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Kosovo Accreditation Agency



UNIVERSITY OF PRISHTINA

BA in Primary Education
Re accreditation

REPORT OF THE EXPERT TEAM

22 April, PRISHTINA

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1. INTRODUCTION

1.1. Context

Date of site visit: 28.03.2024

Expert Team (ET) members:

- *Prof. Elene Jibladze, Ilia State University, Georgia*
- *Prof. Juliette Torabian, University of Fribourg, Switzerland*
- *Prof. Milan Pol, Masaryk University, Czech Republic*
- *Mr. Domagoj Švigir, University of Zagreb, Croatia (Student Expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Director of Department*
- *Leona Kovaci, Senior Officer*

Sources of information for the Report:

- *SER*
- *Additional documents provided by the Faculty of Education of UP*
- *Site visit meetings and infrastructure tour*

Criteria used for institutional and program evaluations

- *Standards and guidelines provided by the KAA relevant for the program accreditation/re-accreditation*

1.2. Site visit schedule

Time	Meeting	Participants	Room
09:00 – 09:55	Meeting with the management of the faculty where the programme is integrated	Prof. Assoc. Blerim Saqipi Prof. Assoc. Kastriot Buza Prof. Ass. Blerta Perolli Shehu Mr. Milaim Mazreku	Salla e Doktorates-Kati III (+ <i>online</i>)

10:00 – 10.45	Meeting with quality assurance representatives and administrative staff	Prof. Assoc. Majlinda Gjellaj As. Jeta Aliu Ms. Yllka Alidema Mr. Fehmi Ramadani Ms. Nita Haraçia	Salla e Doktorates-Kati III (+ <i>online</i>)
10:50 – 11:50	Meeting with the heads of the study programme Early Childhood Education (0-6 years), BA Prof. Milan Pol, Expert Mr. Domagoj Svirgic, Student Expert	Prof. Ass. Rozafa Ferizi Shala Prof. Ass. Albulena Metaj Macula Prof. Ass. Ganimete Kulinxha Prof. Ass. Adelina Hajrullahu	Salla Regio Emilia - Kati II
10:50 – 11:50	Meeting with the heads of the study programme Primary Education, BA Prof. Elene Jibladze, Expert Prof. Juliette Torobian, Expert	Prof. Dr. Hatixhe Ismaili Prof. As. Vjollca Ahmedi Prof. Assoc. Teuta Danuza Prof. As. Jehona Rrustemi	Salla e Doktorates-Kati III (+ <i>online</i>)
11:50 – 12:50	Lunch break		Restaurant: Mozzaik
12:50 – 13.40	Visiting Facilities		
13:40 – 14:30	Meeting with teaching staff	For Early Childhood Education: 1. Prof. Assoc. Arlinda Beka 2. Prof. As. Blerita Perolli Shehu 3. Prof. As. Muhamet Peci 4. As. Arian Musliu 5. As. Faton Mazreku 6. As. Vlera Jashari For Primary: 1. Prof. Dr. Eda Vula 2. Prof. Assoc. Arlinda Damoni 3. Prof. Assoc. Bahtije Gerbeshi 4. Prof. As. Adhurim Rasimi 5. Prof. As. Jehona Ferizi-Miftari	For Early Childhood Education: Salla Regio Emilia – Kati II For Primary: Salla e Doktorates - Kati III (+ <i>online</i>)

		6. Prof. As. Fjolla Kacaniku 7. Prof. As. Edona Berisha-Kida	
14:35 – 15:20	Meeting with students	For Early Childhood Education: 1. Luarta Bytyqi 2. Fjorda Dalipi 3. Sara Koxha 4. Rinesa Zena 5. Ndegjesa Qorrolli 6. Arbnora Rrahmani For Primary: 1. Alma Xani 2. Alberitë Bajrami 3. Gentiana Cakiqi 4. Melihate Xhema 5. Driana Hoti 6. Albina Berishaj 7. Doruntina Gashi	For Early Childhood Education: Salla Emilia – Kati II For Primary: Salla e Doktorates - Kati III (+ <i>online</i>)
15:25 – 16:10	Meeting with graduates	For Early Childhood Education: 1. Gresa Krasniqi 2. Linda Gorci 3. Fjolla Osmani 4. Rezarta Xhafa 5. Albaneta Bega For Primary: 1. Arbresha Maliqi 2. Anita Sylejmani 3. Ismajl Mazreku 4. Muhamet Muçolli 5. Anemone Kurshumliu	For Early Childhood Education: Salla Emilia – Kati II For Primary: Salla e Doktorates - Kati III (+ <i>online</i>)
16:15 – 17:00	Meeting with employers of graduates and external stakeholders	1. Zana Zeqiri- ShFMU Elena Gjika 2. Liridon Maliqi - ShFMU Model 3. Fidan Shaqiri – ShFMU Emin Duraku 4. Arbenita Basha - Cerdhja Shkronjat 5. Kadrie Asllani – Cerdhja Botanika 6. Rifadije Sopi – Cerdhja Yllkat 7. Fegrije Sela – Shkolla ASK	Salla e Doktorates - Kati III (+ <i>online</i>)

