



DEVELOPMENT STRATEGY PLAN 2025. – 2030.

FACULTY OF EDUCATION AND REHABILITATION
SCIENCES UNIVERSITY OF ZAGREB

The Development Strategy of the Faculty of Education and Rehabilitation Sciences, University of Zagreb, for the period 2025–2030 was adopted by the Faculty Council of the Faculty of Education and Rehabilitation Sciences at its 9th session in the academic year 2024/2025, held on the 16th of June 2025.

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The Development Strategy of the Faculty of Education and Rehabilitation Sciences, University of Zagreb, was developed in collaboration with other members of the Faculty Management, academic staff, and professional services staff.

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1. Introduction

The Faculty of Education and Rehabilitation Sciences (ERF), University of Zagreb, has developed this five-year Development Strategy with the aim of defining clear strategic directions that take into account the most significant social and economic trends at the local, national, European and global levels.

This Strategy covers the period 2025–2030 and outlines the objectives and activities through which the Faculty seeks to position itself as a leading higher education institution in Croatia and the wider region in the fields of education and rehabilitation sciences, speech and language therapy, and social pedagogy.

The Strategy begins with the Faculty's Vision and Mission, together with its Value Framework. It is followed by an analysis of the Faculty's position and development potential within both its internal and external environment, an overview of key development perspectives and challenges, and a presentation of the main strategic objectives, including the corresponding specific objectives, activities and expected outcomes to be achieved by the end of 2030.

All terms used in this Strategy that carry gender connotations apply equally to all genders, regardless of the grammatical form in which they appear.

2. Vision and Mission

2.1. Vision

The vision of the Faculty of Education and Rehabilitation Sciences, University of Zagreb, is to become an internationally recognised higher education institution distinguished by excellence in teaching and research, as well as by its professional impact on the community and environment in which it operates.

2.2. Mission

The mission of the Faculty of Education and Rehabilitation Sciences is to provide education grounded in scientific knowledge in the fields of education and rehabilitation sciences, speech and language therapy, and social pedagogy, with the aim of promoting the inclusion of vulnerable and at-risk groups in society.

The Faculty acts at both the individual and societal levels, contributing to the development of public policies and social well-being, while upholding the principles of professional ethics and responsibility.

2.3. Value Framework

The Faculty's Value Framework is founded upon its Mission, Vision and strategic objectives and reflects the professional, ethical and social principles that guide its activities (Figure 1).

One of the Faculty's core values is **academic excellence**. The Faculty systematically promotes high standards in education, research and professional practice. Through high-quality study programmes, competent academic and professional staff, and a well-developed research activity, the Faculty ensures that students receive relevant education aligned with the needs of the profession and the labour market.

Closely linked to academic excellence are **ethics and professionalism**. The Faculty emphasises adherence to ethical principles in its work with students, service users and partners, fostering a responsible, competent and empathetic approach that is particularly important within educational and rehabilitation contexts.

Inclusiveness and equality represent another defining value of the Faculty. The Faculty actively develops support mechanisms for all students, with particular attention to students with disabilities, ensuring equitable access to education through reasonable adjustments, mentoring support and

dedicated services such as the Centre for Support to Students and Career Development (CARPO). This approach not only guarantees equal rights for all students but also promotes diversity and social sensitivity.

A strong emphasis is also placed on **social responsibility**. The Faculty maintains continuous cooperation with the local community, public institutions and the civil sector, and through numerous professional projects and initiatives actively contributes to the development of social services and public policies. Students are engaged in practical community-based activities throughout their studies, thereby strengthening their sense of responsibility and awareness of the profession's role in society.

Collaboration and partnership constitute another important value, both within the institution and with external stakeholders. The Faculty fosters a culture of dialogue, interdisciplinarity and teamwork, and through international cooperation and mobility further enhances its openness to global educational and scientific developments.

Finally, the Faculty's Value Framework is completed by **openness and transparency**. In its communication with stakeholders – particularly students – the Faculty adheres to the principles of accessibility, timeliness and inclusiveness. Students are actively represented in governing bodies, confirming a participatory model of governance and their genuine involvement in decision-making processes.

