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UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”

DOCTORAL PROGRAM ASSESSMENT PhD in Education Sciences (Joint Programme/ Double Degree)

SELF-EVALUATION REPORT

January 2023, Prishtina



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1. INTRODUCTION

1.1. A brief overview of the institution and program that is evaluated

The preparation of teachers in Kosovo at the higher school levels began in 1958 with the opening of a Higher Pedagogical School (HPS) in Prishtina. Later, higher pedagogical schools in Prizren, Gjakovë and Gjilan were added to this institution, which in 1980 became part of the University of Pristina. Higher pedagogical schools have offered two-year study programs with the aim of preparing students for the lower primary grades (grades 1-4) and lower secondary cycle (grades 5-8) of the primary education level, where the subject programs were focused on one or two disciplines. The Faculty of Teacher Training started its work in 1997/98, and offered a 4-year program for teachers of lower secondary cycle. Meanwhile, in 2001, following important transformations in Kosovo's education and the first steps in reforming teaching in schools, began preparations for establishment of the Faculty of Education.

The faculty started working in the academic year 2002/03 as result of cooperation between MEST, University of Pristina and Kosovo Educator Development Project (KEDP) financed by the Canadian International Development Agency (CIDA). Initially it provided only program for the preparation of educators and teachers for the lower primary cycle (grades 1-5). Meanwhile, from the academic year 2003/2004 began development and implementation of programs for preparing teachers for the lower secondary cycle - subject teachers for grades 6-9: Albanian Language and Literature, English Language and Literature, Mathematics - Informatics, Technology - Informatics, Physics - Chemistry, Biology - Chemistry, History - Civic Education, and Geography - Civic Education. These programs facilitated the preparation of dual subject teachers in accordance with teacher training standards. The Faculty of Education offers basic 4-year bachelor's studies with 240 ECTS credits.

In the school year 2010/11, under the Project financed by the European Commission "Tempus" program, the Faculty enrolled the first students in the first two master's programs - "Teaching and Curriculum" and "Educational Leadership". Until 2010, the Faculty of Education operated in four centers: Prishtina, Prizren, Gjilan and Gjakova. Afterwards, the Center in Prizren continued its activity under the University of Prizren, while it is expected that centers in Gjilan and Gjakova will continue their work under the newly established public universities in the two cities.

In September 2010, Kosovo Accreditation Agency (KAA) accredited four programs of the Faculty of Education for a period of three years: The preschool program and primary program (in all three centers), as well as the two newly started master's programs. While all other programs that offer teacher training for the lower secondary cycle - subject teachers, were accredited for a one-year period, and only in the center of Pristina. Until the academic year 2012/2013, programs operated with a limited number of registrations by MEST.

In November 2014, Kosovo Accreditation Agency (KAA) accredited 60 ECTS Master's programs, which began admitting new students in the academic year 2015/16 and which aim to prepare subject



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teachers who have completed the four-year bachelor studies. With the decision of 05.09.2016 Ref.:782/16, Kosovo Accreditation Agency accredited the following programs: Master of Subject Teaching, MA, 120 ECTS (with specialization in: Mathematics, Physics, Biology, Chemistry, History, Geography, Technology and ICT); Master of Pedagogy for Vocational Schools, MA, 120 ECTS; and Master of Inclusive Education, MA, 60 ECTS. All the above programs were prepared under the Tempus Project "Modernizing Teacher Education at the University of Pristina" with the help of international partners such as Jyvaszkyla University of Applied Sciences (JAMK) from Finland, University of Bedfordshire in United Kingdom, University of Bologna in Italy and University of Ljubljana in Slovenia.

The doctoral study program was also accredited in the academic year 2015/2016, in the implementation of which were engaged visiting professors from University of Ljubljana and University of Tirana. The first year of studies in the doctoral program started with the admission of 12 students, in the second year 6 students were admitted and in the third only 3 students were admitted. Doctoral candidates have completed the theoretical part of the program and have met the requirements provided according to the program. They are oriented with research projects in different fields of education sciences including: inclusive education, assessment in education, teaching methodologies, pre-service and in-service teacher professional development, various aspects of effectiveness of didactic practices, education policies and education leadership and management, etc. The first two candidates of this program successfully defended their dissertations in April 2022, and in June the third candidate graduated in this program, while two other candidates have completed all the procedures and soon are expected to defend their doctoral dissertations. The other candidates, depending on the time they were registered but also their personal commitment, are in different stages of the program.

At the moment, Faculty of Education offers 3 study programs at the bachelor's level:

1. Early Childhood Education (BA)
2. Primary Education (BA)
3. General Pedagogy (since the academic year 2013/14 - based on KAA recommendations and with a Minister's Decision) it was transferred to the Faculty of Education, after being for over 50 years under the Faculty of Philosophy (BA).

Bachelor level programs, Early Childhood Education and Primary Education are four-year programs, while the General Pedagogy program is a three-year program. Currently all of them possess valid accreditation until the end of 2023.

The Faculty of Education also offers the following master's programs:

1. Master of Education Sciences with specialization in:
 - 1.1. Teaching and Curriculum
 - 1.2. Educational Leadership
 - 1.3. Pedagogical Counselling



1.4. Inclusive Education

2. Master of Subject Teaching with specialization in

- 2.1. Albanian Language and Literature Teaching
- 2.2. Mathematics Teaching
- 2.3. Physics Teaching
- 2.4. Chemistry Teaching
- 2.5. Biology Teaching
- 2.6. History Teaching
- 2.7. Geography Teaching
- 2.8. Technology and ICT Teaching.

All master's programs bring 120 ECTS credits and are completed with the defence of master's degree thesis in the relevant field. These programs differ in the way they are delivered, taking into account the fact that the vast majority of master's students are education workers. Doctoral studies provide 180 ECTS credits and are completed with the dissertation thesis.

This SER is prepared with the aim of designing a Doctoral (PhD) Program in Educational Sciences and teacher training, 180 ECTS, with the following field groups:

- Teaching and Learning
- Inclusive Education
- Education Policies
- Early Childhood Education

The vision of the Faculty of Education

The Faculty of Education as a provider of contemporary education aims to shift the focus from quantity to quality and pursue strategic objectives in innovative teaching activities and scientific research. Responding in a flexible manner to dynamic social and economic changes, faculty develops new strategies that promote lifelong learning, which aims at developing the maximum potential of each individual to be an active contributor to the profession and society. The Faculty of Education aims to play a key role in the development of research and data based policies which serve for decision-making directed to educational changes that will improve the quality of life of Kosovo's citizens. Therefore, the vision of Faculty of Education is:

The Faculty of Education is Kosovo's leading institution for the preparation of teachers and educational professionals, competent in the implementation of innovative teaching, learning, and research practices seeking to develop each individual to the maximum of their potential, striving for the country's sustainable development and in line with global transformation trends.



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Mission of the Faculty of Education

In teaching and learning activities, Faculty of Education (FEdu) responds to the newest trends in both content and methodology, at all levels of education, and is able to adapt to the continuous legislative and social changes that affect the teaching profession and other education professions. The Faculty of Education offers programs for continuous professional development to meet the teachers' needs for further professional development and further career advancement or for special skills according to their needs and interest. In its research activities, Faculty's priority focus is in supporting research teams working in fields that are closely related to the Faculty's goals. There is a continuous investment in developing academic staff capacities for improving the quality of scientific research.

One of the main focus areas of the Faculty is to develop strong links with training and education institutions in the country but also with international institutions in both teaching and research. Faculty of Education also actively supports student and staff mobility (including academic and non-academic staff), by working together with a range of partner institutions in Europe and beyond to organize student exchanges and to foster research links through joint projects. The Faculty constantly expands the number and types of courses and modules offered in English in order to be attractive to students from other universities of the region and beyond.

The Faculty of Education plays an active role in public life and current debates, helping to promote values and practices that guide policy development and contribute to citizens' awareness for quality education. As a public institution, it is an important strategic partner in education policy and is involved in formulation and implementation of education policies at the national level. Therefore,

The mission of Faculty of Education is to provide quality programs for the preparation and continuous professional development of educators, teachers and other specialists in the field of education, the development of research-scientific activities and community networking, in order to achieve the advancement of a system oriented towards the needs of the society for quality education and the development of knowledge, skills and social values.

Values

The values on which the mission is built and the vision of the Faculty of Education is aimed at, are:

Excellence and innovation

We are committed to excellence in every academic process by providing innovative teaching, community-serving scientific research, and community engagement. We are dedicated to continuous improvement and leadership of innovative developments in policy-making and development of pre-university education system in Kosovo!

Ethics and academic integrity

We are committed to the highest standards of honesty, fairness, respect and professional and academic ethics. We value the dignity and worth of all people. We expect all our conduct to be based on integrity, mutual respect, and democratic citizenship and this conduct be guided by the highest ethical standards.



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Focus on the student

We are committed to fostering the professional and personal growth of all our students by promoting lifelong learning, competency development and collegiality. The student interests and needs are the main focus of all decisions and activities of the Faculty of Education.

Collaboration and networking

We are committed to working in collegial and collaborative manner in creating productive partnerships with colleagues, university, government institutions, post-secondary institutions, non-profit organizations and the community. Through these partnerships, we strive to improve education and quality of life to ensure a better future for all.

Empowerment

We value, respect, and listen to multiple perspectives and invite students, teachers, staff and community partners to use their voices to advance our shared understanding and guide our collective efforts to improve educational outcomes.

Strategic objectives

The Faculty of Education, in the process of strategic planning for the five-year period 2022-2026, has set the general strategic objective and four specific objectives, which, in addition to being closely linked to one another, aim to develop a sustainable system of faculty-based quality assurance mechanisms, in accordance with central quality assurance mechanisms at the university and national level.



Figure 1 Strategic objectives of the Faculty of Education



➤ General strategic objective:

Organizational culture of program implementation based on quality and professional standards, which reflects teaching based on scientific research, leading to the development of quality teaching as a tool for changing the reality of teaching and learning in educational institutions.

➤ Specific strategic objectives

- Develop innovative teaching, learning and assessment practices, strengthen peer and interdisciplinary cooperation, and link theory with practice and scientific research through the implementation of sustainable and measurable quality assurance mechanisms, so that students receive qualitative experiences that contribute to their personal and professional development and growth, which is reflected in their work in educational institutions.
- Advance scientific research through the promotion of integrated research, involvement of students in scientific research and international mobility, enhance cooperation in national projects by building partnerships with schools, preschool institutions, and international projects, and develop integrated programs in line with labor market needs.
- Enhance impact and contribution to the community through the participation of staff and students in joint development and research projects with educational institutions, civil society organisations and donors, increase awareness and social responsibility through direct contributions to community services, as well as enhance program content aimed at developing entrepreneurship among students.
- Develop a sustainable institutional organizational culture through the implementation of policies and sustainable standards of quality, accountability and transparency; invest



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in professional development of academic and administrative staff and involve students in decision making and quality assurance processes.

Subsequently, the mission of the proposed program of Doctorate (PhD) in Education Sciences is in line with the Faculty's general mission statement. The Doctoral Council of the Faculty is responsible for defining and reviewing all the intended learning outcomes, in regular consultation with the working group, study committee, faculty council and partner university implementing the joint program, respectively, University of Ljubljana and the Faculty of Education in this university. Based on the legal requirements for preparation of teachers in the Republic of Kosovo, internal analyzes of the Faculty of Education, professional advice received from the KAA experts committee and external partners, analysis of the labor market and international comparability of the program, Faculty of Education has decided to provide the Doctoral program in English, thus sharing the responsibilities with the University of Ljubljana in Slovenia in the form of a joint doctoral model of *Double degree*.

