

# INTERIM REPORT

AUGUST 2007

## Nazorg Pristina Summer University

*Organised by the University of Pristina*

*SUPPORTED BY SPARK (FORMERLY ACADEMIC TRAINING ASSOCIATION)*



UNIVERSITETI I PRISHTINËS  
UNIVERSITY OF PRISHTINA

Activity Number : 11059  
Project Country : Kosovo  
Managing Organisation/ Contractor : SPARK (formerly Academic Training Association)  
Implementing Organisation : Academic Training Association and the University of Pristina  
Grant allocated : 375,000 Euro  
Agreed Duration : 01 December 2004 – 1 March 2008  
Period Covered by Narrative Interim Report : 01 February 2007 – 31 July 2007

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## Section 1: Context

### The programme in short and preceding developments

*see previous report*

### Past situation at the University of Pristina

*see previous report*

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## Section 2: Main Aims and Target Group

### Strategic project goal

To improve inter-ethnic cooperation in the Western Balkans through the organisation of an international summer university programme, which serves as a platform for inter-university cooperation within the Western Balkans, while improving the quality of higher education in Kosovo and accelerating its integration into the European Higher Education Area, i.e. Bologna process.

### Wider objectives

- To improve inter-ethnic relations between Kosovo-Albanian and other ethnic groups in SEE;
- To facilitate future EU integration;
- To improve the quality of higher education in Kosovo;
- To contribute to the economic development of Kosovo.

### Project objectives

#### 1. To stimulate SEE inter-ethnic cooperation and development of regional professional networks;

- Bringing senior students and teaching staff from the region together in order to discuss issues of common concern, which will lead to the development of professional networks in the region;
- Fostering, in particular, better relations between the University of Pristina and the University of Mitrovica; Hier zou wellicht nog scanning Serbian documents, Milan training, Dubrovnik vermeld kunnen worden?

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#### 2. To integrate the Kosovo Higher Education System into the European system through implementing the Bologna Action Lines (e.g. ECTS);

- Introducing recent academic developments and new teaching methodologies into the UP curriculum;
- Assisting in the development and renewal of curricula in accordance with the Bologna Declaration;
- Implementing the ECTS system and promoting the introduction of Quality Assurance methods.

#### 3. To foster sustainable cooperation with visiting professors and their universities;

- Fostering sustainable cooperation with visiting professors and their universities by promoting the development of sustainable cooperation during and after their stay.

#### 4. To improve the quality of education (inter alia through curriculum reform);

- Deepening and broadening the professional skills of students and academic staff of the UP, particularly those co-teaching with visiting professors, which will enable UP staff to more effectively fulfill their duties as educators of the new generations of professionals and academics in Kosovo.
- Wellicht hier noemen de QA samen met UP en OSCE?

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### Target Group

The target group consists of (senior) students, as well as young and senior staff from both the University of Pristina and other universities in the region.

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### **Section 3: Activities planned and carried out; Discrepancies between expected and actual results; Problems and proposed solutions.**

#### **Executive Summary**

The 7<sup>th</sup> edition of the Pristina Summer University was successfully organised between 16 July and 3 August 2007. The PSU 2007 offered 15 intensive academic courses, taught by 15 visiting professors together with 16 UP co-professors. For the first time, all courses were held in English without translation. In total, 2212 individuals from over 60 countries applied to study at the PSU. 374 participants eventually took part in the courses, of which 265 were awarded an official ECTS Summer University certificate. 258 participants were from Kosovo, 67 from scholarship countries in Southeast Europe<sup>1</sup>, and 49 from other countries outside SEE.

Cooperation with the University of Pristina developed smoothly, based on the division of tasks and responsibilities specified in the new MoU that was signed at the beginning of 2007. The PSU office hired two additional staff members in February and by April the preparations for the summer university were back on schedule. Remaining tasks such as the recruitment of visiting professors and the selection of self-financing students were transferred from SPARK to the UP. During the summer university, when allegations of supposed discrimination against Serbian students appeared in the media, UP and SPARK promptly reacted with a joint statement – that negated the allegations – and calmed down the situation.

As in previous years, local and international policy-makers acknowledged the importance of the PSU. The Director of the Stability Pact Working Table 1, the Program Development Director of European University Association spoke at the PSU Opening Ceremony. The Special Representative of the Secretary General participated in the PSU Opening Ceremony and a public forum, as did the Prime Minister and the President of Kosovo.

Despite continued political tensions related to the ongoing negotiations about Kosovo's future status, the PSU 2007 made several remarkable steps towards improved regional cooperation. The number of participants from the region increased compared to previous year; in total 67 scholarship students from SEE participated, among which 14 from Serbia and 4 from Montenegro. This was achieved thanks to increased promotional efforts in SEE. UP staff joined a regional promotion tour and participated in a 1-hour live TV emission about PSU on Serbian TV B92. Another interview with a former Serbian PSU student was published on several smaller Serbian TV stations and online. During the PSU, a delegation of Serbian and international professors teaching at the Mitrovica Summer Courses visited Pristina during and met with the rector of the UP to discuss joint interests and possible future cooperation. Also, an exchange visit was organised for two student delegations of the PSU and the International Summer University Macedonia (ISUM), contributing to additional regional dialogue and exchange. After the end of all summer universities, a joint leadership training weekend will be organised for the best students of the summer universities in Pristina, Mitrovica, Bitola and Tuzla. Out of 12 applicants, 4 PSU students have been selected to participate in the training weekend.

During the reporting period, the UP speeded up fundraising efforts. Co-financing for PSU 2007 was granted by UP, ProCredit Bank, OSCE, and ICRC. Since MEST only supported with in-kind contributions and no additional donors were found, cuts had to be made on a number of budget lines in order to stay within the available budget. Developing a follow-up project proposal and raising funds for future PSU editions remains the main challenge for the coming period.

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<sup>1</sup> Scholarships were provided to students from Albania, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, and Serbia. Students from Romania and Bulgaria were no longer eligible for scholarships.

## Proposal Writing and Fund Raising

At the beginning of 2007, the UP took up fundraising efforts. The UP confirmed its contribution of 50.000 Euro for PSU 2007 and sent a request to MEST to provide dormitory accommodation for all students, plus a cash contribution of 25.000 Euro. MEST agreed to cover the costs for dorms (including three daily meals for all students at the student restaurant) and to provide a car for PSU staff to use during PSU, but the requested cash contribution was refused.

After a meeting with PSU staff in March, ProCredit Bank pledged a contribution of 23.600 for the PSU 2007, which was confirmed by PCB in written in April. The PCB contribution for 2006 was transferred to the SPARK bank account in June 2007. Due to a mistake in the contract, the contribution for 2007 could not be paid yet, but is expected to be transferred in the coming weeks.

Based on a proposal submitted by PSU staff in March, OSCE agreed to cover the costs for all reading materials for PSU. PSU staff provided OSCE with a list of all books requested, out of which 90% were eventually purchased. While it seemed in June as if OSCE procurement procedures would delay the provision of books, 80% of the purchased literature were delivered before the start of the PSU. The rest were received during the second and third week of PSU. The total costs of the literature provided by OSCE amounts to 23.700 Euro.

As in previous years, ICRC pledged a modest contribution amounting to 3.100 Euro, which was transferred to the SPARK account before the beginning of the summer university.

After all donor contributions were confirmed in May 2007, a new budget split was finalised, specifying per budget line which donor would cover the respective expenses. Since the MEST contribution was lower than expected and no additional donors were found, cuts had to be made on a number of budget lines in order to fit within the available budget of 242.325 Euro. Upon request by the PSU staff, SPARK agreed to receive the contributions of other donors by UP on its bank account in order to circumvent complicated UP payment procedures. It has been made clear, however, that in the future, the UP will have to manage all donor contributions itself.

In May, SPARK invited the UP management for a training course on project proposal writing that was organized for SPARK staff and partners in Struga, FYRO Macedonia. Unfortunately, due to internal struggles between the Vice-Rector for International Relations and the IRO Director, the latter did not receive permission to attend the training. The training session was attended by a staff member of the international relations office of the UP, who attended the training together with representatives from Ministries and SME agencies from Serbia, Kosovo and Macedonia. Also, the vice-rector for international relations from Mitrovica University attended the training.

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In June 2007, SPARK management met with the Vice-Rector for International Relations and discussed the development of a follow-up project proposal for PSU. In September 2007, the PSU staff members together with an IRO staff started developing the new proposal and made a plan for continuing PSU in the forthcoming years.

