

Foreword

The journal “Kërkime Pedagogjike” (“Pedagogical Research”) is a continuation of the annual publications of the Kosovo Pedagogical Institute. This year, as a result of numerous research projects, Kërkime is published in two volumes. This publication is the second volume of the journal “Kërkime Pedagogjike” for the year 2025. The seven articles of this volume include topics addressed by the scientific workers and collaborators of the Institute.

The second annual volume of the journal “Kërkime Pedagogjike” focuses on in-depth analyses of educational policies, inclusive practices, professional development and scientific research in the educational context of Kosovo. The included articles demonstrate a clear orientation towards linking research on pedagogical aspects of work with decision-making processes and ongoing developments in education.

An important thematic aspect is related to inclusion and equity in education, where itinerant teachers’ perceptions of inclusive practices and the challenges that accompany their implementation at different institutional levels are addressed. These studies provide a realistic insight into progress and inequalities at the country level, highlighting the need for sustainable support mechanisms, increased investments and continuous monitoring.

Another focus of this volume is the development of critical thinking and reflective practices, especially in early childhood and basic education. The articles that address critical thinking and the teaching of Albanian grammar in an integrative context highlight the discrepancies between theoretical perceptions and real classroom practices, offering concrete recommendations for improving teaching methodologies.

The volume also includes studies that analyze the leadership of educational institutions and the implementation of research recommendations in adult education policies and practices. These contributions emphasize the importance of professional standards for school principals, partnerships between researchers and practitioners, and building a culture of responsibility and accountability in the education system.

On a broader academic level, the treatment of interdisciplinary research in higher education places this volume in dialogue with contemporary international developments, arguing the need for structural reforms, institutional support, and a change in academic culture to foster innovation and scientific competitiveness.

Overall, the second volume of Pedagogical Research affirms the role of the journal as a scientific platform for reasoned debate, critical reflection and knowledge production that directly contributes to the improvement of educational policies and practices in Kosovo.

We are grateful and thankful to the authors of the papers, the journal's editorial board and the reviewers for their valuable professional contribution in the preparation of the papers in "Pedagogical Research".

Dr. Osman Buleshkaj,

Director of the Kosovo Pedagogical Institute