

From AI Awareness to Institutional Readiness: What EDUFAIR Is Changing in Albania and Kosovo

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Artificial Intelligence did not wait for universities to be ready. It entered higher education through students, academics, researchers and administrators experimenting with new tools, often faster than institutions could develop policies to guide their use. The challenge today is therefore no longer whether universities will use AI, but how they can integrate it effectively, responsibly and ethically.

This is where I see the particular value of EDUFAIR project “*Advancing Quality Higher Education in the Western Balkans through Facilitating AI Integration in Teaching, Learning and Research.*” Working with five higher education institutions in Albania and Kosovo, and supported by European expertise, EDUFAIR is helping universities move beyond individual experimentation towards a more structured institutional approach to AI combining capacity building, practical application and ethical governance.

As the partner responsible for Quality Assurance and Monitoring, Evaluation and Learning, CCIS has followed this transformation throughout the project. The latest evaluation of the Training Programme, based on responses from participants across four training cohorts, provides encouraging evidence that this process is beginning to produce results. More than 92% considered the training relevant or highly relevant to their professional role, while 88% reported a high level of confidence in applying AI after the training. For me, this second figure is particularly important: confidence takes us beyond satisfaction and closer to the possibility of actual behavioural and institutional change.

The expected application of learning provides an even stronger indication of impact. More than half of respondents intend to integrate AI into their professional activities, with 60.5% identifying applications in university administration, 57.9% in teaching and 53.9% in research. These findings show that participants increasingly perceive AI not simply as a tool for students or individual academics, but as a technology with the potential to influence the university as a whole from classrooms and research processes to institutional management.

Equally important is the ethical dimension. Almost 90% of participants positively assessed the contribution of the training to their understanding of ethical AI use. Their comments referred to very practical concerns: privacy, copyright, plagiarism, bias, academic integrity, reliability of AI-generated information and the need for clear institutional rules. This is precisely where EDUFAIR can have a pioneering role in Albania and Kosovo. Being a pioneer does not simply mean being among the first to use AI; it means being among the institutions that move early from largely individual and unregulated experimentation towards responsible and institutionally governed AI use.

The evaluation also tells us that participants are ready for the next stage. They are asking for more advanced and practical applications, deeper work on AI for research and teaching, and clearer guidance on responsible use. In other words, the conversation is already moving from “What can AI do?” to “How can we use it effectively?” and, increasingly, “How should our universities govern it?”

This is perhaps EDUFAIR’s most important opportunity. The five participating universities can become laboratories for developing and testing approaches to AI that respond to the realities of higher education in Albania and Kosovo. The next challenge is to translate the knowledge and confidence already created into institutional practices and ethical AI guidelines that are understood, applied and sustainable.

The numbers give us reason for optimism. But the real impact of EDUFAIR will ultimately be measured by what happens after the training rooms are empty: whether people change their practice, whether universities change their approach, and whether responsible AI becomes part of institutional culture. If that happens, EDUFAIR's legacy will extend well beyond the lifetime of the project.

Participants

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