The program is designed in accordance with other similar international programs and in this case, in line with the Doctoral program in Education at the Faculty of Education at the University of Ljubljana (see the program appendix), the partner university for implementation of the joint program between the two universities.

Procedures for reviewing and approval of new programs are in accordance with the Statute of the University of Pristina and the applicable regulations. New programs must be proposed by the relevant Department to the Studies Commission within the Faculty, which then proceeds to the Council of the Faculty of Education, and after approval in the Council, they are proposed to the Senate of the UP. Following the approval by the Senate, the prepared programs are sent to the Kosovo Accreditation Agency according to the planned dynamics.

Institutional leadership, management structures and administration

The main decision-making structure in the Faculty of Education is the Faculty Council, consisting of academic staff elected by vote, administrative staff and representatives of the Students' Council. The Faculty of Education has a decision-making system and internal rules of procedure in line with current legal provisions. It is managed by the Dean and Vice-Deans elected by the Faculty Council with clear and transparent procedures provided for in institutional regulations. Student representatives are members of all decision-making, executive and consultative bodies. The mechanism for the election of student representatives is clearly explained in the internal regulations. The Faculty of Education is not involved in the process of electing student representatives. See Fig. 1. Organization chart of the Faculty of Education.

The Faculty's administration, despite the limited number of staff, is effective in terms of organization and administrative management. Responsibilities of administrative staff are clearly defined in the job descriptions and match the qualifications of the individual.

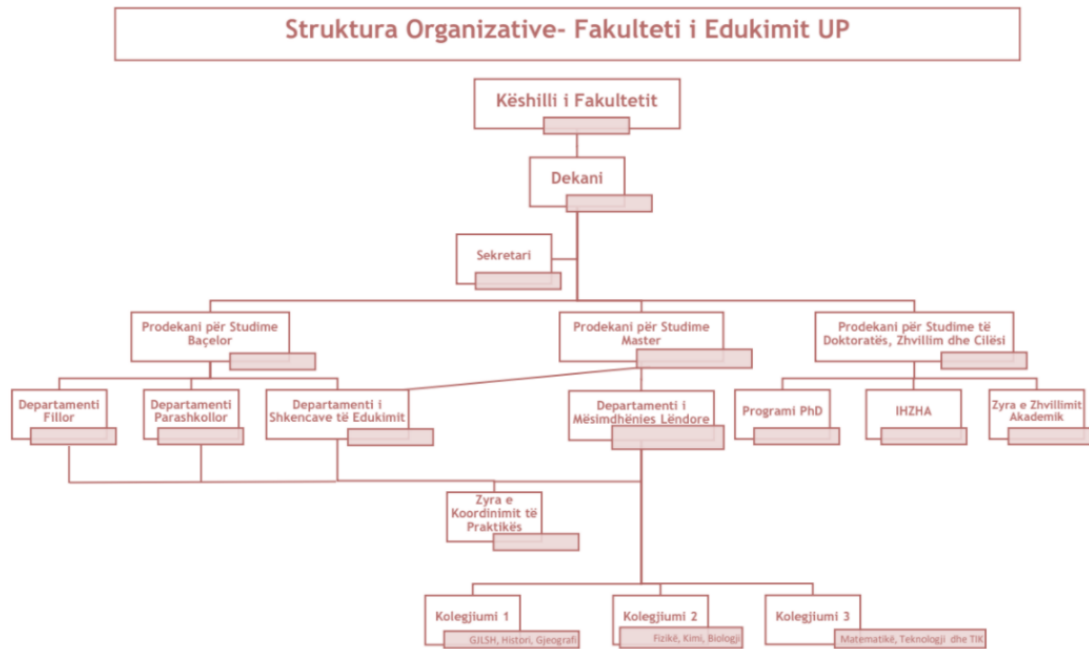


Figure 1. Organization chart of the Faculty of Education

The faculty has 4 departments:

1. Department of Preschool Education
2. Department of Primary Education
3. Department of Subject Teaching.

The study programs in this department are subject teaching specializations; Albanian Language and Literature Teaching; History Teaching; Geography Teaching; Mathematics Teaching; Technology and ICT Teaching; Chemistry Teaching; Physics Teaching; and Biology Teaching.

4. Department of Pedagogy.

The study programs in this department are: Bachelor's Program in Pedagogy, Master's Program in Education Sciences, specializing in: Inclusive Education; Educational Leadership; Teaching and Curriculum; Pedagogical Counselling; Master's Program in Pedagogy for professional schools;

Since programs offered in the Faculty of Education are interdisciplinary in nature and include more than one field, then the composition of the departments should reflect such an approach. The best way to achieve this is for the academic staff to be members of two departments depending on their engagement in teaching.



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Departments have a department head and a secretary. Departments that are more complex in terms of the nature of studies, establish narrower collegiums for specific purposes, such as in the case of reviewing projects for master's thesis.

Departments that are more complex by nature of studies, such as the department of subject teaching, establish narrower collegiums for specific purposes, for example, when reviewing projects of master's thesis. In this case, this department has established the following collegiums:

1. Collegium of social sciences (Albanian Language and Literature, History, Geography)
This collegium reviews students' projects in the field of teaching and learning the native language and literature, history, and geography due to the similar nature of teaching methodology in social sciences, including the language.
2. Collegium of STEM (Mathematics, Natural Sciences and Technology with ICT)
The purpose of bringing together members of programs of mathematics, natural sciences and technology in one collegium is to promote the integration of these three fields and promotedevelopment of STEM as an innovative and creative requirement in contemporary education.

These collegiums review students' projects on the master's thesis and propose the evaluation committees. The collegium proposals are formally approved in the department, unless substantive problems are observed.

For the Doctoral program, Faculty of Education has established the Doctoral Studies Council consisting of 7 members, while at the university level there is a Central Doctoral Studies Council (CDSC). So far, the Faculty of Education has accredited a Doctoral (PhD) program in Education for a period of three years and has admitted a total of 21 students in three generations. The Doctoral Council (DC) follows, monitors and approves all study procedures at this level, based on the Statute of the University of Prishtina and Regulation for Doctoral Studies (no. 1/96 dated 24 June 2021). At the proposal of DC, the Council of Faculty of Education has approved a Manual for Doctoral Studies which is published on the website of the faculty. With the initiative of DC, Faculty of Education organizes an annual International Conference on Educational Research (KICER) which every year brings together a large number of researchers from the country, region and beyond, including PhD candidates of the Faculty of Education.

Students

New students are admitted in accordance with the rules of the UP Statute and public competition that is announced in several daily newspapers and on the website of the University of Pristina. Competition defines all the terms and conditions for the admission of students. These terms and conditions may vary from one academic year to another. The ranking lists according to the success of candidates are displayed in a transparent public place in the premises of the Faculty of Education and in the official website of the University of Pristina. Candidates who are not admitted have the right of appeal. Candidates' appeals are reviewed by the Commission, while candidates are also provided with sufficient



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time to review the test. If the Commission finds any omission, it undertakes to rectify and report such omissions, a procedure which ends with the admission of the candidate to the University.

The entrance exam is completely objective, design of the test is professional and confidential, while its control and evaluation is completely transparent. The entire process is conducted with the participation of students from various student organizations and formations, which increases the level of objectivity and transparency.

Program: Doctorate (PhD) in Educational Sciences is dedicated to all students who have completed Master of Science studies in the field of education, management in education and teacher training.

The selection criteria are defined in the Regulation on doctoral studies and in the announced competitions.

There are 21 students admitted in the last three generations of Doctoral studies. They have completed different master's programs including pedagogy, educational psychology, subject teaching, educational leadership, inclusive education, etc.

Five of them have defended their PhD dissertation. Others are in different stages of the program, depending on their engagement!

Programme	2016/2017	2017/2018	2018/2019
Doctorate in Education	12	5	3
Graduates	5		
Passed/admitted for defense by the UP Senate	2		
Total			20 students

The exams are organized based on the Statute of the University "Hasan Prishtina" and other by-laws of the University of Prishtina.

In the exams, students are evaluated based on the nature of the subject and all assessment methods are presented in course syllabuses. The results of their performance and evaluations are provided immediately and accompanied with mechanisms of support if necessary. The results obtained by the students are evidenced by the academic records.

The planned legal relations between the Faculty of Education and students are set in the Statute of the University of Prishtina and Faculty of Education adheres strictly to this Statute.

The Faculty of Education has a website as one of the academic units of UP "Hasan Prishtina". All accredited programs, course syllabi, teacher CVs, teaching schedules, exam schedules and student consultation schedules are published on the website. Important announcements for students are also



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published on the website which enables them to be informed about different opportunities for mobility or participation in national and international conferences and symposiums.

The Faculty of Education currently has the most secure job market for graduates. Graduates find jobs in preschool education institutions and primary schools in Kosovo. In Kosovo, private universities do not have the legal right to provide programs for preparation of new teachers, therefore the Faculty of Education at the University of Pristina remains the most advanced public institution that prepares teachers for all levels. At the university level in Kosovo, there are a total of 5 universities that offer teacher preparation programs and all these universities need academic staff in the field of educational sciences. The University of Pristina offers scholarships to support distinguished students in their studies. Scholarships are awarded upon the request of students who prove to have a high average grade above 9.0 during an academic year. The Ministry of Education, Science, Technology and Innovation (MESTI) also provides scholarships to all students in public universities of the Republic of Kosovo. In addition, MESTI also provides small grants in support research/scientific projects, where PhD students can also apply.

Students are organized within students' council which is elected by vote. The student service operates in an office separate from the Faculty. This office operates throughout the day and students use it to help them in their academic success. Students use this office to build their relationships with the academic staff through consultations and agreements.

As for the organization of practice, Faculty of Education has an office for organizing students for practice. The faculty has an agreement with the MEDs and in cooperation with them, it distributes students to schools to complete the specific part of practice (internship) according to the relevant program.



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2. PROGRAM EVALUATION: *Doctorate (PhD) in Educational Sciences – joint programme/double degree with the University of Ljubljana (accreditation)*

2.1. Institutional structure, administrative support and budget

The Doctoral Program in Educational Sciences is a joint program with the Faculty of Education of University of Ljubljana (UL) in the form of *Double Degree* (based on Article 6 of the Regulation on Doctoral Studies of the University of Prishtina no. 1/96 dated 24/06/2021), which is provided in English to all candidates. All the procedures related to organization of the process of these studies will be done in agreement with the University of Ljubljana based on a memorandum of understanding that will be signed by the rectors of the two partner universities.

The main decision-making structure in the Faculty of Education is the Faculty Council, consisting of academic staff elected by vote, administrative staff and representatives of the Students' Council. The Faculty of Education has a decision-making system and internal rules of procedure in accordance with current legal provisions. It is managed by the Dean and Vice-Deans elected by the Faculty Council through clear and transparent procedures provided for in the institutional regulations and approved by the faculty secretary.

Student representatives are members of all decision-making, executive and consultative bodies. The mechanism for the election of student representatives is clearly explained in the internal regulations.

The Faculty of Education is not involved in the process of electing student representatives. The Faculty's administration, despite limited number of staff, is effective in terms of organization and administrative management. Responsibilities of administrative staff are clearly defined in the job descriptions and match the individual qualifications.

The organizational chart of the Faculty is presented in the graph below.

The faculty has 4 departments:

1. Department of Preschool Education
2. Department of Primary Education
3. Department of Subject Teaching. The study programs in this department are subject teaching specializations in: Albanian Language and Literature Teaching, History Teaching, Geography Teaching, Mathematics Teaching, Technology and ICT Teaching, Chemistry Teaching, Physics Teaching, and Biology Teaching.
4. Department of Pedagogy.
The study programs in this department are: Master's Program in Education Sciences with specialization on: Inclusive Education, Educational Leadership, Teaching and Curriculum,



Pedagogical Counselling; Master's Program in Pedagogy for Vocational Schools; and Bachelor Program of Pedagogy.

