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Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

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Intellectual Output 5

Adult education programme for Polog Region
in Republic of Macedonia

Management of agricultural cooperatives

Skopje, Bucharest, Bonn

2017



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Introduction

The Adult Education programme *Management of agricultural cooperatives* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus+ Programme of the European Union. The project is part of the KA2 Strategic Partnership programme delivered through National Agency for European educational programmes and mobility.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest Romania, DVV International from Bonn Germany, Community Development Institute from Tetovo Macedonia, Open Civic University Joska Svestarot from Strumica Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea Romania, and Popular Art School from Ramnicu Valcea Romania.

The Adult Education programme *Management of agricultural cooperatives*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the Polog Region, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in Polog region.

Development of this Adult Education Programme is done by professionals from three countries Macedonia Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and it's in the process for certification.

Professional input in the field of Agricultural Cooperatives, agriculture and EU funding is provided by Ms. Maja Lazarova, Mr. Igor Nikolov and Prof. Biljana Atanasova, PhD. The expertise in contextual development, contributions with reviews, editing and completing the programme was provided by experts from Lifelong Learning Center, Community Development Institute, Euro Adult Education Association and DVV International.

I	Programme Title		Management of agricultural cooperatives
	Description of the programme		
II	<p>The programme is to promote lifelong learning in rural areas, to develop rural cooperatives and social enterprises, and to promote networking of associations and community organisations to build rural social capital which are needed to achieve the rural development policies for quality of life. Particularly to intensifying the process of market-oriented association of farmers into agricultural co-operatives. The programme is applied to the farmers who want to increase the efficiency of agricultural production through optimisation of production costs and joint procurement of materials for production and to improve the market position of farms with the introduction of joint operations for the storage and marketing of agricultural products or processes, finalisation and distribution of agricultural products.</p> <p>The programme refers for introduction and application of the high quality standards of agricultural products and strengthening the capacity of the co-operatives' human resources at all levels.</p> <p>The programme refers to benefit the effectiveness of existing National measures for financial assistance for establishment and operation of co-operatives and will introduce the measures from the annual programmes for financial support in agriculture and rural development.</p> <p>The programme refers to promotion and access to the IPARD funds, for which the co-operatives are eligible recipient. The planned IPA funds will contribute to increase of the capacity of the relevant service providers, such as associations, other NGOs and private companies which will be supported to give sustainability to the development of agricultural co-operatives.</p> <p>The provision of advisory for the purposes of identifying the initiatives for establishment of co-operatives will contribute to the benefit of the programme.</p>		
	Modules and Learning outcomes		
III	Module	Outcomes	
	1 National and EU Funding	<ul style="list-style-type: none"> • To increase of the capacity of the relevant service providers, such as associations, other NGOs and private companies which will be supported to give sustainability to the development of agricultural co-operatives. • To identify the initiatives for establishment of co-operatives 	

- To promote the best practices and access to the IPARD-2 funds, for which the co-operatives are eligible recipient
- To promote planned IPA funds and information of the grant application
- To benefit of the effectiveness of existing National measures for financial assistance for establishment and operation of co-operatives

2 Introduction to cooperatives

- Will convey knowledge of the history of the cooperative to the cooperative members
- Will present the conditions that contributed to the development of the cooperative movement
- To indicate the definition, meaning and role of agricultural cooperatives
- Will subdivide the cooperatives
- Will plan activities of cooperatives
- To outlines the role of membership in the cooperative
- To know how to plan and implement steps for the formation of cooperatives

3 Benefits of agricultural cooperatives

- To transfer knowledge on cooperative principles to the cooperative's members
- To know how to identify the need to respect the principles
- Will perform an analysis of the benefits of members of the agricultural cooperative
- Will identify ways in which the cooperative can improve business and increase profits to members

4 Management

- Will be able to analyse the statutes of agricultural cooperatives
- Will be able to determine the procedure for adoption of the statute and the procedure for changing the charter members

		<ul style="list-style-type: none">• Will know the procedures for membership in the cooperative and the procedures for recovering from membership• Will interpret rights and obligations of the members of the cooperative• Will highlight the role and responsibilities of the administrative and governing bodies of the agricultural cooperative• To determine the procedure for appointment and dismissal of members of managing and governing bodies• To analyse the articles of the law on agricultural cooperatives
5	Basic Agronomy	<ul style="list-style-type: none">• Express and apply knowledge and understanding in the field of basic agronomy.• Being able to demonstrate an understanding of the application of knowledge gained during the theoretical and practical part of the training.• Ability to expand knowledge in specialized areas of crop production.• Ability for comparative and critical analysis of the conventional, integral and organic agricultural production.• Identify, analyse and solve problems of protection, mechanization, fertilization, organization and economics of agricultural production.• Logical reasoning in reaching conclusions of the overall agricultural processes.• Evaluate and calculate the processes of agricultural production practices, services and organizational operations, taking into account the personal, social, scientific and ethical aspects.
6	Team Work	<ul style="list-style-type: none">• Gain basic knowledge about groups and group dynamics with the focus on agricultural cooperatives;• Gain basic knowledge about crucial aspects of effective teams and team work;

	<ul style="list-style-type: none"> • Develop and/or strengthen the cooperation, trust and helping behaviour among participants; • Develop and/or strengthen the empathic ability of participants; • Develop and/or strengthen participants’ problem solving and decision making skills; • Develop and/or strengthen participants’ communication skills; • Develop and/or strengthen participants’ conflict resolution skills.
<p>7 Business Plan</p>	<ul style="list-style-type: none"> • To transfer knowledge about the importance of a business plan for the agricultural cooperative • Will know how to prepare for business plan • Will make proper arrangement of the elements of the business plan • Will write parts of the business plan
<p>8 Sales</p>	<ul style="list-style-type: none"> • Will know how to perform mapping of the sales process • Will know how to prepare a plan for sale • Will determine the ways and forms of sale • Will feature stages in the process of personal selling • To compare strategies and techniques of sales promotion • Will know how to choose the appropriate strategies and techniques to promote sales
<p>Target groups</p>	
<p>IV</p>	<p>The program is designed for current and potential future members of agricultural cooperatives, and individuals who are interested in working in the agricultural sector.</p>

- Associations:
 - National Association of Agricultural Co-operatives (MAAC), and other representatives from the agricultural co-operatives as the NGO working on advocacy and representation of domestic co-operatives.
 - The National Association of Processors (MAP), probably the largest union of enterprises in the agro-food sector, whose members have constant interaction and business relationships with farmers and co-operatives;
 - Federation of Farmers of the Republic of Macedonia (FFRM) is the major entity in the country representing domestic farmers;
 - Chamber of Commerce, with the Agriculture and Food Processing Industry Association that represents the interests of the domestic food enterprises, open to membership by agricultural co-operatives;
- Individual farmers
- Small farms
- SME and micro enterprises

V

Modules	
1	Title of the module 1
	National and EU funding

1.1 Learning outcomes

Participants will be able:

- To have consistency in addressing and formulating the project ideas
- To know to fulfil the application form for National Funding
- To know how to fulfil the application for IPARD funding
- To transmit and receive information
- To participate in professional discussions
- To develop the activities to achieve the objectives
- To transfer the information on the other members of cooperatives
- To develop an application for grant

1.2 Indicators

Increased interest in establishment of agricultural co-operatives
 Increased interest to developed projects from the programmes for financial assistance for support of cooperatives

1.3 Time required

Module's time expressed in hours:

Practical input	5
Theoretical Input	18
Evaluation	1
Total Number of Hours:	24

1.4 Compulsory

Presence of at least 3/4 of the lectures

Methodology:

- | | | | | |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input checked="" type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input checked="" type="checkbox"/> Case studies | <input checked="" type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Interactive board | <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Self-directed learning |
| <input checked="" type="checkbox"/> Survey | <input checked="" type="checkbox"/> Electronic testing | | | |

Equipment and materials

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input checked="" type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Internet | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input checked="" type="checkbox"/> Brochures | <input type="checkbox"/> Workbook/ diary | <input type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | <input checked="" type="checkbox"/> Stickers | | |

Assessment

It will include:

- the initial assessment,
- progress,
- final evaluation

Methods will include:

- | | | |
|---|---|--|
| <input type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input checked="" type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input checked="" type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input checked="" type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input checked="" type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Check if learners know how to use the tools required | <input type="checkbox"/> Check if learners know how to use ICT tools and applications | <input type="checkbox"/> Check if learners know how to improve their agriculture production with help of ICT |

1.5 Topic 1

The farmers can voluntarily join together for the realization of their economic interests and goals (objectives)

Description:

- Increasing the efficiency of agricultural production through optimisation of production costs and joint procurement or production of materials for production;

- Improving the market position of farms with the introduction of joint operations for the storage and marketing of agricultural products or processes, finalisation and distribution of agricultural products;
- Introduction and application of the high quality standards of agricultural products
- support the creation of the economic cooperation between agriculture producers and promote marketing linkages;
- Shortening the market chain with promotion of contract farming and solid direct relations with processors, traders and exporters.

