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PROMOTING ECONOMIC DEVELOPMENT THROUGH CIVIL SOCIETY, Phase II (2002-2004)

EDUCATION AND ECONOMIC DEVELOPMENT OF KOSOVA

(Research report - Draft)

February 2004

This report is prepared as part of the project 'Promoting Economic Development Though Civil Society', Phase II, implemented by Riinvest and supported by the United States Agency for International Development (USAID), Office in Kosova.

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Riinvest wants to thank the following people for valuable contribution while participating in a consultative meeting in October 2003, where the project's activities were discussed: Michael Martin (USAID), Luan Gashi (USAID), Jonuz Salihaj (KEC), Halim Hyseni (KEC), Muhamet Bicaj (UP), Luljeta Demjaha (MEST), Shefqet Sylejmani (MLSW), Hafiz Leka (MLSW), Selman Selmanaj (UP).

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Abbreviations

AER	Agency for European Reconstruction
AUK	American University of Kosovo
CEE	Central and East Europe
DEST	Department of Education, Science and Technology
EU	European Union
FDI	Foreign Direct Investments
EPIP	Education Participation Improvement project
GDP	Gross Domestic Product
ILO	International Labour Organization
IMF	International Monetary Fond
IOM	International Organization of Migration
ISCE	International Standard Classification of Education
KEC	Kosova Education Centre
KPO	Kosova's Pedagogical Office
KTA	Kosova Trust Agency
LAT	League of Albanian Teachers
LFS	Labour Force Survey
LM	Labour Market
LPSE	Law on Primary and Secondary Education
MEF	Ministry of Economy and Finance
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labour and Social Welfare
NGO	Non Governmental Organization
OECD	Organization for Economic Co-operation and Development
RIT	Rochester Institute of Technology
SEE	South East Europe
SOK	Statistical Office of Kosova
SRSG	Special Representative of the Secretary General
SS	Secondary Schools
TUT	Trade Union of Teachers.
UNMIK	United Nation Mission in Kosova
UP	University of Prishtina
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

1. **Objectives of the report:** This research report is prepared within the module 'Education and Economic Development of Kosova', which is part of the project *'Promoting Economic Development Through Civil Society – Phase II'* that Riinvest is implementing with the support of the USAID Office in Prishtina. It mainly deals with secondary and higher education. The objectives of this report are to: (i) to promote an open and engaged debate on the education system in Kosova; (ii) to increase the awareness of policymakers and other stakeholders about the importance of modern education for enabling young generations of Kosovars to fully participate in economic progress; and (iii) based on research and analysis of current situation, relevant experiences from other countries and challenges ahead, to recommend appropriate policies for establishing proper foundations for an efficient education system that enables faster economic development.

2. **The Importance of Education to Kosova** In recent years governments have seen education as an increasingly important determinant of their countries economic performance. The mechanisms behind this relationship are largely higher labour productivity and faster innovation and exploitation of new technology. The former reflecting that investment in schooling generates high rates of return to individuals in the form of higher earnings and shorter and fewer spells of unemployment and non-participation. The human capital embodied in the Kosovan population is the nation's most important economic asset. Equal access to a modern education system is also a major factor in promoting equity and social welfare as well as raising the well-being of minority and disadvantaged groups. Hoti and Adnett (2004) have shown that, at the individual level, the amount of schooling is a major determinant of both the probability of being in and retaining employment and the level of earnings in Kosova. Higher levels of educational attainment in the population also stimulate local innovation and enterprise and crucially it speeds up the process of knowledge transfer. For all these reasons expenditure on education must be viewed as an investment, the returns from which will be faster economic growth. It is this characteristic which necessitates that the Kosovan Government prioritises increasing total public and private sector expenditure on education.

3. **New organisational structure of the education system:** Kosova now has a 5 + 4 +3 system of primary and secondary schooling from age 6. Recent structural changes have been introduced with the objective of making the Kosovan education system compatible with education systems in the EU and those of other developed countries. Nearly a quarter of the Kosova's population is participating in the education. In the 2002/2003 school year there were 973 primary schools with 315,089 pupils enrolled and 20,352 teachers. In that year there were 140 secondary schools (in 72.5% of these the teaching is in Albanian, in 22% in Serbian, in 4,5% there is teaching in more than one language, and in one secondary school in Turkish, 0.7%). The total number of pupils enrolled in secondary education is 86,830 (55.1% male). The University of Prishtina with 23,175 students in 2002/2003 consist of 15 faculties and 7 high schools. There are also some private providers of higher education but they are still in the initial phase of development.

4. **Evidence on the assessment of the schooling system – Secondary Education:** The schooling system still provides little pre-school provision, suffers from high pupil absenteeism in compulsory schooling and a low participation rate in post-compulsory secondary and tertiary education. There are few indicators in place from which we, or the school, could measure their relative performance. The new Education Management Information System has so far, rightly, concentrated upon developing systems to record current school pupils and track their participation and attendance rates. It should be noted that the data which is collected is not yet

used to develop performance targets useful for decision-making. Buildings and equipment are still in a poor condition. Secondary teachers tend to teach only one subject and this leads to inflexibility. The age structure of the teaching staff in secondary schools tends to be biased toward the age group of 41-50 (43% belonged to this age group). The average number of students per secondary school is 932, of which on average 37% are females (this percentage is higher for gymnasiums) with an average class size that varies from 26 to 31 students per class. Almost 50% of the secondary school teachers interviewed considered that textbooks are of poor or only fairly good quality. Most of the secondary schools have a computer laboratory, though the number of computers per school is low and highly variable. In some school, there are as many as 228 students per computer, while very few schools have internet connection and few of these use it effectively. This year (2003/04) a new grade 10 curriculum has been introduced, which is to be followed by grade 11 and 12. The survey data shows that more three-quarters of teachers think that further changes are necessary in the curricula. There are significant differences in participation between both males and females and urban and rural areas.

5. **Evidence on the assessment of the schooling system – Higher Education:** Faculties of the University of Prishtina (UP) have no data (or any data that is available in a convenient and useful format) on student graduation rates, repeats and dropouts. The data from the Head Office of the University indicates that some 2,375 students graduated last year out of more 20,000 total students, giving a very low graduation rate. Male students dominate at the University of Prishtina (55% of 23,175 in 2002/03). Out 375 interviewed students, only 33% are from rural areas reflecting very unfavourable participation in higher education of young people from rural areas. About 79% of the teaching staff at the UP are male, 62% have a PhD degree and 33% have an MA degree. Male lecturers tend to have higher qualifications. Improving the curricula was the top priority for lecturers when they were asked for their recommendations regarding improving teaching at the UP. Although almost all faculties at the UP have a library, lecturers and students do not rate their book funds as sufficient. All faculties lack adequate IT technology. Most of the faculties have Internet connection, but given the small number of computers, very few students use it. University professors perceive further changes in the curriculum as urgent (84% of them see further changes as necessary). It is hard to determine clearly to what extent the UP is preparing students for the labour market. A survey that Riinvest Institute has conducted with SMEs in Kosova (December 2003) shows two-third of the managers are partly or not satisfied with the skills of new higher education graduates that they employ.

6. **Government Expenditure on Education:** Education in Kosova is mainly public, while the participation of private education is still merely symbolic. Secondary and primary education is financed through grants of the Central Budget, which are transferred to the municipalities, whereas higher education is financed directly by the Kosovan Budget and by students' contributions in the form of tuition fees. The latter is fairly low compared to full market price of higher education. Private secondary education, such as the various private colleges licensed by the Ministry of Education, Science and Technology, are financed by private sources. Education expenditure in the Kosova Budget 2004 make up around 15% of the total budget expenditure (11.8% for preschool, primary and secondary education, 0.18% for special needs education and 2.1% for higher education). In the funding of primary and secondary education expenditure on salaries has dominated upon goods, services and capital consumption (salaries makes up 81%-86.5% of total expenditure). The average monthly salary in public education institutions in 2003 was around 143 €. The funding system for education has been shown to be inefficient, especially in higher education, among other reasons is considered to be the high level of centralisation of decision-making leading to financial inefficiency and lack of

transparency and accountability. Under these circumstances the education institutions have often faced adequate funding for even their elementary needs.

7. **Governance and Legislation in education:** The Law on Primary and Secondary Education establishes the right to education and specifies the aims of schooling. It establishes the principle of non-discrimination and specifies the organisation and allocation of schooling and the responsibilities of the Ministry, municipalities and parents. The recent process of decentralization of primary and secondary education has not been complete: School Directors are still appointed by the MEST, even though the transfer of teacher employment to the municipalities has been effective as of January 1, 2003. The municipality is responsible for employing and paying municipal educational administrators, teaching and non-teaching staff of public institutions. The Law on Higher Education was passed in May 2003. This Law was developed in full concordance with recent developments in European higher education systems. Specifically it requires Kosovan higher education to develop towards the goals set by the Bologna process. Two administrative instructions, covering the Kosovan Accreditation Agency and the licensing of private providers, begin to provide initial grounds for establishing a quality assurance mechanism for higher education. The law on higher education provides solid legal grounds for the development of the higher education sector towards the goals set by the Bologna process.

8. **Achievements of the reform:** Compulsory schooling was extended to Grade 9 in 2002/3 and this now serves as an orientation year for further possible education. Most primary and secondary schooling funding (77% of total public expenditure) was devolved to municipalities in 2002 using a per student formula. The chronic lack of trained teachers has been addressed by the new Faculty of Education at the University of Prishtina in conjunction with foreign donors. A new curriculum for vocational secondary education is being piloted. The absence of curriculum-based external examinations is being addressed by the Standards and Assessment Agency. A Grade 9 national examination was held for the first time in 2003. High absenteeism rates are also being addressed. However, infrastructure remains poor, teachers' pay is low and both are chronically under-funded. Progress in reforming higher education has been slower, though the University of Prishtina is in the process of restructuring its awards in accordance with the Bologna process. In addition, a small private sector is beginning to develop in higher education and show encouraging signs of an innovative approach to teaching and learning. Currently the whole schooling system fails to target outcomes. Indeed there is a general absence of any incentives in the funding and wage-fixing processes to reward high or improved performance.

Key remaining policy issues in education

9. **Governance and Legal Issues:** There is need for greater decentralisation (to and within education institutions), more transparency, better-defined accountability and improved governance in the education system. In the secondary schools, the existing School Boards should be required to more actively oversee school management. In higher education there are several important issues that require attention and resolution: the relationships between the Ministry and the University of Prishtina (the position of the University Senate, the representation and role of external stakeholders). The current legislation whilst ensuring academic freedom and university autonomy does not provide a mechanism by which the University and Ministry can work together effectively to promote the development of a modern, output-focused, university.

10. **Measuring Outcomes and Extending Performance Management:** Our surveys indicate that educational institutions in Kosova have no tradition of measuring systematically educational outcomes. The new Education Management System in the Ministry of Education, Science and Technology has so far, rightly, concentrated upon developing systems to record current school pupils and track their participation and attendance rates. The University has no system for assessing the employability of its students or more general measures of the effectiveness of its teaching and learning strategies at module, award or faculty level. In short, the Kosovan education system is focused on inputs not outputs and there are no incentives for providers to target raising the level of student attainment.

11. **Funding issues:** There appears to be widespread agreement that the current funding priorities should be expanding participation in pre- and post-compulsory education, reducing absenteeism, greater capital expenditure on schools and higher education, quality improvements and, subject to increases in efficiency, higher teacher salaries. The existence of excess demand for places at the University of Prishtina and emergence of private providers of higher education indicates that there is a possibility of increasing private funds in higher education. Unlike the trend elsewhere in Europe and the OECD, in Kosova decentralisation has taken the form of devolving budgets not to schools but to municipalities. This has led to some problems in providing an appropriate funding formula and insufficient incentives exist for municipalities to take unpopular, but necessary, decisions regarding excess staffing and more particularly school closures or mergers. Currently school directors have no discretion regarding expenditure. Management if the faculties of the UP are not satisfied with the level of authority they have.

12. **Curriculum-Based External Assessment and career guidance:** The Standards and Assessment unit organised national tests at the end of Grade 9, held for the first time in June 2003, but no feedback has yet been provided to schools and pupils on their performance. The effectiveness of the instruments used has not been fully assessed. These tests need to ensure that they evaluate pupils' understanding of the curriculum and provide feedback to primary schools, parents and pupils. The neglect of educational outcomes in Kosova is nowhere more apparent than in the almost complete absence of careers education and vocational guidance. Indeed there is little recognition, throughout the whole secondary and tertiary curriculum, of schooling as, in part, preparation for the world of work. The generic skills required by the knowledge-based economy do not directly figure in the curriculum offered in secondary and tertiary education.

13. **University Reform:** The University of Prishtina remains both one of the country's principal assets and one of its most popular institutions. It is modernising its framework of courses in line with the Bologna declaration and structural reforms have created a single Education Faculty. It seems that a detail operative plan for the implementation of these reforms is still missing. However, the University lacks a modern framework for monitoring the quality of its courses, has little tradition of academic research and has a highly centralised budget allowing faculties no budgetary powers. Its funding is almost wholly independent of its educational outcomes and historically based on a 20:1 student-staff ratio. Deans and academic staff in general have low morale, in part reflecting very low salaries which result in high rates of absenteeism and multiple job-holdings. At the margin the University is now facing increased competition from private providers though this appears to be insufficient to motivate the needed behavioural changes and some restructuring of the University.

POLICY RECOMMENDATIONS

Increasing overall investment in education is one of the most important challenges facing the Kosovan economy. Meeting this challenge requires a combination of increased government funding, higher domestic private funding and increased donor funding. With such funds the remaining elements of a modern education system can be established which would be able to face challenges of the new knowledge-based economic environment, globalisation process and the development of new technology.

Appropriate policies are necessary to be implement in order to increase overall participation in education of new generations, especially in pre and post compulsory school education. Policies that aim to increasing the participation of females in secondary and higher education are another priority.

- The share of education expenditure should gradually increase from its 15% share of total government expenditure in 2004. However, in the likely absence of substantial increased public funding, the education system needs to prioritise the attraction of **increased private funding**. This, in practice, largely means attracting increased private funding into higher education:

    - Revenue raised through tuition fees at the University of Prishtina needs to increase.
    - A multi-tier tuition fee scheme should be introduced in conjunction with curriculum-based external exit examinations in Grade 12 to be introduced in 2006. In this exam the top performing x % of students in **each** secondary school would be eligible to pay fees at the current level, subject to attaining the university entrance requirements. The remaining of places at the University to be made available to other qualified students at a market-determined fee level. The additional revenue generated to be retained by the University to fund higher salaries for academic staff, improved management information systems and curriculum development which raises levels of student attainment.
    - In order to prevent an over-expansion of the University and create space for private providers, the Ministry of Education, Science and Technology should contract the University to provide higher education for a fixed overall student intake of full-time undergraduate students.
    - The Ministry of Education, Science and Technology should provide funding to the University on a basis which assumes that all government-funded students complete in the minimum specified period. Students who have to repeat studies because of failure should be charged higher fees by the University reflecting the lack of a Ministry subsidy.
    - Part-time students should be re-introduced into the University, with fees at least covering costs, and being at least equal to those paid by full-time students. These should include the provision of non-degree vocational short courses. The Ministry may wish to subsidise the part-time provision of professional development for teachers and medical staff.
    - The fees of postgraduate taught courses should in most cases at least cover full costs, though again the Ministry may wish to subsidise provision in the Faculties of Education and Medicine.
    - The entrepreneurial and income-generating skills of academic staff need to be redirected towards raising the University's external income. This requires higher, performance-related academic salaries and willingness for the University to enter

into mutually beneficial contractual relationships with associated research centres and institutions.
  - MEST together with the University should establish proper foundations for research work at the University financed by public funds and international donations/funds and private funds generated by this research (the two latter funds would supplement the public funds).
  - The additional funding generated above should also enable the University to improve its management information systems and the expansion of international activities, especially with other Albanian language institutions of higher education. The University should become fully engaged with the European Research Area and fully implement reforms in accordance with the Bologna process.
  - In general, education institutions, especially the University of Prishtina, should seek to privatise the delivery of most educational services and eliminate non-education-related subsidies (dormitories, catering etc.). This should enable a reduction in the relatively high ratio of non-teaching to teaching staff throughout the system.
  - The provision of for-fee evening and weekend adult and continuing education should be encouraged throughout the schooling system.

