

SOME IMPORTANT CONCLUSIONS FROM TEMPUS IMG-SCG3018-2005 PROJECT

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Anotácia:

Článok opisuje niektoré závery z projektu TEMPUS IMG-SCG3018-2005, ktorý bol riešený v roku 2006, v rámci dvojmesačného pobytu prof. Čekerevaca na Žilinskej univerzite v Žiline. Počas riešenia úloh projektu bol vypracovaný celý rad analýz súčasného stavu vysokoškolskej prípravy v Slovenskej republike a v Srbsku.

Summary:

The article describes some conclusions from TEMPUS IMG-SCG3018-2005 project. This one was solved during two month stage of prof. Čekerevac in University of Zilina in 2006. During the task solving were made many analyze of several part high education in Slovakia and in Serbia.

Introduction

As a very good results of cooperation between Faculty of Special Engineering and The High Railway School (next HRS) is the grand for former director of HRS to Slovakia. Only four people from Serbia and Montenegro got support to EU countries. One of them was prof. Zoran Čekerevac, which spent two month in Slovakia during 2006.

1. IMG Grant - activities

Updating the teaching programs for the subjects of 'Computers' and 'Algorithms and Programming' in accordance with the new High Education Act of the Republic of Serbia and the transition of the Railway College to the level of higher education according to the Bologna Declaration.

The action is performed at:

1. University of Žilina:
 - Faculty of Special Engineering (FSE)
 - Faculty of Operation and Economics of Transport and Communications (FOETC)
 - Faculty of Management Science and Informatics (FMSI)
 - Faculty of Electrical Engineering (FEE)
 - Faculty of Civil Engineering (FCE)
2. Slovak Agricultural University in Nitra:
 - Faculty of European Studies and Regional Development (FESRD)
 - Faculty of Economics and Management (FEM)

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2. Analyze of law framework

Slovak Act on Higher Education become effective on February 21st, 2002 and got ten changes before Serbian Law on higher education came into force, on September 10th, 2005. On the other side, Serbia has an opportunity not to pass long and winding road of adoption, but to use shortcuts based on foreign experiences. Certain problem for Serbia's Law on higher education is that there is no one and only Act on Higher Education for whole EU which is possible to adopt and to adapt to own conditions.

3. Comparison of higher education systems

Educational System of Serbia

Higher education in the Serbia includes university higher education (faculties and art academies) and non-university education (post-secondary schools).

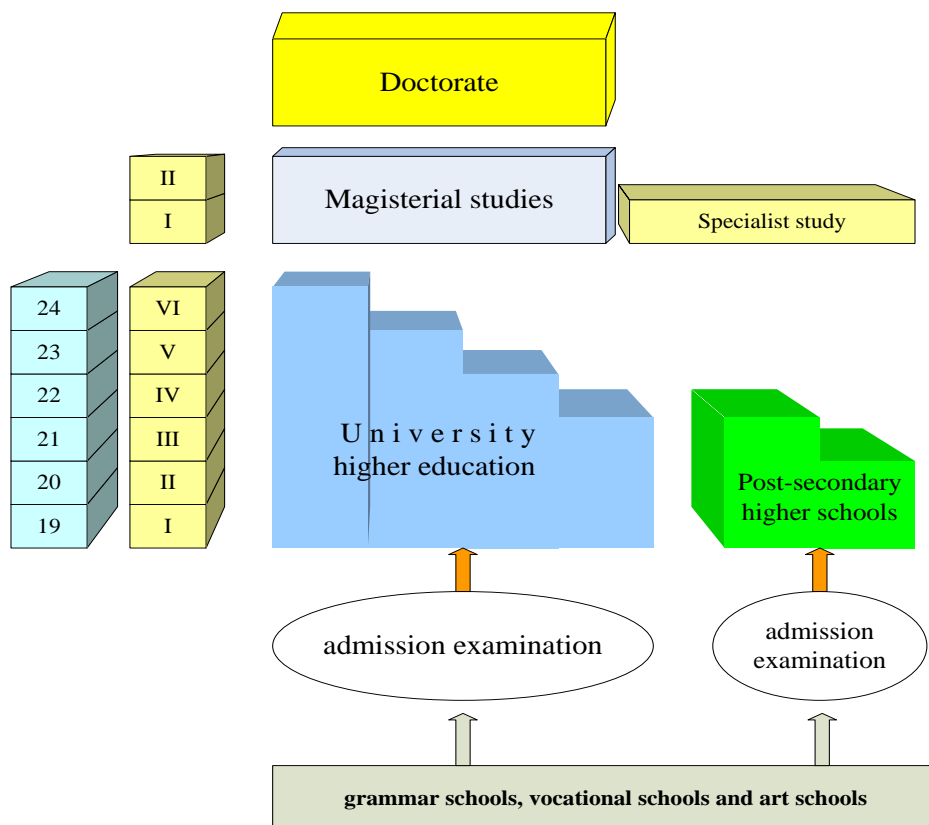


Figure 1 Education system in Serbia

Educational System of Slovakia

The official language of instruction is Slovakian and, in certain regions, the language of the minorities (Hungarian, Ukrainian, German or Bulgarian).

Most pupils (96%) attend public-sector schools that are directly administered and organized by the public authorities. The Ministry of Education defines the network of education establishments (geographical distribution) and decides whether to integrate an establishment into the network or to exclude a school

from the network. Only State inspectors have responsibility for the task of educational inspection, the supervision of head teachers and the external assessment of schools.

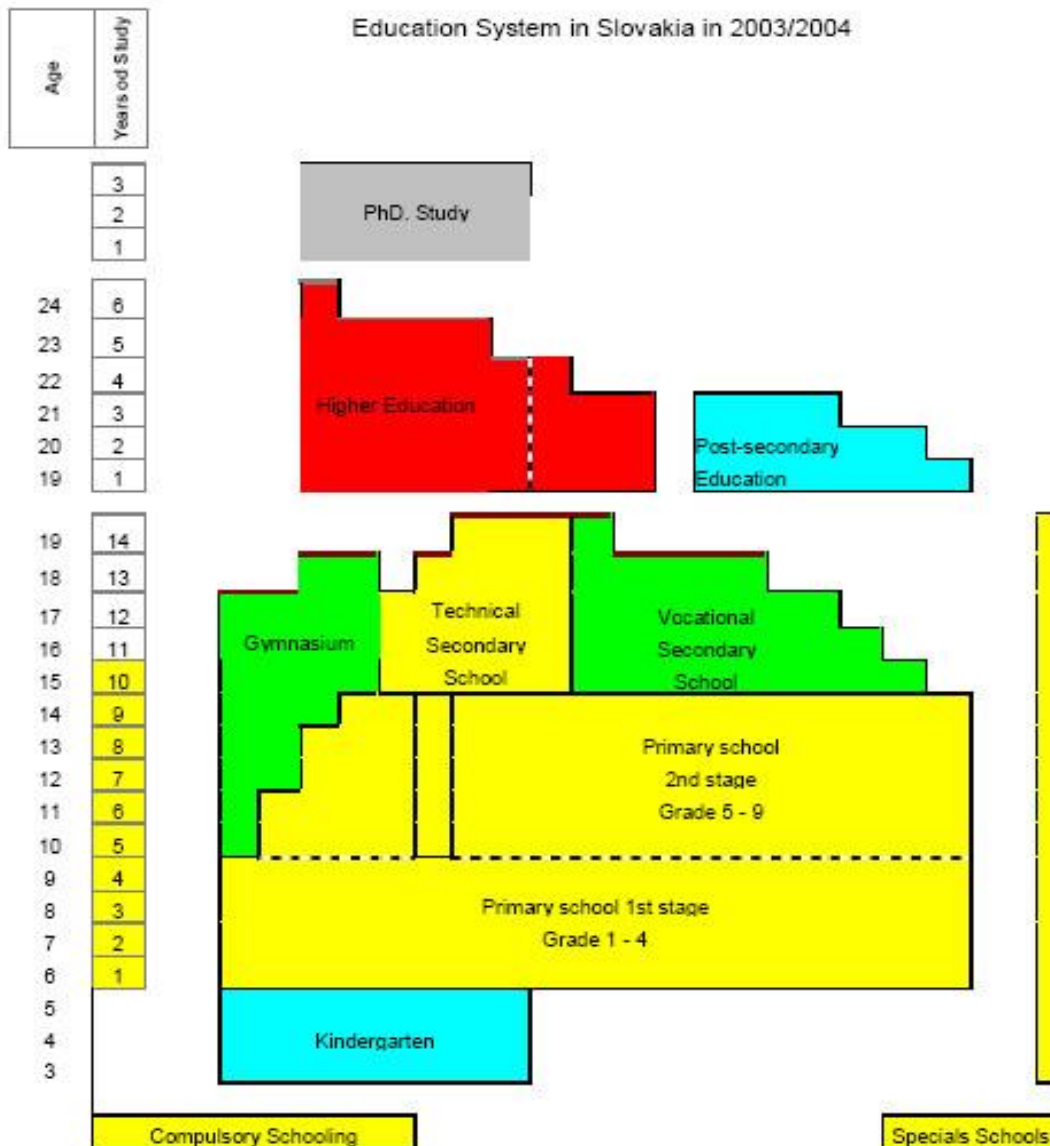


Figure 2 Education system in Slovakia

4. The University participation in international co-operation and international projects

The University of Žilina with its faculties has, besides its domestic activities also a broad cooperation with academic and entrepreneurial subjects abroad. The University of Žilina is a member of numerous international educational organizations such as AUDEM - Alliance of Universities for Democracy 1993, EIPOS-Europäisches Institut für Postgraduale Bildung at University of Technology Dresden 1994, SEFI-European Society for Engineering Education 1994 EAIE-European Association for International Education 1996, IGIP-Internationale Gesellschaft für Ingenieurpädagogik 1997, FSOK-Franco-Slovak Chambre de Commerce 1999 and EUA-European University Association 2000.

Numerous international projects have been carried out successfully within the frame of various EU programs, such as TEMPUS, LEONARDO and SOCRATES, CEEPUS, COPERNICUS, 5th FRAMEWORK PROGRAM etc. There is a broad cooperation based on bilateral agreements. The University has a lively collaboration with universities and/or institutions in Austria, Belgium, China, Czech Republic, France, Germany, Greece, Italy, Japan, Netherlands, Russia, Switzerland, Spain, UK, USA, and many other countries. The University research capacity lies mainly in participation in international co-operation projects within the EU 5th framework program, COST, COPERNICUS projects; projects of bilateral co-operation. The projects of the EU 5th framework program, the Centre of excellence CeTra and INTRANSNET are the most important from the point of view of covered fields of research, position among Slovak research institutions and gained means and volume. In the area of students' and teachers' mobility within the frame of Socrates/Erasmus programs the University of Žilina signed in the year 1998 an agreement, thus being among a few Slovakian universities in favor of the programs from its early beginning. A permanent part of the Rectorate activity is preparation of contractual basis for numerous foreign contacts. Last two years all the previously signed agreements on cooperation were resigned. The programs initiated by the European Union, such as TEMPUS, SOCRATES have, to a large extent, contributed to development of the University foreign contacts. University teachers, students, and administrative staff had an opportunity to gain knowledge in their fields at different institutes and thus compare modern trends especially on the European scale.

Conclusion

In this paper authors described only few part of the whole Tempus project. More information are published in conclusion report from TEMPUS project IMG-SCG3018-2005.



Literature

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Rektor

Manas

Recenzia: