UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
FAKULTETI I EDUKIMIT

Rr. Agim Ramadani, Fakulteti i Edukimit, 10 000 Prishtinë, Republika e Kosovës
Tel: +383 38 229 201 • E-mail: edukimi@uni-pr.edu • edukimi.uni-pr.edu

FACULTY OF EDUCATION
UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"

Program:
PhD in Education

Level of Study:
Doctoral

Number of credits:
180 ECTS

PhD PROGRAM

PROGRAM	EDUCATION
Degree awarded	**Doctor of Science: Education (Specific Orientation)** The individual candidate study orientation will also be specified in the degree.
Duration	3 years; 180 ECTS *Obligatory modules* (7x5 ECTS) *Study orientation modules* (in two parts: 2x5 ECTS) *Elective modules* (candidates select 3 modules: 3 x 5 ECTS) Dissertation (120 ECTS)
Target group	15 students
Scientific areas covered	The PhD program covers a broad range of fields in teacher education and education sciences, including teaching of various subject fields, education theory, inclusive education, education counseling as well as education policies and leadership.

CONTENT

1. Rationale and purpose

The developments in the education sector in Kosovo present an immediate demand for launching a PhD program for scientific preparation of candidates in line with modern teaching practices and education sciences. Kosovo school system has been undergoing ongoing systematic reforms in teaching and learning in the period after the war (1999 onwards). These reforms have continuously required teachers and schools to change the way they have been acting. In this regard, the pressure has also been placed on the teacher education institutions, University of Prishtina's Faculty of Education being the only one until recently.

The launching of this PhD program should also be viewed in light of the Education Reform and the development of higher education sector in Kosovo. Introducing innovations in Education requires substantial strengthening of the resaerch capacity in order to reach informed and eveidence-based decisions. The Faculty of Education itself has undergone major re-structuring, from an institution that offers full bachelor-level qualification programmes, to an institution that mainly offers master-level studies. Work with master-level students requires more advanced qualifications of the academic staff in the field of Education. In light of the remarks made by external evaluation conducted by the Kosovo Accreditation Agency in the recent years and in view of the Strategic Plan of the Development of Faculty of Education 2013-2018, Faculty of Education foresees a more active and significant role in education research and development.

On the other hand, the Kosovo Government has established 5 new public universities in the last 4 years and four of them have established Faculties of Education. The new Faculties require significant number of staff with education sciences and teacher education background in order to be able to perform their mission.

Therefore, a PhD Program in Education will serve all of the purposes and dimensions of education development as elaborated above. Currently Faculty of Education offers a Master Program in Educational Leadership and a Masters Program in Curriculum and Teaching (developed under TEMPUS funded Project in 2009-2010). In addition, Faculty of Education provides a program of Masters in Pedagogy which is meant to provide training of school

counselors and general educationalists. The graduates of these programs will be the primary target group for this PhD program along with the graduates of other Subject Teacher Education Programs at Master level provided by other academic departments in the past. Furthermore, as part of the restructuring of teacher education launched by Ministry of Education in 2012, Faculty of Education is starting with Master Programs in Subject Teacher Education in academic year 2014/2015 (pending accreditation). In addition, a PhD Program in Education will train education specialists that will serve other institutions such as Pedagogical Institute, Municipal Education Directorates, Ministry of Education and other relevant public and non-public education institutions.

The PhD Program will be implemented in harmony with the University of Prishtina Statute provisions (articles 63, 88 dhe 89) and other applicable legislation such as Doctoral Programs regulation.

2. Program goals

This general goal of this PhD Program will be to:
- develop education experts that will support the development of education system and schooling;
- develop teacher educators that master the skills and concepts of modern education development;
- develop education researchers who will be able to foster innovative ideas in the field of education sciences.

