External Evaluation Report

University of Pristina
Faculty of Education

- Master of Subject Teaching- (Respective specialization)
    - in Mathematics
    - in Physics
    - in Biology
    - in Chemistry
    - in Geography
    - in History
    - in Technology and ICT

- Master of Inclusive Education

- Master of Pedagogy for Vocational School

Final Report

August 18th, 2016

CONTENTS

1. Introduction

1.1. Context

The present document is the final evaluation report on three study programmes at the Faculty of Education (FoE) of University of Pristina (UoP), Kosova:
- Master of Subject Teaching (Respective specialization)
  - *in Mathematics*
  - *in Physics*
  - *in Biology*
  - *in Chemistry*
  - *in Geography*
  - *in History*
  - *in Technology and ICT*
- Master of Inclusive Education
- Master of Pedagogy for Vocational School

1.2. External Experts

The team consisted of the following experts:
- Prof. Dr. Erwin Bratengeyer/ Danube University Krems, Austria (AT)
- Prof. Dr. Eve Eisenschmidt/ Tallinn University, Estonia (EE)
- Prof. Dr. Volker Frederking/ University Erlangen-Nuremberg, Germany (DE)
- Prof. Dr. Milan Pol/ Masaryk University, Czech (CZ)

1.3. Abbreviations used

The following abbreviations are used in the present document:

ECTS	European Credit Transfer System
EET	External Experts Team
FoE	Faculty of Education
KAA	Kosova Accreditation Agency
OSV	On-site Visit
SER	Self-evaluation report
UoP	University of Pristina

1.4. Procedure and Evidence Collection

1.4.1. Self-evaluation report (SER)

For all the three programmes the Self-Evaluation Report (SER), the Faculty of Education Development Plan, Syllabuses, and CVs of staff served as profound sources of information. The well composed documents enabled the EET to get a rather clear picture of the aims and the structure of the three study programmes of FoE. The documents were considered as solid information base for preparing the OSV.

1.4.2. On-site visit

The scheduled OSV started in the morning of July 28th 2016 with an interview with the management of the FoE:

Dean: Prof. Dr. Ethem Ceku
Vice -dean for Science: Prof. Dr. Deme Hoti
Vice-dean for Teaching: Ass. Prof. Dr. Majlinda Gjelaj

Subsequently each expert, accompanied by a KAA member, had a separate meeting with academic staff of the study programmes (curriculum, teaching, researches, and recommendations).

Programme	Staff - Subject	Expert, KAA Member
1. Master of Subject Teaching (Respective specialization) - *in Mathematics* - *in Physics* - *in Biology* - *in Chemistry* - *in Geography* - *in History* - *in Technology and ICT*	Hatixhe Ismajli. Rrezarta Avdyli, Teuta Danuza *Mathematics*: Valbona Berisha, *Physics*: Zeqir Shaqiri, *Biology*: Zeqir Veselaj, *Chemistry*: Fatlume Berisha, *Geography*: Selim Qevani, *History*: Bahtije Gerbeshi, *Technology and IT*: Kastriot Buza	Erwin Bratengeyer Eve Eisenschmidt Volker Frederking
2. Master of Inclusive Education	Naser Zabeli, Blerta Perolli- Shehu, Ardita Devolli	Milan Pol
3. Master of Pedagogy for Vocational School	Arlinda Beka, Ganimete Kulinxha, Blerim Saqipi	Milan Pol

The visit ended with short consultations of EET and KAA and thereafter a final meeting with the management of the institution took place.

The EET would like to express its gratefulness to the FoE for very good organization of the visit. In addition, the experts warmly thank the KAA for their outstanding support and cooperation before, during and after the visit.

2. Academic Programmes

All chapters have a similar structure. After general remarks at first the curriculum itself has been analysed and commented on in each chapter, then questions of research, internationalization and staff followed. Because the chapters were written by different members of the EET, their forms may vary nevertheless.

2.1 Master of Subject Teaching (Respective Specializations)

2.1.1 General Remarks

FoE has developed a concept of master of subject teaching with specializations which is characterized by innovative elements. EET welcomes the development from traditional subject centred approach towards an approach in which subject education and pedagogical knowledge are combined and integrated. In this concept the three pillars of teacher education – subject knowledge, subject didactics and general education – come together in a way, which meets international trends in teacher education (http://ec.europa.eu/education/policy/strategic-framework/doc/teacher-competences_en.pdf). One subject teaching programme which includes several subject specifications allows developing the programme more coherently and to concentrate and use academic competence of the faculty effectively (this was also recognised by the faculty members, see SER p 22). One programme solution supports integration of students with different specializations during their studies of subject teaching which creates good basis for future cooperation at workplace.

