

Report of the
PILOT Version of the
**International Winter University Macedonia in support of the Ohrid
Agreement and Bologna Process**

Amsterdam/ Skopje March/April 2005



Academic Training Association

CONTENT

1. CORE INFORMATION	
2. SUMMARY & RECOMMENDATIONS	4
3. ACCOMPLISHMENTS CONCERNING PROJECT GOALS	7
4. PERFORMANCE ON PROJECT RESULTS	9
1. IWUM Organisational Structure	9
2. Winter courses	10
<i>Course Programme</i>	10
<i>Professor Recruitment</i>	10
<i>Co-Teaching/ co-professors</i>	11
<i>Participants</i>	11
<i>Students Statistics</i>	12
<i>IWUM courses organised</i>	12
<i>Reading materials</i>	13
<i>ECTS and Certificates</i>	14
<i>Logistics and facilities</i>	14
3. Public forums	15
4. 4-days seminars for student unions in Macedonia and from the wider SEE region;	17
5. Workshops for local and international academic staff in the IWUM disciplines	18
6. Recreational programme	20
7. Study visits	22
5. ORGANISATIONAL PERFORMANCE	23
<i>Pilot experience</i>	23
<i>ATA staff</i>	23
<i>Evaluations and quality assurance</i>	24
<i>Risk Management</i>	24
<i>Feasibility and Sustainability</i>	26
<i>Cost efficiency & budget control</i>	27
6. THE IWUM IN NUMBERS: INDICATORS	29
Annex 1: External Evaluation by Dr. Meeter & Dr. Zepp.....	30
Annex 2: Students' evaluation, analysed by Mr. H.D. Hartog.....	31
Annex 3: IWUM Memorandum of Understanding & Milestones Agreement.....	32
Enclosed: ATA Internal Policy for Budget Control in Skopje.....	38

1. CORE INFORMATION

Project name : Pilot for an International Winter University Macedonia in support of the Ohrid Agreement and Bologna Process
Location : Former Yugoslav Republic of Macedonia
Theme : Post-Conflict Confidence Building / Ohrid Agreement / Inter-ethnic cooperation / Inter University Cooperation / Bologna Declaration/ Europeanization of HE in Macedonia
Target group : Students and faculty in FYROM (main target group) and students and faculty from SEE

Netherlands Implementing Organisation

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Implementing Organisations *(for addresses and contact persons see annex on course suggestions)*

University of Skopje “Ss Cyril and Methodius”

- 1) Faculty of Economics
- 2) Faculty of Law (Department of Public Administration) Iustinianus Primus
- 3) Student Union of the University of Skopje ““Ss Cyril and Methodius”

University of Bitola “St. Kliment Ohridski”

- 1) Faculty of Economics
- 2) Faculty of Public Administration
- 3) Student Union of the University of Bitola “St. Kliment Ohridski”

SEE University

- 1) Faculty of Public Administration
- 2) Faculty of Business Administration (including Economics)
- 3) Student Union of the SEE University

Foundation Open Society Institute Macedonia

Project Duration	10 months: 01.06.2004 - 31.03.2005
Total Project Budget	259.219 Euro
Instalment received	115.532 Euro (1 st instalment)
Total Costs made	217.150,31 E (incl. amounts payables)
Saldo	- 101.618,31 E.

2. SUMMARY & RECOMMENDATIONS

From 17-28 January 2005, the project's core activity, the winter courses of the International Winter University Macedonia (IWUM) were held in Skopje. The IWUM was organised by the faculties of Law, Public Administration, Economics and Business Administration of the Ss. Cyril and Methodius University Skopje, the Ss. Kliment Ohridski University Bitola, the South-East European University (SEE) in Tetovo, and the ATA.

The International Winter University Macedonia made modest but important steps forward in strengthening inter-university cooperation in Macedonia, introducing recent academic knowledge and skills, expanding the academic network of the participating faculties and integrating the higher education system of Macedonia into the European Higher Education Area. The IWUM provided a platform for students and professors from the three participating universities and from abroad and thereby contributed to increased inter-ethnic academic cooperation on a national, regional and European level.

Regarding the overall impact of the Winter University, the external evaluation concludes: "It appears that IWUM is a good way of addressing the aims of the Bologna Process. [...] We feel that further projects of this nature [...] 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. [...] IWUM [...] brings Europe to Macedonia just as it brings Macedonia into Europe."

The practical implementation of Bologna Action Lines (BAL) took place during the courses by (1) offering recent academic knowledge (curriculum reform) and (2) interactive teaching methods including written assignments/ presentations. (3) Course examination and certificates providing ECTS credits were in line with BAL. Moreover, (4) courses were evaluated through student evaluation forms and interim evaluations with teaching faculty (quality assurance). In addition, the whole project was subject of an external evaluation (see annex 1). BAL implementation is expected to enhance inter-university cooperation in Macedonia and beyond.

The IWUM course programme was drafted and implemented together with all seven participating faculties and departments. In the design of their respective course programmes, the faculties aimed for a close fit between the winter courses and the regular academic curricula. Eight visiting professors from (Western) Europe and the U.S.A. taught the eight intensive two-week courses together with eight co-professors from the participating faculties from Macedonia. For some courses, co-teaching contributed to a transfer of knowledge and skills to both students and academic staff, thereby providing the opportunity for local staff to incorporate obtained knowledge and teaching skills into regular curricula. In other cases co-teaching did not function well due to low involvement and participation of the co-professor. All courses were taught in English and instructed in an interactive manner. According to the external evaluation, "students were almost unanimous in stating their enjoyment of exciting new materials and teaching methods [and] of meeting students from other universities and other countries. [...] They greatly appreciated the new knowledge, the interactive teaching methods, and the contact with international teachers and students." All students received an evaluation form. The results are available in annex 2. Although some students voiced complaints regarding the quality of one particular course, all courses received above average ratings on quality. The external evaluators observe: "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."

In total, more than 1600 students from over 50 countries applied to study at the IWUM. Out of these, 182 students eventually participated in the Winter University and 152 of them finished their course successfully, receiving an official ECTS-graded Winter University certificate. Each course was attended by 20 -25 students and comprised students from each of the participating universities in Macedonia. Additionally, 27 scholarship students from Stability Pact countries participated in the courses. 13 participants from other European countries attended without a scholarship.

To stimulate informal contact between professors and participants from the participating faculties and abroad, various social activities were organised, including receptions, excursions, course lunches, parties and dinners. Almost without exception, the recreational events were evaluated very positively by the participants.

In addition to the eight academic courses and the extra-curricular activities organised during the Winter University, the project included several other activities that took place before, during and after the winter courses. Two general workshops for local faculty on Bologna reforms were organised by FOSIM, four smaller workshops organised by ATA addressed the practical implementation of the Bologna Action Lines in particular fields. Project evaluation made clear that future workshops should focus on the practical incorporation of notably ECTS on the part of the faculties. The student unions of the participating universities organised a regional conference on “European Higher Education Area-challenges for curricula reform” which was attended by 33 representatives of student unions from various South East European countries. The conference fitted in the wider agenda that these unions have for the region regarding the implementation of BAL. The conference resulted in a strategy for BAL implementation. Moreover, five co-professors went on a study visit to the institution of the visiting professor to elaborate a strategy for the implementation of the Bologna Action Lines at the home institution, and to design the content and syllabus for their IWUM together with the visiting professor. With the exception of two cases, study visits were indeed a valuable contribution to the programme. All co-professors indicated they would appreciate the opportunity to make study visits as part of future summer university editions.

Formal inter-faculty/university cooperation was established in a Memorandum of Understanding between all faculties, endorsing the project goals and the activities to be jointly organised. A Milestones Agreement will be signed listing all major achievements of the IWUM 2005 that should be adhered to during upcoming editions. Project coordination was channelled through the IWUM Coordination Committee in which all project partners were represented. No disputes between participating faculties with regard to the project were experienced. For the committee to become a stronger coordination body for IWUM and thus for inter-university cooperation, its members should meet more often.

Participants were satisfied with the IWUM organisation. The organisation itself experienced difficulties to realise the various project components within the short period of time for preparing the project. Additional experienced staff from offices in Amsterdam and Pristina assisted the (rather inexperienced) staff in Skopje in January. Future editions of the same volume would require a longer period to prepare the winter courses in particular. The fact that the courses were organised in winter instead of summer further complicated the preparations for the project, particularly with regard to the relatively low interest by potential visiting professors and the courses and examinations that started at some faculties during the winter break as well as with regard to arranging students’ accommodation.

The total costs made for realising the project are: 217.150,31 Euro. These costs are relatively low as, for example, visiting professors do not receive salaries, faculties provided their facilities for free, accommodation for professors and students was modest, and the ATA office activities are performed with low overhead expenditures. The project would become more cost-effective if it would extend its course programme.

Throughout this report, several **detailed recommendations** for the improvement of the various project components are outlined:

- The Committee members should meet more often (if absent they should send replacement);
- The Committee members should receive a clear job description (making them aware of their tasks and responsibilities) plus a realistic reimbursement;
- The Committee members should send replacement if they are not able to attend a coordination meeting;
- International and local experts should be invited to the committee to comment on the programme and on (co-)professors included;
- Courses should be scheduled during the summer break rather than the winter break;
- More time should be given to the recruitment process of suitable visiting professors with a PhD, allowing the organisation to check references;
- Priority should be given to the introduction of new subject matters, rather than updating existing courses;
- ATA should use a performance-based payment scheme for co-professors to ensure their full commitment to the Winter/Summer University;
- Priority should be given to young faculty participating as co-professors, possibly supervised by full/senior professors if this is deemed necessary by the participating faculties to acknowledge the ECTS certificates;
- Courses should be held when participating students do not have any regular academic obligations such as exams, as to avoid unnecessary drop-out. Thus not during the winter break;
- Sufficient time should be given to the preparation of reading materials, i.e. books and readers;
- All students should be accommodated in one dormitory close to the campus;
- Coordination and communication between ATA staff and logistics Officers should be improved through a clearer division of tasks and responsibilities;
- ATA should arrange access to university libraries and computer rooms for students and professors of the winter/summer university for the duration of the course;
- ID cards for ATA staff and visiting professors should be ready on the first day of the course.
- Public debates should be held at a location that is readily accessible for IWUM students and professors;
- The organisation should make use of the expertise of visiting professors by involving them in public debates and similar activities;
- Promotion of the debates among IWUM participants should be further increased;
- A more informal set-up at (some of) the public debates should be considered, e.g. a debating lounge;

- Increase the participation of *all* unions in Macedonia in organising the regional student union seminar;
- Include the union of the University of Tetovo in the regional student union seminar;
- Put the regional student union seminar on the agenda of the Southeast European Initiative Student Network, as this would increase the importance given the the seminar and draw more regional attention to it;
- Only very practice oriented Bologna workgroups including practical assignments and exercises should be organised as most academic stakeholders in Macedonia have already passed through a phase of general informative meetings and consultation, and have already made the first practical steps towards the implementation of the BAL;
- Workshop attendance should be made compulsory for co-professors, and other academic staff involved in the Winter/Summer University;
- Student administration, student services, and student unions should be encouraged to attend the Bologna workshops;
- Evaluation forms should be provided after each workshop to collect feedback and suggestions for possible future Bologna workshop topics;
- Over possible next editions, the Milestones Agreement should develop into a joined strategy documents for BAL implementation for the participating faculties in IWUM/ISUM.
- Additional activities (excursions, debates, etc.) should be organised for students and professors from different courses in the same academic field;
- Study visits should be prepared well in advance, leaving sufficient time to also prepare an effective agenda for such a visit;
- Co-professors cannot be allowed to make study visits without making a study visit plan, i.e. clear agenda (the organisation should provide a format for making an agenda);
- Since the importance of having met each other before actually teaching together is important for both, co-profs and visiting profs, the financial resources should be made available for a preparational visit for the visiting prof to the co-prof, if the envisaged study visit by the latter cannot be realised for logistical/planning limitations;
- The co-professor should submit a study visit report. This should become a condition for part of his/her overall reimbursement for acting as a co-prof in the project);
- The budgeted amounts for accommodation and per diem for study visits should be increased;
- The committee should play a more decisive role with regard to the content of the overall programme and the selection of professors in particular;
- More attention should be given to the process of organising activities together, i.e. between local and international staff and with/between local stakeholders, notably the participating faculties;
- More labour force should be made available, particularly just before and during the IWUM courses;
- ATA should provide clearer information on the division of tasks between visiting professors, co-professors and logistics officers;
- ATA should stay alert with regard to politically sensitive issues and the security situation in Macedonia;
- The Tetovo State University should be included in possible later editions of IWUM/ISUM;
- Three more (extended) editions of the IWUM as of 2005, would provide a more realistic time-frame to make a more thorough and lasting positive impact on interethnic relations between faculty;
- Project staff should be trained before actually performing tasks (rather than training on the job to facilitate the implementation and eventual transfer of the project);
- A Summer University manual should be prepared as of the next edition to facilitate the transfer of the project;
- An annual Summer University report should be published each year to improve following editions and facilitate the transfer of the project;
- Potential donors should already be invited to become involved (e.g. as co-funders) in the next editions to facilitate the transfer of the project;
- Local stakeholders should not be remunerated on contributions that they can easily make in kind to facilitate the financial transfer of the project;
- Labour force provided through international staff would gradually reduce over the years to facilitate the financial transfer of the project;
- To perform a more complete audit, Dubois & Co should be invited to the ATA office in Skopje during the implementation of the event in order to assess the functioning of internal control measures.

