

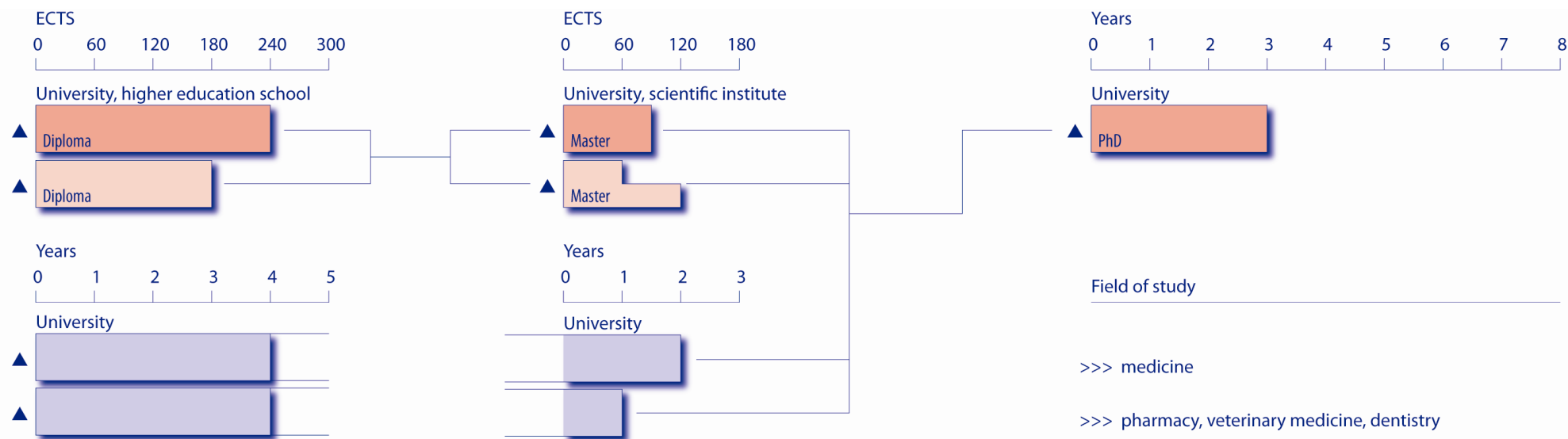


HIGHER EDUCATION IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA



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The higher education system the Former Yugoslav Republic of Macedonia



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

With the signing of the Bologna Declaration in 2003, the national authorities of the former Yugoslav Republic of Macedonia (FYROM) committed themselves to a successful implementation of the Bologna principles and objectives.

After the long debates and preparation process, the Parliament of the former Yugoslav Republic of Macedonia adopted a new Law on Higher Education in 2008.

The main areas covered by the Law are:

Quality Assurance:

- Strengthening the role of the Higher Education Accreditation Board and the Agency for Evaluation of Higher Education into one national body for quality assurance in higher education;
- Introduction of student participation as well as participation of employers' representatives in decision-making bodies of the universities and the quality assurance process (from both the private and the public sector);
- Introduction of international cooperation in the quality assurance process (peer reviewers, other quality assurance agencies and/or relevant associations);
- Membership of the national bodies for quality assurance in the European Association for Quality Assurance in Higher Education (ENQA).
- the need for the national quality assurance system to comply with the Standards and Guidelines for Quality Assurance in European Higher Education.

Three-cycle based higher education system:

- The first and second cycles are described using ECTS and generic descriptors based on learning outcomes and competences;
- Doctoral level qualifications are aligned with the EHEA overarching framework for qualifications using the outcomes-based approach;

- The Law addresses the regulated professions;
- A legal basis for joint degrees is established;
- Development of a national qualifications framework in compliance with the EHEA overarching framework for qualifications, as well as with the European qualification framework for lifelong learning.

Types of tertiary programmes and qualifications

The study programmes of the two-cycle system were reformed in line with the Bologna Process. Thus, the traditional 5+2 model was transformed into a 4+1 or 4+1.5 model for academic studies and 3+2 for vocational studies. Some studies with duration shorter than three years were introduced as "short cycle" studies in the framework of the first study cycle. Experience shows that the state higher education institutions have the greatest difficulty in accepting the 3+2 model for three-year undergraduate studies whereas it is frequently accepted by the private higher education institutions. The majority of faculties at the state universities have maintained the four year duration of the first-cycle studies, and in some cases even five or six years, as it is in the field of regulated professions.

The first study cycle amounts to 180 to 240 credits, which is the equivalent of study programmes lasting 3 to 4 years. The name of the qualification in the national language is *diplomiran* + profile or in English Bachelor + profile.

Postgraduate Studies (Master Degree) amount to 60 to 120 credits, i.e. duration of 1 to 2 years, depending on the profile. The name of the qualification in the national language is *magister* + profile or in English Master + profile.

The Law on Higher Education provides for full-time third cycle study programmes in accordance with Bologna. The Law provides a legal framework for implementation of the third cycle according to the Bologna principles, including both taught courses and independent research. Under the Law universities are obliged to design structured study programmes which last at least three years full time and are awarded 180 ECTS.

The name of the qualification in the national language is *doktor* + profile or in English

Doctor of Philosophy + profile.

In the framework of Tempus, a Tempus Structural Measures project entitled "Developing Doctoral Studies (as third cycle) Social Sciences in the former Yugoslav Republic of Macedonia in accordance with the Bologna agreement (DOCSTUD)" created and implemented a model for Doctoral Studies in social sciences in the former Yugoslav Republic of Macedonia which was proposed to the universities in the country.

In compliance with the provisions of the new Law, the higher education institutions are given recommendations and encouragement to work on the development of integrated study programmes and joint degrees in the first, second and third cycles.

Types of tertiary education institutions

The Law on Higher Education provided for:

Change of the structure of a university from a loose association of legal entities into an integrated university. Taking into consideration the complexity of this demanding task, a transitional period for the transformation of the University "Ss. Cyril and Methodius" – Skopje and the University "St. Kliment of Ohrid" – Bitola into integrated universities was set lasting until January 2009. During the preparatory period new Statutes of both universities were created and adopted by the Parliament. The Statutes provide for:

- Broader activities for the Senate and Rectors;
- Setting up of a University Council comprising the representatives of students, employers' associations, local government etc.

In addition to the state universities (the "Ss. Cyril and Methodius" University in Skopje, the "St. Kliment Ohridski" University in Bitola, the State University in Tetovo, founded in 2004, the "Goce Delcev" University in Shtip, founded in 2007, and the University of Information Sciences and Technologies "St. Apostle Pavle" in Ohrid, founded in 2009), a significant number of private higher education institutions were opened in the country: the FON University (2002), the European University – Republic of Macedonia, the American College University and are private higher education institutions with representative numbers of students.

A new type of public-private non-profitable higher education institution has been introduced. Currently there is only one university of this type, the South-East European University established in Tetovo in 2001 with financial contributions from

numerous international donors and foreign higher education institutions.

The most significant reform in the HE system is the implementation of the country's strategy for opening HE units of dispersed studies in almost every town in the country. The ultimate aim, with the opening of these dispersed study programmes in the towns outside the headquarters of the Universities, is to increase the number of graduates in the country and bring the universities closer to the rural areas.

The increase in the number of universities and other higher education institutions has resulted in a significant increase in the number of students in the country.

2. Distribution of responsibilities

The role of the universities is strengthened by the new forms of their organization and management. The public universities are organized under the auspices of the Rectors' Conference of public universities and private universities are organized under the auspices of the Rectors' Conference of private universities. Issues of mutual interest come under the responsibility of the Inter-University Conference.

Universities integrate the functions of their units (functional integration) and through those units ensure across-the-board synchronisation of:

- strategic development,
- adoption of standards,
- norms and rules for the organization and implementation of higher education and scientific and research work;
- ECTS;
- applied and expert work;
- adjusted financial operation;
- investments and development plans;
- promotion of scientific research;
- criteria for selection and promotion in educational, scientific-educational, scientific or support staff careers;
- cooperation with universities at home and abroad;
- policy on student, teacher, support staff and administrative staff mobility;
- rules for rational utilization of human and material resources;
- development and organization of studies;
- quality assurance and control system;
- educational standards;

- information system;
- library system;
- publishing work;
- issuing diplomas;
- organization of symposiums and seminars;
- allocation of funds to the university units and university organizations for cultural and sports activities;
- provision of forms and other documentation necessary for students;
- professional or administrative and technical services;
- university documentation;
- care and promotion of students' and employees' standards;
- programme for exchange of scientific and vocational services and products with domestic and international natural persons and legal entities;
- insurance of university property and university units' property by performing other work as laid down in the Law on HE and the Statute of the University.