On this background it is very regrettable that up to this time FoE has not been successful to integrate all subjects into the new concept of subject teaching at the University of Pristhina. EET advises the managements of faculty and university to intensify their efforts to integrate other subjects like languages (Albanian, English, German etc.), social sciences, arts etc. That would be a strong signal of modernization of teacher education in Kosovo.

2.1.2 General Pedagogical Module

Courses of general pedagogical module are developed according to the new national curriculum and national standards of teaching and teacher education (SER p 21). There are sixteen courses all together and seven of them are obligatory for all students (except in ICT specialization where are five obligatory courses from general pedagogical module). Obligatory courses are following: Philosophy of Education, General Psychology, Research Methods in Education (mainly on I semester), Theory of Learning and Curricula, Assessment in Education (mainly on II semester) and Contemporary Practice in Inclusive Education, Applied Psychology to teaching (mainly on III semester). There are nine elective courses. Unfortunately, the topics like learning difficulties/disabilities, academic writing and communication skills, leadership and educational policies are elective topics.

For example, one learning outcome for all specializations is the ability to communicate effectively with all parties in learning process. At the moment, the course which should support the development of communication skills is elective. Also, teacher leadership

and participation in school development are not mandatory topics of the programme, but these are very important topics for all future teachers. It is quite challenging to cover all necessary topics during initial teacher education. From the perspective of a teacher as a life–longer learner the EET would recommend to pay attention to student teachers' attitudes, beliefs and self-efficacy as fundamental elements of teacher competences to which students' learning process has great importance. At the moment, the order of the courses (students' timetable) is traditional starting from general themes moving towards classroom practices. Recent trends in teacher education focus more on experiential learning, which is also based on constructivist learning approach. From that perspective students should begin with small–scale practical tasks (e.g. observation, co–teaching with experienced teacher) from the very beginning of the studies, from first weeks. In that case, the order of the courses also needs to be revised and some general themes (e.g. Philosophy of Education) should be moved to the last part of the studies when students already have some knowledge which allows to analyse pedagogical issues more general level. Starting with practice from the beginning helps creating strong link between theory and practice. That could be evolved further if every course includes some practical tasks at schools. Although SER (p 23) states that practical training is organised throughout the studies and good partnership with educational-school institutions are developed, the EET recommends integrating practice and practical tasks in school context into all courses (that would practically mean that the student is at school every week for at least one or two days).

Comparing the layout of the different specialisations, same errors could be mentioned. Courses are not always allocated to the same semester (e.g. Research methods in education can be taught on I or II semester), amount of the ECTS varies among specializations (e.g. Philosophy of Education varies between 4, 5 and 6 ECTS), the same subject is taught by different lecturers, the same subject might appear under different names (e.g. Writing Skills, Culture of Writing, Academic Writing or Learning difficulties, Learning disabilities or Theory of teaching and curricula, Theory of learning and curricula, Learning and curriculum theory).

2.1.3 Specializations and Subjects

The study programme consists of the following seven specializations:
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Technology and ICT

As the programme is composed of many specializations covering very different areas not all of these areas could be addressed by the EET from a subject matter expert´s point of view. It is expected, that the modules of the specializations have been drafted in a professional way. So at this stage of the evaluation, only a limited selection of modules is being addressed from the domain-specific point of view. Special attention is given to the specialization in Technology and ICT, because of the inherent importance of information

and communication technologies in contemporary education in a so-called digital society.

In comparison with the other specializations, this one is unique in a positive and in a negative sense. In the positive sense, it can serve as a central point allowing for evolving ICT-based competences and implementing e-learning at the Faculty, which is postulated in the Faculty´s Development Plan 2014 – 2018 and in the Quality Improvement Plan (2016). In the negative sense, the curriculum does not deal with one single subject but includes, apart from ICT, several independent fields like material science, technical drawing, mechanical engineering, physics (of technical equipment), renewable energy resources, traffic systems, and agriculture! Furthermore, the specialization in Technology and ICT contains three general subjects in the first semester, which don´t seem to follow the otherwise consistent structure of the curriculum. Namely, all programme specializations contain two groups of elective subjects, one with general subjects and one with specialised subjects, which is a quite reasonable way of structuring. While one would expect also in this programme specialized, ICT-related subjects to choose from, the subjects Family Economy, Career Counselling, and Entrepreneurship Education are offered. (Besides, the learning outcomes of Family Economy do not at all properly reflect what is generally understood under this term, which rather deals with aspects of management of home and community as well as relationship between individuals, family and community, and not with entrepreneurship).

