

Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE



Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE
DEVELOPMENT STRATEGY
FOR THE PERIOD 2004-2010

Skopje, April 2004

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Preface

As successors and guardians of the long-established tradition of the Ss. Cyril and Methodius University in Skopje, it is our duty to respect the values and the basic principles of functioning that has been built by this University for decades. The permanent development of the Ss. Cyril and Methodius University's activities in function of the social development and its affirmation in the country and abroad is one of the fundamental duties. On conditions of existence of the everyday confrontation with current and developmental problems, we are also facing with: the process of increase of the number of the higher education institutions in the country; strengthening of the competition between the providers of the educational services as well as with the contemporary tendencies of higher education in the world. In that sense, the commitment towards the institution we belong to for its permanent development, has to have a priority in our further efforts. On that way, we shall confront a series of challenges which shall directly determine the pace and type of changes needed to be carried out.

Signing of the Bologna Declaration on behalf of our country (Berlin, September 2003), and gaining the status of an equal

member of the Bologna process actually represents a duty for our country as well as for its higher education institutions to make an unreserved contribution towards the building of the European higher education area. In that respect, it is a duty of the Ss. Cyril and Methodius University to implement the recommendations deriving from the Bologna process.

Adaptation of the existing norms and documents in accordance with the initiatives emanating from the Bologna process is one of the forthcoming tasks in this period. Documents that are to be prepared should explicitly represent our determination involving the goals we intend to achieve in the period 2004-2010.

The strategy represents a realization of our commitments for creating a united and whole university cherishing the spirit of community, democracy and quality, with explicitly built mechanisms for national and international cooperation in the field of teaching and scholar research. It implies building of a new architecture of values that should satisfy the needs of the developmental processes for creation of a common European higher education area from one side, and development of the society and solving

of the urgent inner problems of the state on the other.

The constituent part of this Strategy will be the Action Plan that should represent an operative ness of each included goal i.e., shall include a detailed explication of each goal on the basis of the clearly defined sub-goals and tasks as well as a time frame needed for carrying out the tasks, the necessary material and financial resources and the list of experts and institutions competent for realization of each task. These documents should reflect the interests of each institution-member of the University and should also enable creation of an optimal developmental basis and meet the interests as well as potentials of the administrative and teaching staff, and the students as well.

I hope that challenges waiting for us in the next period should not be an obstacle; on the contrary, they should be a motivation for mutual coping with problems and common success in elevation of the level of the efficiency and quality of works of the Ss. Cyril and Methodius University in Skopje. The

University's development and its affirmation at national and international plan is our duty and proof of our respect towards the institution we belong to and towards the people we serve to.

Respectfully,

Professor Aleksandar Ancevski, Ph.D.,
rector

*** This strategy was adopted at the 84th session of the Rector's Board of the Ss. Cyril and Methodius University in Skopje held on March 31, 2004.

Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE DEVELOPMENT STRATEGY FOR THE PERIOD 2004-2010

1. THE STRATEGY GOAL

The higher education is a constituent and inseparable element of the development of all countries including Macedonia, and therefore, the necessity for accelerated transformation of its entire placement as well as establishing a quality appropriate to the necessities of the country, and transparent and compatible within international frames, emerges. Surpassing the relapses of the past and implementation of the internationally recognized norms and standards is an imperative for the development of the University in the next period. Only in that manner, the University shall completely fulfill its function at national and international level as well.

For that purpose, the University has passed this Development Strategy for the period 2004-2010. The University overall transformation to be carried out in the given period due to the emphasized need for realization of dynamics of changes appropriate to the dynamics of changes in the European countries and its approach to the higher education systems of the developed countries in the world, is of great significance.

This Strategy represents a frame with concrete directions showing the way how the mission and vision of the Ss. Cyril and Methodius University in Skopje should be carried out.

This Strategy should also enable the inclusion of UKIM in the higher education contemporary trends in the European Union and broader. It is expected the UKIM transformation should contribute to the strengthening of its role in the development of democracy and civil society, development of the market economy in the country as well as in defining the position of the Republic of Macedonia in the global integrative processes and its role in building of the European higher education area.

2. THE UNIVERSITY GOALS

The Ss. Cyril and Methodius University in Skopje is one of the pillars of the development of the Republic of Macedonia and together with the Government and the Ministry of Education and Science is responsible for the quality of staff produced by it.

The University with its autonomy also has the responsibility to follow the changes occurring in Europe and the world as well, and to create its Development Strategy in accordance with the requests of the global integrative processes.

Inner challenges

A series of transformational processes in all spheres: economic, political, cultural and educational, have begun in Republic of Macedonia during the past 12 years. The political pluralism i.e., the transition from one-party to multi-party political system was followed by ownership transformation and affirmation of the private property as a fundament for creation of the country economy. Due to it, the private capital entry in the sphere of education was enabled by making conditions for establishment of private universities and various higher education institutions.

Apart from the Ss. Cyril and Methodius University in Skopje, the St. Clement of Ohrid University in Bitola and the University of Tetovo have been also functioning as state universities while the South-East European University in Tetovo has been functioning as a private university. Besides these 4

universities, in Republic of Macedonia the process of establishing private higher education institutions, most frequently established as branches of developed foreign universities dealing with production of narrow-specialized profiles in the fields of computer science, administrative management, humanities etc, has also begun.

In the past, the state universities were responsible institutions for meeting the needs for highly trained staff on the labor



market. However, the processes of globalization to a great extent interrupted this relation. Nowadays, the labor market has established new relations and involvements surpassing the narrow

national frames and broadening its range of international level. Due to its developed dynamics, the labor market needs a flexible and dynamic educational offer that could be only met by flexible and dynamic educational institutions. Thus, the state higher education institutions must surpass its inactivity and non-flexibility and develop a new structure and organizational position that should be compatible with the general changes of the labor market.

The transitional processes strongly stroke down the country economy and caused cutting down the funds of the higher education institutions. This situation has been particularly articulated at the state higher education institutions. Therefore, their processes of restructuring, modernization and dynamism of the educational process to a great extent have been slowed down.

Contrary to the state universities, the private ones have less financial problems and bigger power of transformation; they aggressively appear on market of the educational services, frequently offer attractive study programmes compatible with modern demands of the labor market, and to a great extent jeopardize the primacy of the state educational institutions. Due to this competition on

the market of the educational services and on conditions of reduced budget funds, the state higher education institutions are forced to a high mobility and finding alternative financial sources in order to carry out the necessary dynamics of their own transformation. They are forced to invest continuously in their own progress and develop compatibility to the social needs and increase their attractiveness if they wish to keep or increase its encompassment of new students. The permanent development is no longer a matter of desire but a necessity which fulfillment promotes the competitive and respectable factors of the labor of life-long education at national and international level as well.

The inner transformational processes and the globalization processes at planetary level have had a strong reflection on the redesign of the total society structure causing an occurrence of a necessity of national and international cooperation and system compatibility as well as an innovation of the University role and structure as a significant factor in accomplishing such compatibility.

The Bologna challenges

The need for strategic approach in the

transformation of UKIM does not only represent an implication of changes appearing at national level but it is also an implication due to the influence of the so called outer i.e., global, general factors of influence determining the higher education in the other world countries.

The new planetary architecture designed according to the influence on the political, economic, cultural and ecological globalization, implied initiatives which goal is to bring closer the nations in the world as well as solving of the problems they are faced with¹, or as the signatories of the Magna Charta of European Universities² note down:

1. Future of a mankind increasingly depends on the cultural, scholar and technical development created by the universities as centers of the culture, knowledge and research;
2. The universities' task to broaden the knowledge among the young generations implies that in the contemporary world they have to serve to the society as a whole and

that the cultural, social and economic future demand particularly significant investments in the life-long education;

3. The universities must give the future generations an education and a training that shall teach them and through them teach other people how to respect the harmony between the living environment and life itself.

On September 19, 2003, Republic of Macedonia has become an equal member of the European family of countries that are bound to follow and carry out the Bologna process recommendations and the common determination for creating of a united European higher education area as well.

Undertaking of the obligations emanating from the Bologna Process on behalf of the state puts the University in face of new challenges for its further transformation. Apart from the regular insistencies for raising the quality and efficiency of studying, the University, now, is also faced with obligations for its own structural, organizational and programme designing that shall be transparent, competitive, compatible

¹ Draft Strategy for Education Development in the Republic of Macedonia, 2000.

² The Magna Charta of European Universities, September 18, 1988.

and recognizable on the European market of academic services.

This new situation means a coherent respect of drafted provisions stipulated by the Bologna Declaration, and also their effectuation.

Republic of Macedonia as one of the Bologna Declaration signatories (UKIM has been also included) is bound during the first decade of the 21 century to adjust its policy in order to accomplish the following goals that are considered to be of primary significance for creating the European higher education area:

1. **Adoption of a system of easily distinguishable and comparable degrees and introduction of Diploma Supplement** for provision of the employment flux of the European citizens as well as international competitiveness of the European higher education system;
2. **Adoption of a system based on two main cycles – graduate and postgraduate studies.** The access to the second cycle is conditioned by a successful completion of the first cycle of studies that must last 3

years at least. The degree obtained after three-year period is considered as a degree needed for the European labor market. The second cycle leads to master's and/or doctoral studies likewise in many European countries;

3. **Introduction of credit system like ECTS³** as a convenient mean for promotion of the broadest students mobility exchange. The credits can be even obtained out from the higher learning including the life-long education on condition they are recognized by the university that should accept the students;
4. **Promotion of mobility** by surpassing the obstacles for free movement, particularly:
 - to provide students a chance for learning, to enable them an access to the studies and to relevant services as well;
 - to recognize and valorize the time of teaching staff, researchers and administrative staff they spent in Europe for research, lecturing or studying without prejudicing their statutory rights;

³ European credit transfer system

5. **Promotion of the European cooperation in quality assurance** through developing comparable criteria and methodology;
 6. **Promotion of the necessary European dimension in the higher education**, particularly development of the subject programmes, inter-institutional cooperation, mobility schemes and integrated study programmes, training and research.
- increased efficiency of studying,
 - students' and academic staff's mobility
 - better quality of the educational process
 - active role of the students in quality assurance
 - increasing the chances for employment of the graduates at national and European labor market
 - competitiveness and compatibility of the Ss. Cyril and Methodius University at the European and the world academic market.

Effectuation of these goals that should be carried out by a full respect the cultural diversities, language, national systems of education and universities' autonomy should provide a creation of the European higher education area. It is expected from UKIM to act rapidly and positively, and to contribute actively in carrying out of this initiative.

In the documents emanating from the conferences held in Prague (2001) and Berlin (2003), the initial strivings have been confirmed and further guidance for accomplishing the drafted goals has been given.