3. ACCOMPLISHMENTS CONCERNING PROJECT GOALS

This section will outline how the project's objectives are met by the various project activities. The evaluation of the actual activities is elaborated in section 4 on the performance of project results.

Accomplishments concerning primary objectives:

- *Contribute to the improvement of inter-ethnic relations in Macedonia, particularly between ethnic Albanians and ethnic Macedonians;*
- *Contribute to the de-politisation of higher education in Macedonia.*

Particularly ethnic Albanian and ethnic Macedonian students and faculty were taking part in workshops, winter courses and recreational events (being in the same workshop or classroom). Each course comprised students from each of the participating universities. In addition, students from various countries, particularly from the region, took part in the courses. Workshops and classes (and to some extent public debates) provided non-politicized occasions for participants to work on shared interests, i.e. obtaining knowledge and skills in the subject areas of the courses or on the Bologna Action Lines, while the academic environment channelled discussions that have taken place on, among others, ethnically charged issues.

So far, the IWUM has been a show case in terms of academic inter-ethnic cooperation, as the course program was established by the participating faculties of three universities together. As mentioned, faculty and students representing all participating faculties took part in coordination meetings, workshops and courses. Formal inter-faculty/university cooperation under IWUM was established in a memorandum of understanding between all faculties. A milestones agreement is being prepared.

Accomplishments concerning subsidiary objectives:

- *Accelerate the integration of Macedonia into the European Higher Education Area & Implementation of the Bologna Action Lines;*
- *Contribute to the improvement of the quality of higher education in Macedonia.*

General and practice oriented workshops were held on the Bologna Action Lines, i.e. European integration in higher education. Practical implementation of BAL took place during the courses (1) offering recent academic knowledge (curriculum reform) and (2) interactive teaching methods including written assignments/presentations. (3) course examination and certificates providing ECTS credits were in line with BAL. Also, (4) courses were evaluated through students' evaluation forms and interim evaluations with teaching faculty (quality assurance). Moreover, co-teaching by a local co-prof and a visiting prof together contributed to a transfer of knowledge and skills to both, students and academic staff, thereby providing the opportunity for local staff to incorporate obtained knowledge and teaching skills into regular curricula.

Accomplishments concerning project objectives:

- *Provide a platform for faculties, students and academic staff to foster national (academic) coordination and cooperation across ethnic lines in Macedonia;*

IWUM occasions such as coordination meetings, workshops, courses and debates provided non-politicized opportunities during which students and academic staff of various ethnic backgrounds had to cooperate (see above).

- *Implement Bologna Action Lines at the participating faculties;*
- *Encourage student & professor mobility between faculties involved;*

So far, BAL have been implemented resulting in curriculum reform and ECTS certificates for successful students. Implementation of BAL at the participating faculties would be largely completed as soon as credits are actually recognized at the participating faculties/departments. This requires practice oriented workshops for professors and management of participating faculties to implement ECTS credits (and convert these into regular credits if necessary). All universities in Macedonia are legally bound to implement ECTS. If credits are accepted, this would open the door for further exchange of staff and students (envisaged students and staff

mobility), and thus for inter university cooperation across ethnic lines in Macedonia. Therefore, the technical implementation of ECTS is one of the key factors in encouraging inter-university cooperation in Macedonia.

- *Large number of eM and eA students and academic staff meet during IWUM program;*

Providing 8 courses attended by 20 students on average, the winter university is a large event in Macedonia. Students and staff representing all participating faculties attended the classes and workshops. In each class students of each participating university were represented. In addition, students from SEE attended the classes. To a lesser extent, classes were attended by students from Western Europe (see statistics below). In total, 182 students eventually participated in the IWUM and 152 of them finished their course successfully. Among the participants from Macedonia, 55 students participated from the University of Skopje, 46 came from the SEE University and 41 from the University of Bitola. (see also section 4. result 2 for more details).

- *Expand the international academic networks of universities in Macedonia.*

Workshops and courses were provided by international academic experts and professors from European academic institution mostly. Contact information has been forwarded to all faculty coordinators (and thus to all universities). The Rectorate of the University of Skopje has invited all visiting professors to establish contacts and discuss further academic cooperation. The SEE coordinator has been provided with contact information of all professors that have applied to teach at IWUM, in order to enquire for their interest in cooperating (working with) SEE University. On the student level, the SEI seminar has strengthened regional cooperation among students in SEE.

4. PERFORMANCE ON PROJECT RESULTS

1. IWUM Organisational Structure Established

The IWUM Committee has been installed, including faculty coordinators representing all departments involved in the IWUM (appointed by the deans), plus FOSIM, Ministry of Education and ATA representatives. Office space was found, furnished and equipped. Staff was recruited in September. The Memorandum of Understanding outlining all envisaged project activities was agreed to by all faculties in October. A Milestones Agreement will be signed listing all major achievements, e.g. regarding the implementation of ECTS of the IWUM 2005 that should be adhered to during upcoming editions and preparing a basis for future progress (MoU and MA are enclosed in annex 3).

The registration of ATA as an international NGO took longer than expected. This in turn delayed the opening of the office and the recruitment of personnel with about 4 weeks. 3 core staff were contracted:

Julika Sundovska (Vlach): full time IWUM representative/head of office;
 Sherife Ismaili (ethn. Albanian): part time Project Officer;
 Gligor Pandilovski (ethn. Macedonian): part time Project Officer;

Others staff:

Igor Georgiev (ethn. Macedonian): part time financial assistant;
 Marija Stambilieva (ethn. Macedonian): part time senior consultant;

Project coordination took place through the IWUM Coordination Committee in which all project partners were represented. No disputes between participating faculties and other partners with regard to the project occurred. To date, the committee has officially met three times to coordinate activities, provide input for the academic program and receive further information on BAL. Additional individual meetings between ATA staff and members of the committee were held as well. Some members invited potential co-professors to the meetings. For the committee to become a stronger coordination body for IWUM and thus for inter-university cooperation, its members should, among other things, meet more often. A longer period for preparing the project would allow for the committee to meet more often, to be more involved in preparations and to play a more dominant and decisive role. A longer preparation period implies an investment in the organisational process that actually facilitates inter-university cooperation as much as the eventual project results do. Furthermore, increasing the participation of the committee will provide a stronger basis for (longer term) future editions that would be organised without substantial involvement by ATA, thereby contributing to the sustainability of the project. As for the content of the meetings and the course program in particular a person who “stands above” the faculties in an advising role could contribute to the quality of the project and the process of preparing the courses, e.g. selection of young faculty as co-professors. Preferably, such a person brings in expertise that can be of immediate use to the project. Furthermore, a better understanding of tasks and responsibilities of all committee members could facilitate them in making decisions regarding the program.

Coordination meeting members:

Faculty Coordinators in the IWUMK Coordination Committee:

1. Ss. Cyril and Methodius - Skopje: Economics: Dr. Vladimir Filipovski; Law: Dr. Jadranka Dabovic
2. St. Kliment Ohridski – Bitola: Economics, Prilep: Dr. Marika Basheska; Interdisciplinary Studies for PA: Ass.prof. Snezana Salamovska Mojsovska
3. SEEU – Tetovo: Dr. Marco Roccia for all participating faculties

On behalf of FOSIM:

Mrs. Suzana Pecakovska

On behalf of the Ministry of Education:

Dr. Acevski (Head of Higher Ed. Dpt.)

On behalf of ATA:

Mrs. Julika Sundovska

Planning:

- The registration of ATA as an international NGO took longer than expected. This in turn delayed the opening of the office and the recruitment of personnel with about 4 weeks. In the meantime project tasks were performed by ATA staff in Amsterdam and with the help of the national students union in Macedonia as well as with the cooperation provided by the faculties and rectorates of the universities;
- The Milestones Agreement will be signed later than expected in April;
- The Coordination Committee was established on time;
- The MoU was signed according to planning.

Recommendations:

- The Committee members should meet more often (if absent they should send replacement);
- The Committee members should receive a clear job description (making them aware of their tasks and responsibilities) plus a realistic reimbursement;
- The Committee members should send replacement if they are not able to attend a meeting;
- International and local experts should be invited to the committee to comment on the programme and on (co-)professors included.

2. Winter courses (including academic resources) relevant to Ohrid Agreement and fully compatible with the Bologna Action Lines organised;

Course Programme

In the design of their respective course programmes for the winter university, the seven faculties attempted to assure a close fit between the winter courses and their regular academic curricula and research agendas. Emphasis was put on courses that are new to the curricula in Macedonia or being introduced as part of the ongoing reform process at the universities. In order to do so, all participating faculties provided course suggestions matching their needs and priorities. Course suggestions consisted of a course title, learning objectives, a course description, academic level, the name of the appointed co-professor, and an indication mentioning whether the course is to reform the existing curriculum or to introduce a new course to the curriculum. In their report the external evaluators recommend to focus on courses that are introduced as new subject matters.

Professor Recruitment

The course suggestions were advertised by ATA among academics from Europe mainly (ATA website, advertisements in magazines and through academic mailing lists.) The recruitment process for visiting professors was automated via the ATA website, where professors could fill in an application form and upload their curriculum vitae. All applications received were discussed with faculty representatives. In making the final selection, the faculties paid particular attention to the quality of the course proposals and visiting professors, to the extent to which these would match their course suggestions and the relevance of the course in terms of the existing curriculum at the universities at present. Although more than 120 applications were received, the recruitment of suitable visiting professors resulted more difficult than expected as many potentially interested professors were unavailable due to obligations at their home university during the winter period.

One course was cancelled because the faculty could eventually not approve the participation of the selected visiting professor. During her study visit, the co-professor found out that the previously selected visiting professors hosting the visit did not have a PhD, even though she had mentioned so on the application form for visiting profs. She planned to finish her PhD. in December 2004, but did not succeed to do so. Although this rather inexperienced visiting professor was most probably an expert on the course subject matter, it was not acceptable to the faculty in Skopje to maintain her match with a co-professor who does have a PhD. ATA managed to find suitable replacement, but this was too late in the view of the faculty to be able to prepare the course well.

Eventually, eight (instead of nine) visiting professors from Western Europe and the U.S.A. came to Skopje to instruct the eight intensive courses together with a professor from one of the participating faculties. Visiting professors taught without a salary. Their travels expenses were reimbursed and free accommodation was provided in apartments for PhD students of the University of Skopje.

Co-Teaching/ co-professors

Co-professors were regular academic staff of the participating faculties and were officially appointed by the respective Deans or Faculty Coordinators. Co-teaching by a local co-professor and a visiting professor intends to contribute to a transfer of knowledge and skills to both students and academic staff, thereby providing the opportunity for local staff to incorporate obtained knowledge and teaching skills into regular curricula. Ideally, the role of the co-professors in the project is to pass on the academic knowledge and new skills obtained during the IWUM to their students by teaching a similar course in the future. The role of the co-professor is academic, i.e. to assist with the design of the course, to provide lectures, to lead discussions, to organise field-work, to assist with student examination, etc.

In most cases, co-professor and visiting professor both taught about half of the course - both being present in class. In the evaluation, all co-professors stated that they benefited from the programme. However, it has to be noted that some of the co-professors already had wide international experience and used interactive methods. While a majority of the visiting professors indicated that both professors had learned from working together, a few visiting professors were disappointed about the lack of commitment and contribution of their co-professor. The external evaluation suggests that the programme might be more beneficial if younger co-professors with less international experience are selected to work alongside the visiting professors. Although the organisation did indeed encourage faculties to involve young academic staff too many senior staff were appointed as co-professors. This may be because of the seniority and reputation of certain older professors. For one course, Rector Panovska from the University of Bitola was a co-professor. For another, this was the dean of the SEEU Department of Business Administration. The older generation of academics is important as also their support is needed to implement project activities, and on a wider scale, realize changes in curricula. Moreover, most faculties would not accept ECTS credits provided by visiting or co-professors who do not have a PhD. However, the balance is against young faculty who are more susceptible to changes. Therefore more young faculty should be involved, preferably as co-professors. Co-professors did receive a reimbursement for their contributions. During next editions reimbursements should be linked to an itemised performance contract.

Participants

A regional promotion campaign, starting with the option for students to pre-register in summer 2004, resulted in 1634 applications by students from over 50 countries. The program was advertised, among others, on the ATA website, mailing lists, student unions and radio. Students could hand in paper application forms or submit digital forms online at the ATA website. Students from Macedonia were selected based on the basis of average grade, English skills, and course relevance. It was also taken into account that all participating universities would be represented in the student body of each course. In total, 182 students eventually participated in the IWUM and 152 of them finished their course successfully, receiving a Winter University certificate and ECTS credits. Each course was attended by 20 - 25 students. Among the participants from Macedonia, 55 students participated from the University of Skopje, 46 came from the SEE University and 41 from the University of Bitola. Additionally, 27 scholarship students from Stability Pact countries participated in the courses. 13 participants from other European countries attended without a scholarship. A website based students administration allowed the organisation, among others, to select students (also taking into account an ethnic balance in the classroom), to monitor attendance and drop out, to enter grades, to produce certificates, to monitor scholarship costs, and to review their personal information, e.g. contact information and the address of accommodation provided. Most remarkably, drop out rates among SEEU students was highest with 21 students, thereby reducing the number of ethnic Albanian students. The drop out of these students was mainly due to the start of examinations and courses at the SEEU the second week of IWUM, even though the IWUM period was agreed to with all universities, taking into account the availability of their students and professors.

In general, the diversity of students resulted in dynamic class sessions with many different perspectives provided. None of the visiting professors reported difficulties in channelling these discussions with a (theoretical) framework. Most professors had to accommodate towards the diversity of the student body in terms of course level and content. The students' evaluation reveals that students greatly appreciated cooperating with students from other cultural backgrounds. Some students reported that class diversity

slowed down the teaching/learning process. The students' evaluation shows that student highly appreciated the inter-active teaching methods.

Students Statistics:

Total numbers of students (incl. rest of World)

Applications: 1634
 Waiting list: 205
 Selected: 250
 Contracts signed: 215
 Participated: 182
 Certificates received: 152
 Drop-out: 25

Macedonia total

Applications: 527
 Waiting list: 119
 Contracts signed: 163
 Participated: 142
 Drop-out: 24

Participants Skopje University

Applications: 303
 Waiting list: 98
 Selected: 60
 Contracts signed: 60
 Participated: 55
 Drop-out: 2

Participants SEE University

Applications: 135
 Waiting list: 8
 Selected: 61
 Contracts signed: 55
 Participated: 46
 Drop-out: 21

Participants Bitola/Prilep

Applications: 89
 Waiting list: 13
 Selected: 48
 Contracts signed: 48
 Participated: 41
 Drop-out: 1

Regional participants with scholarship (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Serbia and Montenegro, Kosovo, Romania, Slovenia)

Applications: 723
 Waiting list: 39
 Selected: 54
 Contracts signed: 35
 Participated: 27
 Drop-out: 1

Self-financing participants

Applications: 384
 Waiting list: 47
 Selected: 27
 Contracts signed: 17
 Participated: 13
 Drop-out: 0

IWUM courses organised

Introduction to International Human Rights Law (Course 1)

Visiting Professor: Dr. Wouter Vandenhoele
 University of Leuven, Institute for Human Rights, Belgium
 Co-Professor: Dr. Elena Andreevska
 SEE University Tetovo, Department of Public Administration
 Course level: MA
 ECTS credits: 2.5

Issues in Human Rights: Trafficking of Women (Course 2)

Visiting Professor: Dr. Oladejo Olowu
 Danish Institute for Human Rights, Denmark

Co-Professor: Bistra Netkova, MA
SEE University Tetovo, Department of Legal Studies
Course Level: BA
ECTS credits: 2

Contemporary Political Theory –Democratic Transition and Consolidation in Southeast Europe (Course 3)

Visiting Professor: Dr. Nicole Angela Gallina
Universite de Fribourg, Department of Political Science Switzerland
Co-Professor: Prof. Dr. Renata Deskoska
University of Skopje, Faculty of Law
Course Level: BA
ECTS credits: 2

Public Administration Management (Course 4)

Visiting Professor: Dr. Marvin Hoffman
Appalachian State University, Department of Political Science/Criminal Justice, U.S.A.
Co-Professor: Assistant Professor Snezana Mojsovska Salamovska, M.Sc. & Prof. Dr. V. Panovska
University of Bitola, Department of Public Administration
Course Level: BA
ECTS credits: 2.5

Public Management and Business Law (Course 5)

Visiting Professor: Dr. Diana Sancho Villa
Universidad Rey Juan Carlos, Facultad Ciencias Juridicas y Sociales, Spain
Co-Professor: Assistant Professor Aleksandar Shumkovski, MA
University of Bitola, Department of Public Administration
Course Level: MA
ECTS credits: 2

Marketing Research (Course 6)

Visiting Professor: Dr. Ahmet Sarpyener
Boston University Brussels Metropolitan College, Belgium
Co-Professor: Prof. Dr. Marika Basheska
University of Bitola, Faculty of Economics - Prilep
Course Level: BA
ECTS credits: 2.5

International Technology and Knowledge Transfer in Transition Countries

(Course 7)

Cancelled

Securities Markets and Corporate Governance (Course 8)

Visiting Professor: Dr. Gregory Maassen
Erasmus University, Rotterdam School of Management
Co-Professor: Dr. Vladimir Filipovski
University of Skopje, Faculty of Economics
Course Level: MA
ECTS credits: 2.5

International Economic Relations and European Integration (Course 9)

Visiting Professor: Dr. Hans van Zon
University of Sunderland, United Kingdom
Co-Professor: Dr. Nasir Selimi
SEE University Tetovo, Department of Business Administration
Course Level: MA
ECTS credits: 2.5

Reading materials

For all courses, literature was purchased as indicated by the visiting and/or co-professor. For most courses, most of the budget available was used to this end. In some case, it was not feasible to order all books desired by the professors as the time period for the organisation of this aspect of the programme was substantially shorter than had originally been envisaged. Therefore, the lack of time resulted in the fact that some titles were no longer deliverable in time or not at all. Additionally, readers were compiled by most professors for use by the students throughout the course. The average volume of the readers was 60 pages and copies were made for each student in the class. For the several courses where not all of the desired literature was acquired in time, more extensive readers were compiled by the professors and copied for the students to use throughout the class as a substitute. In their evaluations, the majority of visiting professors indicated that sufficient literature had been purchased for their course. At the end of each course, reading materials were

donated to those local and regional (scholarship) students that had successfully finished their course, in addition to the local department libraries. Also, some titles were donated to the co-professors.

Teaching equipment was made available by the hosting faculties at the University of Skopje, the faculties of Law and Economics. Also, several local professors volunteered to use their own laptop computers when planning to give power point presentations during the teaching sessions. Except for some logistical problems regarding the provision of equipment on the first teaching day, the use of teaching equipment proved not to be a problem due to the fact that the faculties were generous in making their equipment available, in addition to the fact that most professors had not counted on using sophisticated teaching aids. Visiting professors did not consider the lack of advanced teaching equipment a serious obstacle to offering a good course.

ECTS and Certificates

The participating faculties have committed themselves to implementing the so-called Bologna Action Lines that comprise various reforms and measures to be implemented at European universities in order to harmonise the European Higher Education Area, e.g. a credit-transfer system, quality assurance, and BA-MA-PhD curricula. The IWUM aimed to support and to enhance these developments at the participating universities.

Participants/students who attended at least 80% of their classes and passed the relevant assignments and examinations received a European Credit Transfer System (ECTS)-compatible "International Winter University in Macedonia Certificate". The average number of ECTS per course was 2.

Number of certificates per grade:

A	32
B	28
C	41
D	28
E	23
Total	152

5 students did not receive a certificate (and therefore no grade).

Logistics and facilities

All courses took place at the Faculties of Law and Economics at the University of Skopje. Most of the courses were scheduled between 9:00 and 13:00 in the morning. The faculties provided teaching equipment such as beamers, overhead projectors, flipcharts, TV etc. Each course had a logistic officer who was responsible for providing professors and students with all the information, materials and facilities needed for the course. Before the start of the IWUM, all logistics officers had been given detailed written and verbal instructions regarding their duties. While the professors were generally satisfied with the logistics regarding their courses, it was observed that the coordination between ATA staff and logistics officers could have been better, particularly during the first days of the IWUM. A more intensive preparation for the staff and a clearer division of responsibilities is recommended to improve this aspect in the future.

Students from outside Skopje and from abroad (except from non-Stability Pact countries) received free accommodation during the IWUM. Since (pre-)registrations made clear that too many students would require accommodation while there would be a lack of the lack of empty rooms, firsts of all at the university dormitory, but also at the eventually chosen high school dormitory, students were strongly discouraged to request a dormitory place and strongly encouraged to stay with friends, family etc. In addition, private rooms were arranged with private families. As a result many students withdrew their request for accommodation, and the capacity of available accommodation was not fully used (explaining an under expenditure on the respective budget line).

The dormitory was located rather far from the campus. Accommodation was clean but modest and simple. On average four students shared a room and one bathroom. Students who were granted accommodation received free meals at the dormitory restaurants. The students' evaluation made clear that students were not satisfied with the quality of the food provided at the dormitory. On accommodation as a whole they were neither positive nor negative.

Planning:

A course programme was, strictly spoken, established on time. However, a longer period for preparing the courses logistically and content wise would have further contributed to the quality of the course programme. For some co-professors it was not possible to plan a study visit within the short time left between the actual selection of their visiting professors and the start of the courses. This prevented them from establishing good relations with the visiting professors before the courses and thoroughly preparing the course together. Furthermore, a more relaxed time schedule would have better facilitated the recruitment of a visiting professor for course 7. Also, the rather late selection of visiting professors contributed to a domino effect concerning the preparation for making students selections, identifying and purchasing course literature and equipment needed and, in turn, on the time left for logistics officers to provide these well on time before the start of the courses.

Recommendations:

- Courses should be scheduled during the summer break rather than the winter break as
- More time should be given to the recruitment process of suitable visiting professors with a PhD, allowing the organisation to check references;
- Priority should be give to the introduction of new subject matters, rather than updating existing courses;
- ATA should use a performance-based payment scheme for co-professors in order to ensure their full commitment to the Winter/Summer University;
- Priority should be given to young faculty participating as co-professors, possibly supervised by full/senior professors if this is deemed necessary by the participating faculties to acknowledge the ECTS certificates;
- Courses should be held when participating students do not have any regular academic obligations such as exams, as to avoid unnecessary drop-out;
- Sufficient time should be given to the preparation of reading materials, i.e. books and readers;
- All students should be accommodated in one dormitory close to the campus;
- Coordination and communication between ATA staff and logistics Officers should be improved through a clearer division of tasks and responsibilities;
- ATA should arrange access to university libraries and computer rooms for students and professors of the winter/summer university for the duration of the course;
- ID cards for ATA staff and visiting professors should be ready on the first day of the course.

3. Public forums organised on Ohrid Framework Agreement and Bologna Process;

To foster inter-ethnic and interdepartmental discussion between students, professors and the general public, four public forums were organised during the IWUM. These debates were open to the public at large. Admission was free and attendance was recommended to IWUM participants but not obligatory. Topics chosen were related to the Ohrid Agreement, inter-ethnic relations and the Bologna Process. The content of the forums, particularly their political scope and sensitivity was discussed with the OSCE and the Dutch Embassy in Skopje.

Although the debates were promoted in the Welcome Packs, via posters and logistics officers, and advertised in a local newspaper, attendance was disappointingly low. This was most likely due to the time and location which turned out to be inconvenient for many students and professors who were accommodated far from the university campus. In fact, the second debate had to be cancelled because there was no audience. The external evaluation observes that the debates 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. This problem was urgently discussed among ATA staff and as a consequence, the last debate was relocated to the student dormitory. Moreover, the format was changed to a 'debating lounge' in a more informal setting in a small venue with free drinks available before and during the debate. Given the increased attendance and the "spirited debate" (quote external evaluation), this last forum can be considered a success. The audience was very actively involved in the discussion. Students from Macedonia, Kosovo, Albania and Croatia, among others, were very intrigued by the relation between religion, democracy and ethnicity in different SEE countries and continued their discussion even during the reception following the end of the 'debating lounge'.

This positive outcome reconfirmed the usefulness of the public debates as a forum for exchange and interaction between participants from different countries in the region and various ethnic backgrounds.

In future editions, a larger audience will be attracted by choosing a more convenient location and further increasing promotional efforts. In addition, it should be considered alternating the traditional public debate format (a large auditorium and a panel of 3-4 experts chaired by a moderator) with a more informal set-up that might be more appealing for young people.

The following debates were organised:

“Two faces of Globalization”, 18 January 2005

Guests: Prof. Dr. Ilo Trajkovski - Institute for Sociology, Faculty of Philosophy; UC&M
 Prof. Dr. Natalija Nikolovska, Faculty of Economy, UC&M
 Prof. Dr. Jovan Korubin Institute of Sociology, UC&M
 Mr. Erik Dirksen, Faculty of Economics, University of Amsterdam

Moderator: Mr. Toshev Ljupco

Natalija Nikolovska focused on the economic effects of globalisation, focusing on its negative aspects, such as the unequal distribution of wealth between and within countries, as well as the risk of social exclusion. Ilo Trajkovski and Jovan Korubin argued that globalisation is a complex process that has economic, social, and cultural effects, and that it especially contributes to the concept of nationalism. Erik Dirksen pointed out that globalisation has both positive and negative sides and stressed that one of the positive effects of globalisation is that it fosters competition.

“Implementation of Bologna Action Lines – Declarative statement or concrete action”, 20 January 2005.

Guests: Prof. Dr. Kristi Bombol, University Sv.Kliment Ohridski, Bitola
 Prof. Dr. Elena Dumova, Faculty of Civil Engineering, UC&M
 Prof. Dr. Marco Roccia SEEU,
 Prof. Dr. Dave Carter, NGO Milenijum, Serbia and Montenegro

Moderator : Mr. Toshev Ljupco

Debate was cancelled due to lack of attendance.

