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1 Preface

No intentional system of innovation can be identified in Kosovo/UNMIK. Moreover, even the elements which such a system would require, such as a sector of education, a research sector, the industrial sector, the infrastructure sector, the financial sector etc. are far from being fully functional in their own shape. The technology base of the economy is extremely weak and major institutional arrangements are still lacking. Also the internal structure of the central relevant institutions depicts a lot of deficits. Research for instance, which is in the focus of this paper, is a marginal undertaking in the university and non-university sector in Kosovo. It takes place, firstly, at a low level of intensity and, secondly, not in strategic sectors (all data cited from European Commission, 2007). The Ministry of Education, Science and Technology (MEST) is in a long lasting restructuring phase without adequate capacities to steer research and innovation. The general expenditure on R&D amounts to only 0.1 %. Industrial demand for R&D is close to zero. Bridges between science and society are reduced to teaching and political influences in appointing higher management structures in public knowledge organisations. There is a lack of awareness on the advantages, pitfalls, conditions and complexity of a system of innovation. Finally, in practice there is even no undisputed governance system due to the political instable situation which divides the territory into two discrete zones of influence, most prominently characterised by the position of the University of Mitrovica¹. According to a report by OSCE quoted in Kostovicova (Kostovicova, 2005) *"there has not been any sign of genuine tolerance or attempts to find a common ground between the Kosovo Albanian and Kosovo Serb communities regarding the consolidation of their educational system."*

Because of the absence of a genuine substantial research structure and research undertakings in Kosovo, which would naturally limit this article to a few pages, it is aimed to provide a broader and more detailed picture on the conditions, structures and major drivers and players which could be relevant for an emerging system of research, not to speak about a system of innovation, in Kosovo in the future. It should, hopefully, also act as a baseline report for future academic investigations on higher education, research and innovation in Kosovo².

This analysis is not a political one, but it deals with political issues. This is unavoidable if Kosovo is under scrutiny. The declaration of independence of Kosovar leaders on 17th February 2008 added complexity. Until then, the author could always refer to the expression "The United Nations Interim Administration in Kosovo Acting on behalf of and for the benefit of The Provisional Institutions of Self-Government in Kosovo", abbreviated by the term UNMIK/Kosovo. Since then, however, some states are recognising Kosovo as an independent state, while others do not. Unfortunately, the EU member states, and consequently the EU herself, are split in this regard, which makes it difficult for the author being

¹ We use this term according to international practice, although the University of Mitrovica names herself "University of Prishtina" with temporary residence in Kosovska Mitrovica.

² The author is thankful to the following persons who provided opportunities for conducting and information exchange in shaping the contents of this study: Ms Barbara Weitgruber, Ms. Ingrid Sager, Mr. Hubert Neuwirth, Mr. Georg Wöber and Mr. Johann Günther.

Austrian and European. Therefore, when the term “Kosovo” is used in this article, it should be entirely up to the distinguished reader if she or he reads it as UNMIK/Kosovo based on UN Security Council Resolution 1244 or as Kosovo as the world’s most recent state.

2 Political and Economic Background

In order to understand the complicated situation in Kosovo these days, a very short excursus to history is made: Albanians are considered to be descendants of the Illyrians. The region was conquered by the Greeks around 300 BC and later by the Romans. The region of Kosovo fell to the Serbian state ruled by the Nemanjic dynasty in 11th century. In 1389, during the famous battle of Kosovo (“Amselfeld”) (Kellerman, 2006), the Serbs and their allies were defeated by the Ottoman Turks, who integrated Kosovo shortly thereafter into the Ottoman Empire (OEZA, 2007). In the first Balkan war of 1912, Kosovo was once again annexed by Serbia. In 1939, during WWII, Kosovo Albanians revolted against the Serbian rule and joined Albania. The region was under the control of the Italians, the Bulgarians, and the Germans. At the end of WWII, Kosovo found itself as part of the Yugoslav state of Tito (OEZA, 2007). The 1974 constitution made Kosovo an autonomous province. In 1988/1989 the Milosevic regime abolished Kosovo’s autonomy and the Serbian dominated military took control of the province. In response, in 1991 the Kosovo Albanians adopted their own constitution for their Republic of Kosovo. The passive Albanian resistance (lead by Mr. Rugova) was gradually replaced with violence, and in 1997 the Kosovo Liberation Army was formed. As the civil war heated up in Kosovo, and in order to stop the ethnic cleansing and the killing of Kosovo Albanians, NATO launched air strikes against the Milosevic regime (OEZA, 2007). The so called “parallel institutions system” existed between 1989 and 1999.

Since 1999, NATO has been responsible for the provision of military support and security in Kosovo with its peacekeeping forces known collectively as KFOR. Since June 1999, Kosovo has been under the protectorate of the United Nations, as stipulated in the UN Security Council Resolution 1244 of 10th June 1999, under the auspices of the United Nations Mission in Kosovo (UNMIK) and the Special Representative of the Secretary General (SRSG). The inclusion of Kosovo in the then Republic of Yugoslavia’s Constitution remained. This status was not changed when the Federal Republic of Yugoslavia became the State Union of Serbia and Montenegro, and later split into Serbia and Montenegro, respectively (OEZA, 2007). In other words, on basis of UNSCR 1244 Kosovo remained Yugoslav territory, but became de facto an independent construct out of Belgrade’s but under international control, with a few exceptions (such as the situation of the University of Mitrovica).

In May 2001, and after municipal elections held in October 2000, UNMIK promulgated a Constitutional Framework that established the Provisional Institutions of Self Government (PISG), including an elected Kosovo Assembly. Although SRSG maintained the overall right to promulgate, change or repeal any laws and decisions (which also happened in the field of higher education and

research), over time certain powers and authorities have been transferred to the PISG (OEZA, 2007). While UNMIK is reducing, the EU has extended its involvement in Kosovo. Kosovo plays a crucial role in the EU's overall strategy for the region and is included in the Stabilisation and Association Process (Fischer, 2005).

A "standards before status" strategy was introduced in May 2002, but was in the meantime replaced by a "standards in parallel to status" approach. However, building functioning public services according to European standards is a difficult task for a territory with very limited democratic traditions, a heavily burdened inter-ethnic composition and traditional social structures (OEZA, 2007). Until recently, the Serb Kosovars are largely boycotting Kosovo institutions. Security remains the biggest issue for them. A symbol for the ethnic division of the territory is Mitrovica, a town divided in two by a river and a protected bridge.

After more than a year of unsuccessful negotiations between Prishtina and Belgrade, the Kosovar government and parliament declared independence on 17th February 2008, which was recognised by the USA and most, but not all of the EU member states on one side, and most prominently opposed by Russia and, notably, Serbia on the other side.

At present, approximately 2.07 million people are living in Kosovo on a surface of 10,887 km². The population increased during the last few years, not at least because of a high natural growth rate (birth minus deaths per 1000 inhabitants) of an average of 13.325 in the years 2003 to 2006 (European Commission, 2007). The life expectancy at birth is below the average for the region (67 for men and 71 for women). Official languages are Albanian, Serbian and English. In some municipalities also other languages are officially recognised (for example, Turkish). The capital of Kosovo is Prishtina. Around 88% of the population are Kosovo Albanians. Kosovo Serbs count approximately 7% and the remaining 5% are Kosovo Roma, Ashkali and Egyptian (often referred to as RAE) as well as small minorities of Bosniac, Turk, Gorani and other (all data cited from OEZA, 2007).

From an economic point of view, Kosovo is confronted with the challenges of transition from the Yugoslav model of socialistic economy towards a functioning, socially equitable market economy. The situation is characterised by wide-spread poverty, a much retarded rural development and high levels of unemployment hitting especially women, youth and marginalised groups. The overall political uncertainty has negative repercussions on the much needed foreign investment, which up to October 2005 accumulated to a low 1.211 billion USD (OEZA, 2007). At present Kosovo is still a heavily cash-based economy. The economy is severely characterised by a dramatic trend of deindustrialisation and by an increasing subsistence production in agriculture (approximately 60% of the population; 80% have only between 0.5 and 2 hectares) and by an almost exclusive focus on trade and construction in the tertiary sector. Despite its low technological standard, Kosovo's agricultural sector contributes 30% of GDP. In 2005, the employment distribution by sector showed the following pattern: 18.8% in agriculture (compared to 5.5% in 1997), 14.4% in industry (compared to 33% in 1997), 7.9% in construction (compared to 3.4% in 1997), and 58.9% in services ; data in brackets from CEPS 2000).



GDP in 2004 amounted to EUR 18,055 million. GDP per capita (2004) was around EUR 1,900 (European Commission, 2007)³. Despite a decrease in foreign assistance (expressed in wages of expatriates, wages of locally employed persons, consumption of goods and services, direct budget allocations etc.), real output grew by an estimated 3.8% in 2006 after a low increase of 0.6% in 2005 (European Commission, 2007). The share of donor-financed investment fell to 11% in 2006, while private investment continued to grow at a brisk pace (European Commission, 2007). Diaspora support in terms of private capital transfers still remains high⁴. It is estimated to constitute 20% of GDP in 2006 (European Commission, 2007). Fischer (Fischer, 2005) assesses the investment readiness of the diaspora as almost unique in the world.

The foreign trade balance is extremely unfavourable and widened further to 53% of GDP in 2006 with a continuing trend during the first half of 2007, reflecting the lack of export capacity and competitiveness (European Commission, 2007). Almost half of the exported goods are base metals and base metal products, but a positive shift in the structure of imports from final consumption goods to investment goods (mainly machinery) could be observed in 2006 (European Commission, 2007). The EU is the main trading partner of Kosovo with a 34% share in imports and exports in 2006, but trade integration with neighbouring countries increased (European Commission, 2007).

The private sector is characterised by a large number of micro and small enterprises as well as outdated technologies resulting in low production quality and productivity. Fischer (Fischer, 2005) reports of approximately 40,000 registered enterprises out of which 36 000 have just between 1 and 4 employees. These small enterprises do not pay VAT, which – among other reasons - results in the absurd situation, that currently almost 75% of all tax revenues are collected at the borders (European Commission, 2007). This situation is comparable to the one of Bulgaria in the mid 1990s.

Despite this negative structural situation, Kosovo showed, starting from a very low level, a fast growing GDP nominal growth rate from 2001 to 2006 (see Table 2.1).