3. Governing bodies of the Higher Education Institutions

University Senates are the main governing bodies. The Senates have two members from each faculty and one from each institute, while 10% of the members are students.

The university has a management board (called the University Council in the new Law) with 11 members. Five of them are nominated by the University Senate while six are representatives of the wider external community, including nominees from the government, the chamber of commerce, the city, enterprises and students.

The Rector has an Executive Committee consisting of the rector, the vice-rectors and the Secretary General, which meets on a weekly basis. The Rector also has a Rector's Board which includes all deans, the heads of institutes and vice-rectors.

In accordance with the legal regulations, the statutes and other legal acts, students take part in all forms of university management. They are members of the managing bodies at university, faculty and department level. The students have one representative in each faculty/department commission on self-evaluation and three representatives in the university evaluation commission. Representatives of the Student Association participate in the Evaluation Agency. Students do not participate in the Accreditation Board.

4. Financing

The principal source for state HEIs' financing is the state Budget. The HEIs may acquire financing from other sources such as industry, research activities, applied research etc, which is treated as self-financing. They also acquire financing from donor programmes.

On the basis of projections from the higher education institutions, the Ministry of Education and Science prepares Proposal Calculations for the resources needed to finance higher education.

The distribution of financial resources for higher education financing is made after the official adoption of the Budget of the former Yugoslav Republic of Macedonia. Each public university has its own sub-programme budget line within the budget for higher education.

Higher education is financed in accordance with the Standards and Criteria.

Elements of the Standards and Criteria which influence the determination of the scope of higher education and thus also the amount of resources needed for higher education are:

- approved study programmes of the higher education institution;
- number of study groups, departments and courses;
- number of full-time students enrolled for the first time under the state quota in each academic year;
- qualification structure of employees;
- number of students who graduate;
- net usable premises of the higher education institutions; and
- the number of managerial personnel needed.

5. Students' contributions and financial support

From 2005, all students enrolled at state higher education institutions in the country pay student fee for their studies. The students admitted under what is known as the "state quota", determined by decision of the Government, pay 200 euro. Students admitted as part of the self-financing quota pay between 400 and 700 euro, depending on their chosen field of studies.

The Ministry of Education and Science awards academic scholarships for undergraduate, postgraduates and doctoral studies, both in the country and abroad, in accordance with the Book of Regulations for the Determination of Conditions and Criteria for Financial Awards Aimed at Educating Scientific-Research Staff.

The Ministry of Education and Science also awards loans for undergraduate students. The number of scholarship holders and the distribution by scientific discipline is determined by a special decision made by the Minister of Education and Science.

The Ministry of Education and Science also awards lump-sums for the technical preparation and defence of Master and doctoral thesis. This funding is designed to encourage young students and scientists and depend on the age of the student. Scholarship holders who have received one financial award for this purpose cannot reapply for another.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The Quality Assurance System (QAS) in higher education in the former Yugoslav Republic of Macedonia is based on the Law of Higher Education and the requirements of the Bologna Declaration. It includes the following:

- Approval, verification and recognition of the higher education institution, within the framework defined with the LHE, accomplished through the accreditation process;
- Quality assessment in the following areas:
 - Performance of the activities
 - Management
 - Financing
- Evaluation system for academic and other related activities
- Other activities and mechanisms that develop and maintain the quality of higher education as determined by the Law and the regulations of the bodies (agencies) that carry out the quality assessment of higher education.

The evaluation (Quality Assessment) of the HEIs is implemented through:

- External evaluation (external quality assessment);
- Self-evaluation (internal quality assessment);
- System of evaluation of the quality of the academic staff.

The external evaluation and the overall assessment of the academic staff at the universities and the other types of higher education institutions in the former Yugoslav Republic of Macedonia is carried out by the Agency for Evaluation of Higher Education (Evaluation Agency, i.e. Quality Assurance Agency).

