



## **FACULTY OF EDUCATION**

University "Ukshin Hoti" Prizren  
R. Shkronjave 1, 20000 Prizren  
Republic of Kosovo

FACULTY OF EDUCATION

# **STRATEGIC PLAN**

## **2024-2028**



**FACULTY OF  
EDUCATION**

**Strategic Plan  
2024-2028**



## SHKURTESAT

<b>UUHP</b>	University "Ukshin Hoti" Prizren
<b>SEPK</b>	Strategic Education Plan in Kosovo
<b>UA</b>	Universities Association
<b>MU</b>	Memorandum of Understanding
<b>EU</b>	European Union
<b>OIC</b>	Office for International Cooperation
<b>QDO</b>	Quality Development Office
<b>CAC</b>	Career and Alumni Center
<b>IAB</b>	Industrial Advisory Board
<b>IT</b>	Information technology
<b>USAID</b>	US International Development Assistance
<b>MEST</b>	Ministry of Education, Science and Technology
<b>SQC</b>	State Quality Council
<b>SP</b>	Student Parliament
<b>AU</b>	Academic Units

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## THE WORD OF THE DEAN

Prof. Asoc. Dr. Vedat Bajrami

The Faculty of Education, as an integral part of the University "Ukshin Hoti" Prizren, has drawn up the strategic plan, which defines measurable priorities for further development, to contribute to the development of the University as a whole.

In order to maintain its prestige, leader of higher education, in the field of primary education and early/preschool education, the Faculty has defined its strategic priorities, which are related to all its activities, especially with: teaching, scientific research, knowledge transfer and regional involvement, internationalization and empowerment of institutional capacities.

The strategic plan, within the framework of strategic priorities, is based on:

- Standards and guidelines for quality assurance, in the European Higher Education Area (ESG) and Evaluation Standards, based on university components, in the process of reaccreditation of higher education institutions of the Kosovo Agency for Accreditation;
- The previous strategic policies of the University and the Faculty, which express the orientation of the academic and administrative staff of the Faculty, towards the continuous promotion of high-level, qualitative standards of academic, scientific and professional work.

The Faculty of Education engages in:

- Continuous development of the quality of studies, based on European standards and guidelines, national and university

criteria and quality standards, with activities encouraging the role of all stakeholders;

- The development of study programs based on the results of the latest scientific research, which result in a high level of learning outcomes achieved in the field of early/preschool education and primary education,
- Ensuring academic honesty, ethics, responsibility and equal opportunities for academic staff and students;
- Continuous monitoring and systematic improvement of the effectiveness of educational, scientific and professional activities;
- Responsible and transparent activities aimed at the development of the Faculty.

The continuous monitoring of the achievement of objectives and the implementation of the activities defined in the strategic plan is a prerequisite for evaluating the achieved level of quality in the Faculty.

## DRAFTING THE STRATEGIC PLAN\*

This strategic plan was drawn up based on the decision of the Faculty Council with Ref. 01-581, dated 18.12.2023.

The 2024-2028 Strategic Plan was drawn up after intensive and comprehensive consultations of internal and external actors of UUHP. All development activities of the Faculty of Education will be supported and guided by this strategic plan.

\*The strategic plan of the Faculty of Education will be revised after the drafting of the strategic plan of the University "Ukshin Hoti" Prizren.

## Members of the strategic plan drafting committee

Prof. Ass. Dr. Artan Reshani, head  
Prof. Assoc. Dr. Elsev Brina Lopar, member  
Prof. Assoc. Dr. Ajka Alilji, member  
Prof. Assoc. Dr. Shemsi Morina, member  
Prof. Ass. Dr. Jasmin Jusufi, member  
Prof. Ass. Dr. Fatmir Mehmeti, member  
Prof. Assoc. Dr. Munevver Muyo Yildirim, member  
Prof. Ass. Dr. Gjylë Totaj Salihu, member  
Msc. Hilmi Rexhaj, member – representative of IAB  
Arbresha Rexhbeqaj, member, student representative

## THE HISTORY OF FACULTY OF EDUCATION

The Faculty of Education at UUHP built its tradition and reputation since 1962. In the school year 1962/63, 4 new departments of learning were opened: the Department of English Language and Literature, the Department of Mathematics with Physics, the Department of Turkish Language and Literature , Department of Russian Language and Literature.