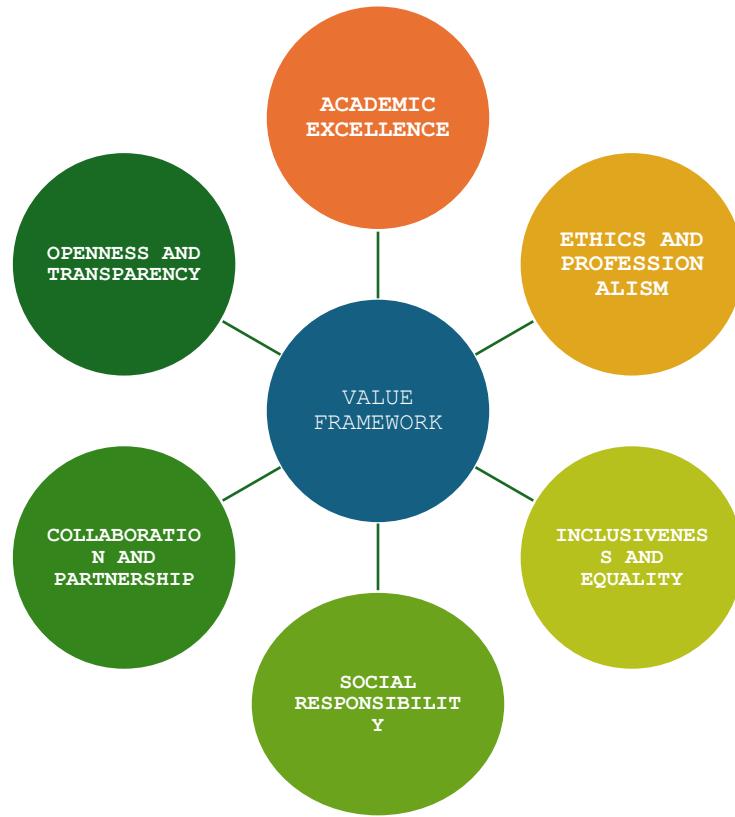


Figure 1. Value Framework Diagram of the Faculty of Education and Rehabilitation Sciences (ERF)

3. Analysis of the Position and Development Potential of the Faculty of Education and Rehabilitation Sciences within its Environment

The overall activities and strategic objectives of the Faculty for the forthcoming period are defined in accordance with a number of national strategic documents adopted by the Government of the Republic of Croatia and central state administration bodies:

1. **National Development Strategy 2030 (NDS 2030)**
2. **Smart Specialisation Strategy until 2029 (S3 2029)**
3. **National Recovery and Resilience Plan 2021–2026 (NRRP)**
4. **Competitiveness and Cohesion Programme 2021–2027**
5. **Research Infrastructure Development Plan in the Republic of Croatia 2023–2027**
6. **Croatian Qualifications Framework (CQF)**

3.1. SWOT Analysis

In order to ensure a realistic elaboration of the Faculty's strategic and specific objectives, as well as related performance indicators and activities for the forthcoming period, due consideration has been given to the assessment of current and future strengths and weaknesses, as well as opportunities and threats arising from internal institutional circumstances and from the broader local, national and international scientific, economic and social environment.

For this purpose, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was conducted across four strategic areas.

3.2. SCIENTIFIC EXCELLENCE

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • High levels of motivation, competence and experience among academic staff in implementing research projects, delivering doctoral programmes and organising scientific conferences • Publication of three scientific journals • Delivery of two doctoral programmes at the Faculty • High ranking of two scientific journals (A1 category journals) • The journal <i>Croatian Review of Rehabilitation Research</i> ranked in the third quartile (Q3) • Inclusion of the journal <i>Criminology and Social Integration</i> in the Scopus citation database • Capacity for interdisciplinary and socially relevant research • Students highly motivated for engagement in research activities • Institutional funding support for open access publication of scientific papers • Financial support for research activities within postgraduate studies • Establishment of a dedicated body responsible for research activities at the Faculty – the Research Committee • Organisation of Doctoral Candidates' Day and workshops aimed at strengthening the scientific and professional competences of staff and students • Establishment of laboratory facilities at the Faculty 	<ul style="list-style-type: none"> • A relatively low number of publications in Q1 and Q2 journals • The Faculty acts as the lead institution in a relatively small number of competitive research projects • A comparatively low number of doctoral candidates involved in the Faculty's research projects • Spatial constraints and insufficiently equipped laboratory facilities • Absence of a structured plan for ensuring the sustainability of project research outcomes
OPPORTUNITIES	THREATS

<ul style="list-style-type: none">• Strong international networks and collaborative partnerships• High level of interest in establishing partnerships with the Faculty• Development of research collaboration with stakeholders from the public and non-governmental sectors• Participation in UNIC projects• Programme-based funding schemes• Participation of academic staff in COST Actions• The Teaching and Clinical Centre (NKC) as a cohort base and structured research database	<ul style="list-style-type: none">• Insufficient administrative and financial capacity for effective project management and monitoring• Limited opportunities to recruit administrative staff on permanent contracts• Overburdening of academic staff with teaching and administrative responsibilities• An insufficient number of researchers in specific scientific fields and research areas• Risk of unsustainability of project outcomes due to a lack of post-project investment and sustainability planning
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3.3. COOPERATION WITH THE ECONOMY