A review of the National QA system was undertaken in the framework of a Tempus project Structural Measure SCM-CO11B05. The project partners developed new methodology for external quality assurance in higher education, using the results from 2 reports published by project partners where analyses of the current situation in quality assurance in the EU and neighbouring countries were made, taking into consideration the local specifics of the beneficiary country.

Another project in the field of QA entitled "Quality Management at Universities in Macedonia" was undertaken in the framework of the Tempus programme. It produced a general QM Model and QM System for four universities and their Rectorates.

7. Admission

Under the Law on Higher Education any person may have access to higher education. The Law also regulates the main conditions for enrolment in undergraduate, postgraduate and doctoral studies, stating that the citizens of the former Yugoslav Republic of Macedonia have equal rights to education at higher education institutions.

Enrolment in undergraduate studies takes place in accordance with the Announcement, which is published by the university. It contains the criteria and conditions for candidate enrolment, which are the same for all citizens of the former Yugoslav Republic of Macedonia; this is to ensure equal access to higher education.

The decision on the number of students to be enrolled at a state higher education institution whose education is to be financed from the state Budget is made by the Government, on the recommendation of the state university. The decision on the number of students to be enrolled at a state higher education institution over and above this agreed number is taken by the university under the conditions provided for in the Law.

The Law also ensures adequate and equitable access to higher education for citizens who belong to minority groups and for representatives of families whose members took part in the armed conflict of 2001. In order to ensure the right conditions and assumptions for the realization of this right, "positive discrimination" measures are applied. This gives students from minority ethnic groups the opportunity, under the already confirmed Announcement conditions, to enrol as part of the *additional quota*, alongside other full-time, first-year students. The number of students in the additional quota is determined by the Government.

Foreign students also have access to higher education, but this requires the right to

reciprocity i.e. the same conditions should be given to students from the former Yugoslav Republic of Macedonia in a foreign country. Individuals who do not have citizenship are allowed to access higher education under conditions laid down in the Law and international Acts ratified by the former Yugoslav Republic of Macedonia.

Especially talented individuals may enrol in studies in the field of the arts, even if they have not finished secondary education, on condition that they obtain the requisite secondary education qualification by the end of the second year of studies at a higher education institution, in accordance with the conditions provided for in the Statute of the faculty.

8. Organisation of the academic year

Students enrol following a public advertisement placed by the university or the independent higher education institution delivering the studies at least five months prior to the start of the academic year. The advertisement for enrolment contains the following: name of higher education institution and its address, name of study programme, description of delivery of study programme, duration of studies, requirements for enrolment, foreseen number of vacancies for enrolment, procedures and deadlines for application and enrolment.

The university defines the procedure for the selection of candidates for enrolment in a manner guaranteeing equality for all candidates irrespective of race, skin colour, gender, language, religion, political or other affiliation, ethnic, national or social background, property, birth, social status, disability, sexual orientation or age.

The public advertisement for a public higher education institution is published by the university in the manner stipulated in the Statute and following the prior consent of the Government of the former Yugoslav Republic of Macedonia.

The advertisement for a private higher education institution is published by the higher education institution in the manner stipulated in its Statute.

The academic year commences on 15 September and ends on 14 September the following year; it is divided into two semesters, summer and winter, or into three trimesters, and the teaching process may be carried out in cycles. The start and the duration of the teaching process in semesters are regulated in the Statute of the university or the independent higher education institution.

9. Curriculum content

With the new Law on Higher Education, institutions in the country that provide higher education are encouraged and indeed obliged to develop and establish modules, courses and study programmes with European content, orientation and organisation.

There is evidence of a wider range of professional profiling, greater flexibility of programmes of study and concerted efforts directed at achieving compatibility with European programmes in similar fields.

Recently, there has been a trend for universities to stop introducing what is known as the flexible vocational profile. They are creating modularised study programmes in which the student, in accordance with his/her inclinations, can choose one or more narrow vocational profiles.

Study and subject programmes are developed to serve the graduating profile; they respect the criteria for grouping teaching disciplines according to whether they are compulsory, elective or optional and determining how they are related and whether they should be one-semester, two-semester or multiple-semester subjects, as well as the types and number of courses, studies and study groups, all in accordance with the standards for graduate profiles and for efficiency in completing the teaching programme with a flexible approach to courses, studies and study groups.

