



College ESLG

STRATEGY OF COLLEGE ESLG

Prishtina, September 2018

College European School of Law and Governance

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1. Introduction

Pursuant to the Law on Higher Education and the Statute of College ESLG on the competencies of the Chairman of the Board of College ESLG to draft a strategic plan of College ESLG, the Chairman of the Board, at the meeting of the Board held on 20.08.2019 appointed a professional commission for drafting the strategic plan of College ESLG.

While drafting the strategic plan of College ESLG, the Commission conducted an external assessment (Porter Analysis) and internal assessment (Resource Based View Analysis) and studied many reports on labor market analysis of Kosovo, economic prospects and potential growth sectors in Kosovo. The assessment was conducted for the purpose of defining the strategic position of College ESLG and formulate the strategic goals of College ESLG.

As part of the process, the Commission analyzed in details the institutional external reviews by the Expert Evaluation Teams of Kosovo Accreditation Agency and hence the Commission identified the following strategic areas:

- Study programs;
- Staff development;
- Research;
- Quality assurance;
- Internationalization;
- Cooperation with private sector and community.

2. Mission, vision and values

The Mission

The Mission of College ESLG is to provide premier education in Kosovo with unique programs and unique teaching methodologies.

The Vision

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The College ESLG strives to provide an educational and research environment that is worthy of public's trust and characterized with highest teaching and research integrity.

Values

The values of College ESLG are as follows:

Commitment to Excellence: College ESLG is committed to the highest standards of excellence in pursuit of the college's mission in teaching and research. The investing parents and the Kosovo and regional educational markets deserve nothing less.

Integrity:

As College ESLG is an institution that provides services for the society's benefit, each staff member has a responsibility to demonstrate the highest ethical standards to inspire confidence and trust.

Accountability: The College ESLG embraces the responsibility with which it is charged. In carrying out its mission, ESLG's staff members hold themselves accountable to the public and society at large and take responsibility for achieving its goals.

Effectiveness: College ESLG strives to work creatively, proactively, and effectively in assessing the market's needs and developing modern curricula that best fit to the market needs in Kosovo and the region and implement these curricula with most innovative and modern teaching practices.

Teamwork: College recognizes that its success in a very competitive market depends on a diverse, coordinated team committed to the highest standards of trust, hard work, cooperation, and communication. The staff is committed to nurturing collaboration as a skill amongst students.

3. External and internal analysis

3.1. Porter five forces analysis of higher education in Kosovo

The higher education industry is changing at a dramatic pace. Numerous trends are at work influencing this rapid change such as, population demographics, work force requirements, global competition and new higher education delivery methods. One additional and fortunate trend is that higher education is a growing industry. Industry incumbents, whether public, private, non-profit, or for-profit must constantly scan the

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competitive horizon for positive as well as negative structural changes to the industry. Michael Porter, a professor from the Harvard Business School, developed a very powerful industry analysis framework in the late 1970s and the key principles are introduced.

In this regard, College ESG used Porter Fiver Forces Analysis to determine its position in a very competitive market.