Table 2.1: GDP Nominal Growth Rate (estimates) (Fischer, 2005)

Year	2001	2002	2003	2004	2005	2006
GDP nominal growth rate	23.5%	14.0%	8.7%	8.2%	8.1%	~ 4%*

* Estimate (European Commission, 2007)

The officially registered unemployment rate in 2005 was 27.08% (OEZA, 2007), but estimates about the true, but hidden (for example, youth and female

³ Data very often varies. Fischer (2005) for instance reports a GDP per capita in 2001 of USD 920, quoting a UNMIK Fact Sheet Kosovo of May 2003.

⁴ As regards private transfers, Fischer (2005) points to the danger that the integrated 2nd generation of immigrants in Europe and USA may gradually loose the interest and commitment for Kosovo and its future.

unemployment) unemployment situation, are considerably higher (40% to 60%). 69% of the women are not participating in the labour force (Fischer, 2005). According to the labour force survey, unemployment stood at 44.9% of the active labour force in 2006, but a large number of unemployed may be active in the informal sector (European Commission, 2007). Nevertheless, the unemployment rate is the highest in the Western Balkans.

Living standards in Kosovo are very poor. 50% of the population live under the poverty line. 60% of the population lives in rural area and 48% are still without access to piped water (OEZA, 2007). Large parts of the population rely on remittance payments from relatives living abroad (OEZA, 2007). Corruption is endemic. There are considerable disparities regarding rural and urban areas, especially as income levels are concerned. Brain drain and migration to cities belong to Kosovo's key problems (OEZA, 2007). The smallest ethnic groups, such as the RAE, are dramatically marginalised. They live in separate settlements (so-called Mashallas), are facing segregation, discrimination and dramatic living conditions. The human poverty levels are highest among this group (78% live on less than 2 USD per day) (OEZA, 2007).

Kosovo has an extremely young population. Young men and women under 25 years constitute 52% of the population (OEZA, 2007). One third of the population is under 14 years, which puts enormous pressure on the education sector and the labour market. Young entrants to the labour market are facing an already large pool of people (over half a million) also in search of meaningful participation in the economy (Fischer, 2005).

There is evidence that Kosovo's population is under-educated in comparison with the needs of a modern economy, a fact not at least caused by the parallel underground system of the 1990s. There is urgent need for reforms in the education sector to properly prepare the young generation for the labour market needs of the 21st century. The Kosovar Ministry of Education, Science and Technology (MEST, 2004) confirms that the greatest challenge for higher education is to establish the link with the economy and to create a mechanism to track down the employability of its graduate. Enormous differences can be found in education levels between urban and rural areas as well as between ethnic groups. While for instance the average schooling for Kosovo Serbs lasts 10.61 years, the figures for the Kosovo Albanians and the RAE are 9.33 respectively 6.89 years (Fischer, 2005) quoting UNDP Human Development Statistics, 2004). The latter is below the 8 year compulsory schooling.

Around a fifth of the population is enrolled in education, of whom 78% in pre-school and primary education, a low 16% in secondary education and a low 6% in tertiary education (European Commission, 2007). The rate for tertiary education enrolment, however, is almost double as high as in the year 2000, which indicates turbulent dynamics in this sector (data taken from CEPS, 2000). School enrolment in Kosovo, however, remains low with under 90% of the age cohort in the final year of compulsory (lower secondary) education. Only 55% were still enrolled at the 12th grade of upper secondary education (European Commission, 2007). A major concern is the low enrollment rates of the minorities, especially Roma.

Higher education is still perceived elitist and often an arena for political incidents than a field of excellence in education and research. Both public universities (Prishtina and Mitrovica) are striving with great difficulties for a minimum of European standards (OEZA, 2007). On the structural level central institutions and mechanisms are still missing or not yet fully in operation.

3 The Ministry of Education, Science and Technology

The Ministry of Education, Science and Technology (MEST) started as Department of Education soon after UNMIK established the Joint Civil Commission for Education, which intended to include members of the Albanian and Serb speaking Kosovo academic community as well as a UNESCO/UNICEF representative as chairman. It was co-headed by Mr. Daxner, the international administrator of the University of Prishtina. In 2003, UNMIK transferred its educational competences to the local government structures (PISG).

Basically, the MEST consisted in the last years of a Department of Pre-University Education (including a division of general education, a division of vocational education, a division of communities and gender issues and a division for cooperation with municipalities), a Department of Higher Education, a Department of Administration and Finance, a Department of Procurement and a Department of Infrastructure (MEST Kosovo, 2005a). It had and has no specific Department for Science and Technology. The responsibility for research and technology lies with the Department of Higher Education and Science (DHES). DHES bases its work on the Law of Higher Education (2003) and the Law on Scientific Research (2004). In order to upgrade capacities in the MEST, in September 2007 a new division of research and technology was established, which is headed by Mr. Murteza Osdautaj. The responsible officer for technology is Mr. Malush Mjaku and the research agenda is taken care of by Mr. Besim Mustafa.

Based upon the institutional partnership agreement with Austria, the MEST is currently establishing, firstly, a Centre for Innovation and Technology Transfer (CITT) under its roof to support science-industry relations and, secondly, a Centre for International Higher Education, Research and Technology Cooperation (K-CIRT). The latter should support the participation of Kosovar researchers and students in international and European programmes, such as CEEPUS or the 7th European Framework Programme for RTD.

Under the departmental structure of the MEST, several other subunits were established over time, including an Office for International Cooperation based upon UNMIK Administrative Instruction 2004/7. Gradually, MEST extended its international contacts and outreach. On 8th January 2004 an agreement between the MEST and the Ministry of Education and Science of FYR of Macedonia and the Ministry of Education and Technology of Albania on the transfer of Tetovo students was signed and in 2005 an Executive Program on Cooperation in

Education and Science between MEST and the Ministry of Education of FYR of Macedonia was prepared. In 2006 an agreement between the Ministry of Education and Science of the Republic of Albania and UNMIK/MEST was signed, emphasising – inter alia - collaborative scientific activities. The agreement does not indicate any resources to be committed. Also in 2006, an umbrella memorandum between UNMIK/MEST on one hand, and the Federal Minister of Education, Science and Culture and the Federal Minister for Foreign Affairs of the Republic of Austria on the other hand, was signed, in which several RTDI relevant provisions were included, such as support for setting up a Kosovo Centre for International Higher Education, Research and Technology Cooperation, a Council of Research and Technology, a Centre for Innovation and Technology Transfer and support for research projects. This memorandum was soon substantiated by the PAIK project (Schuch, 2006). Doubtlessly, it can be expected, that after the declaration of independence the international outreach of the MEST will soon expand.

As most of the researchers and scientists are employed at the universities, the reform of the higher education system still remains crucial, and cannot be regarded as independent from the R&D sector (Uvalic, 2006). This is especially true in Kosovo, where the non-university R&D sector is extremely limited. It is worthwhile to note, that already since 2003 UNMIK/Kosovo participated in the Bologna Process Conferences as observer. The Law on Higher Education, promulgated in 2003, refers to the Bologna Declaration and requires all Higher Education Institutions (HEIs) to operate in accordance with this Declaration. In January 2006, Mr. Agim Veliu, former Minister of Education, Science and Technology established the Kosovo Bologna Promoters' Team (KBPT) with the purpose to undertake all measures needed for the promotion of the Process of Bologna and for integration in the European Area of Higher Education (EHEA) in Kosovo (MEST/ Kosovo Bologna Promoters' Team, 2007).

In 2004, the Strategy for the Development of Higher Education for the period 2005-2015 was approved. Its aim is to develop an efficient higher education system, providing high-quality education and research. In the first phase of the strategy (2005-2009), the ministry decided to focus on completing the legislative documentation, drafting and implementing the development policies, and increasing support funds. It was intended, that priorities in the second phase (2010-2015) should revolve around the development of the institutional capacities, intellectual capacities and piloting innovations. In this document various problems were listed, among them some directly, although not exclusively, referring to research, such as the lack of national RTD policies and programmes, an incomplete legislation for scientific research, the lack of defined priorities, the lack of administrative and intellectual capacity, the lack of interdisciplinary approaches and standards, the ongoing brain-drain and the absence of a mechanism for protecting both intellectual property and industrial rights. Performance indicators, such as the provision of a legal package and programmes for scientific development, the number of scientific research projects that contribute to the solving of societal problems, the number of publications, the allocation of funds to scientific research and the establishment of an institutional infrastructure for scientific work, have been identified (MEST, 2004).

Three years latter, this strategy is in need to be updated. Some of its elements, especially in terms of legislation, have progressed (for example, the Law on IPR), while other elements, which should have been immediately resolved, such as the establishment of a Kosovo Accreditation Agency, are still under construction. In fact, the main deficiencies in reality are now related to institutionalised capacity building, whose delays are also caused by the troublesome incidents of the University of Mitrovica (UM) and the University of Prishtina (UP) between 2004 and 2006 which consumed a lot of energy (see Chapter 5 on this issue). Although the field of scientific research should be primarily addressed in the second period of the strategy (2010-2015), already in the first phase some fundamentals for it should have been laid. Also here the implementation shows little progress. There is a need to review and update the Law on Scientific Research, which seems to narrow to serve societal (and industrial) needs. The Council of Science, urgently needed to develop pilot RTD programmes, is still not operational. Moreover, there is no earmarked budget in prospect to fuel the still not existing RTD programmes with the necessary incentives provoking a catch-22 situation.

In 2005, the overall budget of the MEST was EUR 29.3 million (MEST Kosovo, 2005a). The budget for public Higher Education Institutions (HEI), which in fact was just allocated to the UP, amounted to around EUR 10 million in 2005. Two-thirds was spent on salaries and the rest on goods and services. Another million was allocated to the students centre. The non-university research institutes had an earmarked budget of EUR 2.1 million in 2005, with almost two-thirds allocated to physical capital (including the renovation of buildings of the Academy of Sciences and the Institute of Albanology). It was assessed that it would be necessary to invest EUR 32 million of public funds per year into higher education in order to reach the level of 1.22% of GDP in Kosovo (Pupovci, 2006). The 2005 budget forecasts for higher education for the years 2006 to 2010 reflected this need (MEST Kosovo, 2005b), but its realisation can be doubted and needs critical assessment.

On 9th January 2008, Mr. Enver Hoxhaj became the new Minister for Education, Science and Technology. Despite his academic background, he confirmed in a meeting with the author that he will mostly devote his energies to the primary and secondary education sector in Kosovo, because there the reform needs are supposedly even higher than the reform needs of the tertiary education sector. As regards the latter, a top priority of his political mandate will be the implementation of a functioning accreditation system in Kosovo in order to regulate the mushrooming of private tertiary education providers.