While all these non-ICT topics might be quite important, it has to be severely questioned, why this large amount of completely different subjects is being stuffed in one specialization. As a result of this "stuffing" important ICT-related topics including Social Media, Multimedia Authoring, or e-Collaboration are not explicitly taken into consideration. The broad field of ICT, which should play a crucial role by itself when it comes to develop and disseminate e-learning by the Faculty, is only very poorly addressed. It is advisable to concentrate on this specialization on information and communication technologies with special focus on educational technologies and its potential for teaching and learning.

Consequently, concerning the topics referring to technology one can consider three options – (1) move some topics to other specializations (e.g. technical equipment to physics), (2) install a new specialization in technology only, (3) drop the non-ICT topics or make a selection following the more suitable curriculum of the previous 60 ECTS programme.

Generally, e-learning is very poorly reflected in the curriculum compared to the demands of professional teacher education and training in the digital age. Hardly any course description resp. learning outcome addresses knowledge, skills or competences of students with reference to e-literacy (the efficient use of resources and tools like new media, social media, internet applications, electronic databases, e-collaboration, etc.). This more or less refers to all specializations. Yet, it seems as emphasizing the relevance of e-literacy would already push at an open door, since several lecturers reported that they would use some kind of e-learning anyway in their daily practise. The more it is indicated to reflect e-learning in the course descriptions and learning outcomes properly.

The subject Philosophy of Education should also deal with the much discussed phenomenon of digital education. Pedagogical challenges, social and economic impacts should be addressed explicitly from a philosophical point of view. Likewise, issues like cyber bullying and digital self-image should be addressed by the subject General Psychology.

Digital education is a challenge being addressed by the whole of society. Teachers are challenged by preparing kids who mostly already participate in online communities with a wealth of learning resources that extend beyond the bounds of their schools and well beyond the limits of a single teacher´s knowledge and skill. Hence, the Faculty of Education is challenged to provide teacher education which will not fall short of the needs of digital-age learners.

2.1.4 Research and Internalization

Generally, the two research projects, TEMPUS and USAID-TLP, seemed to yield satisfying results. Staff reported that a culture of research in education (sic!) has been created at the Faculty. EET welcomes this development. Also the chance that FoE is going to be a main partner in the upcoming project *ICT and e-learning in education* sounds encouraging. As mentioned in the previous report, development of e-learning allows for a plethora of research activities for staff and students.

Students´ research
SER states that research is integral part of the programme (SER p 24). However, there is only one obligatory course (Research Methods in Education) for all students. There are two elective courses – Academic writing and Statistics in Education and additionally some subject specific research orientated courses. Studies end with defending Master Thesis. During the site visit academic staff members emphasized that action research is in focus. For that the course Research Methods in Education could be elaborated based on the concept of teacher as a researcher and more attention should be paid to classroom research like action research, evaluation of students' abilities etc. The literature of research methods course is very general. Also, research orientation (action research) should be highlighted during the practice. This is currently not included in the practice description. The subject Academic Writing might be considered to be offered as an obligatory subject, assuming that students are generally not properly skilled in authoring scientific articles and writing master thesis.

FoE is willing to act in international level actively, there is effective cooperation with University of Ljublana. Several staff members have good partnership with colleagues from universities abroad. During the study visit staff members mentioned the new Erasmus+ project which is under the preparation. The aim of the project is to develop quality of the learning process. EET welcomes activeness of the faculty concerning international projects.

