



UNIVERSITETI - UNIVERSITY - UNIVERZITET
"HAXHI ZEKA"

REPUBLIKA E KOSOVËS REPUBLIKA KOSOVA MINISTRI E ARSIMIT, SHKENCËS DHE TEKNOLOGJISË		UNIVERSITETI UNIVERZITET "HAXHI ZEKA" PEJË
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Data / Datum / Date: 11.01.2023		Pejë / Poč

Steering Committee

Date: 11.01.2023

Based on Art. 17 and Art. 22 of Statute No. 04-V-622 of the University "Haxhi Zeka", Pejë, the Steering Committee at the meeting held on 11.01.2023, decided as follow:

DECISION

- I. Is approved the Strategic Plan of UHZ for 2023-2026.
- II. The Strategic Plan of UHZ for 2023-2026 is attached to this decision.
- III. The decision enters into force on the day of the signature

Chair of the Steering Committee
Prof. Ass. Dr. Majlinda Belegu



The decision should be sent to: The Chair of the SC, the Members of the SC, the Board of Directors, the Rector, the General Secretary, the Vice-Rector for Infrastructure, Budget and Finance, the Finance Office, the Head of Information Technology Office, the UHZ Archive Office.



UNIVERSITETI - UNIVERSITY - UNIVERZITET
"HAXHI ZEKA"

Ref. No. 1153

Pejë, dt. 23.05.2022

Based on article 17 and 22, of the Statute of University "Haxhi Zeka" in Peja, the Steering Council at the meeting held on 06.06.2022, took this:

DECISION

- I. The Commission for the Drafting of the Strategic Plan 2023-2026 of the "Haxhi Zeka" University of Pejë is appointed, in this composition:
 - Prof. Dr. Armand Krasniqi - Chairman
 - Prof. Assoc. Dr. Mimoza Hyseni Spahiu - Member
 - Prof. Dr. Edmond Beqiri - Member
 - Prof. Asst. Dr. Vjosa Hajdari - Member
 - Prof. Assoc. Dr. Halit Shabani - Member
 - Prof. Assoc. Dr. Adem Dreshaj Member
 - Prof. Assoc. Dr. Avdullah Robaj - Member
 - Prof. Assoc. Dr. Nejdhet Shala - Member
 - Prof. Assoc. mr. Hysen Nimani - Member
 - Prof. Asst. Dr. Alma Shehu Lokaj Member
 - Prof. Asst. Dr. Suada Ajdarpasic - Member
 - LL.M. Tirana Baftiu Hasani - Member
 - Hasmdi Osman Sejfiqaj - Member
 - MSc. Gentiana Kastrati - Member
 - LL.M. Durim Hoxha - Member
 - MSc. Diana Shala - Member
 - MSc. Adnan Lataj - Member
 - MSc. Valbona Luta - Member
 - MA. Myhybije Zallqi Zhara - Member
 - MSc. Abedin Selimaj - Member
 - Luan Lulaj - Member
 - A representative from the NGO "Syri Vizion" - Member
 - A Representative from Member Businesses

- A representative from the Municipality of Peja - Member
 - Abdullah Ali - Member
 - Representative from HERAS - Member
 - Albiona Kelmendi - Student Member
 - Representative from Alumni - Member (graduate student)
 - Ardi Zenelaj - Student Member
 - MSc. Ylfete Gashi - Administrative Supporter of the Commission.
- II. The appointees are obliged to act in accordance with Article 183 of the Statute and, during the exercise of their duties, perform all the duties and responsibilities which are defined by the Statute of the University "Haxhi Zeka" in Peja.
- III. The Commission is obliged to forward the drafts to all internal and external parties for comments, and after receiving the comments to draft the final document, which it proceeds to the UHZ Steering Council for approval.
- IV. The committee is obliged to keep evidence from the meetings.
- V. The deadline for the finalization of the work by the Commission is 60 days, from the day of acceptance of the decision.
- VI. The decision enters into force on the day of signing.

Chairman of the Steering Council of UHZ

Majlinda Belegu



UNIVERSITETI - UNIVERSITY - UNIVERZITET
“HAXHI ZEKA”

Strategic Plan

2023-2026

Published on: January 11, 2023

Strategic Plan

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ACRONYMS

HZU	Haxhi Zeka University
HEI	Higher Education Institution
CfE	Center for Excellence
ISA	Institute for Science and Arts
SRO	Scientific Research Office
IAB	Industrial Advisory Board
QAO	Quality Assurance Office
CO	Career Office
SO	Student Office
SP	Student Parliament

Rector's Address on the 2023-2026 Strategic Plan

Traditionally, university settings, not only in Kosovo, apparently face two powerful and contradictory orientations: first, the need for institutional stability, on the one hand, and the intention and determination towards positive changes, on the other. Therefore, most of the commitment as members of this academic community goes towards advancing the change process related to the knowledge base, employment, internationalization, entrepreneurship, etc., factors which interact in changing the lives of people and students in our academic, scientific and artistic setting.

The "Haxhi Zeka" University in Peja has so far achieved evident success towards fulfilling its mission to contribute to higher quality teaching and research within Kosovo's higher education system and beyond, and improve student access to quality and market-related study programs. In European terms, our institution has the public status of a university that, within the framework of study programs, research and artistic activity, is seriously committed to distinguishing itself from other higher education institutions in the country, by focusing on specializations in business-economic fields, tourism, law, agribusiness and the arts, building on an increasingly well-equipped and modern infrastructure. After 11 years of its establishment and with over 60 years of tradition, the "Haxhi Zeka" University has become a significant generator of the economic development of the region and beyond, through the employment rate, demonstrating suitability for the purpose and attractiveness for students.

In its second decade, the "Haxhi Zeka" University will become not only a well-established institution of education in the country, but also as a literal symbol of what such a university should be in a free Western society; a space of possibilities and ideas in which everyone can find themselves. With 11 years of contribution in these spheres, the HZU has begun to deepen its reform towards profiling and restructuring in order to expand its academic offer. The reason for these changes is precisely the desire to always be in harmony with the needs of social and quality development, upholding integrity and competitiveness. Clearer reconceptualization of current study programs, empowerment of new centers to promote scientific research, the center for advancement of excellence, the career office together with the business support center with an even greater focus on provision of services to industries, basically with the entrepreneurship component, etc., are just some of the actions that this university is undertaking to bring more quality, skills and competences to its students.

The revised mission statement, the clear content of the vision, and the affirmation of the values we believe in, make this new strategy a reliable document for our university. Therefore, these components, with high certainty, guide the university towards a modern, high-quality, and profiled institution, a leader in entrepreneurship, cooperating with industry, businesses, Governmental and Non-Governmental Organizations, etc., and above all, student-centered. This document, together with other important documents, within its eight (8) objectives determines, in a clear, concrete and measurable way, the activities and outcomes expected for today and the future. In order to guarantee the continuity of the institutional strategic development, this plan is also strongly based on the objectives and tasks planned in the 2020-2024 Strategic Plan document.

In terms of time validity, what makes this strategic document unique is the fact that the statement of the mission, vision, and values, including the eight (8) established objectives, are long-term categories of over four (4) years. We are fully convinced that the strategy will be reviewed in the future, not only after the four (4) year term but after every year, based on the Action and Monitoring Plan.

In addition to the sources of information and internal and external analyses provided and processed to argue the need to build a new strategic plan, we have formally respected the legal provisions of the Law on Higher Education in Kosovo, the Law on Science and the provisions of the “Haxhi Zeka” University Statute. However, what this document is mostly based on are the Standards of the Kosovo Accreditation Agency which regulate quality assurance, and especially on the 2022-2026 Education Strategy of the Ministry of Education, Science, Technology and Innovation. It is easy to prove that the objectives of our 2023-2026 Strategic Plan are embodied and well harmonized with strategic objectives 3, 4 and 5 of the National Education Strategy.

As a public university financed by the funds of the state budget, the planning of the implementation of tasks and activities is fully harmonized with the possible and allowable budget costs. However, at the “Haxhi Zeka” University, there are ongoing international projects that are being implemented, and which have and will have an extraordinary impact, not only in fulfilling the planned tasks but also in surpassing them. Therefore, based on projects that are still being implemented, and strongly believing in the capacities and abilities to win and implement other projects in the future, this document is not only realistic and feasible, but also represents the most synchronizing component with all other documents for stable and comprehensive institutional development towards the gradual realization of the mission and vision we have set.

With the entry into force of this strategy, we will articulate action plans in the form of specific documents. These plans will be developed and monitored in all academic and organizational units of the university. On periodic and annual basis, according to monitoring and reporting standards, all university structures, always including students and all representatives of governmental and non-governmental, local and central organizations, industry, businesses, etc., we will evaluate the expected outcomes and they will be revised and amended appropriately.

Thank you.

Prof.Dr. Armand Krasniqi, RECTOR

INTRODUCTION AND PURPOSE

Since the university, as an institution, is engaged in teaching, research, scientific, and artistic activities, it is expected that the effects of this document will maximize the satisfaction and values for the main stakeholders such as students, their employers, and the society. Therefore, an important premise for the development of this document of strategic importance and the operation and development of the “Haxhi Zeka” University, without a doubt, is the cognitive ability of the authors of the plan to identify and understand the critical success factors and resources required to gain competitive advantages, i.e., to perform its service in an attractive enough way in the eyes of its customers to win their love. Also, an important assumption is the ability of our university to equip graduates with knowledge, skills and abilities, to fulfill their role in the economy in any business situation with people and in the right way. From this, of course, comes the requirement that the realization of the educational mission of our university should be based on the application of science and critical review of practice and training.

Consideration and confrontation of the environment (opportunities and risks) with resource opportunities (personnel, finance, spatial...) was the first iteration in the development of a strategy, to determine the sources of competitive advantages, as well as the directions, methods and pace of development of faculties and universities in their synergistic association. At the same time, it was necessary to adequately harmonize the specificity of the university's mission as an activity of special social interest, with the institutional infrastructure, the expectations of their customers and the requirements of profitability. Also, the approach to the creation of this document was solidly grounded on realism, seriousness, sustainable development, and transparent assessment of objective advantages as a guarantee for the affirmation of our university as a respected brand, rather than improvisation.

Building on a strategic analysis based on relevant indicators, the document defines the University's development strategy until the end of 2026. Thus, based on relevant analyses, it presents the realization of the vision and mission, strategic and operational goals, measures and specific activities, programs and projects, in an effort to lead the University towards positive results.

Internal and external reasons pointed to the need for the approval of the “2022-2026 HZU Strategy” document. Internal reasons are found in the need for a strategic development document that will serve as a basis for the creation of annual development plans in which projects and programs will be aligned with the goals of long-term sustainable development. This document represents the ongoing development of the University, which began with its establishment in 2011. In such manner, the University shall, like never before, set concrete goals and expectations before the founder, academics, students and the general public, remaining open to all ideas and criticism aimed at improvements.

External reasons arise from the requirements of laws and strategic documents adopted at different levels of government in the Republic of Kosovo, as well as those at the European level, which must be achieved through the development and implementation of projects.

Since strategy formulation is an iterative procedure (strategic plans are constantly monitored), the “2023-2026 HZU Strategy” also includes the requirements arising from the relevant legal and strategic frameworks, in terms of dealing with internal and external challenges, and meeting the expectations of the academic community, founders and general public.

As a rule, with this document we wished to answer these questions:

- ▶ Where are we now and why are we here?

- ▶ Where could we be?
- ▶ Where do we want to be by the end of 2026?
- ▶ How do we get there?
- ▶ How to monitor whether it has been achieved in accordance with what's planned and possible?

The strategy represents a set of decision-making rules and a guide that directs the HZU and leads it towards a secure future to achieve its goals. From this point of view, the HZU Strategy guides;

- ▶ the leading thread of academic, scientific, artistic processes, etc.;
- ▶ more efficient integration of potential;
- ▶ achieving university synergies,
- ▶ joint platforms - plans, programs and activities.
- ▶ benchmark or review and evaluation point of academic policies.
- ▶ prediction - assessment of environmental changes.

The HZU strategy is publicly available on the website.

In the development of the strategy, the basic principles used in the development of such documents were applied:

- ▶ coordination with other important strategic documents on higher education and the development of the HZU;
- ▶ partnerships in the development and implementation process;
- ▶ transparent procedure;
- ▶ the strategy represents a series of directions, ways, and instruments, for the realization of the mission and goals, achieved through the development and implementation of projects;
- ▶ the formulation of a strategy is an iterative procedure (strategic plans are constantly monitored, analyzed and updated);
- ▶ the strategy is a document that can change, and as such must be respected and implemented;
- ▶ hierarchy of strategic plans.

The Strategy of the "Haxhi Zeka" University is in compliance with the relevant documents of:

- ▶ European Higher Education Area;
- ▶ Bologna 2020 Declaration and Process, European Higher Education Area in the next decade,
- ▶ Law No. 04/L-37 on Higher Education in the Republic of Kosovo,
- ▶ Law No. 04/L-135 on Scientific Activity in the Republic of Kosovo,
- ▶ Standards and criteria for the accreditation of higher education institutions in Kosovo, and
- ▶ The Statute, self-assessment reports, and other acts of the HZU and others.
- ▶ Education Strategy in the Republic of Kosovo 2022 - 2006;

This document presents the general strategy at the level of the "Haxhi Zeka" University, in whose formulation the specifics of the faculties and other organizational units that are part of the University have been incorporated. Based on this document, the University will prepare annual plans that clearly specify activities in terms of content, responsibilities, budgets and time, which must be implemented to achieve the long-term strategic goals of the University and affirm our university as a respected brand.

Ultimately, the transformation aims at an integrated but decentralized structure capable of responding, in an economically justified manner, to all the challenges of the modern way of doing business, developing science and transferring knowledge by creating conditions for multidisciplinary and interdisciplinary studies and research.

PLAN DESIGN METHODOLOGY

This strategic plan is the product of meetings, consultations and active involvement of all HZU staff, civil society, business community, alumni and students.

The success of this strategic plan depends on the involvement of stakeholders in its implementation, starting with the drafting of this document. The active involvement of management, administrators, teachers, students, alumni, and partners, in strategic plan development workshops was crucial to better define the strategic path of the HZU. Stakeholder involvement in the drafting has generated tremendous inputs into the document. The structured inputs shared with third parties allowed for correlation and comparison of priorities and results, thus generating validation and credibility for every part of this plan.

Initially, the HZU established the “Commission for the Drafting of the 2023-2026 Strategic Plan”¹ as the team responsible for leading the strategic planning process. Afterwards, working groups were established with experts in the defined fields. Several workshops and dozens of working group meetings were held for the development of this HZU Strategic Plan. In the drafting of the Strategic Plan, the working groups were assisted by the HERAS PLUS (Higher Education Research and Applied Science Plus), Syri Vizion NGO, Let’s Do it Peja, Municipality of Peja, ALUMNI, student representatives, representatives from the business community, etc.

The eight working groups were: Working Group on Internal Management, Working Group on Teaching, Working Group on Quality Assurance, Working Group on Scientific Research, Working Group on International Cooperation, Working Group on Students, Working Group on Entrepreneurship, and Working Group on Infrastructure.

The drafting process of the “2023 - 2026 Strategic Plan” has gone through several stages, during which various activities were conducted:

- ▶ **Stage 1: Preparation.** - In the meeting of the steering council held on 06.06.2022, the members of the “Strategic Plan Drafting Commission” were appointed from different parties. During the month of June, HZU officials made the initial preparations for the start of the drafting of the strategic plan by preparing the Work Plan for the drafting of the strategic plan.
- ▶ **Stage 2: Defining the areas and situation analysis.** - At this stage, a workshop was held on 12 and 13.07.2022, with the participation of all HZU actors, students, alumni and stakeholders. On the first day of the workshop, the participants were informed in detail about the strategic plan drafting process and defined the areas that will be included in this plan. Also, during this workshop, a SWOT analysis of the situation was made for the areas that are included in this plan. Based on the knowledge of the participants, strengths, weaknesses, opportunities, and risks, were identified for each of the areas included in this plan. In addition, during this stage, official data and statistics provided by HZU officials were collected for all areas included in this plan, so that the analysis of the situation is as accurate and comprehensive as possible.
- ▶ **Stage 3: Defining the vision, mission and strategic objectives.** - At this stage, a workshop was organized on 14.07.2022, with the participation of all HZU actors, students, alumni and stakeholders. On this day, after the analysis of the situation and the definition of the strategic

¹The decision with the names of the members of the 2023-2026 Strategic Plan Drafting Team can be found in Annex 3 of this document

areas, the participants discussed and decided on the HZU vision and mission stated in this plan. Also, from the results of the situation analysis, the participants determined the strategic objectives of this strategic plan, which are intended to be achieved by the end of the implementation of this strategic plan.

- ▶ **Stage 3: Determining expected outcomes, activities, indicators, and risk analysis.** - At this stage, a two-day workshop was organized on 06-07.10.2022 with the participation of all HZU actors, students, alumni, NGOs and HERAS+. At this workshop, the participants identified the main challenges for each area/SO, defined the expected outcomes for each area/SO, as well as assigned and described the planned activities for each area/SO. On the second day of this work, 07.10.2022, the objectively measurable indicators (indicators) for each strategic objective were determined. Also, during this workshop, the participants identified and described the assumptions and risks that may affect the implementation of this strategic plan.
- ▶ **Stage 4: Budget planning and implementation plan.** - At this stage, in cooperation with the finance department, the working groups determined the budget for all the planned activities for the four-year period of this plan, dividing it into categories depending on the source of funding, as well as detailed the implementation plan of this strategic plan for the four-year period, defining the institutions/bodies responsible for their implementation.
- ▶ **Stage 5: Drafting of the Strategic Plan document.** - On the basis of the drafted documents and data and suggestions provided throughout the process, the commission appointed for the drafting of the Strategic Plan integrated all inputs into one document and finalized the draft of the “2023 - 2026 Strategic Plan of the “Haxhi Zeka” University, Peja”, which has been submitted for further processing.
- ▶ **Stage 6: Public discussion of the Strategic Plan document.** - In order to receive feedback, comments and suggestions from all parties, internal and external, the HZU organized public discussions with all parties, applying different communication forms, methods and media. In this framework, public discussions were organized with HZU staff, HZU students, representatives of local and central institutions, business community, and the general public.
- ▶ **Stage 7: Inclusion of suggestions and finalization of the Strategic Plan document.** - After organizing public discussions with the various parties, the HZU has taken into account all the feedback and comments and has included in the strategic plan all the relevant suggestions that emerged during the public discussions. Following this, the “2023 - 2026 Strategic Plan of the “Haxhi Zeka” University, Peja” took its final form as a document, ready for approval by HZU bodies.

I. FOR THE "HAXHI ZEKA" UNIVERSITY

1. Basic information about the university

The "Haxhi Zeka" University is a public higher education institution that deals with higher education in all three cycles of study and scientific research work, with goals that include the improvement of knowledge, thought and education, instructional, artistic, cultural, social activities, economic development, promotion of democratic society, and the achievement of the highest standards of teaching and research.

NAME		"HAXHI ZEKA" UNIVERSITY
FOUNDER		Ministry of Education, Science, Technology and Innovation
DATE OF ESTABLISHMENT		14.11.2011
RECTOR		Prof.Dr. Armand Krasniqi
ADDRESS		Peja, KLA St.
STATE		Kosovo
PHONE		+383 39 423 270
EMAIL		info@unhz.eu

Table no. 1 information about the "Haxhi Zeka" University

The teaching-scientific process in the faculties is conducted by 84 teachers in regular employment relationship with the HZU and a certain number of external (part-time) collaborators. In addition, the University employs 70 employees who perform professional, administrative-technical and auxiliary tasks. In the University there are 16 narrower scientific fields that are harmonized with the Regulations on the narrower scientific and artistic fields.

In order to fulfill its vision and mission, the "Haxhi Zeka" University is guided by the following values and responsibilities:

- ▶ **Professional and academic integrity** - We are open and honest in our actions;
- ▶ **Inclusion and equality** - We value diversity, inclusion, care, respect, and we welcome everyone;
- ▶ **Freedom of expression and thought** – We encourage and value freedom of expression and critical academic thought;
- ▶ **Competitiveness** - We have the desire and motivation to become more successful and distinctive;
- ▶ **Community Service** - We collaborate with interest groups to best respond to their needs.

In the 20012/13 academic year, HZU faculties have officially started to implement their study programs in accordance with the Bologna principles, and according to the accredited curricula.

Its vision leads the HZU towards aiming to become a leader with an integrated and contemporary study curriculum in harmony with market demands in the field of business, agribusiness, environment, tourism, arts, justice, application of information technology and other related fields.

In addition to the above-mentioned vision, the HZU realizes its goals as follows:

- ▶ continuous and sustainable development for quality assurance within the University;
- ▶ improvement of the quality of study programs,
- ▶ teaching and working conditions,
- ▶ active involvement of students in all segments of work and decision-making;

- ▶ enhanced efficiency of studies;
- ▶ development of scientific research work and artistic activity;
- ▶ improvement of the quality of the general academic community at the HZU;
- ▶ rational organization of resources.

The "Haxhi Zeka" University in Peja consists of the following faculties:

NO.	NAME OF FACULTY
1	Faculty of Business
2	Faculty of Management in Tourism, Hospitality and Environment
3	Faculty of Agribusiness
4	Faculty of Law
5	Faculty of Arts

Table no. 2, Number of HZU faculties

N	Faculty	Description
1	Business	Traditionally, it is an academic center of excellence in the field of business management, finance, accounting and business informatics, with innovative curricula that guarantee quality education according to study programs and cycles supported by the Bologna process, accepted by the general public, student candidates in the offered programs, employers who value the quality of students, the intellectual contribution of professors, as well as the skills and knowledge that graduates benefit from. Teaching takes place at two levels, bachelor and master;
2	MTHE	This academic unit offers programs in the field of tourism management, hospitality and environmental sciences. Hospitality and Tourism Management programs, a relatively new field of study in Kosovo, through the modular system are also combined with subjects from the environmental fields, and together are dedicated to young people who wish to qualify and contribute to the development of this sector. The content of the programs is mainly the result of labor market reforms and needs for leaders at different levels of business. Teaching takes place at two levels: bachelor and master.
3	Agribusiness	It aims to be a contemporary academic center for studies, research and knowledge transfer in the specific field of agribusiness management, with innovative programs, where graduate students find themselves and contribute with knowledge and professionalism in the field of agribusiness, agronomy and food technology. The programs have a professional character and prepare students to think about business and agribusiness in multiple dimensions, providing essential knowledge. Teaching takes place at two levels: bachelor and master.
4	Law	It is based on innovative academic curricula for the Kosovar reality, preparing and qualifying students for the future, for a European society, capable of facing challenges. With a tradition inherited from the Faculty of Law of the University of Prishtina, the HZU Faculty of Law of HZU confirmed the quality of studies by putting itself entirely in the service of its public mission - preparation of the student, a visionary lawyer, worthy of a democratic society. Students who have graduated from the Faculty of Law have been and remain preferred for employment in the bodies of the justice system, as well as in other national and international institutions. It offers study programs at two levels: bachelor and master.

5	Arts	<p>Currently, this academic unit has only the music department. Artistic study programs are focused on music education, solo performance and instrumental performance. The mission of this faculty is to carry out scientific-artistic research related to musical theories, to further develop art and culture, and to increase the standards of musical and artistic culture, civilization, and the quality of society. As such, in these ten (10) years it has very successfully managed to build an educational profile based on the long tradition of the city of Peja as a city with highly developed culture and art. This is proven precisely with the Faculty of Arts - Music Department, which for years has been preparing music teachers, professional soloists, skillful instrumentalists and artists of the future, for our country and beyond. As a result, many towns of the Dukagjini region have already asked the MESTI to open elementary and secondary music schools. It offers programs at two levels: bachelor and master.</p>
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Table no. 3, Description of faculties

The “Haxhi Zeka” University has now also established

In order to support and implement its mission and vision, in addition to the library, another innovation is the establishment of three new organizational units, as well as the strengthening of the role of the Career Center.

- ▶ The INSTITUTE FOR SCIENCE AND ARTS includes within its structure each faculty through the relevant departments. The purpose of the Institute for Science is to enhance research, scientific and artistic activities. The realization of its activities is planned to be realized through the application in relevant projects with the involvement of academic staff, internal and external researchers, students of different study levels, in order to create opportunities for them to participate in the implementation of research projects and use all data for research purposes;
- ▶ The CENTER FOR EXCELLENCE was established to support the academic staff towards enhancing professional skills and towards the profiling process through specific trainings for advanced teaching and learning methodologies. In the near future, the HZU aims to enrich this center with the concepts of digital excellence. The focus of this center is oriented towards innovation, research, development and training with local and international trainers;
- ▶ The BUSINESS SUPPORT CENTER was established in order to fulfill objective seven of the 2023-2026 HZU Strategic Development Plan, which is related to entrepreneurship. As most programs offered in academic units have business components, this center focuses on concrete activities to motivate students to embrace the spirit of entrepreneurship, as well as help and encourage them to start new businesses. This will be done with partners and industries through business incubators. Also, this center will maintain close ties with partner businesses to respond with students and graduates to their needs in the field of employment. The primary activity of this center will be the preparation and implementation of level 5 professional programs. Now, the HZU is in the final stage of preparing such a program for tour guides;
- ▶ The CAREER CENTER has the capacity to increase its role in order to serve as a bridge between students and the labor market. In order to promote HZU students and search for new employment opportunities, this center creates and maintains appropriate contacts with potential employers. So far, the center has conducted its activity by participating in job fairs and similar events. The HZU Alumni Association has been consolidated through this center this year. This center is engaged in the certification of career officials in the relevant fields. Its

activity is also oriented towards networking with career centers of other universities. In particular, the possibility of its networking with high school career offices, which have programs similar to those offered by the HZU, is being studied;

No.	Study programs evaluated during 2022	Number of students approved by the SCQ	Time period of reaccreditation	Decision
FACULTY OF BUSINESS				
1	Business Management, BSc (In Albanian and Bosnian) Specializations: • Banking and Finance • Business Administration	150 (Albanian) 50 (Bosnian)	5 years 2022-2027	Ref: 1036/22 02.08.2022
2	Business Management, MSc (In Albanian and Bosnian) Specializations: • Accounting and Auditing • Banking and Finance • Business Management	120 (Albanian) 30 (Bosnian)	2022-2025	Ref: 944/22 18.07.2022
3	Human Resources Management, MSc	60	2021-2024	Ref: 3025/21 12.08.2021
4	Informatics in Business, MSc	60	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF MANAGEMENT IN TOURISM, HOSPITALITY AND ENVIRONMENT				
1	Management in Tourism, Hospitality and Environment, BSc • Management in tourism • Management in hospitality • Environmental Management	50	2022-2025	Ref: 944/22 18.07.2022
2	Management in tourism, BSc	30	2022-2025	Ref: 944/22 18.07.2022
3	Environmental Management, MSc	25	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF LAW				
1	International and European Law, LLM	60	2022-2025	Ref: 944/22 18.07.2022
FACULTY OF AGRIBUSINESS				
1	Plant Production Technology, BSc	50	2022-2025	Ref: 944/22 18.07.2022
2	Agri-environment and Agri-ecology, BSc	50	2022-2025	Ref: 944/22 18.07.2022
3	Food Technology, BSc	60	2022-2025	Ref: 1778/22 20.10.2022
4	Sustainable Food Production Systems, MSc	25	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF ARTS				
1	Performing Arts Education, BA	20	2022-2025	Ref: 944/22 18.07.2022
2	Musical Education, MA	5	5 years 2022-2027	Ref: 944/22 18.07.2022

3	Musical Education, BA	25	2021-2024	Ref: 3025/21 12.08.2021
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Table no. 4, Study programs at HZU by faculties

2. Mission, Vision and Values of the “Haxhi Zeka” University

The working group has carefully and rationally ensured that the revised mission is in complete harmony with the strategic objectives and the outcomes that this strategic document will produce. Therefore, in the 2023-2026 HZU Strategic Plan, it is noted:

Mission. - the “Haxhi Zeka” University is an academic institution that transfers knowledge in order to realize the potential of students towards the dynamic labor market, is dedicated to scientific research, artistic activity and internationalization, and serves the economic development of the Peja region and the country in general.

Vision. - the “Haxhi Zeka” University is a leader with an integrated and contemporary study curriculum in harmony with market demands in the field of business, agribusiness, environment, tourism, arts, justice, application of information technology and other related fields

Values. - In order to fulfill its vision and mission, the “Haxhi Zeka” University is guided by the following values and responsibilities:

- ▶ **Professional and academic integrity** - We are open and honest in our actions!
- ▶ **Inclusion and equality** - We value diversity, inclusion, care, respect, and we welcome everyone!
- ▶ **Freedom of expression and thought** - We encourage and value freedom of expression and critical academic thought!
- ▶ **Competitiveness** - We have the desire and motivation to become more successful and distinctive!
- ▶ **Community Service** - We collaborate with interest groups to best respond to their needs.

The reasons for revising the mission and vision statement will be explained below.

i. Reasoning on why the HZU revised the mission and vision?

The following mission statement, which is defined in the 2020-2023 Strategic Plan, is as follows in this framework:

“The “Haxhi Zeka” University continues its positive academic and artistic tradition, creates a transformative academic environment and experiences in order to realize the full potential of students, applies advanced scientific standards and helps the economic development of the Peja region and the country in general”.