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The UP management has shown itself committed to continue the PSU after 2007, however, UP keeps stressing the need for international co-financing. While the cooperation with PCB and OSCE can hopefully be continued in the future, the decreasing financial commitment of MEST is worrisome. SPARK and UP will start fundraising efforts for PSU after 2007 as soon as the project proposal for the follow-up has been finalised. SPARK continues to support the UP in fundraising by providing relevant advice, contacts and documents for fundraising, but has been stressing that the main responsibility to secure funds lies with the UP.

## Summary

1. Was it in time, according to planning (check work plan/ timeline above)?

Slightly behind schedule.

2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.

Contributions from donors of previous years were secured, but no additional funding sources have been secured. MEST only contributed in-kind.

3. If there were, which were the main problems and which solutions were proposed / would you propose?

n.a.

4. Recommendations:

- A fundraising meeting / [donor conference](#) with potential donors should be organised as soon as the follow-up proposal has been finalised.
- UP should seriously discuss with MEST about the Ministry's financial commitment to possible future editions of PSU.
- PSU staff should receive additional training in fundraising.

## PSU Committee

The PSU Committee met four times during the reporting period. Two meetings held in March were dedicated to the prioritisation and selection of courses and professors, selection criteria for professors, students and courses, and the language used in courses and promotional materials. During the next meeting, the criteria for selecting students, the recreational programme and possible changes in the MoU were discussed. The last meeting of the PSU Committee was an informational meeting in which the Committee members were updated about number of the students participating in the PSU, academic and recreational program, the work dynamic of the PSU, Staff and logistics.

### Summary

1. Was it in time, according to planning / check work plan / timeline above)?

According to planning.

2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.

Completely carried out.

3. If there were, which were the main problems and which solutions were proposed / would you propose?

n.a.

4. Recommendations:

n.a.

## Developing the course programme, the selection of visiting and co-professors and information manuals provided to them

The call for professors was published by UP via e-mail, websites, mailing lists and other existing contacts at the beginning of January. UP staff dealt with all correspondence related to the application and selection of visiting professors. The selection of professors and courses was made by the PSU Committee in March. In order to strengthen the international aspect of the PSU, the Committee decided that only courses in English without translation would be offered at the PSU 2007. Advantages (no delay in courses due to translation; more possibilities for interaction between international and local students and professors; signal to students about the importance of English language; larger course offer for international students)

and disadvantages (smaller number of local students and co-professors eligible for participation; possible language problems in class) were discussed in detail in the Committee. To what extent this decision affected the quality of PSU will have to be concluded from the student and professor evaluations that were not yet available while writing this report. By mid-October, the external, professor and student evaluation reports were received and have been attached as annex I, II and III to this document.

15 courses were selected, and 3 courses were put on the waiting list to be added to the course programme in case of cancellations. One additional course was added to the course programme upon request of the Vice-rector for International Relations after the formal selection had been made. Unfortunately, PSU staff was informed only on the first day of the summer university that the visiting professor of this course had to leave at the end of the first week and that the co-professor could not continue the course alone. The course was taught very intensively during 4 days and students were offered the possibility to attend another course during the second and third week. This solution was not satisfactory, as there were no other courses in the medical field and students could not receive a certificate for the second course. This problem should have been avoided or identified earlier if the course had gone through the regular selection process.

Since one visiting professor cancelled early in the course preparation phase, 15 courses were eventually included in the course programme and advertised. One course was taught by two visiting professors, one course had two co-professors, and one course was taught by a local professor alone because the visiting professor cancelled at the last minute. The 15 visiting professors came from Australia, Bulgaria, Canada, Denmark, Finland, France, Ireland, Italy, Sri Lanka, Switzerland, Turkey, and the USA. They taught together with 15 local co-professors.

Updated versions of the information manuals for professors were made available on the UP and SPARK websites during the application period. Upon arrival in Pristina, all professors received a Welcome Pack with additional practical and background information.

*Summary*

1. Was it in time, according to planning / check work plan / timeline above)?  
According to planning.
2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.  
Completely carried out.
3. If there were, which were the main problems and which solutions were proposed / would you propose?  
One course lasted only four days. Students were allowed to attend another course of their choice during the second and third week.

4. Recommendations:
- Only visiting and co-professors who are available to teach during the entire duration of the course should be selected.
  - Selection of courses and teaching staff for PSU needs to be done in a transparent way and in accordance with the standard procedures in order to guarantee high academic quality.
  - Remuneration for co-professors should be paid according to a performance-based contract. **HIER STAAT NIETS OVER IN TXT HIERBOVEN? EXPLAIN**
  - Visiting professors who do not fulfil their obligations, do not respect agreements, cancel at the last moment or cause other problems, should not be invited again in future events.

**PSU Courses**

**Course 1: Global and Inclusive Education**

Visiting professor                      Johanna Lampinen, MA

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Co-professor University of Oulu, Finland  
Professor Naser Zabeli, MA  
Faculty of Philosophy, University of Pristina

**Course Description:**

The Global and Inclusive Education course provided theoretical and practical knowledge related to contemporary dimensions of global and inclusive education. Initially, problems of contemporary philosophy of global and inclusive education were discussed, aspects related with multi level teaching and techniques of interactive teaching were demonstrated. Teaching and learning methods included discussions, practical activity, independent works, writing reports, essays, and others.

Course level: BA

Teaching Methods: presentation, discussion, lecture, peer conferences

Learning outcomes:

- Gain wide perspective on global issues, understand the global interdependence and be able to compare and analyze the affects on education.
- Understand global education in different levels of society. Have knowledge of universal agreements and theoretical frameworks on which global education is based (UN MDG 2015, UDHR, UNESCO Delores paper 1996 etc.).
- Have theoretical and practical knowledge on inclusive education and different learning difficulties.
- Understand the structure and demands of an inclusive society.
- Develop group working skills and learn different interactive teaching methods.
- Develop critical thinking skills and ability to evaluate and understand her/his own working process.

**Course 2: Sociology of Communities**

Visiting professor Professor Lynne Alice, PhD  
Deakin University, Australia  
Co-professor Professor Ismail Hasani, PhD  
Faculty of Philosophy, University of Pristina

**Course Description:**

This course was designed to introduce to the student the study of community in society. Theoretical and methodological approaches to the contemporary study of “communities” were emphasized. The course examined the concept of ‘community’ using five theoretical approaches that focus upon youth, rural and urban living, the impact of communication technology, ethnicity and nationalism and gender. The course focused on contemporary problems involving student discussion of assigned problems, which were designed to help them apply the course materials in an interactive academic environment. Students engaged in lively debates which are designed to apply the assigned reading in a collaborative learning environment.

Course level: BA

Teaching Methods: lecture, discussion, case study;

Learning outcomes:

- Engage in critical analysis of specific texts and examples.
- Further develop written and verbal communication skills through essay preparation and group presentation skills.
- Articulate a coherent argument in response to set questions posing different points of view of the topics covered.
- Complete an individual and a group assignment for assessment.

**Course 3: Numismatics - Source and Heritage**

Visiting professor Professor. Jean-Luc Lamboley, PhD  
Dean of the Faculty of Humanities  
University Pierre Mendès France  
Co-professor Professor Edi Shukriu, PhD  
Faculty of Philosophy, University of Pristina

Course Description:

The course provided theoretical and practical knowledge related to the role of numismatics in ancient times as an important source to study pre-modern period. The Greek, Roman and Illyrian coins as well as Kosova numismatics were discussed and much of the course was focus on the meaning of the coins, their appearance and development, motifs, relations to archaeology, history and art history as well as the documentation of the coins. The teaching was developed through lecturing, discussions, writing reports, essays and practical activity. The course incorporated archaeological excavations on the site of Ulpiana, where new coins are likely to be found. Students enriched their academic experience by working in this new and interesting academic environment (learning by doing).

Course level: BA

Teaching Methods: presentation, discussion, lecture, assignments, field study.