Since programs offered in the Faculty of Education are multidisciplinary in nature and include more than one field, then the composition of departments should reflect such an approach. The best way to achieve this is for the academic staff to be members of two departments depending on their engagement in teaching. Departments have a department head and a secretary. Departments that are more complex by nature of studies, such as department of subject teaching, establish narrower collegiums for specific purposes, such as the case of reviewing projects of master's thesis. In this case, this department establishes the following collegiums for reviewing master's projects:

1. Collegium of social sciences (Albanian Language and Literature, History, Geography)
This collegium reviews students' projects in the field of teaching and learning the native language and literature, history, and geography due to the similar nature of teaching methodology in social sciences, including the language
2. Collegium of STEM (Mathematics, Natural Sciences and Technology with ICT)
The purpose of bringing together members of the programs of mathematics, natural sciences and technology in one collegium is to promote the integration of these three fields and promote the development of STEM as an innovative and creative requirement in contemporary education.

These collegiums review the students' projects on master's thesis and propose the evaluation committees. The collegium proposals are formally approved in the department, unless substantive problems are observed.

Standard 1.1. The institution* has established institutional regulations for doctoral programmes that are either a) part of the existing regulations, but as a separate named section, or b) a free-standing document.

The Faculty of Education organizes Doctoral studies based on the Regulation for doctoral studies which is published on the Faculty's website. The regulation for doctoral studies has been revised and approved on 24/6/2021 with the protocol no. 1/96. (See Appendix 1)

Standard 1.2. The institution has allocated sufficient human (academic and administrative), spatial, physical and financial resources, specifically to support its doctoral programmes.

The Faculty of Education plan on annual basis the financial cost in the **budget** managed by the University of Pristina. Faculty also has a finance office that administers the funds allocated to the faculty. Expenditures are regularly monitored and all faculty processes are regularly audited by internal and external auditors. There are optimum conditions for the stay of visiting teachers in a special dormitory for academic staff, while the payment of visiting teachers is stipulated in regulations. The processes and mechanisms for ethics and academic integrity are regularly reviewed and modified in order to ensure consistent high standards of ethical behaviour.



The Doctoral program has a defined administrative staff who perform administrative procedures and communication with doctoral students. This program also has separate areas to organize lectures, seminars and literature with modern didactic tools.

The Faculty of Education has approved a Policy document for quality assurance and a package of instruments for implementation of such policy (see Appendix 6). Part of this process are the periodic evaluations of programs, syllabuses and implementation of courses, monitoring of publications, mobility and work of administration, etc.

Standard 1.3. The institution has sufficient academic staff with a doctoral degree so that at least 50% of courses at doctoral level are delivered by academic staff from that institution. Further, at least 5 academic staff must have a PhD in the research field of the doctoral programme and have at least 3 papers, as first or corresponding author, published in international relevant publications in the last 5 years. Relevance of publications is defined according to international criteria for the particular field of science-indexed in WoS1 and/or SCOPUS2).

According to the joint agreement, the Doctoral studies in the joint degree program, double degree model, will be organized in such a way that half of the planned program will be under the responsibility of one university (respectively the University of Pristina, Faculty of Education) and the other half will be responsibility of the other university (that is, University of Ljubljana, Faculty of Education). Below is a table with data only for the academic staff of the Faculty of Education of the University of Pristina involved in this program. Following the cooperation agreement with the University of Ljubljana, data will be added also for the academic staff of the Faculty of Education of the University of Ljubljana. In compliance with standard 1.3, the table below presents the papers of academic staff of the Faculty of Education at the University of Pristina in Scopus and/or WoS.

Engagement of regular staff in implementation of the proposed program

	Name Surname	Academic title	Contract duration	Monthly engagements				
				No. of lecture hours	No. of hours for consultations, exams and work with students	No. of hours for research work	Papers in Scopus and/or WoS	No. of hours for administrative work
1	Blerim Saqipi	Assoc. Prof. Dr.	Sept 2025	24	30	50	10	50
2	Eda Vula	Prof. Dr.	Indefinite time	44	48	48	4	20
3	Majlinda Gjelaj	Assoc. Prof. Dr.	Sept 2025	36	30	40	3	52



4	Blerta Perolli-Shehu	Asst. Prof. Dr.	Sept 2025	18	30	50	3	52
5	Naser Zabeli	Assoc. Prof. Dr.	Indefinite (up to promotion)	24	40	40	3	10
6	Hatixhe Ismajli	Assoc. Prof. Dr.	Indefinite (up to promotion)	24	30	36	4	10
7	Fatlume Berisha	Assoc. Prof. Dr.	Sept 2025	32	32	50	3	10
8	Arlinda Beka	Asoc. Prof. Dr,	Indefinite (up to promotion)	48	32	32	4	20
9	Zeqir Veselaj	Asoc. Prof. Dr,	September 2022 (in the process of upcoming call)	44	40	48	4	10

Standard 1.4. The institution conducts regular reviews and updating of the programme.

The Faculty of Education has adopted a quality assurance policy, which provides for periodic evaluation of the programs (see Appendix 6). The current Doctoral program is under evaluation and this policy has specified all the details for the evaluation of programs, including the relevant instruments.

Standards 1.5. Doctoral education opportunities are shown on the institutional website, in an official language of Kosovo, and in English, and include all relevant information.

The current Doctoral program and all other information for students are public on the website. Calls for applications are public and visible in all means of communication through which the Faculty of Education at the University of Pristina communicates with the public.

Standard 1.6. The Institution has a clear strategy for the delivery of its doctoral education. If this is embedded in a general institutional strategy, it is explicitly recognised in a separate section.

The Faculty of Education has adopted a strategy for faculty development containing all programs including the Doctoral program for the next 5 years (see Appendix 5). The agreement between the two partner universities for providing joint double degree program will define the concrete steps and divide duties between the two institutions.



SWOT analysis of institutional structure, administrative support and budget.

A. Strengths	B. Weaknesses
<ul style="list-style-type: none">- Faculty of Education has a clear vision and mission and a regular process to review the mission- The Doctoral Program is a joint program with the University of Ljubljana, which has a long experience in this field and is highly ranked among the most prestigious universities in the world.- There is a revised regulation on Doctoral studies at the university level, regulating all the procedures for organizing studies at this level, which is public on the website of UP and Faculty of Education https://edukimi.uni-pr.edu/page.aspx?id=1,97- There is a manual for writing doctoral dissertations published in Albanian and English and which is available on the website of Faculty of Education https://edukimi.uni-pr.edu/page.aspx?id=1,97- Faculty of Education has sufficient staff that meet the criteria according to the standards set in the KAA manual on Doctoral studies.- Faculty of Education follows a regular process of drafting and revising strategic plans- The administration and management of the institution is stable- The Faculty Council has adopted the 2022-2026 Strategic Plan, which has already begun to be implemented.	<ul style="list-style-type: none">- Difficulties in multi-disciplinary integration in some subjects/ courses- Profiling of one part of the staff in education



<ul style="list-style-type: none">- Faculty of Education has adopted a quality assurance policy and a package of instruments for implementation of this policy.	
C. Opportunities	D. Threats
<ul style="list-style-type: none">- The mission is comprehensive and allows the development of programs depending on the market needs- The mission is comprehensive and allows the development of programs depending on educational policy changes at the central level- A wide network of partners contributes in developing the quality of our programs- The existence of opportunities for securing international grants for development and implementation of strategic objectives.- The possibility of student mobility in partner university but also in other universities through various development projects in the faculty.	<ul style="list-style-type: none">- Centralized budget- Limited possibilities for investment in staff from own funds (all opportunities possibilities by Faculty of Education are provided through grants and international projects)- The functioning of the Institute for Educational Research and Development depends largely on the MEST will to support the institute and current education policies.- Not very open access to relevant databases by students.

2. Selection and admission criteria

Standard 2.1. Doctoral candidates must be selected on the basis of a competitive and transparent process.

The student selection and admission criteria are defined in Article 7 of the revised Regulation on doctoral studies in 2021 at the University of Pristina. Academic units propose the number of students for admission, according to the requirements set by the Kosovo Accreditation Agency, while the Senate takes the final decision on the number of students and on announcement of the public competition, taking into account the academic unit's research, teaching and mentoring capabilities. Students are selected on the basis of a highly competitive and transparent process.



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Standard 2.2. Applicants for a doctoral programme must have an educational level equivalent to a master's degree.

The public competition for enrollment in doctoral studies is announced at least a month before the start of academic year. As stipulated in Article 7.4 of the Regulation on doctoral studies, revised in 2021, the right to apply for enrollment in doctoral studies have candidates with an average grade of not lower than 8.00 in each level of preliminary studies, who have graduated at one of the following levels.

1. Graduates before the entry into force of the studies according to the Bologna Declaration, who should be master students of the relevant science;
2. Graduates after the entry into force of the studies based on the Bologna Declaration - the scientific master level;
3. Graduates who have at least 300 credits of European Transfer Credit System (ECTS);

Standard 2.3. In the selection process doctoral candidates' potential for research should be assessed.

A prerequisite for the evaluation of candidates is submission of relevant documentation by them, which, among others, includes: a motivation letter justifying the interest in scientific/artistic research in the relevant field, research concept idea, proof of success in each level of prior studies, proof of knowledge of English language, proof of relevant publications, recommendations from two professors in the relevant field. The priority setting criteria are public and specified in article 7.6 of the Regulation on doctoral studies (see the regulation in Appendix 1).

Standard 2.4. Applicants must be able to demonstrate a satisfactory working knowledge of English.

According to the Regulation on doctoral studies, knowledge of English language is a prerequisite. According to Article 7.10 of the Regulation, the entrance exam includes an exam related to the professional and scientific aspect and an exam related to English language knowledge. If the candidate proves to have an international TOEFL certificate with at least 79 points, or IELTS with at least 5.65 points, the same will automatically receive 10 points, while other points are from the entrance exam.

Standard 2.5. (Supplementary). Both, full-time and part-time doctoral candidates must have a clearly defined time for completion of their studies.

Doctoral studies last no less than 3 years, and are organized in 6 semesters. Doctoral studies must be completed with the public defense of doctoral dissertation, not later than six years from the day of enrollment. Doctoral studies can be extended for 1 additional year with a justified proposal from the relevant bodies. If the doctoral student fails to complete his studies within this period, he/she loses his/her doctoral student status.



SWOT analysis for selection and admission criteria:

E. Strengths	F. Weaknesses
<ul style="list-style-type: none">- The Regulation on doctoral studies specifies the process and criteria for the selection of candidates based on merit and this process is quite transparent.- In the selection process, an important criterion appears to be the ability of applicants in the field of scientific research assessed with a total of 15 points.- Knowledge of English language is among the key criteria in the candidate selection process and is assessed with a total of 20 points.	<ul style="list-style-type: none">- The regulation does not provide for the evaluation scoring from interviews with candidates.- Evaluation is based on rather quantitative criteria.
G. Opportunities	H. Threats
<ul style="list-style-type: none">- Combination of admission criteria with the UL.- Involvement of the staff of UL in evaluation and selection of candidates- Promotion of program in Slovenia and other regional countries	<ul style="list-style-type: none">- The level of English language knowledge to study at Doctorate level.- Very high criteria for the candidates' level.