17:00 – 17:15	Internal meeting of KAA staff and experts		Salla e Doktorates Kati III (+ <i>online</i>)
17:15 – 17:25	Closing meeting with the management of the faculty and program		Salla e Doktorates Kati III (+ <i>online</i>)

1.3. A brief overview of the institution under evaluation

University of Pristina is the largest public higher education institution in Kosovo. The Faculty of Education is one of the academic units of the university which was established in 2002. According to the SER, the faculty currently has 60 full-time teachers (professors and assistants) and nearly 2500 students registered as active students. Nowadays, the Faculty of Education offers three programs at the bachelor level, three programs at the master level, and one PhD program. The program submitted for re-accreditation Primary Education, is the bachelor's degree program. Its first accreditation was done in 2020, granting the program three-year accreditation. The quota of the students to be enrolled is estimated to 60.

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The mission of the Faculty of Education of the University of Pristina is to “offer 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” (SER, p.5). For the members of the faculty, both administrative and academic staff, this is about the preparation of well equipped teachers at all levels of the general education system in the country, responding to the local needs and keeping in mind what's current internationally on the one hand, and advancing research activities, on the other. The main point that was being highlighted during the evaluation visit was that the Faculty of Education aims to be well-equipped in its rapidly changing environment, and making sure that they nurture the same attitude, knowledge and the skillset of their graduates. Under this umbrella, the Primary Education program fits very well, with the ambition to prepare a well-equipped new generation of educators.

The program's objectives are well-defined and consistent with the National Qualifications Framework as well as the international practice. It became clear that the Faculty capitalises on its long-standing cooperation with the University of Ljubljana and has used its primary education program as a guide during the revision processes of this particular program. The faculty emphasises the importance of advancing research capacity within the academic personnel and moreover, linking research to teaching, hence ensuring increasing quality of the program itself.

The Faculty embraces student-centred learning and has been gradually implementing it as a core teaching and learning approach. It also stresses the importance of using contemporary teaching methods, and aims to integrate technology further in the years to come. Teaching and learning in the Primary Education program are practice-oriented and the development of future teachers to be reflective practitioners and researchers are the key.

The Faculty houses the research centre with predefined research clusters and strives to cultivate an environment conducive to research. However, the lack of local funding presents challenges in sustaining ongoing research efforts. Nevertheless, the Faculty leverages international cooperation opportunities, both those made available to it and those actively sought out, to enhance its research capacity.

Furthermore, the Faculty's long-term recruitment policy prioritises the identification and recruitment of young, promising researchers in the field.

The faculty is well integrated into the University's institutional framework and also has the faculty level policies and regulations which guides its procedural and academic matters. Important guiding documents for students, such as student orientation packages are available and disseminated to incoming students. The statute and other key regulatory documents are readily available. All stakeholders, including staff and students, adhere to internal regulations regarding ethical conduct in research, teaching, and assessment, which is centrally defined at the University level. while ET understands that the state universities tend to adhere to rather centralised management, it recognizes its limitations for the Faculty's effective development (see more in 2.7).

It was important for the ET to learn that the Faculty has its multi-year development plan available and has been documenting annual progress as well. As for the current phase of the faculty development, faculty's organisational development has been a priority. This translates into the capacity building of current staff, recruitment of new academic staff and downsizing of the number of student body across its programs. Putting an emphasis on the research and hence prioritising the quality of the PhD program has also been visible.

The QA processes and procedures are notably prominent, often referenced during discussions on program development. However, what's particularly noteworthy and encouraging is that, the colleagues seem to systematically discuss and deliberate improvements in various aspects of the Primary Education Program, not only in formally defined settings as suggested by the QA procedure, but more so, informally. This reflects a positive quality culture within the academic community and demonstrates the staff's dedication to their profession.

Additionally, the Faculty promotes evidence-based decision-making and has initiated data collection on both incoming and outgoing students. While this is just the beginning, ET is hopeful that the Faculty will use this initial data and further develop it into a robust diagnostic tool for future development steps.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for	X	

Qualifications of the European Higher Education Area.		
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Fully compliant

ET recommendations:

1. *gradually increase data collection capacity and develop it into the diagnostic tool for student attraction and student retention, among other things.*

2.2. Quality Management

The SER outlines the university's quality management procedures. However, no evidence exists of using the PCDA methodology (plan-check-do-act). Although the SER states that evaluation and improvement planning (after evaluation cycle is completed) are integrated into regular planning processes, no practical evidence was presented on-site to demonstrate how this is accomplished and what methodologies are used in the Faculty quality assurance system.

UP, and Faculty of Education as its part, employs a set of questionnaires created as part of a European initiative, and the university has implemented a process to review these questionnaires regularly. The university employs a survey instrument as part of its course evaluation process, which students complete and is accessible to instructors and administrators. However, there is no indication that the evaluation outcomes are discussed with the students, and this was confirmed during discussion with students. Apart from the course evaluation, the university administers other surveys, the results of which are utilised for internal quality management purposes. As a result, not discussing results of giving space for

discussing them and not giving feedback - the transparency of these results is inadequate. Also, there is no evidence of surveys designed for alumni, employees, and other stakeholders.

The self-report acknowledges (in a list of weaknesses) states that there is a need for improvement in alumni tracking at the university (for example, creating a database). It was noted during the visit that although the university maintains connections with alumni, there is a lack of institutional integration. Therefore, it is crucial to enhance efforts to engage graduates, such as establishing an alumni network and conducting formal surveys of alumni. It is positive, and it is evident from SER and the list of evidence that when course evaluations reveal unsatisfactory results, appropriate measures are taken by the university. These measures and procedures are adequately documented. However, most cases that were presented in evidence are not contemporary.

There is enough evidence to conclude that Quality assurance processes that deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution, are regulated according to the Quality Assurance and Evaluation Regulation at the University of Prishtina. The Central Quality Assurance and Evaluation Commission oversees the assessment of university activities, with participation from all university stakeholder groups. The Quality Assurance Central Committee and Assessment at Rectorate formulate a five-year and annual action plan that outlines the activities to be undertaken, including evaluations of academic units. Quality assessments are conducted to identify issues related to program quality. The Dean of the Academic Unit ensures that the academic development coordinator fulfils their responsibilities in conducting evaluations at the university and academic unit levels. After each evaluation activity, the Dean of the Academic Unit formulates an improvement plan and includes the necessary measures in the academic unit's annual budget. Based on available documentation and on-site discussions, the expert(s) confirm that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties.

Based on the available documents and on-site discussions, the expert(s) note that the collected data is utilised for continuous development. The relevant parties have well-defined responsibilities, which are being effectively carried out. Previous evaluation results have also led to corresponding adjustments to the study programs, including study content, workload and professional qualification. However, it is extremely important that SER is written based on new data. For example, in SER there is data collected several years ago it is not relevant for the need of this accreditation process.

Program administrators receive reports for each course delivery, which specify any planned content that could not be covered and challenges faced in implementing planned strategies. After reviewing the course reports, suitable modifications are made to the teaching plans. Students evaluate the teaching quality of courses at the end of each semester. The course results are analysed by the Faculty for academic staff, and information is provided regarding quality assurance measures, as well as a ranking of plans to enhance quality. However, there is no evidence or reports on how the public or university members are informed about quality development in a public report which points to a lack of transparency in that regard.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		X
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Development of a rigorous quality management system based on a proven quality management framework (PDCA-cycle - Plan-Do-Check-Act - approach) which is communicated to all stakeholders and serves as a basis for participatory action involving all stakeholders.*

2. *The creation of a system for alumni tracking and its subsequent integration into institutionalised surveys.*
3. *Giving regular feedback to students regarding survey results and other actions that are results of surveys.*

2.3. Academic Staff

The employment procedures are in compliance with the Labour Law and Administrative Instructions on Accreditation of HEIs, Chapter 3, Standard 3.1. The faculty of Education has 60 full-time academic staff selected in compliance with the standards and procedures for the selection and promotion of academic staff which are set out in the Statute of the University of Prishtina, 1 pursuant to Articles 175, 176, 177 and 178. The Faculty of Education proceeds with the recruitment and promotion of academic staff in accordance with the UP Statute.

Academic staffs' recruitment is centrally managed by the University of Prishtina. While a central management of contracts facilitates transparency and a better level of administrative control, a decentralized system can potentially permit Faculty of Education to recruit short-term experts, advisers, researchers to better respond to it punctual teaching, training, research needs and to directly handle cases with faculty members which is currently referred to university. Of course, such a shift requires collective consultations and decision making at policy making level.

In compliance with standard 3.2 of KAA accreditation manual, all teaching personnel respect the legal requirements related to teaching positions included in the Administrative Instruction for Accreditation 15/2008. All academic staff of the Faculty of Education are registered on the E-Accreditation platform and within the academic year are not allowed to create other regular work relationships in a public or private institution, local and international, inside or outside the country.