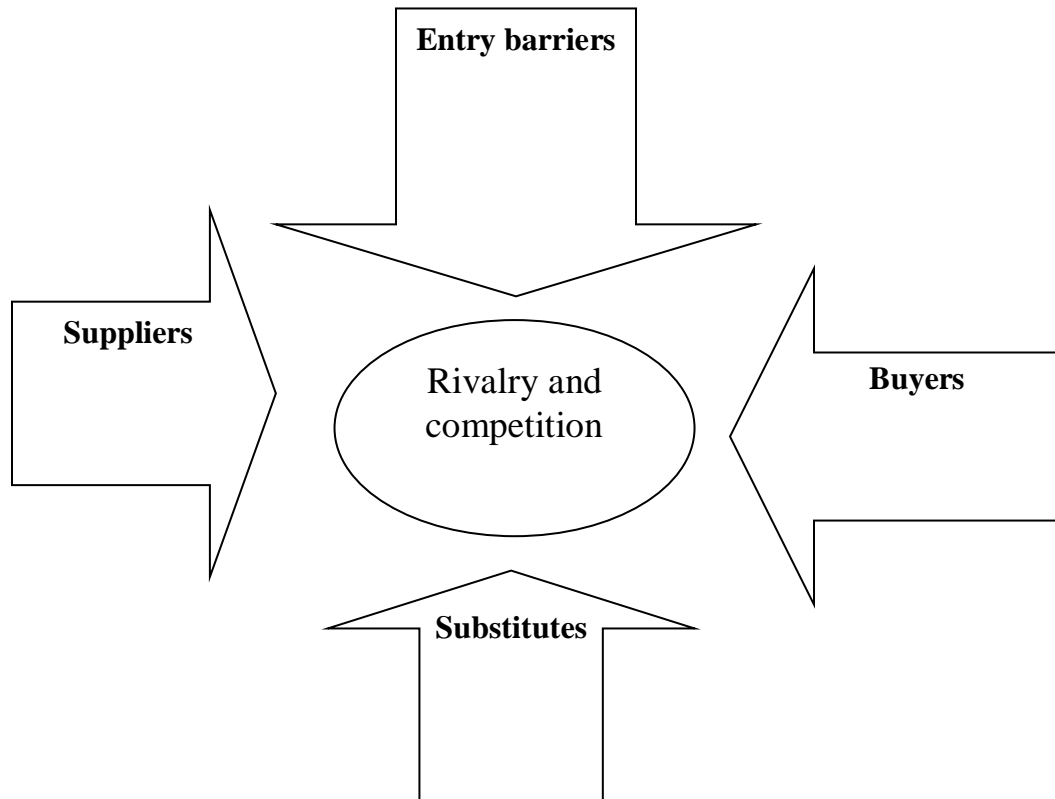


Fig 1. Five Porter Forces

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The Kosovo higher education industry includes 7 public universities: University of Prishtina, University of Prizren, University of Peja, Faculty of Islamic Studies, University of Gjilan, Kosovo Academy of Public Safety, and University of Gjakova (Kosovo Accreditation Agency, 2014). On the other hand The Kosovo Accreditation Agency(KAA, 2014) provides only a list of the evaluations of institutions (around 34) without formal decisions and there are no valuable information on the Ministry of Education, Science and Technology (MEST, 2014a). On the other hand the report published by EACEA (2012) states that there are 23 private higher education institutions. Finally, most of the private and public HEIs in Kosovo are involved in a number of international cooperation projects supporting establishment of new study programs or improvement of teaching (e.g. Tempus).

According to the study of Ministry of Education of Kosovo on the upper secondary education in 2014 there were around 40,000 students in grade 12 and 13 of secondary education expeting to graduate in 2014 (Statistics of Education in Kosovo, 2014, pp. 26). According to the study performed by Nikola Baketa in 2013, the gross enrollment ratio is 71.27 %, which makes 28, 500 students eligible for enrollment in the public and private higher education system.

According to respondents and programs of private HE institutions, it is seems that these institutions usually offer business related programs, but also programs in the field of economics, law, psychology, computer science, health, physiotherapy, banking, finance and other branches with high demand for students. Private sector in Kosovo is largely dependent on academic staff coming from the University of Prishtina. This leads to the situation that private institutions, in order to meet accreditation requirements, often offer full time positions to retired professors or that some professors work on several institutions. This problem was recognized in the period between 2002- 2004 (Riinvest – Institute for Development Research, 2004: 38) and in 2008 (GAP Institute for Advanced Studies, 2008: 9). According to the respondent, there are certain strengths and weaknesses of private HEIs. According to his opinion their certain strength is adaptability to the 8 demand and quality of provision. On the other hand, there are serious doubts on

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assessment criteria applied to the most private HEIs and some of them were approved without meeting all formal criteria (Nikola Baketa, 2013, pp. 8).

According to the study of European Commission around 22 private higher education institutions (colleges, institutes and higher professional schools) gathered 51 714 students (Higher Education Institutions, 2012, pp.3). Based on this, the private higher education industry's combined revenue was approximately EUR 60 million based on the assumption that each student would pay a tuition of 1,000 EUR per academic year.

The higher education industry in Kosovo has a high fixed cost ratio and is effectively concentrated, which makes competitive rivalry predictably high. To some extent, the benefits of being a growth industry offset the high degree of rivalry. The growth potential originates from demographics of young population in Kosovo.

3.2. Entry barriers

Since the higher education market does not require tremendous fixed costs to enter the market such as other industries including construction, telecommunications and medicine, however, on the other hand the accreditation criteria require that new entrants in the higher education market must demonstrate that the study programs must be tailored to the labor market needs. On the other hand, the accreditation criteria require that new entrants must fulfill 50 % full time faculty criterion in order to be accredited making it more difficult for new entrants because of limited supply of academic staff with PhD who would work full-time for private bearers of higher education. The public policy in recent years has been to open new public universities in order to increase the access of young Kosovars to higher education. In this regard, in parallel the Government of Kosovo increased the salaries of teaching staff in public universities making it more difficult for private colleges to attract qualified teaching staff. According to Nikola Baketa (2013) study, most of private colleges rely on retired professors from public universities.