3. Program structure/content

The joint Doctoral program in Educational Sciences is a Double Degree model and according to the Regulation on doctoral studies, article 6.2, double degree is a program in which PhD student obtains two diplomas and which also requires double mentoring. This model is applied with a separate agreement, therefore specifics of the program, including program structure and content, are determined by a joint agreement to be signed after the approval of the program by the Senate of University of Pristina. The proposed program is built on the existing program of Faculty of Education of the University of Ljubljana since the idea is to take the current good practice of an experienced University without the need to develop a new program. The program is implemented entirely in English, including the writing of dissertation.



Standard 3.1. Doctoral programmes must be research-based although they may include course work and other activities that contribute to critical thinking and the development of research skills.

The Doctoral Program in Educational Sciences is fully based on scientific research, planned courses and the learning outcomes aim to develop critical thinking and research skills. General and specific planned results for this program are shown below:

Expected program outcome

Using the Dublin descriptors and TUNING competencies as a reference point to design the program, PhD program will be focused on enabling students to achieve general and specific competencies described below.

Implementation of this Program will result in achieving following generic competencies:

- Deep knowledge of theoretical concepts in the philosophy of education, sociology, psychology, pedagogy and anthropology;
- High understanding of different research approaches in education and related fields;
- Ability to make decisions, shape and execute a broad research process;
- Solving complex problems, by testing and improving known solutions and designing new ones;
- Ability to contribute through original research to expand national and international boundaries of knowledge;
- Ability to critically analyze, evaluate and synthesize complex ideas;
- Ability to understand complex educational problems and find solutions for them;
- Participation in a critical dialogue, encouragement and leadership of social processes in the professional field;
- Capacity for criticism and self-criticism;
- Preparation of candidates to lead scientific research projects in broad professional scientific fields;
- Ability to report to peers and broader scientific community and society in general the elements that belong to one's own field of expertise;
- Ability to publicly present and defend scientific work;
- Ability to achieve progress through knowledge-based processes in academic and professional settings;
- Capacity for creative thinking and problem solving;
- Understanding research ethics and upholding such ethics;

Also, in achieving following specific competencies:

- Knowledge and understanding of theories and theoretical concepts, scientific paradigms and developments in teaching and education sciences;
- Deep understanding of qualitative and quantitative research methods, and ability to use these methods in one's narrow field of expertise;



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- Development of personal responsibility and a high level of independent initiatives, in complex and unpredicted situations, professional or education-related environments, in both narrow and broad sense;
- Critical consideration of wider implications, using knowledge in professional and educational settings;
- Detailed analysis and reflection on social norms and relationships within a specific field in the PhD thesis, leading activities to transform it and mediating between scientific research and social environments;
- The ability to discover practical problems in their field, which can be solved with scientific research methods and tools;
- Ability to conduct an original research in a relevant field;
- Ability to draft and publish original and independent research papers;
- Capacity for collaborative learning, creative communication in a research environment and problem solving in collaboration with multidisciplinary teams.

Standard 3.2. Doctoral programmes must have a time limit of 3 or 4 years for full-time doctoral students and of 7 years for part-time students.

Doctoral studies will last no less than 3 years, and are organized in 6 semesters. Doctoral studies must be concluded with the public defense of doctoral thesis, not later than 6 years from the day of enrollment. Doctoral studies can continue for one additional year with a justified proposal from relevant bodies. If the doctoral student fails to complete the studies within this period, he/she loses his/her doctoral student status. The Faculty of Education does not provide part-time doctoral programs.

Standard 3.3. The programme should enable individual research opportunities; courses should not exceed 1/5 of ECTS (36 credits) of total credit hours or 20% of the total workload; programme must develop transferable skills, and provide sufficient training in the methodology, ethics and integrity of research.

The program plans individual research work and provided courses aim to prepare candidates for application of research methodology, ethics and integrity in research. The student workload is rather individual and number of joint lectures with teachers do not exceed 20% of the total student workload. The content and structure of the program agreed with the University of Ljubljana (Faculty of Education) is presented below.



Program content and structure

The first year of joint studies for all specializations

Semester I							Hours/ week		ECTS	Professor
No.	O/Z	Title of the Course	L	S	Individual study	Total				
1	O	Modern theories in the field of educational sciences	10	15	125	150	5		Dr. Janez Krek	
2	O	Research approach and ethics in educational sciences	10	20	130	160	6		Dr. Blerim Saqipi	
3	O	Doctoral Seminar I	10	20	120	150	5		Dr. Janez Vogrinc	
4	O	Orientation study module I	10	15	125	150	5		Depending on student orientation	
5	O	Writing scientific articles	10	15	125	150	5		Dr. Fatlume Berisha	
6	O	Individual research module	5	0	125	130	4		Mentor professor	
Semesters II								30 ECTS		
1	O	Contemporary trends in educational science research	10	15	125	150	5		Dr. Janez Krek	
2	O	Doctoral Seminar II	10	20	120	150	5		Dr. Iztok Devetak	
3	O	Orientation study module II	10	15	125	150	5		Depending on student orientation	
4	Z	Optional module	10	15	125	150	5		By selection	
5	Z	Optional module	10	15	125	150	5		By selection	
6	Z	Individual research module	5	0	145	150	5		Mentor professor	
								30 ECTS		
Semesters III								30 ECTS		
1	The	Doctoral Seminar III	10	20	120	150	5		Dr. Janez Krek	
2	O	Optional module	10	15	125	150	5		By selection	
3	O	Individual research module			600	600	20		Mentor professor	
Semesters IV								30 ECTS		
1	O	Individual research module			900	900	30		Mentor professor	
Semester V and VI								60 ECTS		
1	O	Doctoral Dissertation			900	900	60		Mentor professor	



Explanation: Individual research modules in the first year of studies are organized in collaboration with the mentor professor (5 hours) by working on preparation and project proposal of thesis, while in the following years the student works independently on dissertation but continues the counselling with the mentor professor.

Orientation study module

The student chooses one orientation module based on the preliminary studies with a total of 10 ECTS (two courses of 5 credits each), thus being profiled in a certain field of educational sciences.

Modules (5 ECTS)	
1. Teaching and learning I and II	Dr. Hatixhe Ismajli and Dr. Prof. Dr. Mojca Jurisevic
2. Inclusive education I and II	Dr. Naser Zabeli Dr. Milena Kosak Babuder
3. Educational policies I and II	Dr. Blerim Saqipi
4. Early childhood education I and II	Dr. Arlinda Beka Dr. Sanja Bercnik

Elective modules

The program provides 14 elective courses from which student chooses three with 5 credits each. Selection is made according to the student's need and interest.

Modules (5 ECTS)	
1. Qualitative research	Dr. Blerim Saqipi
2. Quantitative research	Dr. Janez Vogrinc
3. Differentiated teaching	Dr. Milena Kosak Babuder
4. Organizational and social psychology	Dr. Blerta Perolli Shehu
5. Advanced Course in Assessment in Education	Dr. Majlinda Gjelij
6. Education for democracy	Dr. Janez Krek
7. Applying learning theories to STEAM	Dr. Fatlume Berisha
8. Action research in education	Dr. Eda Vula
9. Selected chapters from sustainability science	Dr. Zeqir Veselaj
10. Teaching in higher education	Dr. Naser Zabeli
11. Educational technologies and e-learning	Dr. Krenare Nuci

Standard 3.4. The programme should encourage mobility and participation in learning opportunities in other institutions.



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Considering that the proposed program is a joint double degree program, students will have the mobility opportunities with the Faculty of Education in the University of Ljubljana. Some of the program courses can be followed in Ljubljana. In addition, Faculty of Education offers numerous mobility opportunities through Erasmus program and other projects funded by the European Union. Faculty of Education has recently signed concrete agreements for the mobility of students and academic staff with the University of Ljubljana, University of Lower Austria and JAMK in Finland.

Standard 3.5. The programme must have an established process for monitoring the progress of doctoral candidates.

At the university level, there is a Central Doctoral Studies Council (KQSD), while at the level of the Academic Unit, Faculty of Education has in place the Council for Doctoral Studies, Vice Dean for Doctoral Studies, and Office for Doctoral Studies, where according to the hierarchy students are monitored and supported during their studies.

Standard 3.6. A doctoral candidate must have a supervisor/s allocated within the first 12 months.

According to the regulation on doctoral studies, at the beginning of the second semester, the student proposes the narrow field of research and potential thesis, also proposing a potential mentor. Upon proposal of the Doctoral Council, the Faculty Council based on the criteria specified in this regulation approves or recommends reconsideration of the proposal for mentor. According to double degree model, candidate must be mentored by two mentors who come from the two partner faculties.

Standard 3.7. Acceptance of a doctoral research proposal must be subject to clearly defined and transparent procedures.

Just like the approval of the mentor, approval of thesis also goes through the procedures of evaluation by Doctoral Council and Faculty Council, and the criteria for evaluating project proposal are defined in the handbook for drafting a doctoral dissertation and Regulation on doctoral studies, which are published on the website of Faculty of Education.

Standard 3.8. (Supplementary). Doctoral candidates' mentors and members of the doctoral committee should be involved in institutional bodies relevant for doctoral education.

Each Academic Unit, according to the regulation, is represented in the Central Doctoral Council of the University with a teacher who can be a potential mentor of students. In the case of Faculty of Education, prof. assoc. Dr. Fatlume Berisha is the representative of Faculty of Education in the Central Doctoral Studies Council at the University of Pristina.



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Standard 3.9. (Supplementary). Doctoral candidates should be allowed to take courses outside the institution, as well as afforded opportunities to gain other relevant experience, such as presentations at academic conferences, workshops and other relevant activities.

The regulation stipulates that for registration in the IV semester, doctoral student is required to make at least one presentation abroad as the first author at conferences, congresses, etc. Also, based on the agreement that will be signed, doctoral students have mobility opportunities with the University of Ljubljana where they will have the opportunity to attend lectures provided by professors of this university. The Ministry of Education (MESTI) offers grants that support researchers for participating in conferences, symposiums and congresses.

Standard 3.10. (Supplementary). The majority of course work should be based on tutorials, seminars, discussion groups, workshops and individual work rather than predominantly didactic methods of instruction.

As indicated in the above program overview, majority of courses consist of seminars and independent research work, while the program does not involve classical didactic lectures. Students are also encouraged in hours of contact with the professor to conduct group work, research, presentations and publications of scientific work.

Standard 3.11. (Supplementary). There should be evidenced data collection on cohorts of doctoral candidates.

The Faculty of Education has a database with all candidates' data according to the level they have reached and plans to continue with data analysis also in the proposed joint program. The quality assurance policy foresees the analysis of data collected in certain periods of time, which aim to measure relevant aspects addressing the program quality and its implementation. E.g. Analysis of the level of passing the exams, number of candidates mentored by potential mentors, nature of the proposed study topics, level that students have attained during their studies, etc.

Standard 3.12. (Supplementary). If there is insufficient research capacity the institution is considering different approaches, such as joint programmes, collaborative programmes); a serious endeavour needs to be documented (please, see S 4.5).

The joint Doctoral program in Educational Sciences is a double degree model and according to article 6.2 of The regulation on doctoral studies, in the double degree a doctoral student obtains two diplomas and for which the double mentoring is also required. This model is applied with special agreements, therefore the specifics of the program, including the program structure and content, are determined with



a joint agreement which will be signed by rectors of the two universities upon approval of the program by the Senate of University of Pristina.