During the preparatory work and activities conducted by the working groups to create and compose a more realistic and applicable strategic plan, in accordance with the objectives and the needs for institutional and programmatic changes, it was established that the revision of the previous mission was necessary. The group was aware that the previous mission contained the basic components of a serious statement but did not include the other components placed within the strategic objectives, which would take the content of such a statement beyond a philosophical point of view. Therefore, after numerous discussions and

analyses, the working groups together decided to preserve the essence of the previous mission statement and include within it and strengthen, each time based on the content of the strategic objectives, the new elements that are truly characteristic for the University of Peja. In this debate, it was decided that in addition to the fact that the HZU is a higher education institution that transfers knowledge, the growth of students' potential, with a focus on the dynamic labor market, should also be reflected. Therefore, the key elements of this statement are *"the student towards the dynamic labor market"* and *"the task of the HZU to serve the economic development of the Peja region and the country in general"* clarify and strengthen the role and tasks of the HZU to fulfill this function through scientific research, artistic activities and local and international cooperation. Moreover, in addition to the two dominant key components (education and scientific research activity), the revised statement also clarifies the third mission - the social, entrepreneurial mission and the innovative dimension of contemporary university activity.

Therefore, after all the procedures of discussions with interest groups, academic and administrative staff, students, partners, business representatives, alumni, etc., it is decided that the mission and vision statement should read as follows:

Mission. - The "Haxhi Zeka" University is an academic institution that transfers knowledge in order to realize the potential of students towards the dynamic labor market, is dedicated to scientific research, artistic activity and internationalization, and serves the economic development of the Peja region and the country in general.

A deeper explanation of these statements reveals appears that the "Haxhi Zeka" University bases its mission on the social transformations that are currently taking place in the European region and the Western Balkans, processes that at their core have change, reformation and the transition towards a more democratic society, rule of law, market economy, etc., for which awareness and advanced knowledge are needed. The "Haxhi Zeka" University and its staff are aware of their responsibilities in this regard.

The HZU mission is strongly focused on providing full contribution to improving the quality of life of the population, as the HZU feels and believes that it has a pivotal role in the development of the economy in the country by organizing academic studies for young people with educational programs, education of future entrepreneurs capable of creating sustainable social, economic and technological strategies and to evaluate and valorize human resources that will successfully qualify the new academic generation to face its social and economic environment, the market work dynamics and future challenges.

The phrases *"an institution that transfers knowledge"* and *"realizes the potential of students towards the dynamic market"*, based on experiences of successful, socially, economically and technologically developed countries, mean that the university, through the process of study and practical training, and by applying modern educational standards, strives to create well-profiled academic staff with operational knowledge for multidisciplinary fields, focusing on the development of students' creative skills. Thus, our social mission is to educate future entrepreneurs, capable and motivated to create sustainable social, economic strategies, valuing the human resources that will successfully qualify this academic generation ready to face their civic and economic environment, and the challenges of today and the future.

Towards this mission, the university implements a learning system of dialogue supported by mentors, composed as a creative workshop of the teaching staff and the team of authors with high scientific and

pedagogical reputation, knowledge, expertise and practical experience, capable of taking responsibility for their results in the education of the new generation. The education of students is carried out using modern standards in the system of assessment, organization of studies, advanced didactic methods supported by a curriculum framework based on the best practices of European universities, with the implementation of the Bologna principles and the European Higher Education Reform.

Determining the optimal number of mandatory subjects guarantees students the freedom to independently determine elective and optional subjects, with choices within the framework of multidisciplinary study groups, or the parallel acquisition of collateral knowledge and skills within academic units and functional organizational units within the University (such as: Business Support Center, Career Center, Center for Excellence), which enable students to obtain diplomas with relevant qualifications according to their needs and dreams for today and the future.

The theoretical and practical knowledge and skills that students acquire during their studies are designed to qualify students to perform future work in a high-tech environment, enabling them to develop initiative, entrepreneurship, the ability to psychologically evaluate and to manage groups and work teams, the ability to make decisions in a time deficit, the ability for lifelong learning, the ability to focus only on relevant information in environments of information abundance and information pollution, the ability to process multiple simultaneous jobs and to lead complex projects, and the ability to creatively integrate knowledge and practices from different professional fields, and in particular their orientation towards the dynamic market.

For the needs of education and the development of scientific research, personnel with scientific dignity and good competence coefficients, capable and ready to take the risk and responsibility for the reconstruction of their local and global communities and the transformation of Kosovo into a “knowledge society” or “learning society”, are engaged.

The efficiency and effectiveness of studies, the attractiveness of educational programs with multidisciplinary components that correspond to the future technological, social, and entrepreneurial challenges, through the application of interactive pedagogical technologies in the organization and realization of the educational-scientific process, undoubtedly produce a high pass rate in terms of the knowledge and skills imparted to the students, but also result in high student motivation. In its practice, the university also applies the principles of lifelong learning and the realization of the democratic right to study and education, the promotion of European transparency of studies and the mobility of students and professors, the promotion of the “European dimension” (values of a united Europe) in higher education, student and professor mobility and internationalization in general.

The comprehensive development and penetration of the research, business and artistic functions of the HZU, is the basis of the realization of the university as a business, entrepreneurship and profiling hub and “career guidance” center.

Vision. - the “Haxhi Zeka” University is a leader with an integrated and contemporary study curriculum in harmony with market demands in the field of business, agribusiness, environment, tourism, arts, justice, application of information technology and other related fields.

The vision of the institution is to position itself as a leader in the field of higher education, professional education and scientific research, in the realization of its socio-economic mission, simultaneously achieving the highest European standards in the organization of studies, the application of didactic methods and a framework of curricula based on the best experiences and traditions of American and European universities, always based on the principles of reforms initiated by the Bologna process for the restructuring of the European higher education system.

By planning and implementing teaching, artistic and research-development activities and other forms of work with students, the “Haxhi Zeka” University wants to build the image of an institution that will become an important factor in local, regional and wider developments. Through active cooperation with business partners, the university will demonstrate high public responsibility and contribute to the realization of the knowledge society. The general strategic goal of higher education in our country is actually to ensure the fulfillment of the needs of users in higher education, to integrate the domestic system of higher education into the international system under Bologna processes and in cooperation with EU member states, which is the ultimate goal of social reforms for the whole community. Since our goal is for the HZU to remain an elite research higher education institution with self-reproducibility, this will undoubtedly combine historical reputation, research performance and quality of students. Equal social opportunities will be ensured for all categories of students, and the degree of public responsibility of higher education towards the general public will be increased.

Our vision is to establish a university with a global reputation for academic excellence and to create assumptions of a knowledge society in Kosovo, the region and beyond, with a targeted focus on European and international universities. We also want to ensure sustainable and inclusive global participation through an approach shaped by innovation, integration and inspiration.

Within the future development of the university, we will focus on the following:

- ▶ formation of highly satisfied students with a strong sense of belonging to the community where they live and work;
- ▶ Including a greater number of academic staff, not only domestic but also international, who will recognize the university as a collegial place of work, development and progress and, in the optimal term, enrollment of students from Europe;
- ▶ Enrolling more students in postgraduate studies, who will be drawn in by the attractiveness of intercultural educational, scientific research competences, and entrepreneurial action;
- ▶ Developing strong philanthropic support with a particular focus on those students with exceptional research skills.
- ▶ Further development of distance learning in the framework of e-education, which is in accordance with the daily changes in the new technologies that can be used in the framework of the implementation of the above;
- ▶ Creation and development of the university as a higher education institution, as an excellent interactive place within the internationalization of the educational and scientific research process. Achieving internationalization in all study cycles, and introduction of classes in English;
- ▶ Organizing joint study programs with reputable international universities in all study cycles to enable students to obtain double degrees;
- ▶ Continuous modernization of the curricular framework and launching of new study programs in accordance with the needs of the labor market and the requirements of modern technology;

- ▶ Encouraging and strengthening student practices in all study programs so that graduates are competitive and able to work in economic and social sectors within a dynamic labor market.

The “Haxhi Zeka” University is focused on contributing to the local, regional and global community through concrete achievements of the educational process of higher education that is constantly developing and improving through integration and innovation, through inspiring forms of spreading and applying knowledge and skills. In the upcoming period, we will create the right prerequisites for the realization of innovative partnerships with businesses and social entities, with a constant focus on the sustainability and further development of the academic aspect of all study programs, with a developmental and sustainable attitude towards the protection of the environment, for the survival of the city of Peja as a city of students, of science and knowledge.

3. HZU Functional Integration Model

Maximum use of all educational, research, artistic and innovative potentials in the defined goals of many strategies, both at European and national level, is possible under conditions of open space for the flow of ideas and people and in universities with proven academic traditions which can respond to new challenges only as strong and integrated institutions. The practice of the European Higher Education Area, the need to ensure a high level of quality in the field of higher education and in the field of science and technological development, the need to improve the mobility and employment opportunities of higher education experts, impose numerous challenges in the complex scientific and educational systems - universities in the Republic of Kosovo. Efforts in the direction of achieving strategically defined goals and creating the basis for the development of the knowledge society, require strengthening the role of the university as a driving force of society, and precisely these requirements impose the need to transform the organizational structure of the university in an effort to turn complex scientific and educational systems into strong integrated institutions.

The “Haxhi Zeka” University is convinced that the functional integration model of the university is a general model that includes the most important functions and tasks that must be performed at the level of an integrated university. The model also includes modern trends in the development of management and organization of universities in the European Higher Education Area, aimed at increasing the effectiveness and efficiency of the system and the rational use of material and human resources in a competitive environment. At the same time, the model of an integrated and decentralized system was developed with the idea of the necessity of creating conditions for increasing the motivation of all parts of the university, from organizational units to research teams and individuals, teachers, researchers and students. This is done to valorize their initiative, ideas and results in all areas of the university’s work, together with the improvement of existing services and the development of new university services that should provide quality professional support for increasingly diverse activities that also combine classical disciplines.

For the HZU – in, the implementation of the model means:

- ▶ an asymmetric working relationship between the faculty and the university, which would enable the mobility of teaching staff and especially students;
- ▶ student enrollment in the university;
- ▶ joint studies at the level of master programs and in the future PhD ones;

- ▶ a significant percentage of university representatives in terms of the number of members of the university's governing body, with representation of students, founders and business representatives;
- ▶ Full implementation of existing legislation;
- ▶ Adaptation of the standards for the accreditation of an integrated interdisciplinary university as an educational and scientific institution focused on the market;
- ▶ amending the legal acts of the university in accordance with the proposed changes, in order to increase work efficiency, quality and authority in decision-making, as well as
- ▶ increasing the functionality in the work of all professional bodies of the university.

The functional integration model proposes integration as a process and represents a general form, where implementation must be adapted to the specifics of individual universities. In this sense, each university, depending on the complexity, scope and degree of integration achieved in its organizational structure, will adapt the general model to its conditions, adopting a solution that implies the necessary quality and expertise and justifies the funds invested. In the implementation of the model, it is necessary to constantly implement the ideas of integration without centralization, with a rational division of tasks and functions, as well as decision-making rights and responsibilities at all levels of the management structure of the complex university system.

1.1 HZU organization according to the integrated university principle

Achieving the aims of increasing efficiency and effectiveness means achieving a high quality of the organizational structure of the university, mainly through the meaningful and effective connection of the organizational units as a whole. In this sense, the composition of the university may include: faculties, departments, institutes, centers, libraries, joint laboratories, seminars, offices, funds, foundations and other organizational units with integrative functions of the system in accordance with the University Statute. Starting from the basic goals of the functional organization model, it is necessary to integrate all organizational units in the University, to which are entrusted certain tasks and responsibilities.

Competences and responsibilities are determined by the Statute and general acts of the university.

The university functions as an academic unit that has its own subsystems: academic, entrepreneurial and administrative. The university is managed by the university management. At the university level, the following are established: university computer center, career development center, center for excellence, business support center, library, and student representation institutions.

II. 2023 – 2026 / HZU STRATEGIC PLAN ENVIRONMENT ANALYSIS

Introduction

The adequate development of education in Kosovo for a workforce that adapts to the needs of the market, constitutes the primary condition towards maximum productivity. Taking into account Kosovo's pre-accession period in the European Union, it is key to ensure labor force competitiveness, first within the local labor market and then the European one.

The provision of study programs that do not reflect the real needs of the labor market remains a structural deficiency of higher education in Kosovo. At the same time, these programs also lack interdisciplinarity, practical learning, as well as the connection with scientific research. About 60% of the study programs offered are from the fields of education, arts and humanities, social sciences and services. The largest number of students and educational programs are in the category of social sciences and the study of law. Student orientation in science, technology, engineering and mathematics, remains low. There is a marked difference in orientation in certain fields of study in higher education according to gender. Females tend to opt for (over 90%) education, natural sciences, social sciences, medicine, communication and linguistics programs. However, men dominate fields of study in computer science, humanities, geography/geology, and engineering/technology. A balanced gender orientation is observed in the fields of architecture, business and law. The degree of orientation of students in the fields of study in social sciences, humanities, business and law, is very high compared to the dynamics of the market.

Addressing the low correlation of study programs with the demands of the labor market and limited offer of interdisciplinary study programs, requires better correlation of higher education with the labor market through the harmonization of study programs. The HZU, aware of the general situation of higher education in Kosovo, of the difficulties faced by graduates in employment, of the demands of the private sector for specific professions, in its 2023-2026 strategic plan has foreseen the development of new NQF level 5 professional programs. In such manner, by increasing the number and variety of programs offered, it also aims to increase the number of students interested in following them. The programs offered and the knowledge/skills acquired by students are not always in line with the needs of the labor market. Therefore, the HZU should carry out regular research on the current programs that are offered and on the needs of the labor market. Within the entirety of the research, the possibilities of orienting knowledge and skills towards the needs of the labor market and self-employment should also be addressed. The purpose of analyzing data collected from research, reports and publications related to the labor market, is to review current programs and design new programs that are consistent with the requirements of the wider business community.

1. Labor Market Analysis

This document related to the analysis of the labor market, as part of the analysis of the environment in which HZU operates, is based on official documents of the government of the Republic of Kosovo, on the data of the Kosovo Agency of Statistics, on reports, publications and research papers published by various local and foreign agencies. Some of the sources of information obtained for this analysis are:

- ▶ "Education Strategy 2022-2026" of the Republic of Kosovo, 2022;²

² See link for more: <https://masht.rks-gov.net/en/category/documents/>

- ▶ “Kosovo in Figures 2021”, Kosovo Agency of Statistics, 2021;³
- ▶ “Assessment on Labor Market Relevance for the Existing Study Programs of the University “Haxhi Zeka” in Peja”, 2022;⁴
- ▶ “Baseline Assessment Report for the University Haxhi Zeka”, HERAS plus, 2021;⁵
- ▶ “Analysis of the Education System in Kosovo”, Friedrich-Ebert-Stiftung / Kosovo, 2018;⁶
- ▶ “Quality Assurance in Education and Vocational Training - Country Profile for Kosovo”, ETF, 2020;⁷
- ▶ “Educational policies for students at risk and those with disabilities in South-Eastern Europe”, Organization for Economic Co-operation and Development (OECD), 2007;⁸
- ▶ “Labor market demands and capacities of vocational schools in Kosovo”, research report, NGO ETA, 2022;⁹
- ▶ “Quality assurance at the level of vocational education and training providers in Kosovo - current situation”, EU, ADA / ALLED 2, 2021;¹⁰
- ▶ “Education and the labor market in Kosovo and the European Union”, American Chamber of Commerce in Kosovo, 201811, etc.,

In addition to the above-mentioned sources, this analysis is also based on research and other publications that have provided comprehensive, reliable and complete information on which strategic objectives, activities and priorities have been set in order to realize the HZU mission and vision over the 2023 – 2025 period.

1.1. Unemployment rate in Kosovo according to age groups of interest

According to the Kosovo Agency of Statistics, the highest unemployment rate for the last five years is among the age groups shown in the table below. Of the three age groups of interest, the age group of 15-24 years leads with the highest unemployment rate. It should be noted that the unemployment rate among women is higher than among men, which expressed as a percentage is about 30% depending on the year included in this analysis. For other details see the following table:

³ See link for more: <https://ask.rks-gov.net/media/6975/kosovo-in-figures-2021.pdf>

⁴ See link for more: <https://unhz.eu/dokumente-tjera/>

⁵ See link for more: 1. <https://rb.gy/5jvmlx> 2. <https://unhz.eu/dokumente-tjera/>

⁶ See link for more: <https://library.fes.de/pdf-files/bueros/kosovo/15187.pdf>

⁷ See link for more: <https://rb.gy/4lqoou>

⁸ See link for more: <https://rb.gy/7e2zj6>

⁹ See link for more: <https://issuu.com/etea.ks/docs/raporti>

¹⁰ See link for more: <http://alled.eu/wp-content/uploads/2021/07/Quality-assurance-ALBw.pdf>

¹¹ See link for more: <https://rb.gy/hcixg>

Shkalla e papunësisë (%) sipas gjinisë dhe grup moshës													
Vitet	2017			2018			2019			2020			
Gjinia	Meshkuj	Femra	Gjithsej										
Shkalla e papunësisë (%) sipas grup moshës	15-24	48.4	63.5	52.7	51.5	64.7	55.4	44.1	60.3	49.4	45.2	57.2	49.1
	25-34	37.2	50.7	40.5	37.9	43.5	39.3	26.5	43.4	31.3	27.2	41	31.4
	35-44	23.4	25.9	24	25	19.6	23.8	18.5	20.9	19.1	19.4	21.7	20.1

Table no. 5. Unemployment rate by gender and age group expressed in percentage Source. KAS, 2022

In spite of the high unemployment rates, an analysis of employment across different economic branches will enable the identification of sectors with employment prospects. Consequently, following this analysis, the data related to employment according to different professions are presented.

1.2. Employment by profession

From the analyzed data for the last two years available in the database of the Kosovo Agency of Statistics regarding employment according to different professions, it appears that in 2019 a total of 366,270 people were employed, of which only 83,644 were women or 22% of the total number of employees. The following year, 2020, employment decreased by 15,414 or 4.2% expressed as a percentage. This decrease in employment is due to the slowdown in economic growth as a result of the pandemic. However, in terms of employment based on gender in this period, the employment of women has marked a symbolic increase of 2% compared to the previous year, 2019. Below is a table with relevant data divided by gender and by professions:

Punësimi sipas profesioneve dhe gjinisë për vitet 2019 dhe 2020 (mosha 15 e më shumë)							
	2019			2020			
	Meshkuj	Femra	Gjithsej	Meshkuj	Femra	Gjithsej	
Punësimi sipas profesioneve (në mijëra)							
Menaxherët	26.911	5.198	32.109	26.089	5.525	31.614	
Profesionistët	31.150	27.189	58.339	29.954	29.074	59.028	
Teknikët dhe bashkëpunëtorët profesionalë	15.469	6.516	21.985	15.054	6.706	21.760	
Punëtorë zyresh dhe asistentë	12.893	8.564	21.457	13.224	9.690	22.914	
Punëtorë për shërbim dhe shitje	66.468	18.917	85.385	62.835	18.686	81.521	
Punëtorë të kualifikuar (aftësuar) në bujqësi, pylltari dhe peshkatari	8.570	1.584	10.154	6.996	1.963	8.959	
Punëtorë të zejeve dhe profesion.të ngjashme	33.410	5.331	38.741	30.680	4.296	34.976	
Operatorët dhe instaluesit në fabrika e makina	20.409	0.521	20.930	19.090	0.612	19.702	
Profesionet elementare	67.346	9.824	77.170	59.852	10.530	70.382	
Gjithsej	282.626	83.644	366.270	263.774	87.082	350.856	

Table no. 6. Employment rate by profession and gender expressed in thousands of employees Source: KAS, 2022

In the detailed range, the following table illustrates the same employment data by professions, but expressed in percentages. This is due to the simplification of the analysis in order to detect the demand trend in the labor market according to the sector of production, services, trade, agriculture, administration,

management, crafts, etc. According to the relevant research, it results that the sector of elementary professions together with the sector of services and sales lead among the listed professions. This dominance of cross-sectoral employment is at least double in relation to subsequent occupations, such as: crafts and similar occupations, professionals, managers, etc. However, from the official data, it is not specified which are the elementary professions required by the entrepreneurs. A more detailed study in this direction would provide an accurate overview of orientation for young people and for educational institutions that offer professional programs within the framework of the fifth national qualifications framework.

It is important to note that women graduates are three times as likely to be employed in professional categories than men. At the same time, this category leads in terms of employment of women in the last two years of the analysis. On the other hand, the weakest employment of women seems to be in the category “operators and installers in factories and machines”, with a total participation of only 0.7%. This is because men are employed in this category about 10 times more than women, perhaps due to the heavy nature of the work, the lack of interest of women in this sector, or even the lack of qualification. However, this remains to be investigated in the future. Following the above analysis, the relevant employment data are expressed as percentages. The method of calculation corresponds to each profession separately and by gender for the years 2019 and 2020.

Punësimi sipas profesioneve dhe gjinisë për vitet 2019 dhe 2020 (mosha 15 e më shumë) shprehur në përqindje							
		2019			2020		
		Meshkuj	Femra	Gjithsej	Meshkuj	Femra	Gjithsej
Pjesëmarrja e punësimit sipas profesioneve (%)	Menaxherët	9.5	6.2	8.8	9.9	6.3	9.0
	Profesionistët	11.0	32.5	15.9	11.4	33.4	16.8
	Teknikët dhe bashkëpunëtorët profesionalë	5.5	7.8	6.0	5.7	7.7	6.2
	Punëtorë zyresh dhe asistentë	4.6	10.2	5.9	5.0	11.1	6.5
	Punëtorë për shërbim dhe shitje	23.5	22.6	23.3	23.8	21.5	23.2
	Punëtorë të kualifikuar (aftësuar) në bujqësi, pylltari dhe peshkatari	3.0	1.9	2.8	2.7	2.3	2.6
	Punëtorë të zejeve dhe profesion. të ngjashme	11.8	6.4	10.6	11.6	4.9	10.0
	Operatorët dhe instaluesit në fabrika e makina	7.2	0.6	5.7	7.2	0.7	5.6
	Profesionet elementare	23.8	11.7	21.1	22.7	12.1	20.1
	Gjithsej	100.0	100.0	100.0	100.0	100.0	100.0

Table no. 7. Employment rate by gender and age group expressed in percentage Source: KAS, 2022

1.3. HZU study programs and the labor market

Heras plus experts, in September 2022, conducted a study regarding the compatibility of the HZU study programs with the labor market.¹² The empirical analysis of the study includes data based on a questionnaire for students and graduates of all HZU levels and programs. Additional questionnaires were employed with the group of graduates, representatives of public institutions and the private sector within the Business Management study program.

¹² See report: <https://drive.google.com/file/d/1IO1swqE6O2NROeSZiN8a1hx3DDmqjwTS/view?usp=sharing>

According to this research, the HZU should improve the connection between study programs and the labor market. The weakest match with labor market needs, among the 11 studied study programs, is found in Business Management programs at bachelor and master level. 56.7% and 53.3% of the respondents included in the study think that these two programs are not adequate to the needs of the labor market. Moreover, some of the programs included in the study need to be reformed to reflect the current needs of the labor market. Below, the summarized results of this research are presented for the 11 study programs of the university, namely for the following three variables:

- ▶ Connecting programs with the labor market;
- ▶ Graduates' knowledge of the labor market, and
- ▶ whether the HZU should reform its programs.

HZU Programs	The HZU has adequate programs for the labor market	Graduates have adequate knowledge of the labor market	The HZU should reform these programs
Business Management - Bachelor	43.3%	63.3%	16.7%
Business Management - Master	46.7%	45.3%	24%
Informatics in Business – Master	74%	91%	38%
Human Resources Management – Master	83%	86%	43%
General Law – Bachelor	71.9%	82.8%	17.2%
International and European Law – Master	75%	90.1%	30.4%
Management in Tourism, Hotel and Environment - Bachelor	91%	88%	44%
Management and Environment – Master	81%	89%	33%
Agri-environment and Agri-ecology - Bachelor	93%	94%	33%
Plant Production Technology – Bachelor	77.8%	86%	43%
Performing Arts Education – Bachelor	95%	94%	49%

Table no. 8. Study results expressed in percentage

Source: "Assessment on labor market relevance for the existing study programs of the UHZ", 2022

Also, this research study puts a worrying emphasis on the employability of HZU graduates, which turns out to be less than 50%. Therefore, this issue should be addressed not only from the level of individual programs but also from the management levels of the university, the report recommends.

According to the results of the study, but also based on the current state of the local economy, employment opportunities are limited in Peja and the region. The report suggests that the HZU should primarily design the framework for creating programs and professional graduates who will create opportunities, namely self-employment entrepreneurial activities, instead of waiting for employment from the public administration or state institutions.

1.4. Basic assessment for the development of HZU institutional capacities

On November 17, 2021, the HERAS Plus project launched the "Baseline Assessment Report for the 'Haxhi Zeka' University in Peja".¹³ The report is a comprehensive overview of the institutional development of the

¹³ See report: https://drive.google.com/file/d/1ru9oFCVvarA_AHSUTB4_1_Km97Jvy_Fa/view

University, covering nine different dimensions, one of which is the labor market. According to this report, alignment with the labor market is among the main challenges of Kosovo’s higher education institutions, as well as the HZU. This challenge mainly includes the employability of graduates, and the development of appropriate skills and competencies, as well as the development of profiles of graduates that are needed in the labor market.

Data from the 2020 survey of 1,640 HZU graduates, show that only about a quarter of them (24.8%) declared that they were employed (of which 64% were women). Such data confirm employability is a challenge for university graduates and this situation shows the emerging need for the HZU to better define the strategy and take measures to increase the employability of graduates.

Consequently, through the “Career Office” the HZU is continuously making efforts to offer more practical opportunities for students, as well as to cooperate with HZU alumni with the aim of improving connections with the labor market and addressing its needs. In August 2020, the HZU established the Alumni Association, as a non-profit organization, with the aim of connecting the HZU with the Alumni. The HZU expects that such an initiative for a better connection with the labor market, will produce concrete results and effects during the following years.

The report concludes that the employment rate of graduates is still low. Therefore, to address this challenge, concrete university measures have been included in the 2023-2025 HZU Strategic Plan. The HZU has planned to update study programs according to the needs of the labor market, to design new professional programs, as well as to improve career guidance services. Also, in 2022, the HZU has decided to establish the "Business Support Center", to strengthen its connection with the labor market.

One of the efforts of the HZU strategy is directed towards gender equality. The 2020 data for students shows that at the HZU the number of male students is slightly higher than that of their female peers. However, the gender balance among students at the HZU is very close (see figure below).

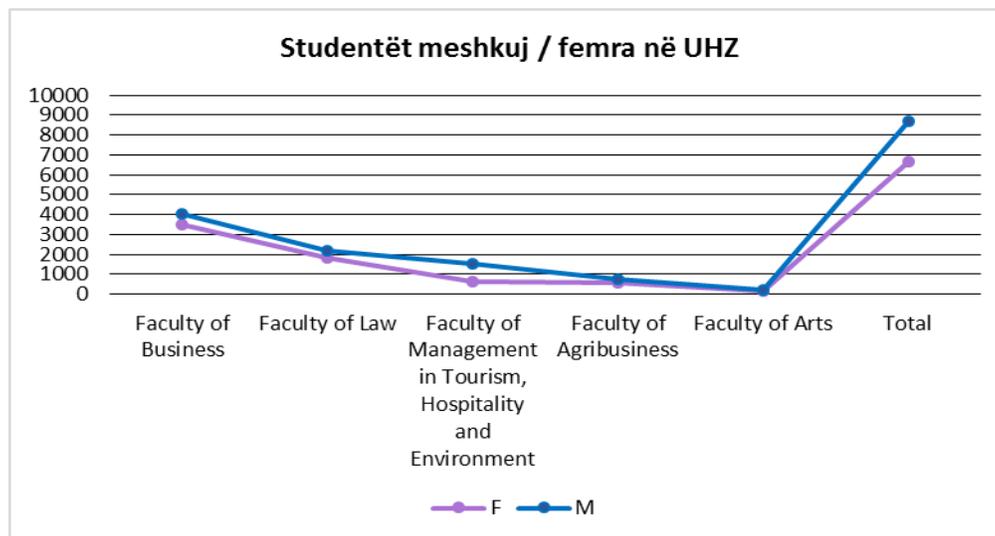


Chart no. 1. Comparison of HZU students by gender

Source: “Baseline Assessment for institutional capacity development at UHZ”, Heras plus, 2021

Regarding the ethnicity of the students enrolled at the HZU, most of the non-Albanian students come from the Bosniak community, then from the Roma, Ashkali and Egyptian, but also very few of them from the Turkish, Serbian, Montenegrin and other communities. For details, see the figure below.

