



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Macedonia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Republic of Macedonia

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• Government representatives "4"

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• Student representatives "2"

Contributors to the report:

• Academic and other staff representatives "6"

Contributors to the report:

• Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

Having in mind demographics in Republic of Macedonia public universities are evenly distributed in all regions of the country. The biggest, Sts Cyril and Methodius University is located in the capital Skopje, St Clemente of Ohrid University in Bitola is located in South-western region, State University of Tetovo is located in North-western region, Goce Delchev University in Shtip is located in Eastern region, and St. apostle Paul University of Informatics Sciences and Technologies is located in Western region. All public and part of private universities has dispersed study programmes almost in any bigger town in Macedonia. The student's quotas and diversity of the study programmes are carefully planned to fulfill the projections for socio-economic and regional development as well as demographic projections.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Universities provides academic studies of first, second and third cycle of academic studies, first and second cycle of professional studies, short cycle of studies and courses, perform researches and applicative activities. High professional schools provide professional studies of first and second cycle, short cycle of studies and courses and applicative activities. Research Institutes within universities or independent provide academic studies of second and third cycles of studies, courses and researches and applicative activities. Faculty of Orthodox Theology and Faculty of Islamic theology are recognized independent higher education institution founded by Macedonian Orthodox Church and Islamic Community in Republic of Macedonia respectively that provides studies in field of theology. Military Academy, founded by Ministry of Defence that provide academic and professional studies as well as professional courses in field of defence. All type of higher education institutions in Republic of Macedonia are obliged to be accredited, offer accredited study programmes by Higher Education Accreditation and Evaluation Board and to have permission for work by the Minister of Education and Science.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) Higher Education Institutions founded by Macedonian Orthodox Church and Islamic Community of Republic of Macedonia and Ministry of Defense
- None of the above

I.3.1. What is the number of institutions in the categories identified?

1. Universities
 - Public 5
 - Private 11
2. High professional schools
 - Public within university 1
 - Private 4
3. Research Institutes
 - Public within university 6
 - Public independent 7
 - Private within university 3
 - Private independent 12
4. Religious Higher Education institutions
 - Faculty of Orthodox Theology
 - Faculty of Islamic Theology
5. Military Academy

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "20.6"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "76.6"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "2.8"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

Only integrated study programmes in field of regulated professions have different duration:

- Medicine, 6 years, 360 ECTS
- Dentistry, 5 years, 300 ECTS
- Pharmacy, 5 years, 300 ECTS
- Veterinary, 5 ½ years, 330 ECTS
- Architecture, 5 years, 300 ECTS

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "28"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "64"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "8"

L6.1. Please specify

8% of the students are on study programmes in:

- Medicine
- Dentistry
- Pharmacy
- Veterinary
- Architecture

L7. Please note that short cycle programmes are treated in a separate section below.

L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Professionally oriented study programmes contains more activities related with professional qualification of the students.

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "71"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0.6"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "21"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "7.4"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

There is no difference in the duration of these study programmes but in title. Professional study programmes of second cycle of study lead to title "specialist" instead "master".

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "70"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "2"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "20"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "8"

L11.1. Please specify

8% is for students who graduate in field of regulated profession (integrated studies of first and second cycle) by field the percentage is:

- Medicine 43,51%
- Dentistry 15,16%
- Pharmacy 21,17%
- Veterinary 4,42%
- Architecture 15,74%

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

- Medicine, 6 years, 360 ECTS
- Dentistry, 5 years, 300 ECTS
- Pharmacy, 5 years, 300 ECTS
- Veterinary, 5 ½ years, 330 ECTS
- Architecture, 5 years, 300 ECTS

L12.3. In which study fields do these study programmes exist?

- Medicine
- Dentistry
- Pharmacy
- Veterinary
- Architecture

L12.4. What percentage of first cycle students is enrolled in these programmes?

- Medicine 43,51%
- Dentistry 15,16%
- Pharmacy 21,17%
- Veterinary 4,42%
- Architecture 15,74%

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**L13.2. What percentage of second cycle students is enrolled in these programmes?****L13.3. In which study fields do these study programmes exist?****L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

According article 95 of Higher Education Act the minimum duration is 300 ECTS

L15. Comments**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

All first cycle study programmes (180 or 240 ECTS) give access to a second cycle study programme.

L16.1. Please provide a source for this information.

Higher Education Act

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.

