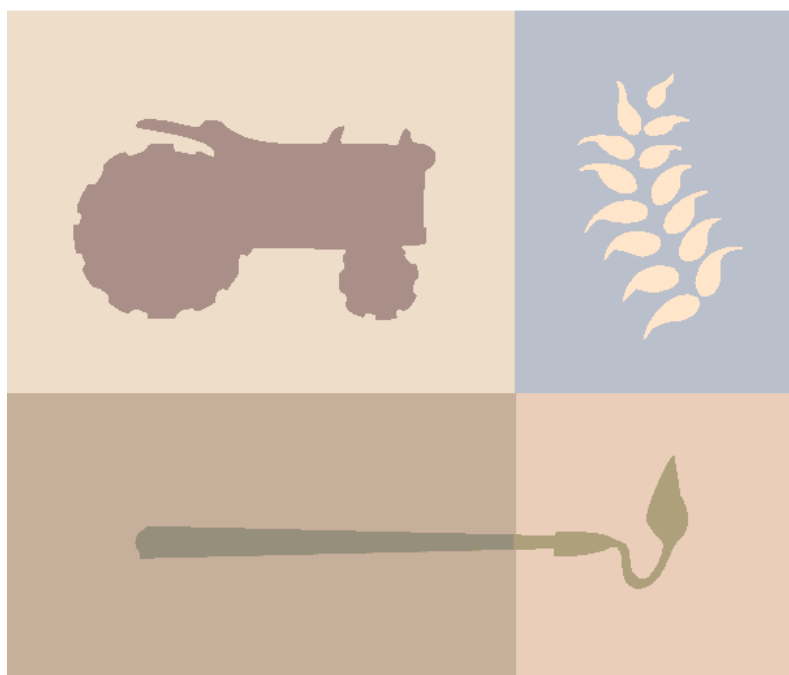


Building capacity for Macedonian policy formulation and economic analysis related to the agricultural sector

- with a focus on trade, marketing,
production, and processing



Inception report 2004/2005
March 29, 2005

Contents

| | |
|---|-----------|
| PROJECT CONTEXT | 5 |
| THE MACEDONIAN AGRICULTURAL POLICY | 5 |
| ABOUT THE INCEPTION REPORT | 6 |
| THE PROJECT IN SHORT | 6 |
| TARGET GROUPS | 8 |
| PROJECT ACTIVITIES – PROGRESS IN IMPLEMENTATION | 9 |
| RESEARCH COOPERATION | 9 |
| THE PhD-PROGRAMME | 11 |
| THE MSC-PROGRAMME | 11 |
| THE AGRICULTURAL ECONOMICS CURRICULUM IMPROVED AND PREPARED FOR THE BOLOGNA-MODEL | 13 |
| THE DEPARTMENT IN SKOPJE EQUIPPED WITH A COMPUTER LAB | 16 |
| NEW REFERENCE MATERIAL FOR THE LIBRARY AT THE DEPARTMENT IN SKOPJE | 16 |
| ENGLISH LANGUAGE COURSES | 17 |
| ANNUAL STUDY VISIT TO UPPSALA FOR UNDERGRADUATE STUDENTS | 18 |
| ADVISORY SYSTEM IN MACEDONIA | 19 |
| MONITORING AND EVALUATION | 20 |
| FINANCIAL REPORT 2004 | 20 |
| PLANNING OF THE COMING PERIOD | 22 |
| LONG TERM PLANS – FUTURE VISION | 23 |
| APPENDIX 2: RESEARCH TOPICS | 27 |
| APPENDIX 3: MACEDONIAN AGRICULTURE AND THE EU | 28 |
| APPENDIX 4: SUMMARIZED CONCLUSIONS OF “THE AGROECONOMIC EDUCATION AT ST CYRIL AND METHODIUS UNIVERSITY IN THE REPUBLIC OF MACEDONIA” | 30 |
| APPENDIX 5: SUGGESTED PRIORITIES OF AND AMENDMENTS TO THE SUBPROJECT ON A COMPUTER LABORATORY | 31 |
| APPENDIX 6: LIST OF LITERATURE TO THE LIBRARY OF DEPARTMENT AGRICULTURAL ECONOMICS AND ORGANISATION | 34 |

Project context

To a large extent, Macedonia lack strategic analysis with regard to its trade with Macedonian agricultural products in European and global markets. So far, no studies of the consequences have been made of the Stabilisation and Association Agreement with the EU and the membership in the World Trade Organisation, WTO, despite the fact that a reduction of the current trade barriers are likely to result in fundamental structural changes within the agricultural sector.

During the initiation of this project, the Ministry of Agriculture Forestry and Water Economy (MAFWE) has emphasised the need for a deeper appreciation of the challenges facing Macedonia, not only as a young market economy but also in agriculture. This awareness will obviously be imperative when Macedonia continues to prepare for a membership in the EU, where agricultural policies probably are one of the most complex issues in the membership negotiations. A close cooperation between the MAFWE and the Faculty of Agriculture at St Cyril and Methodius University is maintained, and the MAFWE has commissioned the Department of Agricultural Economics and Organization to assist in these membership preparations.

Since one of the main features of the co-operation with Macedonia is the rapprochement to EU's rules and regulations, Sweden may share its experiences with Macedonia on the EU Common Agricultural Policy (CAP) and its effects on agricultural production and marketing. As a matter of priority, policy related agricultural trade and marketing research should be carried out in Macedonia and Sida may finance parts of the necessary studies and provide technical assistance for the purpose. For a sustained capacity for policy formulation and economic analysis a fundamental approach with educational elements is necessary.

The Macedonian agricultural policy

Before Macedonia obtained its independence it had no own agrarian policy as part of the SFRY. The first steps towards the establishment of an independent agrarian policy were made immediately after the proclamation of independence and the introduction of measures for market-pricing protection, i.e. the protection of foreign trade operations. Essentially, this Macedonian policy was a continuation of the agrarian policy of SFRY. It was predominantly based on "market-pricing" activities and primarily used market interventions through countervailing customs and trade restrictions, as well as through subsidizing of prices of particular agricultural products. This approach, combined with the low budget of the MAFWE (ca 1% of the Budget of RM) continued for several years, thus aggravating the problems of the sector and increasing the discontent, especially among producers, with macro-economic policy.

In 1996, with the establishment of the first strategy for development of agriculture for the period 1995-2010, the earliest activities for reform of the agrarian policy were pointed out, and were mainly directed toward abandoning the protective pricing measures, i.e. the main measure of the previous agrarian policy. The strategy includes goals and objectives.

In 2001, a new mid-term strategy was drafted for the development of the agricultural sector up to 2005. It is a continuation of the previous long-term strategy and elaborates in greater detail on all of the sectors, in addition to critically reviewing the implementation of the previous agrarian policy. Moreover, the objectives have been modified to a certain extent to better correspond to the objectives of the common agriculture policy of the EU. The two strategies aim at promoting better functionality of agriculture while strengthening its competitiveness, as well as stimulate rural development.

About the inception report

This inception period report focuses on the time from July 2004 until March 2005. The annual plan is for the year of 2005. Formally, the project started in July 2004. There were several activities taking place before this date, supported by the department of economics at the Swedish university of agricultural sciences. There were contacts established and a thorough plan for activities was agreed on.

The Project in short

In accordance with the project plan, the aim of the project is:

To contribute to an improved Macedonian policy for, and economic analysis of, the agricultural sector with respect to trade, marketing, production and processing.