The PhD study programme first of all will contribute to the achievement of the following aims:
- deepen the understanding of candidates in theoretical and methodological concepts in the field of education, teaching and education sciences;
- equip candidates with skills to develop independently new knowledge in order to solve more difficult professional and scientific problems with an interdisciplinary approach;
- development of critical reflection and ethical responsibility of candidates in research and social and communication competences for professional leadership and research;

- Preparing candidates to critically monitor (test, improve) known factors and to provide new solutions for specific and practical areas;
- Preparing candidates to independently lead scientific research and professional projects and the required working systems.

Using Dublin descriptors and TUNING competencies as a reference point for program design, the PHD program will work towards enabling students to achieve the generic and specific competencies outlined in 2.1 below.

2.1 Generic and specific competences

The implementation of this PhD program will lead to the achievement of the following *generic competencies*:

- deep understanding of theoretical concepts in the field of: education philosophy, sociology, psychology, pedagogy and anthropology;
- high level of understanding different research approaches in the field of education and related fields;
- ability to decide, form and execute an extensive research process;
- ability to independently develop new knowledge, skills, techniques and materials for research work;
- solving complicated problems by testing and improving known solutions and designing new solutions;
- ability to contribute through original research in widening knowledge boundaries nationally and internationally;
- ability to critically analyse, assess and synthesise complex ideas;
- ability to understand complex education problems and find solutions to them;
- participation in critical dialogue, encourage and lead social processes within the professional field;
- critiquing and self-critiquing capacity;
- prepare candidates to lead scientific-research projects on broad professional scientific fields;

- ability to report to their colleagues and to wider scientific community and to the society in general within their field of expertise;
- Ability to publicly present and defend scientific work;
- ability to provide progress through knowledge based processes in academic and professional environment;
- capacity for creative thinking and problem solving;
- understanding of research ethics and working in line with it.

And, the achievement of the following *specific competences*:
- knowing and understanding 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 ability to make use of them in researching their field of narrow expertise;
- develop personal responsibility and high level of independent initiatives in complex and unforeseeable situations in professional environments or related to education in the narrow and broader sense of the subject;
- critical view on the wide implications of using knowledge in professional and educational environments;
- detailed analysis and reflection on social norms and relationships within the specific field that is the subject of the PhD thesis, leading activities for transforming it and mediating between scientific researchers and social environments;
- ability to discover practical problems in their field that can be solved with scientific research methods and means;
- ability to lead an original research in a selected field;
- ability to develop and publish independent and original research work;
- capacity for cooperative learning, creative communication in research environments and solving problems in cooperation with multidiciplinary teams.

3. Conditions and criteria for candidate selection

The candidates need to specify in the application form the the scientific field and the study orientation they choose based on previous studies, or based on the research work carried out until that moment. Those students applying for the *Orientation* 'Natural Sciences' and 'Social Sciences' should also specify the narrow field of study (e.g geography education). Candidates should provide evidence of professional or research activities in the field of education (personal CV in a form required by UP).

3.1 General conditions

According to article 122 of UP Statues for continuing with PhD studies candidates should have completed master studies (MSc) or other programs that meet the level of 300 ECTS with average grade of 8 (without MA thesis grade) in their prior studies (both levels: BA/Bsc and MA/MSc) or an equivalent grading scheme for those international universities that apply a different grading scale. Students graduated in universities outside Kosovo can also enrol in the PhD programme after they have completed the procedures of recognition of their diplomas according to the applicable legislation in Kosovo. The prior studies of the candidate (Master level studies) need to be similar ose equivalent to the study orientation area specified under this program.

3.2. The selection criteria

Candidates who have completed the Master studies in the area of pedagogy; education, psychology and from other subject fields are elegible to apply and enrol in the program following an assessment that consists of the following dimensions:

- English language proficiency at B 2 level of Common European Framework;
- Published papers and other materials in relevant study fields, including the master-level coursework (e.g. master thesis, seminar work, etc.);
- Individual research project proposal plan;
- Interview with short-listed candidates.

Detailed scoring rubrics will be used for the assessment of all of the above mentioned dimensions.

