

## **Admission Principles of the Doctoral School of Education**

The Doctoral School is committed to training researchers in education. Accordingly, a key criterion in the selection of applicants is their aptitude for research, including the ability to formulate and solve problems independently, as well as their intellectual curiosity, creativity, and commitment to scholarly work. Members of the Doctoral School consider it essential to enrich educational research, its knowledge base, and its methodological diversity by admitting candidates with prior academic training in a wide range of disciplines.

The admission procedure is formally standardized, and the evaluation of commitment, academic excellence, and suitability for research is conducted according to uniform criteria. At the same time, as the training itself is individualized, the assessment of the specific components of prior disciplinary knowledge takes into account individual characteristics and differences across research areas. The admission process examines whether the applicant's existing knowledge is sufficient to successfully begin their studies and whether, building on this foundation, the knowledge acquired during the program can provide adequate preparation for effective research in the chosen field.

The Doctoral School expects students with strong work ethic and outstanding learning abilities; therefore, it is open to applicants holding any university (MA/MSc) degree. The study program primarily builds on prior knowledge acquired in the fields of education, psychology, medical sciences, and teacher education; however, any degree in the social or natural sciences related to the study of human beings (e.g., sociology, communication) may also provide a valuable foundation. The Doctoral School also welcomes applicants with qualifications in other disciplines, provided that their research interests align with the Doctoral School's educational objectives and research opportunities.

At the start of their studies, applicants are required to have an active command of English (sufficient for reading academic literature, following conference presentations, and participating in professional communication), which must be certified by at least an intermediate-level language examination or an equivalent qualification.