THE PROJECT ACTIVITIES

1. Sending Macedonian students to MSc-studies in Uppsala.
2. Sending Macedonian students to PhD-studies in Uppsala.
3. Possibility for undergraduate exchange.
4. Staff mobility for curriculum development:
 - a) Swedish teachers will participate in concentrated teaching in Macedonia from seven to ten days at a time.
 - b) Macedonian teachers will visit Uppsala for seven to ten days at a time to work on curriculum development.
5. Technical support:
 - a) Equipping the Department in Skopje with technical teaching aids and modern means of conducting research.
 - b) Purchase books and additional literature.
 - c) Organise English language courses in order to allow the Department's students and staff to attend studies abroad and participate in other international projects.
6. Research cooperation:
 - a) Competitiveness study
 - b) Farm business

More thorough information on the the Relevance of the Project in Agricultural Economics, The Macedonian Agricultural Sector, The Department of Agricultural Economics and Organization in Skopje, the Project Background and the Objectives and Outputs of the project is presented in the project document. The objectives and outputs of the project are summarized, in appendix 1.

The project consists of the following activities: research cooperation, PhD-programme, MSc-programme, agricultural economics curriculum improved and prepared for Bologna-model, computer lab equipment to the department in Skopje, reference literature to the department in Skopje, English language courses, annual visit to Uppsala for Macedonian undergraduate students and advisory system in Macedonia. The progress in implementation of these will be presented below.

Target Groups

This project has several target groups. First, in the short run, the target group is the Department's of Agricultural Economics and Organization at St Cyril and Methodius University in Skopje . In the medium run however, the target groups are the MAFWE, farmers as well as consumers of Macedonia. Lastly, in the long run hopefully the whole of Macedonia will be able to gain from the achievements of the project's outcome.

The immediate target group, the Department of Agricultural Economics and Organization, employs eight teachers with PhD-degrees, one teaching assistant (MSc), and one technician engaged in the education and research activities. There are also three postgraduate students involved in teaching. These thirteen people include five women and two persons from an ethnic minority.

Moreover, the undergraduate students are an important target group since the higher education in agricultural economics is a significant source of skilled employees for both the private and public sector, e.g. as part of the administration in agricultural enterprises or as farm advisors in the National Extension Agency. Moreover, it is important to secure a re-growth in advanced or expert knowledge in the fields of agro-management, agro-marketing as well as agricultural economics to supply the government with experts, the university and different institutes with researchers, and the private sector with skilful managers.

Project Activities – progress in implementation

General achievements

This section describes some general achievements experienced by the separate partners within the project –the department in Skopje and the department in Uppsala.

According to the department in Macedonia, the project has positive repercussion in the academic society within the Faculty of agriculture and food, and it is accepted as one of the largest projects introduced by the faculty. All employees, as well as the students are motivated to participate in this project. The intensifying of the project activities will contribute to the promotion of the project and its importance in strengthening the capacity of the Department of Agricultural economics and organization, as well as in educating new generations of students, MSc and PhD with capacity to contribute in the transformation of the Macedonian agricultural and food industry towards market principles and integration in the EU markets.

For the department in Sweden, the project has contributed to several positive outcomes. Since the start in July 2004, the interest for the project at the department has been growing. The project has increased the department's knowledge and experience on a number of issues related to development assistance. Moreover, the knowledge of issues related to the research part of the project has improved.

General constraints

There have been some administrative obstacles in the start of the project. There was a delay in the procedure of the Macedonian Government to accept the project and in the registration for euro integration. The specific agreement, allowing the department in Skopje to receive money from Sweden, was supposed to be signed during the summer of 2004. Not until December 2004, however, the MAFWE and the Government of Sweden signed it. This has caused delays of many parts of the projects. First, an assistant could not be hired, complicating the communication between the departments. Secondly, the research part, the curriculum development, the English courses and computer lab were also affected.

Research Cooperation

Background

The research topics agreed upon at the workshop in the summer of 2003 involve some of the most urgent issues on the agenda for the agricultural sector in Macedonia, and aims at strengthening the Macedonian expertise on sector analysis and modelling, while at the same time increasing the Swedish researchers' experience of international cooperation and knowledge of e.g. the specific problems facing an economy in transition. Confer appendix 2 for a more complete discussion of the topics.

Activities

SECTOR ANALYSIS STUDY

At the project's annual meeting in June 2004 it was decided that the research activity will be in line with some of the plans laid out in the "Strategy for Approximation of the Macedonian Agro-food Sector to the Common Agricultural Policy," which was prepared jointly by the MAFWE, the Faculty of Agriculture, and GTZ¹. The focus of the research will be on analysing the competitiveness of some of the main agricultural products, e.g. tobacco, wine and grapes, vegetables, lamb meat, or milk. The analysis will create the necessary elements for a sector model, which is a crucial tool in the subsequent analysis of implications of different policy suggestion, mainly the rapprochement to the EU and its Common Agricultural Policy. Thus, the Department in Skopje contributes to the Faculty's of Agriculture commitment to the MAFWE'S work on the EU accession process. By November 2005, the Department in Skopje is expected to present the report to the MAFWE.

The study will mainly be conducted by a number of MSc-students from both departments, including the Macedonian students doing their master's at SLU. However, the report will also involve ten researchers from the department in Skopje; as well as contributions to certain sections by two researchers from the department in Uppsala. In addition, undergraduate students at the department in Skopje will be involved in the collection of necessary data.

FARM BUSINESS

The second research topic deals with the Macedonian model of a farm business for different production branches. The aim is to do a comparison of the firm models between Macedonia and Sweden that will result in a paper to be presented on an international conference held in Macedonia in the summer of 2005.

Achievements

SECTOR ANALYSIS STUDY

The decision to focus the main part of the project's research efforts on the sector analysis study, was followed during the autumn by a draft outline of the topic to be treated in the report. Subsequent meetings and e-mail contacts have lead to a finished outline, see appendix 3, as well as a plan on what department will take which section, namely sections I, IV, and V will be handled by the Macedonians, section VI by the Swedes, section II by a group of Slovenian researchers, and sections III, VII, and VIII jointly. During the beginning of 2005, the Macedonian researchers have started gathering necessary data, while the department have began the research preparations and engaged a Swedish MSc-student.

FARM BUSINESS

The topic of a Macedonian farm business model was initiated in mid-December during a meeting between the professors Dragi Dimitrievski and Bo Öhlmér.

¹ Deutsche Gesellschaft für Technische Zusammenarbeit

Constraints

The limited number of researchers at the department in Skopje, as well as their already large workload, will affect the continued pace of the research. As a result, the report to the MAFWE will most likely be made central focus henceforth, if it is to be finalised in time.

Lessons learned

It might be prudent to conduct a follow-up of the findings in the report “Important Issues for the Macedonian Agricultural Sector” from the workshop in 2003. On another note, to avoid the risk of underestimating the amount of time necessary for a research topic, the communication between the departments would preferably be more frequent, hopefully leading to realistic time plans.

Finally, to assure the quality of the research, a suggestion may be put forward to require all major research proposals to be examined by an external reviewer.

The PhD-programme

Background

The PhD-programme aims at recruiting Macedonian students to participate in PhD-studies in agricultural economics and business administration. The data collection will be concentrated to the Department in Skopje, while many of the courses will be attended in Uppsala, where the degree will be awarded. The PhD-students will have supervisors from both departments and choose topics for the dissertations from the research areas given in the appendix 2. The students will be financed by scholarships.

Activities / Achievements

As expected for the first year of the project, there were no appropriate candidates for PhD-studies from the department in Skopje. However, as described in the Project Document, a Swedish PhD-student was accepted to the programme. Due to the responsibilities as project leader for the project, the actual studies did not begin until the autumn 2004, and has by the end of March 2005 resulted in 37,5 ECTS² credits. During the autumn and spring, Hanna Wetterstrand has been employed at 20% to act as deputy project leader, while Tina Ericson is studying full-time.

Constraints / Lessons learned

The experience from the first year indicates that the project leader’s duties by far exceed the estimated 20% averaged over five years.

The MSc-programme

Activities

The MSc programme aim to educate Macedonian students within the internationally acknowledged MSc-degree in agricultural economics at the

² European Credit Transfer System

Department of Economics, SLU. The MSc-programme will comprise of two years studies and research on a topic chosen within the issues in the research cooperation. The supervision of the students is joint between the two Departments, which ensures a stable exchange of experiences and ideas between the Departments, as well as benefit the students in the form of different views on their subject. The students are financed by scholarships. The project aims at educating at least seven Macedonian students within the MSc-programme. The education enhances the graduates' competitiveness on the labour market as well as increases the number of competent persons eligible to work at the Department in Skopje or other qualified positions in the Macedonian economy especially in the agriculture sector. Additionally, the programme aims at further preparing the students for PhD-studies.

The studies begin with a part-time introduction course to familiarise the students with the academic environment at SLU. The course includes computer instructions and exercises; library orientation; using the Internet as a research tool; how to write a scientific thesis in English; how to use other researchers' results, including principles on referencing and quoting; and defence of a thesis. Simultaneously, the students take one of the other part-time courses given by the Department in the first period of the autumn semester. For the rest of the academic year, the students follow the advanced courses in economics according to their field of specialisation: business administration, agricultural or environmental economics. The project lends each student a portable computer for study and research purposes. The first nine months of study is followed by one year of work on the thesis. It starts with about 12 weeks of preparations in Sweden, where after the student will do most of the research and writing in Macedonia, with access to both supervisors. The MSc-programme is thereafter concluded in Uppsala with an eight-week final preparation of the thesis for the defence seminar and the subsequent modifications before the thesis is published.

Achievements

During the autumn of 2004 and the spring of 2005 two master students have been studying at SLU. They have followed the MSc programme as the abovementioned plan describes. Worth to mention is that, in addition to the part-time introduction course, the students have followed the MSc thesis preparation course given at the Department, which included quantitative and qualitative methods amongst other issues related to writing a thesis. Thereafter, by taking the courses; production economics, the CAP and international trade, business management and writing a thesis, they will receive a MSc-degree in business administration. The students will finish their last course in the beginning of June. During the autumn of 2005, they will work on their thesis in Macedonia, and sometime during the spring, they will return to Uppsala for the final work, as planned. If everything continues as the plan suggest, they will have their MSc-degree in June 2006.

According to an evaluation undertaken by the current MSc students in March, it is obvious that they are satisfied with the education in Uppsala. One of the students express:

“The courses developed a brand new view of economy and brought me a great deal of self confidence”

Constraints

It is too early to identify constraints related to the whole MSc programme. Still, however, a few issues have been identified.

Since the students graduated from the old curriculum of BSc programme in Macedonia, it does not completely fit with the MSc of the department in Sweden. The two students did not have a background in economics, which have made it difficult for them. They were, however, for this reason given an extra introduction course in economics. Furthermore, they lacked appropriate entrance qualifications in mathematics. Adding these two aspects, might in the end affect their results. Noteworthy is that the new BSc-programme in Macedonia is better suited for the MSc-programme given in Sweden. In accordance to this, the evaluation showed that they would have liked better information earlier on how much mathematics the courses include.

Moreover, the evaluation showed that their expectations of studying in Sweden were very high before starting, and they felt that their expectations were fulfilled totally. Adding to this, the evaluation revealed that the students would like better preparation and information about their coming master thesis. That is something the department in Uppsala needs to work further on.

Lessons learned

The project needs to better inform and prepare the coming MSc students of the qualifications in mathematics required.

The project needs also to keep in mind, that in case the projects ends before all students have finished their degree, a phase-out system must be established.

The Agricultural Economics Curriculum Improved and Prepared for the Bologna-model

Activities

The Department in Skopje has already began reforming its BSc-programme in agricultural economics; however, they have asked for assistance in improving the curricula further, hence the Department in Uppsala assists in preparing it for an adaptation according to the Bologna Declaration. The project aims at making the BSc in agricultural economics more competitive both on the labour market and among students. Additionally, to further prepare students for postgraduate studies. The Swedish teachers may assist in developing some first and second year courses in economics and business administration. Some Swedish teachers will also visit the Department in Skopje for seven to ten days to give guest-lectures on selected topics.

The development of the Macedonian agro-economical curricula has two components: the undergraduate and the graduate level. The English language (see more details below) courses for the Macedonian teachers are related to the two curricula's.

The development of a curriculum is a continuous process; hence this subproject will go on for at least two more years. After that, the sub-project will be evaluated and a decision will be made if it should continue. The Departments will then exchange experiences and discuss means to meet the many aims of a successful study programme.

Achievements

EVALUATION AND COMPARISON OF CURRICULUM

To begin with, the curriculum and all course syllabi have been evaluated to facilitate an analysis of the current outline. A research assistant at the department in Sweden, has conducted a study "The agro-economic education at St Cyril and Methodius University in the Republic of Macedonia" comparing the agro-economic university education in Macedonia, Sweden, Norway and Greece. The focus of the comparison was on 1) the education system, 2) the curricula's standardization, 3) the curricula's disposition, 4) the content and level of the courses and finally 5) the methods of learning. Conclusions of the study are summarized in appendix 4.

The study was presented and discussed in a seminar at the department in Sweden. Thereafter, in accordance with the project plan, three Macedonian teachers visited the Department in Uppsala for seven days to attend a mini-workshop where the curriculum was penetrated. The discussion was fruitful. One of the main conclusions was that the MSc programme given by the department in Skopje needs to be modernized, since it is not suitable for the new BSc-programme. This new MSc-programme should be able to start in the autumn of 2006.

In order to create a new MSc programme, the department in Skopje has developed a "Preliminary Curriculum of the M.Sc. Programme" in co-operation with universities in Germany, United Kingdom, Albania and Bosnia. The teachers, professors and project leaders at the department in Uppsala were asked to give their response to the suggested curriculum. A seminar was held; comments were collected and sent to the department in Skopje. In brief, the comments stressed the issue of each course containing too many different areas and raising too many specific subjects. At the same time, the courses include too many different methods. Adding to this, according to the teachers in Sweden, the preliminary curriculum does not correspond to what we mean by satisfactory preparing the student for research. Short response was given from Skopje and thereafter, no further work has been conducted.

According to the department in Skopje, they do not have the capacity to give all the suggested courses. The idea was that students or teachers could travel in

between the universities in Macedonia, Bosnia-Herzegovina, and Albania, but the economic situation at the moment does not allow this.

TEACHER EXCHANGE

Regarding guest lectures by Swedish teachers in Skopje, the first teacher will visit the department in Skopje in April 2005.

There have been study visits by Macedonian professors to the department in Uppsala at two occasions. First, in December 2004, one professor – Dragi Dimitrievski visited the department. The aim of this visit was to discuss the course in farm management, but also the research plans. The visit was satisfactory. The second visit took place in March by three professors – Gjorgi Gjorgevski, Dragan Gjosevski and Jovan Azderski. The main purpose of the study visit was to discuss and develop their courses and also to discuss the content of further research cooperation. Further evaluation of these will be conducted later on.

According to the project plan, the visitors would also participate in Department seminars and make appropriate study visits during their stay. The time of visits, have however, not coincided with seminars at the department. Furthermore, there has not been time for study visits.

Constraints

EVALUATION AND COMPARISON OF CURRICULUM

Some important constraints related to the capacity and work load at the department in Skopje, has been identified. First, the fact that according to the rules of the university, the department in Skopje receives financing only for 25 students per year regardless of how many students they enrol. Secondly, the department have had to give different courses in economics, with very little variation to students outside the department, causing great inefficient use of the labour at the department.

There has been some lack of communication resulting in uncertainties in relation to what work has been expected of each other with regard to the curriculum development.

TEACHER EXCHANGE

The delay of the specific agreement has lead to difficulties in the planning of visits of Macedonian professors to Sweden. The study visits could be planned more in advance so that they coincide better with seminars and suitable courses at the department.