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • High-quality scientific, teaching and professional work • Long-standing tradition and strong reputation of the Faculty • Increasing demand for knowledge and product transfer to the economy • Active role of the Centre for Lifelong Learning (CCU) in disseminating competences and skills to economic stakeholders • Application of scientific knowledge in the economy beyond formal project frameworks • Strong connections with the national library and information community 	<ul style="list-style-type: none"> • A limited number of established collaborative projects with economic stakeholders • Limited flexibility in implementing projects with economic partners due to differences in governance and management frameworks between the two systems • A low number of contracted scientific and research services on the open market • Insufficient institutional awareness of innovation, technology transfer and intellectual property management • Lack of a systematic approach to enhancing the Faculty's visibility and recognition among potential economic stakeholders • Under-recognition of the importance of strengthening links with the economy through the Faculty's Alumni Association
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Availability of funding schemes • Involvement of academic and professional staff in expert bodies of national and regional significance • Growing recognition of the importance of lifelong learning through stronger links between higher education and the economy • The Teaching and Clinical Centre (NKC) as a platform for developing cooperation with economic stakeholders • Generation of ideas with the potential for commercial development 	<ul style="list-style-type: none"> • Overburdening of academic and professional staff with administrative responsibilities • Lack of a clearly defined active role of the Faculty in potential collaborations with economic stakeholders • Absence of an established system for intellectual property management • Insufficient knowledge and institutional capacity for preparing and submitting joint project applications in collaboration with economic partners

<ul style="list-style-type: none">• Increasing collaboration with the private sector through knowledge and technology transfer projects (e.g. the IRI-2 project and the Innovation Vouchers for SMEs call)	
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3.4. QUALITY OF STUDY PROGRAMMES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> Competent academic staff A favourable staff-to-student ratio High level of interest among secondary school students in the Faculty's study programmes High-quality performance of professional and administrative services The Teaching and Clinical Centre (NKC) as a dedicated teaching base The Centre for Support to Students and Career Development (CARPO) as a structured student support unit Established coordination mechanisms for supporting students, including students with disabilities Office for International Cooperation Availability of IT equipment and infrastructure Established information systems supporting teaching-related business processes and the monitoring of academic progression Continuous and successful activity of student associations within the Faculty Financial support for student activities (e.g. student conferences and related initiatives) Mentoring support for students (year mentors, Freshers' Day, Project Day) Student representation in Faculty governing bodies A significant proportion of students participating in international mobility (study visits and traineeships) Continuous growth in academic staff mobility 	<ul style="list-style-type: none"> Outdated study programmes Insufficient lecture room capacity Inadequate library and reading room space Lack of Faculty-authored textbooks and teaching materials Reluctance among some academic staff to adopt more advanced levels of e-learning Regional centralisation of practical teaching delivery Inconsistent monitoring and supervision of student placements An insufficient number of courses delivered in English A limited number of academic staff involved in doctoral supervision Insufficient competences for supervising doctoral candidates Inadequately equipped and organised spaces designated for students and doctoral candidates

<ul style="list-style-type: none"> • A significant level of mobility among professional (non-academic) staff • Regular organisation of Information Days for students and staff regarding mobility opportunities • Active involvement of students in scientific, teaching and professional activities of the Faculty • Open, timely and accessible communication between academic staff and students • Institutional repository of assessed theses • High-quality operation and accessibility of the library and reading room, including extended opening hours • Co-financing of certain teaching-related costs (e.g. off-site practical placements and mandatory health documentation) 	
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • Strong demand for the Faculty's study programmes • Approved qualification standards • Modernisation of teaching methods • Availability of new and innovative learning technologies • Access to training programmes aimed at enhancing the competences of academic staff and students • Academic staff members competent to deliver workshops on e-learning • Established record of successful national and international academic cooperation 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Overburdening of academic staff with non-teaching responsibilities • Lack of incentives for delivering courses in English • Limited motivation among some academic staff to undertake professional development in contemporary and online teaching methods • Excessive administrative workload associated with the teaching process

- Funding for publishing activities and logistical support provided by the Publishing Committee
- Repurposing of Faculty premises to create dedicated student spaces