4. Conditions for progressing through the program

Exams in PhD studies can be held throughout the academic year according to the individual agreements between the professor and the students (article 112 of UP Statute).
 As a condition to continue the second year, candidates must complete 40 ECTS from the organized studies and must successfully present the dissertation proposal.
As a condition to continue the third year, candidates should complete 10 ECTS of the second year from organized studies and his/her PhD thesis must be accepted by university bodies.
By the end of third year candidates must have completed all obligations from the organized studies (60 ECTS) and from research work (120 ECTS) and defend the PhD dissertation according to the Doctoral Studies Regulation of University of Prishtina.

5. Conditions for completing the program

In order to complete the Program, candidates should have completed the basic obligations of studies (60 ECTS) and the research work (120 ECTS) in accordance with study program. Studies are completed with publication of a scientific paper in a relevant peer reviewed journal and with defending the PhD dissertation according to the applicable procedures.
The PhD dissertation should meet the requirements set by Article 126 and 127 of UP Statute and the Doctoral Studies Regulation of the University of Prishtina.

6. Implementation approach

This PhD program follows the *Tuning*[1] approach in curriculum design and pays specific attention to the relation between teaching, learning and assessment as a key factor for competency development. In order to support candidates develop the required competences an appropriate

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[1] TUNING has started in 2000 as a project to ling the policies of Bologna Process and later of Lisbon Strategy in the higher education sector. With time, Tuning was developed into a process, an approach of designing, developing, implementing and assessing the quality of first, second and third level study programmes. For more: http://www.tuning.unideusto.org/tuningeu/

method of teaching, learning and assessment (TLA) will be applied. Tuning approach underlines the cognitive and socio-constructive approach and as such it was deemed as appropriate for these type of studies.

The delivery of this Program does perceive teaching and learning as primarily focused on the content of study units but in identifying problems and solving them. Learning material is connected to social environment (so called ecological approach). Project based approach and treating information, simulation, case studies and research based problem solving methods play a key role gaining knowledge and understanding which is the approach adopted by this Program.

Assessment methods are focused on actual understanding and application of knowledge and not only on verifying the knowledge through tests. Research methods include solving real problems, journals, assessing the portfolio, self-assessment, presentations, peer review etc. This can also include the *transformation teaching approach that* underlines student's active critical thinking towards their personality and environment.

This PhD program adopts the principles of collaborative learning environment, supported by information technology (*computer supported collaborative learning*- CSCL). The teaching and assessment methods in this PhD program reflect an orientation that teacher does not only transfers knowledge but knowledge is sought by students in order to solve problems or to carry out assignments.

6.1. Mentoring and supervision

The success of PhD studies is largely depended on effective mentoring and supervision of candidates. Supervision and assessment of PhD students in this program is based on a transparent agreement articulated in *"Mentoring agreement"* which sets responsibilities of all participants. It includes the relationship between the mentors; the PhD candidate and the institution are formally defined, as well as the mentoring arrangements.
The basic elements of the contract with students are:
- Obligations of the student,
- Obligations of the mentor, co-mentors,

- Obligations of the respective higher education institution if required (if the candidate carries out his/her research outside Faculty of Education).
- Obligations of other partners, if required (outside Faculty of Education).

The mentor is appointed in agreement with the student and after the candidate has been registered in the PhD studies. The University of Prishtina Statute provides that the mentor of PhD students should be full time staff of the University of Prishtina, whereas co-mentors and committee members can be appointed also from other Universities.

The mentoring arrangements also take into consideration student's preferences for the potential mentor, the capacity of the Faculty and the existing obligations of potential mentors as well as the suitability of proposed mentor background for the research interest of individual students.

6.2. Assessment

Student's achievements will be assessed respecting the assessment criteria of Prishtina University

7. PhD study program content

The study programme consists of *Obligatory Modules* (7 modules), *Study Orientation Modules* (candidate selects 2) and *Elective Modules* (candidate selects 3).

Obligatory Modules - are basic modules that candidates need to complete and are uniform for all students.

Study Orientation Modules - are modules that orient the candidate towards a research field that the candidate has specified in the Application Form as the choice for their specialization.