The majority of study programmes include ICT literacy. Some study programmes include application of information-communication technologies in the fields they are concerned with. Under the Law on Higher Education, EU directives govern the duration of studies for regulated professions,

Universities periodically review their programmes, in order to standardize them and create curricula in conformity with national requirements and the Bologna Process. Departments organize workshops to revise curricula according to clear guidelines. The universities invite representatives from industry and other higher education stakeholders to these workshops in order to discuss the needs of the labour market regarding the employability of graduates. As part of the periodic review of the study programmes the universities always take into consideration the European dimension which should be present in their curricula so as to be more attractive to potential students. Substantial curriculum changes and new programmes are accredited externally by the Accreditation Board.

10. Assessment, progression, certification and degree

First-cycle studies are completed by taking all exams and drafting a final thesis or taking a final exam in accordance with the study programme.

Second-cycle studies are completed by taking all exams, preparing a postgraduate thesis and successfully presenting and defending it in public, in accordance with the study programme.

The procedure for application, assessment and successful public presentation and appraisal (defence) of a Master thesis is regulated by the Statute of the University.

Doctoral studies are considered to have been completed after passing all exams and following the preparation and successful public presentation and appraisal (defence) of the PhD dissertation.

The study programme for Doctorates in arts studies states that studies may conclude by the student passing all exams or passing a final exam before an examination commission and/or by preparation and performance of an artistic act.

The procedure for application, assessment and successful public presentation and appraisal (defence) of a PhD dissertation or the preparation and performance of an artistic act is laid down in the Statute of the University.

For the regulated professions, after successful completion of the study programme students have to pass a state exam in order to obtain their final qualification.

The assessment of a student's knowledge in teaching subjects is continuous throughout the teaching process and is expressed in points.

In order to meet all requirements for passing the exam (in segments or integrally) the student can earn 100 points at the most, or receive a positive grade expressed from 1 (one) to 10 (ten), the grade 5 (five) being insufficient and signifying a fail.

The assessment of knowledge in certain teaching subjects is conducted in a manner defined in the study programme and within a deadline laid down in the Statute of the higher education institution.

11. Academic staff

The educational-scientific positions of the academic staff are lecturer (*docent*), associate professor and full professor.

In philology faculties and other higher education institutions providing language

courses, the educational-scientific positions of academic staff are lecturer and senior lecturer.

Support staff positions are junior assistant, assistant and junior lecturer. In the arts, support staff positions are junior artistic associate and artistic associate.

The academic staff in educational-scientific positions is selected in educational-scientific fields, as defined in the Statute of the University.

A lecturer is a person with a scientific degree – Doctor of Sciences for the nominated scientific area – who has published scientific works and has achievements in the application of research outcomes and the ability to perform certain types of higher education work.

An associate professor is a person who has attained a scientific degree – Doctor of Sciences for the nominated scientific area – who has independently published scientific works as separate editions or as part of larger publications, has participated in scientific and research projects or had significant achievements in the application of scientific and research results, has made a contribution to the training of support staff and junior staff and has demonstrated the ability to perform various types of higher education work.

A full professor is a person who has attained a scientific degree – Doctor of Sciences for the nominated scientific area – and who has published significant scientific works separately or in scientific publications, has a major influence on the development of science and practice, has participated in or managed scientific and research projects or has had significant achievements in the application of scientific and research results, has contributed to the training of support staff and junior staff and who had demonstrated the ability to perform all types of higher education work.

12. Research activities

According to the Constitution, the state has an obligation to encourage and support the technological development of the country. The governmental body in charge of R&D policy in the former Yugoslav Republic of Macedonia is the Ministry of Education and Science, which has a responsibility to organise, finance, develop and promote research, technological development, technical culture, informatics and information systems as well as international cooperation related to these issues. Research activities are performed and organised by a network of institutions comprising universities, a number of research institutes active in various fields and R&D units in industry. An important R&D organisation is the Macedonian Academy of Sciences and Arts. National technology transfer centres have been established at 5 faculties and there is one

regional centre for South East Europe. The HE sector is involved in the EU Framework Programme FP7, COST and Information Society Development projects. R&D cooperation other than EU programmes: bilateral agreements with 15 countries from SEE, TACIS, EU Member States, as well as Japan, China, Turkey, Egypt, and Israel. Multilateral cooperation in the framework of: IAEA, NATO-Science for Peace and Security through Science, UNESCO and UNDP.

The revision and amendment of the Law on Science and Research and the Law on Technical Development in 2008 brought the national legislation closer to European regulations, linking the European Higher Education Area with the European Research Area. Despite the research activities of scientific institutions, these changes in the Laws make it possible to organise studies at second and third level. Both laws are intended to achieve better structuring of the organisation and management of national research funding and better linking of research with social and economic developments. As regards integration into the European Research Area, the country is part of the Euraxess Jobs Portal (formerly known as the Mobility Portal) and the Euraxess Service Network (formerly known as the ERA-MORE network) and is in the process of setting up a national Euraxess Portal and Network. Further action is expected to stimulate investment in research. Reorganisation of research activities is taking place, enabling support to be provided for a higher number of applied research projects. This encourages university-enterprise cooperation and contributes to the establishment of new R&D centres in companies. Ss. Cyril and Methodius University in Skopje participated in establishing the European Information & Innovation Centre in the former Yugoslav Republic of Macedonia (EIICM) in 2007, part of the Enterprise Europe Network and gateway to competitiveness and innovation. The Enterprise Europe Network is made up of close to 600 partner organisations in more than 40 countries, promoting competitiveness and innovation at the local level in Europe and beyond. EIICM services are specifically designed for small and medium-sized enterprises (SMEs) but are also available to all businesses, research centres and universities. The EIICM was established to provide information on EU legislation, help in finding a business partner from any European country, help others benefit from innovation networks in the region and provide information on funding opportunities. In the first Call for Proposals within the framework of the Tempus IV phase, the following projects which promote research were selected for funding:

- "CREATING R&D Capacities and Instruments for boosting Higher Education-Economy Cooperation";

- "Opening University towards Society: Linking Education-Research-Innovation".

The implementation of these projects started in January 2009.

13. University-enterprise cooperation

Each year, the universities, in cooperation with enterprises, organise career days and participate in the Education Fair, where they present their needs.

10% of the compulsory subjects and 10% of the elective ones from each study programme include lectures provided by outstanding professionals.

In each academic year of studies students have to take part in practical placements which should not be shorter than 30 days.

14. International cooperation

Interuniversity cooperation is supported by opportunities for joint study programmes. The university programme for acquiring a joint diploma refers to study programme accepted and implemented by the university, or the relevant unit thereof, together with one or more universities or independent higher vocational institutions in the former Yugoslav Republic of Macedonia or abroad, accredited in the headquarters country. These kinds of joint study programmes are organised in the framework of the Tempus project and through the participation of the former Yugoslav Republic of Macedonia in the CEEPUS programme.

For the former Yugoslav Republic of Macedonia, the Erasmus Mundus External Cooperation Window was opened in December 2007 with a first Call for Proposals. The BASILEUS PROJECT provides funding for academic mobility from the Western Balkans to the EU and vice-versa. The Basileus partnership consists of 8 EU universities and 12 universities in the Western Balkans region. The project is the first large-scale mobility project for this region. Students and staff members of all partnership universities, both from the Western Balkan countries and the EU, as well as other nationals of the participating Western Balkan countries, can apply for scholarships.

The EC Erasmus Mundus Western Balkan Window offers scholarships for MK students to study in the Erasmus Mundus Joint Master Studies of EU Higher Education Institutions. Through CEEPUS, students are given the possibility of spending a study period abroad or teachers to undertake a teaching period at a partner university. These opportunities are designed to strengthen professional

relationships among Central European scholars.

The participation of the universities in different academic networks provides further options for enhancing mobility.

II. Current challenges and needs

1. Trends and challenges

The complexity of the Bologna Process requires continuous updating of the legal framework, with the aim of developing a mandatory regulatory context for higher education reforms. The adoption of the new Law on Higher Education in 2008 provided a legal framework for updating and changing bylaws and other legal instruments in the field of higher education as well as the legislation in the areas influencing its development (e.g. financial legislation, legislation covering labour and social security, intellectual property protection legislation, legislation on mobility and movement of citizens, etc.).

Following the overarching National Programme for the Development of Education 2005-2015, the objectives of the Bologna Declaration and the Law, the higher education institutions are working on reforming the higher education system and strengthening their capacities.

The following future challenges can be identified.

Design and implementation of NQF

Development of a national qualifications framework in compliance with the EHEA overarching framework for qualifications, as well as the emerging European qualification framework for lifelong learning represents the major challenge for the HEIs and the Ministry for Education and Science. With this in mind, a Tempus project "Designing and Implementing the NQF", approved in 2009, is to design and implement an NQF for higher education in the former Yugoslav Republic of Macedonia

Strengthening of the QA System

Taking into consideration the weak points of the national quality assurance system identified during the stocktaking process for the Conference of the European ministers responsible for higher education, the Law obliges the HEIs to introduce student participation, as well as participation of employers' representatives (from industry and from the public sector). With a view to improving quality assurance the HEIs are working intensively on the introduction of international cooperation in the quality assurance process (peer reviewers, other quality assurance agencies and/or relevant associations). They are also seeking membership of the European Association for Quality Assurance in Higher Education (ENQA) for the national bodies for quality assurance.

Introduction of third cycle of studies in accordance with Bologna

The design of the third cycle of studies-doctoral studies in accordance with Bologna also represents a challenge for the HEIs. Under the Law on HE, doctoral level qualifications are aligned with the EHEA overarching framework for qualifications using the outcomes-based approach and, considering the need for structured doctoral programmes and the need for transparent supervision and assessment, the normal workload of the third cycle would correspond to 3-4 years full time, including teaching and research activities. The legal provisions stipulate that the HEIs should begin to organize the third cycle of studies in accordance with Bologna at the beginning of 2010.

2. The Bologna Process

The Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introducing/ ongoing adaptations or extensions
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	240 ECTS (4 years)	Master programmes	Various combinations

Bachelor/Master cycle structure models most commonly implemented	Various combinations
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European Credit Transfer System (ECTS)

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
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Level of implementation of ECTS	75% or less institutions and/or 75% or less programmes are using ECTS for both transfer and accumulation purposes. Various references are used to define the credits.
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Diploma Supplement (DS)

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes
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Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or more official languages
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National Qualification Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going and the process is close to completion.
		<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.

National Quality Assurance System

National Body for Quality Assurance		
Name	Board of Accreditation	
Year of establishment	2001	
Status	Several independent national agencies	
Principal "object" of the evaluations undertaken	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specified areas

National Body for Quality Assurance		
Name	Evaluation agency	
Year of establishment	2001	
Status	Independent national agency	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specified areas

Recognition of qualifications

Ratification of the Lisbon Recognition Convention	yes	1997
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	yes	
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Ministry of Education and Science	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Ministry of Education and Science and Ministry of Labour and Social Affairs	

III. Participation in EU programmes

1. Tempus

The former Yugoslav Republic of Macedonia has participated in the Tempus Programme since 1996.

1. Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

	TEMPUS I and II	TEMPUS III	TEMPUS IV		
	1990-1999	2000-2006	2008	2009	2010
Joint European Projects	25	68	12	9	5
Compact Projects	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	11	26	4	1	2
Total	36	94	16	10	7

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY 'ST. CYRIL AND METHODIUS' (SKOPJE)	115	86	29
UNIVERSITY 'ST. KLIMENT OHRID' (BITOLA)	48	29	19
SOUTH EAST EUROPEAN UNIVERSITY (TETOVO)	16	7	9
STATE UNIVERSITY OF TETOVO	12	2	10

2. Impact of the TEMPUS Programme

Tempus represents the largest input of projects after the Ministry and the programme has been a key instrument for supporting higher education reforms in the country since 1996. Only about 8 faculties/institutes have never participated in Tempus. The impact of Tempus is more measurable in state institutions since the participation of the private institutions to date has been quite marginal.

Tempus has had an impact not so much purely in the field of studies but it has also opened up the fields to the priorities that the higher education system faced as a whole in this period, such as the Stabilisation and Association Agreement and the Bologna Process. Tempus has also had a strong impact on regional cooperation between faculties and universities. Enormous progress has been made on the implementation of the Bologna process in the country and Tempus has been instrumental in supporting the faculties and universities in this process.

