



**UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
FAKULTETI I EDUKIMIT**

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**FACULTY OF EDUCATION DEVELOPMENT PLAN
2022-2026**

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List of Acronyms

KAA	Kosovo Accreditation Agency
EU	European Union
CIDA	Canadian International Development Agency
ECTS	European Credit Transfer System
FEdu	Faculty of Education
GiZ	German Agency for International Cooperation
ERDI	Education Research and Development Institute
KEDP	Kosovo Educator Development Project
KCF	Kosovo Curriculum Framework
MESTI	Ministry of Education, Science, Technology and Innovation
PISA	Programme for International Student Assessment
PEST	Political, economic, social and technological
QATEK	Towards a Quality Oriented Teacher Education in Kosovo
USS	Upper Secondary School
LSS	Lower Secondary School
SWOT	Strengths, Weaknesses, Opportunities, Risks
IT	Information Technology
TEMPUS	Trans-European Mobility Programme for University Studies
TLP	Transformative Leadership Program
ICT	Information and Communication Technology
UP	University of Prishtina
ADO	Academic Development Office

1. EXECUTIVE SUMMARY

The Faculty of Education, after 20 years of operating as one of the academic units of the University of Prishtina, has tackled various challenges related to social changes and ongoing reforms in the education system, including two successive curricular reforms and the ongoing changes in standards and structuring of programs for the preparation of new teachers. Overall, these efforts have been directed towards the advancement of the concept of professionalism in the teaching profession, while addressing the need for striking a balance between the academic, pedagogical and practical preparation of new teachers.

In marking the 20th anniversary of the establishment of the Faculty of Education, in the wake of successive investments made over a number of years, the Faculty has been able to stabilize its operations by delivering emergency interventions required by the developments in the educational system, and has moved to a stage in which the scope of strategic planning is to maintain and continuously enhance of the quality of preparation of new teachers. The 2022-2026 Development Plan serves the purpose of sustainable institutional development and quality teacher preparation in line with labor market demands and the society's need for teachers capable of keeping up developments, both in terms of our society's and global trends of socio-economic, political, scientific and technological transformation.

This Development Plan passed through a comprehensive consultation process that brought together a group of representatives from all Faculty structures, including academic and administrative staff and students. Once the Working Group agreed on the Development Plan, the draft was discussed with all the staff and with relevant education system actors, including the MESTI, Kosovo Pedagogical Institute (KPI), NGOs, and principals of schools and kindergartens, to be ultimately officially adopted by the Faculty Council. Based on the current reality and according to the requirements of the times we live in, this Plan establishes the Vision and Mission of the Faculty of Education, as well as the values on which the work philosophy for the coming years is grounded.

Therefore, the Vision of the Faculty of Education is:

The Faculty of Education is Kosovo's leading institution for the preparation of teachers and educational professionals, competent in the implementation of innovative teaching, learning, and research practices seeking to develop each individual to the maximum of their potential, striving for the country's sustainable development and in line with global development trends.

The Mission of the Faculty of Education defined in this Development Plan is to: *provide 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, in order to achieve the advancement of a system oriented towards the needs of the society for quality education and the development of knowledge, skills and social values.*

Based on the SWOT and PEST analyses, the Working Group identified the main strategic objective and four specific objectives in which the quality assurance component is seamlessly integrated. The main strategic objective of the Faculty of Education for the five-year period is to develop an organizational

culture of program implementation based on quality and professional standards. This is reflected in teaching based on scientific research, leading to the development of quality teaching as a tool for changing the reality of teaching and learning in educational institutions. The specific objectives that support its realization are:

Specific Objective 1: TEACHING AND LEARNING

Develop innovative teaching, learning and evaluation practices, strengthen peer and interdisciplinary cooperation, and link theory with practice and scientific research through the implementation of sustainable and measurable quality assurance mechanisms, so that students receive quality experiences that contribute to their personal and professional development and growth, which is reflected in their work in educational institutions.

Specific Objective 2: RESEARCH, INNOVATION AND INTERNATIONALIZATION

Advance scientific research through the promotion of integrated research, the involvement of students in scientific research and international mobility, enhance cooperation in national projects by creating partnerships with schools, preschool institutions, and international projects, and develop integrated programs in line with labor market needs.

Specific Objective 3: COMMUNITY NETWORKING AND PARTNERSHIPS

Enhance impact and contribution to the community through the participation of staff and students in joint development and research projects with educational institutions, civil society organizations, and donors, increase awareness and social responsibility through direct contributions to community services, as well as enhance program content aimed at developing entrepreneurship among students.

Specific Objective 4: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

Develop a sustainable institutional organizational culture through the implementation of policies and sustainable standards of quality, accountability and transparency; invest in the professional development of academic and administrative staff and the involvement of students in decision-making and quality assurance processes.

From this Development Plan derive one-year action plans that break down the expected outcomes and general activities into concrete activities and measurable indicators, while also determining the units responsible of these activities and the time frame for their performance. This Action Plan is accompanied by an estimate of the expenses for its implementation, which has been designed taking into account the Faculty's limited financial autonomy.

2. INTRODUCTION

In October 2022, the Faculty of Education marks the 20th anniversary of its establishment. This serves as an important point of reflection on the journey so far in order to define the spirit, content and approach of development on the way ahead. The teacher preparation system in Kosovo has tackled the challenge of developing the field of education as a science and establishing it as a scientific discipline, both within the university and in the wider context of the development of science. Obviously, Kosovo was rather late in engaging in this transformation, which did not happen too early in other Western European countries either. These two elements must be analyzed; on the one hand, addressing the alignment of the teacher preparation system goals with international good practices, and on the other hand, addressing the specifics of the local context, including the historical dimension of the development of teacher preparation in Kosovo.

Despite the ongoing debate about the quality of teachers in the last two decades, Kosovo's education system has failed to produce empirical data about the quality of new teachers as one of the specific areas that must be addressed most urgently. Existing data and references are in the form of strategic documents or are observational data related to the poor quality of student results in the school context. In the period after Kosovo's participation in international assessments (starting with the PISA 2015 assessment), the perception about the quality of teaching at schools - consequently also about the quality of teacher preparation - began to take shape more consistently around the need for change in the teacher preparation system.

The Faculty of Education is one of the only faculties in the University of Prishtina that possessed a Development Plan, whose implementation was completed in 2018. Starting on October 2020 and during 2021, the management of the Faculty was based on the Dean's program, which also served as a starting point for the development of the current Development Plan. Many of the substantive aspects evaluated by external assessment experts in 2021 as part of the accreditation of the programs, were transferred into this plan as ideas that should be promoted further. The drafting of this Development Plan is based on many other developments in the pre-university education system, as well as on the developments in the school context in Kosovo. Likewise, its drafting process has followed an internal participatory and consultative approach to reach a form that establishes this plan as a guiding document for all actors within the Faculty.

This Development Plan has been designed for the 5-year period, through a consultation process, using the Working Group as a mechanism for debate and determination of directions, objectives and content of activities. During the process, in addition to meetings of small working groups, workshops and various activities of the extended Working Group were also held, alongside consultations with wider forums, such as the Faculty Council, the Faculty collective, as well as development partners and other stakeholders.

During this plan's drafting process, the following data sources were used:

- Conclusions from the drafting group's consultation workshops and working meetings;
- Expert reports from the accreditation of the faculty's study programs in 2021;

- Annual reports and previous experiences in the implementation of international cooperation projects (TEMPUS, TLP, Programs financed by the US Embassy, etc.);
- Analysis of the situation of the programs implemented within the QATEK Project;
- Data obtained from the piloting of quality assurance instruments within the Faculty;
- The 2020-2024 Dean's Program and implementation experience in the first year;
- Education Research and Development Institute (ERDI) Work Plan;
- Policies and strategic planning at the overall Kosovo education system level (KESP);
- Strategic documents and orientations and developments in the central regulations of the University.

During the planning process, SWOT and PEST analyses were conducted within the drafting group to determine the reality and priorities, while also defining the Faculty's mission and vision statements. The ambition of the Development Plan is based on the assumed reality that the university, the state and society will be mobilized to support its implementation, with each party accomplishing its part of the work. In this context, the preparation of quality teachers should be seen from the broader perspective of the functioning of the educational system. Such a spirit has also been reflected in this document.

2.1 Brief History of the Faculty's Development

Teacher preparation in Kosovo has a relatively long history, starting with the preparation of teachers in the Normal School opened in 1953. Higher Pedagogical Schools were established in its wake as post-secondary institutions for teacher preparation in Kosovo. Teacher preparation in Kosovo at higher education level began in 1958, when the Higher Pedagogical School opened in Prishtina. Later, this institution was joined by the higher pedagogical schools in Prizren, Gjakova and Gjilan, which since 1980 have become part of the University of Prishtina. The Higher Pedagogical Schools offered two-year study programs aimed at preparing students for the grade cycle (grades 1-4) and the subject cycle (grades 5-8) of the primary education level, whereby subject programs were focused on one or two disciplines. In 1997/98 began its operation the Faculty of Teaching, which offered a 3 4-year program for subject cycle teachers.

Meanwhile, in 2001, after significant transformations in Kosovo's education and the first steps in the reform of teaching, preparations began for the establishment of the Faculty of Education. The Faculty started its work in the 2002-2003 academic year as a result of the cooperation between MEST, University of Prishtina and the Kosovo Education Development Project (KEDP) funded by the Canadian Agency for International Development (CIDA). Initially, only programs for the preparation of primary school educators and teachers were developed (grades 1-5). Meanwhile, since the 2003-2004 academic year, the teacher preparation programs for the lower secondary cycle - subject teachers of grades 6-9 - were also developed and started to be implemented: Albanian Language and Literature, English Language and Literature, Mathematics - Informatics, Technology - Informatics, Physics - Chemistry, Biology - Chemistry, History - Civic Education, and Geography - Civic Education. These programs enabled the preparation of dual subject teachers in accordance with teacher training standards and were offered in the form of basic bachelor studies, for a duration of 4 years, worth 240 ECTS credits. In the 2010/11 academic year, within the project financed by the "Tempus" Program of the European Commission, the Faculty enrolled the first

students in the first two Master Programs: “Teaching and Curriculum” and “Educational Leadership”. Until 2010, the Faculty of Education operated in four centers: in Prishtina, Prizren, Gjilan and Gjakova.

