



RESEARCH ARTICLE

Education Quality Assurance in Kosova according to EU Standards

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In this paper we will talk about education, especially education in Kosovo, challenges, goals, consequences of the armed conflict in Kosovo, quality, ensuring existing capacities as a basic condition for a quality education, according to the needs of the labor market. These mechanisms, despite being legal, are also related to capacity building through projects financed by the EU. The planning process starts from the SWOT program. Analyzes have shown weak points for quality assurance in education and they are the division of responsibilities between institutions. What is necessary in Kosovo is the drafting of strategic plans for achieving quality in education according to European standards. The methods used in this paper are more material research and less comparative. During this paper, many theoretical and practical issues related to goals, strategies and European standards that coordinate the possibilities of achieving the objectives and ranking of Kosovo's education will be elaborated. Education of European countries.

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1. INTRODUCTION

The purpose of this paper is the minimal clarification of the education state in Kosovo, the circumstances presented after 1999 and especially with the harmonization with EU legislation, towards the creation of new experiences in education, these experiences are part of adaptation of theoretical education to the practical one, professional training and achieving suitable quality in relation with labor market. Currently theoretical teaching is increasingly dominating in our education. This is evidenced by the International Monitoring Organizations in Kosovo. In their level of education through a teaching and the continuous individual and group education. The other case is the curriculum education design, that means the students should be active in the creation of teaching process, diversity of students, the appreciation and adaption of pedagogical method, the promotion of common respect in teaching, student-teaching, appreciate procedures for handling student complains etc. Since 1999 onwards, the EU has helped, supported and financed cooperation in education and culture through funding programs and coordinating the policies of the member states through the open method of coordination. According to EU officials, in Kosovo, the quality of education in Kosovo should be significantly improved. Improvement must occur through the application of systematic methods for quality assurance at all levels of education. This means the provision of quality education at the pre-school level and for disadvantaged groups, then, the implementation of the new curriculum framework for basic education with quality textbooks by providing sustainable training for teachers, raising and strengthening vocational secondary education according to the needs of the labor market, raising the quality of higher education in accordance with the recommendations of European Association for Quality Assurance in Higher Education including the revision of the relevant legislation, precisely, the Law on higher education and the Law on Accreditation Agency. When it comes to education laws, especially the one for higher

education, the Ahtisari Package has imposed a "veto" on the Serbian community. Exactly, in order to change the law, the consent of the representatives of the Serbian community in Kosovo is required. Until now, the deputies of the Serbian community in Kosovo are reluctant to give their approval for legal changes due to the lack of will to integrate into the education system of Kosovo ¹. Kosovo Education Institutions, after 2010, adjusting to the new situations, function according to several new concepts, adequate with the education system in Europe. In Kosovo it is held a theoretical study in the schools, practical study in the cabinets, schools, companies and laboratories. Theoretical study currently is not sufficient, because it has to be adjusted with the practical study in order to achieve learning the occupation. According to a survey, representation of vocational schools in percentage varies from 0.5% in the trade and to 13.3% in the mixed directions. The representation of vocational schools according to the percentage continues in the medicine 13, 6%, economy 23.9%, music 0.9%, trade 0.5% and in art 1.1% ².

There's enough endeavors finding ways to increase the efficiency in addressing the economical request in the job market. High Professional Education Institutions (IAP) in Kosovo are in the stage of orientation for the job market and there's an endeavor for having a vision for the national system of IAP, which is connected by the efficiency and efficacy in addressing of economical requests those demographic, social etc. Upon these basis was drafted, approval of the Law upon capacity enhancement and professional education. This is connected by general principles defined with general norms and special ones, which determine the notion of professional education, Institutions of professional education, theoretical and practical studies etc. What is more important according to this law are intentions that wants to achieve this law and the beneficiaries by this law. Upon this aspect the development of competences and employment of individuals in accordance with their future professions, general culture that is gained etc. and particularly beneficiaries are Companies and economy generally. Along this law, the Kosovo Assembly approved another law that deals with education and capacity enhancement of adults by the number **02/L-24**³. This law determines the manner and adjustment of education system for adults within the field of activity of this law, which deals with education and capacity enhancement for adults in accordance with new standards, this form of capacity enhancement is organized in the accredited Institutions and licensed by MEST, in this aspect MEST has the competence of supervision and application of this law by licensed entities and accredited by International Organizations, which are present in Kosovo, whether in the capacity of monitoring and in the capacity of direct supporters. They drafted short term reports and various strategies about strategies for cooperation and development of the country, in this context and the growth of education in Kosovo. It is worth to mention the strategy for cooperation and growth of the country for the period 2014-2108 drafted by USAID. After a successful addressing of challenges in the primary level from the classes 1-9, USAID will request the possibility to register and analyze shortages in high schools, classes 10-12. This will enable students to progress in the education system. Having the opportunity for high education, those students will gain advanced knowledge for the whole life. Now the high school in Kosovo doesn't provide knowledge and practical capacity enhancement and doesn't produce graduated students who are capable for employment. However, the abovementioned evaluation HICD identifies priority fields for reforms, e.g. within public administration, IT, Agriculture and thus it affords to USAID the possibility to assist, improve professionalism and pedagogies in the selected Faculties, as long as assures fulfillment by other program elements. Each support for the selected Faculties will be combined with the chosen possibilities by the attention for short-term and long-term trainings in the International level (basically in USA). Additional support for Prishtina University, as a concrete example beyond technical assistance that is part of partnership with American schools, by the education possibility

¹ European Commission, Commission Staff Working Document Kosovo* 2020 Report, Accompanying the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 2020 Communication on EU Enlargement Policy, Brussels, 6.10.2020, P.82-83.

² AAP in Kosovo in the period 2010-2015, Prishtinë, 2010

³ Law no. 02/L-24 For the Education and Empowerment of Adults, Official Gazette of the Republic of Kosovo, Prishtina, Year I / no. 2 / 01, July, 2006, article, 2-7.

abroad, will depend by achieving certain intentions. Currently, an action plan is being drafted in the process of participation by inclusion of MEST Officials, and University Deans, donors and members of the development community. The plan has accepted attention and considerable support and exists every indication for achievement of expected progress. The progress in this action plan will create the base for preliminary conditions for additional support. Knowing the toplevel of contributions by the Government of Kosovo about the USAID education programs in Kosovo, approximately 50% in the Primary and High education, exists a powerful partnership as well as the support for the additional job in both intermediate results during coming years ⁴. Within drafting and setting the framework for ensuring the quality in High education, it is worth to mention drafted standards and approval by the Following Group of Bologna, September 2014, which is sent for approval in the Ministerial Conference of 2015 This strategy is sent for approval by the relevant and competent institutions of education such as: European Association for Security of Quality in High Education, European Union of Students, Association of European Universities etc.. A key goal of standards and Guidelines for ensuring the quality in the European Space of High Education (ESG) ⁵ is a contribution for the common good understanding to ensure the quality for learning and teaching beyond borders and among all actors. Teaching and active learning and other education sources are basic extended criteria determined by the relevant education Institutions of European Union. The ESG purpose deals with teaching and learning in high education calculating also the environment of education and opportunities of scientific researches. They are more important for securing the quality in high education such as responsibility and improvement. Institutions should have policies for ensuring the quality that become public and consist part of strategies of management as per ensuring the policy of quality, drafting and approving programs that should include students, benefits by exchanging experiences of various countries in education, accomplishment of intentions and concepts of the European Council, realization of the constant progress to advance knowledge, the burden of the work for the students as per ECTS etc and opportunity of good structured employment ⁶. Within ensuring standards are also learning and teaching which i.e. that students have an active role to create an education process, diversity of students, assessment and adjustment of pedagogical methods, promotion of the common respect in teaching, student-teacher, adaptable procedures to treat complaints of students etc. beginning from principles determined by International Organizations, which deal with education in general and high education in particular.

Republic of Kosovo drafted a strategy with the purpose of implementation of Regulations and procedures as per the quality of high education. This is seen also in the legal framework drafted by MEST taking into account the responsibility that has for planning education development. Kosovo Accredited Agency is a key institution for external evaluation of quality, strategic development and NQF maintenance (National qualification Framework) that deals with all types of qualifications. MEST through National Center for Acknowledgement and Academic Information (NARIC) is responsible for drafting policies and practices for acknowledgment of qualifications achieved abroad ⁷. Decisions for acknowledgement of qualifications gained abroad are done by the National Acknowledgement Council. According to the law for High Education, responsibilities of KAA include, Councils with the Minister, from time to time inspections, inspections of bidders of high education, periodical assessments, counseling of the Ministry regarding the results of assessment of quality etc. National Qualification Framework is established for a several period of time. Its establishment

⁴ USAID, Strategy for cooperation and development of the country Kosovo, 2014-2018, page.12.

⁵ Standards and Guidelines for Ensuring the Quality in the European Space of High Education (SUE), September, 2014.

⁶ European Commission, European Education Area, Quality education and training for all, removing barriers to learning and improving access to quality education for all. <https://education.ec.europa.eu/>

⁷ The Kosovo Accreditation Agency, in accordance with the Law on Higher Education, is an independent institution, responsible for internal and external quality assurance, including accreditation, re-accreditation, monitoring, validation and all other quality assurance processes in higher education institutions and their study programs in the Republic of Kosovo, in accordance with international best practices, including in particular the relevant European standards in the field of quality assurance in higher education, <https://akreditimi.rks-gov.net/about-kaa/>

preceded consultations, seminars and International Conferences, which are organized in Prishtina. In 2004 the first Seminary was held in Kosovo, where the participants were from West Balkans countries. The seminary was conducted and endorsed by the European Training Foundation and the participants were informed that the European Commission is a process of development of the European Qualification Framework. In 2005 a working group from Kosovo paid a studying visit in Ireland. This place was selected taking into account the fact that has a very developed KKK. The working group called the DublinGroup, that paid this visit consisted by the MEST representatives, Chamber of Commerce of Kosovo; Kosovo Independent Trade Union, two members of the Education Commission and a representative by the Civil Society. Also in 2006 during a 5 day Workshop, a large group began drafting the law for KKK. In 2007 was held a Workshop to review the proposals, and they agreed that exists the need to create a Task Force in AKK, which can act as an AKK in the shade and a Working Group for KKK which can project KKK. In 2014, the European Training Foundation (FET) undertook the third round of the Torino Process, where Kosovo participated. The Torino Process is a participation review of progress in education policies and professional capacity enhancement (APP) which is conducted every second year from all partner countries of FET, by the support of FET. This report mentions in details organs and Institutions that deal with building up education in all levels. It also shows the level of economical progress of Kosovo, age of population, labor market and the opportunity of adaptation of requests and completion of the school⁸. A concrete example is also the strategy of enlargement and ensuring the quality in the University "Ukshin Hoti" of Prizren. This project is financed by the support of European Commission. This strategy envisages the possibility of building up the education capacities of the University, based on the management role, academic staff and administrative one. Guaranteeing the transparency, freedom of studies and artistic research, respecting of study inclusion and better manner of strengthening. Compliance and comparison of studying programs with standards and European guidelines by external accreditation of Institutions and programs, UUHP will achieve compliance by the requests of European High Education. This process will enlarge the opportunity for the graduates in order to continue their studies in various regional Universities, European and worldwide. In March 2012, Management of the University in Prizren has established the Office of Ensuring the Quality by the duty of relieving of implementation of principles registered above. In the national and European level, the Prizren University is engaged to use as guideline documents within the Field of European High Education as well as those of Republic of Kosovo, which implies the Bologna Declaration, Standards and Guidelines of Ensuring the Quality in the Field of European High Education, European Association for Ensuring the Quality of High Education, Lisbon Convention, Kosovo Education Law for High Education and Guidelines of Kosovo Accreditation Agency⁹.

The drafting of the Strategy for research-scientific activity 2020-2024 has as the starting point is the drafting of the strategic document with the priorities for research activities of science articulated in the National Science Program 2010-2015, and the Plan Strategic Plan of Education in Kosovo 2017-2021. The University of Prizren is committed to providing special support to the units academic, research and study groups in different fields.

Researches and scientific researches in the University in the future will be concentrated in those fields where the scientific contribution is a function of the economic and social development of the country. Analysis of the situation is the initial step. This analysis is focused on four areas:

1. Human resources

⁸ Standards and Guidelines for Ensuring the Quality in the European Space of High Education (SUE), September, 2014-2015, Endorsed by the Bologna Follow-Up Group in September 2014 Subject to approval by the Ministerial Conference in May 2015, Draft revised ESG endorsed by the Bologna Follow-Up Group on 19 September 2014. Subject to approval by the Ministerial Conference in Yerevan, on 14-15 May 2015, P.8-14, file:///C:/Users/Pc%202/Downloads/eqaa_stories_en_0004_9551.pdf

⁹ University "Ukshin Hoti" based in Prizren, was founded by decision no. 01/87 of the Government of the Republic of Kosovo on 09.10.2009 as the second public university in the Republic of Kosovo which started with the first generation of students in the academic year 2009/10, respectively 01.10.2010. The University "Ukshin Hoti" with its six academic units currently offers Bachelor and Master degree studies and by statute the same can organize doctoral studies <https://uni-pizren.com/en/>

2. Infrastructure
3. International cooperation
4. Connection with economy and society ¹⁰

2. MOTIVATION

The reason for writing this article is the current state of education in Kosovo, the results achieved since 1999. All of these have their own obstacles as a result of the past, due to the occupation and war in Kosovo during the years 98-99 manifested in Kosovo's path after 1999¹¹.

Practical teaching, teaching and the active role of students is still a problem. The problem lies in providing learning environment that enables qualitative improvement in education. The adaptation of new standards of vocational education¹² consist by a special challenge. Ensuring transparency freedom of study and scientific research through curriculum compiled according to International Standards is a process that can't be accomplished for a short time but it will be a long process that takes time, readiness and creative will.

3. METHOD

Methods: Several scientific methods were used during this research, some of which are the main methods and some others are alternative methods. The methods that do comprehensive research are: Descriptive method, structural method, comparative method and analytical method. Alternative methods are: historical method, research method, development method and case study method.

4. RESULTS

The solution to the problem of education in Kosovo today, especially the need to adapt theoretical education to practical education. Vocational schools are a necessity for the practical identification of the needs of the internal and external market of the EU, quality assurance standards including the Recommendation of the Committee of Ministers of the Council of Europe has identified the need for the adaptation of the Law on Education, international cooperation and the organization of trainings for the development of educational personnel in order to adapt new methods of education. The trainings have to do with the acquisition of theoretical and practical knowledge, which the teacher would then be able to transmit to the students during the entire period of learning in secondary schools. Teaching, learning, the combination of theoretical learning with practical learning, would greatly improve education and educational preparation with EU countries. The application of contemporary methods of education in Kosovo, through the engagement of EU countries, etc. creates relief and positive effects in the EU market for two reasons:

- The acquired knowledge would be brought closer to the knowledge acquired in the professional schools of the EU and,
- The bureaucratic procedures for the recognition and evaluation of diplomas would be eliminated. In this aspect, in addition to designing educational programs suitable for the foreign market, it is also important to obtain double diplomas and at the same time to apply

¹⁰ Implementation of the Strategic Plan 2020-2024, https://uni-prizren.com/wp-content/uploads/2022/12/Stretegjia_per_veprimtari_kerkimore_shkencore_2024_rishikuar-1.pdf

¹¹ Ministry of Education, Science, Technology and Innovation, Good School Teaching and quality learning Building capacity in educational leadership, material developed and published by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Government, Original text in Albanian [2017] and revised [2020].

¹² The current state of education in Kosovo is still far from the expected results, even though there is an essential positive change. Obstacles are of different natures. All of these have their own obstacles as a result of the past, due to the occupation and war in Kosovo during the years 89-99 and the lack of experience as a result of the political and economic transition in Kosovo.

higher professional studies.

5. CONCLUSION

Global policies in the world have a direct impact on Kosovo. In this aspect, the question arises: Is Kosovo ready to face new challenges in professional education?

I believe that the Ministry of Education of Kosovo is trying through seminars, trainings, international conferences and legislative frameworks to increase the quality of professional education with EU standards and to find a way to increase efficiency in addressing the demands of the labor market. It is more about increasing and advancing quality in education, aiming generally at harmonizing our legislation and creating a practice that is in line with European education in general. In fact, the efforts of Kosovo institutions are continuous for the implementation of this legislation in practice, taking into account the level of education advancement, the consequences from the past and above all the lack and creation of a vision for the future of Kosovo education, in general. Objectively, MEST should have this as an objective;

- Periodic inspection of educational institutions not only from the legal side, but also from the practical implementation of the law and other judicial acts.
- Managerial inspection of public and private education according to the commitment of the academic staff, the impact of which is the frequent change of staff.

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[r-1.pdf](#)

Ministry of Education, Science, Technology and Innovation, Good School Teaching and quality learning Building capacity in educational leadership, material developed and published by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Government, Original text in Albanian [2017] and revised [2020].

The current state of education in Kosovo is still far from the expected results, even though there is an essential positive change. Obstacles are of different natures. All of these have their own obstacles as a result of the past, due to the occupation and war in Kosovo during the years 89-99 and the lack of experience as a result of the political and economic transition in Kosovo.