4 Relevant Laws

Three major laws are supposed to regulate research in Kosovo:

1. The Law No. 2004/42 on Scientific Research Activity (27th September 2004 with a promulgation on 23rd February 2005)
2. The Law No. 2004/19 on Academy of Science and Arts of Kosovo (16th June 2004 with a promulgation on 28th July 2004)

3. The Law No. 2002/3 on the Higher Education in Kosovo (26th September 2002 with a promulgation on 12th May 2003)

A series of other laws is more or less impacting scientific research undertakings, notably

- The Law on Medical Products and Medical Devices (No. 2003/26 from 4th December 2003 with a promulgation on 7th July 2004)
- The Law on Copyrights and Related Rights (No. 2004/45 from 29th June 2006 promulgated on 24th August 2006)
- The Patent Law (No. 2004/49 from 27th September 2004 promulgated on 21st December 2004) and amended by Law 02/L-100 on 18th December 2006 and promulgated on 6th February 2007)
- The Law of Technical Demands for Products and Valuation of Confirmation (No. 02/L-20 from 24th June 2005 promulgated on 21st July 2005)
- The Law for Accreditation (No. 02/L-43 from 21st November 2005 promulgated on 21st April 2006)
- The Law on Metrology (No. 02/L-61 from 19th January 2006 promulgated on 22nd April 2006)
- The Law on Publishing Activities and Books (No. 02/L-51 from 16th March 2006 promulgated on 21st April 2006).

At the time of writing this section (January 2008), some other relevant Laws were not yet adopted, such as the 'Law on Genetically Modified Organisms' with a first reading on 12th July 2007, the 'Law on Environmental Impact Assessment' with a first reading on 27th August 2007 or the 'Law for Final and Matura Exam' with a first reading on 27th September 2007.

In addition there are several relevant administrative instructions issued by the MEST, such as the one on the 'Central Scientific Council' (no. 19/2006, 31st May 2006) and on the 'Appointment of Standards in Science' (no. 20/2006, 31st May 2006).

In both the Law on Scientific Research Activity (Assembly of Kosovo, 2004) and the development strategy for higher education of the MEST (MEST, 2004), the public university sector receives special attention and responsibility for the conduct of research. Among other objectives, the Law on Higher Education postulates the goal to establish, develop, protect, and transmit knowledge through teaching and scientific work and research (Article 2.1.) (Assembly of Kosovo, 2002). MEST (MEST, 2004) clarifies the vision for higher education for Kosovo, "*where knowledge and scientific research are in function of a sustainable cultural, social, and economic development*" (p. 6). The Statute of the University of Prishtina (UP) reflects this vision by stating that it aims to be a leading centre in the advancement of knowledge, ideas and science in higher education.

Based upon specific requirements (Article 21) also private organisations (including private universities) are entitled to carry out research work and can obtain funding to do this (Assembly of Kosovo, 2002). The Kosovo Council of Science should be in charge of providing an opinion regarding the fulfilment of the standards for organising and developing scientific research in private scientific organisations (Article 21.2) and the MEST gives the license (after a

positive opinion) and registers private scientific organisations into the Register of Scientific-Research Institutes (Article 23). They must then attach the mark “with public right” on their name (Article 24). However, although the recruitment of the members of the Council of Science progressed during 2007, the Council is not yet operational.

As public scientific-research entities only three are explicitly listed in the Law on Scientific Research Activity (Assembly of Kosovo, 2004), namely (Article 69.2):

- a) the Kosovo Academy of Science and Arts
- b) the Albanological Institute and the History Institute as scientific research institutes
- c) Universities (specifying in Article 13 that scientific research institutes established within the institutions of higher education [or within faculties of universities, Article 18] are science-research institutions as part of the founding institutions in question).

It is worthwhile to note, that the Law on Scientific Research Activity ceased all other scientific research institutes which were based on previous laws falling under the ‘old Yugoslav’ regime, for example, the Law Decree of Scientific Research Activity of Kosovo dated 17th April 1998. It should also be noted that the SRSG, Mr. Jessen-Petersen, had to promulgate the Law on Scientific Research Activity on 23rd February 2005 by regulating, that the terms “National”, “the country” and “Kosovo”, which appeared though the text of the Law adopted by the Assembly of Kosovo, had to be deleted and replaced by the term “Kosovo” (MEST Kosovo, 2005b).

Important issues addressed by the Law on Scientific Research Activity (Assembly of Kosovo, 2004) include a dedicated propensity to use scientific research activities for the development of economic prosperity (Article 2) by addressing all major three differentiation schemes of scientific research, namely fundamental, applicative and developmental research (Article 3). It is noteworthy, that in Article 6, scientific research refers to – among other common issues such as freedom of scientific research and creativity or international inclusiveness - the principle of public work (with a provision of the researcher’s status as civil servant in Article 48), competitive funding (at least partially) and the correlation of scientific research and higher education, which is another clear hint on the assigned importance of universities for delivering scientific research. Article 48 and the corresponding Article 49 manifest in practical terms that scientific personnel can hardly be dismissed, which might be good for the life-planning of the individual but undermines the flexibility of the research organisation. In more ways than this, the Law on Scientific Research Activity gives an overall impression of being written in a rather “old-fashioned” Mode 1 spirit.

The Law also states that up to 0.7% shall be allocated from the budget of Kosovo for the purpose of fulfilling the necessary conditions for scientific research and for providing the means to undertake scientific research. Although this quota is far below European average, it is high above the achieved reality (which is 0.1%). In fact, it is a quite ambitious goal in front of the background of Kosovo’s economic and financial situation. In comparison, the public expenditure on R&D (GOVERD) of Bulgaria and Romania, who rank at rear positions in the Innovation Scoreboard of all EU Member States, amounts to around 0.38% in Bulgaria (for the period between 2002-2004) and around 0.22% in Romania (for the period

between 2002-2004) (Standke, 2006). The Law demonstrates that GOVERD can not only be used for regular scientific research activities, but also to cover expenses related to knowledge utilisation and knowledge diffusion processes, which characterise comprehensive research systems (Borsi, 2004).

It is also noteworthy, that the Law promotes the advance and training of new R&D personnel (for example, Article 19 and Article 50), which is of utmost importance, due to the lack of up-to-date scientific research capacities. In addition to public funds, scientific research institutes are also entitled to receive finances from funds, foundations and donations, from other legal sources (assuming that enterprises fall under this category) and from other means realised by the scientific research institution (for example, licensing of protected knowledge) (Article 66). In the Law on the Higher Education in Kosovo (Assembly of Kosovo, 2002), it is specified that a public university is in principle also free to take any measure to promote and exploit its research activities commercially for its benefit (Article 21.1). However, where such commercial activity includes, or could potentially include, the exploitation of any significant intellectual property right in any literary, artistic or scientific works, scientific discoveries, designs, inventions, materials, goods or services provided wholly or partially, or directly or indirectly out of public funds, the provider shall seek the prior approval of the Ministry (Article 21.2). Article 23.1 proves that accredited private providers of higher education may also receive funding allocations from the Ministry for teaching or research in the public interest.

It should also be mentioned, that the Law on Higher Education in Kosovo (Assembly of Kosovo, 2002), which was drafted by the Council of Europe and local experts, foresees a strong article on academic freedom and protection from measures (Article 25). There it is stated that every higher education institution shall include in its statute or equivalent constitutional document that academic staff has the freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their job or any privileges they may have with the institution (Article 25.1). The right of academic staff of providers of higher education to freedom of speech may only be restricted by law (Article 25.2).

The Law on Scientific Research Activity (Assembly of Kosovo, 2004) provides two articles on the 'Kosovo Scientific Research Programme' (Article 51 and 52) and on the 'Kosovo Council of Science' (Article 53-57). Despite some unclear formulations, it can be interpreted that the Scientific Research Programme should aim - among other things - to work upon identified research priorities, to establish provisions for infrastructural investments, to enhance participation in international scientific research projects and to elaborate a systematic education programme for researchers. The Scientific Research Programme should be approved for a period of five years by the Kosovo Assembly which also provides the funds for the realisation of the programme as proposed by the government. Until now, the Scientific Research Programme has not been in operation. The Law provides - due to its vague formulation - enough action spaces to run not only classical research funding schemes, but also schemes with more structural orientation or with international dimensions. Article 60 specifies that projects can be presented as (a) projects of scientific research, (b) developing projects and

(c) projects of developing the infrastructure. General criteria for the evaluation and acceptance of the proposals are (Article 62):

- a) importance for the development of Kosovo
- b) scientific value and international measures of the project
- c) scientific achievement of the project proposer
- d) competence of the applying organisation
- e) ecological adequacy of the project.

The major development assistance project in the field of higher education and research, which is currently implemented by Austria in cooperation with the MEST, targets the formulation of a full-fledged RTD programme by addressing the authority and capacity of the Kosovo Council of Science in this respect. The Law, however, foresees that the implementation of the Scientific Research Programme should fall partly under the responsibility of a scientific council respectively counsels (for example, as regards project evaluations; project delivery proposals etc.) established by the government (Article 58 and 59) and under the responsibility of the MEST (for example, responsible for announcement of the competition, the final decision of financing and contracting; see Article 60, Article 63 and Article 65). The Law does not anticipate the establishment of a specialised agency to implement the R&D programme(s).

The goal of the Kosovo Council of Science, which should consist of 15 members, is to maintain the development of scientific-research activity of Kosovo (Article 53). It is institutionalised as a pure advisory committee, which, in addition to its task to develop the Scientific Research Programme, gives opinion on certain issues (for example, on the establishing of scientific research institutes) and reports on the overall state-of-art in the field of S&T. By law, the president of the Kosovo Academy of Science and Arts is also the president of the Council. In our opinion, this fixed legal determination, which manifests a superior role of the Academy, could harm the flexibility and diversity to develop a modern system of research and innovation in Kosovo. It could also burden any future attempts to reform the Academy and contradicts with an open system of governance. The other members of the Council of Science are nominated by Kosovo's Assembly, based on the proposal of the government in charge.