In September 2010, the Kosovo Accreditation Agency (KAA) accredited four programs of the Faculty of Education for a three-year period: The Preschool Program and the Primary Program (in all three centers), as well as the two newly launched master programs. Meanwhile, all other programs for the preparation of subject teachers for the lower secondary cycle, were accredited for a one-year period, and only in the Prishtina center.

In November 2011, the Minister of Education, Science and Technology established a Working Group tasked with addressing the recommendations from the expert assessment report of the Kosovo Accreditation Agency (KAA) and proposing the new structure of teacher preparation programs. Based on the recommendations of the Working Group, on July 16, 2012, the minister made a decision that all public higher education providers review their teacher preparation programs in accordance with the requirements of the Kosovo Curriculum Framework approved in 2011 and in line with the recommendations of the KAA. The decision offered some general orientations for the reorganization of teacher preparation programs, determining the division of responsibilities for the academic and pedagogical training of future teachers of the subject profile.

Based on the Decision of the Minister of Education No. 191/01B of 16.07.2012, which defined the new conditions for the operation of teacher preparation programs, the University of Prishtina designed the plan for the restructuring of teacher preparation study programs. In the 2014/2015 academic year, the provision of new study programs for the preparation of subject teachers was launched. On April 8, 2013, the MEST issued AI No. 049/01B on the implementation of the Minister's Decision, and the University of Prishtina began the full implementation of the new system of teacher preparation programs. Within these changes was the decision of the Accreditation Agency to transfer the Pedagogy Department from the Faculty of Philosophy to the Faculty of Education. However, such a reform was not closely monitored by the responsible institutions, especially in relation to the standards and structure of other teaching programs in other public universities that were opened in the meantime.

During the 2015/2016 academic year, the PhD studies program was also accredited in cooperation with the University of Ljubljana and the University of Tirana, as partner universities. Likewise, with the decision of 05.09.2016, Ref. 782/16, of the Kosovo Accreditation Agency, were also accredited the Master Programs in Subject Teaching, MA, 120 ECTS (with specializations in: Mathematics; Physics; Biology; Chemistry; History; Geography, Technology and ICT), Master of Pedagogy for Vocational Schools, MA, 120 ECTS; and Master in Inclusive Education, MA, 60 ECTS. In the meantime, the preparation for the closing of the 60 ECTS subject programs was also launched. All the above programs were prepared within the Tempus “Modernization of Teaching Education at the University of Prishtina” Project with assistance from international partners - Jyvaskyla University of Applied Sciences (JAMK) Finland, University of Bedfordshire in Great Britain, University of Bologna in Italy, and the University of Ljubljana in Slovenia.

Reform efforts have not always been sufficiently supported with continuous resources. For this reason, often developments and interventions in the teacher preparation system have focused on the structural

level. These interventions have sought to increase the standard of teacher qualification from the two-year level of higher pedagogical schools, which existed in the past, to the level of 4-year qualification with the establishment of the Faculty of Education in 2002. At the beginning of this reform, there was an enthusiasm towards the approach that with the implementation of the structural reform, the substantive one will also be addressed.

In the first decade after the end of the war, the challenge of the Faculty of Education was being able to produce sufficient personnel to meet the needs of schools for all appropriate profiles. In many areas there were deficiencies, while the challenge of quality preparation of teachers was addressed in parallel with many activities related to the provision of various professional development programs. In the following decade, two were the main development orientations. On the one hand, the opening of other public universities began, that is, the independence and growth of the existing branches of the Faculty of Education, while on the other hand, initiatives to provide programs that ensured the advancement of qualifications of existing teachers with a qualification lower than the Bachelor level, were also launched. The centers in Prizren, Gjilan and Gjakova continued their work within the new public universities established in these cities.

In addition, the Faculty of Education also faced increased student admission quotas - especially over the 2011-2016 period - and this for several years afterwards caused an increase in the staff-student ratio and brought with it many other challenges related to the qualitative implementation of programs, both in the theoretical dimension and in the practical dimension in the school. All these developments were not accompanied by the appropriate increase in academic and administrative personnel and the increase in available resources to support the appropriate implementation of the programs. To understand the challenges of providing sufficient human resources, as an illustration, in 2012/2013, the Faculty had 77 teachers and assistants within the academic staff, while now there are only 56, among them 42 professors and 14 assistants. In 2012/2013, the staff-student ratio was 1 to 23, which was considered high, while this ratio is now 1 to 55 students. This very high ratio is far from any norm not only of developed countries, but also if compared to other faculties and universities in Kosovo. It should be noted that this ratio was also increased by the large number of non-active students, whom the system allows not to lose their student status despite their failure to participate in lectures and exams for years on end.

However, despite the challenges, the last decade also saw positive developments for the Faculty of Education, mainly in the field of international cooperation, investment in the continuous professional development of academic and administrative staff, and investments in infrastructure. The Faculty of Education, through the projects it has managed, has continuously organized activities for the professional development of academic staff in terms of teaching methodology, lesson planning, evaluation, and education research, and trainings designed and facilitated by professors from partner universities from Europe and USA. In addition to the substantive reforms in the study programs, investments have also been made for further professionalization of the academic staff through the TEMPUS and TLP programs, by establishing very close cooperation with prominent European and US Universities, such as the University of Ljubljana, the University of Bedfordshire in England, the University of Jyväskylä in Finland, the University of Bologna in Italy, the Universities of Indiana and Iowa in the United States of America. Professors from these Universities have designed the relevant training and academic support programs

for the academic staff of the Faculty of Education, and these programs have been implemented continuously over the last decade, yielding results in raising the quality of teaching and learning.

These developments in the last decade are of great importance to be taken as a reference for determining the development approach in the future, and taking into account this experience, this Development Plan will determine not only the content, but also the implementation approach of actions that lead to improving the quality of program implementation and the quality of graduates.

Knowing the path that Kosovo has followed in the structural reform of teacher preparation programs in the last two decades, now there will obviously be greater focus on reforming the content and enhancing the quality of the implementation of teacher preparation programs, rather than on redefining the qualification standard. Despite the validity of the critical observation that international standardized tests like PISA cannot be taken as templates to evaluate the quality of teaching in schools - especially in the circumstances of Kosovo's transition from the old curriculum - nevertheless these assessments marked a turning point in the agreement of stakeholders and society on the need to enhance professionalism in the context of teacher preparation and school teaching. Therefore, the aim of this plan will be to facilitate the journey of the Faculty of Education towards a quality-oriented development culture that takes into account the history of development, the current situation in the Faculty, as well as the vision defined for the teaching profession and the Faculty.

2.2. Faculty of Education Today

The Faculty of Education, one of the 14 academic units within the University of Prishtina, is recognized as one of the largest faculties in terms of the number of students, while also being the largest teacher preparation institution in Kosovo. The Faculty currently has 56 teachers (professors and assistants) and 3,500 active enrolled students.

The Faculty of Education, for the 2021/2022 academic year has three accredited programs at the Bachelor level, including:

- Early Childhood Education (240 ECTS)
- Primary Education (240 ECTS), and
- General Pedagogy (180 ECTS).

At the Master level, 2 programs in separate specializations are accredited:

- Master in Education Sciences (with specialization in: Pedagogical Counseling, Teaching and Curriculum, Educational Leadership and Inclusive Education, 120 ECTS.
- Master in Subject Teaching (with specializations in: Teaching Albanian Language and Literature, Teaching Mathematics, Teaching Physics, Teaching Chemistry, Teaching Biology, Teaching History, Teaching Geography, Teaching Technology and ICT, 120 ECTS.

The statistics speak of a downward trend in the number of candidates for studies in Bachelor level programs and this is not due to the decline of interest in studies in this Faculty, but due to higher admission criteria adopted to increase the quality of program implementation.

TABLE 1. NUMBER OF STUDENTS ENROLLED IN THE 2020/2021 ACADEMIC YEAR

Program	1-st Year	2-nd Year	3-rd Year	4-th Year:	Total
Preschool / Early Childhood Education	60	54	118	226	458
Primary/Primary Education	75	119	112	445	751
Pedagogy	45	42	112	/	199
Early Childhood Education (0-3 years old)				16	16
Total					1,424 students

In the 2021/2022 academic year at the Faculty of Education, a total of 1,424 students have been enrolled for the semester as active students in Bachelor Studies, of which 733 have repeated the year (see Table 1.)

TABLE 2. NUMBER OF GRADUATED STUDENTS DURING THE LAST FIVE YEARS

Program	2020/2021	2019/2020	2018/2019	2017-2018	Total
Preschool	71	79	60	140	350
Primary	224	275	221	318	1038
Pedagogy	66	117	78	95	356
Early Childhood Education (0-3 years old)	25	80	31	29	165
Total					1,909 students

The number of students graduating in Bachelor programs presented in Table 2., shows a drop in the number of graduates, following the trend of student enrollment in the last five years. It should be remembered that years ago the number of students admitted to the Faculty of Education was ten times higher than in the last five years, and this has resulted in a large disproportion between the number of graduates and enrolled students.

As for the statistical data on Master level studies, it is observed that the number of students in the groups is optimal, aiming to maintain the quality in the provision of studies and the student/teacher ratio. Master Studies offer numerous study opportunities, both in general education programs and in subject teacher preparation programs, and exceed the number of Bachelor level programs. The number of graduates at the Master level is increasing given the time the programs have been open (see Table 3 and 4.)

