University.
- 4.3 The members of the Board shall appoint their own Chairman and Deputy Chairman but the two elected members (staff and student) shall not be eligible for election to these posts.
- 4.4 The Provisional Board of Governors shall have the power to:
- (a) **Own** and manage land, buildings and other capital assets;
 - (b) **Receive** and manage funds from any legal source;
 - (c) Borrow money within such limits, to such extent and on such conditions as may be provided for within the Financial Regulations approved as part of its Statute;
 - (d) **Set** and receive fees, charges and fines;
 - (e) **Appoint** and terminate the employment of academic and other staff and exercise all duties of an employer as given in Regulation No. 2001127 On Essential Labour Law in Kosovo and its successors;
 - (f) Enter into contracts for goods and **services**;
 - (g) **Form** legal relationships with students;
 - (h) **Establish** commercial enterprises for educational and research purposes;
 - (i) Enter into agreements with other providers in Kosovo and with institutions internationally;
 - (j) Exercise such other powers as may be necessary or expedient for the discharge of their functions.
- 4.5 The Provisional Board of Governors shall ensure that the University meets the requirements of the Government's licensing standard for higher education.
- 4.6 The Provisional Board of Governors shall appoint a suitably qualified person to act as University Secretary and Registrar. The University Secretary and Registrar shall act as Clerk to the

Provisional Board of Governors and shall be the Board's principal advisor on legal and regulatory matters. The Board shall determine his/her terms and conditions of service which shall provide for his dismissal by the Board for good cause.

Article 5

The Founding Rector

- 5.1 The Provisional Board of Governors shall appoint the Founding Rector by public, international advertisement on such terms and conditions as are mutually acceptable. These terms and conditions shall contain provisions for regular review of the performance of the Founding Rector by the Chairman and Deputy Chairman of the Board.
- 5.2 The Appointments Panel for the Founding Rector shall be the whole of the Provisional Board of Governors, assisted by an Assessor from the Ministry of Education, Science and Technology and an Assessor who shall have current or recent experience as a Rector, Vice-Chancellor or President of a fully-accredited European or North American university.
- 5.3 The Founding Rector shall be **accountable** to the Provisional Board of Governors for the academic leadership and effective management, including financial management, of the University.
- 5.4 The Founding Rector shall propose a **Faculty** structure to the Provisional Board of Governors within one month of his/her appointment, having consulted staff and students of the University. The Faculties proposed shall be responsible for named programmes of study and fields of research. These may be of a single-disciplinary or cross-disciplinary nature. The Board must decide whether to approve this proposed Faculty structure within two weeks of its presentation by the Founding Rector.

Article 6

The appointment of the Vice-Rector and the Acting Deans of Faculty

- 6.1 The Founding Rector shall appoint a Vice-Rector, to whom s/he may delegate any of his/her functions and powers, although s/he shall not thereby delegate his/her accountability for their effective performance by the Vice-Rector. The appointment of the Vice-Rector shall be approved by the Provisional Board of Governors who may wish to request the Founding Rector to adopt a similar arrangement to that which was used for his/her own appointment.

- 6.2** The terms of office of the Founding Rector and the Vice-Rector shall be concurrent.
- 6.3** The Founding Rector shall appoint an Acting Dean to head each Faculty which is recognised as such by the Provisional Board of Governors, pending the acceptance by the Board of a three-year Development Plan for the University. Once that Development Plan has been approved by the Provisional Board of Governors and accepted by the Ministry of Education, Science and Technology, the Founding Rector shall advertise the posts of Dean of Faculty for each Faculty thereby created. Advertisement of these posts shall be undertaken publicly and internationally.
- 6.4** The Appointments Panel for a Dean of Faculty post shall comprise the Rector, Vice-Rector, a member of the Provisional Board of Governors (except the staff or student member) and an Assessor who shall be an Expert in the broad area of work which the Faculty covers and who shall have current or recent experience as a Dean or Executive Dean in a fully-accredited European or North American university.

Article 7

The Establishment of sub-faculty units

- 7.1** Each Acting Dean shall consult staff, students and other stakeholders who have a legitimate interest in the programmes and fields of study which have been allocated to the Faculty by the Provisional Board of Governors under Article 5.4. Having regard to these consultations, she shall propose a sub-faculty structure which will best meet the needs of the University, its Mission and its Principles.
- 7.2** Within a period of not more than one month of his/her appointment, each Acting Dean shall agree a sub-faculty structure with the Founding Rector and the Vice-Rector.
- 7.3** Once this sub-faculty structure has been agreed, the Acting Dean and Rector may proceed to appointment or designation of suitably qualified staff to head each of the Faculty's sub-units.

Article 8

Study Programmes

- 8.1** All programmes of study will conform to the design principles which underlie the European Qualifications Framework and the European Credit Transfer System, as specified in Administrative

Instructions by the Ministry of Education, Science and Technology, Kosovo.