Ministry of Education and Science data.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Usually there is not some specific requirements. However Higher Educational Institution has right to determine the conditions for enrollment of students and ask completing of additional courses or entrance exam especially in artistic fields of study.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Higher Educational Institution has right to determine the conditions for enrollment of students and ask completing of additional courses or entrance exam depending by fields of study.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

According article 108 of Higher Education Act the Higher Educational Institution has right to determine the conditions for enrollment of students and ask completing of additional courses or entrance exam depending by fields of study. The condition for enrollment of students are published by Higher Education Institution.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

According article 108 of Higher Education Act enrollment of the students, holders of professionally oriented first cycle degrees on second cycle programmes depends by University politics and Acts. The Higher Educational Institution has right to determine the conditions for enrollment of students and ask completing of additional courses or entrance exam depending by fields of study. The condition for enrollment of students are published by Higher Education Institution.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

51-75%

Only academic second cycle study programmes give access to third cycle studies without further studies.

L19.1. Please provide a source for this information.

Article 96 paragraph 2 of Higher Education Act

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

20.0000000000

L20.1. Please provide a source for this information.

Ministry of Education and Science data.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

This is possible only for students who graduates on integrated studies of first and second cycle of study.

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

- Higher Education Act
- Decree for Higher Education Activities
- Decree for National Higher Education Qualification Framework

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▾

L25.1. What are the main features of these schools and how many doctoral schools are there?

Organization of the third cycle of study depends by university. Since now, only Sts Cyril and Methodius University in Skopje has organized the third cycle of study as Doctoral Schools.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

51-75%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3-5"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes ▾

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

According article 101 of Higher Education Act, Higher Education Institution for short cycle programmes issue a certificate or a license depending by Higher Education bylaws. The awarded ECTS are included into the issuing document.

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes ▾

L35.1. How do steering documents in your country define student-centred learning in higher education?

As in recommendations in Bologna process Ministerial Conferences Communiqués respectively. Students as member of academic community are in the center of higher education and all higher education politics are in line with completing the needs of the students for their employment or further careers.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

Higher Education Act dedicated chapter XI to students and student centered learning. Students as it is usual are part of all governing structure of the university. University Statutes and documents are also focused on student centered learning.

L35.4. Please provide a reference for your steering documents on student-centred learning

- Higher Education Act
- National Programme for Higher Education Activities
- University statutes, bylaws and other documents

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer
- Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

30 hours per 1ECTS

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

Developing curricula strictly related to learning outcomes is part of Quality Assurance System.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory** Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

80%

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Higher Education Accreditation and Evaluation Board within its quality assurance procedures has included the evaluation of use of learning outcomes in curricula development and student assessment.

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

Issuing of Diploma Supplement to graduated on all cycle of study is compulsory for all Higher Education Institutions according Higher Education Act and corresponding bylaw since 2009 year. Having in mind that Third cycle as study programmes according Salzburg I, II started in academic year 2010/2011, we have not yet graduates to whom Diploma Supplements is issued.

I50. Is there any monitoring of how employers use the Diploma Supplement?

No

I50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I50.2. Please provide a reference to the source of this information:

I51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

I51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

I52. In what language(s) is the Diploma Supplement issued?

Macedonian,
Languages of Minorities,
English

I53. The Diploma Supplement is issued..

free of charge

I53.1. Please specify the categories of students

I53.2. Please provide the amount and the reason for the fee

I54. Comments

I55. Do national higher education steering documents mention joint or double degrees?

Yes

I55.1 Please provide a reference to the legislation and/or cite the relevant articles

Article 102, Higher Education Act
<http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanje%20konsolidiran%20Fev%202013.pdf>

I56. Does higher education legislation explicitly allow:

Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

I57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

I58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

I59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "5"

I59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "85"

I59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "10"

I60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

I60.1. Please explain briefly and mention/link to the source of this information

Agriculture
Entrepreneurship
Economics
Engineering
web pages of higher education institutions

I61. Comments

I62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF
Decree for National Higher Education Qualification Framework according article 99 of Higher Education Act, was adopted by the Government of Republic of Macedonia in 2010. After that was made re-accreditation of all study programmes where learning outcomes where compulsory included and Register of Higher Education Qualification was made.
On the web page of the Ministry of Education and Science there is a link where related documents about National Higher Education Qualification Framework are published:
<http://www.mon.gov.mk/index.php/component/content/article/694>

L62.1. Please provide the date when the step was completed.