TABLE 3. NUMBER OF STUDENTS ENROLLED IN MASTER STUDIES IN THE 2020/2021 ACADEMIC YEAR

Program	1st Year	2nd Year	Total
Master in Education Sciences: Leadership in Education	30	30	60
Master in Education Sciences: Teaching and Curricula	30	30	60
Master in Education Sciences: Inclusive Education	30	40	70
Master in Education Sciences: Pedagogical Counseling	30	40	70
Master in Pedagogy for Vocational Schools	/	23	23
Master in Subject Teaching: Teaching Albanian Language and Literature	30	30	60
Master in Subject Teaching: Teaching Mathematics	30	33	63
Master in Subject Teaching: Teaching Technology and ICT	27	34	61

Master in Subject Teaching: Teaching Chemistry	30	31	61
Master in Subject Teaching: Teaching Biology	30	40	70
Master in Subject Teaching: Teaching Physics	20	13	33
Master in Subject Teaching: Teaching History	30	31	61
Master in Subject Teaching: Teaching Geography	20	25	45
Total	337	400	737

TABLE 4. THE NUMBER OF MASTER STUDIES GRADUATES DURING THE LAST 5 YEARS

Program	2020/2021	2019/2020	2018/2019	2017/2018	Total
Master in Education: Leadership in Education	34	28	33	29	124
Master in Education: Teaching and Curricula	33	34	37	23	127
Master in Inclusive Education	21	9	13		43
Master in Pedagogy for Vocational Schools	12	4	7		23
Pedagogy - Theoretical-Scientific Pathway	17	16	8	24	65
Master in Albanian Language and Literature Teaching	14	23	25	21	83
Master in Subject Teaching with Specialization in Mathematics	22	16	6		44
Master in Subject Teaching with specialization in Technology and ICT	22	10	4		36
Master in Subject Teaching with specialization in Chemistry	21	5	13		39
Master in Subject Teaching with specialization in Biology	22	22	20		64
Master in Subject Teaching with specialization in Physics	12	6	2		20
Master in Subject Teaching with specialization in History	11	10	1		22
Master in Subject Teaching with specialization in Geography	16	6	3		25
Total					715

Regarding the number of students enrolled at the PhD level, in three generations from 2016 to 2018, a total of 21 students were admitted and continue their studies. Five candidates have submitted the final paper for evaluation, and the evaluation commissions have been assigned to them; it is expected that within 2022 they will graduate and receive the title of Doctor of Science in Education (see. Table 5).

TABLE 5. NUMBER OF STUDENTS ENROLLED IN PHD STUDIES

Program	2016/2017	2017/2018	2018/2019
PhD in Education	12	6	3
Total			21 students

The decline of student interest in higher education has also been reflected in the Faculty of Education in recent years. However, the Faculty continues to be among the most sought-after faculties at the University of Prishtina, and also at the state level. In some programs, such as Primary Education,

competition is still high, with 5 applicants for one open place at the Bachelor level, while at the Master level there is high competition in the specializations of the Master program in Educational Sciences, such as Inclusive Education, Educational Leadership, Teaching and Curriculum, and Pedagogical Counseling. Table 6 below provides details on applicants and admissions over the past two years, to demonstrate the declining, yet high interest of young people to step into the teaching profession.

TABLE 6. DATA ON APPLICANTS AND STUDENTS ENROLLED IN BACHELOR AND MASTER PROGRAMS

Academic year	Primary Program		Preschool Program		Master in Subject Teaching / 8 pathways		Master in Education Sciences / 4 pathways	
	Applicants	Accepted	Applicants	Accepted	Applicants	Accepted	Applicants	Accepted
2021-2022	368	70	152	60	479	220	927	120
2020-2021	564	120	227	60	504	250	1067	140

2.3 Wider context of the education system

Teaching practice and teacher development can never be adequately addressed within a given context without also taking into account the specifics and important variables of the education system in which teachers are prepared and in which they work. Although the academic literature highlights the fact that student learning largely depends on the approach and actions of teachers in the classroom, in order to understand the weight of the impact and the main challenges of learning, one must also understand the details of the functioning of the teaching profession and schools. The development of the teaching profession in Kosovo is closely related to the developments in the school system, especially in three dimensions:

- Curricular Reform;
- Standards of the teaching profession;
- Relationship between demand and supply in teacher preparation.

All these references have been in continuous development depending on the efforts of the Ministry of Education to set a standard and to encourage development initiatives at the level of professionalization of teachers' work. Kosovo has gone through two curricular reforms in the last two decades and has adopted a number of reference documents for the standards of the teaching profession.

On the other hand, although at a more general level, the Kosovo Education Strategic Plans at the country level have served and continue to serve as reference points for the development of the teaching profession. After the expiration of the 2017-2021 Strategic Plan, the MESTI developed the new Strategic Plan, which in its current form has promoted, among other things, several innovative policies that the teaching profession should adopt. Among them is the need for the development of digital competencies in the teaching profession based on the new post-COVID reality, but not only; aspects of handling inclusion and diversity as a continuation of previous efforts have also been included. On the other hand,

this Strategic Plan of the MESTI also advocates for the need to prepare teachers in relation to curriculum policies and developments in Kosovo's school system. This, in other words, also represents the need for the preparation of practice-oriented teachers.

Currently, the main policy defining the professionalism of teachers is the Strategic Framework for the Development of Teachers in Kosovo, adopted by the MEST in 2017. This document, among other things, defines the competences of teachers in the different stages of their careers, including the stage of initial qualification, i.e. the completion of the teacher preparation program. This standard/document provides a wide range of competencies that are typical for the profile of a quality teacher. The standards and ideas advocated by the strategic documents in Kosovo (New Curriculum & Profile of Teacher Competencies in the Strategic Framework for Teacher Development in Kosovo) are in support of the approach that the preparation of new teachers should aim not only at the preparation of teachers as implementers of the new curriculum, but as teachers who create the curriculum and lead the change in the school.

One of the major developments in the pre-university education system in Kosovo is the curriculum reform, which was formalized as an initiative in 2011, but which during the process went through other revisions and modifications. The rationale for this reform was above all the need to move from an objective-oriented curriculum to a competency-based approach. Thus, the essence of the curricular reform has been and remains the change of teaching practices in the classroom, aiming to focus on the development of skills and values shaped as competencies.

Kosovo's new curriculum is oriented towards the development of six competencies that will be reflected in the new generations in terms of creating a profile of students who are:

- Effective Communicators
- Creative Thinkers
- Successful Students
- Productive Contributors
- Healthy Individuals
- Responsible Citizens

In essence, the curricular reform, in addition to the expectations from the new generations, also aimed at changing the professional behavior of active teachers, as well as changing the organizational culture within schools. One of the principles of the development of the new curriculum has been the increased autonomy of schools and teachers in transposing the main orientations from the core document into school planning and the development of the elective curriculum. The idea behind this move was to increase responsibility at the school level to determine the engagement and adaptation to the specifics of the schools and the community they serve. This culture also requires an increased level of professionalism of the community in the school, moving from the simple implementation of guidelines and detailed curricula, to a process where the school engages in the adoption of curriculum documents to plan annual curricula and even at the level of lesson plans. This process proved to be very ambitious in the early stages, and in the years following the pilot, the education system moved further towards prescribing additional curriculum documents so that schools could more easily implement this change.

On the other hand, this minimized the ambition of increasing responsibility at the school level for planning and development activities.

2.4. Teacher Licensing System and Professional Standards

One of the reference points in the development of new teacher preparation policies and practices is Kosovo's teacher licensing system. For more than 10 years, the system has been used as a mechanism for motivating teachers for good performance on the one hand, and raising the qualification standard of new teachers on the other hand.

In the framework of the licensing system, the career of teachers was built with the idea of establishing a continuum from the initial qualification (before induction) to the induction phase in the profession (which is still lacking) and going forward toward professional development in their career. Within this system (for the part that is relevant to the work of the Faculty) the profile of teacher competencies was developed within the Strategic Framework for Teacher Development (2017), where the competencies that must be reflected by graduates from teacher preparation programs were specified. While in the local context the profile of teacher competences in the Strategic Framework for Teachers (2017) is taken as a point of reference, at the European level, the 2013 teacher competences framework continues to be a point of reference for the development of teachers in different countries (https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp_en.pdf)

In the framework of the teacher licensing system, the activities of the professional development of teachers are foreseen, which address the development of the necessary competencies for quality teaching, and which, in certain cases, also act as drivers of the implementation of educational reforms. These initiatives and activities should also serve as aspects to connect the developments in the teacher career development sector with efforts to prepare new teachers who are ready to face the challenges and reality of the teacher's work. Whereas, the challenges and reality of new teachers are determined directly by the context of their work.

In recent years, demographic trends, the increase in the number of public universities, emigration trends, as well as the general decline in the interest of young people to study in higher education, caused a decrease in the number of applicants to teacher preparation programs. This is also related to the debate in the education system that the number of teachers needed in the system is decreasing, as well as to the overproduction of staff over a certain period in the last decade. This element of the context should be a turning point in the planning of programs, quotas, and the development approach, prioritizing quality over quantity and putting future teachers at the forefront of the development agenda as leaders of developments in the pre-university education system. In order to function differently, differently prepared cadres are needed and this should guide the developments in the following years; of course, without ignoring the challenges of the stakeholders involved in the process and by minimizing the risks arising from the intentions of changing the existing situation through small and short-term projects.

3. CURRENT SITUATION ANALYSIS

The current situation analysis was conducted through a consultative approach in the workshop with the drafting group of this Development Plan. Also, available data were obtained from the Faculty's annual reports, various statistical and analytical reports, as well as from the reports of external experts of the Accreditation Agency. During the workshops with the design group, the analysis was mainly focused in the form of SWOT analysis and PEST analysis. The conclusions drawn from this data are described below.

3.1. Teacher Preparation Programs

The Faculty of Education has a relatively long tradition of developing, implementing and reforming programs. It has gone through a number of reforms at the system level, more precisely alongside the advancement of teacher qualification standards, which automatically lead to the need for curriculum changes. In addition, the curricular reform, which has been conducted continuously in the last two decades (including two major reforms initiated in 2001 and 2011), directly implied the need for programmatic changes in the Faculty. The Faculty of Education, in cooperation with international projects, and in accordance with reforms at the system level, has made programmatic interventions (always with the participation of academic staff and development partners), these changes, on the one hand, have advanced teacher preparation programs by improving quality and connecting them with current needs, but on the other hand, they have also generated many challenges in implementation due to frequent changes from generation to generation. Also, since the connection between the graduates and the school reality has not been very strong, despite some level of alignment, inconsistencies with the needs and reality in schools have been encountered.