In conclusion, high fixed cost structure, restrictive curriculum accrediting processes, enormous economies of scale and, all act as higher barriers to entry and serve the incumbent schools well by protecting their current market shares. All being said, this makes entry barriers moderate in the near future.

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3.3. Substitutes

At first, one may think that the options or alternatives related to earning a college or university degree or obtaining additional higher education would be constrained by location, level of income or possibly cultural influences. Although possibly true 3 decades ago, these limitations to higher education are significantly less relevant today in Kosovo.

Better transportation conditions in Kosovo and exponential advances in information technology make the higher education more susceptible to imitation. Classic economic theory recognizes information technology as product complement, because the existence of the product or service augments the features and benefits of an incumbent's product offering (Walker, 2004). Information technology makes customers of higher education better informed about the opportunities in the market and switching costs lower and also makes it easier for the imitators to imitate the curriculum, teaching methods and be competitive on the market.

On the other hand, public universities charge very tuition rates making the threat of product or service substitute as high. Nevertheless, this serves as an opportunity to quality providers of higher education because if positioned properly on the market, they can attract students beyond borders.

3.4. Buyer power

With roughly 100,000 students in the higher education market in general and around 52,000 students in the private higher education and with University of Prishtina holding the biggest market share and Kolegji AAB the biggest from the private higher education sector together with UBT College, one can conclude that the remainder of buyers are fragmented and diffused across the market.

With free fragmented public higher education and with many private bearers of higher education competing with prices and oftentimes engaging in price war, the unintended consequence is that this gives buyers more generous power to choose their options and negotiate.



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The role of freely available and instantaneous information relating to course descriptions and university and college amenities shifts the information asymmetries of a generation ago, giving potential students more power of choice. This shift, to a degree, offsets the effect of market fragmentation and consequently gives buyer power an overall neutral assessment.

3.5. Degree of supplier power

The suppliers in the higher education can be considered qualified academic staff. With public policy offering highly competitive packages to professors in public universities and on the other hand limiting private colleges the opportunity to grant academic titles to their academic staff and promote their academic staff, makes the professors with titles and PhD having more supplier power over the private bearers of higher education. Thus, one can conclude that the degree of supplier power is moderate.

4. Resource based view analysis

Following external industry assessment, we perform the resource based view analysis to determine whether College ESG has the necessary resources and capabilities to make it compete in a fragmented market.

College ESG has the following resources:

- Moderate financial resources from grants, projects and tuition;
- High library resources through access to its partners' libraries;
- Very qualified teaching staff both foreign and domestic;
- Teaching staff graduated in modern foreign universities;

On the other hand College ESG has the following capabilities:

- Ability to design modern curricula based on market needs with the help of partner institutions;
- Ability to perform research through research transfer of knowledge from partner foreign institutions;



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- Ability to implement unique study programs with modern best teaching practiced gained from professors educated abroad but also from Memoranda of Cooperation that ESLG has with many serious foreign universities;
- Ability to apply and win research grants and projects due to good references developed with NTNU, Multiconsult, Graceland University and TEMPUS PROJECT;
- Ability to implement study programs also in English language leading also to foreign Slovenian diploma, making it more attractive for domestic and foreign students.

Based on the external industry assessment (external analysis) and resource based view analysis (internal analysis), College ESLG has tremendous competitive advantage compared to other private bearers of higher education and the only way to sustain this competitive advantage is to be positioned in the market with providing quality education with higher price. College ESLG should neither compete with public universities and market leaders in the private higher education (Kolegji AAB) nor with the lagers in the market (other 22 private bearers of higher education) but instead it should continue to pursue its niche markets in Kosovo and region by providing quality education through very unique study programs, foreign professors, modern teaching practices, involvement of students in foreign research projects, and very high degree of internationalization.

5. Strategic goals and outcomes

According to World Bank Study (2012), construction sector in Kosovo constitutes the largest proportion of GDP share (around 24.5%). According to World Bank's Kosovo Labor Force Survey (2013) the sectors in which people were employed mostly in 2012 included manufacturing, trade, education and Construction, which altogether employed almost half of all employed people in Kosovo employed almost half of employed people. By profession around 7.7 % of employed people in Kosovo work as legislators (Kosovo Labor Force Survey, 2013, pp. 16). On the other hand, employed people in the financial



sector and energy sector are the same and range around 10 % each (Kosovo Labor Force Survey, 2013).