SWOT analysis of the programme content

A. Strengths	B. Weaknesses
<ul style="list-style-type: none">- The program is designed in accordance with National Qualifications Framework- It is comparable to other international programs and is offered in cooperation with the University of Ljubljana.- The drafting was based on recommendations of experts and other partners.- It responds to the labor market needs- It enables adequate professional preparation of new staff- Each course within the program has a syllabus harmonized with expected program outcomes.- Credit distribution in the program is in harmony with student's course workload.- There is the format for designing the syllabus which contains all details required in the KAA guide.- Students learning outcome are presented in the beginning of the semester for each subject.- Application of contemporary approaches in all subjects- Students are acquainted with assessment forms and they are also presented in the syllabus.- There is a regulation on doctoral studies- There is a handbook on doctoral studies.- Three generations of students have already completed the lectures and are in the process of finalizing the dissertations.- Agreements have been signed with 20 schools and kindergartens to conduct a joint research.	<ul style="list-style-type: none">- A shortlist of elective courses.- Limited access to electronic libraries or scientific publication platforms and databases.



<ul style="list-style-type: none">- Research teams have been established based on the profile and research interest of academic staff.	
C. Opportunities	D. Threats
<ul style="list-style-type: none">- Translation of international literature in the field of education- Drafting of new literature by the staff for specific courses- Attending some courses at the University of Ljubljana- Student exchange between the two partner universities and sharing of experiences.- Involvement of students in learning English language through collaboration with American Advisory Center- Sending students to other universities for a semester through Erasmus +, Mevlana program, etc.- Students' engagement in various professional and research projects- Opening of new community-based pre-school institutions.- Sending students to practice in community-based centers and in licensed private institutions.- Creating communication networks between teachers and students through various online communication platforms.- Organization of joint doctoral seminars with the University of Ljubljana	<ul style="list-style-type: none">- Lack of electronic library- Problems to secure visas for participation in scientific conferences in the EU.

4. Infrastructure for scientific research

Standard 4.1. Infrastructure and facilities must be up-to-date and compatible with the area of research of a whole doctoral programme and doctoral research projects.



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The Faculty of Education has separate areas for the doctoral program. The faculty library is available to students where they can also have access to Internet and some relevant databases for social science studies. Since the program is shared with the University of Ljubljana, students will have the opportunity to go to the Faculty of Education in Ljubljana and attend courses and be mentored by professors of this university. There is also a regulation and manual for preparing doctoral dissertations.

Standard 4.2. It must be evident, and clearly documented, that research is performed according to international ethical standards.

The UP and UL regulations provide that scientific researches should follow concrete steps and respect all ethical principles and aspects during the procedure of conducting the research. An important aspect is dedicated to academic integrity of doctoral student, including the originality of the work and all other ethical standards. Both universities have regulations and manuals/handbooks for Doctoral dissertations which are accessible to students.

Standard 4.3. An Ethics Committee should be responsible for approving research involving humans and animals. Members must be active researchers, with publications in relevant international journals with no record of any kind of misconduct of research, plagiarism or any other ethical issue, no identified conflict of interest, and committed to data protection.

The ethics committee operates in the University of Prishtina and also the topics go through a structured procedure and a specific assessment both at the faculty and at the university level up to ratification by the Senate. Members of ethics committee are professional, with a rich background and academic integrity without any previous conflicts. At the faculty level, Doctorate Council approves research projects based on the Universal Declaration of Ethical Principles.

Standard 4.4. No supervisor should have more than three doctoral candidates.

The Regulation on doctoral studies provides that one mentor can undertake mentoring of maximum two registered doctoral students within an academic year, but no more than three doctoral students at the same time.

Standard 4.5. In case of a need to up-grade research capacity, a joint doctoral programme with another university, preferably from abroad could be accepted (the whole programme with all the components needs to be documented, following all the applicable standards); other forms of collaboration with other institutions from abroad may also be acceptable.

Doctoral studies are organized in the form of a joint program, double degree, between University of Pristina and University of Ljubljana, and memorandum of understanding between two rectors will be



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the basis for implementation of the program. The agreement includes application of standards for implementation of Doctoral programs from the two countries involved in this cooperation.

Standard 4.6. Taking in to account the field of research, employment opportunities, and its research capacity, the institution should consider the scheduling of enrolment of new cohorts of students.

Since the Faculty of Education is relatively new (this year it marks the 20th anniversary of establishment) and 4 other Universities have been established in the Republic of Kosovo which also offer teacher training programs, there is a quite high interest in doctoral studies, but there is also an evident need for staff in all fields of education. The number of students announced by field will be based on the number Accreditation Agency allows, while the fields will be based on the priorities of labor market.

Standard 4.7. The institution should support research quality by requesting and reporting on research-paper quality and publication, external research funding, the establishment of research groups, etc.

The University of Pristina and all academic units regularly publish CVs and list of publications on the UP website. Faculty has also established professional research teams that bring together professors and assistants around important concepts in education studies. The idea is that teachers and assistants from different fields collaborate on different concepts of education studies. Academic staff and doctoral students will be guided to focus their research on the topics below.

Graph 2 presents the research teams that were established in the Faculty of Education with the decision no. 04/121, dated 12/1/2021, of the Council of the Faculty of Education, while other teams may be established at a later stage depending on the interest to develop studies at the faculty. Academic staff and doctoral students are assigned in one or two areas in which they intend to specialize through scientific research.

Institute for Educational Research and Development (IRDE) of the Faculty of Education in 2022 signed cooperation agreements in the field of scientific research with 20 educational institutions in which academic staff, students and teaching staff in these institutions can conduct joint researches. Also, some small projects in cooperation with UNICEF and some local NGOs are currently being implemented.

Faculty of Education, in collaboration with University of Graz in Austria, has applied to APPEAR science program for preparation of a research project on social dimension of education and is pending approval. The QATEK project within the Erasmus + program coordinated by Faculty of Education in cooperation with the LUMSA University in Italy, University of Tallinn in Estonia and University of Ljubljana in Slovenia is currently being implemented and provides support for professional



development of academic staff and students and specifically, capacity building in the field of scientific research in education.

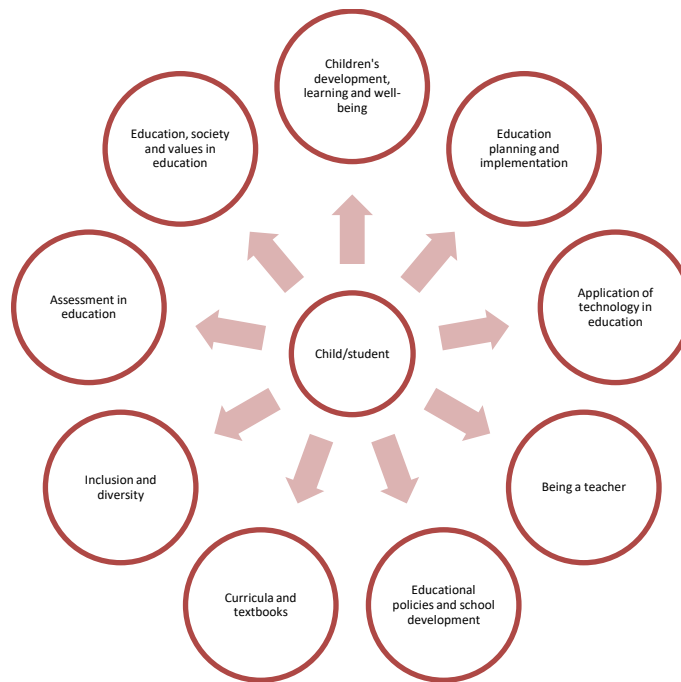


Figure 2. Research team fields/topics

Scope and composition of research teams:

1. Children's development, learning and well-being

Scope: This group includes researchers interested in researching aspects of various theories of children and adolescent development in the field of physical, social-emotional, cognitive and personality development; issues related to opportunities, needs, potentials and interests of children to learn; How do children learn best? What influences their more successful learning? What are objective and subjective factors related to academic achievement and well-being of children and adolescents?

2. Education planning and implementation

Scope: This group includes students who are interested to conduct research of aspects of teaching methodology, starting from planning strategies, teaching methods and techniques, then, organizing teaching through stages of a lesson, classroom management, creating a positive climate, role of teachers, teaching tools, motivating learning environment to effective teaching. This team addresses general didactic aspects as well as aspects of planning and implementation of teaching in specific subject areas.



This team also addresses issues of connection of specific learning areas (STEAM) and other learning strategies such as project work, problem-based work, cross-curricular and extra-curricular aspects, etc.

3. Application of technology in education

Scope: This team addresses the possibilities of integrating learning and digital technology in education. How should educational technology be used effectively for teaching and learning? When, how much and why should educational technology be used in learning and teaching? How can different subjects be taught through technology? The students in this group also deal with aspects of e-learning, distance learning, facilitating learning and developing learning skills, connection between pedagogy and use of technology, as well as the possibilities for implementing technology to develop the school and education system in general.

4. Being a teacher

Scope: This group includes researchers interested in studying the processes of preparation and teacher professional development, problems regarding the role of a teacher in contemporary teaching, teacher identity and his relationship with colleagues and other stakeholders in education. This team also deals with different aspects of teacher's learning process, teacher training policies and teacher's role in change in addition to development of educational systems. This team also addresses aspects of teacher's profile and competencies nowadays and different expectations and practices at school, emphasizing new expectations from teachers as contributors in developing the school and profession. The team deals with the dimension of developing teachers' professionalism, taking into account different developments in the field of development of teaching professional standard in the country and at the international level.

5. Educational policies and school development

Scope: In this group, researchers focus on analysis of educational policies, their comparison with other countries, aspects of school leadership and efficient management, school partnership with parents and community, collegial relations and development of organizational culture in school as well as the developing and managing development projects in school at the time of big social, political, technological and scientific changes. This group also studies aspects of planning and managing changes at level of school and system with a particular emphasis on understanding educational reform and educational policy development.

6. Curricula and textbooks

Scope: This group includes teachers who are interested in studying curriculum policies and curriculum development practices. The group also addresses the issue of quality and function of textbooks and creation and implementation of other learning resources.



7. Inclusion and diversity

Scope: This group includes students who want to deal with aspects of planning and implementation of inclusive education, inclusion of students with special needs and those who are gifted in education and their integration into society, inclusion of children, regardless of their social, economic, national, cultural, religious and racial differences. In this group, students aim to identify best practices of respect for diversity and other values of democracy, beyond learning difficulties.

8. Assessment in education

Scope: This group conducts researches on different types of assessments in education, effects of assessment in enhancing quality of education, lessons learned from international tests (PISA, TIMS, etc.), teachers' performance evaluation, program evaluation, change of education by changing the evaluation, etc. The group deals with aspects of planning, implementation and utilization of (formative and summative) assessment in different curricular areas as well as connecting assessment with the planning process and teaching methodology.

9. Education, society and values in education

Scope: This group includes researchers interested in the field of philosophy and sociology of education and link between education and society. The group also studies different cultural and social aspects and their connection with teaching and learning. The effects of diversity of the family, gender, race, nationality, multiculturalism, democracy and demands of this society from education and teaching. Development of democratic citizenship, development of values through education and service of education to the benefit of social development are some other concepts addressed by this research group.

SWOT analysis of scientific research infrastructure

I. Strengths	J. Weaknesses
<ul style="list-style-type: none"> - The faculty has sufficient space and specific laboratories for conducting various researches related to the nature of studies. - The faculty has areas for studying and research equipped with relevant literature and access to the Internet and some important databases. - The university has in place a functional Ethics Council and regulations that define procedures 	<ul style="list-style-type: none"> - The insufficient number of scientific publications in the field of educational sciences by academic staff due to the fact that Faculty of Education in Pristina is established not long ago. - Limited opportunities to promote the program at international level due to isolation of Republic of Kosovo in terms of free movement.



<p>and principles for conducting scientific research.</p> <ul style="list-style-type: none">- The faculty has operationalized a Doctoral studies council that deals with all procedures of these studies. This council also approves ethical procedures, especially in cases where the research involves children under the age of 18 and in other sensitive cases.- The regulation defines all procedures for evaluation of project proposals and doctoral dissertation topics and these procedures.- The ethics committee is credible and performs its duties according to the regulation and ethical principles.- Student leadership and their number is regulated in the regulation on doctoral studies and is adjusted to KAA standards.- The program is offered in collaboration with University of Ljubljana, which has a long experience in this field and is listed as a successful University in world ranking lists.- Faculty of Education is part of several international and local projects which have contributed to institution's capacity development in the field of innovative teaching and, in particular, in development of scientific research.- Faculty of Education has signed cooperation agreements with 20 educational institutions with which	<ul style="list-style-type: none">- Little financial opportunities for participation in international conferences because of the budget allocated for science at the national level.
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it will conduct various researches in the field of education.	
K. Opportunities	L. Threats
<ul style="list-style-type: none"> - Combination of standards of both countries makes the provision of the joint doctoral program even more qualitative. - Mobility of staff and students at the University of Ljubljana - Inclusion of candidates from countries of the region. - Using the literature and experience provided by the University of Ljubljana. - Utilizing educational institutions for conducting scientific research based on contextual data that are based on the school reality. 	<ul style="list-style-type: none"> - Unsatisfactory level of knowledge of academic English to study at Doctoral level. - Annual payment for studies in this type of joint programs. - Lack of interest in educational sciences in the country and in the region due to the mentality and lack of knowledge about the importance of this field in the Balkans.

5. Mentoring doctoral students

Mentoring of Doctoral students is implemented based on the regulation of the University of Pristina and relevant articles governing this aspect.

Standard 5.1. A doctoral candidate must have at least one supervisor (two is advisable), covering the research area/topic that is the focus of his/her doctoral research.

According to the regulation, each candidate is expected to have a mentor, but in the case of joint doctorates (as is the case of this program) or nature of the topic, candidates may also have a co-mentor.

Standard 5.2. Supervisors must be a member of academic staff of the institution, hold a PhD and an approved academic title, be an active researcher, with a minimum of three years' research experience following the award of his/her PhD; he or she must have at least 3 papers published in international relevant publications in the last 5 years (relevance of publications is defined according to international criteria for the particular field of science - indexed in WoS and/or SCOPUS).

The UP Regulation on Doctoral Studies provides that: the right to guide a PhD candidate is assigned to:

1. Teachers with an academic title professor (Prof. dr.) or associate professor (Assoc. Prof.) that is in regular employment in the UP and who has published at least three (3) papers in the



relevant field as first or corresponding author, in the last 5 years in journals indexed in Web of Science (SCIE, SSCI and AHCI) and/or SCOPUS.

2. Exceptionally, at the request of faculty council, as mentor could also be engaged a teacher with the academic title of assistant professor (Asst. Prof.), with at least 3 years of research experience, if he/she has published at least three (3) papers in the relevant field as first or corresponding, in the last 5 years in journals indexed in Web of Science (SCIE, SSCI and AHCI) and/or SCOPUS.
3. Proof of paper publication should be presented to the Central Doctoral Studies Council;
4. Mentor, in exceptional cases, can be a professor emeritus, and this decision is taken by the Senate, with the proposal of the Doctoral Council of Academic unit within which the studies are organized, or with the proposal of scientific field council.

Below you can see the data on scientific papers of the academic staff of Faculty of Education who can potentially be leaders of Doctorate topics:

Table: Scientific papers of academic staff as per requirement/ standard 5.2

Name and surname		Publication	Publication date
1.	Dr. Blerim Saqipi, Assoc. Prof.	Nikočević-Kurti, E., Saqipi, B. (2022). Toward developing a qualitative mentoring program for pre-service teachers: Kosovo's experience. <i>Issues in Educational Research</i> , 2022, 32(2), pp. 634–658	2022
		Syla, L.B., Saqipi, B. (2022). Understanding Change of Practices in the Homework Implementation Process in Primary Schools: Kosovo Case. <i>Journal of Social Studies Education Research</i> , 2022, 13(1), pp. 35–51	2022
		Kaçaniku, F., Maderbacher, I., Erhard, F., Saqipi, B. (2022). I Want to Become a Teacher because.? Student-Teachers Change in Attitudes of Becoming Teachers in Austria and Kosovo. <i>Education Research International</i> , 2022, 2022, 9355679	2022
		Saqipi, B. & Vogrinc, J. (2021). The Contexts and Processes of Shaping Teacher Identity. <i>CEPS Journal</i> , Vol 11 (3).	2021
		Saqipi, B. & Vogrinc, J. (2020). Development of teacher research as a form of developing teacher pedagogical practice (Editorial). <i>Center for Educational Policy Studies Journal</i> , 2020, 10(3), pp. 5–9	2020
		Saqipi, B. & Rexhaj, Xh. (2020). Moving from survival to development: Experiences in Kosovo from developing academic identity in a transitional context. <i>European Journal of Education</i> , 55 (4).	2020
		Saqipi, B. (2020). Using activity systems theory to understand change in developing teacher as researcher at master level studies. <i>International Journal of Learning and Change</i> , Vol 12 (1), pp 1-14.	2020
		Gjelaj, M., Kacaniku, F. & Saqipi, B. (Corresponding author) (2020). Understanding mentoring role as a step towards improving quality of teacher education: Kosovo experience. <i>International Journal of Education Economics and Development</i> , Vol 11 (2), pp. 188- 203.	2020



		Saqipi, B. (2019). Understanding the relation between policy discourse and re-conceptualizing curriculum: Kosovo's perspective on new meaning of context. <i>CEPS Journal</i> , Vol (2), 33-52.	2019
		Kacaniku, F., Gjelaj, M., & Saqipi, B. (2019). Context guided instruction to develop reflection competence of education professionals. <i>Review of Education, Psychology and Cultural Studies</i> , Vol. 41 (1). Pp 48-67.	2019
		Zabeli, N., Anderson, J., Saqipi, B. (Corresponding author) (2018). Towards Development and Implementation of Learner-Centred Education in Kosovo. <i>Journal of Social Studies Education Research</i> , Vol 9 (4), pp. 49- 64.	2018
		Alo, E., Slin, H., Saqipi, B. , & Vogrinc, J. (2018). Effective teacher professional development in the context of major school reform. <i>International journal of management in education</i> . Vol 12, No. 2.	2018
2.	Dr. Eda Vula, Prof. Dr.	Vula, E. , Berisha, F. (2022). Using Algebraic Manipulations and Analogical Transformations to Problem-Solving of Contextual Chemistry Problems. <i>European Journal of Educational Research</i> , 2022, 11(3), pp. 1781–1796.	2022
		Kurshumlia, R., Vula, E. (2021). Using reciprocal teaching for improving students' skills in mathematical word problem solving - a project of participatory action research. <i>European Journal of Educational Research</i> , 2021, 10(3), pp. 1371–1382	2021
		Berisha, F., Vula, E. (2021). Developing Pre-service Teachers Conceptualization of STEM and STEM Pedagogical Practices. <i>Frontiers in Education</i> , 2021, 6, 585075	2021
		Kolar, V.M., Čadež, T.H., Vula, E. (2018). Primary teacher students' understanding of fraction representational knowledge in Slovenia and Kosovo. <i>Center for Educational Policy Studies Journal</i> , 2018, 8(2), pp. 71–96	2018
3.	Dr. Majlinda Gjelaj, Assoc. Prof.	Zabeli, N., & Gjelaj, M. , (2020). Preschool teacher's awareness, attitudes and challenges towards inclusive early childhood education: A qualitative study. <i>Cogent Education</i> , 2020, 7(1), 1791560	2020
		Zabeli, N., Perolli-Shehu, B., Gjelaj, M. (2020). From Segregation to Inclusion: the Case of Kosovo. <i>Italian Journal of Sociology of Education</i> , 2020, 12(2), pp. 201–225	2020
		Zabeli, N. & Gjelaj, M. (2020). Creating Inclusive Cultures, Policies, and Practices Using the Index for Inclusion: The Kosovo Case. <i>International Journal of Diversity in Education</i> , 2020, 20(1), pp. 49–62.	2020
		Gjelaj, M. , Kacaniku, F., Saqipi, B. (2020) Understanding Mentoring Role as a Step towards Improving Quality of Teacher Education: Kosovo Experience. <i>International Journal of Education Economics and Development</i> , 2020, 11(2), pp. 188–203	2020
		Gjelaj, M. , Buza, K., Shatri, K., Zabeli, N. (2019). Digital Technologies in Early Childhood: Attitudes and Practices of Parents and Teachers in Kosovo. <i>International Journal of Instruction</i> , 2020, 13(1), pp. 165–184	2020
		Kacaniku, F., Gjelaj, M. , Saqipi, B. (2019). Context Guided Instruction to Develop Reflection Competence of Education Professionals. <i>Review of Education, Pedagogy, and Cultural Studies</i> , 2019, 41(1), pp. 48–67	2019
4.	Dr. Naser Zabeli, Assoc. Prof.	Shatri, Z.G., Këndusi, V., Gaxhiqi, B., Zabeli, N. , Vishaj, A. (2022). Student Self-Assessment Practices in Loëer Secondary Education in	2022



		Kosovo. Journal of Educational and Social Research, 2022, 12(1), pp. 97–105	
		Zabeli, N., Perolli Shehu, B., & Anderson, J.A. (2021). The understanding of inclusive education in Kosovo: Legal and empirical argumentation. Center for Educational Policy Studies Journal, 2021, 11(3), pp. 119–139	2021
		Zabeli, N., Kaçanik, F. (2021). Policy analysis for mapping the discourse of inclusion in higher education system in Kosovo. Journal for Critical Education Policy Studies, 2021, 19(2), pp. 452–483	2021
		Zabeli, N., Kacaniku, F., & Koliqi, D. (2021). Towards the inclusion of students with special needs in higher education: Challenges and prospects in Kosovo. Cogent Education, 2021, 8(1), 1859438	2021
		Zabeli, N., Perolli-Shehu, B., Gjelij, M. (2020). From Segregation to Inclusion: the Case of Kosovo. Italian Journal of Sociology of Education, 2020, 12(2), pp. 201–225	2020
		Zabeli, N. & Gjelij, M. (2020). Creating Inclusive Cultures, Policies, and Practices Using the Index forInclusion: The Kosovo Case. International Journal of Diversity in Education, 2020, 20(1), pp. 49–62.	2020
		Zabeli, N., & Gjelij, M., (2020). Preschool teacher’s awareness, attitudes and challenges towards inclusive early childhood education: A qualitative study. Cogent Education, 2020, 7(1), 1791560	2020
		Gjelij, M., Buza, K., Shatri, K., Zabeli, N. (2019). Digital Technologies in Early Childhood: Attitudes and Practices of Parents and Teachers in Kosovo. International Journal of Instruction, 2020, 13(1), pp. 165–184	2019
		Zabeli, N., Anderson, J., Saqipi, B. (2018). Towards Development and Implementation of Learner-Centred Education in Kosovo. Journal of Social Studies Education Research, Vol 9 (4), pp. 49- 64.	2018
		Shatri, ZG, Zabeli, N. (2018). Perceptions of students and teachers about the forms and student self-assessment activities in the classroom during the formative assessment. Journal of Social Studies Education Research, 2018, 9(2), pp. 28–46	2018
5.	Dr. Hatixhe Ismajli, Assoc. Prof.	Ismajli, H., Krasniqi, B. (2022). Constructivist instruction practices in Kosovo primary education: The field of languages and communication curriculum. Journal of Social Studies Education Research, 2022, 13(1), pp. 259–281	2022
		Ismajli, H., Bytyqi-Damoni, A., Shatri, K., Ozogul, G. (2020). Coaching teachers to integrate technology: The effects of technology integration on student performance and critical thinking. Elementary Education Online, 2020, 19(3), pp. 1306–1320	2020
		Ismajli, H., Neziri, M. (2019). Analyzing languages and communication textbooks in the context of achieving competence: Student as a critical thinker. International Journal of Instruction, 2019, 12(4), pp. 251–266	2019
		Ismajli, H., Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. International Journal of Instruction, 2018, 11(3), pp. 207–218	2018
6.	Dr. Fatlume Berisha, Assoc. Prof.	Vula, E., Berisha, F. (2022). Using Algebraic Manipulations and Analogical Transformations to Problem-Solving of Contextual Chemistry	2022



