

Kosovo Part of the EU Educational and Training Programs: Reality and Challenges

Abstract

Kosovo with its current education which can be a golden key of the state and society of nowadays, education is still part of the operation and stressing social standardization progressive elements through EU programs.

Kosovo for almost a decade has been participating in European networks in terms of the accession level programs offered by the EU, but not enough in terms of implementing conform these mechanisms intended educational opportunities for Kosovo.

Another challenging aspect of education in Kosovo is the reluctance of these programs because of state and status quo of Kosovo, that neglecting participatory approach to education and training by the EU. The expansion of higher education is considered as one of the most priorities of developed countries, like the motor power of a state.

Other items remain the implementation and adaptation of Tempus programs Erasmus Mundus, and perfection of national centers dealing with higher education to achieve a quality and social effectiveness of current and future.

Keywords: *Education Expansion, Adaptation of Programs, Quality and Challenges*

Abstrakt

Kosova me arsimimin e tanishëm që e ka mund të jete si një çelës i artë i shoqërisë dhe shtetit në ditët e sotme, arsimit ende mbetet pjesë e funksionimit dhe akceptimit të elementeve përparuese standardizuese shoqërore përmes programeve të BE-së. Kosova tash e një dekadë është pjesëmarrëse e rrjeteve evropiane sa i përket nivelit inkuadruar të programeve të ofruara nga ana e BE-së, por jo sa duhet në aspektin zbatues konform mundësive të këtyre mekanizmave arsimorë të dedikuara për Kosovën.

Aspekt tjetër sfidues i arsimit në Kosovë është hezitimi i këtyre programeve për shkak të shtetformimit dhe mosdefinimit të statusit të Kosovës, kjo neglizhonte qasjen participuese për arsimim dhe trajnim nga ana e BE-së. Zgjerimi i arsimit të lartë konsiderohet si një nga prioritetet në shtetet më të zhvilluara si fuqia motorike e një shteti. Pikat e tjera mbesin implementimi dhe adaptimi i programeve Tempus Erasmus– Mundus, si dhe përsosja e qendrave kombëtare, që kanë të bëjnë me arsimin e lartë për të arritur një cilësi dhe efektshmëri shoqërore të tanishme dhe në të ardhmen.

Fjalët kyçe: *Zgjerimi i Arsimit, Adaptimi i Programeve, Cilësia dhe Sfidat*

1- Introduction: Positive advantages for Kosovo of participating in education and training programs of the EU

Kosovo's participation in education programs, training programs and the EU, who are at the same time as donors currently support the education, training and the actualization of education in Kosovo in other programs, which in 2010 supported about Kosovo 44 million euro and have expressed their willingness to support the education sector strategic plan and training of staff and the sectoral approach (SWAp) for the sector. It remains, however, an open question whether this support could be added further to cover other needs or a challenge in implementing them as a factor in other opportunities. Doubling of the current level of support will reach the level of 88 million euro per year. This can be compared with the estimated annual needs for the period 2011-2016 of 103 million €, to cover initial operating costs implications. The expansion of higher education is considered as one of the options for private financing, especially if combined with a scholarship scheme for students who are not able to provide the means to finance their studies. It is anticipated that the pre-school education for children aged 1-5 years to be funded through private payments. In this context, it is important that the tools provided by these payments are used for relevant institutions and not as a common source of funds for the education sector.

Private institutions of higher education in Kosovo and, to some extent, public universities, realize income through various payments for studies. Preschool education provided by institutions funded primarily through fees for services. In Kosovo, there are a limited number (five) of vocational schools.

2- Alignment of resources and requirement

It is estimated that the financing of the measures envisaged in the strategy for the period 2011-2016 will be 618 million €. Of these, 342.4 million and 275.7 million development investment costs are initial costs of operations for the period 2011-2016. On an annual basis this means development investment of 57.1 million € and initial operating costs of approximately 46.0 million euros a year, while in the longer term 68.3 million operating expenses. In most of these costs are on the current budget allocated to the education sector of about 181.6 million € per year (implementation in 2009). MTEF for the years 2011 to 2014 it is clear that the current budget framework will not cover operating costs arising from measures of the strategy, with the exception of some specific allocations for the University of Prizren and some limited costs for several competence centers. The amount of current support of the education sector from donors of 44 million € per year shows signs of the required amount of 57,1 million € per year could be achieved, but still, would remain to cover operating costs, as in short perspective, and in the long term (2016 and beyond). Annual gap between target level and t-level operating costs today of the resources allocated for this purpose, is 46.0 million € in the medium-term plan and 68.3 million € in the long run. This means an increase of 50% of current allocations for education operating expenditures by the public budget, while participation of education in gross domestic production (GDP) should be increased to 2 percent of GDP. Although this is not an unrealistic and unattainable level, yet cannot be expected that such a shift would be possible in the current budget constraints and in terms of the current agreement with the IMF.