In line with standard 3.3 & 3.7 of KAA accreditation manual, the faculty of Education has clear and detailed responsibilities for all teaching staff including teaching, research, organization and holding of exams, participation in commissions for evaluation of studies and academic degrees, participation in decision-making forums of their relevant academic unit, performing tasks within department and unit committees and projects, supervision and evaluation of students, seminar papers, mentoring, etc (as detailed in the decision of the Governing Council of the University of Prishtina no.03/881 dated && December 2020.

Opportunities for professional development of the academic staff (standard 3.6 of KAA accreditation manual) are provided through trainings, workshops, as well as by creation of CoPs (Communities of Practice). The Faculty of Education has recently (2021-2022) launched a needs assessment survey to identify professional development needs of the academic staff and to propose relevant training, workshops, and seminars particularly on innovative teaching pedagogies, use of ITC in classroom pedagogies, and reflective practice, among others. As part of this recent initiative, CoPs have been created among academic staff at departmental level to exchange best practices, review course

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guidelines, and reflect on self-assessment processes. Additionally, in 2023, around 15 academic staff have participated in trainings on effective learning and student development as part of the ERASMUS 'QATEK' project. (KAA manual performance indicator 3.2).

As part of professional development of academic staff, the Centre for Excellence in Teaching (QPM) provides trainings for the academic staff. While three of these trainings are linked to promotion, attending trainings and the choice of topics remain voluntary. Based on exchanges with the quality assurance team, no evaluation is designed currently to measure the relevance, effectiveness, and impact of trainings on actual classroom teaching/learning processes.

Evaluation of academic staff and their quality of teaching occurs regularly and on an annual basis through students' evaluation (through surveys and meetings) in line with standard 3.8 of KAA accreditation manual. The course and teaching staff evaluations are communicated to staff and discussed at faculty meetings leading to revision of teaching pedagogies and/or course syllabi, if necessary. This means that teaching processes are flexible allowing students to have their say in syllabus design and revisions. Students' evaluations are examined by the management of the faculty at the end of each semester to discuss and address concerns raised by students.

The academic staff are also engaged in self-evaluation of their own courses as part of their reflective practice.

In compliance with standard 3.9 of KAA accreditation manual, strategies for quality enhancement include improving the teaching strategies and quality of learning materials. To this end, the Council of the Faculty of Education has developed a questionnaire for teaching staff to integrate their feedback in the annual performance evaluation mechanism.

To encourage academic staff to improve their teaching practice, the Faculty of Education pursues several activities including providing opportunities of collaboration through regular faculty and department meetings, support for teaching and research is also provided by the Dean's office, exchange/mobility opportunities have been provided with other universities, training on STEAM, joint programme development and revision with partner universities, among others. (KAA manual, performance indicator 3.1)

To encourage interdisciplinary research and joint publications, the Dean's office has initiated "research clusters" and introduced a competitive research grant scheme. Additionally, an annual international scientific conference 'KICER' is organized allowing knowledge sharing, publications, and collaboration on teaching, learning, inclusive education, and leadership in education.

Academic staff from the Faculty of Education are actively engaged in community activities. There are continued instances of collaboration with schools, meetings with parents and other relevant stakeholders, joint organization of workshops and seminars in collaboration with NGOs and international schools.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	

Compliance level: Fully compliant

ET recommendations:

- To increase and better regulate professional development of the academic staff, the ET recommends creation of a fixed annual calendar of both mandatory and voluntary trainings (replacing the current (only) voluntary participation).*

2. *To best respond to the training needs of the academic staff, the ET recommends creation of portfolios (for each academic staff) in collaboration with the QA officer and the Dean's office with defined annual hour/topic targets to be met.*
3. *To align professional development of the academic staff with the changing international trends in teaching/learning, the ET recommends establishing a biannual revision of all training courses by a board of international and national advisors in close collaboration with the Dean's office.*
4. *To facilitate learning, knowledge sharing, and participation of the academic staff in international conferences and projects, English language courses are recommended to be included in the annual professional development programme for the academic staff.*
5. *Furthering quality of teaching requires reducing administrative tasks of the academic staff. To this end, the ET recommends investment in a faculty-level on-line system.*
6. *To increase staff mobility and international exchange, the ET recommends further partnerships and joint projects as well as membership in international and/or regional higher education networks such as EERA.*

2.4. Educational Process Content

The program is structured in four years and eight semesters including mandatory and elective courses in accordance with the National Qualifications Framework and the Curricular Framework of Kosovo. Additionally, the design of the syllabus is aligned with the AKA guidelines.

The Primary Education programme, as discussed with staff and management, is designed to equip teaching students with necessary values, theoretical and practical knowledge to perform the teaching profession at primary level. It is observed that the overall objectives of the primary education programme are aligned with the mission and objectives of the Faculty of Education.

To ensure quality of the programme, internal quality assurance is based on the department level feedback and is discussed at managerial level, as well as with the QA officer. However, no mechanism is defined to evaluate the QA processes.