Lessons learned

It is crucial to find efficient ways to communicate. Since the specific agreement was delayed, the communication regarding curriculum development was affected negatively. It would probably be fruitful to have a discussion regarding how to improve communication. An idea could also be to better state what work is expected of each other.

Furthermore, it might be fertile for the partners within the project to discuss if there should be a specific timeframe within which study visit reports are to be written.

The department in Skopje equipped with a Computer Lab

Activities

During the workshop in June 2004, the department in Skopje presented a document describing the details for the computer lab and a time plan for its implementation. The document included a specification of necessary equipment and proposed solutions for Internet access, network administration and so forth, see appendix 5. The network engineer of the department in Uppsala reviewed the suggestion and made comments on its strengths and weaknesses. The document was then appended with a list of priorities for investments as well as comments on issues like budget and security, see appendix 5. The time plan decided on at the workshop in June, stated that the preparation of a suitable room should start during the summer and that the procurement procedure might take an additional two months; consequently, the lab should be finished no later than at the end of 2004.

Achievements/constraints

The delayed specific agreement in Macedonia has meant a serious delay for the computer lab, and the achievements so far is the preparation of a suitable room at the department. The room has been renovated and equipped with the necessary electrical fittings etc.

New Reference Material for the Library at the Department in Skopje

Activities

According to the project plan, the library at the Department in Skopje will be supplied with online science journals and modern textbooks covering the topics economics, marketing, management, and writing skills. All books and journals provided will be in English. It was decided that the textbooks should include 7 titles in the 3 subjects economics, marketing, and management and 3 titles on academic writing, with 5 copies each, in all 120 books. Moreover there should be subscription to 4 economic science journals for five years.

Furthermore, the teachers at the Department in Uppsala will assist in the development of case studies and exercises adapted to the Macedonian agricultural sector to be used in courses given by the Department in Skopje.

Achievements

In dialogue with the Macedonian counterparts, the Swedish teachers have suggested essential literature for the undergraduate level in each subject, as well as recommending basic literature on essay writing. Due to budget constraints and changed ideas on exactly what literature that should be included, the final list of books changed somewhat from what was decided on in the project plan. (The budget could not cover as many books as planned.) At SLU the teachers found it important to add titles in teaching and learning. Moreover the teachers did not

find it necessary to include as many as 7 titles within each subject. The list was first agreed among the teachers and professors at SLU, and then sent down to the Department in Skopje for comments. There were no changes demanded. During the autumn of 2004 titles were collected and the ordering of the textbooks started. In the beginning of February 2005 the textbooks were sent to the department in Skopje. The final list of literature consisted of in total 73 books, see appendix 6 for the complete list of literature:

3 titles á 5 copies in economics (one more title will be added shortly)
5 titles á on average 4 copies in marketing
4 titles á 5 copies in management
2 titles á 5 copies in writing skills
3 titles á 1 copy in teaching and learning
2 titles á 1 copy classical books in business economics

This list is to be complemented based on the demands and wishes of Department in Skopje. The department in Skopje express that the choice of literature was excellent.

As soon as the computer lab will start working, the Swedish teachers will recommend influential science journals to be provided on-line at the library or in the computer lab.

The activity of teachers at the Department in Uppsala assisting in the development of case studies and exercises adapted to the Macedonian agricultural sector has not yet started.

Constraints

Some unexpected troubles with the customs occurred. When the books arrived in Skopje, the customs demanded full documentation on what was in the packages, their money value (in Euro), who was the sender, who had paid for the books and for what purpose they were sent (donation) and proof of e-mail communication between the project leaders and the assistant. When this was arranged the Department's of Agricultural Economics and Organization could finally pick them up. For the time in between, however, the Department's of Agricultural Economics and Organization in Skopje had to pay a rent.

Lessons learned

For future exchange of literature, the project now has the knowledge of how to avoid unnecessary trouble and fees.

English Language Courses

Activities

In an ever-increasing globalised world, English is of great importance. Since, the project language is English and many of the Macedonian colleagues and students do not know appropriate amount of English, the Department in Skopje will provide its staff and students with two different English courses. The first is an

intensive course to prepare the students for the TOEFL. The second course is given during 8 months and includes 64 lectures. The staff and students will be tested for their skills prior to the course and grouped according to their prerequisites. According to the project plan, ten students and staff members will be given this opportunity, which aims at reaching the level of a proficient user of English.

Achievements and constraints

During the autumn of 2004, two months later than planned, 10 students and 6 employees at the department in Skopje started to take courses in English at appropriate levels. A school for foreign languages in Skopje provided the courses.

Annual Study Visit to Uppsala for Undergraduate Students

Background

Educational institutions everywhere competes to make students chose their study programme; this is certainly true also at the Departments in Skopje and Uppsala. Since the Macedonian Department has had some problems with students quitting before graduating with BSc-degrees, the project aims at initially inviting seven students per year during the first implementation period 2004-2006 (in total 21 students) for a seven day study visit to Sweden and the Department of Economics in Uppsala to show the possibilities awaiting them once they have graduated.

Activities

The study visit to the department in Uppsala, invited undergraduate students from the department in Skopje to learn more about studying and living in Uppsala. The group consisted of six students and one group leader. The selection for participating was based on academic merits and computer and language skills. The visit lasted for eight days and included information meetings on the courses provided at the department in Uppsala, discussions with the teachers and students at the department, as well as a presentation by the student's union and a visit to the on-campus student housing. Moreover, the programme contained an extensive variety of visits to other organisations like farms, food companies, the Swedish Farmer Association, and even the Swedish parliament. Accommodation was provided at a local youth hostel within walking distance of the Department. Upon the return to Skopje each student was obliged to write a travel report in the form of a short essay in English, which was commented on by a Swedish teacher.

Achievements

The first group of six Macedonian students with a leader visited Uppsala in the spring of 2004. The study trip fulfilled the criteria mentioned in the Project Document. The written reports presented by all the participants suggest a very positive result. In general, the students expressed satisfaction with the trip as a whole. They were impressed by the well-equipped Swedish education facilities, by the friendly professors and study environment, as well as the SLU campus. In addition to this, the students reflected on cultural differences such as living conditions, mentality among people and educational differences. See appendix 7

for the study visit's programme, and appendix 8 for the group leader's report from the trip.

Constraints

Most of the visiting students were in their third year of study; and, consequently had nearly two years left before their BSc-degree. This probably affected how much the students got out of some of the meetings especially on educational issues. Concerning a different matter, the budget for 2005 is considerably lower by request from Sida, which may affect the length of the visit as well as the number of excursions.

Lessons learned

In future, the study trip should be targeted towards fourth year students rather than third year. This will assure them enough time to prepare the necessary documents as well as language skills, while being right in time for thoughts about options after the degree is finished. Moreover, the timing of the trip during the semester must be carefully planned to neither impede the students' course work nor lead to unnecessary high costs.

Advisory System in Macedonia

The subproject is not yet defined, but should be initiated in 2007. Potential activities could be the development of a homepage; information material; creation of courses for continuous education of advisors; and collaboration groups with farmers, advisors, and researchers. At present, a new Sida-financed project concerning a Macedonian Advisory System is starting up. The subproject on Advisory systems in Macedonia would include, beside the two departments, the National Extension Agency in Macedonia, Agriwise and the new project financed by Sweden, but perhaps also one or more development projects aimed at advisory systems. It may be envisaged to include Macedonian agricultural enterprises or farm associations including the ongoing cooperation between LRF and the Federation of Macedonian Farmers. There is also a possibility to make use of the data collected for the Farm Monitoring System by the National Extension Agency, a project initiated by the World Bank.

Monitoring and evaluation

Since the project still is in its starting phase, hence a learning process, no major evaluation has been conducted. The climate of discussion is however open and the partners are continuously working to find good ways to cooperate.