With regards to trading and imports, around 33.3 % of all Kosovo's imports come from EU countries. On the other hand, Kosovo also exports the largest proportion of its exports to EU (A case for Investing in Kosova, 2012). According to the same study performed by American Chamber of Commerce, one of most promising sectors that could boost economic growth and alleviate unemployment is energy and mining. According to the same study, Kosovo is well endowed with natural resources. Its energy production is mainly based on lignite. Its lignite reserves are estimated to be around 11-14 million tons, which provides for a safety net of energy production for many decades to come. However, the Government of Kosovo has pledged to implement EU's 20-20-20 policy, which requires countries to (1) increase energy efficiency by 20 percent, (2) reduce dioxide carbon emissions from energy production by 20 percent, (3) and produce at least 20 percent of power from alternative sources by 2020. Considering this, it is evident that there are plenty of opportunities for investing in alternative energy in Kosovo (A Case for Investing in Kosova, 2012, pp. 22).

According to Investment Promotion Agency of Kosova (2013) most attractive sectors that generated most of employment in terms of foreign direct investment were banking and financial sector creating 4,428 jobs and construction 2,253 jobs. During past years the construction industry became one of the most important sectors contributing to Kosovo's economic growth. The construction industry remains a sector with highly promising economic potential for Kosovo together with energy sector also being the most promising sector in the future that could boost tremendous growth and attract the largest proportion of foreign direct investment. On the other hand Energy consumption and forecasted demand for the residential sector has been carefully analyzed and discussed because of its highest contribution in the total energy consumed as well as because of the high electricity consumption in this economic sub-sector.



Thus, based on the external industry assessment and internal resource based view assessment and studies and reports performed by World Bank and other stakeholders in Kosovo, the College ESLG formulates the following strategic goals and outcomes:

STRATEGIC GOAL 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE MOSTLY TO GDP GROWTH OR WHERE THE EMPLOYMENT HAS BEEN MOSTLY GENERATED OR HAS THE BIGGEST POTENTIAL TO GENERATE EMPLOYMENT IN THE FUTURE.

OUTCOME 1.1. Develop and accredit study programs in the field of energy and construction that would interlink both construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, and attracting of foreign direct investment.

OUTCOME 1.2. Develop and accredit study programs in the area of European Union Law since the biggest trading partner of Kosovo is European Union.

OUTCOME 1.3. Develop and accredit study programs in the area of finance sector, since the financial sector attracted most of foreign direct investment and created most jobs from FDI.

OUTCOME 1.4 Develop and accredit dual degree programs with Slovenian universities with language of instruction in English;

OUTCOME 1.5. Validation of PhD programs of European Faculty of Law from Nova Gorica by Kosovo Accreditation Agency for implementation in Kosovo through College ESLG;

STRATEGIC GOAL 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH

OUTCOME 2.1. Habilitate full-time academic staff through partner institutions European Faculty of Law from Nova Gorica and Norwegian University for Science and Technology in the field of real estate, sustainable architecture, energy buildings, and European Law.

OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;



OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;

STRATEGIC GOAL 3: DEVELOP RESEARCH CAPACITY AT COLLEGE ESLG;

OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;

OUTCOME 3.2. Develop Journal of Sustainable Energy Efficient Buildings with foreign editorial board;

OUTCOME 3.3. Develop Journal of European Union Law with foreign editorial board;

OUTCOME 3.4. Establish Research Fund of College ESLG from research grants, private sector and own funds;

STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM

OUTCOME 4.1. Empower the Quality Assurance Office;

OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;

OUTCOME 4.3. Strengthen the reporting mechanisms of students regarding the teaching quality;

STRATEGIC GOAL 5: ADVANCE INTERNATIONAL COOPERATION

OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;

OUTCOME 5.2. Increase the participation in international research projects;

OUTCOME 5.3. Increase the staff and student mobility with partner institutions;



STRATEGIC GOAL 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;

OUTCOME 6.2. Including private sector representatives in Curriculum Review Committees;

OUTCOME 6.3. Increasing the internship agreements with private sector;

OUTCOME 6.4. Develop research projects based on the needs of private sector

6. Performance metrics

College ESLG intends to use the following performance measures to gauge its progress in achieving strategic outcomes:

Strategic Goals and Outcomes	Performance metric	Actions	Target	Timeframe
OUTCOME 1.1. Develop and accredit study programs in the field of energy and construction that would interlink both construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, and attracting of foreign direct investment.	Number of successful accreditations in the area of real estate, sustainable architecture, sustainable facility management, energy management	Accreditation	5 programs	2018-2022
OUTCOME 1.2. Develop and accredit study programs in the	Number of successful	Accreditation	2 programs	2018-2022

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area of European Union Law since the biggest trading partner of Kosovo is European Union.	accreditations in the area of European Union Law			
OUTCOME 1.3. Develop and accredit study programs in the area of finance sector, since the financial sector attracted most of foreign direct investment and created most jobs from FDI.	Number of successful accreditations	Accreditation	1 program	2018-2022
OUTCOME 1.4 Develop and accredit dual degree programs with Slovenian universities with language of instruction in English;	<ul style="list-style-type: none"> • Accreditation of dual degree program with European Faculty of Law in Law Bachelor, Real Estate Bachelor; • Accreditation of dual degree master program with University of Primorska in Management 	Initiation of re-validation process in 2019	3 programs	2018-2022
OUTCOME 1.5. Validation of PhD programs of European Faculty of Law from Nova Gorica by Kosovo Accreditation Agency for implementation in	Number of validations	Validation	2 programs	2018-2022



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Kosovo through College ESLG;				
OUTCOME 2.1. Habilitate full-time academic staff through partner institutions European Faculty of Law from Nova Gorica and Norwegian University for Science and Technology in the field of real estate, sustainable architecture, energy buildings, and European Law.	Percentage of habilitations of full-time faculty	Sponsor each full-time faculty with PhD in the process of habilitation before EVRO-PF and NTNU	75 %	2018-2022
OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;	Number of sponsorships of full-time faculty	Sponsor PhDs and post-doctorate studies of full-time hired faculty	10	2018-2022
OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;	Number of hired senior professors with title associate professor or full professor	Provide competitive remuneration	5	2018-2022
OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;	Value in EUR of research projects	Apply and win research grants funded by European Commission or other governments	5 million EUR	2018-2022

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OUTCOME 3.2. Develop Journal of Sustainable Energy Efficient Buildings with foreign editorial board;	Achieving SCImago Journal Rank	Start with one issue and then develop further with 4 issues	SJR index 0.15	2018-2022
OUTCOME 3.3. Develop Journal of European Union Law with foreign editorial board;	Achieving Google Scholar h-index ranking	Start with one issue and then develop further with 4 issues	h-5 index ranking of 5	2018-2022
OUTCOME 3.4. Establish Research Fund of College ESLG from research grants, private sector and own funds;	Value of Research Fund	Apply for research grants, raise funds with private sector and provide own funds	1 million EUR	2018-2022
OUTCOME 4.1. Empower the Quality Assurance Office;	Value of budget allocated to Quality Assurance Office		25% of overall budget	2018-2022
OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;	Number of internal evaluations and average overall grade of teaching quality and number of student representative, employers and alumni	Encourage all the staff in the College to perform more frequent internal quality reviews;	<ul style="list-style-type: none"> • 1 per year; • Higher than 4.0 in the range from 1.0 to 5.0; • 2 student representatives, 1 	2018-2022

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			employer representative from each field of study and one from alumni association	
OUTCOME 4.3. Strengthen the reporting mechanisms of students regarding the teaching quality;	Number of quantitative and qualitative reviews of teaching and frequency of reviews	Encourage the students to participate in quality reviews	Frequency: Twice per semester Percentage of quality reviews: 95 % fill their questionnaires	
OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;	Number of memoranda of cooperation	Allocate funds to International Cooperation Office to establish cooperation with universities all around the globe	15	2018-2022
OUTCOME 5.2. Increase the participation in international research projects	Number of research projects	Upon signing the memoranda	10	2018-2022

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		of cooperation encourage other counterparts to apply for research projects with their National Research Councils or international research grant awarding institutions		
OUTCOME 5.3. Increase the staff and student mobility with partner institutions;	Number of ERASMUS+ agreements and percentage of incoming and outgoing visiting professorships and number of students incoming and outgoing	Allocate funds for outgoing visiting professorships	<ul style="list-style-type: none"> • 10 agreements; • 75 % of full-time faculty participating at least once in visiting professors hip with partner institution; 	2018-2022