09-16-2013 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

No ▼

L62.3. Please provide the link to the website:

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

Article 4 of the Decree for National Higher Education Qualification Framework (Official Gazette No. 154/2010)
<http://www.mon.gov.mk/index.php/component/content/article/694>

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

Article 4 of the Decree for National Higher Education Qualification Framework (Official Gazette No. 154/2010)
<http://www.mon.gov.mk/index.php/component/content/article/694>

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
Automatic recognition for Foreign Qualification awarded by World Top 500 Universities listed in Shanghai Ranking list in the year of graduating is done by National ENIC/NARIC center within 8 days.
For others the Decision for Recognition of Foreign Qualification is made by the Minister of Education and Science supported by National ENIC/NARIC Center and proposal of Academic Commissions in respective scientific field.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
Automatic recognition for Foreign Qualification awarded by World Top 500 Universities listed in Shanghai Ranking list in the year of graduating is done by National ENIC/NARIC center within 8 days.
For others the Decision for Recognition of Foreign Qualification is made by the Minister of Education and Science supported by National ENIC/NARIC Center and proposal of Academic Commissions in respective scientific field.
There is no difference between recognition for Academic Study and Professional Employment.

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Chapter XII of Higher Education Act
<http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanje%20konsolidiran%20Fev%202013.pdf>

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

There is Internal Revision within Ministry of Education and Science as well as Senior Governmental Commission for appeals.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

Other

L72.1. Please explain

Recognition of Foreign Higher Education Education is made by Minister of Education and Science supported by National ENIC/NARIC Center. Higher Education Institution do not make recognition of foreign higher education qualification but they are obliged to use Decisions for recognition signed by the Minister of Education and Science.

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

Recognition procedures are very easy and has to be finished within 20 days or 8 days for Foreign Qualification awarded by World Top 500 Universities listed in Shanghai Ranking list in the year of graduating.
Republic of Macedonia also has signed Agreements for mutual Recognition of Qualifications with Bulgaria, Albania, Turkey and Russian Federation.

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

These procedures shall be included in the Agreements that Higher Education Institutions in Macedonia sign with Foreign Higher Education Institution. Also there is plans for including automatic recognition of the study and training periods abroad by Macedonian Higher Education Institution in Higher Education Act.

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Other

II.1.1. Please specify

According article 70 of Higher Education Act a Higher Education Accreditation and Evaluation Board is established. The Board is an independent body consisted of 23 members by which 9 members (university professors) are appointed by Inter-university Conference, 2 members by Macedonian Academy of Science and Arts, 1 representative by employers, 2 members by Student's Inter-university Parliament and 9 members appointed by Government of Republic of Macedonia by whom at least 6 are university professors. Technical and administrative support for the Board is provided by Ministry of Education and Science.

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available
According article 69 of Higher Education Act all reports are publically available.

II.8. Are the following issues typically included in external Quality Assurance Evaluations ?

- | | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Higher Education Accreditation and Evaluation Board adopted bylaws where all above mentioned issued are included. Bylaws are available on the web page of Official Gazette of Republic of Macedonia:
<http://www.slvesnik.com.mk/>

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No
Some of Higher Education Institution have chosen Quality assurance Agency outside our country only as a part of their Quality Assurance politics and international collaboration.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.
The Higher Education Accreditation and Evaluation Board of Republic of Macedonia consider Quality Assurance Decisions made by other QA Agencies but still makes own decision for joint and double degrees valid for Higher Education Quality Assurance System in Macedonia.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
 Member of ENQA
 There is no specification within the current legislation or steering documents
 Yes, for an application to EQAR
 Yes, for the purpose of ENQA membership
 Yes, for other purposes
 An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 No

Higher Education Accreditation and Evaluation Board is affiliated member of ENQA since 2011 and working on full member status within ENQA. However HEAEB implement European Standards and Guidelines in their work.

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer
In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes
Article 77 of Higher Education Act

II.20.1. Please specify these requirements and the relevant source

Article 77 of Higher Education Act
University Statutes, guidelines and bylaws

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions
However Higher Education Accreditation and Evaluation Board check and approve the relevance of Internal Quality Assurance processes.

II.21.1. Please specify**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes
Article 77, paragraph 2 of Higher Education Act

II.22.1. Please specify**II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes
 No
 In some cases

II.23.1. Please specify**II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

II.24.1. Please specify**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

50 - 74%
According article 77, paragraph 5, Higher Education Institution are obliged to publish the Internal quality Assurance reports where policy for continuous enhancement need to be included. Monitoring is done by Higher Education Accreditation and Evaluation Board and Ministry of Education and Science.

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

50 - 74%

II.26.1. Please describe what kind of arrangements are in place.