“Human Rights and Terrorism: Human Rights after 9/11”, 25 January 2005

Guests: Prof. Dr. Mirjana Najceska, President, Macedonian Helsinki Committee
 Prof. Dr. Trpe Stojanovski, Ministry of Interior Affairs

Moderator: Mr. Toshev Ljupco

After a general introduction by the moderator, Mirjana Najcevska elaborated on human rights on the international, national and local level, stressing the importance of international organisations acting as “watch dogs” that can criticise human rights breaches of (local) institutions. Trpe Stojanovski reflected upon the practical aspects of Human Rights Law and the current needs for improvement. The moderator also presented a contribution by Dr. Aaron Rhodes, Executive Director International Helsinki Federation, who had to cancel his participation in the debate at the last moment. The small audience participated actively in the ensuing discussion and showed great interest in the topic, in particular the practical implementation of Human Rights Law in the SEE region.

“Religion and Democracy”, 27 January 2005

Guests: Mrs. Dervisha Hadzic, Macedonian Center for International Cooperation (MCMS)
 Ass. Prof. Aleksandar Shumkovski, Institute for Sociological, Political and Juridical Research (ISSPI).

The last debate took place in a more informal atmosphere and was located at the students’ accommodation. To begin with, Dervisha Hadzic discussed different definitions of religion and the possibility of measuring religiousness and introduced few sociological ways to do it. She stressed the importance of mutual religious

understanding and showed several examples from Macedonia. Aleksandar Shumkovski elaborated on the positive and negative effects of religion on democracy and discussed with the audience whether religion should be a mandatory topic in (primary) schools. The audience, predominantly IWUM students but also some residents of the High School dormitory, was very actively involved in the discussion. A particular point of interest seemed to be the relation between religion and ethnicity in the different SEE countries. Students from Macedonia, Kosovo, Albania and Croatia, among others, seemed to be very intrigued by the topic and continued their discussion even during the reception following the end of the ‘debating lounge’.

Planning:

The organisation of the forums was carried out according to schedule.

Recommendations:

- Public debates should be held at a location that is readily accessible for IWUM students and professors;
 - The organisation should make use of the expertise of visiting professors by involving them in public debates and similar activities;
 - Promotion of the debates among IWUM participants should be further increased;
 - A more informal set-up at (some of) the public debates should be considered, e.g. a debating lounge.
-

4. 4-days seminars for (predominantly eM and eA) student unions in Macedonia and from the wider SEE region resulting in a joint national student union strategy for Macedonia as well as wider SEE student union strategy on improving inter-ethnic relations in the region as well as on accelerating the implementation of the Bologna Action Lines;

From 17 to 20 December 2004, the National Student Union of Macedonia in cooperation with the Student Union of South-East European University-Tetovo organised a seminar on the topic “European Higher Education Area-challenges for curricula reform”. The student union of the University of Bitola was also involved, taking care of students’ accommodation and seminar facilities. Unfortunately, the student union of the University of Skopje was not involved, nor very much present at the seminar. Neither the student union of Tetovo State University was present. This union will be invited during next editions. The seminar brought together student representatives from the South-East Initiative Student Network, as well as other student unions from the region (Albania, Bulgaria, Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, and Slovenia). Together with experts from the region and other parts of Europe, the participants discussed challenges and problems related to the concrete implementation of the Bologna Action Lines. The concept of learning outcomes replacing the old system based on teaching input requires significant changes in curricula. This was the main topic of the seminar and the student representatives recognized the importance of discussing the different situation in the different countries in the region, and identifying the obstacles and achievements in order to propose certain recommendations.

The topics addressed in the plenary sessions and further developed during the workshops were:

- “Recognition of credits - achievements and obstacles” by Mrs. Snezana Mojsovska Salamovska, M.A. (University of Bitola)
- “Developments in recognition of degrees-where are we and where are we going?” by Prof. Dr. Dobri Petrovski (University of Bitola)
- “Introduction of the two-cycle degree system”, by Prof. Dr. Paul Foster (SEE University)
- “Implementation of the Bologna Action Lines-declarative statement or concrete action” by Prof. Dr. Denis Farrington (SEE University)
- “TEMPUS curricula development-opportunities for the region” by Mrs. Arta Biljali (National Tempus Office).

From the discussions it was concluded that the pace of implementation of reforms differs greatly between the various countries in SEE. The shift of paradigm from a teaching-based system towards a learner-centred system has not yet taken place in the majority of countries. The possibility to use ECTS in order to achieve more easily readable, comparable and compatible degrees is introduced differently in different countries. A general lack of understanding of ECTS was identified, which contributes to the inadequate implementation. In some countries a credit system different from the ECTS is being implemented. The lack of accurate

interpretation of ECTS, using different credit systems, as well as the slow pace of changing the traditional model of organising the studies are another obstacle to the establishment of a European Higher Education Area, especially to mobility as its corner stone.

In the light of these obstacles, participants concluded that teaching staff should be better informed about ECTS, while students and student unions should raise their voice towards professors and University/Faculty management in order to increase consciousness about ECTS. Moreover, student unions agreed to organise awareness campaigns among all stakeholders, especially students, so that they know their rights in order to demand them.

At the end of the seminar, the student participants asserted that it is time to move on from words and formal commitments to the development of concrete action plans and policies which need to be initiated, created and implemented by all HE actors as equal partners. A detailed report about the seminar was written and the conclusions were distributed among all stakeholders in higher education: academic staff, the Ministry of Education and Science, student organisations and other relevant institutions. They are expected to serve as an incentive to start discussions and a constructive proposal of measures to be taken by the institutions of higher education, governments, and students.

The outcomes of the workshops were used to prepare the public debate “Implementation of Bologna Action Lines – Declarative statement or concrete action”. The recommendations related to degree recognition found their practical use in the preparations of the workshop “Drafting a Diploma Supplement - from Theory to Action”. In addition to these tangible outcomes, the seminar facilitated closer academic contacts between the national student unions and established new personal contacts and friendships between various young people from all over SEE. Follow-up seminars as part of a future summer university programme can build upon these foundations and further strengthen regional inter-ethnic contacts and cooperation. Future seminars should also be included on the agenda of the Southeast European Initiative Student Network, as this would increase the importance given the the seminar and draw more regional attention to it.

Planning:

According to planning.

Recommendations:

- Increase the participation of *all* unions in Macedonia in organising the regional student union seminar;
- Include the union of the University of Tetovo in the regional student union seminar;
- Put the regional student union seminar on the agenda of the Southeast European Initiative Student Network, as this would increase the importance given the the seminar and draw more regional attention to it.

5. Workshops for local and international academic staff in the IWUM disciplines organised, aiming to develop a national strategy – across ethnic lines – on cooperation and exchange between the faculties, on the implementation of the Bologna Action Lines; laid down in a milestone agreement.

Two general workshops, open for professors and students from all faculties of all universities in Macedonia, were organised by the FOSIM.

ATA organised four practice oriented workshops for the faculties involved in the IWUM, covering more specific aspects of the BAL. The last two workshops were merged into one for all participating faculties. These workshops provided a platform for staff and students of the participating universities to work on common interests, i.e. obtaining knowledge and skills on the Bologna Action Lines. Workshops were mainly provided by international academic experts and professors from European academic institutions. This has expanded the international academic network of participating faculties.

In general, attendance at the workshops was lower than expected. A possible explanation might be that most professors had already attended general Bologna workshops and did not see the need for more theoretical presentations. While the workshops provided by ATA were intended to be very concrete and practical, at

least the first two sessions turned out to be still too theoretical. The external evaluation reveals that some participants were disappointed about the workshops because they were eager to receive practical instructions how to award ECTS, or practice simple formulas to compute the number of credits- as was actually done in individual sessions by ATA staff together with visiting and co-professors for IWUM courses.

The faculties have pledged that they will recognise the credits that students earned during the IWUM. Implementation of BAL at the participating faculties would be largely completed as soon as credits are actually recognized at the participating faculties/departments. All universities in Macedonia are legally bound to implement ECTS. If credits are accepted, this would open the door for further exchange of staff and students (envisaged students and staff mobility), and thus for inter university cooperation in Macedonia. Therefore, the *technical* implementation of ECTS is one of the key factors in encouraging inter-university cooperation in Macedonia. This requires a next step of more practice-oriented workshops for professors and management of participating faculties to implement ECTS credits (and convert these into regular credits if necessary).

Only few IWUM Co-Professors indicated in the evaluation that they attended any of the ATA/OSI workshops that were organised as part of the IWUM. Attendance could be increased by making future workshops mandatory for academic staff involved in the IWUM/ISUM.

The extent to which IWUM has contributed to the implementation of BAL has been established in the Milestones Agreement (see Annex 3). This document forms a basis for the next steps in BAL implementation.

Workshop reports (based on specific reports per workshop by FOSIM and ATA)

FOSIM workshops

The first general workshop organised on 24 January 2005 was titled “Changing the Degree Structure in Higher Education: How to Move Forward?”. The workshop was led by Mr. David Crosier (European University Association, EUA), suggested by ATA, who presented an overview of European trends and developments “from Graz to Glasgow, and from Berlin to Bergen” and Mrs. Srbijanka Turajlic (University of Belgrade and former Deputy Minister for Higher Education in Serbia) who spoke about the topic “Higher Education Reform in South-eastern Europe: Keeping Pace With, or Lagging Behind, Other Countries In Europe?” In the third part of the workshop, Mr. Crosier addressed the topics of evaluation, quality assurance, and recognition, and presented a comprehensive discussion of curricula, the way of designing them, and the significance of curricula in various European countries. The workshop was attended by rectors, vice-rectors, deans and professors from various universities in Macedonia, as well as by representatives from the Ministry of Education.

The second general workshop took place on 18 March 2005 and was titled “The University Autonomy and Higher Education (HE) Governance - Aspects and Perspectives”. The workshop was led by Pavel Zgaga, Director of the Centre for Educational Policy Studies (CEPS) from Ljubljana and professor at the University of Ljubljana who first spoke about the overall transformation of society; the expansion of private HE institutions, the poor financial situation in HE in general; inconsistencies in HE standards. Turning to the preconditions for successful reforms within universities, Prof. Zoran Velkovski, Vice Rector for Teaching Affairs, stressed the importance of a programme for the introduction of changes; consensus; funding; staff, internal changes. In the second discussion, titled “European Experience: The Relation Between the State and the University”. Professor Zgaga laid special emphasis on the relation between universities and the state; the links between faculties and the central level; funding; transparency and accountability; academic self-management and external participation, student participation; and new management models. 70 participants attended the workshop, including the Rectors of the University in Skopje, University of Tetovo, the SEEU in Tetovo and the Vice Rectors of the University in Bitola.

ATA workshops

The first two faculty-level workshops focused on a topic that had been identified as a shared existing problem among the faculties participating in the IWUM: “ECTS: Credit Transfer and accumulation system & recognition issues and use of credits”. The workshops were held by Mr. Christian Duhamel (University “Paris-South”; Permanent Expert at the French Ministry of Education for Universities’ Evaluation). The first workshop was organised on 3 December 2004 in Prilep for the participating faculties and departments of Economics and Business Administration. The same workshop was held again in Tetovo on 4 December

2004, this time for professors and assistants of the participating faculties of Law and Public Administration. While attendance was relatively low during both workshops, the participants who were present were very active and eager to learn more about the calculation and accumulation of ECTS, the grading system and other aspects of ECTS.

The third and fourth workshop were merged into one, open to faculty administrators, vice deans, professors and young assistants from all academic fields of the three universities involved in the IWUM and took place in Skopje on 9 March 2005. The topic of this workshop was “Drafting a Diploma Supplement: From Theory to Action”. In his introduction, Dave Carter (Milenijum, Serbia and Montenegro) presented a short history of the DS, the wider Context of the DS and the new ‘Europass’ initiative. After a short question session, Adriana Lago de Carvalho (University of Minho, Portugal) held a presentation of the DS implementation process in her own institution, providing an overview of all steps taken, main difficulties, solutions encountered and options made. Afterwards, three samples of Diploma Supplements from three different countries were analysed in order to provide a more comprehensive picture of the several interpretations allowed, as well as to allow the participants to make a soundly based choice for their own DS model. Divided into three working groups, participants then drafted a diploma supplement for their respective departments. The second part of the working group session focused on the proposed strategies for the implementation process at their own institution. The third workshop was more successful in terms of number of participants and target group, as well as in terms of a transfer of practice oriented knowledge.

Given the small scale of the workshops, for none of the ATA workshops an official opening or closing ceremony was organised. Naturally, the IWUM coordinator did warmly welcome all participants and mentioned the goals of the project and the workshops in an opening speech.

Planning:

The planning of the workshops was satisfying, although the organisation would have preferred to have organised the last general FOSIM workshop and last ATA workshop in early February in order to start reporting sooner. Preparations, i.e. invitations for the first general FOSIM workshops, seemed to have started rather late, only just before the actual workshops were to take place.

Recommendations:

- Only very practice oriented workgroups including practical assignments and exercises should be organised as most academic stakeholders in Macedonia have already passed through a phase of general informative meetings and consultation, and have already made the first practical steps towards the implementation of the BAL;
- Workshop attendance should be made compulsory for co-professors, and other academic staff involved in the Winter/Summer University;
- Student administration, student services, and student unions should be encouraged to attend the workshops;
- Evaluation forms should be provided after each workshop to collect feedback and suggestions for possible future workshop topics;
- Over possible next editions, the Milestones Agreement should develop into a joined strategy documents for BAL implementation for the participating faculties in IWUM/ISUM.

6. Recreational program organised, targeting eM and eA students and academic staff to meet informally, jointly visiting cultural sites which are important to both communities;

During the IWUM, two weekend excursions, an informal welcome reception and two official dinners for the professors, an orientation day, an opening ceremony, a closing reception, two official students’ parties, a historical walk through Skopje, and individual course lunches and dinners were organised. These recreational activities facilitated informal contacts between professors and participants from different parts of Macedonia, the region and beyond.

Although most of the above mentioned events did not exclude students from any particular course (neither on any other basis), students pointed out in conversations with the external evaluators that they would have liked to interact more with students from other courses. The external evaluators suggest that it may be

beneficial for interuniversity collaboration if students from the same academic field but different courses were given more opportunities to interact. In future editions, it should be considered to organise additional activities (field trips, debates etc.) for students from all courses in a particular academic field. In general, the students' evaluation shows that students were happy with the content and volume of the social programme.

During the IWUM, the following recreational activities were organised:

Opening Ceremony

On 17 January 2005, the IWUM was formally opened at the Amphitheatre of the Law Faculty "Iustinianus Primus" in Skopje. The following speakers contributed:

Mr. Aziz Polozani, Minister of Education and Science,

Mrs. F.M. de Man, Ambassador for the Kingdom of the Netherlands in Skopje,

Prof. Dr. Ljubica Shuturkova, Vice-Rector of the University "St. Cyril and Methodius", Skopje,

Prof. Dr. Dobri Petrovski, Vice-Rector of the University "St. Kliment Ohridski", Bitola,

Prof. Dr. Alajdin Abazi, Rector of the "South-East European University", Tetovo,

Mr. Erik Dirksen, President of the ATA Board.

Closing Reception

On 28 January 2005, a closing cocktail was held at the hall of the Law Faculty. Closing speeches were delivered by Mrs. Julia Shundovska, IWUM Coordinator, and Mr. Guido Tielman, First Secretary Development Co-operation of the Embassy of the Kingdom of the Netherlands. Afterwards, students who had successfully completed their course received their IWUM certificate from their professors. Drinks and food were served in the hall.

Orientation Day and Historical Walk

On 17 January 2005, the logistic officers took interested students and professors on a short walking tour through the city to give the participants from outside Skopje a first impression of the city and to help them orientate themselves. On 19 January 2005, students had the opportunity to familiarise themselves with the history of the city. Two logistic officers functioned as tour guides and showed the students Skopje's main historical monuments that are important to both communities (Fortress Kale, Mustafa Pasha Mosque, Church of the Holy Saviour and the Old Bazaar).

Reception, Lunches and Dinners

Upon the arrival of the visiting professors, an informal welcome drinks were offered to professors. Later on, two dinners were organised for all local and international teaching faculty, logistics officers and staff members, providing an opportunity for professors and staff to meet informally and to get to know each other better. Moreover, for each course a course lunch or dinner for the students, professors and co-professors involved was provided. The external evaluation recognises the importance of these informal social activities: "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."

Excursions

During the weekend, two day-trips were organised which gave IWUM participants the opportunity to visit different parts of Macedonia. On Saturday, 70 students and professors visited Mavrovo National Park, where they had several hours of free time to explore the snowy surroundings and to have lunch. On Sunday, 50 participants had the opportunity to visit the town and lake of Ohrid, where participants visited important cultural sites including the church St. Sofia; St.Caneo; Plaosnik; Samoil Fortress and an ancient amphitheatre. The excursions were greatly appreciated by students and visiting professors. The number of participants indicates that not only international participants, but also students from Macedonia participated in the excursions. The external evaluation states: "[The excursions] were considered an enormous success by the students. We heard no complaints about the organisation of these excursions."

Parties

ATA organised two student parties at the beginning and at the end of the IWUM. The welcome party at night club “Moda” attracted about 180 participants. At the closing party, about 200 students (as well as some professors) met at “City” cafe and celebrated the end of the courses until early in the morning.

Planning:

This activity was organised according to planning. The social programme was included in the students’ and professors’ welcome packs.

Recommendations:

- Additional activities (excursions, debates, etc.) should be organised for students and professors from different courses in the same academic field.

7. Study visits to elaborate a strategy for the implementation of the Bologna Action Lines at the home institution as well as to design an IWUM course to update an existing course or to introduce as a new subject in regular study programs;

The main purpose of the study visits for professors from Macedonia is to develop a strategy for implementation of the Bologna Action Lines at the home institution, by studying how they have been introduced at the faculties of the visiting professors. Moreover, the visits enable the co-professor from Macedonia to design the syllabus and content of the IWUM course together with the visiting professor, which is in itself a BAL related activity as it involves the preparation of an up to date course plan. Six co-professors managed to go on a study visit (two of them went together to the visiting professors of one of them). With the exception of two cases, study visits were indeed a valuable contribution to the programme. Co-professors particularly stressed the importance of meeting the visiting professors face-to-face, which would provide an opportunity to establish both informal and academic relations before actually team-teaching together in front of the students. Some co-professors also mentioned access to libraries and other media and information systems as a very valuable aspect of the study visits, but most of all it was stated that making a course plan together requires focused meetings, that cannot really be compensated by emailing/phone contact alone. One study visit did not result in a detailed course plan, as the co-professor was not willing/able to meet his visiting professor often enough during the visit. Indeed, particularly the visiting professors was very unsatisfied with the lack of commitment shown by the co-professor during their IWUM course, e.g. the co-professor not showing up most of the times. The other failed study visit was caused by the lack of a visiting professor (as the co-prof would join another co-prof on her study visit) and other international staff willing/available to meet him and assist him preparing his course and explaining him about Bologna developments. Although the implementation of study visits is one of the activities that requires most substantial improvement, all co-professors indicated they would appreciate the opportunity to make study visits as part of future summer university editions.

Furthermore, sufficient time for preparations would have helped to improve the planning and effectiveness of the study visits, e.g. assist in arranging visas, making travel plan, discuss the agenda of the visit, etc, although (as the external evaluation recognises) last-minute cancellations by visiting or co-professors are beyond the control of the organisation.

Planning:

The (necessarily) late selection of visiting professors left very short time for the organisation to thoroughly prepare the study visits with co-professors and visiting professors, e.g. visas, study visit agenda’s etc. As it was anticipated that not all study visits would materialize within such a short period of time, only six were budgeted (and implemented).

Recommendations:

- Study visits should be prepared well in advance, leaving sufficient time to also prepare an effective agenda for such a visit;
- Co-professors cannot be allowed to make study visits without making a study visit plan, i.e. clear agenda (the organisation should provide a format for making an agenda);
- Since the importance of having met each other before actually teaching together is important for both, co-profs and visiting profs, the financial resources should be made available for a preparational visit for the visiting prof to the co-prof if the envisaged study visit by the latter cannot be realised for logistical/planning limitations;
- The co-professor should submit a study visit report. This should become a condition for part of his/her overall reimbursement for acting as a co-prof in the project);
- The budgeted amounts for accommodation and per diem for study visits should be increased.

5. ORGANISATIONAL PERFORMANCE**Pilot experience**

The pilot edition of the IWUM has been a valuable learning experience for the organisation as a whole, and put down a firm basis in terms of (organisational) infrastructure to prepare future editions on. The pilot edition made clear that the initial structures set up to implement the pilot edition were generally functioning well, although the role of the IWUM Committee should be strengthened (see above sections for more details). The committee should play a more decisive role with regard to the content of the overall programme and the selection of professors in particular. ATA has taken care of the implementation of almost the entire the project (except for 2 FOSIM courses). Advisory roles were fulfilled by the student unions, the Ministry of Education and Science in Macedonia, the OSCE, OSI and the University Rectorates. Their specific activities in higher education and in this project in particular, e.g. provision of expertise, implementation of regional students' union seminar, implementation of workshops, organisation of public forums, etc. have been mentioned above.

ATA staff

The IWUM Coordination Office and the ATA Office in Amsterdam share the responsibility over development and progress concerning the project activities. Activities were shared or allocated to either the Coordination office in Macedonia or to the ATA Office in Amsterdam, depending on managers' and officers' qualifications, the offices' capacities and networks, etc (see also project proposal for division of tasks). The ATA office in Skopje has taken the function of a co-ordination office and an IWUM resource centre, as (copies of) all relevant literature, teaching and learning materials is kept here. Staff from Macedonia of different ethnic backgrounds work at this office. They have received "training on the job" to take care of the larger part of the project implementation. However, given the very short time to prepare the project there was not much time to train staff before actually performing tasks. Management and administrative tasks initially placed under the responsibility of the ATA Office in Amsterdam will be gradually transferred to the IWUM Coordination Office, thereby increasing the local capacity to run future editions by itself. The Amsterdam and Macedonia Office share tasks to facilitate the eventual transfer of the project. As this is a gradual process, human resources capacity will decrease at the Amsterdam Office and increase at the Coordination Office in Macedonia during possible later editions of the project. It is evident that over one project edition not much progress can be made in transferring tasks, as there are too many new aspects of the project implementation that are introduced to staff. Moreover, the short period for preparing activities does not leave much time to give attention to the process of organising activities together, i.e. between local and international staff and with/between local stakeholders, notably the participating faculties. This would be necessary if on a longer term the project is to gain local support and eventually transferred to local stakeholders. In fact, for this project the process of working together is as important as the actual activities

that are being implemented in cooperation with all project partners and stakeholders, since the transfer of the project and increased cooperation between participating faculties are among the project's main goals.

ATA input was (and still is) initially strong to put the management and organisation on the right track – based on previous experiences in Bosnia and Kosovo. ATA staff from Amsterdam made various work visits to Macedonia to work together with the relative inexperienced staff in Skopje. During the IWUM courses and in the few week before more staff from Amsterdam and Pristina than initially expected had to join the Office in Skopje for IWUM preparations. Indeed labour intensity has been much higher than expected in this period. In sum, with the exception of some logistical problems at the start of the courses and despite the underestimated work load, “[the] organisation was generally very good, with some reservations about preparations for the provision of equipment and materials during the first days of IWUM” (external evaluation report). The students' evaluation also shows that students have assessed the organisation positively.

Evaluations and quality assurance

Organisation

Monitoring and evaluation of the quality of the organisation was carried out internally through various self-evaluations (questionnaires to students and professors) and by the project management in Amsterdam, responsible for progress and the quality of organised activities. External evaluation is performed by a team of external evaluators (Dr. Meeter and Dr. Zepp) and concerning the financial administration by the external accountant. Dubois & Co. The work of the evaluation team followed a terms of reference that was developed by ATA in consultation with the Dutch Embassy on the basis of the guidelines provided by the Inter University Conference: “Guidelines for Evaluation and Evaluation Procedure at the level of Faculty/ Higher Education Institutions/ Research Institutes”, Skopje/ Bitola September 2002. The evaluators were recruited by ATA and approved by the Embassy, and their work was budget neutrally financed from project funds. Their report has been enclosed as an annex to this report, and their findings have been incorporated in this report as much as possible - as well as into the new project proposal for ISUM 2005- 2007.

IWUM courses / workshops

The quality of the courses was assessed through (1) students questionnaires (students' evaluation included in the annex), (2) the mid-term interviews with professors, (3) questionnaires to professors and (4) the external evaluators' visit. These various means of evaluation provided the organisation with plenty input for improvement of future ISUM editions. Moreover, as the courses are in accordance with European standards, i.e. the Bologna requirements, quality can only be assured if courses are evaluated. Mid-term interviews that were held with visiting professors and co-professors three to five days after the start of the courses addressed cooperation between the team of teachers, the interaction with the participants in class, the achievement of learning objectives as well as the quality of the organisation and facilities. Mid-term evaluations gave the opportunity to the organisation to observe (potential) problems in an early stage and to possibly provide a solution during the event. Eventually, it was not possible to include IWUM committee members as mid-term interviewers. The professors' evaluations confirm that the organisation has performed well, although the organisation should provide clear information on the division of tasks between visiting professors, co-professors and logistics officers. Although informal feedback was provided by the participants, the workshops have not been thoroughly evaluated.

Risk Management

The political / security situation in Macedonia remains relatively stable¹

Different ethnic groups jointly participated in IWUM activities in a peaceful and constructive manner. No inter-ethnic incidents occurred during the IWUM. Representatives of the predominantly ethnic Albanian universities of Pristina and Tetovo participated in the Opening Ceremony of the IWUM upon official invitation. The content of forums was discussed beforehand with the OSCE and the Dutch Embassy - somewhat to the surprise of the local staff and stakeholders who mentioned that many discussions on politically sensitive issues are organised. However, the organisation should stay alert in this respect.

¹ See also study “OSCE Political Feasibility of the IWUM”, Skopje, 31 October 2003 in annex.

Political and institutional support is expected at governmental and university level

Political and institutional support for the project was high. For example, the Minister of Science and Education of Macedonia officially opened the Winter University. However, more substantial assistance was expected by both the University of Skopje and the Ministry in making available cheap students' accommodation. All stakeholders who participated in IWUM 2005 have strongly indicated the wish to continue and expand the project. The new partner university, the University of Tetovo, is enthusiastic and has provided endorsement letters. The new rector of the University of Skopje has offered to provide new endorsement letters.

Universities in Macedonia accept the possibility of including the University of Tetovo in possible later editions

During the project period, the University of Tetovo (now Tetovo State University) has been recognized by the Government of Macedonia. ATA has discussed an involvement of the University of Tetovo with the TSU management and the other project partners. The external evaluation team has found support of all 3 current participating universities for inclusion of the TSU in possible later editions. As mentioned above, the TSU was invited to the IWUM opening ceremony.

English proficiency of Macedonian students and teaching staff is sufficient or can be improved before they enrol in the IWUM.

The evaluations with visiting and co-professors revealed that language problems did not form a significant barrier between local and international professors. Almost all co-professors rated their own proficiency in English as advanced or excellent, only two thought that English up-grade courses for Co-Professors should be organised. Co-professors were clearly informed about the English language requirements for participation. English language testing of students showed that students' levels of English varied between the different universities (with students from Skopje generally passing the test with higher scores than applicants from the other universities.). It resulted difficult to recruit sufficient students from Bitola and Prilep for some courses, but this was due to a low number of applications, not a lack of English proficiency among the applicants (see below).

Sufficient students will be interested to participate in the IWUM

In total, 1634 students applied for the 180 places in the IWUM. The number of applications from Macedonia (527) was relatively lower than those from abroad (723 students from other Stability Pact countries applied for the 30 scholarship places; 384 students applied to participate at their own cost.). The number of applicants from the University of Bitola was very low (89), but after an additional round of promotion and English testing, enough students could be selected to achieve a balanced distribution amongst participants from the three universities.

Sufficient and adequate communication facilities and infrastructure is available

Low quality of communication, teaching facilities and infrastructure at some of the participating faculties occasionally hampered a smooth organisation of the project, but did not obstruct the organisation of IWUM. As part of the facilities made available for IWUM, it turned out most difficult to organise inexpensive students' accommodation.

There is sufficient interest by European universities and visiting professors to link with Macedonian counterparts

In total 129 persons to teach as a visiting professor at the IWUM. The winter period turned out to be inconvenient for many potentially interested visiting professors as they had obligations at their home universities. The interest and number of applications can be expected to be much higher for a comparable project taking place in the summer when there are no classes or exams at the European universities. All of the selected visiting professors were willing to host their co-professor during a study visit.

Teaching staff that participated in the training program continues to work at academic institutions in Macedonia

At the time of writing, all staff that participated in the workshops and training programme remains employed at academic institutions in Macedonia. All co-professors strongly confirmed that they intend to use the academic knowledge acquired at the IWUM in their own courses in the future.

Feasibility and Sustainability

The pilot edition of the IWUM has been thoroughly discussed with potential stakeholders and project partners. The results of an assessment study was included in the project proposal. All in all, it can be concluded that the pilot edition was a success and forms a firm basis for improved editions in the future.

As part of the Bologna Action Lines, e.g. ECTS, were (partly) implemented at the participating faculties, results have been institutionalised as much as possible. Moreover, a positive effect on inter-ethnic relations between faculties, staff and students of the participating institutions can be expected to become lasting as well. However, a possible continuation of the project with, for example three more (extended) editions of the IWUM as of 2005, would provide a more realistic time-frame to make a more thorough and lasting positive impact on interethnic relations between faculty.

Co-professors and visiting professors who have successfully worked & taught together during the preparation and implementation of the project can be expected to have contributed to a more durable effect as well as IWUM courses are used to update existing courses at the faculty, or to develop new subjects.

Moreover, the expanded international academic network creates spin-off initiatives beyond the IWUM. In fact, by asking professors to teach pro-bono the organisation believes that the likelihood of spin—off initiatives increases, as visiting professors are sincerely interested to involve themselves in such projects and to support its objectives. Indeed some visiting professors have already indicated to be available again during possible upcoming editions. In the meantime, two visiting professors have returned to Macedonia after the IWUM to teach again.

Lastly, the project served as showcase for other academic staff in Macedonia not directly involved in the project. It gained interest from faculties that were not involved, notably those of the Tetovo State University. The media attention that IWUM events (with special attention for the opening ceremony) attracted has contributed to the project developing into a show case. On a practical level, the project contributed to the implementation of BAL, e.g. it showed some participating faculty that awarding ECTS to courses, on the one hand, requires to meet some conditions regarding the content of the courses and that, on the other hand, the system itself is not as complicated as they expected. The external evaluation report states that “Most officials interviewed were highly positive about continuing with further editions of the Winter University [...]. They feel that courses should be expanded to include such fields as Information Technology, Pedagogy, and more Technical Science based subjects.”

If future editions will be organised indeed, the overall organisation of the IWUM is planned to be gradually transferred to the IWUM Committee and local IWUM Coordination Office within the three years following the pilot. In developing a training program for staff, which is to organise the project in the future, self-sustainability is a clear objective. During the first years of the project, the focus would be on training local staff, as well on achieving the project’s main objectives. The last edition would focus on transferring the project, using the organisational fundamentals established by earlier editions. The above sections on project results have made clear that the various project activities can be implemented. However, the envisaged transfer of the project over the next years would require the organisation to make a start with various activities that would sustain such a transfer:

Training

Key in the transfer process is capacity building. The above sections made clear that the short period for preparing the event did not leave much time for training of staff before implementing activities. Therefore, annual trainings should be organised for local ATA (e.g. on project management & organisation) and academic staff (e.g. on international academic cooperation, preparing course plans and modern teaching methods) from the participating faculties.

Summer University manual

An elaborate IWUM/ISUM manual is being prepared to better enable staff to take over the organisation of the project. Such a manual should describe each aspect of the PSU in detail and provides standard contracts, press releases, instruction for the online database etc.

Publication of the annual Summer University report

In order to properly inform all stakeholders (co-professors, deans, the rector's office, the ministry of education, participating students, etc.), an annual detailed Summer University report was prepared. The aim of this report is to better inform the above-mentioned stakeholders, raise awareness of the possibilities of the project, as well as to signal where improvement is necessary. Future editions should produce these reports as well.

Institutionalisation of the Summer University

Another measure of key importance is to assure that all decision making on the project is under the responsibility of the proper officials within the existing structures of the participating faculties/universities. The project can only become institutionalised if decision makers at the university are properly consulted and a true feeling of ownership is developed on all levels (Rector's Office, Faculty Boards, etc.). Future editions should provide plenty opportunity and time for stakeholders to become involved. In this regard, particularly the role of the IWUM coordination committee should be strengthened.

Joint UP-ATA fundraising activities

The transfer of the project on a longer term would only be successful if the project becomes (largely) locally financed. Until then it is recommendable that potential donors are already invited to become involved (e.g. as co-funders) in the next editions. Also, local stakeholders should not be remunerated on contributions that they can easily make in kind, e.g. the rent of lecture halls. Additionally, not paying salaries or fees to visiting professors avoids putting a financial burden on future editions and stimulates international faculty to participate mostly on the value of academic cooperation itself. Furthermore, as labour force provided through international staff would gradually reduce over the years, the project could be organised substantially more inexpensive in the future. This strategy was successfully implemented in Tuzla and Pristina.

Cost efficiency & budget control

The entire project costs have not exceeded the grant awarded to the project. Quite the contrary, a substantial part of the project budget remains untouched (see budget remarks in Financial Report).

Administrative proceedings evolved in accordance with the organisations' internal policy for budget control, e.g. requiring cash every two days counts at the Skopje office during the IWUM courses (these were actually performed every day during the IWUM courses) and limited instalments from the Amsterdam Office to the Skopje Office requiring two-weekly financial reporting. This document is enclosed to this report. The Amsterdam Office consolidates the financial administration of the Skopje Office and the Amsterdam Office, and will be audited by the external accountant, Dubois & Co. To perform a more complete audit, Dubois & Co should be invited to the ATA office in Skopje during the implementation of the event in order to assess the functioning of internal control measures.

All over-expenditures on individual budget items and major under expenditures have been commented in the enclosed financial report. It is expected that, after this pilot edition, budgets for future editions can be designed more precisely containing more accurate estimates on the individual budget lines, avoiding under and over expenditures.

The project has been implemented in a reasonably cost effective manner, particularly given the fact that this sort of projects focus on the improvement of human resources through human resources, and that human resources usually account for the most substantial part of a project funds. In this respect, it should be mentioned that start-up costs were relatively low. Also, the contributions by participating faculties and visiting professors have not been reimbursed, and have therefore not been included in the amounts requested from the Dutch Embassy. Neither was this the case with the feasibility study conducted by ATA before the project and staff costs related to the general management of ATA as an organisation and to the development and adjustment of an online database system. This reduces costs by an estimated 139.000 Euro, and facilitates the financial sustainability of the project on a longer term.

In comparison with a similar project implemented by ATA in Pristina (the Pristina Summer University, PSU), the costs made per student for IWUM was higher than in Pristina, although activities such as workshops, regional seminars and study visits were not organised there and that the target group for IWUM involves

more academic and administrative staff than the PSU does. Moreover, it should be taken into account that the IWUM 2005 was the first edition and therefore start-up costs had to be made - and do not need to be made again for future editions. It can thus be expected that possible future editions can be organised somewhat more cost-effective, particularly if a larger number of courses and/or students are involved.

The costs made for add-on activities such as forums, recreational events, study visits, and the regional student union seminar have been relatively low, particularly if taken into account that they do provide a substantial contribution to the project goals and if they have an additional effect on the quality of the courses, i.e. study visits.

Recommendations:

- The committee should play a more decisive role with regard to the content of the overall programme and the selection of professors in particular;
- More attention should be given to the process of organising activities together, i.e. between local and international staff and with/between local stakeholders, notably the participating faculties;
- More labour force should be made available, particularly just before and during the IWUM courses;
- ATA should provide clearer information on the division of tasks between visiting professors, co-professors and logistics officers;
- The workshops should be more thoroughly evaluated;
- ATA should stay alert with regard to politically sensitive issues and the security situation in Macedonia;
- The Tetovo State University should be included in possible later editions of IWUM/ISUM;
- Three more (extended) editions of the IWUM as of 2005, would provide a more realistic time-frame to make a more thorough and lasting positive impact on interethnic relations between faculty;
- Project staff should be trained before actually performing tasks (rather than training on the job to facilitate the implementation and eventual transfer of the project);
- A Summer University manual should be prepared as of the next edition (to facilitate the transfer of the project);
- An annual Summer University report should be published each year (to improve following editions and facilitate the transfer of the project);
- Potential donors should already be invited to become involved (e.g. as co-funders) in the next editions (to facilitate the transfer of the project);
- Local stakeholders should not be remunerated on contributions that they can easily make in kind (to facilitate the financial transfer of the project);
- Labour force provided through international staff would gradually reduce over the years (to facilitate the financial transfer of the project);
- To perform a more complete audit, Dubois & Co should be invited to the ATA office in Skopje during the implementation of the event in order to assess the functioning of internal control measures.

6. THE IWUM IN NUMBERS: INDICATORS

Courses	8
Faculties involved	7
Visiting professors	8
Co-professors	8
Average ECTS	2
Certificates	152
Pre-registrations	1426
Applications	1634
Participants total	182
Participants University of Skopje	55
Participants SEE University	46
Participants University of Bitola	41
Participants regional	27
Participants self-financing	13
Drop-out University of Skopje	2
Drop-out SEE University	21
Drop-out University of Bitola	1
Recreational activities	11
Public debates	4
Student evaluation forms handed in	150
Satisfaction average ²	4.3
Faculty workshops	6
Study visits	5

²This index was constructed based on the students' evaluation with help of a principal component analysis (varimax rotation). The first component, which seemed to index general satisfaction, was represented by the following items: "The course started at the right level", "The professors interacted well with the students", "On the whole, the quality of the course was high", "I enjoyed going to class", "The professors explained things clearly", "The assignments helped me understand the subjects of the class", and "I often had problems understanding the professors". The average of these 7 items was taken as a general index of student satisfaction with the course. The scale ranges from 1 to 5, with 5 being the highest score, 1 the lowest.

Annex 1: External Evaluation by Dr. Meeter & Dr. Zepp

enclosed

Annex 2: Students' evaluation, analysed by Mr. H.D. Hartog

enclosed

Annex 3: IWUM Memorandum of Understanding & Milestones Agreement

International Winter University Macedonia (IWUM) 2004/2005

Memorandum of Understanding

EXAMPLE

Between;

- 1) The Academic Training Association, represented by Drs. Yannick du Pont, Director, hereafter referred to as ATA, and;
- 2) The Faculty of , represented by dean Prof. dr. , hereafter referred to as ‘The Faculty’;

who agree to the following:

Introduction

In co-operation with the faculties of Law, Public Administration, Economics and Business Administration of the Universities of Skopje, Bitola and SEE University in Tetovo, ATA organises a pilot International Winter University Macedonia from 17 to 28 January 2005. This International Winter University (IWUM) will bring together national and international professors for two weeks, providing 9 (ECTS) courses. The project includes workshops, training programs and study visits to foster national and international academic cooperation and to assist in the implementation of the Bologna Process. On the basis of an external evaluation by the donor, the Netherlands Embassy Skopje, a decision will be taken on extending and expanding the programme in the period thereafter.

Both parties will work closely together in realizing the two main objectives of the programme:

1. Implementation of the Bologna Action Lines;
2. Better co-ordination between the faculties on a national level.

The following activities will be organised as part of this programme. Responsibilities of both parties are described under each activity. Parties will communicate duties laid within this document to each other in official correspondence.

1. Establishing the IWUM Coordination Committee

The IWUM Committee is the main coordination body consisting of representatives of all participating faculties, the Ministry of Education and Science, the 3 student unions, FOSIM as well as ATA project staff, each with one vote. In principal, decisions are taken on a consensus basis. If impossible, a vote is called. In this case a decision is taken on the basis of a simple majority (50%+1 of those present). Only decisions can be taken that can be implemented. The Committee is responsible for the development of the complete IWUM program, including the application of ECTS, approval of the selection procedures for visiting professors, co-professors and students. The IWUM Committee invites all co-professors and academic staff involved in the project to attend workshops. Moreover, the Committee will develop a strategy paper and advise on the gradual transfer of the project to universities in Macedonia as well as increased co-operation between the academic institutions in Macedonia. The Committee meets each 6 weeks on average.

The Faculty will;

- Officially nominate a member of their staff as its representative in the Committee, this representative will be mandated to take decisions in the committee meeting for the Faculty;
- Make available a meeting room for the Committee if necessary;
- Empower its delegate to take decisions during the meetings of the Coordination Committee.

ATA will;

- Function as secretariat of the Committee;
- Plan dates and locations for each Coordination Meeting

- Distribute a draft Agenda and documents relevant to each meeting, one week before each planned meeting
- Do minutes for each meeting and distribute these afterwards.
- Set deadlines and carries final project responsibility.

2. Workshops on the Bologna Action Lines

Four workshops on the Bologna Action Lines will be organised. Two of these will be relevant for the Faculty to attend. Two additional general workshops will be organised by FOSIM as ATA subcontractor. All workshops are to be approved the IWUM co-ordination commission. International experts will be invited to contribute to all workshops. Their specific goals are to:

- implement the Bologna Action Lines at the faculties while preparing IWUM courses;
- develop cooperation between the faculties on Bologna Implementation;
- compare study programs and discuss student mobility between the faculties;

The Faculty will;

- Assure proper representation of its staff in the two relevant ATA Bologna Workshops;
- Assure proper representation of its staff in the two general FOSIM Bologna Workshops;
- Give input to ATA on the topics, contents and set-up of the Bologna Workshops;
- Give concrete follow-up to the workshops and use them to implement changes at the Faculty in line with the ongoing Bologna Reform process;
- Make available their Study Programme and Evaluation Studies to the international visiting experts well before the start of the workshop;
- Undertake measures to work towards student mobility between the Faculties in Macedonia.

ATA will;

- Take on the practical organisation of the workshops;
- Invite the international experts;
- Propose a draft programme for each workshop on the basis of (inter alia) input from the Faculty;
- Report on each workshop.

3. Work visits professors from the Faculty

Most professors from Macedonia who will be lecturing in the International Winter University Macedonia will make international study visits to their visiting professor. These visits designed to develop a strategy for the implementation of the Bologna Action Lines at the home institution. The co-professor is assisted in this endeavor by the international professor and his colleagues. The strategy is presented at the earlier mentioned workshops. Additionally, the visits enable the co-professors from Macedonia to design the syllabus for the IWUM course together with their visiting professors. Each visit lasts one to two weeks. Alike the above-mentioned strategy, co-professors will present their courses at the workshops.

The Faculty will;

- Nominate professors to serve as IWUM co-professors;;
- Enable eventual selected staff to make 7-10 day international working visits;
- Suggest host-institutions/ international professors to visit;
- Approve Bologna Action Lines measures at faculties on the basis of recommendations made report by their professor,

ATA will;

- Identify a host institution for the professor from Macedonia;
- Logistically organise the work-visit with regard to assisting in obtaining a visa, arranging accommodation and an air ticket;
- Cover all travel and accommodation expenses of the professor, as well as provide a modest per diem and a sum of 250 Euro for reading materials such as books, copies, etc;

4. Organisation of the Winter Courses and Debates

IWUM courses are 2-week intensive classes, organised during the Winter break of 2004-2005. 9 international professors together with 9 professors from Macedonia provide an equal number of (ECTS-graded) winter courses. 20 students are admitted to each course, originating from the 7 participating faculties. 3, mostly SEE,

international students, participate, enriching the multicultural debate in the classroom. Participants from MK and Stability Pact Countries receive a scholarship and do not pay tuition. Courses are in English. As part of the academic program, forum debates are organised on the Bologna process. These aim to foster discussion amongst professors, local staff and students. Each features a panel consisting of 3-4 experts plus a moderator.

The Faculty will;

- Nominate professors to lecture the IWUM courses based on discussions in the Scientific & Teaching Council;
- Submit concrete course suggestions for the IWUM curriculum based on discussions in the Scientific & Teaching Council;
- Suggest visiting international professors from their network;
- Approve final selection of the visiting professor(s);
- Award ECTS-credits to their students, if these have successfully completed the courses with an official ECTS certificate
- Host their own IWUM courses, as well as courses of the other Faculties, if necessary.
- Sign a Milestones Agreement;
- Provide the Grade Point Average of the applicants from their Faculty to ATA;
- Providing logistical facilities, e.g. classrooms, course schedules, teaching equipment, etc;
- Suggest speakers and topics for the debating program.
- Promote the IWUM program to all their students;

ATA will

- Contract co-professors and logistics officers appointed by Committee;
- Purchase reading materials and teaching equipment for the courses on request of the professors;
- Organise the IWUM recreational program;
- Organise the IWUM Debate program;
- Recruit visiting professors and facilitate communication between local and international professor
- Select IWUM students (on criteria agreed upon by the Coordination Commission);
- Manage the IWUM student administration;
- Prepare information packs for visiting professors, co-professors, logistics officers and students;
- Sign a contract with selected co-professors;
- Arrange accommodation for visiting professors.
- Arrange accommodation for IWUM participants
- Prepare and distribute program brochure and promotion materials

Signatures:

Skopje :

For ATA

For the Faculty, Dean Prof.

International Winter University Macedonia (IWUM) 2004-2005

1st Milestones Agreement

EXAMPLE

March 2005

Introduction

In co-operation with the faculties of Law, Public Administration, Economics and Business Administration of the Universities of Skopje, Bitola and SEE University in Tetovo, ATA organised a pilot International Winter University Macedonia from 17 to 28 January 2005. This International Winter University (IWUM) brought together national and international professors for two weeks, providing 8 (ECTS) courses. The project included workshops, training programs and study visits. These project activities contributed to foster national and international academic cooperation and assisted in the implementation of the Bologna Process.

The participating partners of the International Winter University in Macedonia,

**Department of Public Administration, University of Bitola,
Faculty of Law, University of Skopje,
Department of Legal Studies, SEE University in Tetovo,
Department of Public Administration, SEE University in Tetovo,**

**Faculty of Economics, University of Bitola,
Faculty of Economics, University of Skopje,
Department of Business Administration, SEE University in Tetovo,**

The Ministry of Education and Science of R.Macedonia

establish that they adhere to all major milestones (listed below) that have been achieved while implementing IWUM 2005 during upcoming editions of the International Summer University in Macedonia.

MILESTONES:

1. **The participating faculties and the Ministry will remain actively involved in the IWUM Committee, meeting at least once every 6 weeks.**

The IWUM Committee has been established as the main coordination body consisting of representatives of all participating faculties, the Ministry of Education and Science, the 3 student unions, FOSIM as well as ATA project staff, each with one vote (see also MoU).

2. **As to the implementation of the Bologna Action Lines, the participating faculties and the Ministry will continue to build on what has been achieved during IWUM 2005, more specifically, this implies:**

2.1 The participating faculties will **continue to provide ECTS certificates**, including transcript of records for future IWUM/ISUM courses. The certificates are signed by the visiting professor (having assisted with updating or introducing course content), the co-professor and/or his/her PhD. supervisor if this is required for one of the participating faculties in order to provide their students with study credits

(representing the participating faculty), and ATA (responsible for support, consultancy and administrative procedures regarding the certificates).

2.2. The participating faculties will **start to facilitate *the process* of incorporating ECTS credits** obtained by their own students during any of the IWUM 2005 courses, no matter if these were hosted or co-taught by their own faculty/co-professors or not. Thus, if applicable and relevant for his/her field of study, their students will receive study credits obtained via IWUM, incorporated into their regular curricula, replacing (part of) similar courses or counting as electives.

2.3. The participating faculties will **start to use the implementation of ECTS resulting from IWUM as a practical show case for the implementation of ECTS on a broader scale**, i.e. beyond IWUM related courses.

2.4 The faculties will **continue to apply inter-active teaching methods** in future IWUM/ISUM courses.

3. **As to the implementation of the work visits, the participating faculties will continue to encourage their co-professors to make preparational work-visits to their visiting professors, and provide concrete outcomes of these visits at ATA workshops, e.g. recommendations for the implementation of the Bologna Action Lines at the home institution as well as a course syllabus.**

4. **As to the organisation of the courses, the participating faculties will adhere to the format and main features of the course program applied during IWUM 2005, more specifically, this implies:**

4.1. The faculties will **continue with a fair distribution of the number of courses per study area** that can be financed, while maintaining a pragmatic attitude, i.e. in order to maintain the envisaged total number of courses a cancelled course (slot) could be replaced by a different course allocated to a different faculty.

4.2. In relation to the students' selection, the faculties will **continue with a fair distribution of the number of students of *each* participating faculty (in a study area that is relevant to the course subject) to *each* course**, while maintaining a pragmatic attitude, i.e. in order to maintain the envisaged total number of student a cancelled student-place (slot) could be offered to a student from a different faculty.

4.3. The faculties will **continue to provide sufficient course suggestions** in order to offer a course programme that matches the needs and priorities of all participating faculties (as described in the Faculty information packs distributed by ATA) giving priority to the introduction of recent academic knowledge and skills through new courses..

4.4. The faculties will **continue to nominate co-professors** to lecture the courses based on discussions in the Scientific & Teaching Council, taking into account the requirements for becoming a co-professors (as described in the Faculty information packs distributed by ATA). A co-professor who does not have a PhD. should find a PhD. supervisor if this is required for one of the participating faculties in order to provide their students with study credits (in this case, besides the co-professor, the supervisor also signs a the certificate on behalf of the faculty). In nominating co-professors, faculties will give priority to young academic staff.

4.5. The faculties will **continue to provide logistical facilities**, e.g. classrooms, course schedules, teaching equipment, etc

4.6. The faculties will **continue to approve the final selection of the visiting professor.**

4.7. The faculties will **continue to provide the Grade Point Average** of the applicants from their faculty to ATA;

4.8. The faculties will **continue to suggest speakers and topics for the debating program.**

4.9. The faculties will **continue promote the course program** to all their students;

5. **The participating faculties and the Ministry will commit themselves to improving the quality of possible future ISUM editions, incorporating forthcoming recommendations stated in the IWUM 2005 project report.**

6. **This is the first Milestones Agreement on the International Winter University in Macedonia. New milestones will be included in an updated second agreement to be established after the International Summer University in Macedonia**

Signatures:

On behalf of the Scientific & Teaching Council:

Dean:

On behalf of the Ministry:

Head of the Department of Higher Education:

Enclosed: ATA Internal Policy for Budget Control in Skopje

Together with the external accountant Dubois & Co, ATA has composed an internal policy for budget control. Some relevant extracts from this document can be found below.

Procedures at the Skopje office were based on this internal policy. Besides the period 28 December 2004-17 January 2005 a separate finance officer was employed in Skopje. This person collected all invoices and receipts and prepared the excel-documents needed for the bookkeeping in Amsterdam. There is a regular contact between the financial officer in Amsterdam and the finance officer in Skopje.

To further increase the level of internal control and administration, ATA has hired a new financial officer in Amsterdam. This financial officer has a degree in Business Economics and is experienced in accounting. During IWUM the Amsterdam financial officer visited Skopje to supervise day-to-day financial procedures. Cash payments of per diems and travel reimbursements were well prepared by the local finance officer. There was a daily cash count, and no irregularities were found.

Dubois & Co already performed an interim-audit in December 2004, in preparation of the final audit on the whole project.

Extracts from ATA Interne Financiële Beheersing

I. INFORMEEL: Bedrijfscultuur

Informele beheersing is erop gericht een bedrijfscultuur te handhaven die zich kenmerkt door korte communicatielijnen, openheid en transparantie in werkzaamheden en afgeleverde documentatie evenals in discussies. In deze cultuur is ruimte voor ieder individu om zelfstandig te werken op basis van vertrouwen van collega's maar tegelijkertijd vraagt deze voortdurend om reflectie, overleg en discussie ten aanzien van zijn of haar werk. In deze cultuur wordt verantwoordelijkheid breed gedragen, informatie meer gedeeld en worden dientengevolge misverstanden en onnodige fouten makkelijker voorkomen. Aldus kan naast een formelere beheersingsstructuur het handhaven van meer gedereguleerde en open omgang tussen collega's de interne financiële beheersing te goede komen.

Om externe controle mogelijk te maken zijn formele beheersstructuren vastgesteld, die het mogelijk maken om aan te tonen dat werkzaamheden conform afspraken zijn uitgevoerd. Van belang daarbij is dat een functiescheiding wordt gehanteerd waarin beschikkende, uitvoerende, en registrerende & controlerende functies te onderscheiden zijn.