Learning outcomes:

- Seeing coins as an important source of pre-modern history and as valuable heritage,
- Getting general knowledge on fabrication, appearance and development of the coins in ancient times,
- Understanding numismatics as the scientific study of money and its perspective for history,
- Getting knowledge on trade, economical and cultural relation between people and states.
- Recording coins found during archaeological excavations

**Course 4: Aspects of Sustainable Local Development: Mosaics of a Discourse**

Visiting professor Marina Dimova, MA  
Post-graduate course lecturer,  
Sofia University  
Co-professor Professor Arben Gashi, MA  
Faculty of Philosophy, University of Pristina

Course Description:

The course offered lecture-discussion sessions and interactive and participatory approach on topics related to: the challenges and opportunities for local development in the context of decentralization and transition; participatory approaches to local strategic planning and community development; theoretical and practical perspectives of local development covering the economic, social, human and legal dimensions and outlining the foundations and the basis perception of sustainable local development: the integrated Implementation of all local sectoral policies. This course analyses the key actors in local development and their inter-relationships. It examined the (potential) roles, policies and instruments of local governments, private sectors entrepreneurs, business interest associations, and non-governmental and community organizations. The course provided the possibility to the participants to be engaged in many practical discussions and activities, which further improved their understanding of the various aspects that shape and influence local development processes. In addition, participants were part of an environment, where many case studies and practices in the field of local development were shared from all over the world, which enriched their knowledge and vision on local development issues.

Course level: BA

Teaching Methods: interactive presentations, group work, exercises, case studies and group discussions

Learning outcomes:

- As result of their participation in the course students are capable to understand and analyse various local contexts in terms of social, political, economic and human realities, to grasp different development models and also are able to comprehend both theory and practice related to local development.
- Students know more about various components of the local development processes: strategic planning of the local development, community development, local economic development, legal, fiscal and political factors related to local development and are able to recognise and draft certain policies in order to promote sustainable local development.
- Students have also learned many practical approaches and methods to encourage local participatory development and are able to adapt and apply these in their own locality. Another

practical outcome is the knowledge gained about the concept of project cycle management and the process of drafting and implementing projects to achieve local development objectives.

#### **Course 5: International Business**

Visiting professor            Professor Hans-Joachim Zilcken, MA  
   University of Aarhus, Denmark  
Co-professor                 Professor Besim Beqaj, PhD  
   Faculty of Economics, University of Pristina

##### Course Description:

Today, change happens at breakneck speed. Keeping on top of the evolving world international issues and their impact on international business can be difficult. The course reflected on these controversies and challenges in international business today, including the role of international institutions and mechanisms. Globalization of business is offering a lot of opportunities and challenges, therefore one should deal with real impact of international business on everyone's life.

Course level: BA

Teaching Methods: presentation, discussion, lecture, case study

##### Course Objectives:

- To give the students insight into the background for companies becoming engaged in international activities;
- To understand history and impact of international business
- To recognize the growth of global linkage today
- To appreciate opportunities and challenges offered by international business in the international environment

##### Course Topics:

1. The International Business Imperative and Culture
2. Trade and Investment Policies
3. The Theory of Trade and Investment
4. Economic Integration
5. Services and Financial management
- 6 Choice of entry strategy; managing export operations and foreign subsidiaries; the internationalization process, and designing international marketing plans
7. Outsourcing

#### **Course 6: Economics of Balkan Integration**

Visiting professor            Professor Esmeralda Gassie, PhD  
   University of Limerick  
Co-professor                 Ass. Adriatik Hoxha,  
   Faculty of Economics, University of Pristina

##### Course Description:

This course considered the main economic integration theories. It included theoretical models as well as examples of regional trade blocs. The analysis was complemented with extensions to the Balkan region. Some of the questions the course tried to answer concern Balkan economic cooperation, costs and benefits of regional integration etc. The world economy converges towards globalization and this course provided students with analytical tools to better understand it.

Course level: BA

Teaching Methods: discussion, lecture – seminars

##### Learning outcomes:

- To have the theoretical and practical knowledge of the integration process.
- To know the effects of trade diversion and trade creation as well as the costs and benefits of Balkan economic integration.
- Be able to assess the issues related to economic transition in the Balkan region.
- To analyse the different steps of the Stability and Association Pact.

### **Course 7: Introduction to International Public Law**

Visiting professor Professor Shak Hanish, PhD  
Department of Social Sciences  
National University, CA, USA

Co-professor Ass. Qerim Qerimi  
Faculty of Law, University of Pristina

#### Course Description:

This BA-level course was designed to introduce students to the basic subjects, institutions, functions, and problems of public international law. It introduced students to the current state of the international legal order, and the present tension between theory and practice that arises in the application of international law to real-world situations. The methods that were used include presentation, discussion, lecture, case presentation.

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study.

Learning outcomes:

- Discuss and explain basic subjects, institutions, functions, and problems of public international law.
- Describe the current state of the international legal order.
- Identify the present tension between theory and practice that arises in the application of international law to real-world situations.

### **Course 8: The Control of Constitutionality: General and Comparative Observations**

Visiting professor Professor Alexander Schuster, PhD  
Faculty of Law, University of Trento

Co-professor Professor Visar Morina,  
Faculty of Law, University of Prishtina

#### Course Description:

The idea of European constitutionalism sets the background of the course. Students shall understand from the outset that juridical review, however different from one country to the other, is closely link to the evolution of the notion of constitution in modern Western legal tradition. After having introduced the traditional ways of classifying constitutional review patterns, students were acquainted with the theoretical conventionality of such classification and understand that reality gives evidence of hybrid models. These composite solutions draw inspiration from leading European constitutional systems and are influenced by the impact of supranational sources on national adjudication. Students gained a first insight on the issues at stake when it comes to discussing the possible political side of juridical decisions. In addition to European examples, the United States were briefly mentioned as well. All elements of the contemporary debate were finally reviewed by focusing on the highly interesting solutions of constitutional review adopted in Central Europe and on the performance of the Albanian Constitutional Court.

Course level: BA

Teaching Methods: lecture, debate, case study

Learning outcomes:

- Understanding of the impact of the judiciary on the allocation of state power
- Assessing the effects of pure and hybrid models of judicial review
- Identification of the interpretative techniques used in constitutional decisions

### **Course 9: Environmental Protection**

Visiting professor Professor Fabio Monforti, Ph.D  
State University, Milano  
Stefano Caserini  
Environmental Engineering Department, Politecnico Di Milano

Co-professor

Professor Qerim Selimi,  
Faculty of Mathematical Sciences, University of Pristina

#### Course Description

The course aimed to make students understand our environmental biosphere, cycle of matter, energy and life, environmental health and toxicology types of toxic substance, types of exposure, absorption of toxic compounds, distribution of toxic compounds, excretion of toxic compounds, toxic effects, environmental pollutants, the atmosphere and climate change, climate and air pollution, primary air pollution, photochemical smog particulates, energy and the "green house effect", interaction between climate processes and air pollution, urban climates, stratospheric ozone depletion, effects of air pollution, human health, plant pathology, acid rain, control of air pollution, water: resource and pollution, types of water pollution

Course level: BA

Teaching Methods: presentation (based on power-point), lectures, working groups.

Learning outcomes:

- Understand environmental science and biosphere,
- Toxicology and health.
- Air pollution and climate change,
- Water resource and pollution

#### **Course10: Land Consolidation for Rural and Urban Area**

Visiting professor      Professor Yasemin Celikbelik, PhD  
Gazi University, Ankara, Turkey

Co-professor              Professor Ilmi Zherka, PhD  
Faculty of Civil Engineering and Architecture, University of Pristina

#### Course Description:

This course provided students with knowledge about the legal base for the disposal of the lands, about the reasons of needs of agricultural and constructive, appearance of parcels to be as much more well-ordered for maximal negation as for agriculture and also for constructive development, the calculation for agriculture and constructive land in the present situation and the new division according to the projects for agriculture negation and planning area.

Course level: BA

Teaching Methods: lecture, discussion, presentation, case study

Learning outcomes:

- Knowledge of legal base of land consolidation and related laws
- Possibility of communication between geodesy engineers, lawyers and landowners within the land consolidation region
- Formation of infrastructural networks in land consolidation projects
- Formation of regular shape of parcels
- Knowledge of procedures related to valuation of land
- Land development in urban area and expropriation matters
- Rural development programs and land consolidation practices
- Importance of having a sound and effective cadastral and title registration system
- Theoretical and practical knowledge and skills obtained by the students in order to implement the professional projects in the sites

#### **Course 11: Pneumatics and Hydraulics FESTO didactic, workshop practice**

Visiting professor      Professor Bryan Hobbs, MA  
Deakin University, Australia

Co-professor              Professor Agron Pajaziti, PhD  
Faculty of Mechanical Engineering, University of Prishtina

#### Course Description:

In this course, students learned how pneumatic components work. Compressors- the basic circuits were drawn by hand and then described. Students also learned about advanced pneumatics, sequencing circuit, pressure controlled circuit, cylinder design and application, clamping and gripping devices, logic circuits for pneumatics, trouble shoot the circuit. Note: this course was based on the FESTO P1 and FESTO H1 courses.