Financial Report 2004

The project period started on July 1st 2004, but as mentioned earlier, the specific agreement necessary for the Macedonian party to act was not signed until December 2004. The resulting deferment for the project activities has already been pointed out in this report. Given that the budget for 2004 assumed the project would commence March 1, many of the planned activities was not able to utilise the provided funds, hence the large surplus at the end of 2004 was 2,413,957 SEK. The delayed purchase of equipment for the computer lab and the postponed start of the research are responsible for some 65 per cent of this surplus; 31% and 35% respectively,. Other major deviations are for the curriculum development with some 300 thousand SEK to spare, where eight teachers were assumed to take part in the teacher exchange but only one visit was finalised; and the PhD- and MSc-studies with about 200 thousand SEK each. The difference for the PhD-activity derives from the aforementioned delay to begin the studies, while there is one less MSc-student than first intended and the necessary preparations of the MSc-curriculum were less extensive than anticipated.

The shortage in “Study Visit: Miscellaneous” relates to the compensation for the participating teachers, which was entered as a reimbursable cost under Miscellaneous instead of as a fee under Remunerations. Overall, the Study Visit-activity came in 20,600 SEK under budget, which means it was still 10,000 SEK above the 96,300 SEK in the budget for 2005.

The only other negative figures can be found in PhD-studies: Misc. and Proj.Adm: In Sweden; mainly caused by an unforeseen increase in the overhead costs at the department in Uppsala, but also from the additional project administration.

The project has applied to Sida to transfer the unutilised funds of 2,413,957 SEK for 2004 to the budget of 2005.

Financial report for July 1, 2003 to December 31, 2004. All amounts in SEK.

| Budget item | Sub total | Total | Realised | Difference |
|--------------------------------|------------------|------------------|----------------------------|-------------------|
| <i>Research</i> | | <i>840 000</i> | 0 | +840 000 |
| Remunerations | 420 000 | | | |
| Miscellaneous | 420 000 | | | |
| <i>PhD-studies</i> | | <i>521 500</i> | <i>302 702</i> | <i>+218 798</i> |
| Travel | 15 900 | | 0 | +15 900 |
| Remunerations | 486 600 | | 240 009 | +246 591 |
| Miscellaneous | 19 000 | | 62 693 ³ | -43 693 |
| <i>MSc-studies</i> | | <i>452 700</i> | <i>247 104</i> | <i>+205 596</i> |
| Travel | 23 500 | | 11 724 | +11 776 |
| Remunerations | 136 100 | | 36 004 | +100 096 |
| Miscellaneous | 293 100 | | 199 376 | +93 724 |
| <i>Curriculum Development</i> | | <i>455 800</i> | <i>149 602</i> | <i>+306 198</i> |
| Travel | 125 000 | | 27 163 | +97 837 |
| Remunerations | 267 800 | | 79 380 | +188 420 |
| Miscellaneous | 63 000 | | 43 059 | +19 941 |
| <i>Computer Lab</i> | | <i>757 500</i> | 0 | +757 500 |
| Equipment and software | 584 000 | | 0 | +584 000 |
| Licences and Computer Engineer | 173 500 | | 0 | +173 500 |
| <i>Literature</i> | | <i>69 600</i> | <i>21 487</i> | <i>+48 113</i> |
| Textbooks | 45 000 | | 21 487 ⁴ | +23 513 |
| Subscriptions | 24 600 | | 0 | +24 600 |
| <i>Language Courses</i> | | <i>14 000</i> | <i>15 036</i> ⁵ | <i>-1 036</i> |
| <i>Study Visit</i> | | <i>120 000</i> | <i>99 389</i> | <i>+20 611</i> |
| Travel | 67 300 | | 65 551 | +1 749 |
| Remunerations | 22 400 | | 0 ⁶ | +22 400 |
| Miscellaneous | 30 300 | | 33 838 | -3 538 |
| <i>Advisory System</i> | | - | - | - |
| <i>Project Administration</i> | | <i>464 500</i> | <i>531 743</i> | <i>-67 243</i> |
| In Sweden ³ | 403 200 | | 520 147 ⁷ | -116 947 |
| In Macedonia | 61 300 | | 11 596 | +49 704 |
| <i>Reviews</i> | | <i>130 600</i> | <i>45 180</i> | <i>+85 420</i> |
| Remunerations | 46 800 | | 7 200 | +39 600 |
| Miscellaneous | 83 800 | | 37 980 | +45 820 |
| Total | | 3 826 200 | 1 412 243 | +2 413 957 |

³ The supervisors were originally to receive compensation as fee, but were instead reimbursed by an internal transaction. Confer the large positive balance on the remunerations for PhD-studies.

⁴ Many of the books were invoiced during January 2005.

⁵ Includes overhead costs of 2 506 SEK.

⁶ The teachers commenting on the students' essays were reimbursed with an internal transaction. Cf. Study Visit: Miscellaneous.

⁷ The large negative balance follows from the unanticipated workload for the project leader during the start up phase. Cf. the large positive balance for PhD-studies: Remunerations.

Planning of the coming period

Research cooperation

The research will continue in accordance with the project plan and the outline given in appendix 3, but the research on farm business structure will be postponed until next year due to the human resource constraint. Regarding the PhD-programme, Tina will continue working as project leader from the middle of April, finish her first-year courses, and then start working with her doctoral thesis.

In order to further increase the research cooperation, Petri Ollila at the department in Uppsala, has written a proposal "Institutional Analysis of the Macedonian Food Marketing System". One Swedish PhD would be part of this project and two Macedonian master students would be involved in the data collection. Results of the study aim at improving the Macedonian food marketing system. For further goals of this project, see appendix 9.

Msc-programme

The plan for the MSc-programme in 2005 consists of one new student coming during the autumn, and thereafter, if there are students available, three more will come in February-March 2006. The project aims to educate at least seven students in total. Hopefully the current MSc-students will want to continue study to get a PhD in business administration. The possible student coming to Uppsala in the autumn 2005 is currently working at the MAFWE which is in coherence with the project's aim and target group.

Curriculum development

During 2005, in total, seven more professors from Skopje will come to the department in Uppsala, and 8 teachers from Uppsala will go to Skopje. Furthermore, it is anticipated that the activity of MSc curriculum development will be undertaken more intensively during the coming year.

The department in Skopje equipped with Computer lab

To establish the computer lab will be of high priority during 2005. The tender procedure should be started as soon as possible. When completed, the communication could be improved greatly by setting up a virtual work place on the internet, where all people in the project could contribute with ideas and discuss urgent issues.

New Reference Material for the Library at the Department in Skopje

New reference material for the library will be sent on specific request of the department in Skopje. As soon as the computer lab functions, the process of selecting appropriate on-line subscriptions will start.

English language courses

English courses will continue, but will be offered to 10 teachers/staff and 10 students each semester following a new assessment of the needs.

Annual Study visit to Uppsala for Undergraduate Students

In the autumn of 2005 another seven fourth-year students will come to Uppsala.

Advisory System in Macedonia

The sub-project on the Advisory system will, according to earlier plans, start in 2007.

Long term plans – future vision

If the project becomes successful, both Departments are interested in expanding the programmes to other agro-economical departments on the Balkans, namely the collaboration partners of the Department of Agricultural Economics and Organization in Skopje. The Department in Skopje would thus be able to share its experiences from this project. The activities would have to be adapted to the situation at respective department as well as consider the most efficient activities in the current project in contributing to the objectives. Yet, the PhD and MSc-programmes is probably a good foundation to build on, together with research cooperation on pre-determined areas.

APPENDIX 1: Objectives and Outputs of the Project

The project is ultimately expected to improve the Macedonian capacity for policy formulation and for performing economic analyses related to the agricultural sector. Many other efforts will contribute to this development, and the project discussed here can only create the preconditions for such changes.