2.1.5 Staff

With the master of subject education FoE fulfills the condition of three full time professors responsible for one study programme without problems. There are 4 full Professors, 26 Professors Ass., 19 Assistants, 12 New Assistants and 1 Lecturer (SER p 224-227). For the general pedagogical and psychological parts of the study programme

there are 13 respectively 4 staff members available. That seems to be enough, especially concerning to the pedagogical field. With regard to the subject specifications, however, there are differentiations necessary. In case of the special subjects different numbers exist, which can be extrapolated from an additional and actualized list of staff members:

Specification of Subject Education	Specific Staff *(additional document)*	Staff Number
Mathematics	- Dr. sc. Eda Vula, mathematics - Dr. sc. Xhevat Krasniqi, mathematics - Dr. sc. Fahri Marevci, mathematics - Dr. sc. Valbona Berisha, mathematics	4
Physics	- Dr. sc. Zeqir Shaqiri, physic - Dr. sc. Qazim Elshani, physical education	2
Biology	- Dr. sc. Zeqir Veselaj, biology - Dr. sc. Ruzhdi Kuqi, biology - PhDc. Zenel Krasniqi, biology	3
Chemistry	- Dr. sc. Islam Krasniqi, chemistry - Dr. sc. Arlinda Damoni, chemistry - Dr. sc. Fatlume Berisha, chemistry	3
Geography	PhDc. Selim Qevani, geography	1
History	- Dr. sc. Bahtije Gerbeshi, history - Dr. sc. Ethem Çeku, history - Dr. sc. Sedat Baraliu, history - PhDc. Pleurat Kabashi, history - PhDc. Sefedin Rahimi, history/ civic education - PhDc. Veli Kryeziu, history/ civic education	6
Technology and ICT	- Dr. sc. Kastriot Buza, ICT - Dr. sc. Sylejman Berisha, technology - PhDc. Florent Bunjaku, ICT - PhDc. Kyvete Shatri, ICT	4

On this background it can be pointed out, that for mathematics, biology, chemistry, history, and technology & ICT the number of staff members is sufficient. Problems, however, are to be stated in case of physics with 2 and geography with only 1 staff member with subject specific exam and PhD. That, of course, cannot be enough for a

normally running programme. It is in the responsibility of FoE obtaining new staff members in physics and – more important – in geography. That should be the main focus in the staff strategy of the faculty in a very near future. Latest in the first half of 2017 both staff problems have to be solved.

Recommendations:

1. Create a team of leading staff members, who are responsible for programme development to achieve integration of all specializations and to establish the routines to plan, monitor, evaluate and improve the programme continuously.

2. Support the creation of collaborative culture meaning that academic staff develops the content of the courses in team work (e.g. same subject taught by different staff members but course development could be done together).

3. Compare the timetables of all specializations and unify (e.g. same amount ECTS) and synchronize (taught in same semester) the learning process of the students.

4. Make sure that the modularized subjects are properly aligned in terms of workload (ECTS), content, and learning outcomes, so that it can be assured that students are actually offered one programme with specializations rather than different programmes.

5. Reorganize the order of the courses/themes and some general themes, e.g. Philosophy of Education should be moved to the last part of the studies when students have more competences to generalize the knowledge.

6. Start with linking theory and practice from the beginning of the studies and integrate practice and practical tasks in school context into all courses.

7. Strengthen the concept of *teacher as a researcher* within the programme, specially focusing on the action research competence of future teachers.

8. Revise the programme of the specialization Technology and ICT in such a way, that the wide field of different subjects is reduced and ICT and e-learning is properly addressed instead. Although Kosovo has great need for offering different subjects, it cannot be the way to satisfy all these needs in one specialization.

9. Make sure to duly address e-learning in the development plan 2017-2019.

10. Include e-literacy in the learning outcomes of all specializations.

11. It is necessary for FoE to gain new staff members in physics and – more important – in geography latest in the first half of 2017.

12. ET advises that the managements of faculty and university to intensify their efforts to integrate other subjects like languages (Albanian, English, German, etc.), social sciences, arts etc. into the study programme Master of Subject Teaching. That would be a strong signal of modernization of teacher education in Kosovo.

With these recommendations we propose the Accreditation of the Study Programme 'Master of Subject Teaching' for three years.

Prof. Dr. Erwin Bratengeyer   *Krems, 10th of August 2016*

Prof. Dr. Eve Eisenschmitt   *Tallinn, 10th of August 2016*

Prof. Dr. Volker Frederking   *Nuernberg, 10th of August 2016*

2.2 Master of Inclusive Education

2.2.1 Curriculum and Teaching

The 1-year program (60 ECTS) is a specifically designed program that is supposed to replace individual in-service training opportunities for teachers in the effort to develop their knowledge and skills to cope with challenges of diversity in schools (inclusion). It seems, the program has been designed in response to the Ministry of Education´s demand to support inclusion processes in schools, mainly by establishing itinerant (shuttle) teachers who should serve as a specific support of teachers/schools to cope with inclusion.

The format of 1-year program course has been chosen, according to the program co-ordinators, since the full-format of 120 ECTS would not be possible due to a lack of qualified staff.

The academic program corresponds with the mission of Faculty of Education, University of Pristina that wants to be a key player at the higher education in Kosovo in the area of education-driven programs.

The program´s quality, range and academic aims are acceptable and they relate to the academic degree (master). There seems to be an effort to develop the program that would balance theoretical as well as practical aspects of the study in the curriculum.

Although one can see a certain logic in the curriculum as it is built by individual subjects, at the same time some space for improvements (considerations for possible changes) can be seen, too. For instance, explicit space for more "pedics" than logopedics (speech therapy) should clearly be considered (ethopedics, somatomedics, …). The same relates to pedagogical diagnostics, to the issue of work with talented students/ pupils. I recommend, now and also after the first cycle of study, to evaluate and possibly reconsider the structure of subjects (or their internal content) with regard to this. The subject Laboratory work seems to have high ambitions but needs to be specified in some of its aspects (it should be largely supported by the staff rom University of Bologna, as far as I was informed). I recommend to do this as soon as possible.

The program corresponds to international standards, its authors claim it was consulted with colleagues from University of Bologna and University of Ljubljana within the Tempus project activities.

The program seems to be emphasising both students´ work in communication with the staff, and, in part, an individual study reflection and analysis, especially – but not only – during the internship period. The balance between obligatory and elective subjects is acceptable.

The practice seems to be essential element in the curriculum. Since the student group is expected to be heterogeneous as for the previous experience, I recommend to take this into account while realising the practice.

The allocation of ECTS is appropriate, the same can be said about the workload required for the academic program and its manageability by students.

In principle, teaching methods as planned are acceptable, although little more specification in case of some subjects would be needed.

Admission criteria are clear. A student group is expected to be a mixed one consisting partly of practitioners, and partly of students coming directly from previous level of studies (bachelor). Such group can be a rich and inspiring source for all involved, it needs to be well and carefully though over all the time not to fall into the risks of this

heterogeneity, though. I recommend to pay special and throughout attention to this aspect.

Study resources: in some cases there are stated books and other texts in English I do not believe this is a realistic way to move ahead. I recommend to pay more attention to this aspect – clearly, this is also linked to the state of art of the library which needs major improvements/investments, too.

2.2.2 Research and Internationalisation

In general, research involvement of the staff and consequently of students seem to be a long-lasting challenge. Undoubtedly, there is a human potential for the research at the Faculty, but in order to make a proper use of it, the Faculty really needs a clear research development strategy and its elaboration to the level of departments/programs. This is one of weaker point across the Faculty and it has its impact on the study program under review, too.

Improvements in this area would consequently create much easier situation for the staff to develop ways of effective student involvement in research, too. At the moment, research involvement of the students can have a limited scope, but one can see it is a part of the program.

I recommend to pay much more attention to this by the management of the Faculty.

The program has its international dimension (mainly by involvement of colleagues from University of Bologna).

2.3.2 Staff

The institution seems to have a sufficient proportion of permanent staff to realise the program. They seem to be sufficiently qualified to do so. The staff seems to be a mixture of people from several fields, mainly special education, psychology and education. Since inclusion is a multidisciplinary issue, I find this appropriate.

Teacher/student ratio is acceptable, a student group´s size is planned to be about 15 students.

Recommendations:
- *After the first cycle of study, to evaluate and possibly reconsider the structure of subjects (or their internal content) in order to make sure the whole scope of themes/issues is covered.*
- *To specify the subject Laboratory weork as soon as possible.*
- *To think over the strategy how to deal with heterogenity of the student group (especially but not only in Pedagogical practice).*
- *To improve study resources in Albanian language.*
- *To develop the Faculty´s strategy of research development and to elaborate it on the level of departments/programs.*

Conclusion

I find this program acceptably prepared and **I can recommend it for the accreditation for the period of 3 years.**

Prof. Milan Pol, Brno, August 8, 2016

2.3 Master of Pedagogy for Vocational Schools

2.3.1 Curriculum and Teaching

The 2-year study program (120 ECTS) seems to be a desired response to a growing need to provide number of teachers at vocational schools with more systematic pedagogical qualification. As such, this seems to be the first degree program of this focus developed in Kosovo now.