Elective Modules - are modules that complete the knowledge of the candidate in his/her area of scientific research and professional interest. A brief description of modules is provided in Section 7.1. Whereas, the proposed overview of the modules is presented in the table below.

Doctoral Study Program Overview

	Year I Semester I	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
1.	Modern theories in the field of education sciences O	10	15	125	150	5	Dr. Janez Krek UL Dr. Bardhyl Musai UT Dr. Naser Zabeli, UP
2	Advanced research methods in education O	10	15	125	150	5	Dr. Janez Vogrinc UL Dr. Dhori Karaj UT Dr. Dukagjin Pupovci UP
3.	Doctoral seminar I O		30	120	150	5	Dr. Janez Vogrinc UL Dr. Eda Vula UP
4.	Orientation study module I O	10	15	125	150	5	
5.	Disertation writing module	10	15	125	150	5	
6.	Individual research module O			150	150	5	
	Total	**40**	**90**	**790**	**900**	**30**	

	Year I Semester II	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
1.	Contemporary trends i educational research O	10	15	125	150	5	Dr. Janez Krek UL Dr. Bardhyl Musai UT Dr. Blerim Saqipi UP
2	Doctoral seminar II O	0	30	120	150	5	Dr. Bardhyl Musai UT Dr. Janez Vogrinc UT Dr. Eda Vula UP
3.	Orientation study module II O	10	15	125	150	5	
4.	Elective Module	10	15	125	150	5	
5.	Elective module	10	15	125	150	5	
6.	Individual research module			150	150	5	Mentor
	Total	**40**	**90**	**790**	**900**	**30**	

	Year II Semester III	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
	Doctoral seminar III O						Dr. Janez Vogrinc Dr. Bardhyl Musai UT Dr. Eda Vula UP
2.	Elective module	10	15	125	150	5	
3.	Individual research module			600	600	20	Mentor
	Total	**20**	**30**	**750**	**900**	**30**	

	Year II Semester IV	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
1.	Individual research module			900	900	30	Mentor
	Total			**900**	**900**	**30**	

	Year III Semester V	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
1.	Individual research module			900	900	30	Mentor
	Total			**900**	**900**	**30**	

	Year III Semester VI	L (hours)	S (hours)	Individual study	Total (hours)	ECTS	Lecturer
1.	Individual research module		30	870	900	30	Mentor
	Total			**900**	**900**	**30**	

7.1 . Study orientation and Elective modules

The programme consists of *orientation study modules* (candidates choose 2 modules) and *elective* (candidates choose 3 modules).

Study orientation modules:

Modules (5 ECTS each)	Teacher
1. Teaching and learning I and II	1. Dr. Mojca Jurisevic UL 2. Dr. Naser Zabeli UP 3. Dr. Bardhyl Musai UT
2. Teaching Albanian language I and II	1. Dr. Begzad Baliu UP
3. Teaching Albanian literature I and II	1. Dr. Myrvete Dreshaj UP
4. Teaching natural sciences I and II	1. Dr. Gregor Torkar UL (Biology) 2. Dr. Mojca Cepic UL (Physics) 3. Dr. Iztok Devetak UL (Chemistry) 4. Dr. Zeqir Veselaj and Dr. Ferdije Etemi (Biology); Dr. Fatlume Berisha (Chemistry); Dr. Zahadin Shemsedini (Physics), UP
5. Teaching Maths I and II	1. Dr. Tatjana Hodnik-Cadez UL 2. Dr. Eda Vula, UP

6. Teaching social sciences I and II	1. Dr. Marjan Simenc UL
	2. Dr. Ethem Ceku UP
7. Inclusive education I and II	1. Dr. Naser Zabeli UP
8. Preschool education I and II	1. Dr. Aferdita Zuna & Dr. Majlinda Gjelaj, UP
9. Education Leadership I and II	1. Dr. Ethem Ceku & Dr. Blerim Saqipi, UP

Elective modules[2]**-** (candidates select 3 modules: 3x5 ECTS)

Modules	Lecturer
1. Qualitative research	Dr. Janez Vogrinc UL
	Dr. Blerim Saqipi, UP
2. Quantitative research	Dr. Janez Vogrinc UL
	Dr. Dhori Karaj, UT
3. Writing scientific articles and presenting results	Dr. Eda Vula
4. Special needs education	Dr. Naser Zabeli, UP
5. Communication in education	Dr. Dashamir Berxulli & Dr. Rrezarta Avdyli, UP
6. Stress Psychology	Dr. Rrezarta Avdyli UP
7. Teacher Professional Development	Dr. Blerim Saqipi UP
8. Education Systems	Dr. Janez Krek UL & Blerim Saqipi UP
9. Assessment in Education	Dr. Eda Vula UP
10. International Education	Dr. Blerim Saqipi, UP
11. Education Policies	Dr. Dukagjin Pupovci & Dr. Blerim Saqipi, UP
12. Individual and Organizational Counselling	Dr. Deme Hoti, UP

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[2] Optional modules aim at strengthening relevant generic competences, transferring subject based knowledge and competences in a broader sense and from an interdisciplinary perspective.

Description of the Modules of the Doctoral Study Program

Obligatory Modules	
Modern Theories in the Field of Educational Science	Participants in this module gain an insight into the diversity of theoretical concepts on which research work in the area of educational sciences is based, as well as acquiring the skills for the interdisciplinary, multidisciplinary and transdisciplinary treatment of research problems. The module includes an in-depth examination of certain specific disciplinary perspectives, and builds upon these with an orientation towards broader problem perspectives. Thus participants are equipped to recognise the broader problems and dilemmas that from this perspective connect them with the wider context of the themes of their doctoral dissertation, while at the same time seeking new conceptual solutions to the problems identified. The module will expose students to recent trends in international literature debates in education developments with a focus on the developing perceptions of teacher roles, purposes of schooling and education reform examined against a set of various education theories and philosophies.
Advanced research methods in education sciences	The aim of this module is to build on the methodological and statistical knowledge already gained in prior studies and experience of candidates, and then broaden and deepen this knowledge with methods and approaches that are particularly relevant to research in the area of educational sciences. The goal of the module is to equip participants to independently plan and execute empirical research including: appropriate conceptualisation and survey of the current situation in a particular field (relating to different ontological and epistemological approaches), formulating theoretically-based research questions and the selection of appropriate research approaches and methods, the analysis and interpretation of data and generating conclusions important for implementation in the educational process. The module will address the issues of ethics in conducting education research.
Contemporary trends in educational research	The goal of this module is the study and analysis of contemporary trends in research in the area of teacher education and educational sciences. Participants analyse specific Albanian and international empirical or theoretical research, relevant to their individual research work: theoretical assumptions, research questions, questions of implementation and interpretation, as well as the publication and use of results. Within the framework of the module participants develop the ability to integrate theoretical conceptions and theories, research-methodological knowledge and practical experience, as well as developing a capability for (self) reflection on and (self) criticism of research work.
Doctoral Seminar I, II and III	In these modules students gain the basic knowledge and skills required to successfully plan and execute the disposition of the doctoral dissertation and the subsequent research work. The goal of the modules is the development of interdisciplinary dialogue, the creative and collaborative solution of problems, and the development of critical approaches to one's own research work. In the respective Sillabi, the Doctoral seminars will be planned from a development perspective by adapting to the progress of students in Individual Research work foreseen in the Program. The Seminars are expected to support individual students in conducting their own research for the Dissertation work. The Doctoral Seminar I will start with the formulation of the research problems and literature review as well as development of research proposals (in Seminar I) continuing on to the data collection, analysis and reporting (in Seminar II and III). The module will adopt the mode of peer review and sudent presentations.