- To complete the structures necessary for a modern education system in Kosova **further improvements to governance and the legal framework** need to be made.

  - Both the role and effectiveness of School Boards need to increase in a more decentralised system. These Boards should have ownership of the annual school plan and be responsible for producing an annual report to be circulated to parents and the municipality.
  - The new University of Prishtina Statute should be in concordance with the existing law and recognise the Ministry's responsibility for determining national policies and priorities. This Statute should be client-centred (rather than academics-centred).
  - The Ministry should have representatives on the University's Senate through which it can influence policy. Such representation should also improve information flows between the Ministry and the University.
  - Higher education legislation needs to be clear and unambiguous. Procedures for licensing, accrediting, re-accrediting and operating of educational institutions should be transparent, and the scope of potentially controversial issues which are not regulated at the state level should be minimized. Such clarity and transparency should help to avoid future legal disputes and assist the elimination of corruption and low-quality higher education.

- The whole education system needs to focus on outcomes not inputs, **performance management systems** therefore need to be strengthened:

  - Collect improved data on educational outcomes at all levels.
  - Maintain national assessment at Grade 9 but strengthen links to curriculum.
  - Curriculum-based external exit examinations at Grade 12 should be supervised by an independent Standards and Assessment Agency, replacing the current University entrance examination. Performance at a particular level gaining the pupil eligibility to apply for higher education. In certain Faculties, for example Education and Medicine, an interview-based selection process may need to be introduced to screen qualified applicants.

- The University of Prishtina needs to develop its student database to enable monitoring of student performance across awards and modules and student completion rates.
- At both the University faculty and programme level performance indicators should be developed covering completion rates, the average time taken to complete undergraduate studies, the intake of minority and disadvantaged groups and, eventually, employment rates of graduates.
- A regular cycle of external quality inspections of each Faculty programme should be introduced in which assessing student opinion should be a key element. This process should involve international subject specialists and, in the longer term, the creation of a quality agency covering all Albanian-speaking universities should be established.
- The increases in the pay of teachers and lecturers need to be linked to individual performance and especially professional development. In the University, promotion should reflect proven effectiveness as a lecturer and measurable research outputs (publications in internal, refereed journals) and other evidence of professional development such as the production of Albanian-language textbooks.

- To increase efficiency and raise overall levels of attainment the whole education system needs to create **more competition between institutions and decentralise decision-making**:

  - To further promote the raising of attainment levels in schools, results in the national examinations at both Grade 9 and 12, need to be publicised. This will encourage parents to exercise choice and/or voice and make teachers and directors more outcome focused.
  - Similarly, the publication at faculty and award level of graduation rates and average length of study will promote increased concern with outcomes in the University.
  - The introduction of a two-tier fee system would enable private providers to compete more directly, although other mechanisms are needed. One possibility to increase this competition is to re-structure the existing University of Prishtina into four independent institutions.
  - It is recommended a SWOT analysis of different alternatives for restructuring of the University of Prishtina, especially the strengths and weaknesses of two main alternatives: restructuring of the existing University into several parts and establishing independent Universities in some regions of Kosova.
  - Secondary schools directors should be given more authority over spending (budgetary issues). Devolving such authority to the Faculties should be in line with the increased efficiency by them.
  - Funding should be allocated on a per student basis, and in the case of the University the formulae used to devolve funding to Faculties should be weighted based upon international estimates of the costs of providing different undergraduate programmes.

- The whole education system needs to **strengthen links with the labour market** and encourage the growth of self-employment:

  - There should be a regular appraisal of whether the key generic competencies required in the labour market are being effectively developed in pupils and students.
  - A system of delivering career guidance in all schools and higher education institutions needs developing.

- Schools and the University need to develop regular contacts with local employers and seek to develop opportunities for work placements
- Initial teacher training and in-service training should promote career guidance to all future and existing teachers.
- The University of Prishtina should develop career planning and personal development modules available to all students.

[12] For example, if the average year of schooling for the population 25-64 increases from 17 to 18 , than the long-run output increases by 6%.

1. INTRODUCTION

The case for the importance of human capital for economic growth is not new. Human capital is found to be a key element for sustainable and rapid economic growth. Human capital is even more important for transition countries as these countries are reforming their economies toward market economies. While the progress toward the market economy in the early phases of transition did depend on the willingness and commitment of government to implement reforms, the long run adjustment of transition economies depends primarily on the ability of human capital to absorb and to utilise the knowledge that is necessary to compete internationally.

The Riinvest Institute with the support of the USAID Office in Kosova is implementing the second phase of the project *'Promoting Economic Development Through Civil Society'*. Among the modules during this phase of the project is 'Education and Economic Development of Kosova'. This research report is prepared for this module with an emphasis on secondary and higher education. The objectives of this module and therefore of this report are:

- To promote an open and engaged debate among policy makers, civil society and education institutions on the education system in Kosova, the ongoing reforms and its importance for further economic development,
- To increase the awareness of policymakers and different stakeholders of the importance of a modern education system in enabling young generations of Kosovars to fully participate in economic progress,
- Based on research and analysis of current situation, relevant experiences from other countries and challenges ahead, to recommend appropriate policies for establishing proper foundations for an efficient education system that enables faster economic development.

Several activities have been undertaken to complete this research report:

(i) Meetings with the key actors regarding the education system in Kosova *(the Ministry of Education, Science and Technology, Kosova Education Centre, the World Bank office in Prishtina, the Ministry of Labour and Social Welfare, the University of Prishtina and some of its Faculties, the Municipal Departments of Education, several Secondary Schools, Private College of Arts and Social Sciences, American University of Kosovo, the Director of the Department for Education at the Municipality of Prishtina, etc)*,

(ii) Identification and analysis of the available studies and publications for the education system in Kosova,

(iii) A review of studies (research reports) produced by Riinvest,

(iv) A survey with 100 secondary school teachers and 92 university lecturers,

(v) A survey with 375 university students,

(vi) In-depth interviews with 19 Heads of Secondary Schools throughout Kosova and 8 Deans within the University of Prishtina (UP)

(vii) Analysis of all laws and regulations on the education system,

(viii) Analysis of the experiences from transition and developed economies regarding the reform of the education system and their achievements relevant to Kosova,

(ix) Two workshops delivered by two foreign consultants engaged in this project:
   - *"Education and economic performance"*, delivered by Professor Nick Adnett;
   - *"Reforming Higher Education: Lessons Learned from the Transition Countries"* by Prof. Marek Kwiek.

As part of the technical assistance, Riinvest has contracted two experts: Professor Nick Adnett from the Institure for Education Policy Research, Staffordshire University (United Kingdom) and Prof. Marek Kwiek from the Centre for Public Policy at Poznan University (Poland).

The report consists of four sections, the first one being this introduction.

In Section 2, we first summarise the current evidence on the role of education for economic development. We than discuss current policy issues in the EU and OECD countries. Then we discuss the importance of education for economic development in Kosova along with an analysis of government expenditure on education and issues related to governance and legislation

In Section 3, the current state of the secondary and higher education is outlined. An overall assessment of the schooling system is provided making use of data from the survey with the University and Secondary School teachers *(see point iv above in the list of activities),* the survey with University students *(see point v above)*, and in depth interviews with Heads of Secondary Schools and Deans within the University of Prishtina (UP) *(see point vi above)*.

In Section 4, we discuss key remaining policy issues in strengthening the education system's contribution to economic development. Here we discuss issues related to governance and legal issues, measuring outcomes and extending performance management, funding issues, external assessment, career guidance and the University reform.

The Riinvest Institute would like to acknowledge the following people/institutions that contributed to preparing this research report:

(i) The USAID Office in Kosova for supporting this project and for substantial discussions,
(ii) Two consultants: Professor Nick Adnett and Marek Kweik for excellent contribution given during their visit to Riinvest,
(iii) The Ministry of Education, Science and Technology for its readiness to meet us several times and to share information with us,
(iv) The Heads of the Secondary School and the Deans of some Faculties for their readiness to meet us and to share their views with us,
(v) The students that were engaged as enumerators,
(vi) Several people from the Kosova Education Centre for participating in a consultative meeting when we discussed project activities as well further meeting at their site, etc.

2. EDUCATION AND THE ECONOMIC DEVELOPMENT OF KOSOVA

2.1 Education and Economic Performance

In recent years governments have seen education, and especially higher education, as an increasingly important determinant of their countries economic performance (see also box 1). There are four main factors which have brought about this more prominent role for education policies. **Firstly**, for developed economies there seems to be a well established empirical relationship between education attainment levels and relative economic performance. OECD (2003b) estimates that one additional year of schooling raises long-run output by 6%.[2] Whilst De la Fuente and Ciccone (2002) conclude that an extra year of schooling in the population as a whole raises growth in the short-run by 5% with a further 2.5% increase in the long term. The mechanisms behind this relationship are largely higher labour productivity and faster innovation and exploitation of new technology. The former reflecting that investment in schooling generates high rates of return to individuals in the form of higher earnings and shorter and fewer spells of unemployment and non-participation. However, this empirical relationship between education and economic growth is complex. There is some reverse causation in that citizens in wealthier countries demand more education, whilst for developing countries cross-country econometric studies find little or no relationship between educational outputs and economic growth. This is due to the issues of brain drain, corruption and poor legal infrastructure that makes difficult for more educated people's productivity to be transformed into benefits to the society. Rogers (2003) concludes that higher educational outputs only generate faster growth in countries with low levels of corruption, small informal economies and low emigration rates amongst the highly-educated. These are particularly important findings for Kosova and suggest the need for reforms elsewhere to complement those in education.

Box 1: Private and public economic and social benefits from higher education

Benefits	Private	Public
Economic	Higher salaries More regular employment Higher participation	Greater productivity National and regional development Increased tax revenues and reduced reliance on government Financial support
	Improved working conditions Increased personal and professional mobility	Increased consumptions Increased potential for transformation from low skill-ed industrial to knowledge-based economy
Social	Improved quality of life for self and children Better decision-making	Nation building and development of leadership Democratic participation; increased perception that the society is based on fairness and opportunity for all citizens
	Improved personal status Increased educational opportunities Healthier lifestyle and longer life expectancy	Social mobility Greater social cohesion and reduced crime rates Improved health Higher educational and economic aspirations for their children

(source: World Bank 2002b: 81)

A second factor raising the profile of schooling policies has been the emergence of authoritative studies (TIMSS and PISA) comparing educational attainment levels across nations. These suggest that, particularly amongst pupils of average and below average ability, the US and many Western European countries perform poorly compared with South East Asian and Scandinavian countries. In the former countries this has led to a switch away from concern with inputs towards measuring and raising educational outcomes.

The tendency of the share of expenditure on education to rise from its current average of 6% of GDP in OECD countries is **a third factor** which lies behind increased concern with education policy. In part, this rise reflects the tendency of average class sizes to fall, but it also results from the tendency of the relative price of education to rise. This in turn reflects the effect of technology

which raises the wages of teachers, but so far, not their productivity. Hence under budgetary pressures governments have become increasingly concerned with the effectiveness of their schooling systems, as well as reducing governments' share (current OECD average 88%) of total educational expenditure.

Finally, globalisation, the new economy and the increasing geographic mobility of high-productivity employment have all concentrated government attention on competing successfully in the global, knowledge-based economy. The quality of a country's labour force is seen as a crucial determinant of its global competitiveness. In the EU, this concern has generated the Lisbon Strategy which seeks to make Europe the leading knowledge-based economy by 2010. In this Strategy education and training policies have a key role, though currently the EU risks missing the five benchmarks adopted by the Council in May 2003 (European Commission, 2003a). In particular, the take-up of lifelong learning is low and the levels of both failure at school and of social exclusion remain stubbornly high. In addition, there is no sign of any substantial increase in overall investment, public or private, in human capital.

2.2 Current Policy Priorities in the EU and OECD

We concentrate upon the six issues which have featured in most recent policy debates in the EU and OECD Member States and which have particular relevance to Kosova. First, we examine the tendency of policy makers to promote market-based reforms of state schooling. These reforms intend to create greater incentives for schools, universities and teachers to raise the educational attainments of their students. Associated policies include open enrolment, which creates more choice of providers for parents and students, and hence makes educational institutions more sensitive to the needs and preferences of their clients. In addition, performance indicators allowing comparisons to be made across institutions need to be created and publicised in order to improve the information available to parents and students in making their schooling choices. In order to allow schools, colleges and universities to respond to these new forces, governments have increasingly decentralised management decision-making and budgetary responsibilities to individual educational institutions. It appears that only if educational institutions have control of their resources can they be expected to respond fully to these new pressures and focus on raising educational outcomes (Adnett and Davies, 2002).

Secondly, as indicated above, a key part of the market-based reforms has been to introduce or expand performance management in state educational institutions. The emphasis has now switched from concern with inputs to educational outcomes. Publication of performance indicators encourages competition by comparison where institutions compare their own performance with that of similar schools or universities. In addition, governments are increasingly setting SMART targets for these institutions. That is targets that are Specific, Measurable, Achievable, Relevant and Timed. Practice in education and elsewhere in the public sector, suggests that targets work best in improving performance when they have been agreed by all relevant stakeholders, rather than unilaterally imposed upon providers, and where incentives are provided to reward improved performance.

Thirdly, the emergence of the knowledge-based economy, together with more general organisational and technological developments, have led to rising private returns to schooling and increased importance of the generic skills of the workforce. To be competitive a nation's labour force need to have not only traditional key competencies (reading, writing and numbers), but also transportable technical skills such as problem-solving, communication and IT skills. At the same time the continuing relative growth of the service sector and small and medium sized enterprises increases the demand for entrepreneurial skills such as enterprise, initiative and risk-taking. In

addition, increases in the mobility of workers and jobs has encouraged a greater concern with developing students' job-seeking skills and improved delivery of vocational guidance (OECD, 2003c). These developments have been encouraging governments to develop curriculum which develops these general transferable skills in all secondary and tertiary institutions. For example, as part of its Lisbon Strategy the EU is developing a European Framework of Key Competences. The eight areas of key competences identified are: communication one's mother language; communication in a foreign language; knowledge of maths and basic skills in science and technology; ICT skills; learning to learn; interpersonal skills and civics; entrepreneurship and cultural awareness (European Commission, 2003b). These key competencies should be learnt by the end of compulsory schooling and be developed in further learning. The acquisition of the ability to learn is crucial in ensuring access to continuing learning opportunities and assisting adaptation to the changing needs of employment and society. In this environment schooling and career guidance in particular, need to assist the development of an ability to take charge of one's own learning and career.

Fourthly, schemes which target the basic learning and socialisation skills of groups with a high-risk of leaving schooling at an early age outperform all other schooling policies. This reflects their effectiveness at combating social exclusion and avoiding the high levels of crime and unemployment associated with such outcomes. In the EU, for example, currently one in five leave schooling early and without qualifications and the education and training component of the Lisbon Strategy requires this proportion to be halved by 2010.

The fifth policy area concerns the continuing expansion of participation in higher education in most OECD countries. The EU estimates that about 80% of the new jobs created up to 2010 will require higher education (European Commission, 2003a). Currently 23% of males and 20% of females in the 25-64 age range hold a higher education qualification in the EU compared 36% of males and 32% of females in Japan and 37% of the US overall population. The continuing high private returns to university studies have stimulated increased demand for university places throughout the OECD. However, in the OECD per capita costs of higher education are double those of secondary education and increasing participation has therefore placed additional pressures on governments' budgets. One consequence has been attempts to switch the funding costs to parents and students by higher tuition fees, thereby increasing the proportion of funding coming from private sources. In some countries the increased demand has also stimulated the growth of private, fee-charging higher education institutions.