II. BETALINGSBEVOEGDHEID

De betalingsbevoegdheid is waar mogelijk gescheiden van administratieve taken.

II.A. Financiële beheersing van giraal betalingsverkeer verloopt als volgt:

Field Offices:

Om praktische redenen is in de field offices de directie en de project coördinator cq. Head of Office (PC) betalingsbevoegd en gemachtigd giraal betalingen of aankopen te verrichten. De PCs zijn in deze machtiging beperkt. Een factuur van een bedrag van kleiner dan of gelijk aan 5000 Euro kan door de directie of PCs worden voldaan. Bedragen tot en met 10.000 Euro dienen voor de PC geautoriseerd te worden door de directie. Bedragen hoger dan 10.000 kunnen alleen door de directie giraal worden verwerkt. Autorisaties dienen voorzien te zijn van een inhoudelijke motivatie van 1 der directieleden voor het giraal voldoen door de PC. Deze autorisatie dient getekend en op ATA briefpapier gefaxt te worden. Na opname dient deze in de administratie opgenomen te worden. Zie onderstaand autorisatieschema.

ProCredit ≤/ = 5.000 Euro	
<i>Giraal transfereren</i>	<i>Moet autoriseren</i>
DIR	geen

PC	geen
----	------

ProCredit 5000 > amount </= 10.000 Euro	
<i>Giraal transfereren</i>	<i>Moet autoriseren</i>
DIR	geen
PC	DIR

ProCredit > 10.000 Euro	
<i>Giraal transfereren</i>	<i>Moet autoriseren</i>
YP (DIR)	geen
MR (DIR)	geen

The Amsterdam Office provides excel models for two-weekly bankbook counts & reports.

Model: bank transfer autorisatie ProCredit:

PRO CREDIT BANK TRANSFER AUTHORISATION:

ATA LETTERHEAD

Place & date:

I hereby authorise <NAME CP> to transfer the amount of <AMOUNT> <CURRENCY> from the ATA account number <NUMBER> at ProCredit to

<NAME BENIFICIARY>, account number: <NUMBER>

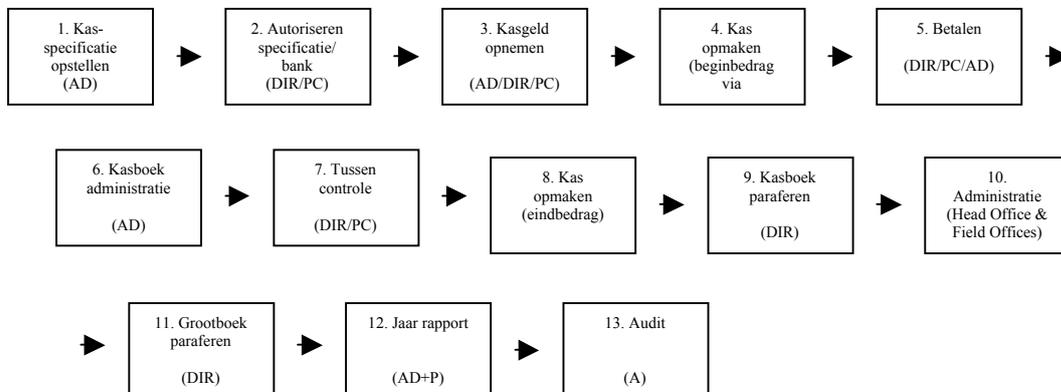
Project: <PSU or ISUM or AEP or Other>

Item/Service: <description>

II.B. Financiële beheersing van betalingsverkeer uit kas verloopt als volgt:

Bankopname en kasbetalingen kunnen in principe alleen door de directie of project coördinatoren, of -indien bij uitzondering nodig- door de administratie gedaan worden (na autorisatie).

Amsterdam of Field Office (in beheer van administratie Amsterdam tussen 1 juli en 10 augustus en tussen 10 en 31 januari):



Bij het in gebruik nemen van een kas dient de administratie (AD) een kasspecificatie op te stellen (1). De kasspecificatie noemt het bedrag dat zich in de kas bevindt, het maximum bedrag dat uit veiligheidsoverwegingen in de kas zou mogen zitten (dit verschilt per project periode: Nooit meer dan 10.000

Euro en nooit langer dan 2 dagen in de perioden 1 juli – 10 augustus of 10 januari – 31 januari, en nooit meer dan 1000 Euro buiten deze periode), de periode tot het opmaken van het eindbedrag in de kas (maximaal 7 dagen), en een inschatting van de te maken kosten, de grootte van het kasgeld dat dientengevolge zou moeten worden opgenomen, en eventueel de voorbereiding op een autorisatie voor de bank voor de administratie (AD) om geld op te nemen, indien dit bij uitzondering voor de DIR of PC niet mogelijk is (meestal tijdens de implementatie van trainingen of cursussen in de eerder genoemde perioden). De kasspecificatie en bankautorisatie moeten getekend worden door DIR of PC (2). Hierna kan de administratie (AD) het geld bij de bank opnemen (3), de kas met beginbedrag opmaken (4), de betalingen verrichten binnen de projectbegroting en binnen de richtlijnen conform de kasspecificatie/protocol (5), en de kasboekadministratie bijhouden (6). Alvorens de kas opgemaakt wordt (eindbedrag) door de administratie (8), kan eventueel een tussentijdse kastelling uitgevoerd worden door DIR/PC in het bijzijn van de administratie (AD) plus een andere neutrale persoon (7). De bonnen/facturen, en bankbewijs van opname blijven in de kas totdat het kasboek/administratie is geparafeerd door DIR/PC (9). De rest van het financiële beheer verloopt zoals bij girale betalingen: De kas administratie kan in de Snelstart administratie verwerkt worden (AD Amsterdam) waarbij de bonnen, kaartjes, contracten, het bankbewijs van opname, de kasspecificatie en (een copy van) het getekende kasboek fysiek bij elkaar te vinden zijn (10). Een nacontrole vindt 1x per maand plaats door het paraferen van grootboekprints door DIR, waarmee direct een boeking van een betaling onder de correcte begrotingspost gecontroleerd kan worden (11). Uiteindelijk vindt nog de financiële jaarrapportage plaats, die door de administratie en de penningmeester (AD+P) verzorgd wordt. De laatste vervult daarmee mede zijn/haar toezichthoudende functie (12). De jaarrapportage wordt getekend door het bestuur, indien correct bevonden. Daarbij wordt als laatste een externe audit uitgevoerd door Dubois & Co Accountants te Amsterdam (13).

The Amsterdam Office provides excel models for two-weekly cashbook counts & reports.

II.D. Bankopname

In de field offices is het om praktische redenen vaak niet mogelijk om een scheiding tussen beschikkende en uitvoerende functies te handhaven. Wel bestaat de mogelijkheid om het opnemen van contanten door de PCs, die vaak tevens (deels) de administratie aldaar beheren, via autorisaties te laten verlopen. Tijdens het hoogtepunt van de PSU/IWUM (20 december – 30 januari en 5 juni – 5 augustus 2004) is het om praktische redenen mogelijk om onder beperkte voorwaarden de Amsterdam administratie AD te autoriseren tot het opnemen van contanten bij de plaatselijke Pro Credit Bank tot een bedrag van maximaal 10.000 Euro. Verdere controle vindt plaats door frequente kastellingen door de directie (YP/MR) uit Amsterdam.

In principe wordt ook vanaf de field offices zo veel mogelijk giraal betaald, en wordt het opnemen van bedragen hoger dan 10.000 Euro vermeden.

Buiten de eerder genoemde perioden (hoogtepunt IWUM/PSU) mag er niet meer dan 15.000 Euro op de betreffende rekening courant staan.

Het opnemen van contanten in Amsterdam (ING) of vanaf de field offices (ProCredit) verloopt volgens schema zoals voor betalingsverkeer uit kas in sectie IIB (met het opstellen van een kasspecificatie en het eventueel verkrijgen van een autorisatie om contant geld op te nemen en om kasgeld uit te geven).

III. VERBANDSCONTROLES

De beheersing van complexe projectkosten zoals kosten gerelateerd aan studentenparticipatie verloopt grotendeels via een online geautomatiseerd systeem. Projectbudgetten geven doorgaans aan hoeveel per unit gebudgetteerd is, bijvoorbeeld, wat per dag per student of professor (vaak ook nog gespecificeerd per regio) gebudgetteerd is aan per diems of accommodatie.

De per diem-, accommodatie- en reiskosten voor studenten staan in verband met elkaar en het totaal toegelaten studenten over een bepaalde periode (tot 750 in totaal over maximaal 3 weken). In de (online) studentenadministratie kan ingegeven worden wat de hoogte van een per diem voor studenten is (regio of lokaal), de hoogte van een zogenaamde travel stipend per land in de regio, alsmede de prijs per dag accommodatie per student. Bij het selecteren van deelnemende studenten uit het systeem, wordt vervolgens automatisch door het systeem aangegeven wat de totale kosten zijn voor per diem, accommodatie en reiskosten en dus of dit nog binnen het begrootte bedrag past. Iedere uiteindelijk deelnemende student tekent een deelname contract. Uit het voorgaande kan ondermeer het onderstaande worden geconcludeerd:

- Aantal deelname contracten staat in verband met het aantal studenten;
- De hoogte van de totaalkosten gemaakt aan de travel stipend voor studenten staat in verband met het aantal deelnemende studenten uit/per daarvoor in aanmerking komend land;
- De hoogte van het totaalbedrag uitbetaald aan studenten per diems en studentenaccommodatie staat in verband met het aantal daarvoor in aanmerking komende deelnemende studenten per dag. Deelname van studenten wordt gecontroleerd door dagelijkse “participation check lists” die worden verwerkt in de studenten administratie. Na 3 gemiste dagen wordt een student deelname ontzegt. De student ontvangt dan geen accommodatie of per diem meer. Het aantal studenten dat accommodatie geniet wordt geadmistreerd door het management van de betreffende accommodatie. Deze administratie wordt door ATA in het systeem verwerkt.

Voor de per diem en travel reimbursements voor visiting professor zijn gelijksoortige procedures opgesteld:

- De hoogte van het totaalbedrag uitbetaald aan per diems en accommodatie voor (co)professoren staat in verband met het aantal deelnemende professoren per dag. Dit staat weer in verband met de cursusperiode en het aantal teaching days dat deze omvat, vermenigvuldigd met het totaal aantal cursussen. Enkele cursussen (3 of 4) worden gegeven door 2 visiting professors.
- De hoogte van het totaalbedrag uitbetaald aan travel reimbursements voor professoren staat grotendeels in verband met het aantal deelnemende professoren uit Europe (gemiddeld uitgave van 750 Euro per prof) of de rest van de wereld (gemiddelde uitgave van 1600 Euro per prof).

VI. LOONADMINISTRATIE

De loonadministratie en betalingen in de field offices (volgens het betalingsprocédé zoals voorzien onder sectie II. Betalingsbevoegdheid) worden uitgevoerd door de PC in Pristina en een administratiekantoor in Skopje. Arbeidscontracten worden getekend door de directie (YP/MR).

Mutaties ten aanzien van salarissen en arbeidsvoorwaarden:

Ongeacht de locatie dient de directie alle mutaties ten aanzien van salarissen en arbeidsvoorwaarden schriftelijk te autoriseren. Deze autorisatie dient als annex bij de betreffende contracten gevoegd te worden.

VII. VERZEKERINGEN

Field Offices:

Het rechtssysteem en wetgeving, alsmede het verzekeringsapparaat in de regio is nog niet volledig ontwikkeld, dientengevolge is het meestal niet mogelijk alle eerder genoemde verzekeringen af te sluiten. De financiële administratie in Amsterdam (AD) is samen met die in de field offices verantwoordelijk voor het aanvragen van offertes, het maken van voorstellen aangaande het bijstellen van bepaalde verzekeringen indien gewenst, en het maken en administreren van declaraties bij verzekeraars. Zo mogelijk dienen de volgende verzekeringen voor de field offices afgesloten te worden, mits voldoende fondsen hiervoor aanwezig zijn:

- Inboedel tegen brand en diefstal, etc. (inclusief elektronica, meubilair en stoffering);
- Rechtsbijstandsverzekering voor de stichting, projectmanagement en projectmedewerkers;
- WA verzekering voor projectmedewerkers;
- Reisverzekering voor projectmanagement en projectmedewerkers, indien van toepassing.

VIII. PROJECTVOORSTELLEN EN RAPPORTAGES

Projectvoorstellen:

Begrotingen voor projectvoorstellen worden voorbereid door de finance officer (CM) in samenwerking met het projectmanagement. Projectvoorstellen worden geparafeerd door het projectmanagement (YP/MR)/directie. Zodra projectvoorstellen incl. begroting gehonoreerd worden, zal binnen zeven dagen na ontvangst het contract aan Dubois opgestuurd worden voor commentaar en suggesties.

Projectrapportages:

Financiële projectrapportages worden uitgevoerd door de administratie/finance officer (AD) in samenwerking met het projectmanagement. Alle project rapportages bevatten een liquiditeitsplanning (met een daarmee samenhangende trancheaanvraag), evenals een confrontatie tussen de daadwerkelijke kosten en

de begroting (en vergelijkbare voorafgaande perioden) waarin grote verschillen verklaard worden. Projectrapportages worden geparafeerd door de (YP/MR)/directie.