From the UKIM aspect, the effectuation of these goals should provide:

These initiatives directly determine the transformation of UKIM and also place it in front of serious challenges to respond these questions: how it should target the higher education and which mechanisms and instruments should possess in order to prepare the young and adults for the challenges of modern life; what types of architecture of values should it possess in order to meet the demands of developing processes in creating the European higher education area, from one side, as well as development of national systems and solving of urgent inner problems in the country and preservation of the national culture, on the other.

The initiatives for creating a common European higher education area put UKIM in front of its own re-examination and give an additional impulse for putting efforts on its way towards an active membership in the European universities' family as well as gaining a status of respectable provider of educational services on the wide European academic market.

Faced with both, inner and outer challenges, the University comes to a phase of its own re-examination and putting efforts for its own transformation. Determination, persistence, consistency and wisdom must be basic principles according to which this transformation shall be accomplished. In that respect,

the combination of the efficiency, adaptability and safety should be the UKIM basic force in the process of its development and also in the coherent effectuation of its mission and vision.

Mission

The Ss. Cyril and Methodius University is dedicated to developing and promoting the knowledge and strengthening the culture of life. During its existence, UKIM accomplishing its mission focused on: education, training and research, has been completely contributing in preserving the sustainable development and improvement of the society. UKIM should keep, strengthen and develop further this mission in order to:

1. Produce highly trained staff and responsible citizens capable of meeting the needs emanating from the existential, social and individual sphere of the human manifestation;
2. Provide possibilities for quality education as well as life-long learning;
3. Promote, make and disseminate knowledge through developing of scholar and technical research in the technical, natural sciences and



mathematics, bio-technical, artistic, medical and social sciences;

4. Help in understanding, interpreting, keeping, advancing, promoting and disseminating the national, regional, international and historical cultures in the context of the cultural pluralism and diversity;
5. Cherish the international affirmation of the traditional distinctions and values of the Macedonian people (the Macedonian language, history, literature and culture) and at the same time to cherish the cultural values of the other ethnic communities in Republic of Macedonia;
6. Help in preserving and advancing the social values by teaching young people the values that are fundament of the democratic citizenry;
7. Develop and carry out its autonomy, ethical role, responsibility and anticipative function;
8. Harmonize its academic offer to the needs of its social environment and have a constant dynamic relation with it;
9. Create a stimulant surrounding for

its employees enabling a development of their abilities in order to achieve its mission.

In accordance with the Recommendation for the status of the highly trained teaching staff approved by the UNESCO General Conference in November 1997, UKIM, its teaching staff and students should:

1. preserve and develop their crucial functions through constant presence of ethics, scientific and intellectual rigor in their specter of activities;
2. be capable of stating the ethical, cultural and social problems totally independent and with complete awareness of their responsibility by showing an intellectual authority that is necessary for the society in order to assist it in its evaluation, understanding and action;
3. advance their critical functions oriented towards the future through a constant analysis of social, economic, cultural and political trends making focus of prediction, warning and prevention;
4. practice their intellectual capacities and the moral prestige

for the sake of defense and active dissemination of the universally accepted values including the peace, justice, freedom, equality and solidarity that have been encompassed by the UNESCO Constitution;

5. enjoy full academic autonomy and freedom visualized as a set of rights and obligations, and at the same time show full responsibility and accountability to the society;
6. play significant role in identification and treatment of issues that influence the well-being of the communities, nation and society as a whole⁴.

Vision

UKIM has been striving for becoming an equal and respectable member of the European and the world academic environment. It is firmly determined to step towards the European culture in the higher education sphere and that is its on-going orientation, decisively expressed in its documents of the past decade. Its vision is to become a part of the European area of knowledge, based on the fundamental principles of the

⁴ World conference on higher education, Higher education in the 21st century: vision and action, 9 October, Paris 1998

Bologna Magna Charta and on the principles of numerous declarations and other documents significant for the higher education development passed by European universities in the past few years⁵.

The Ss. Cyril and Methodius University shall carry out its vision through relevantly based long-term orientation coherently respecting the basic directions

⁵Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, Lisbon, 1997; Harmonization of the architecture of the European higher education system, Sorbonne, 1998; The European Higher Education Area, Joint Declaration of the European Ministers of Education, Convened in Bologna on the 19th of June, 1999; Haug, Guy&Knudsen, Inge: Trends in Learning Structures in Higher Education (I) – 1999; Message from the Salamanca Convention of European higher education institutions, Shaping the European Higher Education Area, Salamanca 2001; Haug, Guy&Tauch, Christian: Trends in Learning Structures in Higher Education (II)-2001; Working on the European Dimension of Quality, Report of the international conference, Amsterdam, March 12 and 13, 2002; Credit Transfer and Accumulation – the Challenge for Institutions and Students, EUA/Swiss Confederation Conference, ETH Zurich, 11/12 October 2002; European Strategy framework for improving and Increasing Global Education in Europe to the year 2015, Europe wide Global Education Congress, Maastricht, November 15th -17th, 2002; EUA Graz Convention, 29/31 May 2003 Reichert, S. and Tauch, Ch.: trends in Learning Structures in European Higher Education (III) – 2003; Realizing the European Higher Education Area, Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September, 2003.

of activities such as sustaining and developing of:

- academic freedom, freedom of speech and diversity rights;
- access equality;
- openness and transparency;
- highly trained staff and students as main participants;
- promotion of the participation and role of the woman;
- knowledge by researches in the natural and classical studies and arts, and results' dissemination;
- order and stability;
- strengthening of the cooperation in the sphere of the labor and analysis and anticipation of the social needs;
- introduction of diversity for larger equality of the opportunities;
- innovative educational approaches;
- critic opinion and students' creativity.

As a precondition for successful accomplishment of its mission and vision UKIM is faced with the task for surpassing

the existing problems and interventions in several key fields such as:

- structure and organization
- management
- financing
- autonomy with responsibility
- teaching and learning
- quality assurance
- research activity
- international cooperation
- human resources
- legislation
- information system.

3. KEY FIELDS FOR INTERVENTIONS

3.1. STRUCTURE AND ORGANIZATION

Present situation

The Ss. Cyril and Methodius University, today, comprises many segments – from the institutional development, management, teaching and educational activity, students, research activity, staff development and professional improvement, computerization, international cooperation, publishing activity, funds and foundations including awarding of titles and the highest

academic titles – doctor honoris causa and professor honoris causa of the University.

Currently, the Ss. Cyril and Methodius University comprises 23 faculties, 10 scientific institutes and other university institutions.

Over 36,000 students from Republic of Macedonia as well as 700 foreign students are enrolled at all faculties; around 2,300 teaching and scientific staff and associates are engaged in the teaching, educational and scientific process at the faculties and around 300 at the institutes. In its up-to present development over 90,000 acquired their Bachelor degree, 5,000 candidates obtained their master's degree while over 2,000 became doctors of science in all teaching and scientific fields.

The University is located at 4 spatial campuses in the city. Such structure and location does not represent an obstacle for optimization of its operation because at each spatial location of the faculties there is an organic integration of the fields: medical, technical and natural sciences, agriculture and forestry, social, political sciences and classical studies.

Weaknesses

It is its physical separation with the stressed lack of sense of affiliation. The faculties are shut within their frames and hardly communicate with the Rectorate. Their activities have been focused on the strengthening and affirmation of the faculty at the expense of the University as a whole. This situation mostly finds expression in respect of the coherency and timeliness of the effectuation of the drafted action plans passed at the University level and also in the implementation of the university norms which directly aggravates the management process of the University.

The work of the university bodies has also some weaknesses particularly in the sphere of adoption of the faculty study programmes.

The scientific and research work has not been integrated between the faculties and research institutes and it is carried out isolated at each faculty or research institute separately. This partiality causes inefficient scientific and research work, poor equipment and minor results but large expenses.

Goals

One of the basic assumptions for UKIM successful functioning is its integration i.e., the functional and organizational linking of its current members that fulfill the academic criteria. Such linking presumes:

- making conditions for increasing the students entry
- making of a well-founded and consistent entry policy
- provision of funds for widening the educational institutions network
- building of mechanisms and instruments for cooperation between the faculties themselves, between faculties and research institutes, and also between the faculties, institutes and university bodies
- defining of the status, position and role of the research institutes within frames of the Ss. Cyril and Methodius University in Skopje
- constituting university expert councils (for medical, technical and natural sciences, agriculture and forestry, social, political and humanist sciences)
- working out of the systematization of employee's posts at the University level with clearly

defined rights and duties of each body and function as well.

3.2. MANAGEMENT

Present situation

The UKIM management has been carried out through the operation of the *University Senate, the rector and the Rector's Board*.

The University Senate is the UKIM managerial and professional body. The University Senate is composed of two representatives from each faculty elected from the rank of the professors, one representative from each of the scientific institutions from the rank of the research advisers, three representatives from the accompanying members of UKIM and ten student representatives.

The Rector, the vice-rectors and the secretary general of UKIM participate in the work of the Senate, but without a right of decision-making.

The UKIM Rector's Board includes the rector, the vice rectors, the deans of the faculties, the directors of the research institutes and one students' representative.

The Rector's Board carries out most of

its work through the work of its expert commissions that cover the vital questions of the University.

The expert, professional and administrative works are being carried out by the UKIM Administration (the Rectorate). The UKIM secretary-general manages the work of the administration.

The management of the faculties and scholar institutes – members of the University, is carried out through the work of its *teaching and scientific boards, deans (i.e. directors) and the faculties' management*.

The coordination of the educational and research activities as well as coordination of its expert bodies is carried out by the deans of the faculties i.e. the directors of the research institutes while the rector and other UKIM bodies coordinate UKIM in accordance with the statutes for realization of its teaching, educational, scientific and research activities.

The administrative structure is organized at two levels: at UKIM level (the Administration – the Rectorate) and at the faculties' level. The Law, by a separate Book of rules, anticipates UKIM to stipulate on what grounds, professional and administrative matters from mutual interest for

each or separate higher educational institutions within its frames are to be accomplished. Such an act has not been brought yet that gives us opportunity for employment of current experiences and solutions of developed universities during its preparation.

It is indispensable, the established functions of the rector in coordinating the work of the managing bodies of UKIM and its accompanying members in the matter of implementing the policies, decisions and conclusions of the University Senate and the Rector's Board in terms of carrying out the role, the tasks and UKIM activities, to be carried out in the next period as well.

The UKIM coordination is effectuated through the process of passing the statutes of the faculties; through projects for changes of the existing and formation of new study programmes; through documents regulating the standards for carrying out activities; through the determination of conditions and criteria for the enrolment of students and the conduct of entrance examinations; elections and promotion to academic titles; carrying out publishing activities; elections of the management bodies, etc.

Although the administrative matters re-

lated to the enrolment and monitoring of students' studies are carried out at the faculty level, UKIM plays a significant role in the prescription of the methods of record-keeping and the issuing of public documents.

UKIM, in the period 2003-2010, at central level, shall carry out monitoring of the fluctuation and students' structure, and it shall publishes the results of the effectuation of the entry policy, which are used within and outwith UKIM.

UKIM during the planned period shall be issuing diplomas for all degrees of higher education on the basis of the records and documentation of the faculties and the scientific institutes.

3.3. FINANCING

Present situation

UKIM is a part of the public sector meaning that it has been financed from the Budget of the Republic of Macedonia through the Ministry of Education and Science. The financing of the higher education activity at this moment is being predominantly carried out by funds gained from the Ministry of Education and Science.

According to the legal regulations, within frames of the Ministry of Education and Science a Higher Education Activities Council has been founded. The Council is an institution that defines the conditions and criteria for financing the activities of the universities and higher education institutions as well as for financing the international cooperation, publishing and information activities. It determines the investment projects; the maintenance of the existing equipment and supply of new one; the approval for funds for supply of professional literature as well for amortization and insurance; the system for awarding scholarships and credits to the students; the subventions of the students' standard; the standards and criteria for stimulation of talented students and granting the students with above average results during their studies; the standards and criteria for co-financing the studies and other students' participations as well as other matters originating from the sphere of the Council activities regulated by this Law, are also encompassed.

UKIM and its faculties draw up an annual financial plan for their activities with an annual financial statement of account. The UKIM annual financial plan is passed by the University Senate and then forwarded to the Ministry of Education and

Science.

The UKIM Statute (Article 27) regulates the degree of financial autonomy of the University. It is expressed in the following:

1. independent management and disposal of its property, objects, financial means and other capital goods for the effective carrying out of higher education, scientific, research, artistic and applied activities;
2. independent allocation of the funds (budget) as determined by the Higher Education Activities Council;
3. independent disposal of funds that UKIM and its member parts receive from: domestic or foreign legal or physical persons, carrying-out the educational services in undergraduate, postgraduate and doctoral studies; research projects; sale of its scholar and professional services and products; co-financing by students; organizing of scholar and professional gatherings; interest; dividends; incomes gained by higher education institutions copyrights; legacies; gifts; testaments; contributions and other sources;
4. independent decision-making on the development of new activities that have not been financed from the Higher Education Activities Council and which are in the interest of the development of higher education and scientific and research activities;
5. establishment of funds and foundations as well as other organizations from its own incomes and other sources for the conduct of higher education, scientific, research, publishing or applied activities;
6. free contacts and co-operation with the business world at a local, regional, national and international level.

Weaknesses

The limited state funds are one of the main obstacles to the process of changes and development in higher education. A priority among the changes in higher education is *a new system of financing which should be based on financing of project - education for a given activity with real cost price*, bearing in mind the teaching, material, technical, laboratory and other needs of the faculties for its realization. It implies carrying out *new standards and criteria for financing* higher

education activities and research and, in that sense, overcoming the *system to date of financing in accordance with the number of students, and with fixed streams, and moving in the direction of establishing new standards for a real remuneration for labour.*

Due to the character and physiognomy of UKIM and its faculties as *public institutions*, it is obvious that the *basic financial support for carrying out the educational, social and institutional mission of the University remains to be provided by the state.*

Goals

In the context of changes in the overall system of higher education in the Republic of Macedonia, UKIM shall insist on accomplishing the following goals:

- accomplishing legal obligation for preparation and adoption of a Programme for realization and development of the higher education activities in the Republic of Macedonia on the part of the Assembly of the Republic of Macedonia and with participation of UKIM;
- determination of new conditions and criteria for financing the higher education activities and

research as well, and determination of the educational services' cost;

- strengthening alternative sources for the financing of the University.

Special emphasis should be laid upon the financial assistance for the modernization and maintenance of the University information system, the University computer network and the creation of a unified library information system as a significant part of the overall reform process of the University.

The co-operation with and support by the Government of Republic of Macedonia and particularly by the Ministry of education and science, is immanent for successful continuation of initiated processes of changes. Thus, UKIM, with its potential, shall be able to fulfil its role of an autonomous but at the same time a responsible and accountable university within the Republic of Macedonia.

In accordance with the Law, the basic funding of the UKIM activities should come from the Budget through the Higher Education Activities Council in accordance with the annual programmes for conducting the Higher Education Activities Programme.

At UKIM level, in accordance with its Statute, activities that are to be identified (such as publishing, international co-operation, projects and programmes, interdisciplinary and multidisciplinary studies, the University Computer Network, etc.) should be directly funded by the Council.

3.4. AUTONOMY WITH RESPONSIBILITY

Present situation

One of the basic principles of the University is the academic freedom and academic autonomy.

The University, the faculties and the professional schools carry out their activities according to university autonomy principles.

The scientific institutes carry out the higher education activities for postgraduate and doctoral studies according to university autonomy principles.

The university autonomy implies academic freedom, autonomy of management, financial autonomy, responsibility and accountability and protection of its autonomy.

The university autonomy guarantees the intellectual freedom of the members of the academic community as well as the creative nature of the research and educational process as highest values and abilities.

The University and its member-institutions have legal protection of their autonomy in the eyes of courts and authorized state institutions.

The UKIM academic freedom is expressed in:

- freedom in performing of the teaching, scientific research. Artistic activity and applied work that means that the teaching and scientific staff and associates in effectuation of the study programmes are independent and freely present their knowledge without outer impacts or controls;
- free undertaking, building up and presenting of their own solutions to all questions relating to the organisation, contents and carrying out of teaching and research;
- independent selection of the candidates for entry to the University based on clear, publicly announced conditions and criteria with possibilities for results' inspection and

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- ensured self-control;
- freedom of studying according to previously defined and published norms enabling students freely to express their opinions about contents of the teaching programmes as well as the teaching process itself of the teaching and scholar staff and associates;
- independent preparation and adoption of the study programmes



- as well as contents of separate subjects, and preparation and publishing of textbooks and teaching aids;
- independent defining of research fields and their carrying out;
- independent defining of standards and methods of assessment;
- independent election of teaching, scientific and associate titles according to united conditions and criteria defined at University level;
- independent organization of postgraduate and postdoctoral studies and obtaining a Doctor of science degree according to united conditions and criteria defined at University level;
- awarding professional, academic and scholar ranks as well as *Honoris Doctor Causa* and *Honoris Professor Causa* titles according to conditions and criteria defined at the University level.

The management autonomy is expressed in:

- planning, realization and development of the higher education and research activities;
- independent establishment and structure of the inner organization;
- adoption of the statute and other general acts regulating essential issues in the effectuation of the work and the activities;

- election, nomination and revocation of the bodies in accordance with the Statute;
- determination of forms and modes of cooperation with other institutions;
- joining and associating in proper organizations, institutions and associations in the country and abroad;
- realization of the international cooperation, contracts' conclusion, and participation in the international organization.

The financial autonomy is expressed in:

- independent management and disposal of its property, objects, financial means and other capital goods for the effective carrying out of higher education, scientific, research, artistic and applied activities;
- independent allocation of the funds (budget) as determined by the Council of Financing and Development of the Higher Education;
- independent disposal of funds that UKIM and its member parts receive from: domestic or foreign legal or physical per-

- sons; carrying-out of educational services in undergraduate, postgraduate and doctoral studies; research projects; sale of their scholar and professional services and products; co-financing by students; organizing scholar and professional gatherings; interest; dividends; incomes gained by higher education institutions copyrights; legacies; gifts; testaments; contributions and other sources;
- independent decision-making on the development of new activities that have not been financed from the Higher Education Activities Council and which are in the interest of the development of higher education and scientific and research activities;
- establishment of funds and foundations as well as other organizations from its own incomes and other sources for the conduct of higher education, scientific, research, publishing or applied activities;
- free contacts and co-operation with the business world at local, regional, national and international level.

The University's accountability and responsibility is expressed through:

- submitting of an annual work report within frames of the university community and before the wider public;
 - submitting of a financial report before the Higher Education Activity Council for use of the Council's funds;
 - making an inner system for assessment of the effectiveness as well as the quality of the realization of the University activities and informing the wider public through the Evaluation Agency and Accreditation Board.
- inner structure
 - teaching methods and realization criteria
 - election of teaching and other university staff
 - distribution of the funds allocated by the Government
 - long-term and medium-term strategy and development investment
 - international cooperation.

The University is determined to preserve its autonomy as signatory of the Magna Charta Univerzitatium in 1998 in Bologna. This significant document has been signed by 454 rectors of the European universities intensively introducing in that way a new educational system according to "government supervision" model. With that model, UKIM has established sufficiently high degree of independence from the outer impacts and also a responsibility to determine independently on:

The undertaken duties give mandate to UKIM to take care of the quality of the academic staff, the students and the education process as well as of development of the study programmes in accordance with the progress of the leading European universities (benchmarking).

The universities need the autonomy for the sake of a direct introduction of modernizing the teaching process and establishing cooperation with domestic, regional and international partners. The diversity of the newly set tasks demands a freedom of acting as the only way for acquiring larger efficiency. The coherent respect of the autonomy enables UKIM an accelerated functioning and transformation depending on the dynamics of changes in the national and international higher education area.

The autonomy is always accompanied by responsibility. In that sense, UKIM has a duty to give accountability for its activities as well as for the way of using the autonomy in respect of:

- strategic planning (goals and priorities),
- funds' distribution to the faculties,
- selection of partners in teaching and research at domestic and international level,
- selection of research fields,
- defining study programmes,
- election and employment of the academic staff,
- determination of rules for studying,
- determination of rules for students' entry.

The mutual trust between the Government and UKIM as partners sharing the responsibility in the sphere of the higher education in the country is a precondition for realizing these activities.

Goals

- maintaining and strengthening the University autonomy
- making mechanisms and instruments for coherent carrying out of duties emanating from the Uni-

versity autonomy.

3.5. TEACHING AND LEARNING

Present situation

UKIM faculties are responsible for the teaching and the curricula i.e. according to the current glossary defined by the Law – *study and subject programmes* (curricula). The study and subject programmes are adopted by teaching and scientific councils. The Rector's Board gives ascent to study and subject programmes. The subject programmes are prepared and proposed by subject professors who have full academic freedom and responsibility in their realization.

3.5.1. STUDY PROGRAMMES

The academic studies at UKIM faculties are organized into studies, departments and study groups. At certain faculties, within the framework of their studies, departments and the study groups, there are narrower specialisations defined by the study programmes. In general, the students' profiling and their studies begin with the stage of their enrolment.