Internal approval monitoring and periodic review of programmes and awards are compulsory according Higher Education Act and need to be made at least once in 5 years and for third cycle of study every third year.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

50 - 74%
According article 77, paragraph 5, Higher Education Institution are obliged to publish the Internal quality Assurance reports where policy for continuous enhancement need to be included. Monitoring is done by Higher Education Accreditation and Evaluation Board and Ministry of Education and Science.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- every academic year Government of the Republic of Macedonia adopt separated decision for enrollment quotas for students belonging to minorities that is 10% of total enrollment places on every study programme;
- member of CEEPUS programme;
- separated enrollment quotas for foreign students.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

Since now such objective has not been set but in the new programme for higher education and research (in phase of preparation) it proposes the following:

- student population entering HE not less than 75% of graduated in secondary schools
- student population completing HE, not less than 60%
- graduates entering the labour market, not less than 65%

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

According article 77-b of Higher Education Act

For the purpose of following the higher education activity in the Republic of Macedonia, as well as for the purpose of preparing indicators for the quality and fulfillment of the higher education activity and the manner and frequency of their collection, the ministry responsible for the activities in the field of higher education shall provide conditions for implementation and provision of a database of higher education activity. The database shall be implemented and maintained by the ministry responsible for the activities in the field of higher education. The State Education Inspectorate shall control and monitor the information/indicators from the database.

The manner and procedure for keeping the database shall be prescribed by the minister responsible for the activities in the field of higher education.

The faculties shall be obliged to deliver data for the database that is kept by the ministry responsible for the activities in the field of higher education, as well as to regularly consult and coordinate with the Board for Accreditation and Evaluation for the purpose of submitting information on the syllabuses and similar.

The faculties shall be obliged to quarterly deliver the data to the ministry responsible for the activities in the field of higher education. The Statistical Office of Republic of Macedonia collect data for higher education too.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="checkbox"/>
Disability:During HE studies	<input type="checkbox"/>
Disability:At graduation	<input type="checkbox"/>
Disability:After graduation	<input type="checkbox"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="checkbox"/>
Labour market status prior to the entry to HE:During HE studies	<input type="checkbox"/>
Labour market status prior to the entry to HE:At graduation	<input type="checkbox"/>
Labour market status prior to the entry to HE:After graduation	<input type="checkbox"/>
Age:At entry to HE	<input type="checkbox"/>
Age:During HE studies	<input type="checkbox"/>
Age:At graduation	<input type="checkbox"/>
Age:After graduation	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="checkbox"/>
Socio-economic background:At entry to HE	<input type="checkbox"/>
Socio-economic background:During HE studies	<input type="checkbox"/>
Socio-economic background:At graduation	<input type="checkbox"/>
Socio-economic background:After graduation	<input type="checkbox"/>
Gender:At entry to HE	<input type="checkbox"/>
Gender:During HE studies	<input type="checkbox"/>
Gender:At graduation	<input type="checkbox"/>
Gender:After graduation	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="checkbox"/>
Religion:At entry to HE	<input type="checkbox"/>
Religion:During HE studies	<input type="checkbox"/>
Religion:At graduation	<input type="checkbox"/>
Religion:After graduation	<input type="checkbox"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="checkbox"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="checkbox"/>
Migrant status (migrants or migrants' children):At graduation	<input type="checkbox"/>
Migrant status (migrants or migrants' children):After graduation	<input type="checkbox"/>
Other characteristics:At entry to HE	<input type="checkbox"/>
Other characteristics:During HE studies	<input type="checkbox"/>
Other characteristics:At graduation	<input type="checkbox"/>
Other characteristics:After graduation	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="checkbox"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

In the forms of Statistical Office there is such items for data collecting

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

ID number of the students

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

<http://www.stat.gov.mk/OblastOpsto.aspx?id=5>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

- increased number of enrolled students in first year, first cycle of study;
- increased number of graduated students;
- increased number on 2nd and 3rd cycle of studies;
- increased number of enrollment students belonging to minorities;
- increased students participation in university government and quality assurance processes;
- increased number of enrolled adult students
- increased gender equality

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities ▼
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities ▼
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities ▼
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities ▼
- no guaranteed right to higher education:Universities ▼
- no guaranteed right to higher education:HEIs other than universities ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities ▼
- Level of achievement in standard entry requirements:HEIs other than universities ▼
- Entry examinations for all programmes:Universities ▼
- Entry examinations for all programmes:HEIs other than universities ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities ▼
- Other:Universities ▼
- Other:HEIs other than universities ▼

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Person that has passed the state leaving examination or the international leaving examination may enroll in the first cycle of university and professional studies."

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "If insufficient number of candidates that fulfill the conditions referred to Route 1 to the announcement for enrollment of students in the first cycle of university and professional studies in the first enrollment period, the persons who have passed the secondary school leaving examination or the final examination upon completed respective vocational secondary education in duration of four years may also have right to enrollment in the first cycle of studies"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Person who has passed the state leaving examination, the international leaving examination or the art school leaving examination may enroll in the first cycle of university studies in the field of art"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "As an exception, under the conditions defined by the higher education institution, persons without prior completed appropriate education may enroll in studies in case of exceptionally talented persons who may be expected to successfully complete the studies without prior completed education"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates 80%

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates 20%

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

It is about students who have graduated to three length of vocational secondary schools. For them there is a possibility to gain qualifications of the forth year of secondary school that allow them enrollment on higher educational institution.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3–4 years for a bachelor degree)?