5 Institutions with Potential Research Relevance

According to the MEST, scientific research is to be strongly linked with the university system. There are just a few non-university research organisations with scarce information available and whose impact on scientific research seems to be very limited. In front of this background, our analysis focuses on the university system and hereunder on the two main public universities operating on the territory of Kosovo. In general, the higher education system in Kosovo is pre-Humboldtian by refraining from scientific research. Tahirsvlaj (2004) cites Mustafa et al. (Mustafa, 2004), where it is stated that University of Prishtina professors themselves are very critical about their work. They state that no

research is undertaken in almost all faculties, with professors concentrating on teaching as their main and only activity.

A higher education system in Kosovo began in the 1960s with the foundation of the Faculty of Philosophy in Prishtina, followed by the faculties for Law and Economics, Technical Sciences and Medicine. Until 1969 these faculties were constituents of the Belgrade University (Wöber, 2005b). On basis of these faculties, the University of Prishtina (UP) was founded in November 1969⁵. In the academic year 1969/70 7,712 students were enrolled reflecting then a multi-ethnic history (53.4% in the Albanian and 47.6% in the Serbian language stream) (KEC, 2000). The UP was soon enlarged by additional faculties for Agriculture, Natural Sciences and Mining and Metallurgy (located in Mitrovica) during the 1970s. The Technical Faculty was divided into three individual units (Electrical Engineering, Civil Engineering and Architecture) and the Philosophical Faculty into two units (Philosophy and Philology). In 1993 the Faculty for Teacher Training was founded. Until 1991 the University of Prishtina had organised study courses both in Serbian and Albanian language, in accordance with its foundation law of 1969 (Wöber, 2005b). In the academic year 1990/91 the majority of 68% of the 29,016 enrolled students were studying in the Albanian language stream and only 32% in the Serbian language stream (KEC, 2000). Between 1970 and 1990 the participation of female students increased from 21.4% to 37.1% (KEC, 2000). The political situation around the turn of the decade resulted in the detachment of the Albanian teachers and students into parallel education systems at the beginning of the academic year 1991/92. The University of Prishtina operated as a "Serb" university until 1999. After the armed conflicts of 1999, the Serbian university members were forced to relocate to Northern Kosovo as well as to Serbia. At this point the UP split into two (see details below).

The University of Prishtina

Directly after the war, the Albanian speaking University of Prishtina (UP) emerged from the parallel, underground system of the 1990s, under which it gained the shrine of resistance against the Serbian regime by the Albanian speaking Kosovar population (Gouda, 2003). From that time a strong interaction of the UP with politics can be traced. Although Bayerl (Bayerl, 2006) reports strong LDK links into the UP, also the AAK and the PDK are firmly rooted in the UP, not at least through student leadership.

Already in 1999/2000 the UP reported a staff of around 1,450 person, of them 358 are professors, 212 are lecturers, 72 are high school professors, 338 are assistants, 103 are collaborators (CEPS, 2000), depicting a student/teacher ratio of 20 (KEC, 2000). The rest was administrative personnel. It is estimated that only around half of the academic full-time staff has a PhD (or equivalent) and that only 10% of the full-time staff are women. According to an audit of gender issues in the Kosovo education system done by the Kosovo Gender Studies Centre published in 2007, all deans and all leaders of the Senate are men and out of 17 members of the Student Assembly, only one is female (ETF, 2007). From the 20,277 students enrolled in 2000/01 around 75% were full-time

⁵ For a historic review see also KEC (2000) with slightly differing dates; OECD (2001); Leutloff, C. and Pichl, E. (1999).

students. Two-thirds of the students were enrolled in social science studies (including economics) and humanities(KEC, 2001). 24% of the students attended the Higher Schools and 76% the Faculties.

At the beginning of its operations, the University of Prishtina, which is a member of the European University Association (EUA) since 1999, consisted of the following 14 faculties and 7 higher schools(KEC, 2001)(in rank order of total enrolled students):

- Faculty of Law in Prishtina
- Faculty of Economy in Prishtina
- Higher Pedagogical School in Prishtina (Albanian language and literature, teacher training, mathematics, physics-chemistry, technical education)
- Faculty of Medicine in Prishtina (general medicine, dentistry, pharmacy)
- Faculty of Philosophy (with fields of studies in history, philosophy, sociology and pedagogy)
- Faculty of Philology in Prishtina (Albanian, English, German, French and oriental languages and literature)
- Faculty of Mathematical-Natural Sciences in Prishtina (mathematics, chemistry, physics, biology)
- Faculty of Electronics and Technics in Prishtina (electroenergetics, electronics, telecommunication)
- Faculty of Civil Engineering, Construction and Architecture in Prishtina (construction, hydromechanics, architecture)
- Higher Pedagogical School "Xhevdet Doda" in Prizren (Albanian and English language and literature, teacher training, mathematics, physics-chemistry)
- Faculty of Machinery in Prishtina (engineering, traffic, machinery)
- Higher Pedagogical School "Skenderbeu" in Gjilan (pre-school education, teacher training)
- Higher Pedagogical School "Bajram Curri" in Gjakova (Albanian language and literature, teacher training, mathematics, history-geography, biology-chemistry)
- Higher School of Technics in Mitrovica (machinery, electrical engineering)
- Faculty of Agriculture in Prishtina (agriculture, veterinary)
- Faculty of Physical Education in Prishtina
- Higher School of Economy in Peja (finance, management, circulation of goods)
- Faculty of Arts in Prishtina (music, arts, drama)
- Faculty of Mining and Metallurgy in Mitrovica (mining, metallurgy, technology, geology)
- Faculty of Education in Prishtina (teacher training) and
- Higher School of Technics in Ferizaj (machinery, wood-industry) (no data was given for this Higher School in KEC 2001).

As shown in this list, the University represents a patchwork of faculties, which in other countries would be the nucleus of several independent universities (for example, a separate university of medicine, a distinct university of business administration and economics; a technical university and so). The issue of dividing the UP into several dedicated universities has been under discussion almost since its beginning, but did not yet reach a critical level. Like almost all universities with a past under the former Socialist Yugoslav Republic, also the

University of Prishtina could have been characterised as a loose association of highly autonomous faculties which organise their own affairs as they choose. The structure remained highly fragmented, and the university as a manageable institution scarcely existed until the new Statute⁶ was approved in 2004.

The university was always confronted with severe operational problems, which are to a certain extent caused by its quick start, the steadily increasing number of students and corresponding demands, the prevailing budget restrictions, the internal governance problems and the necessities to reform along the Bologna process requirements, just to name a few. In fact, the Council of Europe already initiated a reform project during the years 2000-2001, but it lacked sustainability (Modvig and Wöber, 2006) like many attempts afterwards. Under the authority of the temporary administrator from UNMIK, Mr. Daxner, together with the Kosovar Rector, Mr. Kelmendi, the implementation of some of the Bologna Process requirements started already during the academic year 2001/2002 in Kosovo with several efforts to reform the curricula at the University of Prishtina. The 3+2+3 structure replacing the old 4+2+3 structure was soon approved and the first bachelor studies implemented.

In 2003 a first draft of a new University Statute was elaborated by the Rectorate of the UP, but critically reviewed both by the MEST and by European experts from Magna Charta, Council of Europe and the EUA. In order to enhance the process, Mr. Georg Wöber was appointed to assist in drafting the new Statute which was approved on 5th July 2004 by the Senate of the UP, issued as an administrative Regulation by the MEST, headed that time by Minister Rexhep Oxmani, on 6th July 2004 and ratified by the Kosovo Assembly on 9th July 2004 (Wöber, 2005b).

In December 2004, full-fledged elections at the UP were conducted which, unfortunately, were not in compliance with the new Statutes. As a result, a new Rectorate, headed by Mr. Arsim Bajrami, came into administrative power, which received limited recognition from the outside world. From 2004 to 2006, a long and painful re-election process had to be negotiated and implemented (Modvig and Wöber, 2006). Until 26th July 2005, a lot of time and energy was lost in interpreting the legal situation of the elections, when the Provisional Government of Kosovo finally completed the UP Steering Board with MEST members and in setting up a transitional management in charge for a new election process by adopting MEST Administrative Instruction no. 37/2005. With a bitter statement, Mr. Bajrami resigned on 29th July 2007, accusing "*people with doubtful moral, intellectual and national criteria*" as being guilty for "*this illegal act*" (University of Prishtina, 2005). The MEST Administrative Instructions no.8/2006 issued on 26th January 2006 and no. 11/2006 issued on 26th April 2006, finally paved the way to proceed with full-scale re-elections to conclude the reinstatement of lawful governance at the UP. As of 29th June 2006 the new elected rector of the UP is Mr. Enver Hasani.

After this period of relative standstill, which also substantially delayed the implementation of the Statute of the UP, the university decided to commence the process of consolidation of curricula and of implementing study programs of the

⁶ In 2001 the University of Prishtina was assigned with its first provisional university statute.

second cycle according to Bologna (MEST/ Kosovo Bologna Promoters' Team, 2007), which in fact started already in the 2004/2005 academic year by enrolling the first students of the second cycles in 11 faculties with 45 departments. Three former Higher Schools were transformed into 'Faculties of Applied Sciences' and the former Higher Pedagogical Schools merged in a new Faculty of Education (Tahirsylaj, 2004). In 2007, it was decided that until 2010, study programmes of the 3rd cycle, including other organisations and entities in the development of scientific research, should be implemented. By the decision of Minister Hoxhaj in February 2008, the UP was declared the only HEI in Kosovo to qualify for the award of PhDs.

In 2006/2007 slightly more than 32,000 students were enrolled at the UP, representing 67% of the student population in higher education in Kosovo (MEST/ Kosovo Bologna Promoters' Team, 2007). This is 10,000 students more than 5 years before. However, only less than 1% of the students have a minority background (out of which mostly Bosniaks and Turks and very few RAE).

In Articles 171 to 175 of the Statute of the University of Prishtina, the university's relation to scientific research and scholarship is described. This is a 2 page section in a 74 page document. An obvious directed instrumental character of research for the benefit of teaching and training is postulated. It says in Article 171 that the university shall conduct scientific research and artistic work with the objectives to further develop educational processes, to introduce students into scientific research and artistic work, to develop scientific and artistic young professionals, to establish an international network of researchers and artists and to prepare and perform interdisciplinary oriented competitive research and arts projects (University of Prishtina, 2004).

