

## REDIFINING STRUCTURE AND STRATEGY FOR DEVELOPMENT OF HIGHER EDUCATION

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### Abstract

In the process of European integration, it is necessary to align the education system with the criteria and recommendations of the European Union with attention to indicators of the performance of the education system, which is defined by the EU standards. This shows the work is an integral part of a broader set of conceptual and realized the project "Redefinition structure and development strategies higher education in Serbia ", which was made in the period 2013 - 2015 and then submitted to the Parliament of Serbia, ie. Committee on Education, Science, Technological Development and the Information Society. The preliminary project is implemented with the coordination team of the central and regional working groups in Serbia and countries in the region with a total of 70 participants in the project development. Model structure of our higher education involves changes within: openness, coverage and accessibility of higher education, higher education funding, increasing the quality and efficiency of higher education, compliance and mobility study programs as well as the inspection and control activities in higher education.

**Keywords:** Higher Education, redefinition structure, strategy development, the pace of reform, implementation.

### Idea dissemination phase

The USA conference in 1990 organized by the UNESCO on "Education for All" adopted a proclamation "World Declaration on Education for All," which has registered on several directions in the further study of the development of education. One of these directions, in the declaration defined in Section 5 refers to the education and development with an emphasis on changes and encouragement to better and higher achievements of participants in the educational process. Models of changes, which our projects envisage having two main phases: 1. phase of dissemination during which interested acquainted with the substance of new ideas to be applied (in our case, this would correspond to all our preparatory work item proposal for redefinition structure of higher education, by listing all the valid scientific reasons, the need for its implementation) and the second phase of implementation ie the process of adjusting our strategy of applying the changes (amendments). This part fits the post implementation of our proposal for redefinition structure of higher education, which takes a broader institutional social connotations, and going beyond the domain of our analysis of the potential impact. Our project with its conceptual approach, changes in the structure of higher education, the strategy involves change, "bottom up", ie a strategy in which the initiative of higher education institutions (colleges, institutes, vocational schools ...) come to the fore. This approach would suit those who believes that they are less successful strategies to improve the educational process

operating at higher levels, from policy-making, and that is characteristic reliance on outside consultants to influence and have no contact with the educational practices other than intuitive assumptions. In which category would classify our modification of the structure of higher education? Depending on the principle changes (changes) in the current educational practice talking about the four types of possible changes: adaptive, external, regulatory and structural. Our shift in this general setting refers to the type of structural changes, which is focused on changes in the organizational structure of higher education, but it does not interfere with the realization of the changing educational process. Primarily, structural and systemic changes are aimed at efficiency, rationality, educational liberalization and the acquisition of specific knowledge. Our changes within the existing structures can not be brought under a so-called model. controlled expansion. This approach changes the most convenient education systems which do not require radical changes, but the limited scale of intervention - alterations, repairs, modifications, or the introduction of new information into the existing system, ie. structure. Changes of this type have the character of conceptual modernization aimed at better achievements at higher education level. Below are some of the systematized structural changes, strategic objectives and action measures for the higher education level.

### **Openness, scope and availability of higher education**

Secondary and higher education are the active agents of development of national identity, preservation of traditions, national and cultural specificity. For this purpose should be provided adequate resources for the strategic planning of their development. Our proposal is that in the second half, finishing the fourth year of grammar schools and secondary vocational schools should introduce compulsory education for a period of three hours per week in order to establish cooperation between secondary and higher education institutions in the form of organizing content and presentation of the program of academic and vocational studies. This is presented in addition to promotional activities need to have an educational role. Each institution has an obligation to the competent department for secondary education is delivered prepared presentation of their institution (the contents of studies, market coverage and representation of trained educational profile, etc.) For 45 minutes presentation. The presentation will be held by professors or students in their final years of study. Private higher education institutions may also submit their software presentations, which will enter the schedule of a regular high school classes, but with payment of the registration fee, which funds will be directed to a fund for the development of secondary education. On the other hand the expansion of information and development of technical sciences, causes progressive trend of reduced market demand for the most highly educated in both economic and non-economic activities. To this end, the company should create market conditions for "sustainable development" ie. real market coverage of around 20% higher population. The strategy reflected in the projections of education about 40% of highly educated population by 2020 can only be understood as "state policy" openness and accessibility of higher education but without the need for the same market. For example, in Macedonia over 90% of high school students enrolled in the study. However, this trend inevitably leads to over-saturation of the market by highly qualified staff and introducing systemic blockade of student admission to certain higher education institution which is the actuality of Higher Education of Macedonia. Also, it is extremely important to harmonize the educational profile with a market presence and needs. For example, in state schools were registered 134 occupations for which the students are educated, and which do not exist in the official code list of occupations. The existing code list of occupations dating back to 1998 but it is not harmonized with the Law on Higher Education in 2005, which is why the interest that students acquire the Bologna process is not existing.

### **Financing of higher education**

Given that the process of education falls under the dome of a market economy it is necessary to define the policy of financing of higher education institutions with respect to the established requirements of the market and with the previously executed categorization of faculties with regard to school education profiles of economic and non-economic activities. To this end and in line with market needs of the society, agreed with the National Employment Service (the number of unemployed by each of trained educational profiles), founder ie. R. Serbia should categorize the lower and upper limit of the budget of students in each faculty. The remaining number of vacancies will be filled self-financed students whose number will determine the limit of the maximum load the number of students per teacher. In this context it is also important to determine the cost of studying at an annual level of each faculty and then at the national level to define whether educated in Serbia and the Serbian market unnecessary higher education staff (also on the free market work employing outside Serbia), and can be in any way strategic economic resource of the country. Based on previously completed categorization, higher education institutions acquire the means to carry out its activities through: 1. the founders ie. from the budget of the Republic of Serbia and in salaries, material costs of maintenance, librarian fund, scientific and professional development of employees, international cooperation, publishing, finance equipment and conditions for studying, etc. and 2 from its own resources by: tuition fees, fees for commercial and other services, donations and bequests, funds for financing scientific research and professional work, etc. Assets that are Stuc from its own resources, through tuition fees, exam requires application fee for commercial and other services, can be used to increase salaries of employees, but only for financing scientific research and professional work. Salaries of employees from its own revenues can be increased only through the provision of market services in the field of profession.

### **Strategy for development of higher education**

The strategy of development in any field, including in the field of higher education, is primarily determined by the determination of the society to accept the proposed measures and then incorporated into its institutional system. The smallest problem is no content license deadlines and responsibilities; by 2020, to 2025, to 2030, should be implemented .... proposed strategic objectives, actions and measures with accompanying indicators of progress. The previous strategy of education development represent a wish list, which does not oblige anyone and do not seek responsibility for his words and unfulfilled. The main motto of the current development strategy of education, it comes to predicting what should happen tomorrow, next month and next year, and then "arguments to explain" why it did not happen. The proposed measures of structural change in the higher education system, given by us, may be with the commitment of society, the legal system to incorporate and implement for a period of two years. Indicators of progress, ie. system incorporating the proposed measures should control commission that would oversee formed a Parliamentary Committee for Education, Science and Technological Development. The composition of the commission would be composed of all socio - political and educational - correctional representatives of the following members: Teachers in higher education institutions: Teachers at state academic studies (10 representatives), teachers at private academic studies (5 representatives), teachers at state vocational studies (4 representatives) and teachers at private vocational studies (2 representatives). Students and Students at state academic studies (5 representatives) Students at private academic studies (2 representatives) Students at state vocational studies (3 representatives) and Students at private vocational studies (1 representative). Representatives

of each institute (founded by the Republic of Serbia) from natural and social sciences (one representative). Representatives of all political parties on a proportional representation system (25 representatives). Representatives of the Serbian Statistical Office, NBS, NEA and EPF (4 representatives, ie. From each institution at a time). Representatives of the Serbian Chamber of Commerce (4 representatives). Quarterly reports of that committee, within the legally defined jurisdiction, which should have the competence to initiate proceedings with a view to imposing sanctions due to unrealized goals, would be adopted by 2/3 majority.

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