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			<ul style="list-style-type: none"> • 5 students (incoming and outgoing) per memoranda of cooperation 	
OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;	Number of memoranda of cooperation with serious firms and institutions related to each field of study	Establish an Office for Relations with Private Sector	<ul style="list-style-type: none"> • 3 with public institutions; • 10 with largest private sector companies related to the field of study; • 5 with associations representing interests of the field of study 	2018-2022
OUTCOME 6.2. Including	Number of	Encourage	1 from each	2018-2022



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private sector representatives in Curriculum Review Committees;	representatives of private sector in Curriculum Review Committees	decision-makers of private sector companies to send their representatives in the meetings of Curriculum Review Committees to provide suggestions in curriculum design	private sector company with which College ESLG has concluded a memorandum of cooperation;	
OUTCOME 6.3. Increasing the internship agreements with private sector;	Number of internship agreements	Encourage private sector firms and public institutions with whom ESLG has memoranda of cooperation to extend this cooperation also in the field of provision of internship opportunities	5 for each field of study	

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		for ESLG students		
OUTCOME 6.4. Develop research projects based on the needs of private sector;	Number of research projects developed in partnership with private sector representatives	Encourage private sector representatives through their representing associations to develop at least one joint research project with College ESLG	At least one research project developed with each Association representing the interests of private sector related to each field of study	2018-2022

7. Relation if the unit's mission with the overall mission of the institution

The College ESLG has three departments: 1) Department of European Union Law; 2) Department of Real Estate and 3) Department of Energy

The Department of European Union Law has the following mission: To provide premier education in European Union Law and create the intellectual elite of Kosovo that contributes to the European integration aspirations.

The unit's mission corresponds to the overall mission of College ESLG in the way that by providing unique premier education through unique study programs in European Union Law the unit contributes to the overall mission of College ESLG. The provision of premier education in European Union Law is achieved only through teaching in English in many of the courses in European and International Law and can only be achieved through unique teaching methodologies such as case-law of European Union, simulations of cases in front of European Court of Justice and so forth, which contributes to the provision of unique teaching methodologies, which is an important part of ESLG's overall mission.



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The Department of Real Estate has the following mission: To provide premier education in real estate management and create the elitary managers and appraisers in the construction sector that will contribute to the saving of energy of the construction sector. The unit's mission corresponds to the overall mission of College ESLG in the way that provision of premier education in Real Estate Management can be achieved only through the provision of unique teaching methodology and unique courses that are strongly linked with the labor market needs of the construction sector.

The Department of Energy has the following mission: To prepare the future leaders of energy sector in Kosovo

The unit's mission corresponds to the overall mission of College ESLG in the way that the preparation of future leaders in the energy sector can be achieved only through premier education, unique courses and programs and unique research-based teaching methodology.

8. Analysis of ESLG strategy

8.1. Analysis of the strategy in terms of monitoring the changes developed in other institutions in the country and abroad

Before setting strategic goals and determining the strategic position in the competitive marketplace of higher education, College ESLG performs several analysis to monitor the changes developed in other institutions:

- Situation analysis;
- Political, economic, social and technological analysis of the higher education environment;
- Porter Fiver Forces External Assesment;

Sources of data that College ESLG collects for performing such analyses are primary and secondary. The sources of data have been presented in Figure 1.



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Figure 1: Source of data for strategic analysis of College ESLG

College ESLG performs external analysis to identify peer and aspirational peer institutions against which to compare itself. For College ESLG and our peer and aspirational peer institutions both in Kosovo and abroad, College ESLG examines key institutional measures, such as changes in degrees conferred over time; shifts in research expenditures in institutions in Kosovo or abroad; areas of growth and decline across institutions; trends in research in other institutions seen through publications of academic staff (observed through google search of publications of the academic staff found on websites of peer institutions in Kosovo and abroad), trends in graduation and retention rates; demographic structure of student, faculty, and staff populations of peer institutions in Kosovo and abroad; and discipline-specific shifts taking place in peer institutions responding to new market demands in Kosovo and abroad.

The information is gathered during the first phase of the strategic planning process, which provides the foundation around which College ESLG organizes its strategic framework and analyzes the gaps between College ESLG and other peer institutions.

In PEST analysis College ESLG performs in a workshop environment a session in which the management, heads of departments, professors, student representatives, and stakeholder representatives (represented in the Advisory Board of College ESLG) participate.