UKIM study programmes are organized for *undergraduate and postgraduate studies*. The Law and the acts of UKIM

also envisage organization of doctoral studies but to date this type of study has not come into being.

Undergraduate studies at majority of the faculties last eight semesters, or four years, while at certain faculties these studies last ten semesters, or five years (e.g. technical sciences) or twelve semesters, that is six years (e.g. medical sciences). After successful completion of the study programme, the title of Bachelor of Science in the proper field is awarded.

The *main goal* of undergraduate studies of UKIM university education - the level of Bachelor of Science - is an achievement of a wider range of knowledge in the relevant field, an acquisition of skills and development of critical, objective, creative and constructive approach so that the graduate student is prepared to engage with and to apply his/her knowledge to fresh issues which require engagement of broader principles and approaches.

Apart from undergraduate studies, UKIM organizes study programmes at *post-graduate level* for *specialists*, lasting two semesters, or one year, and for *M.A./M.Sc. studies* lasting three or four semesters. After successful completion of

these studies and defence of specialist or M.A./M.Sc. dissertation, the title specialist or M.A./M.Sc. in the relevant professional or scientific field is awarded.

A doctor's degree at UKIM is gained by registering, preparing and defending a doctoral thesis in a specific scientific field. Doctor's degrees are awarded for all scientific fields.

The faculties may propose projects for organizing new study programmes for new profiles of professional personnel. UKIM, through the Rector's Board, *gives consent* to such projects while the final decision on their organization is made by the *Higher Education Accreditation Board*; while for studies for which the faculty or UKIM have not provided funds, the consent of the *Higher Education Activities Fund* is also indispensable (Article 98 of the Law on higher education). It means that study programmes for *new profiles of professional personnel, although independently established at University level, are verified through their accreditation, or in other words they are ratified only when the Council, i.e. the Ministry of Education and Science, gives its approval.*

Weaknesses

Contemporary changes of structure, aims and realization of the study programmes cannot keep up with dynamics and be efficiently accomplished by UKIM faculties because of the incomplete implementation of the Law on higher education, the unclear and non-transparent financing conditions, the inadequate enrolment policy, etc.

by the finance regulations. UKIM must open this issue within context of the processes of its Europeanization. For a long time, the already initiated concept of an up-to-date structure of study programmes, length of studies, streaming, modularity and the credit transfer system have been central issues in the process of harmonization with the European Union. This must precede the processes within the faculties.



Such structure of study programmes, with streaming from the first year, essentially differs from the concept of study programmes of the European universities, and it is most frequently imposed

Goals

The process of transformation of the study programmes should be accomplished through effectuation of the below mentioned goals.

Goal 1. Developing Compatible Study Programmes

Realization of the study programmes' compatibility at institutional, national and international level occurs as an imperative of the UKIM transformational process. It is impossible to talk about realization of the educational or working mobility of students and academic staff provided there is a diversity of the structure of

the faculties' study programmes dealing with the same or similar function at national and international level. At the same time, one should emphasize that the study programmes's compatibility does not only mean their equality but also a possibility for their communication, an appropriateness in placement of the competences of the final profile(s), an offer for a set of modules and competences that are easily recognizable, useful and easily accessible for students from other higher educational institutions enabling credit transfer from one to other institution. Such study programmes are transparent and comparable, and also enable students' mobility at institutional, national and international level.

In making the study programmes' compatibility, the following must be taken into consideration:

- studies' profiles must be defined by a matrix of individual, social and professional (work requisite) competences,
- study programme apart from the professional one must respect the humanist dimension i.e. it should be directed not only towards the needs of the labor market but towards the needs emanating

from social life sphere such as: democracy, social integration, dignity, justice, solidarity, tolerance, non-violence, non-discrimination etc.,

- studies' profile should be clearly defined by a full respect of international standards for appropriate profile especially standards of competencies set by employers,
- profile apart from its international dimension must also comprise national specifics deriving from cultural, social and economic country surrounding,
- study programme in respect of its structure must communicate with same or similar study programmes at institutional, national and international level,
- study programme should be recognizable i.e. it must take into consideration not only the type and structure of subject programmes but also terminological differences that exist in certain scientific fields here and in the world,
- the study programme should be transparent and easily accessible for potential users.

The need for using compatible study

programmes based on **adoption of a system of easily recognizable and comparable degrees**, is in accordance with the Bologna process recommendations and efforts for creating European higher education area, or as the Prague Declaration underlines: "The higher educational institutions must fully use their national legislations and the European regulations that target to ease the academic and professional recognition of teaching subjects, diplomas and other acknowledgements so as to citizens can efficiently use their qualifications, competencies and skills in the whole European higher education area".

This initiative should enable surpassing the barriers in respect of the students' educational mobility, recognition of diplomas and competences acquired during studying as well as strengthening the working mobility on the European labor market.

Goal 2. Developing study programmes based on two cycles

This goal implies developing study programmes based on two cycles (undergraduate and postgraduate). According to the Helsinki Conference Conclusions (February 2001), the Prague

Conference Recommendation – undergraduate studies are to be accomplished from 180 to 240 credits which is equal to study programmes with 3-4 years lasting. The postgraduate studies (master degree) should have 80-120 credits i.e. it should last 1-2 years depending on duration of the undergraduate studies. The doctoral studies should last 3 years or have 180 credits.

The access to the second cycle is conditioned by a successful completion of the first cycle of studies. The degree achieved after three years is considered as a needed qualification degree on the European labor market while the second cycles lead to master's and/or doctor's degree.

UKIM needs elaboration of a frame of comparable and competitive qualifications in sense of the *norms, levels, learning outcomes, competencies and profiles* in accordance with similar efforts in the European higher education area.

Within such frames, degrees should have differently defined exits. Degrees of the first and the second cycle should have different orientation and different profiles in function of adjustment of individual

differences, academic needs and labor market. The first cycle degrees should enable an access in respect of the Lisbon Convention on Recognition in the second cycle programmes. The second cycle degrees should enable an access to doctoral studies.

In the course of development of study programmes, one should take into consideration the following:

- a coherent respect of criteria for grouping of teaching disciplines into obligatory, optional and facultative by determination of their proportion as well as defining of one-semester, two-semester and multi-semester subjects;
- position and role of humanist and social disciplines in the study programmes which should reflect the humanist profile dimension;
- types and number of departments, studies, and study groups according to standards of staff profiling as well as efficiency in mastering the teaching programme by a flexible approach in respect of departments, studies, and study groups.

Goal 3. Introduction of Accumulation Credit System

Introduction of the accumulation credit system such as ECTS is a convenient way of promotion of a wide students' exchange. Credits can be even obtained out from the higher education including the life-long education on condition they are recognized by university that shall accept the students.

The ECTS introduction is an implication and a solution for the static of the existing study programmes. The content petrification of the subject programmes and the present conservatism of the study programmes' structures particularly on plan of their cooperation make the higher education system stiff and inflexible from aspect of possibilities for choice and increase of dynamics of advancement of the students during their studies. A chance, the student himself/herself to create his/her own profile within frame of the chosen profession under circumstances of the current position of study programmes, does not exist.

The ECTS implementation at the University shall provide carrying out comparability between study and subject programmes, greater possibilities for choice, increased mobility of the students

of the University between the universities in the country and abroad as well, more active approach of students to the educational process, increased transparency of studies particularly on plan of valuing the students' achievements and work of the teaching staff, permanent follow-up of the students' achievements etc.

According to ECTS, the total number of credits that a student should win during one semester regardless of number of subjects (modules) or teaching classes is 30. The number of credits allocated for each subject does not mean a reflection of the significance of that subject in the profile shaping or a reflection of the engagement of teaching staff, but it is a reflection of volume of the student's engagement expressed in classes during the semester.

The ECTS introduction at the University as well as at each higher education institution must be followed up by publishing an informative package in which all studying conditions as well as possibilities offered to students shall be explained.

Goal 4. Diploma Supplement Implementation

According to the Berlin Communiqué, every student graduating after 2005, shall automatically obtain Diploma Supplement (free of charge) issued in one of the languages widely applied in Europe.

Introduction of the Diploma Supplement comes from:

- dynamics of changes of qualifications at national and international level,
- poor qualifications' evaluation,
- increased students' mobility,
- statement that the original diploma does not contain sufficient information needed by educational institutions (if a continuation of the education is called into question) and also by employers (if the employment is called into question),
- general lack of precise and exact information on study programmes, educational system and competencies acquired by students in the process of education,
- present confusion in terminology,
- presence of xenophobia in the

qualifications' treatment.

The Diploma Supplement follows the model developed by the European Commission, the Council of Europe and the UNESCO/CEPES.

The goal of the Diploma Supplement is to give sufficiently independent data how to improve the international "transparency" and academic and professional recognition of qualifications (diplomas, certificates etc).

The Diploma Supplement provides a description of nature, degrees, context, contents and status of studies accomplished by the student. In that sense, the Diploma Supplement provides:

- promotion of transparency in the higher education,
- dealing with accelerated changes in the qualifications/systems,
- strengthening the mobility, scope and life-long education,
- academic and professional recognition designed for use of citizens, employers and educational institutions,
- protection of national/institutional autonomy and support of the educational diversity,

- promotion of decentralized processes or decision-making,
- promotion of judgments/attitudes about the qualifications,
- reduction of medium-term and long-term costs,
- increased attractiveness of qualification(s) for the students.

Goal 5. Mobility of the European higher education area

The mobility of students and academic staff promotes one of the European higher education area's dimensions. It implies possibilities for uninterrupted flux of people at national, regional and international level focused on exchange of ideas and cooperation in the field of teaching, scientific and research work, too. The mobility also implies developing abilities for coping with new cultural and educational environments for the sake of broadening the knowledge about other cultures. This represents an attempt for creating the European higher education area where as the Sorbonne's Declaration signatories stress "national identities and common interests can mutually function for the benefit of Europe, its students and all citizens".

The effectuation of the mobility implies surpassing the obstacles for free

movement particularly for:

- *students*: to give them a chance for learning and also an access to the studies and relevant service;
- *teaching, research and administrative staff*: to recognize and valorize the time of teaching staff, researchers and administrative staff they spent in Europe for research, lecturing or studying without prejudging their statutory rights.

Making and developing of the European higher education area depends on a coherent fulfillment of the undertaken obligations by the higher education institutions. Their clear policy of internationalization should take into consideration the following questions:

- key significance of the teaching staff with an international experience,
- necessity of creating study programmes realized in one of the world languages,
- stressing the significance of courses for learning foreign languages and their organizing,
- creating study programmes that shall enable credit transfer for

- domestic and foreign students, development of informative centers that shall provide clear and easily accessible information for students related to the international possibilities,
- strengthening the student's grants.

Goal 6. Development of international study programmes and advancement of the European dimension in the higher education

Effectuations of the compatibility and of the idea for qualifications' recognition impose the necessity of bilateral and multilateral cooperation in the process of creating of the study programmes at undergraduate and postgraduate level.

According to the recommendations emanating from the Bologna process, a strengthening of the cooperation first at regional and later, wider, at European and world level, is essential. This cooperation can be fastest and most efficiently realized in the domain of postgraduate studies.

In that sense, UKIM, in the next period, should strengthen the international cooperation and suggest the faculties to establish cooperation with same or



similar higher education institutions on plan of the mobility of students and academic staff, and especially on the plan of creating common study programmes.

In function of further strengthening of the European dimension in the higher education and mobility of students and university staff, the enrichment with "European" contents, orientation and organization of the modules, courses and study programmes at all levels is essential. Such an approach particularly should find expression in the processes of regional and multilateral cooperation of the higher education institutions.

UKIM stresses its goal in the next period to work on development of integrated

study programmes and common degrees at first, second and third level through joining of academic resources and cultural traditions thus making possibilities for implementation of the European dimension in the higher education in cooperation with the existing and future partners. For that purpose, UKIM should work on making conditions for educational students' mobility i.e. for provision of their stays abroad at mutually agreed

study programmes. Such a mobility and also giving priority to the learning of foreign languages should result a development of students' potentials in the spirit of European identity and citizen's values.

Goal 7. Employment on the European labor market

Higher education institutions conceive the employment of their graduated staff as a significant target and affirmation of the effects of their work. This seeks an increased flexibility of the study programmes, their academic validity and relevance of the labor market.

The possibility for employment from

aspect of the University means:

- well-developed imagination,
- ability for systematic and methodological approach to solving the problems implementing a proper knowledge,
- ability for managing social processes.

According to this, the total structure of the study programmes and curricula must be directed towards development of these students' abilities and skills.

Strengthening the employment of graduated students on the European labor market implies development of a wide offer of educational possibilities i.e. making possibilities for effectuation of the concept of life-long learning. It means that the higher education institutions must develop study programmes (or sets of modules) that shall be in function of qualification, re-qualification and pre-qualification of the graduated students and all others who need acquiring a qualification by which they shall be competitive with their work not only on the national but also on the European labor market. Making of these study programmes must follow the dynamics of changes in the sphere of labor in the native country, Europe and world as well.

The effectuation of the following sub-goals is necessary in order to achieve:

1. making mechanisms for easing the procedures for change of the study programmes
2. building criteria for recognition of acquired competences
3. adjustment to the legislation
4. strengthening the transparency and the UKIM informative power
5. strengthening the linking of UKIM to the employers/economic institutions

3.5.2. TEACHING

Present situation

Present state of the UKIM study and subject programmes to greatest extent favors the encyclopaedism. The teaching staff is focused on the programmes' goals and tasks i.e. their attention is being paid on effectuation of previously given contents that are transformed into goals and tasks. It means that the professor is turned only towards the programme and its contents but not to the students. His/her attention is only concentrated how to realize the teaching unit but not to the influence of that teaching unit on students; which effects are stirred by knowledge adoption; development of

skills and attitudes' making; how the students acquire new knowledge and skills; which activities are undertaken at their adoption etc. The slightest attention is devoted to the issue how the students implement the acquired knowledge, skills and attitudes in true life situations.

Previous interventions within UKIM have incidentally or insufficiently justified the transformations of educational process. The lecturing style of work with students, the cherishing and stimulating of memorizing instead of learning with comprehending and/or learning by solving problems, the obedience instead of criticism, the passiveness instead of activeness, the frontal work instead of interaction, the insufficient use of contemporary teaching aids, the insufficient use of information systems etc as segments have already remained unchanged.

Traditional techniques to great extent backward students at expense of the teaching staff's main role are dominant in the teaching process. The autocratic type of managing and lecturing are the most frequent techniques used in the teaching thus making the processes of interaction and active learning of students to be a genuine rarity. One must say that the use of contemporary shapes

of teaching and learning by the teaching staff (younger ones predominantly) has been reinforced lately, but unfortunately still not enough. Rightly so, this problem opens the question of readiness and capability of the teaching staff for implementation of modern teaching and learning techniques.

Weaknesses

There is a series of shortcomings on plan of the integrative approach of adoption of knowledge. Complex learning that shall integrate knowledge, skills and attitudes in sub-summing (complex) performances of the student, and present parameters according to which his/her achievements could be measured or evaluated, is a missing or very seldom implemented element in educational process of the higher education. The historic approach and recording of facts that cause a wide scope of the subject programmes are also present in the subject programmes and the teaching as well.

The evaluation system of the teaching staff's' and students' work is most responsible for this situation. The professor and his/her work are valued only on basis of realized programme in a normative way without paying attention to his/her success to cause certain

changes of students i.e. without paying attention to the volume of knowledge and skills gained by students and what are the effects of that knowledge and skills. The successfulness of the teaching staff is measured by students' achievements. In fact, the evaluation system only looks after the students' skillfulness and ability to "picture" the programme's contents and predominantly depends on free estimation of the teaching staff.

There are no any precise parameters that shall help students determine by themselves their own achievement or there are no any clearly defined parameters according to which teaching staff can objectively and correctly measure the students' achievements. More precisely, there are no defined levels of the students' achievements that could enable objective gradation between each student or could be indicators for present level of development of each student. The evaluation system is fundamentally brought down to quantitative review of student's achievement.

Every student obtains an appropriate grade for his/her success he/she

achieves in course of the academic year for each subject respectively. Such an obligation additionally pressures both, students and teaching staff. In that respect, this obligation focuses the efforts of students and teaching staff on its accomplishment. Rightly so, one can raise a question whether this evaluation that rely only on professor's judgment can precisely show whether all students who obtained 5 (insufficient) have same



level of achievements or whether each seven or ten has same significance for everyone who have these marks.

As much as professor is acquainted with the programmes he/she accomplishes, as much as he/she shall be able to carry

out the targeted goals and tasks. However, in order to accomplish it he/she has to be acquainted with other programmes previously adopted or that shall be adopted in future. Unfortunately, the organization (similar to the system of subjects and classes in primary and secondary education) according to which the teaching in the higher education is being carried out precludes this coordination of professors' work. Often, certain knowledge and activities that should develop some skills of students recur in several programmes. In this way, a lot of time is being spent on instructions i.e. lectures and reviews by the professor on expense of time needed by students for learning and practicing. In that way, there is an irrational repeating of certain contents that causes additional confusion and very frequently boredom of the students. This reflects on evaluation of the students' achievements. Thus, for example, it happens, students to be evaluated by same or different professors for the same knowledge or skills within frames of different programmes. In that way, a paradox situation in which the same student has been differently evaluated for same level of achievement or has been equally evaluated for different levels of achievements, occurs. Fundament of this approach of evaluation of students' achievements can be found

in the concept of subject programmes in which the contents' orientation dominates. If the targeted goals of subject programmes are being viewed, one shall notice that dominating ones are those demanding adoption or precisely memorizing certain scope of knowledge while the goals suggesting intervention for development of students' abilities are missing. Since the result itself is important i.e. reproduction of lectured knowledge, not the ways and quality of adopted knowledge (flexibility, dynamism, applicability, comparability etc), the processed component of the teaching has been marginalized. It means that the students' knowledge has been selectively followed, checked and marked, strictly understood as subject knowledge with particular accent on memorizing and reproduction of knowledge. The other students' achievements are put on second place or they are completely marginalized. This situation causes situation in which there is an insufficient follow-up, check and evaluation of students' abilities for applying the adopted knowledge in new situations. The abilities, interests, attitudes, persuasions and other characteristics of student's personality are seldom checked and evaluated. In such a way, the total evaluation of students' achievements is brought down

to realization of the material task of teaching process while the functional and educational tasks have been neglected.

Role of the professor in the process of checking and evaluation of students' achievements is dominant. Professors have dual role: they check and evaluate – they measure student's success and at the same time they determine by themselves the instruments for measuring that success. They, by themselves, decide which criteria - empirically deduced or a priori determined - shall be applied. The decision, which criteria shall be applied, and which or how many instruments shall be used during the evaluation of students' achievements is resolved by them, has conducted an occurrence of diversity in evaluation criteria. There is no any adjustment of criteria not only between professors effectuating different curricula but also between professors effectuating the same curriculum at same faculty.

Goals

Modernization of the teaching and learning presupposes effectuation of numerous goals.

Goal 1. Implementation of learning outcomes in the teaching process

This concept, in fact, is a systematic process for defining the existing curricula and accomplishing evaluation of the students' levels of learning. The realization of several preconditions is necessary in order to carry out i.e. to have a clear insight in effects of the work with students. It is necessary for the teaching staff within frames of their own competencies:

- to revise the curricula depending on the scientific disciplines and fields;
- to make a clear differentiation of the general knowledge, specific knowledge and information;
- to specify the competencies and skills that are expected to be adopted by students within frames of the subject programme. Besides, one must pay attention to throw out the unnecessary repeating and information that additionally burden both, the professor and the teacher;
- to make a global inspection in the collaboration and successiveness between all subject programmes;
- to build an appropriate evaluation system with clearly specified

- modes and means of evaluation;
- to define specific activities used for registering the levels of students' achievements;
- to place the educational process on principles of the interactive teaching by domination of the creative learning and solving of the problems;
- to take care about the introduction of knowledge necessary for the practice.

Such a concept shall enable:

- an effective process of defining the existing curricula and design of an appropriate evaluation;
- a permanent and systematic process of inspection and curricula redesign depending on the defined strategies and instant needs;
- making such fundamentals which shall enable a curricular and instrumental transition from lecturing towards teaching (in the teaching, the accent should be less put on professor and his/her lecturing i.e. covering the subject matter while the practice – learning of the contents and skills by the students, should be more and more implemented;
- balancing and successiveness

between the programmes with an appropriate goal which are at the same time comprehensive, coherent, balanced and with well-organized contents;

- establishing significant connections between the programmes by optimal strengthening of the contents and skills in more than one subject at the same time avoiding the unnecessary surplus and repeating. This will enable a complex approach in the students' process of learning;
- implementation of modern techniques of teaching and learning on behalf of the teaching staff.

What do professors gain by the learning outcomes? Professors will have a clear insight and they will exactly know what is expected from the students to learn within frames of their own subjects as well as from the subjects they attended before, attend now or shall attend in future. In this way, the unnecessary and surplus improvisation of the teaching staff that often makes confusion and non-coordination in the effectuation of the targeted goals and tasks shall be avoided, and conditions for relative independence of the teaching staff focused on precisely

determined parameters shall be made. Namely, this concept is an effective and efficient mean of the teaching planning. It helps professors shape a clear picture about volume of the teaching. Besides, it eases the design of tasks and projects as well as the development of valid means of evaluation.

The teaching staff shall also have possibility to make their own contribution in determination, priority and series of learning outcomes of the whole discipline or programme as well. They shall be capable to strengthen the instructional effectiveness by not spending their time on lecturing contents and skills that students are expected to attend in future or have attended before in the scope of other subjects. They could also have easier access to the effectiveness of their instruction and also have specific feedback information how they could best raise that effectiveness. In this way, teaching staff could more easily redesign the instructions using the untraditional forms; innovate pedagogical activities and implement appropriate technologies without fear of "watering" of the programme's contents and students' expectations.

What do students gain by defining of the learning outcome? The students will

exactly know what they are expected to learn within frames of each subject programme. They will precisely know what they should do in order to achieve and document the requested learning levels, and also how their learning levels shall be evaluated. The students will exactly know what quality of performance is requested in order to acquire degrees reflecting different levels of achievement. Each of them shall be precisely situated within frames of an appropriate degree or level of achievement they deserve. They could more easily estimate the meaning and significance of independent learning, the study activities and their effects, tasks during the teaching, projects in which they are included (individually or by a group) etc. This approach should have an increased motivating significance because it gives sense and a precise goal of the student's activity. The student exactly knows what he/she should do and why it is necessary to do it. The traditional teaching does not deny this approach and brings students into a situation of passive accomplishing of certain activities without knowing the effects of the activities caused, and what is or how big is their significance. Such approach enables focusing of "clarity" of the realized activities to be concentrated only on the professor. That is the factor that decides and knows the effects of

each accomplished activity by students themselves. However, introduction of the concept of learning outcomes precisely determines:

- the knowledge, information and/or skills that students are expected to gain,
- the effect that should be taken into consideration through evaluating and documenting student's levels of learning.

In that respect, for the sake of having a clear insight into the concept what the learning outcomes present, it is necessary to respond these questions:

- what do we expect from students to obtain from the activities and given tasks comprised in the programmes, or more precisely, what information we expect students to gain and/or which competence to develop;
- what are our expectations about the way of showing what the students have learned, which activities they should undertake in order to demonstrate how much, and how well they have learned?

In order to reply these questions, not only previous definition of goals and tasks

(taxonomically given) but also a clear specifying of two types of activities is necessary: 1) activities by which students shall strengthen knowledge and develop skills, and 2) activities undertaken by students in order to demonstrate how and how much they have learned. It means learning activities and evaluation ones.

Students in that way shall have different role. Now, they could and should begin to take bigger responsibility for their own learning; how to demonstrate what they have learned and how these effects i.e. their achievements shall be evaluated. The principle of self-leading and self-evaluation of students is primary and dominant in this situation. In that respect, this concept enables students precisely to estimate the importance of each task. It directs students in the process of completion of tasks and tells them exactly what are they expected to do and what is necessary for a success. Now, they have opportunity to manifest themselves as real subjects in the teaching and to undertake part of the responsibility for their own development. At the same time, they are immediate evaluators and permanent correctors of efficiency of the teaching staff and the programme itself.

Goal 2. Introduction of IT and Internet in teaching

By implementing the information technology in all activities of the University, not only significant savings but also unburdening and advancement of the work of the students and teaching staff can be achieved.

The IT implementation in the educational process increases the teaching efficiency, enriches the knowledge resources, enlarges the possibility of students' self-checking, enforces the teaching applicability, easily and quickly updates the learning outcomes, enables a precise registering, strengthens the professional cooperation etc. In a word, the IT implementation in the teaching improves the quality of studies and enriches the knowledge and abilities developed by students. In such conditions, the professor shall be transformed from lecturer and examiner into mentor and learning instigator.

What is the state at UKIM on plan of the IT and its implementation in the educational process?

Some weaknesses have been stated in the implementation of the information technology and information system in the

process of the scientific activity of certain faculties. This state is a result of non-adapted infrastructure and lack of proper hardware and software support. The lack of computer science education of some employees has also been stated.

The international cooperation of the faculties has been aggravated due to insufficient volume and poor dynamics of the exchange of experiences and information from the field of education with other institutions in the world, and thus, the possibilities for permanent communication and coordination of functioning between the faculty and partner institutions from the other world countries are also aggravated.

The lack of contemporary educational technology (particularly computer science) that contributes in presence of the elements of traditional teaching in the teaching process has also been noted. Such a state to great extent has negative influence on motivations of the teaching staff/students as well as on quality and efficiency of the educational process and studying in general.

Such an organization impedes the effectuation of efforts of the Ministry of education and science as well as the University's for development of

contemporary and modularized curricula based on credit transfer system since for its effectuation a powerful and highly organized computer science support is inevitable.

For the sake of surpassing this state, it is necessary:

- to equip the faculties with modern computer science and educational technology,
- to train the teaching and associate's staff how to use the information technology,
- to provide free, and free of charge access to Internet for all students and teaching staff within the University frames,
- to advance the University information system,
- to open a center for implementation of IT in the education as a support for the teaching staff and students.

Goal 3. Training of the teaching staff

The weaknesses that appear in the realization of teaching and learning process to great extent are resulted from the poor training of teaching staff and associates on plan of the higher

education didactics. The necessity of introduction of contemporary types of teaching and implementation of information technology in the teaching and extracurricular activities determine the need of additional training of the faculty staff.

The possibilities of continuous and professional improvement of the teaching staff within frames of the faculties are limited, and often do not correspond to the existing dynamics of tendencies in their professional fields. In spite of the efforts of the faculties to make this process possible, yet due to the limited possibilities they do not considerably succeed in it.

In order to improve the situation on plan of modernizing the educational process and raising of the competencies of teaching staff and associates, it is necessary to accomplish the following sub-goals:

- analysis of the educational needs of the University staff,
- making a system for continuous and professional advancement of the teaching staff.

3.5.3. STUDENTS

The UKIM priority task is a change of style of the educational process by making the student a central subject. The University should transform into an institution that provides conditions for efficient acquiring of knowledge, and possibilities for individual upgrade and freedom of thought.

UKIM has to offer methodologies how to learn and how to use the learned in the life. It will be a longer way, and also a goal of changes realized through new teaching norms. The most important matter for eliminating the small flux of students and for shortening the deadline of studying is the change of the way of studying.

It shall be eliminated by this new way. Thus, the student's becoming a creator of dynamics shall be enabled. This will remove the obstacles in form of repeating years, verification of semesters and gaining right to teachers' signatures and, with the new model based on the credit-transfer system, as a new unit of measurement of the student's load, will basically change the entire system of studying. This will drastically increase the flux from one to another study year.

The role of the students in making the educational policy of the University on conditions of its current organization has not been characterized with high efficiency. Besides the fact that students participate in the university's and faculties' bodies, they also have possibility to express their remarks and ideas on improvement of the position, yet the desired effect has not been accomplished.

By the Bologna Declaration, the student becomes a partner-side in the educational process. The students' partner status should enable them to become equal estimators of the educational process and moving force of the initiatives for changes that lead towards improvement. By having such a role, the students should become responsible and competent. For effectuating this new role of the students, it is necessary:

- the academic staff and the university institutions ought to respect the rights, needs and interests of the students,
- to carry out a democratic relation and two-way communication,
- to provide students' participation in the quality assessment of the educational process.

The gains from position of the new status and students' role should be the following ones:

- increased efficiency of studying,
- developed self-respect and self-confidence of students supported by the possibility of their functioning as academic citizens,
- students' readiness for undertaking the responsibility for their own learning,
- students' readiness for cooperation with the University after completion of their studies,
- students' motivation for cooperation with the teaching staff in projects for improvement of the teaching quality.

Goals

The realization of these expectations and surpassing the problems faced by students during their studies ought to be realized by effectuating the following goals:

1. developing mechanisms for following the needs of students,
2. making conditions for students' mobility at institutional and national level,
3. making possibilities for

- international students' mobility,
4. forming a network of informative and counseling students' centers,
5. more active and creative inclusion of students in all fields of student's living,
6. simplification of procedures for exam's registration, certificates' issuing etc,
7. providing larger number of grants,
8. strengthening the support of the students' union in its participation in the work of the European students' structures and associations.

3.6. QUALITY ASSURANCE

The necessity for quality assurance is a by-product from the initiative for making a common European higher education area. In function of providing an uninterrupted mobility of students and university staff at the European academic market as well as mobility of the European labor market, the question of the higher education quality has a central role in the recommendations emanating from the Bologna process.

The quality assurance ought to be carried out at institutional, national and European level. Respecting the principle of institutional autonomy, the primary

responsibility for quality assurance of the higher education lies on each institution which makes fundament for genuine competence of the academic system within the national quality frame.

The systems for quality assurance should be transparent and appropriate to the systems of other European countries for the sake of recognition and evaluation of the quality of teaching, scientific and research processes that ultimately lead to recognition of diplomas and certificates, and to increase of the employment on the European labor market.

It is expected, until 2005, sets of standards, procedures and guidance for quality assurance and building and adequate system of control of the quality assurance, and/or accreditation agencies and bodies to be developed by help of ENQA, EURASCHE and ESI.

Goals

In accordance with Berlin Communiqué⁶, until 2005, national systems of quality should realize the following goals:

⁶ Realizing the European Higher Education Area, Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September, 2003.

- defining of responsibility of included bodies and institutions,
- evaluation of programmes and institutions including internal assessment, external check-up, students' participation and publication of results,
- establishment of systems of accreditation, certification or comparable procedures,
- strengthening of international participation and cooperation.

3.7. SCIENTIFIC AND RESEARCH ACTIVITY

UKIM system of scientific and research activity comprises scholar research, training and improvement of its staff for scientific and research work and scientific and research infrastructure. This activity is stipulated by the Law on scientific and research activity and by the Law on higher education.

According to the laws, the faculties and research institutes enjoy academic freedom in effectuating the fundamental, developing, and applied research. Results of the scientific research are evaluated and reported through reviews, publishing of scientific works, scholar critics, experts' evaluation, and implementation into practice.

The research work as a fundamental activity is located into the independent research institutes and also accomplished within frames of the scientific and research work of their constituent faculties, institutes, and departments. The research, most frequently, is of international character and it is financed by foreign institutions and foundations and the largest number are projects of them are projects under the auspices of the European higher education development programmes.

The scientific research in the field of historical and cultural identity of the Macedonian nation and nationalities that live in Republic of Macedonia are of public interest for scientific and research

activity.

The UKIM faculties and scientific institutes, in domain of the research, have dominant autonomy of the academic staff and they are not exposed to the sole system of budget funding.

Funding of the scientific and research activity of the independent research institutes has a treatment of financing their basic activity and projects by the Ministry of education and science while financing of the scientific and research activity of the faculties is accomplished by solely financing of projects.

Weaknesses

State of the equipment and laboratories is at insufficient level, and some their parts are completely missing, and thus due to the contemporary technology in research can not be implemented.

The economic crisis caused more drastic declining of possibilities for implementation of science in the economic and non-economic activities. Such a state caused a slide of the cooperation on scientific and research plan between the University/faculties



and the economic subjects that additionally influence on motivation of the academic staff for realization of the scientific and research activities. The scientific staff from the institutes has not been sufficiently used in the educational system.

Additional problems were caused by decline of the funds for the scientific and research activity, and therefore, this activity records a continuous drop in the last period both at faculties and scientific institutes. Without a precise policy of financing the scientific and research activity that at great extent concerns not only the statuses of the activity holders but also the possibility for providing alternative sources of financing; strengthening of this component that is of particular significance for development of the state as a whole, can hardly be expected. On the other side, such a trend is in opposition to the European commitments for bridging the gap between the scientific and research activity and the teaching.

Financial restrictions for the scientific and research activities directly determine the orientations of the faculties for their integration of the scientific and theoretical activity with the scientific and research one; the theoretical activity with

the applied one; and the passive positioning with the active one. On the other side, this state puts the scientific institutes in a position of vegetating without a real chance of coherent effectuation of their own role in the total development of the scientific thought in our country.

Possibilities for research and scientific and professional improvement abroad are small.

Goals

For the sake of improving the states of the scientific and research activities of the University, it is necessary to accomplish the following goals:

- Preparation of development strategy and programme of the scientific and research activity in Republic of Macedonia that should be passed by the Government of Republic of Macedonia in which the volume, structure and fields of public interest in the scientific and research activities should be defined,
- Establishment of scientific and research unit at the University, which task shall be planning and coordination of the scientific and

- research activities at the University level,
- Finding finances for providing conditions for scientific and research work,
 - Strengthening the financial power of scientific institutes for accomplishing scientific and research activity,
 - Improvement and advancement of the conditions for postgraduate and doctoral studies,
 - Stimulation of the international, scientific and research works particularly in the sphere of doctoral studies,
 - Stimulation of the publishing activity,
 - University's commitments for extinguishing customs and value-added tax so as to provide hardware and software, equipment and chemicals for research,
 - Establishment of an international education and research center in Ohrid,
 - Linking of the faculties to the research and developmental economy units,
 - Increasing of the allocated funds for science from the social product and finding other sources of funds for financing this activity as well,

- Establishment of e united information system for review in domain of the applied research.

3.8. INTERNATIONAL COOPERATION

Present situation

The current programme orientation of the University is directed towards building compatibility with the European model of education in all segments of teaching and research.

In the context of international co-operation, UKIM will pay particular attention to:

- continuing co-operation with universities abroad where the Macedonian language is studied;
- routing of long-term co-operation with an orientation towards pivotal universities;
- continuing co-operation with universities where a tradition of co-operation has been established over the years;
- maintaining the tradition of awarding *Professor Honoris Causa* and *Doctor Honoris Causa* degrees;
- European integration and European Studies;

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- PHARE-TEMPUS co-operation and incorporation into other programme projects;
 - regional inter-university co-operation;
 - the Stability Pact and the Graz Process;
 - CEEPUS - Central European University Network;
 - bilateral co-operation;
 - international co-operation of the UKIM Students' Union.
- promotion of Diploma Supplement,
 - ECTS
 - developing policy and system for quality assurance in the higher education through self-evaluation and external evaluation,
 - developing university strategy for continuous education.

The regional cooperation as Ss. Cyril and Methodius University's priority is based on dynamic commitment for harmonization of the curricula and introduction of credit transfer system. All of it contributes to mutual diplomas' recognition and academic mobility in accordance with directions of the Bologna process.



The recognition of diplomas and studies according to the Lisbon declaration adopted by the UNESCO and the Council of Europe is accomplished through:

The University in 1967 concluded the first inter-university contract with the University of Halle, Germany. Same year, the contract for cooperation was concluded with the University in Bradford, Great Britain.

The bilateral cooperation of the Ss. Cyril and Methodius University includes 56 university contracts for cooperation through exchange of teaching staff, students, preparation of mutual projects and seminars.

By continuous dynamics and intensity, the long-time bilateral cooperation with universities in USA, Australia and Europe is being accomplished.

The Ss. Cyril and Methodius University actively participates in the regional projects for implementation of the projects for quality assurance and procedures for higher education evaluation, development and harmonization of curricula, diplomas' recognition, distance education, multilateral and bilateral cooperation in priority fields, under the auspices of TEMPUS. 54 projects, together with the University of Bitola, have been accepted for the period 1996-2002. Within frames of the stabilization and association process, the regional cooperation has been defined as a priority for Republic of Macedonia. Particular regional priorities between countries in the region like tourism, earthquake engineering, regional economic development, culture, regional integration, ecology, fight against organized crime and network projects have been agreed.

The cooperation with South-East European countries has primary significance. The common traditions, the culture, the history and many decades of traditionally well academic cooperation link us to the countries in the region.

All these trends define the distinguishable identity of the University as internationally recognised centre of knowledge.

Weaknesses

Besides the fact that the University carries out prolific cooperation with international higher education institutions and bodies yet on plan of building common study and subject programmes as a condition for realization of the mobility of students and academic staff still there are no any concrete steps.

Goals

In function of improvement of the cooperation at national and international level, the University needs to effectuate the following goals:

- strengthening of the University international cooperation,
- founding of a commission at In-

ter-university Conference level that should work on adjustment of the study programmes from the same scientific fields at the three universities,

- re-organization of the University Department for international cooperation so as to be in a position of responding the requests of all faculties/institutes.

5,000 candidates obtained their master's degree while over 2,000 became doctors of science in all teaching and scientific fields.

For UKIM, the existence of solid staff base is related to its external surroundings, that is to say, it is conditioned by several factors closely linked to the way it is financed, efficiency of studying it offers, and overall development of the institutions themselves. In the current practice, its treatment is inadequate to the functions it performs while the financial and legal obstacles restrict the development and professional advancement of the UKIM administration.

The outcomes of the International project for modernization of university administration under the auspices of the TEMPUS programme where UKIM representatives also participate in, should give replies to a part of questions for the status, organizational placement and role of the administrative structure.

Weaknesses

Under conditions of non-existence or non-functioning of the legally determined bodies and acts in domain of financing, the UKIM is faced with serious restrictions in relation to the planning of em-

3.9. HUMAN RESOURCES

Present situation

The UKIM staff policy is a significant condition for successful realization of the teaching and educational process and the scientific and research activity as well. It is also a complex question conditioned by numerous factors closely related to the way of financing, efficiency of studying, and total development of the institutions themselves.

Nowadays, around 2,300 teaching and scientific staff and associates are engaged in the teaching, educational and scientific process at the faculties and around 300 at the institutes are employed at UKIM.

In its up-to present development over 90,000 acquired their Bachelor degree,

ployment needs, and renewal and advancement of its academic staff.

The basic obstacle to the recruitment and renewal of staff members which has existed for several years now and which has had a negative effect on the overall functioning of UKIM has been the blocking by the state of any new employment as part of its reduction policy in public expenditure. On the other hand, the provisions of the Law on the retirement of staff members have been consistently implemented by the University, which has led to an extreme deterioration in the UKIM staff situation.

The administrative structure is organized at two levels: at UKIM level (the Administration – the Rectorate) and at the faculties' level. The Law, by a separate Book of rules, anticipates UKIM to stipulate on what grounds, professional and administrative matters from mutual interest for each or separate higher educational institutions within its frames are to be accomplished.

Such an act has not been brought yet which gives us opportunity for employment of current experiences and solutions of developed universities during its preparation.

Goals

Surpassing of the problems related to the human resources of UKIM implies realization of the following goals:

- Jobs profiling,
- Reorganization of the UKIM administration and modernization of ways of administering and managing,
- Analysis of the UKIM existing staff development,
- Defining the perspective staff necessities,
- Preparation of norms for election of teaching staff,
- Making presumptions and mechanisms for organized employment of young professional staff with research affinities,
- Creating possibilities for professional and scientific improvement both within the country and abroad,
- Stimulating the participation of visiting professors in the teaching at faculties,
- Participation of our distinguished members staff in university environments in Europe and throughout the world,

- Improvement of the financial status and stimulation of the academic staff.

3.10. LEGISLATION

Present situation

The Ss. Cyril and Methodius University in Skopje is the first Macedonian state university in Republic of Macedonia founded by Law of the Assembly of the Peoples' Republic of Macedonia on January 26, 1949 as a scientific and educational institution in People's Republic of Macedonia⁷.

By adoption of the Constitution of the Republic of Macedonia in 1991 where the socio-economic and political changes in the Republic have been founded, the University has been guaranteed autonomy while a law determines the conditions for establishment, acting and termination of the University activities. The new Constitution has abandoned the self-management concept while the participation in the management and decision-making in the public institutes have been realized on the basis of the principles of professionalism and competence.

⁷ Law on University of Skopje, Official Gazette of NRM, No. 4/1949.

Today, the UKIM activities are regulated by the Law on Higher Education and by the University Statute⁸. By these highest acts that make the legal frame for realization of the higher education reform in Republic of Macedonia, a particular emphasis is given to the introduction of the credit transfer system (CTS hereinafter) and realization of the regulations of the Bologna Declaration.

Weaknesses

The existing Law on higher education does not regulate the overall essence that should enable transformation of the higher education institutions in Republic of Macedonia.

The University acts regulate the questions of financing the administrative staff, norms for loading of both, teaching staff and students, and the norms for space and number of students does not enable swift and qualitative transformation of the faculties in accordance with the Bologna process.

Goals

In function of overcoming these

⁸ Law on higher education, Official gazette, No. 64/2000; the Statute of the Ss. Cyril and Methodius University in Skopje, University gazette, No.1/2001.

weaknesses, it is necessary to carry out the following goals:

- Revision of the Law on higher education of Republic of Macedonia with respect to recommendations and suggestions of the Bologna process,
- Revision of the University legislation and its adapting in accordance with the standards valid in the European higher education area.

3.11. INFORMATION SYSTEM

Present situation

The University computer network (UCN) and MARNet has been operating within the University.