Course level: BA

Teaching Methods: lecture draw circuits, circuit assembly , trouble shoot , computer simulation seminary, factory visit

Learning outcomes:

- To read and interpret pneumatic circuits and hydraulic circuits
- To assemble and trouble shoot pneumatic circuits
- To assemble and trouble shoot hydraulic circuits
- To draw pneumatic circuits using standard symbols and describe how the circuit works
- To draw hydraulic circuits using standard symbols and describe how the circuit works
- To use computer simulation software from FESTO and compare to the assembled circuit and the circuit drawn

### **Course 12: High Speed – Digital Interconnect and Signal Integrity**

Visiting professor            Professor Abdel Sebak, PhD  
University of Concordia, Canada

Co-professor                 Professor Enver Hamiti, PhD  
Faculty of Electrical Engineering,  
University of Pristina

#### **Course Description:**

This BA-level course consisted of lectures, computer laboratory sessions and group projects. It allowed students to acquire both PSPICE and Matlab programming and team work skills. As part of the course, students engaged themselves in individual and group programming projects with applications related to signal integrity issues in digital devices.

Course level: BA

Teaching methods: lectures, seminars, discussions, project work and assignments

Learning outcomes:

- Familiarity with signal integrity issues
- Programming using Matlab
- Simulations using PSpice CAD tools

### **Course 13: Relationship between Art and Space**

Visiting professor            Professor Albena Mihailova

Co-professor                 Professor Zake Prelvukaj, MA  
Faculty of Arts, University of Prishtina  
Prof. Ass. Ismet Jonuzi  
Faculty of Arts, University of Prishtina

#### **Course Description:**

The course treated all standard fields of visual arts, from traditional to the new media that are currently happening in Europe and in the World. The aim of the course was to inform students about the contemporary events of visual arts in form of presentation, through video-projections and lectures. This course served for advancing theoretical ideas or concepts and their practical materialization. The first part of the course consisted of a presentation and theoretical and electronic lectures. The second part of the course was practical, with active student participation and use of electronic devices as are: video-presentation, computer and DVD. This course also treated the chronological part of the most important events of the XX century of visual arts.

Teaching Methods: lectures, presentations

Learning outcomes:

- Know how to perceive a piece of art work.
- Work and organize an artistic idea.
- Understand the relationship between art work and space.
- Realize finally an art work and install it in a space destined exactly for this art work.

#### Course 14: Beach Volleyball

Co-professor

Professor Musa Selimi, PhD  
Faculty of Physical Education,  
University of Pristina

Course Description:

Beach Volleyball is a sport played by two teams of two players each on a sand court divided by a net. There are different versions available for specific circumstances in order to offer the versatility of the game to everyone. The object of the game is to send the ball over the net in order to ground it on the opponent's court, and to prevent the same effort by the opponent. The team has three hits for returning the ball (including the block touch). The ball is put in the play with a service; hit by the server over the net to the opponent. The rally continues until the ball is grounded on the playing court, goes, "out" or a team fails to return it properly. In Beach Volleyball, the team winning a rally scores a point (Rally Point System). When the receiving team wins a rally, it gains a point and the right to serve. The serving player must be alternated every time this occurs.

Course level: BA

Teaching methods: theory and practice

Learning outcomes: Students who have attended this course are capable to demonstrate:

- Basic Technique of beach volley
- Knowledge of the way how the game of beach volleyball functions
- Information about the beach volleyball rules
- Information on the training process
- The learning methodology of the technical elements of beach volleyball

#### Course 15: Forensic Medical Investigation of Bomb Explosions

Visiting Professor

Ananda Samarasekara  
University of Colombo, Sri Lanka

Co-Professor

Dr. Arsim Gërxhalii, Assistant at the University of Prishtina

Course Description:

This course was designed to provide basic concepts in forensic medical investigations in bomb explosions. In order to lay the foundation basic principles of explosives, explosions different types of bombs were discussed prior to the subject proper. The importance of multidisciplinary approach to the investigation, problems encountered during investigation and possible solutions and the importance of standardized protocol were highlighted during the course.

Course level: BA

Teaching methods: Lectures, presentations

Learning outcomes: The expected outcome of the course is to facilitate those who successfully complete it to further develop skill and knowledge for its application in real situations.

#### Performance of visiting and co-professors

The results of the external student and professor evaluations only became available by mid-October. Therefore, the evaluation reports are attached as an annex.

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The majority of the visiting professors stated that their co-professors were committed. The returned questionnaires from visiting professors included the following recommendations:

- A meeting with both visiting and local professors should be organized in the beginning of PSU in order to introduce professors to each other. By sharing problems professors can improve things and create new ideas and linkage between the courses.
- The role of co-professors should be specified and clarify the division of responsibilities between professors and co-professors.
- More attention should be given to the student selection process, especially to proficiency in English and the relevance of the field of study.
- PSU could be shorter and more intensive.

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Most co- professors stated that both visiting and co-professors have learnt from working together. Usually co-professors noted that they learned new teaching methods, solving practical problems, using new programs, etc. from visiting professors. All co-professors stated that they would like to co-teach again in the future. Their recommendations for future editions included:

- During the training weekend for local professors in June, more attention should be given to teaching methods and interactive teaching.
- The role of co-professors should be specified and the division of responsibilities between professors and co-professors should be clarified.
- More attention should be given to the selection of students, especially to relevance of the field of study.
- Duration of PSU is too long.

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### Setting up a web based application and student administration system

Since the beginning of 2007, a new improved version of the database is being developed by SPARK. PSU staff started using the new application in May April 2007, when the student application opened. A training session with the SPARK IT engineer in Skopje was organised for PSU staff members. Afterwards, PSU staff kept in close contact with the IT engineer and immediately reported all questions and problems regarding the new web based application and student administration system. In general, the new application was working well and most problems were solved quickly. In September, the SPARK IT team will hold an evaluation session with PSU staff regarding the functionalities of the new application and the future of the PSU database.

### Re-opening of the PSU Office

The PSU office has remained open during the whole year. In February, two additional project officers/volunteers were hired to work at the PSU Office.

### Opening and functioning helpdesk

The helpdesk was opened at the beginning of April at the Law Faculty. Two helpdesk officers with previous PSU experience were hired. At the beginning of the summer university, the helpdesk was moved to the student dormitory in order to make it more easily accessible for the majority of students accommodated there. A laptop was provided, but no Internet connection was available. The helpdesk remained open during the entire duration of the PSU. According to observations during the PSU, the helpdesk functioned well, no complaints were received from students or professors during the PSU.

### Summary

1. Was it in time, according to planning / check work plan / timeline above)?  
On time.

2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.

Completely carried out.

3. If there were, which were the main problems and which solutions were proposed / would you propose?

n.a.

4. Recommendations:

n.a.

#### **Recruiting logistics officers, interpreters, and translators**

Logistics officers were recruited in June. In making the selection, UP considered the applicants' knowledge of English, university enrolment, general communication skills and previous PSU experience. Out of 28 applications, 15 logistics officers were selected, five of who had worked previously for PSU. Instructions and training were provided during regular meetings in the weeks preceding the PSU and during the Pre-Training weekend, where 14 logistics officers were present.

As all courses were taught in English this year, no course interpreters or translators were hired. Two interpreters were engaged to provide simultaneous translation during Opening and Closing ceremony and public forums. The programme brochure was translated by a professional translator; course literature was not translated this year.

#### **Preparing forums programme**

During the PSU 2007, five public forums and one public musical performance were organised. Forums intend to stimulate interdepartmental discussion of current topics among experts, visiting professors, professionals and students. Local and international students, PSU professors, as well as professors from the UP and representatives of local and international organisations were invited to the forums. The forums were conducted in English with simultaneous translation into Albanian. The forums were open to anyone interested and admission was free. In order to promote the forums among PSU students and the general public, flyers were printed and distributed among students and professors and in public spaces in Pristina. Additionally, SMS notifications were sent to about 3000 phone numbers before most of the forums. In general, attendance at the forums was satisfactory; only the last forum on a very specific medical topic attracted only a few students. One forum was cancelled due to the last minute cancellation of the speakers.