From discussion with stakeholders and employers, it is evident that graduates from the primary education programme are highly appreciated as their study programmes combine both theoretical and practical teaching/learning.

Following programme accreditation, the curriculum is reviewed and can be revised and updated (up to 20%) based on students' evaluation, academic staff's self-assessment and exchanges with other colleagues in faculty and department meetings.

With rising international focus on special needs students (SNSs) and child-friendly classroom pedagogies, the primary education programme includes only one mandatory course on inclusive education. There are also a few elective courses including differentiated teaching and individual education plan, learning difficulties, for example.

The primary education programme includes practical experience in collaboration with 10 selected schools and trained mentors hence creating opportunities for students to apply theories and learn by experience. The Faculty of Education has provided training for school-based mentors who supervise students' practice and report on their performance. There are also project-based practical learning opportunities for students to better prepare them as teachers.

The Primary Education Programme can benefit from a revision to better balance between the following six strands of core knowledge necessary for primary teachers. These strands include, professional values and dispositions; subject knowledge, research knowledge, knowledge of child development and learning, professional knowledge, and pedagogical knowledge. Accordingly, the syllabus requires a few revisions that are suggested below:

- While the course "philosophy of education" is offered in the program, it is at the end of the four years of study. ET suggests that it is offered in one of the first-year semesters alongside other basic theoretical courses. This way all foundational elements of the program will be covered in the first year, guiding the students' further learning experience.
- To best equip students, it is important to offer a mandatory course on "classroom management". Right now the thematic topics related to classroom management are shattered in a couple of courses. ET suggests bringing these topics together in one course and enhancing it with more relevant topics - readings and projects on inclusive and child-friendly classroom management would be one of them.
- In order to better equip students with necessary skills related to diversity and equal opportunities, it is important that a mandatory course on "special needs children" be introduced to the program. Such a course shall enable students in identifying special needs students and adapting teaching and assessment to their needs hence creating an equally enabling learning environment for all.
- It would be important to increase applied and pedagogical understanding of topics such as "mathematics" instead of the two courses of "pure" mathematics followed by an applied mathematics course as it is offered now. The two mathematics courses can be moved to electives to leave room for more applied and pedagogical courses on the subject, hence more directly contributing to the learning objectives of the program by transmitting knowledge and skills for teaching mathematics.
- Based on stakeholders' comments and expert team members' reflections, subjects such as English language, physical education, arts as well as gender equality in classroom teaching are recommended to be included and/or increased as right now those are underrepresented in the program.
- Within the limits of the required ECTs and a balanced approach to core strands of competencies, it is worthwhile for the program development team to increase the research methods component in the program and hence equip students with research skills starting from the first year of their study. E.g. Courses on "educational research", "methods and research design", "practice research", and "reflective practitioner" are good examples for this purpose.

Teaching and learning processes of the programme are in line with the learning objectives defined for each course (ensured by each professor in coordination with other colleagues as part of the regular

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monthly Council meetings and department meetings (twice a month) and also based on students' feedback). To update the programme, the expert team were informed that stakeholders, too, have been given the opportunity to express their ideas with regards to the Primary Education Programme through a Google survey.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X 0.5	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid, and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified, and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *ET recommends to include “philosophy of education” in one of the first-year semesters alongside other basic theoretical courses.*
2. *ET recommends to increase applied and pedagogical understanding of topics such as “mathematics” instead of devoting ECTS to two “pure” mathematics courses followed by an applied mathematics course, as offered in the program now. (The two mathematics courses can be moved to electives to leave room for more applied and pedagogical courses on subjects.)*
3. *ET recommends that a mandatory course on “special needs children” be introduced to the program. Such a course shall enable students in identifying special needs students and adapting teaching and assessment to their needs hence creating equally enabling learning environment for all.*

4. *To best equip students, ET recommends to include a mandatory course on “classroom management” in the program, enriched with relevant topics, including readings and projects on inclusive and child-friendly classroom management.*
5. *ET recommends to include/increase share of the subjects such as English language, physical education, arts as well as gender equality in classroom teaching.*
6. *ET recommends to better equip students with research skills from the earlier on of their studies. maintaining balanced approach and within the limits of the required ECTs, courses such as “educational research”, “methods and research design”, “practice research”, and “reflective practitioner” could be part of the program.*

2.5. Students

The faculty has defined a clear and formal admission procedure offered to all interested participants. This procedure consists of an entrance examination test whose results are evaluated by theoretical knowledge deriving from the MSc programme. During the visit, it was stated by all parties involved that everything is clear on this standard - a transparent points system is used to assess applicants, with the aim of identifying qualified candidates.