Under Political Factors, College ESLG checks the following:

- Government policy on higher education (opening of new public universities);
- changes in administrative directives of Ministry of Education, Science and Technology of Republic of Kosovo;

Under economic factors, College ESLG checks the following:

- Government interventions in the higher education market;
- Economic cycle stage (e.g. prosperity, recession, recovery);
- Sectors that represent comparative advantage of Kosovo;
- Unemployment rates;



- Skill levels of work force in Kosovo and the region;

Under social factors, College ESLG checks the following:

- Demographic factors – types of students and age structure in public universities and other private colleges;
- Types of students and their level of competency in languages and information technology in public universities and private colleges in Kosovo. We perform the survey with students by using probability sampling and based on that we can conclude the level of competency of students of other public universities and private colleges;
- Expectations and perceptions of parents, students and employers about various public universities and private colleges. In this regard, College ESLG performs surveys with parents, students, and employers. We use the quantitative research method with stratified probability sampling to do the survey with parents and students and qualitative research method for employers.
- Attitudes of stakeholders towards developments in the public universities and private colleges. We perform semi-structured interviews with various stakeholder representatives of the public and private sector;

Under technological factors, College ESLG checks the following:

- Recent technological developments and opportunities provided by public universities and private colleges. We check the websites of public universities in Kosovo and abroad to see what kind of technological solutions they offer to their students. Then, we perform focus group interviews with current or former students of public and private higher education institutions.
- Technology's likely impact on institutional mandatory functions;
- Impact on cost structure of College ESLG;

Under the Porter Fiver Forces Industry Analysis we check the following:

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- Rivalry – We perform the market share analysis in terms of number of students each university or college enrolls. We check the quantitative data in terms of number of students and tuition fees they pay;
- Entry barriers – We check on annual basis if there any changes on governmental policies with regards to entry barriers such as the change of accreditation requirements, licensing requirements and other regulatory requirements to see whether the number of participants in the market is expected to increase or decrease in the future;
- Supplier bargaining power – We check on annual basis how other private colleges develop their academic staff and where do they get their staff, the cost structure of the staff etc. In this way we determine what power the academic staff could have over College ESLG and we include recommendations in the staff development plan;
- Buyer bargaining power – To check what kind of switching power students have towards colleges, we perform price sensitivity analysis with secondary school pupils in April through presentations in school where we hand them out questionnaires to fill. In these questionnaires we check whether potential students are price sensitive or is it the study programs, language of instruction or the diploma that matters most to them. We also perform student attrition analysis with private colleges in Kosovo to see why students leave studies in these colleges, and we also perform student satisfaction analysis with those studying in other colleges and those that leave other colleges.
- Imitation – We perform imitation analysis to see to what extent other colleges imitate one another with study programs, curricula, academic staff, and other functions and see how we can develop a unique system that can not be imitated;

We also perform a situation analysis and check the competitors against these indicators:

- Changing environment in each of them;

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- The student profile (The quantity, character, and quality of the student body);
- Pricing;
- Financial aid and scholarship policies;
- Program demand and capacities;
- Student retention;
- Enrollment management effectiveness;
- Auxiliary income of each of them;

8.2 Institutional changes

College ESLG strives to change in the globalized world by embracing multidisciplinary for better outcomes. Since the globalized world nowadays requires the combination of different skills and knowledge sets for increasing success and competitiveness, College ESLG tries to introduce its students to multidisciplinary and interdisciplinarity.

College ESLG with its study programs and teaching changes through transcending disciplinary boundaries, and incorporating technology in its teaching and learning process. Interdisciplinary teaching is can be found in many universities in Europe, the USA and elsewhere. Interdisciplinary teaching can also be found in the study programs of College ESLG such as Law and Management of Real Estate and Infrastructure (BA and MA) and Energy Management (BA).

College ESLG manages its change by adopting the modern approach of multidisciplinary where a multidisciplinary group of people advance through a process of defining a problem, brainstorming possible responses, and consolidating a solution. In this process of multidisciplinary methodologies of all disciplines involved are used, without any one discipline imposing its point of view on the others.

College ESLG also changes aiming at improvement through adopting “intellectual entrepreneurship approach”, where entrepreneurial thinking is extended beyond the

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business curriculum to become a way of thinking in all disciplines and all study programs, as a mode of learning through creating synergistic relationships across academic disciplines.

College ESLG strives to change by adopting 'the design thinking', as a form of multidisciplinary problem solving process in teaching the courses of project management, processes of investment in real estate, and other courses

College ESLG in order to be in line with the newest developments in the competitive world of higher education has developed and implemented a strategy for the support and on-going improvement of the quality of teaching and learning, devoting the necessary level of human and financial resources to the task, and integrating this priority in its overall mission. In this regard, College ESLG gives teaching quality due parity with research.