The following forums were organized:

*17.07.2007: "Challenges of Kosovo development and its perspective as an independent state"*

Local Panel Guest : Presidenti Prof. Fatmir Sejdiu, PhD  
International Panel Guest : Joachim Ruecker, SRSG  
Prof. Enver Hasani, PhD  
Place : Red Hall Faculty of Philology  
Time : 18:00

*20.07.2007: "The Banking System of South-East Europe: Kosovo Case"*

At the panel: Mr. Philip Sigwart, CEO of ProCredit Bank  
Place: Red Hall Faculty of Philology  
Time : 18:00

*23.07.2007: Scenic- musical concert by the Kosovo Philharmony*

Place : National Library  
Time : 20.00

26.07.2007: "Kosovar beauty from an artist's perspective"

At the panel: Sebastien Gricourt, UNMIK Officer  
Afrim Spahiu, Photo expert, fotographer  
Place: Red Hall – Faculty of Philology  
Time: 18:00

31.07.2007: "Kosova after the status and its neighbour relations "

At the panel: Tolbjorn Solstrom (EU in Kosovo),  
Prof. Enver Hasani, PhD, Rector of UP  
Prof. Dr. Petar Atanasov  
Prof. Dr. Ibrahim Gashi  
Place: Red Hall – Faculty of Philology  
Time : 18:00

This forum was cancelled due to the cancellation by the panel members.

02.08.2007: Telemedicine " Pharmaceutical education in Kosovo and euroatlantic trends"

Local panel guests: Prof.Dr. Qazim Hysenaj, Dean of FM,  
Dr. Arben Cami, Head of the Specialization Board  
(Ministry of Health),  
Prof.Dr.Ferid Kocani, Prodekan i FM-së  
Ass. Florim Nebiu  
International Panel guests: Pharm.D. Driton Salihu, New York  
Mr. Dashnor Nebiu, Viena  
Bpharm. Kreshnik Hoti, M.P.S, Australia  
Place: Faculty of Medecine, Telemedicine hall  
Time: 18:00

1. Was it in time, according to planning / check work plan / timeline above)?

On time.

2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.

One forum was cancelled due to the last minute cancellation of speakers.

3. If there were, which were the main problems and which solutions were proposed / would you propose?

n.a.

4. Recommendations:

- Experienced moderators should be selected who can lead and moderate a discussion.
- Topics should be chosen that appeal to a broad audience, not only to one particular study discipline.
- SMS promotion should be used to announce all forums.

## Preparing recreational programme

To encourage informal contacts between international and local professors and participants, an orientation day, opening ceremony, closing reception, three excursions, an exchange visit to the summer university in Bitola, individual course lunches and dinners, two student parties, two dinners for the professors and staff, and a soccer tournament were organized by PSU staff. In addition, participants and professors organised social activities themselves.

*Orientation Day*

As in the previous years, an informal orientation day was organised on the day before classes started for all international students and professors. After an introduction by the PSU staff at the Law Faculty, a tour through Pristina showed students and professors the UP campus and main locations in the city. In the evening, a welcome drink was organised in bar Kaca.

#### *Opening Ceremony*

On 16<sup>th</sup> July, the PSU was officially opened in the Red Hall of the Faculty of Philology. Besides the welcome speeches of several high level speakers, the Opening Ceremony included diverse cultural performances by students of the UP, adding to the festive atmosphere of the ceremony. About 400 students, professors, and members of the local and international community attended the ceremony.

Program:

The hymn of European Universities                      The Octet

Opening Speech by Rector of University of Prishtina, Prof. Enver Hasani  
Speech by Special Representative of the Secretary-General in Kosovo, Mr. Joachim Ruecker  
Speech by Mr. Agim Ceku, Prime Minister  
Speech by Mr. Fehmi Ismaili, Permanent Secretary of MEST  
Speech by Mr. David Crosier, Program Development Director of European University Association  
Speech by Ms. Marijana Grandits, Director of Working Table 1 of Stability Pact  
Speech by Mr. Yannick du Pont, Director of Spark  
Speech by Mr. Philip Sigwart, CEO of ProCredit Bank

Widmann, "Kommt her ihr Herrn"                      The Octet

M.Kaqinari "Mori trendafilja e vogël"                      The Octet

Paganini " Cantabile "                                      Ilire Avdiu, clarinet  
Florim Fanaj, guitar

Messaeger " Solo de Concours " :                      Ilire Avdiu, clarinet  
Menan Derveniku, piano

Verd " Stride la Vampa " :                                      Diellza Sylejmani, mexosoprano  
Neriton Hysa, piano

Capua " O sole mio " :                                      Riad Ymeri, tenor  
Neritan Hysa, piano

Pucini " Vissi d'arte, vissi d'amore " :                      Besa Lugiqi, soprano  
Neritan Hysa, piano

The High School of Ballet " Lorenc Antoni " Prizren, professor Selajdin Kiqa's class:  
Ballet dance " The Swan Lake " by Petar Ilic Cajkovskit.

The Academic ensemble of Prishtina's University with Kosova dance potpourri  
Artistic director and choreograph: Dilaver Kryeziu

#### *Closing Ceremony*

The closing ceremony took place on August 3 at 18:00 in the Red Hall. Closing speeches were held by the Vice-Rector for International Relations, PSU professors and students. The Vice-Rector handed out gifts for visiting professors and the best student of each class. Photo and video presentations ended the ceremony in a nice, festive atmosphere.

#### *Excursions*

Excursions were organized on both weekends during the PSU. On the first Saturday, students and professors visited Prizren, and on Sunday the excursion went to Prekaz, Peja and Rugova Canyon. The

excursion to Mirusha waterfall, planned for the next weekend, had to be cancelled because the waterfall had dried out during the heat wave. Instead, students were given a second opportunity to go to Batllava lake. Eventually, the Sunday excursion to Batllava lake did not take place due to insufficient interest of students, most likely caused by the high temperatures and exam preparations.

Some Serbian students complained about the fact that they had not been adequately prepared for the visit to Prekaz and that the visit to Peja did not foresee the opportunity to visit the Patriarchy. In reaction, SPARK – in consultation with the UP – organized an additional excursion to Peja Patriarchy and Decani monastery on the second weekend. 22 students, Serbs and internationals, joined this SPARK-coordinated excursion. A group of students also organized a visit to Gracanica monastery themselves. In general, it was observed that it would be good to provide students and professors with more information, in written or through tour guides, about the places visited during the excursions. Moreover, SPARK encouraged the PSU staff to offer visits to Serbian and other cultural heritage sites as part of the official social programme in the future.

#### *Student Parties*

An opening and a closing party for students and professors were organized in Blue Sky cafe. At both parties a DJ was present. All participants got a free drink.

#### *Football Tournament*

As in previous years, a football tournament was organised during the second half of the PSU. Despite the heat, 12 teams participated in the tournament, which went smoothly and without any confrontations this year.

#### *Exchange visit to Bitola*

After the successful try-out last year, SPARK aimed to organize more exchange visits between the three summer universities taking place in Bitola, Mitrovica and Pristina this summer. PSU staff supported the idea and was actively involved in the distribution of information and selection of students for an exchange visit to the International Summer University (ISUM) in Bitola, Macedonia. Unfortunately, the tense political climate in Mitrovica made it impossible to organize a direct exchange between the events in Mitrovica and Pristina. However, student delegations from Pristina and Mitrovica met during their visit to Bitola.

The delegations left after lunch and arrived at their destination around dinnertime. In Pristina, the ISUM delegation (4 students) had dinner at the student restaurant and later attended a party together with PSU students and staff. Students stayed overnight at the dormitories and visited PSU classes the next morning before traveling back to Bitola. At the same time, 6 students from Pristina and 3 students from the Mitrovica Summer Courses visited the ISUM in Bitola. Upon arrival the PSU delegation attended a public forum and was highly satisfied with the topic and the discussion. Afterwards, a joint tour through Bitola and a dinner were organized for the delegations from Pristina and Mitrovica. On the next morning students went to courses before returning to Pristina. One UP staff member and one SPARK staff member accompanied the PSU delegation to Bitola. Two other staff members hosted the four ISUM students that came to visit Pristina.

The organisation of the delegation visits was complicated by the fact that the ISUM ended five days after PSU and MSC started. This left few options for the timing of the visits and extremely short time for preparing a programme and selecting students. While the students who participated in the visits were generally satisfied with the exchange, many remarked that the bus trip was too long compared to the short time they spent with the students at the other summer university. In order to make the trip worth-while, the visit should last at least two days.

#### *Leadership training weekend*

In order to strengthen the cooperation between the different summer universities in the region and to facilitate further possibilities for regional exchange, particularly between students from Pristina and Mitrovica, SPARK will organise a leadership training for the best local students of the summer universities in Pristina, Mitrovica, Bitola and Tuzla. PSU students were informed about the possibilities to apply for this training in the Welcome Pack and by an email reminder towards the end of the PSU. In order to

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apply, students had to write a motivation letter and a short essay about European Integration. Students were selected by a jury composed of a local co-professor, and staff from IRO, PSU Office and SPARK. The main selection criteria's were personal motivation, the essay on European Integration, the PSU final grade and the database ranking of the student. In total 12 students applied out of which 4 have been selected and 2 put on a waiting list.