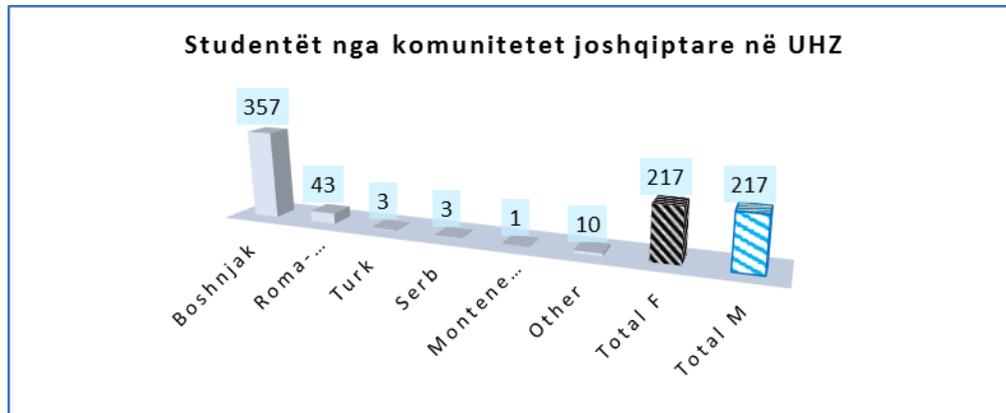


Chart no. 2. Students by community

Source: "Baseline Assessment for institutional capacity development at UHZ", Heras plus, 2021

The recommendations of Heras plus experts regarding the alignment of the HZU with the labor market are as follows:

- ▶ The HZU should better define the strategy for alignment with the labor market and take measures to increase the employability of its graduates. Such measures could be making internships mandatory for all study programs and assigning a greater number of ECTS for internships;
- ▶ The HZU should map/expand the list of relevant industry partners and establish cooperation with them to systematically facilitate practical work and employment for students;
- ▶ The HZU should strengthen the role of the "Career Office" and improve its services to extend and provide career guidance services to all students in need. New services could be for example the distribution of small funds to students' competitive ideas for starting new businesses and providing support towards their independence;
- ▶ The HZU can create spin-off enterprises that would serve as a support for innovative ideas of students, as well as generate additional income for the university by providing services to industrial partners.

1.5. Summarized findings

Following is a summary made from a multidimensional point of view, based on the numerous pieces of information analyzed:

- 1) Despite the existence of a high rate of unemployment, which fluctuates between 27 and 40 percent depending on the source of information, Kosovar enterprises continuously complain about the difficulties they face in terms of finding workers with the required skills, necessary for carrying out specific tasks in different professions;
- 2) The analysis carried out from the above-mentioned documents, reveals that the greatest shortages in worker skills is found in the manufacturing sector, and precisely in those profiles

- of a technical nature that under normal conditions are provided by vocational education and training;
- 3) The labor force participation rate in the labor market is about 40%, while the participation of women is even more worrying at about 17%. This means that about 60% of the workforce aged 15-64 are not active in the labor market;
 - 4) In comparison, according to Eurostat, labor force participation in EU countries is around 74%;
 - 5) About 72% of the potential workforce remains unengaged, which means a great lost potential for Kosovo;
 - 6) Labor force participation remains particularly worrying among women, where only about 17% of them are active in the labor market, while over 490 thousand appear as inactive in this market;
 - 7) Another worrying data is the extremely high unemployment among young people aged 15-24 years, where 49% of them appear as unemployed in 2020;
 - 8) These data may also be an indicator of the weak connection between the labor market and the education system in the country, a concern raised very often by the business community in the country;
 - 9) This situation is also characterized by the phenomenon of informal employment. This phenomenon is justified by the fact of the incompatibility of the statements filed in the Pension Trust on the number of employees;
 - 10) Difficulty in finding qualified workforce, who have the necessary skills to perform different types of work according to demands in the labor market;
 - 11) A structural gap in the preparation of a skilled workforce that reflects the needs of the private sector, a phenomenon known as: "Skills Gap";
 - 12) The phenomenon of mismatch between demand and supply in the local labor market, in particular in the manufacturing, trade and professional services sectors;
 - 13) According to the official data for the last two years of the analysis, the highest employment is found in the category of elementary professions, which means the design of new professional programs;
 - 14) The necessity of enticing young people to study through infrastructure improvement and digital education;
 - 15) The burden of this responsibility should be shared by both educational institutions and businesses that do not make a genuine contribution in this regard;

1.6. Higher Education Challenges

Specifically, the challenges of higher education are defined as follows:

- 1) Failure to comply with quality standards in higher education institutions;
- 2) Mismatch of study programs with the requirements of the labor market;
- 3) Insufficient presence of scientific research work in higher education institutions
- 4) Failure to complete the legal framework in higher education;
- 5) Ineffective international cooperation in higher education;
- 6) Low and unsatisfactory values in the university staff/student ratio;
- 7) Weak administrative capacities and inadequate infrastructure;
- 8) Lack of a funding plan based on efficiency and accountability;

- 9) Declining young people's interest in higher education studies and growing trend of young people's desire to emigrate;
- 10) Immediate need for digitization of the education system in higher education;
- 11) Designing joint study programs with international higher education institutions with the possibility of double degrees;
- 12) Profiling of public universities and their programs;
- 13) Creation of cooperation mechanisms with private businesses and maintenance of connections;
- 14) Better harmonization of study programs with labor market needs;
- 15) Increasing the degree of employability/self-employment of graduates;

Punësimi sipas profesioneve dhe gjinisë për vitet 2019 dhe 2020 (mosha 15 e më shumë) shprehur në përqindje							
	2019			2020			
	Meshkuj	Femra	Gjithsej	Meshkuj	Femra	Gjithsej	
Pjesëmarrja e punësimit sipas profesioneve (%)							
Menaxherët	9.5	6.2	8.8	9.9	6.3	9.0	
Profesionistët	11.0	32.5	15.9	11.4	33.4	16.8	
Teknikët dhe bashkëpunëtorët profesionalë	5.5	7.8	6.0	5.7	7.7	6.2	
Punëtorë zyrash dhe asistentë	4.6	10.2	5.9	5.0	11.1	6.5	
Punëtorë për shërbim dhe shitje	23.5	22.6	23.3	23.8	21.5	23.2	
Punëtorë të kualifikuar (aftësuar) në bujqësi, pylltari dhe peshkatori	3.0	1.9	2.8	2.7	2.3	2.6	
Punëtorë të zejeve dhe profesion. të ngjashme	11.8	6.4	10.6	11.6	4.9	10.0	
Operatorët dhe instaluesit në fabrika e makina	7.2	0.6	5.7	7.2	0.7	5.6	
Profesionet elementare	23.8	11.7	21.1	22.7	12.1	20.1	
Gjithsej	100.0	100.0	100.0	100.0	100.0	100.0	

Table no. 9. Employment rate by gender and age group expressed in percentage: Source: KAS, 2022

2. Competitiveness analysis as part of HZU's strategic development plan

2.1. Public and Private HEIs

According to official MESTI data, the higher education system in Kosovo in the 2020/21 academic year consisted of 24 accredited institutions, of which 9 institutions are public and 15 institutions are private. To this number should be added the University of North Mitrovica, which offers programs in Serbian. With this number of higher education institutions, Kosovo continues to remain one of the countries with the largest number of higher education institutions per 1 million inhabitants. Accredited higher education institutions in Kosovo, in the 2020/2021 academic year, offered 400 study programs, of which 236 study programs at bachelor level, 156 study programs at master level, and 8 study programs at PhD level.¹⁴

Below is presented the table of accredited public and private HEIs in Kosovo, according to their academic units. Because the HZU has 5 academic units, the table includes only academic units / faculties of other HEIs similar to those of the HZU, regardless of their number. In this way, it is possible to compare all HEIs that offer studies organized in their academic units, i.e., in the respective faculties. Some of the private HEIs (colleges) are not organized according to academic units, therefore notes are given according to the field of study of their programs. Also, the table includes only HEIs, which have programs similar to those of the HZU and which are considered to have a competitive impact on HZU programs. However, all similar programs that are offered in the Dukagjini towns have a more pronounced impact due to the relatively close distance.

Table no. 1, Comparison of the HZU with HEIs according to academic units

	Faculty of Business	Faculty of MTHE	Faculty of Law	Faculty of Agribusiness	Faculty of Arts – Music Department
1	UNIVERSITY OF PRISHTINA				
	Faculty of Economics	X	Faculty of Law	Faculty of Agriculture	Faculty of Arts – Music Department
2	“UKSHIN HOTI” UNIVERSITY, PRIZREN - 6 FACULTIES				
	Faculty of Economics	X	Faculty of Law	X	X
3	“ISA BOLETINI” UNIVERSITY, MITROVICA				
	Faculty of Economics	X	Faculty of Law	Faculty of Food Technology	X
4	“KADRI ZEKA” UNIVERSITY, GJILAN				
	Faculty of Economics	X	Faculty of Law	X	X
5	UNIVERSITY OF APPLIED SCIENCES IN FERIZAJ				
	Faculty of Management	Faculty of Tourism and Environment	X	X	Faculty of Applied Arts
6	“FEHMI AGANI” UNIVERSITY, GJAKOVA				
	X	X	X	X	X
6	AAB COLLEGE – PRISHTINA				

¹⁴ Education Strategy 2022-2026 / <https://masht.rks-gov.net/strategjia-e-arsimit2022-2026/>

	Faculty of Economics	X	Faculty of Law	X	Faculty of Arts
6.1.	AAB College Branch in: Gjakova				
	Faculty of Economics	X	Faculty of Law	X	X
6.2	AAB College Branch in: Ferizaj				
	Faculty of Economics	X	Faculty of Law	X	Faculty of Arts
7	UBT COLLEGE - MAIN CAMPUS - PRISHTINA				
	Faculty of Management, Business and Economics	X	Faculty of Law	Faculty of Agriculture	Faculty of Arts
7.1.	UBT College Campus in: Peja - all programs are offered depending on the interest of the students. Competing programs are from the field of management and business at both levels.				
7.2.	UBT College Campus in Prizren - all programs are offered depending on the interest of the students				
7.3	UBT College Campus in Lipjan - all programs are offered depending on the interest of the students				
7.4	UBT College Campus in Gjilan - all programs are offered depending on the interest of the students				
8	UNIVERSUM COLLEGE – PRISHTINA				
	Programs in the field of business and management	X	Programs in the field of law	X	X
8.1.	Universum College - Campus in Gjakova - according to the KAA, none of the accredited programs are offered in Gjakova.				
8.2.	Universum College - Campus in Ferizaj - some similar programs are offered, but due to the geographical distance it is not considered as direct competitor.				
9	BIZNESI COLLEGE – PRISHTINA <i>The college offers accredited programs in the fields of economics and law. It is not organized into academic units.</i>				
	Programs in the field of economics	X	Programs in the field of law	X	X
9.1	Biznesi College - branch in Gjakova - all programs are offered depending on the interest of the students				
9.2	Biznesi College - branch in Prizren - all programs are offered depending on the interest of the students				
10	DARDANIA COLLEGE – PRISHTINA				
	There is no evidence of academic units or accredited programs. There is still no decision on institutional accreditation, according to the KAA.				
11	ISPE COLLEGE – PRISHTINA <i>The college offers accredited programs in the fields of economics and law. It is not organized into academic units.</i>				
	Programs in the field of economics	X	Programs in field of law	X	X
11	IBC-M COLLEGE – MITROVICA <i>The college offers accredited programs in the fields of economics and law. It is not organized into academic units.</i>				
	Programs in the field of economics		Programs in the field of law	Programs in the field of agriculture	

RIINVEST COLLEGE – PRISHTINA					
12	<i>The college offers accredited programs in the fields of economics and law. It is not organized into academic units.</i>				
	Programs in the field of economics	X	X	X	X
Pjetër Budi College					
	Programs in the field of economics	X	X	X	X
Tempulli Academy					
	X	X	X	X	X
RIT Kosovo (AUK) College					
	Programs in the field of economics	X	X	X	Programs in the field of arts

Source: HZU, 2022

2.2. “Haxhi Zeka” University

The HZU has a total of 17 accredited programs, which are part of 5 academic units: Faculty of Business, Faculty of MTHE, Faculty of Law, Faculty of Agribusiness and Faculty of Arts - music department. As direct competitors of the HZU are considered all HEIs (public and private) that operate and offer similar studies / programs in the Dukagjini region, namely in: Peja, Gjakova and Prizren. Meanwhile, in the wider sense, the University of Prishtina remains a competitor as the leader of higher education in Kosovo. Therefore, HZU study programs will be compared with the UP and with other higher education institutions that offer competing programs in the Dukagjini region.

Table no. 2, Accredited HZU programs

No.	Study programs evaluated during 2022	Number of students approved by the SCQ	Time period of reaccreditation	Decision
FACULTY OF BUSINESS				
1	Business Management, BSc (In Albanian and Bosnian) Specializations: • Banking and Finance • Business Administration	150 (Albanian) 50 (Bosnian)	5 years. 2022-2027	Ref: 1036/22 02.08.2022
2	Business Management, MSc (In Albanian and Bosnian) Specializations: • Accounting and Auditing • Banking and Finance • Business Management	120 (Albanian) 30 (Bosnian)	2022-2025	Ref: 944/22 18.07.2022
3	Human Resources Management, MSc	60	2021-2024	Ref: 3025/21 12.08.2021
4	Informatics in Business, MSc	60	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF MANAGEMENT IN TOURISM, HOSPITALITY AND ENVIRONMENT				

1	Management in Tourism, Hospitality and Environment, BSc <ul style="list-style-type: none"> • Management in tourism • Management in hospitality • Environmental Management 	50	2022-2025	Ref: 944/22 18.07.2022
2	Management in Tourism, BSc (in Bosnian)	30	2022-2025	Ref: 944/22 18.07.2022
3	Environmental Management, MSc	25	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF LAW				
1	International and European Law, LLM	60	2022-2025	Ref: 944/22 18.07.2022
FACULTY OF AGRIBUSINESS				
1	Plant Production Technology, BSc	50	2022-2025	Ref: 944/22 18.07.2022
2	Agri-environment and Agri-ecology, BSc	50	2022-2025	Ref: 944/22 18.07.2022
3	Food Technology, BSc	60	2022-2025	Ref: 1778/22 20.10.2022
4	Sustainable Food Production Systems, MSc	25	2021-2024	Ref: 3025/21 12.08.2021
FACULTY OF ARTS				
1	Performing Arts Education, BA	20	2022-2025	Ref: 944/22 18.07.2022
2	Musical Education, MA	5	5 years 2022-2027	Ref: 944/22 18.07.2022
3	Musical Education, BA	25	2021-2024	Ref: 3025/21 12.08.2021

Source: HZU, 2022

The HZU, within the 2022-2025 strategic plan, has opted for the profiling of programs and the institution. Since Peja and its region is known for its tradition in business, agribusiness, art, culture and tourism, the HZU has oriented its study programs in this direction in order to be able to respond to the needs of the labor market. Alignment with the labor market and its needs is planned to be reflected in programs oriented towards business and entrepreneurship, which are believed to strengthen its position in front of other public or private rivals, competitors in higher education.

2.3. "Hasan Prishtina" University - Prishtina

The University of Prishtina has 14 faculties, all located in Prishtina. UP programs that are similar and potentially competitive to the HZU are given below according to the four faculties homologous to the HZU. Although the programs may be identical or similar to those of the HZU, it is not considered a direct competitor due to the geographical distance of Prishtina from Peja of about 90 km. However, due to the possible tendency of young people to study in Prishtina, a number of young people migrate from the city

of Peja and from the region of Dukagjini. However, there is no data on such number of movements within the country for study purposes.

In general, the UP with its programs is a competitor to all public and private HEIs in the whole country, due to its tradition, name, reputable staff and the location of its academic units in Prishtina as the capital of Kosovo. For all HEIs operating in the Prishtina region, the UP is a strong competitor for the same or similar programs. In the table below, the UP programs that are considered to have a latent impact of rivalry with the HZU programs are marked in red to distinguish them.

Table no. 3, Accredited programs of the UP "Hasan Prishtina" - Prishtina

UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"						
Faculty of Economics						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Accounting	Prishtina	BSc	180	150	9/30/2023
2	Banking, Finances and Accounting	Prishtina	BSc	180	300	9/30/2023
3	Banking, Finances and Accounting	Prishtina	MSc	120	120	9/30/2023
4	Economy	Prishtina	BSc	180	200	9/30/2023
5	Economy	Prishtina	MSc	120	80	9/30/2023
6	Management	Prishtina	BSc	180	350	9/30/2023
7	Management	Prishtina	MSc	120	120	9/30/2023
8	Marketing	Prishtina	BSc	180	200	9/30/2023
9	Marketing	Prishtina	MSc	120	80	9/30/2023
10	Applied Economics and Management	Prishtina	BSc	180	50	9/30/2025
11	Money, Banking, Finance and Insurance	Prishtina	MSc	120	30	9/30/2023
Faculty of Agriculture and Veterinary						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Agricultural Economics	Prishtina	BSc	180	100	9/30/2024
2	Agriculture and Food Economics	Prishtina	MSc	120	20	9/30/2024
3	Applied Animal Sciences	Prishtina	MSc	120	20	9/30/2024
4	Animal Production	Prishtina	BSc	180	70	9/30/2024
5	Plant Sciences	Prishtina	MSc	120	15	9/30/2026
6	Food Technology with Biotechnology	Prishtina	BSc	180	100	9/30/2024
7	Plant Production	Prishtina	BSc	180	100	9/30/2024
8	Plant Protection-Phytomedicine	Prishtina	MSc	120	20	9/30/2024
9	Veterinary Medicine	Prishtina	DVM	300	20	9/30/2024
10	Pomology and Viticulture	Prishtina	MSc	120	20	9/30/2024
11	Urban Agriculture	Prishtina	MSc	120	20	9/30/2023
Faculty of Arts						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Product Design	Prishtina	BA	180	10	9/30/2024
2	Dramatic Arts	Prishtina	BA	240	60	9/30/2024
3	Bachelor of Music in Performance	Prishtina	BMus	240	50	9/30/2026
4	Dramatic Arts	Prishtina	MA	60	40	9/30/2024
5	Master of Music in Performance	Prishtina	MMus	60	40	9/30/2024
6	Visual Arts	Prishtina	BA	240	50	9/30/2024
7	Bachelor of Music	Prishtina	BMus	240	27	9/30/2024
8	Visual Arts	Prishtina	MA	60	50	9/30/2024
9	Master of Music in Music Education	Prishtina	MMus	120	30	9/30/2024
10	Master of Music in Composition	Prishtina	MMus	120	6	9/30/2024
Faculty of Law						

No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	International Law	Prishtina	Dr.Sc.	180	10	9/30/2023
2	Law	Prishtina	LLB	240	900	9/30/2023
3	Contracts and Commercial Law	Prishtina	LLM	60	70	9/30/2023
4	Penal Law	Prishtina	LLM	60	70	9/30/2023
5	Constitutional and Administrative Law	Prishtina	LLM	60	70	9/30/2023
6	Financial Law	Prishtina	LLM	60	70	9/30/2023
7	Civil and Property Law	Prishtina	LLM	60	70	9/30/2023
8	International Law	Prishtina	LLM	60	70	9/30/2023
9	Constitutional and Administrative Law	Prishtina	Dr.Sc.	180	10	9/30/2023
10	Advanced European Studies	Prishtina	LLM	60	30	9/30/2023

Source: KAA (December 2022)

From the data presented in the table above, 12 programs are identified, which are named as similar to those of the HZU according to academic units. Accordingly, 3 in the Faculty of Business, 3 in the Faculty of Agribusiness, 4 in the Faculty of Arts, and 2 in the Faculty of Law. However, the programs of the HZU Faculty of Tourism, Hospitality and Environment have no competition at all, since the UP has no such programs. This point is an advantage for the HZU. Another competitive advantage for the HZU is the programs in Bosnian. However, the UP is considered a leader of HEIs in Kosovo due to its high competitive potential, first of all for all HEIs operating in Prishtina and the region, and then in the whole country.

UP programs that are similar and potentially competitive to the HZU are given below according to the faculties homologous to the HZU:

1. Faculty of Economics

- ▶ Management - Bachelor;
- ▶ Management - Master;
- ▶ Money, Banking, Finance and Insurance – Master;

2. Faculty of Agriculture and Veterinary

- ▶ Agricultural Economics - Bachelor;
- ▶ Agriculture and Food Economics - Master;
- ▶ Food Technology with Biotechnology - Bachelor;

3. Faculty of Arts

- ▶ Performing Music – Bachelor of Arts;
- ▶ Performing Music - Master;
- ▶ Music – Bachelor of Arts;
- ▶ Musical Education - Master;

4. Faculty of Law

- ▶ International Law - LLM;
- ▶ Law - LLB;

2.4. "Isa Boletini" University – Mitrovica

The University of Mitrovica has a total of 18 accredited programs, of which only 2 are similar to HZU programs. The university campus has new buildings, dormitory and sufficient space for students. The geographical distance of Mitrovica from Peja is about 70 km. Therefore, programs similar to those of the HZU are not seen as having competitive weight. It is considered that the direct competitor of its study programs are the IBCM College and UP. Programs that have a slight impact of competition with those of the HZU are marked in red.

Table no. 4, Accredited programs of the "Isa Boletini" University - Mitrovica

University of Mitrovica "Isa Boletini"						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Technology	Mitrovica	Bsc	180	100	9/30/2025
2	Technology	Mitrovica	Msc	120	20	9/30/2025
3	Food Engineering and Technology	Mitrovica	Bsc	180	100	9/30/2025
4	Food Engineering and Technology	Mitrovica	Msc	120	30	9/30/2022
5	Mineral Deposits	Mitrovica	Msc	120	10	9/30/2025
6	Mining	Mitrovica	Bsc	180	60	9/30/2025
7	Mining	Mitrovica	Msc	120	15	9/30/2025
8	Geology	Mitrovica	Bsc	180	60	9/30/2024
9	Hydrogeology and Engineering Geology	Mitrovica	Msc	120	15	9/30/2024
10	Materials and Metallurgy	Mitrovica	Bsc	180	20	9/30/2024
11	Materials and Metallurgy	Mitrovica	Msc	120	10	9/30/2024
12	Economics Engineering	Mitrovica	Msc	120	30	9/30/2022
13	Economics Engineering	Mitrovica	Bsc	180	160	9/30/2024
14	Production Engineering	Mitrovica	Bsc	180	100	9/30/2024
15	Law	Mitrovica	LLB	240	80	9/30/2024
16	Primary Education	Mitrovica	BA	240	60	9/30/2024
17	Business and Management	Mitrovica	BA	180	60	9/30/2025
18	Computer Science and Engineering	Mitrovica	BSc	180	160	9/30/2024

Source: KAA (December 2022)

Of the 18 programs that the University of Mitrovica has in total, only 2 programs are similar to those of the HZU, both at the bachelor level of studies:

- The first, General Law, and the second
- Business and Management.

2.5. "Ukshin Hoti" University - Prizren

The "Ukshin Hoti" University, based in Prizren, has six academic units with 20 study programs, at the bachelor and master level. Some of the programs are in Bosnian and Turkish. Prizren is located in the Dukagjini region, while its distance from Peja is about 70 km.

Table no. 5, Accredited programs of the "Ukshin Hoti" University - Prizren

University of Prizren "Ukshin Hoti"						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Business Administration	Prizren	MSc	120	80	9/30/2023
2	Business Administration	Prizren	Bsc	180	150	9/30/2025
4	English Language and Literature	Prizren	BA	240	120	9/30/2026

5	General Law	Prizren	LLB	240	180	9/30/2027
6	International Management	Prizren	BSc	180	200	9/30/2025
7	Computer Science and Communication Technologies	Prizren	Msc	120	45	9/30/2024
D	Information Technologies and Telecommunication	Prizren	BSc	180	180	9/30/2027
15	Preschool Education	Prizren	BA	240	95	9/30/2024
16	Primary Education	Prizren	BA	240	70	9/30/2024
17	Forest and Environmental Sciences	Prizren	BSc	180	50	9/30/2024
18	Agribusiness	Prizren	BSc	180	80	9/30/2024
19	German Language and Literature	Prizren	BA	180	100	9/30/2024
20	Agribusiness Management	Prizren	MSc	120	15	9/30/2024
21	Albanian Language and Literature	Prizren	BA	240	40	9/30/2024

Source: KAA (December 2022)

Nine programs (marked in the table above) are similar or close to HZU study programs, distributed according to the field of study, namely academic units at both levels of study. 4 of these programs are similar to those of the Faculty of Business, 2 programs to those of the Faculty of Agribusiness, 1 to the Faculty of Law, and 1 program is similar to that of the Faculty of Management in Tourism, Hospitality and Environment, listed as follows:

- ▶ Business Administration - Bachelor;
- ▶ Business Administration – Master;
- ▶ General Law – Bachelor;
- ▶ International Management - Bachelor;
- ▶ Computer Science and Communication Technology - Master;
- ▶ Information and Telecommunication Technologies - Bachelor;
- ▶ Forestry and Environmental Sciences - Bachelor;
- ▶ Agribusiness - Bachelor;
- ▶ Agribusiness Management - Master;

Both universities' advantage is that the HZU and UPZ have programs in Bosnian, as opposed to other HEIs in the Dukagjini region. The programs of the Faculty of Arts present advantages in relation to the University of Prizren, since it does not offer such programs.

2.6. AAB College

Studies at AAB College are conducted in 14 fields of study distributed among relevant faculties. Within these faculties, 50 programs conduct their activities at the bachelor and master level of studies. In addition to regular programs, there are also programs for working students. The college operates in 3 campuses: Prishtina, Ferizaj and Gjakova. The branch in Gjakova is geographically closer to Peja (36 km) and is considered to be a direct competitor of the HZU. In this branch, studies are organized in 2 programs similar to those of the HZU, which are considered to have a high rivalry potential, which are:

- ▶ Marketing and Business Administration - Gjakova branch / bachelor, with quota of 80;
- ▶ General Law - Gjakova branch / bachelor, with a quota of 80;

Other programs of the college that are similar and potentially competitive to the HZU, which are organized on the Prishtina campus, are shown in the following table (marked in red).

Table no. 6, Accredited programs of the "AAB" College

AAB College						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Banking, Finances and Accounting	Prishtina	BA	180	200	9/30/2024
2	Management and Informatics	Prishtina	BSc	180	180	9/30/2023
3	Child Care and Welfare	Prishtina	BA	240	250	9/30/2024
4	Child Care and Welfare	Ferizaj	BA	240	75	9/30/2024
5	English Language	Prishtina	BA	180	180	9/30/2025
6	English Language	Gjakova	BA	180	40	9/30/2025
7	Graphic Design	Prishtina	MA	120	30	9/30/2024
8	Law	Prishtina	LLB	240	320	9/30/2025
9	Law	Ferizaj	LLB	240	80	9/30/2025
10	Law	Gjakova	LLB	240	80	9/30/2025
11	Marketing and Business	Prishtina	BA	180	150	9/30/2026
12	Marketing and Business	Gjakova	BA	180	80	9/30/2026
13	Marketing and Business Management	Prishtina	MA	120	200	9/30/2025
14	Mass Communication	Prishtina	BA	180	150	9/30/2027
15	Mass Communication	Prishtina	MA	120	60	9/30/2027
16	Musicology	Prishtina	BA	240	30	9/30/2025
17	Nursing	Prishtina	BSc	180	250	9/30/2023
18	Painting and Visual Arts	Prishtina	BA	180	50	9/30/2025
19	Physical Education and Sports	Prishtina	BA	240	150	9/30/2025
20	Psychology	Prishtina	BA	180	300	9/30/2027
21	Public Administration	Prishtina	BA	180	240	9/30/2024
22	Public Administration	Ferizaj	BA	180	80	9/30/2024
23	Public Administration	Prishtina	MA	120	120	9/30/2027
24	Fashion Design	Prishtina	BA	180	120	9/30/2026
25	Graphic Design and Visual Arts	Prishtina	BA	180	120	9/30/2024
26	Radiology Technician	Prishtina	BA Professional	180	100	9/30/2025
27	Dentistry	Prishtina	Dr. Dent. (integ)	360	30	9/30/2025
28	Architecture	Prishtina	BSc	180	180	9/30/2025
29	Architecture	Prishtina	MSc	120	60	9/30/2024
30	Computer Science	Prishtina	MSc	120	80	9/30/2027
31	Computer Science	Prishtina	BSc	180	200	9/30/2025
32	Management	Prishtina	MA	120	200	9/30/2023
33	Physical Education and Sports	Prishtina	MA	60	70	9/30/2025
34	Banking and Finance	Prishtina	MSc	120	120	9/30/2027
35	Criminal Law	Prishtina	LLM	60	35	9/30/2025
36	Civil Law	Prishtina	LLM	60	100	9/30/2025
37	Cyber Security	Prishtina	BA Professional	180	70	9/30/2027
38	Health Management	Prishtina	MSc	120	120	9/30/2025
39	Programming	Prishtina	BA Professional	180	125	9/30/2024
40	Programming	Ferizaj	BA Professional	180	90	9/30/2025
41	Accounting and Auditing	Prishtina	MA	120	150	9/30/2024
42	Mental Health	Prishtina	MSc	120	40	9/30/2024
43	Psychology	Ferizaj	BA	180	100	9/30/2024
44	Nursing	Ferizaj	BSc	180	80	9/30/2024
45	Nursing	Gjakova	BSc	180	60	9/30/2024
46	Fitness and Nutrition	Prishtina	MA	60	50	9/30/2024
47	Management, Business and Economics	Ferizaj	BA	180	200	9/30/2025

48	Game design and animation	Prishtina	BA	180	50	9/30/2025
49	Media Production	Prishtina	BA Professional	180	50	9/30/2025
50	Constitutional Administrative Law	Prishtina	LLM	60	60	9/30/2025

Source: KAA (December 2022)

From the separate programs, in addition to the 2 programs identified in the Gjakova branch, there are also 6 programs similar to HZU programs, which are organized in the Prishtina campus. Although the competitive potential of these programs is considered to be light due to the geographical distance, the HZU should consider modifying / changing the completely identical programs, in order to be in harmony with the strategic planning on profiling of programs. Similar programs offered by the AAB are:

- ▶ Banking, Finance and Accounting – Bachelor;
- ▶ Management and Informatics – Bachelor;
- ▶ Banking and Finance – Master;
- ▶ Marketing and Business Management – Master;
- ▶ Management – Master;
- ▶ Accounting and Auditing – Master;

The obvious advantage of the HZU is that the AAB College does not have a campus in Peja, does not offer studies in Bosnian, and charges significant fees for students. However, it offers 2 programs in the Gjakova branch. The advantage of the College is the modern infrastructure, digital equipment and attractive environment for students.

2.7. UBT College

The UBT currently has 53 accredited programs with about 150 different study specializations, over 200 different laboratories, the polyclinic, the largest centers in the region for technology and innovation, the 5G center, the virtual and augmented reality center, smart factories, agricultural greenhouses, botanical garden, modernized sports and recreational infrastructure, campuses in most of the main urban centers across Kosovo, as well as the largest technological hubs in Prishtina and Prizren. These characteristics make the College a strong rival for all HEIs in Kosovo. Its branches in Peja and Prizren make it a direct competitor with the HZU in terms of similar study programs. However, the vast majority of programs are from the college's main campus in Prishtina. Below is a table with all its study programs according to the branches in which the studies are organized.

Table no. 7, Accredited programs of the "UBT" College

UBT College						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Business Administration	Peja	BSc	180	65	9/30/2024
2	Architecture and Spatial Planning	Prishtina	BSc	180	250	9/30/2026
3	Architecture and Spatial Planning	Ferizaj	BSc	180	40	9/30/2024
4	Architecture and Spatial Planning	Prizren	BSc	180	80	9/30/2024
5	Architecture and Spatial Planning	Prishtina	MSc	120	100	9/30/2026
6	Arts and Digital Media	Prishtina	BSc	180	50	9/30/2027
7	Integrated Design	Prishtina	BA	180	70	9/30/2024
8	Advanced Integrated Design	Prishtina	MA	120	50	9/30/2023
9	Civil Law and Property Rights	Prishtina	LLM	60	50	9/30/2027
10	International and European Business Law	Prishtina	LLM	60	25	9/30/2023
11	Criminal Law	Prishtina	LLM	60	25	9/30/2024

12	Pharmacy	Prishtina	MpH	300	50	9/30/2024
13	English	Prishtina	BA	180	100	9/30/2024
14	Nursing	Prishtina	BSc	180	150	9/30/2023
15	Agriculture and Environmental Engineering	Prishtina	BSc	180	100	9/30/2025
16	Civil Engineering and Infrastructure	Prishtina	MSc	120	150	9/30/2024
17	Law	Prishtina	LLB	240	60	9/30/2023
18	Law	Prizren	LLB	240	50	9/30/2023
19	Media and Communication	Prishtina	BA	180	100	9/30/2024
20	Media and Communication	Prishtina	MA	120	50	9/30/2024
21	Mechatronics Engineering	Prishtina	MSc	120	50	9/30/2025
22	Mechatronics Engineering	Prishtina	BSc	120	140	9/30/2025
23	Management, Business and Economics	Prishtina	BSc	180	250	9/30/2023
24	Management, Business and Economics	Prishtina	MSc	120	160	9/30/2023
25	Management, Business and Economics	Ferizaj	BSc	180	70	9/30/2025
26	Management, Business and Economics	Peja	BSc	180	70	9/30/2023
27	Management, Business and Economics	Prizren	BSc	180	70	9/30/2024
28	Modern Music, Digital Produc. and Management	Prishtina	BA	180	30	9/30/2027
29	Modern Music, Digital Produc. and Management	Prishtina	MA	120	50	9/30/2024
30	Public Policy and Management	Prishtina	MA	120	100	9/30/2023
31	Psychology	Prishtina	BSc	180	60	9/30/2023
32	Public Health and Management	Prishtina	MSc	120	50	9/30/2024
33	Food Science and Technology	Prishtina	MSc	120	100	9/30/2025
34	Computer Science and Engineering	Prishtina	BSc	180	550	9/30/2027
35	Computer Science and Engineering	Prizren	BSc	180	150	9/30/2027
36	Computer Science and Engineering	Prishtina	MSc	120	100	9/30/2027
37	Political Sciences	Prishtina	BA	180	50	9/30/2024
38	Political Science	Prishtina	MA	120	50	9/30/2023
39	Sport Science and Movement	Prishtina	BSc	180	30	9/30/2024
40	Food Science and Technology	Prishtina	BSc	180	100	9/30/2024
41	Food Science and Biotechnology	Prizren	BSc	180	40	9/30/2024
42	Information Systems	Prishtina	BSc	180	150	9/30/2026
43	Information Systems and Management	Prishtina	MSc	120	100	9/30/2026
44	Stomatology	Prishtina	Dr.Dent.	360	25	9/30/2025
45	Security Studies	Prishtina	BA	180	50	9/30/2024
46	Dental Technician	Prishtina	BSc	180	40	9/30/2024
47	Urbanism and Development	Joint Degree	MSc	120	100	9/30/2024
48	Health and Physical Activity	Prishtina	MSc	120	30	9/30/2025
49	Medical Biochemistry	Prishtina	BSc	180	50	9/30/2025
50	Paramedical Science	Prishtina	MSc	120	60	9/30/2025
51	Acting	Prishtina	BA	180	50	9/30/2025
52	Radiology Technician	Prishtina	BSc	180	40	9/30/2025
53	Civil Engineering and Infrastructure	Prishtina	BSc	180	150	9/30/2024

Source: KAA (December 2022)

The College branch in Peja organizes studies in two programs at the bachelor level, which are:

- ▶ Business Administration – with a registration quota of 65;
- ▶ Management, Business and Economics – with a registration quota of 70;

Both of these programs are identical to the programs/specializations offered by the HZU in the Faculty of Business. Consequently, programs with a quota of 135 students present full competition. However, HZU's advantage remains free studies, which can attract students determined to study in the relevant programs.

The branch in Prizren is also considered to have competitive potential. At the bachelor level, there are 4 programs comparable or similar to those of the HZU. One of them, in the field of agribusiness, contains 4 specializations, which are:

- ▶ Food sciences and biotechnology / specializations:
 - a) Food Technology;
 - b) Nutrition;
 - c) Food Quality Management and Assurance;
 - d) Food Science and Engineering;
- ▶ Agricultural and Environmental Engineering;
- ▶ Management, Business and Economics;
- ▶ General Law;

In addition to the 6 programs mentioned above from the branches in Peja and Prizren that are identified as similar to those of the HZU, there are also 6 other programs which are comparable / similar to current HZU programs. These programs are organized at the main campus in Prishtina, as follows:

- ▶ Modern music, digital production and management – Master;
- ▶ Information Systems and management - Bachelor and Master;
- ▶ Business and European Law - Master;
- ▶ Food science and technology – Master;
- ▶ Agriculture and environmental engineering - Bachelor;
- ▶ Modern music, digital production and management - Bachelor;

The campuses in Peja and Prizren of the College and similar programs pose a serious threat to the HZU. The weakness of the College is that it does not offer studies in Bosnian and charges significant student fees. However, the advantage of the College is the modern infrastructure and digital equipment for teaching.

2.8. Universum College

According to the KAA, the College has a total of 16 accredited programs at the bachelor level with several specializations. 2 of the programs are of the "double degree" model. 6 degree programs/specializations from Northampton university and 5 vocational programs from NQF level 3, 4 and 5. The Business and Management program, bachelor level, is specific because it offers 3 opportunities for students. Common 3 year college degree, double degree and diploma studies from the university of Northampton, UK.

The double degree in Business and Management is a three-year program offered jointly by Universum College in Kosovo and "Kajaani University of Applied Sciences" in Finland. In the framework of this program, studies are completed for two years at Universum College, and continue for the third year at Kajaani University of Applied Sciences in Finland. The list of accredited programs is given in the table below:

Table no. 8, Accredited programs of the "Universum" College

Universum College						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Business and Management	Prishtina	BA	180	250	9/30/2025
2	Business and Management	Ferizaj	BA	180	200	9/30/2025
3	Computer Sciences	Prishtina	BSc	180	250	9/30/2024
4	Graphic Design	Prishtina	BA	180	30	9/30/2024
5	Cyber Security	Prishtina	BA Professional	180	70	9/30/2024
6	Dental Hygiene	Prishtina	BA Professional	180	65	9/30/2024
7	Digital Journalism	Prishtina	BA Professional	180	100	9/30/2024
8	Data Science and Analytics	Prishtina	MSc	120	75	9/30/2023
9	Political Science	Prishtina	BA	180	150	9/30/2024
10	Nursing	Prishtina	BA	180	50	9/30/2023
11	Physiotherapy	Prishtina	BA Professional	180	50	9/30/2024
12	Law	Prishtina	LLB	240	100	9/30/2024
13	Political Science	Ferizaj	BA	180	80	9/30/2024
14	Dental Technician	Ferizaj	BA Professional	180	15	9/30/2025
15	Fashion Design	Ferizaj	BA	180	30	9/30/2025
16	English Language	Prishtina	BA	180	150	9/30/2024

Source: KAA (December 2022)

There is no evidence of which programs are part of which academic unit. Of all the programs listed above, the Business and Management program and Law programs are similar to the programs offered by the HZU. Therefore, it is considered that both of these programs can be competitive with the Business Management and General Law programs of the HZU. However, the study location of these programs is Prishtina, according to KAA data.

The geographical distance from Peja to Prishtina, coupled to tuition fees applied by private colleges (there is no data on the amount of the payment), mitigate the issue of direct competition with the HZU. At the same time, the above are considered advantages for the HZU. Other competitive advantages for the HZU are that the Universum College does not have a campus in Peja, does not offer studies in Bosnian and charges significant student fees. The advantage of the College is modern infrastructure, digital equipment and new and attractive buildings for students.

2.9. "Biznesi" College

The "Biznesi" College is another private higher education institution in Kosovo. In addition to the headquarters in Prishtina, the college also has units in Prizren, Gjakova and Vushtrri, where studies are conducted in accredited programs at the bachelor and master level. With some of its programs in the Gjakova and Prizren branch, it is treated as a competitor of the HZU from a geographical point of view. Its accredited programs are:

Table no. 9, Accredited programs of the "Biznesi" College

Biznesi College						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Emergency Management	Prishtina	BA	180	120	9/30/2024
2	Emergency Management	Prishtina	MA	120	90	9/30/2023
3	Management and Economics	Prishtina	BA	180	100	9/30/2024
4	Banks and Finance in Business	Prizren	BA	180	200	9/30/2024
5	Law	Prishtina	LLB	240	50	9/30/2023
6	Management and Finance	Prishtina	MA	120	80	9/30/2023

Source: KAA (December 2022)

From KAA data, presented in the table above, it is evident that the branch in Gjakova is not an accredited program. Direct competition remains the Prizren branch with the Banking and Finance in Business program at the bachelor level.

In general, the competitive potential of the College in relation to HZU programs seems to be quite weak, despite its modern infrastructure. It is considered that the HZU has an advantage because only one College program is offered within the diameter of the competition area, which is the Dukagjini region.

2.10. ICBM College, Mitrovica

The ICBM College is a private higher education institution in Kosovo with headquarters in Mitrovica. Each program offers two levels of qualification: Academy Profession (AP): 2 years, equivalent to 120 ECTS credits and Bachelor: 3.5 years, equivalent to 210 ECTS credits. Its accredited programs are:

Table no. 10, Accredited programs of the "IBC-M" College

International Business College Mitrovica (IBC-M)						
No.	Study Program English	Campus	Level	ECTS	Quota	Accredited Until
1	Environment and Agriculture Management	Mitrovica	BA Professional	210	100	12/31/2024
2	Sales and International Marketing	Mitrovica	BA Professional	210	100	12/31/2024
3	Public Service Management	Mitrovica	BA Professional	210	100	12/31/2024
4	Public Administration and Welfare	Mitrovica	BA Professional	210	100	12/31/2024
5	Applied Information Technology	Mitrovica	BA Professional	210	60	9/30/2025
6	International Management and Leadership	Mitrovica	MSc	120	132	12/31/2025

Source: KAA (December 2022)

Programs similar to the HZU have been identified to be two, of which one is at the professional level and one is at the master level.

- ▶ Environmental and Agricultural Management - BA;
- ▶ Applied Technology and Informatics - BA;

The advantage of the College is the NQF level 5 programs, which at the same time is a weakness for the HZU. Another advantage of the College is the modern infrastructure and digital equipment for teaching. The weakness of the College is that it applies high tuition fees, the same as private HEIs. The advantage of the HZU is the programs from different fields of study.

2.11. Program Comparability Matrix

The HZU Program Comparability Matrix table with similar programs offered by rival higher education institutions in Kosovo provides a summary overview of the intensity of competition between them.

Table no. 11, Comparison Matrix

UHZ PROGRAMS IN COMPARISON WITH COMPETITIVE HEI PROGRAMS									
No.	Study Programs of UHZ	Unive rsity of Prishti na	MU Isa Boleti ni	PZU Prizre n	AAB	UBT	Univ ers um	ICBM	Biznesi Colleg e
1	Business Management (BA)	Yes	Yes	Yes	Yes	Yes	Yes	NO	Yes
2	Business Management (in Bosnian)	NO	NO	Yes	NO	NO	NO	NO	NO
3	Business Management (MA)	Yes	NO	Yes	NO	Yes	NO	NO	NO
4	Business Management (in Bosnian)	NO	NO	Yes	NO	NO	NO	NO	NO
5	Human Resource Management	NO	NO	NO	NO	NO	NO	NO	NO
6	Management in Tourism, Hospitality and Environment	NO	NO	NO	NO	NO	NO	NO	NO
7	Management in Tourism (in Bosnian Language)	NO	NO	NO	NO	NO	NO	NO	NO
8	International and European Law	Yes	NO	Yes	Yes	Yes	NO	NO	NO
9	Agro-environment and Agroecology	Yes	NO	Yes	NO	Yes	NO	NO	NO
10	Food Technology	Yes	NO	NO	NO	Yes	NO	NO	NO
11	Plant Production Technology	Yes	NO	NO	NO	NO	NO	NO	NO
12	Artistic Education in Performing	NO	NO	NO	NO	NO	NO	NO	NO
13	Music Education (Bachelor)	Yes	NO	NO	NO	Yes	NO	NO	NO
14	Business Informatics	NO	NO	Yes	Yes	Yes	NO	Yes	NO
15	Environmental Management	NO	NO	Yes	NO	NO	NO	Yes	NO
16	Sustainable Food Production Systems	Yes	NO	NO	NO	Yes	NO	NO	NO
17	Music Education (Master)	Yes	NO	NO	NO	Yes	NO	NO	NO

Source: HZU, 2022

From the data presented in the table above, the following conclusions can be drawn:

- ▶ Four accredited HZU programs have no competition at all with the compared HEIs. These programs are: Human Resource Management, Management in Tourism, Hospitality and Environment, Management in Tourism (Bosnian) and Performing Arts Education. This arises because of the comparability of the name and not the content of the program;
- ▶ Programs in Bosnian seem to have the only competitor, the "Ukshin Hoti" University in Prizren;
- ▶ Programs with light competition (1-2 competitors) are: Food Technology, Plant Production Technology, Sustainable Food Production Systems, Environmental Management, Music Education (BA and MA);
- ▶ Programs with moderate competition (3-4 competitors): Informatics in Business, Agri-Environment and Agri-ecology, International and European Law and Business Management (MA).
- ▶ Programs with high competition (5 and more): The Business Management program at the bachelor level is the program with the highest intensity of competition, since 7 of the 8 compared universities have a similar or the same program;

3. Legal Basis Analysis

The Law on Higher Education in Kosovo establishes the comprehensive legal basis for: “regulation, functioning, financing, quality assurance in higher education in accordance with European standards, as well as the role of the state and society in the development of higher education in the Republic of Kosovo” (Article 1). The structure of learning credits that the student must achieve for degrees of the respective levels is based on the European Credit Transfer System and the European Qualifications Framework. Of the relevant institutions for the formation and successful progress of policies for higher education, the law identifies the Ministry of Education as the primary institution for the development of plans, authorization, distribution of funds, etc.; the Accreditation Agency as the body responsible for accreditation, etc., also providing the relevant principles and provisions. The law also sets the provisions for licensing of private education providers.¹⁵

The law defines the principles and standards of the provision of higher education in the Republic, in accordance with the strategic goals of the European Higher Education Area expressed in the Bologna Declaration of the European Ministers of Higher Education (1999).

The Law on Higher Education has introduced a large number of innovations regarding the autonomy and organization of higher education institutions, conditions that must be met in order for higher education institutions to perform their activity, the organization of studies, as well as other important issues.

- ▶ engages in scientific teaching and research work and conducts first-cycle studies with goals that include the preparation and training of individuals for professional, economic and cultural development and the promotion of a democratic society and the achievement of high standards of teaching and learning, and
- ▶ completes at least one study program in a field of education. The college is an higher education institution that: Higher education institutions are universities and colleges. The university is an higher education institution that:

¹⁵ [Law No. 04/L-037 on Higher Education in the Republic of Kosovo, https://gzk.rks-gov.net/ActDetail.aspx?ActID=2761](https://gzk.rks-gov.net/ActDetail.aspx?ActID=2761)

- ▶ engages in teaching and scientific research, carries out all three cycles of study with goals that include the improvement of knowledge, thought and education in the Republic, educational, cultural, social and economic development, the promotion of a democratic society and the achievement of the highest standards of educational and scientific research work, and
- ▶ carries out at least five different study programs from at least five fields of education.

Higher education institutions are non-profit and perform their activity as a public service. The accreditation procedure is carried out so that they may use the achievements for the development and improvement of their higher education activities.

The higher education institution enjoys freedom in teaching and scientific research within its licenses.

Newly established higher education institutions and for new study programs, with the aim of defining Universities' organizational units - faculties, academies, scientific institutes, as well as other organizational units that carry out teaching, scientific research and artistic work in one or more educational and scientific fields. The higher education institution can start work and carry out activities if it meets the organizational, personnel, spatial, material and technical conditions, if it has a library and IT equipment for the conduct of learning and meets other requirements defined by law and other acts.

Higher education institutions that, prior to the entry into force of this law, received a work permit from the relevant ministry, are considered licensed (meet the conditions for carrying out the activities defined by law) and accredited (the higher education institution meets the standards of quality and the qualification assigned to the holder, gives the holder certain rights, i.e. access to the next stage of education, a certain profession, the use of the title, etc.), on the date of entry into force of this law.

The law allows the university to hire assistants from another university, i.e., a faculty or art academy, inside and outside the country, in accordance with the regulations governing the employment field. The curriculum determines: the duration of studies, the subjects and their schedule according to years and semesters, as well as the number of hours for different forms of teaching. According to the law, all persons who have completed four-year high school in the Republic of Kosovo, as well as students who have completed high school abroad, have access to higher education.

In accordance with the law on higher education and the [Administrative Instruction on the Accreditation of Higher Education Institutions in the Republic of Kosovo](#)¹⁶, a higher education institution meets the personnel requirements for work and performance of activities if it has at least half of the total number of teachers required for teaching all subjects, for all years of study, in full-time work for each study program.

The higher education institution develops continuously, as a rule, at the end of the academic year and at most in intervals of three academic years, the procedure of self-evaluation and assessment of the quality of its study programs, teaching and working conditions. The higher education institution, that is the organizational unit of the higher education institution, carries out this procedure in accordance with the procedures for ensuring the quality of the higher education institution and the self-assessment criteria. The self-assessment and quality assessment report is published so that it is available to academic staff and students at that institution.

¹⁶https://akreditimi.rks-gov.net/wp-content/uploads/2020/10/Udhezim_Administrativ_MASHT_Nr._015_2018_per_Akreditimin_e_Institucioneve_te_Arsimit_te_lart_e_ne_Republiken_e_Kosoves.pdf

Accreditation is the process of ensuring the quality of a higher education institution or study program, based on the self-assessment of the higher education institution and the assessment of independent experts, with the aim of recognizing and improving the quality of higher education within the EU. Accreditation is carried out in three stages

- a) self-assessment by higher education institutions,
- b) external verification by a commission of experts, and
- c) adoption of the accreditation decision.

Law on National Qualifications. The main purpose of the law is to establish a Qualification System. This system is based on the National Qualifications Framework, which means that it establishes the framework of qualifications at the national level based on criteria and requirements that comply with the European Qualifications Framework. The law has the following objectives: “improve the recognition of qualifications at all levels of formal and informal education and training; ensure that qualifications meet the needs of the labor market, the economy and society; regulate qualifications, assessment and certification, based on quality and standards; improve access to assessment and recognition of prior learning; make the qualifications system flexible and transparent; improve opportunities for improvement and transfer for all.”¹⁷

Law on Scientific Research Activities. This law regulates: the establishment, activity, organization, governance, rights and obligations of scientific workers and researchers in this activity, the position of the National Science Council, the approval and implementation of the National Science Program, the bases of funding scientific research activities¹⁸, as well as other issues related to scientific research activities in Kosovo.

Law on Scientific Innovation and Transfer of Knowledge and Technology. The purpose of this law is to regulate the field of scientific innovation, transfer of knowledge and technology in the Republic of Kosovo.¹⁹

Stabilization and Association Agreement between Kosovo and the EU. Article 107 Education and Training²⁰ The parties cooperate with the aim of raising the level of general education and vocational education and training, as well as policies for youth and youth work, as a way to promote skills development, employment, social inclusion and economic development in Kosovo. One of the advantages for the higher education system is the achievement of adequate quality standards of its institutions and programs in accordance with the objectives of the Bologna Process and Declaration. The Parties also cooperate to ensure that access to all levels of education and training in Kosovo is not subject to discrimination based on gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation. The cooperation will aim to address the needs of students with disabilities in Kosovo. The cooperation will also aim to develop capacities for research and innovation, especially through joint research and innovation projects involving all stakeholders and ensuring the transfer of expertise. The relevant EU programs and instruments will contribute to the improvement of educational, training, research and innovation structures and activities in Kosovo. The cooperation takes into consideration the priority areas related to the EU acquis in this area.

¹⁷ Law No. 03/L-060 on National Qualifications, <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2606>

¹⁸ Law No. 04/L-135 on Scientific Research Activities. <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=8660>

¹⁹ Law No. 06/L-049 on Scientific Innovation and Transfer of Knowledge and Technology, <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=18188>

²⁰ Stabilization and Association Agreement between Kosovo and the European Union, October 2015: Council of the European Union. <https://www.mei-ks.net/en/stabilization-association-brprocess->

National Program for the Implementation of the Stabilization and Association Agreement (NPISAA) 2021-2025. The National Program for the Implementation of the Stabilization and Association Agreement (NPISAA) 2021-2025 is the sixth program in a row for the implementation of the SAA between the European Union (EU) and the Republic of Kosovo. It is the main national policy and planning document for the implementation of reforms for the adoption of the entire EU acquis in national legislation. It is implemented alongside and linked to the second phase of the European Reform Agenda (ERA II), which sets policy priorities and reforms to meet them. ERA II will be implemented within two years from its approval, through an action plan (ERA II AP), approved by the Government of the Republic of Kosovo and the Assembly of the Republic of Kosovo. Chapter 25 of the acquis, Education and Culture.²¹

4. University Profile Analysis

4.1. Location of the "Haxhi Zeka" University

The seat of the "Haxhi Zeka" University is in Peja, Republic of Kosovo. The municipality of Peja is an administrative unit in the north-western part of Kosovo. Peja is also the center of the Dukagjini region covering nearly 1,500 km², while Peja with its villages covers 603 km². Within the administrative boundaries of the Municipality of Peja, there are 97 settlements organized in 28 territorial communities. The Municipality of Peja borders with: Istog, Klina, and Deçani. With Montenegro, it shares borders with the municipalities of Plava, Berana and Rozhaja. On the other side, it borders with the Republic of Albania. The territory of the Municipality of Peja consists of two geographic regions: one with a temperate continental climate influenced by Mediterranean climate, which includes approximately 30% of the total area, and the Albanian Alps mountains to the northwest, with a developed hydrographic network that influences climate modification in the area.

Peja is the westernmost city of Kosovo and occupies an important place in the entire Dukagjini Plain. Peja, together with the entire Dukagjini Plain, lies between the northern latitudes 45-50' and 42-53' and the eastern longitude 19°58'30" up to 21°. The city of Peja is located on the neogene aluvional terrace at an altitude of 505 - 520 m. This city was built on the Dukagjini Plain, at the feet of a range of high mountains. With the rapid flow of the rocky gorge of Rugova, the river Lumbardh (Bistria) begins to meander through the plain of Peja, passing through the middle of the city and dividing it into two parts. The Lumbardhi over its course shapes fertile plains, and it flows into a larger river, the Drini i Bardhë, which springs from the Zhleb Mountains in the village of Radac. The Drini i Bardhe meanders through the entire western side of the Dukagjini Plain to join the Drini i Zi that comes from the south (Dibra) in Kukës to form the Drini river that flows into the Adriatic Sea.

The city is surrounded by the Accursed Mountains (Albanian Alps), which are part of the Dinaric Massif, which runs along the entire Western Balkans. These mountains form a crown of high peaks such as: Koproanik peak (2460m), Lumbardhi mountains, Guri i Verdhe (2522m), Vjedullak peak (2012m), Peklena, Hasani peak, etc.

Everywhere in the city, the Rugova Gorge stands out, speaking for itself about its beauty, which attracts every visitor to roam along it. Rugova and its villages, such as Drelaj, Shtupeq, Kuqeshte, Boge, etc., are a collection of rare natural beauties. Rugova itself, with all its characteristics, can be transformed into a world-class winter sports-recreational center. It already has a nascent mountain hotel industry. In the

²¹ National Program for the Implementation of the Stabilization and Association Agreement (NPISAA) 2021-2025, [https://mei-ks.net/repository/docs/1%20PKZMSA%202021-2025%20\[miratuar%20nga%20Kuvendi\].pdf](https://mei-ks.net/repository/docs/1%20PKZMSA%202021-2025%20[miratuar%20nga%20Kuvendi].pdf)

village of Boge there are many hotels that offer high-level services. In summer, they also organize trekking trips. The trails pass through gorges, pastures and glacial lakes of rare beauty, but along the way you can also pass by interesting steep mountains where you can meet wild goats and sometimes even eagles, which are the symbol of the people who live in these mountains. The trails that wind through the mountains often lead to the seasonal settlements of shepherds who offer traditional hospitality. In winter, the meadows that are used for grazing are often transformed into ski trails.

The fields around the city in the south, south-east, east and north-east, are fertile and have been used as such for centuries. In addition to fodder plants, various trees and vegetables are cultivated here, but also in the northeastern hills of the city, grape vines have been cultivated and are cultivated to this day, but on a much smaller scale, from which residents produce high quality wine and brandy.

Since ancient times, Peja has been a crossroads connecting important commercial regions and anything else. Even today, the roads that cross from the interior of the Balkans towards the warm coast (Adriatic - Aegean) pass here. Peja is connected to other centers of Kosovo and abroad by road and railway lines. In the north-east direction, it connects with the industrial city, Mitrovica, to continue with the coastal highway that leads to the coast of Albania and Montenegro. Peja is connected to Kosovo's capital, Prishtina, by road and railway lines through Fushe Kosova. From here, by car, bus or train, you can continue to the Aegean, namely Thessaloniki, through Skopje. In the south, Peja is connected by road to Gjakova through the town of Deçani. There is an important historical monument in this town. It is this Orthodox Albanian-Byzantine church built by the Kotor master masons, in a style quite similar to coastal basilicas, or better said, somewhat similar to coastal roman style shrines. From Gjakova, the road leads to Prizren, Skopje or Tetova, or to Kukës and Tirana.

On the road Peja - Mitrovica, not far from the city, there is a thermal spring known since ancient Roman times. Today it is the site of the "Onix" hotel with the recreational rehabilitation center. Many visitors of all ages come here throughout the year. The city itself is quite attractive. In it one can come across many cultures. During the walks, you can come across Albanian residents who make up the vast majority of the population structure, but there are also Bosnians, Serbs, Montenegrins, etc.

For more information about the city of Peja and the Dukagjini Region, please see the following links:

1. <https://www.youtube.com/watch?app=desktop&v=cj9b24I3HOE>
2. <https://pejaturism.org/en/info-te-nevojshme/>
3. <https://www.britannica.com/place/Peje>
4. <https://albania.123.st/t4088-gjeografia-e-pejes>
5. <https://en.wikipedia.org/wiki/Peja>
6. <https://en.wikivoyage.org/wiki/Peja>
7. <https://wonderland.cx/wp-content/uploads/2021/03/Community-Development-Heritage--Roadmap-for-the-region-of-Peja--FINAL-website.pdf>
8. https://unhabitat-kosovo.org/wp-content/uploads/2019/06/MDP_angl_135548.pdf
9. <http://ismailhalili.blogspot.com/2012/05/peja-dhe-historia-e-pejes.html> Peja and the history of Peja
10. <https://turizmiipejes.weebly.com/historiku.html>

4.2. Brief history of the "Haxhi Zeka" University

One of the characteristics that make Peja more valuable is the fact that it is among the first urban centers in Kosovo and beyond in the field of providing higher education. The former Commercial High School, transformed after 1999 into the Faculty of Applied Sciences in Business (FASB), was established in 1960, contributing to the creation and promotion of an academic culture. Since that time and continuously, for

decades, this institution has qualified tens of thousands of economists with specific accounting, commercial and tourism profiles for the labor market in Kosovo and the region.

The value of this institution increases with linguistic, ethnic and cultural diversity. The teaching programs were conducted in the Albanian and Serbo-Croatian languages by professors of different nationalities. After 1999, the establishment of the FASB not only represents an important historical-educational era, but is also considered a new stage of development based on the Bologna Declaration. The beginning of the academic transformation of higher education in Kosovo towards the Bologna principles has been essential and epochal for the former FASB in Peja, which at that time was functioning within the framework of the University of Prishtina. What has made this process understandable, closer and vital for the personnel of this entity, much more than in other UP faculties, is the fact that Professor Edmond Beqiri, (former dean of this institution, now vice-rector for international cooperation and quality improvement), was part of the first group of professors who, for the first time in Kosovo, drafted and implemented new standards based on the principles of this declaration. (<https://www.scribd.com/document/462309153/ECTS-libri-EdmondBeqiri-pdf>)

This process based on a new mentality of continuous academic development, was based on the growth of intellectual, cultural and professional capacities, in harmony with cultural transformations and the tradition of entrepreneurship (trade and crafts). This mentality paves the way for a society of knowledge, with a modern view of the concepts and logic of the market economy, adapting to new technological developments, industrial capacities, human and natural resources.

Peja has traditionally been and remains a city of students who attended and continue to attend higher studies. Students and professors came not only from Peja and Kosovo, but also from Macedonia, Montenegro, Serbia, Albania, etc., making this city a serious center of educational and cultural development. The tradition and culture of national diversity, even in terms of the education of minority citizens, are values of a modern, tolerant and pro-European society.

The "Haxhi Zeka" University (HZU) with headquarters in Peja, was established on November 14, 2011, by decision of the Ministry of Education, Science and Technology (MEST). After a preparatory phase, the teaching process began on 01.10.2012. Over this period of time, the university together with five (5) academic units underwent for the first time the evaluation and accreditation process by the Kosovo Accreditation Agency (KAA).

It should be taken into account that the process of establishing the HZU, as in most other public universities in Kosovo, was complex, and it was initially administered by the Minister of MEST and the Provisional Steering Council appointed by decision from the Minister of MEST.

In the framework of the preparations for the establishment and operationalization of the HZU, the then management of the FASB, in agreement with the Faculty of Law of the University of Prishtina (UP), with the approval of the Steering Council of the UP, in the 2011/12 academic year, open the branch of the Faculty of Law in the premises of the FASB, with the clear intention that in the future this branch will be an institutional aid for the future Faculty of Law of the University of Peja.

We consider it necessary to emphasize that in the wake of the commitments for the rationale of opening the university in Peja, MEST, in 2010, engages the British Council, which at that time was one of the highest-integrity partners of this ministry in terms of the advancement of educational processes in Kosovo. On this

matter, this organization appointed the expert Steve Bristow to draft an initial feasibility report on the rationale and possibility of opening universities in the city of Peja and the city of Gjilan. The expert in question, in November 2010, begins the research-evaluation work. At the beginning of 2011, the same submits the report recommending to MEST to establish the University of Peja due to the fact that there are conditions and needs for this public institution. It is proposed that the procedures for the establishment of the University of Peja begin on October 1, 2011. (<https://drive.google.com/file/d/1WGUtjw1lufqmkbvXjf72MPY1JnINnObw/view>)

Based on this feasibility report, the Minister of MEST on November 14, 2011, issues the founding decision, according to which this institution is named: The "HAXHI ZEKA" University in Peja. Furthermore, the Minister of MEST approves the Provisional Statute of the "Haxhi Zeka" University in Peja and based on the provisions of this act forms the Provisional Steering Council composed of seven (7) members as the decisive body for the establishment of the institution. Since then, the President of the Provisional Steering Council is entrusted with all the duties, powers and responsibilities that belong to the rector of the university upon establishment.

With the creation and operationalization of the university, the Provisional Steering Council (KPD), in full coordination with MEST, in the spirit of the feasibility report and on the basis of the provisions of the Provisional Statute, conclude an agreement with the Steering Council of the University of Prishtina that the FASB (Faculty of Business) was finally separated from the UP on 30.09.2012. This entity, with all rights, obligations, budget, academic and administrative personnel, infrastructure and property, was transferred to the ownership of the "Haxhi Zeka" University from the new academic year 2012/13. Meanwhile, with the Faculty of Law of the UP, with its existing branch in Peja, an agreement is reached that the work of the faculty will continue in the premises of the HZU until the end of the started program cycle. From the new academic year 2012/2013, the responsibilities are transferred to the Faculty of Law of the HZU, provided that the latter first accredits its new own program.

In parallel with these two academic units, the Provisional Steering Council establishes three new faculties: Faculty of Management in Tourism, Hospitality and Environment, Faculty of Agribusiness and Faculty of Arts. In coordination with the Kosovo Accreditation Agency, the Provisional Steering Council of the HZU prepares the documentation and applies to the KAA for institutional accreditation and program accreditation. In the presence of international experts, at the beginning of the second half of 2012, the HZU and its academic units are subject to accreditation.

Regardless of the founding status, the HZU, at that time, proves to international experts that it has managed to create and recruit a motivated, competent, proven and capable cadre for a sustainable development of this institution of public higher education to act in complete independence. As mentioned above, the accreditation of all programs of academic units is based on the spirit of the feasibility report and the characteristics of the labor market for the need of qualified personnel for specific jobs. Furthermore, the reasoning on the geographical basis included the characteristics of the territory of Peja, the region of Dukagjini, the society in general, and also the positive influence in the border areas of Albania and Montenegro. Institutional and program accreditation is provided for three academic years 2012 - 13 – 2015 - 16.

On May 13, 2013, the Parliament of the Republic of Kosovo adopts the Statute of the "Haxhi Zeka" University in Peja, and all provisions of the Provisional Statute ceased to function. (<https://drive.google.com/file/d/0B1c9UkiZAV3ZT0JaTkRjLTVFMFk/view?resourcekey=0-6jSqaBc-q4aRwK-zi1eKGA>)

4.3. HZU Legal Acts

On May 30, 2013, the Assembly of the Republic of Kosovo, based on Article 65(1) of the Constitution of the Republic of Kosovo and Article 17 paragraph 1 of the Law No. 04/L-037 on Higher Education in the Republic of Kosovo, adopted the Statute of the "Haxhi Zeka" University in Peja.

Since laws usually have their own difficulty in applying legal provisions during daily managerial and administrative work, and from the fact that the parties (legal and natural persons) have continuous requests for a right or obligation, there's a need for answer to these types of requests and the drafting of a considerable number of administrative acts.

The "Haxhi Zeka" University, as a public university, focuses its work and services focused on principles such as:

- ▶ Principle of legality;
- ▶ Principle of proportionality;
- ▶ Principle of equality and non-discrimination;
- ▶ Principle of objectivity and impartiality;
- ▶ Principle of open administration;
- ▶ Principle of non-formality and efficiency of the administrative procedure;
- ▶ Principle of information and active assistance;
- ▶ Principle of the right to legal remedies, etc.

Since its establishment, the HZU, based on these principles, has continuously drafted and issued by-laws, regulations, strategies, guidelines for stabilization and legal security within the university.

The HZU has drafted: 42 regulations, 2 codes of ethics, 4 strategies, 9 guides, 2 brochures and 2 other documents.

The following table shows the number of acts issued by the relevant bodies over the years:

Steering Council		Rector		Senate	
Regulation		Regulation		Regulation	
2013	1	2013	/	2013	/
2014	/	2014	/	2014	/
2015	2	2015	/	2015	/
2016	/	2016	/	2016	1
2017	4	2017	/	2017	1
2018	5	2018	/	2018	2
2019	2	2019	/	2019	2
2020	4	2020	1	2020	3
2021	/	2021	/	2021	1
2022	4	2022	/	2022	9
Total	22	Total	1	Total	19
Grand Total 42					

Table no. 10. Number of internal acts issued over the years.

4.4. HZU Organizational Structure

The “Haxhi Zeka” University in Peja is a public institution founded on the basis of the Law on Higher Education of the Republic of Kosovo (see annex 1 Law on Higher Education in the Republic of Kosovo <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2761>).

The legal basis for the operation of Public Universities in Kosovo, including the HZU, is regulated by the Basic Law on Higher Education in the Republic of Kosovo and the Statute as the highest legal act of the university. Regarding the issues related to public finances, administration officials, the regulation of the issue of work, vacations, actions with administrative procedures, public procurement, health protection, pensions, etc., the legal basis is extended to other primary and secondary legal acts, which have a significant influence on the drafting of regulations and instructions issued by the HZU. The HZU has managed to have a good range of internal legal acts which guarantee stability and institutional development. Of course, these regulations are more about the relevant procedures, which depending on the needs are fulfilled or changed in real time.

The aspect of institutional leadership and the structure of institutional management is based entirely on the basis of statutory provisions. Therefore, in accordance with Article 50 of the Statute of the HZU, the organizational structure of HZU consists of:

- 1) Academic units;
- 2) Organizational units;

Academic units:

Regarding the leadership in the HZU, the provisions of the HZU Statute are clear. There is a two-level management structure. The first level is related to the management of the university and the second level to the management of academic units - faculties.

- ▶ At the first level, the statutory provisions clearly regulate the division of powers between:
 - 1) the Steering Council, as a governing body,
 - 2) the Rector, as an executive - managerial body.
 - 3) the Senate, as the highest academic body;
 - The HZU Steering Council consists of seven (7) members, three (3) members appointed and delegated directly by the Minister of MESTI and four (4) members elected for a 3-year mandate by the HZU Senate through a democratic election process. Regarding the powers and responsibilities of the Steering Council, see articles 22, 23 and 24 of the HZU Statute.
 - The Rector is the main managing authority.
 - The rector is assisted by two (2) vice-rectors
 - Responsibilities and duties of the rector and vice-rectors are regulated by articles 25-37.
 - The HZU Senate consists of 16 elected senators, according to the statutory provisions and the regulation for HZU elections, with a four (4) year mandate. The rector and two (2) vice-rectors are ex officio members of the senate and their mandate is linked to the rector's mandate. Under normal circumstances with a term of four (4) years. Each academic unit is represented by a senator democratically elected by the council of the academic unit + the dean of the academic unit who is ex officio a senator.

Students who are democratically elected to the Student Parliament every 2 years are part of the senate. Also, the personnel of the administration, after the democratic elections, are represented by one (1) senator. The duties, responsibilities and authorizations of the senate are regulated by articles 42 - 49.

- ▶ The second managerial level is that of the faculties. Faculties are organized with the following bodies:
 - 1) the Faculty Council as a decision-making body, and
 - 2) the Dean as an executive body.
 - The Faculty Council consists of 19 members and has decision-making responsibilities. The same is composed of the dean and two (2) vice-deans who are ex officio members of this forum, up to fifteen (15) members elected from among the professors of the faculty, up to three (3) members elected from among the assistants of the faculty, one (1) member from the ranks of the non-academic staff, and one (1) representative from the ranks of the students, elected by the student council of the faculty. The mandate of the members of the Faculty Council is five (4) years, while that of the student member is two (2) years. The faculty council is regulated by articles 73 - 77 of the HZU Statute.
 - The dean of the unit as an executive body
 - 1) The dean is assisted by two vice-deans

The responsibilities and duties of the dean and vice-deans are regulated by articles 67-72 of the HZU Statute.

The faculty can be organized at three academic levels:

- 1) Departments
- 2) Tenure
- 3) Institutes

The student council is present in the Faculty Council with two (2) students. It is regulated by article 77 and 78 of the HZU Statute.

Organizational units;

The HZU, according to the statute, has several organizational units.

The General Secretary of the University, based on Article 38 of the HZU Statute, is the highest administrative official of the university. Their position, responsibilities and authorizations are regulated by articles 39-41.

HZU organizational units are:

- ▶ Central University Library;
- ▶ Institute for Science and Arts
- ▶ Center for Excellence
- ▶ Business Support Center

The quality of organizational units is also acquired by other structures, Institutes and Centers established by the decisions of the Steering Council of the HZU.

4.5. Human Resources

The “Haxhi Zeka” University employs a significant number of academic staff in the implementation of teaching and research activities. Currently, 84 teachers are engaged in the implementation of lesson plans. The teachers are distinguished and quality professors, doctors of science in various fields, whose experience in teaching work and their reputation are the basis for the recognition and reputation of the University. The structure of the teaching staff is presented in the table below.

<i>ACADEMIC STAFF</i>	<i>As of END of 2022</i>	
Academic staff In regular employment	Number	
	Prof.dr.	8
	Prof.Asoc	26
	Prof. Asist	36
	Assistants	13
	Tutors	1
	Total	84

	<i>F</i>	<i>%</i>	<i>M</i>	<i>%</i>
Gender structure only	36	43 %	48	57%
Gender and ethnic structure				
Albanian	30	36%	44	44 %
Bosniak	6	7%	3	4 %
Egyptian	0	0	1	1%

Table no. 11, Description of numbers, specialization, gender and ethnic structure

67 employees have been engaged to perform administrative and technical, security and maintenance work at the University. The structure of employees in these workplaces is presented in the table below.

2	ADMINISTRATIVE STAFF	<i>Until end of 2023</i>
		67
	Gender structure	36 women or = 55%
		30 men or = 45%
	Ethnic structure	60 Albanian or = 94%
		4 Bosniak or = 6%

Table no. 12, Gender structure of administrative staff

The University employs a sufficient number of workers for administrative and technical work, which is in accordance with the Regulation on the conditions for the establishment and start of work of higher education institutions and the procedure for determining the fulfillment of the conditions. The regulation for the internal organization and systematization of workplaces at the University regulates the systematization of workplaces with the description of the tasks performed, the special conditions that must be met by employees to perform the tasks at the workplace, the number of executors, as well as matters of other importance for work and operation.

The number and structure of non-academic personnel, the conditions and the method of selection are determined by the act for the internal organization and systematization of workplaces at the University,

which is approved by the Steering Council of the University, upon proposal of the Rector of the University. The Rector concludes the employment contract with all employees at the University.

4.6. Publications of scientific research activities

The current situation and results of scientific research at the "Haxhi Zeka" University are based on the legacy left since 2010 by the former Faculty of Applied Sciences in Business. Since then, the academic units of the HZU have published the ADMINISTRIM BIZNESI journal on social and economic issues, the PENTZA research and scientific journal, and the SIPARANTUM international journal on interdisciplinary studies. Also, as of now, more than ten international and national conferences have been organized at the faculty and University level. In all these, we have dozens of papers published not only by the academic staff of the HZU but also by well-known local and international authors. Round tables have been organized: such as "Waste Management as an Urban Problem", in February 2021, "Women's Rights",²² "Domestic violence and the future of youth",²³ "The COVID-19 pandemic, government measures in response to the pandemic and its effect on the economy: were the measures inevitable? What next?"²⁴

What can be concluded with high accuracy is the fact that in recent years, in terms of scientific journals, no dynamic developments have been noted in this direction. However, with this strategy, measures and tasks have been planned to move more safely in the direction of this process. Regarding journals, click on this link for more: <http://www.research.unhz.eu>

4.7. HZU Infrastructure

✓ Libraries

The library of the "HAXHI ZEKA" University in Peja is situated in two locations:

1. ***In the Faculty of Business facility***, in addition to the space where the books are located, there is also a reading room and a part of it is covered with 8 computers, while;
2. ***In the Faculty of Law facility***, within the library, in addition to the space where the books are located, there is also a reading room and a room equipped with 16 computers that have access to the Internet.
 - ▶ These computers give students access to electronic libraries, access to the electronic student management system (ESMS), where all the materials placed by the professors for certain subjects are located, and students can also use these devices for online research.
 - ▶ In the Electronic Student Management System (ESMS), there is the e-library module, where the information about access to databases and electronic libraries to which the HZU is subscribed, is located.
 - ▶ Computers are maintained and updated with licensed software by the responsible staff within the HZU.

In the HZU Library, 3 (three) people are currently employed who provide library services to students and academic staff. The library is open every working day (Monday - Friday) from 08:00 to 16:00 for borrowing

²² <https://unhz.eu/ne-uhz-u-mbajit-tryeze-e-rrumbullaket-per-te-drejtat-e-grave/>

²³ <https://unhz.eu/?s=tryeza+e+>

²⁴ <https://unhz.eu/?s=ujkan+bajra>

books and reading in the halls, while every Saturday and Sunday from 08:00 to 16:00 for reading in the hall. During weekdays, students can also stay for reading in the reading rooms and in the library even beyond 16:00, enabling them uninterrupted access especially during the period of evaluations and exams.

		<i>As of end of 2022</i>		
1.	LIBRARY	Titles	Copies	
	Physical books	3615	8406	
	Access to electronic libraries	14		
	Books by language	Albanian	2380	6126
		Bosnian	330	720
		English	905	1560

The books in the university library are mainly in Albanian, but there are also books in English, German and Serbo-Croatian for the students of the Bosniak community (See the following table).

No.	Description	Titles	Copies
1.	Agribusiness	178	335
2.	Business and MTHE	875	2535
3.	Arts	119	195
4.	Law	475	1080
5.	English (Business)	641	1161
6.	Bosnian (Business)	298	634
7.	English (Law)	264	399
8.	Bosnian (Law)	32	86
9.	Language and Literature (Law)	343	698
10.	Medicine (Law)	82	299
11.	Miscellaneous (Law)	101	373
12.	Purchases from the HZU in the amount of €8,541	207	621
Total		3615	8406

Table no. 13. Description of titles and copies of books by language in HZU libraries

The "HAXHI ZEKA" University in Peja offers students and staff access to electronic resources in a total of 14 platforms, based on cooperation agreements with the "Pjeter Bogdani" National Library of Kosovo, ResearchCult Project, and the Association of Electronic Libraries of Kosovo. (See following Table).

No.	ELECTRONIC LIBRARIES (ONLINE)
1.	EBSCO https://www.ebsco.com/ (HZU subscription, within the ResearchCult project)
2.	plagiarismcheck.org https://plagiarismcheck.org/ (HZU subscription, within the ResearchCult project)
3.	ASTM compass- ASTM https://www.eifl.net/e-resources/astm-compass (HZU paid subscription)
4.	Edward Elgar Publishing Journals https://www.eifl.net/e-resources/edward-elgar-publishing-journals (HZU paid subscription)
5.	e-Duke Journals Scholarly Collection https://www.eifl.net/e-resources/e-duke-journals-scholarly-collection (HZU paid subscription)
6.	Cambridge Journals Online https://www.eifl.net/e-resources/cambridge-journals-online (HZU paid subscription)
7.	EUROPEAN RESPIRATORY JOURNAL https://www.eifl.net/e-resources/european-respiratory-journal (HZU paid subscription)
8.	EDWARD ELGAR PUBLISHING DEVELOPMENT STUDIES & ENVIRONMENT E-BOOKS https://www.eifl.net/e-resources/edward-elgar-publishing-development-studies-environment-e-books (HZU paid subscription)
9.	IOPSCIENCE https://www.eifl.net/e-resources/iopscience (HZU paid subscription)
10.	IWA PUBLISHING JOURNALS https://www.eifl.net/e-resources/iwa-publishing-journals (HZU paid subscription)
11.	MATHEMATICAL SCIENCES PUBLISHERS JOURNALS https://www.eifl.net/e-resources/mathematical-sciences-publishers-journals (HZU paid subscription)
12.	OPENEDITION JOURNALS https://www.eifl.net/e-resources/openedition-journals (HZU paid subscription)
13.	THE COMPANY OF BIOLOGISTS' JOURNALS https://www.eifl.net/e-resources/company-biologists-journals https://www.eifl.net/e-resources/company-biologists-journals (HZU paid subscription)
14.	JSTOR https://www.jstor.org/ (Subscription within the cooperation agreement with the "Aleksandër Moisiu" Durrës University)

Table no. 14. Description of connections to electronic libraries

4.8. Facilities

The University provides sufficient infrastructural resources (classrooms, laboratories and equipment, library resources, computers, individual and group learning spaces, etc.) to all staff and enrolled students in order to ensure the improvement of the facilities and support their efficient use. The suitability of resources for the realization of study programs, functionality, age and accessibility, are constantly evaluated by internal evaluations. The university has facilities with an area of about 5734.3 m² in which teaching and research activities are carried out, as well as other activities. The university has a library as well as other support facilities available to students - internet rooms, recreation rooms, sports fields, student club, etc. The plan is to continue investing in buildings, classrooms and equipment in the future, which will increase the level of teaching and research work.

The HZU conducts its activity in several different facilities with a total of 5734 m² usable area. While in addition to the buildings, within the university spaces of the HZU, there is also green space and outdoor spaces (not including the space occupied by the buildings), amounting to a total of about 6 hectares.

Hapësirat	shërbime studentore	klasa mësimi	kabinete	Biblioteka	informatikë	Zyre për organizatat e studentëve	Byfe	Administrata	Të tjera	TOTAL (m ²)
Objektet	Gjendja (m ²)	Gjendja	Gjendja	Gjendja	Gjendja					
Qendër										
"D"- Dekanati	62.5							150.5	76	289
"A"	15	512.5	136.5			65.5		128	244.5	1102
"B"		200	23.5	118	44.5	21			72	479
"C"	64	221							89	374
"E"	9.5	142				9.5		79.5	119.5	360
Gjithësejtë (Qendër)	151	1075.5	160	118	44.5	96	0	358	601	2604
Kampus										
Arte-Jur	89.7	888.7	96	228				298.5	440.4	2041.3
Rektorati							12	261.7	135.3	409
Gjithësejtë (Kampus)	89.7	888.7	96	228			12	560.2	575.7	2450.3
Obj.FSK										
Agrobisnesi	7.1	181	103.7					69.3	318.9	680
Gjithësejtë (FSK)	7.1	181	103.7					69.3	318.9	680
GJITHËSEJTË										
	247.8	2145.2	359.7	346	44.5	96	12	987.5	1495.6	5734.3

Table no. 15. Number and m² of all buildings in the HZU

These areas include:

Description	no.	Description	no.
Amphitheater	3	Office for real legal clinic	1
Classrooms	25	Admin offices	55
Labs	14	Student Service	7
Concert hall	1	Student Office	4
IT lab	2	Warehouse	6
Laboratories	5	Maintenance	4
Library	2	Heating	3
Courtroom	1	Office for real legal clinic	1

Table no. 16, Description of halls and offices

In order to respond to the needs of staff and students for sufficient and suitable spaces for their activities, it is necessary for the HZU to increase its university spaces of all types of use. In this regard, the new building of the Faculty of Arts with an area of about 5000 m² is being completed, and it is expected to meet all the criteria and conditions needed by the students and professors of this faculty for individual and group work. The new facility of the Faculty of Arts contains:

Description	No.
Amphitheater	1
Classrooms	17

Office	10
Labs	24
Library/reading room	1
Student Service	1
Meeting room	1
Chamber room	1
Control room	1
Other spaces	Warehouse, heaters, toilets, wardrobes, places for students to gather...

Table no. 17, Description of all spaces in the Faculty of Arts

4.9. Equipment

The University has provided adequate computer equipment for students and academic and administrative staff. All classrooms, offices, labs, laboratories, libraries and premises are equipped with information technology (computer, internet, projector, etc.).

Currently, the HZU has the following computer equipment at the university level:

No.	Description	Quantity
1	PCs for staff	147
2	PCs for student services, laboratories, reading rooms and classrooms)	136
3	Projectors	35
4	Printers	35
5	Multifunction printer	12
6	Photocopier	23

Table no. 18, Description of current equipment

During the previous three years, the HZU has invested in the digitization of the information system, supply of IT equipment, which serve to improve the services offered to students and staff. At the same time, they improve Internet services, quality assurance, information and physical security. The university has WIFI coverage (free) in all areas of the university campus for students and staff.

4.10. ESMS

The Electronic Student Management System (ESMS) also provides access to the use of various materials such as: lectures, materials prepared by professors. The Electronic Student Management System is constantly updated, and instructions and videos on how to use it are shared for each change.

On the official website of the "HAXHI ZEKA" University in Peja, all course syllabi are published for each program. These syllabi are constantly updated according to changes by the professors.

4.11. Students, current numbers and expectations

In order to ensure a satisfactory quality of students, the University selects registered high school students through a competition, according to predetermined and publicly announced criteria, which ensures the registration of candidates who have been determined to have obtained a certain amount of sufficient knowledge through their success in high school and the score they received in the entrance exam for successful inclusion in the learning process of the University's study programs.

The university ensures equality of students in access to study programs. The Senate of the University makes a decision on the announcement of the competition for registration in studies, which, among other things, contains the conditions for registration, the criteria for determining the ranking of candidates, the procedure for the conduct of the competition, the manner and deadlines for submitting complaints. The number of students for enrollment is determined by the Senate based on the proposals of the organizational units.

The competition for admission to study programs is publicly announced.

It is envisaged that the order of candidates for enrollment in the first year of studies will be determined, on a general basis, by the success achieved in secondary education and the score achieved in the entrance exam.

The number of students who study at the HZU is shown in the table below.

Faculty	Level	Total students	Female	in %	Male	in %
Faculty of Business	Bachelor	839	422	50.30%	417	49.70%
	Master	620	338	54.52%	282	45.48%
Faculty of Management in Tourism, Hospitality and Environment (MTHE)	Bachelor	444	172	38.74%	272	61.26%
	Master	38	20	52.63%	18	47.37%
Faculty of Law	Bachelor	1108	526	47.47%	582	52.53%
	Master	110	60	54.55%	50	45.45%
Faculty of Agribusiness	Bachelor	413	217	52.54%	196	47.46%
	Master	50	41	82.00%	9	18.00%
Faculty of Arts	Bachelor	164	74	45.12%	90	54.88%
	Master	21	11	52.38%	10	47.62%
Total	Bachelor	2968	1411	47.54%	1557	52.46%
	Master	839	470	56.02%	369	43.98%
Total students (bachelor & master)		3807	1881	49.41%	1926	50.59%

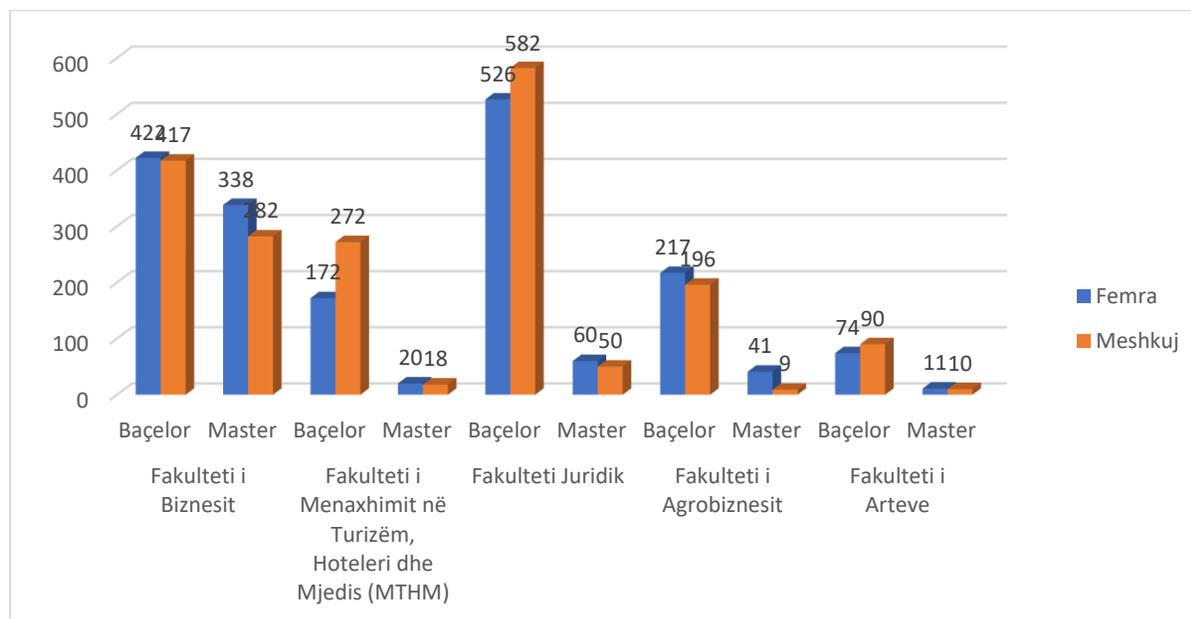
Table no. 19. Number of students in all HZU faculties at the bachelor and master level

Number of students: Currently, at the HZU in Peja, the total number of students is **3807**, of which 1881 or 49.41% are women, and 1926 or 50.59% are men. At the university level, at the Bachelor level we have 1411 students, of which 442 or 47.54% are women, and 1557 or 52.64% are men. At the master level, we have 839 students of which 470 or 56.02% are women, and 369 or 43.98% are men.

Within the academic units, the largest number of students is found in the **Faculty of Business** with a total of 1459 students. There are 839 students in bachelor programs, of which 442 or 50.30% are women, and 417 or 49.70% are men. There are 620 students in master programs, of which 338 or 54.52% are women, and 282 or 45.48% are men. The **Faculty of Law** has a total of 1218 students. In this academic unit, at the Bachelor level, there are 526 or 47.47% women, and 582 or 52.53% are men. At the master level there are 110 students, of which 60 or 54.55% are women, and 50 or 45.45% are men. The **Faculty of Management in Tourism, Hospitality and Environment** has a total of 482 students. At the bachelor level we have 444, of which 172 or 38.74% are women, and 272 or 61.26% are men. There are 38 students at the master level, of which 20 or 52.63% are women, and 18 or 47.37% are men. The **Faculty of Agribusiness** has a total of 463 students. At the bachelor level, 217 or 52.54% are women and 196 or 47.46% are men. There are 50 students at the master level, of which 41 or 82% are women and 9 or 18% are men. The **Faculty of Arts** -

music department has a total of 185 students. At bachelor level there are 164, of which 74 or 45.12% are women, and 90 or 54.88% are men. At master level, 11 or 52.38% are women and 10 or 47.62% are men.

