

EDUCATION IN ENTREPRENEURSHIP IN KOSOVO

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*If we don't change, we
don't grow.*

*If we don't grow, we
aren't really living"*

Gail Sheehy, Author

Abstract

The present paper aims to analyse the development of the Education Entrepreneurship in Republic of Kosovo. In order to analyse this topic and write this paper, I have studied the relevant literature which shaped the Education entrepreneurship in Kosovo. Additional to that, different officials from the relevant Ministries has been directly contacted. Through this document we are trying to recover and examine the way in which the education entrepreneurship in Kosovo is developed. Education in Entrepreneurship aims to produce graduates with the mindset and skills to come up with the new ideas.

Background

Kosovo is the youngest state in Europe. On 17th February 2008, the Government of Kosovo has unilaterally declared its independence. Despite being unilateral, the independence of Kosovo was coordinated with the main international community actors, such as main European countries and the United States of America and soon after the declaration the first recognitions were made to the statehood of Kosovo. Let us recall that independence was declared following eventful decades full of tension.

Let us look now at some of the general social and economic indicators of Kosovo that will enable an understanding of the context in which the government of Kosovo has shaped Education in Entrepreneurship for its citizens. Before looking to the indicators that follow, there is a need to make a point about figures and statistics in general in Kosovo. (WB 2010)

Kosovo is facing enormous challenges in its economic development and it is

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actually labelled as the poorest state in Europe, comparable to countries in Africa. The gross domestic product (GDP) per capita in 2007 was merely € 1'573 and the economic growth is quite slow, with a growth of only 5. 4 percent marked in 2008.

The level of poverty in Kosovo is very high, with 14 percent of the population living in extreme poverty (<1USD/day) and 44 percent living in poverty (<2USD/day). It goes without saying that unemployment is extremely high in Kosovo, at the range of 41. 5%. The unemployment problem is strikingly high for the young population aged 15-25 years, which amounted to 70. 9 percent in 2005.

The Human Development Index (HDI) lists Kosovo among medium human development countries, but the lowest among countries of Europe. The HDI is not measured systematically in Kosovo. The latest HDI measurement dates 2004 and ranks Kosovo with an index of 0. 734. The figure is extracted from components such as life expectancy index, education attainment index and adjusted GDP index. (HDI 2006)

Human Capital, Demographic developments and education

Young population is considered a key asset for Kosovo development. However youth are disproportionally affected by unemployment and poverty (KAS, 2013;). Only 23 % of youth aged 15-24 years are active in the labor market whereas nearly 60 % of youth active in the labor market are unemployed. Another striking feature of Kosovo youth is that 35 % belong to the NEET category, representing a youth that is not in employment, not in education and not in training. Given that the high share of youth is disconnected both from the labor marked and education it can be more of a burden rather than contributor to the development. Therefore educating youth and accommodating them in the labor market remains a great challenge ahead.

With regards to unemployment duration, regardless of gender, most unemployed individuals remain unemployed about one year later (Winkler, 2014). Most men move to employment whereas most women stop looking for a job (Winkler, 2014).

Unemployment, the associated poverty and low GDP per capita are the most pressing problems in Kosovo and there is an urgent need for additional economic growth to create more jobs. Private sector development policies will play a crucial role in facilitating export-led economic growth in Kosovo and promote Kosovo's integration into the world economy. (Employment Promotion Performance Report, 2007)

In addition, companies report dissatisfaction with the skills levels of workers with secondary education (including vocational schools) and with university degree, even though they possess qualification and should be prepared

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for the labour market. (Giz Baseline Study 2011).

