

ANNEX IV

Final Report on implementation of the project (FR) **Summary report for publication and** **Financial Statement**

T E M P U S IV **(Second call for proposals N° EAC/01/2009)** **Joint Project / Structural Measure**

2009-4652/001-001

(Agreement N.)

| <u>FINAL REPORT</u> | <u>DEADLINE</u> |
|---|--|
| <ul style="list-style-type: none">• Final Report on implementation of the project (FR)• Summary report for publication• Financial statement including request for payment and the financial tables for each budget heading.• an external audit report on the action's financial statements and underlying accounts for grants of EUR 750 000 or more | <u>Two months after the end of the eligibility period</u> |

Structure of the Report

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One original (with copy of supporting documentation) and two copies (one of which with copy of supporting documentation) are to be sent by the deadline by registered mail (date as per postmark) to:

Klaus Haupt
Head of Unit
Education, Audiovisual & Culture Executive Agency
EACEA / P10 Tempus - BOUR 02/17
Avenue du Bourget, 1
B-1140 Brussels – Belgium

Please also send an electronic version to: eacea-tempus-project-management@ec.europa.eu when submitting the paper version of the Final Report.

We kindly ask you to enclose with your report, a sample of the most important promotion materials produced during your project (such as publications, brochures, leaflets, reports, etc.) which can provide clear evidence of the outcomes of your project.

DECLARATION

This declaration should be completed and signed by the following people:

1. the contact person at the co-ordinator (institution);
2. the person who is legally authorised to represent the co-ordinator (institution).

We, the undersigned, certify that we have submitted all the required documentation, including the documents listed in the checklist.

Furthermore, we certify that the information given in this final report and financial statement is correct to the best of our knowledge and complies with the requirements of the provisions of Article II.15 of the grant agreement.

We are aware that amendments to these documents will not be accepted after the date of submission.

Name of the co-ordinator (institution): “SS. Cyril and Methodius” University – Skopje.....

Name of the contact person: Iskra Panovska-Dimkova Name of the legal representative: Velimir Stojkovski

Function: Associate Professor..... Function: Rector

Done at: Skopje..... Done at: Skopje.....

Date: Date:

Signature: Signature:

Seal of the co-ordinator (institution):

FINAL REPORT ON IMPLEMENTATION OF THE PROJECT

PART I: ACTIVITIES CARRIED OUT

For each section indicated below, please provide a short description of the activities carried out since the submission of the Intermediate Report and describe the main changes that have occurred in the plans described in the Intermediate Report.

Development of programmes and courses

Please indicate which activities have been carried out for the development of the new teaching/training programme(s).

The bulk of the activities regarding the development of new curricula and restructuring of the existing curricula was already performed in the first project year (i.e. before the Interim Report) and these included:

- training by the EU partners
- developing draft versions
- on-going incorporation of the EU partners' suggestions for revisions,

In the period following the submission of the Interim Report, the following activities have been carried out and finalized:

1. Pilot of curricula and teaching materials (the three course books) in the academic year 2010/2011.

As planned, all 4 MK universities have piloted the re-structured curricula and the draft-versions of the course books in the academic year 2010/2011 in the following manner:

- UKIM: 30 students at A1-C1 levels
- UKLO: 5 students at B1-B2 and C1-C2 levels
- UGD: 120 students at A1-A2 levels
- UACS: 5 students at A1-A2 levels
- Teaching materials have also been piloted at the University in Ljubljana.

2. Design of final version following monitoring of the implementation and incorporation of suggestions for revision.

The monitoring of the curricula was performed alongside on-going consultation with the EU partners, so that as soon as the academic year 2010/2011 was completed, the suggestions were incorporated and final versions were produced for official implementation.

3. Printing and publishing of the curricula.

Each MK university published its own curricula for the purposes of promotion and dissemination in two ways:

1. a separate promotional booklet,
2. incorporated as a part of the study programmes at the relevant university.

4. Re-accreditation of the curricula.

In order to officially implement the re-structured curricula in the academic year 2011/2012, consultations were undertaken regarding the accreditation/re-accreditation procedures in two relevant instances:

1. representatives of all 4 MK universities consulted their respective Rectors' Offices, especially the vice-rectors for teaching (who are responsible for the accreditation of programs at the universities),

2. consultations with the National Accreditation Board. The officials confirmed that a re-accreditation of the curricula Macedonian as a foreign language at all 4 universities is not required since it does not affect the existing diploma title. Therefore, all 4 universities officially implemented the corresponding programs into their curricula in the academic year 2011/2012.

However, the recent changes in the Macedonian Law on Higher Education in line with the ECTS required all MK universities to re-adjust their curricula and to present them in a new format.

The only private university in the Consortium, UACS, has already received the re-accreditation, whereas the applications from the three state MK universities are still in process, including the Module for teachers in MFL which was adopted by the relevant Faculty bodies at UKIM. This issue does not affect the implementation of the MFL curricula at the three universities (UKIM, UKLO, UGD), but it affects the commencement of the Module for Teachers in MFL at UKIM, which will be postponed until the academic year 2013/2014.

In addition, UACS study programs have been accredited by the Accreditation Council for Business Schools and Programs (ACBSP) from the USA (see www.acbsp.org); these study programs include elective courses in Macedonian as a Foreign Language 1-6.

5. Official implementation of the re-structured curricula

The official implementation took place in the academic year 2011/2012 at all 4 MK universities in the following manner:

A. UKIM

At UKIM the re-structured curricula in Macedonian as a foreign language 1-6 was offered throughout 6 semesters. This subject was offered to 2 types of foreign students at UKIM:

1. students studying at the Faculty of Philology at UKIM, coming mainly from Turkey for whom the subject is obligatory and for whom a separate class was organized, number of students: 15. This course specifies 60 hours per semester for 5 credits (total 3 years of study for 30 credits);
2. foreign students on different exchange programs and inter-university mobilities coming predominantly from Slavic countries and other European countries – for whom the subject is optional and each student selects it for different purposes. Number of students: 15. This group was heterogeneous since the period of their stay was different, so the program was adjusted according to the individual needs of each student. Number of credits: 5.

The Module for teachers in Macedonian as a foreign language at UKIM was prepared and revised. The final version was developed in June 2011 and was adopted by the relevant Faculty bodies: the Department of Macedonian Language and the Academic and Scientific Council.

B. UKLO

In the academic year 2011/2012 there were 10 students from Greece enrolled at the Faculty of Education on the study group 'Teacher', and they have been integrated in the system. There were 5 new students who started their education and among other subjects relevant for this study group, they visited classes on the subject Macedonian as a foreign language B1 and B2 (MFL is an obligatory subject for these students). Furthermore 5 students that have enrolled the Faculty in 2010/2011 continued to visit classes on the subject Macedonian as a foreign language C1 and C2. The number of classes per week for these students is 3+2 and number of credits is 6. The subject MFL can be elected by foreign students enrolled in the study

groups 'Teacher', 'Teacher for Preschool Education', 'Macedonian-English Language Teacher', 'Macedonian-German Language Teacher' and 'Macedonian-French Language Teacher'. Before enrolling, all foreign students are obliged to pass the A1-A2 levels in MFL.

C. UGD

At UGD the re-structured curricula in Macedonian as a foreign language was offered by the Institute of Languages within the Faculty of Philology aiming at A1 and A2 levels for a period of three months per level, or a total of six months with 20 hours (10+10) per week. The course was attended by 250 students mainly from Turkey, but there were students from other Balkan countries as well. The course was mandatory for foreign students who wanted to enrol in one of the faculties at Goce Delcev University. In the future, UGD intends to implement the programs for B1 and B2 levels as well, as an advanced course for those foreign students who want to master the Macedonian language, and especially for those students who will enrol in the second cycle of studies at the Faculty of Philology. Macedonian as a foreign language is introduced in the postgraduate study program in Macedonian language as an elective course with 2+2+1 hours per week and provides 4 ECTS credits.

D. UACS

All newly accredited curricula include courses in Macedonian as a Foreign Language 1-6 (level A1 through C2). The revised syllabus for each course specifies 50 hours per semester for 1.5 ECTS (9 ECTS in total for six semesters, i.e. three years of study). Both English and Macedonian are envisaged as languages of instruction. Also, an intensive preparatory course in Macedonian as a Foreign Language 1-6 will be offered to international students and staff members at UACS starting from September 2012.

6. Placement test

The Placement Test was a new activity, approved by EACEA after the Interim Report was accepted. It was designed in the spring semester of the academic year 2010/2011. The first pilot of the draft version was performed in June 2011 at the Ohrid Summer School. The second was in September 2011 at UKIM to help place the candidates at UKIM according to their corresponding language competence levels. Afterwards, during the fall semester 2011/2012, the different upgraded versions of the Placement test were developed and revised. Further pilots were performed at UKLO, Bitola and at the University of Ljubljana. Upon integrating all suggestions for improvement, 2 long and 2 short versions were designed. These tests were officially implemented at the Ohrid Summer School – June 2012 and starting from academic year 2012/2013 they will be implemented at all 4 MK universities and as well at the University of Ljubljana.

Restructuring: university management and governance

Please provide information on the activities carried out during this period relating to the introduction of institutional changes in the partner country beneficiaries (institutions) or at national level (capacity, management, governance, quality assurance, links with labour market, etc.).

Not applicable.

Mobility and training activities for staff and students

Please provide a description of the activities carried out in order to train staff and/or students from the partner country participating institutions along with an outline of the staff/student mobility scheme implemented in this period.

- Training activities

As planned, in order to commence with the design of all project products, all training

sessions, except one, were performed in the first year of the project.

Since the submission of the Interim Report, one remaining training session, in a form of a workshop, was performed in May 2011 by Dr. Hab. Wladyslaw Miodunka and Dr. Hab. Przemyslaw Turek from the Jagiellonian University, Krakow. 15 MK professors were trained. At the workshop Polish colleagues discussed with their Macedonian counterparts the almost final versions of all project products, especially the three course books in Macedonian as a foreign language (basic, intermediate and advanced levels). Revisions were made on the basis of these discussions.

In the course of the workshop all 3 MK universities (apart from UKIM where a special dissemination was held in December 2010) were visited and disseminative activities were carried out in a form of lectures and power point presentations of the project achievements. The number of attendees was the following:

- 70 students and teaching staff at UGD, Shtip
- 10 teaching staff at UKLO, Bitola
- 50 students and teaching staff at UACS, Skopje.

- Mobilities

Since the Interim Report three remaining mobilities, in the form of short training visits, have been carried out in the following way:

1. April 2011: University of Ljubljana, SI, Centre for Slovene as a Second/Foreign Language:

- visit to the Centre for Slovene as a Second/Foreign Language and exchange of information on all project products
- training of the MK staff in using the Phonolaboratory for foreign language teaching
- training in: “Using IT in the foreign language classroom” and “Teaching methods in a FL classroom”
- visit of the Department for Slavistics where Macedonian is taught as a foreign language
- each course book author piloted one lesson of their course books with the Slovene students in order to get first hand feedback – in the presence of the Slovene instructors
- the test TEMAK at C1 was piloted by MK examiners, in the presence of the Slovene instructors and the testing was video recorded and afterwards revisions were made.

2. July 2011: Jagiellonian University, Krakow, PL, Centre for Polish Language and Culture in the World:

- visit to the Centre for Polish Language and Culture in the World and exchange of information on all project products (curricula, course books, test TEMAK at C1 level)
- lecture: Teaching of the 4 language skills in Polish as a foreign language
- presentation of text books and tests in teaching Polish as a foreign language
- visit to the Summer school for Polish as a foreign language, where MK professors were actively included in the class in order to experience the Polish teaching methods.

3. March 2012: University of Ljubljana, SI, Centre for Slovene as a Second/Foreign Language:

- visit to the Centre for Slovene as a Second/Foreign Language in order to present the final project products and to discuss finances and last co-ordinating and managerial activities including the Official external dissemination.

Equipment

Please provide an outline of the equipment purchased and explain how it has been used during the project lifetime and who has access to it.

- Equipment outline

Upon finalizing the complex procedure of purchasing through open public competition notice, the equipment was finally purchased as follows:

A. UKIM has purchased equipment in 3 terms.

1. The first one was the major joint one, where the following items were purchased:

- Phonolaboratory Sanako LAB for 1 + 14 students
- 2 Servers IBM
- 6 Lenovo personal computers
- 9 Lenovo lap-tops
- 1 LG DVD
- 1 Acer Video projector
- 1 printer / photocopier RICOH Nashuatec
- 1 OKI B&W printer
- 1 RICOH Colour printer
- 6 black toners
- 6 colour toners
- 1 TV LCD
- 2 Tripod white boards
- 1 digital camera Casio
- 1 camera Panasonic
- 1 standard interactive Smartboard with speakers
- 1 mobile interactive Smartboard
- 6 headsets and cameras for PC
- 1 MP3-player Panasonic
- 16 USB flash memories

2. In the academic year 2011/2012 the teaching process showed a need for another smaller purchase in order to fully equip the appointed classrooms for Macedonian as a foreign language. Therefor the following equipment has been purchased upon opening a public notice with three offers and selecting the one offering the best value for money:

- 3 Dictaphones Philips
- 2 Epson projectors
- 1 White board
- 2 Tablets Acer Iconia

3. Apart from IT equipment, as planned, UKIM purchased 30 books (course books and manuals in the area of learning, teaching and testing a foreign language) from eminent European publishers which are necessary for the teaching process at the newly established Module for teachers in Macedonian as a foreign language.

B. UKLO

- 1 Phonolaboratory SANAKO Lab for 12+1 students
- 1 Server IBM

- 6 Desk tops with 19” monitors
- 4 Lenovo lap-tops
- 1 Acer Video-projector
- 1 printer / photocopier RICOH Nashuatec
- 1 OKI B&W printer
- 1 RICOH Colour printer
- 3 black toners
- 3 colour toners
- 1 TV LCD
- 1 Tripod white board
- 1 digital camera Casio
- 1 camera Panasonic
- 1 standard interactive Smartboard with speakers
- 2 headsets and cameras for PC
- 1 MP3-player Panasonic
- 1 FDD USB external
- 1 Stereo system CD-player
- 1 Scan Jet
- 1 Fax machine
- 6 USB flash memories

C. UGD

- 1 Server IBM
- 5 Desk tops with 19” monitors
- 3 Lenovo lap-tops
- 1 Acer Video-projector
- 1 printer / photocopier RICOH Nashuatec
- 1 RICOH Colour printer
- 3 black toners
- 3 colour toners
- 1 standard interactive Smartboard with speakers
- 1 FDD USB external
- 1 Stereo system CD-player
- 6 USB flash memories

D. UACS

- 1 Server IBM
- 5 Desk tops with 19” monitors
- 3 Lenovo lap-tops
- 1 Acer Video-projector
- 1 printer / photocopier RICOH Nashuatec
- 1 RICOH Colour printer
- 3 black toners
- 3 colour toners
- 1 standard interactive Smartboard with speakers
- 1 FDD USB external
- 1 Stereo system CD-player
- 6 USB flash memories

- Equipment use and access

- The 2 phonolaboratories (UKIM, UKLO) along with the interactive smart boards are solely used for the teaching purposes of Macedonian as a foreign language. They are

installed in specially allocated class-rooms for this purpose at the corresponding universities and kept under lock. The other equipment at all 4 MK universities is installed in specially allocated office space for the Tempus project and was used by all team-members for the production of the project materials.

- Access to the phonolaboratories is granted to the professors teaching Macedonian as a foreign language and their students. Access to the office space is granted only to the project team members. IT technicians at all 4 MK universities have also access to the equipment in order to keep it functional at all times.
- All equipment items are registered in the Inventory books at the corresponding universities and are duly labelled with the Tempus stickers. The class rooms and the office space where the equipment is installed, is as well labelled with Tempus stickers.

Dissemination and sustainability

Please describe the actions that have been carried out to disseminate the results of the activities and in order to ensure the future sustainability of these results.

Since the Interim Report the following disseminations have been carried out:

1. Internal dissemination. The Internal dissemination took place in May 2011 in the course of the workshop carried out by the Jagiellonian University professors. Since the second internal dissemination took place at UKIM, the third one was carried out at the other 3 MK partner universities (UKLO - Bitola, UGD - Shtip and UACS - Skopje) one day each. The disseminations were in a form of lectures and power point presentations of the project achievements with a focus on the achievements and the specifics of each institution. At the dissemination in Shtip 70 students and teaching staff attended, in Bitola 10 teaching staff attended, in UACS 50 students and teaching staff attended.
2. External dissemination. The external dissemination was held at UKIM on the 13th of June 2012 and was in a form of official promotion of the final project products, the course and the benefits of the project. In order to ensure the project products sustainability, all interested parties were invited: all faculties of philology where MFL is taught, the private centres for teaching foreign languages, the representatives of the diplomatic community and the peace corps, the representatives of the media, students and lecturers. The event was covered by 3 national TV-channels (Macedonian Television, Telma and Alfa) and 1 radio channel (Macedonian Radio).
3. Further external disseminations were carried out in a form of papers presented at international conferences or published in annual periodicals:
 - “Applying European Standards in the Process of Learning, Teaching and Testing Macedonian as a Foreign Language”, paper presented at the International conference “First, second and other language: Macedonian-Croatian parallels” – Skopje, UKIM, May 2010
 - “Macedonian as a Foreign Language within the context of the international project co-operation”, paper published in the Annual Review, vol. 36, pp.: 541-551, UKIM, “Blaze Koneski” Faculty of Philology, Skopje, 2010
 - “Setting Standards in Teaching and Assessment of Macedonian as a Foreign Language”, paper presented at ALTE 4th International Conference, Krakow, 7-9 July, 2011
 - Annual reports of the Centre for Slovene as a Second/Foreign Language, University of Ljubljana, 2010 and 2011:
 - Letno poročilo 2010, Raziskovalni in aplikativni projekti:
http://www.centerslo.net/files/file/Zalo%C5%BEni%C5%A1tvo/LP_2010_web%20kazalo.pdf

- Letno poročilo 2011, Raziskovalni in aplikativni projekti:
http://www.centerslo.net/files/file/Zalo%C5%BE%C5%A1tvo/LP%202011_splet.pdf

4. A separate interview was given out by the project coordinator and the project supervisor for the very popular radio show “Radio Spectre” broadcasted on the 29.06.2012 on the Macedonian National Radio. The interview focused on the results of the on-going project and the project impact on the wider society level. Further TV-interviews are scheduled for the Macedonian National Television due to be realized in September 2012.
5. Web-page. The project is presented in detail on the web-page of the Centre for Testing and Certifying Macedonian as a Foreign/Second Language and is regularly updated. The web-page is: www.cetismak.edu.mk

The project is also presented on the websites of the project partner universities:

- Ljubljana University: www.centerslo.net
- Jagiellonian University: www.polishstudies.uj.edu.pl
- University of Bedfordshire: www.beds.ac.uk
- University Sv. Kliment Ohridski: www.uklo.pfbt.edu.mk
- University Goce Delchev: www.ugd.edu.mk
- University American College Skopje: www.uacs.edu.mk

Upon the completion of the undertaken dissemination activities, especially the external dissemination event which was covered by the media, a large interest for the final project products was aroused and the demand for the published course books is extremely high.

PART II: PROJECT OUTCOMES AND IMPACT

By responding to the following questions, please provide an overview of the overall project achievements, demonstrating how the objective of the project has been met and the impact of the project outcomes.

Overall achievement level and impact

- Please indicate which national/regional priorities have been addressed by the project (as outlined in the Call for proposal and original application) and describe the main results achieved by the project in addressing these priorities.
- Has the project achieved its set objective and does it match the needs identified in the original application? If yes, could you please describe how? If not, could you explain the reasons why?
- Please describe any positive changes, as a result of the project, in terms of institution management, individual behaviour, teaching methodology, course content, teaching/learning processes and any benefits to managers, teaching staff, students and other target groups.
- Please describe the opportunities that are being created by the project beyond the specific objectives in particular in relation to graduate employability and/or increased cooperation between university(ies) and the non-academic sector.
- Please describe the impact of the project on the reform of higher education in the partner country(ies).
- Please describe the impact of the project on the economic and/or social reforms in the partner country(ies).

- The project addressed the national priority of curricular reform in the area of languages, and specifically Macedonian as a foreign language. There were four specific project objectives and the results achieved are the following:

1. Reform and upgrading of the existing curricula for teaching Macedonian as a Foreign Language (MFL)

This part of the project comprised of 2 substantial segments, as follows:

- A. Restructured curricula of MFL at the “SS. Cyril and Methodius” University - Skopje (UKIM), “St. Kliment Ohridski” University - Bitola (UKLO), “Goce Delchev” University - Shtip (UGD) and University American College - Skopje (UACS)

The achievement of this objective can be seen through the following indicators:

- 25 teachers trained by EU partners (2 trainings by SI university and 2 by the PL university)
- 4 pilots of the curricula in the academic year 2010/2011 (UKIM, UKLO, UGD, UACS)
- system of monitoring of the curricula introduced
- the new curricula revised by the EU partners
- the new curricula adopted by respective bodies of all 4 MK partner universities
- 4 study programs printed and published (UKIM, UKLO, UGD, UACS)
- 15 courses in MFL implemented (UKIM 5, UKLO 6, UGD 2, UACS 2) in academic year 2011/2012
- 300 students included in the teaching: UKIM – 30, UKLO – 10, UGD – 250, UACS – 10. Furthermore, there are 40 more students studying MFL at the University of Ljubljana.
- placement test drafted and 1 review performed in April 2011 by the University of Ljubljana
- 4 pilots of the Placement test carried out (Ohrid Summer School – June 2011, UKIM enrolment course – September 2011, UKLO – Bitola and University of Ljubljana – October 2011)
- 2 long and 2 short versions of the placement test produced

B. Introducing a new module for teachers of MFL at UKIM

A completely new module for teachers of MFL was designed and adopted by the relevant bodies at the Faculty of Philology at UKIM and is due for implementation in academic year 2013/2014 pending accreditation.

2. Course design and design of three course books for teaching Macedonian as a Foreign Language at three levels: basic, intermediate and advanced

- 9 materials' writers trained by EU partners (2 trainings by the SI university and 2 by the PL university) aiming at transferring experience in designing course books according to the CEFR (Common European Framework of Reference for Languages)
- 3 teams established: one for each level with a team leader
- three course books designed and published: "Bozilak" – course book in MFL at basic level, "Dzunica" – course book in MFL at intermediate level and "Vinozito" – course book in MFL at advanced level
- 27 pilots and consequent revisions of the course books carried out, as follows:
 - a. 13 pilots for basic level: 2 at the Ohrid summer school (July 2010 and July 2011); 2 at the UKIM enrolment course (September 2010 and September 2011), 4 in 2010/2011 (at UKIM, UACS, UKLO and the University of Ljubljana); 5 in 2011/2012 (at UKIM, UGD, UACS, UKLO and the University of Ljubljana);
 - b. 8 pilots for intermediate level: 2 at the Ohrid summer school (July 2010 and July 2011); 3 in 2010/2011 (at UKIM, UKLO and the University of Ljubljana); 3 in 2011/2012 (at UKIM, UKLO and the University of Ljubljana);
 - c. 6 pilots for advanced level: 2 at the Ohrid summer school (July 2010 and July 2011); 1 in 2010/2011 at the University of Ljubljana; 3 in 2011/2012 (at UKIM, UKLO and the University of Ljubljana).

- 3 external reviews submitted for each course book and revisions made accordingly. Review teams were made up of five senior professors: 1 from the University of Ljubljana, 2 from the Jagiellonian University and 2 from UKIM.
 - 3 audio CD-s to accompany the three course books were recorded in a professional studio
 - over 100 original photos taken to illustrate the texts in all three course books
 - translation of the instructions in nine languages commissioned for the basic level course book (European edition: English, French, German; Balkan edition: Albanian, Turkish, Greek and Slavic edition: Russian, Polish, Croatian)
 - 1650 copies of the course books published (“Bozilak” – basic level course book: European edition: 250; Balkan edition: 250 and Slavic edition: 250 – total 750 copies; 450 copies of “Dzunica” – intermediate level and 450 copies of “Vinozito” – advanced level)
3. Defining suitable testing and grading procedures for advanced level test, and preparing corresponding structured documentation according to European standards
- 3 trainings for three MK academic test developers for developing C1 level tests (1 by the University of Bedfordshire, 1 by the University of Ljubljana and 1 by the Jagiellonian University)
 - 3 tests drafted, out of which 1 demo and 2 operational tests
 - implemented standards of ALTE in the course of designing the C1 level test
 - 3 reviews performed: 1 by the University of Ljubljana (October 2010) and 2 by the Jagiellonian University (November 2010, May 2011)
 - 2 pilots of the TEMAK demo-version and consequent revisions performed: 1 in Skopje in January 2011 and 1 in Ljubljana in April 2011
 - final versions of 3 tests (1 demo and 2 operational) produced for implementation in the academic year 2011/2012
 - 3 audio CDs to accompany the 3 tests recorded in a professional studio
 - supporting documentation designed in a form of three guidelines: Guidelines for Candidates, Guidelines for Item-writers and Guidelines for Examiners and Raters.
 - 1 review of the guidelines carried out by the University of Ljubljana and revisions integrated
 - Guidelines for Candidates published in 200 copies, and the Guidelines for Item-writers and Guidelines for Examiners and Raters published in 30 copies each
 - new model of C1 Certificate produced and printed in 200 copies
4. Introducing sustainable inter-university academic cooperation and harmonization of the curricula
- network for on-going collaboration and cooperation established among the Macedonian universities
 - a help line set up at the Centre for Testing and Certifying Macedonian as a Foreign/Second Language for any issues arising from using the course books
 - all participating universities are including the same core elements for program accreditation

- The four MK partner universities are now in a position to offer new reformed and upgraded curricula in Macedonian as a foreign language in line with the new developments in the area, the market demand, and according to the Bologna process and European standards. The diverse needs of all 4 MK universities were met by producing institution specific curricula.
- The positive changes as a result of the project are the following:
 - suite of tests of Macedonian as a foreign language completed. The test TEMAK at C1 being completed, the Centre Cetis Mak as an affiliate member of the Association of Language Testers in Europe (ALTE) will apply for associate membership and will enter the Association's auditing procedure;
 - as part of the pilot, feedback was given to teachers on the communicative language teaching methodology and this has been a source of professional development for those involved;
 - as an outcome of the project the courses follow a coherent sequence from basic to advanced in line with the European Framework of Reference for Languages and teachers within the 4 MK universities all follow the same program. This contrasts with the individual teacher devised programs under the previous system;
 - students now follow unified and consistent program which culminates in a certificate with European currency.
- The opportunities created are as follows:
 - the employability of the students who will take the Module for Teachers in MFL increases in terms that they will have a diploma supplement, i.e. apart from teaching Macedonian as L1 or any other foreign language – they will be able to teach MFL as well, so it is expected that it will be easier for them to find employment in the centres for teaching foreign languages as well as in the lectorates of MFL in the world;
 - the Module for Teachers in MFL creates possibilities for other foreign students in MFL to be able to upgrade their qualifications enabling them to teach MFL in their respective countries which will increase the inter-university cooperation and mobility, as well;
 - the course books will be marketed more widely: other universities having foreign students, all Macedonian language teaching centres in the world, the schools for foreign languages, the diplomatic representatives and other individuals interested in studying MFL.
- The impact of the project on the higher education
 - the project is compatible with the European credit transfer system and is therefore well placed to take advantage of the reform of higher education in Macedonia in accordance with the Bologna process. It can provide a template for reform of other subjects.
- The impact of the project on the economic and social level
 - the project has raised the profile of Macedonian as a foreign language and its recognition within higher education, government and society more widely.

Obstacles and shortcomings

Please describe any obstacle and/or shortcoming experienced during the project lifetime and the measures taken by the project team to address them.

- In September 2011 a new Law for Higher Education incorporating the Bologna process came into force. The National Accreditation Board informed all universities that all curricula should be presented in a new format and re-accredited. The UKIM project team immediately undertook activities of transferring the Module for Teachers in MFL into the newly required format. All necessary changes have been made and the Module complying with all requirements has been sent for accreditation.

Unfortunately, since all programs of the University need to be re-formatted and re-accredited, the module could not be accredited separately – without the other programs of the Faculty of Philology. The Faculty departments (as well as all faculties at UKIM) given the opportunity of re-accreditation, decided not only to re-format their programs, but also to completely upgrade and improve them, which is consuming a lot of time. Consequently, that affected the accreditation of the proposed and already approved Module. The Faculty management hoped that this immense task would be finalized by the end of the academic year 2011/2012, however at the moment, we are still waiting for some of the other departments to finalize their programs. The Faculty will continue the procedure immediately upon receiving the complete documentation.

- The compliance with the national purchasing law and the budget regulations set by the National Treasury presented a difficulty which was, fortunately, addressed successfully, as follows:
 - A mismatch exists between the National Purchasing Law and the regulations stated by EACEA in the Grant Agreement. Upon extensive consultations among the UKIM's Rector's Office, the National Bureau for Public Purchase and EACEA – a conclusion was reached that purchasing should be governed by the national legislation. However, this caused significant delay in the equipment purchase and, consequently, in the project implementation. This was one of the reasons for asking and being granted the project eligibility period extension.
 - According to the national law, the plans for expenditure should be submitted and approved by the Ministry of Finance at least 6 months ahead of the relevant calendar year, i.e. for expenditures made in 2010 – when the project started – the plans would need to be submitted by August 2009. This could not be done on the basis of a project that had not yet been approved by the EACEA. This difficulty was addressed by continuous requests to add the project budget to the expenditure plans. The success of this strategy depended on the level of expenditure elsewhere in the education budget. Fortunately, it was eventually possible for MK state universities to make the purchases almost in line with the original plan. For UKLO the situation led to serious delays in making payment for the equipment, which threatened to lead to a court suit with the company that delivered the equipment. The combined efforts of UKLO project team and the project coordinator in negotiating with the company ended the process without any consequences to UKLO.

Curricular reform

- With regard to new/restructured programmes/courses, please indicate:
 - the level of the programme/course implemented (Bachelor, Master, Doctorate, continuing education, further education, upgrading, etc.); the type of course (mandatory course in a regular programme or an optional course); the language of the course;
 - whether the newly developed course is structured according to the three cycle system and using the ECTS;
 - whether a double, multiple or joint degree has been established;
 - whether recognition arrangements between higher education institutions in the EU and in the partner countries have been established;
 - the target group (students, university staff, managers of education systems, public civil servants, employees in private sector, etc.) and if relevant, the approximate number of students who already attended;
 - whether the programme/course was formally recognized, the level (institutional, national, etc.) and the form of recognition (certificate, diploma, degree);
 - the teaching material produced and the method (translated, adapted, developed by the beneficiaries, etc.);
 - whether teaching methods have been reviewed and are appropriate for the new/restructured programmes/courses;
 - whether assessment measures have been introduced for the new courses (by students for instance);

1. Level, type and language of the courses

- The new/restructured curricula in MFL 1-6 at all 4 MK universities do not affect the diploma title, so they are considered as continuing education within the frames of the graduate studies at the corresponding university. The only curriculum that affects the Bachelor diploma title in a form of a diploma supplement is the new Module for teachers in Macedonian as a foreign language at UKIM.
- The type of the courses differs:
 - A. UKIM: the courses in MFL 1-6 are mandatory for the regular foreign students at the Faculty of Philology, and they are optional for the foreign students on exchange programs at UKIM; the Module for teachers in MFL is optional, entitled 'Second Optional Module', and can be elected by the students of the Department of Macedonian Language, as well as by the students of other departments of the "Blaze Koneski" Faculty of Philology;
 - B. UKLO: the courses are mandatory in the regular study programmes – although the MFL courses are offered as elective subjects (due to the general structure of the study programmes), they are obligatory for the foreign students;
 - C. UGD: the course in MFL is mandatory because it is a requirement for enrolment in one of the UGD faculties;
 - D. UACS: all newly accredited curricula at UACS include elective Bachelor-level courses in Macedonian as a Foreign Language 1-6 (level A1 through C2).
- The language of the courses is Macedonian, with exception of the Macedonian as a foreign language 1, which could be taught in English (or other language comprehensible for the candidates) alongside with the Macedonian, whereas at UACS both English and Macedonian are envisaged as languages of instruction.

2. All curricula are structured according to the three cycle system and are using the ECTS (Module for Teachers in MFL at UKIM; MFL at UKIM, UKLO, UGD and UACS).

3. Target groups:

- A. UKIM: The target group for the Module are predominantly the students of the Faculty of Philology, but it can be elected as a second module by all students interested in teaching MFL. Since the Module will be launched in the academic year 2013/2014, at this point we can not state figures, but having in mind that the diploma supplement increases the employment opportunities, and given the preliminary screening, we have reason to believe that the module will be highly in demand. The

target group of the curricula MFL 1-6 are predominantly the foreign students at UKIM with approximate number of 200 at annual level. The group is heterogeneous consisting of students attending regular teaching at Faculty of Philology (mainly students from Turkey), students at the Ohrid Summer School, students attending various UKIM faculties, students on exchange programs etc. Apart from the students, the target group also comprises of: foreign language instructors at the UKIM's Faculty of Philology, members of the diplomatic community, other foreign citizens willing to learn Macedonian – app. 10 a year.

- B. UGD: The target groups are the students wishing to enrol in any of the faculties at UGD. So far the course has been attended by about 370 students.
- C. UKLO: The target group for studying at the UKLO's Faculty of Education are the students from the neighbouring countries (Greece, Albania, Serbia). At the moment 10 foreign students are enrolled, but UKLO expects that this number will increase in the future.
- D. UACS: The courses are offered to international students and staff members at UACS; the approximate number of so-far attendees is 10.

4. Level and form of recognition

- A. UKIM: 1) The Module for Teachers in MFL is institutionally recognized by the appropriate UKIM bodies. However, as previously mentioned, due to reasons beyond our control, it is still in the procedure of accreditation by the National Accreditation Board. The form of recognition of the Module is supplement to the diploma for Professor in Macedonian/any foreign language. 2) The curricula in MFL are recognized by the appropriate Faculty bodies (Academic and Scientific Council) and do not require any further accreditation. Recognition will take the form of a Certificate in proficiency in MFL awarded at 6 separate levels according to CEFR.
- B. UKLO: The new restructured study programmes in MFL have been institutionally recognized by the appropriate UKLO bodies. The students attending the courses in MFL receive a certificate for the level of language competence.
- C. UGD: The program was formally recognized by the Rector's Administration and the University Senate. Book of regulations on issuing certificates was prepared and after completing the course the students received a certificate according to the level they had completed. The certificate bears the signatures of the Head of the Institute of Languages, the Dean of the Faculty of Philology, and the Rector of UGD.
- D. UACS: The courses are officially certified by the appropriate bodies of UACS, and accredited by the Macedonian Accreditation Board and the Accreditation Council for Business Schools and Programs (ACBSP) from the USA (as language courses within UACS curricula). Students receive a certificate on Macedonian language competence.

5. Teaching materials

- Original teaching materials – course books at three levels of language competence were produced: "Bozilak" – course book at basic level for the courses MFL A1-A2, "Dzunica" – course book at intermediate level for the courses MFL B1-B2 and "Vinozito" – course book at advanced level for the courses MFL C1-C2. These course books were used in the teaching even as draft versions, and since their publishing (May 2012), they are officially implemented in the teaching processes of MFL at all 4 MK universities.
- In regard to the Module for Teachers in MFL at UKIM, alongside the existing course books and manuals for Macedonian as a Foreign language, additional relevant teaching materials from experts in the field were purchased and translated in

Macedonian, out of which the most important is the Common European Framework of Reference for Languages published by the Council of Europe in 2001, for which we were granted the translation copyrights in February 2011 and it was published in the frames of the project.

6. Teaching methods

The teaching methods for the curricula Macedonian as a Foreign Language have been adopted during the training sessions with the experts from the University of Ljubljana and the Jagiellonian University and have been duly integrated in the new course books. These course books apply up-to-date methodology which has been piloted and revised in the course of the project. Modern methods of teaching foreign languages were implemented at both levels such as interactive teaching methods and oral and written communication. The Module for Teachers in MFL being a new study program at UKIM, was designed according to the most modern teaching methods under the guidance of the experts from the Jagiellonian University.

7. Assessment measures

Assessment of students is carried out through 2 colloquia per semester with a final exam at the end of the semester. The students are invited to evaluate the course and the teachers upon course completion. Evaluation and self-evaluation are carried out on regular basis by teachers at all 4 MK universities.

Governance reform

Were changes at institutional level introduced (establishment of units, new faculties, international relations offices, etc.)? If so, what is the statute of the new unit(s) within the institution(s) concerned? What kind of financial support and staffing arrangements will be provided in the future? Did the project introduce any reforms in university governance (i.e. decision process, autonomy, accountability)? If yes, please describe these reforms and the institutional support given by academic and local authorities.

Were changes in the national higher education structure and system supported by the project (establishment of representative bodies, associations, agencies for quality assurance, development of roadmaps for national reforms, national certification and qualification systems, etc.)? If yes, please describe the project contribution to the reforms and the involvement and support given by local authorities.

Not applicable.

Links with society

Did the project help to strengthen the role of higher education institutions in society at large (contributing to the development of lifelong learning, addressing the knowledge triangle, establishing links with the labour market, etc.)? If yes, please describe how these links have been institutionalised.

The role of the 4 MK universities in society in large was strengthened in the following manner:

- Access to the MFL courses and to the TEMAK test is available at all stages of life and so is in line with the principle of life-long learning.
- The development of coherent curricula of MFL and the teacher training raise the status of Macedonian as an international language.
- Improving access to Macedonian as a foreign language for foreign students will add value to the experience of studying in Macedonian universities and should help to increase the number of students attracted to study here.
- Links were established with number of stake holders: the schools for foreign languages where MFL is taught, the diplomatic community in Macedonia that is in need for MFL courses and certificates, the Peace Corps in Macedonia (UKIM signed a Memorandum of Understanding within the area of MFL) and the publishing houses.

Mobility and training activities for staff and students:

- Please describe how the mobility and training activities have contributed to the achievement of the project objectives.
- Please describe the selection criteria used for mobility and training and indicate how the home institutions evaluated and recognized this mobility or took it into consideration, once it had been carried out.
- In the framework of student mobility and with regard to the recognition of study periods abroad, have agreements been signed between the universities? Was the mobility part of a credit transfer system comparable to the ECTS system? Was it in the framework of a double, multiple or joint degree? If yes, please provide details. If it was not, please indicate on what basis the results achieved by the students were officially recognized?
- Please comment on the assessment of the students' performance by the hosting universities/enterprises and on how the students assessed their stay at the host institution.

