

March 2005

EVALUATION OF THE IWUM 2005

Report to the Dutch Ministry of Foreign Affairs

What: International Winter University of Macedonia 2005
January 17–28, 2005
Skopje, Republic of Macedonia

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Executive summary

In January 2005, a winter university was held in Skopje, consisting of eight courses each co-taught by an international and a local professor. Main objectives of this project were to support reform of universities in Macedonia in line with the Bologna process, and to further interuniversity contact and collaboration.

The overall assessment of the external evaluators is that these objectives are sound, and that the implementation went a long way towards achieving those objectives. Students especially were highly pleased with the content knowledge acquired, the interactive teaching methods, and the opportunity to mix with students from other universities and European countries. The quality of the teaching was high, although there were some problems, which can be traced largely to defects in the selection process, as well as to the fact that there was not sufficient preparation time between donor acceptance and project implementation. Organisation was generally very good, with some reservations about preparations for the provision of equipment and materials during the first days of IWUM.

The Project contains other aspects than just the IWUM, for example workshops and forums. These peripheral topics may get lost in the shuffle of the larger IWUM. They might be treated as separate projects in order to receive the full attention they deserve. Given that their marginal costs are low, however, a case may also be made that these side projects and Winter University have enough synergy to justify their inclusion in one project.

It appears that IWUM is a good way of addressing the aims of the Bologna Process. It must be borne in mind that for such a large undertaking as the creation of a European Higher Education Area, a two-week programme cannot hope to be all things to all people. Still, we feel that IWUM will have a positive impact in both the long and short term.

We feel that further projects of this nature, run not during the winter but in the summer, when there is more time and professors are not so busy, can continue to contribute to the goals of the Bologna Process, and can be very beneficial to Macedonia, especially in demonstrating the value of new teaching methods, curriculum reform, the credit system, and greater mobility for students and professors.

Recommendations

1. Future editions should be held in the summer
2. More time should be taken for preparations. Such lead-time preparation should include more collaboration between co-professors and visiting professors.
3. The role of the coordination committee should be strengthened, both as a way to increase local ownership, and as a way to increase interuniversity collaboration. It could be given power over selection of local co-professors, power that now resides with individual faculties.
4. Search for visiting professors should remain in the hands of ATA. If one of the goals is to form more connections between Macedonian and foreign academics, it does not make sense to have academics from Macedonia search for visiting professors, as they will propose those they already know.
5. Course topics should be chosen so as to not overlap with the regular program. Innovative courses are one of the ways to expose local universities to new ideas and to encourage local professors to engage in the preparation of new courses.
6. Professors should be asked to describe entrance levels (e.g., courses expected to be completed by the participants). Students should be marginally tested against these specific entrance levels. All courses should be clearly designated as either BA level or MA level.
7. Co-professors should be made to sign an itemized performance contract, allowing remuneration to be withheld for duties not fulfilled.
8. More attempts should be made to get professors from different courses but the same general discipline (e.g. Law, Economics) to interact. The same holds for students from the same general discipline.
9. Although a broadening of the project to new fields should be welcomed, a critical mass per field should also be kept so as to allow the kind of interactions described in the previous recommendation.
10. Such interactions could be improved by housing students at one location near the campus.
11. SEEU should be seriously considered as a venue for following editions.
12. The University of Tetovo should be included in future editions.

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Introduction

In January 2005, professors from seven different countries descended on Skopje, and taught two-week courses in collaboration with local professors. The International Winter University Macedonia (IWUM), as the project was called, was organised by the Academic Training Association or ATA, a Dutch NGO, and local universities. A grant issued by the Dutch embassy in Skopje covered most of the IWUM budget. It was agreed between the embassy and the organisers that after completion of the project it would undergo an independent evaluation. This report is the result of that evaluation.

We will first describe what we see as the main goals of the project, which we also took as guidelines for our evaluation. We then describe the materials on which this report is based, including our site visit in March 2005. The background of the project, and the project itself are then described, followed by a review of IWUM on the basis of the criteria set out below. The report ends with a set of recommendations to the organisers of the IWUM.

Goals evaluated

In the IWUM grant proposal, ATA formulates two very ambitious goals. These are to contribute to improved relations between the two major ethnic groups within Macedonia (Albanians and what are usually referred to as ethnic Macedonians), and to depoliticise higher education in Macedonia (ATA proposal, p. 19). Subgoals are to accelerate the integration of universities in Macedonia into Europe, and to improve higher education. The assumption that links the goals with these subgoals seems to be that a professionalisation of the universities and reforms in line with the Bologna process will lead to a retreat of politics and to productive collaboration between ethnic groups. We consider this a defensible assumption.

As the stated goals of the project are clearly too broad to evaluate, we concentrated our efforts on the objectives and indicators listed in the project proposal (p. 19). Together with the goals mentioned in the Terms of Reference for the IWUM evaluation, we derived the following set of goals for IWUM as the basis of the evaluation

- providing training for young academics at universities in Macedonia
- proving good teaching for students from Macedonia, and allowing
- facilitating the development of inter-university collaboration
- furthering the Bologna Process
- setting up sustainable project

One further aspect that received much emphasis in the Terms of Reference for the evaluation, agreed by ATA and the embassy, will also be taken into account:

- cost effectiveness of the project

Materials and visit

We were provided with ample documentation by the Amsterdam office of ATA. In particular, we received the results from anonymous student evaluations, summaries of the evaluations by both local and visiting professors who participated in IWUM, and budget details. From other sources, we acquired UEU external evaluation reports of SS. Cyril and Methodius University and St. Kliment Ohridski University, which provided valuable background information on the situation of universities in Macedonia.

We visited Macedonia during the first week of March, 2005. We visited the SS. Cyril and Methodius University (UKIM, in Skopje), the South-Eastern European University (in Tetovo), and the St. Kliment Ohridski University (Bitola, with faculties in Prilep and Ohrid). These were the three participating universities in IWUM. We also visited the newly accredited University of Tetovo (U. Tetovo), with a view to assessing the possibilities of inclusion into future Winter University programmes. For the purposes of this report, we shall call the four universities UKIM, SEEU, U. Bitola, and U. Tetovo, respectively. A detailed description of the visit is provided as Appendix A.

Since the evaluation process is part of the project, we should mention that the organisation of our evaluation visit was impeccable. Even when our visit to Bitola was postponed due to weather conditions, the ATA local staff members were able to rearrange the meetings so that no interviews had to be cancelled. We are grateful that our weeklong visit was well arranged in advance, and that all our meetings proceeded smoothly.

Background

Higher education in Macedonia.

There are four accredited universities in Macedonia, two of which, UKIM and Bitola, predate independence. A third, SEEU, was founded in 2001 in Tetovo. The fourth, the mainly Albanian U. Tetovo, was founded in 1994 but gained recognition only in 2004. In addition, there are several private colleges, whose degrees have not been accredited by the state. These latter colleges are not currently part of the IWUM program, and are also not intended to contribute to later editions.

All accredited universities except SEEU receive state funding. This does not cover a large percentage of university budgets. Most of the costs of the state universities are covered by tuition fees. This is also true of SEEU, which does not receive state funding but has received grants from foreign sources to supplement tuition fees.

The four accredited universities are very different in character. Two of these are attended by mainly Slav Macedonian students, while the U. Tetovo has a mainly Albanian student body. The SEEU was explicitly set up as a multi-ethnic and multilingual university, but has more ethnic Albanian than Macedonian students (quotas set the proportion of Albanian students at minimally 75%). These ethnic divisions are generally considered of low importance by people in Macedonia. They are eager to stress multiethnic cooperation, and the mixing of ethnicities at every university. The only exception is attitudes toward the U. Tetovo. Although most of our interlocutors were guarded when the topic of this university came up, a small minority questioned the legitimacy of a university that formed the focal point of some of the ethnic strife in the past decade. It is unclear to us how widely shared this attitude is in Macedonia.

A second division is that between what one interlocutor called the three 'classic' universities and SEEU. UKIM, U. Bitola and U. Tetovo are organised along lines inherited from former Yugoslavia. Students receive a degree after finishing rather rigid four or five-year programmes. Each summer they take exams for all courses taken in the academic year. If they pass a fixed number of exams, they are allowed to proceed to the following year. Failure to pass a required number of exams means that the student will spend a year redoing those courses not passed. Courses can last a year, although more and more they are restricted to a semester (with exams taken after the semester, not at the end of the year). Instruction, at the departments involved, mainly takes the form of top-down lecturing. Professors are usually required to teach large groups of students, making more interactive forms of instruction impractical.

Although we visited only the Rector at the University of Tetovo, and not students or teachers, our conversations, the curricula, and the student/staff ratio all convinced us that the situation at this university is very similar to that of the two visited classic universities.

SEEU, set up with a large international input, is organised according to a very different model: classes are smaller, there is more educational technology available, students do more assignments and group work, and students who do the prescribed work are almost assured of passing. Graduation rates and retention rates are therefore higher than at the classic universities, where they are woefully low.

The Bologna Process

To many people with whom we spoke, the Bologna Process means only the introduction of the European Credit Transfer System (ECTS) and nothing more. Even if they knew of the various aspects of the Bologna Process, they still associate it with the ECTS as by far the most important aspect. Most

people with whom we spoke were well aware that Macedonia had committed itself to the implementation of the ECTS and that the universities were moving in that direction.

Implementation of the system remains a rather vague concept. We saw evidence that faculties are putting numbers of credits to existing courses without embracing the spirit of the reform. For many professors and administrators, the mindset remains one of courses and years rather than credits. A student is deemed to be in the second or third year of study, for instance, and failure to pass six out of eight courses in that year means that the student must repeat the failed courses in the following semester before proceeding to the next 'year' of study.

With regard to the two-tier structure advocated in the Bologna Declaration (BA / MA), the adoption of such a system is naturally the province of the Ministry of Education, who are planning their latest Higher Education legislation. In any event, the established faculties already offer bachelor's and master's degrees. The newer institutions do not yet offer postgraduate courses. SEEU is planning its postgraduate course to commence in the next academic year, and they are seeking assistance in this planning exercise.

Mobility

Mobility between universities can exist at many levels. It can refer to the exchange of academic staff between universities, to a switch of students from a BA program at one university to a MA program at another, to a switch of universities halfway a program, and, finally, to students doing one or more courses at a different university, while getting credit for it at the home faculty.

At all levels except the last one, mobility seems already to exist. Academics we met had usually worked at more than one university in Macedonia. The co-professors we spoke with did not see themselves bound to teach at any one institution. In fact, at least one of the IWUM co-professors teaches at UKIM in Skopje, in Bitola, and at the University of Pittsburgh program in Skopje.

Doing post-graduate studies at a different university from the one that had issued the BA is not considered problematic. Also, each faculty involved has a committee authorized to accredit courses finished by students switching universities midway through a BA study. There did not seem to be an explicit set of policies underlying this openness to mobility – it seemed the result of a free market for fee-paying students at work.

The last form of mobility, students completing part of their studies at a different university in Macedonia, was problematic. A major impediment to mobility is the fact that curricula are fixed, with elective courses also to be selected from a predefined list (e.g., two out of three). Since students do not have flexibility, and cannot insert a course not listed explicitly in their prescribed programme, the transfer of credits cannot benefit a student. This impedes not only mobility between universities, but even credit transfer between faculties within one university. Only institutions that allow elective courses are able to allow students to insert outside courses into their programmes as electives. This seemed to be the case at SEEU, although it was unclear to us how much freedom students had in filling elective courses.

Challenges

Several challenges for the IWUM project follow from the situation of higher education in Macedonia.

1. The universities have different needs. At UKIM and Bitola, the primary need is to improve teaching methods and change its structures in line with the Bologna process. This is a primary objective of the IWUM. SEEU already uses interactive methods and has gone much further in its Bologna process reforms than the two state universities. They are more interested in launching their post-graduate programme and moving towards more research. While ATA and

IWUM can help in this regard, the current IWUM has done little to address these issues. The University of Tetovo lags rather far behind the other universities in curriculum development, staff development, and teaching methods. They are in great need of assistance in many areas.

2. The state-supported universities have very limited budgets, which in fact are shrinking due to IMF demands on restricting the hiring of civil servants. Large classes, lack of equipment, and part-time teachers render the implementation of new teaching methods and other IWUM objectives difficult. It can be very frustrating for a dynamic young teacher who meets a small class of energetic students at IWUM, to return to a large lecture hall of 500 students at his regular university.
3. With hiring and budget squeezes, professors are highly reluctant to relinquish their teaching posts even temporarily. Change is seen as risk, and is to be avoided at all costs by the senior teaching staff. The rigid and autonomous Faculty structure makes changes of any sort difficult. An example is the transfer of credits, which is all but impossible even between faculties of the same university, let alone from one university to another.