In Article 171 it further refers to basic research without immediate practical use and applied research in close connection with public interest and needs, both either funded through public funds provided by the university or through private funds from individual contracts with third persons. In Article 172 the university obliges herself to provide appropriate conditions for scientific research to achieve competitive results on the international level, but it also demands the academic staff to perform scientific research and that the individual performance regarding scientific research shall be taken into account for professional assessment and career development. In compliance with modern university statutes it is confirmed in Article 173 that scientific research shall be performed within the facilities of the university and that the Rector may give permission to academic staff to perform research in defined locations outside the university and to participate in cooperative projects with other institutions (University of Prishtina, 2004). The latter is especially relevant for participation in the European Framework Programmes for RTD and in other international R&D programmes. Article 174 deals with performance reporting on scientific research and Article 175 with sabbatical leave.

Although the UP refers to scientific research several times in its mission statement and, thus, attributing high value to it in theory, the reality is far from the vision. With support of Mr. Johann Günter and Mr. Xhavit Rexhaj, the author

submitted a questionnaire to three of the largest faculties⁷ of the UP to identify performance data, including research activities. The results revealed that a strong focus was put on teaching activities, but not a singular research activity has been reported by the three investigated faculties. Research is also very seldom quoted as one of the top priorities under the current reform process at the UP. A few practical steps in this direction have been made, such as the signing of a MoU between the UP and the University of Regensburg in October 2006, under which also research cooperation is targeted.

University of Mitrovica⁸

The University of Mitrovica (UM) is the second largest university in Kosovo. Since the University of Prishtina was taken over by Albanian staff, only the Faculty of Mining and Metallurgy located in the northern part of Mitrovica remained in the Serbian majority area. In 1999, Mr. Jagos Zelenovic was appointed as rector by Belgrade. He was not only formerly the Vice-Dean of the Faculty of Economics of the University of Prishtina, but also Federal Minister for Science in the government of Milosevic (Pichl and Leutloff, 1999). Beginning in summer 2001, the so called 'exiled' Serbian faculties began to return to Kosovo, justified by Belgrade (without coordination with UNMIK) by citing the need to ensure the legitimate right of the Slavic people of Kosovo to have higher education on their territory (Wöber, 2005a). A combination of 14 faculties had re-assembled essentially at two major locations in North-Mitrovica and Leposavic, "*with the need to re-establish there more than 90% of its basic infrastructural requirements, ranging from lecture rooms, laboratories and teachers offices to student dormitories and restaurants as well as appropriate private accommodation for the staff*" (Wöber, 2005a, p.6).

The establishment of the UM as a vital higher education provider in Serbian language was supported by UNMIK, which also provided the license for the UM in absence of an appropriate Kosovo higher education law (EUA, 2002) UNMIK claimed its authority over all institutions on Kosovo territory and intensive negotiations between UNMIK and Belgrade took place about the formal and political recognition of this newly established combine of faculties, teaching in Serbian language and located on UNMIK/Kosovo territory (Wöber, 2005a). The negotiations on the side of UNMIK were conducted first by Mr. Michael Daxner and then by Mr. Aziz Khan, Mr. Daxner's successor as UNMIK Head of Education. However, UNMIK always had a difficult position in the region of North-Mitrovica. Serb parallel structures continued to operate and UNMIK was sometimes perceived as a '*colonial master*' by Serbs (Kellerman, 2006). Especially problematic in this respect is the field of education. Serb teachers follow Serb curricula, sometimes obtaining double salaries from both Serb and Kosovar authorities which manifested in a conflict on the signing of labour contracts of teachers in 2004 (Kellerman, 2006).

⁷ The Faculty of Medicine, the Faculty of Law and the Faculty of Philosophy.

⁸ In compliance with international practice, the term University of Mitrovica has been chosen, although the University of Mitrovica, defined here as the Serbian speaking university in North-Mitrovica, has given herself a different name.

In the UNMIK Administrative Direction No. 2002/2 (dated 14th February 2002, signed by the Special Representative of the UN Secretary-General, Mr. Steiner) it was outlined that a higher education facility is provisionally established which provides instruction in Slavic languages, labelled 'North Kosovo University (NKU)' and which shall have the status of an autonomous component within the Kosovo Higher Education System. Moreover, NKU received a provisional accreditation for the academic year 2001/2002 and it was outlined that NKU falls under the authority of UNMIK and the Transitional Department of Education, Science and Technology (Wöber, 2005a). In a report of the Secretary-General of UNMIK (dated 9th October 2002), Mr. Annan criticised the vote of the Kosovo Albanian majority to delete a provision in the draft law on higher education which would have made the NKU part of a unified education system of Kosovo (Wöber, 2005a). By UNMIK Executive Decision No. 2002/14 (dated 6th December 2002, signed by Mr. Steiner) the NKU was renamed into University of Mitrovica (UM). In UNMIK Regulation No. 2003/14 (dated 12th May 2003) on the promulgation of a law adopted by the assembly of Kosovo on Higher Education in Kosovo it was determined that the Law on Higher Education shall be supplemented with a new section 10.8. which reads: "*All providers of higher education that were authorized to operate in the academic year 2001-2002 will be licensed under this Law and in conformity with international non-discrimination principles, while working to meet the standards set forth by the law*" (quoted from Wöber, 2005a, p.6). By this paragraph the UM was integrated into the Kosovo legal framework of higher education and in accordance with Article 10.6 the accreditation of the UM was automatically extended until it has been inspected by the Kosovo Accreditation Agency⁹ or until 31st August 2004 at the latest (Wöber, 2005a).

The years 2002 and 2003 saw a period of a pragmatic approach to upgrade the UM in terms of standards under the authority of the new UM Rector, Mr. Gojko Savic, and his Secretary General, Mr. Ranko Djokic. Between 10th and 13th December 2002, a site visit of the EUA took place at the UM, resulting in a sober report indicating that most students and staff of the UM considered their university as a "university in exile" and awaiting the opportunity to return to the original premises (EUA, 2002). For the majority, it was also not imaginable to have a future university financing through the Kosovar Ministry of Education, Science and Technology. Nevertheless, with support from UNMIK¹⁰ and the Austrian Ministry of Education, Science and Culture a new draft statute for the UM has been established under guidance of Mr. Wöber and reform measures along the Bologna requirements introduced until December 2003. On 15th December 2003, the Serbian Deputy Minister of Education and Sports, Ms. Srbijanka Turajlic, commented the draft statute of the UM in a letter positively and stated that "*by adoption of this statute the UM will create the preconditions for its outgrowing into a modern university and an equal member of European Higher Education Area*" (EUA, 2002; Wöber, 2005b; Wöber, 2005a, p. 24). However, in view of the forthcoming general elections in Serbia the Senate of the UM decided not to discuss the Statute in the session on 25th December 2003 as initially planned. On 28th December 2003 the general elections brought a change of government in Serbia and on 22nd April 2004 the recently appointed Serbian Minister of Education and Sports, Ms. Ljiljana Colic, dismissed Rector Gojko Savic and

⁹ The Kosovo Accreditation Agency (KAA) began to commence its work in 2007.

¹⁰ Especially from UNMIK's Regional Education Officer, Mr. Patrick Duong.

installed Mr. Radivoje Papovic (the old UP rector in the 1990s) as interim rector (detailed timelines provided by Wöber, 2005a).

International protest against this decision was expressed by various stakeholder such as the International Helsinki Federation for Human Rights (according to a letter to Serbian Prime Minister Vojislav Kostunica on 8th May 2004), EUA (press statement on 2nd June 2004) and also by UNMIK (letter of UNMIK PDSRSG Charles Brayshaw to the Serbian Prime Minister on 15th June 2004) recalling the lack of legal basis of the removal of Rector Savic and the replacement with Mr. Papovic (detailed listing provided by Wöber, 2005a). Ms. Colic replied to him by letter on behalf of Serbian PM Kostunica on 5th July 2004 explaining that her action was conducted respecting the law in the same way as when Mr. Savic was appointed as Rector in 2000 (Wöber, 2005a). On 15th September 2004, the UM finally adopted a new statute in accordance with Serbian legislation of 2002, following the example of the former statute of the then UP of 1998. In Article 1 and Article 6 the university's name was referred to as "University of Prishtina", with temporary residence in Kosovska Mitrovica. In Article 7 it was stated that the stamp bears the text: *The Republic of Serbia – the University of Prishtina* (Wöber, 2005a, p.28) and in Article 36 that *"The costs of the university are covered by the Republic of Serbia as its founder ..."* (Wöber, 2005a, p. 29). Mr. Papovic was elected as new Rector of the UM on 15th September 2004. On 16th September 2004, Ms. Colic resigned from her position. The reform oriented governing offices of the UM were dismissed in the meantime.

On 20th September 2004, UNMIK informed international offices and agencies of higher education that it decided to suspend any further accreditation of the UM for the time being until the UM is re-integrated into the legitimate Kosovo legal framework (Wöber, 2005a). On 15th October 2004 the EUA also called for a boycott of the UM in a press statement. On 19th October 2004, Mr. Slobodan Vuksanovic became the new Serbian Minister of Education and Sports and on 21st January 2005, the "University of Prishtina with temporary residence in Kosovska Mitrovica", reflecting the data of the UM, was listed as one out of six Serbian universities in the National Report 2004-2005 of the Serbian government about the Bologna process (Wöber, 2005a). On the international level, however, the UM remained isolated. Diplomas issued by it are neither recognised in the EU nor USA. International exchange programmes for students or staff were stopped and any international support for the UM has been put on ice or terminated (Wöber, 2005a). On 15th May 2006, Mr. Winckler, the President of the EUA stated in a letter to Mr. Ahtissari, Special Envoy for Kosovo: *"However, both UNMIK authority under Security Council Resolution 1244, and principles of institutional autonomy were violated by the Serbian Minister of Education's decision in 2004 to remove the Rector, and impose the former rector of Prishtina University. Since this time, the status of the university and its role in future provision has failed to be resolved"* (EUA, 2006).

After the election of a new UM rector, Mr. Zdravko Vitosevic, it was decided by UNMIK Executive Decision no. 2007/17 of 11th March 2007 to grant an extension of the accreditation of the UM until summer 2008, not at least to create a better position in the status negotiations. By doing this, the Kosovar authorities confirmed their responsibility for supporting higher education for its Slavic population and, of course, aimed to demonstrate its legal authority over the

university. The political effect of this approach was close to zero. After this initiative by MEST, EUA soon followed with an offer for cooperation in a letter sent by EUA President Mr. Georg Winckler to Mr. Vitosevic on 15th March 2007 (EUA, 2007), which was reconfirmed at a meeting in Brussels between the UM, the EUA, OSCE, European Commission, the Council of Europe, the Stability Pact, the European Students Union and SPARK in October 2007. At least, the implementation of Bologna process standards and requirements started at the end of 2006 and in 2007. ECTS was introduced with the help of OSCE. The transformation of curricula is still ongoing.