- The aim of the 6 training sessions, where 25 MK academic staff were trained, was to pass on the European expert knowledge to MK partner universities' staff. This objective was fully achieved and MK professors acquired extensive knowledge of the latest methodologies and approaches in theory and practice of teaching a foreign language. This know-how was essential in two areas:

1. gaining general knowledge on the European standards implementation into teaching Macedonian as a foreign language;
2. gaining specific abilities on ways to apply this knowledge in designing curricula and syllabi, writing and designing course books and designing and performing the testing procedures.

The aim of the 5 mobilities of the MK staff to EU partners contributed to exchange of opinions and fruitful discussions regarding all project products. Furthermore, the inside view on how European centres function in practice was most valuable in terms of putting the theoretical knowledge into practice.

- Selection criteria: The participants in the trainings and mobilities were selected from the academic teaching staff of the 4 MK partner universities. These were people that have been/will be actually working with the foreign students and who became authors, item-writers, examiners and raters in MFL as part of this project.

Equipment

- How has the equipment been used during the project lifetime and how has it contributed to the project outcomes?
- What are the future plans for the use, maintenance and insurance of all the equipment purchased in the framework of the project?

1. Equipment usage and contribution to the project outcomes

The complete purchased equipment is labelled with Tempus stickers and recorded in the inventory books at the corresponding universities. Upon their installation (spring 2011), the phonolaboratories at UKIM and UKLO were used for the purpose of training the academic staff on how to use it in the teaching process. In the academic year 2011/2012 the phonolaboratories along with the interactive smartboards have been used in the teaching process of MFL. The equipment was used, as well, in the course of the training activities by EU partners in MK. The IT equipment installed in the Tempus-project offices was used for designing the project materials: the new and restructured curricula, disseminative and other working materials - at all 4 MK universities, and different versions of the course books, the tests, the module, the three guidelines, the placement test – at UKIM. The lap-tops were inventoried and then, on the basis of signed reverse document kept in the office archive, were distributed solely among the team members in order to facilitate the necessary work and e-mail communication from home. The general conclusion is that the purchased equipment was completely aiding the technical aspect of the project outcomes.

2. Future plans

Since the complete equipment remains property of the corresponding MK university, it is being inventoried on annual basis and its maintenance is insured by the full-time employed IT-technicians.

Academic and administrative management of the project

- Could you please describe to what extent the institutions from the European Union and partner country(ies) participating in the project were involved and the support they provided, be it academic or administrative?
- Did you encounter any difficulties in the management of the project? If yes, please indicate the type of problems and the solutions identified to address them.

- As a grant holder institution and project co-ordinator, UKIM had the major role in the project management. Other than that, both parties, the European Union academic institutions (University of Ljubljana, Jagiellonian University of Krakow and the University of Bedfordshire) as well as the MK partner universities (UKLO, UGD and UACS) participating in the project were involved in accordance with the division of responsibility set out in the project proposal. This included active participation at all three Managerial meetings, review of the administrative processes and preparation of project reports. The EU partners played a central role in quality assurance, reviewing project materials and recommending revisions to these.

1. UKIM

UKIM management team (MG-team) consisting of the team-leader, the project supervisor and the technical secretary carried out all administrative activities consisting of:

- coordinating and organizing all project activities on monthly basis
- coordinating the academic and administrative payments of all team-members and associates
- initiating, organizing and carrying out the tendering procedures regarding all purchases related to the project
- organizing all mobilities and trainings
- coordinating all printing and publishing activities
- organizing the studio recording activities
- undertaking the preparation of all promotional materials
- undertaking the dissemination activities and organizing dissemination events
- organizing the Final event (External dissemination)
- organizing supervision of all project activities on regular basis.

UKIM's MG-team was supported by: the Faculty of Philology's Dean's Office regarding the curricula implementation, the Rector's Office regarding the accounting matters and project co-ordination in general and the project Supervisory Board regarding supervision of all project activities.

In regard to the academic activities, the UKIM team consisted of 7 sub-teams each working on a separate project product, as follows:

- Curricula team (CC-team): re-structuring of the existing curricula in Macedonian as a foreign language, as well as designing the new Module for Teachers in Macedonian as a foreign language
- Basic course book team (A-team): work on the basic level course book "Bozhilak"
- Intermediate course book team (B-team): work on the intermediate level course book

"Dzunica"

- Advanced course book team (C-team): work on the advanced level course book "Vinozito"
 - Test TEMAK at C1 level team (C1-team): work on the Test in Macedonian as a foreign language at advanced level – TEMAK C1 with the accompanying three guidelines (for Candidates, for Item-writers and for Examiners and Raters)
 - Placement test team (PT-team): work on the Placement test
2. UKLO team consisted of 2 persons responsible for the academic issues – restructuring and implementing the MFL curricula in the teaching process. Support regarding the management of the UKLO's project activities was provided by the Rector and the Faculty of Education's dean and vice-dean for teaching, who were monitoring and overseeing all activities related to the project. Accounting support was provided by the Head of the Finance Department at the UKLO's Rector's Office.
 3. UGD team consisted of 5 academic staff led by the dean of the Faculty of Philology, who took care of the implementation of the re-structured MFL curricula in the teaching process, but who, as well, was in charge of providing foreign students from Turkey. Accounting support was provided by the Finance Department at the UGD Rector's Office.
 4. UACS team consisted of 3 academic staff that worked on re-structuring of curricula, conducting courses and pilot developed materials. The Team Leader provided overall administrative management, planning and monitoring of activities. Support was provided by other faculty members. Financial support was given through the UACS Finance Office.
 5. University of Ljubljana: Slovene team consisted of 3 academic staff, all responsible for academic issues (training, pilot, reviewing, revisions, consulting). 1 academic staff has carried out training in Tempus project financial issues to the MK accounting teams and has given support on that matter. The financial and administrative support was provided by the Faculty of Arts Finance Department.
 6. Jagiellonian University: The PL academic team consisted of 2 professors who were in charge of training, reviewing, revisions and consulting, whereas the accounting support was provided by the Finance Department at the Centre for Polish Language and Culture in the World.
 7. University of Bedfordshire: The UK team was represented by 1 professor who was responsible for all academic issues (training, reviewing, revisions, consulting) and accounting support was provided by the Accounts Office of the University of Bedfordshire Business School.
- In general, the only difficulty the management team faced was the compliance with the national legislation, which imposes procedures that are too slow and extensive and are hard to implement in a dynamic project such as the TEMPUS project is. This concerned the requirement of announcing a public tendering notice for purchase: this procedure lasts at least 2 months (in contrast to the EACEA guidelines of collecting 3 offers and selecting the one that is offering the best value for money only for purchases above 25.000 Euros). However, announcing a public tendering procedure on a national level is obligatory for each purchase above 500 Euros – which presented a big burden for the project management team in order to keep pace with the project activities' time table. Furthermore, the Law for the use of the National Treasury funds, in which the Tempus funds are included, requests an approval of the plans long before the activity actually

takes place. But even if it is properly announced ahead of time, it may not be approved due to already approved plan for some other institution in the education system (all education institutions being considered, not only the higher education).

However, we are very pleased to emphasize that, given the full understanding and the administrative support by the UKIM's Rector's Office and the Faculty of Philology's Dean's Office – all these difficulties were successfully overcome and we were able to meet all project deadlines.

Dissemination and Sustainability

- How did you achieve a multiplier effect of the project? Do you think that the successes will go beyond the immediate target group, for example to the wider education system, local economy and society?
- Do you think that the beneficiaries (institutions) will be able to sustain and develop the achievements of the project? If yes, what measures were set up or are planned to support this continuation? What obstacles were there and what measures were taken to address them?
- Do you foresee any future co-operation between the beneficiaries of your project?
- How do you plan to use the results of the project in the future?
- What measures have been taken to formalise or institutionalise links with local non-university partners?

1. The on-going project is the latest in a series of 5 consecutive international projects covering the area of Macedonian as a foreign language. With the achieved results, the area of learning, teaching and testing MFL is completed and all MFL components are now covered: teachers are trained, new curricula are implemented, new modern course books are introduced in the teaching, new testing and certifying procedures are implemented and new equipment is installed that contributes to the introduction of modern technologies in the teaching process. All these achievements contributed to achieving a multiplier effect, as follows:

- In the academic year 2010/2011 at UKIM a new elective course has been introduced in the postgraduate studies entitled Acquisition of Macedonian as a foreign language. The course was offered both at the Faculty of Philology and at the Macedonian Language Institute and it has raised the interest of the students. In the 2010/2011 generation, 3 students (out of a group of 10) elected this course at the Faculty of Philology and prepared seminar papers on different aspects of MFL, out of which 2 are currently working on their master thesis. In the generation 2011/2012 2 students at the Faculty of Philology elected the course and prepared seminar papers and 1 student elected it in the Macedonian Language Institute. These students will be the first students in the Republic of Macedonia who will specialize from the start in the area of teaching Macedonian as a foreign language.
- The growing interest in MFL encouraged UACS to open a summer school for MFL in Skopje (up-to-date the only summer school for MFL is held in Ohrid by UKIM).
- The gained know-how within the frames of the project in the area of testing is extremely useful to MK staff and can be extended to other teachers through additional trainings taking place after the project completion. The testing procedures, being completed for all three levels, raised the interest for cooperation from other academic institutions. Contacts were initiated inviting Macedonian teachers (the TEMAK testers) to train and to authorize other teachers to carry out the test TEMAK at their institutions. The first request in that direction was received by the Institut National des Langues et Civilisations Orientales - INALCO in Paris, France. It is expected that more of these offers will follow.
- Furthermore, beyond the immediate target group consisting of the national foreign languages schools, contacts were made with different foreign schools throughout the world that are interested in purchasing the new course books (for ex. Dictyon Language Centre from Arlington, USA; The Italian Army Foreign Languages School, Perugia, Italy; the Specialized ON_LINE school for Macedonian language for the students in the diaspora – www.ucimakedonski.mk; the Hong Kong Baptist University etc.).

- The promotion of cooperative concept among the MK universities as a successful joint project is expected to be a welcoming idea within the wider education system. The successful demonstration of this approach will be spilled over to other areas. Technical knowledge in building and promoting international cooperation will be shared with other interested institutions.

2. It is expected that the beneficiaries will sustain and develop the achievements of the project, since they have created solid grounds based on the growing number of students interested in studying Macedonian as a foreign language. The new re-structured curricula are more attractive because they include modern, well-equipped environments for teaching and learning and course books with the latest methodological approaches (the first in Macedonia to incorporate the communicative approach). The course in MFL is considered as a form of life-long learning and is not dependant on periods of enlarged interest for MFL, rather it's a matter of constant student enrolment being a pre-condition for their integration in the society for different reasons. Also, the demand for the new books has been substantial and their operational life-span is projected to be at least 10 years after completion of the project, allowing for certain improvements to be introduced within this period. The TEMAK test at the advanced level is being offered in the Republic of Macedonia for the first time. The test is self-sustainable, costing test takers at advanced level 120 Euros. The number of candidates is expected to increase exponentially when Macedonia becomes a member of the European Union.

To support the on-going enrolment of students with diverse motivations for learning Macedonian, the MK universities undertook the following measures:

- At UKIM, the introduction of the new Module for Teachers in Macedonian as a foreign language, when it is accredited and offered for the first time to the students, is expected to attract a good deal of interest since it will improve employment prospects for trainee teachers. This will provide UKIM with teachers trained in the principles of the new curriculum and European standards. UKIM continues to target foreign students (both those studying at UKIM and those on exchange visits) as well as members of the diplomatic and business communities. UKIM has publicised the new courses in MFL at the Annual Education Fair – Days of Education and Career (May 2012) in order to attract more students in the following academic year.
 - UKLO, located near the border with Greece, is now seeking to attract more Greek students, for whom studying pedagogy in Macedonia is much more affordable. These students have to take Macedonian as a foreign language in 4 semesters.
 - The UGD authorities signed a Memorandum of Understanding with the Turkish Ministry of Foreign Affairs – and enrolled 70 students from Turkey in 2010/2011, and 250 in 2011/2012. They are now considering building a special settlement to accommodate the foreign students from Turkey.
 - UACS has taken measures to attract students from Kosovo who study at different faculties, but are also obliged to take Macedonian as the language of their country of residence.
3. The co-operation among the EU partner universities and UKIM dates from 2006, during the previous TEMPUS project (MaLTTeCC) and will continue in future, maintaining the excellent record of co-operation so far. We are actively looking for new opportunities to work together in the future.

The co-operation of UKIM with the other 3 MK partner universities, UKLO, UGD and UACS, proved to be of great value regarding the harmonization of the curricula and exchange of

experience. The 4 MK universities teams agreed to have annual meetings in order to discuss revisions and improvements of their curricula in MFL and to arrange joint conferences on important topics in MFL.

Given the benefits of our past and current joint work, we are sure that the beneficiaries will continue with their fruitful cooperation in the future.

4. In the future, the new curricula as integral part of each university's study programs will continue to develop, the new modern course books will be used by all partner universities and the TEMAK test is expected to be of even greater value when Macedonia becomes a member of EU.
5. Links will be formalized with the local non-university partners, such as the foreign languages' centres in regard to exchange of know-how and teaching and testing materials in MFL.