Description of the project

The International Winter University Macedonia was organised by ATA, in cooperation with local universities, student unions, and the local branch of the Open Society Institute (FOSIM). Seven Faculties participated in the project. The respective faculties from the Universities in Skopje, Bitola and the SEE University were:

At UKIM: Faculties of Economics and of Law (“Iustinianus Primus”).

At U. Bitola: Faculties of Economics (Prilep) and of Public Administration (Bitola)

At SEEU: Faculties of Business Administration, of Public Administration, and of Law

Practical organisation was mostly in the hands of local ATA staff in Skopje, with help from staff in the Amsterdam office. There was a coordinating committee with one representative per participating university, but this committee met only twice during the preparations of the Winter University, and did not play an important role in decision making.

The Winter University lasted two weeks, from 17 to 28 January 2005. Nine intensive international courses were organised in Law, Economics, Public Administration, and Business Administration. The courses offered were:

- | | |
|----------|--|
| Course 1 | International Human Rights Law |
| Course 2 | Issues in Human Rights: Trafficking of Women |
| Course 3 | Contemporary Political Theory: Democratic Transition and Consolidation in Southeast Europe |
| Course 4 | Public Administration Management |
| Course 5 | Public Management and Business Law |
| Course 6 | Marketing Research |
| Course 7 | International Technology & Knowledge Transfer in Transition Countries
(CANCELLED) |
| Course 8 | Securities Markets and Corporate Governance |
| Course 9 | International Economic Relations and European Integration |

While offering the latest teaching methodology and an international atmosphere, each course was taught by a visiting international professor along with a local co-professor. These two professors prepared for the course in collaboration, with five co-professors visiting the international professor in advance of the course to coordinate preparations and finalise a course plan. This cooperation was intended as an informal traineeship, in which the visiting professor would give insights into modern teaching methods to the local co-professor.

Students who completed their courses successfully were awarded ECTS course credit. Twenty to twenty-five students attended each course. In total, 135 students from Macedonia completed the course successfully. Another 45 international students from Western and Eastern Europe also participated. One of the nine courses was cancelled due to a last-minute disagreement about the recruitment of a visiting professor. Courses were taught in English. No tuition fees were charged; in fact, Macedonian students from outside Skopje and students from other Stability Pact countries received travel stipends to attend, and accommodation. Reading materials and teaching equipment were provided by ATA.

A key objective of the programme was the interaction among the diverse population of students and professors. To this end, forums and debates were organised, dinners and social gatherings were held, and excursions and field trips were arranged. Students housed in dormitories and apartments had ample opportunity to meet in an informal setting. Accommodation, but no salary, was provided for visiting professors, who were encouraged to mix with the students throughout the two-week course.

The Winter University itself was accompanied by a number of workshops geared towards the implementation of the Bologna action points in Macedonia. There were two large workshops, organised by FOSIM, in which general reform of the university structure was discussed, as well as four smaller practical ones that addressed the implementation of ECTS within particular fields. In addition, student unions of the universities involved organised a regional conference, paid for out of project money, in which the role of students in Bologna-inspired reforms was discussed. This conference was attended by representatives from student unions from many Balkan countries.

As many project objectives depend on the changes induced in local participants, we will now discuss the selection of these participants in detail. First, we discuss selection of students, then that of local professors. Later sections describe the course of the Winter Universities and of the workshops.

Selection of students

Although there were only 200 places in the Winter University, more than 1600 candidates applied for a position. The bulk of the applicants seem to have come from UKIM, with fewer from SEEU. From U. Bitola too few suitable students applied, so that a few first-year students were also admitted although the goal was to recruit only students in later phases of their studies. Explanations for this lack can be found in the short period in which IWUM could be publicised, and in the timing of the Winter University. In some Faculties, exams were scheduled in the weeks of the Winter University, while at SEEU classes started in the second week. (This also led to the drop-out of some SEEU students, who went back to SEEU in Tetovo in the second week.) Nevertheless, publicity in the universities outside Skopje would clearly be an issue if follow-up editions were planned.

Selection of students was done by ATA on the basis of GPA, English skills. Diversity of the class (i.e., each course having students from all three universities) was also taken into account - Indeed, all classes seem to have had at least a few students from each university in Macedonia. The efforts undertaken to ensure that every participating student mastered English at an appropriate level are impressive: at four locations, lecture halls were hired to test all candidates from Macedonia group-wise. The English of foreign students was not tested, but this seems not to have led to any problems. The result of this was that students possessed, according to all accounts of their professors, a generally sufficient level of English. We were able to verify the high level of English in our interviews.

There is a backside to this process, however. What was not taken into account in the process was the actual match with the course. This meant that selected students could have very different levels of relevant knowledge. In some cases, their professors complained that it was difficult to teach students with such varied backgrounds. We asked whether students from any particular universities or faculties had especially poor backgrounds, but the professors we interviewed felt that the differences in backgrounds of students could not be attributed directly to their university or faculty.

Selection of courses and professors

Course titles and co-professors were selected simultaneously. The results of the selection process were quite good, as the quality of the co-professors was in general high and course topics were in line with the lines set out in the proposal. However, the process could have yielded poor results.

Each Faculty was expected to propose courses together with the co-professors who would teach them. In fact, each person interested in co-teaching a course was to submit a course, and the selection was made by a council of professors within the faculty on a co-professor/course package. Once this package had been decided upon and approved by ATA, a visiting professor would be sought, normally by ATA through advertising or other contacts.

At Prilep, for example, only two professors applied: the Rector herself and the Vice-Dean of the Economics Faculty. The Vice-Dean stated that no other teachers applied because they were fearful of teaching in English. Then the Rector had to travel and was no longer available, and so a substitute was found to teach the Public Administration course that had been suggested by her.

It appears that both courses went very well, but the selection lays open the possibility that candidates could be chosen who do not blend well with the objectives of the program. For example, if the Faculties choose the co-professors according to seniority only, then the program might be taught by an 'old guard' of administrators. We heard so much from students and teachers alike about the old guard as entrenched vested interests who, although highly qualified with great expertise, have long ago settled into fixed habits of non-interactive teaching.

Furthermore, the selection of rectors, deans, vice-deans and the like, could have both positive and negative consequences. On the positive side, an influential administrator might be in a position to implement new methods and ideas gained from the UWIM, for example the ECTS. On the negative side, a busy administrator might not really have the free time to participate fully in UWIM.

These problems were evident in a small degree with the co-teacher of course 9. The co-professor was in fact the Dean of the Faculty of Business Administration at SEE University. An older gentleman, he raised some doubts among the students as to his teaching methods. They said he used 'the old methods', that is, teacher-centred lecturing without involving the students.

Another co-teacher from SEEU also appeared to be quite a senior person, who had had much experience abroad in the field of human rights, and who was quite familiar with interactive teaching methods. Although the course was of good quality, it is questionable whether this co-professor learned many new things about teaching methods.

Thus, it appears that faculties submitted quite senior co-professors, and that the choice of co-professor was more important than the course. This latter point is problematic. In at least five cases, courses had already been taught during the regular semester by the co-professor. It is not clear that this should be desirable. One might make the case that the co-professors should prepare new courses to improve themselves professionally. An 'old guard' professor co-teaching his regular course might simply revert to the old methods once he returned to the classroom.

It is understood that ATA provided a list of guidelines to assist the faculties in their choice of co-professors. Among the guidelines should be a recommendation that a younger co-professor be chosen, and that the course should be one that will be beneficial to both teacher and students. In any event, there should be more scrutiny to the selection of co-professors.

Co-professors were paid only a nominal stipend. The selection process inside the faculties probably did not, therefore, see a fierce competition for co-professor slots in the desire for payment. In fact, the rewards for the co-professor being of a non-financial nature (e.g. experience, contacts, item for curriculum vitae), it might be possible to eliminate the co-professor stipend entirely. This idea might be useful if the program is to be sustained without outside funding.

Still, the prestige of having participating in the program, together with the gaining of international contacts (and hence the possibility of teaching outside Macedonia) might lead to a selection process within faculties that favours the more powerful and senior teachers. While faculties should retain most of the responsibility for selecting the co-professors, an outside agency should have some power to intervene if very inappropriate selections are made for the wrong reasons. This outsider would

most naturally be the local coordinating committee, but ATA could also play a role. It appears that already in this edition ATA informally pushed for co-professors that fit the target group.

Course of the Winter University

The people interviewed expressed an overall satisfaction with the organisation. On the more general scale, they felt that the 'model' was appropriate and that the courses, content, and format of the IWUM were well organised.

We heard complaints from the logistics officers, who experienced difficulties during the first day or two of the sessions due to the provision of text material and photocopying. At least one of the officers felt that it was not his responsibility to photocopy large numbers of documents, and that he had not been given enough time to prepare materials. This was only one of many complaints concerning the lack of preparation time for various activities.

Apparently some organisational problems had been encountered some time before the start of the IWUM sessions, and these problems were considered serious enough by ATA in Amsterdam to send out more representatives than planned to deal with the issues. We heard at least one opinion that the local ATA staff should have realised that these problems existed and should have called for assistance from Amsterdam at an earlier date.

Another problem arose from the differences in accommodation for students. Some were placed in student dormitories while others were placed in apartments. Many were located rather far from the classrooms and did not like to spend their money on transport to the campus. Many students also complained about the quality of food in the dormitories. Problems with the dormitories were acknowledged by ATA, but apparently other accommodation was not available during the winter season.

The local ATA also arranged excursions on weekends. The students considered these an enormous success. We heard no complaints about the organisation of these excursions. As for forums organised by ATA, they were well organised, but the fact that they were held during the evenings and on campus meant that students housed far from campus had to find additional transport. As a result, attendance at the most of the forums was poor. An exception was the last forum which was relocated to the dormitories, and which was considered a success, with high attendance and a spirited debate.

Equipment was sometimes a problem. UKIM is not well equipped with educational technology, and so not enough LCD projectors were available. This deficiency was important because IWUM was supposed to be a showcase of what was possible in the realm of teaching methods. The message sent to many students and professors was that Macedonia is not yet equipped to use such technology. Indeed, at least two co-professors interviewed stated that, knowing that there would be a shortage of technology, they brought and used their own personal equipment. For future editions, a change of venue to SEEU might be considered, because SEEU has better facilities, including LCD projectors mounted in every classroom. In this regard, one should mention that the smaller SEEU classrooms have flexible seating arrangement more suitable for small round-table discussions, and these arrangements might be preferable to those at UKIM for future editions of IWUM.

Workshops and conferences

At the time of our visit, one general workshop organised by FOSIM, and several of the practical Bologna workshops organised by ATA had already been held. The same was true for the Student Union Conference. One FOSIM workshop and one ATA workshop were still to come.

All universities involved are in the process of implementing the Bologna action lines, with SEEU furthest advanced in this regard and UKIM planning a new Bologna-based curriculum to be

introduced in October 2005. This should be an ideal situation in which to organise workshops on ECTS and other elements of the Bologna process. Nevertheless, the workshops already organised had low attendance, and those persons that did attend were mostly people not involved in any implementation at their department: teaching assistants, or even students.

The explanation seems to be that most professors had already attended other workshops on these topics, and did not see the need for another one. As an example, the Faculty of Economics of UKIM had already finalised most plans for implementation of ECTS by the time of the workshop. Since all prime movers had followed workshops on ECTS, the Faculty sent mainly assistants to prepare them for what was coming.

Another problem seemed to have been that the topics of the workshops did not appeal to everyone, although they were proposed by the local faculties. Although to outsiders it is clear that faculties will need help in implementing reforms such as ECTS credits, senior staff involved did not see it that way, or were too busy to attend even potentially useful workshops.

We were not able to meet with anyone who had attended the Student Union Conference, organised as part of the project in Krusevo (Macedonia). We therefore feel unable to judge whether this conference was a success, and contributed to the goals of the project.

Attainment of goals

Providing training to academics

All the co-professors stated that they had benefited from the programme. Most of the visiting professors agreed with this opinion. However, it is likely that with a different selection procedure, greater benefits could have been achieved. Some of the co-professors already had wide international experience and used interactive methods. Others were part of the 'old guard' of professors who taught the same courses from the same lecture notes year after year and were unlikely to change their teaching methods.

One visiting professor expressed dissatisfaction with the co-professor: "*I hardly have seen him. Reliability zero: never study to his word, did not show any interest or engagement.*" This reaction appears to be the exception, not the rule, but it illustrates a faulty selection procedure where an 'old guard' co-professor was awarded the position by his Faculty without oversight by ATA.

Co-professors were asked to sign a performance contract, and were told that payment of their stipend depended on performance of their duties. It is not clear to us whether payment was indeed withheld from those that did not attend all or part of the course. Such withholding would be easier if the contract would specify what part of the remuneration was tied to which duty, so that withholding part of the remuneration would become feasible without too much ill will ensuing.

Better results would undoubtedly have been achieved if younger teachers with less international experience had been selected to work alongside the visiting professors. In one exemplary case, the visiting professor mentored the co-professor, who started the IWUM using old-fashioned methods, but gradually came to value the new methods. This is the type of change that the project hopes to engender. But in order to recruit this type of co-professor, ATA needs to have a larger say in the selection process. Otherwise, the intra-faculty selection will risk being a process of high administrators handing out favours to other administrators and senior members of the 'old guard'.

At this moment, only one month after the close of IWUM, there has been little collaboration between visiting and local professors. Visiting professors and co-professors are keeping in touch, however, and there is every indication that some international collaboration will result from the IWUM. In two or three cases, there is not likely to be further cooperation.

Providing quality teaching

Students were highly satisfied by the content of the courses taught. Almost all the courses reflected the objectives of the project in that they treated topics relevant to European integration in law, economics, business and administration. A few problems were encountered:

1. Some of the courses were regular courses already taught in the faculties. In fact, some students had already taken the same course, perhaps even with the same professor. If this situation is to be avoided, new courses must be taught. This would also help the co-professors to develop new courses instead of repeating material that they had used previously.
2. In some cases, the co-professor had proposed a course title, but the visiting professor wanted to teach his or her own specialised course. The result was that the co-professor taught what he/she wanted to teach, and the visiting professor taught something else, that is, two separate courses were taught. Examples were

- a) Course 8: Securities Markets and Corporate Governance. The two professors tried hard to join the two topics into a coherent whole, but in fact the two topics were too disjoint and were taught essentially as two separate courses.
- b) Course 5: Public Management and Business Law. This, too, ended up as one course in Public Management and a separate course in Business Law.

In both these cases, there should have been more effort of the visiting professor and co-professor to set up a unified course.

These problems aside, we saw every indication that the quality of teaching was high. Student satisfaction was very high. This was evident both from the evaluation questionnaires, and from our discussions with individual students. Evaluation results (see Table 1) show that students were positive about almost all aspects of the courses. There was little differentiation among the courses, as even the course with the worst ratings was still rated as good (i.e., overall satisfaction above 'neutral' rating). One noticeable aspect of these results is that foreign students were less positive than students from Macedonia. Possibly, the use of interactive teaching methods in their home countries made these students more critical towards IWUM courses. However, these students were not the target group of the project.

Table 1. Results of student evaluations, broken down by university / region of origin, on a five-point scale (5=excellent, 3=neutral, 1=very poor). Negative questions (marked with 'r') were rescaled, so that also on these a 5 is the most positive rating. Also listed are average ratings for the best and worst course as measured by the overall satisfaction index (this index was constructed by averaging those items loading on a first principal component of the questionnaire).

	1. class at right level	2. comments & participation encouraged	3. could utter opinion	4. teacher interacted well	5. quality course high	6. enjoyed other cultures	7. enjoyed going to class	8. translation good	9. teacher explained clearly	10. assignments helped understanding	11. slowed down by diversity (r)	12. knew most of what was taught (r)	13. problems adjusting to level (r)	14. literature too difficult (r)	15. problems understanding teacher (r)	16. too many assignments (r)	overall satisfaction score	N
Skopje student	4.16	4.70	4.51	4.49	4.20	4.74	4.48	4.60	4.29	4.36	3.82	3.12	4.16	4.16	4.29	4.04	4.31	50
Bitola student	4.22	4.41	4.57	4.84	4.30	4.70	4.65	4.73	4.51	4.05	3.86	2.65	3.49	3.81	4.08	3.92	4.38	37
SEE student	4.31	4.50	4.69	4.58	4.15	4.65	4.42	4.54	4.31	4.12	3.58	2.19	3.92	3.62	4.23	3.50	4.30	26
Eastern Europe	3.87	4.70	4.74	4.52	4.00	4.65	4.35	4.65	4.00	4.30	3.70	2.65	4.50	3.83	4.61	3.78	4.24	23
Outside E. Europe	3.69	4.15	4.00	3.69	3.15	5.00	4.15	3.85	3.54	3.00	3.77	3.31	4.15	4.15	3.85	3.77	3.58	13
Best course	4.32	4.53	4.89	5.00	4.32	4.53	4.74	4.74	4.79	4.53	3.47	2.26	3.89	4.21	4.26	3.95	4.56	17
Worst course	4.00	4.06	4.18	3.59	3.29	4.88	4.12	4.00	3.59	3.76	3.50	2.59	3.88	3.81	4.13	3.63	3.76	17
Total	4.11	4.54	4.55	4.53	4.09	4.72	4.46	4.56	4.24	4.11	3.76	2.78	4.00	3.93	4.24	3.85	4.25	150

Impressions from interviewed students indicated a very high degree of satisfaction with the program. Students were almost unanimous in stating their enjoyment of exciting new material and teaching methods. Nearly equal to the satisfaction with the courses was the enjoyment of meeting students from other universities and other countries. The nightly partying was one of the highlights of the fortnight.

Many students expressed a desire for a slightly different organisation of the social calendar. Most importantly, they wanted to meet the students from all nine courses. As it was, they got to know the students from their own course, but did not interact with students from the other courses. The project is not there to allow students to extend their social life. Nevertheless, it may be beneficial for interuniversity collaboration if students from the same field but from different classes are allowed to interact more. In particular, we were encouraged by the fact that students discussed the situations at their respective universities with one another, giving them a broader view. It might be considered to organise excursions open to students from all courses in a particular field, such as a trip to the Municipality for students from Public Administration, or to the High Court for Law students.

The students very much enjoyed the coffee breaks with their professors. Such activities should be expanded. Most teachers voluntarily mixed with their students, but a few remained aloof. Perhaps ATA could provide a small encouragement for teachers to interact more with their students on a social basis.

Interuniversity collaboration

One of the main objectives of the project is to further collaboration between universities within Macedonia, and in particular between the predominantly Macedonian and Albanian ones. The project is a collaboration between faculties from three universities, and provides a forum in which academics and students of the different universities can interact. We will first discuss collaboration and interaction within the project as it stands, and then discuss possible inclusion of Macedonia's fourth accredited university in the project.

Although the project holds much potential for collaboration between universities, there was little of it in the current edition. Officials described preparations as mostly involving interactions between each individual faculty and ATA. There was little interaction between the "officially collaborating" faculties. A coordinating committee was established with a representative from each faculty of UKIM and U. Bitola and one from SEEU, but this committee met only twice in the run-up to IWUM, and did not make any decisions. Such a committee would be a natural locus for real collaboration between the universities. It should meet more often and be given a greater role if future editions are considered.

Staff of different universities attended the workshops together, which may have been a fertile group for interaction. During the Winter University, interaction between academics from Macedonia was limited. Co-professors interacted with their visiting professor, but little with other co-professors. There was also little incentive for such interaction. If courses from within the same field were brought into joint excursions or were made to collaborate in other ways, many desirable interactions may arise.

There appears to be more interaction during and post-IWUM between students from different universities. Although students first thought of interaction with international students (which was a great draw to them), they also said they had interacted with students from other universities in Macedonia. Many had discussed differences between universities with other students. Now they are corresponding by e-mail and arranging future visits to one another's universities and countries.

Currently, two predominantly Macedonian universities collaborate with one predominantly Albanian university in the project. It would be a natural development to include the second predominantly Albanian university, U. Tetovo, in the project. The Rector of this university is quite keen to join future Winter or Summer universities organised by ATA. Indeed, this new university needs much assistance if it is to join the ranks of a European Higher Education Area. The quality of instruction, organization, and curriculum at U. Tetovo apparently leaves much to be desired, to the extent that it will be viewed as the weaker sister of the other universities in Macedonia for some time to come. If U. Tetovo is allowed to participate in future editions, there will no doubt be complaints about the participating students' backgrounds, and perhaps the credentials of the co-professors will be questioned. Still, since U. Tetovo has been accepted completely by the government into the existing framework of higher education in Macedonia, it must be included in future Winter and Summer universities.

We questioned several existing IWUM students and professors as to whether they would accept U. Tetovo, and they were unanimous in their consent. They realise that U. Tetovo needs help and they are willing to extend that help. U. Tetovo remains, however, politically sensitive, and political confrontations must be avoided. But clearly the inclusion of U. Tetovo is consistent with the goals of IWUM to demonstrate quality education to all universities in Macedonia and to enable students and professors from all universities to interact.

Contributions to the Bologna Process

The Bologna Declaration set out six major objectives. Below, we discuss how the IWUM project relates to these six.

1. Establishment of a credit system to promote student mobility.

The IWUM has promoted and demonstrated the spirit of the ECTS in that the credits earned during the two-week course can be used in any year at any university. The students of IWUM are not deemed to be in any particular 'year' of study.

On the other hand, the established state universities have rigid programmes that cannot accommodate the ECTS. Two problems arise. The first is that all courses in a faculty program are compulsory, so that an additional IWUM course does not fit into that compulsory programme. The additional 2.5 credits obtained at IWUM bring the student no closer to graduation because he/she must still pass all the compulsory courses.

The other problem is that, even if the IWUM course title matches that of a compulsory course, the number of credits is different. If a student must pass a 5-credit course in, say, marketing research, then 2.5 credits from the IWUM marketing research course will not be enough; he/she will still have to take the entire course in order to obtain the required 5 credits. (One U. Bitola faculty member and one Skopje faculty member told such IWUM graduates that they need not take the first midterm examination of the regular course that overlapped with their IWUM course.)

The way for faculties to give value to IWUM credits is to allow more elective credits. In this way, an IWUM course can benefit the student to the tune of 2.5 credits of electives. Indeed, the introduction of more electives is in the spirit of the Bologna reforms. If the number of such options increases, then the nature of the IWUM courses may evolve to one where new and innovative course titles are offered. At present, a title that does not appear on a rigid list of course of faculty requirements is of little value to students.

The students interviewed were happy to be participating in a system in which credits were used, but they stated frankly that the credits were not their main benefit from the courses. They greatly appreciated the new knowledge, the interactive teaching methods, and the contact with international teachers and students. Moreover, the certificate obtained from IWUM is a great addition to a student's curriculum vitae. This advantage should not be underestimated in a tight employment market.

ECTS credit implementation was also the topic of several of the workshops surrounding the project. Although these are thus directly targeted at this Bologna objective, we wonder whether a practical demonstration of how credits are calculated and how they are awarded, as shown by the Winter University, does not have a higher impact than workshops that are by necessity more general (indeed, according to the organisers, participants in the workshops often expressed frustration at not being provided with simple formulas to compute the number of credits).

2. Increasing the mobility of students and teaching Faculty.

Not only can IWUM students apply their earned IWUM credits to any programme of any university in Macedonia, they can apply them internationally. Many students expressed a desire to study outside Macedonia. The fact that foreign IWUM students can use their IWUM credits outside Macedonia is proof to students from Macedonia that they, too, can use these credits abroad.

Secondly, some IWUM courses had students from different faculties of the same university. Thus, students can use their credits in different faculties. This fact demonstrates to faculty administrators that inter-faculty mobility is possible. This fact is a chink in the armour of the strictly segregated system of autonomous faculties that exists in Macedonia.

Regarding mobility for professors, it has already been said that mobility already exists in the sense that many full-time professors at the universities often teach part-time courses at other universities.

3. *European co-operation in quality assurance with a view to developing comparable criteria and methodology.*

IWUM sets an example in quality assurance in several ways. First it shows different ways in which evaluation of students can take place. In the established universities in Macedonia, students typically attend lectures of hundreds of students, and need only pass the final examination in order to pass the course. By contrast, IWUM courses spelled out a variety of student activities, such as written assignments, quizzes, and class participation, which all contributed in a pre-determined percentage to the final mark. Criteria are laid out as to how the grades will be awarded. Such a system contributes to the spirit of quality control. The fact that students and co-professors are seeing such a system may eventually contribute to a quality-control way of thinking. Moreover, the fact that students are being graded by two different professors may contribute to the idea of checking and reinforcement of assessment procedures.

At the course level, anonymous student evaluation of courses may set another example. However, the exemplary value of this evaluation can be improved. Student evaluations are already used in faculties at all three universities involved. Several students expressed doubts, however, whether the results of their evaluations were used in any way. Unfortunately, the use of the evaluation of IWUM courses is just as opaque from the perspective of students. A good example might be set by publishing course evaluations on the IWUM website afterwards, and informing students in advance of the URL and approximate publication date.

Moreover, one visiting professor remarked correctly that the evaluation forms are not very informative on teacher quality. Their phrasing assumes that there is one teacher, while in fact each course had two professors. It would be better to adapt evaluation forms to IWUM's set-up.

4. *Adoption of a system based on two cycles (BA/MA) giving access to Ph.D programmes.*

The two cycle system was the topic of one workshop. Moreover, the collaboration between visiting professors and local co-professors may further the discussions of postgraduate programmes. The co-professors from SEEU indicated that such collaboration is on-going.

The various courses offered at IWUM were listed in the course descriptions as either BA or MA level. However, we saw no evidence that students were selected at different levels, and in fact it appears that many undergraduate students took courses listed as MA level. As there are few running MA programs in Macedonia, this is not surprising. It would be more transparent, however, if courses would only be labelled as MA level if they are truly intended solely for MA students. If so, the organisers should ascertain themselves that enough universities harbour a pool of MA students with potential interest in the course.

5. *Adoption of a system of easily readable and comparable degrees (Diploma Supplement).*

Within the workshop series, ATA organised a seminar for university officials on the preparation of the Diploma Supplements. The universities are now preparing these documents for graduating students. This seminar had not yet been held during our visit, but we later heard that around 35 administrators participated; approximately half of these wrote the supplement for their department during the workshop. The diploma supplement was also discussed at the Student Union Conference.

6. *Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.*

The IWUM promoted these ‘European dimensions’ in several ways.

First, students were admitted not only from Macedonia, but from several other European countries. Of the 150 students who filled out student evaluation forms, 23 were from Eastern Europe, and 13 were from Western Europe. The nine visiting professors represented universities in Belgium (2), Denmark, Switzerland, Spain, the Netherlands, and the United Kingdom.

Second, almost all the co-professors and visiting professors with whom we talked, mentioned post-IWUM collaboration, which they are confident will bear fruit in the form of new courses, joint research projects, and inter-university visits. The IWUM therefore are already giving professors and students from Macedonia a window on European higher education. In addition, visiting professors were on the whole pleasantly surprised at the opportunities for collaboration with professors from Macedonia. IWUM therefore brings Europe to Macedonia just as it brings Macedonia into Europe.

A setback to the visitation process was the fact that only five of the co-professors were able to go on study visits to the universities of their visiting professors. This was generally due to cancellations and delays in the final appointments of visiting professors or co-professors that did not leave sufficient time for the study visits. We have pointed out elsewhere in this report that the shortness of time had several negative consequences. More time for preparation would have helped in the planning of study visits, although some of the last-minute cancellations were not the fault of ATA.

Third, many of the courses were related to European integration and other international topics: “International Human Rights Law”, “Trafficking of Women”, “Democratic Transition in Southeast Europe”, “International Business Law”, “European Securities Markets”, “European Economic Integration”.

Cost efficiency

We assessed the cost efficiency of IWUM in two ways. First, we compared budgets with money spent on a similar project in Pristina run by ATA, to ascertain that IWUM costs were not exorbitant. In addition, we compared costs of different subprojects, uncovering implicit tradeoffs involved in dividing the funds over the subprojects. We used the following budget numbers:

Activity	direct costs	with staff allocation*
Office and staff costs	282,495	
Winter Univ. courses	94,805	306,676.25
student union conf.	6,065	34,314.5
Bologna workshops	13,340	55,714.25

* dividing office costs over projects using the breakdown suggested in the IWUM budget (and correcting for the fact that this breakdown adds up to 105% of staff costs).

If one divides the costs associated with the winter university courses by the number of students, one comes to E 1,227 per student. This is more than twice the E 430 that was paid per student at the Pristina Summer University 2004, according to the financial report for that project. These differences

are largely due to economies of scale, especially staff costs being spread among more students at the Pristina Summer University, as nonstaff costs were lower at IWUM. With approximately the same fixed costs in office expenses, a summer university was organised in Pristina with 770 attendees, versus less than 200 in Macedonia. Future editions of the Macedonia Winter / Summer University should have a larger scale than IWUM, to reap the same benefits of size. Other things being equal, per-student costs at the Macedonia edition should then fall more into line with the levels of the Pristina edition.

It must also be mentioned that the costs for IWUM are budgeted costs, while those in the Pristina program are spent costs. As we were informed by ATA that the budget was not entirely spent (with perhaps a difference of 40,000 euros), the difference in costs may be smaller than is evident above. Moreover, we have used the whole costs of the project, part of which was shouldered by ATA. The costs listed above are thus more than what the embassy covers.

Considering the costs of the workshops and student union conference, it is clear that these are dwarfed by those of the Winter University. If neither the workshops nor the conference had taken place, this would have, depending on assumptions about staff allocation, allowed the organisation of two or three extra courses.

Sustainability of the project

ATA has established an office in Skopje, with committed workers who seemed prepared to work on further editions of the project. They have a network of western academics who are prepared to volunteer their time; so recruitment of visiting professors is thus no bottleneck.

Most officials interviewed were highly positive about continuing with further editions of the Winter University, although taught in the future during the summer months. They feel that courses should be expanded to include such fields as Information Technology, Pedagogy, and more Technical Science-based subjects. Innovative courses could be invented to group students from various disciplines.

Regarding funding, Macedonia will not have the resources to fund such programmes by itself for the foreseeable future. A reduction of the role of the Amsterdam office should also reduce costs substantially.

Conclusions

Our overall assessment is that the objectives of the Project are sound, and that the implementation went a long way towards achieving those objectives. The quality of the teaching was in general quite high, although there were some problems which can be traced largely to defects in the selection process, as well as to the fact that there was not sufficient preparation time between donor acceptance and project implementation. Students were highly pleased with the content knowledge acquired, the interactive teaching methods, and the opportunity to mix with students from other universities and European countries.

Organisation was generally very good, with some reservations about preparations for the provision of equipment and textual materials during the first days of IWUM.

It appears that IWUM is a good way of addressing the aims of the Bologna Process. It must be borne in mind that for such a large undertaking as the creation of a European Higher Education Area, a two-week programme cannot hope to be all things to all people. Still, we feel that IWUM will have a positive impact in both the long and short term.

The Project contains other aspects than just the IWUM, for example workshops. These peripheral topics may get lost in the shuffle of the larger IWUM. They might be treated as separate projects in order to receive the full attention they deserve. Given that their marginal costs are low, however, a case may also be made that these side projects and Winter University have enough synergy to justify their inclusion in one project.

We feel that further projects of this nature, run not during the winter but in the summer, when there is more time and professors are not so busy, can continue to contribute to the goals of the Bologna Process, and can be very beneficial to Macedonia, especially in demonstrating the value of new teaching methods, curriculum reform, the credit system, and greater mobility among students and professors.

Recommendations

1. Future editions should be held in the summer
2. More time should be taken for preparations. Such lead-time preparation should include more collaboration between co-professors and visiting professors.
3. The role of the coordination committee should be strengthened, both as a way to increase local ownership, and as a way to increase interuniversity collaboration. It could be given power over selection of local co-professors, power that now resides with individual faculties.
4. Search for visiting professors should remain in the hands of ATA. If one of the goals is to form more connections between Macedonian and foreign academics, it does not make sense to have academics from Macedonia search for visiting professors, as they will propose those they already know.
5. Course topics should be chosen so as to not overlap with the regular program. Innovative courses are one of the ways to expose local universities to new ideas and to encourage local professors to engage in the preparation of new courses.
6. Professors should be asked to describe entrance levels (e.g., courses expected to be completed by the participants). Students should be marginally tested against these specific entrance levels. All courses should be clearly designated as either BA level or MA level.
7. Co-professors should be made to sign an itemized performance contract, allowing remuneration to be withheld for duties not fulfilled.

8. More attempts should be made to get professors from different courses but the same general discipline (e.g. Law, Economics) to interact. The same holds for students from the same general discipline.
9. Although a broadening of the project to new fields should be welcomed, a critical mass per field should also be kept so as to allow the kind of interactions described in the previous recommendation.
10. Such interactions could be improved by housing students at one location near the campus.
11. SEEU should be seriously considered as a venue for following editions.
12. The University of Tetovo should be included in future editions.

Appendix 1: programme of the visit

The programme of the evaluation visit was as follows:

Tuesday, 22 February 2005 (Amsterdam)

17.00 – 18.00: M. Meeter meeting with drs. M. Richter, co-director ATA office Amsterdam.

Day I Monday, 28 February (Skopje)

9:00 – 10:00 Meeting with ATA Skopje staff: coordinator, project officer – logistics, project officer – administration, student issues adviser

11:00 – 12:30 Meeting with Dean of the Law Faculty, UKIM

12:30 – 13:30 Meeting with Dr. Vladimir Filipovski, Economy Faculty, UKIM, and co-professor IWUM course 8

13:30 – 14:30 Meeting with Vice Dean, Economy Faculty, UKIM

15:00 – 16:00 Meeting with Representative of Student Union, UKIM.

Day II Tuesday, 01 March (Tetovo)

10:00 – 11:00 R. Zepp meeting with Dr. Etem Aziri, Dean, Faculty of Public Administration; Dr. Asllan Bilalli, Dean, Faculty of Law; and Dr. Nasir Selimi, Dean, Faculty of Business Administration and IWUM co-professor of course 9.

11:00 – 11:30 R. Zepp meeting with Bistra Netkovo (SEEU), co-professor of IWUM course 2.

10:00 – 11:00 M. Meeter meeting with Dr. Marco Roccia, IWUM coordinator at SEEU.

12:30 – 13:30 R. Zepp meeting with 2 SEEU Economics students from IWUM course 9

12:30 – 13:30 M. Meeter meeting with 4 SEEU Public Administration students from IWUM course 2 and 3

14:00 – 15:00 Meeting with Rector, University of Tetovo

Day III Wednesday, 02 March (Skopje)

9:00 – 10:00 Meeting with 3 UKIM Economics Faculty students

10:00 – 11:00 Meeting with 4 UKIM Law Faculty students

11:00 – 12:00 Meeting with 3 IWUM logistics officers employed by ATA

14:00 – 15:00 Meeting with Dr. Elena Andreevska (SEEU), co-professor of IWUM course 1.

17:00 – 18:00 Meeting with Dr. Greg Maassen, IWUM Visiting Professor, course 8.

Day IV Thursday, 03 March (Prilep and Bitola)

10:00 – 11:00 R. Zepp meeting with Marika Basheska-Gjorgjieska, Vice Dean, Faculty of Economics (Prilep) and co-professor of IWUM course 6, and Snezana Mojsovska-

- Salamovska, Public Administration Programme (Prilep), member of the IWUM coordination committee and co-professor of IWUM course 4
- 10:30 – 12:30 M. Meeter meeting with Dobri Petrovski, Vice-Rector of the U.Bitola, and ms. Cvetanka Sundovska, director of international affairs, U. Bitola.
- 12:30 – 14:00 M. Meeter meeting with 9 U. Bitola Public administration students, IWUM courses 1, 2 and 9
- 11:30 – 12:30 R. Zepp meeting with 3 IWUM students (course 6, and course 3) Faculty of Economics, Prilep, and one logistics officer.

Day V Friday, 04 March (Skopje)

- 9:00 – 10:00 Meeting with Mr. Guido Tielman, First Secretary, Dutch Embassy, Skopje
- 10:00 – 11:00 Meeting with Marika Parcanova, representative of Ministry of Education and Science
- 11:00 – 12:00 Meeting with Suzana Pecakovska, representative of Open Society Institute (FOSIM)
- 12:00 – 13:00 Meeting with Aleksandar Shumkovski, co-professor of IWUM course 5.
- 14:00 – 15:00 Final Meeting with ATA Skopje Staff

Summary of Contacts

Visiting Professors

- e-mail responses to questionnaire from visiting professors of IWUM courses 1, 3, 4, 5, 6, and 9.
- Interview with visiting professor from IWUM course 8

Co-Professors

- Interviews with co-professors from IWUM courses 1, 2, 4, 5, 6, 8, and 9

Students

- Written course evaluations from 150 students (114 from Macedonia, 46 other European countries)
- Interviews with 25 IWUM students

Officials

- Interviews with Dutch Embassy Development Secretary, Ministry of Education, 3 Deans from SEEU, 1 Dean and 1 Vice-Dean from UKIM, Vice-Deans from Prilep and Bitola, Rector of University of Tetovo, Vice-Rector of U. Bitola, FOSIM coordinator.

Other

- Interviews with ATA staff, four IWUM logistics officers, and one student union representative.

Appendix 2: Short CV of the evaluators

Martijn Meeter

Currently assistant professor and postdoc of cognitive psychology, Vrije Universiteit Amsterdam, the Netherlands.

Background: BA and PhD at University of Amsterdam. Researcher at the University of Maryland, College Park, MD, USA. and postdoctoral fellowship at Rutgers University, NJ, USA. Has taught courses in Pristina, Kosovo, and Kabul, Afghanistan.

Raymond Zepp

Currently Professor of Educational Sciences, Eastern Mediterranean University, Gazimagusa, Cyprus.

Background: BA Oberlin College; Ph.D. Ohio State University. 25 years experience in developing countries of Africa, Asia, and the Pacific, planning educational programs and teaching research methodology and statistics. Former Fulbright Professor, Abidjan, Ivory Coast. Recently spent eight years in Cambodia: founded Institute of Research and Advanced Studies, University of Cambodia.