In 2001, the Senate of the University of Pristina approved the teaching plans based on the Bologna Declaration, for the Bachelor's level. After the establishment of the Faculty of Education, from the school year 2002/2003, no students are enrolled in the programs of the Higher Pedagogical School (HPS),

initially only in the branch of Classroom Teaching, and later also in other programs..

In the academic year 2004/2005, at the Higher Pedagogical School of Prizren, lectures were attended by 436 students, registered earlier, while 9 teachers and educators were engaged in the teaching process in a regular work relationship and 16 in complementary and engaged work. "Ukshin Hoti" Prizren University (UUHP) was established on 09.10.2009 with the decision number 01/87 of the Government of the Republic of Kosovo, while after intensive preparatory work with international consultants, it started work in 2010. The headquarters of the University of Prizren is in Prizren. The university tradition begins much earlier, with the Higher Pedagogical School (HPS) in Prizren, in 1962, which was the first cornerstone of this University. HPS became independent from the Higher Pedagogical School in Pristina, which was the first institution of higher education in Kosovo. SHLP in Prizren was later transformed into the Faculty of Education- Department in Prizren, within the University of Pristina. From 2010/2011, the Department of the Faculty of Education in Prizren will be part of the University of Prizren. In the Primary Program, the Preschool Program and the Mathematics- Informatics Program at this Faculty, teaching was also organized



in the turkish language respectively in the bosnian one. The same tradition has continued with the University of Prizren.

## 1. THE FOUNDATIONS OF THE STRATEGIC PLAN

This strategic plan was drawn up at the end of 2023, which plan the Faculty of Education of "Ukshin Hoti" University in Prizren will use as a basic document for the development of the five-year period 2024-2028. The development process of this document began at the end of 2023, when the organizational structure was formed, for the drafting of the strategic plan, consisting of a subgroup of the academic unit, namely from the Faculty of Education. The assessment through SWOT analysis and RVV analysis has been the basis for the five-year strategic planning.

- The strategic plan was prepared by: academic staff, professional and administrative services, student representatives, etc.
- During the drafting of the strategic plan, the working group reviewed the analyzes and reports of the RVV, as a basis for the work, including the recommendations of the Kosovo Agency for Accreditation.

The planning process has gone through certain stages. Preparation of strategic planning initiated by UUHP, Dean of the Faculty of Education (Dean, Heads of Departments in Albanian, Turkish and Bosnian, Secretary as well as academic staff), identifying reasons and causes for strategic planning as well as starting points. Analysis, articulation and determination of objectives, activities, measures, identification of success indicators and determination of implementation measures.

## 1.1. Mission

The Faculty of Education has a mission to prepare new generations of teachers and educators, who will be engaged in quality teaching, scientific research and service to the community, encouraging innovation, creativity, excellence of academic staff and students as well as aiming to be a point of reference at the national and international level.

## 1.2. Vision

The faculty aims to be a perfect model in the development of education, creating a strong network of cooperation with national and international institutions, contributing to the educational, scientific, social and cultural life at the national and international level. Also, the faculty will be a competitor in the educational and scientific field, creating a rich environment for scientific research and development.

## 1.3. Values

The Faculty of Education promotes the following values:

**Academic freedom**, we guarantee freedom of expression, research and transmission of information.

**Equality**, we respect the diversity, views and contributions of others. We treat everyone equally.

**Responsibility**, we take responsibility for decisions and results. We monitor and review performance to drive improvement.

**Trust and transparency**, we build relationships based on transparency, honesty and mutual respect.

**Integrity**, we act professionally with honesty and consistency. We are transparent with our information and decisions.

**Excellence**, our expectations are high and we constantly seek to improve the institution and our work. We are open and welcome cooperation with others.

**Service**, we are flexible, innovative, responsive and reliable. We offer coordinated and harmonized services to improve teaching and learning.

**Commitment to ethical values**, one of our core values to act in accordance with the principles of legality, justice, equality, honesty and responsibility while fulfilling our mission.

**Democracy**, the main and universal principle of the Faculty of Education.

## 1.4. Stakeholders

The Faculty of Education plans its strategic development for the period 2024-2028, relying on close cooperation and interaction with stakeholders, who are active inside and outside the environment of the Faculty of Education.

### Internal stakeholders:

#### ACADEMIC STAFF

The academic staff are the main bearers of the educational process and research-scientific activities. This interest group is represented by full professors, engaged professors, assistants and scientific associates. The regular academic staff is categorized according to the academic calling in Prof. Asoc. Dr., Prof. Ass. Dr. dhe Ass.

#### ADMINISTRATIVE AND TECHNICAL STAFF

The administrative and technical staff constitute the internal stakeholders, who perform the operational and technical functions of FE.

- Secretary
- Student Services Officers (Bachelor and Master)
- Librarian

#### FACULTY OF EDUCATION MANAGEMENT

The management of the Faculty of Education is the leading body that takes care of the management and smooth running of the teaching process, research-scientific work, professional development of teachers, scientific conferences, symposiums, etc.

- Dean
- Vice Dean
- Faculty Council
- Quality Council

### External stakeholders:

#### STUDENTS

Students are the main beneficiaries of the process of acquisition and transfer of functional knowledge. This interest group consists of regular local and international students.

#### ALUMNI (GRADUATED STUDENTS)

Alumni are graduated students who continue to enjoy the services of the Faculty of Education and contribute to the connection of the Faculty's communication bridges with the external community. This interest group can create their own community after completing their studies.

#### COMMUNITY

The community is a strategic stakeholder which consists of school institutions, Municipal Directorates of Education, research institutes, MEST, preschool and school institutions (public-private and private), NGOs and civil society.

**LOCAL AND CENTRAL GOVERNMENT AUTHORITY** The government authority, at the local and central level, is an important actor in the implementation of the strategic plan. In this framework, representatives of the Ministry of Education, Science and Technology, Municipal Directorate of Education (MDO), school institutions, etc. are included.

#### THE EXTERNAL ACADEMIC AND SCIENTIFIC COMMUNITY

The external academic and scientific community consists of external strategic partners, including school institutions, research institutes, cooperation between faculties of education, international cooperation with the Faculty of Education.



## Summary statistics

## Summary statistics

**The number of registrated students from year 2020**

2020/21	2021/22	2022/23	2023/24
280	148	126	141

**The number of scientific researches by the academic staff**

2021	2022	2023
16	17	13

**The gender structure of students**

2020/21		2021/22		2022/23		2023/24	
F	M	F	M	F	M	F	M
120	32	122	26	114	12	135	6

**Regular accademic staff**

Associate professor		Assistant professor
10		8

**The graduate students by gender**

2019/20		2020/21		2021/22		2022/23	
F	M	F	M	F	M	F	M
209	22	330	27	257	18	121	10

## 2. STRATEGIC PLANING PROCESS

The process of reviewing and drafting this document began at the end of 2023, when the Working Group was formed as an organizational structure for drafting the strategic plan.

### 2.1. STRATEGIC PRIORITIES

- Quality assurance in teaching and learning
- Development of research-scientific work
- Empowerment community partnership
- Deepening international cooperation and networking
- Infrastructure improvement and digitization

#### STRATEGIC PRIORITY 1

Assurance of quality in teaching and learning

#### STRATEGIC PRIORITY 2

Development of research scientific work

#### STRATEGIC PRIORITY 3

Empowerment community partnerships

#### STRATEGIC PRIORITY 4

Deepening international cooperation and networking

#### STRATEGIC PRIORITY 5

Infrastructure improvement and digitization

# Strengths

- Institutional culture and tradition
- Experience in organizing national and international conferences
- Professional academic staff dedicated to research and research work
- Study programs in the languages of national ethnicities
- Respecting the ethnic, cultural and religious diversity of students
- Attractive study programs related to the labor market
- Internationalization of study programs
- Academic staff from recognized Universities of the region

- Networking with the faculties of Education, at the National and International level
- Promotion through cultural, historical and diversity tradition
- Advancement and redesign of pedagogical practice with public and private school institutions
- Utilization of the Center's resources for research
- Drafting and accreditation of teacher training programs
- The opening of study programs at the Master's level
- Competition in ERASMUS Plus programs for teacher mobility and development..

# Possibilities

# Weaknesses

- Limited number of study programs
- Lack of Master's and Doctorate study levels
- Limited mobility of academic staff and students.
- Insufficient financial support for research and research work.
- The impossibility of scientific publications in recommended journals and platforms
- Lack of infrastructure and equipment for modern teaching and learning
- Limitation in the recruitment of academic staff

- Budgetary limitations of project financing
- Advancement of staff in academic titles for certain levels of studies

# Risks

### 3. STRATEGIC PRIORITIES

#### 1. Quality assurance in teaching and learning

Within this strategic priority, the Faculty of Education has defined the following strategic objectives:

- Strategic objective 1: Assessment and quality control in the education process;
- Strategic objective 2: Improving the structure and content of research programs;
- Strategic objective 3: Advancement of contemporary teaching methods;
- Strategic objective 4: Empowerment programs and opening new research programs.

#### 2. Development of research-scientific work

Within this strategic priority, the Faculty of Education has defined the following strategic objectives:

- Strategic objective 1: Advancement of infrastructure, expansion of environments for research work in the Faculty of Education;

- Strategic objective 2: Staff support for participation in national and international organizations;
- Strategic objective 3: Establishing the planning system for research and scientific work;
- Strategic objective 4: Organization of international conferences in the sciences of Education

#### 3. Empowerment the partnership in community

Within this strategic priority, the Faculty of Education has defined the following strategic objectives:

- Strategic objective 1: Building partnerships with governmental and non-governmental educational institutions as well as with civil society;
- Strategic objective 2: Providing professional advice to stakeholders;
- Strategic objective 3: Inclusion of students in community projects and activities.

#### **4. Deepening of international cooperation and networking**

Within this strategic priority, the Faculty of Education has defined the following strategic objectives:

- Strategic objective 1: Development of professional capacities for the implementation of projects and international cooperation;
- Strategic objective 2: Cooperation with higher education institutions within the European Higher Education Area (EHEA).
- Strategic objective 4: Exchange of academic staff and students with international universities.

#### **5. Infrastructure improvement and digitization**

Within this strategic priority, the Faculty of Education has defined the following strategic objectives:

- Strategic objective 1: Investments in educational technology;
- Strategic objective 2: Improving the skills of academic staff in the use of ICT;
- Strategic objective 3: Full functionalization of Internet access.



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## SUMMARY DICTIONARY

**The Bologna Process** (Bologna Process / Bologna-Prozess) is a series of inter-ministerial meetings and agreements between European countries designed to ensure comparability of standards and quality of higher education qualifications. Through the Bologna Agreements, the process has created the European Higher Education Area, in particular under the Lisbon Convention. It was named after the place where it was proposed, the University of Bologna, with the signing of the Bologna Declaration by the Ministers of Education of 29 European countries. In 1999, creating part of the European integration.

**The Accreditation Process** (Accreditation process / Akkreditierungsprozess) is the assessment of quality in public and private institutions of higher education. Through the accreditation process, it supports the development of quality, in these institutions that the institution of higher education fulfills the acceptable quality criteria.

**The European Credit Transfer and Accumulation System (ECTS – European Credit Transfer and Accumulation System / ECTS – Europäisches System zur Übertragung und Akkumulierung von Leistungspunkten)** is a standard for comparing

academic achievements and performance of higher education students in the Union European and other European countries that cooperate in this field. For studies, ECTS credits are given after successful completion of the study. One academic year corresponds to 60 **ECTS**-credits, which are equivalent to 1500–1800 hours of study in all countries, regardless of the standard or type of qualification, and is used to facilitate transfer and advancement throughout the European Union.

**European Qualifications Framework - KEK** (European Qualifications Framework, EQF / Europäische Qualifikationsrahmen für lebenslanges Lernen EQR) The qualifications framework classifies qualifications according to a series of criteria for specified levels of learning and achievement. It aims to integrate and coordinate qualifications, as well as improve the transparency, accessibility and quality of qualifications in relation to the labor market, the education and training system, as well as civil society. Qualifications frameworks support lifelong learning (ie all learning activities that take place during life), with the aim of improving knowledge, skills and competences within a personal, civil, social and/or employment perspective . This definition covers the full range of formal, non-formal and informal learning.

### **Tuning project – (Tuning project/ Tuning-Projekt)**

The Tuning project since 2001 is supported within the SOCRATES, ERASMUS programs by the European Commission. It is a project for the harmonization of educational structures in Europe, initiated by universities, which aims to offer a concrete approach to the implementation of the Bologna Process, at the level of higher education institutions and subject areas.

**The European Higher Education Area - EHEA / Europäischer Hochschulraum (EHR)** started as a joint initiative of the anniversary of the "Bologna Process", in March 2010, during the Ministerial Conference Budapest - Vienna. As the main objective of the Bologna Process, since its inception in 1999, the EHEA was intended to ensure comparable, compatible and coherent higher education systems in Europe. Between the years 1999 - 2010, all the efforts of the members of the Bologna Process were focused on the European Higher Education Area, which became a reality with the March Declaration of 2010. in Budapest - Vienna.

**Mobility** (Mobility / Mobilität)

**Quality assurance** (Quality assurance / Qualitätssicherung)

Workload - Workload / Arbeitsbelastung

**ENQA – European Association for Quality Assurance in Higher Education.**

**EUA – European University Association.**

**ENIC Network/NARIC Network** European Network of National Information Centres/Network of National Academic Recognition Information Centres.

**European Research Area (ERA) / Europäischer Forschungsraum (EFR).**

European Research Area (ERA) / Europäischer Forschungsraum (EFR).

Sources:

1. Strategic Plan of the University "Ukshin Hoti" Prizren 2020 - 2024
2. Strategic Plan of the Faculty of Education 2020 - 2023
3. Glossary on the Bologna Process English – German – Russian. Beiträge zur Hochschulpolitik 7/2006. Bonn 2006.

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4. European Qualifications Framework -

[https://ec.europa.eu/ploteus/sites/eaceqf/files/eqf\\_interactive\\_brochure\\_sq\\_0.pdf](https://ec.europa.eu/ploteus/sites/eaceqf/files/eqf_interactive_brochure_sq_0.pdf)

5. Framework of qualifications for lifelong learning

[https://akkks.rks.gov.net/uploads/korniza\\_evropiane\\_e\\_qualifications.pdf](https://akkks.rks.gov.net/uploads/korniza_evropiane_e_qualifications.pdf)

6. Education Strategy 2022-2026

<https://masht.rks-gov.net/strategjia-e-arsimit-2022-2026plani-i-veprimit/>





## THE PLAN OF ACTION

Nr.	Strategic objective	Activities	Measures	Bearers	Deadline	Cost
<b>Strategic priority 1: Quality assurance in teaching and learning</b>						
1.	Assessment and quality control in the education process.	Carrying out surveys with students, monitoring teaching.	<ul style="list-style-type: none"> <li>- Establishing standards for the form and method of the survey and compiling reports with results;</li> <li>- Monitoring the progress of the lesson several times during the semester.</li> </ul>	Dean, vice-dean and administrative staff; Quality assurance committee within the Faculty of Education.	2024-2028	0,000
2.	Improving the structure and content of research programs.	<ul style="list-style-type: none"> <li>Reviewing the contents of research programs;</li> <li>Revision of syllabuses;</li> <li>Analysis of evaluations from the semester evaluation process;</li> <li>Issuing recommendations for improving the structure and contents of study programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Formation of groups for revision of contents and syllabuses</li> <li>- Administrative support for the Working Group</li> <li>- Cooperation with the Quality Assurance Commission at Faculty and University level</li> </ul>	Commissions for reviewing the content of research programs.	2024-2028	0,000
3.	Advancement of contemporary methods in teaching.	<ul style="list-style-type: none"> <li>- Training of academic staff in the implementation of contemporary methodologies</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation with the Center for Excellence in Teaching;</li> <li>- Participation in continuous</li> </ul>	UUHP, Faculty of Education	2024-2028	5,000

		(strategies, methods, techniques).	professional career development projects.			
4.	Empowerment programs and opening new research programs.	Adaptation of the Preschool program, according to development trends in "Education, in early childhood (0-6 years)";  Opening of the study program Master of Science in Education with specialization: Teaching and Curriculum.	<ul style="list-style-type: none"> <li>- Preparation and approval of the feasibility study;</li> <li>- Drafting of RVVs and application for accreditation to KAA.</li> </ul>	The academic staff, the Council of the Faculty of Education, the program holders, the Senate, the Governing Council of the University.	2024-2025 2024-2028	0,000
<b>- Strategic priority 2: Development of research-scientific work</b>						
1.	The advancement of the infrastructure, the expansion of the environments for research work in the Faculty of Education.	<ul style="list-style-type: none"> <li>- Supplying the room with computers and licensed software (IBM SPSS, RStudio, MAXQDA, NVIVO or Atlas.it);</li> <li>- Training of teachers regarding research methodologies and the use of licensed software to analyze data;</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging the academic staff to attend trainings related to methodologies and the use of software.</li> </ul>	UUHP Faculty of Education Academic Staff Center for innovation, transfer and research of knowledge.	2024-2028	10,000
2.	Staff support for participation in national and international organizations.	Application for support from local institutions (MEST) and international partners in joint projects.	<ul style="list-style-type: none"> <li>- Encouraging the academic staff for continuous professional and scientific development</li> <li>- Encouraging staff to present scientific papers at international</li> </ul>	UUHP Council of the Faculty of Education, Quality Council.	2024-2028	15,000

			conferences and similar activities.			
3.	The establishment of the planning system for research and scientific work.	- Drawing up the action plan for research and scientific work.	- Formation of the commission for drafting the action plan.	Council of the Faculty of Education, Quality Council.	2024-2025	5,000
4.	Organization of international conferences in the sciences of Education	- Holding scientific conferences in the field of education	- Formation of the Organizational Council - Cooperation with national and international partners	UUHP, Senate, Faculty of Education	2024-2028	10,000
<b>Strategic priority 3: Empowerment of partnership in community</b>						
1.	Building partnerships with governmental and non-governmental educational institutions and civil society.	Making agreements and creating plans with educational institutions and NGOs.	- Meetings with MEST, MDE, school and preschool institutions (public and private), NGOs, civil society.	Faculty of Education	2024-2028	0,000
2.	Providing professional advice to stakeholders.	Implementation and realization of professional and scientific-research activities.	Giving and offering information, advice, recommendations.	Faculty of Education	2024-2028	0,000
3.	Inclusion of students in projects and activities in the community.	Identification and cooperation with local and international NGOs for the development of education	Academic staff and students active participants in activities organized in cooperation with NGOs.	Faculty of Education	2024-2028	0,000
<b>Strategic priority 4: Deepening international cooperation and networking</b>						
1.	Development of professional capacities for the implementation of projects and international cooperation.	Professional training of academic staff for information, preparation and drafting of scientific	Encouraging staff to participate in professional training for the preparation and design of scientific projects.	UUHP, Senate, FE	2024-2028	10,000

		and international projects.				
2.	Cooperation with higher education institutions within the European Higher Education Area (EHEA).	<ul style="list-style-type: none"> <li>- Preparation of the Action Plan for international cooperation and mobility in the EHEA area;</li> <li>-</li> <li>- Preparation and implementation of the information and education program for staff and students based on the Action Plan;</li> <li>-</li> <li>- Binding agreements with higher education institutions within the EHEA.</li> </ul>	<p>Formation of the working group for the drafting of the action plan</p> <p>Controlling the official websites of higher education institutions within the EHEA;</p> <p>Identification of higher education institutions within the EHEA, which have common interest and similar values to the faculty.</p>	UUHP, Faculty of Education	2024-2028	0,000
3.	Exchange of academic staff and students with international universities.	Drafting of the dynamic action plan for the exchange of academic staff and students.	Participation of teachers in educational and informative meetings in FE related to student mobility.	UUHP, Faculty of Education	2024-2028	5,000
<b>Strategic priority 5: Infrastructure improvement and digitization</b>						
1.	Investments in learning technology	Providing the latest technology in teaching and learning (smartboards, learning materials) to improve the academic experience and prepare students for	<p>Definition of requirements</p> <p>Holding basic trainings for the use of technological tools and materials</p>	UUHP, Faculty of Education, Donations	2024-2026	10,000

		the digitalized labor market.				
2.	Improving the skills of academic staff in the use of ICT	Attending specialized trainings and seminars for academic staff, to help develop concrete skills in the use of various ICT tools and technologies; Creation of a mentoring program where members of the academic staff with better knowledge in ICT will help the rest of the staff;	Encouraging academic staff to be involved in training, seminars and concrete projects related to the use of technology to improve teaching.	Faculty of Education	2024-2028	10,000
3	Full functionality of Internet access (via WI-Fi)	Modernization of technological infrastructure.	Digitization of the Faculty facility with network and other tracking devices.	UUHP, Faculty of Education, Donations	2024-2026	15,000