



HIGHER EDUCATION IN BOLOGNIAN WAY: THE CASE OF MACEDONIA (SEEU AND SUT)

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Non scholae sed vitae discimus!
(We never learn for our schools, but for the sake of our!)
A Latin proverb

Abstract

Republic of Macedonia is one of the post-socialist societies, a country with long and turbulent transition process. Education is the dominant paradigm of the third wave society, determinant of societal progress and the image in globalised and competitive world. Higher education in Macedonia is living the period of essential transformation from ideology-based traditional to postmodern, based on common European space of knowledge. Bologna Declaration is *spiritus movens* of reforms in higher education, that means increasing quality, mobility and lifelong learning. This paper offers analytical depiction of network of higher education-RM and future developments in the university spectrum of RM, from classical to modern public and private, modern academic curriculum, results of learning, publications of research, local cooperation, regional and global influence and involvement in the business sector etc. The topic is treated from the qualitative and empirical-quantitative perspective, including data for Macedonian case, with focus on higher education in Albanian language (South-East European University and State University of Tetova).

Key Words: Information society, university, RM, Bologna Declaration, SEEU, SUT.

INTRODUCTION

Republic of Macedonia is one of the post-socialist societies, a country with long and turbulent transition process. Education is the dominant paradigm of the third wave society, determinant of societal progress and the image in globalised and competitive world. Higher education in Macedonia is living the period of essential transformation from ideology-based traditional to postmodern, based on common European space of knowledge. Bologna Declaration is *spiritus movens* of reforms in higher education, that means increasing quality, mobility and lifelong learning. This paper offers analytical depiction of network of higher education-RM and future developments in the university spectrum of RM, from classical to modern public and private, modern academic curriculum, results of learning, publications of research, local cooperation, regional and global influence and involvement in the business sector etc. The topic is treated from the qualitative and empirical-quantitative perspective, including data for Macedonian case, with focus on higher education in Albanian language (South-East European University and State University of Tetova).

THE NEW MILLENNIUM AND THE INFORMATIONALISM

Nowadays the world is found in the third millennium, in an epoch which is observed from an optimistic view, but also from a kind of a defeatist point of view. The followers of the first point of view speak about a paradise like future, while the second ones about apocalypse. Education is one of the social dimensions which has the crucial role in the epoch when the society gains the social priority.

The concept of the society of information is a sociological term, a postmodern and a futurological one, according to which the main factor of the social development is the use of the technical-scientific informational one, and others as well, within the frames of the so called "the fourth sector" of economy. Theoreticians like U. Beck, A. Giddens and M. Castells acknowledge that since 1970 the transfer from the industrial society into information one, has been made on a global level. The information society, on a



theoretical plan is closely connected with the post-industrial production (D. Bell, A. Toffler), while the main protagonist of this theory is the Japanese theoretician E. Masuda.

The Spanish sociologist of the information society (Castells), connected with this society has used the name "galaxy of internet", taking for its basis the famous paradigm of Marshall McLuhan. This galaxy replaces the one of Gutenberg, in which prevails informatism, microelectronics, automation, where the only productive power is science. (Trajkovski, 2004:72) In the information society the state power is in the hands of those who control the information flow. In these societies the agricultural work is of a third kind, while on the other hand, the number of those who deal with the human relations or with the exchange of information is being increased. The wave of the information society does not include only the western world, but also every single corner of the globe. What is more, in the countries of "the third world", the era of information has got much more influence than in Europe or America, as it is stressed by John Naisbitt in his work *The Global Paradox*. While the first wave lasted ten millennia, the second one two or seven centuries (beginning with the steam machine or from the first technical and industrial developments), the last one has got only several decades since it began. According to Castells, the understanding key of the information society is the idea of the net, where the internet as a net above all nets, as an engine of the digital civilisation creates its concrete and immaterial symbol (Kulla & Thomollari, 2005: 288-291).