No, there are no incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

III.27.2. Please also provide the full reference(s) to all relevant document(s):

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

Even if there are not formally set such quantitative objectives there is clear state politics to ensure that retention time and drop out will be as less as possible. In the new Programme for Higher Education and Research, that is in preparatory phase, such measures are planned.

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

<http://www.stat.gov.mk/PrikaziPoslednaPublikacija.aspx?id=37>

III.31.2. Comments

The statistical data for completion rate systematically is measured by State Statistical Office even if Ministry of Education and Science for own purposed gather data related to that too.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

- minorities

III.32.2. Please also provide the full reference(s) to relevant document(s):

<http://www.stat.gov.mk/Publikacii/2.4.12.12.pdf>

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	20
Completion rate of 1st cycle programmes, most recent available year:Year	2011/2012
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	14
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006/2007
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	36
Completion rate of 2nd cycle programmes, most recent available year:Year	2011/2012
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	18
Completion rate of 2nd cycle programmes 5 years earlier:Year	2006/2007
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	not available
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▾

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No ▾

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	

available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

According article 45 of Higher Education Act, The university shall establish at least one career center. The career center shall keep a separate records of former students (alumni) and shall organize career fairs at each faculty/university where a career center exists.

The career centers shall be established for the purpose of organizing practical work for the students aimed at preparation of qualified staff who is to apply modern innovative techniques and technologies in the teaching. The career centers shall consist of advisers who have knowledge in the field of education.

The career centers shall be obliged to establish working groups (consisted of representative from the faculties of technical sciences and the chambers of commerce) and to organize monthly meetings attended also by representatives from the Agency for FDI for the labor force demands at the labor market and reduction of the gap between the labor force demand and supply.

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No, it is available for all students

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes ▾

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "higher education institution documents"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "higher education institution documents"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

the funding for this activities for public higher educational institutions is made by state budget

III.47.2. Please also provide the full reference(s) to relevant document(s):

Chapter VIII of Higher Educational Act

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▾

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount 200 EUR
1st cycle:Minimum amount 100 EUR
1st cycle:Maximum amount 400 EUR
2nd cycle:Most common amount 2000 EUR
2nd cycle:Minimum amount 1500 EUR
2nd cycle:Maximum amount 3000 EUR

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount 2000 EUR
1st cycle international students:Minimum amount 800 EUR
1st cycle international students:Maximum amount 3000 EUR
2nd cycle international students:Most common amount 2000 EUR
2nd cycle international students:Minimum amount 2000 EUR
2nd cycle international students:Maximum amount 3000 EUR

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Ministry of Education and Science of Republic of Macedonia awards scholarships for talented students who are studying at higher education institutions in Macedonia and scholarship for students social categories.

Starting from Academic year 2012/2013 Ministry of Education and Science started grants for 1st and 2nd cycle studies for Macedonians citizens who succeed to enroll in studies at one of the Top 100 universities (Top 200 for technical science) according Shanghai Jiao Tong Academic Ranking of World Universities and scholarship for Art University's worldwide

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Scholarship that award Ministry of Education and Science cover study fees, living cost abroad and return plane ticket to the destination once a year during study period

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 30

% of students receiving grants:Second cycle 10

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1 ▼

Citizenship:Grant 2 ▼

Citizenship:Grant 3 ▼

Citizenship:Grant 4 ▼

Residency:Grant 1 ▼

Residency:Grant 2 ▼

Residency:Grant 3 ▼

Residency:Grant 4 ▼

Recognised HEIs/programmes only:Grant 1 ▼

Recognised HEIs/programmes only:Grant 2 ▼

Recognised HEIs/programmes only:Grant 3 ▼

Recognised HEIs/programmes only:Grant 4 ▼

Course load (e.g. full-time):Grant 1 ▼

Course load (e.g. full-time):Grant 2 ▼

Course load (e.g. full-time):Grant 3 ▼

Course load (e.g. full-time):Grant 4 ▼

Only certain countries:Grant 1 ▼

Only certain countries:Grant 2 ▼

Only certain countries:Grant 3 ▼

Only certain countries:Grant 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼

Equivalency condition:Grant 1 ▼

Equivalency condition:Grant 2 ▼

Equivalency condition:Grant 3 ▼

Equivalency condition:Grant 4 ▼

Programme not available in the national system:Grant 1 ▼

Programme not available in the national system:Grant 2 ▼

Programme not available in the national system:Grant 3 ▼

Programme not available in the national system:Grant 4 ▼

Other:Grant 1 ▼

Other:Grant 2 ▼

Other:Grant 3 ▼

Other:Grant 4 ▼

IV.16.1. If there is more than one type of grant, please specify:

Only one type of scholarship

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Students who are applying for scholarship must have minimum 4.5 average mark from secondary school or 8.5 average mark by first cycle studies to apply for study programmes of second cycle scholarship covered by Ministry of Education and science for studying abroad.
Only scholarships are provided no loans.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

No loans are provided for this activities.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes ▾

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	0 ▾
Need-based criteria:Grant/loan 2	0 ▾
Need-based criteria:Grant/loan 3	0 ▾
Need-based criteria:Grant/loan 4	0 ▾
Merit-based criteria:Grant/loan 1	1 ▾
Merit-based criteria:Grant/loan 2	0 ▾
Merit-based criteria:Grant/loan 3	0 ▾
Merit-based criteria:Grant/loan 4	0 ▾
Course load (e.g. full time):Grant/loan 1	0 ▾
Course load (e.g. full time):Grant/loan 2	0 ▾
Course load (e.g. full time):Grant/loan 3	0 ▾
Course load (e.g. full time):Grant/loan 4	0 ▾
Criteria based on field of studies:Grant/loan 1	0 ▾
Criteria based on field of studies:Grant/loan 2	0 ▾
Criteria based on field of studies:Grant/loan 3	0 ▾
Criteria based on field of studies:Grant/loan 4	0 ▾
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	0 ▾
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	0 ▾
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	0 ▾
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	0 ▾

IV.29.1. If there is more than one type of grant or loan, please specify:

According Higher Education Act the Higher Education Institution are obliged to provide scholarship for at least 30 students a year for mobility abroad.

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

All scholarship related offers and possibilities are published on special web page:
<http://stipendii.mon.gov.mk/doma>

Article 100 of Higher Education Act:

<http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanie%20konsolidiran%20Fev%202013.pdf>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Research project financial construction and for public higher education institution financial support provided by Ministry of Education and Science according Scientific-research programme.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Students at third cycle of study could be either students or employed by Higher Education Institution. For public Higher Education Institution if they are employed the basic salary is provided by the state budget, if not students pay fees usually about 5000 years.
Ministry of Education and Science provide only scholarship for Macedonian citizens third cycle studies abroad on Top 100 Universities according Shanghai Ranking list that covers study fees, living cost and once a year plane ticket to destination.

IV.35. Additional comments on doctoral education

Doctoral study programmes since 2010 year are structured and provided only according Szaburg I and II principles and recommendations.

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

According article 67 of Higher Education Act on every Higher Education Institution is established a Board for collaboration and trust with public where a relevant employers member is included. Within their responsibilities it is also and coordinating enrollment quotas, study programmes design and other issues related to employability with labour marked demands, Higher Education Accreditation and Evaluation Board also has a representative of employers and in evaluation processes it is compulsory to be included. There is also very close and regular collaboration and coordination related to student's employability issue among Ministry of Education and Sciences, Employment Agency of Republic of Macedonia, Ministry of Labour and Social Politics and Universities.

<http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanie%20konsolidiran%20Fev%202013.pdf>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

On the state level there a special programmes that provide care for employability of personalities with special needs and relevat statistics are provided. Mainly, Ministry of Labour and Social Politics and Employment Agency take care and promote such programes as well as for the other under-represented groups.

<http://www.avrm.gov.mk/lica-so-posebni-potrebi.nspix>

<http://www.mtsp.gov.mk/?ItemID=800D73D992D55F4B81845D673C2D2BA7>

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Employment Agency, Ministry of Labour and Social Politics are main institutions in charge for Labour Market/Skills Forecasting in collaboration with Ministry of Education and Science, Organization of Employers, Confederation of Free Syndicates of Macedonia, Union of Syndicates of Macedonia, Ministry of Finance, Ministry of Economy and relevant international organizations.

Action plan for youth employment 2015

http://www.mtsp.gov.mk/WBStorage/Files/vrbotuvanje_mladi_akciski.pdf

Labour market transitions of young women and men in the Republic of Macedonia

http://www.ilo.org/employment/areas/youth-employment/work-for-youth/publications/national-reports/WCMS_218856/lang--en/index.htm

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science in planning higher education institution network and Government of Republic of Macedonia in process of adopting enrollment quotas on public higher educational institution, according Higher Education Act.

Higher Education Accreditation and Evaluation Board in the processes of institutional and programme accreditation and evaluation.

Qualification framework activities.

<http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanie%20konsolidiran%20Fev%202013.pdf>

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No

answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

According article 67 of Higher Education act in order to achieve cooperation and confidence of the public, the business community, the professional chambers and the other citizens' institutions and associations in the field in which they carry out the higher education activity and scientific-research work, as well as to achieve transparency and responsibility for carrying out the activity of public interest, the unit of the university shall establish a faculty board for public cooperation and confidence, that is, a board of the school of higher professional education for public cooperation and confidence.

Article 67

In order to achieve cooperation and confidence of the public, the business community, the professional chambers and the other citizens' institutions and associations in the field in which they carry out the higher education activity and scientific-research work, as well as to achieve transparency and responsibility for carrying out the activity of public interest, the unit of the university shall establish a faculty board for public cooperation and confidence, that is, a board of the school of higher professional education for public cooperation and confidence.

In the processes of study programme design within qualification framework activities relevant employers have to be included to as well as in Higher Education Accreditation and Evaluation Board in the processes of accreditation and evaluation

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Annually, according the Innovation Act a public announcement is publishing for projects for university-business cooperation that are properly evaluated and according the financial framework the public funds that support university-business cooperation are properly allocated.

Also State Innovation Fund was established within whose activities will be allocated public funds for other activities related university-business cooperation as spin-off companies, business accelerators etc.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Mainly it is about the study programmes in informatics and technical sciences. Usually it is provided by agreement between the higher education institution and a company.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Teacher's training according Primary and Secondary Education Acts

Lawyers training according Acts of Ministry of Justice.

Touristic Guides according Acts of Ministry of Economy.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Ministry of Education and Science data base

Statistical Office of the Republic of Macedonia

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

For the purpose of improving and maintaining the quality in higher education, according article 77-a from Higher Education act, all universities and higher education institutions within the composition of the universities (faculties and art academics), entered in the register of higher education institutions, shall be mandatory ranked every two years.

One of the main indicator in ranking process is employability and indicators related to university-business activities.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▼

V.6.1. Are there tracer studies conducted on national level?

Yes ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Action plan for youth employment 2015

http://www.mtsp.gov.mk/WBStorage/Files/vrabortuvanje_mladi_akciski.pdf

Labour market transitions of young women and men in the Republic of Macedonia

http://www.ilo.org/employment/areas/youth-employment/work-for-youth/publications/national-reports/WCMS_218856/lang-en/index.htm

<http://www.avrm.gov.mk/content/APV20132014.pdf>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science and Higher Education Accreditation and Evaluation Board according Higher Education Act.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Higher Education Act define the lifelong learning as a form of continuous learning throughout the entire life due specialization, complementing and modernization of the knowledge

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Articles 100 and 101 of the Higher Education Act as well as documents adopted by the Higher Educational Institutions.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "40"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "30"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "30"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

Flexible provision of higher education studies/programmes is asked in following cases:

- if a student is enrolled on the same time on a second study programme
- for part time students
- for adult students (over 30 years)

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

- full time students
- part time students
- adult students

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements
adult part time students pay lower fees for the same volume of studies than students following typically study arrangements.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

There is no difference in the contents and learning outcomes of the study programmes but that differ only in performing of the study programmes activities.
Part time students pay higher fees. Adult part-time students enrolled under special Governmental decision pay lower fees.
There is no special support for these students. Scholarships are available only for full time students.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No

VL10.1. Please choose the statement that best applies to your country-specific situation.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

Yes, it is in progress within Qualification Framework ongoing activities.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▾

VL11.1. Please specify what they are.

Stimulation for enrollment on second or third study programmes.
Stimulation for higher education for adult.
Stimulation for more closer collaboration with business for lifelong learning activities.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

Ministry of Education and Science

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

Ministry of Education and Science

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility	at least 30 students per Higher Education Institution (unit)
Credit mobility:Incoming mobility	no defined targets except for CEEPUS programme 120 scholarship month per year
Degree mobility:Outgoing mobility	Government of Republic of Macedonia has open public announcement for outgoing degree mobility and it is available for all applicants who fulfill the criterions, per year it is used by approximately 70 students
Degree mobility:Incoming mobility	available for 620 students per year

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

Yes ▼

7.4.1.1. Please specify:

available for 56 countries outside EHEA, for 5 students by each country.

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

- According article 45 of the Higher Education Act every University is obliged to make at least 2 Contracts for joint (double) degree and at least 2 Agreements for collaboration with one of the World Top 500 University according Shanghai Ranking List;
- According article 87-a of Higher Education Act, all assistants on Higher Educational Institutions are obliged to spend from 1 to 3 months mobility in 3 years period to one of the World Top 500 University according Shanghai Ranking List;
- According article 100 of the Higher Education Act at least 3% of the professors of any Higher Education institution per year need to realize activity as visiting professor at one of the World Top 500 University according Shanghai Ranking List;
- at least 30 students from each Higher Educational Institution per year need to spend from 1 to 3 month mobility at one of the World Top 500 University according Shanghai Ranking List;
- as much as possible Agreements for collaboration in higher education and research.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

Internationalization activities are realized within usual higher education funding or within other available programme as an activity.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

South-Eastern Europe Region

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

South-Eastern Europe Region

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▾

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes ▾

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only

- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding

- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

- automatic recognition for diplomas/certificates issued by World Top 500 Universities according Shanghai Ranking List;
- very easy and short recognition procedure for diplomas/certificates issued by other Higher Educational Institutions/Universities performed by National ENIC/NARIC Center within Ministry of Education and science;
- providing scholarships/funding for mobility/internationalization;
- promoting the benefits of making as much as possible signing contacts for collaboration in Higher education, research and innovation activities.
- According Higher Education Act since 2011 for all Higher Education Institutions it is compulsory to provide at least 2 study programmes at first cycle and at least four study programmes at second cycle of study as well as all study programmes have to be available on English language
- 10% of study programmes as mobility windows.

7.16. Has your country monitored the effects of these measures/programmes?

Yes ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry of Education and Science and Higher Education Accreditation and Evaluation Board"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "annually "

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "January 2014"

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▼

7.18.1. Please provide a link to the website:

<http://stipendii.mon.gov.mk/>

7.18.2. Is the website linked to Bologna website?

No ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

<http://stipendii.mon.gov.mk/>
www.mon.gov.mk

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Hungary, Turkey, United Kingdom, Russia, Sweden, Poland, United Arab Emirates, Norway, Serbia, Finland, PR of China, Belgium, Montenegro, Albania, Belgium, Croatia, Slovenia

- World Education Forum, London, United Kingdom, 11.01. 2012
- TEMPUS Closing Conference, Skopje, Macedonia, 14.02.2012,
- Regional Conference for Education and Skills, Danilovgrad, Montenegro, 07.03. 2012
- Regional Challenges and Perspectives in Higher Education Financing, Skopje, Macedonia, 02.05.2012
- Ministerial Conference for Science and Technology of Central European Initiative (C-ERIC), Trieste, Italy, 19.09.2012
- Regional Education Summit, Zagreb, Croatia, 24.10.2012
- Regional Conference on Higher Education, Dubrovnik, Croatia, November 2012
- Experiences in Implementing Bologna Process in Higher Education, Skopje, Macedonia, 12.03.2013,
- 22nd Conference Human Rights Council, Genève, Switzerland, 01.03.2013
- Western Balkans Platform on Education and Training, Turin, Italy, 07.05.2013
- Teacher Education and Training in the Western Balkans, Ohrid, Macedonia, 19.11.2013
- Regional Conference on Research Development Politics in Innovation, Zagreb, Croatia, 25.10.2013
- World Education Forum, London, United Kingdom, 19-21.01. 2014

7.22.2. What were the main higher education issues addressed in these events?

- Funding Higher Education
- Research and Innovations Development
- Teacher Education and Training
- Mobility and Internationalization
- Study Programmes and Labour Market
- Youth employment

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

According article 100 of the Higher Education Act at least 3% of the professors of any Higher Education institution per year need to realize activity as visiting professor at one of the World Top 500 University according Shanghai Ranking List

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Higher Education, Research and Innovation Programme

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

According article 140 of Higher Education Act, Higher Education Institutions need to adopt a programme for visiting professors at all offered study programmes from one of the World Top 500 University according Shanghai Ranking List.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

- According article 87-a of Higher Education Act, all assistants on Higher Educational Institutions are obliged to spend from 1 to 3 months mobility in 3 years period to one of the World Top 500

University according Shanghai Ranking List;

- According article 100 of the Higher Education Act at least 3% of the professors of any Higher Education institution per year need to realize activity as visiting professor at one of the World Top 500

University according Shanghai Ranking List;

- all doctoral students need to spend at least two week abroad on mobility.

7.28. For each staff group, is information collected on participation rates in mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

**Guidance
counsellors** Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Ministry of Education and Science

www.nauka.mk

Macedonian Academy of Science and Research

www.manu.edu.mk

7.29. Are there any mechanisms to reward staff who participate in mobility?

**Career development
advantages** Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Career promoting

Financial benefits

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes

7.30.1. Please provide a link:

www.nauka.mk

www.manu.edu.mk

www.mon.gov.mk

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "4"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

- providing more funding
- easy recognition procedure
- promoting financial and career development benefits

7.33. Has your country monitored the effects of these measures/programmes?

Yes ▼

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry of Education and Science"

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "Annually"

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "January 2014"

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: