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Author

KACANIKU, Fjolla

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Abstract

This paper analyses the unique case of Kosovo alongside the broad context of the European Higher Education Area (EHEA) development. Kosovo started implementing the Bologna Process in 2001, although to date, it has not been formally admitted as a member. This paper provides evidence on the impact of the Bologna-influenced reforms on developing quality assurance and enhancement in Kosovo's higher education during 2001–2019. The study opted for a qualitative method design combining content analysis and semi-structured interviews to investigate both the normative and operational aspects of institutional learning and change that followed these reforms. The study builds on other Bologna-related studies, demonstrating that higher education institutions have placed accountability at the forefront of their ambitions. Findings recommend that a balance between quality control and improvement is imperative towards developing a quality culture. Therefore, there is a need to redistribute quality assessment 'power' equally among all stakeholders in higher education.

(HRK / Abstract übernommen)