3.5. SOCIAL RESPONSIBILITY

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> Competent and highly motivated academic staff and professional associates Competent professional and administrative staff within support services The Teaching and Clinical Centre (NKC) recognised as a centre of clinical excellence A long-standing tradition of lifelong learning programmes addressing societal challenges Research activities responding to current social challenges An active role in the development of public policies Participation in international professional and expert bodies Strong links with higher education institutions that have undergone digital transformation Active engagement in the popularisation of science 	<ul style="list-style-type: none"> Insufficient spatial capacity Faculty regulations requiring modernisation Resistance to changes in internal processes and the introduction of new technologies Low level of integration of digital technologies Absence of a formal plan for the digital transformation of operations Lack of a systematic approach to developing employees' digital competences Insufficient administrative and financial support for the development of lifelong learning programmes Absence of a structured visibility and communication strategy for the Faculty
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> Strong interest among various institutions and associations in partnering with the Faculty on professional projects Growing interest in the Faculty's specialist and lifelong learning programmes Leveraging the Faculty's existing role in public policy development to establish collaborations that strengthen activities of national significance 	<ul style="list-style-type: none"> Rapid technological advancement may widen the existing gap in the digitalisation of institutional operations Slow or inadequate institutional adaptation to new legislative and societal requirements

<ul style="list-style-type: none">• Utilising existing research as an evidence-based framework for addressing societal challenges• Availability of educational programmes aimed at developing appropriate digital competences• High level of motivation among academic staff and students to engage in the popularisation of science	
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4. Development Perspectives and Challenges

4.1. Scientific Productivity and the Quality of Research

Scientific excellence at the Faculty is shaped through the synergy of long-standing expertise, social responsibility and an increasingly pronounced international orientation. The SWOT analysis of the Faculty's research activity provides a comprehensive overview of existing capacities, opportunities and limitations that the Faculty faces in its efforts to further enhance its scientific visibility and impact.

One of the Faculty's strongest attributes lies in the high level of motivation and competence of its academic staff. Academics and research associates demonstrate continuous engagement in the implementation of research projects, the supervision of doctoral candidates and the organisation of scientific conferences, thereby fostering a stimulating research environment. The publication of three scientific journals—despite challenges related to visibility—further confirms the Faculty's institutional commitment to the development of scholarly communication. The inclusion of the journal *Criminology and Social Integration* in the Scopus database in 2024 and the ranking of the journal *Croatian Review of Rehabilitation Research* in the third quartile (Q3) indicate measurable progress towards international standards.

The Faculty's particular potential is reflected in its interdisciplinary orientation and its ability to connect research themes with socially relevant issues and needs. In this area, the Faculty benefits from a strong network of collaborators from the public and non-governmental sectors, representing a significant opportunity for the development of applied research and the submission of competitive research proposals.

However, notwithstanding these strengths, scientific excellence is confronted with several weaknesses that require systematic attention. The relatively low number of publications in top-ranked journals (Q1 and Q2), the limited number of research projects led by the Faculty, and the comparatively low level of doctoral candidate involvement in research activities indicate the need for strengthened strategies and support mechanisms for researchers.

In addition, administrative and infrastructural challenges—such as the overburdening of the Ethics Committee, insufficiently developed administrative and technical support for project management, and limited laboratory space—pose serious risks to the sustainability of research activities. These issues are not solely the result of internal shortcomings but also reflect systemic constraints within the broader university and national research framework, particularly in relation to funding and employment structures.

At the same time, the Faculty has considerable development opportunities. Active participation in international initiatives such as UNIC projects, access to programme-based funding, growing interest in partnerships, and engagement in COST Actions provide significant potential for research networking and knowledge exchange. The role of the Teaching and Clinical Centre (NKC) as a resource for longitudinal research may represent a strategic step towards the development of high-impact research projects.

Systematic strengthening of research capacity, enhanced institutional research support, mentoring of early-career researchers, investment in research infrastructure, and the improvement of publication quality are essential preconditions for further positioning the Faculty as a relevant scientific actor within national and international contexts.

4.2. Cooperation with the Economy

One of the Faculty's fundamental responsibilities is to contribute directly to, stimulate and guide the development of strategically relevant sectors within its wider environment through the implementation of scientific research and professional activities, and through the application of achieved results. This role should be further strengthened in the forthcoming period.

Although most projects conducted at the Faculty are applied in nature, they are less frequently implemented through formalised cooperation and structured partnerships with economic stakeholders. Research activities most commonly conclude with the publication of results in scientific journals and dissemination through standard academic channels. By contrast, successfully implemented collaborative projects with economic partners—particularly those obtained through competitive funding schemes and resulting in formalised knowledge transfer, technology transfer or the commercialisation of intellectual property—remain relatively rare and require further expansion.

