International Summer University Macedonia
11-22 July 2005

REPORT
Word of Thanks

The International Summer University Macedonia 2005 could not have been organised without the support of numerous individuals and organisations. The Academic Training Association and the project partners are most grateful for their indispensable assistance and expert advice. Especially worth mentioning are:

- The Embassy of the Kingdom of the Netherlands in Skopje as donor of the project;
- The voluntary contribution of twelve international teaching staff, instructing the thirteen intensive courses together with 15 professors from Macedonia;
- The Ministry of Education and Science of Macedonia;
- Dr. Robert Greenberg and Dr. Helmut Schramke for evaluating the programme;
- Mr. Rik Hartog for interpreting student evaluation statistics;
- Mr. Max van der Stoel for his advice;
- The OSCE for advising;
- The help of numerous volunteers.

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Executive Summary & Main Recommendations

From 11-22 July 2005, the International Summer University Macedonia (ISUM) 2005 took place in Skopje. The ISUM 2005 was organised by the faculties of Law, Public Administration, Economics/Business Administration, and Education Science/Teacher Training of the Ss. Cyril and Methodius University Skopje, the St. Kliment Ohridski University Bitola, the South-East European University (SEE) in Tetovo, the State University Tetovo, and the Academic Training Association (ATA). Twelve international visiting professors instructed 13 intensive two-week summer courses together with 14 co-professors from Macedonia. 372 students from Macedonia, South Eastern Europe and other parts of Europe attended the courses.

The ISUM 2005 was the first large-scale international summer university in Macedonia, following a pilot edition, the International Winter University Macedonia, that was organised in January 2005. The summer courses are part of a comprehensive three-year project, which includes further activities such as study visits, ECTS workshops, and a seminar for student unions from South Eastern Europe.

Building on the basis established during the pilot edition, the International Summer University Macedonia 2005 made further 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 ISUM 2005 provided a platform for a large number of students and professors from the four participating universities and from abroad to establish and extend cooperation on a national, regional and European level. The expanded international academic network is expected to create spin-off initiatives beyond the ISUM. For example, some visiting professors returned to teach in Macedonia after the first edition of the project. Moreover, the media attention that ISUM events attracted has contributed to the development of the project into a showcase for academic staff and students in Macedonia not directly involved in the project. The external evaluation summarises: “the ISUM is a positive step for [...] higher education [in Macedonia], and its impact will be strengthened when the ISUM is extended for an additional week in 2006 and 2007.”

Results have been institutionalised as much as possible, as part of the Bologna Action Lines, e.g. ECTS, were (partly) implemented at the participating faculties. Co-professors and visiting professors who have successfully worked & taught together during the preparation and implementation of the project can be expected to contribute to a durable effect as ISUM courses are used to update existing courses at the faculty, or to develop new subjects.

Students from around the world showed great interest to participate in the ISUM. Despite the fact that the time for preparing and promoting the summer courses was very limited, more than 1800 students from over 50 countries applied to study at the ISUM 2005. Out of these, 372 students eventually participated and 282 of them finished their course successfully, receiving an official ECTS-graded Summer University certificate. 302 participants came from the four different universities in Macedonia. 60 scholarship students from Stability Pact countries participated in the ISUM. 10 participants from other European countries attended without a scholarship.

The ISUM course programme was drafted and implemented together with the thirteen participating faculties and departments. Twelve visiting PhD professors from (Western) Europe and North America taught the thirteen intensive two-week courses together with fourteen co-professors from the participating fac-
ulties from Macedonia. All courses were taught in English and instructed in an interactive manner. The external evaluation observes that "the topics of the courses were consistent with the principles articulated in the 2001 Ohrid Framework Agreement, and brought a fresh perspective on issues of democratisation, EU integration, economic transformations in post-Communist societies, reform of public administration, educational assessment, and pedagogical methods." The students’ evaluations show that students were very satisfied with the courses. The opportunity to cooperate with students from other cultural backgrounds was the aspect that was most appreciated. The interactive nature of the courses and the quality of professors were identified as other strong points. The external evaluation confirms that faculty and students "were overwhelmingly positive regarding the quality of the academic experience provided."

To foster interdepartmental discussion between students, professors and the general public, three public debates and one open lecture were organised during the ISUM. Mrs. Doris Pack, Member of the European Parliament, accepted the invitation to provide an open lecture for students and professors. In addition to the academic programme, various social activities were organised including receptions, excursions, course lunches, parties, professor dinners, and sports tournaments. Almost without exception, the recreational events were evaluated very positively by the participants.

The evaluations show that participants and professors were satisfied with most of the organisational aspects of the ISUM. The external evaluation summarises: "In their evaluations of the ISUM, the students and faculty seemed generally pleased with the courses, the social and recreational programmes, and the overall organisation of the summer university." Despite some logistical problems caused by the short period of time between the receipt of the funding and the beginning of the ISUM, the external evaluators conclude that "the ISUM was well organised, and ATA has done an exceptional job in adhering to its proposed goals and outcomes."

Throughout this report, several recommendations for the improvement of the project are listed. Some stand out:

• The credits earned at the ISUM should become honoured at all four participating universities. This goal should become part of the agenda for the Inter-University Conference;
• The role of the IUC in the project should be specified and strengthened;
• More time should be given to the preparations of the course programme in order to receive more complete course suggestions and more applications from visiting professors. Special efforts should be made to recruit visiting professors from European Union countries;
• Study visits should be implemented before the start of the summer courses;
• Visiting Professors should be provided with the CV of their co-professor after selection in order to be informed about his/her level of experience and expertise;
• Co-professors should meet at least once before the summer university in order to prepare joint field trips;
• Sufficient time should be given to the preparation of reading materials, i.e. books and readers;
• Faculties should be obliged to offer students participating in the ISUM to take exams that coincide with the summer university period at a later or earlier stage;
• The students’ accommodation should be located close to the campus, and its facilities should be improved, e.g. , security, food and sanitary conditions;
• ATA should arrange better access to university libraries and more computer rooms for students and professors of the summer university for the duration of the courses;
• The inventories of teaching equipment available and requested should be made well in advance;
• The organisation should make more use of the expertise of visiting professors by involving them more in public debates;
• For the debates, efforts should be made to bring in individuals with potentially opposing views and to strictly limit their presentations to 10 minutes each. The debates could be moderated by 1 or 2 co-professors from different institutions;
• A larger hall should be chosen for the Opening Ceremony so that all interested students and professors are able to attend;
• Tours by professional English-speaking guides should be offered during excursions for those interested;
• The recreational programme should include visits to places of interest to different ethnic communities in Macedonia.
• Consideration should be given to organizing overnight stay during the weekend excursion to allow for a more in-depth visit to a region or city and to minimize the amount of time spent on buses.
Foreword by Mrs. Doris Pack

Dear Readers,

Macedonia and the other countries of South East Europe are on their way towards integration into the European Union. The European Union has an important long-term commitment in South East Europe, and it is a clear interest of the European Union to anchor these countries solidly in the European structures. However, Europe will not just be a gift to your countries. Nor will it just pour out money and solve all your problems. On the contrary, integration into European structures signifies hard work for everybody involved. The European Union offers a model, based on common values, such as freedom, democracy, solidarity, human rights and minority rights, which those who share these values can adopt and implement. The European Union has offered - and is still offering - a lot of help to South East Europe, not only in terms of know how, but also in terms of finances. But only the people themselves will be able to bring about the necessary changes in their respective countries for a better future.

Trust and confidence building between the people of your countries is a prerequisite for regional cooperation, economic development and sustainable peace in this region. The political elites of your countries have to take the initiative to start this process. At the same time, it is very important that there is more exchange of students and young people within Europe, and in particular between the countries of South East Europe. A network of personal relations and trust is the best and most solid basis for cooperation. I strongly appeal to the politicians to promote youth exchange between the countries in the region as an investment in the future. And I appeal to all of you to use every chance to cross borders and to get to know the people from countries or from the next town, like you did during this Summer University.

Events like the ISUM provide very important opportunities for young people from South East Europe and beyond to work together on common interests and common challenges. Only if you are able to meet the common challenge, you will be able to develop an area of peace and prosperity in South East Europe and only if you achieve this goal, closer integration into the European Union will be possible. You have high expectations in the European Union, but let me tell you that we have also high expectations in you.

You are the young elite of your countries. You will have political responsibility tomorrow. The future of your countries is in your hands.

Yours sincerely,

Doris Pack

Member of the European Parliament
President of the Delegation for the Relations with South-East-Europe
Preface by the Academic Training Association

Dear Readers,

After a positive evaluation of the winter pilot project, the first International Summer University Macedonia was successfully organised in July 2005. The ISUM followed most of the recommendations of the pilot edition and made further steps towards achieving the project’s goals, i.e. 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.

Providing thirteen courses attended by more than 370 students and involving more than 50 local and international professors and experts, the ISUM 2005 was a large academic event. The scope of the summer university will be further extended in 2006 and 2007 when the number of courses will be increased to 20, and the duration of the courses expanded from two to three weeks. More than 600 students will then have the opportunity to participate in the ISUM, making it the largest international academic annual event South Eastern Europe.

The ISUM has become a show case in terms of academic inter-university cooperation, as the course programme was established and carried out by the participating faculties of four universities together. Faculty and students from all participating faculties took part in coordination meetings, courses, and extra-curricular activities. Formal cooperation under the ISUM has been established in a memorandum of understanding between all faculties.

Over the next years, the project will be gradually transferred from ATA to the ISUM Coordination Committee and local ISUM Coordination Office under the umbrella of the Inter University Conference (IUC). Increasingly profound and leading roles by the ISUM Committee and the IUC will be imperative for this transfer to be successful. We are therefore very pleased that the IUC and the Committee have recognised that the project provides an important platform for inter-university cooperation and have formally accepted that the ISUM will be embedded in IUC structures.

On behalf of the Academic Training Association,

Yannick du Pont                Julika Shundovska
Director ATA                 ISUM Coordinator

Amsterdam, November 2005
Introduction

The International Summer University Macedonia (ISUM) 2005-2007 is a project that addresses a set of needs and priorities of higher education in Macedonia. The overall aim of the project is to assist the participating faculties in the implementation of the Bologna Action Lines and to encourage inter-university cooperation in Macedonia. The project’s main goal is to establish a sustainable, high quality summer university serving as a platform for inter-university cooperation, while improving the quality of higher education in Macedonia and accelerating its integration into the European Higher Education Area, i.e. the Bologna Process.

This report describes the core elements of the ISUM project. The first part describes various aspects of the academic course programme that was organised in July 2005. The second part looks at the social programme and public debates that were organised during the summer university 2005. The final part of the report briefly describes the other project activities, i.e. the regional student union seminar, faculty workshops and study visits.