In order to change and be competitive in the regional higher education marketplace, College ESLG encourages, welcomes, and takes account of student feedback which helps ESLG detect problems in the teaching and learning environment early on and leads to faster and more effective improvements.

College ESLG strives to encourage the academic staff to receive pedagogical training either through training, which it organizes in-house or through other training providers.

In order to be on the top of competitive ladder, College ESLG when making academic staff entrance, progression and promotion decisions takes into account also the assessment of teaching performance alongside other factors such as academic background, research capacity, and previous international teaching and learning experience.

College ESLG changes aiming at improvement also through recognition and reward for academic staff who make a significant contribution to improving the quality of teaching and learning, whether through their practice, or through their research-based teaching.



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In this regard, College ESLG develops its study programs and curricula and monitors the implementation of the curricula through a close dialogue and partnership among teaching staff, students, alumni and labour market stakeholders trying to identify those new methods of teaching and learning, which would create transferable skill sets among students that enhance their employability.

To change rapidly in the world of globalized higher education marketplace, College ESLG provides non-stop counselling, guidance, mentoring and tracking systems to support students into higher education, and on their way to graduation and beyond.

In trying to change aiming at improvement, College ESLG has developed a holistic internationalisation strategy integrating it as a part of the overall mission functions. In this regard, College ESLG aims to achieve the increased mobility of student and staff, international dimension of curricula, international experience of faculty, with a sufficient command of English and a second foreign language and intercultural competences, transnational delivery of courses and degrees by using professors of various ethnicities such as from Slovenia, Kosovo, Norway, United States, Turkey and Greece.

College ESLG strives to change aiming at improvement by adhering to the following core principles:

- Teaching and learning are fundamental core mission of our college;
- Active student involvement is essential in governance, curricular design, development and review of study programs, quality assurance and review procedures;
- Parity of research and teaching skills in defining academic merit of academic staff;
- Academic staff are employed not just to teach, but to teach well and be up to a high professional task;
- Academic staff are well trained and qualified as professional teachers and not just qualified in a particular academic subject;
- Provision of opportunities for academic staff for continuous professional career development as a professional teacher and not just as a subject/discipline specific academic staff;

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- Academic staff remains up-to-date and proficient in the very best pedagogical practices and all that excellence in teaching requires.

College ESLG strives to make the teaching and learning a shared process, in which both student and teacher contribute to their success. Within this shared process, College ESLG engages students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. College ESLG tries to avoid the drive among students to merely survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject. This is something that College ESLG tries to avoid as a corporate culture.

College ESLG tries to make the quality of teaching and learning as a top priority in a research-rich environment, where the subject matter is driven by the latest knowledge and research, delivered in a way which encourages students to develop academic literacy and both subject specific and generic skills which they can apply immediately in the real world, especially in the labour market. The best teaching encourages students to be aware of and to draw on the research not only of the teacher, but also of fellow academics within and beyond the university or college, including internationally. In this era of increasingly rapid globalisation, the teaching and learning experience for all students must be globally connected, enabling students to develop an understanding of how their subject is viewed and pursued in different parts of the world.

College ESLG tries to change in the competitive higher education marketplace by adopting 5 Es of excellent teaching such as education (preferably abroad), experience, enthusiasm, ease of teaching and eccentricity

College ESLG strives that achievements in all courses are driven by learning outcomes. College ESLG strives not only to educate students in narrow, knowledge based specializations but it goes beyond this seeking the integral education of the person.

College ESLG adapts to new changes in the globalized world of higher education by means of introduction of bonus system for outstanding teaching engagement. College ESLG has introduced an incentive system of prizes attributed to professors for their quality of research publications and outstanding performance in teaching.

College ESLG has introduced student centred and problem based learning as part of its overall teaching philosophy.



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Teaching philosophy of College ESLG is that teaching and learning are a team activity. The study programs are designed and students are assessed on the basis of agreed learning outcomes. Effective student centered learning means that the student is also part of designing of learning outcomes.

The shift in teaching philosophy based on learning outcomes and competences at College ESLG is accompanied by a change in assessment procedures. At College ESLG we manage our change and improve by changing the assessment procedures too, which no longer simply check taught facts and knowledge, but rather measure the competences the student obtained as a result of a process of learning. In some cases this may require new formats, for example role plays or simulated situations that anticipate what the graduate might encounter later in the labour market.

College ESLG also tracks students during studies and after graduation. It is in the higher education sector's interests to know how students made their way through their academic career and, where graduates managed to get a foot into the labour market.