Finally, one common response to this expansion of higher education and its perceived increased economic importance has been its reform and/or restructuring. These changes have often combined the authority of the state and the power of markets in new ways to stimulate improved efficiency and innovation (OECD, 2003c). Linked to these changes has been the extension of performance management to universities targeted at widening access, reducing both drop-out rates and the average length of completed study and raising the employability of graduates. Funding mechanisms have been introduced partly based on university performance on pre-determined indicators, whilst the granting of greater operational autonomy has generally been closely connected with strengthened external assessment of the performance of universities. In most OECD countries there is now a mix of government influence and institutional independence, with governments focusing on a limited number of specific policy goals where public interest considerations are clear-cut (OECD, 2003c). Governments are generally limited to involvement in determining funding formulae and the unit of resource, ensuring financial accountability, developing external agencies to ensure the quality of teaching and research and institutional responsiveness and protecting the interests of vulnerable groups.

2.3 Education and Economic Development in Kosova

2.3.1 The Importance of Education to Kosova

Given the trend toward the knowledge-based economy, the human capital embodied in the Kosovan population is the nation's most important economic asset. As in other countries, the success of the Kosovan education system in developing high levels of attainment in the key competences will be an important determinant of future national economic development. Equal access to a modern education system is also a major factor in promoting equity and social welfare as well as raising the well-being of minority and disadvantaged groups.

Improving educational standards stimulates economic development directly through its effect upon the productivity of workers. In addition, a more educated workforce is more flexible and adaptable, and thus better able to respond to the changing needs of the Kosovan and European economies. Consistent with these arguments, Hoti and Adnett (2004)[3] have shown that, at the individual level, the amount of schooling is a major determinant of both the probability of being in and retaining employment and the level of earnings in Kosova – more educated individuals have higher probability of being employed and higher earnings. Moreover, higher levels of educational attainment in the population also stimulate local innovation and enterprise and crucially it speeds up the process of knowledge transfer.

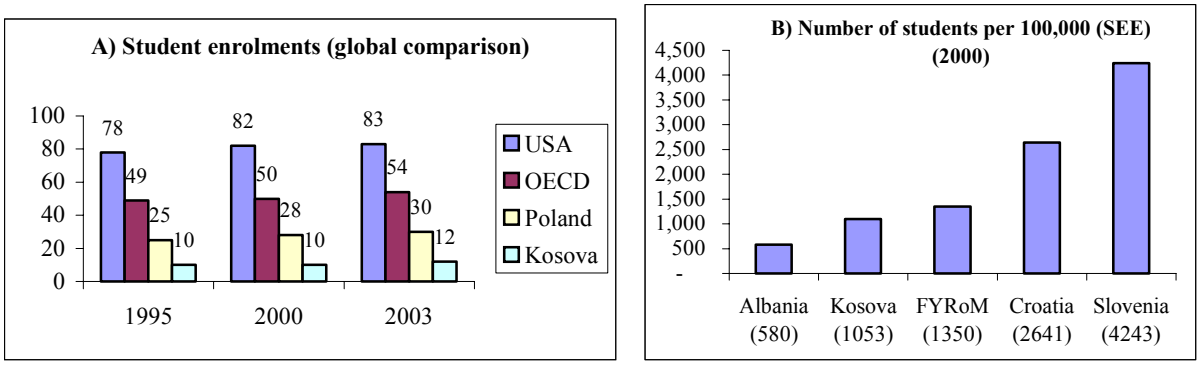
A further particular advantage to the Kosovan economy is that the successful promotion of key competencies will stimulate self-employment and hence side-step some of the bottlenecks in job creation caused by uncertainty of political status and delayed privatisation. Finally, higher levels of educational attainment increase the prospects of Kosovars competing successfully in foreign labour markets as well as their own. Hoti and Adnett (2004) have shown that more educated Kosovars are more likely to work abroad. Hence with higher levels of schooling, per capita remittances from Kosovars working abroad should rise and if the incidence of working abroad also rises, these remittances increase further. For all these reasons expenditure on education must be viewed as an investment, the returns from which will be faster economic growth as it was explained Section 2.1. It is this characteristic which necessitates that the Kosovan Government prioritises increasing total public and private sector expenditure on education.

Given the growing importance of higher education for economic development, policies that target increasing participation in education in general and in secondary and higher education (HE) in particular are urgently needed.[4] For the sake of comparison, enrolment in higher education institutions in Kosova in 2003 was around 10-12%, whereas in a post-communist country such as Poland it was 30% (in the USA 80% and in the OECD countries 54%, (see *part a* of the figure below). There are roughly 1000 students enrolled in higher education in Kosova per 1000,000 inhabitants, compared to 1350 in Macedonia and 4243 in Slovenia (see *part b* of the figure below). Both of these countries have similar population to Kosova. Increasing the number of students is even more important given the fact that the majority of new jobs require a higher education degree. This increase in enrolment in HE should be given priority if it is to increase the competitiveness of the Kosovan economy.

[3] Hoti, A. and Adnett, N. (2004) Schooling in a High Unemployment Economy: The case of Kosova, Staffordshire University Business School, Economics Division Working Paper No. 2004.01.

[4] Note that the level of illiteracy in Kosova is estimated to be 5.3% and it is higher form females and for those residing in rural areas (Riinvest Households and Labour Force Survey, December 2002)

Figure 1: A) Students' enrolment (global comparison); and B) Number of students per 100,000 inhabitants (SEE) (2000)



Source: CEPES/UNESCO, Bucharest, Romania, 2002 (mimeo)

Majority of the new jobs created in Kosova during the last four years have been created in the sector of Small and Medium Sized Enterprises (SMEs), for which the entrepreneurship skills are essential. Consequently an education system that equips the new graduates with these skills ensures faster employment and therefore economic growth. They consider that new graduates usually lack the practical skills that are necessary to work. Though it is difficult to assess to what extend these skills are provided to students, there is an impression that the higher education in Kosova needs to further develop programs that offer these skills. A survey that Riinvest Institute has conducted with SMEs in Kosova (December 2003) shows two-third of the managers are partly or not satisfied with the skills of new higher education graduates that they employ.

Based on the data from the Riinvest Households and Labour Force Survey (December 2002), only 13% of the Kosovan population in the 25-64 age range hold a higher education qualification (18% of males and 8% of females), compared to 23% of males and 20% of females in the EU, 36% of males and 32% of females in Japan and 37% of the US overall population. This low percentage of people with higher education qualifications and increasing demand in the labour market for these qualifications will put pressure on the education system in Kosova to increase its capacity.

Table 1: The level of education of the population in Kosova (age 25-64)

Level of education	Male	Female	Total
Less than primary	0.02	0.10	0.06
Primary	0.24	0.49	0.36
Secondary	0.55	0.33	0.44
High	0.18	0.08	0.13
na	0.01	0.01	0.01
Total	1.00	1.00	1.00

Source: Riinvest Households and Labour Force Survey (December 2002)

2.3.2 Government Expenditure on Education

Education in Kosova is mainly public, while participation in private education is still low. Secondary and primary education is financed through grants of the Central Budget, which are transferred to the municipalities, whereas higher education is financed directly by the Kosovan Budget and by students' contributions in the form of tuition fees. Private secondary education, such as the private colleges licensed by the Ministry of Education, Science and Technology, are financed by private sources. Private funding is required for most students attending the American University, though financial means for establishing of this University was provided by funds for Kosova's reconstruction, collected by Albanians that work and live in the Western countries. Until now there have not been developed any mechanisms which enable a broader portfolio of financial sources for education, such as the combined private and public financing, partnership forms and using of external financial sources.

In the developed countries, spending on primary and secondary education is largely covered by public sources (92.8%) with just 7.2% coming from private sources. In these countries higher education is financed by: public sources 78.6%, private sources 21.4% and 1.9%[5] by subsidies. In some of the developed countries (such as USA, Korea and Japan) private sources of funding dominate public ones. The share of public expenditures in education both in the total government expenditure and in GDP varies from country to country. In the OECD countries the participation of all kinds of education expenditure in the total government budget in 1999 was 12.7% (8.7% primary and secondary education, whereas 2,8% for higher education). Education expenditure as a percentage of GDP was 5.2% (3.5% primary and secondary education and 1.2% higher education). Education expenditure as a percentage of GDP in some countries and groups of countries in presented in the table below.

Table 2: Education expenditure as a percentage of GDP

	Education expenditure / GDP (%)
Developed countries (average)	4.8
United States of America	5.0
Europe	5.2
Countries with low income	3.2
Countries with high income	4.7
World	4.5

Source: World Resources Institute, Earth Trends (data for the year 1998)

Education expenditure in the Kosova Budget 2004 accounts for about 15% of the total budget expenditure. The preschool, primary and secondary education account for around 11.8%, special education 0.18% and higher education 2.1%).

Table 3: Government expenditure in Education in Kosova 2000-2004, (in '000 Euros)

	2000	%	2001	%	2002	%	2003	%	2004	%
Preschool, Primary and Secondary	49,493	87.3	52,241	87.0	61,740	83.5	61,444	76.8	72,814	78.6
Special needs education institutions	642	0.2	469	0.8	816	1.1	956	1.2	1,112	1.2
Higher Education	6,155	10.9	6,395	10.6	9,891	13.4	11,591	14.5	12,943	14.0
National University Library	140	0.2	242	0.4	265	0.4	1,125	1.4	1,385	1.5
Education Administration	251	0.4	732	1.2	1,012	1.4	4,499	5.6	2,812	3.0
Teacher Training					192	0.3	230	0.3	1,280	1.4
Curriculum Development					65	0.1	200	0.2	273	0.3
Total	56,681	100.0	60,079	100.0	73,981	100.0	80,043	100.0	92,620	100.0
Total Kosova Budget	285,600		288,20		383,708		556,900		619,000	
% of total budget	20%		21%		19%		14%		15%	

Source: MEF

[5] OECD (www.oecd.org/edu/eag2003).

Salaries account for around 85% of expenditure in primary and secondary education during this period, whereas higher education has a higher share devoted to goods and services and capital consumption. In general the low budgetary capacity to fund education's needs is the cause of the very low level of salaries and limited opportunities for material expenses and capital investment. The average monthly salary in public education institutions in 2003 was around 143 €. This level remained unchanged compared to the year 2002, whereas in 2004 a 5% increase in salaries is planned. The distribution of education founds according to the objectives can be seen in the table below.

Table 4: Distribution of education expenditure in salaries, goods and services and capital consumption

	Primary and secondary education			Universities		
Year	Salaries	Goods and Services	Capital Consumption	Salaries	Goods and Services	Capital Consumption
2001	81.0%	15.0%	4.0%	62.0%	38.0%	-
2002	86.5%	4.2%	9.3%	49.6%	42.6%	7.8%
2003	82.6%	14.6%	2.8%	50.0%	41.0%	9.0%
2004	86.4%	11.3%	2.3%	59.0%	36.0%	5.0%

Source: Documents of MEF

The financial needs of education are related to the number of pupils and students. Employment in education makes up the largest part of total employment in public institutions. In 2003 there were 32,689 employees in education in Kosova out of 74,928 people employed in public administration. Based on the estimations by the Riinvest Institute for Development Research (Labour Force Survey 2002), the total number of employees in Kosova is around 430,000 (including private sector, the sector administered by KTA, governmental organizations, agriculture, as well as informal employment which is considered to 20% of total employment). Based on this data, employment in education makes up around 6.5% of the total number of employees and about 1.41% of the total population.

Table 5: Employment in education

	Employment in Education	
	In the total employment	In the total number of the population
Kosova (20002)	6.5	1.41
CEE (Central and Eastern Europe)	2.9	1.43
ECA (Eastern Europe and Central Asia)	3.3	1.58

Source: World Bank (data for the year 2000); Riinvest, Report on Labour Market (2003)

Compared to the Central and Eastern European transition countries and Central Asian countries, Kosova has more employees in education as a percentage of total employment. Both of the indicators presented in table above indicate the low level of employment in Kosova. Furthermore, there are signs of a young population structure in Kosova, characterized by a rising number pupils and students (425,194 pupils and students in 2002/2003).

The system of funding education in Kosova has been shown to be inefficient, especially in higher education. A main reason for this is the high level of centralisation of decision-making, especially resource allocation. In general, more financial decision-making needs devolving to schools and Faculties and both transparency and accountability need strenghthening. Sustainable funding mechanisms have not yet been set up ,which motivate education institutions, teachers and students to target raising educational attainment. Under the current circumstances schools and the University often have insufficient means to even fund their most elementary needs.

2.3.3 Governance and Legislation

2.3.3.1 Secondary education – governance and legislation

The Law on Primary and Secondary Education was signed in October 2002, it establishes the right to education and specifies the aims of schooling as well as the principle of non-discrimination and determines the organisation and allocation of schooling. It also establishes the responsibilities of the Ministry, municipalities and parents. It requires that each publicly funded educational institution should have a School Board with elected representatives of teachers, parents and, at Levels 2 and 3, pupils.

The process of decentralization of primary and secondary education in recent years has not been completed: school Directors are still formally appointed by the MEST (art. 13.5 of LPSE), even though the transfer of teacher employment to the municipalities has been effective as of January 1, 2003. The Director is appointed and employed upon receiving a recommendation from a panel with representatives from the MEST and the municipality, in which the MEST has the majority. The municipality is responsible for employing and paying municipal educational administrators, teaching and non-teaching staff of public institutions. Even though the Director has responsibility for both academic and general administration of the school (art. 24.3), s/he is not able to hire or dismiss his/her teaching staff, just as the municipality is not able to dismiss Directors, no matter what their performance is. Recruitment procedures, to be developed by the MEST, allow the participation of Directors in the appointment of teachers in their schools (32.5); though no steps to be taken by the Director with respect to hiring or dismissing his/her teaching staff are mentioned in the law.

Against the spirit of decentralization, vacancies not only for posts of Directors but also for posts of teachers are advertised by the MEST (32.4a). Municipalities' role is limited to selecting non-teaching staff in schools. Consequently, the influence of municipalities on schools under their jurisdiction is small. As there are several thousands of both primary and secondary schools, the inspections of institutions should be undertaken periodically within municipalities, by municipal education office staff, and not by the MEST. According to the law, inspections of educational institutions (and issuing "recommendations for improvement") are the responsibility of the MEST (13.3). The law does not present any mechanisms of cooperation of the MEST with municipalities in this respect. Municipalities are not obliged to perform such auditing inspections in the present law (they may be obliged by administrative decisions, though), which would seem much more efficient. Involving the MEST in work at this low level of operation of the system seems inappropriate, a much more appropriate role being the coordination of inspections in different municipalities performed by their office staff.

The role of the MEST in licensing private educational institutions is adequate (41.1). The general criteria are formulated and they should be further determined in detail by an administrative decision. What is worrying is that municipalities (and their inspectors) play no role during school's operation. Municipalities should be involved in monitoring the operation of the institution: and the MEST's role cannot be following developments of each and every private school in the country.

2.3.3.2 Higher education – governance and legislation

The Law on Higher Education was passed in May 2003 and it is developed in concordance with recent developments in European higher education systems. Specifically it requires Kosovan higher education to develop towards the goals set by the Bologna process. Two administrative instructions, covering the Kosovan Accreditation Agency and the licensing of private providers, begin to provide initial grounds for establish a quality assurance mechanism for higher education. The University of Prishtina's Senate drew up a new Statute consistent with the latter in September 2003, though this still awaits Ministry approval.

The law on higher education follows the spirit of the Bologna process, similarly to other currently adopted (or publicly discussed) laws in other transition countries. It has a very general character, leaving the detailed formulations to the statutes of higher education institutions subsequent ministerial regulations and instructions. From this perspective, it is especially important to study the relationships between the law and the University of Prishtina statute. These relationships will be crucial when other new providers, public or private, appear.

Box 2: Provision of part-time studies in the Law on Higher Education

One of the most important issues from the perspective of increasing access to higher education under present financial constraints and in the absence of the private sector is that of accepting part-time (weekend, evening etc) students. The new law is clear in this respect: art. 2.5 states that "Higher education may be undertaken full-time, part-time, by distance learning and in any combination of these modes of study as provided in the statute of the provider which awards a higher education qualification". Unfortunately, the new statute sent for the Ministry's approval, following the recent policy of *not* accepting part-time students, is not as clear as the law; in its art. 96 it states that "The studies can be pursued by interrupting employment, without interrupting employment, in distance and in any other combination of these forms of studies". How full-time and part-time studies are related to "employment" in a country where the unemployment of young people is well above 70 percent is hard to say.