The ISUM 2005 was organised by the Academic Training Association, together with the faculties of Law, Public Administration, Economics/Business Administration, and Education Science/Teacher Training of the Ss. Cyril and Methodius University Skopje, the Ss. Kliment Ohridski University Bitola, the South-East European University (SEE) in Tetovo, the State University Tetovo. The scope of the project was notably increased as compared to the pilot edition. While the IWUM 2005 comprised seven faculties from three different universities, the Tetovo State University and the faculties of Education Science and Teacher Training were included as new partners in the project as of the ISUM 2005. Given the fact that the time between the end of the pilot project and the beginning of the summer university was relatively short, and a decision on funding for the summer edition was delayed, the overall time for preparation of the ISUM 2005 was rather limited, i.e. from March to June. This had consequences for several aspects of the preparations, in particular the preparation of the course programme, the recruitment of students and the implementation of study visits from co-professors to their visiting professors.

Over the next three years, the overall organisation of the ISUM will be gradually transferred to the ISUM Committee and local ISUM Coordination Office under the umbrella of the Inter University Conference. During the first years of the project, the focus will be on training local staff, as well as achieving the project’s main objectives. The last edition will focus on transferring the project, using the organisational fundamentals established by earlier editions. Key in the transfer process is capacity building. Annual trainings will be organised for local ATA and academic staff from the participating faculties. An elaborate ISUM manual is being prepared to better enable staff to take over the organisation of the project.

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 universities are properly consulted and a true feeling of ownership is developed on all levels. In this regard, the role of the ISUM coordination committee should be further strengthened. This is also the case for the Inter University Conference. The IUC and the Committee have formally accepted that the project will be embedded in IUC structures. After all, the project provides an important platform for inter-university cooperation. Initial meetings have not resulted in a plan of action to shape this gradual process. However, the IUC now formally chairs the ISUM coordination meetings and has put the project on the agenda of its meetings.
The ISUM project is currently financed by the Embassy of the Kingdom of the Netherlands in Skopje. However, the transfer of the project on a longer term will only be successful if the project becomes (largely) locally financed. Contacts with potential donors have been established and possibilities for co-financing will be examined more concretely over the next months. Future editions might also require the participating universities and faculties to provide a modest financial contribution.

ATA previously implemented similar projects at the University of Tuzla (1996-1998) and at the University of Pristina (2001-2004). Both have proven to be excellent tools for confidence-building between different communities on a national and regional level as well as for the implementation of the Bologna Action Lines. Both projects are still running without or only with limited involvement from ATA.
Professors and Course Programme

Preparation of the Course Programme

In the design of the course programme, the thirteen participating faculties attempted to assure a close fit between the summer courses and their regular academic curricula and research agendas. In order to do so, all faculties provided course suggestions matching their needs and priorities. Following the recommendations of the IWUM evaluation, faculties were encouraged to suggest courses that are new to the curricula in Macedonia or being introduced as part of the ongoing reform process at the universities. Complete course suggestions consisted of a course title, learning objectives, a course description, academic level, the name of the appointed co-professor, and an indication whether the course aimed to reform the existing curriculum or to introduce a new course to the curriculum. In total, 49 course suggestions were received. Given the short time for preparations, not all course suggestions were received on time.

All course suggestions submitted by the faculties were advertised on the ATA website, where international professors could apply online. The call for visiting professors was spread through the ATA database, academic mailing lists and websites. The international professors who applied submitted a CV and/or registration form and many of them created course proposals matching one of the courses suggested by the faculties from Macedonia. Some applicants also submitted course proposals that did not directly match any of the suggestions. Visiting professors were required to have a PhD degree and teaching experience in one of the relevant academic fields. In selecting visiting professors, priority was given to professors teaching at a European university. ATA made a pre-selection by filtering out those applicants who did not meet the eligibility criteria. All suitable applications were presented to the faculties, which then indicated in a priority list which of the visiting professors they would like to invite. Based on the priorities indicated by the faculties, the final selection of courses was made by the ISUM Coordination Committee in mid-May 2005. When making the selection, the Committee paid attention to the quality of the course proposals and visiting professors, the relevance of each course in terms of the existing curricula, and to potential overlap between different courses.

Visiting Professors

In total, 90 international professors applied to teach at the ISUM. The visiting professors who were selected were academics from Western Europe, Bulgaria, Turkey, Russia, the U.S.A. and Canada. Two visiting professors who had been selected cancelled their participation within three weeks before the start of the summer university. For one of the courses, a visiting professor from Bulgaria was found as a replacement at a very short notice. The other course was eventually taught by the co-professor together with a senior professor from the University of Bitola and another co-professor from the SEE University. While it was originally intended to offer 14 courses, time constraints made it impossible to find a visiting professor for the last course and thus 13 courses were organised. Eventually, twelve visiting professors came to Skopje to instruct the thirteen intensive courses together with fifteen co-professors from the participating faculties.

In order to inform applying teaching faculty about academic aspects of the ISUM and practical circumstances in Skopje, a detailed information booklet was compiled and published on the ATA website. The application forms for visiting professors were linked to this manual, guiding professors through the application procedure and providing detailed information about academic and practical aspects of the project. A week before their arrival in Macedonia, all visiting professors received more information on the
(academic) programme by email. If desired, they were also provided with a list of students selected for their course. Moreover, upon arrival in Skopje, all visiting professors received a welcome package, containing the course schedule, recreational programme, practical information, rules and regulations, etc. In their evaluations, the majority of professors stated that the information provided prepared them sufficiently for their stay in Macedonia. Welcome packages were also provided to co-professors, guests, media and all participating students.

All visiting professors taught at the ISUM on a voluntary basis. The organisation covered their travel expenses and provided visiting professors with free accommodation and a modest per diem to cover some of their expenses during their stay in Macedonia. Accommodation for visiting professors was arranged in two neighbouring, private houses on mountain Vodno. This option was chosen since not enough university apartments were available during summer to accommodate all visiting professors there. In their evaluations, most of the visiting professors agreed that the accommodation provided for them was sufficient, while two disagreed and one had serious complaints. The evaluation revealed that some professors highly appreciated to be accommodated together with their colleagues, while others would have preferred individual accommodation.

If desired, visiting professors were provided with a mobile phone or local sim-card to use during their stay in Macedonia, and with vouchers for the local mobile operator. Visiting professors could make use of computers and internet at the ATA office.

Co-Professors

Following the recommendations of the pilot edition, mainly young academic staff participated as co-professors in the ISUM. They were appointed by the respective Deans or Faculty Coordinators and selected by the ISUM Coordination Committee. The objective of co-teaching between a local co-professor and a visiting professor is to contribute to a transfer of knowledge and skills to both students and academic staff, thus providing the opportunity for local staff to incorporate obtained knowledge and teaching skills into regular curricula. The role of the co-professors in the project 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.

Co-teaching during the ISUM was much more successful than during the pilot edition. While in the majority of cases, visiting professors actively taught most of the course, most co-professors were very committed and present during all classes. They assumed a variety of tasks in the course from fine-tuning the design of the course together with the visiting professor, leading discussions, providing lectures or case studies and assisting in the examination of students to staying in contact with the students and logistics officers.

At the end of the courses, all but one of the visiting professors expressed the feeling that both they and the co-professor had learnt from working together, and exchanged valuable academic and cultural knowledge. Eleven of thirteen co-professors felt that they learnt from working with the international professor. Visiting professors and co-professors alike stated that they had good, friendly, informal, and in most cases very productive relationships. Some professors felt that at the end of the ISUM, in addition to being colleagues, they had become friends. Almost all professors indicated that they planned to stay in contact with their partners. Many of them expressed the wish to continue their cooperation, for exam-
ple through joint research or publications, exchange of data and teaching methods, or teaching together in the future.

Following the recommendations of the external evaluation of the IWUM, co-professors were encouraged to organise (joint) field trips in order to increase interaction between courses and to reach out to local community and stakeholders. As a result, 11 courses organised field trips to institutions or companies, including the Parliament of the Republic of Macedonia, the Ministry of Education, the OSCE Rule of the Law Department, ProCredit Bank, European Commission Office in Skopje, Radio Television Station of Macedonia in Skopje, and different municipalities. During future editions, a meeting for all co-professors before the beginning of the summer courses would facilitate the organisation of (joint) field trips and, possibly, other cooperative activities.

Logistic Officers
A team of 13 logistic officers assisted ATA staff in the organisation of the ISUM 2005. The logistic officers were students from the different participating faculties throughout Macedonia. Before the summer university, logistics officers attended three pre-trainings with local ATA staff during which they received written and verbal instructions regarding their duties. Each logistic officer was responsible for one course. Their main task was to assist the professors by providing teaching equipment, copying reading material, and taking care of other course facilities. Moreover, the logistic officers reported requests or remarks from professors and students to ATA, and communicated announcements from the organisation to professors and participants. Logistics officers also reported students’ attendance to the ATA office. Moreover, some logistic officers provided (administrative) assistance at the ATA office when needed. All professors stated to be very satisfied with their respective logistic officers. From the logistic officers’ evaluation, it becomes clear that the ISUM was a very satisfying experience for them as well. They appreciated the opportunity to see the background of organizing an event like the ISUM and were satisfied with the organisation. A group of 10 logistic officers was so inspired by their experience during the ISUM that they made plans to establish their own multi-ethnic NGO and organise logistical and research projects after the summer university.

Literature and Equipment
For each course, a budget was available to provide literature and other reading materials. As the late approval of the funding left insufficient time to order books for all the courses, professors were encouraged to compile a reader containing the core reading materials for their course. In addition, books were ordered for several courses. Some visiting professors generously brought their own books and/or copies of the reader with them to Macedonia. All visiting professors thought that sufficient reading materials were provided for their course. After the end of the courses, students were allowed to keep the readers. All literature purchased by ATA was donated to the libraries of the participating faculties. Some titles were also donated to the co-professors and to local and regional students.

ATA staff experienced some difficulties to collect books and other teaching materials that were sent to Macedonia and held back at customs. During future edition, an official protocol to the Ministry of Foreign Affairs of Macedonia might help to smooth these procedures.

The Faculties of Law, Economics and the Department of Pedagogy at the University Ss. Cyril and Methodius in Skopje provided the infrastructure and most of the teaching equipment needed for the ISUM courses. Besides classrooms, the faculties made available beamers, overhead projectors, flipcharts, TV etc. Additional equipment was provided by ATA. Nevertheless, it was not always possible
to fulfil all requests for technical equipment. While about half of the visiting professors felt that the limited availability of advanced technical equipment and the restricted access to computers and internet restricted them from being able to offer a good course, others did not perceive this as an obstacle. During future editions, the inventory of teaching equipment available at the faculties, and the requests from professors for (technical) equipment should be compiled and compared more in advance, in order to inform professors on time in how far their requests can be fulfilled.

**ECTS and Certificates**

The participating faculties have committed themselves to implementing the so-called Bologna Action Lines, which comprise various reforms and measures to be implemented at European universities in order to harmonise the European Higher Education Area. The ISUM aims to support these developments at the participating universities. Participants/students who attended at least 80% of their classes and passed the appropriate assignments and examinations received a European Credit Transfer System (ECTS) compatible “International Summer University Macedonia Certificate”. The certificate included an updated course description, the ECTS rate and the grade assigned to the student and was signed by the visiting professor, the co-professor and the ATA management. The number of ECTS was calculated based on the average number of working hours spent by students on the course, encompassing classroom hours, individual study, fieldwork, etc. The average number of credits per course was 2.5. The grade on the student’s certificate indicates the success of the student as compared to other students in the course. Grades indicating a successful completion of the course, with the percentage of successful students receiving this grade are: A (excellent - 10%), B (very good - 25%), C (good - 30%), D (satisfactory - 25%), E (sufficient - 10%).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>52</td>
</tr>
<tr>
<td>B</td>
<td>86</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>48</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
</tr>
</tbody>
</table>

*Table 1: Certificates per grade*

**Recommendations**

- More time should be given to the preparations of the course programme in order to receive more complete course suggestions and more applications from visiting professors. Special efforts should be made to recruit visiting professors from European Union countries;
- Additional topics consistent with the Ohrid Agreement should be included in the course programme, such as minority languages, bilingualism, decentralization, and reforms within the military and police.
- Study visits should be implemented before the start of the summer courses;
- Visiting Professors should be provided with the CV of their co-professor after selection in order to be informed about his/her level of experience and expertise;
- Co-professors should meet at least once before the summer university in order to prepare joint field trips;
• Sufficient time should be given to the preparation of reading materials, i.e. books and readers;
• ATA should arrange better access to university libraries and more computer rooms for students and professors of the summer university for the duration of the courses;
• The inventories of teaching equipment available and requested should be made well in advance;
• An official protocol should be sent to the Ministry of Foreign Affairs of Macedonia well in advance to facilitate customs procedures for books and teaching equipment.

Participants

Promotion

As the promotion of the courses among students started in mid-May and consequently the time to recruit participants was very short, a particularly intensive promotion campaign was undertaken. The ISUM course programme was advertised, among others, through flyers and posters, on the ATA website, via mailing lists, the student unions of the participating faculties, and through radio and TV commercials (in Albanian and in Macedonian languages) in Macedonia. Students who had pre-registered for the ISUM via the ATA website received an e-mail as soon as the application period was opened. In Macedonia, the promotion of ISUM was carried out in cooperation with the student unions of the participating faculties. The promotion in South East Europe was coordinated with the ATA offices in Pristina and Belgrade. The promotion outside the SEE region was carried out by the ATA Amsterdam office and conducted through the ATA database, internet, and mailing lists.

Application and Selection of Participants

The application period was opened on May 25. Students could apply for the ISUM by filling in an online registration form on the ATA website. Students from Macedonia could also fill in an application form at the helpdesk at their faculty. In total, 1834 students from over 50 countries applied to study at the ISUM 2005.

Students from Macedonia were selected based on the basis of Grade Point Average (GPA), English language proficiency, and course relevance. Moreover, it was taken into account that all participating universities would be represented in the student body of each course. The GPA was provided by the respective faculties. After the application period, all students from Macedonia were tested on their English level. ATA-staff conducted two rounds of tests in four cities in Macedonia, to make it easier for every student to attend. Students from outside Macedonia were selected based on course relevance and English proficiency, which all applicants had to indicate in their application form. Students were informed about these criteria in a student participant guide that could be downloaded from the ATA website.

Of all applications received, a total of 580 students were offered a place in the ISUM. An average of 29 students was selected for each course. 247 students were put on a waiting list. All other applicants were rejected. In order to discourage drop-out, selected students had to confirm their participation by signing and returning a contract within one week. In the end, 372 students participated and 282 of them finished their course successfully and received a certificate and credits. Among the 302 participants from Macedonia, there were 111 students from the University of Skopje, 74 came from the SEE University, 68 from Tetovo State University, and 49 from the University of Bitola. Additionally, 60 students from the East European region and 10 participants from other countries outside of the East European region attended the courses, together representing 15 different countries.
For some courses, it was difficult to recruit sufficient students from Macedonia due to the short application period of only two weeks. Especially amongst students from the Universities of Bitola and Tetovo and the faculties of Education which participated for the first time, a second round of promotion, application and English testing was necessary. The number of international self-financing participants was lower than expected due to the fact that the application procedure started at the end of May, when many students in Western Europe had already made plans for their summer holidays. During future editions, both problems are expected to be prevented by an earlier start of the promotion and application process.

Table 2: Student Statistics

<table>
<thead>
<tr>
<th></th>
<th>Skopje</th>
<th>SEEU</th>
<th>Bitola/Prilep</th>
<th>Tetovo</th>
<th>Total MK</th>
<th>Scholarship</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>292</td>
<td>316</td>
<td>165</td>
<td>156</td>
<td>929</td>
<td>721</td>
<td>184</td>
<td>1834</td>
</tr>
<tr>
<td>Waiting List</td>
<td>48</td>
<td>34</td>
<td>42</td>
<td>5</td>
<td>129</td>
<td>106</td>
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<td>117</td>
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<td>78</td>
<td>408</td>
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<td>55</td>
<td>71</td>
<td>335</td>
<td>80</td>
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<tr>
<td>Participated</td>
<td>111</td>
<td>74</td>
<td>49</td>
<td>68</td>
<td>302</td>
<td>60</td>
<td>10</td>
<td>372</td>
</tr>
<tr>
<td>Drop-out</td>
<td>17</td>
<td>18</td>
<td>7</td>
<td>20</td>
<td>62</td>
<td>3</td>
<td>1</td>
<td>66</td>
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</table>

The student statistics show that a relatively high number of participants 66 out of 372, did not finish their courses, which represents a drop-out rate of more than 17%. In order to determine why such a significant number of students stopped coming to class, ATA called all students and asked for their reason for dropping out. The interviews revealed that the drop out was not related to the quality of the courses. The largest group (18 students) indicated that they had to work and 10 decided to go on vacation. On the one hand, thus, the high drop out rate seems to be related to the late application process. Students who had applied at a very short notice, and probably often spontaneously, for the ISUM, most likely felt less dedicated to participate than if they had committed themselves several months in advance to participating in the summer university. For future editions, it might be considered to increase commitment to participation by obliging students to pay a modest participation fee which will be reimbursed if they finish their course.

In addition to this, 9 students indicated that they dropped out because they had exams at their own university. Indeed, it turned out at the beginning of the ISUM that the exam period at SEEU had been extended into the ISUM period although all participating universities had previously agreed on a period avoiding overlap with the examination periods. Although the SEEU management offered students to take their exams at a later point in time, some SEEU students did not make use of this opportunity and therefore missed classes at ISUM. For the success of future editions, it is absolutely necessary that the participating faculties oblige themselves to offer students participating in the ISUM to take exams that coincide with the summer university period at a later or earlier stage. Ideally, however, no exams should take place at any of the participating faculties during the period of the summer university.

The rest of the students who dropped out indicated various other reasons. Students who missed more than two of their classes lost the right to travel reimbursements and accommodation. Also, these students were no longer entitled to receive an ECTS certificate.
Finances, Travel, and Accommodation

No tuition fees were charged for the ISUM 2005. Books, reading materials, teaching equipment and notebooks were made available for participants free of charge. 80 scholarships were available for students from South East Europe. These scholarships covered a reimbursement for travel and visa costs, free accommodation in the student dormitory, and three daily meals at the dormitory restaurant. Students who study in Macedonia but live outside Skopje could apply for free accommodation and meals at the dormitory as well. International participants from outside South-Eastern Europe stayed at the dormitory at their own expense.

Students who missed more than 20% of their classes were not eligible to receive their travel reimbursement and accommodation. An automated financial system allowed the organisation to solidly monitor students’ expenditures on a daily basis. Attendance was checked every day and updated before the next day of class. A financial help, located next to the ISUM Helpdesk, desk took care of all financial issues for the scholarships and local students.

Following the recommendations of the IWUM, all students were accommodated in the same dormitory. At the dormitory complex ‘Goce Delcev’, two students shared one room and one bathroom. Not all students were satisfied with the accommodation provided during the summer university. The sanitary facilities at the accommodation received particularly low ratings in the student evaluation. Also, many students were not satisfied with the quality of the food provided during the Summer University. Moreover, the dormitories were located at a considerable distance from the university, which meant that students had to use taxis to go to the campus every day.

During the first days of ISUM, students complained to the organisation about the hygiene at the accommodation. ATA communicated these complaints immediately to the dormitory management, which promised that individual rooms would be cleaned upon request. However, this policy was not communicated clearly to the students who consequently could not make use of it. During the second week of ISUM, it became evident that the security policy employed by the dormitory management was not functioning properly. The reception, which was supposed to be guarded 24-hours, was often left unattended, and room keys were given out without checking identification. The dormitory management was asked to improve surveillance but was not willing to take any other measures. During future editions, the security conditions at the dormitory should be checked more thoroughly before the beginning of the summer university. If the security provided by the dormitory itself is insufficient, an external security company should be hired.

Helpdesk

A helpdesk located at the Law faculty was open every day from 09:00-15:00. Students and professors could address the Helpdesk for all general questions about ISUM. Two volunteers worked permanently at the help desk and dealt with the distribution of teaching equipment and reading materials, the collection of attendance lists, and all other questions that were addressed to them. Everyday from 13:00-14:00, students had the opportunity to visit the helpdesk to express remarks, complaints and suggestions for improvement to ATA staff. A very small number of students actually came to complain during the complaint hour. Some issues, such as the hygienic standard at the dormitories, therefore were only
discovered after visits of ATA staff to the dormitories. If during future editions the dormitory is not located in the vicinity of the campus, the organisation could consider opening a (second) helpdesk at the dormitory in order to deal with student registration, practical and extra-curricular issues as well as students’ complaints.

**Student Evaluations**
At the end of the Summer University, the organisers asked the students to evaluate the quality of their courses and the general organisation of the event. 257 students filled out the evaluation forms (84% of the total number of participants who did not drop out).