Study Orientation Modules

Study Orientation Modules	
Teaching and LearningI and II	The goal of these modules is a deeper knowledge of and reflection on the pedagogical, psychological, sociological, and philosophical aspects of teaching, learning and education. Participants become familiar with, analyse and reflect upon theories, concepts, facts, perceptions and conceptions in these areas, with an emphasis on the classroom and schools as institutions, and on the social, educational, ethical and value aspects of the educational process.
Teaching Albanian Language I and II	Participants in this module undertake an in-depth examination of contemporary conceptions of the Albanian language. They develop a capacity for critical reflection upon contemporary linguistic-didactic concepts and upon the role of the teacher in these.
Teaching Albanian Literature I and II	Participants in this module undertake an in-depth examination of contemporary conceptions of literature and literature education. They develop a capacity for critical reflection upon contemporary literature-didactic concepts and upon the role of the teacher in these.
Teaching Natural Sciences I and II	Participants in these modules gain an insight into the historical, developmental and conceptual context within which has taken place and continues to take place the development of methods, approaches and implementation of themes in the teaching and learning of content in natural sciences.
Teaching Maths I and II	Participants in this module gain deeper insights in the area of teaching maths by focusing on examining the recent debates in the literature on the issues related to teaching and learning maths. The module will aim to develop critical reflection and understanding of the didactic issues and concepts in teaching maths.
Teaching Social Sciences I and II	Within the framework of these modules students become familiar with the didactics of social sciences as a synthesis of pedagogical knowledge from individual or integrated social science disciplines, and gain a knowledge of the applicative significance of the didactics of social sciences from the perspective of the competence of the pupils. They undertake an international comparison of the development of social science curricula, with an emphasis on the primary grade level and the current problems of social science instruction in Kosovo, as well as approaches to the solution of these problems.
Inclusive Education I and II	Participants in this module acquire and develop an understanding of, and an ability to implement, inclusivity in the entire field of education including reflections of inclusvness in education policy, system, school and classroom. Building on their prior background and experience, participants deepen and connect their knowledge of the concept of inclusivity and the conditions that ensure inclusive processes; they develop a capacity for critical reflection on processes, attitudes, situations and other factors that enable (or disable) and/or encourage (or inhibit) inclusivity;
Preschool Education I and II	Within its framework these modules treat traditional and contemporary concepts of childhood and education from the perspective of various sciences, the comparative analysis of research from the area of childhood, indicators of quality childhood and

	preschool education in kindergarten, findings from the study of early childhood and their implementation in preschool practice.
Educational leadership I and II	The modules will be to expose students to in-depth view into the literatrure on recent debates on educational leaderhip. The modules will cover the areas of leadership theories and practices as well as focus on individual and organizational development in education. The issues of enhacing organizational performance and change theories and leading change practices will be important themes in this course.

Course sillabi will determine a clear division between the content covered at Module I and Module II of each orientation module.

Elective Modules

Elective Modules	
Writing Scientific Articles and presenting results	The purpose of this module is to equip participants for writing scientific texts and presenting these texts to the professional audience. Participants become familiar with the general characteristics of scientific writing and with the specifics of individual disciplines in the area of teacher education and educational sciences. The module will expose students to writing conference abstracts and articles for per-reviewed journals.
Qualitative research	The module will expose participants in more depth to various qualitative research designs and approaches. The particular focus of this module will be the examination of theoretical and practical views of: ethnography, phenomenology, case study, grounded theory, hermeneutics and other qualitative designs. The module will place a special focus on the qualitative data analysis methods with a view of helping students to conduct their own resreach for the dissertation.
Quantitative research	This module will expose participants in more depth to the various designs and approaches in quantitative research. The participants will be provided an opportunity to reflect and engage in quantitative research designs such as experiemental, quasi experimental, survey design and the like. The module will place a special focus on designing quantitative research instruments, data collection and analysis. A core component of this module is the use of SPSS program for quantitative data analysis.
Communnication in Education	The module will provide participants a possibility to reflect in the area of modalities, possibilities and trends in communication in education sector. The module will place a special focus on relationships and caring in education as well as will provide a possibility for critical analysis of literature in the area of commnunication between different stakeholders in the education system including cooperation of school system with the parents and community.
Stress Psychology	The module will provide participants with a possibility to examine the issues of well being in education with a clear focus on stress, curnout and coping strategies in the field of teaching. The various strategies of stress management for key players in education will be provided. The participants will be provided an opportunity to critical review of literature in the area of stress and its effects in education processes with a focus on teaching.
Teacher Professional Development	The module will provide participants an opportunity for in depth view on the various models of professional development and the choices school managers and education systems have in view of development a sustainable mechanism of teache professional