For the governance and management of public providers, the statute of the provider is thus crucial. As seen in the Law (chapter 4, section 13), the position of the Ministry with respect to the statute of a public provider may be relatively weak. In the absence of legislation on higher education at the state level other than the present law on higher education, this may have far reaching consequences. The statute must ensure that some general principles apply (e.g. equality of opportunity in employment and equal access to study and research; it is submitted to the Ministry for approval "if it meets conditions set out in this law. Refusal by the Ministry to approve a statute or confirm modifications to it may be challenged before a court of competent jurisdiction" (art. 13.6). The Ministry may seek ways to influence the shape of the statute through the Board of the University where it has its representatives.

3. SECONDARY AND HIGHER EDUCATION IN KOSOVA: THE CURRENT POSITION AND AN ASSESSMENT

3.1 The Current Structure of Schooling - New Organizational Structure

Kosova now has a 5 + 4 +3 system of schooling from age 6. Recent structural changes have been introduced with the objective of making the Kosovan education system compatible with education systems in the EU and those of other developed countries. The education structure in Kosova now consists of: (i) Preschool education; (ii) Primary education; (iii) Secondary education; (iv) Higher education (undergraduate and postgraduate).

Table 6: New structure of the education system in Kosova (MEST)

Level	Age	International Standard Classification of Education (ISCE)
Preschool education	3-5 5-6	ISCE 0
Primary education	6-7 7-8 8-9 9-10 10-11	ISCE 1
Lower secondary Education	11-12 12-13 13-14 14-15	ISCE 2
Upper secondary education (Theoretical and Vocational/Technical/Gymnasia and Vocational schools)	15-16 16-17 17-18	ISCE 3
Tertiary education	19-	

(i) Preschool education – consists of two cycles: *kindergarten care and kindergarten preschool education.* The child can attend kindergarten at the age of 9 months. However, this care is not classified as education till the age of three. Thus, care in kindergarten covers children of the age of three to five, whereas preschool education those of five to six. Preschool education is not mandatory. The overall number of pupils in preschool education in 2002/2003 was ***22,498*** (52.5% male, 47.5% female), whereas the overall number of employees in that school year was ***1003***. Of these 84% were teachers and the rest administrative staff.

Using data from the Riinvest Household and Labour Force Survey (December 2002) to identify group ages of the population[6] from 0-6 years age (which is 12.6% of the total population residing in Kosova – 2,050,000) and the number of the preschool children enrolled in 2002/2003 of 22,498, we have estimated a participation rate in preschool education as being at 8.7%. KEC (2002, p.74) estimates this rate as being at 4.9%. These differences are likely to de due to differences in the number of population used to calculate this rate. The World Bank (2002, p.67) gives a participation rate in preschool education Kosova of 10%, it raises the concern of very low participation of children from low income families.

(ii) Primary education – from the school year 2000/2001[7] the age for starting compulsory education changed from the age of seven to that of six, while the length of compulsory education was extended from eight to nine years. Before then compulsory education was a 4 + 4 model, made up of two cycles: the cycle of the early classes or the class education and the cycle of upper classes

[6] The population of Kosova is estimated to be 2.5 million, with 2.05 million residing in Kosova (Riinvest Report 2003)
[7] Decision was made by the Interim Administrative Council, suggested by DEST.

or the subject education. In the first cycle all a pupil's teaching was conducted by a single teacher, while in the second cycle subject-specialist teachers delivered only their own subject.

In the new structure compulsory education consists of two cycles: primary education, which lasts five years, and lower secondary education which lasts four years. In the existing education system there is no formal separation between primary and lower secondary education, statistical data on primary education refer to both primary and lower secondary education. Primary schooling is delivered in satellite and main schools. In the 2002/2003[8] school year there were 973 primary schools in total, whereas in 86.8% of them teaching is in Albanian, 9.4% in Serbian, 2.4% in the Bosnian language, 0.3% Goran, one uses Turkish, and in ten others there is a mixture of languages used. Of the total number of staff in primary schools (20,352), teachers make up 81%, 5% are administrative staff, and 13% assistants.

It is difficult to estimate the participation rate in primary education, the main reason is the lack of exact data on the number of population. A study conducted by the World Bank[9] shows that the enrolment in primary education is nearly universal, at 97%. It shows that there are differences among different ethnic groups (only 77% of children from non-Albanian and non-Serbian ethnic groups are enrolled in compulsory education). Using the data from the Riinvest Household and Labour Force Survey described above (according to which the age group of 7-14 makes up 17.5% of the total population residing in Kosova of 2.05 million) and the number of pupils enrolled in primary education in 2002/2003 of 315,089 gives a participation rate of 88%. Again differences are due to the number of population used to calculate this rate. OECD (2001) gives even lower rate of participation in primary education (approx. 80%).

(iii) Secondary education – (upper) **s**econdary education in Kosova consists of grammar-gumnasiums and vocational schools. It now lasts for three or four years. *Grammar schools* are schools delivering general education that largely aim to develop the academic skills of their students and prepare them for university education. There are four types of grammar schools in Kosova: (i) *General grammar schools, (ii) Two-pathway grammar schools (social – language and natural – mathematical),(iii) Pedagogical grammar schools and (iv) Grammar schools specializing in foreign languages. Vocational Schooling* lasts for three or four years. Four-year secondary schools prepare pupils for work or continuing studies, whereas three-years secondary schools prepare pupils only for work.

According to available data in the 2002/2003 school year there were 140 secondary schools. In 72.5% of these the teaching is in Albanian, in 22% in Serbian, in 4,5% there is teaching in more than one language, and in one secondary school in Turkish (0.7%). The total number of pupils enrolled in secondary education is 86,830 (55.1% male). According to the ethnic group, 90.8% of the enrolled pupils are Albanian, 7.9% Serbs and 1.3% of other minorities. Participation rate varies according to the source of data used to calculate it. OECD (2001) claims for 37-38% participation rate for those 16-18 years old. The World Bank (2001), based on the LSMS survey, estimates the participation rate for those 15-18 years age as follows: for Albanians 65%, for Serbians 90% and for other ethnic groups 46.4%.

(iv) Higher education (university and postgraduate) – The University of Prishtina is the dominant higher education institution in Kosova, consisting of 22 faculties and high schools as follows:

[8] Statistical data on education in Kosova, 2002/2003, September 2003, MASHT/BB/EMIS
[9] The Living Standard Measurement Survey; World Bank (2001): Kosovo Poverty Assessment. Volume I

Table 7: Nr. of student at the University of Prishtina in 2002/2003 and the graduated students 1991-2002

Nr.	*Faculties/High Schools (2002/2003)*	*Students*	*%*
1	F. of Philosophy	1,865	8.0%
2	F. of Natural and Mathematical Sciences	1,697	7.3%
3	F. of Philology	2,282	9.8%
4	F. of Law	2,987	12.9%
5	F. of Economics	2,965	12.8%
6	F. of Construction-Architecture	1,100	4.7%
7	F. of Electro technique	1,075	4.6%
8	F. of Machinery	739	3.2%
9	F. of Medicine	1,885	8.1%
10	F. of Arts	567	2.4%
11	F. of Agriculture	472	2.0%
12	F. of Mining and Metallurgy	300	1.3%
13	F. Physical Culture	377	1.6%
14	F. of Teaching	199	0.9%
15	F. of Education	323	1.4%
16	High Pedagogical School in Prishtina	1,378	5.9%
17	University Business School in Peja	472	2.0%
18	High Technical Schools in Mitrovica	510	2.2%
19	High Pedagogical School in Prizren	742	3.2%
20	High Pedagogical School in Gjakovë	586	2.5%
21	High Pedagogical School in Gjilan	595	2.6%
22	High Technical Schools in Ferizaj	59	0.3%
	Total	***23,175***	***100.0%***
	Faculties	18,833	81.3%
	High Schools	4,342	18.7%
	Total	23,175	100.0%

Academic Year	*No. of graduated students*
1991/ 92	1,122
1992/ 93	1,190
1993/ 94	1,177
1994/ 95	1,106
1995/ 96	1,002
1996/ 97	1,363
1997/ 98	1,392
1998/ 99	827
1999/ 2000	*1,617*
2000/ 2001	*2,077*
2001/ 2002	*2,375*
Total	*15,248*

Source: http://www.uni-pr.edu/statistikat.html

The total number of full-time and part-time students in the Prishtina University in the academic year 2002/2003 was 23,175[10] (59% of them were male). The Faculty of Law was the largest (2,987 students) and then the Faculty of Economics (2,965). From the beginning of the establishment of the Prishtina University, more students opted to study social sciences and humanities than the sciences, technology and mathematics. In the academic year 1969/70, 68.7% of the students were engaged in the former subjects, a share which increased to 74.6% in 1980/81. Following reforms a more balanced distribution was attained, in 1988/89 54% of students studied science and technical subjects. In the last decade, there has again been an increase in the number of students who study in social sciences and humanities. In the 2002/2003 school year the total number of the University's staff was 952 of which 615 were working full-time. The academic staff are predominately male and the majority of professors have PhDs. The table above presents data on the number of graduates from the University of Prishtina during the 1990s and during two years after the war. It is evident an increase in the number of graduated students during the last two years compared to previous years.

Postgraduate education in Kosova was regulated by the decree-law on higher education approved by Kosova's Interim Government No. 20/94, on the 29 of June 1994. Studies for the Master in Science last at least two years, whereas those for PhD last at least three years. Currently, there are no PhD or professional studies provided on a regular basis in the University.

[10] http://www.uni-pr.edu/statistikatgrafik.html

3.2 An assessment of the schooling system: the RIINVEST Surveys

Several previous reports on the Kosovan education system have described the system and pointed out its key characteristics and weaknesses before the 2001 elections (OECD 2003a). In summary, it provided little pre-school provision, suffered from high pupil absenteeism in compulsory schooling and a low participation rate in post-compulsory secondary and tertiary education. Buildings and equipment were in a poor condition and the low salaries of teachers and lecturers and the lack of in-service training resulted in multiple job-holding and a slow and uneven implementation of modern curricula and teaching and learning methods. The old system had no central evaluation and assessment, all responsibility for these being devolved to schools. There was no standardisation of assessment to enable comparison between schools and teachers. Undergraduate studies lasted for a minimum of four years, only 1,600 students graduated in 1999/2000, a quarter of these in science and engineering. This low graduation rate, together with high non-completion rates and a long average duration of studies have been persistent characteristics of the University. Tuition fees were introduced in 2002/2003 and a commitment made to reform structures and curriculum in line with the Bologna process.

In the following sections we present some additional evidence on the current performance of the education system provided by surveys and interviews `carried out by the Riinvest Institute.

3.2.1 Objectives and Methodology

In order to attain new data on education, a Riinvest project team designed, piloted and completed the following:

(i) A survey with 100 secondary school teachers and 92 university lecturers,
(ii) A survey with 375 university students,
(iii) In-depth interviews with 19 Heads of Secondary Schools throughout Kosova and 8 Deans within the University of Prishtina (UP)

The questions in (i) and (ii) asked how education was being delivered and how it was perceived by those who were about to enter the labour market (i.e. final year students). Data from these surveys enabled us to evaluate the reforms that are being implemented by the Ministry of Education, Science and Technology and to provide new insights as to how the education system is functioning in general. Below we describe the methodology for both surveys and for the in-depth interviews.

(i) Survey with secondary school and university teachers

The survey sample for this survey has consisted of 100 Secondary Schools Teachers and 92 University Lecturers. The teachers interviewed were randomly selected from all teachers in a particular secondary school and Faculty/High School. The choice of secondary schools and Faculties/High Schools is explained below.

The sample of Secondary schools: To determine the sample of secondary schools from which to select the teachers to be interviewed, we used the data from the Ministry of Education, Science and Technology[11]. The table shows the population (72 schools) and sample distribution of secondary schools. Five teachers per school were interviewed. The sample distribution according to types of schools is proportional to the population of all secondary schools.

[11] MEST (2003): Statistical data on education in Kosova, 2002/2003; Ministry of Education, Science, and Technology, September 2003

Table 8: Population and survey sample of secondary schools

	Population		Survey sample			
Types of schools	No. of schools	%	No. of Schools	Nr. teachers per school	No. of teachers to be interviewed	%
Gymnasium	25	35%	7	5	35	35%
Econ-Law	11	15%	4	5	20	15%
Technical	18	25%	5	5	25	25%
Agriculture	3	4%	1	5	5	5%
Art & Music	7	10%	1	5	5	10%
Medicine	8	11%	2	5	10	10%
Total	72	100%	20		100	100%

Source: MEST (2003): Statistical data on education in Kosova, 2002/2003; Ministry of Education, Science, and Technology, September 2003

Using the technique of random selection from all secondary schools (stratified according to type of schooling, as shown in the table above), we have selected the following schools to be interviewed (see also the left panel of the table above):

- Gymnasiums (7) (Mitrovicë, Gjakovë, Skenderaj, Prishtinë, Shtërpc, Lipjan, Viti)
- Econ-Law (4) (Gjilan, Kamenicë, Fushë Kosovë, Prizren)
- Technical (5) (Suharekë, Mitrovicë, Obiliq, Prishtinë, Prizren)
- Agriculture (1) (Ferizaj)
- Art and Music (1) (Pejë)
- Medicine (2) (Prishtinë, Kamenicë)

University samples: The sample of lecturers numbered 92, the table below provides details of their distribution across Faculties and High Schools. The sample distribution across Faculties and High Schools is proportional to their number of students. In addition we have included to private institution/providers of higher education in Kosova: College of Arts and Social Sciences and the American University of Kosova.

Table 9: Sample of the University lecturers

Nr.	Faculties/High school	No. of lecturers to be interviewed	%
1	F. of Philosophy	7	7.6%
2	F. of Natural and Mathematical Sciences	6	6.5%
3	F. of Philology	8	8.7%
4	F. of Law	11	12.0%
5	F. of Economics	11	12.0%
6	F. of Construction-Architecture	4	4.3%
7	F. of Electro technique	4	4.3%
8	F. of Machinery	3	3.3%
9	F. of Medicine	7	7.6%
10	F. of Arts	2	2.2%
11	F. of Agriculture	2	2.2%
12	F. of Mining and Metallurgy	1	1.1%
13	F. Physical Culture	1	1.1%
14	F. of Teaching	1	1.1%
15	F. of Education	1	1.1%
16	High Pedagogical School in Prishtina	5	5.4%
17	Business School in Peja	2	2.2%
18	High Technical Schools in Mitrovica	2	2.2%
19	High Pedagogical School in Prizren	3	3.3%
20	High Pedagogical School in Gjakovë	2	2.2%
21	High Pedagogical School in Gjilan	2	2.2%
22	High Technical Schools in Ferizaj	1	1.1%
23	College of Arts and Social Sciences	3	3.3%
24	American University of Kosova	3	3.3%
	TOTAL	92	100.0%

(ii) Survey with University students

After some prior consultations with the project team, we decided that a survey sample of 375 students was adequate to provide insights as to how the students perceive the education they are receiving and the way that teaching is developing. We interviewed only final year students since the intention was to get the answers from those who are about to enter the labour market. They also can assess the reforms introduced so far. In addition, we have interviewed 15 students in each of the two private providers of higher education (namely the College of Arts and Social Sciences and the American University of Kosova). The sample distribution is presented in the table below. The sample in the Faculties and High Schools of the University of Prishtina (UP) is proportional to their number students. Note that we did not include all Faculties and High Schools of the UP, the reason for that being that some faculties are very specific (such the Faculty of Arts or the Faculty of Teaching, the latter is due to be closed).