The academic program corresponds well to the mission of Faculty of Education, University of Pristina that tends to be a key player at the higher education in Kosovo in the area of education-driven programs. Also, I find it important that the program has been based on the needs analysis of prospective students (mainly those who are practitioners already).

The programme´s quality, range and academic aims are well thought over and they are appropriate to the academic degree (master). There seems to be an effective effort to develop program that would balance adequately theoretical as well as practical aspects of the study in the curriculum. The didactics, as described and also discussed during the site visit, seems to have a unified concept that is adequately communicated.

The programme corresponds to international standards, it was developer together with the colleagues of University of Jyvaskyla (Finland) within the joint Tempus project.

The structure of the program seems to be emphasizing both students´ work in communication with the staff, but also, in part, an individual study reflection and analysis, especially – but not only – during the internship period. In my view there is a vast majority of obligatory subject in the curriculum, but perhaps in the first phase of the programme´s realization it has its good reason. I recommend, after reflection and evaluation of the first years of study, to evaluate and possibly reconsider this aspect. Elective subjects usually have a potentially positive value in the whole curriculum, I believe.

The pedagogical practice seems to be very essential element in the curriculum. It is planned to be conducted in the same schools as the students work (for those students who are teaching already). There are acceptable reasons for it. At the same time I would advocate for providing these students (practitioners) also with an opportunity to experience some other school settings, too – this is usually enriching.

The allocation of ECTS is appropriate, the same can be said about the workload required for the academic program and its manageability by students.

In principle, teaching methods planned are acceptable, although little more specification in case of some subjects would be needed. The content seems to be well balanced and thought over, it has its logic and also internal gradation. This is also expressed in the learning outcomes. Various parts of the curriculum seems to have a potential for synergies.

Admission criteria are clear. A student group is expected to be a mixed one consisting partly of practitioners, and partly of students coming directly from previous level of studies (bachelor). Such a group can be a rich and inspiring source for all involved, it needs to be well and carefully though over all the time not to fall into the risks of this heterogeneity. I recommend to pay special and throughout attention to this aspect.

Study resources: in some cases there are stated books and other texts in English I do not believe this is a realistic way to move ahead. I recommend to pay more attention to this

aspect – clearly, this is also linked to the state of art of the library which needs major improvements/investments, too.

2.3.2 Research and Internalization

In general, research involvement of the staff and consequently of students seem to be a long-lasting challenge. Undoubtedly, there is a human potential for the research at the Faculty, but in order to make a proper use of it, the Faculty really needs a clear research development strategy and its elaboration to the level of departments/programs. This is one of the weak point across the Faculty and it has its impact on the study program under review, too.

Improvements in this area would consequently create much easier situation for the staff to develop ways of effective student involvement in research, too. At the moment, research involvement of the students can have a limited scope but one can see it is a part of the program.

I recommend to pay much more attention to this by the management of the Faculty.

The program has its international dfimension (mainly by involvement of colleagues from University of Jyvaskyla).

2.3.3 Staff

The institution seems to have a sufficient proportion of permanent staff to realise the program. They seem to be sufficiently qualified to do so.

Teacher/student ratio is acceptable, a student group´s size is to be about 40 students. The plan to work with sub-groups of 5 students (always led by one staff member) and to develop professional development plan for each student is to be appreciated. Also, the plans to continue in in-service staff development (in co-operation with University of Jyvaskyla) are positive.

Recommendations:
- *After the first cycle of study, to evaluate and possibly reconsider the proportion of obligatory and elective subjects in the curriculum.*
- *To consider ways how to offer students-practitioners the experience from other school than the one in which they are already working.*
- *To think over the strategy how to deal with heterogenity of the student group (especially but not only in Pedagogical practice).*
- *To improve study resources in Albanian language.*
- *To develop the Faculty´s strategy of research development and to elaborate it on the level of departments/programs*

Conclusion

I find this program very well thought over and planned, especially as for the Curricula and Teaching, and **I can recommend it for the accreditation for the period of 3 years.**

Prof. Milan Pol, Brno, August 8, 2016