The results of the student evaluations were processed by an independent institution and presented in a report (available on the ATA-website). On the whole, students rated the Summer University positively. While the evaluation showed one relatively weak course, a total satisfaction average of 4.3, on a scale of 1 to 5, shows a high overall satisfaction with the courses. Students particularly appreciated the opportunity to cooperate with participants from different cultural backgrounds. The interactive nature of the courses and the quality of professors were identified as other strong points. The differences in ratings between students from different origins were not significant.

While the average scores for facilities, extra-curricular activities and general organisational aspects were lower than those for the courses, the evaluation shows that students were satisfied with most of the organisational aspects of the ISUM. Students were pleased with the extra-curricular activities, the information provided and Skopje as a location. Students were not satisfied with the quality of the food provided during the Summer University and the quality of sanitary facilities at the accommodation.

**Recommendations:**
- Faculties should be obliged to offer students participating in the ISUM to take exams that coincide with the summer university period at a later or earlier stage;
- Drop-out should be discouraged, for example by obliging students to pay a modest participation fee which will be reimbursed if they finish their course;
- More use of media should be made to promote the ISUM, and social aspects of ISUM should be receive stronger emphasis during the promotion in order to attract more students;
- More international students from EU countries should be recruited;
- The students’ accommodation should be located close to the campus;
- The security conditions at the student accommodation should be more thoroughly checked beforehand; if needed, a security agency should be hired to guard the students’ accommodation;
- ATA should monitor higher standards of hygiene, security and food at the dormitories.
- If the dormitory is not located in the vicinity of the campus, a second helpdesk could be opened at the dormitory;
- Participants should be informed more clearly about the rules for travel reimbursements. The information should be more detailed and distributed to participants before their arrival;
- Students should be told that filling out the evaluation forms is a requirement.
ISUM Courses

International Criminal Law (Course 1)

Visiting Professor: Dr. Andrea Talentino, PhD
Tulane University, New Orleans, USA
Co-Professor: Assistant Besa Arifi, MA
SEE University Tetovo, Department of Law
Logistics Officer: Marjan Ajevski
Course level: BA
Teaching Methods: Group presentation, discussion, lecture, case study, short paper, final exam
ECTS credits: 2, 5
Total issued certificates: 20 (2 A, 7 B, 6 C, 2 D, 3 E)

Course Description:
This BA course introduced students to how international criminal law developed and what it means within the context of international politics. Students learned about the development of such law from its first articulations at Nuremberg to its application in international tribunals and the ultimate development of the International Criminal Court (ICC). The course also looked to the future and considered the challenges international criminal law faces in the current political system and how they might be met. It examined the work of the ad hoc tribunals developed in the 1990s, the extension of the Nuremberg Principles and the application of law in internal conflicts. It also addressed the extent to which international criminal law may be considered to clash with state sovereignty, the importance of individual responsibility and the arguments for and against the creation of the ICC. This introductory course was open to students with interest in the development and/or application of international criminal law or previous classes on the subject. Familiarity with the subject was not required. By the end of the course students were able to analyze specific cases of international criminal law, to identify the most important principles and to understand international criminal law within the wider international political system.

Management of Small and Medium Size Enterprises (Course 2)

Visiting Professor: Dr. Ahmet Sarpyener, PhD
Boston University Brussels, Brussels, Belgium
Co-Professor: Assistant Afrim Alili, MA
State University of Tetovo, Department of Law
Logistics Officer: Hristina Gjorgjevska
Course level: BA
Teaching Methods: Presentation, discussion, lecture, case study
ECTS credits: 2, 5
Total issued certificates: 25 (5 A, 12 B, 5 C, 2 D, 1 E)

Course Description:
The objective of the BA course was to give the students a sound knowledge on the establishment, management, managerial and functional relations, and business policy of small and medium-size enterprises in the local and global environment. The main issues that were covered included: small businesses in selected countries, namely the USA, Eastern Europe, Western Europe, China and Japan; the concept and
process of strategic management in small businesses; environmental competitive analysis; strategy formulation, implementation, evaluation and control in small enterprises, and the creation of a business plan. By the end of this module, students should be able to understand the start up of a venture, the practice of managerial and functional relations within an organisation, strengths and weaknesses of being “small”, as well as the opportunities and threats of the local and global environment for small and medium size enterprises.

**Democratization of Southeastern Europe (Course 3)**

**Visiting Professor:** Dr. Bestami Bilgic, PhD
Canakkale Onsekiz Mart University, Biga-Canakkale, Turkey

**Co-Professor:** Ass. Prof. Renata Deskoska, PhD
University Ss.Cyril and Methodius Skopje, Faculty of Law

**Logistics Officer:** Jane Janev

**Course level:** BA

**Teaching Methods:** Presentation, discussion, lecture, case study, and field trip

**ECTS credits:** 2

**Total issued certificates:** 21 (5 A, 2 B, 5 C, 5 D, 4 E)

**Course Description:**
This BA course addressed the process of democratisation in Southeastern Europe. Students were introduced to different perspectives on the history and politics of Southeast Europe. Furthermore, Western perceptions of SEE and SEE perceptions of the West and its institutions were examined. The course compared the democratisation process in Southeastern Europe with the democratisation of Central and Eastern Europe. Within the context of democratisation - or lack of democratisation - topics such as ethnic violence, the political economy of ethnic violence, the situation of minorities, migration within Southeastern Europe, constitutionalism, and institution-building were analysed. The course also addressed the ways in which the European Union can contribute to the democratisation of Southeast Europe. At the end of the course, students were able to re-assess the conventional thoughts and opinions on the history and politics of Southeast Europe. They were able to reflect on theory and practice of democracy and rule of law in Southeast Europe, and the role that the European Union can play in contributing the promotion of democracy in the region.

**Education Methodologies (Course 4)**

**Visiting Professor:** Dr. Robin A. McCord, PhD
Chandler-Gilbert College, Chandler, USA

**Co-Professor:** Ass. Daniela Andonovska-Trajkovska
University Ss. Kliment Ohridski Bitola, Faculty of Pedagogy

**Logistics Officer:** Goce Cvetkovski

**Course level:** BA

**Teaching Methods:** Presentation, discussion, lecture, case study

**ECTS credits:** 2, 5

**Total issued certificates:** 22 (4 A, 10 B, 5 C, 3 D)
Course Description:
This BA course was designed to assist future and in-service teachers/instructors at all educational levels to maximise their classroom skills by introducing, practicing and critiquing the latest and most effective instructional methodologies. The course introduced students to a variety of educational methodologies, including critical thinking, inquiry-based learning, concept modelling, collaborative learning, and others. The course addressed Lesson Planning and Syllabus Development. The course familiarised students with classroom research methods and assessment as well as classroom technology. The course aimed to provide leadership in advancing the theoretical base of education, addressing issues of fundamental importance, particularly in school settings, and promoting the improvement of educational practice within a coherent, integrated and collaborative set of strategies emphasizing excellence in scholarship, teaching and professional development. Students worked in small, hands-on groups to model techniques and develop their own portfolio of lessons, reference materials, and annotated bibliography.

**Educational Assessment (Course 5)**

Visiting Professor: Dr. Sergei N. Shirobokov, PhD  
Omsk State Pedagogical University, Omsk, Russian Federation

Co-Professor: Ass. Professor Lena Damovska, PhD  
University Ss.Cyril and Methodius Skopje, Department of Pedagogy

Logistics Officer: Tanja Stevanovska

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study

ECTS credits: 3

Total issued certificates: 23 (4 A, 5 B, 5 C, 9 D, 1 F)

Course Description:
This BA course was designed to give students an understanding of definitions, terms, and functions of educational assessment. The course focused on the assessment of children’s development and learning and aims to enable students to successfully manage assessment in their own classrooms. Students were familiarized with the nature and the use of measurement, assessment, evaluation and testing in educational settings. The construction of teacher-made tests, examination of professionally prepared standardized tests and consideration of alternative forms of assessment were part of the course. Students were given the opportunity to plan, construct, summarize, and present an original assessment plan in their own area of educational expertise. At the end of the course, students should be able to critically evaluate assessment issues and to successfully manage assessment in their own classrooms.

**Media Technology in Education (Course 6)**

Visiting Professor: Dr. Martine Peters, PhD  
Université du Québec à Montréal, Montréal, Canada

Co-Professor: Ass. Hamide Hazari  
State University of Tetovo, Faculty for Teachers

Logistics Officer: Zuljkufi Ljatifi

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study
ECTS credits: 2, 5
Total issued certificates: 21 (3 A, 6 B, 7 C, 5 D)

Course Description:
This BA course introduced students to modern teaching aids, media and technologies as well as to the effects they have on learning and understanding. The course reviewed and analysed relevant and current research dealing with the use and impact of educational technology in the school setting. Students finished the course with a strong understanding of educational technology, including how to use computers, thereby increasing their computer literacy skills. Students learned how to access the vast array of educational resources available on the World Wide Web, increasing their information literacy skills. Most importantly, participants learned how to integrate computers and educational technology into classroom curricula. Participants were also introduced to assessment in the technology-enriched classroom. By the end of the course, students had developed critical thinking, analysis, and synthesis skills concerning the integration of technology into their specific curricular area. They were able to integrate technology in any curriculum area effectively so that it has a positive impact on student learning. The course was designed for those new to computers, as well as those who wanted to learn more about how computers can be integrated effectively into the classroom.

Introduction to the European Union (Course 7)

Visiting Professor: Dr. Hella Gerth
Viadrina University, Frankfurt/Oder, Germany

Co-Professor: Assistant Luan Eshtrefi, MA
SEE University Tetovo, Department of Business Administration

Logistics Officer: Valon Omeri

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study

ECTS credits: 2
Total issued certificates: 27 (4 A, 7 B, 7 C, 5 D, 4 E)

Course Description:
This BA course introduced students to the legal basis, institutions, policy and decision making mechanisms of the European Union. The core issues of European economic integration and the related process of enlargement were dealt with in teamwork on case studies. By analysing basic approaches across key policy areas (Single Market, EMU, Structural Funds, CFSP, JFS) students learned about the interaction of the EU institutions, Member States and interest groups in order to become capable to assess current challenges of the European integration process. By the end of the course students were able to explain what the EU is, how it developed and how it works. They had a basic understanding of CFSP and “Justice, Freedom and Security” (Pillars II and III of EU policies) and were able to assess the implications of enlargement for both the Candidate countries and the EU. Finally, students were able to assess the key features and challenges of the EU after the No votes on the Constitutional Treaty and the results of the European Council of 16/17 June 2005.
Global Economy (Course 8)

Visiting Professor: Prof. Dr Plamen Patchev, PhD
Cook’s Institute, Sofia, Bulgaria

Co-Professor: Prof. Natalija Nikolovska, PhD
University Ss.Cyril and Methodius Skopje, Faculty of Economics

Logistics Officer: Aleksandar Keltanovski

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study

ECTS credits: 2.5

Total issued certificates: 23 (8 A, 4 B, 6 C, 3 D, 2 E)

Course Description:
This BA course familiarised students with the fundamentals, dynamics and core changes of the economy in a globalising world. In particular, the course addressed the advantages and disadvantages of globalisation for small open economies. Special attention was paid to the “backbone of a market economy” – the sector of small and medium sized enterprises – the so called “small business sector” in the context of the globalisation process. Students also learned about the main principles for increasing the trade-streams between the main players in world trade, especially with regard to small open economies. Balance of payments problems, exchange rate policies, economic equilibrium and others were analysed in the context of the policies of the GATT and the WTO. Changes in the main trade streams and the influence of new regulations were further topics of discussion. Moreover, students learned about various forms of economic co-operation and the role of international capital flows, cross-border investments, the liberalization of financial markets and related topics.