Table 10: The sample distribution of students

Nr.	Faculties/High school	Students interviewed		Sample/population ratio
1	F. of Philosophy	25	6.7%	0.01
2	F. of Natural and Mathematical Sciences	25	6.7%	0.02
3	F. of Philology	25	6.7%	0.01
4	F. of Law	40	10.7%	0.01
5	F. of Economics	40	10.7%	0.01
6	F. of Construction-Architecture	20	5.3%	0.02
7	F. of Electro technique	20	5.3%	0.02
8	F. of Machinery	20	5.3%	0.03
9	F. of Medicine	20	5.3%	0.01
10	F. of Agriculture	20	5.3%	0.04
11	F. of Mining and Metallurgy	15	4.0%	0.05
12	F. of Education	15	4.0%	0.05
13	High Pedagogical School in Prishtina	15	4.0%	0.01
14	Business School in Peja	15	4.0%	0.03
15	High Technical Schools in Mitrovica	15	4.0%	0.03
16	High Technical Schools in Ferizaj	15	4.0%	0.25
17	College of Arts and Social Sciences	15	4.0%	0.25
18	American University	15	4.0%	0.24
	TOTAL	375	100.0%	0.02

(iii) In-depth interviews with Heads of Secondary Schools and the Deans within the UP

In-depth interviews with the Heads of Secondary Schools throughout Kosova*:* These interviews were aimed at analysing the situation in secondary schools.

In depth interviews with the Deans of eight Faculties of the University of Prishtina**:** Questions asked in these interviews were of the same nature as for the Heads but now concentrated on the UP.

3.2.2 Findings: Secondary Schooling

In this section we outline the key findings from our surveys and interviews:

- *In-depth interviews with the Heads of Secondary Schools throughout Kosova:* These interviews were aimed at analysing the situation in secondary schools. They covered decision making procedures, provision of information and parents' involvement in decision making, issues related to finance, staff development and future prospects etc. Nineteen Secondary School Heads were interviewed covering both general types (i.e. gymnasiums) and vocational secondary schools.
- *Survey of 100 Secondary School teachers*: This survey aimed at analysing: (i) issues related to the teaching process/methodology; (ii) the availability and clarity of textbooks and IT equipment; (iii) the curricula; (iv) issues related to students' performance, absenteeism, repetition; and (v) issues related to teaching staff.

General findings

- The age structure of the teaching staff in secondary schools tends to be biased toward the age group of 41-50 (43% belonged to this age group). Most of the teaching staff (92%) have a University (undergraduate) degree,
- The average number of students per school is 932, of which on average 37% are females (this percentage is higher in gymnasiums),
- As elsewhere in the transition countries, there has been an increase in the number of students in gymnasiums (i.e. general education) in 2003/04 compared with two years before. This is also reflected in the number of applicants for a place in gymnasiums (3 applicants for each place),
- Rates for those repeating a year and for absenteeism are both on average 5%. Both of these rates are lower in gymnasiums,
- The percentage of total number of students enrolled this year that are expected to graduate on time is on average 90%, being lower in vocational schools,
- Average class size varies from 26 to 31 students per class,
- The average number of computers per school is 14 giving a student per computer ratio of 67,
- Most of the schools work in two shifts, reflecting the lack of teaching space and other facilities,
- The average number of full time teaching staff per school is 61, with an average of working hours per week of 20, indicating a pupil-teacher ratio of just 15:1,

Table 11: Selected findings from the interviews with the Heads of Secondary Schools

Type of school	Average number of students per school	% of female	Increase (%) of the number of students in 2003/04 compared to two years ago	Number of applicants for one place (average)	Average % of students that repeated the year in 2001/2002	Average % of students enrolled this year that are expected to graduate on time	Average % of students that are absent during a normal working day	Average class size	Average number of computer per school	Average number of full time teaching staff	Average % of teaching staff that have finished initial teacher training
Agriculture	684	18%	145	0.3	0.5%	88	10	26	3	48	30
Econ-Law	784	46%	28	2.7	10.5%	86	4	29	15	53	25
Gymnasium	962	49%	13	2.9	4.4%	94	4	31	19	65	47
Technical	1,071	22%	-8	3.3	6.0%	87	5	28	9	64	17
Total	932	37%	25	2.8	5.5%	90	5	29	14	61	33

Source: Survey with Secondary School Teachers and Interview with the Heads

Performance management

As we expected, in specifying their strategic objectives, gymnasiums emphasised their role in preparing students for higher education, whereas vocational schools saw their role as preparing the students for the labour market. All secondary schools that were visited were concerned with the progress of the current reform process. This year, grade 10 has been introduced which is to be followed by grade 11 and 12 during the next two years. Despite the preparation for the 10th grade done by the MEST, a lack of textbooks is evident in most of the schools.

There are few indicators in place from which we, or the school, could measure their relative performance. The new Education Management Information System has so far, rightly, concentrated upon developing systems to record current school pupils and track their participation and attendance rates. Neither the Ministry, nor municipalities nor schools have access to data on the success of their students in university entrance examinations or in gaining employment.

Box 3: Schools are becoming more market oriented

The Agricultural Secondary School in Prishtina has faced a drop in applications for its places. Its response was to introduce new curriculum pathways and use funds available from the sale of produce to produce a high quality leaflet targeted at local parents.

To measure aspects of the internal efficiency of the schools, data on the success of students at the end of the year, data on absenteeism, repeat rates, discipline and the like are used. It should be noted that the data which is collected is not yet used to develop performance targets useful for decision-making. For instance, there are no targets set to reduce repeat rates or absenteeism from *x*% to *y*% by year *z*.

A 'School Development Plan' is the only document used to track the teaching activities within the schools. This plan is only indicative and it does not set out clear targets to be reached for each objective within a specified time period. Moreover, there is no clear mechanism that would provide feedbacks as to whether these plans are realised.

In short, the Kosovan schooling system is only just beginning to focus on output measures of performances. Whilst per pupil/student funding formulas are an improvement on historical funding allocations, schools need to be provided with incentives to reduce student absenteeism and raise attainment levels.

Staff development and teaching methodology

Staff development is another issue of concern for secondary schools. Based on the data from interviews with the Heads, nearly half (47%) of the teaching staff in gymnasiums had gone through the process of initial teacher training. This percentage is lower in vocational schools (varying from 17% in technical schools to 30% in the Agriculture secondary school). Apart from the initial training courses, little funds were available to secondary school for staff development. However, nearly 70% of 100 interviewed teachers say that they had gone through some form of training. Around one third of the teachers interviewed admitted to having an additional job to their main work as a teacher. In most of the cases this second or third jobs were not related to teaching, though some 20% of this group did teach private classes. The main reason given for having multiple jobs was their low salaries as teachers (in 70% of cases), which in turn is often reflected in both low motivation and effort being dedicated to the teaching process.

It seems that training needs are mainly of a pedagogical nature rather than subject-based. In the absence of new teaching equipment (such as IT, Chemistry, Physics and other labs), textbooks,

black board and chalk dominate in everyday teaching process. Given this lack of variety in the teaching process, the emphasis is on learning theoretical concepts and facts. The lack of new teaching equipment is also reflected in how classes are organised, where the traditional teacher-based model still predominates the teaching and learning process. Most secondary school teachers interviewed wish to undertake additional training. Indeed, additional training of teachers was given as the top priority when they were asked to prioritise how to improve teaching and learning strategies.

Textbooks and IT equipment

The reform process in secondary education has not been matched by an adequate provision of textbooks and IT equipment. Almost 50% of the secondary school teachers interviewed considered that the textbooks are of poor or only fairly good quality. Very few examples and other illustrative cases are present in the textbooks available to teachers, probably because they are very old. There is therefore an urgent need to prepare new textbooks and/or update existing ones. Moreover, nearly two-thirds of the 20 schools surveyed had no library. This is seen as a major obstacle especially for the gymnasiums which are meant to prepare students for higher education. Moreover, the adequacy of their libraries' book fund was poorly rated by most of these teachers.

Most of the schools we have visited have a computer laboratory, though the number of computers per school is low and highly variable (see table below). In some school, there are as many as 228 students per computer. Very few schools have internet connection and few of these use it effectively. Given the importance of IT knowledge for career development and future employment prospects, equipping the schools with improved IT equipment should be given a priority in the government/municipality expenditure on secondary schools.

Table 13: Students to computer ratio in Secondary Schools

Type of school	Average no. of students per school	Average number of computers per school	Number of students per one computer
Agriculture	684	3	228
Econ-Law	784	15	52
Gymnasium	962	19	51
Technical	1,071	9	119
Total	932	14	67

Decision-making and budgetary issues

The Law on Primary and Secondary Education states that the schools should have their Board, where the elected parents and local representatives should have their say. Non of the secondary schools we have visited have established such a Board, although some of them clam that they do have students' representative in the School Board (or the School Council as they usually call it) and that they consult the parents by inviting them to an open meeting. Though these meetings are mainly of informative nature – not for decision-making.

Based on the current interpretation of the funding regulations, secondary schools do not have their own budget to use for everyday expenses and staff development. It is the municipality (i.e. the Municipal Directorate for Education) that is solely responsible for allocating non-staff expenditure. Schools have to show invoices for every small amount of everyday expenses (less than 100 Euros) and must get permission for expenses of more than 100 Euros. Though this procedure is not necessarily inefficient, most of the schools visited claim that these procedures are time-consuming and lead to long delays and cause a high degree of irritation. The impression is that this lack of any

budgetary discretion is having an effect on the quality and motivation of the schools' management. Where relations with the Municipality are poor these problems can have a major impact on the ability of schools' to deliver quality schooling.

Curricula

Most of the interviewed teachers say that they are familiar with the new curricula. More than three-quarters of them think that further changes are necessary in the curricula. This might reflect the fragmented (not integrated) approach by the MEST towards curricula reform. At the beginning of each school year, the MEST introduces the curricula for the new grade according to the new schooling system.

Gender and urban/rural differences in students' performance

Based on available data there are significant differences in participation between both males and females and urban and rural areas. Indeed these two gaps are inter-related in that the gender gap is substantially the result of the more traditional role of females in rural areas and their earlier marriage and withdrawal from schooling. Few secondary schools have a strategy to address these gaps, though subsidised transportation has been tried as means of encouraging higher participation in primary education in rural areas.

In our survey we have tried to sample opinion as to whether there is any difference in students' performances according to their gender and residence. Schools do not keep data on a regular basis on students' performances according to their gender and residence. However, out of 100 teachers that we have interviewed, 44% of them think that there are differences in performances between students from urban and rural areas, with the former performing better. Among the reasons provided by teachers for this difference are: better previous schooling, family background (i.e. parents' education), and economic conditions. Only a third of teachers think that there are significant differences in students' performance according to gender, of these most thought females were performing better.

Box 4: The Education Participation Improvement Project (EPIP)

The World Bank has financed a project amounting to US$ 4.5 million and aiming to improve children's access and educational attainment at primary and secondary education levels. The Project has three components: a school development grant component that provide funding to schools to achieve improvement of access and education attainment; a management information systems (EMIS) component that helps strengthening and ensuring the sustainability of the current EMIS; and a project management component that supports implementation, monitoring and evaluation of the project.

Selected schools (on the basis of documented problems in school access, and retention) receive technical assistance (TA), and training in the area of school development planning, while grants finance also cover community outreach, educational materials, and security activities in the educational environment. Auditing of the school grants program will be conducted annually. The improvement of the education management information system (EMIS) will be strengthened, specifically, EMIS will help monitor school enrolment, attendance, retention or dropout, and completion, including accountability for children in targeted municipalities, not participating in the school system. For this purpose, TA, external training, and necessary equipment supply for municipal, and central offices, are financed.

Secondary schools can apply for grants of up to 15,000 euros to improve pupil attainment and enhance access of vulnerable groups. Approved schemes vary from a new computer laboratory, to provision of a water supply to provision of an auto-mechanical shop. A key feature of this programme is that it develops decision-making, project management and evaluation skills of school directors.

3.2.3 Findings: Higher Education

In this section we present data from three different sources:

- *A survey of 375 final year students at the University of Prishtina and first year students at two private universities (American University of Kosova and the College of Arts and Social Sciences)*
- *A survey of 92 university lecturers*,
- *In depth interviews with the Deans of eight Faculties of the University of Prishtina.*

General findings

Faculties of the University of Prishtina have no data (or any data that is available in a convenient and useful format) on student graduation rates, repeats and dropouts. The data we have from the Head Office of the University indicates that some 2,375 students have graduated out of more 23,000, giving a very low graduation rate (see the table below).

Table 14: Data on graduated students at the University of Prishtina (1970/71 to 2001/2002)

Year	Total number of students	No. of graduated students			No. of graduated students (%)			Graduation rate
		From social sciences	Technical and natural sciences	Total	From social sciences	Technical and natural sciences	Total	
1970/71	10,386	232	55	287	0.81	0.19	1.00	0.028
1978/79	36,568	931	417	1,348	0.69	0.31	1.00	0.037
1989/90	25,091	1,248	859	2,107	0.59	0.41	1.00	0.084
2000/01	20,277	1,696	381	2,077	0.82	0.18	1.00	0.102
2001/02	23,175	1,887	488	2,375	0.79	0.21	1.00	0.102

Source: http://www.uni-pr.edu/statistikat.html

Male students dominate at the University of Prishtina (55% of total number of students of 23,175 in 2002/2003), though females accounted for the majority of the graduates. Around 60% of the students interviewed have finished a gymnasium (i.e. general type of secondary education), though in some of the Faculties of the UP (such as the Faculty of Machinery, Faculty of Electro technique and the similar) the majority of the students have finished a technical secondary school.

Out 375 interviewed students, 33% are from rural areas reflecting very unfavourable participation in higher education of young people from rural areas. Based on the distribution of the population in urban and rural areas, we would expect this percentage to be higher.

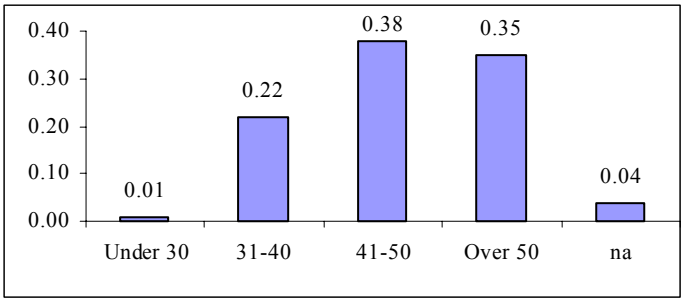
Table 15: Permanent residence of students

Residence	Nr. of students	%
Urban	249	0.66
Rural	124	0.33
Na	2	0.01
Total	375	1.00

Source: Riinvest survey with University students (January 2004)

In terms of teaching staff at the UP, males dominate – 79% of the lecturers. The age distribution of the lecturers is presented in the diagram below. About 62% of the lecturers have a PhD degree, 33% have an MA degree and 5% have answered as other degree. Male lecturers stand better regarding these degrees. Improving the curricula is top priority by the lecturers when they were asked for their recommendations regarding improving teaching at the UP.

Figure 2: Age structure of university lecturers



Reforming the curriculum

Higher education in Kosova is undergoing reforms. These reforms have begun to tackle many issues, including curriculum, teaching and learning strategies and assessment. In our student survey, when asked about the general relevance of their higher education studies to the labour market, on a scale 1 to 5 (5=excellent), they gave a mean answer of 2.88. Thus in general, the relevance of studies is perceived by students as moderate.

Moreover, 86% of the interviewed students answer that they have not been given any guidance from their Faculties/teaching staff regarding their future employment. Students are not taught how to prepare a CV, how to fill an application form for a job, where to search for information regarding their employment and other basic skills for finding a job. This issue should be treated the University and all Faculties should have their employment and career guidance services.

Box 5: Developing Business & Economics Curricula in the University of Prishtina (2001-2004)

The overall objective of the project is to restructure the Business and Economics curricula at the University of Prishtina (Faculty of Economics and Higher School of Economics, Peja) and make them compatible with EU universities while taking into account the Bologna Declaration. Universities involved in this project: UNIVERSITY OF PRISHTINA, STAFFORDSHIRE UNIVERSITY, VAXJO UNIVERSITY, VRIJE UNIVERSITEIT BRUSSEL, and UNIVERSITEIT VAN AMSTERDAM. The following is a list of project's expected outcomes: (i) A revised and updated curriculum in Business Administration and Economics; (ii) The completion of Masters degrees by eight postgraduate students or younger members of staff from Kosova at EU partner universities; (iii) New library facilities and equipment etc.