The era of information is also changing even the (dis)course of the education; nowadays education is not an aim, but but a mean-motiv. (Akyüz, 1992:267). Peter Drucker since 1980 predicted that the following decades, education will change much more than the period when the book was printed for the first time and changed the modern school three hundred years ago. Today, the concept of education as an important social agent has changed a lot from the traditional one. The economy where education is the only and the real one, as well as the primeval source of the production of riches, it puts many new requests to schools dealing with the success and educational responsibility. Now we are again in a situation where we ask the question that what means an educated person? The pedagogues say that education does not only mean "filling" the young people with all the possible information, as if they were CDs or boxes, but their encouragement should be connected with the every day events, to make them aware of their capabilities to see the reality and to act according to it, which means being responsible in facing the reality in order to act according to it. What is more they will be responsible and able to judge living actively. (Budić & Andevski, 2010:109) In the meantime, the methods of learning and teaching have changed. (Drucker, 1992: 206) Today is spoken about the electronic learning (*e-learning*), for *distance learning*, for the most sophisticated educational techniques, for the intellectual capital, for the management of knowledge etc.

Previously a manner of learning was a tiresome description of manuscripts, listening to lecturing and recitals, and then follows the printed book, while today the computer is much more reachable than the book. It serves the pupil and the student in the way in which even the teacher can not be present in the classroom. It allows a lot of variations, and is very entertaining. Despite this, TVs and commercials, as means of visual pedagogy give new opportunities. In a commercial clip of 30 seconds can be covered much more than covered by lectures that might be covered by one month teaching. (Drucker, 1992: 222).

Today, for the first time in history, the formal education penetrates all around the society and it is not a privilege of a small stratum, a specialized group of scholastics, bureaucrats, or judges. In this unique situation, the social involvement, and the efficient economic, political and cultural citizenship are the main conditions of mastering a high culture. (Gellner, 2011:22) But why is it happening so that in spite of the big widespread of the education, there is a decrease of the quality of the scientists, we are facing more and more *educated barbarians*, with people who have a very shallow general culture, who are getting richer and richer but are not living a really valuable life (Drucker, 1992:218).

That is why the university plays an important role. It is the instance where the critical pluralism is being developed, which creates the position with the prevailing slogan, "within the interest of searching the truth". (Popper, 2009:76-77).



NEW EDUCATIONAL PARADIGM AND UNIVERSITY

Education is a thorough mastery of the system of knowledge, the creation of the abilities and the practical habits, the creation of our forces and cognitive capacities, the creation of the scientific attitudes about the world, connecting knowledge with the practical and professional activities. Education means “change of the behaviour of the people, either through the enlargement of the knowledge, or through the changes of the attitudes”. (Arsenijević & Andevski, 2010: 32).

Education is closely connected with knowledge and life. As Ortega Y. Gasset writes on his book *The Mission of the University*, knowledge is the the biggest achievement of the human being, but bigger than that is life itself, because it enables the realization of the knowledge. Having knowledge and an efficient education, there should exist intersubjectivity between knowledge and life, an interconnection between the ideological-observer (*theoria*) and the acting one (*praxis*).

To the above mentioned line should be added the educational range which a human being has to possess in his epoch of continual gaining of knowledge and professionalism. According to Gasset, the professionalists should live in the level of their society and they should have the capacity to have their influence in the social life. (Kardaş, 2008).

The learning life of the formal education achieves its culmination in the University, in this universe of knowledge and research. The University as a link of a lifelong education and a phase of the *postsecondary education*. The University, and the school in general, instigates the social mobility, which is a factor through which the able and the successful ones can climb the higher social strata, from the lowest ones. (Drucker, 1992:214)

In the new millennium all the questions being asked dealing with the University are above others the following ones as well: What is the mission of the University? In what manner the University can accommodate the essential characteristics of our age? How can be found the balance between the traditional mission of the University and the changes of our age?

Universities are not ivory towers; they have met the needs of the society and the whole world throughout history. Now they have special tasks which have been imposed on them by the social instances, especially the last 50 years when the widespread university education has been implemented, when professional schools have been founded which turned into institutions that served the nation, (Fallis, 2004:4-5) even more, they served the region and the globe, taking into account the fact that many universities as a result of the financial crises and the weakening of the states in the process of globalization and the enforcement of the international capital, are found in the hands of multinational companies.