Economic Policy of Transition and Integration into the EU (Course 9)

Visiting Professor: Dr. Rumen Gechev, PhD
University of National and World Economy, Sofia, Bulgaria

Co-Professor: Assistant Sevil Redzepi, MBA
SEE University Tetovo, Department of Law

Logistics Officer: Sanja Paunovska

Course level: BA

Teaching Methods: Presentation, discussion, lecture, case study

ECTS credits: 3

Total issued certificates: 26 (3 A, 11 B, 9 C, 3 D)

Course Description:
This BA course was based on comparative analyses on different models of transition (“shock therapy”, “gradual transition”) applied by different Eastern European Countries including two Balkan countries – Bulgaria and Romania. Special attention was paid to alternative mechanisms for economic restructuring, development and strengthening of market institutions as well as the establishment and role of capital markets. The course addressed the process of adaptation to the EU and analysed the experiences and outcomes for the Eastern European countries that have already become EU members or will be members in the near future. These experiences were compared with the situation in Macedonia. Both positive outcomes and challenges were viewed from short-term and long-term perspectives. By the end of
the course, students were able to understand the process of transition towards a market economy and to compare the advantages and disadvantages of applied economic policy instruments. They were able to outline the priorities in the economic development of Macedonia, and to assess the process of EU enlargement and the integration of Macedonia into the economic and political structures of the European Union.

**Public Management (Course 10)**

**Expert:** Prof. Ilija Todorovski, PhD  
University Ss. Kliment Ohridski, Bitola, Interdisciplinary Studies for Public Administration

**Co-Professors:**  
Ass. Aleksandar Shumkovski, MA  
University Ss. Kliment Ohridski, Bitola, Interdisciplinary Studies for Public Administration  
Merita Zulfii  
SEE University Tetovo, Department for Public Administration

**Logistics Officer:** Tomislav Zdravkovski

**Course level:** BA

**Teaching Methods:** Presentation, discussion, lecture, case study

**ECTS credits:** 2

**Total issued certificates:** 21 (6 A, 6 B, 6 C, 3 D, 1 F)

**Course Description:**
This BA course provided students with basic knowledge in the fields of structure and methods in the organisation, management techniques and public administration efficiency and effectiveness. The course aimed to increase the participants’ awareness of new developments in the modernization process in public administration and of changing relationships between the civil service and the growing private sector in Macedonia and other Stability Pact Countries in South East Europe. The main topics treated in the course included: Political and social infrastructure (Good Governance and Macroeconomic foundations); Tasks analysis and decision making; Organisation and staff deployment; Public budgeting and financial management (use of available funds). By way of case studies, students practiced to solve problems in public management.

**Academic Reading (Course 11)**

**Visiting Professor:** Dr. Carolyn A. Brown, PhD  
California State University, Los Angeles, USA

**Co-Professor:** Assistant Professor Florentina Halimi, MA  
SEE University Tetovo, Department for Teacher Training

**Logistics Officer:** Filip Gerovski

**Course level:** BA
Teaching Methods: Presentation, discussion, lecture, case study
ECTS credits: 2
Total issued certificates: 18 (3 A, 5 B, 8 C, 2 D)

Course Description:
This BA course provided students with instruction and practice in the strategies and skills of academic reading. During the course, stories and articles were used as the basis for practicing reading strategies. Students were familiarised with various reading strategies such as skimming/scanning/predicting, reading for a purpose, considering literary elements (point-of-view, theme, etc.), paraphrasing, note-taking and others. Students also practised to summarise and synthesise information. Moreover, the course taught students to evaluate and respond to literature. At the end of the course, students had become more organised, intelligent, and critical readers.

Contemporary Approach in Organisational Modelling (Course 12)
Visiting Professor: Dr. Anton Oleinik, PhD
Memorial University of Newfoundland, St. John's, Canada
Co-Professor: Teaching Assistant Postolov Kiril, MSc
University Ss.Cyril and Methodius Skopje, Faculty of Economics
Logistics Officer: Metin Isaki
Course level: BA
Teaching Methods: Presentation, discussion, lecture, case study, fieldtrip
ECTS credits: 2, 5
Total issued certificates: 20 (3 A, 6 B, 6 C, 4 D, 1 E, 1 F)

Course Description:
This BA course familiarized students with different approaches (the ‘old’ institutional theory and the ‘new’ institutional economics; game theory) to the study of organisations and their interactions with the institutional environment. The course addressed two basic concepts, organisations and institutions, with a special focus on the influence of the institutional environment on organisations. Recent developments in institutional economics shed light on such issues in the theory of organisations as structure, incentives, contracts, culture, shrinking and other forms of opportunistic behaviour, etc. The course provided students with an understanding of the problems related to privatization and post-privatization development. The lessons of reforms in the post-Soviet countries were interpreted in institutional terms, followed by a discussion of their value for reformers in the former Yugoslavia.

Protected Witness in Comparative Law (Course 13)
Visiting Professor: Dr. Kerstin Nordløf, PhD
Mid Sweden University, Östersund, Sweden
Co-Professor: Assistant Arta Bilali
State University of Tetovo, Department of Law
Logistics Officer: Bashkim Bakiu
Course level: MA
Teaching Methods: Presentation, discussion, lecture, case study
ECTS credits: 2
Total issued certificates: 15 (2 A, 5 B, 5 C, 2 D, 1 E)
Course Description:
This MA course introduced students to the basic elements of national, regional and international legislations governing the statute of the protected witness, which includes the practice of national and international courts. The course analyzed and discussed the position of the institute protected witness and the way in which he or she is and should be protected within criminal procedural legislations from national, regional and international aspects. This includes the theories of customary law, *de lege lata* and *de lege ferenda* as well as non-attribution of *ex post facto* law. The course examined the function of protecting witnesses for the discovery, prevention and elimination of crimes on the national, regional and international level. In particular, students learned about the position of protected witnesses including their families and analyzed the shortcomings as well as the necessity of the institute from various legal perspectives including international criminal procedural law. Participants also studied the statute of the protected witness as an integral part of the principle of universality and *jus cogens* and the duties and responsibilities of states to cooperate to this end. Participants of the course were required to have prior knowledge in criminal law, criminal procedural law and international law.
Extra-curricular Activities

Public Debates

To foster interdepartmental discussion between students, professors and the general public, three public debates and one open lecture were organised during the ISUM. These debates and the open lecture were open to the public at large. Admission was free and attendance was recommended to ISUM participants but not obligatory. As recommended after the pilot edition, debates were organised at a location that was readily accessible for students and professors, namely the restaurant of the student dormitory. The ambience at the student restaurant contributed to a more informal atmosphere during the debates. An open lecture by Mrs. Doris Pack, Member of the European Parliament, was organised at the amphitheatre of the Economics Faculty. The debates and the open lecture were promoted in the welcome packs, via flyers and logistics officers, and advertised in local newspapers. Between 30 and 70 participants attended each of the public debates. Many visiting professors attended the debates as well. Two visiting professors participated as speakers in a debate. About 300 people, including almost all ISUM professors and students of all courses, attended the open lecture by Mrs. Doris Pack.

During future editions, increased use could be made of the expertise of visiting professors by involving them more in public debates. The external evaluation further recommends that efforts should be made to bring in individuals with potentially opposing views and to strictly limit their presentations to 10 minutes each.

The following debates were organised:

**Tuesday July 12: Many cooks spice up the broth - the challenge of multiculturalism**

Speakers:
- Prof. Dr. Zlatko Zoglev, University St. Kliment Ohridski Bitola
- Mr. Saso Klekovski, Executive Director of Macedonian Centre for International Cooperation (MCIC)
- Mr. Redzep Ali Chupi, Roma Versitas, Open Society Institute (OSI)
- Mr. Enver Abdulahi, MA, SEE University
- Mr. Dzabir Deralla, CIVIL (NGO for Human Rights and Development of Civil Society)

During this debate, the speakers expressed their opinions on the obstacles or challenges that living in a multicultural environment brings to an individual. Prof. Zoglev started with explanation of the term "multiculturalism" and the different models that exist world-wide, with special focus on the European and the USA model. Mr. Saso Klekovski gave a broader perspective to the concept of multiculturalism as being not only based on multi-ethnicity. Instead, he stated that multiculturalism could be found even in the core of individual family relations and that, therefore, diversity should be respected. Mr. Redzep Ali Chupi gave examples from concrete projects for inclusion of young Roma in different spheres of society. Mr. Enver Abdulahi and Mr. Dzabir Deralla focused on the positive aspects of diversity and the problems that arise from the disrespect of “the others”. Mr. Deralla illuminated these issues by using examples from his personal background.

Once the floor was given to the students, the debate started by a provocative statement that there is no need for any more discussions on multiculturalism, because people in Macedonia already live in multicultural societies and know how to do so. The students demonstrated great interest in the topic and, by bringing in personal experiences, enthusiastically confronted each other’s opinions and the ones of the speakers. Although no general conclusion could be reached, the diversity in opinions showed that it is important to continue the debate, not only in Macedonia or the Balkans, but also in Europe, about the
best possible ways and mechanisms of building peaceful societies based on respect of human rights and mutual understanding.

Thursday 14 July: Is it a man’s world? Gender equality in transitional societies
Speakers:
- Ms. Gordana Trenkoska, Union of Women’s Organisations of Macedonia (UWOM)
- Mr. Gjorgi Gjorgioski, UWOM
- Ms. Bistra Netkova, MA, SEE University

The debate started with an introduction by Mr. Gjorgi Gjorgioski, who, as a male member in a women’s organisation, gave a very interesting perspective about breaking the taboo on feminism and emphasised the importance of gender equality. Ms. Gordana Trenkoska elaborated more on the projects of UWOM in different fields, such as the participation of women in public life, education of young women, especially in rural areas, domestic violence and many others. Ms. Bistra Netkova in her introduction focused on the problem of trafficking of women and the fact that women are still a very vulnerable group in society. The other two invited speakers, Mrs. Ana Andova and Mrs. Blagorodna Mingova-Krepieva, both members of the Parliament of Republic of Macedonia, could not attend but submitted their contributions in writing, which were copied and distributed to the audience.

The students showed much interest in the topic, primarily by asking questions to the speakers on what could be done in terms of legislative improvements, better working conditions for women, further encouragement of participation of women in public life. Some of the male attendants in the audience spiced up the discussion by making gender-biased statements. Ms Bistra Netkova stressed the need of change in people’s perceptions of men and women, in the direction of seeing them primarily as human beings.

Tuesday 19 July: Small and medium size enterprise development in SEE: reality or fiction?
Speakers:
- Ms. Liljana Bozovic, Directorate for SME Development of Montenegro
- Mr. Saso Kolevski, Executive Director of Macedonian Foundation for Enterprise Development
- Mr. Vladimir Sarac, Director of Agency for Promotion of Entrepreneurship of Macedonia
- Mr. Nenad Plazibat, Pro Credit Bank
- Dr. Ahmet Sarpyener, ISUM Visiting Professor, Boston University Brussels, Belgium
- Mr. Afrim Alii, ISUM Co-Professor, Tetovo State University

The debate started with a presentation of Ms. Liljana Bozovic and experiences and practical suggestions for encouraging small and medium enterprise development in Montenegro. Mr. Saso Kolevski warned about the existence of great discrepancies between people and that in a situation of extreme poverty in certain parts of the Balkans, some countries are far from joining the other countries in the EU in building Europe as a competitive, knowledge-based society. Mr. Vladimir Sarac and Mr. Nenad Plazibat gave concrete examples of encouragement of small and medium enterprise development by their institutions and explained the roles of different stakeholders within the process. Professors Ahmet Sarpyener and Afrim Alii emphasized the individual initiative and the role of the state in providing appropriate legal conditions for it.
Open Lecture by Mrs. Doris Pack, Member of the European Parliament

Upon the invitation of ATA, Mrs. Doris Pack, President of the Delegation for the Relations with Southeast Europe in the European Parliament, visited Skopje during the ISUM and held a speech on the prospects for future integration of Southeast Europe into the European Union and the importance of intra-regional cooperation in this process. Her speech was followed by a discussion with the audience, during which Mrs. Pack offered very personal and direct answers to many provocative questions. As the event had been widely promoted, representatives from embassies, universities and other domestic and international institutions were present as well. The event enticed attention from the media and was reported in all the electronic and printed media in Macedonia. The complete speech of Mrs. Pack is included on page 38 of this report.

Recommendations:

- The organisation should make more use of the expertise of visiting professors by involving them more in public debates.
- An effort should be made to bring in individuals with potentially opposing views and to strictly limit their presentations to 10 minutes each. The debates could be moderated by 1 or 2 co-professors from different institutions.

Recreational Programme

During the ISUM, the following recreational activities were offered: two weekend excursions, an informal welcome reception and two official dinners for professors and staff, an orientation day, an opening ceremony, a closing reception, two official student parties, a historical walk in the city of Skopje, and two sports tournaments. Moreover, each course organised an individual course lunch, dinner or drink for students, professors and logistics officers. These recreational activities facilitated informal contacts between professors and participants from different parts of Macedonia, Southeast Europe and beyond.

Students were pleased with the extra-curricular activities and social events were considered plenty. Professors thought that there were enough social activities for visiting professors as well.

Opening Ceremony

On 11 July 2005, the ISUM 2005 was opened at the University Ss. Cyril and Methodius in the Economics faculty. The following speakers contributed:

- Opening by Prof. Dr. Bobek Shuklev, Dean of the Faculty of Economics, Skopje
- Speech by Mrs. Drs. F. M. de Man, Ambassador of the Netherlands in Macedonia
- Speech by Prof. Dr. Alajdin Abazi, President of the Inter-University Conference in Macedonia
• Performance by students from the Faculty of Music Arts
• Lecture on Education and Ethnicity by Mr. Azis Pollozhani, Minister of Education and Science in Macedonia
• Performance by students from the Faculty of Music Arts
• Reception in the hall

Unfortunately, the amphitheatre in which the Opening Ceremony took place was too small to accommodate the approximate number of 400 participants who were eager to attend the ceremony. In the future, a larger hall should be chosen so that all interested students and professors are able to attend. It has also been suggested to use the opening ceremony to officially welcome and introduce all (visiting) professors at the ISUM.

Orientation Tour
On Monday 22 July, after the first class, each logistic officer took their students and professors on a short walking tour in the city of Skopje. This walk aimed to give students and professors who were not familiar with the city a first impression of Skopje and to show them some important locations in the city.

Historical Walk
On 19 July, students had the opportunity to see some of the historical monuments of Skopje and to get familiarized with the history of the city. Two of the logistics officers served as tour guides and showed the students around Fortress Kale, Mustafa Pasha Mosque, the Church of Holy Saviour and the Old Bazaar.

Reception, Lunches and Dinners
On the evening before the official opening of ISUM, an informal welcome drink was organized for all professors and ISUM staff at Bar “Martini”. This gave professors, logistic officers and ATA staff a first opportunity to meet each other in an informal context. Almost all professors were present at the welcome drink. Welcome and closing dinners were organized for all local and international professors, logistic officers and ATA staff. The welcome dinner took place in restaurant “Lira” with traditional Macedonian cuisine, the closing dinner was held in the ethnic Albanian restaurant “Miraccoli”. These dinners gave professors and staff an opportunity to get to know each other better and were highly appreciated by the professors. Moreover, during the ISUM, each course organized a group lunch, dinner or drink for the students, professors and logistic officers.
Excursions
During the weekend, ATA organized two one-day excursions. These excursions were a good opportunity for the students and professors to visit other parts of Macedonia and to interact with participants and colleagues from other courses and universities in an informal atmosphere. Tickets for the excursions were sold at the Helpdesk. Students paid 180 Denars for each excursion. Professors were invited to join the excursions free of charge.

On Saturday 16 July, 90 ISUM participants visited the mountain town of Kruševo. Located at an altitude of 1250 meters above sea level, Kruševo is the highest town not only in Macedonia, but in the Balkans. Almost every house in Kruševo is a monument and the town is often regarded as a museum of traditional local architecture. In Kruševo, participants had the opportunity to visit several museums. They also used their free time to have lunch or to further explore the city. On Sunday 17 July, 250 participants visited the town and lake of Ohrid, which together form a world cultural and natural heritage under the protection of UNESCO. After a tour around some of the most famous sights of Ohrid, participants had free time to explore the town or to enjoy the beach.

Students were very much satisfied with the organisation of the excursions. All visiting professors joined at least one of the excursions and were generally happy with the content and organisation. Some found that the bus ride to Kruševo was too time-consuming in relation to what there was to see at the destination. The excursion to Ohrid was valued as a great success. The external evaluation suggests considering possibilities to organize an overnight stay to allow for a more in-depth visit to a region or city and to minimize the amount of time spent on buses.

Parties
On Monday 11 July, an opening party was organized at the open pool “Rasadnik”. Although it was a cool and rainy evening, many students joined the party and had fun in and around the pool. The closing party took place on Friday 22 July at “CIAO” café in the city mall. At both parties, each ISUM participant received one free drink coupon.

Sports Tournaments
During the second week of ISUM, a football and a basketball tournament were organized for all participants by ATA, volunteers and students. Ten football teams composed of students, ISUM staff and one co-professor competed in the football tournament that was held on two evenings. The basketball tournament was organized upon initiative of a student and an ATA volunteer and took place on one evening on an outdoor playing field.

Closing Reception
On 22 July 2005, the last day of the summer university, a closing reception was held in the hall of the Economics faculty in Skopje. Mr. Guido Tielman, First Secretary of the Embassy of the Kingdom of the Netherlands, addressed the impact of the ISUM on the reforms in the higher education system in Macedonia in the framework of the Bologna Action Lines. Afterwards, a closing speech was delivered by Mr. Yannick Du Pont, Director of ATA. In the end, stu-

Students in Krusevo

ISUM students with certificates
Students from different countries and universities expressed their impressions and experiences gained during the ISUM. ATA staff distributed certificates to the visiting professors, co-professors and logistic officers. Afterwards, students who successfully completed their course received their ISUM certificates from their professors.

**Recommendations**

- A larger hall should be chosen for the Opening Ceremony so that all interested students and professors are able to attend;
- ISUM (visiting) professors should be welcomed and introduced during the Opening Ceremony;
- Tours by professional English-speaking guides should be offered during excursions for those interested;
- More information (for example leaflets, brochures) should be provided about the destination at the beginning of the excursion;
- The recreational programme should include visits to places of interest in different ethnic communities in Macedonia;
- Consideration should be given to organizing an overnight stay during the weekend excursion to allow for a more in-depth visit to a region or city and to minimize the amount of time spent on buses.

### The ISUM in Numbers

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Students on excursion to Ohrid
Other project activities

In addition to the academic courses, recreational activities and debates organised during the summer, the ISUM project includes a number of other activities. Due to lack of time as a result of the delay in approval of funding, these activities could be not organised before the summer university, but are being implemented in the months following the summer courses.

Regional Student Union Seminar

From 24 to 27 October 2005, seminar for student unions from South Eastern Europe was organised by the student unions of the universities of Skopje, Bitola, Tetovo and the SEEU, together with ATA. The seminar gathered 40 student representatives from the Southeast Student Network (SEI) as well as other student unions in South Eastern Europe in Ohrid to discuss the relations between student unions and other relevant stakeholders in higher education reforms and the possible models of cooperation that can be used for creating a learning environment oriented towards the needs of society and the labour market. After two plenary sessions with introductions by Irena Kuzmanoska, Consultant Educational Specialist, Sagittarius Ltd., and Aleksandar Shumkovski, Consultant for DFID PAR, participants discussed the relations with different stakeholders in three separate workshops:

Workshop 1: “Student union as evaluators and active contributors in the Bologna process implementation”

This workshop concluded that as a part of a Quality Assurance system, student evaluation has to be part of the universities’ evaluation process. This model of student participation in higher education government has to be clearly defined in highest legislative acts in all countries of South East Europe.