1. *Was it in time, according to planning / check work plan / timeline above)?*

On time.

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

Completely carried out, additional recreational activities with a regional character were organised.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a.

4. *Recommendations:*

- More information should be provided about the places visited during excursions.
- Visits to Serbian monuments in Kosovo should be considered to be included in the excursions.
- The exchange between summer universities should only be organized if the timing of the events allows for enough time to organize the programme and recruit students.
- Exchange visits should last at least two days and preferably be organized during the weekends.
- An exchange visit between summer courses in Pristina and Mitrovica should be organised next year, if the political climate allows.

### **Promotion, Preparing and distributing programme brochure, posters and flyers**

Promotion started at the end of March. As last year, posters and flyers were printed in three languages (English, Albanian and Serbian). Brochures were printed in Albanian only, an English version was available in digital format. In total, the following numbers of promotion materials were printed:

B2 format Posters: Albanian (800 pieces), English (500 pieces), Serbian (50 pieces)

Flyers: Albanian (7500 pieces), Serbian (200 pieces), English (3000 pieces)

Folders: 500 pieces

Brochures: 5000 pieces (Albanian)

Pens: 500 pieces

Promotional materials were distributed at faculty buildings in Pristina, the Rectorate, student dormitories, libraries, at all private universities that have an official license, cafes and bars popular among students, UNMIK and NGOs. In addition, there were regular radio and TV spots, several newspaper interviews and (live) appearances of PSU Management and IRO on radio and TV.

In order to promote PSU in the SEE region, a PSU staff member joined a regional promotion tour that was organized in April jointly with representatives of the summer universities in Macedonia and Mitrovica, and a representative from SPARK Amsterdam. During the tour, the team of four staff members visited Podgorica, Mostar, Sarajevo, East Sarajevo, Tuzla, Banja Luka, Zagreb, Belgrade and Novi Sad. Presentations and informal meetings with students were scheduled with the help of summer university alumni or representatives of student organizations in the respective towns. In Serbia, the promotion of PSU received particular attention. In Belgrade, the PSU staff member, together with a Serbian SPARK volunteer, had a one-hour live interview on B92 morning television. During the interview, B92 displayed a nice composition of PSU photos at full screen size. Afterwards, a presentation was held at the Student Union of Serbia (SUS). In Novi Sad two presentations were scheduled at the public University and at the Pravni Fakultet (a private university). Thanks to these activities and word-of-mouth promotion, 27 students from Serbia applied to participate in the PSU.

When it turned out after the end of the application deadline that a very low number of applications had been received from Montenegro, two PSU staff from Pristina organised an additional promotional visit to Podgorica, which increased the number of applications to 26.

For the promotion outside South East Europe, SPARK let the UP use its database with e-mail addresses of many European students that applied for PSU and other events in the past. These students were notified and asked to spread the news on PSU through their network. Furthermore, (international) student organisations distributed information about PSU through their network. Several universities throughout Europe received and distributed posters and flyers. PSU and IRO staff used their own additional contacts to promote the PSU in Western Europe.

*1. Was it in time, according to planning / check work plan / timeline above)?*

The promotion tour through SEE was slightly behind schedule.

*2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

Completely carried out.

*3. If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a.

*4. Recommendations:*

- PSU should make more use of alumni and former visiting professors to promote the PSU at universities in Western Europe and overseas.
- Promotional presentations at universities should be scheduled during lectures, if possible, and never on Friday afternoons.
- Informal gatherings with students, for example during coffee breaks, should always be included in promotion plans as they are a very effective way to promote activities.
- If a joint regional promotion is envisaged next year, it should be planned more in advance to make optimal use of the trip.

#### **Arranging accommodation**

Students from outside Pristina were accommodated in the student dormitory. Two students shared a room and bathrooms were shared by four of them. All PSU students accommodated at the dormitory and at the hotel (see below) received three daily meals at the student restaurant. International students who participated without a scholarship paid 40 Euro per week for accommodation at the dormitory including 3 daily meals at the student restaurant. At the beginning, warm showers were only available each other day in the evenings, as in previous years. During the second week, PSU staff managed to make a better deal with the dormitory management, making hot water available every day unless when there was general water restriction.

Before PSU, SPARK considered accommodating students from Serbia and Montenegro at the dormitory together with the other students. During preparatory meetings several applicants from Serbia stated that they would indeed prefer to be accommodated together with the other students. As last year, however, it was impossible to reach an agreement with the dormitory management about satisfactory security at the dormitories. Given the uncertain political situation with a decision on Kosovo's status pending, SPARK eventually decided to accommodate all students from Serbia and Montenegro at a hotel with an international SPARK staff member. This decision was supported by representatives of Kosovo Police Service with whom SPARK and PSU staff discussed security issues before the PSU. A private security company was hired to control access from 9 p.m. to 9 a.m. All students accommodated at the hotel received free meals at the student dormitory, which provided an additional occasion to meet with all other PSU participants.

Accommodation for visiting professors was arranged in private houses in Pristina. The advertisement for professor accommodation had delivered only 5 offers so there was not much choice. The quality of accommodation was modest but sufficient. No serious complaints about accommodation were received during the PSU. The professor evaluations will reveal more details about the professors' satisfaction with their accommodation. See Annex II.

1. *Was it in time, according to planning / check work plan / timeline above)?*

On time.

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

Completely carried out.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

Again, it was impossible to arrange sufficient security at the dorms to accommodate Serbian students there.

4. *Recommendations:*

- Students from Serbia and Montenegro should be accommodated together with other students during future editions of the PSU.
- Negotiations with the dorm management about providing adequate security at the dormitories should begin earlier and, if necessary, be supported by the rector and/or MEST.
- Warm water at the dormitories should be provided every day.

#### **Purchasing and transportation reading material & teaching equipment**

This year, all reading materials were purchased by OSCE. In May, PSU staff provided OSCE with a list of all books requested by the visiting professors. Out of these, 90% were purchased (a total value of 23.700 Euro). In June, it temporarily seemed as if OSCE procurement procedures would delay the provision of books until after the beginning of PSU. However, increased efforts and the good cooperation with Kadar bookstore eventually made it possible to have 80% of the requested books on time. No literature had to be purchased abroad. Eight courses additionally used readers in class.

In terms of teaching equipment, PSU bought a digital camera, supplies for whiteboards, flip charts and laptops used in courses, and sand for the beach volleyball course.

1. *Was it in time, according to planning / check work plan / timeline above)?*

80% of the literature was delivered on time.

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

Completely carried out.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a

4. *Recommendations:*

- PSU should continue the cooperation with OSCE and start earlier with the preparations for purchasing literature.

#### **Selecting students**

The application for students opened on 9 April and closed for local students on 9 May. The application for regional and international students was kept open for another two weeks as the number of

applications for certain courses was still low. In total, 859 students from Kosovo, 902 from the region and 451 from outside Southeast Europe applied, amounting to a total number of 2212 applicants. Selection of local students was done by the PSU office in cooperation with the local co-professors. As all courses were taught in English only, all Kosovar students had to pass an English language test in order to be eligible for the course.

In order to particularly encourage students from the Western Balkans to participate in the PSU, scholarships were given this year to students from Albania, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, and Serbia. (Students from Bulgaria and Romania were no longer eligible for scholarships.) The selection of scholarship students was done by SPARK in consultation with UP staff. The selection and administration of international, self-financing students was done by UP staff with support from SPARK. After the selection was made, PSU office and SPARK were in regular contact with all selected students by e-mail and phone. All students received several reminders to send their contracts and confirm their participation. When it became clear during the first two days of the PSU that not all places for regional and international students were filled, additional students were called from the waiting list.

In the end, 374 students participated in the PSU, out of which 258 from Kosovo, 67 from scholarship countries in the region, and 49 from outside Southeast Europe. The relatively low number of international participants from outside SEE might have been partly caused by the ongoing political discussions about Kosovo's future status and the related uncertainty. In order to verify why so many international students who applied (and largely confirmed that they would attend) eventually did not show up at the summer university, PSU staff could consider a telephone survey among these students to find out the reasons for their cancellation. Another possibility might be to include a short motivation on the application form.

Again, it was difficult to recruit students for particular courses, mainly in the fields of natural and technical sciences. Some of these courses, although being taught in English, did not have any participants from outside the SEE region.