A matter, in the epoch where knowledge as an international property which has its trade price, has triggered a lot of discussions about the mission of the school, that is universities. Are the educational institutions the only transmitters of knowledge or something more? According to H. Akyüz the school's functions are the following ones: the revival of the feeling of humanisation, the individual development, socialisation and the citizen's education, the economic, the knowledgeable and the professional one. (Akyüz, 1992:264-267) In general, the universities amongst other things have three important tasks: (a) keeping pace with culture, (b) professional education, (c) scientific research and preparing the new scholars. According to Gasset the University has to teach the people the following things:

- 1- The physical outline of the world (physics)
- 2- The main topics of the living world (biology)
- 3- The historical process of the human kind (history)
- 4- The structure and the function of the social life (sociology)
- 5- The outline of the cosmos (phylosophy) (Gasset, 1997, 101)

Making his own reflections during the past ten years, as a president of the University of Michigan, James Duderstadt says that “The unpredictable characteristic of the society is its unpredictability. They do not believe

that tomorrow will look like today. Universities should find their own paths to keep their mostly liked aspects of their core values, in order to meet powerfully the opportunities of the world which is changing so rapidly. This is the main challenge at the opening of the the new century”. (Duderstadt, 2000:21).

Today, the great number of researches shows that the high education has a great impact on the creation of knowledge, which is based on the development of economy and of the democratic society. (The World Bank, 2002) The ability of the society to produce, select, accommodate, make trade, and use the knowledge is shown as a critical factor for the stable economic development factor and the improvement of the life standard. In this direction, instead of telling the public what will be taught to the students, it has to be thought much more about the educational objectives of what the students will be able to understand and implement after they finish their studies. (Kwiatowski & Sadlak, eds., 2003) So, the today’s university education should concentrate much more in the learning outcomes. In this context the whole educational process is not concentrated on the teacher, it is not (*teacher-centred*), but on the student (*student-centred*), while the teacher is a facilitator or a manager.

The question that will be asked in the future will not be “what have you done to get your diploma?”, but “what can you do after you have got your diploma?” This approach is very important in the labour market and is very meaningful when we take into consideration the matters of a lifelong learning, of the non-traditional learning, as well as the non-formal educational forms. (Purser, Council of Europe, 2003).

HIGHER EDUCATION IN TRANSITIONAL COUNTRIES

The educational tradition of the Western Balkans or SEE, is rather complex. Ex-Yugoslavia had more or less a unique centralized and ideologozed educational system. After 1991 political separations, the creation of the new states generated new systems which according to their individual conditions were developed and transformed in different ways and dynamics. Slovenia very quickly finished the war and that quickly made the needed reforms especially those concerning the curricula. (Zgaga, 2011:4-9). Croatia relying on its long educational tradition did not embrace Bologna immediately. In Bosnia after the year 1995 even the high education, just like everything in the overall society, was divided in political and ethnical lines. From one University, the one of Sarajevo, were created two basic centres: the one of Sarajeva and the other one of Mostar, but there were other Univesities that were established in other cities like in Tuzla, Zenica etc.

In the Balkans, the number of the students who get enrolled in the public Universities and the private ones as well, in the last 10 years has been increased. The following diagram we can see that in 2005 from all the countries of South Eastern Europe, the highest percentage of enrollment in the high education is present in Slovenia (83.2 %) and Croatia (36.3 %), while the lowest Macedonia (21.2%) and Albania (21.7%).

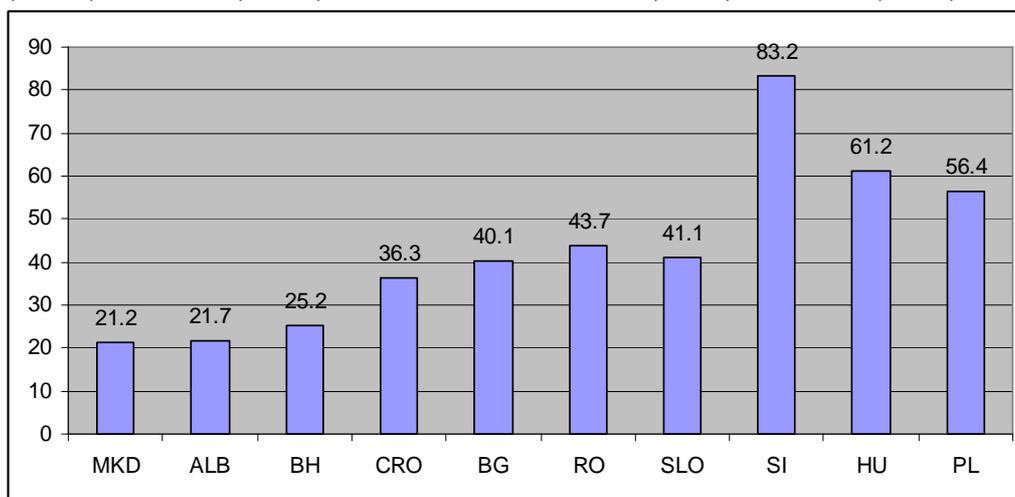


Fig. 2: The percentage of the enrollment in high education in some transitional countries, 2005.
The Source: Data base TransMONEE, 2006.

This situation, as far as Macedonia is concerned, has been changed a lot, and in 2010 this percentage has been increased more than 90 %.

The percentages of graduation in the Universities of the above mentioned countries are very low. For example, in Serbia there are only 20% of the students who graduate on time, while in Croatia only 10-15 % (2007). These percentages go together with the percentages of withdrawal which are much higher than the average of the countries of OECD - 30 % (OECD, 2007). This region has got problems even with the quality of the high education: there prevails encyclopedization, the old methods of lecturing, as well as the examinations through which is tested learning by heart and factual memory (see: EUA, 2003). The Balkans countries on the one hand have a very low degree of the students mobility, while on the other hand a high percentage of the students who are sent abroad for their high education. In 2004 the only country who attracted more students was Bulgaria (3.63 %), then Romania (1.53%), Slovenia (1.06 %), than less than any other country Macedonia (0.25 %). These data are much lower than of the 27 countries of EU (6.32 %). (EC, 2007) The Universities can not manage to direct their limited sources in research activities where they would have had comparative advantages, having thus strategic connections with the other institutions of the SEE, and even wider. (Linden, 2008:16) The investments of the state with public income are very low compared with the countries of the EU, and so this percentage is 1.1. % of GDP. (See: Pajaziti & Jashari, 2011) It also has to be stressed that these countries suffer from ensuring of the high professional power with university qualifications, in order to meet their needs for their enlargements. (Linden, 2008:6) The educational high systems in this region are not that much prepared for the following two tasks which are very important and are connected with the contribution in the sphere of competition: the absorption of knowledge and innovation. The number of researchers is relatively small, while the cost of researches is rather low.

After the year 2000 as a characteristic of the innovations in education, have been the private universities and their role in the society with their enrichment of the offer and the increase of the students' approach. When speaking about the private education, the countries of the Southeastern can be divided in two categories, into those which are more opened toward the private education (Albania, Macedonia, Bulgaria, Romania and the Kosovo) and those that are more close toward this matter (Bosnia and Croatia). According to statistical sources connected with the high education where the Albanians live, the following tendencies are present:

- In Albania in the last 4 years the number of the students in the private universities has been increased for 28 %, with an increasing tendency for every year (983 students in 2004 and 12166 in 2008).
- In the year 2008 in Albania there were 11 public universities and 17 private ones. In the year 2008, only 4 of them have been accredited, but later their number has been increased.
- In the Republic of Kosovo in 2008, there have been 52772 students, where only in the University of Prishtina have been registered 25840, while in the private universities 18922 students.

In Macedonia, the period of transition brought the birth of new universities, and in many cases they described it as a "University boom".

The number of the students, either in public universities as well as in the private ones in the Republic of Macedonia is increasing.