In addition to external factors, such as the limited number of economic entities at local and national levels with sufficient financial capacity to co-finance participation in such projects, several internal constraints contribute to this situation. These include insufficient institutional funding to support the preparation and implementation of collaborative projects, an underdeveloped administrative and legal framework for the commercialisation of research outcomes, and limited visibility and recognition of the Faculty's competences and collaboration potential among economic stakeholders.

Despite its strong foundations, the Faculty faces several internal weaknesses that limit the scope and effectiveness of cooperation with the economy. Insufficient awareness of the importance of innovation, technology transfer and intellectual property management highlights the need for further training and the strengthening of organisational culture in this domain. The Faculty's visibility within the economic sector has not been systematically developed, and the potential of

the Alumni Association as a bridge to the private sector remains underutilised. Taken together, these weaknesses indicate the need for more strategic communication and engagement with economic stakeholders.

Accordingly, one of the priorities for the forthcoming period is to strengthen institutional capacities for the identification, protection and commercialisation of intellectual property generated through research activities. Measures will also be directed towards enhancing the Faculty's market recognition as a credible partner in the development of social innovation and educational programmes.

4.3. Quality of Study Programmes

The quality of study programmes at the Faculty constitutes the foundation of academic excellence, students' professional development, and the Faculty's long-term recognition within both the national and international higher education landscape.

The Faculty benefits from a range of institutional strengths that directly contribute to a positive student experience. Among the key advantages are highly competent academic staff and a favourable staff-to-student ratio. Students are provided with high-quality administrative and advisory support through student services, the Centre for Support to Students and Career Development (CARPO), and coordinated support mechanisms for students with disabilities, thereby ensuring an inclusive and supportive learning environment. A significant proportion of students participate in international mobility (study periods and traineeships). Within the Erasmus+ programme, long-standing and successful partnerships have been established with partner universities.

The Teaching and Clinical Centre (NKC) further contributes significantly as a distinctive teaching base integrating theory and practice. In combination with e-learning tools, the ISVU information system, accessible IT infrastructure and the institutional repository of final theses, students are offered education aligned with contemporary standards of digital pedagogy. Student representation in Faculty bodies and financial support for student initiatives foster active student participation in the academic community, while the reading room and library, operating with extended hours, further enhance the overall study experience.

Within the external environment, the Faculty benefits from numerous development opportunities. Growing demand for its study programmes confirms the relevance of its academic orientation. Approved qualification standards, together with available training opportunities aimed at enhancing both teaching and student competences, provide a solid framework for the modernisation of teaching processes. Academic staff with expertise in e-learning and established international collaborations enable the Faculty to strengthen its presence within national and

international academic contexts. Funding for publishing activities and the repurposing of premises into dedicated student spaces may further enhance the quality and attractiveness of study provision.

Despite these strengths and opportunities, the Faculty faces several internal challenges. Foremost among these is the outdated nature of certain study programmes, which do not fully reflect developments within the profession and society. Insufficient lecture room capacity, inadequately organised student spaces, and a lack of Faculty-authored textbooks and teaching materials diminish both teaching quality and the overall student experience.

A further obstacle lies in the reluctance of some academic staff to adopt more advanced levels of e-learning, despite the availability of resources. In addition, the regional centralisation of practical teaching and inconsistencies in its monitoring result in unequal student experiences. The limited number of courses delivered in English constrains opportunities for internationalisation, while the small number of staff competent to supervise doctoral candidates slows academic development and the transfer of research practices to younger generations.

In terms of risks, the most pronounced challenge is the overburdening of academic staff with non-teaching responsibilities, leaving less time for teaching innovation and research-led curriculum development. The absence of incentives for delivering courses in English directly affects international competitiveness and the capacity to attract international students. Similarly, limited motivation among some staff to pursue professional development in contemporary teaching methodologies hinders the modernisation of teaching and weakens responsiveness to evolving educational trends.

The SWOT analysis clearly demonstrates that the Faculty possesses substantial resources and competences that form a strong foundation for high-quality study provision. However, further progress requires decisive action in curriculum modernisation, digitalisation, internationalisation and spatial development. It is equally essential to strengthen support for academic staff and systematically encourage their engagement in professional development to respond effectively to the challenges of contemporary higher education.

4.4. Social Responsibility: A Foundation of Identity and Impact

Given its specific position within both the scientific and societal landscape, the Faculty performs a particularly significant and multidimensional role in advancing social responsibility. It brings together competent and highly motivated academic staff, professional experts and students who actively contribute to public policy development, research addressing societal challenges, and the popularisation of science.