The development objective of the project is:

To contribute to an improved Macedonian policy for, and economic analysis of, the agricultural sector with respect to trade, marketing, production and processing.

The project proposed is essentially a capacity building project. Macedonia shall, through Swedish cooperation, build up its own capacity to formulate efficient policies and undertake strategic economic analysis of food sector issues. Key areas where such knowledge and skills may be required are in agro management, marketing of Macedonian agricultural products, education in the agricultural sector, or analysis of the impact and consequences for the agricultural sector of the WTO membership or a future accession to the EU.

The immediate objectives of the project are:

1. *To improve the Department's of Agricultural Economics and Organization capacity to undertake policy formulation and economic analysis on issues of strategic importance to the agricultural sector, particularly trade, marketing, production and processing.*
2. *To improve governmental staff's and other actors' in the industry capacity to undertake policy formulation and economic analysis on issues of strategic importance to the agricultural sector, particularly trade, marketing, production and processing.*

The capacity building objectives will be addressed by nine parallel and/or sequential subprojects, of which the core is the two research topics identified at the workshop as well as the joint supervision of a number of PhD- and MSc-students. The research topics are

- i. *Modelling and analysis of the agriculture and food production sector in Macedonia*
- ii. *Models of managing Macedonian farm organisations*

The other subprojects include assistance in developing the agricultural economics curriculum at the Department in Skopje, equipping a computer lab for teachers

and students, contribute to the reference library at the department, arrange a yearly study visit for undergraduate students to the Department of Economics in Uppsala, and increase the language skills of the staff and students. Additionally, in the latter part of the project a loosely defined subproject on advisory systems in the agricultural sector is envisaged, encompassing the National Extension Agency, the Swedish Agriwise and possibly other international development projects in the agricultural sector.

APPENDIX 2: Research Topics

(Discussion of research topics from the Project Document)

The resulting eight papers of the workshop in 2003 give a picture of the agricultural sector in addition to illuminating the somewhat different perspectives between Macedonian and Swedish researchers. There is concordance in the incessant suffering of the agricultural sector from the strains caused by the transition from a planned economy to a market economy. The papers firmly establish that the lack of market institutions and cost-efficient and coherent agricultural policies are the most significant problems facing the sector.

Institutions are the foundation of a well-functioning market economy. The creation of property rights, land and capital markets, and information and quality systems is the first step towards a stable economy and needs the Government's involvement in both development and enforcement. In addition, it is necessary to define ownership structures especially for small farms. The long process of adopting new quality standards and hygienic and safety systems should be addressed as soon as possible to avoid a delay in the rapprochement to the EU. Other issues that need urgent attention are the impacts and consequences of the WTO membership and the association agreement with the EU.

It is imperative that the highly limited Macedonian fiscal budget is used in an efficient way as to maximise the growth potential and create a basis for democracy and peace. The desired objectives of the agricultural policy need to be clarified in a way that is specific, consistent and obtainable; this is an important task for the government and researchers involved in the agricultural sector. The governmental funds detailed for agriculture needs to be utilised efficiently to achieve the policy objectives. Moreover, the possibilities given by the WTO membership and EU association have to be exploited, while considering the strength and weaknesses of Macedonia's agriculture. Consequently, the Macedonian capacity to undertake economic analysis and policy formulation should be strengthened.

APPENDIX 3: Macedonian agriculture and the EU

(Pre-accession sector analysis)

CONTENTS

I. Introduction

- a. The objectives and aims of the study
- b. Methods and data
- c. The structure of the study

II. European Union and Common agricultural policy (CAP)

- a. European integration process
- b. Historical roots and the CAP milestones
- c. The future of CAP
- d. The legal framework of CAP
- e. The decision making process of CAP

III. The accession process in to the CAP

- a. The accession changes
- b. The potential accession effects
- c. The possible steps of adjustments for CAP – the Slovene lecture

IV. The Macedonian agriculture and agriculture policy

- a. Macro-economical aspect of agriculture
- b. Natural conditions for agricultural development
- c. Economic and socioeconomic structures of agriculture
- d. Production trends
- e. Trade flows and patterns
- f. Producer prices
- g. Objective of agricultural policy
- h. Budgetary trends

V. The ex-post analysis by sectors

- a. Crops
- b. Permanent crops
- c. Livestock

Each chapter structured:

- i. Food balance
- ii. Prices
- iii. Budgetary support
- iv. Revenues
- v. Costs
- vi. Income calculation (based on gross margin)

VI. Estimate of PSE support of agriculture in Macedonia

- a. Crops
- b. Livestock
- c. Comparison with EU

VII. Scenario Analysis of Accession Effects

- a. Scenario determination
- b. Methodology
- c. PSE calculation model
- d. Static deterministic income model of Macedonian agriculture
- e. Partial equilibrium model of Macedonian agriculture???
- f. Synthesis of results

VIII. Policy recommendations

- a. Aims and principle of the policy
- b. Market-price support policy
- c. Budgetary proposals

APPENDIX 4: Summarized conclusions of “The agroeconomic education at St Cyril and Methodius University in the Republic of Macedonia”

By Hanna Astner

- The *education systems* are very similar when it comes to requirements for previous years of studies of elementary and secondary education. The university education, however, differed. In Macedonia and Greece two more years of MSc education is demanded.
- Regarding the *curricula's standardization* the lowest degree of student choice is at St CMU and AU ones compared to the other universities. The “Economics and Administration” program at NLH is also quite standardized. SLU and the “Economics and Resource Management” program at NLH differs from the others and produce the least standardized students.
- Concerning the *curricula's disposition* all universities in the study offer their students about the same amount of credits in economic subjects. What differs is that St CMU and AU offer 60-100 credits more in non-economic subjects than the other universities do, which gives them a broader base in their education.
- Regarding *the level of the courses* all courses in mathematics and statistics hold a basic level of knowledge and the ones in economics and business administration reach the advanced level. Many of the courses at St CMU's master program are descriptive and seem to have a low level of knowledge compared to the ones at SLU. When it comes to *the content of the courses* in economics and business administration, St CMU focuses more on the agricultural business and additionally lacks the connection between economic subjects and environmental aspects compared to SLU.
- When it comes to the methods for learning, SLU has most computer practices in their courses compared to the other universities. SLU and NLH provide computers for the students to use on a daily basis, in opposition to St CMU. St CMU also differs from SLU and NLH in that they seldom give the students written exams or assignments and they do not incorporate elements of critical and analytical thinking as part of the education.

APPENDIX 5: Suggested priorities of and amendments to the subproject on a Computer Laboratory

This memo should act as an amendment to the specification of the sub-project on a Computer laboratory, prepared by Iva Mickovska (referred to as “main document” hence after). The memo is based on the arrangements described there and is not intended as a separate document.

Priorities

When planning an investment of this size it is important to make priorities. As explained in the main document the priority of the sub-project is to create and equip a computer laboratory at the Department of Agricultural Economics and Organization with necessary apparatus, software, and furniture, to allow internal and external communication as well as modern educational and research activities. The second priority of the sub-project, and not mentioned in the main document, should be to provide the department with software licenses for Microsoft Office, or an equivalent software package of its choice, for the computers used by the staff. Finally, the third priority is to equip the department with additional equipment to facilitate research.

First priority

The main priority of this sub-project is to equip one computer lab at the Department of Agricultural Economics and Organization with 20 computers, three servers, one digital projector, one scanner, one printer, and two portable computers. One of the laptops should be used with the digital projector or for field research and one should be used by the network engineer for the administration of the servers.

In addition to the hardware, the project will also finance software to set up a local network (see main document for further details concerning software for the servers and external communication); user software, e.g. for word processing, spreadsheet, and economical applications. Furthermore, the project will support the access to the Internet by use of ADSL or a rented line.

The revised minimum requirements for the work stations and servers are provided below; the deviations from the main document are given in bold. The digital projector, scanner, and portable computers should be of standard specification. The printer should be a high-capacity, black-and-white laser printer with duplex capability.

**Revised minimum requirements for work stations
(Changes to main document in bold)**

Min 2 GHz CPU
512 MB RAM
64 MB RAM VGA
CD-RW, DVD-RW
Min 40 GB HDD
1.44 FDD
Ethernet NIC
Min 17" monitor
Keyboard and mouse
(Sound)

Revised minimum requirements for the servers

It is highly recommended to use three servers for the department's domain (Active Directory) to ensure a secure and reliable network. The two domain controllers will act as mirrors and guarantee that a crash of one the servers will not disturb the use of the domain. The third server shall be used for file storage and as printer server. From a security perspective, it is highly recommended to separate information concerning user accounts, passwords and the like, from the actual file storage server to avoid the risks for network intrusion.

(Changes to main document in bold)

2 domain controllers:

**CPU, minimum Intel Pentium IV, 1 GHz, single
RAM, minimum: 512 MB RAM**

Two network cards

CD-player

Internal hard disks: 2 x 36 GB

File and application server:

**CPU, minimum Intel Pentium IV, 1 GHz, single
RAM, minimum: 1 – 2 GB RAM**

Two network cards

DVD-player

Back up device and software

Internal hard disks: 2 x 36 GB

**External hard disk box with room for at least five (5)
hard disks of at least 36 GB each.**

Second priority

The Department of Agricultural Economics and Organization does not possess software licenses for Microsoft Office, or an equivalent software package, for the staff computers. This shortage was not mentioned in the Project Document *Building capacity for Macedonian policy formulation and economic analysis related to the agricultural sector* nor in the main document; however, it is important that the project respects the copyright legislations and therefore provides software licenses for this purpose.

Third priority

The third priority includes a portable computer for fieldwork, an extra projector and any additional software for the staff. It should be noted that the licenses for statistical and mathematical/economical software intended for the computer lab is multi-user, and hence can be utilised by all members of the local network at the department, limited only by a maximum number of users at a time, e.g. 10 or 20.

Issues about costs

Sida finances the equipment and software for the computer laboratory and the network engineer. The Department of Agricultural Economics and Organization finances the necessary reconstructions and maintenance of the laboratory. The subproject should invite tenders for the equipment in both Macedonia and Sweden. Two budgets should be made. The first will contain all investment costs, i.e. reconstruction, furniture, equipment, software, and start up costs for the external network connection. The second should state the running costs. Both the project's Team leader in Macedonia and the HOD in Sweden should approve the budgets before the investment is initiated.

Security

Every piece of equipment should be permanently marked with a unique identification number and made secure on the desks, or equivalent, to deter theft of the property. A list of the equipment and identification numbers should be kept to allow recognition of any stolen property.

APPENDIX 6: List of literature to the library of Department Agricultural Economics and Organisation

| Title | Number of items |
|--|------------------------|
| Management | |
| Olsson, Kent D. Farm management: Principles and strategies. Ames, IA: Ioma State Press, 2003. 429p., 26cm | 3 |
| Stacey, Ralph D. 2003. Strategic Management and Organisational Dynamics. The challenge of complexity. (4 th edition) Prentice Hall, Pearso Education. Harlow, England | 5 |
| Cook, CW & PL Hunsacker & Bloisi 2003. Managemant and organizational Behaviour. 3 rd edition. Ney York: McGraw- Hill. (ISBN 0-07-118032-X – Hardcover) | 5 |
| Whetten, DA & KS Cameron. 2005. Developing Management Skills. 6 th (international) edition. Upper Saddle River, NJ: Pearson Education. (ISBN 0-13-127320-5) | 5 |
| Marketing | |
| Kotler, P. 2003, Marketing Management (eleventh edition), Prentice Hall, ISBN 0-13-0497150. | 4 |
| Padberg, D., Ritson, C. & Albisu, L. 1997, Agro-Food Marketing, CAB International, ISBN 0-85199-143-2. | 2 |
| Kohls, R. & Uhl, J. 2002, Marketing of Agricultural Products (ninth edition) Prentice Hall, ISBN 0-13-010548-8. | 4 |
| Masterson, R. & Pickton, D. 2004. Marketing - an introduction. McGrawHill, London | 4 |
| Peter, P., Olson, J & Grunert, K.1999. Consumer Behaviour and Marketing Strategy. Europe ed., Mc Braw Hill, London | 5 |
| Writing skills | |
| Webster's Dictionary and Thesaurus. | 5 |
| Björk, Lennart. Academic writing. Studentlitteratur. 2003. 9144030746 | 5 |
| Teaching and learning | |
| Anderson and Krathwohl. A taxonomy for learning teaching and assessing - a revision of bloom's taxonomy of educational objectives. 080131903 | 2 |

| | |
|--|---|
| Boud, D. & Feletti, G. 1991: The challenge of problem based learning. Kogan Page, London. | 1 |
| Marton, F. 1970: Structural dynamics of learning. Almqvist & Wiksell, Stockholm. | 1 |
| Some classic books that all libraries within business economics should have | |
| Cyert, R. & March, J. 1963. A behavioural theory of the firm. Prentice-Hall, NJ. | 1 |
| Barnard, C. 1938. The functions of the Executive. Harvard University Press, Cambridge, MA. | 1 |
| Political economics | |
| Mankiw, G . 2004. Principles of Economics (latest edition, now 3:rd). Thomson, South-Western. ISBN 0-324-16862-4. | 5 |
| Micro economics | |
| Pindyck and Rubinfeld. 2004. Microeconomics, (latest edition, now 5:th). Pearson, Prentice Hall. ISBN 0-13-016583-2. | 5 |
| Agricultural economic | |
| Drummond and Goodwin. 2004. Agricultural Economics (second edition). Prentice Hall. ISBN 0-13-047452-5. | 5 |
| Turner J and Taylor M, 1998: Applied farm management (Oxford: Blackwell Science) | 1 |
| Hardaker J B 2004:Coping with risk in agriculture (Wallingford, Oxfordshire; Cambridge, MA: CABI | 1 |

APPENDIX 7: Study Visit Itinerary

| Date | Time | Study Visit Itinerary |
|----------|---------------|---|
| March 28 | 12.15 | Arrival in Uppsala |
| March 29 | 9.00 – 10.30 | Welcome session in the Nanneson-room (2 nd floor) |
| | 11 – 13 | Library and Internet orientation at the library |
| | 13 – 14 | Lunch |
| | 14 – 15 | Discussion on educational issues in the Nanneson-room |
| | 15.45 – 16.45 | Tour of Uppsala with Abbot |
| March 30 | 10.15 – 13 | Lecture on <i>Growth and Natural Resources</i> in ES1 (1 st floor) |
| | 13 – 14 | Lunch |
| | 14 – 15.30 | Meet with teachers from the Department of Economics, in the Nanneson-room |
| | 15.45 – 17 | Meet with the students' union and students in the Kårhuset |
| | 19 – | The Fyrishov Water Park |
| March 31 | 9 – 15.30 | Stockholm |
| | 7.30 | Central bus station in Uppsala |
| | 9.30 – 11.30 | LRF (Federation of Swedish Farmers) |
| | | Lunch |
| | 13.15 – 14.45 | Visit to the Riksdag (Swedish parliament) |
| | 17 – | CC and barhop with exchange students and IU |
| April 1 | 9.30 | Dep. of economics, Ultuna |
| | 10 – 11.30 | Västerby Gård (milkproduction) |
| | | Lunch at Särsta Wårdshus |
| | 14.30 – 15.30 | Swegro/Thorslunda Gård (greenhouse production, etc.) |
| April 2 | 8.45 | Hand in paper-outline to Tina. |
| | 9.15 – 12 | Lecture on <i>Leadership & TQM</i> in lecture-room F |
| | 12 – 13 | Lunch |
| | 13.00 – 13.30 | Meet with Cilla and Erik in the Nanneson-room |
| | 13.45 – 14.30 | Meet with Prof. Hans Andersson in the Nanneson-room |
| April 3 | 18.30 | Farewell-dinner |
| April 4 | 18.15 | Departure |

- The Nanneson-room and ES1 are in the Department of Economics building, cf map building E.
- Lecture-room F and the library are in the building called Undervisningshuset, cf map building B.
- The Kårhus is opposite the lunch restaurant.
- Fyrishov Water Park. Address: Idrottsgatan 2.