- According to the data of the State Statistical Office in Macedonia, in the academic year 2010/2011, have been registered: 63437 63.250 students.
- The number of the students who have graduated in the high schools and faculties in 2009 is 10232. In 2007 there have been 53 research institutions. In the academic year 2010/2011 the number of the lecturers and the scientific collaborators in the high educational institutions has been 3861.
- In 2010 the grade Master and Specialist have obtained 691 persons (479 or 69.3% Masters and 212 or 30.7% specialists). These figures speak for an increase of 12,7 compared to 2009.
- According to the State Statistical Office, in 2010 the grade Doctor have obtained 157 persons, which shows an increase of about 31.9% compared to the year 2009. The greatest number have finished their Doctorial thesis in social sciences (52.9%) and the humanities (24.2%), and then follow the technic-technological sciences (8.3%). 80 new Doctors of sciences were females (51%). 51.6% from these people who have obtained the scientific title Doctors, have their professions in educational system.



So we can conclude that in Macedonia still prevails the high public education *vis-a-vis* the private one, compared to Albania and Kosova where there is a balanced situation.

HIGHER EDUCATION IN BOLOGNIAN WAY: THE CASE OF THE REPUBLIC OF MACEDONIA

On June 1999 the representatives of the Ministers of Education of 29 European countries signed a contract in Bologna (Italy) to formulate the Bologna Declaration, in order to establish a European area for the high education (EHEA-European Higher Education Area). The overall purpose was the improvement of the efficiency and effectivity in the high education all around Europe. This declaration triggered the so-called "Bologna Process" which stresses "The action lines" in which the results of learning would play an important role (Adam, 2004, 2006). One of the logical consequences is that from 2010, all the programmes in the institutions of the third cycle should be based in the concept of the learning and the curricula should be redesigned to reflect this. (See: Kennedy et.al., 2).

The Bologna Declaration of June 1999, beginning with three points, (a) the educational system in three cycles, (b) the ensurance of the quality and (c) the qualifications and the periods of studying (the credit system and the mobility), urged a big number of reforms in the high education in a lot of countries in Europe. After a lot of dilemmas, after a lot of debates, resistences, this process has already become the most important academic and social task and engagement in 46 european countries. Today in 2011, Bologna tries maximally to make vivid the paneuropean educational area where the students will be given a wide transparent offer of the courses of a high quality, with a lot of approaches and facilities in the procedures of gaining new knowledge.

The liberalization of the enrollments in Macedonia especially during the academic year 2010/2011 devastated the earlier criteria of enrollments and the positions of the balance between the private universities and the public ones. The Government made almost free the enrollment in the public universities, a step that harmed the private universities and the competition.

The Republic of Macedonia became a member of the Bologna Process in 2003, while it began the changes of the system of high education since 1999. In this direction has been approved the Law of high education and the reforms that followed made the Universities to begin the affirmation of the lifelong learning, the implementation of ECTS, of the studying programmes according to Bologna, integrated universities, the use of IT (information technologies), the system of three cycles, the implementation of the concept for good learning results, putting into practice the *supplement diploma*, the *joint degrees*, the mobility of the students and the teachers, the internal and external evaluation etc. (*Programi nacional...*, 2006:250-262) The Government of the Republic of Macedonia has been making for a longer period of time a medial campagne pro-education with the slogan "Education is force, knowledge is power". The state marketing was about the informatics universities, for web-learning, for call tech, for dispersion, while the reality says that a lot of townlets *got their universities*, only formally, without any real university and academic meaning, that is in many universities the exams were made in business offices, in primary schools, and in the so called "handicraft houses" etj.

In the meantime happened the changes in the Law of high education dealing with accreditation and evaluation, which mingled with the academic circles. The professors of the University of Skopje came out and protested in the streets to defend the autonomy of the university and the dignity of the profession of the scientist. The idea of these changes in the Law was to implement the so called already accepted standards in the European area of education. These standards are implemented by ENQA-European Network for Quality Assurance, and others as well. This evaluation is made by commissions of different fields from at least three professors of internationally recognized Universities. In the so far laws for the high education from 2000 and 2008 the process of evaluation and accreditation have been separated procesess. There was the Accreditation Board and the Evaluation Agency. While on one hand the Accreditation Board functioned on a permanent line, The Evaluation Agency worked from time to time. It did not have any meeting, as is the case in 2004-2007. In the new Law of 11 February 2011, is formed a new mutual Board for evaluation and accreditation, in order to establish a system of values and quality of the high education. This system determines:

- a. Evaluation of the quality of the high education, of management, financing, academic activities



- b. Implementation, confirmation, acceptance of academic institutions, of different study programmes and their accreditation
- c. Self-evaluation and external evaluation.

THE HIGHER EDUCATION IN ALBANIAN LANGUAGE IN THE RM: SUT AND SEEU

Albanians, as the second ethnic group in the RM, have been studied in their mother tongue since 1994 when the University of Tetova was established. Before this date the high education in this country, except the Teacher Training School in Skopje, did not exist. Albanians of this country as a result of their language and political problems had to get their university diploma outside the country, first of all in Kosova but as well as in Croatia, Slovenia, Serbia and so on and so forth. An Albanian University was a taboo topic for the government of Macedonia till the second half of the final decade of the XX century, which irritated the Albanian population which from time to time expressed its dissatisfaction through protests of different forms.

The State University of Tetova, with its seat in Tetova, with the initiative of the Albanian intellectuals from Gostivar, Dibra, Skopje, Albanian political parties as well as some non-governmental organizations, has been established on December 17, 1994 and officially has been recognized on January 2004. SUT is a center of the high education and it has got 10 faculties, 34 study programmes and 85 profile orientations. The number of the students is three times bigger during the last three years, which is over 10000 students. Only during 2006/2007 have graduated 933 students from different profiles. About 10 % of the students are non-albanians, a fact which shows the multicultural vision of this University. SUT tries to follow the modern educational trends, so that it has opened the faculty of Applicative Sciences, with very inventive syllabi as mechatronics, economic engineering, architecture etc. It cooperates with world famous universities, such as George Washington University, University of Ljubljana, University of Zurich, University of Stuttgart etc. (Tempus, 2008: 6) SUT, despite all the difficulties it had faced, has managed to create a history of 15 years and to turn into a real cradle of the Albanian public education.

State University of Tetova holds an ISO 9001:2000 certificate for quality management since September 2007, is a full member of EUA (European University Association) and a signatory of Magna Charta Universitatum (Bologna, 2008).

South-East European University, open in the November of 2001 in order to advance the Albanian high education in the Republic of Macedonia, is a modern educational institution of the non-profitable character. It has got 5 faculties and 2 Training Colleges, an institute, with 23 programmes in the first cycle and 29 in the second one. This University has got very comfortable buildings, four amphitheatres, 50 classrooms, modern offices, computer centres, library (with more than 30000 books) and areas for the accommodation of 450 students. A large part of the Campus (25.000m²) is a green area. About 60 % of the materials that were used during the construction of buildings were with eco-characteristics. The technological system of information has got a satellite which enables videocommunication and a quick exchange of information. (<http://www.tetova.gov.mk/al/q/18/>) This University has managed to become a model of high education in the region, since its foundation. It offers accredited curricula of a high quality in accordance with the international trends (ECTS, e-learning, e-service, e-grading), in accordance with the Bologna Declaration and with the needs of the local and international labour market. This University has the principle that education enables the advancement of science, technology and cooperation, thus contributing in the development of the society. SEEU promotes equality, as a segment of the mission which begins with the slogan "open for everybody, implementing the laws and merits, advancing the inter-ethnic understanding". It gives a lot of importance to the multilingual and multicultural geographic specifics of the globe; it is a model institution in which the other and the otherness are a connecting bridge among the different cultural elements. This university, which promotes the open and rational society, is a successful story which combines the American university experience as well as the European ones (cooperates with Indiana University, Pittsburg University, LSE, Paris 12, the University Vienna, Bamberg University, University of Jonköping etc.), synthesising all of these in its specifics. In this European university study more than 7500 students (82 % of the students are Albanians, 15 % Macedonians and 3 % turks, Bosniaks,...). (Pajaziti & Abazi, 2010) Taking into consideration the European concept, this university is an average one when speaking how big it is, which is specialized in the socio-



economics sciences, well-equipped, with a modern infrastructure, it gives an enormous contribution in the economic development of the region, with a high level of employment of the graduated students, thus making itself very attractive for the students. This university tries to be internationally recognized by offering teaching and develops excellent researches for Macedonia and the region, to be transformed into the *"the first university of the third generation"*. The former EU Commissioner for Enlargement, Olli Rehn, by giving his support to SEEU said: "The South East European University is the most European creature of the Western Balkans."

All study programs provided by SEEU are accredited by the Accreditation and Evaluation Board of the Republic of Macedonia and the quality of our curricula and assessment are regularly reviewed according to our institutional quality assurance procedures and through a cycle of external programme review using international specialists.

Research and publications are increasing in number and scope. These important academic research activities are supported and monitored by the Research Office and Pro-Rector for Research.

The University seeks to support effective staff performance. For academic staff, this is done through procedures such as an annual Learning and Teaching Observation Scheme and the active consideration of students' opinions from the Student Evaluation Survey. All staff is required to take part in the individual Staff Evaluation Process and all these processes are linked to an integrated Staff Development Procedure, offering internal and external opportunities for professional development and training.

The University welcomes and positively uses both national and international evaluation and quality accreditation for continuous improvement. We receive valuable evaluation and advice on a twice yearly basis from our external Quality Champion. It actively refers to the latest developments and trends in higher education in Europe which are part of the Bologna Process. Also the University has been positively evaluated twice as part of European Universities Association (EUA) external institutional review program; and its administrative and management processes have been successfully validated according to International Standards for Organization (ISO 9001/2008). (Quality Assurance, 2012) In the first national ranking of universities in the Republic of Macedonia, in February 2012, SEEU was ranked second out of nineteen higher education institutions according to a ranking system conducted by the Shanghai Jiao Tong University in collaboration with the country's Ministry of Education and Science. This ranking supports SEEU's objective of pursuing excellence and equality in higher education.

Macedonia's HEIs Ranking: Shanghai Jiao Tong University (2012)	
1.	University Ss. Cyril and Methodius – Skopje
2.	South East European University (SEEU) - Tetovë
3.	University for Computer Science and Information Technology "Ss. Apostle Paul" – Ohrid
4.	International Balkan University – Skopje
5.	The first Private University, European University of the Republic of Macedonia – Skopje
6.	Private Faculty of Business and Economy – NEOKOM - Skopje
7.	School of Journalism and Public Relations
8.	University American College Skopje
9.	First Private University – FON – Skopje
10.	University for Audio Visual Arts – European Film Academy ESRA Paris – Skopje – New York
11.	State University in Tetovo
12.	University for Tourism and Management – Skopje
13.	International Slavonic Institute G. R. Derzavin in Sveti Nikole
14.	International University in Struga
15.	MIT - Skopje
16.	Private Professional Institution of Higher Education for Business Studies "Euro College" – Kumanovo
17.	Business Academy - Smilevski – Skopje

(Source: http://www.shanghairanking.com/Macedonian_HEIs_Ranking/index.html)



CONCLUSIONS

Today we live in the world of *fast culture*, where the things change rapidly. As a famous scientist says, today Socrates the bricklayer would have been in his bricklayer shop, while Socrates the philosopher would have been too much involved with the preoccupations and the variety of the basic disciplines of the modern philosophy such as the symbolic logics and linguistics. Today education is a determiner of the status of each individual and society that is either being a statistician or an actor in the global area. From everything that has been said so far we can conclude that:

- The countries from the Balkan still suffer from the traditional perspective in education.
- The universities in the Republic of Macedonia accepted Bologna but implementation is still incomplete, more researches and investments are needed for quality assurance.
- Diploma perception should be changed: Applicable abilities are primarily item in XXI century.
- The cooperation between SEEU and SUT should be increased.
- The cooperation between university and companies of different sectors should be increased.
- The evaluation and the self-evaluation should be transformed into an important mechanism of the control over the academic progress.
- Different projects from the international union should be used like FP7 and others for the sake of innovative research that will be utilized from the community.
- The students should be encouraged to take an active role in the increase of the quality.
- The concept of the *learning outcomes* should be implemented.

WJEIS's Note: This article was presented at International Conference on New Trends in Education and Their Implications - ICONTE, 26-28 April, 2012, Antalya-Turkey and was selected for publication for Volume 2 Number 2 of WJEIS 2012 by WJEIS Scientific Committee.

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