The Faculty's Teaching and Clinical Centre (NKC) is recognised as a centre of clinical excellence, through which scientific and professional knowledge is directly transferred to societal stakeholders. In addition, the educational programmes offered by the Centre for Lifelong Learning (CCU) demonstrate the Faculty's responsiveness and adaptability to societal needs.

The Faculty maintains constructive cooperation with the public sector, including state administration bodies, public authorities and local government. Through participation in projects, working groups, committees and other formal collaboration mechanisms established by governmental and public institutions, the Faculty's academics and experts contribute significantly, through their knowledge and expertise, to addressing matters of public interest.

The Faculty's societal relevance is further reflected in opportunities within the external environment. There is strong interest from various institutions and associations in establishing partnerships, opening pathways for professional and community development projects. Moreover, sustained interest in specialist and lifelong learning programmes confirms public confidence in the competences and expertise offered by the Faculty.

In order to further develop these activities in a systematic manner, it is necessary to acknowledge and address existing weaknesses that limit the full realisation of the Faculty's social responsibility potential. There remains insufficient recognition of the importance of systematic science popularisation, which reduces the Faculty's visibility as a key societal actor. Additionally, limited administrative and financial support for the development of lifelong learning programmes constrains their long-term sustainability and operational efficiency.

In the forthcoming period, the Faculty intends to enhance its visibility through increased engagement in science popularisation activities and to ensure the sustainability of its lifelong learning programmes through strengthened institutional support mechanisms.

4.4.1. Strengthening the Digitalisation of Faculty Operations – Between Challenges and Opportunities

Strengthening the digitalisation of institutional operations does not represent merely a technical upgrade, but rather a strategic step towards a more efficient, transparent and responsive academic environment. Certain work processes remain relatively outdated and are carried out in a traditional, "analogue" manner, which reduces operational speed, connectivity and effective data management.

The Faculty already possesses several elements that may serve as a strong foundation for digital advancement. Existing baseline digital infrastructure, competent and motivated staff, and growing awareness among employees of the need for digital modernisation constitute significant

institutional capital. Furthermore, the openness of some staff members to professional development, together with strong links to other higher education institutions—particularly those that have already undergone digital transformation—creates opportunities for the adoption of good practice and effective knowledge transfer.

Despite these favourable conditions, the Faculty faces several internal weaknesses that complicate digitalisation efforts. Of particular concern is the low level of integrated use of digital technologies and the uneven level of digital literacy among staff. Resistance to change, the absence of a formal digital transformation strategy, and the lack of systematic training further hinder the implementation of digital initiatives. Limited financial and human resource capacity presents an additional challenge requiring careful strategic planning and prudent resource management.

At the broader systemic level, there are numerous opportunities that the Faculty may leverage. Notably, the availability of non-repayable funding for digital transformation may provide a financial basis for infrastructure enhancement and staff training. The increasing availability of training programmes for the development of digital competences, together with access to contemporary digital tools, enables more rapid and effective digital capacity building. By strengthening human capital, the Faculty can establish sustainable foundations for digital transition, oriented towards inclusivity, improved administration and enhanced institutional performance.

In the forthcoming period, the Faculty intends to increase investment in the digital dimension of its operations, including the development of employees' digital skills and digital infrastructure, to enhance the speed, efficiency, security and transparency of overall institutional processes.

5. Strategic and Specific Objectives for the Period 2025–2030

5.1. Enhancing Scientific Excellence

- 5.1.1. Increasing Participation in Competitive Research Funding
- 5.1.2. Strengthening International Research Cooperation
- 5.1.3. Strengthening Human Resources for Research
- 5.1.4. Strengthening the Human Resources Capacity of Professional Services
- 5.1.5. Enhancing Research Infrastructure
- 5.1.6. Contributing to Open Science

5.2. Strengthening Cooperation with the Economy

- 5.2.1. Enhancing Institutional Governance of Intellectual Property
- 5.2.2. Enhancing the Provision of Scientific and Research Services on the Commercial Market, Including Educational Development Services

5.3. Enhancing the Relevance, Quality and Effectiveness of Study Programmes

- 5.3.1. Modernisation and Enhancement of Study Programmes
- 5.3.2. Aligning Study Programmes with Skills Development to Strengthen Labour Market Competitiveness

5.4. Strengthening Social Responsibility

- 5.4.1. Promoting a Culture of Lifelong Learning, Equality and Inclusion
- 5.4.2. Digital Transformation of Operations
- 5.4.3. Public Engagement with Research

6. Monitoring the Achievement of Strategic Objectives

The achievement of long-term strategic objectives will be monitored through defined performance indicators. For shorter timeframes and for each specific objective, programme-level indicators and concrete measurable outcomes will be established. Where necessary, additional indicators will be introduced to ensure comprehensive monitoring of strategic goal attainment.