Gender balance

Please explain to what extent the principle of equal opportunities has been taken into account in the project implementation (i.e. gender analysis carried out, presence of women in decision-making bodies, balanced percentage share of women among the teachers or the enrolled students, etc.). Describe how the project helped to promote gender balance and to identify and address factors influencing gender discrimination.

- In the area of philological sciences in Macedonian academic institutions women are predominately engaged. This is reflected in this project as well. The project management was led by women. The project Supervision Board consisted of 4 women and 1 man. Project teams of the partner universities consisted of 25 women and 7 men (UKIM: 12 F – 3 M; UKLO: 2 F; UGD: 5 F; UACS: 2 F – 1 M; SI: 4 F; PL: 2 M; UK: 1 M).
- In regard to the enrolled students, male students are predominant in the group of students coming from Turkey (about 70 % male, 30 % female), whereas the situation is reverse with the other groups of students (about 80 % female, 20 % male).

Unexpected outcomes/ spin-off effects

- Did the project implementation produce any unexpected outcomes or spin-off effects, either positive or negative? If yes, please describe them.
- Upon the successful completion of the previous Tempus project (MaLTeCC) when the Centre for Testing and Certifying Macedonian as a Foreign/Second Language was established – Cetis Mak, UKIM became an affiliate member of the Association of Language Testers in Europe. After the completion of this project and producing the C1 level suit of tests, UKIM will undergo an auditing procedure in order to obtain an associate member status with ALTE. This association is dedicated to the continuous improvement of standards of language assessment across Europe. Joining ALTE brings TEMAK into ALTE's quality assurance processes with opportunities for increasing expertise in this area.
 - The experience of the University of Bedfordshire for this project encouraged them to apply for another Tempus project –Tempus PROSET 2011-517114 - Structural Measures. The training provided for this project has informed the procedures used in PROSET.
 - The experience and the know-how gained in the frames of this project encourages UKIM to initiate a new project in the area of Macedonian as a second language acquisition. Macedonian as an official state language is a second language to almost 400.000 people leaving in Macedonia (mainly Albanians, but also Turks, Roma etc.). It is essential that this subject is well covered since it includes all stages of education.

Statistics and Indicators

This section aims to gather statistical data and indicators of performance covering the entire project duration

Main targets

Please tick the appropriate box

YES NO N/A

Teacher training

Please indicate whether your project has links, targets or objectives related to teacher training

| | | |
|---|--|--|
| X | | |
|---|--|--|

VET

Please indicate whether your project has links, targets or objectives related to Vocational Education and Training

| | | |
|--|---|--|
| | X | |
|--|---|--|

Education levels addressed by the project

Please indicate whether your project has links, targets or objectives related to programmes at :

- Bachelor level
- Master level
- Doctorate level

| | | |
|---|---|--|
| X | | |
| | X | |
| | X | |

Training and mobilities

*Enter the code of the partner country concerned
in the first lines and figures in the second and third:*

Training of partner country staff and students

Number of academic staff from the partner country's Higher Education Institutions trained/retrained

Please indicate the number of teaching staff (professors, assistants with teaching tasks, etc.) trained and/or retrained during the project lifetime:

(Country of origin)

| | Country Code: MK | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|-------------------------|---------------|---------------|---------------|---------------|
| Number Male | 4 | | | | |
| Number Female | 21 | | | | |

Number of non-academic staff from the partner country's Higher Education Institutions trained/retrained

Please indicate the number University administrative staff (librarians, staff from the International Office, IT specialists, etc.) trained during the project lifetime:

| | Country Code: MK | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|-------------------------|---------------|---------------|---------------|---------------|
| Number Male | 2 | | | | |
| Number Female | 6 | | | | |

Number of staff from the partner country's non Higher Education Institutions trained/retrained

Please indicate the number of staff of non HEI (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained during the project lifetime

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

Number of students from the partner countries who have attended programmes/courses developed in the framework of the project

Please indicate the number of students from the partner countries that have been trained and/or retrained in the programmes/courses developed by the project during the project lifetime:

| | Country Code: MK | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|-------------------------|---------------|---------------|---------------|---------------|
| Number Male | 272 | | | | |
| Number Female | 249 | | | | |

Academic/administrative Staff mobility

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country staff mobility flows from the partner country to the European Union during the project lifetime:

(Country of origin)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European staff mobility flows from the European Union to the partner country during the project lifetime:

(Host country)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

Number of partner country – partner country mobility flows of more than 2 weeks

Please indicate the number of staff mobility flows within the same partner country during the project lifetime:

(Country of origin)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

And between two different partner countries:

| | | | | | |
|---------------|--|--|--|--|--|
| Number Male | | | | | |
| Number Female | | | | | |

Student mobility

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country student mobility flows from the partner country to the European Union during the project lifetime:

(Country of origin)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European student mobility flows from the European Union to the partner country during the project lifetime:

(Host country)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

Number of partner country – partner country mobility flows

Please indicate the number of student mobility flows within the same partner country during the project lifetime:

(Country of origin)

| | Country Code: | Country Code: | Country Code: | Country Code: | Country Code: |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Number Male | | | | | |
| Number Female | | | | | |

And between two different partner countries:

| | | | | | |
|---------------|--|--|--|--|--|
| Number Male | | | | | |
| Number Female | | | | | |

Links to European Higher Education policies

Please tick the appropriate box

Diploma supplement

Please indicate whether the project contributes to the introduction of procedures for the issuing of diploma supplements in the partner country university/ies. For information on the diploma supplement:
http://europa.eu/comm/education/policies/rec_qual/recognition/diploma_en.html

| YES | NO | N/A |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Adoption of a system based on three main cycles, undergraduate (Bachelor), postgraduate (Master) and Doctorate

Please indicate whether your project contributes to the adoption of a system based on three main cycles.

| | | |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------------------|--------------------------|--------------------------|

Introduction of double/multiple or joint degrees

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| | X | |
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Please indicate whether in the framework of your project the institutions involved plan to develop/issue double/multiple or joint degrees.

Establishment of an ECTS system

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| X | | |
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Please indicate whether your project contributes to the introduction and/or development of the European Credit Transfer System at the co-beneficiary partner university(ies). For information on ECTS:

http://europa.eu/comm/education/programmes/socrates/ects/index_en.html

Promotion of quality assurance procedures at institutional or national level

| | | |
|---|--|--|
| X | | |
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Please indicate whether the project contributes to the enhancement of the partner country university/ies strategies for quality assurance. For information on the 'Standards and guidelines for quality assurance in the European higher education area': http://www.bologna-bergen2005.no/Docs/00-Main_doc/050221_ENQA_report.pdf

Qualification frameworks

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| | X | |
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Please indicate whether the project contributes to the development of national qualification frameworks and implementation at university level, in line with the European Qualification Framework's principles. For information on the European Qualification Framework: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

Lifelong learning policies and approaches

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| X | | |
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Please indicate whether your project contributes to developing lifelong learning approaches

For information on Life Long Learning European policy: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Modular curriculum structure

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| X | | |
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Please indicate whether your project contributes to the promotion of modular curriculum structure.

New teaching and learning methods

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| X | | |
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Please indicate whether the project contributes to the development of new teaching/learning methods at the partner country university/ies.

E-Learning

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|--|---|--|
| | X | |
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Please indicate whether the project contributes to the development of an e-learning strategy at the partner country university/ies.

University/Enterprise cooperation

| | | |
|--|--|---|
| | | X |
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Please indicate whether the project foresees the implementation of co-operation activities between the partner country university/ies and the private sector.

Links to the labour market in degree programmes

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|---|--|--|
| X | | |
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Please indicate whether the new/restructured curriculum/curricula is/are being developed in order to respond directly to the needs of the local and national labour market, i.e. through internships, intensive training in the field, etc.

Links with other EU education programmes

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| X | | |
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Please indicate whether your project is directly linked to EU educational Programmes other than Tempus such as Erasmus Mundus or the Life Long Learning Programme. For information on the EU educational programmes:

http://ec.europa.eu/education/index_en.htm

If yes, please indicate to which EU educational programme your project is linked:

Erasmus students learn MFL according to the new curricula designed within the frames of this TEMPUS project and are accredited for it.

Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>1. Reformed and upgraded curricula for teaching Macedonian as a foreign language</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | New curricula upgraded and adopted by the relevant authorities |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|-------------|---|------------|------------|-----------------------|---|--|
| 1.1. | Design of the first version of the new curricula | 01.02.2010 | 30.08.2010 | Skopje, Bitola, Shtip | <p>This activity commenced with comparison between the existing curricula and courses at the 4 MK partner universities with those of the EU partner universities, so that differences and the weak points that needed to be upgraded/ reformed were identified.</p> <p>Following the training sessions by the EU partners, MK academic staff started working on their corresponding curricula – either designing them anew or restructuring the existing ones. On-going consultations were done with the EU partners via e-mail.</p> <p>Outcomes included:</p> <p>UKIM: draft versions of 2 curricula: MFL for foreign students and new module for teachers of MFL, UKLO, UGD and UACS: 3 curricula of MFL.</p> | - 5 draft versions of the new/restructured curricula of MFL designed |
| 1.2. | Carrying out legal procedures for accepting and accrediting curricula | 01.03.2010 | 30.08.2011 | Skopje, Bitola, Shtip | <p><i>MFL curricula:</i></p> <p>The legal initiative for accepting the new and amended curricula was initiated at all 4 MK universities. The new/restructured curricula were a</p> | - Confirmation of the pilot of the new/restructured curricula by the Academic and Scientific Councils at |

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| | | | | | <p>subject of discussion at the Academic and Scientific Councils at each of the 4 MK partners, where approval was given for their pilot in the academic year 2010/2011. Consequently, the 4 MK partners' staff (primarily the Vice Deans for Teaching) carried out consultations with the Accreditation Board concerning the degree of change/ amendments of the existing curricula of MFL that had been accredited before the project implementation and the need for new accreditation or a re-accreditation.</p> <p>It was officially confirmed that re-accreditation of the Macedonian as a foreign language curricula at all 4 MK universities would not be required since they would not affect the existing title of the diploma. Therefore, all 4 universities officially implemented the corresponding curricula into their study programs in the academic year 2011/2012.</p> <p>Module for Teachers of MFL (UKIM)</p> <p>It was stated that accreditation would be required and the formal legal procedure was initiated in 2011.</p> <p>During the project, changes to the Macedonian law on Higher education in line with the ECTS (September 2011) required all universities to re-adjust their curricula.</p> <p>The changes interrupted the accreditation procedure at the stage before reaching the National Accreditation Board.</p> <p>The changes do not affect the 4 curricula in MFL and they were officially implemented in the academic year 2011/2012, but it does affect the launch of the new Module for Teachers in MFL at UKIM.</p> | <p>the 4 MK universities</p> <ul style="list-style-type: none"> - Resolution for accepting the Module for Teachers of Macedonian as a Foreign Language by the Academic and Scientific Council at the Faculty of Philology, UKIM |
| 1.3. | Design of the final version of curricula for official | 01.06.2011 | 15.08.2011 | Skopje, Bitola, Shtip | <p>Upon completion of the monitoring of the curricula implementation in the teaching process in the academic year 2010/2011, the know-how gained</p> | <p>- 5 final versions of the new/restructured curricula of MFL designed and</p> |

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|-------------|--|------------|------------|-----------------------|---|--|
| | implementation | | | | through the training sessions held by the SI and PL partners, as well as after the visit of MK staff to SI in April 2011, all corrections and amendments were incorporated in the final versions of the curricula. These final versions were offered in the teaching process in the academic year 2011/2012 at all 4 MK universities. | implemented in the teaching process |
| 1.4. | Printing and publishing the new curricula | 15.08.2011 | 15.09.2011 | Skopje, Bitola, Shtip | <p>After all corrections were incorporated in the final versions of the curricula, the written materials in a form of official brochures were printed out and published by all 4 MK universities. The publishing of the materials included printing, graphic design and proof-reading.</p> <p>Also, the new curricula are published in the frames of the existing study programs at each MK university.</p> | - 5 curricula of MFL published |
| 1.5. | Design of a Placement Test | 1.04.2011 | 31.12.2011 | Skopje | <p>Following approval by the EACEA, a draft version of the Placement test was prepared during the spring semester 2011. The outline of the test was first discussed during the visit of MK academic staff to Ljubljana in April 2011 and afterwards, revisions were carried out and corrections were incorporated via e-mail correspondence.</p> <p>The draft version of the Placement test was piloted at the UKIM Ohrid Summer School (July 2011).</p> <p>In September 2011 the Placement Test was further piloted at UKIM to help place the candidates at UKIM according to their language competence levels.</p> <p>During the fall semester 2011/2012, the different upgraded versions of the Placement test were developed and revised and further pilots were conducted at UKLO, Bitola and at the University of Ljubljana.</p> <p>Following these pilots and upon integrating all suggestions from the revision, 2 long and 2 short</p> | - Placement test designed. 2 long and 2 short versions of the Placement Test written |

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| | | | | | versions were written. These tests were officially introduced at the Ohrid Summer School – June 2012. Starting from academic year 2012/2013 they will be used at all 4 MK universities and as well at the University of Ljubljana. | |
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Changes that have occurred in this outcome since the previous approved report

Upon the completion of the Module for Teachers of MFL, a need arose for translation of the Common European Framework of Reference for Languages (CEFR) set by the Council of Europe in 2011 to be used as one of the basic manuals in the teaching process. Therefore, the project coordinator contacted the Council of Europe's Publishing Division in order to get a permission to translate and publish CEFR. We were granted the publishing rights free of charge under the condition that the edition will be non-commercial, and the book was translated, proof-read and expert read. We as well asked for a permission from ALTE and DIALANG to translate and publish the two appendices on which they have a copyright respectively and we were granted the right to publish them too. The CEFR in Macedonian was published in 50 copies, out of which 10 were sent to the Council of Europe, 1 to the Association of Language Testers in Europe and one to DIALANG. The rest of the copies were divided among the project partners. An electronic version of CEFR was published on the Cetis Mak web-page. The edition bears the logo of TEMPUS and the text that its financing was covered by the TEMPUS project funds.

Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>2. Three course books in Macedonian as a foreign language (A1, B1 and C1 levels)</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The application of the published materials in the teaching process |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|-------------|---|------------|------------|----------------------------------|---|--|
| 2.1. | Design of the first version of the 3 course books (A1, B1, C1 levels) | 01.03.2010 | 30.08.2010 | Skopje | This activity commenced with preparatory activities such as: collecting suitable text types, in-depth analysis and comparison of materials, research on theoretical background as well as designing various task types and then continued by gaining valuable know-how through the training sessions held by the University of Ljubljana – Dr. Natasha Pirih Svetina: basic and intermediate levels and Dr. Ina Ferbezar: advanced level. The UKIM academic staff were divided into 3 teams (A, B and C), each with a team leader responsible for the quality and the timely realization of its task. The activities encompassed: writing down the first versions of the course books (drafts) until the pilot in Ohrid, July 2010, and incorporating the suggestions from the pilot before presenting them for review. | - 3 draft versions of the course books designed (at basic, intermediate and advanced levels) |
| 2.2. | Carrying out pilots of the 3 course books (A1, B1 and C1 levels) | 27.06.2010 | 31.12.2011 | Skopje, Ohrid, Bitola, Ljubljana | Regarding the pilot of the course books, as a response to the demand of the language instructors in need for such materials, several rounds of pilot and revisions of the 3 course books were carried out, so that in total 27 pilots were carried out, as follows: | - 13 pilots of the basic level course book carried out - 8 pilots of the intermediate level course book carried out |

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| | | | | | <ul style="list-style-type: none"> - 13 pilots for basic level: 2 at the Ohrid summer school (July 2010 and July 2011); 2 at the UKIM enrolment course (September 2010 and September 2011), 4 in 2010/2011 (at UKIM, UACS, UKLO and the University of Ljubljana); 5 in 2011/2012 (at UKIM, UGD, UACS, UKLO and the University of Ljubljana); - 8 pilots for intermediate level: 2 at the Ohrid summer school (July 2010 and July 2011); 3 in 2010/2011 (at UKIM, UKLO and the University of Ljubljana); 3 in 2011/2012 (at UKIM, UKLO and the University of Ljubljana); - 6 pilots for advanced level: 2 at the Ohrid summer school (July 2010 and July 2011); 1 in 2010/2011 at the University of Ljubljana; 3 in 2011/2012 (at UKIM, UKLO and the University of Ljubljana). | - 6 pilots of the advanced level course book carried out |
| 2.3. | Design of the final version of the 3 course books (A1, B1 and C1 levels) | 01.11.2010 | 30.4.2012 | Skopje | <p>The final versions of the course books were worked on progressively – MK teams received feedback from the review by professors from the University in Ljubljana and the Jagiellonian University. Their comments were steadily and systematically incorporated into the texts. Further notes came from the different pilots – these were as well evaluated and incorporated.</p> <p>The activities of designing the final versions encompassed:</p> <ul style="list-style-type: none"> - incorporation of suggestions from the SI and PL reviews - incorporation of suggestions from the pilots - incorporation of suggestions from the UKIM | <ul style="list-style-type: none"> - 1 final version of the basic level course book designed with 3 different editions translated in 9 languages - 1 final version of the intermediate level course book designed - 1 final version of the advanced level course book designed |

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| | | | | | <p>senior professors' review</p> <ul style="list-style-type: none"> - translating the foreword and the instructions of the basic level course book into 9 languages (<i>European edition</i>: English, French and German; <i>Balkan edition</i>: Albanian, Turkish and Greek; <i>Slavic edition</i>: Russian, Polish and Croatian) - work on complementary parts of the course books, such as: forewords, grammatical drills, grammar outline, texts for the listening comprehension language tasks, answers to the exercises, as well as working with the computer designers, professional photographers and the studio recording experts. | |
| 2.4. | Printing and publishing of the 3 course books (A1, B1 and C1 levels) | 01.05.2012 | 10.06.2012 | Skopje | <p>Publication of the three different volumes of the course books encompassed the following:</p> <ul style="list-style-type: none"> - computer graphic design - professional illustrations and photographs - cover design - proof-reading - CD- recording in a professional studio and - CD-copying. <p>The Basic level course book was printed in 750 copies (250 – European edition, 250 – Balkan edition and 250 – Slavic edition), and the Intermediate and Advanced level course books were printed in 450 copies each.</p> <p>Note: In order to select a printing company, UKIM management team was obliged by the National Law for Public Purchase to use the services of the firm selected at an open call for tender. At the open call only one firm applied that met the conditions set, and</p> | <ul style="list-style-type: none"> - 750 copies of the Basic level course book published - 450 copies of the Intermediate level course book published - 450 copies of the Advanced level course book published - 3 CD-s recorded to accompany each of the course books: 750 copies for the basic level, 450 copies for the intermediate level, 450 copies for the advanced level |

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| | | | | | this firm was therefore selected. | |
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Changes that have occurred in this outcome since the previous approved report

In order to facilitate the acquisition of Macedonian by absolute beginners (and as it is common practice in Basic level language course books), translation of parts of the Basic level course book was required. The initial plan was to prepare one edition in three languages. However, in the course of the multiple pilots and bearing in mind the diversity of the foreign student populations enrolled at each of the 4 MK universities, it was decided that more translations should be prepared.

It was finally decided that the course book's foreword and the task instructions should be translated into a total of 9 languages and that 3 separate editions should be published: the *European edition* (translated in English, French and German), the *Balkan edition* (translated in Albanian, Turkish and Greek) and the *Slavic edition* (translated in Russian, Polish and Croatian) – each edition was printed in 250 copies (in total 750 copies). This is 50 more than the anticipated number of copies (700).

In order to fit within the planned budget, the number of copies for the other 2 course books (at Intermediate and Advanced levels) was reduced from 500 to 450 copies each.

Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>3. Test of Macedonian as a Foreign Language - TEMAK at advanced level C1 and accompanying testing documentation</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The application of materials in the testing and certifying process |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|-------------|--|------------|------------|--------------------------|---|--|
| 3.1. | Design of the first version of TEMAK C1 level: demo and active tests, 3 guidelines and upgraded certificate model | 01.03.2010 | 31.12.2011 | Skopje, Ljubljana, Luton | <p>This activity commenced with comparison of materials and defining the meaning and the scope of the C1 level of language competence according to the Common European Framework of Reference for Languages (CEFR) and implementing it for the Macedonian Language.</p> <p>The team underwent 2 training sessions by the University of Ljubljana (March 2010) and the University of Bedfordshire (June 2010).</p> <p>The team then developed the test framework as well as developing test and task specifications (defining target groups, elaborating in detail the relevant aspects of each of the language skills).</p> <p>The outcomes included 3 tests (in draft versions): 1 demo and 2 operational tests.</p> <p>All 3 tests were given for review to the EU partners. During the visit of the MK team to UK (October 2010), the team leader further discussed the contents of the test with the UK expert, Dr. Green. The test was also reviewed by the Jagiellonian University professors during their visit to Skopje – November</p> | <p>- 3 draft versions of the test TEMAK at C1 level designed</p> <p>- 3 draft versions of guidelines designed: for candidates, for item-writers and for examiners and raters</p> |

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| | | | | | <p>2010.</p> <p>All comments were incorporated in the 3 tests.</p> <p>In 2011 work on the supporting documentation began:</p> <ul style="list-style-type: none"> - Guidelines for candidates - Guidelines for examiners and raters and - Guidelines for item-writers. <p>Draft versions of the guidelines were completed by the end of 2011.</p> <p>A review of the guidelines was carried out by the University of Ljubljana and revisions were made accordingly.</p> | |
| 3.2. | Organizing and carrying out pilot of the C1 level demo and active tests | 01.01.2011 | 30.04.2011 | Skopje, Ljubljana | <p>After amendments suggested by the Slovene review had been incorporated in the first version, two pilots of the demo test were carried out, the first in January 2011 at UKIM and the second in Ljubljana in April, 2011. Discussion of the results of the first pilot and the second pilot took place in Ljubljana in April 2011.</p> | - 2 pilots carried out |
| 3.3. | Design of the final version of C1 level demo and active tests, 3 guidelines and upgraded certificate model | 01.05.2011 | 31.01.2012 | Skopje | <p>Following review by the EU partners and completion of the two pilots of the TEMAK C1 tests, the C1 team incorporated all corrections and comments and wrote the final versions of the three suites of tests: 1 demo and 2 operational tests – and the three guidelines: <i>Guidelines for Candidates</i>, <i>Guidelines for Item-writers</i> and <i>Guidelines for Examiners and Raters</i>.</p> <p>A new certificate for the C1 level test was also produced.</p> | <p>- 3 final versions of the test TEMAK at C1 level produced (1 demo and 2 operational tests)</p> <p>- 3 sets of guidelines produced: <i>Guidelines for Candidates</i>, <i>Guidelines for Item-writers</i> <i>Guidelines for Examiners and Raters</i>.</p> <p>- new certificate model produced</p> |
| 3.4. | Printing and publishing of C1 | 01.04.2012 | 31.05.2012 | Skopje | <p>The printing and publishing of the testing documentation included:</p> | - 3 final versions of TEMAK C1 printed |

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|------|--|------------|------------|--------|--|--|
| | level demo and active tests, 3 guidelines and the upgraded certificate model | | | | <ul style="list-style-type: none"> - printing; - computer graphic design, - cover design, - proof-reading, - illustrations and photographs, - CD studio recording and - CD copying. <p>The guidelines were printed as follows: <i>Guidelines for Candidates</i>: 200 copies <i>Guidelines for Examiners and Raters</i>: 30 copies <i>Guidelines for Item-writers</i>: 30 copies</p> <p>200 copies of the certificate were printed.</p> | <ul style="list-style-type: none"> - 200 copies of the <i>Guidelines for Candidates</i> published - 30 copies of the <i>Guidelines for Item-writers</i> published - 30 copies of the <i>Guidelines for Examiners and Raters</i> published - 200 copies of the new certificate model printed - 3 CD-s recorded to accompany each of the tests: 200 copies of the CD for the demo-test (included in the <i>Guidelines for Candidates</i>) |
| 3.5. | Carrying out legal procedure for upgrading the Rule Book | 15.09.2012 | 31.12.2012 | Skopje | The existing <i>Rule Book</i> that addresses the testing procedures according to European standards was upgraded with the new testing procedures for testing at advanced (C1) level. | - Upgraded <i>Rule Book</i> |

Changes that have occurred in this outcome since the previous approved report

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Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>4. Training and mobilities of MK academic staff</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The predicted and actual amount of knowledge gained through retraining |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|--------------------|---|-------------------|-----------------|-----------------------|--|--|
| 4.1. | Organizing and carrying out 6 training sessions by EU academic staff | 01.02.2010 | 30.05.2011 | Skopje, Bitola, Shtip | <p>In total 6 training sessions were carried out in MK by the EU partners, as follows:</p> <ul style="list-style-type: none"> - February 2010 – Dr. Natasha Pirih Svetina, University of Ljubljana, focus on the basic and intermediate levels course books - March 2010 – Dr. Ina Ferbezar, University of Ljubljana, focus on the C1 level course book and test and placement test - May 2010 – Dr. Namita Subiotto, University of Ljubljana, focus on the curricula - June 2010 – Dr. Anthony Green, University of Bedfordshire, focus on the C1 level test - November 2010 – Dr. Wladyslaw Miodunka and Dr. Przemyslaw Turek, Jagiellonian University in Krakow, discussing all project products – a general overview - May 2011 – Dr. Wladyslaw Miodunka and Dr. Przemyslaw Turek, Jagiellonian University, discussing the final versions of the project products, | <ul style="list-style-type: none"> - 25 academic staff trained - knowledge transferred |

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| | | | | | especially the three course books in MFL. Final revisions were made on basis on these discussions. | |
| 4.2. | Carrying out 5 mobilities by MK academic staff to EU partner institutions | 15.10.2010 | 31.03.2012 | Luton, Ljubljana, Krakow | <p>In total 5 working visits of the MK teams to EU partners were carried out:</p> <ul style="list-style-type: none"> - October 2010, visit of 10 MK academic staff to UK (7 UKIM, 1 UKLO, 1 UGD, 1 UACS) – visit to Centre for Research in English Language Learning and Assessment, University of Bedfordshire, Luton - December 2010, visit of 6 MK academic staff to SI (2 UKIM, 1 UKLO, 1 UGD, 2 UACS) – visit of the Centre for Slovene as a Second/Foreign Language, University of Ljubljana, in the course of the Second Managerial Meeting - April 2011, visit of 7 MK academic staff to SI (4 UKIM, 1 UKLO, 1 UGD, 1 UACS) – focus on C1 TEMAK pilot, pilot of course books, discussing final versions of the course books - July 2011, visit of 8 MK academic staff to PL (4 UKIM, 1 UKLO, 2 UGD, 1 UACS) – visit to the Centre of Polish Language and Culture in the World, discussing all final project products - March 2012, visit of MK project coordinator to SI Centre for Slovene as a Second/Foreign Language, University of Ljubljana, in order to discuss final project products and final event – external dissemination | - 32 mobilities carried out |

Changes that have occurred in this outcome since the previous approved report

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Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>5. Modern academic environment (installation of new equipment and introducing new teaching methods)</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The planned vs. supplied and used equipment |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|--------------------|---|-------------------|-----------------|--------------|--|---|
| 5.1. | Purchasing and installation of the necessary equipment | 01.04.2010 | 30.04.2011 | Skopje | <p>The procedure of purchasing the equipment by collecting at least 3 offers and selecting the one offering best value for money commenced in April 2010. However, after this procedure had been carried out, and before signing the Resolution for the selected firm, the UKIM Rector decided to consult the national Bureau for Public Purchase. In spite of the National Law for Public Purchase, the Bureau gave an official opinion that the equipment should be purchased through a public tender notice, so we proceeded as demanded. After the obligatory 52-day period, the Tendering Commission concluded that only one firm had submitted an offer. This firm met the conditions set in the tender and it was therefore selected.</p> <p>In the second project year, all activities regarding the tendering procedure were completed. An Agreement was prepared and signed in February 2011 between the Rectors of UKIM, UKLO, UGD and UACS and the selected firm. Although the offer was collective, as suggested by EACEA, each of the 4 universities</p> | <p>- Public tendering procedure carried out</p> <p>- Equipment purchased and installed at 4 MK universities</p> |

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| | | | | | <p>paid for their own equipment and managed the transport and the installation of the equipment.</p> <p>After the equipment was installed (April 2011), its functionality was checked.</p> <p>The teams at UKIM and UKLO received training on how to use the phonolaboratories. The phonolaboratories are now installed in specially allocated classrooms and in academic year 2011/2012 they were already being used by teachers and students.</p> <p>The other IT equipment has also been installed in specially allocated office rooms and is now in use. All of the purchased equipment is labelled with Tempus stickers and so are the allocated rooms.</p> | |
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Changes that have occurred in this outcome since the previous approved report

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Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>6. Dissemination</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The extent of successfulness of the dissemination |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|-------------|---|------------|------------|-----------------------|---|---|
| 6.1. | Organizing and carrying out 2 internal disseminations | 01.05.2010 | 30.05.2011 | Bitola, Shtip, Skopje | <p>In the course of the project three (instead of two) internal disseminations were carried out:</p> <p>The first internal dissemination event took place in May 2010 and it was carried out at UKLO – Bitola, UGD – Shtip and UACS – Skopje, one day each. PowerPoint presentations were prepared by each of the teams: UKIM (A, B, C1 and CC teams), UKLO, UGD and UACS. A representative from the University of Ljubljana was also present. This dissemination focused on the planned activities and on the expected outcomes during the project implementation.</p> <p>The second internal dissemination was carried out in December 2010 at UKIM. The focus was on the experience gained through the training activities, the presentation of progress in relation to the project products i.e. new and upgraded curricula, 3 course books and the new test TEMAK at C1 level and the corresponding documentation.</p> <p>The third internal dissemination was carried out in May 2011 in the form of workshops carried out by</p> | - 3 internal disseminations carried out |

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| | | | | | the Jagiellonian University professors at UKIM and at the 3 other partner universities: UGD – Shtip, UKLO – Bitola and UACS – Skopje. This dissemination took the form of lectures and PowerPoint presentations of the project achievements with a stress on the achievements and the specifics of each institution. | |
| 6.2. | Organizing and carrying out 1 external dissemination | 1.06.2012 | 30.06.2012 | Skopje | <p>The external dissemination took place at UKIM as a final official ceremony to present and promote the final project products to the public.</p> <p>On this occasion the UKIM team invited:</p> <ul style="list-style-type: none"> - UKIM academic staff (at departmental, faculty and university levels) - academic staff from the other MK partners (including their rectors, vice-rectors and deans) - representatives from the EU project partners (who also used this visit to MK to participate in the Final Managerial Meeting immediately following the final external dissemination event) - representatives of the relevant ministries of the MK Government - representatives of the National Tempus Office - members of the diplomatic community in MK - public/private institutions teaching MFL - representatives of the media <p>The event was covered by 3 national TV-channels (Macedonian television, TELMA and ALFA) and 1 radio channel (Macedonian Radio).</p> <p>More than 80 people attended in total.</p> <p>All printed project products were displayed:</p> <ul style="list-style-type: none"> - the 3 course books | - 1 external dissemination carried out |

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| | | | | | <ul style="list-style-type: none"> - the 3 sets of guidelines - the CEFR in its Macedonian translation - the Brochures for the new curricula, as well as the other promotional materials. <p>The first 13 certificates for the C1 level test were given out to students from the University of Ljubljana at the event.</p> | |
| 6.3. | General dissemination and promotional activities | 01.02.2010 | 14.07.2012 | Skopje, Bitola, Shtip, Ljubljana, Krakow, Luton | <p>For the purpose of general dissemination activities UKIM as a co-ordinating institution upgraded the web-page of the Centre for Testing and Certifying Macedonian as a Foreign/Second Language, section on 'Projects'. On this web-page the project is presented in detail. Direct links to this web-page are installed on the web-sites of all other project partners, MK and EU.</p> <p>Further dissemination activities included papers presented by UKIM staff at 2 international conferences. The project was presented with the focus on the implementation of European standards in the learning, teaching and testing MFL.</p> <p>The first conference presentation took place at the 4th ALTE International Conference in Krakow in July 2011, whereas the second was carried out at the International Conference entitled "First, second and other language: Macedonian-Croatian parallels" held at UKIM in May 2010.</p> <p>In 2010 a paper was published in the <i>Annual Review</i> (vol. 36) of the Faculty of Philology at UKIM: Искра Пановска-Димкова, Татјана Гочкова-Стојановска: „Македонскиот јазик како странски – во контекст на меѓународната проектна соработка“, „Годишен зборник“, книга 36, стр.: 541-551, Универзитет „Св. Кирил и Методиј“.</p> | <ul style="list-style-type: none"> - Web-pages upgraded - 2 papers presented at international conferences - 1 paper published in an annual periodical at UKIM - 2 Annual reports of the Centre for Slovene as a Second/Foreign Language - 1 interview given for Macedonian Radio |

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| | | | | | <p>Филолошки факултет „Блаже Конески“, Скопје 2010. The paper concerned international cooperation in projects promoting Macedonian as a Foreign Language - both within the previous TEMPUS project (MaTeCC) and more especially in this on-going project.</p> <p>The project development was presented in the Annual reports of the Centre for Slovene as a Second/Foreign Language, University of Ljubljana, 2010 and 2011.</p> <p>One interview for the first channel of the Macedonian National Radio was given by the project coordinator and the project supervisor and was broadcast on the 29 of June 2012 as part of the very popular radio broadcast “Radio Spectre”. The interview focused on the results of the on-going project and the project’s impact on society.</p> <p>Further TV interviews are scheduled for Macedonian National Television. These are due to be carried out in September 2012.</p> | |
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Changes that have occurred in this outcome since the previous approved report

Within the frame of this outcome, under activity 6.2., the MK UKIM team planned to organize a workshop in Skopje for foreign lecturers in MFL in order to present to them the final project products, especially the new course books in MFL. The workshop was supposed to take place immediately before the External Dissemination, i.e. the official promotion of the project products.

Although we were given preliminary consent from the EACEA to go ahead with this plan, it turned out that it could not be realized as the dates for the workshop were not convenient for the foreign lecturers. Unfortunately they coincided with the examination sessions at the universities. On our part, the date could not be brought forward as the course books were still not printed, nor put of until after the external dissemination event since this would have affected the timescale for completion of the project activities.

The new set of course books was eventually presented to the foreign lecturers at the Ohrid Summer School that began on the 23rd of June 2012.

Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>7. Sustainability</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The extent of the successfulness of the sustainability strategy |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
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| 7.1. | Preparation of Sustainability strategy | 01.02.2011 | 30.09.2011 | Skopje, Bitola, Shtip | <p>The new and upgraded MFL curricula established through the project were approved by the relevant authorities (the Scientific and Academic Councils of the relevant state Faculties and the Senates of UKIM, UKLO and UGD) and do not need re-accreditation since they do not affect the existing diploma title.</p> <p>The Module for Teachers of MFL was approved by the relevant UKIM bodies but the accreditation has been delayed due to reasons beyond our control (the New Law of Higher Education that required re-formatting of the study programs of all universities). Once accredited, the Module will be officially introduced in the teaching process.</p> <p>All new curricula will be self-financing and will continue their normal operation within the relevant faculties.</p> <p>The test TEMAK at C1 level will be conducted at UKIM's Centre for Testing and Certifying Macedonian as a Foreign/Second Language. It is self-sustainable. The cost of taking TEMAK at C1 level is</p> | <p>- New and upgraded course approved by relevant university bodies</p> <p>- Sustainability Strategy developed</p> |

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| | | | | | 120 Euros. A document entitled “ <i>Sustainability Strategy</i> ” was prepared setting out the basis for further action when project funding ends. | |
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Changes that have occurred in this outcome since the previous approved report

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Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>8. Quality control and monitoring</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The frequency of monitoring and its effects on the development of the project |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
|-------------|---|------------|------------|----------------------------------|--|--|
| 8.1. | Evaluation by Supervision body | 01.05.2010 | 14.07.2012 | Skopje | <p>In order to supervise the project activities and achievements, a Supervisory Board was established at UKIM, consisting of 5 people (Vice-Rector for Finance, Vice-Dean for Teaching, project co-ordinator, project supervisor and the Head of the Finance Department at UKIM).</p> <p>The Supervisory Board met on regular basis, supervising the project implementation in reference to the activities in the time table, each time reviewing and assessing the progress of the project activities against the set project objectives.</p> | <ul style="list-style-type: none"> - Timely completion of project activities - Quality assurance |
| 8.2 | Peer review of the final project products | 01.09.2010 | 31.12.2011 | Skopje, Ljubljana, Krakow, Luton | <p>In the first year of project activities, European project partners reviewed the first versions of all project products, as follows:</p> <ul style="list-style-type: none"> - Dr. Natasha Pirih Svetina (University of Ljubljana): course books at basic and at intermediate levels, - Dr. Ina Ferbezar (University of Ljubljana): course book at advanced level, the test TEMAK at C1 level and the placement test | <ul style="list-style-type: none"> - Written reports on the development of all project products - Written reports on the quality of the final project products |

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| | | | | | <p>- Dr. Anthony Green (University of Bedfordshire): TEMAK at C1 level</p> <p>- Dr. Wladyslaw Miodunka and Dr. Przemyslaw Turek (Jagiellonian University): comments on all project products</p> <p>In the following period the EU project partners continued reviewing all project products in their second and final versions.</p> <p>In October 2011. the final versions of the 3 course books were reviewed by UKIM senior professors (Dr. Maksim Karanfilovski, full professor, Dr. Ljudmil Spasov, full professor).</p> | |
| 8.3 | Monitoring the implementation of the new curricula in the teaching process | 15.09.2010 | 15.05.2012 | Skopje, Bitola, Shtip | <p>The implementation of the new/restructured curricula started in September 2010 at all 4 MK universities. The implementation was monitored by the corresponding Vice-Deans for Teaching and the team leaders.</p> <p>Feedback was gathered from the teachers and the students.</p> <p>The monitoring of the implementation of the new curricula continued until the end of the academic year 2010/2011.</p> <p>All comments were taken into account in the final versions of the curricula officially implemented in the teaching process in the academic year 2011/2012.</p> | |