The implementation of the reform of the study programs has often encountered difficulties in establishing coherence between the courses that naturally had substantive connections, and between the courses and the program as a whole. Cases have been identified of similar courses that have not been harmonized among themselves, duplication of concepts between different courses, and other similar challenges, which are still encountered today, and require attention to be addressed. Also, difficulties have been encountered in the implementation of innovations in the treatment of cross-curricular concepts such as soft skills, the concept of values, and sporadic efforts have been observed in the integration of natural science subjects or even the broader STEAM integration. The concept of innovation in teaching has been indirectly simplified into generic concepts such as adapting programs to the school curriculum, while more substantive concepts within the curriculum reform, such as inquiry-based learning, student-centered teaching, individualization and differentiation of teaching, modern approach to teaching through the implementation of technology, etc., have been rather overshadowed by more general issues.

Seeing things from the developmental perspective of a two-decade journey in the preparation of new teachers, in 2020, the Faculty started the implementation of the QATEK project for the development of quality assurance mechanisms in the teacher preparation programs (financed by the Erasmus+ Program of the European Union). The purpose of the project is to build internal mechanisms to increase the quality of program implementation through the identification of deficiencies and the development of appropriate

actions. As part of this project, an analysis of the situation was first carried out for the programs offered in the Faculty alongside the EU framework for the development of teacher competencies, as well as for quality assurance practices in the Faculty until that time. The analysis of teacher preparation programs found that the programs are highly focused on developing knowledge, while skills are developed mainly during practical work. On the other hand, the development of values and the creation of attitudes seem to be very little present. The analysis found a low focus on local cooperation between teacher preparation institutions, difficulties in multidisciplinary and cross-field integration (e.g., natural sciences or STEAM integration), challenges in profiling academic staff in education, low focus on the development of research and analytical skills and problem-solving among students, use of modern technologies and methodologies, development of transferable skills, etc. The main recommendations from the analysis of the programs of the Faculty of Education include:

- increasing the connection of education programs with the standards of teacher preparation in Kosovo;
- strengthening the integration of different subject areas and initiating discussions at the national level to move towards research and project-based learning;
- strengthening the pedagogical formation of students and increasing the cooperation of academic staff with schools, e.g., finding opportunities to collaborate with schools, carrying out development projects with schools, working together with teachers to create new teaching practices;
- developing guidelines on practice, responsibilities of all parties, and student evaluation criteria.

This situation has led us to identify the need to implement a different approach to planning and reforming programs in the future, starting from the framework of expectations, towards the definition of concepts, theories, philosophies and practices aimed at their reflection and assignment through individual courses or group courses. To realize this, it is necessary to establish a culture of joint peer planning and review in the institution.

3.2. Quality Assurance System

In the second part of 2020, the Faculty (also through the Erasmus+ QATEK Project) analyzed the current quality assurance mechanisms and practices in the UP and found a focus on the drafting and approval of instruments and regulations (although it was found that to a large extent there was a lack of formal quality review instruments in a number of areas), but not so much in their implementation. Key recommendations from this analysis include collecting student feedback to monitor teaching and learning, but also to support student learning; creation and implementation of a performance review system for academic staff; creation of networks and cooperation with alumni and employers, etc. According to the analysis, the further development of quality assurance mechanisms should not focus on the reporting of evaluation results, but on the creation of collaborative formats for improving the implementation of programs.

Based on these analyses, the quality assurance policy at the Faculty of Education was drafted, which was approved by the Faculty Council on January 29, 2021. The overall purpose of this document (policy)

is to provide a framework and implementation guidelines for the Faculty of Education, introducing an internal quality assurance system for the preparation of pre-service teachers. This document aims to provide a frame of reference for pre-service teacher preparation institutions in their efforts to ensure that pre-service teacher preparation practices lead to the development of the required teacher professionalism in the school, local and international contexts.

As an integral part of the Policy for Quality Assurance in the Faculty of Education, the tool box for review and quality assurance was designed. Some of these instruments were piloted during 2021, such as: evaluation of programs, courses, questionnaire for alumni, analysis of syllabi, etc., and the findings served to identify the needs that are reflected in this Development Plan.

Also, as part of this package, an analysis of the content of the syllabi was performed, which focused on (i) the expected results, (ii) the evaluation methods, and (iii) the literature used, and this analysis found that there is a quite worrying number of syllabi that consider expected results at the level of knowledge; within the framework of the systematic assessment approach, testing prevails as an instrument; lack of exposure of students to academic writing, more precisely to analysis and written creation on certain topics; syllabi rarely provide explanations of assignments; and in many cases the literature is outdated or incomplete.

The reality of the start of implementation found that the implementation capacity of this package in the context of the current resources of the Faculty of Education to collect data, analyze it and use the findings for informed decision-making, will be challenging. Likewise, institutional awareness for the installation of the culture of measurement and quality assurance, remains challenging. However, the piloting of certain instruments in 2021 found that such process analysis practices should be advanced and supported with resources to reach the final goal of generating the necessary actions and corrections in the operation of the institution and the implementation of programs. In 2021, the instrument for course assessment (for which each of the academic staff has received an individual report), the instrument for graduates regarding their impressions of their readiness for induction in the profession and the quality of the program they attended at the Faculty, as well as the instrument for the organization of practical teaching (pedagogical practice) at school, were piloted.

3.3. Scientific Activity

The Faculty of Education has been continuously engaged in the debate regarding the volume and quality of scientific works of the academic staff. In December 2020, the Kosovo Accreditation Agency adopted a new standard for the qualification and scientific profile of the professionals responsible for the accreditation of study programs. This standard has determined the requirement that professionals responsible for Bachelor study programs must have published one scientific paper in journals indexed in SCOPUS or Web of Science, while those responsible for Master programs must have published two such papers. Moreover, the standard also specifies the need that the works of the academic staff should be in the field of the given program.

The Faculty of Education has made an analysis of academic staff CVs at the end of 2021, focusing on the number and nature of publications in relation to the new accreditation standard. Three types of publications were found in the CVs of the Faculty of Education staff:

- publications in the field of education/didactics of the narrow field;
- publications from the general field of education, and
- publications from the purely academic field.

In 2021, 17 papers published on Web of Science and Scopus by academic staff have been identified. The analysis found that in addition to the need to support the academic staff in increasing the number of publications, there is also a need for better profiling of the scientific work of the staff in relation to the program and subjects for which they were chosen. The connection between the study program's staff scientific profiles and the nature of the studies and the science of education is an obvious need, which requires structured responses. This new reality raises the need for the Faculty of Education to make a change in the approach of the academic staff towards their scientific activity (publications), ensuring that scientific work is closely related to the study programs in which they teach and fosters the development of science of education. In the framework of this effort for institutional actions that change the current situation, the Faculty Council has issued a formal Recommendation in 2021 for the staff to orient their scientific work in accordance to the new requirements of the Accreditation Agency and the need for the development of the science of education.

In 2021, through a consultative approach, 9 research groups were established on 9 topics dealing with educational concepts and phenomena, which bring together professors and assistants from different fields in joint studies and research. This is expected to lead to the production of an orientation document on priority areas and of an institutional program on education studies by the Faculty as an institution whose mission covers this activity.

3.4 Education Research and Development Institute and the Connection with the Environment

The Faculty of Education is making efforts to operationalize the Education Research and Development Institute (ERDI), which was established in 2014. In addition to the appointment of the Board of the Institute, which coordinates the work of the Institute in cooperation with the Dean's Office, the Secretary of the Institute was also appointed, responsible for the administration and organization of the Institute's activities. During 2021, the ERDI organized 10 webinars for teachers, school principals and other stakeholders, with a participation of about 1000 actors. The topics of these webinars ranged from early childhood education to didactic aspects of teaching certain subjects and aspects of school quality development as an organization.

Furthermore, in 2021 the ERDI has accredited with the MESTI, 10 professional development programs for teachers and school leaders. These programs are listed below:

1. Educational Leadership Capacity Building

2. Kosovo Curriculum Implementation Framework;
3. Summary Evaluation of Pupils: Designing Tests
4. Montessori Methodology for Early Childhood Education - ages 0-6
5. ICT Integration in Teaching
6. Teaching and Learning Natural Science in Grades 1-5
7. Integrating Sustainability Education in Classrooms
8. Early Grade Reading Assessment – A-EGRA
9. Mentoring Students during Pedagogical Practice
10. Peer Mentoring in Education

The implementation of the program for evaluation in education practice of students in last year of studies in the primary program and certain groups of teachers in the schools of Kosovo, has already been launched.

In the framework of the cooperation with the TOKA Organization, the learning through experience module has also been prepared. Also, within the Project for the development of the integrated early childhood program, supported by UNICEF, 6 modules for professional development of educators in the early childhood service (child development, learning through play, education for values and gender equality, communication and interaction with children, families and communities, working with educational projects, and integrating technology in early childhood), have been developed.

The Faculty and ERDI were also engaged in efforts to advance cooperation with schools in relation to the need to redesign the profiles and advance scientific activity. In January 2022, the Faculty entered into a cooperation agreement with 20 schools and preschool institutions in order to develop small-scale research projects to contribute to the advancement of the scientific activity of the academic staff on the one hand, and to contribute to a decision-making system based on empirical data on the other. This step was considered as essential for the Faculty, to be closer to the reality in educational institutions, as a good opportunity to understand the needs of the labor market and to reflect this in the enhanced preparation of new teachers. The topics that were proposed for joint research with these 20 schools are closely related to the topics of the Research Teams established within the Faculty recently.

The ERDI has recently undertaken increased engagement in the support and coordination of development initiatives and projects. This is expected to help the Faculty and staff to increase the number of development and scientific projects in the coming period. The ERDI has developed its own plan of activities in relation to the establishment of external cooperation and in relation to the internal support for personnel for enhanced development and scientific activity.

3.5. Human Resources

In the field of professional capacities, two elements should be taken into account. First, an important factor is the number of regular academic staff, who are needed to accredit and implement study programs. And, secondly, a challenge in itself is the impossibility of following research trends in the given field and the impossibility of a number of academic staff to follow the demands of the Accreditation Agency on the nature and profile of scientific publications in order to maintain certain programs, especially considering that in the last 10 years the Faculty has moved from providing only Bachelor programs to providing programs mainly at the Master level.

In the last 10 years, the opportunities for recruiting new academic staff have been more limited and the focus has shifted on the advancement of assistants instead of retired professors, and unfortunately not all retired staff have been replaced, either due to financial reasons or due to the absence of staff in the relevant fields. The ratio of academic personnel-students in the Faculty still remains a challenge (approximately 55 students for 1 academic staff) and this reality burdens the proper functioning of the Faculty and challenges initiatives for more fundamental reforms in the Faculty, making it impossible to adequately cover programs with teachers of specific profiles and limiting the time personnel can dedicate to scientific research. In addition, such a situation has also caused an increased workload for the staff in mentoring Master theses, in teaching, formative assessment, etc.

Currently, the analyses show that in the 2021-2022 academic year, the academic staff is overloaded with teaching hours, which on the one hand affects the quality of teaching, and on the other reduces the time needed for research and professional activities. Despite the overloading of the regular academic staff with teaching hours, nearly 230 teaching hours (lectures and exercises) are covered by external collaborators (internal and external to the UP), which presents a clear snapshot of the needs for future staff developments. This should be an indication of the prioritization of positions in the new vacancy announcements for academic staff. Also, the observations of the accreditation experts in 2021 regarding the overload of the staff with many teaching hours, should be taken into account and this should be addressed in the following two years. Likewise, the need to move from generic expertise to more specific expertise (which is addressed through new recruitments) is extremely important for the Faculty of Education to be able to exercise its mission properly both in teaching and in the development of science. In addition, the increase of the academic staff in the Faculty of Education should also be seen from the perspective of the need to strengthen innovations in the field of teacher preparation and in the school system, also addressing the priority needs of development in the system. Therefore, the development of personnel policies in the Faculty of Education should be handled based on these obvious needs, as well as from the perspective of ensuring stability in the provision of programs and in relation to the response to market needs for existing programs and the development of new programs.

The Faculty of Education has faced the challenge of providing the profile cadres that were required with the continuous program changes. The University of Prishtina has not offered the opportunity to carry out PhD studies in the field of subject didactics, and this has been one of the main challenges for the proper functioning of the education system for new teachers. Also, there was a lack of studies in the field of general education at the PhD level in Kosovo. Moreover, the provision of programs in various fields of

subject specialization and the general field of education, also requires the development of research/studies in addition to teaching in that field. Therefore, in the current reality, it is a challenge in itself for academic staff to follow development trends in the science of education and the standards of the teaching profession in the post-modern reality, while the current reality in the scientific activity (publications, following conferences scientific, etc.) should be changed by aiming to deepen the study of education rather than specific academic fields.

3.6. Management, Administration and Infrastructure

The administration of the Faculty is overloaded in relation to the number of students and the frequent changes in study programs. For years, the lack of human resources has presented significant difficulties in the successful administration of quality services for students. The Faculty of Education has continuously identified difficulties and designed specific processes to address them. However, resources continue to be insufficient in proportion to the volume of work that the administration has to deal with. In the past, the administration system in the Faculty has functioned based on the regulation and norms established by the central level of the University. Whereas, at the practical level of implementation, operations have been more guided by practices that have been conventionally shaped. In recent years, some actions have been taken to regulate the functioning of administrative procedures and processes with the aim of clarifying the processes for all parties. There is a need for further development of administrative and management packages to increase the efficiency of the administration of processes in the Faculty. In this sense, the aim is to analyze the functionality of administrative services as well as the division of roles and responsibilities between different actors within a service, as well as the definition of functional modalities of cooperation between different parties. This is done with the aim of increasing the efficiency of services for students, determining the clear division of roles and responsibilities, as well as increasing the efficiency of administrative services for students and academic staff. In this sense, it will be necessary to review the needs for working conditions and opportunities for professional development for the administration personnel.

3.6.1. Department Structure

Starting in October 2020, the Faculty of Education has operationalized a new structure of internal organization with the aim of increasing the effectiveness, efficiency and coherence in the operations of the institution. This organizational structure aims at the facilitation and efficiency of administrative processes and the decentralization of decision-making at the departmental level, on the one hand, and at increasing peer cooperation on the other. At the Dean's Office level, responsibilities are divided between three vice-Deans, while at the departmental level, the Faculty of Education has been organized for a longer period of time in departments that themselves have a number of programs, as follows:

1. Department of Preschool Education

This department had two programs for the preparation of educators, divided according to the ages 0-3 years and 3-6 years. In 2021 was accredited a single program, called Early Childhood Education, which integrates these two age groups and educators prepare to work with children 0-6 years old.

2. Department of Primary Education

This department provides a preparation program for teacher who work with pupils of grades 1-5, and at this stage a feasibility study is being conducted for the opening of a one-year Master program, which would be offered to the students of this program who are interested in higher qualification as a need for continuous professional development.

3. Department of Subject Teaching

The study programs in this department are: subject teaching specializations: Albanian language and literature teaching; history teaching; geography teaching; mathematics teaching; technology and ICT teaching; chemistry teaching; physics teaching; and biology teaching.

4. Department of Pedagogy

The study programs in this department are: Master in Education Sciences Program, specializing in: Inclusive Education; Educational Leadership; Teaching and Curriculum; Pedagogical Counseling; and the Bachelor in Pedagogy Program.

3.6.2. Infrastructure and Access to Learning Resources

The Faculty has its own library. About 300 new book titles have been secured in the last 5 years through the TEMPUS and Erasmus projects from the European Union, while at the university level there no funding has been provided to secure additional titles. Access to electronic resources, such as databases of scientific journals and e-books, continues to remain limited. The University has access to the ScienceDirect database as the only source of scientific literature, which is limited in the number and volume of works provided through it.

The Faculty building is relatively new and in good condition. With an area of 6,315 m², it offers sufficient space and optimal conditions for the work of the Faculty. The Faculty has several laboratories for practical work and simulation of teaching with BA and MA level students. However, there are some infrastructural deficiencies that need to be addressed, such as: improper functioning of information technology equipment, such as projectors, outdated science laboratories that cannot be fully used for the development of learning, lack of modern technology for demonstration of learning to make it more concrete and teaching more interactive.

4. VISION, MISSION AND VALUES

4.1. Vision of the Faculty of Education

The Faculty of Education as a provider of contemporary education aims to shift the focus from quantity to quality and pursue strategic goals in innovative teaching activities and scientific research. Responding flexibly to dynamic social and economic changes, the Faculty develops new strategies that promote lifelong learning, which aim to develop the maximum potential of each individual to be an active contributor to the profession and society.

The Faculty of Education aims to play a key role in the development of policies based on research and data that serve for decision-making oriented towards educational changes that would raise the quality of life of the citizens of Kosovo.

Therefore, the Vision of the Faculty of Education is:

The Faculty of Education is Kosovo's leading institution for the preparation of teachers and educational professionals, competent in the implementation of innovative teaching, learning, and research practices seeking to develop each individual to the maximum of their potential, striving for the country's sustainable development and in line with global development trends.

4.2. Mission of the Faculty of Education

In teaching and learning activities, the Faculty of Education responds to the newest trends in both content and methodology, at all levels of education, and is able to adapt to ongoing legislative and social changes that affect the profession of teachers and other education professions.

The Faculty of Education provides programs for continuous professional development to meet teachers' needs for further professional development and advancement, or for special skills according to their needs and interests. In its own research activities, the Faculty's main focus is on supporting research teams working in areas closely related to the Faculty's goals. It is continuously invested in raising the capacities of the academic staff to enhance the quality of scientific research.

One of the main focus areas of the Faculty is the development of strong links with teaching and educational institutions in the country, but also with international ones, both in terms of teaching and research. In addition, the Faculty actively supports the mobility of students and staff (including academic and non-academic staff), working together with a range of partner institutions in Europe and beyond to organize student exchanges as well as to cultivate research links through joint projects. The Faculty constantly expands the number and types of courses and modules provided in English in order to be attractive to students from other regional universities and beyond.

The Faculty of Education plays an active role in public life and current debates, helping to promote values and practices that guide policy development and contribute to building citizen awareness of quality

education. As a public institution, it is an important strategic partner in education policy and is involved in the formulation and implementation of education policies at the state level.

Therefore, the mission of the Faculty of Education is to *provide 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, in order to achieve the advancement of a system oriented towards the needs of the society for quality education and the development of knowledge, skills and social values.*

4.3. Values

The values on which the mission is built and the vision of the Faculty of Education is aimed at, are:

Excellence and Innovation

We are committed to excellence in every academic process by providing innovative teaching, community-serving scientific research, and community engagement. We are dedicated to continuous improvement and leadership of innovative developments in policy-making and development of the pre-university education system in Kosovo!

Ethics and Academic Integrity

We are committed to the highest standards of honesty, fairness, respect, and professional and academic ethics. We value the dignity and worth of all people. We expect all our conduct to be based on integrity, mutual respect, and democratic citizenship. This behavior is guided by the highest ethical standards.

Focus on the Student

We are committed to fostering the professional and personal growth of all our students by promoting lifelong learning, competency development, and collegiality. The interests and needs of students are the main focus of all decisions and activities of the Faculty of Education.

Collaboration and Networking

We are committed to working in collegial and collaborative manner in creating productive partnerships with colleagues, the university, government institutions, post-secondary institutions, non-profit organizations and the community. Through these partnerships, we strive to improve education for all to ensure a better future.

Empowerment

We value, respect, and listen to multiple perspectives and invite students, teachers, and community partners to use their voices to advance our shared understanding and guide our collective efforts to improve educational outcomes.