The implementation of the Development Strategy will be reviewed annually through the Faculty's institutional reports.

6.1. Operational Plan for the Strategic Objective: Enhancing Scientific Excellence

Specific Objective	Measures and Activities	Performance Indicators
5.1.1. Increasing Participation in Competitive Research Funding	<ul style="list-style-type: none">- Adoption of a Regulation on the Faculty's Research Activity- Systematic dissemination of information on current funding calls- Encouragement and support for researchers in planning, designing and submitting project proposals- Promotion of publication in high-ranking journals	<ul style="list-style-type: none">- Number of successful applications to competitive funding sources (of which: international programmes)- Total value of competitively funded research projects (of which: international programmes)- Number of publications indexed in Scopus and Web of Science (WoS), including internationally peer-reviewed proceedings- Number of publications in Q1 and Q2 journals
5.1.2. Strengthening Human Resources for Research	<ul style="list-style-type: none">- Continuous professional development of researchers- Organisation of training programmes for researchers and doctoral candidates- Enhanced support for doctoral candidates in publishing and disseminating research results outside the home institution	<ul style="list-style-type: none">- Number of researchers obtaining a postgraduate qualification or completing postdoctoral training outside their home public higher education institution- Number of completed doctoral degrees (of which: international doctoral candidates)- Number of researchers employed from earmarked or own-source funding
5.1.3. Strengthening the Human Resources Capacity of	<ul style="list-style-type: none">- Training for staff in financial management of research projects- Measures aimed at recruiting	<ul style="list-style-type: none">- Number of training sessions attended and delivered to strengthen professional services capacity- Number of project applications

Specific Objective	Measures and Activities	Performance Indicators
Professional Services	professional and administrative staff	developed in cooperation with professional services
5.1.4. Enhancing Research Infrastructure	<ul style="list-style-type: none"> - Procurement of new research equipment- Upgrading of existing research equipment- Development of digital research databases- Establishment of mechanisms ensuring sustainability of research outcomes 	- Total amount of Faculty investment in research equipment from own resources
5.1.5. Contributing to Open Science	<ul style="list-style-type: none"> - Funding for open access publications- Promotion of repositories and open data platforms- Organisation of training activities on open science 	<ul style="list-style-type: none"> - Number of implemented measures and tools supporting open science policy- Proportion of open access publications within the total number of publications indexed in Scopus and WoS

6.2. Operational Plan for the Strategic Objective: Strengthening Cooperation with the Economy

Specific Objective	Measures and Activities	Performance Indicators
5.2.1. Enhancing Institutional Governance of Intellectual Property	<ul style="list-style-type: none">- Staff training (courses, workshops, training at other institutions) on intellectual property rights and related procedures- Identification of successful examples of good practice in innovation development- Establishment of a database of good practice examples in innovation- Establishment of a Working Group tasked with drafting a Regulation on Intellectual Property Management- Establishment of a legal framework for the commercialisation of services research outcomes and the protection of the Faculty's intellectual property in accordance with the National Guidelines for Technology and Knowledge Transfer	<ul style="list-style-type: none">- Database of good practice examples established- Number of initiated projects involving the transfer of research results for the development and commercialisation of new services
5.2.2. Enhancing the Provision of Scientific and Research Services on the Commercial Market, Including Educational Development Services	<ul style="list-style-type: none">- Identification of scientific and research services available at the Faculty- Mapping of scientific and research services that the Faculty can offer to the market- Recognition and incentivisation of successful performance of researchers and other staff in delivering scientific and research services on the commercial market	<ul style="list-style-type: none">- Number of formal collaborations with economic stakeholders- Number of contracted scientific and research services on the commercial market- Revenue generated from commercial and service activities

6.3. Operational Plan for the Strategic Objective: Enhancing the Relevance, Quality and Effectiveness of Study Programmes

Specific Objective	Measures and Activities	Performance Indicators
5.3.1. Modernisation and Enhancement of Study Programmes	<ul style="list-style-type: none">- Promotion of project-based learning within study programmes-Encouragement of dissemination of project-based learning outcomes (Project Day, Faculty-organised conferences, etc.)- Participation in professional development programmes aimed at strengthening teaching competences-Organisation of training programmes to enhance teaching and mentoring competences	<ul style="list-style-type: none">- Number of innovative teaching methods introduced- Number of academic staff participating in professional development programmes aimed at strengthening teaching competences
5.3.2. Aligning Study Programmes with Skills Development to Strengthen Labour Market Competitiveness	<ul style="list-style-type: none">- Definition of an implementation roadmap and guidelines for the development of new study programmesDevelopment of new study programmes aligned with the Croatian Qualifications Framework (CQF)	<ul style="list-style-type: none">- Number of study programmes aligned with the Croatian Qualifications Framework (CQF)