- 8.2** Programmes of study which have been accredited by the Kosovo Accreditation Agency will continue to the end of their accreditation in the form in which they have been accredited, unless the University determines to reconfigure them and request re-accreditation in their new format.
- 8.3** All new programmes of study will be constructed in conjunction with other fully-accredited universities elsewhere in Europe or North America. These may take the form of joint degree awards or of franchised awards. All such programmes shall be submitted to accreditation by **KAA**.
- 8.4** Professional awards to meet the specific needs of local business enterprises or public **services** may be developed without recourse to the requirements stated in Article **8.3**. Nevertheless, they must be submitted for accreditation to **KAA**, acting as partner agent with the National Qualifications Authority so that they may be assessed and included within the National Qualifications Framework of Kosovo, permitting progression and transfer to other awards.
- 8.5** Wherever possible, new programme development (especially at Master's level) should be underpinned by joint research work funded from external sources. The potential source of such funding shall accompany the initial proposal which is presented to the Rector and the Provisional Senate.

Article 9

The Provisional Senate

- 9.1** The responsibility for advising the Founding Rector and, through **him/her**, the Provisional Board of Governors on all academic matters rests with the Provisional Senate.
- 9.2** All degree, diplomas and other awards of the University of Peja are made under the authority of the Provisional Senate. Those awards which are made under pre-existing arrangements (for example, those of the University of Prishtina Faculty of Applied Business Studies or Faculty of Law) will not be made under the authority of the Provisional Senate, although the quality assurance arrangements which the Provisional Senate will establish may also be used to support these awards if this is agreed between the two Universities.
- 9.3** The Provisional Senate shall have the power to establish such standing or other committees as may help it to discharge its

responsibilities for academic standards and quality assurance, academic development, academic regulations (including examinations), research supervision, pedagogic development and the award of professorial titles.

9.4 It shall meet at least twice per term.

9.5 The **composition** of the Provisional Senate shall be:

- (a) the Rector (Chairman)
- (b) the Vice-Rector
- (c) the Acting Deans
- (d) one representative from each Faculty, elected by the teaching staff of the Faculty
- (e) one representative from each Faculty, elected by the students of the Faculty

9.6 The Provisional Senate shall ensure that the academic staff and students of the University have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their job, student registration or any privileges they may have as a member of the University.

9.7 The Clerk to the Provisional Senate and its principal adviser on legal matters shall be the University Secretary and Registrar.

Article 10

Appointment and dismissal of staff

10.1 All staff, whether academic, administrative, technical or support are employees of the University of Peja and are employed under terms and conditions specified and approved by the Provisional Board of Governors.

10.2 The Provisional Board of Governors shall make regulations concerning the appointment, tenure, promotion, discipline, dismissal and retirement of staff and the prevention of corruption. These regulations shall ensure fairness including equal pay for work of equal value as between men and women.

10.3 Where a member of staff has been employed by the University of Prishtina immediately prior to **his/her** transfer to the University of Peja, his/her terms and conditions of service shall be protected for at least twelve months. A scheme for the harmonisation of terms and conditions of service shall be agreed by the Provisional Board of Governors within six months of its appointment.

10.4 All staff vacancies will be advertised publicly. Academic staff vacancies will be advertised internationally as well as within Kosovo.

Article 11 Students

11.1 Students are full members of the University community. They enjoy rights and privileges which are balanced by their responsibilities to their peers, their parents and themselves to contribute as much to their own learning and the development of their University as they can.

11.2 The Founding Rector and Provisional Board of Governors will ensure that facilities are made available to the University's students to develop their creative, physical and social skills just as they develop their academic and intellectual skills. In particular, the Founding Rector and Provisional Board of Governors will support the establishment of a Students' Council, representative of all students within the University, and other facilities specifically for the use of students.

11.3 All admissions to the University's academic programmes will be on merit.

Article 12 Financing

12.1 **In 2011 MEST** will make available an initial budget. Until the establishment of the Provisional Board of Governors, **MEST** will decide upon the use of monies from this sum. Once established, the Provisional Board of Governors will be responsible for such decisions, in agreement with **MEST**.

12.2 From 2012 onwards, **MEST** will fund the University of Peja on the basis of the development plan of the University approved by the Provisional Board of Governors and agreed with it.

12.3 Should public-private partnerships be possible, the key elements of this funding strategy will need to be specified. **MEST** guarantees that its financial contribution to the University will be no less under a public-private agreement than it would be if it were the sole source of funding.

Article 13 Entry into force

13.1 This provisional statute will cease to operate or be valid upon the coming into effect of the statute which **MEST** will approve after discussions with the management body of the University of **Peja**, at the very latest three years after the coming into force of the provisional statute.

13.2 This statute enters into force on the date of the signature by the Minister of Education, Science and Technology.

Prishtinë,2010
Minister

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