FIGURE 1. VALUES ON WHICH THE MISSION AND VISION OF THE FACULTY OF EDUCATION ARE BUILT UPON

5. STRATEGIC OBJECTIVES

The Faculty of Education, in the process of strategic planning for the five-year period 2022-2026, has determined the general strategic objective and four specific objectives, which, apart from being closely related to each other, aim to develop a sustainable system of mechanisms for ensuring Faculty-based quality assurance, in accordance with central quality assurance mechanisms at university and country level.



FIGURE 2. FACULTY OF EDUCATION STRATEGIC OBJECTIVES

Teaching and Learning	Research, Innovation and Internationalization	Administration and Management	Community Networking and Partnerships
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5.1. Description of the Overall Strategic Objective

The Working Group has analyzed the current situation of pre-university education and, in addition to numerous problems related to various factors that are not related to the Faculty, one of the key problems has to do with the quality of teaching itself or the preparation of pre- and in-service teachers. Thus, it has been established that there is:

an unsatisfactory level of the quality of preparation of teachers and other educational professionals, which affects their capacities and competences to lead changes in the school system, and the lack of a teaching approach based on scientific research and relevant to the reality of the teaching profession at the country level and in the international context; to address this key problem, the main strategic objective of the Faculty of Education has been determined, which will be achieved through 4 specific objectives.

Strategic Objective 1: Organizational culture of program implementation based on quality and professional standards, which reflects teaching based on scientific research, leading to the development of quality teaching as a tool for changing the reality of teaching and learning in educational institutions.

The analysis of the state of quality assurance practices, which was carried out within the QATEK Project in 2020, showed that the accreditation process is considered a guiding framework for quality assurance in higher education and teacher preparation (QATEK, 2020). Although the accreditation process has influenced the development of internal (institutional) mechanisms for quality assurance across institutions for the preparation of pre-service teachers, accreditation is externally oriented and driven by quantitative indicators. Consequently, standards and performance indicators for external quality assurance cannot be generalized as quality improvement in the entire teacher preparation process. Pre-service teacher preparation institutions need adopt adequate indicators/standards (both qualitative and quantitative) when aiming to develop quality-oriented teacher preparation, and to ensure the professionalism of future teachers. In this way, internal stakeholders can better inform their actions based on internal standards and guidelines for quality improvement and provide substantive commitment towards the development of a quality culture within institutions.

The analysis of the situation for pre-service teacher preparation programs (2020) confirms that knowledge and skills related to learning and teaching are less developed, and the role of teacher preparation is more narrowly conceived than it really should be. Findings from the analysis of the state of program implementation show that knowledge development is a priority in teacher preparation

programs. Skills are intended to be developed mainly during the internship period and skills development does not seem to be a priority in the programs. On the other hand, the development of attitudes, beliefs and values for the teaching profession is the least addressed component of the programs.

Based on these data and after the SWOT and PEST analyses, key strategic objectives were identified that aim to develop the organizational culture of program implementation based on quality and professional standards, which reflects teaching based on scientific research, leading to the development of quality teaching as a tool for changing the reality of teaching and learning in educational institutions.

Impact Indicators:

- Policy, standards and quality assurance procedures are implemented and used as a basis for decision-making in processes related to teaching, learning, scientific research and local and international cooperation.
- The number of integrated interdisciplinary scientific publications is increased and scientific research is integrated into the teaching and learning process.
- Innovative methods of teaching and continuous assessment are applied and students are active participants in the learning process.
- Joint projects are implemented with educational institutions in order to provide teacher preparation programs based on the needs of the labor market.

The general strategic objective is achieved through four specific objectives related to impact indicators, categorized as follows:

1. Teaching and Learning
2. Research, Innovation and Internationalization
3. Administration and Management
4. Community Networking and Partnerships

Whereas, Quality Assurance is an integrated component within each specific objective.



FIGURE 3. STRATEGIC OBJECTIVES

Teaching and Learning	Research, Innovation and Internationalization	Administration and Management	Community Networking and Partnerships
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5.2. Specific Objective 1 Description: Teaching and Learning

Key Problem 1: Insufficient implementation of innovative teaching and learning methods and lack of a sustainable quality assurance system to monitor the implementation of programs aimed at linking theory with practical work and learning through scientific research, continuous evaluation, use of educational and technological resources, as well as peer and interdisciplinary cooperation.

Specific Objective 1: TEACHING AND LEARNING

Develop innovative teaching, learning and evaluation practices, strengthen peer and interdisciplinary cooperation, and link theory with practice and scientific research through the implementation of sustainable and measurable quality assurance mechanisms, so that students receive quality experiences that contribute to their personal and professional development and growth, which is reflected in their work in educational institutions.

Teaching and learning experiences during pre-service teacher preparation are positively related to teaching practices from the initial stages of teacher engagement and throughout the in-service experience. The Faculty of Education aims to develop innovative teaching, learning and assessment practices, which put the student at the center, moving them from the position of passive listener to active participant, from the planning stage to the assessment of knowledge, skills, values and attitudes, but also in terms of involvement in educational scientific research. In addition, the entire process is intended to be carried out through quality assurance mechanisms, taking into consideration the opinions of students and other actors for all academic or administrative processes that take place in the Faculty. This objective will be further developed through the stimulation of peer cooperation and the sharing of experiences in teaching and scientific research.

Outcome Indicators:

- The quality assurance policy is implemented on a periodic basis.
- Courses are offered through a combination of innovative teaching and assessment methods, whereby the student is active in learning, developing competencies, skills and values.
- Research is an integral part of studies in various subjects of preparation programs of teachers and other education specialists.
- Formative and summative assessments are regular and documented practice and focus not only on measuring students' knowledge but also their skills and values.

5.2.1. Outcomes, Activities and Indicators for Specific Objective 1

For each specific strategic objective, the Working Group has planned measurable outcomes which are expected to be delivered through specific activities that are evidenced by relevant indicators.

Below are presented the activities and outcome indicators for achieving each of the expected outcomes for the first specific objective.

Outcome 1. The quality assurance policy is implemented on a periodic basis.	
Activities:	Outcome Indicators:
<p>1.1. Implementation of policy instruments for quality assurance, based on measurable indicators, at the program and course level, including evaluation of programs and courses in accordance with the quality assurance policy</p>	<ul style="list-style-type: none"> - <i>Quality assurance policy and instruments are implemented at all levels.</i> - <i>The evaluation is carried out and the plan for the use of the data obtained from the evaluation is designed.</i> - <i>Action plans for improvement are prepared.</i>
<p>1.2. Regular communication to the academic staff of course evaluation results and periodic evaluation of programs;</p>	<ul style="list-style-type: none"> - <i>The students evaluation report of the course(s) is submitted to the academic staff.</i>
<p>1.3. Linking course evaluation to the ‘academic staff performance review’ mechanism in accordance with the quality assurance policy adopted by the Faculty.</p>	<ul style="list-style-type: none"> - <i>Individualized professional Development Plans are prepared for each academic staff member, based on the evaluation form.</i> - <i>Tailored interviews are conducted with each academic staff member at least once a year, to review plans and identify priority activities for development.</i>
<p>1.4. Analysis of academic staff profile and identification of staffing needs for future vacancies.</p>	<ul style="list-style-type: none"> - <i>Analyzes of the suitability of the profiles with the subjects/study program are carried out continuously and serve as a basis for decision-making.</i>
<p>1.5. Reforming pedagogical practice with the aim of supporting students in the development of transferable skills and familiarization with all the specifics of the reality of the teacher’s work.</p>	<ul style="list-style-type: none"> - <i>Pedagogical practice manuals for all levels are revised and the roles and responsibilities of all actors involved in pedagogical practice are correctly planned.</i>

	<ul style="list-style-type: none"> - <i>Seminars and regular work meetings are organized with professors and assistants engaged in the implementation of practical learning to analyze the current situation and identify improvements;</i> - <i>Feedback is collected on a regular basis from students on their practical learning experience to identify areas for improvement;</i> - <i>Trainings for mentor teachers are organized for quality mentoring of students.</i>
<p>1.6. Empowering the ADO to implement the quality assurance policy.</p>	<ul style="list-style-type: none"> - <i>The Academic Development Office implements the processes of monitoring, recording and evaluating data collected through quality assurance instruments.</i> - <i>Regular reports are designed after each process of gathering feedback from the involved parties</i>
<p>Outcome 2. Courses are offered through a combination of innovative teaching and assessment methods, whereby the student is active in learning, developing competencies, skills and values</p>	
<p>1.7. Drafting of guidelines for the preparation of syllabi that reflect the principles of implementing courses/subjects that are oriented towards student-centered teaching, inquiry-based learning, individualized and differentiated learning, technology implementation in teaching and active learning.</p>	<ul style="list-style-type: none"> - <i>Guidelines for the preparation of syllabi are designed reflecting the principles of information-based and practice-oriented teaching.</i> - <i>Model lesson plans that reflect the teaching and learning process in relation to the expected results are prepared and are also in line with student assessment methods.</i> - <i>Course syllabi reflect the principles of inquiry-based learning, individualized instruction, and active learning.</i> - <i>Course syllabi reflect the principles of differentiated and individualized learning.</i> - <i>Course syllabi reflect the practices of implementing technology in teaching in different subjects, programs and levels of study.</i>

<p>1.8. Development of processes and mechanisms for sharing good practices of syllabus implementation and sharing of experiences among colleagues.</p>	<ul style="list-style-type: none"> - <i>The annual plan for the discussion of the syllabi is designed and the preliminary meetings are held.</i> - <i>Departments hold periodic meetings before the beginning of the semester to discuss the implementation of the syllabi and to share good experiences;</i> - <i>A part of the academic staff has started the implementation of mutual observation and has compiled a personal plan for the advancement of teaching practices.</i>
<p>1.9. Revising and reforming syllabi reflecting issues of innovation in teaching and learning and coherent planning of courses and programmes.</p>	<ul style="list-style-type: none"> - <i>Seminars on innovative teaching in higher education and innovations in teacher professionalism are organized.</i> - <i>The review of the programs reflects coherence and deliberate planning for addressing the relevant educational concepts.</i>
<p>Outcome 3: Research is an integral part of studies in various subjects of preparation programs of teachers and other education specialists</p>	
<p>1.10. The integration of activities based on scientific research within the syllabi of different subjects and not only in the subjects specifically provided for scientific research.</p>	<ul style="list-style-type: none"> - <i>Syllabi are revised and scientific research is integrated as part of studies in various subjects, and student activities that develop their ability to search and process information are included.</i>
<p>Outcome 4: Formative and summative assessments are regular and documented practice and focus not only on measuring students' knowledge but also their skills and values.</p>	
<p>1.11. Continuous assessment of students using various forms of assessment, including summative and formative, and documentation of these assessments by academic staff.</p>	<ul style="list-style-type: none"> - <i>Students are assessed on a continuous basis and this can be documented by the course evaluations that students fill out at the end of each semester.</i> - <i>Collegial syllabus review meetings result in the revision of syllabi to reflect continuous assessment methods.</i>

5.3. Specific Objective 2 Description: Research, Innovation and Internationalization

Key Problem 2: Small number of research projects in the educational field and of integrated and interdisciplinary research projects; unstructured procedures for ensuring ethics in scientific research; low engagement of students in research work; unsatisfactory level of participation in international mobility.

Specific Objective 2: RESEARCH, INNOVATION AND INTERNATIONALIZATION

Advance scientific research through the promotion of integrated research, the involvement of students in scientific research and international mobility, enhance cooperation in national projects by creating partnerships with schools, preschool institutions, and international projects, and develop integrated programs in line with labor market needs.

As a result of the small number of integrated and interdisciplinary research projects in the field of education, the Faculty of Education aims to build a system that promotes collegial cooperation in integrated educational research projects through the operationalization of research teams related to topics according to the interest and orientation of the academic staff, including students of all levels, but also through links and cooperation with schools and other educational institutions in the country, making the educational community a partner in joint research. Also, the Faculty of Education intends to continue developing international projects to cooperate with renowned Universities in the field of education with the aim of networking in scientific research and realizing mobility for both academic staff and students.

Outcome Indicators:

- The number of publications of integrated scientific research in the field of education increases as a result of the operationalization of research teams and peer cooperation within the Faculty;
- Functional partnerships with schools and preschool institutions for cooperation in research projects;
- The courses contain research components to develop students' competencies for scientific research;
- Integrated MA programs in English are developed and accredited;
- The participation of academic staff and students in international mobility is increased;
- Joint research projects with international partners are developed and implemented.

5.3.1. Outcomes, Activities and Indicators for Specific Objective 2

Below are presented the activities and outcome indicators for achieving each of the expected outcomes for the second specific objective.

Outcome 1: The number of publications of integrated scientific research in the field of education increases as a result of the operationalization of research teams and peer cooperation within the Faculty.	
Activities:	Outcome Indicators:
2.1. Operationalization of research teams	<ul style="list-style-type: none"> - Research teams are functional and meet regularly; - Research teams have compiled and implement the research agenda and one-year plans. - Seminars and symposia are organized to present the results of research projects.
2.2. Realization and regular distribution of research results (Faculty platform to publish research results)	<ul style="list-style-type: none"> - The number of interdisciplinary research has increased; - On the website of the Faculty, summaries of the research results of the academic staff, are published;
2.3. Publication of scientific monographs of academic staff from different teams about important topics in education (including PhD students).	<ul style="list-style-type: none"> - Scientific monographs resulting from the collaboration of the staff in the research teams, which also include PhD students, are published
2.4. Administration of the database for the research contribution of the academic staff, projects and international mobility.	<ul style="list-style-type: none"> - Database is populated and maintained for monitoring the research contribution of the academic staff in research, projects and mobility;
2.5. Organization of seminars for the promotion of scientific work, peer exchange and engagement in projects.	<ul style="list-style-type: none"> - Regular seminars/webinars for the distribution of scientific findings from the research carried out by the academic staff, are held. - Seminars with the academic staff for the exchange/distribution of knowledge from engagement in local and international projects, are held.
Outcome 2. Functional partnerships with schools and preschool institutions for cooperation in research projects;	
2.6. Development and implementation of research projects in partnership with model schools promoting innovative ideas and	<ul style="list-style-type: none"> - Agreements are signed with schools and pre-school institutions for cooperation in the development of research.

testing and developing relevant concepts for the pre-university education system.

- Research teams implement research projects in partnership with schools/pre-school institutions.
- Results of research projects are exchanged in seminars, conferences and other forums.

Outcome 3. Courses contain research and practical components to develop students' competencies for scientific research

2.7. Analysis and revision of syllabi in order to integrate the scientific research-based approach as a learning method, reflecting the connection between theory and practice.

- Syllabi are revised and research methods that aim to involve students in scientific research during studies at all levels, are integrated.
- Students reflect in the evaluations of courses and programs high levels of satisfaction with the experience in research work.
- Relationship between knowledge, skills and values is reflected in the learning outcomes planned in the syllabus.

2.8. Drafting of the guidelines for ethics in research for determining the steps and standards of ethical issues in the process of research in education.

- Guide on ethical issues and integrity in educational research is designed and published on the Faculty website.
- Ethics Council that approves the ethical aspects of students' research projects, is established from the ranks of the academic staff of the Faculty.

2.9. Periodic analysis of Master theses papers in order to increase the quality of student research and their connection with the priorities of the Faculty and the teaching profession.

- Strengths and needs for improvement in the Master topics are identified and students are oriented towards topics related to FEedu priorities and the teacher's profession.
- Working meetings about the actions that should be taken to increase the quality of master theses, are held.
- Departments have designed relevant instruments and procedures to manage the process of addressing the findings of these analyses.

Outcome 4: Integrated MA programs in English are developed and accredited;

2.10. Analysis for the opening of multidisciplinary programs in accordance with the needs of the local and international market (BA, MA level) and PhD programs with

- Feasibility analysis for the opening of multidisciplinary programs at the BA, MA and PhD level, is carried out.

international institutions and application for accreditation.

- Concept for the internationalization of study programs is designed.
- At least one BA, or MA or PhD program in partnership with international higher education institutions is accredited.

Outcome 5. The participation of academic staff and students in international mobility is increased;

2.11. Expanding international cooperation through academic mobility.

- Number of applications for staff and student mobility in international universities has increased
- Number of visiting (mobility) professors in the programs of the Faculty of Education has increased
- 20 English language courses are prepared and offered for foreign students applying to FEdu through ERASMUS PLUS and similar programs
- Number of international students in the programs of the Faculty of Education has increased.

2.12. Regular promotion of opportunities/calls for joint projects.

- Calls for mobility opportunities and projects are regularly distributed to staff and students.

Outcome 6. Joint research projects with international partners are developed and implemented

2.13. Increased participation in international projects (Horizon, Erasmus Plus Capacity Building, Jean Monnet Teacher Training; Strategic Partnership and Innovation, COST Action).

- Workshops for the preparation of the academic staff for the design and application in international projects, are organized.
- Academic staff applies to relevant international projects (Horizon, Erasmus Plus Capacity Building, Jean Monnet Teacher Training; Strategic Partnership and Innovation, COST Action) according to their professional interests
- Number of submitted and approved research projects rises on annual basis.

2.14. Annual organization of the KICER International Conference.

- The KICER conference is organized on an annual basis.
- Abstracts and selected papers from the annual conference are published.

5.4. Specific Objective 3 Description: Community Networking and Partnerships

Key Problem 3: Weak connection between the Faculty and educational institutions, insufficient partnerships with public institutions and civil society organizations, low involvement in community networking and social responsibility activities, as well as scarce program contents aimed at developing entrepreneurship among students.

Specific Objective 3: COMMUNITY NETWORKING AND PARTNERSHIPS

Enhance impact and contribution to the community through the participation of staff and students in joint development and research projects with educational institutions, civil society organizations, and donors, increase awareness and social responsibility through direct contributions to community services, as well as enhance program content aimed at developing entrepreneurship among students.

The above-mentioned issues require the Faculty to engage in cooperation agreements with schools and educational institutions to carry out joint projects with the aim of understanding the reality, challenges, and context, and to adapt the programs to reflect this reality and labor market needs. In addition, the Faculty of Education aims to develop in students, in addition to the readiness to work in educational institutions as a teacher, the values of active citizenship and social responsibility through volunteer work and contribution to community programs, as well as to shape the skills for the development of entrepreneurship, both for the needs of their professional advancement, as well as for the transfer of entrepreneurship skills and values of active citizenship to their students. On the other hand, through engagement with external stakeholders, the Faculty will have the opportunity to process reflections about the quality of studies and will be able to build a new image as a contributor to the development of the education system and society.

Outcome Indicators:

- Cooperation agreements with schools and other educational institutions to develop joint projects, are operationalized.
- Joint projects are developed and implemented with GOs, NGOs and community-based organizations, with a visible impact on society.
- Programs are reviewed in order to integrate content aimed at developing entrepreneurship skills in young students.
- Professional development programs for teachers are continuously developed and implemented.

5.4.1. Outcomes, Activities and Indicators for Specific Objective 3

Below are presented the activities and outcome indicators for achieving each of the expected outcomes for the third specific objective

Outcome 1: Cooperation agreements with schools and other educational institutions are operationalized to develop joint projects in order to create a stronger connection between the Faculty and educational institutions	
Activities:	Outcome Indicators:
3.1. Creation of the cooperation platform with schools and educational institutions.	- Agreements with partner schools and pre-school institutions, MEDs, Institutes with an educational mission, etc., are reached and operational.
3.2. Development of pedagogical internships of students in institutions beyond schools and other educational institutions, including governmental and non-governmental organizations based on the goals of study programs.	- Pedagogical internship is carried out in various institutions whose scope covers schooling and education, especially for program profiles that require this.
Outcome 2. Joint projects are developed and implemented with NGOs and community-based organizations, with a visible impact on society.	
3.3. Networking of partnerships through the conclusion of cooperation agreements with organizations for community service in order to shape the values of active citizenship and social responsibility	- Cooperation agreements with governmental and non-governmental organizations are operationalized. - Community and volunteer engagement of the academic staff and students has increased and a stronger connection with the community is created
3.4. Organization of webinars, roundtable discussions and symposia involving the community of teachers and other education specialists.	- Webinars on various topics are organized for stakeholders on a regular basis and according to the foreseen dynamics. - Discussion tables, symposia and seminars are organized, making the community of teachers and other education specialists active participants.
3.5. Launch of the Journal for teachers and its publication on the website of the Faculty.	- Teacher Journal "Research Teacher" launched and published on a regular basis.
Outcome 3. Programs are reviewed with the aim of integrating contents aimed at developing entrepreneurial skills and democratic citizenship competencies in young students.	
3.6. Revision of programs in order to integrate the concept and practice of volunteer work.	- Voluntary activities are integrated into internship programs and voluntary contributions are recognized and converted into ECTS.
3.7. Revision of programs in order to integrate the concept of entrepreneurship	- Entrepreneurship activities are integrated into the preparation programs of educational professionals and are continuously promoted.