APPENDIX 8: Report From the student's visit at SLU



**Ss "Cyril and Methodius" - Faculty of Agriculture,
Skopje
Department of Agricultural Economics and Organization**

REPORT

From the student's visit at SLU- Uppsala

Gordana Tasevska

Mac-Swede@zf.ukim.edu.mk

**Ss "Cyril and Methodius" - Faculty of Agriculture
P.O.Box 297,1000 Skopje R. Macedonia**

09.05.2004, Skopje

INTRODUCTION

This report consists of a presentation of activities undertaken by the professors from Department of Economics at SLU, Uppsala and Macedonian students from the Faculty of Agriculture – Department for Agricultural Economy and Organization, Skopje, during a visit in Uppsala. The visit by Macedonian students may be regarded as a start of phase two in a planned collaboration program, funded by Sida (www.sida.se), Sweden. Phase one was a research workshop which was conducted in Ohrid 2003. It was a workshop where the research results and also the possibilities for the new research activities in the Macedonian agricultural system and the educational system were presented and discussed.

The visit was organized in order to give a first introduction to studying in Sweden for interested candidates. It was a 7 day visit, from 28.03.2004 to 04.04.2004 where 7 students participated. From the students group five of students were BSc students (3rd year – VI semester of X semesters) in the Agro-economical course, Faculty of Agriculture – Skopje, and two students were M.Sc students at the Department for Agricultural Economy and Organization, Faculty of Agriculture – Skopje.

Elena Simonovska, BSc student;

Ana Krstevska, BSc student;

Blagoja Tosevski, BSc student;

Simeon Milevski, BSc student;

Zlatko Chanevski, BSc student;

Emelj Tuna, M.Sc. student and assistant on teaching processes at the same Department.

Gordana Tasevska, M.Sc. student, assistant on teaching processes at the same Department and Sida's Project assistant.

STUDENT SELECTION

The number of the BSc students who attend the 3rd year Agro-economical course at the Faculty of Agriculture is 22. After the presentation of the possibilities for the student to continue their M.Sc. in Sweden ten of them showed interest to be tested and therefore to join the first group which will travel to Sweden. The students were tested at six skills and abilities. The students introduced above had a highest score on the test. (The skills which were taken into consideration and the ranking list are presented in Appendix 1).

A VISIT IN SWEDEN

The students' visit in Sweden was according to the program, which was prepared by the Department of Economic at SLU - Uppsala. A program for the visit is presented in Appendix 2.

During the visit the program was aimed at giving the students a chance to introduce them with the students' live in Sweden, Educational system at SLU, the organization of the agricultural sector, and the Swedish culture.

The program had the following parts and aims:

Visiting the students at the university and at their houses;

Goals: Getting a picture of how the students live in Sweden.

Activities: Meetings with the students' representatives from the students Union at SLU, and students' representatives from the Student Union of the Nations.

It was a very useful meeting because the Macedonian students had an opportunity to be informed for all questions connected for the every day students live, including their activities during the studying, benefits which they get in SLU, students standard and the accommodation.

In this meeting Macedonian student were introduced with the possibilities for the foreign students to be included in the educational system as successful as possible. The Swedish students showed that they are open for communication and giving a help to the foreign students especially for the new students who come in Sweden.

Conclusion: As I mentioned before it was really useful part of the program. According to my opinion, if the students are interested for studying at some University firstly they use to make contacts with their colleges from the same faculty (University), and then they continue to collect information for the program which they are interested in.

3.2. Introducing the students with the current M.Sc. – Agricultural courses (Business Administration and Economics) at SLU

Goals: Students' introduction with the educational system at SLU-Uppsala with accent on the M.Sc. courses.

Activities: Meetings with the professors from the Department of Economics at SLU and visiting the classes on one lecture.

In this meeting the student had a chance to be introduced for all issues about the educational processes – lectures and exams as well as there was an opened discussion connected with the changes which can be implemented on the curriculum and thereby Macedonian students to get the courses on which they are interested. All of the students got papers for the M.Sc. courses: Economics and Business Administration. Also, there was a discussion for the cultural differences between Macedonia and Sweden.

During the visit the students were asked to write a short reflection regarding the program for the visit, differences that they notice and things we can learn from each other.

Writing and presentation of the reflections was a first experience of this kind for the BSc students. They were confused, but they showed interest to ask for more information about the contents and the framework of this paper. Regarding that it is the first group, and it is normally that some misunderstandings will occur. The reflections are presented by each student in a 2-7 page paper.

That I suggest for the next year is the project assistant to give instructions to the students, and therefore they will be informed and prepared in advance for writing such kind of paper. Also the experience of this year visitors can be taken into consideration. The instructions that guided these reflections are provided in Appendix 3.

Conclusions: By the everyday communication the students were widely introduced with the MS.c curriculum and they showed interest for the future contacts with the professors, as well as all of the students are interested to continue their education at SLU.

3.3. Field trip organization

Goals: Introducing the students with the current situation in the Swedish Agricultural sector.

Activities:

Visiting the modern farm family. On this visit the student were introduced with the farmer's live style, all their activities on the farm as well as the organization of the farm accounting system, which is held by farmers.

Visit on the green house (SWEGRO). This visit was an interesting experience because the students had a chance to learn more about the organization of the SWEGRO's management activities, production processes, and market connected issues.

Visit of the Federation of Swedish Farmers (LRF). At the beginning of this meeting the students followed an interesting presentation for the Swedish farmers' organizations at the local, community and state level, and the net within the farmers and different farmer's organizations. Also there was an opened discussion for the current situation in the Agricultural sector in Sweden and Macedonia and than through the short presentation the hosts and the visitors tried to introduce each other for the Agricultural regions and products which are the most perspective for the certain region.

Conclusions: Regarding the Agricultural sector the students had possibilities to see the differences between the Macedonia and Swedish Agricultural sector. If we take into consideration that some of the students have never visited any farm and green house this visit is new experience, because they got a chance to see how the real farm live looks like.

3.4. See-sights visits

Activities:

Tour of Uppsala;

The Fyrishof Water park;

Visit to Stockholm;

Visit to the "Riksdag" (Swedish parliament).

Conclusion: All of these visits were very interesting for all of us and we really enjoyed it. As a complement of the visit was the hosts' willingness to introduce us with the Swedish culture and side seeing as well as possible for such short time.

CONCLUSIONS: If the main aim of first Student visit at the Department of Economic at SLU was students' introduction with the educational system, or more concretely the M.Sc. program, I can just say that the aims are fulfilled. For a period of one week few intensive meetings and visits were organized, so the student had a chance to ask everything that is interesting and important for final decision making for continuation their M.Sc. at SLU.

Regarding the period of organization, I would say that the most suitable time is one year before students' graduation. One year period is quite enough time for completing the documents which are obvious for submitting the application for studying.

APPENDIX 9: “Institutional Analysis of the Macedonian Food Marketing System”

Proposal by Petri Ollila

Results of the study aim at improving the Macedonian food marketing system:

- “Consumers can get better, cheaper and safer products
- Actors in the marketing system can make better decisions with less uncertainty
- The system can provide incentives to improve efficiency and diminish unnecessary costs
- The system can better adjust itself for customers’ demand and preferences
- The competitive position in both domestic and export markets in the future united Europe can be improved”