Although discussions on workers' **education and skills** usually focus on higher education, namely on higher secondary level, in Kosovo labour market there is a need for general skills to be developed during the whole schooling cycle. (New Curriculum Framework). Kosovo companies report training needs for communication skills (foreign languages and mother language), problem and conflict solving skills, mathematical-numeric skills, client-oriented services, etc. ()

Based on the new curriculum framework, the development of competences for life and work should drive curriculum development and classroom practices. The policy covering pre-university education defines the system of competences as: knowledge, skills, attitudes, values, emotions and routines thus making aiming for applied knowledge and well planned end results in students. The learner based on the competencies communication and expression develops competencies of effective communicator, thinking competencies of creative thinker, learning competencies of successful learner, life, work and environment-related competencies of productive contributor, personal competencies of healthy individual and civic competencies of responsible citizen. (KKK 2011)

Status of Education in Entrepreneurship in Kosovo

In the sector of education, two of most important policies the Kosovo Education Strategic Plan (KESP) 2011-2016 the New Kosovo Curriculum Framework (KCF) have a focus on skills. The KESP sets the vision for the education sector up until 2016 and covers all the levels of education from kindergarten to the higher education. Specific attention is also given to the adult education, non-formal education, career guidance and teacher training. The skills relevance to the labour market is linked particularly to vocational and higher education. By 2014 vocational education and training curricula are foreseen to be in line with the needs of the labour market. Labour market driven research and scientific work is additionally planned for higher education. (Strategy for Development of Higher Education in Kosovo 2005)

The KESP also foresees the appropriate frames that support the skills are to be established such as National Qualifications Framework, Performance Assessment Framework as well as the institutional structures and bodies such as National Career Guidance Center, Kosovo Accreditation Agency, the National Qualifications Authority (NQA), Agency for Vocational Education and more to support skill development and inter-ministerial cooperation's to possible link of supply and demand.

Kosovo Government has spent efforts in the development of numerous strategies in the recent years. At present, there are sector based strategies in place

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that provide a vision for the development of each sector, some of which with a detailed action plan. None of the planned activities in the operational plans accompanying the strategies have been implemented as foreseen. This is due not only to unrealistic planning but also to low programming and implementation capacities at all levels of the sector, central and regional. (EC Progress Report 2007)

The Strategy for Entrepreneurship Education and Training of Kosovo aims to provide all students and adult learners with practical and theoretical insight into entrepreneurship. The strategy has been elaborated by a cross-ministerial taskforce (education, labour, trade and industry) in co-operation with the world of business.

It calls for teacher training and curriculum reform to ensure that entrepreneurship as a key competence is addressed in compulsory education, with entrepreneurship as an elective subject in secondary education. The strategy also gives particular emphasis to promotion of entrepreneurship in third-level education, ensuring a lifelong learning dimension to entrepreneurship.

The topic of Education in Entrepreneurship is covered by different strategies such as:

- Kosovo Education Strategic Plan 2011-2016 (MEST)
- Strategy For Development Of Higher Education In Kosovo 2005-2015 (MEST)
- Strategy For Improvement Of Professional Practice In Kosovo 2013 – 2016 (MEST, MLSW)
- Draft Strategy And Action Plan For Career Guidance And Counseling 2013-2016 (MEST, MCYS, MLSW)
- New Kosovo Curriculum Framework KCF (MEST)
- Kosovo strategy for Youth, Culture and Sport 2013 - 2017(MYCS)

From the economic point of view, several policies are in place that refer to a limited degree to HRD and skills lead mostly. Provision of training and entrepreneurship skills are mentioned in the Kosovo Youth, Culture and Sport strategy 2013-2017 amongst others. Two inter-ministerial strategies the strategy for Career Guidance and Counseling provide vision for the development of career education and guidance in all levels of education both as guidance and as education provided in the schools while the Strategy for Improvement of Professional Practices supports the development of practical skills of Vocational Education students through the links of education with employers. (KAS 2013a)

New Kosovo Curriculum Framework revised framework promotes a competency-based approach, developed through practically-oriented learning. It foresees an enormous shift from a content-based to a competency-based curriculum aiming to mobilize the potential of Kosovo youth to compete successfully in the labour market locally and abroad. The goal of the new

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curriculum framework is to maximize the potential benefits that may be derived from a growing number of educated youth and to lead to improvements of Kosovo's society, economy and environment in order to bring it into closer alignment with advanced western European societies.

Primary Education

Currently the situation of Entrepreneurship Education is difficult to identify. There are some pockets of good practice but most of this occurs as extra-curricular activity but there is a need to create something more sustainable. The primary school curriculum is much overloaded but there is the possibility of the inclusion of some Entrepreneurship Education within the Citizenship module. (Strategy for Pre-university Education 2007–2017)

Lower Secondary Education

The overloaded curriculum is being revised and where it exists Entrepreneurship Education is often part of another syllabus. There is pilot scheme in 24 schools for which 44 teachers received training to deliver 6 short programmes. This pilot provided a starting point for some schools using the Young Enterprise scheme but is no longer funded and will be replaced by new Entrepreneurship Education programmes. (Strategy for Pre-university Education 2007–2017)

Upper Secondary

A similar picture – there is a need to shape Entrepreneurship Education within the Citizenship and other programmes. The above scheme was also operational in the Upper Secondary sector, but is to be replaced with new Entrepreneurship Education programmes as funding is no longer available. Quality of secondary school graduates is an issue since 70% of students do not pass a Matura exam This is a great concern and needs to be assessed why it happens and what needs to be done. There is insufficient investment in education. (KKKa 2011)

Vocational Education

The picture is brighter in the EU-funded and EAR managed KOSVET 1 pilot schools which have been using the Entrepreneurship module developed for Year 12. There are also examples where VET schools have used the On the Job Training module of the same curriculum as time when learners can have experience in a school practice firm. The practice firms have been developed by Swiss Contact and Eco Net and are currently operating in some VET and Economic schools. They have had significant success in making local industry and commerce aware of the school activities and have also aided employment of young person's completing the school programme. . In vocational education and training meeting the needs of the labour market does not refer to specific economic sectors and subsectors that are

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recognized as economic trends e. g. agriculture, energy etc. The practical skills of the vocational education students that represent over 50% of the overall number of secondary education still face enormous difficulties to develop practical skills both at the school and enterprise base. (ETF 2009)

Higher Education

Since years, higher education in Kosovo is faced with many problems, concerns about the infrastructure and the quality. As in many transition countries, immediately after the war are open to higher education institutions. Of course, quality has always been questionable. The topic Entrepreneurship came just in theory, no practice.

Currently in Kosovo, we have a boom of public universities, already in an area of 10, 000 square meters, we have six public universities, and additional to that we have over 30 private colleges, approximately 80, 000 students. Kosovo has reached 70% access to higher education, which in 1999 only 15%. Cooperation with the private sector is very small, except for some Faculties; educational institutions in general, have never managed to succeed in this regard. In relation to the research Kosovo is very in bad situation. (MEST, Assessment of education sector strategy)

- 6 research universities
- 1 older university
- Extremely limited research
- No commercialization
- 1 Industry Advisory Board only (Faculty of Engineering at UP)

From another point of view the private higher educations are not able to fulfill the requirements coming out from the labor market. The higher Education private Institutions are very small and their profiles are mostly business, law, and social sciences. Unfortunately, there is no interest to provide something in natural science. Profiles and quality produced by higher education is far from the labour market needs. There is a need for evaluation of the higher education with a view to ensure the supply of skills which the market requires. Higher education shows even greater imbalance between education and economy. The profiles in the higher education do not match the labour market needs be it in the number of registered students or the provision of profiles on sectors like mining, energy and other potential sectors. This stands true also for private higher institutions. Higher education institutions receive not only a larger number of students but also students with low level of skills due to previous education and lack of opportunities to join the labour market. If current secondary students had good preparation for the labour market, local and international, they would be more likely to get a job

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and not pursue higher education. (KAS 2013)

Non Formal Education and Entrepreneurship

Academics and professionals in human resource management (HRM) have identified that training policies are critical for improving employee skills, firm performance, and organizational survival. (Schüler 2001). Kosovo Economy has made significant achievements. According to the local experts it has been arrived thanks to the non-formal education. Mainly, in the certification and accreditation of different products.

Based on the mentioned facts that the education system in Kosovo is not able to provide quality service at who answers but also in entrepreneurship learning, many other institutions have offered training services in the field of entrepreneurship education as well many different projects, many institutions, non-governmental organizations. Through the support of the World Bank, the Ministry of Youth has provided training for the young's entrepreneurs. Dutch and the Swiss government have supported the entrepreneurship and employment of youth doing their training. There are a large number of local organizations, representatives of businesses that provide numerous trainings for strengthening the knowledge in entrepreneurship. The Ministry of Labour and Social Welfare through 6 training centres offering training for the unemployed people about the entrepreneurship. KCC with the support of the German government has offered entrepreneurship training in three directions, for manufacturing enterprises, for women in business and for young girls on how to enter the business. Kosovo Chamber of Commerce is in the way to establish the Entrepreneurship Academy. (OEK Buletini mujor 2013)

Conclusions

- i) Legal and strategic documents are in place.
- ii) Poor cooperation between education system and business community leads to poor quality of education system
- iii) There are numerous institutional structures as National Socio-Economic Council, Agency for Vocational Education, National Curriculum Council and many other structures foreseen to support the implementation of the strategies.
- iv) There is a need for matching the education and labor market needs
- v) there is no data available on the share of employment of those interns upon completion of internship engagement
- vi) There is a need for recognizing the importance of different player in the education

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- vii) Life Long learning is very important in the process of the education in the entrepreneurship
 - viii) Private sector involvement in policy design and training (apprenticeship, world based learning, internships etc) remains problematic.
 - ix) Generally, the links between science, innovation and economy are almost non-existent. .

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DEVELOPMENT OF WIND
INSTRUMENTS TEACHING CURRICULAS FOR PROFESSIONAL EDUCATION IN
KOSOVA

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Abstract:

The presentation of this study intends to provide a description and justification on the development of study program which will create (educate) performers in the artistic field of wind instruments. In the context of Kosova, this assignment is only possible to be achieved if the study programs of high education will be transformed in an appropriate manner and become a suitable segment for creating professional artists which perform successfully in actual environment. Therefore, the proposal of contemporary models for the specific educational programs for creating professional artistic interpreters will encourage a lot of young artist to be attracted to these professional artistic and pedagogical branches considering the great absence of qualified staff in Kosova. In this study, I will present a new educational programme "Artistic Education in Wind Instruments" in the bachelor level study which is anticipated to be offered in the Faculty of Arts of the Haxhi Zeka University in Peja, Kosovo.

The main mission of the program for Artistic Education in Wind Instruments is education of academic depth knowledge and high skills related to the field of music, as well as to develop superior capabilities necessary for creative work, teaching, and research in various musical and artistic fields activities, including meeting the needs of society. In particular, the Artistic Education in Wind Instruments intends to provide the academic education of students in the art of playing wind instruments.

Key words: Education, music, programmes, artistic, wind instrument;

JEL: I2; I20; I21; I29;

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Orientation of the study program pursuant to the driven principals of the institution (mission)

An individual's knowledge of music, in particular his or hers Music Education is considered a fundamental component of human culture and behaviour. So as, education is an organized process, through which are achieved general knowledge and professional skills, abilities and attributes that are needed for an individual to accomplish and play different roles in society, professional development, and the environment that surrounds them. Changes in society, in the economy, technology as well as political conditions affect the development of education reform, in this context we will be presenting the objectives and the purpose of this programme in conjunction with the artistic and pedagogical development.

Artistic Education in Wind Instruments develops artistic techniques necessary for completion of music education, to include the pedagogical aspect which will enable future artist to pass through their skills and knowledge. The program intends to create opportunities for students for concert activity, participation in chamber ensembles, orchestras and cultural institutions, and the pedagogical and

creative work in schools for Elementary and Secondary Music Schools, hopefully in the future as well continuing training of Master studies. Upon completion of undergraduate studies, the student is envisaged to acquire the academic title of Bachelor of musician-flute, clarinet, Oboe, Bassoon/Fagot, Saxophone, Trumpethorn player, with a total of 240 ECTS achieved.

The program foresees for that the teaching courses about wind instruments to be organised individually for each instrument during all four years of studies (VIII semesters) that a student should finish before graduation. After those eight semesters, graduates can continue their post graduate/master studies. Each student is obliged to attend at least one and a half hour per week of specialised courses. The Faculty will be organising concerts for performing in wind instruments, and it will try to organise specialized competition events between students of wind instruments in order to challenge their artistic qualities.

Purpose and profile of the study program

The main objective is to enable students after the completion of

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studies to practice pedagogy and performance art, on their selected wind instrument.

The program offers students a place where they can establish theoretical, and the practice of performing techniques.

The first aim of Artistic Education Program in Wind Instruments (AEWI) is to teach talented musicians who come from different high schools and who have experience in a certain field which is determined by program profiles. Graduates of AEWI gain the level of knowledge needed for its usage in the field of education defined by the program. After finishing undergraduate studies, students are able to enrol master studies as well, and they can study the same music profile, and this will enable them to work as teachers of the chosen subject.

After graduation, many students can expand their views and build their careers as musicians, members of an orchestra, or as pedagogues in primary or secondary professional musical schools.

Furthermore, the purposes of the study program are:

- Continuous development of performing techniques as well as of playing in the wind instruments through regular courses, seminars and other teaching/learning methods;
- Development of the culture on performing in wind instruments through music literature set by music program;
- Students' education in performing techniques in wind instruments;
- Students' education from contemporary literature in educational courses;
- Students' preparation for individual work
- Students' preparation for post graduate studies;
- Training students how to prepare concerts, diploma concerts, and individual concerts;
- Organisation of obligatory visits to music schools as a part of practical lessons;
- Organisation of master courses with international guest professors who are well known in the field of wind instruments and in preparing soloists and future wind instruments professors;
- To meet the needs of students who intend to continue their careers in the field of music and the development of musicality, whose primary motivation is to win both interpretive and musical skills, whether perceptive or creative, which will be of use in professional contexts;
- professional music study contributes to a more complete personality development of the students so they can be involved in a democratic society as active citizens, who are cultured and educated in the terms of music
- To provide conditions needed for learning about the world and national music culture as well as

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- about forms and different genres of artistic music;
 - To offer students a chance to study abroad as part of student exchange programs.
 - To make understanding social, local, national and regional environment easier, as well as to make students aware of the role they can play in social life as professional musicians.
 - To provide conditions for psychological and physical development, to cope with the difficulties
 - encountered during future professional activities whether they are dealing with the public performances (concerts) or dealing with teaching.
 - To offer students a chance to meet prospective development of their profession, in the accordance
 - with European integration.
 - To expose multi-lingual learning and to promote inter-ethnic and inter-cultural dialogue through various participations in festivals, where they can exchange cultural backgrounds with other nations and promote classic Albanian music

Justification of the Programme for the labour market /Engagement and Employment of Students

Considering that the Albanian nation, within its folk music had always the presence of wind instruments, our society has great love and talent towards instruments, especially string and wind instruments which have been inherited from our ant sisters throughout history. However, due to our nations struggles until lately there were no professional teachings in music education, especially in the instruments field. Being a society in development, we have a great demand of new musicians that require to be taught in wind instruments.

In this context, with regards to the justification for a program of Wind Instruments in the Faculty of Arts in Peja, we have made our research and assessments of this program, where we took into account the fact that in Kosovo are 7 Secondary Music Schools, whereby each school has at least 2 candidates that graduate in each wind instrument, and as well that there is a lack of instruments other than flute and clarinet in some of the Secondary Music Schools.

As you can see from the table 1, Secondary Music Schools in Kosova have been established very late, except the one in Prizren and Prishtina which have been established in 50's and 60's. This gives you to understand that there is a great lack of qualified and competent teachers from the music field, especially from the wind instruments field. Only, after 1960 Kosovo had its first Higher Music

Education School, which in 70's converted into the Faculty of Arts and then Arts Academy, which began educating and training qualified musicians, which were as well competent in teaching music instruments.

Our assessment and justification is to have at least 2 student per each instrument, which may add up to a group of 12 students, which may not be perfect in an ideal environment, but it will be an effective practice group, that could actually contribute for establishing a smaller wind orchestra which will help the University and the City. In Kosova there is a great and urgent need for all programs which provide pedagogical and artistic education, such as the Artistic Education program in Wind Instruments, there is also a lack of wind orchestras, and this program will clearly offer the necessary opportunity for the Kosovo market to cover the staff need in all educational levels in Kosovo where is a lack of competent staff.