In an interview given to Nature (Nature, 2008) after the declaration of independence of Kosovar authorities on 17th February 2008, Mr. Aleksander Jovanovic, the vice-rector for science and international relations of the UM, confirmed that the UM is dedicated to stay with Serbia and to continue its operations as a Serb university. As an argument he also used the strong economic importance of the UM with its 10,000 members in a region of around 100,000 Serbs: an economic fact, which had already been stressed by the EUA five years before (EUA, 2002)

Since the UM is currently under full operational control of Belgrade, both in terms of budget allocations and a disputed legal framework, which is contradicting the Kosovo legislation, it is in the middle of a political game. Its annual budget requirements are estimated to EUR 10 million (see, Nature, 2008), a sum which – in case of very unlikely delivery under Kosovar control again – could not easily be borne by the MEST against its total yearly budget estimated between EUR 23 million (Wöber, 2005a) and EUR 30 million (MEST Kosovo, 2005b).

In 2006, the European Stability Initiative (ESI) has suggested the establishment of a new, multi-lingual university in Mitrovica along the model of the South East Europe University in Tetovo, and under the Kosovo legal framework. OSCE has conducted a preliminary feasibility study on this issue and the discussion of this idea was 'boiling hot' for a couple of months (see also the contribution of Wöber, 2006) during the international conference on "Higher Education for Minorities in Kosovo", held in Prishtina on 18th May 2006). The idea, however, soon vanished from the discourse. A humble but reputed attempt to bridge between the minorities is done by SPARK (formerly ATA - Academic Training Association) by reserving some places for Serbian Students from the UM in the (almost annual) International Prishtina Summer University.

These days, an estimate of around 10,000 students are enrolled at the UM. It consists of 10 faculties, including faculties for science, medicine, engineering, economics and agriculture, served by 700 to 800 faculty and staff members (University of Mitrovica, 2007) and 200 persons in the administration. Two of the 10 faculties are in Serbia. Many of the staff members are commuting to Mitrovica from different locations in Serbia. The staff receives a 100% "Kosovo bonus" to work and teach at the UM (Nature, 2008). Little research work is done, not at least due to an obsolete scientific infrastructure. There are no scientific collaborations between the University of Prishtina and the University of Mitrovica. For the time being, only 46 small scientific projects are carried out, many of which, however, were already started before 1999 (Nature, 2008). Due to its de facto inclusion into the Serbian system of higher education at least a few

opportunities for scientific research collaboration seem to be available and little progress could be made since the harsh assessment of research activities by EUA in December 2002¹¹. The UM, for instance, received a research grant under the Southeast European ERA-NET (SEE-ERA.NET) (see-science.eu e-journal, 2007). It also has collaborated in material sciences with the Queens University in Ontario, Canada, and partnerships with a few universities in Serbia, FYR of Macedonia, Greece and Bosnia-Herzegovina (Nature, 2008). According to Mr. Jovanovic, health and environmental issues related to the mining activities in the region could be a priority for future research activities (Nature, 2008).

Other Higher Education Institutions

At the beginning of February 2008, 32 Higher Education Institutions (HEI) are operating in the territory of Kosovo, including the UP, the UM and the American University in Kosovo. All but the latter are supposed to operate in accordance with the Bologna Process. The remaining 29 licensed private institutions are offering ISCED level 5+ awards. 19 bear the title "university" or "University College" (see Table 5.1). The number of faculties in each institution ranges from 1 to 11. In total 17,809 students are enrolled in these private HEI in the academic year 2007-2008. Most of these private HEI offer applied studies in the field of economy, informatics and law. The low coverage of natural sciences is striking.

Table 5.1: Private Higher Education Institutions in Kosovo (Feb. 2008) – ranked by number of enrolled students

Name of Institution	Number of Faculties	Number of Students (2007-2008)
Universiteti AAB	11	4,876
Kolegji Universitar Fama	5	4,570
Universiteti Mbreteror Iliria	5	1,938
Universiteti Dardania	7	1,720
K. Universitar Vizioni Evropian	5	771
Kolegji i Biznesit	3	549
Kolegji Universitar I Gjilanit	8	502
Universiteti I Prizrenit	7	448
Universiteti I Shkencave Organizative Pjeter Budi	4	429
AUK	1	424
UBT	5	377
KFU	3	355
Kolegji Universitar Universum	4	292
Universiteti i Sh. Mjebesore Rezonanca	5	287
Universiteti International I Prishtines	5	152
Kolegji Universitar Victoria	2	107

¹¹ There it was stated, that „... a university with no possibility to undertake even the most basic research cannot lay claim to the title of university. An institution with no library and no communication with external academic community can scarcely live up to the title of educational institution” (EUA 2002).

Kolegji Universitar Templi	2	96
Universiteti Riinvest	3	89
Kolegji Universitar Eurosport	1	76
Istituti I Modes Evolucion	4	54
Akademia e Studimeva te Avancuara ASAU	1	33
Shkolla Design Factory	1	30
Kolegji Universitar Ameri-Kos	1	28
Akademia e Aktrimit	2	20
Fakulteti Faik Konica	1	?
Fakulteti Ekologise	1	?
Istituti I Fotografie dhe Filmit Gjon Milli	1	?
Akademia per Film, Televizion dhe Radio	1	?
Istituti Nic Holding	?	?

The expansion of private HEI boomed especially under the terms of Minister Osmani and Minister Veliu. Private universities were seen as a means to overcome the monopolistic position of the UP. This attitude was especially supported by the USA: *"The only way I can see to raise your enrolment is to have more universities in Kosovo. What you do not need is one giant university that controls everything and that works without competition from other universities"* (McClellan, 2003).

The relatively high number of licensed private HEIs is absolutely unusual in Europe, especially for a country with only 2 million inhabitants, and there are profound doubts that the huge majority of them have a justified substance to be labelled university. In Section 8.2 of the Law on Higher Education in Kosovo, it is clearly stated the *"the title 'university' may be granted under the provisions of this Law only to an accredited provider of higher education with an independently audited enrolment of at least 3000 full-time-equivalent students and providing courses or programmes in at least five different subject groups as prescribed in administrative instruction to be issued by the Ministry"* (UNMIK, 2003). However, in 2004, Minister Osmani demanded a reduction of the number of full-time-equivalent students to at least 500 and a provision of courses or programmes in at least three different subject groups. It should also be mentioned, that some of the HEIs are suspected of money laundering. According to Wöber (Wöber, 2006), p.17), *"the private university system of Kosovo – so far – is no success story, it rather exceeds the worst expectations"*.

In February 2008, Minister Hoxhaj decided that an ad-hoc commission should review all HEIs until May 2008, including their scientific and research activity. The board of the Kosovo Accreditation Agency postulated, that academic staff of any higher education institute has to carry out scientific research. It was, thus, decided to evaluate the scientific and research activities on the basis of:

- the number of publications in the last 3 or 5 years
- the number of quotes by other authors
- total number of submitted projects in the last 3 or 5 years
- total number of implemented projects in the last 3 or 5 years
- the participation in seminars, conferences, symposia (national and international) in the last 3 or 5 years
- total number of organised scientific events in the last 3 or 5 years
- visiting lecturers from abroad

- relatedness of research with regional and national needs and
- awards for scientific and research activities on a national and international level (quoted from the minutes of the 4th Meeting of the National Quality Council of the Kosovo Accreditation Board of 14th February 2008)

Although data has to be first recorded, it is definitely not likely, that the level of scientific and research activity of the private HEI will be better than the poor one of the University of Prishtina.

The Kosovo Academy of Science and Arts

According to the Law on the Academy of Science and Arts of Kosovo, the Kosovo Academy of Science and Arts (KAS) should be "*the supreme institution of science and arts in Kosovo*" (Article 1, Assembly of Kosovo, 2004). Its homepage (assessed on 21st July 2007) reveals the picture of a learned society consisting of honorary men. According to Article 16 of the Law on the Academy of Science and Arts of Kosovo being a member of the Academy is a permanent membership. The Academy Law foresees a special status of the Academy of Science and Arts of Kosovo as an independent institution in the area of science and arts, however, with special public and national interest, which is expressed in exercising its activity in the area of science and art, including cultivation, stimulation and development of scientific thinking and artistic creativity (Article 2). Article 5 and Article 26 state that its assets and activities are financed from the budget of Kosovo. Article 26.3, however, limits this general statement, by regulating that the Academy's projects are financed under tendering processes. It can also receive funds from donations and sponsors and is entitled to use them for supplementary activities (Article 26.4).

The main purpose (Article 6) of the Academy is to promote scientific thinking and artistic creativity by means of

- being a suggestive and consultative institution for the development of science and art complying with the needs of Kosovo's development
- evaluating existing circumstances and proposing measures to advance scientific thinking and to improve the quality of artistic creativity
- reviewing general problems in the areas of scientific activity and artistic creativity
- participating in creating scientific activity and artistic creativity policies
- organising scientific and cultural events
- publishing its own regular and periodical publications
- conducting internal and international cooperation
- creating conditions for exchange of scientific thinking and artistic creativity with abroad and
- improving the working conditions for the Academy members.

By reviewing the Law, it seems that the Academy of Science and Arts is more a consultative institution than a pure scientific research institution. Its division of labour with the Kosovo Council of Science seems to overlap, not at least because the president of the Academy also presides the Council of Science.

Despite its status of being an independent institution (Article 2.1), a strong interface with governmental policies in form of an executive governmental

agency can be assumed, especially referring to Article 8d-f. There it is stated, that the Academy has the right and responsibility to carry out projects with the purpose of building the overall development strategies of the county and their implementation in practice (Article 8d) and to work in joint projects of studying and developing cultures in Kosovo (Article 8f). The two paragraphs above receive a slightly different connotation in connection with Article 8e, where it is stated that the Kosovo Academy of Science and Arts has the duty and responsibility to “*work in joint projects with similar institutions in Albanian territory (sic.), with the purpose of preserving, protecting and developing the values of national cultural and linguistic inheritance of the Albanian people and building its future*”. It seems that the Academy is engaged in some kind of “state” building. The absence of any hint on academic freedom in the Law on the Academy of Science and Arts of Kosovo aggravates this impression. The true mission and orientation of the Academy will be revealed in real practical terms by its future activities. By now, however, its scientific work seems to be rather limited. The Academy is involved in the Inter-Academy Council for South-East Europe and is a member of ALLEA (“All European Academies”).