	development as a tool for teacher learning. The module will expose participants to recent literature debates on the teacher professional learning, the effective professional development and a coherent system of teacher development.
Assessment in education	The module will build on participants' prior knowledge and experience in the area of assessment. The module will focus on the review of literature debates and practical implications in the area of school based assessment, external standardized assessments, as well as program evaluation and standards setting and benchmarking in education.
Special needs education	The purpose of these modules is to acquaint participants with contemporary trends in inclusive educational practice and in research in the area of special and rehabilitation education. Participants will be enabled to increase the quantity, quality and innovativeness of scientific research and development work in the area of special and rehabilitation education. The individual education planning and delivery as well as working with gifted students will be also covered under this module.
International Education	The module will expose students to the most important trends in the area of international education. The results of the international assessments such as PISA, TIMMS, PIRLS will be processed and the implications they have on developing education. In addition, the module will examine the trends and analysis of major education players in the work such as UNESCO, World Bank and OECD and the various benchmarking and and analysis activities they are managing in relation to education development. The module will expose students to good education systems around the world and examples of different continents with a clear focus on links of culture and education (including a sample of Asian, Scandinavian, Western Europe and Anglo-Saxon models of education).
Education Systems	The module will provide students with in depth exposure to the various education systems. The centralized systems vs decentralized systems will be a focus of this module. Students will be led to examine the strengths and weaknesses of the education system in which they work. The module will provide students with the possibility to develop their understanding of how education systems work and link with systems theory development.
Education policies	The participants deepen their understanding of the relationship between various academic disciplines and educational policies as practices and their disciplinary and interdisciplinary conceptualisations, evaluations and reflections. Participants deepen and connect their knowledge of theoretical concepts and theoretical paradigms in education and research by reflecting on concrete areas of educational policies and develop a capacity for critical reflection on the relationship of the academic sphere to educational policies, and of educational policies to theoretical conceptualizations. The module will expose students to the issues of policy cycle including a practical orientation to policy design, monitoring and evaluation.
Individual and organizational counseling	The module will expose participants to making connectiosn with the literature on the individual and organizational counseling including mentoring practices in schools. The module will cover the areas of student couselling, performance enhancement and organizational developments aspects. The module will also address the literature conceptualizations for the need for effective professional and psychological guidance of students in school setting.

8. Implementation modalities

The Program was developed in close consultation with the University of Ljubljana's Faculty of Education. The partnership with this University was developed through a TEMPUS project that has been launched in 2013 and the contacts were utilized for the consultation on the development of this present PhD Program. In addition, the University of Tirana's Faculty of Social Sciences was involved in consultations for the design of this Program. Both Universities have agreed to provide a number of staff, as specified in the Program Ovierview above, who will co-teach with selected staff of the University of Prishtina. The staff of University of Ljubljana and University of Tirana will be staying in Prishtina for blocks of time to provide the lectures and consultations for PhD students while the staff of University of Prishtina will be based permanently in Prishtina to provide ongoing lectures, support and guidance for the students.

The costs for the implementation of this Program was assessed as being 125,000 Euros. University of Prishtina's Faculty of Education will be applying for funds from various EU and other funding mechanisms in order to release the University of Prishtina from budget pressure. In case the funding applications are not successful, the most cost effective implementation modalities will be agreed upon with the partner Universities. In this context, the vide-conferering facilities that University of Prishtina's Faculty of Education has will be utilized to cover a series of lectures from University of Ljubljana.