

Privatization of Higher Education in Kosovo: Causes and Consequences

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Introduction

The main aim of the Bologna Declaration was to gather higher education in Europe in order to create a "European Higher Education Space" that would secure international competitiveness of higher education, namely the competitiveness of the European market economy versus competing economies the North American bloc (NAFTA) and the Far East. This goal was, of course, a logical consequence of the world's "market flexibility" in terms of job deregulation-but not its movement which is obstructed in any way, especially from the South in the North, in order to continue the second to embody the advantageous advantages they offer to the first multinationals. In other words, the collection of the teaching systems is the consequence of the homogenization of the labor market that brings the internationalization of the market economy.

Privatization of Higher Education: Causes and Consequences

From a careful reading of the report of the Commission on Higher Education, which aims at its 'reformation', it is noticed that the twentieth high education in recent years has sailed like the politics and economy of the country in the waters turbulent. Not only did political-economic studies have been done so many years ago, but there is a synthesis where, although the public university is dominated by the private one, it seems private will soon dominate. And that's because the private university has risen with galloping rhythms in the last decade. To understand this, it is enough to bring an example to Germany: there, only 3% of students study at private

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universities, while in Albania, 21.5%! (First Report on Reforming Higher Education and Research, Tirana, January-April 2014. Table 3.1, p, 13. However, the report brings a mirror, though inaccurate, about the problems encountered in the space of knowledge. , while he points to some causes, such as institutional hierarchy, lack of democracy in decision-making and the inadequacy of government funding for public universities (without exploring, of course, the causes of the latter) - proposes within the same hierarchy, other mechanisms Regulatory Synthesis starts from the four national agencies where each one has a separate function and goes to internal university synthesis where, though trying to fix the situation, it seems to complicate it even more: because it adds to it other regulatory mechanisms .

However, the main problem with this report is that he "embraces" the principles of representative democracy as patches on sack. That is why he wants to establish the concept of 'competition' between Universities while the concept of 'solidarity' and 'emulation' is not mentioned anywhere! The inability of neoliberal governments to cover the cost of university requirements and the increase in student numbers - makes the Commission propose some additional financial resources, most notably private shareholders or donors! Schematic: While the four national agencies generally orient the universities (public and private), the latter are forced to compete with one another in order to increase efficiency and institutional independence. And these are the two concepts, ie. efficiency and competitiveness, not only between universities at the national level but also internationally (respectively, the EU, as the Albanian political class intends to integrate into it) underlying the Bologna Declaration. This Statement represents a direct link to education with the needs of the market, unlike its indirect linkage over the social-democratic period. In this sense, the statement summarizes the content of neo-liberal globalization in terms of education and scientific research which has decisive consequences on content and, of course, on its funding. Thus, it is now openly stated that the university is in the service of private enterprises, while at the same time it is established, through direct and indirect methods, funding only those study and research programs that serve the "needs of society" (as they correspond to " market "). Knowledge, like everything else in a market economy / society, becomes a tool principally serving the market economy and the elites

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that control it, the wishes of teachers and students, and hence the "cognitive" cognitive needs of science .

Certainly, there are direct and indirect ways for Universities to adapt to market and competition needs, which are already successfully implemented abroad. Indirectly, with study programs, be it indirectly, with sponsorships from private research companies, or university curricula. It is superfluous to say that private schools continue to offer classical teaching for elite children, while public schools are now forced to offer rigorous training geared to market needs. It does not provoke surprisingly that someone in social-neoliberal Britain can observe, from the beginning of the past decade, a continual contraction in the number of "theoretical" university sections - eg. sections for which the study objective was History, Economic Theory, Philosophy etc. , in the interest of "practical" sections, closely related to the market (management, Entrepreneurial Studies, Computers Electronics, etc.). This was not the result of any satanic elite plan, but merely the result of the "internal market" function that was created in the teaching section which has already led to the indirect privatization of research and research from below. Thus:

- On one side of the demand, candidate students, faced with today's intense unemployment, choose study facilities that go "into the market, and consequently prefer the same university sections, indirectly helping channel more public funds towards them, and,

- On the supply side, these "practical" sections provide easy sponsorship and private subsidies, both of which complement public contraction in education shrinkage imposed by neoliberal globalization policies, which impose drastic cuts on the tax coefficient (direct taxes on entrepreneurship, personal income tax, etc.) in favor of privileged social strata - in the name of competition - financed through the same cuts in public spending in general and in social spending in particular.

The inevitable result of this process was the massive production from the pure technocrats teaching system, with general superficial knowledge and, of course, no autonomic mental ability beyond the narrow and highly specialized context of the [scientific] field. The underlying goal of education in neoliberal modernity is the "production" of the same "mind-boggling" scientists

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who are called to solve the technical problems faced by private enterprises in order to maximize the economic outcomes for them and indirectly for the entire market economy system.

It would not be surprising, therefore, that this massive production of "scientists" would conform to the dominance of the thought of scientific rationalism. In the USA, for example, where this education system was ever dominant, scientists known in their branches (even in physical sciences) are religious or adopt different irrational thinking systems, their central ideas are gained not through rational methods (reasons and empirical facts), but through sensitivity, or instincts, feelings, mystical experiences, discoveries, etc. The result is a hybrid scientist Jekyll and Hyde who is forced to use rational research methodology as long as he has worn his "scientific chapel" and becomes a worst type of irrationalist when he "takes it off" and tries to match science with faith! This was a relatively rare occurrence in Europe before neoliberal modernity, but today's Americanization and the ongoing privatization of European universities make it even more powerful.

Based on this framework and dynamic, the Commission for Higher Education proposes:

- the division between academic staff and the administration⁴² so that, according to him, the academic staff does not have financial interests, where both of these sections depend on the Administrative Board; and
- the Business and Local Authorities contribution to the University budget and the orientation of higher education to the labor market.⁴³ Thus, as foreign businesses and foreign monopolies have been flooded, they can finance the universities!
- In short, the opening and liberation of the university not only towards foreign capital but also its orientation towards the market.

This process of privatization of higher education and the distortion of science becomes even easier when universities are not directly controlled by society - for it can only express the general interest - but from the elites and social groups within the society expressing particular interests, or economic (multinational) or cultural (eg, religious or church organization) or political-military (American Pentagon). The issue, therefore, is not simply that if universities are lucrative bodies, as the political elites support to disorient the demand, but whether the study programs and

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research are generally determined by society rather than by certain social groups with specially funded interests within it, such as businessmen, "market representatives", anticipating the "reforms" of the parliamentary junta.

In short, the public university, even though it is called public and can be compensated in its demands by a government, accompanies the privatization of a country's knowledge and resources, since any government integrated into neoliberal globalization (G / N) has no way of restraining on the one hand, the flow of young people to study professional branches in order to get employed in the labor market, mainly in financial services, and on the other hand, increase university funding. Indeed, the university is adapting to the main classes that genuinely created G / N: the sub-class (the poor), the middle class and the superclass (top class). But while the middle class usually chooses the public university, it is shrinking as a consequence of the imposing savings policies (these are the consequence of G / N). And as the middle class shrinks in the medium term, equally the public university shrinks, with the consequence, the introduction of the private university as the panacea of knowledge and the further and gradual privatization of the public university. The cause, therefore, of this situation, is the orientation of places to integrate into the G / N. And this process and this dynamic includes all the countries integrated in it. Of course, out of this process are excluded those countries that maintain trade balance. Germany for example: it will maintain the dominance of the public university as long as it will maintain surpluses within the EU-Eurozone. If it adds to its deficits, the public university will inevitably pass through the same process. So the question here is not whether the university should be reformed, but that if our government is willing to step down, diplomatically, from its objective: to integrate into the G / N. It should be said here, that the Albanian political class speculates when it says that our integration into the G / N is the will of the Albanian people. Because the people have never been asked. The people, of course, with the fall of socialism, demanded a change of regime, and in the absence of alternatives, turned to Europe with the idea that the latter continued its social democratic order. But social democracy had fallen since the 1970s, and the Socialist bloc had not propagated this decline: because the capitalist bloc was pretty good at coping with its failure and the socialist elites did not understand anything. So peoples demanded Europe without prior knowledge. Today, as Europe finds itself in a deep and multi-dimensional

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crisis, and the causes are both endogenous and systemic, the elites of the region continue to propagate integration into the G / N, respectively, in the EU-Eurozone.

In economic and administrative terms, the actual government reform realizes several objectives at the same time. First, at the economic level it is known that the economic oligarchy owns and controls over 95% of the mobile capital. With this capital it not only finances professional politicians and advances its long-term interests but wants to debit through credits and second-tier banks students. Secondly, at the administrative level, it is known that the public university mainly attends two social classes: low and middle. The percentage of students in this university is about 79.5%. While the private university is mainly attending the top tier. This layer is supposed to be part of the administration of (some) private enterprises and many public institutions. Because it springs from the current sprocket. It would, therefore, be naive to believe that public university students would prevail in the administration of (some) private enterprises and the public administration over supervisors. The issue, therefore, is very serious for current students: they risk being subjected to dictatorships of credit and super-power since the first year of the university. I.e. public university students even if they successfully complete higher education, they will face in all public and private administrations - with superclass administrators. Demand and battle for public and free university is, therefore, as sublime as indispensable. Because savings exist. But they are owned by the economic oligarchy. And she, through this "reform", intends to multiply them. So instead of the current government taxing the local oligarchs and generating enough revenue to cover the needs of the public university, it allows the oligarchs to multiply assets to the detriment of the majority of the Albanian people! The local and foreign oligarchy, moreover, is transformed into a permanent lender for education as well as international institutions (IMF, WB, etc.) for the states.

The prerequisite, therefore, necessary (but not compliant) for the reform of higher education is generally sufficient subsidy of didactics and research which requires drastic taxation (in practice not in theory) on high incomes and earnings. But something like this is impossible in the context of an internationalized market economy, as something like that would work as a counterbalance to domestic, foreign investment. This condition is related to the content of the

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study itself. Thus, the reform proposed by Komusioni, which was supported by the devastation of some "intellectuals", among others Kadare, is nothing but the inevitable outcome of the policies adopted by the Albanian political class in the past twenty years. It can not, of course, be attributed to the privatization of universities and knowledge exclusively to the ruling coalition. Because he just suits the institutional framework that craves and propagates, in its ignorance, the political class in recent decades. The question that may be raised here is whether the current government is likely to avoid, in part, this process. The answer is positive. But the show seems clear, she lacks knowledge, not just about what needs to be done (because the Commission's proposals in most of them are copy-paste of Bologna's declarations, despite the overwhelming salary) but even with regard to the completion of the proposals and policies it imposes. And that, because when it comes to knowing the end of a policy one can say that someone enjoys scientific knowledge (wisdom).

While the debate about the "reform" of Higher Education in Albania is on, the pedagogues and students of the private university focus mainly on the details (eg at rankimi), while the other side, on the main principles (eg finance). And 'finance' is one that someone has to focus more on, because all other university concepts can be developed over it. Because the economic guarantee of knowledge is like human courage: the moving base towards a predetermined objective. When it is unstable or foreseeable, the proposals are almost the same. Thus, the proposal of the public university to "finance" the private sector not only implies indirect privatization but is contradictory: because when the state enables private capital to finance the public university as a potential sponsor, it shows two "hilts": one because the state can not afford or renounce to tax private capital, since the private is considered de facto as a dagger and is oriented towards the University, and the other to privatize indirectly Uni. public! In fact, both "holes" associate each other: because in the conditions we are, politically and economically, it is known that each country has created a "political-economic oligarchy" and vice versa. And the fact that there is an oligarch, governments give up taxation and declare inability to cover education needs. This in itself is a "mockery": because instead of taxing the oligarchies, governments give up (as they ascend into power by clamping on oligarchic sponsorships) and allow them to enter behind the Uni. public.

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The problem, therefore, is not that private universities have failed and seek "subsidy" from the government, because Uni. private entities are objectively designed to cover high-class needs. But it is the "minima" of the University itself by modern oligarchies. Suffice to go back to the story and to understand the structural changes in the public university that took place along the social-democratic consensus in the West. Because significant changes in study and research programs, as well as in the functioning of the Universities, began to blossom after the May of '68 in the West, most of which were later overthrown within the overall framework of neo-liberal globalization. And the fact that this "minim" is undertaken in the West by the relevant oligarchies and has developed its "fruits" - that's the "same" fruit everywhere, i.e. "Conforming" scientists, enough to counter this reform. Certainly in the draft-reform there are some sound principles (eg the percentage of teaching and scientific research) but, scientific research 'conforms' when the pedagogue has over a private sponsor a "sponsor" dominated by professional politicians in the decisions they make, rather than pedagogues.

Thus, I think that despite the fact that television debates can not reveal everything, pedagogues and students are scattering not only this "hile" but also the following three elements:

Uni's overall situation. in the West, which is miserable (in the sense that it is not scientific, ie "scientific" studies are partial and usually focus on 'consequences / facts' and in man not the causes, and do not expand into studies including a perspective clear systemic and, in deterioration;

The "drawing" of the draft-reform on the basic principles of the Bologna Declaration (competition, etc.), which, in turn, has adapted to the institutional framework of neoliberal globalization and its dynamics;

and the expectations of our economy in relation to the global crisis at world level.

In this context, the "professors" who drafted this draft-reform, most of whom work at Uni. public and advocate the kindnesses of this "reform" do well argue that we must understand "where we are" in order to understand "where we are going." 45 But, as discussed above, before we go the current situation of Uni. we must go to the current political-economic situation and then propose. And the fact that these "professors" have missed - and for too much do not focus on "ontology and political-economic dynamics" - it shows that they do not really understand or

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do not understand! And to be fair, the "academic" elite coexists with the political-economic oligarchies of a country and know very well what they propose. But they forget or are shortsighted about the fact that science and public interest in "ideological-economics-political" interests is "betrayed" at the same time the betrayal of public interest and science. Moreover, the student loan system, which was embodied by the Social Workers of the New British Workers Party, to replace the old student subsidy system that generally covered student expenses (which was adopted by the Social Democratic Labor Party of the time), not only pushing students and students to work at bars and macdonalds - not to say in striptease - to cover their income, but rather leaves it with a serious debt at the end of studies. This has, for the system, the important social side effects of creating a class of subordinate citizens who struggle to settle not only the usual debts to buy homes, vehicles etc. , but also the debts of Uni's studies. - the perfect formula for a passive citizen. In short, the short-term funding option for Higher Education lies in the progressive taxation - in practice - on a country's income and the coverage of Uni's needs. And the long-term solution to education lies in community assemblies where citizens themselves will determine the general content of education and research programs, details of which would be further defined by the assemblies of teachers and students. In the mid term Uni. could be controlled by a national confederation of new "municipalities" in which citizens' assemblies would define the general education framework - and primarily their intention to support the effort to build an independent economy that would 'serves the needs of citizens rather than serving the needs of multi-nationals and businessmen who would form the uni's private council.

CONCLUSIONS

Education has a general goal to develop the capacity of all members to participate in reflective and counteracting actions, therefore, to educate citizens as citizens, so that public space can gain meaningful content. This implies that education and schools should be determined by the objective economic needs of a community. Each community is different from the other and the entrepreneurial needs are different. The main orientation of education in general should be

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defined at the democratic level based on the characteristics of the community. Education must comply with certain prerequisites, such as the outline of the real economy, inclusive decision-making, the overthrow of the principles of dominant social values, etc., which determine the general orientation of education; and education, in essence, should aim at highlighting each other's virtues. Education, unlike education, aims at cultivating and reproducing the 'general' and dominant values of a society. Adult education in today's European countries is very important. The importance for adult education today is conditioned by rapid changes in knowledge and the need for adults to acquire new and contemporary knowledge.

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