6.4. Operational Plan for the Strategic Objective: Strengthening Social Responsibility

Specific Objective	Measures and Activities	Performance Indicators
5.4.1. Promoting a Culture of Lifelong Learning, Equality and Inclusion	<ul style="list-style-type: none"> - Organisation of workshops and lectures on the promotion of equality and inclusion for all Faculty staff and students- Implementation of works aimed at improving the accessibility of the Faculty's physical infrastructure- Participation of staff in accredited professional development programmes relevant to their job descriptions- Development of lifelong learning programmes aligned with the Croatian Qualifications Framework (CQF)- Development and implementation of mentoring and other support programmes/activities for students from underrepresented and vulnerable groups- Monitoring the employability of students from underrepresented and vulnerable groups- Conducting research on student well-being, with emphasis on the specific needs of underrepresented and vulnerable groups 	<ul style="list-style-type: none"> - Number of measures implemented to promote a culture of equality and inclusion- Number of infrastructure improvements undertaken to enhance physical accessibility- Number of employees who have completed accredited professional development programmes aligned with their job requirements- Number of lifelong learning programmes aligned with the Croatian Qualifications Framework (CQF)- Number of mentoring and other support programmes/activities implemented- Number of systematic studies conducted on employability and career needs of vulnerable student groups- Number of student well-being studies conducted and recommendations identified for improving study conditions
5.4.2. Digital Transformation of Operations	<ul style="list-style-type: none"> - Promotion of the development of digital competences among academic and professional staff- Enhancement of digital infrastructure (servers and databases, internal communication systems, data processing and sharing systems, etc.)- Digitalisation of information flows and access within institutional operations (digitalisation of routine processes and records, introduction of digital solutions for 	<ul style="list-style-type: none"> - Amount of own-source funding invested in projects aimed at digital transformation of operations

Specific Objective	Measures and Activities	Performance Indicators
	<p>more efficient data processing, etc.)-</p> <p>Digitalisation of the Centre for Lifelong Learning (e.g. online registration and payment systems for educational programmes)-</p> <p>Digitalisation of knowledge transfer processes, public engagement activities and online presence (e.g. specialised platforms, social media channels)</p>	
5.4.3. Public Engagement with Research	<ul style="list-style-type: none">- Promotion of knowledge transfer arising from the Faculty's scientific and professional work to various stakeholder groups and the wider public through workshops, seminars, lectures and media engagement-Increasing visibility of key activities, competences, qualifications and research results on the Faculty's website-Strengthening the Faculty's visibility on social media platforms-Development of a Faculty communication strategy	<ul style="list-style-type: none">- Number of public engagement activities (lectures, workshops, round tables, media appearances, social media posts, etc.)

7. Conclusion

The Development Strategy of the Faculty of Education and Rehabilitation Sciences for the period 2025–2030 provides a comprehensive framework for the systematic advancement of the Faculty's key areas of activity—scientific excellence, cooperation with the economy, quality of study programmes and social responsibility. The Faculty's vision is oriented towards internationally recognised excellence, while its mission remains firmly grounded in social inclusion and professional ethics.

The document is based on an analytical approach, including a SWOT analysis and alignment with national strategic documents, and sets out concrete objectives and operational measures enabling the effective monitoring of progress. Planned steps include strengthening research infrastructure, enhancing the visibility and commercialisation of research outcomes, modernising study programmes, and advancing the digital transformation of institutional operations.

The successful implementation of this Strategy requires coordinated teamwork and interaction at all levels of the Faculty, as well as the active involvement of a broad range of staff members in the implementation process and in assuming responsibility for the achievement of defined measures, activities and strategic objectives.

On the basis of this Strategy, an Action Plan for its implementation will be developed. The Action Plan will include:

1. An overview of priority objectives;
2. Precise indicators and target values for each objective;
3. Defined timelines for the achievement of objectives;
4. A list of activities through which individual objectives will be realised; and
5. Designated persons responsible for the implementation of activities.

Faculty staff will be regularly informed, on an annual basis, of relevant developments relating to individual strategic areas. The formulation of objectives, indicators and target values will be reviewed and, where necessary, revised and supplemented to ensure the consistent and effective implementation of the Strategy.

Through the consistent realisation of the strategic objectives set out in this Development Strategy, the Faculty will fulfil its mission and vision, ensure continuity of its core values, and achieve significant progress in its key areas of activity.