This data is also presented graphically as below.



Faculty	Faculty of Business		Faculty of Management in Tourism, (MTHE)		Faculty of Law		Faculty of Agribusiness		Faculty of Arts	
	BSC	Ma	BSC	MA	BSC	MA	BSC	MA	BSC	MA
Albanian	725	557	378	37	1087	108	404	48	161	21
In %	86.41%	89.84%	85.14%	97.37%	98.10%	98.18%	97.82%	96.00%	98.17%	100.00%
Bosniak	105	59	57	1	7	1	3	0	2	0
In %	12.51%	9.52%	12.84%	2.63%	0.63%	0.91%	0.73%	0.00%	1.22%	0.00%
RAE		1	1	0	1	0	0	0	0	0
In %	0.00%	0.16%	0.23%	0.00%	0.09%	0.00%	0.00%	0.00%	0.00%	0.00%
Egyptian	4	2	6	0	13	1	6	2	1	0
In %	0.48%	0.32%	1.35%	0.00%	1.17%	0.91%	1.45%	4.00%	0.61%	0.00%
Turkish				0	0	0	0	0	0	0
In %	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other	5	1	2	0	0	0	0	0	0	0
In %	0.60%	0.16%	0.45%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	839	620	444	38	1108	110	413	50	164	21
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table no. 20, Students by ethnicity

Students by ethnicity: From the statistical data, it appears that in the HZU, in addition to ethnic Albanian students from Kosovo, who make up the largest share with 97.91%, at the HZU there are also students who are citizens of Albania 0.51%, Montenegro 1.53%, and North Macedonia 0.06%. The data is reflected in the chart below.

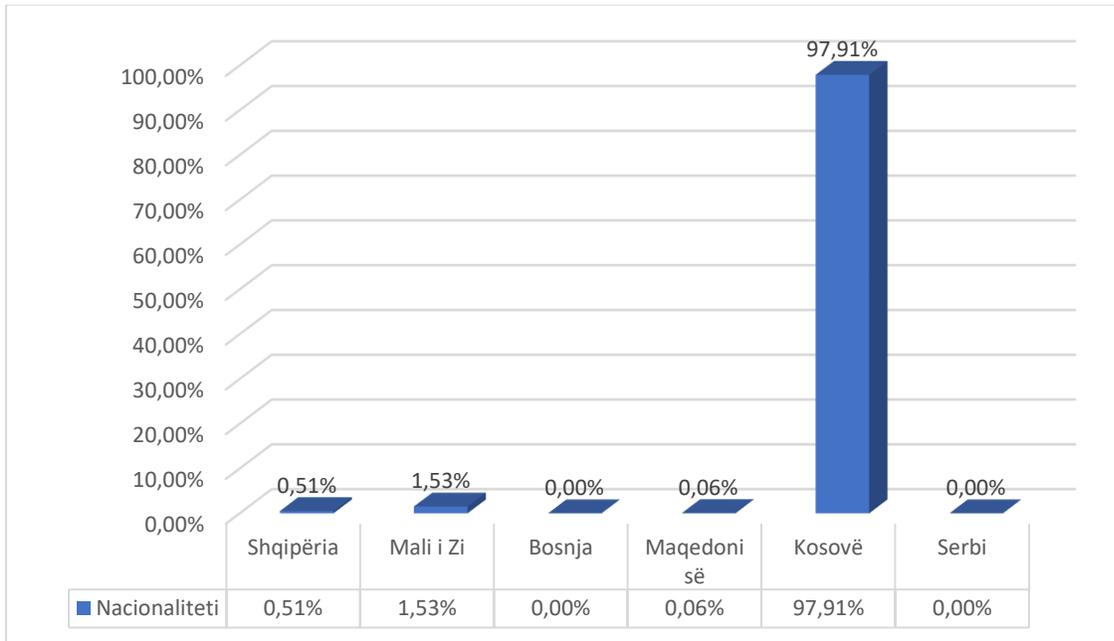


Chart no. 4

Level	Faculty of Business		Faculty of Management in Tourism, (MTHE)		Faculty of Law		Faculty of Agribusiness		Faculty of Arts	
	BSC	Ma	BSC	MA	BSC	MA	BSC	MA	BSC	MA
Peja	507	288	285	23	643	65	292	37	44	5
In %	60.43%	46.45%	64.19%	60.53%	58.03%	59.09%	70.70%	74.00%	26.83%	23.81%
Klinë	22	47	17	2	44	2	12	0	5	0
In %	2.62%	7.58%	3.83%	5.26%	3.97%	1.82%	2.91%	0.00%	3.05%	0.00%
Istog	60	37	35	4	112	7	30	4	9	0
In %	7.15%	5.97%	7.88%	10.53%	10.11%	6.36%	7.26%	8.00%	5.49%	0.00%
Deçan	79	50	18	3	128	15	27	3	11	0
In %	9.42%	8.06%	4.05%	7.89%	11.55%	13.64%	6.54%	6.00%	6.71%	0.00%
Junik	4	4	10	1	5		2	0		0
In %	0.48%	0.65%	2.25%	2.63%	0.45%	0.00%	0.48%	0.00%	0.00%	0.00%
Gjakova	49	52	11	1	81	10	19	1	39	2
In %	5.84%	8.39%	2.48%	2.63%	7.31%	9.09%	4.60%	2.00%	23.78%	9.52%
Mitrovica		5	1	1	1	1	0	0	5	1
In %	0.00%	0.81%	0.23%	2.63%	0.09%	0.91%	0.00%	0.00%	3.05%	4.76%
Prizren	8	6	1		0	1	4	0	13	1
In %	0.95%	0.97%	0.23%	0.00%	0.00%	0.91%	0.97%	0.00%	7.93%	4.76%
Gjilan	0	4			0	0	0	0	7	0
In %	0.00%	0.65%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.27%	0.00%
Skënderaj	8	10	3		10	1	2	0	3	3
In %	0.95%	1.61%	0.68%	0.00%	0.90%	0.91%	0.48%	0.00%	1.83%	14.29%
Prishtina	17	24	5		12	4	4	1	3	3
In %	2.03%	3.87%	1.13%	0.00%	1.08%	3.64%	0.97%	2.00%	1.83%	14.29%
Other locations within Kosovo	50	70	37	1	68	4	21	4	22	6
In %	5.96%	11.29%	8.33%	2.63%	6.14%	3.64%	5.08%	8.00%	13.41%	28.57%
Other locations outside Kosovo	35	23	21	2	4	0	0		3	
In %	4.17%	3.71%	4.73%	5.26%	0.36%	0.00%	0.00%	0.00%	1.83%	0.00%
Total	839	620	444	38	1108	110	413	50	164	21
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Students by cities they come from: Based on the processed statistical data regarding the cities of origin of Kosovo students coming to the HZU, it results that 54.42% of them are from Peja, 7.56% from Gjakova, 7.39% from Deçan, 6.88% from Istog, 3.10% from Klinë, 3.08% from Prishtina, 2.17% from Skenderaj, 1.25% from Mitrovica, 1.69% from Prizren, and the rest from other towns Kosovo and outside Kosovo. This shows that about 43.58% of students are from outside the city of Peja. This data is also presented graphically as below.

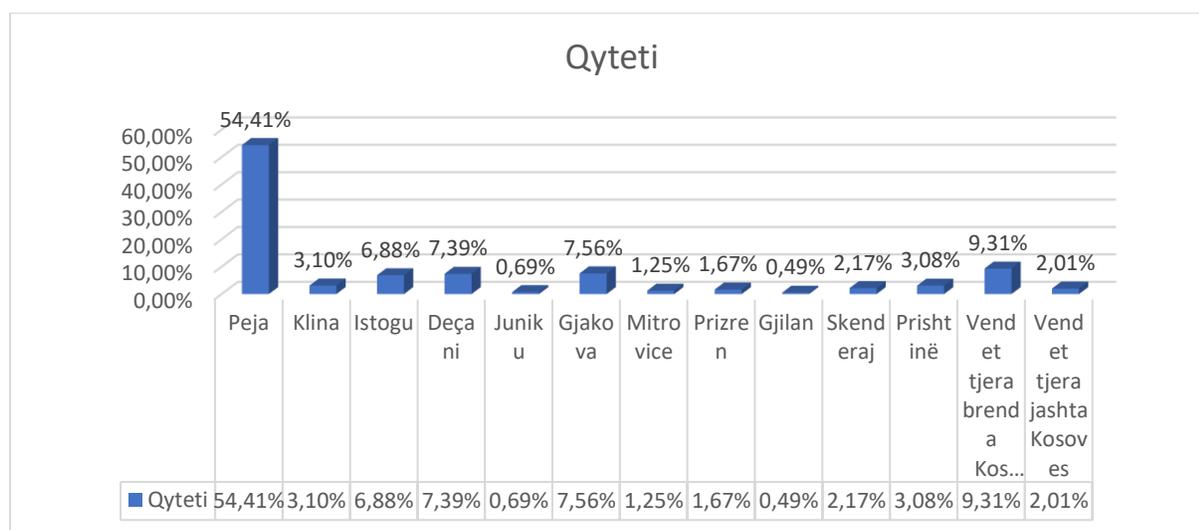


Chart no. 5

No.	By language	Bsc.	Msc.	Total
1	Albanian	2767	770	3537
2	Bosniak	201	69	270
3	Total	2968	839	3807

Students by language of instruction: In the Faculty of Business and the Faculty of Management in Tourism, Hospitality and Environment, there are a total of three programs: 2 bachelor and 1 master. From these programs, we have a total of 201 bachelor students in Bosnian and 69 master students in Bosnian.

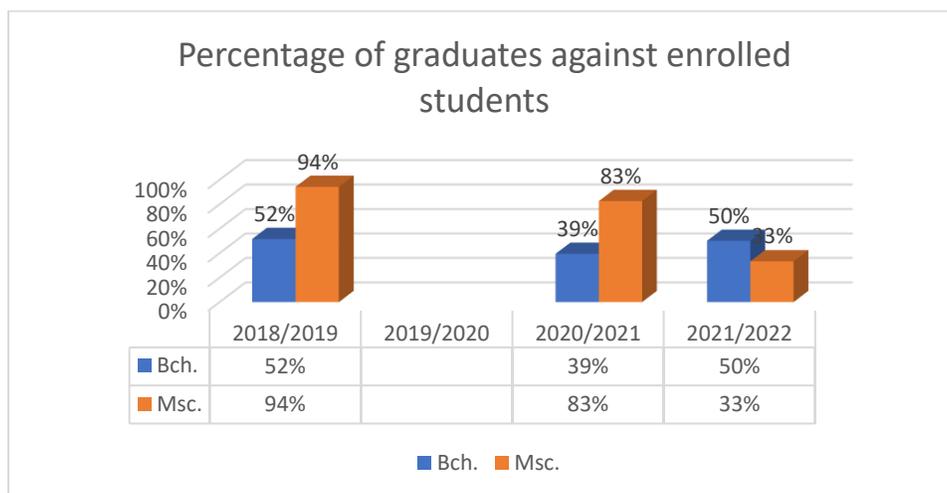
Note:

The data presented below have been processed for only four (4) years. The reason for this action is the fact that the previous data have been processed in the 2020 - 2023 Strategic Plan. As a rule, the processing and analysis of the data below should have been done for three (3) years, 2020-2023, but the data from 2019 could not be taken into account. This is due to the fact that, in this academic year, the HZU had failed to be accredited at the institutional level. Bearing in mind this circumstance, it appears that the data presented, especially those of graduation in relation to the number of registered students, sometimes appear as irregular. This is due to the fact that in the 2019/2020 academic year, no students were admitted to the HZU, and on the other hand, there were a certain number of graduations.

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	1033	259	533	244	52%	94%
2019/2020			406	203		
2020/2021	793	247	313	204	39%	83%
2021/2022	535	369	268	123	50%	33%

Table no. 23, Number of enrolled students against HZU graduates

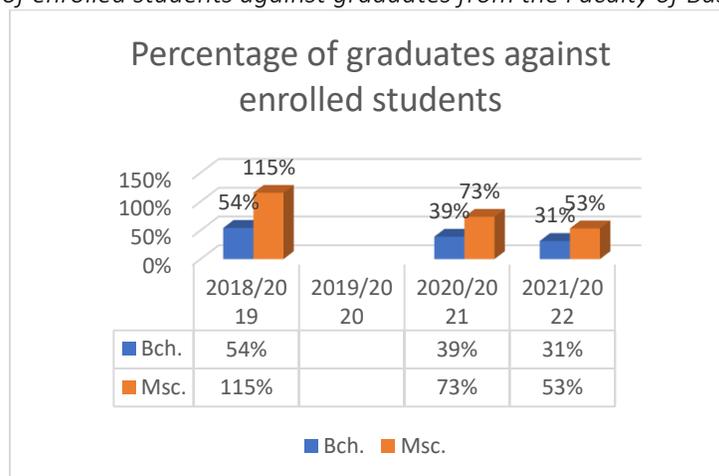
At the HZU level, from the data provided and presented in the table above, for the years from 2018/2019, 2019/2020, 2020/2021 and 2021/2022, it results that in bachelor level studies, the ratio between students accepted and those who graduated is 52% in 2018/2019, 39% in 2020/2021, and 50% in 2021/2022. At the level of master studies, this ratio is as follows: 94% in the 2018/2019 academic year, 83% in 2020/2021, and 30% in 2021-2022. The data shown above is also shown below in the chart.



Graph No. 8

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	362	179	196	206	54%	115%
2019/2020			174	159		
2020/2021	257	199	100	146	39%	73%
2021/2022	278	190	87	101	31%	53%

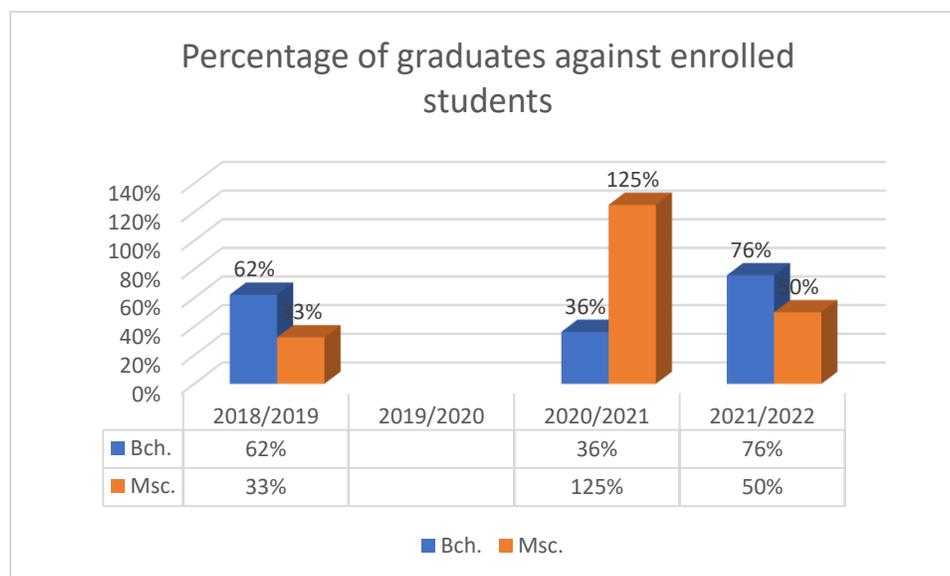
Table no. 24 Number of enrolled students against graduates from the Faculty of Business



Graph No. 9

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	299	80	186	26	62%	33%
2019/2020			152	28		
2020/2021	259	40	94	50	36%	125%
2021/2022	124	40	94	20	76%	50%

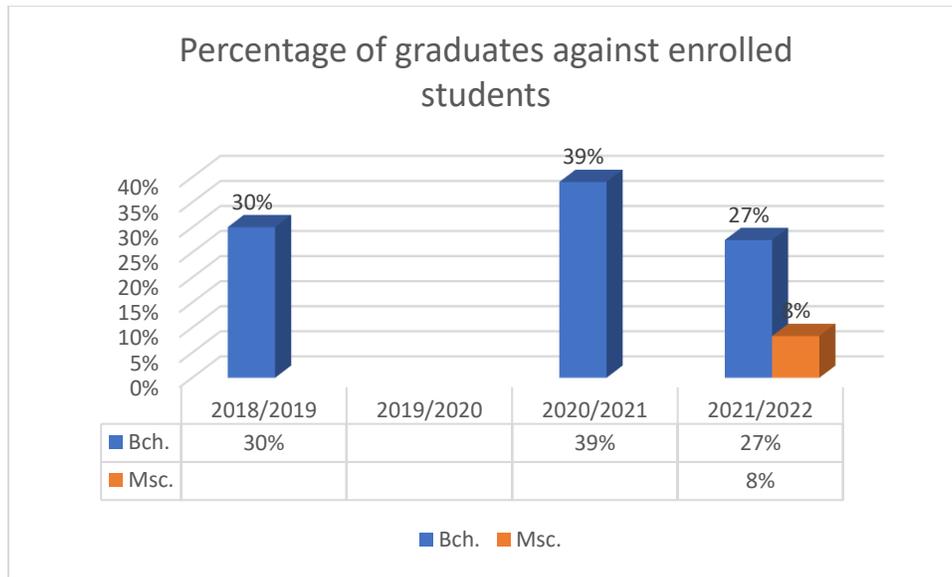
Table no. 25 Number of enrolled students against graduates from the Faculty of Law



Graph No. 10

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	203	0	61	12	30%	
2019/2020			57	16		
2020/2021	128	0	50	8	39%	
2021/2022	91	24	25	2	27%	8%

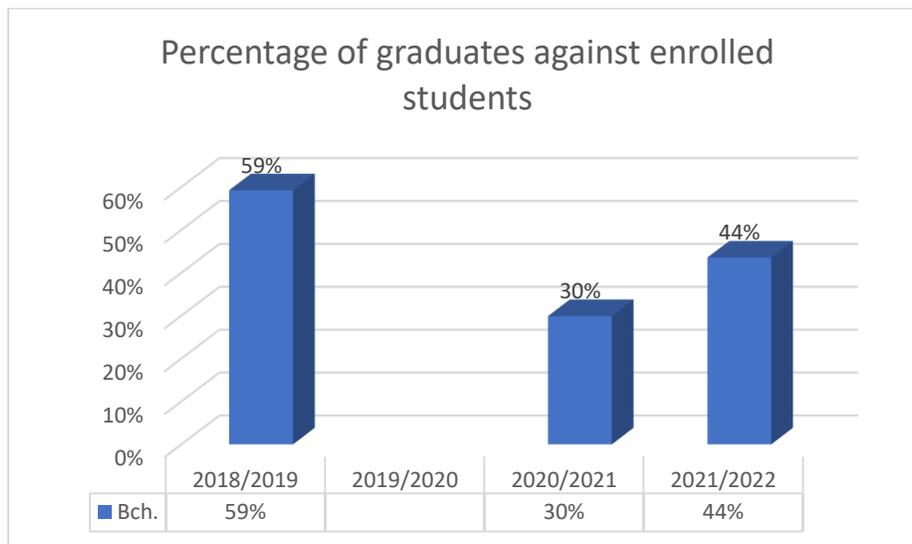
Table no. 26 Number of enrolled students against graduates from the Faculty of MTHE



Graph No. 11

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	135	0	80	0	59%	
2019/2020			52	0		
2020/2021	117	0	35	0	30%	
2021/2022	101	25	44	0	44%	

Table no. 27 Number of enrolled students against graduates from the Faculty of Agribusiness



Graph No. 12

Academic year	Number of enrolled students		Number of graduated students		Percentage of graduates against enrolled students	
	Bch.	Msc.	Bch.	Msc.	Bch.	Msc.
2018/2019	34	0	10	0	29%	
2019/2020			11	0		
2020/2021	32	8	25	0	78%	
2021/2022	23	8	18	0	78%	

Table no. 28. Number of enrolled students against graduates from the Faculty of Arts

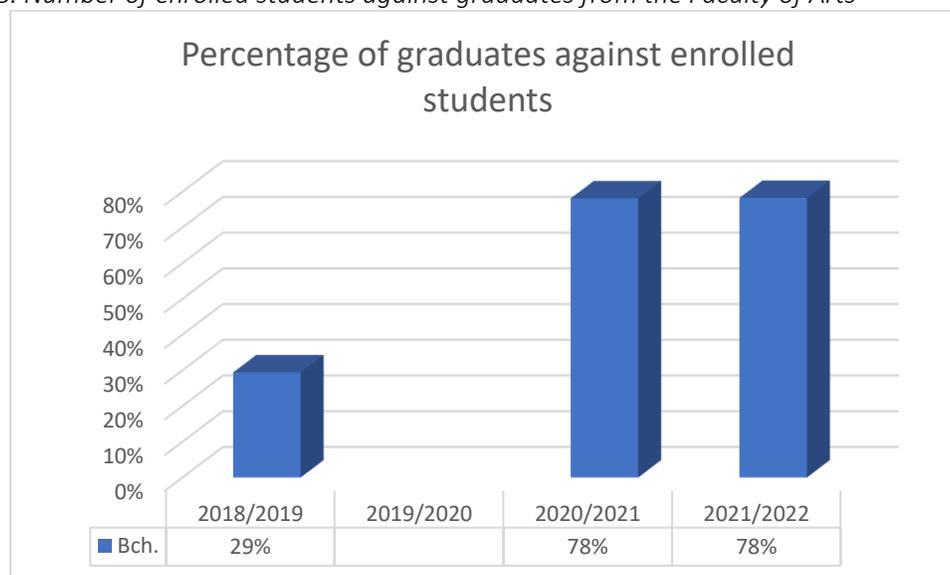


Chart no. 13

5. SWOT analysis - “Haxhi Zeka” University

The commission for the drafting of the Strategic Plan, after extensive analysis of the external and internal environment in which the HZU operates, analyzed the university's strengths, weaknesses, opportunities and threats (SWOT). Although the list is not exhaustive, it provides a useful context for developing the strategic plan framework. The key issues in SWOT are identified below:

ADVANTAGES (Internal factors)	WEAKNESSES (Internal factors)
<ul style="list-style-type: none"> ▶ Tradition of over 60 years; ▶ Location - Belongs to the educational area in the Dukagjini plain with exceptional social and economic potential; ▶ Accredited and reputable university; ▶ University autonomy; ▶ 100% funding from the state budget of students in study programs; ▶ Attractive and quality study programs; ▶ Professional programs; ▶ Unique programs with low competition intensity; ▶ Programs in Bosnian; ▶ Flexible and modern curriculum framework; ▶ Mission of student-centered learning and teaching; ▶ Competent teaching staff; ▶ Appropriate and sufficient space, with infrastructural amenities for learning. Part of the university buildings were built and equipped in 2023 according to all higher education standards; ▶ Organization of international scientific and academic events (summer university, scientific conferences, symposia); ▶ Sustainable partnership with industry, employers and civil society; ▶ Stable financing; ▶ Belief in strong international orientation; ▶ Digitization, application of electronic business and modern education on information and communication technologies; ▶ Cooperation with leading business entities (company visits, lectures, etc.); ▶ Close relations of students with teaching staff (career counseling); ▶ Quality library – physical space and book collection; ▶ Involvement of students in decision-making bodies and processes; ▶ Business Support Center; ▶ Center for Excellence; ▶ Institute for Science and Arts; ▶ Student Advocate (Ombudsperson); 	<ul style="list-style-type: none"> ▶ Possible degree of mismatch between the needs of the labor market and the qualifications offered; ▶ Insufficient personnel for the management of the Career Office; ▶ Most teachers (especially young ones) are overloaded with teaching and professional obligations; ▶ Dormitory; ▶ Insufficient number of specific trainings; ▶ Lack of an institution brand and lack of marketing and communication strategy; ▶ Certain number of teachers with deficits in competence in relation to study programs; ▶ Lack of infrastructure for recreation for students; ▶ Weak activism of students and student organizations;
<p style="text-align: center;">Opportunities (External Factors)</p>	<p style="text-align: center;">RISKS (External factors)</p>

<ul style="list-style-type: none"> ▶ Participation in calls for projects related to education, research and innovations; ▶ Distance learning; ▶ Business, IT and English language courses for all those interested; ▶ New study programs based 100% on market needs; ▶ PhD studies; ▶ Expansion of international networking and cooperation; ▶ Building awareness on Sustainable Development; ▶ Raising the image in relation to other HEIs; ▶ Lifelong learning and employment; ▶ Creating a marketing and communication strategy for promotions public outreach; ▶ Creating conditions for the employment of the best students through the career office and career counseling; ▶ Tracking students after completing their studies and raising the image of the institution through their success; ▶ Lectures by well-known international experts through video conferences and media presentation of such events; ▶ Generation of own source revenues; 	<ul style="list-style-type: none"> ▶ Competition between HEIs; ▶ Declining birth rate; ▶ Trend of increasing migration; ▶ Brain drain; ▶ Strong lobbying of private Colleges; ▶ Limited funding from the government; ▶ Failure to understand education as an inevitable investment for the future; ▶ Uncontrolled and unfounded opening of private HEI campuses; ▶ Plenty of unsystematized internal and external information related to developments in higher education; ▶ Slow and poor process in the construction and reconstruction of buildings; ▶ Slow procurement procedures for the implementation of infrastructure projects; ▶ Economic crisis - inflation; ▶ Drop in the number of students due to demographic changes and increased competition;
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5.1. Comparison to other Universities

The following table shows the strengths of competitive public and private HEIs, as well as the strengths of our university. A comparison of HZU weaknesses with those of HZU competitors is also presented.

COMPETITION	"HAXHI ZEKA" UNIVERSITY
STRENGTHS OF PUBLIC HEIs	HZU STRENGTHS
<ul style="list-style-type: none"> ▶ State Budget funding; ▶ Tradition; ▶ Free studies for students; ▶ Income from self-financing students; ▶ Personnel with academic reputation; ▶ Dormitories for student accommodation; ▶ Restaurants that provide food for students; ▶ Cooperation with HEIs at home and abroad; ▶ Scientific research; ▶ Support from international organizations for capacity development; 	<ul style="list-style-type: none"> ▶ Tradition; ▶ Stable State Budget funding; ▶ Free studies for students; ▶ Proven and well-known academic staff; ▶ Space needed to build a modern university campus; ▶ Sufficient spaces for teaching and laboratories; ▶ Updated and transparent records of exams; ▶ Infrastructure in the city center; ▶ Studies in Bosnian; ▶ Unique / non-competing programs with other HEIs; ▶ Summer University; ▶ International Scientific Conference; ▶ Business Support Center; ▶ Center for Excellence; ▶ Institute for Science and Arts; ▶ Student Advocate (Ombudsperson);
STRENGTHS OF PRIVATE COLLEGES	
<ul style="list-style-type: none"> ▶ Advanced lobbying; ▶ Excellent infrastructure; ▶ Advanced learning technology equipment; ▶ Flexibility in drafting new programs; ▶ Sufficient space for student activities; ▶ Discipline in administrative and academic work; 	

WEAKNESSES OF PUBLIC HEIs	HZU WEAKNESSES
<ul style="list-style-type: none"> ▶ Curricula not updated; ▶ Lack of spaces for learning; ▶ Inadequate or unsuitable equipment; ▶ Inefficiency in the use of resources; ▶ Obsolete buildings and teaching equipment; 	<ul style="list-style-type: none"> ▶ PhD programs; ▶ Student dormitory; ▶ Underdeveloped lobbying; ▶ Modern and last generation equipment; ▶ Marketing Strategy; ▶ Campus complete with sports grounds; ▶ Limited quotas for the recruitment of academic staff needed for program accreditation according to market needs;
<p style="text-align: center;">WEAKNESSES OF PRIVATE COLLEGES</p> <ul style="list-style-type: none"> ▶ High tuition fees; ▶ Academic titles for the personnel are not equivalent to the titles of public HEIs; ▶ Dormitories; ▶ Rapid recruitment of personnel according to the needs of the college; 	

The synthesis of the results of the situation analysis shows that the HZU has limitations for future development in the external and internal environment. On the contrary, there are many opportunities and forces that show that the possibilities of its development are real.

Paying attention to the weaknesses and risks faced by the HZU, the solution to some of these shortcomings can be expressed as follows:

1. **Construction of a dormitory** - it is essential to build the HZU campus as soon as possible, to solve this very important deficiency. The campus plan includes the construction of a student dormitory, sports fields and a hall for sports activities, an entertainment center, etc. In this way, students would be able to spend time on campus both after and between classes, and would have a more satisfying day, which is the goal of any university - to keep students within its offer.
2. **Underdeveloped lobbying / promotion system** - investing in the "Society of Friends of the University", this seemingly unimportant investment would pay off very quickly, since information is the most expensive factor in business today. For this reason, it is very important for us to have an established Society, which would be our "eyes and ears" and would enable us to "merge" more quickly and easily with the environment in which we operate.
3. **Uncontrolled and unfounded opening of programs** – the opening of new programs in the HZU must first of all be well researched. After ascertaining the need for a new orientation, a financial and personnel projection must be made. If the necessity of expansion is determined, a secure source of financing for this innovation must first be created.

5.2. Identifying critical success factors

The factors that the HZU must meet in order to achieve success are:

- ▶ Building and maintaining quality relationships with existing and potential students;
- ▶ Quality and competent personnel;
- ▶ More developed system of lobbying and promotion;
- ▶ Better relations with organizations, local community, associations and state bodies in the country and beyond;
- ▶ Cooperation with other universities in the country and beyond;
- ▶ Intensification of cooperation with secondary schools in the country and the surrounding area through the career development office;

- ▶ Cooperation with reputable enterprises and institutions where university graduates are employed;
- ▶ A service developed for students;
- ▶ Integrated curricular framework and increased internal and external mobility;
- ▶ Budget sustainability;
- ▶ Strategies for motivation and increased satisfaction for students;
- ▶ Internationalization;

III. Strategic Objectives Analysis

a brief description of the 8 Strategic Objectives

1. Strategic Priorities

The 2023-2026 Strategic Plan has 8 Strategic Priorities, defined for 8 Priority Areas:

No.	DESCRIPTION OF STRATEGIC PRIORITIES	
1.	Internal management	Responsibility, efficiency, consistency, communication and cooperation
2.	Teaching	Advancement in the quality of teaching and learning
3.	Quality Assurance	Consolidated system: Continuous quality improvement within the university
4.	Science, Research and Art	Enhancement of scientific research and artistic activity
5.	Internationalization	International and inter-institutional cooperation
6.	Students	Greater student motivation, satisfaction and activism
7.	Entrepreneurship	Development of the functional relationship between the university and stakeholders
8.	Infrastructure	Creation of a modern student campus according to contemporary standards
<i>Table: Strategic objectives of the "Haxhi Zeka" University 2023-2026</i>		

Each one of the eight priority areas identified and developed in the 2023-2026 Strategic Plan, addresses the key problems and difficulties in the respective areas.

The strategic priorities of the HZU defined in this plan, present the main areas of academic and organizational development which determine the outcomes and strategic objectives of this plan. Each of the strategic objectives is broken down into the expected measurable outcomes through the outcome indicators of the activities foreseen in the action plan. The outcome indicators correspond to specific objectives and represent the expected effects related to the respective field and objective.

1.1. STRATEGIC PRIORITY 1 – Internal management

STRATEGIC PRIORITY 1: Responsibility, efficiency, consistency, communication and cooperation

Reforming internal management processes is a necessary process that the HZU will undergo during the implementation period of this plan. This process will enable the growth and strengthening of the responsibilities of all decision-making levels, efficiency in the performance of tasks, sustainability of all segments within the institution, enhanced culture of communication and cooperation in the internal and external sphere. Furthermore, this objective creates clear lines of reporting and communication, matrices for the identification and planning of human resource needs in the HZU, change and revision of the legal basis, development of processes towards a university with entrepreneurship components, giving strategic importance to institutional promotion.

The HZU aims to reform the internal management processes:

- ▶ Ensure flexibility and efficiency in carrying out university governance procedures;
- ▶ Clear division of functions between the personnel engaged in different levels of management, advancing academic autonomy and decentralization;
- ▶ Increase accountability and transparency in the internal governance of the university by reviewing, improving and further developing management, monitoring, reporting, and human resources planning procedures;
- ▶ Strengthen communication channels and establish lobbying and advocacy groups with businesses, NGOs, alumni, state institutions, individuals, etc.;

The achievement of this objective will be supported by the following outcomes.

OUTCOME 1.1:	Strengthened institutional decision-making and enhanced responsibilities
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. Improved decision-making system and internal acts in order to strengthen the management functions while maintaining the functionality of the integrated university and reducing centralized decision-making. 2. Rationalization and restructuring of resources 3. Number of administrative and operational processes restructured for efficiency and effectiveness; 4. Advancement of processes for integrated financial management and monitoring; 5. Strategy on creating the curricular framework in the HZU; 6. Regulations on the implementation of the curricular framework; 7. Development of the concept for an "Open University";
OUTCOME 1.2:	MANAGEMENT OF HUMAN RESOURCES
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. MATRIX OF NEEDS FOR ACADEMIC PERSONNEL BASED ON THE CURRICULUM FRAMEWORK; 2. MATRIX OF NEEDS FOR ADMINISTRATIVE PERSONNEL BASED ON THE CURRICULAR FRAMEWORK;

	<p>3. PLANNED EMPLOYMENT OF TEACHING AND ADMINISTRATIVE PERSONNEL;</p> <p>4. ENGAGEMENT POLICIES OF VISITING PROFESSORS AND OTHERS;</p> <p>5. CONTINUOUS ADVANCEMENT OF ACADEMIC AND ADMINISTRATIVE PERSONNEL THROUGH PROFESSIONAL TRAINING;</p>
OUTCOME 1.3:	Promotion and public communication (PR)
OUTCOME INDICATOR:	<p>1. COMMUNICATION WITHIN THE UNIVERSITY;</p> <p>2. COMMUNICATION OUTSIDE THE UNIVERSITY;</p> <p>3. REPUTATION OF THE UNIVERSITY;</p> <p>4. INTERNAL PROMOTION;</p> <p>5. EXTERNAL PROMOTION;</p>

1.2. STRATEGIC PRIORITY 2 - Teaching

STRATEGIC PRIORITY 2: Advancement in the quality of teaching and learning

Teaching and learning define HZU's strategic approach to these key education processes for the next four years. The approach is built on eight main components: *Restructured and redeveloped study programs in function of the development of student competencies; New study programs adapted to market requirements; Professional development for contemporary teaching and learning methodologies; 100% of the academic staff have completed the individual development plan; Collaborative and motivating culture and spirit for students; Center for Excellence; Excellence in teaching and learning and Support for students with special needs.* The objective recognizes and responds to challenging contexts at the local, regional and wider levels, and its activities respond to the challenges of quality assurance in the field of teaching and learning. We are aware of the importance of an educated and skilled population in achieving the economic and social results of our country, and our attention will be focused on quality teaching and learning through engagement with the community and industry in the curriculum review.

The teaching and learning objective is centered on our students and we strongly believe that maintaining excellence in these two areas is paramount. Offering attractive programs, necessary and required for the labor market and academic expectations of students, will ensure our sustainability compared to other HEIs operating in Kosovo. The HZU's mission is to increase the potential of students and transform the life of the student community and its academic staff. Our institutional responsibility is for HZU graduates to be equipped, inspired and formed to respond to the opportunities and challenges of the 21st century. Through the acquisition of subject and multidisciplinary knowledge and skills, trainings; international projects and scientific activities, we aim to prepare students who will be capable for the labor market and successfully face the competition. Therefore, the HZU is committed to ensuring that the teaching and learning environment are of the highest quality and continuously enriched. Our approaches promote innovation and the use of technology that improves teaching and learning. A special area is dedicated to students with special needs to whom the HZU is committed to providing conditions and facilities, while promoting a culture where everyone is equal.

As part of the commitment to increase the quality and efforts towards the profiling of the study programs, the response to the needs of the market and the needs of the students, the HZU will strongly engage in the restructuring/redevelopment of the study programs as well as the incorporation of new study programs and the strengthening of practical work for students. The HZU aims to restructure/revise at least 30% of the current study programs. The HZU will operationalize the review of Bachelor and Master programs. All this towards the fulfillment of the institutional mission and vision. Changes are inevitable for the HZU and within the 2023-2026 period, it is expected that there will be an increase in the number of students as a result of the increase in the program offer at the HZU. The profiling of the academic staff will be carried out through trainings designed and organized by the Center for Excellence.

Increasing the program offer in order to attract young students and prepare them for the labor market, will be done through the design of new programs, the application for joint programs from Academic Units, joint programs with international universities, professional programs. The HZU also aims for development in the scientific field, and part of the realization of this goal is the design and application for a PhD program in the Faculty of Business. In order to realize all that was said above, the HZU will engage in the growth and development of academic staff who will cover the specific areas of the study programs. Also, our ambitions are towards an international university and we aim to achieve this through programs offered in English, online and distance learning programs.

The HZU is committed to keeping pace with international developments in the academic field. The HZU will be committed to ensure continuous professional development of teachers for contemporary teaching methodology in order to acquire pedagogical skills that promote interactivity with students. The HZU will maximize efforts to provide innovative teaching and learning technologies.

An important element to further strengthen the professional development of the academic staff, is HZU's continued to support for the academic staff for the completion of doctoral studies and enrollment in post doc studies.

The HZU has a special obligation and interest in providing continuous support for the career advancement of its academic staff. For this reason, the HZU intends to determine career development within the institution for 100% of its academic staff. The activities of the development plan will be continuously supported and encouraged by the academic units and the management of the HZU.

This will be done on the basis of continuous evaluations of staff activities and performance. The HZU aims to draft individual development plans for teachers through the Center of Excellence. The HZU aims to increase the number of advancements per academic unit through this process.

Collaborative culture and spirit are essential for achieving teaching and learning objectives. In this direction, the peer to peer system and career counseling for HZU students, will be strengthened. For quality learning, the teacher-student ratio will be improved to 1 teacher-25 students. For inclusiveness and in the interest of students, cooperation with them in the design/revision of programs, their engagement in social and scientific activities, mobility between faculties and participation in trainings/workshops, will significantly improve the role and participation of students also in terms of improving learning. The HZU will annually distribute scholarships to excellent students and will continuously commit to the development of soft skills necessary for students.

The Center for Excellence constitutes a joint structure within the HZU that offers good academic practices, research, support and professional support.

The HZU sees as a high priority the existence of such a structure within the institution, seeking to make the Center for Excellence fully operational as a structure that will contribute to the development and advancement of the academic and administrative staff within the university.

For the operational functioning, the HZU will engage professional staff employed/allocated for the management/administration of the Center. This center will develop annual plans according to the objectives set by the university, namely the academic units. The center will also design programs for professional development depending on the needs of the academic unit, as well as individual career development programs developed for the academic staff of the HZU. Within the Center for Excellence, the department for "Lifelong Learning" and the department for "Adult Learning and Education" will be established.

In order to achieve excellence in teaching and learning, the HZU will commit to reporting and monitoring the academic performance of both academic staff and students, the results of which will guide us towards improvement. In order to promote academic work, the HZU will finance university textbooks that improve the learning outcomes for students. Trainings on creative ways of learning, brain gain and participation of academic staff in professional programs abroad, are carried out in order to advance teaching and learning.

This category will be a priority for the HZU. By offering special study conditions, facilities created for the registration of students with special needs, we aim to create equal conditions for our young people who wish to study with us. To promote this, cooperation with organizations that deal with groups of young people with special needs, will be increased.

The achievement of this objective will be supported by the following outcomes.

<i>OUTCOME 2.1:</i>	<i>Restructured and redeveloped study programs in function of the development of student competencies</i>
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. Revision of existing Bachelor and Master programs 2. Engaging with industry, employers and external stakeholders to improve student outcomes 3. Academic personnel profiled according to the needs of the HZU
<i>OUTCOME 2.2:</i>	<i>New study programs match market needs</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. New bachelor and master programs designed; 2. Joint programs between HZU faculties 3. Joint programs with international universities 4. PhD programs in the Faculty of Business 5. Professional programs according to market needs 6. Increased number of academic staff with proper preparation for study programs. 7. Programs offered in English 8. Online study programs 9. Distance learning programs
<i>OUTCOME 2.3:</i>	<i>Professional development for contemporary teaching and learning methodologies</i>

<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Provided innovative technology for teaching and learning 2. Cooperation with relevant institutions to increase teaching possibilities and quality 3. Training on contemporary teaching methods 4. Support of new academic staff for the completion of doctoral studies 5. Academic staff support for enrollment in post doc programs
<i>OUTCOME 2.4:</i>	<i>100% of the academic staff have completed the individual development plan</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of individual development plans by teachers; 2. Number of academic promotions per academic unit; 3. Promotion of scientific research of teachers in relevant fields of study 4. Linkage between teaching and research
<i>OUTCOME 2.5:</i>	<i>Collaborative and motivating culture and spirit for students</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Strengthened peer-to-peer system for increasing the passability of students; 2. 50% improvement in the professor/student ratio in numbers 3. Maintaining and advancing the engagement of cooperation with industry and employers in order to increase the practical work of students and learning outcomes 4. Academic Counseling 5. Student involvement in course design/revision 6. Number of scholarships for students at the two levels of study in order to motivate current students and attract new students; 7. Provision of teaching in English 8. Cooperation with the parliament and student organizations towards the advancement of learning 9. Student mobility between HZU faculties through the offer to attend lectures offered in other faculties, and recognition of credits 10. Measures to develop soft skills needed for students
<i>OUTCOME 2.6:</i>	<i>Center for Excellence</i>
<i>OUTCOME INDICATOR:</i>	<p>Number of professional staff engaged in CfE management/administration.</p> <p>Number of annual CfE activity plans according to strategic objectives</p> <p>Number of training programs for academic and administrative staff</p> <p>Regulation on establishment of the Center for Lifelong Learning.</p> <p>Creation of the "Lifelong Learning" department.</p> <p>Regulation on "Adult Learning and Education" and the operationalization of the department for "Adult Learning and Education".</p>

1.3. STRATEGIC PRIORITY 3 – Quality Assurance

STRATEGIC PRIORITY 3:	<i>Consolidated system - Continuous quality improvement within the university</i>
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Quality assurance is vital to the operation of the HZU. Therefore, the creation of a consolidated system which will enable continuous improvement and quality control within the university, is one of the main priorities of the HZU for the coming years. Such a system will be based on ensuring sustainability and efficiency in all segments of the university. The HZU already has a functional quality assurance system and is motivated to undertake a series of quality assurance management reforms, reforms that will contribute to the further development of the HZU.

The HZU is motivated to continuously raise the level of quality in the institution. In the next period, the HZU aims to complete the structure of the quality assurance system. This will be done through increasing the number of officials in the central office for quality assurance, as well as the very important increase in the number of students, internal and external parties engaged as collaborators in quality assurance processes. Such completion of the structure of the quality assurance system will create a continuity in the cultivation of all segments and components of quality assurance.

The University will continue to build the capacity of staff in the area of quality assurance, to ensure that they have managerial and technical career development skills. This will be achieved through training for staff directly responsible for quality assurance, academic and administrative staff, and students.

Students have a key role in evaluating, developing and improving the quality of the university. In addition to participating in the assessment, they are part of the decision-making bodies of the university, are involved in bodies and commissions of the quality assurance system, and the HZU will make efforts to increase their participation. Student feedback is the biggest driver of improvement at the university. Feedback also ensures that the university is aware of problems perceived or encountered by students, and provides an opportunity to carry out self-assessment and revision, where necessary.

The HZU has started the process of revising the Statute as the most important document, in which the quality assurance part will be harmonized with the current requirements and standards of this field. An important element that is the basis of quality assurance processes, is the internal regulation for quality assurance and assessment. Such document serves as a guide for individuals engaged in this process and should be updated depending on the changes undertaken by the HZU. Therefore, as part of the reform of the quality assurance system, the HZU will revise the regulation and other accompanying documents for the quality assurance and assessment system. The updated documents will serve as a stable basis that contributes to the further advancement of the quality assurance process in the institution.

During the implementation of this strategic plan, the HZU will commit to revise the internal instruments for quality assurance and assessment. The HZU will identify eventual deficiencies that may exist in these instruments and will complete and improve them as needed. The HZU will review quality assurance instruments in order to update them and develop new instruments.

Also, in order to increase the responsibilities of competent persons in quality assurance processes, it will review the structure of this system.

The Quality Assurance and Assessment Office will be committed to expanding the scope of evaluation in all segments of the university. The assessment will contribute to the identification of bottlenecks and will provide recommendations for improvement, thus directly influencing the quality of the development of activities in this institution.

The Quality Management and Assessment Council will design the evaluation questionnaires, while the Quality Assurance and Assessment Office organizes and monitors the evaluation process of each area. From the assessment processes, reports will be generated which will also be used by the management for addressing improvement.

The HZU considers as very important all scientific research and artistic work, internationalization, practical work of students, development of study programs, passability level, infrastructure development, therefore it envisages expanding the scope of quality assurance, by evaluating these areas.

The "Haxhi Zeka" University has a defined quality assurance system, which always aims to move towards improvement-perfection. The promotion of a sustainable quality assurance culture is essential to students, academic staff, administrative staff and external parties. The HZU will develop and organize activities aimed at increasing the awareness of students, academic and administrative staff on quality assurance in all segments of the institution. Promotion of the quality assurance culture is done through meetings/workshops, distribution of materials, flyers, information brochures.

Since the **HZU website** is an important source of information for students, academic and administrative staff and the general public, the Quality Assurance and Assessment Office will continuously provide clear, accurate and objective information of high-quality content.

The university aims to modernize the entire quality assurance process by transferring them from manual processes to digital platforms, thus reducing the use of paper and increasing efficiency. The use of a digitized database will be a security for the collected information, reducing the questionable input of outcomes related to the areas of quality assurance in the HZU.

The redesign of the web page will focus on publishing as much information as possible about the importance of quality assurance, this information, in addition to the web page, will also be distributed on the university's social media platforms.

The HZU is motivated to further develop the digitization of procedures in general and in this direction also the complete digitization of the processes of the quality assurance office. The finalization of such a process will create more suitable conditions for the staff engaged in the Quality Assurance Office by reducing to a minimum level the bureaucratic procedures and the technical aspects of the operation. The HZU will commit to digitizing as much as possible all quality assurance instruments.

The exchange of professional experiences in the field of quality assurance is very important for our university. Therefore, the HZU will commit to cooperating and exchanging professional experiences in the field of quality assurance, with organizations/projects, local and regional universities, and international universities.

The exchange of professional experiences with relevant institutions aims to exchange knowledge, experiences and best practices in an effort to promote quality assurance.

The exchange of experiences will be realized in several ways, such as working visits and participation in various events.

Sustainability is one of the main operating principles of the HZU. Therefore, the HZU is motivated and maximally committed to ensure successful institutional and study program re-accreditation as an important quality assurance process. The HZU will increase efforts to ensure continuity of institutional accreditations and study programs.

The achievement of this objective will be supported by the following outcomes.

OUTCOME 3.1:	Complete structure and continuous capacity building for Quality Assurance and Assessment
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. <i>Number of officials within the central office for quality assurance</i> 2. <i>Number of trainings for staff directly responsible for quality assurance</i> 3. <i>Number of trainings for academic, administrative staff and students who contribute to quality assurance processes</i> 4. <i>Number of trainings for students depending on the responsibilities attributed to them, or the contributions they are expected to make</i> 5. <i>Number of students participating in quality assurance processes</i> 6. <i>Number of internal and external parties participating in quality assurance processes</i>
OUTCOME 3.2:	REVISED REGULATIONS, REGULAR INSTRUMENTS, AND STRUCTURE OF THE QUALITY ASSURANCE SYSTEM, WITH THE AIM OF ADVANCING QUALITY ASSURANCE
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. NUMBER OF INTERNAL QUALITY ASSURANCE AND ASSESSMENT DOCUMENTS REVISED; 2. NUMBER OF INTERNAL INSTRUMENTS FOR QUALITY ASSURANCE AND ASSESSMENT REVISED; 3. REVISION OF QUALITY ASSURANCE ARRANGEMENTS AS APPROPRIATE.
OUTCOME 3.3:	EXPANDED scope of quality assurance
OUTCOME INDICATOR:	<ol style="list-style-type: none"> 1. <i>Design and implementation of the questionnaire for the evaluation of scientific research and artistic work;</i> 2. <i>Design and implementation of the questionnaire for the assessment of international cooperation and internationalization;</i> 3. <i>Design and realization of the questionnaire for the evaluation of student practical work;</i> 4. <i>Design and realization of the questionnaire for the evaluation of study programs;</i> 5. <i>PASSABILITY of students for each program, estimated;</i> 6. <i>Design and realization of the questionnaire for the assessment of infrastructure, IT, and online electronic systems.</i>

<i>OUTCOME 3.4:</i>	<i>Advancing and promoting a sustainable quality assurance culture</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of meetings/workshops to build student awareness on the importance of quality assurance; 2. Number of workshops, meetings, to build student awareness on the importance of quality assurance; 3. Number of meetings, workshops, to build administrative awareness on the importance of quality assurance; 4. Number of meetings and workshops held with academic staff on quality supervision of study programs; 5. Number of meetings and workshops held with students on the revision of study programs; 6. Number of meetings held with administrative staff on the improvement of administrative services; 7. Distributed information materials on the importance of quality assurance.
<i>OUTCOME 3.5:</i>	<i>Advancement of digital infrastructure for quality assurance procedures</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Increased access and transparency of the university through the redesign of the web page; 2. Publication of information and data on quality assurance processes and assessments; 3. Number of digitized internal quality assurance instruments; 4. Created electronic platform, which includes all quality assurance procedures and processes.
<i>OUTCOME 3.6:</i>	<i>Networking and exchange of professional experiences on quality assurance</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of collaborations and exchange of professional experiences on quality assurance, with local, regional and international organizations/projects; 2. Number of collaborations and exchange of professional experiences on quality assurance with local and regional universities; 3. Number of collaborations and exchange of professional experiences on quality assurance with international universities.
<i>OUTCOME 3.7:</i>	<i>Successful institutional and study program reaccreditation</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Realization of internal self-assessment at the institutional level for the purposes of institutional reaccreditation; 2. Realization of internal self-assessments at the level of study programs for reaccreditation purposes.

1.4. STRATEGIC PRIORITY 4 – Science, Research and Art

STRATEGIC PRIORITY 4:	Enhancement of scientific research and artistic activity
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As the fourth area of the strategic plan, scientific research and artistic activity plays a key role in the performance of the HZU. As such, this area is treated with great care and high priority, and after a detailed

analysis of this area, as well as with the aim of fulfilling the vision and mission of the HZU, the strategic priority has been determined, which is to *enhance the scientific research activity and artistic creativity*.

Taking into account that scientific research and artistic activity constitutes essential activities on which the performance and operation of the HZU is based, it is considered that it should be treated with great care. Moreover, the advancement of this field makes our institution stand out from other higher education institutions in terms of quality, promoting competitiveness, critical, creative and innovative thinking.

The HZU aims to intensify the activity of scientific research and artistic activity through continuous and systematic promotion and stimulation for the development and implementation of this field. Therefore, in order to fulfill the strategic priority for scientific research and artistic activity, the HZU through the Office for Scientific Research foresees the achievement of the following outcomes;

- ▶ Outcome 4.1: Improved infrastructure for scientific research and artistic creativity
- ▶ Outcome 4.2: Fostering of scientific research and artistic activity
- ▶ Outcome 4.3: Operationalization of the "Institute for Science and Arts" (ISA)
- ▶ Outcome 4.4: Increased numbers of scientific research and artistic creativity

Increased intensity of scientific research also means involving the structures of academic units, students, stakeholders and other interest groups. Based on this, the HZU will focus on these main areas:

- ▶ Quality and quantity of scientific publications and artistic activities;
- ▶ Continuous building of research capacities of academic staff and students;
- ▶ Ensuring effective quality assurance mechanisms and mechanisms for verifying the authenticity of scientific and artistic works.

The HZU aims to generate effects such as the level of cooperation with other local and international universities through the increase of scientific research, initiation for application in projects of funding schemes for scientific and artistic activities, as well as, no less important, long-term contribution in economic and social development at the local and national level.

Furthermore, the link between research, education and the wider society will be strengthened and developed through various initiatives. Moreover, the scientific research and artistic activity at the HZU will have a wide interdisciplinary scope and the research outcomes will contribute to social development, for which an approach beyond national borders is often required. Understanding the complex elements and forces within nature and society, requires examination from the perspective of multiple disciplines. The main challenges of society can rarely be addressed using the findings of only one research discipline, therefore the HZU aims to create synergies and develop opportunities and creative ideas through multidisciplinary.

The HZU is committed to providing the appropriate technical and infrastructural support in the implementation of scientific research and artistic activity. During the first year of this strategic plan, the HZU will accurately identify infrastructure deficiencies that may limit research activities. The HZU intends to establish the scientific journal and the student journal, as an aggregating product of the research work of the HZU, as well as to offer unlimited access, for academic staff and students, to scientific databases and the anti-plagiarism system. Also, it seeks to acquire the license for software programs as well as to equip the laboratories with the necessary equipment, in order to carry out the research work with higher effectiveness.

The HZU will be committed to ensuring that scientific research and artistic activity have institutional support for development and implementation. The HZU believes in the professional competence of the academic staff for scientific activities. Taking this into account, the HZU will support the continuous professional development of scientific research through the support instruments implemented by the Office for Scientific Research. The HZU will budget support for scientific research and artistic activities from its own funds, projects and various donations. At the same time, it will support researchers in applying for external funds for research and artistic activities.

In order to balance existing skills with current potentials and opportunities, the resources that the HZU possesses will be optimally used. In addition, the HZU will continue to develop its range by stimulating scientific research and artistic activities, as the demands for financial resources are becoming greater and greater, and the opportunities for their realization are getting more and more complicated. It is therefore essential that the financial and budget systems are optimized and transparent for all such requests. To optimize our success in this area, our budget model must be synchronized to enable research activity at the highest level. This includes a regular check of the model to ensure that we are minimizing bottlenecks, or eliminating behaviors that are biased towards scientific research and artistic activity.

With the operationalization of the institute, it is intended to provide opportunities for additional or diverse sources of funding, as well as to create collaborations with national and international institutes and local businesses in the realization of applied research and research projects.

ISA's operationalization will be achieved initially with the building and structuring of organizational and operational capacities, determination of short-term operation objectives, and research objectives. The HZU aims for the ISA to initiate up to 10 scientific research projects per year, with outcomes that benefit the entire academic community, as well as the business community. The ISA, as a scientific research institution, deals with scientific, social and cultural research related to and characterized by interdisciplinary and transdisciplinary education, as well as the development of logistics for empirical research. Through this institute, it is intended to support the advancement and development of scientific, social and cultural research, with the aim of creating genuine and high-quality research.

This instrument relies on accurate and reliable research information to carry out strategic planning, to manage the process of scientific research and artistic activity, as well as to improve reporting to external bodies such as funders and government bodies.

Taking into account that scientific research and artistic activity is very important for the society, the HZU through this objective aims to achieve four outcomes as follows:

<i>OUTCOME 4.1:</i>	<i>Improved infrastructure for scientific research and artistic creativity</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Establishment and publication of the scientific journal; 2. Establishment and publication of the student journal; 3. Access to the research information system (KRIS); 4. Enrichment of libraries with university books; 5. Access to international databases; 6. Access to the anti-plagiarism system; 7. Provision of licenses for software programs; 8. Supply of labs with necessary equipment.

<i>OUTCOME 4.2:</i>	<i>Fostering of scientific research and artistic activity</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. % of budget increase for scientific research and artistic activity; 2. Financial support for publishing university books; 3. Financial support for scientific papers published in WOS and SCOPUS; 4. Financial support for participation in international conferences; 5. Financial support for small research projects; 6. "Researcher of the year" award; 7. "Best Paper of the Year" & "Best Artwork of the Year" awards; 8. Organization of scientific activities: trainings, seminars, workshops, symposia, round tables, scientific conferences; 9. Organization of the student artistic week; 10. Organization of the annual international festival of the Arts; 11. Organization of local and international concerts; 12. Organization of the Semester Concert.
<i>OUTCOME 4.3:</i>	<i>Operationalization of the "Institute for Science and Arts" (ISA)</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Increased own source funds; 2. Enhanced cooperation with national and international institutes; 3. Enhanced cooperation with local businesses in the implementation of applied research; 4. Enhanced cooperation with local businesses in the realization of research projects.

<i>OUTCOME 4.4:</i>	<i>Increased numbers of scientific research and artistic creativity</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of scientific papers published by academic staff (89%); 2. Number of scientific papers of academic staff financed by the HZU (67%); 3. Number of academic staff participating in international scientific conferences (89%); 4. Number of academic staff participating in international scientific conferences funded by the HZU (67%); 5. Number of small research projects funded by the HZU (5 projects); 6. Number of university books published by academic staff (5 university books); 7. Number of university books published by academic staff, financed by the HZU (5 university books); 8. Number of academic staff participating in scientific activities: trainings, seminars, workshops, symposia, round tables (100%); 9. Realization of research work in cooperation with national universities (20%); 10. Realization of research work in cooperation with international universities (20%);

	<ul style="list-style-type: none"> 11. Realization of research work in cooperation with internal colleagues (60%); 12. Realization of research work in cooperation with students (50%); 13. Realization of applied research (20%); 14. Inclusion of scientific papers in the syllabus (80%); 15. Participation of academic staff in international concerts (14%); 16. Participation of academic staff and students in international festivals (14%).
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1.5. STRATEGIC PRIORITY 5– Internationalization

STRATEGIC PRIORITY 5:	International and inter-institutional cooperation
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The HZU has a solid presence of international and inter-institutional collaborations. The HZU is a member of various regional and European networks, part of research projects and constantly active in enhancing inter-institutional cooperation. The growth of this cooperation is the indisputable goal that directly affects many aspects of the academic and organizational development of the HZU. The HZU will aim for structured international cooperation in increasing participation in applications with projects in international schemes such as Erasmus+, HORIZON, Jean Monet, as well as benefited as a member or leader. The HZU believes that the exchange of institutional experiences with local and international partners will promote excellence in HZU's offer to students – HZU's commitment to international cooperation is student-driven. The university aims to further deepen international cooperation by expanding the network of universities and institutions with which it will cooperate, to develop internationally recognized educational programs, to strengthen the academic position at the international level, to increase diversity and improve quality by organizing international scientific and academic events, as well as developing joint international projects.

The HZU aims to increase the number of international collaborations in the realization of scientific research, inter-institutional cooperation, exchange and implementation of projects. This upgrade corresponds to the strategic objectives of scientific research and organizational capacities for implementation. The HZU is enhancing the network of collaborators, but also the quality and content of collaborations. The HZU will be involved in collaborations, the result of which will benefit for students and the development of the institution. The HZU has already mapped the types of cooperation and collaborators, who will support the achievement of this outcome.

The increase of projects under European funding schemes for scientific research and mobility present a multiplied goal compared to the current one. The HZU will support with increased professional capacities for project development and generation of new partnerships for application. The HZU aims to multiply revenues from project activities, but at the same time select projects that fit the university's goals. The HZU will use as a separate indicator successful projects and others in implementation. This will enable a natural journey towards the ideal of implementing as many projects as possible. The HZU will define the dynamic plan and responsibilities for the initiation, development and implementation of European funding schemes for scientific research and mobility.

In addition to international cooperation, the HZU attaches special importance to the realization of cooperation with industry and local institutions. The new mission and vision of the HZU focuses on profiling

and entrepreneurship, and cooperation with businesses and industry will bring this mission and vision to life. Also, the HZU is focused and considers as important all cooperation and activities with and for the community. The profiling of the institution is closely related to the cooperation with the industry.

The HZU will strengthen cooperation with local institutions and businesses in order to provide opportunities for practical work for students, but also in order to link and harmonize its study programs with the needs and demands of the labor market. Internationalization at home is as important as internationalization abroad.

The aim of the HZU is to expand the participation of students in practical work in its programs, especially in those programs related to internships, as well as to regulate the ratio of theoretical and practical learning, especially for the benefit of increasing the percentage of practical work in relation to theoretical knowledge.

The institutional internationalization of the HZU envisages activities that will increase the visibility of the institution both inside and outside the country. In 2022, the HZU has organized the first summer university, which will be an annual fixture. In addition to the study purpose, the summer university aims at socialization, cooperation and exchange of students and professors from different countries of the world. The international scientific conferences will be held annually and will serve to increase the scientific cooperation between the staff and students of the HZU with other local and international participants. Study visits, exchange of staff and students, will internationalize the institution even more.

Trainings to increase capacities for writing international projects, will be the main priority of the HZU. In cooperation with organizations that operate in the country, measures have been taken to train a part of the academic and administrative staff on project writing. This will serve to increase the capacities of the HZU, will improve the conditions for students, academic and administrative personnel.

The achievement of the objective of this field will be supported by the following outcomes.

<i>OUTCOME 5.1:</i>	<i>Increased international cooperation and international projects</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of international collaborations in the realization of scientific research, inter-institutional cooperation, exchange and implementation of projects; 2. Number of mobilities (exchange) of academic staff and students;
<i>OUTCOME 5.2:</i>	<i>Projects benefited as a member or leader in international schemes, Erasmus+, HORIZON, Jean Monet, etc.</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of submitted applications for projects; 2. Number of awarded projects;
<i>OUTCOME 5.3:</i>	<i>Advance cooperation with businesses</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of collaborations with local businesses in the realization of research projects; 2. Number of collaborations with local businesses in carrying out activities in the community.
<i>OUTCOME 5.4:</i>	<i>Increase national and international scientific and artistic activities</i>

<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Organization of the International Summer University; 2. Organization of international scientific conferences; 3. Organization of international artistic, sports, cultural and social activities of HZU students 4. Participation of students in international contests; 5. Conducting academic and administrative staff study visits to international universities; 6. International visiting professors.
<i>OUTCOME 5.5:</i>	<i>Increased capacities of the staff for writing international projects</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of academic and administrative staff for international cooperation and project cycle management; 2. Number of projects submitted as coordinator/part of consortia

1.6. STRATEGIC PRIORITY 6 – Students

STRATEGIC PRIORITY 6:	Greater student motivation, satisfaction and activism
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In education, motivation is defined as something that encourages students to study, determines the direction, intensity and duration of learning. Motivation is one of the main determinants of any student's success. Self-motivation and motivation are extremely important for achieving goals and enjoying studying. Individual differences among students are large and motivated by various factors.

The most common factors that motivate them are the difficulty of the task, the content of the material, the professor's attitude towards them. For students, verbal praise, personal success, etc., are of particular importance. The motivation to learn can also depend on the stage of the study in which the student is at, beginning, middle or end of the studies. Students may study for a certain course because their best friend also chooses that course, because they need it to graduate, because they were interested in that field before, or because they just like to learn new things.

The most popular classification of motivation factors distinguishes between internal and external motivation factors. Internal factors are those that act on a person from the inside when setting personal goals and taking actions to achieve them. Students want to acquire new skills, knowledge and abilities that will enable them to progress in their careers and their enjoyment. Factors that influence a person from the environment, that is, that influence the formation of personal desires and goals "from the outside", are external factors. The most common factors that drive external motivation are material, in the form of rewards and intangibles; in the form of self-knowledge and progress.

Satisfaction is most commonly defined as an individual's mental attitude regarding the environment. The broadest definition of satisfaction is a happy and satisfying feeling that arises based on something that happened to us or what we did ourselves and refers to the fulfillment of our desires and/or needs.

There are two definitions of satisfaction during studies (work), general and individual. The general approach is divided into determinants, while the individual aspect presupposes attitudes towards others. The determinants of the study (satisfaction with the curriculum, professional staff - professors and administration, etc.), with the fact that the attitudes of a larger number of students do not match.

Motivation is often equated with satisfaction, which implies measuring one component along with another component. However, when the concept of motivation is explained, it refers to the desire and effort to satisfy desires or goals, while satisfaction refers to the fulfillment we feel due to satisfying the desire.

The number of employees after graduation is an important indicator of quality in higher education. Most of the young people who start the academic journey, start it with the aim of increasing the skills and abilities that will therefore bring a higher probability of employment in the labor market. The HZU currently lacks these data and mechanisms that initiate, collect and publish such findings. Graduate tracking will include the systematic survey of a homogeneous group of graduates in order to assess the medium and long-term impacts of the programs and the correlation of curricula with market needs.

Through the operationalization of the graduate tracking process from the "Career Office" in cooperation with the HZU ALUMNI association, a sustainable practice will be created that generates important information for the HZU (and for the entire higher education in the country), contributing strongly in the design of policies and programs at the institution level and beyond.

An important indicator that promotes employment opportunities for university graduates is the increase in activities aimed at supporting student employment. Such activities require a structured collaboration, networking with industries, informing students about employment opportunities in the labor market, and information about the skills required for employment.

In this regard, the Career Office will offer ongoing activities aimed at supporting employment for graduates.

The achievement of the objective of this field will be supported by the following outcomes.

<i>OUTCOME 6.1:</i>	<i>Increased motivation for greater engagement in learning, etc.</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Degree and level of student motivation for learning, research, science, membership in student organizations, student activism, 2. Drafting questionnaires (surveys); 3. Strategy with specific measures that the HZU should undertake in order to increase the motivation of students in all university segments. 4. Positive environment inside and outside the university
<i>OUTCOME 6.2:</i>	<i>Increased student satisfaction with services and student life</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Activities of the student office successfully carried out; 2. Activities undertaken by students for students; 3. Activities for increasing the capacities of the student parliament and student councils;
<i>OUTCOME 6.2:</i>	<i>Increased satisfaction of students with university processes</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Confidence in the quality of studies and in the services of the HZU 2. Positive perception of university and faculty performance 3. Internal and external student mobility 4. Student enrollment applications in the university, faculty 5. Evaluation of study program 6. Syllabus evaluation 7. Internship evaluation
<i>OUTCOME 6.4:</i>	<i>Increased employment of graduates</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1 Report on the tracking initiated and carried out with graduates; 2 Graduate Employment Report

	3 Report on employment support activities carried out by the career office with graduates
<i>OUTCOME 6.5:</i>	<i>Career Office works for the students</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Alumni – the role of HZU graduate students 2. Counselor for internship counseling services 3. Employment counseling services 4. Linkage of students with employers 5. Fostering of student employment 6. Encouraging entrepreneurial activities 7. Providing services for soft skills 8. Career Office networking
<i>OUTCOME 6.6:</i>	<i>Increased student interest in enrolling in the HZU</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Promotion of the HZU and the program offer 2. Offer for self-profiling through the integrated university curriculum 3. Good connection with institutions and business organizations for practical work and internship 4. Providing level V programs - and the possibility of transferring ECTS to level VI
<i>OUTCOME 6: 7.</i>	<i>Empowered student organization</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Growth of student organizations 2. Increasing programmatic competitiveness 3. Dialogue between teachers and students

1.7. STRATEGIC PRIORITY 7 – Entrepreneurship

STRATEGIC PRIORITY 7: Development of the functional relationship between the university and stakeholders

Entrepreneurship is one of the most important areas of the globalized society of the 21st century. Being an entrepreneur is one of the most sought-after skills in the labor market, as well as one of the most frequent generators of startups and therefore new jobs. In an economy like that of the Republic of Kosovo with human capital (where approximately 27% of the population is aged between 15 and 29²⁵), sparking the entrepreneurial spirit is a prerequisite to support this category of young people that generate economic activity.

In order to spark the entrepreneurial spirit among young people, it is necessary to incorporate entrepreneurship into the offer of HZU studies. Considering the study programs that are currently offered by the HZU, increasing the presence of entrepreneurship as a result of learning for all students will undoubtedly increase student self-employment. This strategic priority in the long term will also contribute to economic and social well-being in the Peja region.

²⁵ Kosovo Agency of Statistics (2011), Census of Population, Households and Housing in Kosovo

The HZU promotes entrepreneurship, and all activities and services in implementation will be revised and evaluated in order to improve, update and adapt them to the entrepreneurial concept of the HZU. The HZU will support the establishment and mentoring of startups by students/graduates. . The HZU aims to become the center of entrepreneurship for the Peja region.

Support services for businesses represent a very efficient instrument for knowledge transfer through raising the capacities of the beneficiaries and promoting sustainable cooperation between the HZU and the business community.

In the next four-year period, the HZU will coordinate efforts for development, implementation and promotion of support programs for businesses in the profiles of interest, also related to the professional competence of the HZU.

The creation of support programs will be preceded by the identification of the courses of action. More specifically, the industrial councils in cooperation with the staff of the academic units, student representatives, representatives from local businesses and other stakeholders, will make the necessary analyses and assessments on the requirements and different forms of support.

Support may include but will not be limited to:

- ▶ Establishment of the business support center by determining the staff and delegation of tasks, as well as the creation of work regulations (communication strategy, work plan, organizational chart)
- ▶ Empowerment of advisory bodies for businesses;
- ▶ Market research and provision of professional programs to improve the skills gap and labor market requirements, approving the recommendations in the senate;
- ▶ Development and accreditation of level 5 professional programs, providing training for the people (current HZU staff) who will be included in the professional programs. Continuous communication with businesses and updating study programs based on the requirements of the labor market. Capacity building in entrepreneurship - services that can be offered by the HZU to transfer knowledge on the basic concepts of entrepreneurship and their applicability in practice.
- ▶ Capacity building for management - provision of business support services by the HZU through experts in the fields of management. Ensuring standardized methods that certain services for businesses will be offered (such as testing in university laboratories, support in the structuring of human resources, business plans, marketing strategies, and market research);
- ▶ Provision of spaces and equipment at the HZU for interested parties
- ▶ Involvement of students in a practical way in the provision of services (research, practical work, project management) under the management of the relevant person.

The principal means to measure this outcome will be the number of businesses that have benefited from support through business support services within the HZU. Within a period of four years, through the capacities of the HZU, we expect to create and implement around six (6) business support programs. As a result of these programs, the level of successful operation of businesses in the Peja region will increase, capacities for management and entrepreneurship will increase, and most importantly, wider opportunities for networking of local businesses and industries will be created.

Cooperation with stakeholders is vital for the strategic and daily journey of the HZU. Stakeholders are one of the biggest contributors that support the HZU in developing policies, implementing them, monitoring work, institutional functioning, and achieving desirable outcomes.

A healthy and sustainable cooperation with the stakeholders will ensure the progress of the processes within the university, as well as answers to the needs of the stakeholders as a responsibility to the community.

It is imperative that cooperation with stakeholders be further advanced beyond what the HZU currently enjoys. The process of initiating and maintaining cooperation will be fully structured, which will facilitate the cooperation both for the responsible parties within the HZU and for the interested parties from outside. Advancing the process of collaboration with stakeholders will include:

- ▶ Determination of procedures for identifying interested parties for cooperation (businesses, NGOs, bilateral and multilateral institutions identified for cooperation);
- ▶ Determining the forms for establishing cooperation relations with stakeholders (businesses, NGOs, bilateral and multilateral institutions identified for cooperation);
- ▶ Standardization of procedures for joint activities implemented with stakeholders (businesses, NGOs, bilateral and multilateral institutions identified for cooperation);
- ▶ Restructuring of work and operational mechanisms of industrial councils;
- ▶ Stakeholder mapping in collaboration between the BSC and CC (database)
- ▶ Updating the e-career platform including more interactivity between business offers and student requirements
- ▶ Building soft skills in female students
- ▶ Providing mediation for employment to students
- ▶ Close connection and cooperation between the Career Center (CC) and the Business Support Center (BSC)

The Republic of Kosovo is one of the countries with the youngest population in Europe. At the same time, it is one of the countries with a fairly low employment rate of only 30.1%, twice lower than the EU average. The public sector continues to be the preferred sector for most job seekers, although this sector for many profiles does not have the capacity to accommodate such a high demand.

Skills and abilities for creating startups are trending. The intertwining of entrepreneurial skills with the competencies that students acquire during their studies, guarantees an easy transition into the labor market, but most importantly, it stimulates the generation of new jobs.

Among the many main reasons why startups fail in Kosovo are the following

- ▶ Lack of financial support
- ▶ Lack of skilled staff
- ▶ Lack of a well-defined business plan
- ▶ Lack of research to assess market needs
- ▶ Lack of expertise
- ▶ Lack of space for business development, lack of motivation, etc.;

Such a situation, as well as the observation of international trends of countries with developed educational systems, imply that higher education in Kosovo needs the presence of entrepreneurship in its offer of studies. This commitment of the HZU will be achieved through the establishment of supporting structures for entrepreneurship. The business incubator is a unique mechanism, dedicated to HZU students and graduates, that will support business initiatives up to full business operationalization.

The establishment of business incubators involves a sound cooperation between the responsible bodies within the university, students and the business community. The operating procedures of the incubator will be described through operational documents, which will define the duties and responsibilities of the parties involved.

The main purpose of the establishment and operation of the business incubator is to create opportunities for the development of business ideas as well as the operationalization of startups by students and graduates of the university. Business incubator services will include but not be limited to:

- ▶ Building the capacities of the beneficiaries with practical knowledge in the field of doing business;
- ▶ Supporting the incubation phase of startups created by beneficiaries;
- ▶ Encouraging the entrepreneurial spirit among students through the organization of the innovation week, and support for the establishment of businesses
- ▶ Financial support for innovative ideas that will grow out of the entrepreneurship week
- ▶ Mentoring and counseling by academic staff for students who will establish startups;

The HZU will create logistical preconditions, so that the incubator services are known and accessible to all students of the Peja region. The business incubator will, for the first time, enable students from the Peja region to bring to life their ideas and efforts in the field of entrepreneurship by utilizing human and capital resources from a well-structured mechanism within the HZU. With access to business incubator services, students will be able to create startups according to profiles that have been identified as profiles with high prospects for success in doing business. Every year, the University will financially support at least 2 startups which are evaluated by the jury members during the innovation week that will be organized every year.

The achievement of the objective of this field will be supported by the following outcomes.

<i>OUTCOME 7.1:</i>	<i>Established Business Support Center to increase support services for businesses and students.</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of support services offered to businesses; 2. Number of businesses benefiting from HZU support services; 3. Number of updated curricula and number of new professional programs. 4. Number of events (meetings, trainings, workshops, conferences) organized 5. Number of services provided to businesses 6. Number of students engaged in providing services.

<i>OUTCOME 7.2:</i>	<i>Creating new and sustainable collaborations with stakeholders and the community</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Number of stakeholders targeted for cooperation; 2. Number of collaborations signed and others maintained with stakeholders; 3. Number of joint activities implemented with stakeholders; 4. Restructuring of work and operational mechanisms of industrial councils; 5. Creating a database with stakeholders 6. Number of mediations for employment of students
<i>OUTCOME 7.3:</i>	<i>Increasing the entrepreneurial capacities of students for the establishment of startups</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Establishment and operationalization of the business incubator in the HZU; 2. Number of students benefiting from business incubator services; 3. Number of startups created by students; 4. Number of financial support for startups

1.8. STRATEGIC PRIORITY 8 – Infrastructure

STRATEGIC PRIORITY 8:	Creation of a modern student campus according to contemporary standards
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In order to adapt to the modern academic era and to promote the effective teaching and learning process, the "HAXHI ZEKA" University in Peja focuses on the creation of a modern campus with adequate and suitable learning environments for studies. The "Haxhi Zeka" University in Peja will constantly engage in improving the infrastructure and transforming the learning environment into an educational, lively environment, which is characterized by an open atmosphere and which encourages the initiative and creativity of students.

The HZU will engage in improving the overall infrastructure of the university by ensuring all necessary adaptations, necessary renovations and increases in the level of maintenance of existing facilities, are made. Such commitment will be oriented towards the further improvement of the essential conditions for effective learning, which will have a positive effect on the outcomes, performance and satisfaction level of students. In the next 4-year period, the HZU will have improved infrastructure, suitable for the needs of each academic unit and sufficient to complete the university's capacities.

As part of the commitment to create a modern campus that offers adequate conditions for teaching and learning, the HZU will engage in the construction of a new Business Faculty Facility, to meet the needs for learning spaces, where it is planned to conduct all the procedures foreseen, from the contracting of the contractor and supervision of the project, to the operationalization of the new Business Faculty Facility.

The HZU also plans to operationalize the new Facility of the Faculty of Arts in the following year and in this way create sufficient space that enables the development of a real educational process.

In the wake of HZU's commitments to improve the infrastructure, the adaptation, renovation and maintenance of existing facilities will also be carried out, where the aim is to identify the needs and requirements for renovations of existing facilities and then to carry out the works in the renovation of facilities to adapt existing spaces according to requirements. Routine maintenance will also be done and repeatable activities will be undertaken in order to avoid degradation or damage to the spaces and various contents in them, in order to improve the damages (minor repairs), and mainly, cleaning, repairs, and in general, preventive measures for the purpose of maintenance in a desirable condition for the use of existing facilities and University spaces. Within the existing spaces and to meet the objectives set by the management of the HZU, for the establishment of the Institute for Science and Arts and the Business Support Center and the Center for Excellence, all measures will be taken to adapt the facilities into appropriate spaces for the conduct of the activities of these organizational units.

The HZU is committed to providing all the necessary conditions for quality education that increases the level of competitiveness of its students. Therefore, in the next period, the HZU will use all its capacities to improve the systems and infrastructure of information technology in order to meet the essential standards that lead to the increase in the efficiency and effectiveness of the provision of services, the quality of teaching and learning, and the experience of studies at the institution. advanced electronic services for students will be a daily practice of the university.

The main goal of the HZU is to improve the provision of services to stakeholders and this can best be achieved through the advancement of information technology systems and infrastructure, and this is intended to be achieved through updating existing systems and enriching these systems with new modules, redesigning and enriching the HZU website continuously with new information, an e-library will also be created, which will be enriched with different literature, and staff and students will be given access to distance literature. The advancement and maintenance of the anti-plagiarism system is another activity which is planned to be carried out and which enables the advancement of information systems. In addition to these, it is intended to invest in the advancement of the IT infrastructure, where the purchase of advanced equipment will be made to facilitate the work of the staff and enable the development of a modern learning process.

The HZU highly appreciates the importance of students' access to necessary, contemporary and accessible materials and literature for all students. Therefore, the HZU in the coming period will be committed to the maximum to ensure the further development of the library as a vital component of the institution. The library will improve its services further and there will be an increased fund of books accessible to students, there will be increased library spaces available to students, and most importantly students will have access to e-libraries that will enable the expansion of the academic horizon and promote scientific research.

As part of the commitment to increase the quality and respond to the needs of students and staff, the HZU will be strongly committed to enhancing learning resources by increasing the book fund for each calendar year, making sure to develop procedures for adding new titles; in addition to buying books, the HZU will commit to securing new books through donations and various projects with local and international organizations.

The increase of library spaces within the University spaces is an indicator that helps in the advancement of library services as the main source for quality learning. In the framework of the commitment to the advancement of library services, the commitment will also be oriented towards the continuation of the access the HZU has in databases and e-libraries, and through cooperation with other institutions it is intended to increase such access so that HZU students and staff are offered different alternatives in providing literature and information.

The achievement of the objective of this field will be supported by the following outcomes.

<i>OUTCOME 8.1:</i>	<i>Construction of new facilities and their operationalization</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Conduct of all procedures provided by law; 2. Contracting of contractor; 3. Project implementation supervision; 4. Operationalization of the Faculty of Arts (Inventory, technical controls, network testing); 5. Completion of the works of the Faculty of Business (Inventory, technical controls, network testing).
<i>OUTCOME 8.2:</i>	<i>Adaptation, renovation and maintenance of existing facilities</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Identification of needs, requirements, measurements, recordings, PP. All procedures up to the signing of the contract and the technical acceptance of the works; 2. Continuous maintenance of buildings and green spaces; 3. Creation of spaces for three organizational units: Institute for Science and Arts, Business Support Center, and Center for Excellence.
<i>OUTCOME 8.3:</i>	<i>Advancement of information technology systems and infrastructure according to standards</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. System Update (ESMS, applications management, website); 2. Creation and maintenance of e-library; 3. Advancement of anti-plagiarism system (negotiation of new maintenance contract); 4. Advancement of IT infrastructure (Hardware and Software) Purchase of new equipment (Computer, laptop, projector, smartboard...); 5. Server room setup and maintenance.
<i>OUTCOME 8.4:</i>	<i>Enhanced and developed library services</i>
<i>OUTCOME INDICATOR:</i>	<ol style="list-style-type: none"> 1. Increased book fund (All procedures up to the supply of books), provision of books from donations and various projects; 2. Increased library spaces (reading room, electronic room and book storage space); 3. Continuation and increase of agreements for the use of access to e-libraries.

IV. IMPLEMENTATION, MONITORING AND REPORTING

The HZU has established special mechanisms for supervision and implementation of the strategic priorities of the plan. These HZU mechanisms are regulated by the regulation on the "Commission for the supervision of the implementation of the strategic plan of Haxhi Zeka University in Peja". The HZU is committed to accountability and transparency. Each activity of this strategic plan will be subject to accountability mechanisms.

1. Implementation mechanisms

The Commission for the supervision and implementation of the Strategic Plan, as an internal body, leads the initiation and supervision of the activities of this plan. The commission will meet regularly on a monthly basis and will be responsible for developing monthly action plans as provided for in this plan. Action plans of the strategic plan will be an integral part of the work plans of the Rector, the Senate and the Steering Council.

The HZU will make sure that the implementation of the Strategic Plan is a process that finds application in everyday life and is felt as such by everyone in the HZU. The Strategic Plan is not a document but a work activity for everyone.

The Commission for the supervision of the implementation of the Strategic Plan is led by the chair who is one of the members of the Steering Council. Part of this commission is also a representative from the Rectorate, respectively a vice-rector, the deans of the academic units, a representative of the students, and a representative from the non-majority community (Bosniak). The mandate of this commission is 5 years.

The duties and responsibilities of this commission are:

- ▶ Draft annual implementation plans;
- ▶ Draft annual financial expenses of the implementing activities according to the budget limits foreseen by the strategy and the Medium Term Expenditure Framework (MTEF);
- ▶ Follow-up and supervision of projects arising from the strategic plan;
- ▶ Collection of information for each project prior to implementation;
- ▶ Request for reports on the completion of projects and relevant steps;
- ▶ Review and taking of additional measures to ensure the implementation of the strategic plan;
- ▶ Draft requests and projects addressed to donors for the provision of relevant funds for the implementation of the strategy;
- ▶ Proposal for taking adequate measures in case of subjective responsibility for the eventual failure to implement projects and programs foreseen by the strategy.

The commission is obliged to meet at least once a month in a regular meeting. Through the Chair, it reports every three months to the Steering Council about the implementation of the Strategic Plan.

1.1. Monitoring and reporting

Monitoring is a continuous process which assures the HZU and the interested parties of achieving the objectives set in this strategic plan. In order to release accurate information for all parties regarding the achievement and progress of the objectives of the Strategic Plan, the progress report is reported to the board every 3 months and published on the HZU website every beginning of the year for the previous year.

Monitoring really assesses whether the planned activity is being carried out within the defined period and within the defined budget. For the realization of Monitoring, the Commission must cooperate with the management of the HZU, such as: the Steering Council, the Rector, the Vice-Rectors, the Academic Units, the General Secretary and the administration directorates, the commission in this case may request information, documents and data for the review of related activities. All bodies and structures of the HZU are obliged to provide the support requested by the Commission regarding the implementation of the Strategic Plan. The Chair of the Commission is the connection between the Commission and the governing bodies of the University, academic units, administration, and other institutions involved in the implementation of this strategic plan.

As for the fulfillment of the tasks related to the implementation of the Strategic Plan, the Commission in question submits the detailed annual report to the Steering Council. Furthermore, this progress report will be published on the HZU website every year. Based on this report, the success of the implementation of these objectives is also evaluated. In other words, the output of each activity is evaluated to see if it is giving the expected effect.

V. Strategy Budget

The Strategic Plan 2023 – 2026 of the University “Haxhi Zeka” for the four – year implementation foresees the overall budget of 12,006,897.52 €, of which 9,607,547.52 € will be covered from the regular budget of UHZ and 2,400,350.00 € from donators.

The following is the overall budget for four years of this strategic plan, divided by fields, years and funding sources (expressed in Euros), while in the appendix is a detailed budget action plan for each activity.

Areas	Source Of Funding	YEAR				Total
		2023	2024	2025	2026	
Internal management	The budget of UHZ	46,000.00	74,460.00	72,460.00	72,460.00	265,380.00
	Donors	3,000.00	2,000.00	2,000.00	2,000.00	9,000.00
	Total	49,000.00	76,460.00	74,460.00	74,460.00	274,380.00
Teaching	The budget of UHZ	136,567.92	170,329.60	204,930.24	136,969.76	648,797.52
	Donors	0.00	0.00	0.00	0.00	0.00
	Total	136,567.92	170,329.60	204,930.24	136,969.76	648,797.52
Quality Assurance	The budget of UHZ	22,200.00	35,600.00	79,400.00	14,700.00	151,900.00
	Donors	0.00	0.00	0.00	0.00	0.00
	Total	22,200.00	35,600.00	79,400.00	14,700.00	151,900.00
Science, Research and Art	The budget of UHZ	83,500.00	83,500.00	83,500.00	83,500.00	334,000.00
	Donors	15,000.00	15,000.00	15,000.00	15,000.00	60,000.00
	Total	98,500.00	98,500.00	98,500.00	98,500.00	394,000.00
Internationalization	The budget of UHZ	182,750.00	196,500.00	406,750.00	421,750.00	1,207,750.00
	Donors	556,250.00	616,400.00	457,000.00	491,100.00	2,120,750.00
	Total	739,000.00	812,900.00	863,750.00	912,850.00	3,328,500.00
Students	The budget of UHZ	79,500.00	89,600.00	90,100.00	91,100.00	350,300.00
	Donors	30,900.00	58,900.00	58,900.00	58,900.00	207,600.00
	Total	110,400.00	148,500.00	149,000.00	150,000.00	556,900.00
Entrepreneurship	The budget of UHZ	4,800.00	2,800.00	2,500.00	2,500.00	12,600.00
	Donors	3,000.00	0.00	0.00	0.00	3,000.00
	Total	7,800.00	2,800.00	2,500.00	2,500.00	15,600.00
Infrastructure	The budget of UHZ	2,089,080.00	1,589,580.00	1,534,080.00	1,424,080.00	6,636,820.00
	Donors	0.00	0.00	0.00	0.00	0.00

	Total	2,089,080.00	1,589,580.00	1,534,080.00	1,424,080.00	6,636,820.00
Total budget for all areas	The budget of UHZ	2,644,397.92	2,242,369.60	2,473,720.24	2,247,059.76	9,607,547.52
	Donors	608,150.00	692,300.00	532,900.00	567,000.00	2,400,350.00
	Total	3,252,547.92	2,934,669.60	3,006,620.24	2,814,059.76	12,006,897.52

VI. CONCLUSIONS

This strategic plan defines our journey as an institution for the following years. The HZU aims to be the leading entrepreneurial university in Kosovo - we will achieve this not only from the plan, but also from the commitment of the community within the HZU.

The HZU is performing well. We are proud of HZU's successes, but we want more. The HZU should be the epicenter of generating economic development in the Dukagjini region. The HZU has obligations to the local community. It is our responsibility to nurture students capable for the labor market. Increased quality in teaching is our duty.

Higher education is undergoing changes, we are aware of this and this plan is a response to this dynamic. The success in implementing this plan is not only the success of the HZU, but of the entire Dukagjini region.

VII. ANNEX 1: ACTION PLAN

See Table in Excel.