Table 1 - Summary of Music Schools in Kosova

No.	City	School Name	School Level	Establishment Year	No. of Pupils	No. of Wind Instrument Teachers
1.	Prishtina (Capital City)	Stevan Mokranjac Milladin Popovic Prenk	Elementary	1949	600	8
			Secondary	1961-1963		
2.	Prizren	Lorenc Antoni	Elementary	1947	119	10
			Secondary	1948		
3.	Gjakova	Prenk Jakova	Elementary	1970	78	6
			Secondary	2009		
4.	Peja	Halil Kasapolli	Elementary	1976	293	6
			Secondary	2009		
5.	Ferizaj	Çesk Zadeja	Elementary	1970		
			Secondary (Prishtina Branch)	1998		
6.	Mitrovica	Tefta Tashko	Elementary	1954		3
			Secondary (Prishtina Branch)	1998-2005		
7.	Gjilan		Elementary	1979	516	
			Secondary (Prishtina Branch)	1997		

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We understand that in order to be able to cover an efficient and professional program of Artistic Education in Wind Instruments, we need to have available and in place highly qualified academic staff. It is as well obvious that due to a long absence of available programs of Artistic Education in Wind Instruments, there is an overall lack of qualified and experience academic staff in this field in all Kosovo. In this context, at the time when we proposed the academic staff who will be engaged, we had only individual agreements and cooperation with qualified available staff, were we have established institutional cooperation with Universities, such as University of Arts in Tirana, and shortly we will have the institutional cooperation with the Faculty of Arts in the University of Skopje and Charles University in Prague, which will be able to provide sufficient academic staff to support our program.

International comparison of the program

The study programs as such is comparable with programs of wind musical instruments in higher education institutions in Europe. The appropriateness of the study program is reflected in its comprehensiveness and multiple usage capabilities. This program is comparable and compatible with the programs of European universities, and it is an outcome of an intensive reconstruction and

development of the program. Education Program in Wind Instruments is in accordance with all the university programs that support Bologna Declaration, and it is based on the programs of Universities of Zagreb, Ljubljana, Sarajevo and Tirana, but at the same time it is adapted to Kosovo's market's demands.

Target group to whom the program is dedicated

Study program of Artistic Education in Wind Instruments - Bachelor Studies - is a program which is intended for students who complete the Secondary Professional School of Music, in the field of wind instruments, namely in the instrument in which they think to professionalize their interpretation.

Enrolment conditions and student admissions

Minimum requirements for students' admission in the program of Artistic Education in Wind

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Instruments are:

- a)** To have finished Middle music school, a profile of instruments or wind instruments; and
- b)** To have passed State Graduation Test;
- c)** All candidates must pass the admission test of AEWI program, which would be from the subject of instruments, and which will consist of:

Admission test will be held by Commission composed of three members chosen by academic unit. By the Faculty of Arts strategic development plan it is foreseen that in the department of Education in wind instruments will be registered up to two students for each wind instrument, but it can also depend on the market demands, and because the education in wind instruments is a time consuming process the part-time students will not be registered. Such a number would ensure getting competent and able musical soloists and pedagogues. According to interviews and different opinions, the interest of candidates in this profile is very high and attractive.

Conclusion

The Kosovar society, as a society in development has a great demand and need for education programs in the field of Music. As I have outlined in the outset Music Education is considered a fundamental component of a nations culture. In this regards, it is of high importance for our university to be able to contribute in the advancement of our culture as a high education institution. We have tried to establish an education program which would fulfil the great requirement of new graduated students of secondary music schools in Kosovo. Moreover, the intention of the Music Education program in Wind Instruments, is not only to teach new students in performing arts in wind instruments, but also to enable them the ability to pass through their knowledge further to other students in professional manner, by qualifying them in pedagogical aspect as well. The programs modules have an interaction between professional music modules and pedagogical modules, which we believe will prepare our students much more for the labour market, and will enhance our culture further, by fulfilling our universities mission.

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