Changes that have occurred in this outcome since the previous approved report

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Table of achieved Outcomes

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| <u>Title and reference number of the outcome:</u> | <i>9. Management of the project</i> |
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| <u>Indicators of achievement and or/performance as indicated in the project proposal</u> | The frequency of management meetings and its effectiveness |
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Activities carried out for the achievement of this outcome (over the entire project period):

| Activity N° | Activity Title | Start date | End date | Place | Description of the activity carried out | Specific and measurable indicators of achievement |
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| 9.1. | Three managerial meetings of Project consortium members | 15.02.2010 | 30.06.2012 | Skopje, Ljubljana | <p>The Management body of the Consortium consisted of 8 persons:</p> <p>2 contact-persons from UKIM as a grant holder institution:</p> <ul style="list-style-type: none"> - Dr. Iskra Panovska-Dimkova (project coordinator), - Dr. Tatjana Gochkova-Stojanovska (project supervisor), <p>1 contact-person from each of the other partner universities:</p> <ul style="list-style-type: none"> - SI: Dr. Ina Ferbezhar, - PL: Dr. Przemyslaw Turek, - UK: Dr. Anthony Green, - UKLO: Dr. Violeta Janusheva, - UGD: Natasha Sarafova, - UACS: Dr. Ivan Dodovski. | <ul style="list-style-type: none"> - Managerial body founded - 3 Managerial meetings of the Project Consortium held |

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| | | | | | <p>The Management body carried out three managerial meetings, as follows:</p> <ul style="list-style-type: none"> - First managerial meeting held in Skopje, in February 2010. At this meeting, the plan of the scheduled activities and partners' roles for the first project year were confirmed. All related problems were discussed and solutions put forward. A part-time secretary from the younger teaching staff was appointed. - Second managerial meeting was held in Ljubljana, in December 2010. At this meeting, the plan of the scheduled activities and partners' roles for the second project year were confirmed. It was concluded that the activities were going according to plan. The main obstacle the project was facing was the delay in the equipment purchase, due to which an extension of the project eligibility period was suggested to be requested. The extension was granted and the project eligibility period was extended by 6 months. - The Final managerial meeting was carried out in Skopje, MK (14.06.-15.06. 2012). All partners discussed the final project activities and project closure. At the Final Managerial meeting the project consortium members worked on the consolidation of all relevant reports (both in terms of the programme and financial issues) into the Final Report. <p>All decisions at the managerial meetings were reached by mutual agreement.</p> | |
| 9.2. | Participation of two project staff in the Annual "Tempus | 14.03.2010 | 16.03.2010 | Brussels | <p>The project co-ordinator, Dr. Iskra Panovska-Dimkova, and the SI team-leader, Dr. Ina Ferbezar participated at the annual Tempus project</p> | - Information on project management gained |

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| | Project Representatives' Meeting" | | | | representatives' meeting in 2010. The valuable information gathered at this meeting was then, in a written form, sent to all project partners. | |
| 9.3. | Project management and co-ordination on monthly basis | 15.01.2010 | 14.07.2012 | Skopje, Bitola, Shtip, Ljubljana, Krakow, Luton | <p>The operational structure of the project consisted of 13 working teams, each with a team-leader. Seven of the teams were at UKIM:</p> <ul style="list-style-type: none"> - MG-team (Management team) - A-team (course book at basic level) - B-team (course book at intermediate level) - C-team (course book at advanced level) - C1-team (test TEMAK at C1 level) - CC-team (curricula team) - PT-team (placement test team) <p>The other 6 teams are from each of the partner universities:</p> <ul style="list-style-type: none"> - UKLO-team - UGD-team - UACS-team - SI-team - PL-team - UK-team <p>Throughout the project period the coordination was performed by the UKIM MG-team on a day-to-day basis using e-mail and phone conversations to communicate with all other teams.</p> <p>When necessary, the MG-team met face-to-face with the other MK teams. With the EU partners the coordination was mostly done via e-mail correspondence.</p> | |
| 9.4. | Preparation of 2 | 1.12.2010 | 14.07.2012 | Skopje, | The Interim Report was written by each partner by | - Interim Report submitted |

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| | annual final reports | | | Bitola, Shtip, Ljubljana, Krakow, Luton | <p>the end of the first project year. All project partners participated according to their engagement in the project activities.</p> <p>At the Second Managerial Meeting held in Ljubljana, December 2010, all individual partners' reports were merged into one. The final harmonization of the Interim Report was carried out by the project co-ordinator and the project supervisor at UKIM with assistance from the UK representative.</p> <p>By the end of the project, each of the partners contributed relevant portions of the Final Report. The individual reports were merged into one final version at the Final Managerial Meeting in June 2012 in Skopje, MK, and the harmonization of the Final Report was done at UKIM by the project co-ordinator and the project supervisor together with the UK representative.</p> <p>The last step was the distribution of the complete and final version of the Report among all partners and their approval being received and confirmed, the Report will be sent to Brussels in time to meet the submission deadline.</p> | - Final Report submitted |
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Changes that have occurred in this outcome since the previous approved report

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SUMMARY REPORT FOR PUBLICATION

Project title

Macedonian as a Foreign Language Curriculum Upgrading

Objectives (as indicated in the project proposal)

1. Reform and upgrading of the existing curricula for teaching Macedonian as a foreign language
2. Course design and design of 3 course books for teaching Macedonian as a foreign language at 3 levels: basic, intermediate and advanced (A1, B1 and C1 levels according to European Framework of Reference for Languages)
3. Defining suitable testing and grading procedures for C1 level, thus preparing correspondingly structured documentation according to European standards
4. Introducing sustainable inter-university academic co-operation and harmonization of the curricula

Outcomes

1. Reformed and upgraded curricula for teaching Macedonian as a foreign language
2. Three course books in Macedonian as a foreign language (basic, intermediate and advanced level)
3. Test of Macedonian as a Foreign Language – TEMAK at advanced level – C1 and accompanying testing documentation (3 new guidelines, upgraded certificate model, upgraded Rule book)
4. Training and mobilities of MK academic staff
5. Modern academic environment (installation of new equipment and introducing new teaching methods)
6. Dissemination
7. Sustainability
8. Quality control and monitoring
9. Management of the project

Activities

- 1.1. Design of the first version of the new curricula
- 1.2. Carrying out legal procedures for accepting and accrediting the curricula
- 1.3. Design of the final version of curricula for official implementation
- 1.4. Printing and publishing the new curricula
- 1.5. Design of a Placement Test
- 2.1. Design of the first version of the 3 course books (A1, B1 and C1 levels)
- 2.2. Carrying out pilot and reviewing of the 3 course books (A1, B1 and C1 levels)
- 2.3. Design of the final version of the three course books (A1, B1 and C1 levels)
- 2.4. Printing and publishing of the 3 new course books (A1, B1 and C1 levels)
- 3.1. Design of the first version of TEMAK C1 level: demo and operational tests, 3 guidelines and upgraded certificate model
- 3.2. Organizing and carrying out pilot of the C1 level demo and operational tests
- 3.3. Design of the final version of the C1 level demo and operational tests, the 3 guidelines and the upgraded certificate model
- 3.4. Printing and publishing of C1 level demo and operational tests, 3 guidelines and the upgraded certificate model
- 3.5. Carrying out legal procedure for upgrading the Rule Book
- 4.1. Organizing and carrying out 6 training sessions by EU academic staff: 3 training sessions by the SI team in MK, 2 training sessions by the PL team in MK, 1 training session by the UK team in MK
- 4.2. Carrying out 5 mobilities by MK academic staff to EU partner institutions: 3 by the MK team to SI, 1 by the MK team to UK, 1 by the MK team to PL
- 5.1. Purchasing and installation of the necessary equipment
- 6.1. Organizing and carrying out 3 internal disseminations
- 6.2. Organizing and carrying out 1 external dissemination
- 6.3. General dissemination and promotional activities
- 7.1. Preparation of Sustainability strategy
- 8.1. Evaluation by Supervision body
- 8.2. Peer-review of the final project products
- 8.3. Monitoring the implementation of the new curricula in the teaching process
- 9.1. Three managerial meetings of the project consortium members
- 9.2. Participation of two project staff in the Annual "Tempus Project Representatives' Meeting"
- 9.3. Project management and co-ordination on monthly basis
- 9.4. Preparation of the 2 annual reports

Achieved results

1. Four curricula in Macedonian as a Foreign language re-structured and implemented in the teaching process at the four Macedonian partner universities: “SS. Cyril and Methodius” University (UKIM) – Skopje, “St. Kliment Ohridski” University (UKLO) – Bitola, “Goce Delchev” University (UGD) – Shtip and University American College (UACS) – Skopje
2. One new Module for Teachers in Macedonian as a Foreign Language designed at UKIM and approved by the relevant UKIM bodies
3. Two long and two short versions of a Placement Test designed and implemented
4. Three course books in Macedonian as a Foreign Language along with accompanying CD-s designed, printed and implemented:
 - a. “Bozhilak” – course book in MFL at basic level
 - b. “Dzunica” – course book in MFL at intermediate level
 - c. “Vinozhito” – course book in MFL at advanced level
5. Test in Macedonian as a Foreign Language – TEMAK aiming at C1 level produced in three versions: one demo and two operational tests along with accompanying CD-s
6. Three guidelines to support the tests designed, written and printed:
 - a. Guidelines for Candidates
 - b. Guidelines for Examiners and Raters
 - c. Guidelines for Item-writers
7. A new certificate model for the TEMAK test at C1 level designed and printed
8. The Common European Framework of Reference for Languages translated in Macedonian and published
9. Twenty five MK academic staff trained by EU partner universities: University of Ljubljana – Slovenia, the Jagiellonian University – Krakow, Poland and the University of Bedfordshire – Luton, United Kingdom
10. Two phonolaboratories installed and functioning at UKIM and UKLO and other IT-equipment installed at all four MK partner universities

Future developments

The results achieved through this project fully encompass the topic of Macedonian as a foreign language regarding learning, teaching and assessment. At the same time they provide an appropriate basis for future work along the following lines:

1. Provision of textbooks for Macedonian as a foreign language, which should be:
 - a. written for the learners within Macedonian diaspora;
 - b. specialized for learners having different professions (law, economy, medicine etc.);
 - c. adapted for children and young adolescents;
 - d. designed for distance and e-learning.
2. Improving the education system of Macedonian as a second language:
 - a. analysing and establishing the realistic needs of the respective ethnic segments of the population;
 - b. providing training of teachers/instructors for Macedonian as a second language;
 - c. provision of appropriate learning, teaching and testing materials.

Other remarks

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FINANCIAL STATEMENT

Instructions

In addition to this form, you are requested to fill in the Financial Statement and accompanying financial tables in the "**Financial Statement**" excel file published on the website.

Please note that the excel file is composed of 9 different excel worksheets. Please go through each one of these worksheets and fill in the financial tables. For each budget heading, you must declare all expenditure incurred by the project during the eligibility period, both paid by Tempus and co-financed.

The "Financial Statement" excel file is composed of the following excel worksheets:

| | |
|--------------|---|
| Annex IV/13: | Financial Statement and Request of Payment of the balance |
| Annex IV/14: | Country codes |
| Annex IV/15: | Staff Costs |
| Annex IV/16: | Travel Costs and Cost of Stay |
| Annex IV/17: | Equipment Costs |
| Annex IV/18: | Printing and Publishing |
| Annex IV/19: | Other Costs |
| Annex IV/20: | Indirect Cost |
| Annex IV/21: | Co-financing and exchange rate |

The financial tables are not protected or pre-formatted, meaning that you can insert rows or use calculations according to your needs. Please check your calculations carefully and ensure that the declared amounts are correct. Amendments to the declared amounts will not be accepted after submission of the report.

Please note that for invoices in a currency other than EURO the equivalent amount in EURO must be indicated on the invoice. Any conversion of actual costs into EURO shall be made by the co-ordinator at the monthly accounting rate established by the Commission and published on its website (<http://ec.europa.eu/budget/infoureuro>) applicable on the month of the first pre-financing until the second pre-financing is received, after which the rate of the month of the second pre-financing must be applied.

ACKNOWLEDGEMENT OF RECEIPT

| | | |
|---|---------------------|----------------|
| Your name: Iskra Panovska-Dimkova | | |
| Complete address: "Blaže Koneski" Faculty of Philology Cetis Mak Bul. Krste Misirkov bb. 1000 Skopje Republic of Macedonia | | |
| MK.. - Country code | 1000 Postal code | Skopje City |

This page of the form will be returned to you on receipt of your implementation report and financial statement. Therefore please enter your name and address in the box above. Please remember to send in this page with each of your reports.

For internal use only

Tempus Project N°

under the Tempus programme.

Yours sincerely,

Done at

Date

CHECK-LIST

WHAT INFORMATION NEEDS TO BE SENT?

- ☐ Declaration: duly signed by the contact person and the legal representative of the coordinator (institution) – Annex IV/2
- ☐ Final report on implementation of the project – Annex IV/3-5
- ☐ Statistics and indicators – Annex IV/6-8
- ☐ Table on achieved outcomes – Annex IV/10
- ☐ Summary report for publication – Annex IV/11
- ☐ Financial statement: Annex IV/13-21 (please complete the financial statement in the separate "Financial Statement" excel file: make sure that all 9 excel sheets are filled in)
- ☐ Supporting documents for expenditure 'Paid from Tempus' and/or 'Co-financed' only for equipment if the cost exceeds EUR 25.000 (invoices) and for sub-contracts if the cost exceeds EUR 25.000 (conventions/contracts and invoices).
- ☐ Acknowledgement of receipt – Annex IV/22