Workshop 2: “Corporate social responsibility in raising the student standard and student wellbeing and employer involvement in quality assurance procedures”

This workshop revealed that the links between academic institutions and the business community are very limited in South Eastern Europe. For example, universities do not consult businesses and industry to address the needs of the labour market in the development of curricula and teaching programmes. Student unions should communicate more actively with the business community and exchange ideas how to increase corporate investment and involvement in Higher Education. Employment fairs and internships were mentioned as excellent examples of such cooperation.

Workshop 3: “Capacity building of the students’ union and students through cooperation with NGOs”

The workshop highlighted that student unions can improve their capacity for acting as representatives of students’ rights and interests through different models of cooperation with NGO’s such as trainings for its members in project management, governance, strategic planning, fundraising, advocacy, lobbying, etc. Organising joint debates or publishing materials on these issues could also help to increase the overall capacities of student organisations.
In general, the seminar concluded that student unions have the responsibility to shape and to evaluate reforms in higher education. Acting as mediators, student unions can foster partnerships between universities and other relevant stakeholders. In these partnerships, student unions could encourage a bottom-up approach and introduce innovative and creative practices in order to address the real needs of quality assurance in higher education arising from processes of societal change. The student union representatives agreed that ATA can be a support and mediator in reactivating the SEI network for other joint future projects. Moreover, with its extended academic network and activities throughout South Eastern Europe, ATA is considered a strategic partner in the development of the European Higher Education Network.

**Study Visits**

As part of the ISUM project, study visits are organised for co-professors from Macedonia to the institution of a visiting professor. The main purpose of the study visits is to develop a strategy for the implementation of the Bologna Action Lines at the home institution, by studying how they have been introduced at the faculties and institutions of the visiting professors. Moreover, the visits enable the co-professor from Macedonia to design the syllabus and content of the ISUM 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. Each study visit lasts for a maximum of one week. The project budget covers the costs of the co-professor’s travel, insurance and accommodation, and provides him/her with a modest per diem to cover expenses for food during the visit.

Due to a lack of preparation time, no study visits could be implemented before the ISUM 2005. As most visiting and co-professors expressed the wish to carry out a study visit after the summer university, however, ATA requested and received permission to organise the study visits in the months following the summer courses. Implemented after the summer university, the visits are used as an opportunity for professors to:

1. Study the implementation of Bologna Action Lines at the visited institution (or, if the host institution does not implement the Bologna system: compare the system of the host institution with the Bologna system).
2. Adapt their ISUM course so it can be incorporated into the regular curriculum of the co-professor’s faculty, i.e. draft a syllabus for a semester course, including credits and literature.
3. Draft a course suggestion for the next summer university, suggesting a course that does not yet exist in the curriculum of the co-professor’s faculty.
4. Discuss possibilities for future cooperation between the visiting professor and co-professor and their institutions.

The study visits for the professors of ISUM 2005 take place between October 2005 and January 2006. Study visits for the ISUM 2006 will be organized in the spring of 2006 as soon as the selection of courses and professors has been finalized.

**Workshop Series ‘Putting ECTS into Practice’**

Starting in the fall of 2005, ATA will organize a series of interactive, skill-oriented workshops that give
participants the opportunity to train practical skills, which will help them to put ECTS into practice. The philosophy behind these workshops is ‘learning-by-doing’. In addition to practical exercises and interactive discussions, workshops will provide participants with the opportunity to pose questions to international and local experts and to exchange experiences with regard to the respective topics. The workshops will be lead by international experts in cooperation with experts from Macedonia.

The workshops are open to university management, faculty, administrators, and students. ISUM co-professors are expected to attend the workshops as part of their contractual engagement. Participation in the workshops is free of charge. Participants who live outside the town in which the respective workshop is organized receive a reimbursement for their travel costs. Participants who attend at least five workshops and contribute actively to the sessions will receive a certificate. For those faculty members who wish to deepen their understanding of ECTS and other aspects of the Bologna process, additional coaching by experienced experts is provided on demand.

In order to promote the workshops, a brochure was printed and distributed, announcing the workshop topics and providing the opportunity to subscribe to a mailing list in order to receive regular updates on contents, dates and locations. Until the end of 2007, the following workshops will be organized:

**Starting to Put ECTS into Practice - Introduction to the Workshop Series**

This first workshop will provide an introduction to the workshop series and the main elements of ECTS: the calculation of ECTS credits, the ECTS grading scale and the transcript of records. After a short explanation, participants will be divided into small groups to carry out practical assignments. With the help of the workshop facilitators, participants will make a calculation of ECTS credits for a given course. They will prepare a transcript of records and interpret the ECTS grading scale. After this workshop, participants will have increased their practical skills and feel more confident to put ECTS into practice. (Participants: university management, faculty, administration, students)

**Recognition of ECTS**

The recognition of ECTS requires that the credits gained by a student through successful completion of a module at a host institution must replace an equivalent number of credits at the home institution. However, ECTS does not guarantee automatic academic recognition as it depends on the host institution and very often on the individual professor if credits are accepted for a specific programme. This workshop will address the main conditions and current obstacles for acceptance of ECTS in Macedonia. Attention will be paid to the importance of electives and English language as important conditions for the acceptance of ECTS and student mobility. During discussions in small groups, participants will identify the main obstacles in the recognition of ECTS at their institutions and formulate steps necessary to overcome them. (Participants: university management, faculty, students, less relevant for administration)

**Higher Education and Minorities**

This workshop will explore the possibilities for different minority groups to access and complete Higher Education in Macedonia. In particular, the workshop will address the position of students from ethnic
minorities, students with disabilities, female students, students with different sexual orientations, and foreign students. Participants will discuss (un)equal opportunities for these groups with regard to access and completion of Bachelor studies and advanced cycles (Master and PhD programmes), as well as access to mobility. The workshop will also discuss the provision of social services such as grants/loans, accommodation, health insurance for minority groups. Participants will identify shortcomings in the academic system in Macedonia and formulate steps to encourage equal opportunities for all students in Higher Education. (Participants: university management, faculty, students)

The Diploma Supplement
The Diploma Supplement is an annex to a diploma awarded by a higher education institution that describes the nature, level, context, content and status of the completed studies. In other words, the Diploma Supplement should provide all the information necessary to make a valid assessment of any degree or qualification. The DS is an important tool to improve international transparency and the academic and professional recognition of qualifications. During this workshop, participants will work in groups to draft a Diploma Supplement for a given study programme. Participants are asked to bring examples of their diplomas and certificates. (Participants: university management, faculty, administration)

Internships as Part of the Curriculum
One of the objectives of the Bologna Process is to increase the employability of students. Internships are a crucial tool in this regard and a regular part of university curricula in the European Union. The overall objective of internships is to increase students’ employability by offering them an opportunity to train on the job. Internships enable a student to build on competencies and skills and allow the student to gain relevant work experience in a professional environment such as in a company or an organisation. Internships can be described in terms of learning outcomes and work time expressed in ECTS credits. This workshop will discuss the importance of internships for graduates’ employability and explain how ECTS can be awarded for an internship. It will also address the benefit that interns offer to employers in the private and public sector. During the practical part of the session, participants will draft an internship work plan. Potential employers will draft an internship assignment. (Participants: university management, faculty, students, private sector, public institutions)

Administrative Infrastructure for ECTS Implementation
This workshop will discuss the importance of the support required from university administration and management in order to carry out changes related to the implementation of ECTS and BAL. During the discussion, participants will identify the administrative obstacles they face at their institutions and the changes that have to be made in order to complete the implementation of ECTS. While the workshop will address the changes necessary in administration and technical equipment, it will also stress the need for changes in mentality and working attitudes that are required on all levels of the academic institutions. (Participants: university management, administration)

The Information Package
The information package (also called course catalogue) is one of the most important ECTS documents. It is published by an academic institution and contains all the information necessary for a student to decide what and where to study, including information on the institution, information on the degree programmes and general information for students. The information package lists and describes the study programmes offered at a specific institution as well as their course units and modules. During this work-
shop, participants will compare existing information packages and identify how they can be improved. Participants are requested to bring examples of their information packages/course catalogues. (Participants: university management, administration)

Challenges for University Management

This workshop will summarise the conclusions of the previous sessions and point out future challenges for university management. The workshop will highlight the importance of transparency and accountability, academic self-management, student participation and new management models. As such, the role of university management in assuring quality in higher education will be examined. Constructive relations between faculties and central university management will be stressed as the basis for better coordination and improvement of university management. An action plan will be formulated on how to overcome the remaining obstacles to the full implementation of ECTS in Macedonia. Participants will draft a national strategy for cooperation between the faculties and the further implementation of the Bologna Action Lines. (Participants: university management, faculty, administration, students)

More information about the dates and locations of the workshops can be obtained from the ATA office in Skopje.
Speech by Mrs. Doris Pack, Member of the European Parliament

Prospects for the future SEE integration in the European Union and the importance of intra-regional co-operation in this process

I Introduction

To start our reflections today about the future integration of the countries of South East Europe in the European Union, I would like to address first some questions which are currently main topics of the political discussion in Europe. We have to face the fact that the European Union is not exactly the same after the referenda on the European Constitution in France and the Netherlands as it was before. The French and Dutch citizens have expressed deep doubts about Europe and its political development. Main concerns of the French and the Dutch voters were the fear to lose the achievements of the European social model in a globalised world; the fear to lose the own identity in an enlarging Europe Union; fears concerning jobs, immigration, organised crime, terrorism. Nothing of all this has anything to do with the constitution and in fact, the Constitution can help to overcome these problems. However, with their vote, Dutch and French voters have expressed a feeling of unease with European developments which all responsible European politicians have to take very seriously.

In order to regain confidence of the European citizens in the European project and to convince them that the achievements of the European Union, an area of prosperity and peace, can best be guaranteed by a well functioning European Union. Therefore a top political priority is today to increase economic growth and thereby jobs (Lisbon Strategy) and to increase security internally and externally.

Many citizens also feel that enlargement has been too fast and that an enlargement up to Turkey will put at danger the cultural and political identity of Europe.

With the countries of South East Europe the case is different. Two countries, Bulgaria and Romania, have already signed the accession Treaty and will join the European Union in January 2007 or 2008 at the latest. The European Union has an important long-term commitment in South East Europe, in particular to grant peace, stability and prosperity and to make a new military conflict in the region impossible. For this reason Europe - by far the largest single donor in the region - is making an important contribution to the reconstruction process.

Since the European Council in Feira in June 2000, the EU has offered a European perspective to these countries which was confirmed at the Thessaloniki Summit in June 2003. There is no doubt that the countries of South East Europe belong culturally and historically to the European Union and that their integration into the European structures is the only way to guarantee sustainable peace in this region. It is a clear interest of the European Union to anchor these countries solidly in the European structures.

However, Europe will not just be a gift to your countries. Nor will it just pour out money and solve all your problems. On the contrary, integration in European structures signifies hard work for everybody involved. The European Union offers a model, based on common values, such as freedom, democracy, solidarity, human rights and minority rights, which those who share these values can adopt and implement. The European Union has offered - and still is offering - a lot of help to South East Europe, not only in terms of know how, but also in terms of finances. But only the people themselves will be able to bring about the necessary changes in their respective countries for a better future. Every country will be judged at its own merits when applying for Community measures such as Stabilisation and Association Agreements. The community instruments are flexible and allow a tailor-made advancing towards the European structures. On the other hand this means that you are responsible for your country’s progress.

On this basis we should try to analyse today in more detail what is actually expected of the countries of South East Europe and what is in particular the importance of intra-regional cooperation in the process of integration in the European Union.
II The importance of inter-regional cooperation in South East Europe

1. EU Objectives of regional cooperation

Regional cooperation today is a cornerstone of the Stabilisation and Association Process (SAP), a main step on the way to further integration into European structures. In its first Annual Report on the Stabilisation and Association Process (2002) the Commission clearly stated that: “integration with the EU is only possible if future members can demonstrate that they are willing and able to interact with their neighbours as EU Member States do”

The Zagreb Summit in November 2000 had emphasised the need for regional cooperation as part of the EU’S “contract” with the countries concluding Stabilisation and Association Agreements. The main objectives of the European Union with regard to regional cooperation are:

- to encourage the countries of South East Europe to work together in a similar manner as the EU member states; therefore a network of close contractual relationships should be established between these countries
- to establish free trade agreements with a view to abolish any barriers to the free movement of goods - both between the countries of the region themselves as well as with the EU
- to promote the integration of South East Europe into the infrastructure networks of the wider Europe in the area of transport, energy and border management
- to encourage the countries to work together and to defend the common interests of the region and the EU with regard to security by fighting against organised crime, illegal immigration, trafficking of human beings.

In October 2001 the Commission decided to give also a financial incentive for regional cooperation by providing 197 million euro, i.e. 10% of the CARDS’ budget, for the year 2002-2004. This money was used to promote regional cooperation in the areas of management of international borders, regional infrastructures and the building up of stronger national institutions.

2. The development and the rationale of the regional approach

It was however only at the end of the 90s that the European Union formulated regional cooperation as a clear objective for the further development of the region, replacing a variety of bilateral relations which characterised relations with the EU in the early 90s. After Dayton, the first regional initiatives, such as the Royaumont Process and the South East Europe Cooperation Process (SEECP) were launched. But it took almost a decade until a new regional framework of the EU for South East Europe was developed by 1999 with its cornerstones: Stability Pact, Stabilisation and Association Process and CARDS Programme.

What are the reasons for the European Union to push so much for regional cooperation?

As the CARDS Regional Strategy Paper explains “the regional cooperation model is essentially an extension of the EU’s own philosophy (...) and such cooperation serves the mutual interest of all countries involved”. The EU in fact is an example itself of how regional cooperation is a catalyst for more security and wealth. Thereby the EU is promoting its own method of functioning.

Cooperation in the region is seen by the EU and the international Community as a key strategy to improve security and stability in the region. Consequently, in a secure and stable environment each individual country can more easily go forward on the way of integration in the European structures. That is why the EU strongly believes in regional cooperation. But at the same time this will be a test case since in South East Europe regional cooperation has been perceived quite ambiguously and is not having always positive connotations.

Therefore one has to ask the question whether regional cooperation is fostered mainly by external pressure - or to use EU jargon - by “conditionality”, or whether there is a genuine conviction about the necessity of cooperation in the countries themselves.
3. Factors contributing to regional cooperation and... obstacles

Although many elements seem to be in favour of regional cooperation in South East Europe - for example the geographic proximity of the countries, common historic origins, a shared communist experience and common regional challenges - regional cooperation meets many obstacles.

One obstacle certainly is the deep mistrust of countries that were forced into a union within Yugoslavia and dominated by it for many years, towards any kind of integration into another (regional) entity. Ethnic nationalism and mistrust among neighbours as well as low democratic and political development are other obstacles. There was also fear that regional cooperation in South East Europe could be used as an alternative model to European integration and therefore could be a threat to achieve this goal.

It is mainly the responsibility of the local elites in governments, parliaments and administrations to reach a consensus on regional cooperation both in the perspective of the respective individual country as well as of the region as a whole. In my view there is still a lot of work to do on this level. Local elites still do not perceive regional cooperation as an important policy tool for the future of their countries except for the reason that it is required by the European Union.

3.1. Confidence building

A most important step in my view is further intensification of the political dialogue between parliaments as well as between the civil societies of the countries in the region. Within the parliamentary network, which includes also the European Parliament and which was established under the Stability Pact, legislative issues and a common parliamentary approach to issues such as the environment, fighting crime, strengthening the legal systems etc are regularly discussed. It is a forum where parliamentarians from different countries of the region meet and realise that they face the same problems - and that they could watch out for common solutions. The same should take place on the level of ministers and key officials in the administration. Such cooperation can help to build confidence and trust and change attitudes of political actors. Only on this basis, regional cooperation will be widely accepted as a valuable tool of political and economic development in the region.

For investors the region as a whole is important, not only one of the countries alone. Therefore the policies in the region should not create new borders, but should try to be congruent.

In this context I would also like to stress the high importance of education and youth exchange. The European Union has opened its educational programmes for the countries of South East Europe. For example, TEMPUS assists, among others, countries in central and South East Europe to reform higher education. It does not only finance cooperation projects between universities from the EU and partner countries, but also promotes networking and regional cooperation between universities of the region. The new ERASMUS MUNDUS programme allows since last year the participation for students of the SEE region.

Young people who are the hope for the future in your countries, should be able to go and study or do part of their education in an EU member state. The new LIFELONG LEARNIG Programme of the EU (which includes Comenius, Erasmus, Grundvigh, etc.) for which I am responsible in the European Parliament, will be open for the SEE countries from 2007 on, the same is for the YOUTH programme.

But I think it is also very important that there is more exchange of students and young people within the countries of South East Europe. This sort of exchange was a main element in the reconciliation process between German and France after the Second World War (Deutsch-Französisches Jugendwerk). A network of personal relations and trust is the best and most solid basis for cooperation. I can only strongly appeal to the politicians to promote youth exchange between the countries in the region as an investment in the future. And I appeal to all of you to use every chance to cross borders and to get to know the people on the other side. (I am saying this to you also as somebody who comes from a region at the border between Germany and France.)

Another important topic in this context is the examination of the content of curricula and school books concerning the teaching of history, literature and culture. Again I would like to mention an example from the European Union. Germany and Poland scrutinised their history books and tried to find a common approach to extremely sensitive and painful historic events (Deutsch-Polnische Schulbuch Kommission) as part of a process of reconciliation. The Graz process is also working in this direction in the frame of the Stability pact.

An important step in this direction has been made by the President of Serbia and Montenegro when he apologised for crimes...
committed in Bosnia and Herzegovina, as well as by the common initiative of the Presidents of Croatia and of Serbia and Montenegro to apologise for past wrongs. This is an encouraging sign for the future and the willingness for reconciliation.

Trust and confidence building between the people of your countries is prerequisite for regional cooperation, economic development and sustainable peace in this region. The political responsible and the elites of your countries are those who have to take the initiative to start this process. I would like to encourage all of you to go forward on this path.

3.2. Understanding of common interests

In its third annual report on the Stabilisation and Association Process for South East Europe the Commission stated an "increase in regional cooperation, notably in the areas of infrastructure, trade, transport and energy" (page 26). This is certainly very encouraging. But the countries will only draw the real benefits from regional cooperation if they identify themselves all problems that have a cross-border dimension and therefore should best be tackled by a common approach. Refugee return, infrastructure, economic development and fight against crime are the classic examples for this. But other areas such as environmental protection, science and technology, energy and in fact education and youth exchange are also areas where regional cooperation creates a high added value.

There are different incentives for regional cooperation to be considered. There are issues which have by nature a cross-border dimension such as environmental protection, transport and organised crime; on other issues, the argument is mainly that cooperation is cost-saving, such as is the case for research and development. Focussing common efforts, unnecessary parallel work is avoided and higher efficiency is possible. A high degree of cooperation in these areas is a condition for smooth integration in the European structures which are based on the same principles.

Therefore cooperation has to sides. It is in any case necessary and a considerable advantage for the region regardless of integration into the EU structures, but integration in the EU structures will not be possible without regional cooperation. Political and economic actors must take into account both aspects to develop best and take the most advantage of regional cooperation.

I would like to come back to my initial remarks about the current political situation in the European Union. The EU is not the "promised Land" where milk and honey flow abundantly (so to speak). The European Union is the best model we ever had to guarantee peace and prosperity of our continent. But everybody has to work hard. You have high expectations in us, but let me tell you that we have also high expectations in you. Only if you are able to meet the common challenge, you will be able to develop an area of peace and prosperity in South East Europe and only if you achieve this goal closer integration into the European Union will be possible. Our citizens will not accept an increase of insecurity caused by further enlargements. They expect rightly from the politicians that we guarantee that any further enlargement is an advantage for the European Union, that it will result in more internal and external security and more potential for economic development. The time of war has passed and the time of pure reconstruction has almost passed too. Now the time that has come that your countries take their own initiatives and responsibilities for their further development. The European Union will be at your side and support you, but it will not do the work for you. You are the young elite of your countries. You will have political responsibility tomorrow. The future of you countries is in your hands.
About the Academic Training Association

The Academic Training Association (ATA) is an independent not-for-profit foundation, based at the University of Amsterdam, with field offices in Belgrade, Pristina, and Skopje.

We aim to support the ongoing processes of transition and reconstruction in post-conflict societies. We believe that an important way to facilitate these processes lies in the strengthening of educational and economic institutions.

We aim to contribute to sustainable reform of educational and economic institutions in post-conflict societies in a way that is lasting and demands the pro-active participation of local communities. Key principles in our work are:

- A demand-driven approach that pinpoints the needs and priorities of local beneficiaries;
- A society-oriented focus that ultimately benefits society as a whole;
- The support of long-term cross-regional and international cooperation processes;
- The promotion of local ownership as precondition for sustainability.

More information on ATA’s past, present and future activities can be found at: [www.academictraining.org](http://www.academictraining.org).

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