The curricula which University lecturers currently teach was approved/introduced during 2000 and 2001. University professors perceive further changes in the curriculum as urgent (84 percent of them see further changes as necessary). It is not clear whether the lecturers want further changes because the current curricula is inappropriate or because they need additional training and/or updating of their subject knowledge to deliver it effectively. Given the conditions in which the University of Prishtina has been operating since the 1990s, the latter (i.e. the need to update their knowledge) might be anticipated to dominate.

Teaching and Learning Strategies

Data on student repeat rates and for those who do not attend classes regularly is lacking. Faculties do not have a system in place to generate and track students' performances. Based on data from the interviewed lecturers at the University of Prishtina (UP), the average percentage of students who repeated in the academic year in 2002/03 varied from 1.4% to 30% across Faculties. Whereas the

data from the survey with students shows that 12% of the total number of students have repeated the academic year at least once. No efforts are made by the Faculties to track down the reasons for these variations or its high overall level. Around 50% of those students who have repeated the year say that the reason for that is that they have to work and support their families. The percentage of those who do not attend classes regularly is on average 16%, again there were quite large variations across Faculties and no mechanisms have been developed to achieve improvements. We are aware that there might be some biasness since better to students tend to attend lectures more often than others, therefore better students are more likely to be included in the survey sample.

Data from the interviewed students shows that 51% of students sit an exam at least twice before they pass it. Students can sit an exam as many times as they want without being excluded from the University or being required to graduate. This is thought to causing lots of problems for the administration and lecturers. Moreover, this is also having an effect on reducing the motivation of students to regularly attend their lectures and complete their exams at the first opportunity.

As was the case with secondary schools, traditional teaching and learning strategies dominate during the lectures. The use of OHP and LCD projector and other techniques are being introduced by some lecturers, but their wider adoption is constrained by low availability and low usage by the teaching staff of IT equipment. The absence of modern teaching methods is also reflected in the way lectures are organised, where the role of lecturer dominates and he/she encourages little active involvement of students.

When asked to prioritise their recommendations regarding improvements to teaching and learning strategies, lecturers gave high priority to additional training to improve their teaching skills and improved teaching and learning resources. It seems that lecturers do recognise a need for additional training in teaching skills and techniques, regardless of the fact that 60% of those interviewed had gone through some form of training during the last two years.

An issue of concern at the UP is the fact that there are no clear procedures/mechanisms to monitor staff attendance and performance, leading to a situation where lectures are sometimes missed by lecturers without being punished.

The Situation with Textbooks and IT equipment in the UP

Almost all Faculties of the University of Prishtina have a library, but these libraries are generally poorly equipped with books and other study materials. In general, half of the University lecturers rated the availability of textbooks as good, whereas the students' opinions were more evenly distributed (see the table below).

Table 16: Lecturers' and students' opinions on the availability of textbooks

Faculty/High School	Lecturers	Students
1. Very good	0.10	0.10
2. Good	0.50	0.38
3. Fairly good	0.22	0.13
4. Poor	0.11	0.33
5. Very bad	0.08	0.06
Total	1.00	1.00

When asked whether these books were easy to understand and follow, 63% of lecturers answered positively whereas only 31% of the students thought so. However, when asked to comment on whether there were sufficient illustrations and practical case studies present in the textbooks, only 39% of the lecturers and 25% of students believed this to be the case. Around 50% of both

interviewed students and lecturers supported more translations of foreign languages books to fill this gap.

All Faculties have a computer lab, though the number of computers they have is disproportionably low compared to the number of students. On average across the University there is one computer per 49 students. Surprisingly 50% of the interviewed lecturers and 25% of the students did not use these computers at all. Although most of the Faculties do have internet connection, given the small number of computers and very large number of those who want to use them, it is very unlikely that the internet is an effective teaching resource in the university. On average, lecturers spend 8 hours a week using the internet while students spend 5-6 hours a week.

Staff development

It is a widely agreed opinion that lack of funds is having an effect on staff development within the University. This together with very low salaries is proving to be a strong disincentive for young graduates to teach at the University. On average, one-third of the teaching staff admitted to having an additional job apart from teaching. In some Faculties this percentage is even higher (Faculty of Economics 45%, Faculty of Construction and Architecture 70%, and Faculty of Electro technical 50%). Some 61% of those who have an additional job said that they did so because of their low University salary. Most of these lecturers with multiple jobs work for the government and for international organisations operating in Kosova. Most of the Deans that we interviewed expressed concern about this issue. Having multiple jobs is considered to affect the quality of teaching at the University especially in cases when the additional job is not related to the job at the University (25% out of those who have an additional job reported that it was not related to what they do at the University).

Most of the Deans we interviewed said that they were concerned with the issue of staff development. Though the lack of policies to target this issue may reflect the lack of funds within the UP for these issues. There are several examples of cooperation with foreign universities, which are helping some teaching staff at the University of Prishtina to develop professionally and to update their subject knowledge.

Research work within the UP is at a very low level. This came out from the interview with the Deans. Most of them say that there is no research taking place within their Faculties apart from teaching, this absence is thought to have an effect on the quality of teaching. Some of the Deans interviewed argued that this was due to the current organisational structure of the UP, whereby the Faculties has no legal power to undertake research on their own. The Faculties cannot retain any earnings that might result from their research projects, which in turn is a strong disincentive to do any research within the University (more on the governance issues see Section 2.3.3: Governance and Legislation).

Quality of studies and the students' employment prospects

It is hard to determine clearly to what extent the UP is preparing students for the labour market. This is because the students' employability, apart from their quality and relevance of their studies for the labour market, is also related to overall economic conditions. When students were asked to make a choice on whether they were being well prepared 63% of them answered that they are prepared to some extent.

Maybe reflecting the overall poor economic prospects in Kosova, 62% of the interviews students say that they will seek employment and/or continue further education after graduation (33% o

answered that they will seek employment only, and a further 29% answered that they will seek employment and continue studying part-time). There is also a tendency to wish to emigrate among students. Some 10% of them say they will emigrate after they finish university. When asked why they would do so, most of them answered: because of higher chances of getting a job and better pay. This tendency to emigrate among highly educated individuals is consistent with the findings of Adnett and Hoti (2004) using data from the Riinvest Households and Labour Force Survey (December 2002). Although the 'brain drain' is still not an issue in Kosova, unless appropriate policies are designed to induce highly educated to stay in Kosova this is very likely that in the coming years this phenomenon will spread. Contact with existing emigration networks seem to have an effect on the tendency to emigrate, students who intend to emigrate normally had a relative working or living abroad.

Box 6: Private providers of higher education: The College of Arts and Social Sciences

The private College of Arts and Social Sciences opened in October 2003, though as yet not licensed by the Ministry of Education, Science and Technology . The founders of the College had been making preparations since 1999 but waited until the Law on Higher Education was passed. This College has two Departments that offer undergraduate studies: *Political Sciences and Economics,* with 60 students (30 students per department). The policy is to engage young professors that have studied abroad as well as developing good cooperation with other colleges. Although, according to the Dean, the College is oriented toward output measurement, there are currently no procedures in place to do this.

Some 32% of the interviewed students consider that their chances of employment are higher in the private sector. Other sectors, such as the administration, public enterprises, banking sector etc. are attractive but with a lower percentage that the private sector. Only 10% of the students have considered starting their own business, which reflects the lack of enterprise skill training, and the absence of banking loans to start the business as well as overall economic conditions.

Another issue of concern is that the students are not offered information on their chances of employment after graduation. The lack of career guidance at the University is very evident.

Box 7: Private providers of higher education: The American University of Kosovo

The American University in Kosovo (AUK), is a newly established private institution of higher education in Kosova. It is one of only a few universities in South Eastern Europe offering degrees recognized in both the United States and Europe/Kosova. The University has been established through a partnership between the American University in Kosova Foundation (AUKF) and Rochester Institute of Technology (RIT), a leading American university based in upstate New York. The programme of study is focused on entrepreneurial leadership and small and medium enterprise (SME) management. AUK provides an American curriculum designed by RIT, and is delivered primarily by American professors. It is established by the funds of the Republic of Kosova gathered by the Kosovans working in abroad, aiming to offer young Kosovans educational opportunities that will enable them to contribute to the social, economic, and political development of Kosova and South Eastern Europe. It has 62 students enrolled this year, about half of whom currently have some financial assistance with their fees and expenses through scholarships.

Private expenses in higher education

In Section 2.3.2 (Government expenditure in Education) we present some data on public education expenditure in Kosova. The total expenditure in education consists of public and private expenditure. In order to get some insights for the latter, we asked students to provide data on their expenditure while in education.

Only 19% of interviewed students live in students dormitories,[12] were the rent is subsidised by the government. The rest have rented a house/apartment or live with their families while travelling everyday to Prishtina. Some 20% of the

[12] According to the data from the Head Office of the dormitories there are 2250 students living in dormitories in Prishtina. We do not know the number of students living in dormitories in other regional centres where some of the High Schools of the University of Prishtina are located.

interviewed students have a scholarship to cover their expenses. On average, a student spends 213 Euros a month on everyday expenses, books, rent, travel etc. But the standard deviation is very large due to the fact that some expenses are not counted properly especially when students live with their families or when their parents pay for them. Some 45% of the interviewed students spend 151 to 250 Euros a month. Some 20% spend more that 250 Euros a month, and the rest spend less than 150 Euros. These figures are important when working out the total expenditure in education, especially in higher education.

4. KEY REMAINING POLICY ISSUES IN STRENGTHENING THE EDUCATION SYSTEM'S CONTRIBUTION TO ECONOMIC DEVELOPMENT

In this section we first identify some residual issues concerning governance mechanisms and the need for additional legislation. We then address the need for improved outcome measurement and for the strengthening of performance management. We next consider alternative methods of raising private sector expenditure on education and the need for more decentralised decision-making. The case for the strengthening of the education systems' links with the labour market is then outlined and the specific need for developing career guidance throughout the system explained. The final sub-section addresses the current key question of higher education reforms. We here consider alternative mechanisms for strengthening competition in the higher education market and other processes for raising attainment, efficiency and the level and speed of curriculum development.

4.1 Governance and Legal Issues

In primary and secondary education, the existing School Boards will be required to more actively oversee school management. Elected parents and local community representatives should have a majority and ideally teachers should be appointed from other local schools. This body should now have ownership of the annual school plan and produce an annual report to be provided for all parents.

In higher education there are several important issues that require attention and resolution. These include: the relationships between the Ministry and the University of Prishtina (the position of the University Senate, the representation and role of external stakeholders on the Senate and the role of the Rector) and the degree of autonomy of the University (including the issue of setting, collecting and managing student fees). Equally significant are further developments of accreditation schemes (whether accreditation should be mandatory for each faculty or study programme or for each institution), the role of the emergent Kosova Accreditation Agency (KAA) and its independence from the Ministry, and the development of an agency to manage research funds for higher education.

The current legislation whilst ensuring academic freedom and university autonomy does not provide a mechanism by which the University and Ministry can work together effectively to promote the development of a modern university. At the same time a more formal system of contracting should be introduced. Contracts should specify the number of new students to be funded by the Ministry and their distribution across Faculties. The pattern of fees should also be specified and the per-capita funding formulae should be weighted to reflect the relative costs of teaching and learning in the different programme areas (see 4.7 below).

Decentralisation of decision-making in the University Prishtina, would create greater powers and responsibilities for faculties which should also be reflected in governance changes. Each Faculty should have a management team involving elected academic representatives in addition to the dean and vice-dean. Similarly, each Faculty should produce an annually reviewed strategic plan and an annual report covering its teaching and learning strategies and outcomes, curriculum development and research.

The role and operation of the Kosovan Accreditation Agency needs further clarification if the credibility of Kosovan higher education awards is to be maintained. In particular, the level at which accreditation is given and the consequences of not accrediting an existing institution needs

to be examined further. Experience in other countries suggests the need for legislation in two other areas, covering the allocation and distribution of research funds and on the academic profession.

4.2 Measuring Outcomes and Extending Performance Management

Our surveys above indicate that educational institutions in Kosova have no tradition of measuring systematically educational outcomes. The new Education Management System in the Ministry of Education, Science and Technology has so far, rightly, concentrated upon developing systems to record current school pupils and track their participation and attendance rates. Neither central government, nor municipalities nor schools have access to data on the success of their students in university entrance examinations or in gaining employment. Similarly, the University has no system for assessing the employability of its students or more general measures of the effectiveness of its teaching and learning strategies at module, award or faculty level. In short, the Kosovan education system is focused on inputs not outputs and there are no incentives for providers to target raising the level of student attainment. Whilst per pupil/student funding formulae are an improvement on historical funding allocations, both schools and the University need to be provided with incentives to reduce student absenteeism, raise participation, attainment and graduation rates and, in the case of the University, reduce the average length of studies. Targeted incentives through institutional funding and individual teacher and lecturer pay need to promote these objectives. For example in higher education, providing only per capita funding for the first three years of undergraduate study and the Ministry not directly funding pupils repeating grades. Such initiatives need to be combined with improved standardised testing, quality assurance and inspection and then incorporated into an overall consistent and effective performance management system.

4.3 Funding

There appears to be widespread agreement that the current funding priorities should be expanding participation in pre- and post-compulsory education, reducing absenteeism, raising capital expenditure on schools and higher education, quality improvements and, subject to increases in efficiency, higher teacher salaries. Though opinions vary regarding the ranking of these priorities. We have argued above the case for increased public expenditure on education, but at best a gradually rising share of government expenditure is likely. In this situation increasing domestic private expenditure and attracting increased donations from abroad are of paramount importance. Whilst the EPIP programme discussed above, has shown how schools can still tap the goodwill of their local communities to assist improvements in their infrastructure, there is little prospect of generating significant additional private funding to secondary education. The existence of excess demand for places at the University of Prishtina and emergence of private providers of higher education indicates that there is a possibility of increasing such funds in higher education. This would enable higher, but performance-related, academic salaries in the University and enable some switching of government education funding to other priority areas. We discuss alternative proposals for generating such private funding in Section 4.7 below.

4.4 Decentralisation in secondary education

Unlike the trend elsewhere in Europe and the OECD, in Kosova decentralisation has taken the form of devolving budgets not to schools but to municipalities. This has led to some problems in providing an appropriate funding formula and insufficient incentives exist for municipalities to take unpopular, but necessary, decisions regarding excess staffing and more particularly school closures or mergers. It also presupposes efficient administration and decision-making at this level of government and the maintenance of good working-relationships between schools and their municipality. Our survey of school directors, reported in Section 3.2.2, found that these preconditions were not always met in practice.

The Memorandum of Understanding (Ministry of Education, Science and Technology, 2002) proposes that school directors should gradually take more responsibility for budget decision affecting their schools. Currently school directors have no discretion regarding expenditure and little ability to determine spending priorities apart from some directors of vocational schools whose produce and or facilities enable the generation of some discretionary funds. The current system presupposes frequent meetings between school directors and local administrators sharing information and jointly agreeing priorities at municipal and school level. This appears to be rarely happening in practice. For school directors to become effective drivers of change they need greater power to respond to changing needs and design their own internal incentive mechanisms. This requires greater devolution of budgetary and staffing issues to directors in line with stated government policy. Such devolution implies additional in-service training for directors in decision-making and accounting and a new system of financial reporting and stronger and more broadly-based governance at school level (discussed in Section 4.1). Precisely the same logic applies to decentralisation in the University of Prishtina, and we discuss decentralisation within the University in Section 4.7 below.

4.5 Curriculum-Based External Assessment

In spite of the fact that a significant progress is made in the designing and delivery of the new curriculum, evaluation of the effectiveness of this curriculum and its delivery is in its infancy. The Standards and Assessment unit organised national tests at the end of Grade 9, held for the first time in June 2003, but no feedback has yet been provided to schools and pupils of their performance. The effectiveness of the instruments used has not been fully assessed. These tests need to ensure that they evaluate pupils' understanding of the curriculum and provide feedback to primary schools, parents and pupils. They can also form the basis of an allocation mechanism for students entering secondary schooling and of a value-added measure of secondary school performance in tandem with the national curriculum-based external exit exam to be introduced at age 18. Such an exam should replace the University entrance exam, releasing valuable resources, and cover a much broader range of topics and ability ranges. Once again in order to generate greater pressures to raise standards the results of the new exit examination need to be accessible to pupils, teachers and parents and be widely publicised at national and local level. We also favour direct incentives to encourage pupils to achieve a high level of attainment.

4.6 Career Guidance

The neglect of educational outcomes in Kosova is nowhere more apparent than in the almost complete absence of careers education and vocational guidance. Indeed there is little recognition, throughout the whole secondary and tertiary curriculum, of schooling as, in part, preparation for the world of work. The generic skills required by the knowledge-based economy, discussed in Section 2.2, do not directly figure in the curriculum offered in secondary and tertiary education.

Well-designed systems of career guidance help people to reflect on their ambitions, interests, qualifications and abilities. They should also help students to understand the labour market and education systems. Comprehensive career guidance tries to teach pupils and students to plan and make decisions about work and learning. It therefore should make available information about the labour market and educational opportunities. A system of career guidance can assist a better match between an individual's talents and qualifications and the skills and qualifications demanded by employers (OECD, 2003c) and it can also increase the efficiency of the education system.

In the OECD countries, the career guidance in the tertiary education has usually taken the form of assisting student's job search and placement and personal counselling. However, the fundamental economic and social changes now taking place, especially those in the labour market, suggest that this traditional emphasis is no longer appropriate and career education is now being built into the curriculum of most students at all stages of their schooling. At tertiary education the trend is towards increasing the employability of students. In order to achieve this improved employability award programmes may be required to identify how key competencies are developed and offer credit-rated modules on job-search, career planning and/or professional development.

The present neglect of career guidance throughout the Kosovan education system suggests that the creation of a modern employment advice service to pupils and students has to be based upon the expertise being developed in employment offices in the Ministry of Labour and Social Welfare. Initially at least one teacher from each municipality and one from each Faculty of the University should be seconded to work with an employment advisor as a means of developing capacity in this area. The initial target should be to have an interview with each student at the start of Grades 9 and 10 and final-year undergraduates. This should concentrate on employment aspirations and provide advice on schooling pathway options or targeted job-search. The medium term objective should be for each student in Grade 9 and Year 1 at University to complete a core module in job-search and entrepreneurship skills (covering issues such as developing a CV and writing a business plan) and that the development of the modern key competencies should be integrated into the core curriculum of every secondary school and university course.

4.7 University Reform

Notwithstanding our criticisms above, the University of Prishtina remains both one of the country's principal assets and one of its most popular institutions. It is modernising its framework of courses in line with the Bologna declaration and structural reforms have created a single Education Faculty, now in its second year of operation, which could act as a role model for the development of the rest of the University. However, the University lacks a modern framework for monitoring the quality of its courses, has little tradition of academic research and has a highly centralised budget allowing faculties no budgetary powers. Its funding is almost wholly independent of its educational outcomes. Whilst the Ministry of Education determines the overall student numbers in consultation with the University, the allocation between faculties and awards is determined by the Directorate of the University.

Deans and academic staff in general have low motivation, in part reflecting very low salaries which result in high rates of absenteeism and multiple job-holdings (Section 2.4.3). Academic staff do not feel that they have ownership of their Faculty's strategies and there is little performance monitoring apart from that related to promotion. Many academic staff appear to be ill-informed about the progress of their students and there is little recognition of the importance of increasing the employability of their students (Section 4.6). In sum, the University is input orientated and is providing no incentives for Faculties to target improvements in the quality of teaching and learning or increase the rate and speed of graduation. However, there are some signs that the current modest

tuition fee has improved the motivation of students and encouraged them to take a more critical approach to their studies. To halt the cycle of decline the University needs to significantly raise the pay of academics, which can be achieved by higher tuition fees. At the same time it must penalise staff absenteeism more strongly, introduce a system of staff appraisal and monitor annually the quality of teaching and learning at award and module level. Such reforms can only be driven through by Deans who will require some budgetary discretion if they are to be motivated, together with their colleagues, to address this agenda.

At the margin the University is now facing increased competition from private providers and the introduction of an accreditation agency should further increase this competition as private institutions can gain greater credibility for their qualifications. There are also indications of a growing mobility of students between Albanian-language universities in the region, which could be encouraged by common system of transcripts. These competitive pressures appear to be insufficient to motivate the needed behavioural changes and some restructuring of the University into partly competitive, separately-accredited institutions may have to be contemplated. One option to increase competition is to establish some independent multi-faculty higher education institutions in of Kosova, which could evolve into separate accredited institutions with missions to directly compete with the University of Prishtina.

Examining the alternative mechanisms for generating increased private funding, there are some attractions in introducing a two tier tuition fee. A flat rate increase would have undesirable effects on the social and geographic mix of students, which a two-tier system can largely avoid. Assuming the implementation of a national curriculum-based external exit examination at the end of upper secondary education, then a further incentive for improved attainment would be to offer subsidised tuition to say, the top *x*% of students in each secondary school. This would also automatically make an adjustment for those students in less effective schooling environments, be they reflecting less effective teachers, poorer resources, or less affluent households etc. It would also represent an adjustment in favour of students in rural areas. When these high performers have been given places at the University, then the remaining places may be purchased by qualified students at price determined by the University.[13] The higher the tuition fee set by the University, the greater its potential additional revenue but also the greater the threat it faces in that private providers will be more competitive. Indeed a two-tier tuition fee eliminates much of the current impediments to the development of a high-quality private provision.

Another mechanism for generating greater private funds would be for the University to 'manage' the entrepreneurial talents of their staff. Given the current predominance of multiple job-holding amongst its staff, the University needs to provide incentives for staff to take second jobs which enhance their professional development. Research and scientific work can be considered as an additional source of income. A regulation should exist where the criteria for the participation of government funds in research work are defined. However, the Faculties should retain part of their income generated by their research work in order for them to be stimulated to apply for projects to international organizations as well as to local businesses. However, there appear to be no reason why similar organisations could not develop in other Faculties where consultancy opportunities exist. What is needed is some incentive which rewards those choosing second occupations which provide professional enhancement, and perhaps in the longer term institutional changes will allow such institutions to flourish in house.

[13] For example, if *x* was set at 10% then assuming current first year enrolments, about a sixth of the total places would be available at the full market fee. Whilst the University should retain some flexibility in determining the pattern of these 'full fee' places, non of the Faculties should have more than 25% of its places available for purchase and the Faculties of Education and Medicine should be excluded from this scheme given the particular requirements of these professions.

The additional funds generated through these policies should be retained by the University to fund performance-related pay increases for academic staff, as well as funding curriculum development to raise student attainments and improved management information systems. These developments should take place within the framework of a new contract-based system in which the University contracts with the Ministry to deliver quality teaching and learning to a specified total number of students allocated between Faculties and programmes. The per-student funding formula should be weighted by programme area. For example, currently the weights used in English Universities are 4.5 for subjects like Medicine and Dentistry, 2 for Chemistry, Agriculture and Technology, 1.5 for Mathematics, Computing and Languages and 1 for the Humanities, Social Sciences, Law and Business. That is an English university receives twice as much from the government for a student in Chemistry as it does for one in Economics. In future, each of the individual programme areas should be subject to periodic quality inspections, the inspectors being predominately drawn from other Western Balkan universities. Meeting with students should be a key element of these inspection visits.

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DATA APPENDICES

Appendix A: Data on education in selected CEE countries and in Kosova

Table A 1: The number of students, teaching staff and population for selected transition countries (1999-2000 or the closest)

Kosova: 23,175 students, 944 teaching staff, the population of 2.2 mil. (2002/2003)

Country	Number of students					Number of teaching staff	Total population in 1999
	Public	%	Private	%	Total		
Albania[1,*]	18,550	100.0	-	-	18,550	3,208	3.2
Belarus[2]	207,000	85.1	36,500	14.9	243,500	17,187	10.4
Bulgaria[3]	215,676	88.5	27,916	11.5	243,595	23,329	8.0
Croatia[4]	117,205	98.6	1,646	1.4	118,851	5,585	4.5
Czech Republic[5)]	186,497	99.7	503	0.3	187,000	9,800	10.3
Estonia[6]	38,511	74.8	12,963	25.2	51,474	3,715	1.4
Hungary[7]	239,842	85.9	39,155	14.1	278,997	21,249	10.0
Latvia[8)]	78,156	87.3	11,353	12.7	89,509	5,160	2.3
Lithuania[9)]	93,490	98.6	1,302	1.4	94,792	9,560	3.7
The FYR of Macedonia[10)]	27,000	100.0	-	-	27,000	2,419	2.0
Moldova[11)]	87,700	86.9	13,127	13.1	100,827	4,400	4.4
Poland[12]	1,018,088	71.6	403,189	28.4	1,421,277	80,134	38.7
Romania[13)]	310,285	70.4	130,054	29.6	440,339	54,474	22.5
Russian Federation[14)] **	3,347,200	93.0	250,000	7.0	3,597,200	282,400	147.7
Slovak Republic[15)]					85,751	9,560	5.3
Slovenia[16)]	76,584	94.9	4,031	5.1	80,615	3,682	1.9
Ukraine[17]	458,553	92.5	37,383	7.5	495,936	119,800	51.1

Source: CEPES/UNESCO, Bucharest, Romania, 2002 (mimeo)

Table A 2: **The number of igher education institutions in selected transition countries (1999-2000 academic year, or the closest available)**

Kosova: 1 public institution, 2 small private institutions

Country	Number of institutions				
	Public	%	Private	%	Total
Albania[1)*]	11	100.0	-	-	11
Belarus[2)]	42	73.7	15	26.3	57
Bulgaria[3)]	79	89.7	9	10.3	88
Croatia[4)]	93	97.9	2	2.1	95
Czech Republic[5)]	27	90.0	3	10.0	30
Estonia[6)]	14	40.0	21	60.0	35
Hungary[7)]	55	61.8	34	38.2	89
Latvia[8)]	20	60.6	13	39.4	33
Lithuania[9)]	15	68.2	7	31.8	22
The FYR of Macedonia[10)]	2	100.0	-	-	2
Moldova[11)]	13	32.2	15	67.8	28
Poland[12)]	104	36.3	182	63.7	286
Romania[13)]	57	40.7	83	59.3	140
Russian Federation[14)]**	580	63.5	334	36.5	914
Slovak Republic[15)]	22	95.7	1	4.3	23
Slovenia[16)]	39	84.8	7	15.2	46
Ukraine[17)]	806	69.5	353	30.5	1159

Source: CEPES/UNESCO, Bucharest, Romania, 2002 (mimeo)

Table A 3: The number of students per 100,000 inhabitants in selected transition countries

Kosova: 1,000

Country	Number of students per 100,000 inhabitants
Albania*	580
Ukraine	971
FYR of Macedonia	1350
Slovak Republic	1618
Czech Republic	1816
Romania	1957
Moldova	2292
Belarus	2341
Russian Federation**	2435
Lithuania	2562
Croatia	2641
Hungary	2790
Bulgaria	3045
Poland	3673
Estonia	3677
Latvia	3892
Slovenia	4243

Source: CEPES/UNESCO, Bucharest, Romania, 2002 (mimeo)

Table A 4: **The ratio student/teaching staff in selected transition countries (1999-2000 academic year, or the closest available)**

Kosova: 25:1

Country	Ratio Student/Teaching Staff[1]
Moldova	22.9
Slovenia	21.9
Croatia	21.2
Poland	17.7
Latvia	17.4
Czech Republic	19.1
Belarus	14.2
Estonia	13.9
Hungary	13.1
Russian Federation**	12.7
FYR of Macedonia	11.2
Bulgaria	10.4
Lithuania	9.9
Slovak Republic	9.0
Romania	8.1
Albania*	5.8
Ukraine	4.1

Source: CEPES/UNESCO, Bucharest, Romania, 2002 (mimeo)

Appendix B: Selected Findings from the Survey with University Professors

Table B 1: Gender – Age (Cross tabulation)

	Age					
Gender	Under 30	31-40	41-50	Over 50	na	Total
Female	0.00	0.42	0.42	0.11	0.05	1.00
Male	0.01	0.16	0.37	0.41	0.04	1.00
Total	0.01	0.22	0.38	0.35	0.04	1.00

Table B 2: Gender – Academic degrees –(Cross tabulation)

	Degrees			
Gender	PhD	MA	Other	Total
Female	0.42	0.53	0.05	1.00
Male	0.67	0.27	0.05	1.00
Total	0.62	0.33	0.05	1.00

Table B 3: Age – Academic degrees (Cross tabulation)

	Degrees			
Age	PhD	MA	Other	Total
Under 30	0.00	1.00	0.00	1.00
31-40	0.15	0.70	0.15	1.00
41-50	0.69	0.31	0.00	1.00
Over 50	0.88	0.06	0.06	1.00
na	0.50	0.50	0.00	1.00
Total	0.62	0.33	0.05	1.00

Table B 4: Lectures and exercises are realized with:

(In percentage)

	Average
1. Case studies	13%
2. Simulations	16%
3. Concrete projects	27%
4. Work in groups	34%
5. Lectures only (old fashioned)	37%

Table B 5: What the University professors recommend regarding teaching methodology

(ranked from 1-7; 1=the most important to 7=the least important) (Average)

1. Training of teaching staff	3.9
2. Improving curricula	2.6
3. Publishing textbooks	3.7
4. Improving teaching methodology	3.3
5. Improving technical equipment for teaching	3.7
6. Engagement of teaching staff from other countries	4.3
7. Improving technical conditions (space, equipm. etc.)	4.1

Table B 6: a) Average time spend using internet by University professors, b) proportion of students that have repeated the year in 2002/2003, and c) proportion of students that do not attend lectures regularly

Nr.	Faculty/High School	a) Average hours per week spent using Internet	b) Proportion of students that have repeated the year in 2002/2003	c) Proportion of students that do not attend lectures regularly
1	F. of Philosophy	10.8	1.4%	12.4%
2	F. of Natural and Mathematical	8.3	5.0%	22.8%
3	F. of Philology	7.2	21.9%	18.8%
4	F. of Law	5.0	17.5%	13.6%
5	F. of Economics	8.0	19.2%	22.5%
6	F. of Construction-Architecture	6.5	12.5%	4.8%
7	F. of Electro technique	12.5	31.7%	17.0%
8	F. of Machinery	9.7	30.0%	36.7%
9	F. of Medicine	8.0	16.7%	41.4%
10	F. of Arts	2.0	-	5.0%
11	F. of Agriculture		12.5%	5.0%
12	F. of Mining and Metallurgy	8.0	30.0%	20.0%
13	F. Physical Culture	6.0	10.0%	5.0%
14	F. of Teaching	5.0	8.0%	6.0%
15	F. of Education	5.0	4.0%	5.0%
16	High Pedagogical School in Prishtina	4.5	0.0%	7.4%
17	Business School in Peja	7.5	10.0%	8.0%
18	High Technical Schools in Mitrovica	14.0	0.0%	13.5%
19	High Pedagogical School in Prizren	7.0	50.0%	11.7%
20	High Pedagogical School in Gjakovë	6.5	9.5%	12.5%
21	High Pedagogical School in Gjilan	2.5	5.0%	3.0%
22	High Technical Schools in Ferizaj	5.0	10.0%	20.0%
23	College of Arts and Social Sciences	8.3		5.0%
24	American University of Kosova	13.3		0.0%
	Total average	7.9	14.0%	16.5%

Table B 7: General estimation by University professors regarding curricula from the aspect of students' finding a job

5= excellent)