3- Recommendations for funding of the education sector

Full funding of development measures and operating expenses arising from them will require the mobilization of resources from a number of sources. The result of this will depend largely on the willingness of the Government to invest in its education system efficiently and effectively, the willingness of development partners to support Kosovo, economic development, the level of tax collection and the possibilities for generate revenue through user fees of educational services. This proposed strategy for providing funds to implement the plan.

Anticipated MTEF allocations in the amount of 133.2 million € for capital investments in central and € 16 million at the municipal level for the period 2010-2013. If we add to this the two years of the same level of investment would result in a total investment of 200 million € for the period 2011-2016. MTEF, however, does not allow room for expansion as operating expenses at the center or in the communes (which are financed by municipal educational grant). Consequently, it will require external support, such as operating costs, as well as development costs for the entire five-year period of implementation of strategy. Current level of support from development partners and capital investments from the state budget appear to be sufficient for the needs of development costs set forth in the strategic plan, provided that the tools that harmonize with the requirements of the plan. However, current commitments from development partners provide support only for the first three years, and therefore required continued support commitments for subsequent years.

Most problematic aspects to support appear to be operating cost implications and the expansion of the sector. A large portion of these costs seem to flow from the expansion of the system at all levels. Consequently, it will be imperative that these issues be financed through a combined strategy of using payments to beneficiaries, in pre-tertiary level, combined with scholarships and reallocations within the sector, the education division of a much larger budget state associated with the development of the economy that will be articulated with economic growth and higher income from taxes. During a transitional period of about five years, external partners should be supported even cover operating expenses, as a new generation investment in Kosovo. It may happen that operating costs in the medium and long term plan to reduce, to some sub sectors, as a result of the declining birth rate and consistently decline in the number of students. The dilemma is the current uncertainty on population figures and the lack of a census makes such trends estimates futile at this stage; however, soon to be the most reliable data available, it will be very important infrastructure programs costing fit according to new data. In the event that could not be provided the means to cover all the measures provided for in Strata breast, you must prioritize the measures and to analyze what can be done to lower scenarios available tools.

4-European Training Strategy for Kosovo

Strategy in this area, along with future plans of action for the purpose of implementing it, will form an important element of the system to prepare Kosovo for membership in the European Union in the near future. Will provide direction and guidance for all institutions involved in the programming and implementation of training in development programs in

the education and other sectors vital to right place Kosovo's European integration process, in order to create services competent and professional public who will be able to successfully fulfill their role with the aim of European integration, as well as increasing the level of knowledge about the EU within the key groups of the society.

The main objective (strategic) of the Strategy is that by 2011 the Kosovo society have to build the critical mass of trained experts with enough knowledge and skills to bring the Kosovo towards EU and have established mechanisms that will disseminate relevant knowledge integration at all levels of public administration and society. Training in the field of European integration process covers a wide spectrum of fields, ranging general knowledge for the European Union and various aspects of its functioning, in sectoral activity in relation to all legislation and policies of the EU, as well as skills and opportunities necessary to achieve an effective and successful preparatory process for membership, and its membership negotiations. Of course, training development programs, such as education programs, Erasmus, Comenius, Tempus and one for Youth and youth in different areas would be suitable for the needs of groups and specific targets, which in time will change, based on the progress made in Kosovo's European integration and the development of its public administration.

Training needs of EU development programs, as well as Kosovo's approximation in these programs due to the difficult political years, many adults could not be educated in formal education. Given that Kosovo is still in the initial stages of developing a system for adult education, non-formal vocational education services from private providers are not regulated enough.

Another challenge is the realization of a systematic and coordinated approach to the development of adult education among relevant ministries and other stakeholders. Currently, non-formal education is within the Vocational Education Sector Ministry and the management on adult basic education programs. Non-formal education, in part related to the provision of skills training, employment for adults but it is the responsibility of the Ministry of Labour and Social Welfare (MPMS) and the Ministry of Culture, Youth and Sports (M KRS). Where are some private providers or nonprofit institutions that provide such training for adults, such as training centers, "Don Bosco", Women for Women International-Kosovo Kosovo Agency for Promotion of Employment (AREC) and MEST program (i supported by UNICEF) to combat illiteracy in 43 communities. MEST and MLSW MCYS, other ministries and the social partners will strengthen dialogue and will work closely in partnership to decide on the best options of an integrated policy approach to the provision of education services non-formal and adult education.

There is a need to provide specific programs for those who have exceeded the age of regular schooling, who have not been to school or have been registered only for a while, but they need to be certified for completion of compulsory education to be able to employ and engage in society. Ministry of Labour and Social Welfare (MPMS) has established eight vocational training centers (VTCs) in 7 regions of Kosovo and one in North Mitrovica, as well as 5 other mobile center. VTC Network foundation is the first serious measures to establish a system run by the government, to address the development of skills of a large number of unemployed and unskilled adults.

Training offered at training centers dedicated only registered jobseekers in public employment services, in regional and municipal employment. They have the advantage of persons aged 16-25 years are, women, minorities and persons with disabilities. Vocational schools in Kosovo also function as centers for adult education to meet the needs of young people for the so-called “remedial teaching” and to organize educational programs to young people aged 15 and over (in 2008/09, these programs are organized in 44 schools and more than 3000 the following were certified).

The compatibility of these programs to the needs of the labor market and the volume of these services will increase starting in 2010. Also, the Agency for European Integration has prepared an action plan training programs in accordance with the EU-funded project continued from 2007 and 2008. Plan for European Integration PVT has [4] , will later expand into other projects (bilateral projects as well as projects funded by international organizations) by the year 2010.

It will take time and some bold decisions and timely feedback. In this process, if decisions are not made on time, it would mean a big delay. Every year lost Kosovo presses away from its strategic goal of this is to join the European ing co. And what may be just a dream; tomorrow it could soon become a reality. We do not want that when you are confronted with that moment we are not ready. D moon not afford this.

Package of reforms for developing training programs in various fields, which we have in front of me, is the fruit of intense work, which can lead to advanced development in the country’s integration into the European Union. Thoughts and discussions of various ideas how to do, started long time ago. Have been involved experts discussed many internal and external experiences are elaborated gold and different ideas challenged.

The reform package is the result of a team work and partnership development with EU programs are outlined further programs.

5-Erasmus-Mundus

Erasmus program, established in 1987, is best known European program for education and training in the field of mobility and cooperation in higher education across Europe. In order to achieve access to the business world, the program also supports cooperation between higher education institutions (HEI) through intensive programs, academic and structural networks and multilateral projects.

Erasmus program is about teaching and learning needs of all those involved in formal higher education and vocational training and tertiary level, regardless of the duration of their study or training, including doctoral studies. This program refers to the institutions providing or facilitating such education and training.

Program goals, specific task are:

- a. Field support European Higher Education*
- b. Strengthening the contribution of higher education professional in the innovation*

process.

While the operational tasks of the program are:

- a. Improve the quality and increase the volume of students and teaching staff mobility throughout Europe, so by 2012 at least to reach at least 3 million individual participants in student mobility under the Erasmus program and previous programs,*
- b. Permit addressing of these quality and increase the volume of multilateral cooperation between higher education institutions in Europe,*
- c. To increase the degree of transparency and compatibility between higher education institutions and enterprises,*
- d. To facilitate the development of innovative practices in education and training at tertiary level, and their transfer from one participating country to other countries,*
- of. Support the development of innovative content services pedagogies and practice for lifelong learning.*

Who can participate in the Erasmus program? Students and trainees learning in all forms of tertiary level education and training, higher education institutions, as defined by the EU's member states and other participating countries. Teachers, trainers and other staff within those institutions, enterprises personnel involved in training activities, associations and representatives of those involved in higher education, including relevant student associations, universities and teachers as well as trainers, enterprises, social partners and other representatives of working life, public and private organizations, including non-profit organizations and NGOs responsible for the organization and delivery of education and training at local, regional and national level.

6-Comenius

Comenius program is about teaching and learning needs of all those involved from pre-school and school education up to the end of high school, also has to do with the institutions and organizations providing such education. The purpose of the action is to help all institutions eligible for Comenius program, which want to create a Comenius school partnership. Comenius Region Partnership, Multilateral Project, a network or Accompanying measures project to also be familiar with relevant partner institutions and develop work plan to prepare the application form in partnership projects. It supports partnerships between schools in the thematic areas and common interests as well as multilateral projects designed to develop pedagogical methods. This program has the order to use to promote at least 3 million pupils in joint educational activities by 2013. Any institution wishing to establish new partnerships, multilateral project, network or accompanying measures may apply for a grant that also enable staff to carry out a preparatory visit.

7-Training of teachers at work and other educational personnel (IST) Comenius

On the basis of this training, participants are encouraged to improve their management skills and knowledge for practical teaching, training and counseling, as well as to gain a broad idea of school education in Europe. Training activities should have a European focus better on the subject matter and profile of trainers and participants. However, training should be organized in another country participating in the Lifelong learning program and should be: a structured development course for school education staff with special focus on the subject matter and profile of trainers and participants and which will last at least 5 working days, or

placement or surveillance period (e.g. notice of potential places of work) in school, industry or any relevant organization involved in school education (e.g. NGOs, public authorities), or participation in a conference or seminar organized by the European Comenius Network, Comenius Multilateral Project, the National Agency or by representatives of the European association that is active in the field of education. When this is considered conducive to achieving the above goals, the training for which they were awarded funding (grants) must be related to the professional activities of the candidate in terms of school education, such as: practical skills for teaching, techniques and methodologies, content and communication of school education, school education management, system-level school education policy. The training should provide teachers for learning and teaching methodology.

8-Youth

Youth for Europe Programmed aims to support courses for young people aged 15 to 25 years who did not fail to primary education and vocational training. These courses will gradually provide a network that will cover 12 states an ETAR to pick the right form. Meetings, which can last for at least a week, joining the youth with a social environment, economic and cultural different so they can receive knowledge directly from life in welcoming countries, establishing the ground for transnational cooperation and be aware that all belong to one and the same European area. European programs supporting youth projects and mobilizing youth programs. The project should provide a horizon for young people with different social environments, so of meetings held and exchange their ideas they will be able to gain a direct experience that is intended by the European dimension.

These projects exchanges, which have as much as possible be organized by the young people themselves, require a preparatory phase, in which young people should be involved. Furthermore, the project should include an assessment of the effects of exchange, which can take the form of an assessment of interaction connection establishment, the enrichment of those who participate and the group dynamic life.

Priorities will be given to projects in the exchanges, which will meet the needs of the regions in which very few opportunities, are usually possible in peripheral regions or in regions where few languages are spoken, as well as projects that have targeting young people, who have careers in disadvantaged. Consistently, one-third of eligible financial assets will be maintained for the purposes of exchange of these young people. By way of experiment, transnational projects aimed at involving young people in voluntary service in another country, which does not appoint an opportunity for service in the army and will be based on qualifications. Rin him for Europe is a program that operates on decentralization and therefore most of the actions have been organized by local associations proposed by states tare. These associations also operate information and counseling centers for groups coming planned by the various programs of the Union (community). In 2006 the Ministry of Culture, Youth and Sports with the support of the World Bank, launched 3-year project "Youth Development Project" with four components, including improving efficiency and support existing youth centers, the creation of two centers resource for young people, to host youth development activities, and strengthening the performance of operational capacities young widow Department. The objective of providing financial assistance is to improve social cohesion and inter-ethnic interaction and cooperation between young people of different ethnicity in Kosovo. Has become an important development in the field of project objectives

since the autumn of 2006. After more than two years of implementation of 30 “youth centers” are helping with scholarships. Three of these centers are in regions populated by Serbs. Most of YC-ve (Youth Centres) have demonstrated a nuclear program, which first of all progress toward the support of the majority of youth centers is ongoing positively. In late June 2008, the number of benefits has increased by 11 times, compared to increases of 2007, where the total benefits were 4, 645 euro. In most of the activities in youth centers youth served were ethnically mixed. In addition two other centers were established. RH (Resource Hub - information resource center) is located in the premises of the University and other RH serve Mitrovica University students and other young people from the northern part of Mitrovica. Both centers are functional and have built a good cooperation with student unions and student parliament, local NGOs and relevant institutions. More than 100 employees who deal with young people are being trained in four modules, which are equipped with the necessary skills, as these employees will also have additional courses. Thanks to the successful cooperation of institutions, where ten active complicit with their municipalities and three other complicit international organizations have been created to support youth programs.

9-Tempus

Tempus program goal is to assist in the development and restructuring of educational systems in the universities and the countries of Central and Eastern Europe and to support continuous integration and interaction with partners in the Union by means of mobilization and interactive schemes. The program covers activities relating to countries like Albania, Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia, the Czech Republic and Slovakia. For the purpose of meeting the specific needs of the countries of Central and Eastern Europe, is a program that was mainly based on the structure of other union programs such as Erasmus, Comett and Lingua. Development of educational structures of the University, the establishment of new universities and restructuring of existing ones, improving infrastructure, and encouraging universities to interact with industry. Tempus program has targeted “universities” and “enterprises” in certain countries and states by Union tare. The terms “enterprise” and “industry” are used to cover all kinds of economic activities, including not only large enterprises but also small and medium enterprises (regardless of their legal status), public authorities and local, independent economic organizations, in particular the equivalent chambers of commerce and industry, professional associations and representative organizations of employers and workers. Program has also allowed for the use of the teaching staff, instructors and administrative staff, students, young people in general and young workers. In the academic year 2010 benefited from Tempus program 5 projects which have been implemented since October 15, 2010 in the amount of 1.8 mil. euro. These projects are innovative character and aimed at the modernization of higher education (IHE), the harmonization of curricula with European universities, raising the quality of teaching, as well as the cooperation of HEIs in Kosovo with European and regional university.

10-Doctoral program in food technology research and capacity building for the reform of doctoral studies at the University of Prishtina

This project will develop doctoral studies program, which will increase scientific capacity, also will improve the internationalization of university academic staff and student mobility.

Although Kosovo is an agrarian country, still imports 60% of the food he consumes. By Kathy j UP project will attempt to build the capacity in food technology, in cooperation with partners from Austria, Germany, Finland and Spain.

11-Establishment of Competence Center at the University of Prishtina

Through this project will be established Competence Center at the University of Prishtina, which will maintain a database of graduates and academic staff, in order to increase the capacity of their academic and informative. This project will benefit all students and academic staff of the UP, will develop competency catalog, based on previous project activities and the transfer of knowledge, and ultimately to develop an information system, which will summarize all the data and information for publication in collaboration with project partners from Austria, Spain, Belgium and Italy.

12-Doctorate Regional Programme in Entrepreneurship and Management of Small and Medium Enterprises in the Balkans

The purpose of the project is the development and implementation of Doctoral Program in Entrepreneurship and management of small and medium enterprises in the Balkans. Through this program will be driven doctorate degree of scientific approach and an entrepreneurial culture in the Balkans, in order to relate to the labor market. In this project will be provided through distance teaching courses in Dardania University College, as well as in the reform of curricula to provide formal and informal teaching and the close cooperation with enterprises and various businesses in Kosovo.

Southeast Europe Project to promote linguistic studies. The goal of the project is to promote linguistic studies in the region, focusing on best practices in implementing programs for the academic study of foreign languages. Development master program in translation and interpreting science together with partners from Spain, Italy and Germany.

13-Conclusions and recommendations

Kosovo, now as a possible intelligence services, but not well used by our academic institutions are processing slows and European modern approaches, in terms of development and promotion of knowledge, despite the high level of youth that has as one of the rare jewels in Europe. Therefore we should open institutionally strategies and facilitate the exchange of experiences and academic policies according to criteria that are offered or addressed by the EU. An initial commitment inefficient sectors and Kosovo will pay in the future, in terms of standardization and approaches that are offered, but they could not accepted properly. Kosovo is run now and for many years has made the approach with the intelligence services and academic programs at a beginner level, to remain a lot of work to do especially in the establishment and promotion of academic capacities and intelligence services as they can physically and academically absorb many quality of these beneficial platform offered us by the European Union investment, facilitating the access of new generation capacities and academic value.

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