3.8. Establishment of student centers/clubs according to the areas of voluntary engagement (literature, mathematics, arts, environment, history, geography, STEAM, promotion of sustainable development, support of students with learning difficulties and talents, etc.) serving students across generations

- Students are organized in clubs and centers for voluntary engagement.

Outcome 4: Professional development programs for teachers are continuously developed and implemented

Activities:

Outcome Indicators:

3.1. Provision of accredited programs and development and accreditation of new programs. Professional development in accordance with the needs of teachers and schools

- Professional development programs are developed, accredited and offered, in accordance with the identified needs
 - Agreements with partner schools and pre-school institutions, MEDs, etc., are reached and implemented for the provision of professional development programs

5.5. Specific Objective 4 Description: Governance, Administration and Management

Key Problem 4: Insufficient involvement of staff in professional development activities; non-sustainable administration processes and quality assurance policies and work progress; low number and lack of professional administrative staff and unsatisfactory level of institutional organizational culture; student activism focused on technical issues and not related to quality improvement in study programs.

Specific Objective 4: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

Develop a sustainable institutional organizational culture through the implementation of policies and sustainable standards of quality, accountability and transparency; invest in the professional development of academic and administrative staff and the involvement of students in decision-making and quality assurance processes.

The issues mentioned above require the Faculty to change the management discourse through the development of a comprehensive organizational culture, which guarantees accountability, transparency and the implementation of clear quality standards policies; provides support to academic staff for professional development according to individual needs and interests; and encourages cooperation with students of all levels through mutual communication and worthy representation of students' interests and rights for quality professional preparation.

Outcome Indicators:

- Efficient procedures for the implementation of quality policies and standards, accountability, and transparency, are designed and implemented at all levels
- Quality programs of professional development of the academic and administrative staff are implemented according to the individualized approach
- Student activism is oriented towards advocacy for respecting the rights of students for quality education
- Laboratories and teaching spaces are modernized to encourage interdisciplinary integration and concrete learning.

5.5.1. Outcomes, Activities and Indicators for Specific Objective 4

Below are presented the activities and outcome indicators for achieving each of the expected outcomes for the fourth specific objective

Outcome 1. Efficient procedures for the implementation of quality policies and standards, accountability, and transparency, are designed and implemented at all levels	
Activities:	Outcome Indicators:
4.1. Formalization and wide communication of the policy for quality assurance, including the use of the data that emerges from this system;	<ul style="list-style-type: none"> - Quality assurance policy is distributed to all relevant stakeholders. - Instruments resulting from the quality assurance policy are periodically implemented. - Data is analyzed and used as a basis for decision-making on various academic, management and administrative issues.
4.2. Development of regulations, guidelines for defining standard operating procedures for specific management and administrative processes and publication of the management and administrative package to define specific operational issues;	<ul style="list-style-type: none"> - Procedures for graduation in Bachelor and Master studies are designed; transfer of credits, requests for issuance of evidence for transcripts and copies of programs; equalization of programs after the change of the program; implementation of internships at schools; etc. - Management package is published and used by the administration, academic staff and students.
4.3. Operationalization of proactive monitoring bodies for investigation and treatment of ethics violations;	<ul style="list-style-type: none"> - Ethics and Disciplinary Commissions are operationalized and function according to written and approved procedures.
4.4. Development and maintenance of information management systems	<ul style="list-style-type: none"> - Databases are developed and maintained for information management (enrollment and graduation; duration of studies; passing of exams; mobility of students and staff, scientific publications, projects, etc.). - Academic and administrative staff are provided with access to important documents through open electronic files (shared documents).
4.5. Review the performance of the academic staff according to the procedures and instruments provided in the quality assurance policy.	<ul style="list-style-type: none"> - Performance of academic staff is reviewed based on the quality assurance policy and the provided instruments are applied.
4.6. Draft improvement plans after each accreditation process, based on the data collected from the implementation of the quality assurance system.	<ul style="list-style-type: none"> - Plans for improving the quality of the programs are designed based on the recommendations from the accreditation process and from the data collected through quality instruments.

<p>4.7. Draft Faculty annual work plans for the information of the Council, the Rectorate and the general public and stakeholders.</p>	<p>- Faculty Council, Rectorate and other stakeholders are periodically informed through transparent reports.</p>
<p>4.8. Apply document that clearly defines the duties and responsibilities of the academic staff, including teaching, science and service to the Faculty;</p>	<p>- Document that clearly defines the duties and responsibilities of the academic staff, including decision-making based on the assignment of duties, roles and the provision of opportunities, is developed and applied.</p>
<p>4.9. Draft policy of engagement of academic staff in teaching, taking into account the engagement decision (contract), staff profile, and the principle of fairness in relation to other colleagues.</p>	<p>- Policy used for the engagement of academic staff is drafted.</p> <p>- Allocation and assignment of teaching hours is done through a well-defined process.</p>
<p>4.10. Draft and strengthen policy for the development of FEdu staff, including the identification of priority areas in education, priorities of FEdu and the education system, need for innovation, and that addresses staff gaps for the qualitative realization of FEdu's mission.</p>	<p>- Policy for the development of FEdu staff, based on: identification of priority areas in education, priorities of FEdu and the education system, need for innovation, and that addresses staff gaps for the qualitative realization of FEdu's mission, is drafted.</p> <p>- Competitions for the advancement and recruitment of new academic personnel reflect prioritized needs and address the potential for development of the Faculty and the education system.</p>
<p>4.11. Organization of periodic professional meetings at the departmental level in order to discuss various programmatic and scientific aspects.</p>	<p>- Departments organize periodic professional meetings in which various aspects of cooperation are addressed.</p> <p>- Department initiatives to enhance program quality are formalized in an official form.</p>
<p>4.12. Develop mechanism for the identification and meritorious selection for academic/scientific achievements of distinguished academic staff in the field of teaching and research.</p>	<p>- Mechanism for the identification and meritorious selection of distinguished staff in teaching and scientific research, is established.</p> <p>- Faculty awards prizes on an annual basis to personnel with distinguished academic and scientific achievements.</p>
<p>Outcome 2. Quality programs of professional development of the academic and administrative staff are implemented according to the individualized approach</p>	
<p>4.13. Organize trainings for the academic and administrative staff in accordance with the individual plans that emerge from the performance review.</p>	<p>- Various forms of professional development of the academic and administrative staff are organized according to the individual professional needs and interests resulting from the performance evaluation.</p>

Outcome 3. Student activism is oriented towards advocacy for respecting the rights of students for quality education.

4.14. Empower the Student Council for student activism (discussion tables, trainings, activities, etc.);

- Meetings, trainings, discussion tables and other activities, which strengthen student activism oriented towards quality, are organized.

4.16. Organize orientation days for new students.

- Current students, with the support of the department and the administrative staff, welcome and inform new students about the Faculty (administrative issues, program, SEMS, library, classrooms, student life, etc.)
- Information package for new students is published on web pages and other information networks.

4.17 Opening peer to peer support service for students in need

- Peer to peer support service for students with social, emotional, learning difficulties, etc., is launched and operational, and is managed by students

Outcome 4. Laboratories and teaching spaces are modernized to encourage interdisciplinary integration and concrete learning

4.18 Equip classrooms with demonstration equipment and modernize laboratories for integrated learning

- Plan for optimal use and improvement of the infrastructure is designed
- Halls are equipped with smart boards, internet access and demonstration equipment
- Individual and group work spaces for students are provided
- Laboratories are modernized (e.g., STEAM Lab) for integrated learning
- Learning spaces with demonstration equipment for primary education and ECE are operational

6. MONITORING AND ASSESSMENT

The Faculty of Education Development Plan (FEDP) will be periodically monitored to review its implementation, but will also be subject to objective evaluation to see if the planned objectives have been achieved, if there has been an impact, and if the changes are sustainable.

The Development Plan will be implemented based on annual action plans, whereby specific and measurable goals will be defined, which also enable the annual monitoring of the achievement of planned results and activities.

Monitoring on an annual basis will determine whether there are indications that the outcomes are affecting the achievement of objectives, to determine the need for eventual changes of any planned aspect that may emerge from the analysis of reports, statistics and continuous monitoring of the implementation of activities and measuring indicators.

6.1. Establishment of Monitoring Framework

The FEDP will be evaluated in two periods: halfway through implementation (June 2024) and at the end of the five-year period. The evaluation will focus on five basic aspects, such as:

- a) Relevance - Were the activities undertaken appropriate?
- b) Effectiveness - To what extent have the intended results been achieved?
- c) Efficiency - How much and how are human and financial resources used?
- d) Impact - What are the changes achieved as a result of the implemented interventions?
- e) Sustainability - How sustainable will the results and changes achieved be?

6.2. Methodology and Instruments

The methodology for evaluating the implementation of the Development Plan will be based on the Monitoring and Evaluation Framework, which will be designed by the Monitoring Group.

6.3. Establishment of Monitoring Group

The Development Plan's implementation will be monitored and evaluated by the Monitoring Group, which shall be formalized by decision of the Dean of the Faculty.