		Problems. European Journal of Educational Research, 2022, 11(3), pp. 1781–1796.	
		Berisha, F., Vula, E. (2021). Developing Pre-service Teachers Conceptualization of STEM and STEM Pedagogical Practices. <i>Frontiers in Education</i> , 2021, 6, 585075	2021
		Berisha, F., (2020). Chemistry education in Kosovo: Issues, challenges and time for action. <i>Center for Educational Policy Studies Journal</i> , 2020, 10(1), pp. 125–144	2020
7.	Dr. Blerta Perolli Shehu, Asst. Prof.	Zabeli, N., Perolli Shehu, B., & Anderson, J.A. (2021). The understanding of inclusive education in Kosovo: Legal and empirical argumentation. <i>Center for Educational Policy Studies Journal</i> , 2021, 11(3), pp. 119–139	2021
		Arënlju, A., Bërxulli, D., Perolli - Shehu, B., et al. (2021). Anxiety and depression among Kosovar university students during the initial phase of outbreak and lockdown of COVID-19 pandemic. <i>Health Psychology and Behavioral Medicine</i> , 2021, 9(1), pp. 239–250	2021
		Zabeli, N., Perolli-Shehu, B., Gjellaj, M. (2020). From Segregation to Inclusion: The Case of Kosovo. <i>Italian Journal of Sociology of Education</i> , 2020, 12(2), pp. 201–225	2020
		Perolli Shehu, B. (2019). Peer acceptance in early childhood: Links to socio-economic status and social competence. <i>Journal of Social Studies Education Research</i> , 2019, 10(4), pp. 176–200	2019

Standard 5.3. Supervisors must have experience in research projects and participation in international academic conferences and workshops relevant to the field.

Potential mentors of candidates have the necessary academic background and have presented the data on participation in conferences in their CVs (See the appendix).

Standard 5.4. The number of doctoral candidates per supervisor should be compatible with the overall work load of a supervisor.

Up to 12 students will be admitted to the joint double degree doctoral program. According to the data on mentors presented above, 7 teachers from the Faculty of Education are potential mentors who meet the criteria according to KAA standards, while, based on previous experience with current doctoral program, there is a possibility of involving potential mentors from the Faculty of Philosophy of University of Pristina. Regulation provides that a mentor can take for guidance at most two registered doctoral students in one academic year, but no more than three doctoral students at the same time. In addition, mentor must have a background in the narrow field of the Doctoral topic that has been selected by the candidate.



Standard 5.5. Supervisors and doctoral candidates must meet regularly (at the very least monthly) to discuss the candidates’ research and monitor progress. These meetings must be documented.

The structure of Doctoral program foresees regular meetings in doctoral seminars where mentors and their candidates discuss their research projects and exchange with each other advice and suggestions on the progress of projects in methodological and other academic aspects.

Standard 5.6. Responsibilities of the institution, supervisor and doctoral student must be set out clearly in a policy document.

The statute of UP and Regulation of doctoral studies clearly define duties and responsibilities of mentors and PhD candidates (Article 10 and Article 11).

Standard 5.7. (Supplementary) The Institution provides professional development opportunities for supervisors.

According to the Regulation on doctoral studies, mentors who guide a candidate for the first time, follow a mentoring training provided by the Center for Excellence in Teaching (CET) of the University of Pristina.

Standard 5.8. (Supplementary) Participation in international academic networks and similar activities should be documented.

The academic staff in their CVs have proven their membership in academic and professional organizations and associations related to the purpose of teacher preparation programs and education in general.

SWOT analysis of mentoring:

M. Strengths	N. Weaknesses
<ul style="list-style-type: none"> - Combining mentoring between the academic staff of both universities - Combining mentor’s fields in cases of integrated topics. - Optimum number of academic staff according to standard 5.2 that meets criteria in this field. 	<ul style="list-style-type: none"> - Not so many academic staff that meet standard 5.2. - Not so satisfactory opportunities for providing counselling to candidates as result of engagement of academic staff in numerous academic and administrative responsibilities. - Lengthy bureaucratic procedures.



<ul style="list-style-type: none"> - The experience in mentoring created by the previous three generations from the PhD program in Education at UP. - Highly experienced academic staff from UL included in mentoring. - Meetings of mentors and candidates in doctoral seminars are foreseen with the study program and they are held periodically. - Obligations and responsibilities of mentors and candidates are defined in the regulation and are clear. - Number of candidates to be mentored by one mentor is determined with the regulation and is adjusted to standard 5.4. 	
O. Opportunities	P. Threats
<ul style="list-style-type: none"> - Utilizing the experience of mentors from University of Ljubljana. - The possibility of training on mentoring by CET. 	<ul style="list-style-type: none"> - Workload of academic staff at UP. - Candidates' insufficient time for counselling as a result of long working hours and impossibility for them to be part of Faculty of Education while studying for Doctorate.

6. Assessment

Standard 6.1. Doctoral candidates are supported and required to publish at least 1 paper as a first or corresponding author in a peer-reviewed journal relevant to the field (indexed in WoS and/or SCOPUS).

The Regulation for doctoral studies specifies the criteria for publications of Doctoral candidates. Article 8 paragraph 6 requires that each candidate after the end of the third semester must be a first author of at least one paper of a part of doctoral results in indexed international journals in accordance with the criteria of applicable regulation for selection procedures related to academic staff and with this paper they get 20 ECTS;



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Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 6.2. Doctoral candidates must confirm that the doctoral thesis is their original work.

Candidates sign the declaration of paper's originality and reference according to the handbook requirements and academic ethical principles. The University has also secured the possibility of crosschecking thesis in Plagiarismcheck.

Standard 6.3 Doctoral candidates must submit their thesis to the doctoral committee within the stipulated time frame and participate in an oral public defence.

The regulation provides that the candidate is oriented and cooperates with a mentor that fits with the research topic. At the beginning of the second semester, doctoral student, in consultation with potential mentor, proposes the narrow field of research and potential topic of doctoral thesis (Form F1). The candidate's proposal for the topic and potential mentor (Form F1) is reviewed by the Doctorate Council, which, based on the criteria specified in this regulation, may recommend to doctoral student to reconsider the proposal for mentor and topic, before doctoral student gets deeper in the field of research. The candidate presents the research project before the evaluation committee appointed by the Faculty Council, while the evaluation is done within 30 days.

Standard 6.4. The institution must have a clearly documented protocol for the assessment process including the composition of the evaluation committee, which should comprise at least three members

The committee for the evaluation of project proposal and evaluation of the topic is composed of three members, one of whom is from an institution outside Kosovo.

Standard 6.5. The institution must have clear criteria for the assessment of doctoral theses.

The regulation and handbook of Doctoral thesis have set clear criteria for the evaluation of Doctorate topics (see the handbook in the appendix).

Standard 6.6. The institution must have clear regulations governing the instance of a negative assessment.

According to the Regulation on doctoral studies, in cases where the defense committee assesses that doctoral student has failed to defend the doctorate due to deliberate non-compliance with defense procedures, willful ignorance of defense committee or any other behavior contrary to the usual defense norms, the doctoral student loses the right to defend the doctoral dissertation.

In cases where the defense committee assesses that doctoral student has failed to defend the doctoral dissertation due to insufficient preparation of defense process, failure to give meritorious answers to questions of the committee or creating an grounded impression of serious ignorance of the material presented in the paper, the committee may decide to offer the doctoral student a period of 1 year to



repeat defense process. If, even after the second attempt, doctoral student fails to successfully defend his dissertation, he/she loses the right to defend his doctoral dissertation. The decision, based on the assessment resulting from the defense process, is taken by majority vote of members of the committee for doctoral dissertation defense, confirmed with their signature.

Standard 6.7. Institutions must have clear policies and procedures to address any kind of misconduct such as unethical practice, plagiarism, fabrication of data, etc.

The Senate, upon recommendation of the Rector, can revoke the title "Doctor of Sciences" from a holder if it is found that there was: Falsification or cheating during assessment or examination or, plagiarism or violation of copyright in the preparation of doctoral dissertation.

Standard 6.8 All the members of the committee for the evaluation of the public defense must be established authorities in the research field. The committee must have at least one external member from a domestic or international institution.

The council of the academic unit, upon proposal of doctoral studies council, appoints a committee for the evaluation of the doctoral dissertation. The committee consists of three (3) members, at least one of which must be from a university outside Kosovo.

6.9 The supervisor may not serve as a member of the evaluation committee.

The mentor cannot be a member of the committee for evaluation of the paper. Members of the committee for evaluation of doctoral dissertation must have at least the academic title of assistant professor (asst. prof.) and should come from the relevant field.

Q. Strengths	R. Weaknesses
<ul style="list-style-type: none"> - Doctoral candidates are required to publish at least one paper indexed in WoS or SCOPUS. - Candidates sign a declaration of paper originality and the paper can be checked in plagiarismcheck which is provided by the UP. - There are certain procedures for approving projects by professional committees and students present their projects orally. - The criteria for evaluation of doctoral thesis are defined and the 	<ul style="list-style-type: none"> - Unsatisfactory level of academic writing in English. - Long procedures for review of papers in prestigious journals as required by regulations. - Lack of access to prestigious databases for scientific publications that can be used by candidates.



<p>committee consists of three members, including one from international universities.</p> <ul style="list-style-type: none"> - The regulation also foresees rocedures in instances of a negative assessment. - There are procedures for possible ethical violations and they are managed by the ethics council at the UP level. - The mentor is not part of the committee for evaluation of doctoral dissertation. - The readiness of University of Ljubljana to support in every process of program implementation, which has also been provided so far. 	
<p>S. Opportunities</p>	<p>T. Threats</p>
<ul style="list-style-type: none"> - Cooperation with University of Ljubljana and use of all human and infrastructural resources of Faculty of Education. - Mobility of academic staff and students. - Involvement of academic staff from UL as a third member in the assessment. 	<ul style="list-style-type: none"> - Length of bureaucratic procedures for scientific papers from prestigious journals. - Extending the bureaucratic procedures for evaluation of the paper by passing through several instances. - The volume of candidates work outside the faculty of education and delay in submission of papers according to the deadlines set by the regulations.

7. Final doctoral dissertation

Standard 7.1. The final outcome of the doctoral programme is a thesis. There is no singular, stipulated, format for the thesis. However, the copy must be publicly available. This may be on-line, but a hardcopy must be held in the institution’s library and elsewhere, as deemed appropriate.



According to the Regulation on doctoral studies, the final paper can be in three forms.

- A) In the form of a monograph;
- B) In the form of three scientific articles published in journals indexed in SCOUPS or Web of Science, as first author.
- C) Doctoral dissertation paper in the field of arts is in the form of artistic research.

The paper is published on the website one month after the public defense. Physical copies of the paper are kept in the library and archives. However, physical copies of dissertations are kept in the relevant archives in the University and in the University Library.

Standard 7.2. The thesis should reflect original thinking and represent a valuable addition to the knowledge base on the topic.

The doctoral dissertation must end with original scientific outcome that provide a scientific contribution and help in the advancement of science and in the field of education and teacher training. The criteria for evaluation of doctoral dissertation are defined in the handbook for preparing Doctoral dissertation.

Standard 7.3. Doctoral programs should provide a successful candidate with a set of competencies that will provide him or her with a choice of career paths.

Implementation of this Program will result in the achievement of the following generic competencies:

- Deep knowledge of theoretical concepts in the field of philosophy of education, sociology, psychology, pedagogy and anthropology;
- High understanding of different research approaches in education and related fields;
- Ability to make decisions, shape and execute a broad research process;
- Solving complex problems, testing and improving known solutions and designing new solutions;
- Ability to contribute through original research to expand national and international boundaries of knowledge;
- Ability to critically analyze, evaluate and synthesize complex ideas;
- Ability to understand complex educational problems and find solutions for them;
- Participation in a critical dialogue, encouragement and leadership of social processes in the professional field;
- Capacity for criticism and self-criticism;
- Preparation of candidates to lead scientific research projects in broad professional scientific fields;
- Ability to report to colleagues and broader scientific community and society in general, elements belonging to one's own field of expertise;



- Ability to publicly present and defend scientific paper;
- Ability to provide for progress through knowledge-based processes in academic and professional settings;
- Capacity for creative thinking and problem solving;
- Understanding research ethics and respecting such ethics;

Also, in achieving the following specific competencies:

- Knowledge and understanding of theories and theoretical concepts, scientific paradigms and developments in the field of teaching and education sciences;
- Deep understanding of qualitative and quantitative research methods, and the ability to use these methods in one's narrow field of expertise;
- Development of personal responsibility and a high level of independent initiatives, in complex and unpredicted situations, in professional environments or related to education, in the narrow and broad sense;
- Critical consideration of broad implications, using knowledge in professional and educational settings;
- Detailed analysis and reflection on social norms and relations in a specific field of PhD thesis, leading activities to transform it and finding middle ground between scientific research and social environments;
- The ability to discover practical problems in their field, which can be solved with scientific research methods and tools;
- Ability to conduct an original research in a relevant field;
- Ability to draft and publish original and independent research paper;
- Capacity for collaborative learning, creative communication in a research environment and problem solving in collaboration with multidisciplinary teams.

Standard 7.4. (Supplementary) Where a doctoral candidate does not complete his/her PhD studies successfully the institution may wish to consider issuing a certificate recording the courses he/she attended during the course of study.

In cases where the defense committee assesses that doctoral student has failed to defend the doctorate due to insufficient preparation of the defense process, failure to give meritorious answers to committee questions or leaving the grounded impression of serious ignorance of the material presented in the paper, the committee may decide to offer doctoral student a period of 1 year to repeat the defense process. If, even after the second attempt, doctoral student fails to successfully defend his dissertation, he/she loses the right to defend his doctoral dissertation.



Standard 7.5. (Supplementary) There is a defined procedure for the assessment and public defence in cases where the result may lead to the application and award of a patent.

Article 20 of the Regulation on doctoral studies stipulates that in case of innovative results that come out of the doctoral studies, student in cooperation with the mentor, can request protection of copyright in accordance with the regulation on intellectual property.

U. Strengths	V. Weaknesses
<ul style="list-style-type: none"> - There are three options for the form of final doctoral dissertation. - The paper is published on the website one month after the public defense. Physical copies of the paper are kept in the library and archives. - The main criterion for evaluating the doctoral dissertation is scientific contribution to the relevant field. - The competencies of candidates planned under this program provide opportunities for skills, knowledge and values that may be used and adapted to labor market needs. - There are procedures that determine the course of situations when candidate has failed to prove the skills for argumentation and defense of dissertation paper. 	<ul style="list-style-type: none"> - Lack of prestigious scientific journals at the national level.
W. Opportunities	X. Threats
<ul style="list-style-type: none"> - Publication of completed dissertation papers also on the website of the University of Ljubljana and promotion of scientific studies in RKS beyond local borders. - Obtaining doctoral topics patterns from the University of Ljubljana - Collaboration with commentary from UL. - Evaluation of topics by the UL. 	<ul style="list-style-type: none"> - Insufficient scientific contribution of scientific research at the international level. - The postponement of set deadlines for personal reasons of candidates and the loss of data relevance after a long time.



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2. RECENT DEVELOPMENT RECORDED SINCE PREVIOUS ASSESSMENT (if any)

The Faculty of Education at the UP has offered a Doctoral program in Educational Sciences in the period 2016-2018, admitting 21 students in three generations. Experts' recommendations from the last accreditation process and actions in their implementation are presented below.

Recommendation of Expert Team in previous External Review Report	The solution implemented by the provider to address the recommendation	Other relevant comments
Formulation of research topics based on faculty's research capacity and informing potential applicants for doctoral studies about these topics. In order to help integrate doctoral students into the research group and avoid their isolation and solitude, candidates must apply for the announced topics.	According to the Regulation on doctoral studies in the UP, students propose topics they are interested in and address to teachers with appropriate background to mentor them.	
Appointment of responsible members of academic staff (such as program scientific board) who take care of the program management and allocation of adequate resources for this;	A Doctoral Council has been established, which is guiding Doctoral studies since 2016.	
The use of electronic learning facilities, creation of virtual learning environments and good opportunities for video conferences to support the cooperation between the three universities included in the program (Pristina, Ljubljana and Tirana);	Teachers from Slovenia and Albania have successfully held online lectures with the second and third group of doctoral students through google.meet or zoom.	
The inclusion of a subject such as University Pedagogy in elective courses because one goal of the program is to	The course of "Didactics in Higher Education" is now one of the optional courses.	



develop teacher educators as future members of university academic staff;		
Analyzing possible mentors' workload and based on that plan number of study places (it seems that 15 places per year is not realistic to be supervised by current academic staff).	A total of 21 students were admitted in three generations and there were cases of co-mentorship with teachers from Slovenia and Albania. There was never admitted 1 student per generation.	
In partnership with University of Ljubljana or other universities with experience in doctoral degrees in education, organize mandatory training courses for mentors (PhD supervisors) in order to develop their mentoring skills. Mentor's role during a doctoral process is very important for doctoral students in order to guarantee a successful research process and good quality of final dissertations. We also recommend considering the possibility of enabling mentors of Faculty of Education to partner with other academic experienced staff from other universities;	University of Pristina, based on the Regulation on doctoral studies, foresees a preparatory course for mentor professors who have never mentored any candidate. Likewise, co-mentoring practices have already been implemented and it is planned to practice this good experience in the future.	
Organization of an internal annual research conference for participants in doctoral program (both mentors and doctoral students) where they can share experiences, methodological approaches, papers presented at international conferences or journals, research results, etc., in order to learn from each other and improve mentoring skills and didactic skills.	The Faculty of Education organizes the KICER International Conference every year. https://edukimi.uni-pr.edu/page.aspx?id=1,61 Students have also presented their ideas in courses of Doctoral Seminar where all the members of doctorate council, mentors and students have participated.	
Elaboration of the concept document for discussions on the	The concept of strategic research plan in the Faculty of	



<p>design of a research plan in the field of education to determine research priorities of the faculty, which will also be research topics for research groups and doctoral students;</p>	<p>Education has been elaborated. The Strategic Plan 2022-2026 was also adopted, where one of the objectives foresees conducting scientific research.</p>	
<p>Creating the basis for organization of different research groups focused on teaching and learning process (didactics) in general, and on teaching and learning process, in particular fields (Mathematics, Biology, Linguistics, etc.). Each team should have a known leader with experience in research and should include academic faculty staff and doctoral students. It is also important for the teams to have international researchers to apply for international project grants at other universities. These group are recommended to be organized before the start of first semester of Doctoral program in Educational Sciences;</p>	<p>Research teams have been established and approved by the Faculty Council.</p> <p>Research teams are applying for grants to support their research ideas.</p>	
<p>Launching of an Institute for Educational Research and Development, which will promote the research strategy in the Faculty of Education and will be a platform for international relations and international research cooperation. This institute will focus on research based on the analysis of teaching and learning process (didactics) and organizational education and leadership; It should also be a platform for relations and</p>	<p>IRDE has become operational and agreements have been signed with 20 schools and kindergartens for the purpose of cooperation between the research teams and educational institutions to conduct scientific research.</p> <p>In order to better connect with schools, they have also started to hold trainings for in-service teacher professional development for some programs approved by MESTI.</p>	



<p>cooperation with primary and secondary schools in Kosovo, in which doctoral candidates and school teachers can share proposals, develop projects and analyze issues related to educational process and its improvement.</p>		
<p>Exploring national and international opportunities for research grants and research collaboration grants, and applying for them whenever possible. In order to be more efficient in getting these grants, we also recommend some staff members to focus only on this objective. In order to effectively receive grants, usually it is required to have managerial skills for implementing forms and requests of international agencies, and faculty staff usually do not have these skills. This is why it is essential that managerial staff collaborate with faculty staff to organize and prepare proposal for grant.</p>	<p>Several applications have been prepared for international and national grants, such as Erasmus, APPEAR, HERAS, MESTI, UP Rectorate</p>	
<p>Establishing a grant system for doctoral students to give them opportunities for short-term mobility, including participation in international conferences;</p>	<p>Doctoral students have been given the opportunity to participate in doctoral seminars but also short-term mobility to carry out their research projects in Slovenia. This has been achieved through various international grants.</p>	
<p>Investment of sufficient economic resources to facilitate doctoral candidates, mentors and faculty staff involved in this program, necessary resources for implementing proposed research projects. In this aspect, our proposal is to facilitate the</p>	<p>The staff and doctoral students of Faculty of Education have been provided access to relevant databases through the TLP project implemented in partnership with University of Indiana in the USA, a project</p>	



<p>access of students and professors to the Library or Virtual Library, research resources (statistical software, qualitative research software, etc.) and research results (international journals, databases, etc.). We recommend using online Open Educational and Research Resources under Open Access platforms or Creative Commons license, and open research resources that are usually free of charge. There are sufficient resources especially in the field of Educational Sciences.</p>	<p>funded by USAID and Government of Kosovo. Numerous trainings on the use of statistical packages have been held within Faculty of Education,</p>	
<p>Establishment of the Doctoral Studies Service mentioned in the university regulation to maintain Doctoral programs and study process of Doctoral students;</p>	<p>The Doctoral Council at the faculty level has been established and is functional.</p>	
<p>Establishing a database for academic staff and doctoral students, which includes questions about their workload, research environment, including access to databases/literature, and opportunities for international cooperation and mobility;</p>	<p>The quality assurance toolkit has been approved, which foresees receiving feedback and assessing implementation of the program from both academic staff and students. Some instruments have already been used and some analysis have been conducted.</p>	
<p>Establishing an action plan for implementation of Doctoral program providing goals and expected results and monitoring the evaluation of this plan every academic year;</p>	<p>The quality assurance policy and package of instruments foresee this process, while the 5-year strategic plan can be considered sufficient considering number of students in this program.</p>	



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

8. ANNEXES

Annex 1. Regulation for doctoral studies

Annex 2. Doctoral studies manual

Annex 3. Course descriptions

Annex 4. CVs of academic staff.

Annex 5. The strategic plan of Faculty of Education

Annex 6. Quality assurance policy in the Faculty of Education

Annex 7. Package of instruments for quality assurance

Annex 8. Documents for ethics in research

Annex 9. List of publications of program participants