Tempus has contributed to a harmonisation of higher education in terms of development of unified curricula and the promotion of staff mobility. Teaching methods have changed across the faculties and the programme has worked enormously on capacity building.

70% of institutions consider that their curricula are more than 50% in line with Bologna requirements and nearly half of the faculties targeted by Tempus since 2000 consider that more than half of those curricula are a direct result of Tempus. Tempus has had a strong impact on updating the content of existing courses of curricula and on programmes leading to previously non-existing degrees. There is already some evidence of joint degrees being prepared between universities in the country and institutions in the EU as a follow-up to cooperation in Tempus.

The relevance of curricula is nearly always checked against labour market needs in Tempus curriculum development projects. Tempus, alongside labour market trends, has had an influence on the increase of students applying to study in certain areas.

Tempus has influenced the gradual introduction of quality assurance to faculties. Half of the institutions now often evaluate

teaching by having students provide feedback in questionnaires and more than 90% say that Tempus has influenced this process.

A vast majority of staff who have been exposed to Tempus (through mobility in particular) state that the visits had an impact on their work and teaching practices. Staff can contribute to reflexion, help colleagues and introduce new ideas after their visit abroad, even though there is still some resistance and hierarchy determines the state of change.

Tempus is contributing to the internationalisation of higher education and has led to strong cooperation between institutions in the country, their neighbours and the EU. As a cooperation instrument, Tempus is perceived as being more complete, more profitable (library, mobility and equipment), is more stable, provides more opportunities for promotion and tends to be seen more seriously by the faculty authorities.

Through Tempus staff have developed their management skills and improved their skills in international relations which, according to many, would not have been possible without Tempus. Practically all Tempus projects have led to continued cooperation through staff exchanges afterwards, provided for under the bilateral agreements signed during the Tempus project which are generally financed by the faculty and the partner university. They have also developed new research programmes and use the Tempus partners to finance doctoral studies. Faculties which have not benefited from Tempus tend to have more problems finding good partners for Tempus projects or for international cooperation generally speaking. Indeed, contacts tend to be between individuals and often there is no institutional basis to build up the cooperation. Tempus has supported the integration and structuring of international relations at university level.

Tempus is highly appreciated by students. They have access to laboratories, computers, and studies are compatible with the EU. Students perceive the work being done in the faculties with the support of Tempus very positively and have noted an increased quality of teaching. The programme has helped them improve their qualifications and in half of the cases, there has been an increased interest on the part of the labour market in hiring them.

2. Erasmus Mundus

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates)

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window)

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. HEIs (and other key players in the HE sector) may apply.

More information: http://eacea.ec.europa.eu/erasmus_mundus

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Students	5	4	-	5	8	13
Scholars	-	2	-	1	-	N/A

Nationals of the country participated in the programme for the first time in 2005-2006 (students) and in 2006-2007 (scholars).

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

Year of Grant Allocation	2007	2008	2009
Undergraduate	-	21	18
Master	-	30	31
Doctorate	-	4	8
Post-Doctorate	-	0	0
Academic staff	-	7	8
Total	-	62	65

Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
South East European university		X	
SS. Cyril and Methodius university of Skopje		X	X
St. Clement of Ohrid university of Bitola		X	

IV. Bibliographical references and websites

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- www.ukim.edu.mk – University Ss. Cyril and Methodius – Skopje
- www.uklo.edu.mk – University St. Kliment Ohridski – Bitola
- www.seeu.edu.mk – South East European University – Tetovo
- www.unite.edu.mk – State University of Tetovo – Tetovo
- www.ugd.edu.mk – University Goce Delcev – Shtip
- www.board.edu.mk – Board of Accreditation
- www.mon.gov.mk – Ministry of Education and Science of Republic of Macedonia

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Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries

Postal address: Tempus programme

Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium

Contact: EACEA-Tempus-Info@ec.europa.eu

Web site: <http://eacea.ec.europa.eu/tempus/>

- **National Tempus Office in the former Yugoslav Republic of Macedonia**

Postal address: Ministry of Education and Science – National Tempus Office, str. Mito Hadzivasilev Jasmin bb, 1000 Skopje, former Yugoslav Republic of Macedonia

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