Nr.	Faculty/High School	1	2	3	4	5	na	Total
1	F. of Philosophy			0.71	0.29			1.00
2	F. of Natural and		0.17	0.33	0.33	0.17		1.00
3	F. of Philology	0.25	0.25	0.38	0.13			1.00
4	F. of Law		0.09	0.36	0.55			1.00
5	F. of Economics	0.09	0.18	0.64	0.09			1.00
6	F. of Construction-	0.25		0.50		0.25		1.00
7	F. of Electro technique			0.25	0.75			1.00
8	F. of Machinery		0.33	0.33	0.33			1.00
9	F. of Medicine	0.43		0.43		0.14		1.00
10	F. of Arts				0.50	0.50		1.00
11	F. of Agriculture			0.50	0.50			1.00
12	F. of Mining and Metallurgy			1.00				1.00
13	F. Physical Culture				1.00			1.00
14	F. of Teaching			1.00				1.00
15	F. of Education					1.00		1.00
16	High Pedagogical School in				0.60	0.20	0.20	1.00
17	Business School in Peja				1.00			1.00
18	High Technical Schools in			0.50	0.50			1.00
19	High Pedagogical School in			0.33	0.67			1.00
20	High Pedagogical School in			0.50	0.50			1.00
21	High Pedagogical School in			0.50	0.50			1.00
22	High Technical Schools in			1.00				1.00
23	College of Arts and Social				0.67	0.33		1.00
24	American University of				0.33	0.67		1.00
	Total	0.08	0.08	0.40	0.35	0.10		1.00

Table B 8: a) Research and b) other job of the University professors

Nr.	Faculty/High School	a) Do you do any research apart from teaching?			b) Do you do any other job apart from teaching?		
Nr.	Faculty/High School	1. Yes	2. No	Total	1. Yes	2. No	Total
1	F. of Philosophy	1.00		1.00	0.29	0.71	1.00
2	F. of Natural and Mathematical Sciences	1.00		1.00	0.17	0.83	1.00
3	F. of Philology	1.00		1.00	0.13	0.88	1.00
4	F. of Law	0.82	0.18	1.00	0.27	0.73	1.00
5	F. of Economics	1.00		1.00	0.45	0.55	1.00
6	F. of Construction-Architecture	1.00		1.00	0.75	0.25	1.00
7	F. of Electro technique	1.00		1.00	0.50	0.50	1.00
8	F. of Machinery	0.67	0.33	1.00	0.33	0.67	1.00
9	F. of Medicine	0.86	0.14	1.00	1.00		1.00
10	F. of Arts	0.50	0.50	1.00	0.50	0.50	1.00
11	F. of Agriculture	1.00		1.00		1.00	1.00
12	F. of Mining and Metallurgy	1.00		1.00		1.00	1.00
13	F. Physical Culture	1.00		1.00	1.00		1.00
14	F. of Teaching	1.00		1.00		1.00	1.00
15	F. of Education	1.00		1.00		1.00	1.00
16	High Pedagogical School in Prishtina	0.80	0.20	1.00		1.00	1.00
17	Business School in Peja	1.00		1.00		1.00	1.00
18	High Technical Schools in Mitrovica	1.00		1.00	1.00		1.00
19	High Pedagogical School in Prizren	0.67	0.33	1.00	0.33	0.67	1.00
20	High Pedagogical School in Gjakovë	1.00		1.00		1.00	1.00
21	High Pedagogical School in Gjilan	1.00		1.00		1.00	1.00
22	High Technical Schools in Ferizaj		1.00	1.00	1.00		1.00
23	College of Arts and Social Sciences	1.00		1.00	0.33	0.67	1.00
24	American University of Kosova	0.67	0.33	1.00	0.33	0.67	1.00
	Total	0.90	0.10	1.00	0.36	0.64	1.00

Appendix C: Selected Findings from the Survey with Secondary School Teachers

Table C 1: Gender and Age structure of teachers in Secondary Schools (SS)

Gender	Age Under 30	31-40	41-50	Over 50	Total
Female	0.17	0.49	0.34	0.00	1.00
Male	0.17	0.23	0.48	0.12	1.00
Total	0.17	0.32	0.43	0.08	1.00

Table C 2: In teaching process in Secondary Schools (SS) dominates:

Type of school	1. Insistence to learn theoretical concepts	2. Development of ideas and practical skills	3. Both of them are present	Total
Art & Music		0.20	0.80	1.00
Agriculture		0.40	0.60	1.00
Econ-Law	0.07	0.27	0.67	1.00
Gymnasium	0.31	0.37	0.31	1.00
Medicine	0.10		0.90	1.00
Technical	0.27	0.40	0.33	1.00
Total	0.21	0.32	0.47	1.00

Table C 3: Lectures and exercises predominantly utilise (average for all schools):

	Average
1. Case studies	15%
2. Simulations	20%
3. Concrete projects	24%
4. Work in groups	44%
5. Lectures only (old fashioned)	44%

Table C 4: What do SS's teachers recommend regarding teaching methodology

(rank with priorities from 1-7; 1=the most important to 7=the least important): Average

1. Training of teaching staff	2.8
2. Improving curricula	3.8
3. Publishing textbooks	3.7
4. Improving teaching methodology	3.8
5. Improving technical equipment for teaching	3.6
6. Engagement of teaching staff from other countries	6.0
7. Improving technical conditions (space, equipm.etc.)	3.7

Table C 5: What are SS's teachers opinions regarding the availability of textbooks

	1. Very good	2. Good	3. Fairly good	4. Poor	5. Very bad	Total
Art & Music			0.40	0.60		1.00
Agriculture		0.20		0.60	0.20	1.00
Econ-Law		0.13	0.47	0.33	0.07	1.00
Gymnasium	0.17	0.57	0.20	0.03	0.03	1.00
Medicine		0.20	0.40	0.30	0.10	1.00
Technical	0.10	0.33	0.30	0.20	0.07	1.00
Total	0.09	0.35	0.29	0.21	0.06	1.00

Table C 6: General estimations of SS's teachers regarding the curricula from the aspect of students' finding a job

(5= excellent)

	1	2	3	4	5	Total
Art & Music			0.40	0.40	0.20	1.00
Agriculture	0.20		0.80			1.00
Econ-Law	0.07	0.07	0.40	0.47		1.00
Gymnasium		0.09	0.26	0.46	0.20	1.00
Medicine		0.20	0.30	0.20	0.30	1.00
Technical		0.13	0.63	0.23		1.00
Total	0.02	0.10	0.43	0.34	0.11	1.00

Table C 7: a) The proportion of SS's students that have repeated the year in 2002/2003, and b) the proportion of SS's students that do not attend lectures regularly

Type of school	a) What proportion of students/pupils in your classes have repeated the year in 2002/2003	b) What proportion of students/pupils in your classes do not attend lectures regularly
Art & Music	0.0%	2.6%
Agriculture	11.0%	2.0%
Econ-Law	6.0%	4.8%
Gymnasium	2.2%	6.5%
Medicine	0.0%	1.7%
Technical	4.6%	3.5%
Total	3.6%	4.5%

Table C 8: a) Proportion of SS's teachers that have completed initial teacher training, and b) the proportion of teachers that do any other job apart from teaching

Type of school	a) Proportion of SS's teachers that have completed initial teacher training	b) the proportion of teachers that do any other job apart from teaching
Art & Music	0.60	0.60
Agriculture	1.00	0.20
Econ-Law	0.60	0.33
Gymnasium	0.91	0.26
Medicine	0.70	0.50
Technical	0.77	0.33
Total	0.79	0.33

Appendix D: Selected Findings from the Survey with University Students

Table D 1: a) Permanent residence of the interviewed students and b) type of SS they have finished

Faculty/High School	a) Permanent residence of the interviewed students				b) type of secondary schools they have finished						
	Urban	Rural	na	Total	Gymnasium	Econ-Law	Technical	Agriculture	Art & Music	Medicine	Total
F. of Economics	0.90	0.10		1.00	0.60	0.20	0.10		0.10		1.00
F. of Electro technique	0.50	0.50		1.00	0.75		0.25				1.00
F. of Philology	0.48	0.44	0.08	1.00	0.76			0.04	0.16	0.04	1.00
F. of Philosophy	0.76	0.24		1.00	0.84	0.08	0.04		0.04		1.00
F. of Law	0.48	0.53		1.00	0.58	0.13	0.03		0.28		1.00
F. of Construction-Architecture	0.65	0.35		1.00	0.85		0.10		0.05		1.00
F. of Mining and Metallurgy	0.73	0.27		1.00	0.53	0.07	0.40				1.00
F. of Education	0.27	0.73		1.00	0.53	0.13	0.20		0.13		1.00
F. of Agriculture	0.50	0.50		1.00	0.45		0.15	0.30	0.10		1.00
F. of Machinery	0.70	0.30		1.00	0.15		0.85				1.00
F. of Medicine	0.85	0.15		1.00	0.50				0.50		1.00
F. of Natural and Mathematical Sciences	0.48	0.52		1.00	0.40		0.04		0.56		1.00
College of Arts and Social Sciences	0.80	0.20		1.00	0.47	0.27			0.27		1.00
Business School in Peja	0.67	0.33		1.00	0.67	0.27			0.07		1.00
High Pedagogical School in Prishtina	0.53	0.47		1.00	0.60	0.13	0.07		0.20		1.00
High Technical Schools in Ferizaj	0.93	0.07		1.00	0.60		0.40				1.00
High Technical Schools in Mitrovica	0.87	0.13		1.00	0.60	0.07	0.33				1.00
American University in Kosova	1.00			1.00	0.73	0.13			0.07	0.07	1.00
Total	0.66	0.33	0.01	1.00	0.59	0.08	0.15	0.02	0.15	0.01	1.00

Table D 2: How many times do the University students usually sit in an exam until you pass it?

Faculty/High School	1	2	3	4	5	Total
F. of Economics	0.43	0.48	0.10			1.00
F. of Electro technique	0.05	0.47	0.32	0.05	0.11	1.00
F. of Philology	0.32	0.40	0.24	0.04		1.00
F. of Philosophy	0.52	0.48				1.00
F. of Law	0.25	0.53	0.23			1.00
F. of Construction-Architecture	0.25	0.60	0.15			1.00
F. of Mining and Metallurgy		0.40	0.53	0.07		1.00
F. of Education	0.20	0.73	0.07			1.00
F. of Agriculture	0.10	0.70	0.20			1.00
F. of Machinery	0.35	0.65				1.00
F. of Medicine	0.10	0.65	0.20	0.05		1.00
F. of Natural and Mathematical Sciences	0.21	0.58	0.21			1.00
College of Arts and Social Sciences						1.00
Business School in Peja	0.27	0.47	0.27			1.00
High Pedagogical School in Prishtina	0.13	0.47	0.27	0.07	0.07	1.00
High Technical Schools in Ferizaj	0.60	0.33	0.07			1.00
High Technical Schools in Mitrovica	0.40	0.60				1.00
American University in Kosova						1.00
Total	0.26	0.51	0.16	0.05	0.01	1.00

Table D 3: The University students' appreciation of the libraries' fund with books from the point of view of contemporary education in their field of studies

	Good	Fairly good	Poor	na	Total
F. of Economics	0.13	0.03	0.65	0.20	1.00
F. of Electro technique	0.10	0.10	0.80		1.00
F. of Philology	0.52	0.04	0.44		1.00
F. of Philosophy	0.24	0.04	0.68	0.04	1.00
F. of Law	0.08	0.08	0.85		1.00
F. of Construction-Architecture	0.25	0.05	0.40	0.30	1.00
F. of Mining and Metallurgy			0.93	0.07	1.00
F. of Education	-	-	-	-	-
F. of Agriculture		0.07	0.20	0.73	1.00
F. of Machinery	0.30		0.70		1.00
F. of Medicine	0.05	0.05	0.90		1.00
F. of Natural and Mathematical Sciences	0.30	0.10	0.50	0.10	1.00
College of Arts and Social Sciences			1.00		1.00
Business School in Peja	0.33	0.07	0.60		1.00
High Pedagogical School in Prishtina	0.07	0.07	0.80	0.07	1.00
High Technical Schools in Ferizaj	0.53	0.13	0.33		1.00
High Technical Schools in Mitrovica	-	-	-	-	-
American University in Kosova	0.80	0.07	0.07	0.07	1.00
Total	0.22	0.05	0.64	0.09	1.00

Table D 4: The general estimation of University students regarding the curricula from the aspect of the labour market / finding a job

(5 is excellent)

Faculty/High School	1	2	3	4	5	na	Total
F. of Economics	0.08	0.18	0.35	0.30	0.08	0.03	1.00
F. of Electro technique	0.15	0.45	0.25	0.15			1.00
F. of Philology	0.08	0.16	0.60	0.08	0.04	0.04	1.00
F. of Philosophy	0.04	0.36	0.40	0.16	0.04		1.00
F. of Law		0.25	0.60	0.15			1.00
F. of Construction-Architecture	0.10	0.20	0.50	0.20			1.00
F. of Mining and Metallurgy		0.07	0.33	0.60			1.00
F. of Education			0.40	0.53		0.07	1.00
F. of Agriculture	0.10	0.25	0.45	0.10	0.10		1.00
F. of Machinery		0.20	0.45	0.35			1.00
F. of Medicine	0.05	0.10	0.50	0.25	0.10		1.00
F. of Natural and Mathematical Sciences	0.56	0.28	0.12		0.04		1.00
College of Arts and Social Sciences			0.07	0.33	0.60		1.00
Business School in Peja		0.07	0.40	0.33	0.20		1.00
High Pedagogical School in Prishtina			0.40	0.53	0.07		1.00
High Technical Schools in Ferizaj	0.33	0.33	0.27	0.07			1.00
High Technical Schools in Mitrovica	0.07	0.20	0.60	0.07		0.07	1.00
American University in Kosova					1.00		1.00
Total	0.05	0.21	0.40	0.23	0.10	0.01	1.00

Table D 5: a) Information given to students from their Faculties regarding their future employment, b) teaching of the basic employment skills (how to write a CV, how to fill an application form for a job, how to register at employment offices etc.), and c) students' opinion for seeking job abroad

	a) Have you been given any information from your Faculty regarding future employment			b) Have you been taught the basic employment skills (how to write a CV, how to fill an application form for a job, how to register at employment offices etc.)			c) Will you seek job abroad?			
Faculty/High School	Yes	No	Total	Yes	No	Total	Yes	No	na	Total
F. of Economics	0.18	0.83	1.00	0.28	0.73	1.00	0.25	0.75		1.00
F. of Electro technique	0.00	1.00	1.00	0.05	0.95	1.00	0.55	0.45		1.00
F. of Philology	0.04	0.96	1.00	0.04	0.96	1.00	0.44	0.52	0.04	1.00
F. of Philosophy	0.24	0.76	1.00	0.40	0.60	1.00	0.48	0.48	0.04	1.00
F. of Law	0.05	0.95	1.00	0.13	0.88	1.00	0.35	0.63	0.03	1.00
F. of Construction-Architecture	0.15	0.85	1.00	0.10	0.90	1.00	0.75	0.25		1.00
F. of Mining and Metallurgy	0.00	1.00	1.00		1.00	1.00	0.73	0.27		1.00
F. of Education	0.67	0.33	1.00		1.00	1.00	0.47	0.40	0.13	1.00
F. of Agriculture	0.25	0.75	1.00	0.10	0.90	1.00	0.70	0.30		1.00
F. of Machinery	0.05	0.95	1.00	0.10	0.90	1.00	0.45	0.55		1.00
F. of Medicine	0.00	1.00	1.00	0.05	0.95	1.00	0.85	0.15		1.00
F. of Natural and Mathematical Sciences	0.00	1.00	1.00		1.00	1.00	0.64	0.28	0.08	1.00
College of Arts and Social Sciences	0.00	1.00	1.00	0.40	0.60	1.00	0.47	0.53		1.00
Business School in Peja	0.60	0.40	1.00	0.13	0.87	1.00	0.47	0.53		1.00
High Pedagogical School in Prishtina	0.40	0.60	1.00	0.93	0.07	1.00	0.33	0.67		1.00
High Technical Schools in Ferizaj	0.13	0.87	1.00	0.07	0.93	1.00	0.60	0.40		1.00
High Technical Schools in Mitrovica	0.07	0.93	1.00	0.07	0.93	1.00	0.40	0.53	0.07	1.00
American University in Kosova	0.00	1.00	1.00	1.00		1.00	0.73	0.20	0.07	1.00
	0.14	0.86	1.00	0.20	0.80	1.00	0.51	0.46	0.02	1.00