The university has implemented an Electronic Management System for Students (SEMS) and made relevant documentation available for public viewing. This system records students' individual achievements and attendance in their courses. From the documentation available, it is apparent that the university utilises a highly advanced and modern IT-based system, which was confirmed on the site visit.

Study groups in the programs are designed to be small and seem to support effective and interactive exchange among study groups. The transfer of students between higher education institutions, faculties and study programs is clearly regulated in the formal internal documents.

Academic staff is available in sufficient time to advise students. All professors and assistants in coordination with the quality coordinator set the official schedule for giving advice and consultations to students. In addition to this schedule students during working hours, for advice can contact the professors through their official email. Also through SEMS students are always informed in all aspects regarding the relevant subjects and this system automatically carries all notifications in the official e-mail of the student. Additionally, students receive career development advices through Career development centre and further professional counselling is envisaged by engagement of a psychologist.

Discussion with students level strongly implies that they are well informed on their obligations and rights – they are aware that they can take an exam in up to three attempts. If the student is unable to pass the exam after the third attempt, an evaluation is conducted by a commission. If the student still fails to pass the exam after the fourth attempt, they will fail the entire academic

year automatically. All procedures are in place, and everything is well documented. The course syllabus provides students with information about the exam's number, date, and evaluation criteria. The academic year consists of three regular exam periods, and the university offers flexible treatment to students in exceptional circumstances. For instance, students who have lodged a complaint or are part of a specific study program may be assessed by an examination committee in addition to regular exams. Student rights and obligations are made publicly available in the statute of the University and Regulations. They are both published on the University official website.

There are some weaknesses that were confirmed by both students and alumni. There seems to be a lack of clear procedure on how to notify students on possibilities of Erasmus or other exchange programs, as this issue was raised during the talks with both students and alumni. Furthermore, lack of space for student associations, lack of connection between students and alumni and underdeveloped campus facilities (library) are all issues that need to be addressed.

Also, a weakness that was raised during the discussion is a lack of software for plagiarism detection, especially in new circumstances like language models (ChatGPT). It is important for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This includes checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

1. *ET recommends to work on the procedure that will ensure better flow of information towards student population that is interested in mobility programs.*
2. *ET recommends introducing additional support to students for their professional counselling.*
3. *It is highly advisable for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This should involve checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism cases. (The faculty could advocate for developing the effective anti-plagiarism system)*
4. *ET recommends to continue further developing the ALUMNI organisation.*

2.6. Research

The UP Faculty of Education has made significant strides in developing a research culture internally. In its strategic document for 2022-2026, Strategic Objective 2 is dedicated to Research, Innovation and Internationalisation. The Faculty's plans are elaborate and ambitious in developing research capacity internally, given the insufficient state funding for the research and therefore, lack of research funds at the institutional level. The SER highlights the proactive initiative of the Faculty to promote amendments to the regulation concerning the financial provisions for scientific research, which now enables funding of high-quality research projects. However the site visit meetings made it clear that the scarcity of funds remains to be a major challenge to maintain and strengthen the research agenda.

Nevertheless, given the constraints, the Faculty's management has remained focused and has prioritised research capacity building in several ways:

1. Institutional strengthening of its research centre and keeping the research clusters stable for creating opportunities for researchers with different interests and appetites. At the same time, create the intellectual spaces for collegial interchange, and possibly - collaborative research.
2. Capacity building of the academic staff in research methods through training, but also by creating possibilities of exposure to international experiences via international research projects.
3. creating research exchange spaces locally by instituting an annual conference in the University of Pristina.

Expectations regarding the involvement of teaching staff in research and scholarly activities are clearly defined, with performance in these areas factored into evaluation and promotion criteria. This ensures a cohesive integration of research and teaching, ultimately enhancing academic excellence and knowledge dissemination. According to data provided by the Faculty, research output is steadily increasing, with 31 research papers published in internationally indexed journals by 2023. Additionally, several internationally funded projects have facilitated experience sharing and opened doors for international collaborations. Academic staff publish under the institution's name, reinforcing the faculty's scholarly identity and affiliations within Kosovo's academic landscape.

However, what is currently lacking are internal collaborations among colleagues within the faculty, as well as interdisciplinary collaboration at the university level or beyond. This deficiency has been identified as a weakness in the SER, and the ET expects the faculty to devise a strategy to address it. An institutional obstacle hindering internal collaboration is that the university only recognizes single-authored publications from its academic staff for promotion. The ET suggests that the faculty's longer-term strategy advocates for collaborative and interdisciplinary research, which holds merit in its own right, thereby improving the local research landscape. This would benefit faculty who must balance teaching, administrative duties, and research responsibilities while feeling the pressure of meeting international standards and “catching up”.

The research output of the academic staff of the Faculty is disseminated effectively through presentations at local and international conferences, and engagements with partners domestically and internationally. These interactions enhance the visibility and impact of the faculty's research output and

more importantly, assist the researchers to become part of the academic communities of their respective research domains.

While promoting research activities and developing the productive research culture comes with various challenges, it is important to note that the academic staff and the management of the faculty understand the importance of creating original research locally, as there is a lack of contextually enriched research in the field of education in Kosovo.

Engagement of the students in research projects is one of the weaknesses that's been identified by the Faculty in the SER. The faculty has concentrated on increasing the quality of the PhD level studies, however the research component at the MA and BA levels are not strong yet. Hence, ET expects that this challenge will be addressed in the strategic document of the Faculty for the next few years. Currently, the Primary Education Program offers one course on research methods (and several electives in the same block) and as mentioned in 2.5, it is important that the students acquire the research skills earlier on in the program and have opportunities to participate in small scale research projects during their 4 year studies.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X 0.5	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X 0.5	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities		X

Compliance level: Substantially compliant

ET recommendations:

1. *ET recommends that the faculty develops a strategy/approach to address lack of collaborative and interdisciplinary research factoring in to overcome the institutional practice of recognising only single authored research output.*
2. *Increase the research component of the Primary Education Program to allow students to get familiar with the research methods earlier on and be able to participate in small scale research projects*

2.7. Infrastructure and Resources

According to the Statute of the University of Prishtina, the Faculty is allocated a percentage of the financial resources from student fees to improve educational quality and cover unforeseen expenditures for educational matters. This percentage is decided by the Steering Council of the University of Prishtina. This implies that the Faculty has no legal ground for independent financial planning and management, which might be creating difficulties and compromising Faculty’s smooth development. Signs for high level centralization in resource allocation and

management were vivid during the visit. While centralised financial or overall management might seem simple, it does create inefficacy and moreover, compromises development of the different units in the university independently.

As it is outlined in the strategic document of the Faculty, one of the challenges for the upcoming years was the student/faculty ratio. As Faculty management prioritised this issue, the first efforts have been made and a) the number of permanent faculty has been increased (and according to their recruitment plan, it is an ongoing process), and b) the number of incoming students has been decreased. This policy has made it possible that now the faculty has a good standing with regards to the successful implementation of the Primary Education program.

While infrastructure at the UP is well maintained and is visible that it has been improving over the course of the years, it is important that the further development is more targeted and focused. For instance, while the Faculty has its library and reading room, it has very little room for the size of the student body it houses. The UP also has library and working areas in other buildings/other faculties and also, the Faculty of Education students are within walking distance of the National Library of Kosovo (KCB), which has over 400 places in reading and learning rooms. However, meetings with the faculty members as well as students did not show that the students were encouraged to actively use alternative spaces apart from what the Faculty can offer on site. Students also did not seem to be using the public library or other working spaces actively. In other words, while there are alternative spaces available outside the Faculty premises as well as outside the University, it is not entirely clear whether there is enough space for students to ensure their learning and working (and co-working) experiences comfortable. The faculty could have a more proactive approach on ensuring that students have enough space to continue their learning experience beyond their lecture time (e.g. proactive advertising of the public library capacity and cooperation memorandum with the library, creating alternative working areas for students apart from the library space, and more).

While the library has relevant and recent resources (books and journals), the electronic library resources leave the desire to be broader and provide access not only on site, but also remotely.

According to the ET's assessment, the amount of computers seems sufficient for classes. However, the amount of computers for open student access is limited. Since not every student owns a laptop (site visitation evidence), the Faculty may invest in hardware accessibility. Internet accessibility, server and storage capacity are good.

In an overall attempt to keep improving the infrastructure with the aim of providing students with the better learning experience for students and improved working experience for the academic personnel, it would be beneficial, if the Faculty of Education (the University)

provides a faculty-based canteen which could be accessed by students as well as the faculty members.

In conclusion, while the academic institution boasts commendable facilities and strategic initiatives, there exist avenues for refinement and enhancement, particularly concerning inclusivity, digitalization, and resource optimization.

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	

<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	<p>X 0,5</p>	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>		<p>X</p>

Compliance level: Substantially compliant

ET recommendations:

1. *In order to enable smooth institutional and academic development, initiate decentralisation processes to create grounds for gradual increase in the levels of financial as well as overall managerial independence within the UP.*
2. *Continue improving digitalisation and distance learning facilities*
3. *Ensure that students with special needs have adequate infrastructure and support system to address their social or educational challenges.*
4. *look at the infrastructure development from a holistic perspective of improving students’ learning experience on UP campus.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert team would like to commend the programme development team for their honest and open engagement with the Panel during the evaluation event. There was a strong sense of ownership and teamwork and ownership exhibited by the programme development team and the academic staff at large. Having considered the documentation provided and discussed it with the members of the Faculty of Education, programme development team, the Accreditation Panel recommends the following:

Standard	Compliance Level
Mission, objectives and administration	Fully Compliant
Quality management	Substantially Compliant
Academic Staff	Fully Compliant
Educational Process Content	Substantially Compliant
Students	Fully Compliant
Research	Substantially Compliant
Infrastructure and resources	Substantially Compliant
Overall Compliance	Substantially Compliant

The overall compliance is assessed by the experts at the level of **Substantially Compliant**.

However, the following recommendations need to be considered in relation to programmes re-accreditation in future period:

1. Gradually increase data collection capacity and develop it into the diagnostic tool for student attraction and retention, among other things.
2. Development of a rigorous quality management system based on a proven quality management framework (PDCA cycle: Plan-Do-Check-Act) which is communicated to all stakeholders and serves as a basis for participatory action involving all stakeholders.
3. The creation of a system for alumni tracking and its subsequent integration into institutionalised surveys.
4. Giving regular feedback to students regarding survey results and other actions that are results of surveys.
5. Discuss revision of the curriculum reflecting following suggestions in the manner, suitable to the Faculty:
 - a. include “philosophy of education” in one of the first-year semesters alongside other basic theoretical courses.
 - b. increase applied and pedagogical understanding of topics such as “mathematics” instead of devoting ETCs to two “pure” mathematics courses followed by an applied mathematics course, as offered in the program now. (The two mathematics courses can be moved to electives to leave room for more applied and pedagogical courses on subjects.)
 - c. a mandatory course on “special needs children” be introduced to the program. Such a course shall enable students in identifying special needs students and adapting teaching

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and assessment to their needs hence creating equally enabling learning environment for all.

- d. to best equip students, ET recommends to include a mandatory course on “classroom management” in the program, enriched with relevant topics, including readings and projects on inclusive and child-friendly classroom management.
 - e. to include/increase share of the subjects such as English language, physical education, arts as well as gender equality in classroom teaching.
 - f. to better equip students with research skills from the earlier on of their studies, maintaining balanced approach and within the limits of the required ECTs, courses such as “educational research”, “methods and research design”, “practice research”, and “reflective practitioner” could be part of the program.
6. To increase and better regulate professional development of the academic staff, the ET recommends creation of a fixed annual calendar of both mandatory and voluntary trainings (replacing the current (only) voluntary participation).
 7. To best respond to the training needs of the academic staff, the ET recommends creation of portfolios (for each academic staff) in collaboration with the QA officer and the Dean’s office with defined annual hour/topic targets to be met.
 8. To align professional development of the academic staff with the changing international trends in teaching/learning, the ET recommends establishing a biannual revision of all training courses by a board of international and national advisors in close collaboration with the Dean’s office.
 9. To facilitate learning, knowledge sharing, and participation of the academic staff in international conferences and projects, English language courses are recommended to be included in the annual professional development programme for the academic staff.
 10. Furthering quality of teaching requires reducing administrative tasks of the academic staff. To this end, the ET recommends investment in a faculty-level on-line system.
 11. To increase staff mobility and international exchange, the ET recommends further partnerships and joint projects as well as membership in international and/or regional higher education networks such as EERA.
 12. ET recommends to work on the procedure that will ensure better flow of information towards student population that is interested in mobility programs.
 13. ET recommends introducing additional support to students for their professional counselling.
 14. It is highly advisable for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This should involve checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism cases. (The faculty could advocate for developing the effective anti-plagiarism system)
 15. ET recommends to continue further developing the ALUMNI organisation.
 16. ET recommends that the faculty develops a strategy/approach to address lack of collaborative and interdisciplinary research factoring in to overcome the institutional practice of recognising only single authored research output.
 17. Increase the research component of the Primary Education Program to allow students to get familiar with the research methods earlier on and be able to participate in small scale research projects

18. In order to enable smooth institutional and academic development, initiate decentralisation processes to create grounds for gradual increase in the levels of financial as well as overall managerial independence within the UP.
19. Continue improving digitalisation and distance learning facilities
20. Ensure that students with special needs have adequate infrastructure and support system to address their social or educational challenges.
21. look at the infrastructure development from a holistic perspective of improving students' learning experience on UP campus.

In conclusion, the Expert Team considers that the *BA in Primary Education* with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *re-accredit* the study program for a duration of **5 years**. *Given the number and the capacity of the academic staff, the staff recruitment plan, which aims to hire more academic staff to lower the student/professor ratio, and the infrastructure at UP, the ET suggests keeping **the enrolment number to 120** as requested.*

Expert Team

Chair



Elene Jibladze

(Signature)

(Print Name)

Member

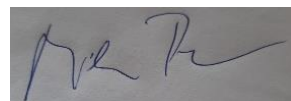


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