The Institute of Albanology in Prishtina

Next to the Academy of Sciences, the Institute of Albanology in Prishtina, gains the highest reputation as a non-university scientific research organisation in Kosovo. It is an independent public research institute to study “*the spiritual and material culture of the Albanian nation*” (Institute of Albanology, 2007). Like the Academy it serves the interest of nation building.

The Institute of Albanology (IA) was established in the Socialist Republic of Yugoslavia on 1st June 1953. It had its heyday in the 1960s and 1970s. After 1981, however, the overall work of the IA became subjected to political monitoring and assessment and cooperation with scientific institutions in Albania was interrupted. On 25th December 1995 the IA was closed down and forced to continue its operation “underground” thanks to private donations. In June 1999, the IA returned back to its research and scientific work, which is organised along five branches:

1. the Linguistics branch with the sectors of Dialectology, Lexicography, Language Culture and Onomastics
2. the Literary branch
3. the Folklore branch with sectors of Folk Literature and Ethno-musicology
4. the History branch with sectors of History and Archaeology
5. the Ethnology branch

Nowadays, its staff of 35 researchers, headed by its director Mr. Sadri Fetiu and supported by 14 additional administrators, works on more than 40 collective and individual projects (Institute of Albanology, 2007). The regular publications of the IA are “Gjurmime albanologjike” (Albanological Research) and “Gjuha shqipe” (Albanian Language).

The Institute of History

Another institution working in the field of scientific research is the Institute of History. In the last years a good deal of the earmarked budget was spent for construction and refurbishment work to create the physical infrastructure for scientific operations. Most of the few research activities of the Institute of History are in fact only mobility scheme-based (for example, several visits to libraries and archives in Albania and FYR of Macedonia). In 2005, the Institute had a few edition projects and it also organised symposia, many of which are clearly oriented towards national identity issues, such as "*The Resistance of Nationalists in Ethnic Albania and Diaspora against Yugoslav Invaders during 1945-1990*" in Shkoder, "*Kosova in the World War II*" in Prishtina, "*Bajram Curri – a significant person in the national democratic movement*" in Gjakove, "*Gjergj Kastrioti – Skenderbeu and his Époque*" in Prishtina and "*Mehmet Ali Pasha – Misiri Founder of Modern Egypt*" in Prishtina. (all organised in 2005 by the Institute of History, full list see MEST Kosovo, 2005b).

Kosovo Standardisation Agency and Department of Metrology

An important technology-based organisation to foster economic growth, especially through foreign trade, is the Kosovo Standardisation Agency, which works under the Ministry of Trade and Industry, however, still understaffed and not yet fully operational. Until the end of 2007, 171 European standards have been adopted as Kosovo standards and four technical committees have been established in the fields of construction products, liquid fuels, quality management systems, and transport and telecommunications. There are 12 testing laboratories in the process of accreditation, but at present no conformity assessment bodies have been either accredited or designated in Kosovo. In addition, the Ministry of Trade has a Department of Metrology in process of establishment, which will act as an executive agency. The necessary implementing legislation has been adopted and a first private laboratory was licensed for the preparation of measuring units for verification in December 2006. Preparations are underway to build a central calibration and verification laboratory of metrology within the Ministry of Trade and Industry (all information taken from (European Commission, 2007).

Other Institutes with Research Components

There are a few other institutes appearing from time to time in grey literature or on some websites, which are supposedly also conducting to a certain extent scientific research, however, obviously not as a core activity. Neither the status of these institutes, their resources nor their missions have become clear to the author. Among these institutes, the following should at least be listed (see also (UNMIK/MEST, 2003):

- Institute of Public Health (IPH). Some Kosovar microbiologists from the IPH were trained at the National HIV and Retrovirology Laboratories in Ottawa, Ontario, part of the Public Health Agency of Canada. Plans were

reported to take measures for reconstructing three laboratories necessary for appropriate polymerase chain reaction testing (USAID, 2005a).

- Institute of Livestock Raising and Veterinary, Prishtina
- Institute of Crops Processing and Sapling, Peja
- Institute of Chemistry, Prishtina
- Institute of Agro-economics, Fushe

6 International Donors

Many donor organisations and implementing agencies are active in Kosovo. The investment share of donors in Kosovo is significant, but it has been decreasing from a 14% share in total investments in 2005 to 11% in 2006 (European Commission, 2007). Donor coordination has been generally weak. In February 2007, the PISG established a donor co-ordination steering committee, designing strategic policies on donor coordination. A donor coordination centre was set up in the Prime Minister's office to ensure coordination among the ministries and to function as the committee's secretariat. According to the EC (European Commission, 2007), the established Agency for European Integration, which is responsible for the co-ordination of EU pre-accession assistance in Kosovo, is increasingly fulfilling its role as co-ordination body for EU integration measures. In 2003-2005, the overall grant assistance to Kosovo totalled EUR 769 million. An additional EUR 169 million was to be expected for 2006. In addition to grant financing, the EBRD and the European Investment Bank are lending to the private sector in Kosovo (2006 EBRD: EUR 17 million; EIB EUR 20 million) (data cited from OEZA, 2007). The European Commission is by far the biggest donor in Kosovo, followed by the EU Member States (especially Austria, Finland, Germany, Sweden, Switzerland and the UK) and the USA. The latter seems to be most acknowledged by the majority of Kosovars, not at least because of its leadership in the 1999 intervention.

EC assistance under the Community Assistance for Reconstruction, Development and Stabilisation (CARDS) instrument, implemented by the European Agency for Reconstruction, amounted to some EUR 170 million, involving over 80 projects (European Commission, 2007). 2007 is the first year of the Instrument of Pre-Accession Assistance (IPA), which replaced CARDS. In June 2007 the first Multi-Annual Indicative Planning Document for Kosovo for the period 2007-2009 (amounting to EUR 68.3 million) was approved. Key priorities include the strengthening of administrative capacity, enhancing rule of law, human rights and good governance, improving socio-economic conditions for all communities and developing regional co-operation. IPA assistance will be implemented by the EC Liaison office (European Commission, 2007).

As regards the field of education in general, most short-term assistance immediately after the war was provided by the Japanese government together with UNICEF (8 million dollars in 2000), followed by ECHO/EC (7 million dollars in 2000) and IDB and Danida (each 6 million dollars in 2000) (CEPS, 2000). The amount of average yearly donations to the field of higher education is estimated to be slightly below EUR 3 million (MEST Kosovo, 2005a). In the field of higher education, OSCE and Austria can be considered as the most sustainable donors.



The OSCE Mission in Kosovo (OMiK) is one of the central institutions in the field of Higher Education in Kosovo. Its mandate in higher education is derived from its UNMIK Pillar III mandate of Institution Building. Through its Youth and Education Support Unit (YESU), which is part of the Department of Democratisation, it provides technical assistance. Among its intervention lines it supported:

- a) the re-installation of lawful governance at the University of Prishtina and the OSCE-chaired Expert Group (Mr. Jens Modvig, OMiK Deputy Head of Missions), which supervised the full-scale re-election process to redress irregularities and cases of non-compliance with the legal framework during elections at the UP between 9th July and 1st December 2004
- b) a project aimed at strengthening the financial management capacities of the UP
- c) hands-on training for the UP's newly established European Credit Transfer Systems (ECTS) Coordination Unit
- d) the establishment of information hubs for students to promote more active student participation in the University's academic programmes
- e) the development of an alternative concept for public higher education in Slavic languages with distant learning elements by engaging the consultancy of Mr. Georg Wöber
- f) measures fighting unlawful politicisation and corruption within Kosovo higher education institutions by launching a project directed at the UP Student Parliament in capacity building.

In 2007 there was a continuous focus on university reform, to advise both the MEST and the UP and to examine a transitional year programme both for minorities wishing to study through the Albanian language at the UP, as well as for secondary-school graduates ill-prepared for university studies. Acting head of YESU is Mr. Christophe Pradier. The Higher Education Project Manager in this unit is Mr. Matthew Hartman (OMiK, 2006). OMiK also supported the implementation of a quality assurance group at the UP in 2007, whose further financing is currently (as of February 2008) under question mark.

As a single country, Austria can be considered as the leading European country in terms of assistance to support the reforms of the higher education sector in Kosovo. This was immediately done after the war by using the services of World University Service Austria (WUS). WUS was the first international NGO supporting academic staff and students at UP during 1999 and remained in operation with an acting office located at the UP until now. Funded by the Austrian Ministry of Sciences and a few other donors, WUS-Austria distributed "start-up kits" for each faculty of the UP which included computers, a copying machine etc. already in 1999 (Pichl and Leutloff, 1999). Its main support until 2007, mostly funded by the Austrian Development Cooperation, was in the field of

- Provision of small grants to update and modernise teaching courses (Curriculum Development Programme)
- Provision of medium grants (around EUR 20,000) to enable the procurement of technical devices (Centre of Excellence Programme)

- Provision of grants to support short-term teaching stays of foreign or emigrated professors at the University of Prishtina (Brain Gain Programme)
- Support to introduce eLearning at the University of Prishtina and
- Student counselling.

Since 2008, also a pilot master study development programme is offered by WUS-Austria. These activities are entirely confined to the University of Prishtina. WUS-Austria is also active under the TEMPUS-programme, for instance as regards the support for a business-start-up facility at the UP.