#### Projected vs Participating Students

	Projected	Realised	%
UP	250	258	103
SEE	75	67	89
International	75	49	65
<b>Total</b>	<b>400</b>	<b>374</b>	<b>93.5</b>

#### SEE Participants

Albania	16
Bosnia	12
Croatia	5
Macedonia	16
Montenegro	4
Serbia	14

**Total 67**

1. Was it in time, according to planning / check work plan / timeline above)?

On time.

2. Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.

Completely carried out.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a.

4. *Recommendations:*

- If PSU wants to increase the number of international students from outside SEE, the international promotion has to be improved.
- Over the years it has become visible that courses in the natural and technical sciences attract very few international students. **The UP should consider to exclude these disciplines,** or to particularly promote these courses in order to recruit sufficient students from outside the SEE region.

### **Organising PSU Pre-Training**

The pre-training for PSU staff, logistics officers and co-professors was organised from 23 to 24 June in Vermica. 14 logistics officers and 8 co-professors attended the pre-training. Training sessions on ECTS and teaching methods were provided by Ferdije Zhushi and Xheladin Hoti from the UP. The training for logistics officers was provided by the Head of the PSU office, Fidan Hamiti.

Due to a lower amount of local co-financing and resulting budgetary limitations, no training visit to Amsterdam was organised during the preparation phase. PSU staff received the necessary training from SPARK on financial management and other skills in Pristina on various occasions. A database training for PSU staff was organised in Skopje.

1. *Was it in time, according to planning / check work plan / timeline above)?*

On time.

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

The training week for PSU staff in Amsterdam was cancelled due to budgetary limitations.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a.

4. *Recommendations:*

- The co-professors should be obliged to attend the pre-training by a performance-based contract and payment scheme.

### **Preparing welcome packets**

The welcome packs for students, professor and media were prepared by PSU staff based on documents from previous years. The documents for the welcome pack were prepared in advance and send for final approval to the International Relations Office of the UP. The welcome packs had been distributed in advance to the Serbian students during an information meeting for selected students in Belgrade. Unfortunately, the welcome packs for teaching staff were only finalised in the weekend before PSU, so they could not be distributed in advance.

One sentence in the welcome packs caused some unexpected media attention during the second week of PSU. Upon notification by one PSU student, the Youth Initiative for Human Rights (YIHR) distributed a press release criticising a sentence in the general safety advice for students and professors which read 'Regional participants who have a native language of Slavic origin, especially those who are native speakers of Bosnian/Croatian/Serbian, are discouraged to speak their native language in public places.' A similar advice has been printed in the welcome packs since 2002, in order to make international students aware of sensitivities existing in Kosovo after the conflict. In its press release, YIHR criticized the sentence as

discrimination and demanded a public apology from SPARK and UP. An explanation and apology were given in a joint statement by SPARK and UP, which UP sent to YIHR and media contacts a day after the issue had come out in the press. The situation quickly calmed down after this. The YIHR press release and the reaction of SPARK and UP are included in annex IV.

PSU staff met with the Serbian participants to find out to what extent they might feel unsafe or discriminated against. The conversation revealed that YIHR had been informed by one of the Serbian participants who felt offended by the sentence, while the other students were divided about the issue. All said that they felt safe and free to speak Serbian in Pristina, but many appreciated the advice since they felt that indeed sensitivities and animosities still exist. A few days later SPARK and UP representatives also met with the Head of YIHR Pristina and explained again the PSU's position on the issue.

1. *Was it in time, according to planning / check work plan / timeline above)?*  
Slightly behind schedule.

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*  
Completely carried out.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*  
n.a.

4. *Recommendations:*

- The responsible UP person should more carefully revise the welcome packs before approving the texts.
- The safety recommendations in the welcome packs should be revised.
- Welcome packs should be finalized at least one week before the beginning of the PSU so that at least visiting professors can receive them in advance by e-mail.

## Certificates and ECTS

Since 2002, all PSU certificates are ECTS-compatible. In order to receive a course certificate, students had to attend at least 80% of the classes and pass the relevant assignments and/or examination(s). Following the recommendations of last year, the realistic calculation of ECTS and the maximum number to be awarded was discussed in detail in the PSU Committee months before the PSU. However, no decision had been taken and a few weeks before the beginning of the PSU, the Vice-Rector for Academic Affairs announced that all PSU courses should receive 6 ECTS. In reaction, SPARK informed the Vice-Rector and PSU staff that 6 ECTS were also given at the first PSU in 2001 and that this was heavily criticized by the European University Association, who argued that courses of 3 weeks can only realistically be given 3 or maximum 4 credits. Moreover, SPARK recommended to UP to discuss this issue with the EUA representative David Crosier who was invited to speak at the Opening Ceremony. Consequently, the rector decided that not more than 4 ECTS should be awarded for the 3-weeks courses. In the end, a few visiting professors, [whose courses were highly intensive](#), nevertheless calculated and insisted on 5 ECTS for their course.

Number of certificates per grade:

A	83
B	60
C	59
D	45
E	18
Total	265

1. *Was it in time, according to planning / check work plan / timeline above)?*

On time

2. *Was it carried out completely or partly? If partly or not at all, please explain the discrepancy between expected and actual result.*

Completely carried out.

3. *If there were, which were the main problems and which solutions were proposed / would you propose?*

n.a.

4. *Recommendations:*

- The UP should clarify well in advance who has the authority to determine the (maximum) amount of ECTS credits for PSU courses.
- The responsible person or the rector should issue a document stating the maximum number of ECTS to be awarded per course.

## Section 4: Project and Management Performance

### 4A. Project Performance

#### *1. Project performance according to Indicators of Progress as mentioned in the project proposal:*

##### *Number of programme brochures and posters (and Flyers) distributed*

In total, the following numbers of promotion materials were printed:

B2 format Posters: Albanian (800 pieces), English (500 pieces), Serbian (50 pieces)

Flyers: Albanian (7500 pieces), Serbian (200 pieces), English (3000 pieces)

Folders: 500 pieces

Brochures: 5000 pieces (Albanian)

Pens: 500 pieces

These materials have all been distributed.

##### *Application and selection of courses, professors and students*

Thirty course suggestions were received from 14 faculties/ departments. For each suggested course, the dean of the respective faculty had determined a co-professor in consultation with his faculty staff. For about half of the courses, one or two visiting professors were suggested by UP. UP staff was in charge for the whole recruitment and selection of visiting professors. Besides the suggested visiting professors, about 40 additional applications were received from potential visiting professors. 15 courses were selected for the programme, and 3 courses were placed on a waiting list in anticipation of possible cancellations. One course was added to the course programme upon request of the Vice-Rector for International Relations. One course was withdrawn shortly after the selection due to the cancellation of the visiting professor. The 15 visiting professors who eventually participated came from Australia, Bulgaria, Canada, Denmark, Finland, France, Ireland, Italy, Sri Lanka, Switzerland, Turkey, and the USA. Together with 16 UP co-professors, they provided 15 intensive, interactive courses. For the first time, all courses were taught in English without translation.

2212 students applied to attend one of the PSU courses, of which 859 from Kosovo, 902 from the SEE region, and 451 from outside Southeast Europe. The University of Pristina was responsible for the selection of students from Kosovo and from outside SEE. SPARK, in consultation with UP, selected scholarship students from Albania, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, and Serbia. Eventually, 374 students participated, an improvement compared to last year. 265 of them finished their course successfully (one course missing). The percentage of international participants was raised compared to previous years: 258 students from Kosovo, 67 scholarship students and 49 self-financing participants attended the courses. 14 students from Serbia, plus 4 students from Montenegro, participated in the PSU 2007.

In the end, 93.5% of the projected students participated in the PSU, which is a further improvement compared to last year.

##### *Literature purchased and Readers compiled*

Literature was purchased by OSCE in cooperation with Kadar bookstore in Pristina, which delivered 80% of the ordered literature on time. The rest of the books were delivered during the second and third week of PSU.

##### *PSU Committee installed*

The PSU Committee met four times during the reporting period and was responsible for important decisions such as the selection of courses and professors, languages used at PSU, ECTS, etc.

##### *PSU office and help desk re-opened*

The PSU office has remained open. The helpdesk was opened at the beginning of April and remained open until the end of the PSU.

#### *UP staff trained in Amsterdam*

Due to a lower amount of local co-financing and resulting budgetary limitations, no training visit to Amsterdam was organised during the preparation phase. PSU staff received the necessary training from SPARK on financial management and other skills in Pristina on various occasions. A training session on the web-based application and student administration system for PSU staff was organised in Skopje.