In accordance with the decision of the Government of Republic of Macedonia and the Ministry of Education, MARNet has been located within the Ss. Cyril and Methodius University in Skopje and has been technically maintaining the Internet country code top level domain '.mk'. The UCN and MARNet professional administration continuously take care of regular, correct and on-time responding to the requests of the needs of legal per-

sons that want to register domains under the top level domain '.mk'.

In the planned period, electronic acquisition of applications for domain registration, electronic archive of registered domains and provision of status information on the course of all registration phases shall be effectuated.

Weaknesses

The information system has not been completed and many faculties have not been linked to it. There is no precise concept of network functioning as well as its function for modernizing the education process.

Goals

The UKIM activities also refer to advancement of the communication technology network infrastructure and building of the University information system. In that sense, the following goals are needed to be accomplished in the period 2003-2010:

- maintenance and upgrade to attain a modern and stable university computer network;
- continual effort in implementing the University information system

and effectuating of the preliminary design of the information system;

- provision of funds for equipment procurement for connection of the University members that so far have not been linked to the University computer network such as: the faculties of medicine, dentistry, physical culture, drama, fine arts and music, and the institutes of the Macedonian literature, the Macedonian language and the folklore;
- linking the Student's Union to the University Computer Network;
- providing financing for the provision of contemporary communication equipment for improvement of the functionality, efficiency and reliability of the network existing links;
- continuous support of the individual linking of the University teaching and research staff to the network;
- defining the MARNet's formal and legal status;
- revision of MARNet's functions regulated by the Book of rules for the MARNet's work,

and personnel, equipment as well as financial support for their realization;

- upgrading the local as well as international links to Internet;
- preparation of a book of rules for managing the Internet country code top level domain '.mk';
- managing the Internet country code top level domain '.mk';
- intensifying the cooperation with international network associations and organizations;
- defining of MARNet's budget as well as identification of permanent and stable sources of financing.



4. MANAGEMENT OF CHANGES

The changes are usually related to the changes of consciousness. As a consequence of changes of the consciousness, the individuals' attitude towards their work is being changed: when this number of individuals increases, the attitude towards the work of the higher education institution also changes.

A knowledge widening from smaller to larger number of experts for sake of changing the consciousness is needed. The UKIM management has a task to find the real forms of transmission of the knowledge about the changes that are to be done. Besides that, new shapes of motivation for those who carry the heaviest load and also the most responsible part of the work should be found. The whole University academic staff should be sufficiently motivated by the desire for belonging to the European higher education area and also by their duty to transmit to students the relevant knowledge and diplomas that should be recognized, acknowledged and competitive in the country and abroad.

The UKIM management should realize the following goals:

- defining the University development strategy,
- informing members of the academic community about the reasons and character of changes, and making a climate for expression of ideas, suggestions and proposals,
- ranging of priorities in the changes of UKIM and its members separately,
- preparation of real/realizable operational plans,
- measures' implementation in the system of continuous following and assessment of the effects of changes,
- determining a new developmental cycle.

GOALS 2005 / 2010

		GOALS	2005	2010
3.1	STRUCTURE AND ORGANIZATION			
	3.1.1	Making conditions for increasing the students' range	√	√
	3.1.2	Making well-founded and consistent entry policy	√	
	3.1.3	Provision of funds for widening the network of educational services	√	√
	3.1.4	Making mechanisms and instruments for cooperation between the faculties as well as between faculties and university bodies	√	
	3.1.5	Founding university expert councils (for medical, technical, natural sciences, agricultural, forestry, social, political and classical studies)	√	
	3.1.6	Working out of the systematization of employee's posts at University level with clearly defined rights and duties of each body and function	√	
3.2	MANAGEMENT			
3.3	FINANCING			
	3.3.1	Making system for allocation of funds	√	
	3.3.2	Preparation of a Programme for realization and development of the higher education activities in Republic of Macedonia on the part of the Assembly of the Republic of Macedonia and with participation of UKIM	√	
	3.3.3	Carrying out new standards and criteria for financing higher education activities and research	√	

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3.4	AUTONOMY WITH RESPONSIBILITY			
	3.4.1	Maintaining and strengthening the University autonomy	√	√
	3.4.2	Making mechanisms and instruments for coherent carrying out of duties emanating from the University autonomy	√	
3.5	TEACHING AND LEARNING			
	3.5.1	STUDY PROGRAMMES		
	3.5.1.1	Developing compatible study programmes	√	
	3.5.1.2	Developing study programmes based on two cycles	√	
	3.5.1.3	Credit system introduction	√	
	3.5.1.4	Diploma Supplement implementation	√	
	3.5.1.5	Promotion of mobility in the European higher education area	√	√
	3.5.1.6	Developing international study programmes and promotion of the European dimension in the higher education	√	√
	3.5.1.7	Making mechanisms for easing the procedures for changes of the study programmes	√	
	3.5.1.8	Adjustments to legislation	√	
	3.5.1.9	Strengthening the UKIM transparency and informative power	√	√
	3.5.1.10	Strengthening of the UKIM linking to the employers/economic institutions		√
	3.5.2	TEACHING		
	3.5.2.1	Implementation of the concept of learning outcomes in the teaching process	√	√
	3.5.2.2	IT and Internet introduction in the teaching	√	
		<ul style="list-style-type: none"> Equipping the faculties with modern computer science and educational technology 		√
		<ul style="list-style-type: none"> Training the teaching and associate's staff how to use the information technology 		√
		<ul style="list-style-type: none"> Provision of a free and free of charge access to Internet for all students and teaching staff within the University 		√

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		<ul style="list-style-type: none"> Promotion of the University information system 		√
		<ul style="list-style-type: none"> Opening a center for IT implementation in the education as support for the teaching staff and students 		√
	3.5.2.3	Training of the teaching staff		
		<ul style="list-style-type: none"> Analysis of the educational needs of the university staff 		√
		<ul style="list-style-type: none"> Building a system of continuous and professional adjustment and advancement of the teaching staff 		√
	3.5.3	STUDENTS		
	3.5.3.1	Developing mechanisms for following the students' needs	√	
	3.5.3.2	Making conditions for students' mobility at institutional and national level		√
	3.5.3.3	Making possibilities for international students' mobility		√
	3.5.3.4	Making a network of informative and counseling students' centers	√	
	3.5.3.5	More active and creative inclusion of students in all fields of student's living	√	√
	3.5.3.6	Simplification of procedures for exam's registration, certificates' issuing etc	√	
	3.5.3.7	Providing larger number of grants	√	√
	3.5.3.8	Strengthening the support of the students' union in its participation in the work of the European students' structures and associations	√	√

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3.6	QUALITY ASSURANCE			
	3.6.1	Defining the responsibility of included bodies and institutions	√	
	3.6.2	Evaluation of programmes and institutions as well including the internal assessment, external check-up, students' participation and publication of the results	√	√
	3.6.3	Establishment of systems of accreditation, certification or comparable procedures	√	
	3.6.4	Strengthening the international participation and cooperation.	√	√
3.7	SCIENTIFIC AND RESEARCH ACTIVITY			
	3.7.1	Working out of strategy for development of the scientific and research work	√	
	3.7.2	Establishment of scientific and research unit at the University which task shall be planning and coordination of the scientific and research activities at University level		√
	3.7.3	Finding finances for proving conditions for the scientific and research work		√
	3.7.4	Improvement and advancement of the conditions for postgraduate and doctoral studies		√
	3.7.5	Stimulation of international, scientific and research works particularly in the sphere of doctoral studies		√
	3.7.6	Commitments of the University for extinguishing customs and value-added tax for provision of hardware and software, equipment and chemicals for the research	√	
	3.7.7	Establishment of an international education and research center in Ohrid		√
	3.7.8	Linking of the faculties to the research and developmental economy units		√

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	3.7.9	Increasing of the allocated funds for the science from the social product and finding other sources of funds for financing this activity		√
	3.7.10	Establishment of an united information system for review in domain of the applied research		√
3.8	INTERNATIONAL COOPERATION			
	3.8.1	Strengthening the University international cooperation		√
	3.8.2	Founding of a commission at Inter-university Conference level that should work on adjustment of study programmes from same scientific fields at the three universities	√	
	3.8.3	Re-organization of the University Department for international cooperation in order to be in position to respond the requests of all faculties/institutes	√	
3.9	HUMAN RESOURCES			
	3.9.1	Jobs profiling	√	
	3.9.2	Reorganization of the UKIM administration and modernization of ways of administering and managing	√	
	3.9.3	Analysis of the UKIM existing staff development	√	
	3.9.4	Defining the perspective staff necessities	√	
	3.9.5	Preparation of norms for election of teaching staff	√	
	3.9.6	Making presumptions and mechanisms for organized employment of young professional staff with research affinities		√
	3.9.7	Creating possibilities for professional and scientific improvement both within the country and abroad		√
	3.9.8	Stimulating the participation of visiting professors in the teaching at the faculties	√	√
	3.9.9	Participation of our distinguished member staff in the university environments in Europe and throughout the world	√	√

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	3.9.10	Improvement of the financial status and stimulation of the academic staff		√
3.10	LEGISLATION			
	3.10.1	Revision of the Law on higher education in Republic of Macedonia with respect to the recommendations and suggestions of the Bologna process	√	
	3.10.2	Revision of the University legislation and its adapting in accordance with the standards valid in the European higher education area	√	
3.11	INFORMATION SYSTEM			
	3.11.1	Maintenance of modern and stable university computer network	√	√
	3.11.2	Continual effort in implementing the University information system and effectuating the preliminary design of the information system	√	√
	3.11.3	Provision of funds for procurement of equipment for linking the University members that have not been connected to the University Computer Network: Faculty of Medicine, Faculty of Dentistry, faculties of physical culture, drama, fine arts, music; institutes of Macedonian literature, Macedonian language and folklore		√
	3.11.4	Linking students and their organizations to the University Computer Network	√	
	3.11.5	Provision of funds for procurement of modern contemporary communication equipment		√
	3.11.6	Continuous support of the individual linking of the University teaching and research staff to the network;		√
	3.11.7	Defining the MARNet's formal and legal status;	√	
	3.11.8	Revision of MARNet's functions regulated by the Book of rules for the work, personnel and equipment of MARNet as well as the financial support for their realization;	√	

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	3.11.9	Advancement of local and international linking of MARNet to the Internet		√
	3.11.10	Preparation of a Book of rules for managing the Macedonian top level domain '.mk' i.e. Macedonian name address in Internet	√	
	3.11.11	Managing the MK-MARNet register	√	
	3.11.12	Intensifying the cooperation with international network associations and organizations		√
	3.11.13	Defining of MARNet's budget as well as identification of permanent and stable sources of financing	√	

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