In order to formalise and to enhance the bilateral cooperation, an umbrella framework agreement between the Austrian Minister for Foreign Affairs as well as Education, Science and Culture on one hand and UNMIK/Kosovo on the other hand has been established in 2006. The purpose of this framework agreement is to initiate and to steer a sustainable cooperation between Austria and Kosovo in the field of higher education and research. As a first result a multidimensional project for the implementation of institutionalised partnership between Austria and Kosovo in the field of higher education, research and innovation was negotiated (the PAIK project). This EUR 3 million project became operational as of winter 2006/2007 and is considered to be the most structural intervention in this field. It lasts until the end of 2009 and comprises nine modules:

1. Establishment of the Kosovo Accreditation Agency (KAA)
2. Establishment of the Centre for Innovation and Technology Transfer (CITT)
3. Establishment of the Kosovo Centre for International Higher Education and Technology Co-operation (K-CIRT)
4. Support for the ENIC
5. Support for the Kosovo Council of Research and Technology
6. Promotion of collaborative RTD projects
7. Fellowship Programme
8. University Twinning
9. Sector Programming

The Austrian Development Agency (ADA) contributes the largest budget share to this project, which is implemented by the Austrian consultant and university professor Mr. Johann Günther. It is in accordance with the Austrian Development Cooperation Programme for Kosovo 2007-2010 (OEZA, 2007), where it is stated

- *"to support the establishment of a well-functioning (higher) education system on the basis of European standards and values as laid down in the Lisbon strategy and the Bologna Declaration;*
- *enhance both capacities and quality standards of the educational system including RTDI;*
- *strengthen public institutions in the field of education by securing good governance on all levels;*
- *increase the practical relevance of educational programmes, especially regarding employability;*
- *benefit the most disadvantaged groups, especially the young"* (OEZA, 2007 , p. 16)

Parts of the multidimensional project are also directly supported by the Austrian Ministry of Science and Research, both in terms of funding and intelligence inflow. As regards the field of scientific research, the Austrian Ministry of Science

and Research was launching through its Austrian Science and Research Liaison Offices (ASOs) network an open call for proposals in October 2007 to support RTD collaboration between researchers from Kosovo, Austria and at least one additional country in Southeast Europe. The response to this call was high. 30 project proposals were submitted, but around half of the submitted proposals could not surpass the eligibility check despite the lack of complex formal requirements, which indicates the necessity to upgrade the proposal preparation and proposal writing skills of Kosovar researchers to average European standards. The ASO holding organisation in Vienna, the Centre for Social Innovation (ZSI) was responsible in designing the multidimensional project for the implementation of institutionalised partnership between Austria and Kosovo in the field of higher education, research and innovation (Schuch, 2006).

One of the largest projects implemented at the UP was developed specific to teacher training. CIDA (Canadian International Development Agency) provided funds and expertise through KEDP (Kosovo Education Development Project) to modernise teacher training in Kosovo. It was aimed to

- a) bring to Kosovo pedagogical experts from the University of Calgary to train local facilitators
- b) send several groups of Kosovar teachers to Canada for teacher training, and
- c) send officials and advisors from the MEST to Canada to observe teacher preparation (Anderson and Breca, 2005).

The project implementation was confronted with a lot of difficulties. Initially it was agreed to create a new Faculty of Education at the UP in 2001. That same year, the Senate of UP approved a new teacher education curriculum, and in 2002, opened its new Faculty in four urban centres: Prishtina, Gjilan, Gjakovo, and Prizren. However, soon after a change oriented Dean was appointed at the new faculty, within short order the faculty voted to remove the newly elected Dean and replaced him with a Dean who was reluctant to accept the new teacher preparation initiatives. Change in the teacher preparation programme in Kosovo had effectively come to a halt (Anderson and Breca, 2005) and only after the turmoil regarding the appointment of a new rector (in 2006) of the UP, the project is again progressing.

Another big overseas player is notably USAID. Between September 1999 and September 2004, over 238 million USD were committed by USAID to the reconstruction of Kosovo. Operating under a five-year strategic plan for 2004-2008, USAID/Kosovo focuses on measures for economic growth and democracy and governance. In the field of higher education, a Higher Education Collaborative Partnership Programme with Kosovo and Nigeria was issued in 2006 with the overall goal to strengthen the capacity of higher education institutions to teach, train, conduct research, and promote community service (Higher Education for Development, 2006). The focus in Kosovo is on the implementation of a graduate degree programme in accounting at the UP with a budget of up to USD 350,000 and on the establishment of a Centre for Energy and Natural Resource Development at the American University of Kosovo (AUK) with a budget of up to USD 400,000.

On the side of the Europeans, there are a few other players, whose efforts, however, are sometimes much more decentralised and, thus, more difficult to

grasp. Germany is a good example for this, where several players (for example, several individual universities) across several ministries and federal provinces are operating. More easily to follow-up are the activities of the Dutch, since they are implementing a big share of their activities in the field of higher education through SPARK. SPARK, the former ATA (Academic Training Association), is an NGO with its headquarters in The Netherlands. Comparable to WUS-Austria, it has local offices in the region of the Western Balkan Countries. Unlike WUS-Austria, however, it is the only explicitly higher-education oriented NGO with an office in North Mitrovica. Its main activities include the promotion of Bologna rules and standards and direct support for students (for example, via the organisation of a yearly summer school and business-plan competitions for students).

It goes without saying, that other European and international donors (such as Italy, the UK, EUA, SOROS and the European Rectors Conference) have been and are still active in the field of higher education in Kosovo, but the available resources did not allow for the completion of activities. Thus, the selection of donors above reflects just the assessment of the author, probably with an 'Austrian biased' perception.

7 Conclusions

By now, neither a research nor an active innovation policy can be traced in Kosovo. This is not surprising. Especially as regards the vast field (and demands) of research, Kosovo is too poor, to enter this field with juvenile effusiveness. By now, the interventions of the MEST were rightfully mostly focused on higher education, first of all on teaching related aspects (under the spotlights of the Bologna process) and also concentrated on some structural, administrative and management issues, refraining, however, from interventions in the field of scientific research.

Kosovo is not in the position, not in the next 10 years, to establish a full-fledged system of research. A focus on certain starting points is essential and should be taken with great care. Right from the beginning a strong interaction with social and economic objectives should be sought and ensured. If the beginnings of scientific research are capable to respond to business and social demands, then the sector will gain importance and recognition and the seeds for more economically and social distant scientific endeavours can be spread. Firstly, however, research should contribute to economic growth and well-being before it becomes a beneficiary of economic growth and social well-being. Thus, the general spirit of the present Law on Scientific Activities should be reviewed. It should also be openly discussed, if the meagre budget appropriations for scientific research, which are currently under way, are channelled in the right directions. The notion on state, identity or even "nation"-building is understandable, but it is by far not sufficient for a modern research agenda. A temporarily sub-ordinance of research under the conceptual framework of an active innovation policy should be approached. This would request, however, a much closer coordination with other stakeholders, notably the ministries

responsible for economic and social affairs and the NGO scene as well as the Chambers of Commerce.

Another significant issue is an active opening towards European activities. This should not be confined to the issue of technology transfer, despite its immanent potential importance for radical economic jumps. Examples of other Western Balkan countries have shown how important the participation in the European Framework Programme for RTD is for the transfer of modern scientific methods and knowledge in order to create connectivity points for further state-driven excellence developments. But also the transfer of structural issues, for example, through the establishment of transparent processes in terms of calls for proposals and the introduction of evaluation standards, as well as the transfer of research management standards can be regarded as essential elements for self-help and continuous performance improvements. These aspects, however, are not limited to the European Framework Programme for RTD, but are also relevant for other programmes and initiatives such as CEEPUS, CIP or COST.

The future developments, including intended and unintended positive or negative results, should be carefully monitored to draw the right lessons in due time. Since it will definitely not be possible for Kosovo to follow a “broadband policy” in science and technology, a selective strategy in terms of establishment of national Centres of Excellence should be pursued. In this respect, an international division of labour (for example, through twinning mechanisms or shared undertakings) should be established right from the start. Such an effort should go along with a longitudinal international benchmarking procedure, in order to build up capacities, to learn from best practices and to have enough evidence to make the right decisions to steer the developments¹², not at least in terms of budget allocations. International advice and international cooperation should be identified for such a purpose and an early integration in international networks established.

¹² The RECORD manual provides a handy format to benchmark innovative research organisations (see (Borsi, 2004))

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9 List of acronyms

MEST – The Ministry of Education, Science and Technology

AAK- Alliance for the Future of Kosovo

ADA - Austrian Development Agency

ADA - Austrian Development Agency

ATA – Academic Training Association

AUK – American University Kosovo

CARDS - Community Assistance for Reconstruction, Development and
Stabilisation

CIDA - Canadian International Development Agency

CITT - a Centre for Innovation and Technology Transfer

Danida - Danish International Development Agency

EBRD - European bank for Reconstruction and Development

ECHO – European Commission Humanitarian Aid

ECTS - European Credit Transfer Systems

EHEA - European Area of Higher Education

ESI - European Stability Initiative

EUA - European University Association

FP7 - Seventh EU Framework Programme for R&D

HEIs - Higher Education Institutions

IDB - Islamic Development Bank

IA – Institute of Albanology

IHP – Institute of Public Health

IPA - Instrument for Pre-Accession Assistance

IPR – Intellectual Property Rights

ISCED - International Standard Classification of Education

KAA - Kosovo Accreditation Agency

KAS - Kosovo Academy of Science and Arts

KBPT - Kosovo Bologna Promoters' Team

K-CIRT - Centre for International Higher Education, Research and Technology
Cooperation

LDK - The Democratic League of Kosovo

NKU – North Kosovo University

OmiK - The OSCE Mission in Kosovo

OSCE – Organization for Security and Co-operation in Europe

PDK - The Democratic Party of Kosovo

PISG - the Provisional Institutions of Self Government

R&D - Research and Development

RAE - Roma, Ashkali and Egyptians

RTD - Research and Technological Development

SEE-ERA.NET - Southeast European Era-Net Project

SPARK (formerly ATA - Academic Training Association) - an independent non-
profit foundation on the field of Higher Education

SRSG - Special Representative of the Secretary General

TEMPUS - Trans-European Mobility Scheme for University Studies

UM – University of Mistrovica

UNDP - United Nations Development Programme

UNESCO - United Nations Educational, Scientific and Cultural Organisation

UNESCO - United Nations Educational, Scientific and Cultural Organisation

UNMIK – UN Interim Administration Mission in Kosovo

UNMIK/Kosovo - The United Nations Interim Administration in Kosovo Acting on
behalf of and for the benefit of The Provisional Institutions of Self-
Government in Kosovo.

UNSCR 1244 - United Nations Security Council Resolution 1244 of 9 June 1999

UP – University of Pristina

USAID – United States Agency for International Development

WUS-Austria - World University Service Austria

ZSI – Zentrum für Soziale Innovation (Centre for Social Innovation, Austria)

The Project

The Information Office of the Steering Platform on Research for Western Balkan Countries (see-science.eu) acts as a source of high quality targeted information on research in the Western Balkan countries (WBCs) by supporting the Steering Platform through a regular e-Journal, analytical studies and reports and directories.

The Information Office contributes to a dialogue on S&T issues between the EU and the Western Balkan countries and the integration of the research and innovation systems of the WBCs into the European Research Area (ERA).

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