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### 2. Project performance according to Outputs, as mentioned in the project proposal:

#### *1. Summer University Courses*

- 15, 3-weeks, ECTS courses provided by about 15 international and 15 local teaching staff;
- New teaching materials, reading materials and syllabi developed / purchased for courses. For each course about 25 textbooks are made available (to students, co-professors, sit-in professors and the department's library). In addition each course features a syllabus and course plan as well as teaching equipment.

The PSU 2007 offered 15 intensive academic courses, taught by 15 visiting professors together with 16 UP co-professors. For the first time, all courses were taught in English without translation. In total, 2212 individuals from over 60 countries applied. 374 participants eventually took part in the courses, of which 265 were awarded an official ECTS Summer University certificate. 258 students from Kosovo participated. The number of scholarship students increased compared to last year although the number of countries eligible for scholarships decreased: in total, 67 scholarship students from South East Europe participated (75 places). The number of international, self-financing students was lower than projected (49 out of 75 places filled).

#### *2. Public Forums*

- 6 public forums organised on socio-political and economical problems in Kosovo and wider SEE

At the PSU 2007, five public forums and one musical presentation were organized. The forums were conducted in English with simultaneous translation into Albanian. One forum was cancelled due to the cancellation of speakers.

#### *3. PSU Pre-Training;*

- 2 days seminar in a hotel for 30 staff and professors;
- Relevant modules for co-professors on Bologna Action Lines, Modern Teaching Methodology provided by 3 international / regional instructors and ATA staff;
- 1-week training/work visit for 2 local PSU staff to the Amsterdam ATA office.

The pre-training weekend for PSU staff, logistics officers and co-professors took place from 23-24 June in Vermica. 14 logistics officers and 8 co-professors attended the training sessions provided by UP and PSU staff.

Due to a lower amount of local co-financing and resulting budgetary limitations, no training visit to Amsterdam was organised during the preparation phase. PSU staff received the necessary training from SPARK on financial management and other skills in Pristina on various occasions. A database training for PSU staff was organised in Skopje.

#### *4. Recreational programme organised;*

- Four weekend excursions, one opening dinner & party, one closing dinner & party, one course lunch for all courses and student evenings organised.

To encourage informal contacts between international and local professors and participants, an orientation day, opening ceremony, closing ceremony, four one-day excursions, an exchange visit to the summer university in Bitola, individual course lunches and dinners, two student parties, movie nights, two dinners for the professors and staff, and a soccer tournament were organized by PSU staff. In addition, participants and professors organised social activities themselves.

### 3. Other project performance indicators:

#### *Changes in the humanitarian and security situation.*

During the reporting period, no major changes occurred in the humanitarian and security situation. During the ongoing status negotiations in the UN Security Council, demonstrations became more frequent. During the PSU itself, no noteworthy demonstrations or other security incidents were observed. SPARK will stay alert in this matter.

#### *Co-ordination with other relevant Projects, UN Agencies and/or NGOs.*

During the reporting period, cooperation with OSCE was formalised and OSCE eventually provided all course literature for the PSU 2007. The regular cooperation with UNMIK continued on discussing developments in the management of the UP and at the Ministry of Education, Science and Technology.

The Special Representative of the Secretary General participated in the PSU Opening Ceremony and a public forum. The Director of the Stability Pact Working Table 1 and the Program Development Director of European University Association spoke at the PSU Opening Ceremony.

Exchange with other SPARK projects in the region took place during an exchange visit to Bitola, where PSU students met students of the International Summer University Macedonia and the Mitrovica Summer Courses. An envisaged exchange visit between PSU and MSC could not take place because of continued resistance by various external forces in North Mitrovica. A joint leadership training weekend for the best students of the summer universities in Pristina, Mitrovica, Bitola and Tuzla is organised in September. 12 PSU students applied to participate in the training weekend, out of which 4 were selected.

#### *Project progress according to schedule.*

The project is on schedule. All deadlines have been met.

#### *Modification of target group.*

Target group remains the same.

#### *Achieving original aims, and reach intended target group.*

All aims relevant to reporting period met.

#### *Financial or substantive risks involved in completing the project.*

**Input Delinah**

### 4. Project performance in relation to risks and assumptions:

#### *1. The English language level of many of the UP students and professors is insufficient*

Stressing the importance of the international aspect of the Summer University, the PSU Committee decided that for 2007, courses would only be offered in English without translation. An additional promotional effort was made in Kosovo, in order to recruit sufficient students and professors who speak English sufficiently well, with good success. 16 suitable co-professors were selected and the number of local students even exceeded the projected number (258 instead of 250).

#### *2. The political situation in Pristina/Kosovo remains relatively stable and non-violent*

During the reporting period the situation in Kosovo was relatively stable. In the context of status negotiations, however, tensions have been rising, with street demonstrations becoming more frequent. During the PSU itself, no noteworthy demonstrations or other security incidents were observed. SPARK will remain alert of developments in this respect.

### *3. Regional Inter-Ethnic Relations*

No structural deteriorations in relations were observed during the reporting period. However, relations between the governments in Belgrade and Pristina were tense with a decision on Kosovo's final status pending. For the same reason, an envisaged exchange visit between PSU and MSC could not take place because of continued resistance by various external forces in North Mitrovica.

However, despite the continued tensions related to the ongoing status negotiations, the PSU 2007 made several positive steps towards regional cooperation:

1. Despite the uncertain political situation, the number of participants from the region increased compared to previous year; in total 67 scholarship students from SEE participated, among which 14 from Serbia and 4 from Montenegro.
2. UP staff joined a regional promotion tour and participated in a 1-hour live TV emission about PSU on Serbian TV B92. Another interview with a former Serbian PSU student was published on several smaller Serbian TV stations.
3. An exchange visit was organised for two student delegations of the PSU and the International Summer University Macedonia (ISUM), contributing to additional regional dialogue and exchange.
4. A joint leadership training weekend for the best students of the summer universities in Pristina, Mitrovica, Bitola and Tuzla is being prepared for September. 12 PSU students applied to participate in the training weekend, out of which 4 have been selected.

#### **4B. Management Performance**

*Response to any changes in the humanitarian and security situation.*

During the reporting period, no major changes occurred in the humanitarian and security situation, but demonstrations became more frequent. Before and during the PSU, SPARK was in close contact with local authorities and KFOR and discussed security assessments and possible emergency/evacuation procedures. During the PSU itself, no security incidents took place. SPARK will stay alert in this matter and keep all stakeholders informed.

*Monitoring conducted by both the managing and implementing organisations.*

During the reporting period, remaining tasks such as the recruitment of visiting professors and the selection of international, self-financing students were transferred from SPARK to the UP. In the months preceding the PSU, SPARK met with IRO and PSU staff regularly and provided training to PSU staff on various matters. During the PSU, SPARK had daily meetings with PSU staff and monitored management and financial performance by the UP closely.

*Co-ordination with the other parties involved in implementation of the project, and possible amendments of the previously agreed division of tasks and/or responsibilities.*

Cooperation with the main organiser, the University of Pristina, developed smoothly during the reporting period. The UP leadership recognises the importance of the PSU and strongly supports the continuation of the project. During the summer university, when allegations of supposed discrimination appeared in the media, UP and SPARK promptly reacted with a joint statement, which explained the respective text in the PSU Welcome Pack and calmed down the situation.

Cooperation between SPARK and the UP has been based on the division of tasks and responsibilities as laid out in the new MoU signed at the beginning of 2007. Two additional staff for the PSU office were hired in February and mainly trained internally by PSU and IRO staff. PSU staff dealt with some internal power struggles in June and July as the new Vice-Rector for International Relations, who took office after the MoU had been signed, demanded larger involvement and authority in the project.

Concerned about the future of the PSU, SPARK invited the IRO Director and another staff member of the rectorate for a training course on project proposal writing that was organised for SPARK staff and partners in May 2007. Unfortunately, due to internal struggles between the Vice-Rector for international

relations and the IRO director, the latter did not receive permission to attend the training. In June, SPARK met with the Vice-Rector for international relations to discuss the continuation of the PSU after 2007 and the development of a follow-up proposal. SPARK is currently waiting to receive a draft for the follow-up project proposal from the UP.

*Financial management and reporting*  
- input Delinah

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*Estimated and actual workload for the organisation*

More tasks have been transferred from SPARK to the UP, following the division of tasks and responsibilities as laid out in the new MoU signed at the beginning of 2007. No unexpected increases in workload occurred over the reporting period.

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## Section 5: Proposals for Financial or Substantive Changes to the Project

Input Delinah