1.6

Topic 2

Right to financial support

Description:

- The beneficiaries of agricultural support are stipulated in the Law on Agriculture and Rural Development and Law on Cooperatives
- The provision entitles the agricultural co-operatives that are formed under this Law and registered in the Register to the right for financial support only

1.7

Topic 3

Access to National financial assistance

Description:

- Support policy for establishment and functioning of agriculture cooperatives financed under the National Rural Development programme
- Describes the financial support measures for establishing agricultural co-operatives
 - Measure 131 - Economic association of agricultural holdings for joint farming (support for setting up and operation of agricultural co-operations registered in the Register for agricultural co-operations in the Ministry; aid for insurance premiums; investments for purchase of agricultural mechanisation)

Planned support scheme:

- National support scheme to set-up of agriculture marketing cooperatives, which involves package of increased direct support to cooperative members and higher aid intensities for investment projects

- National support will be provided for participation of farmers in food quality schemes that will result into improved quality, diversity of agricultural products as well as added value
- Alongside with measures promoting modernisation of farms, support will be provided to encourage cooperation of farmers through support of formation and operations of producer groups and indirectly by promoting cooperation projects by farmers and collaboration with processors and registered purchases

1.8

Topic 4

Access to the IPARD support

Description:

Cooperatives eligible applicants under IPARD Measures:

- Measure investments in physical assets of agricultural holdings
- Measure investments in physical assets concerning processing and marketing of agricultural and fishery products
- Measure farm diversification and business development

Criteria:

- The applicant – cooperative must be registered as such in the Central Registry.
- The applicant – cooperative which is dealing with primary agriculture production has to be recognised as such according to the Law on Agriculture cooperatives and be registered in the Register of Agriculture Cooperatives at MAFWE.
- The applicant – cooperative has to submit a Business Plan as part of the application regardless of the amount of the total eligible budget of the proposed project.

2

Title of the module 2

Introduction to Cooperatives

2.1 Learning outcomes

Participants of the programme will

- convey knowledge of the history of the cooperative to the cooperative members
- be acknowledged with the conditions that contributed to the development of the cooperative movement

- know definition, meaning and role of agricultural cooperatives
- be able to subdivide the cooperatives
- have ability to plan activities of cooperatives
- know how to outlines the role of membership in the cooperative
- know how to plan and implement steps for the formation of cooperatives

2.2 Indicators

Increased interest in engaging farmers in agricultural cooperatives
 Increased number of initiatives for the establishment of agricultural cooperatives

2.3 Time required

Module’s time expressed in hours:

Practical input	12
Theoretical Input	6
Evaluation	2
Total Number of Hours:	20

2.4 Compulsory

Yes

Methodology

Lecture

Exercises in small groups and pairs

Practical problems solving

Debate

Individual lessons

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|--|--|---|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input checked="" type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheet | <input type="checkbox"/> Personal interviews | <input checked="" type="checkbox"/> Quiz |

2.5

Topic 1

The need farmers' cooperatives

Description:

The theme provides overview about historical developments in establishment of agricultural cooperatives. It additionally identifies the need for association of farmers- farmers' cooperatives. It starts with the start of the cooperative movement and the development of cooperative movement through history. Particular emphasis are given to the beginnings and development of agricultural cooperatives in the world and the region. The theme highlights the conditions which contributed to the emergences and needs for establishment of farmers' associations especially in globalization and fierce competition on the market.

2.6

Topic 2

Form of farmers’ cooperatives

Description:

The theme describes various forms of farmers’ association, Co-operatives, groups of producers and producer organizations. Different forms of farmers’ associations are defined including their role and importance. For each form of the associations, there is explanation about reasons for formations, modes of works and types of advantages they provide. The topic outlines the types of agricultural cooperatives, their role and activities. It also provides explanation about subdivision of cooperatives by scope, actions and the activities of the cooperatives. The topic provides explanation about differences between agricultural cooperatives and companies in order to highlight the advantages and disadvantages in both.

2.7 Topic 3

Steps for establishment of agricultural cooperatives

Description:

This topic includes the required steps for formation of cooperatives. Initially it provides the conditions required to form an agricultural cooperative. Normative acts which determine the formation and operation of the agricultural cooperative are included. For each of the steps for formation, a complete development is explained including: the needs to imply step by step rule; what actions need to be taken and concrete outcomes from the implementation.

3

Title of the module 3

Benefits of agricultural cooperatives

3.1 Learning outcomes

Participants will be able:

- To transfer knowledge on cooperative principles to the cooperative's members
- To know how to identify the need to respect the principles
- To perform an analysis of the benefits of members of the agricultural cooperative
- To identify ways in which the cooperative can improve business and increase profits to members

3.2 Indicators

Increased and applied knowledge about the principles in the functioning of agricultural cooperatives
 Increased profit from membership in agricultural cooperatives

3.3 Time required

Module's time expressed in hours:

Practical input	8
Theoretical Input	6
Evaluation	1
Total Number of Hours:	15

3.4 Compulsory

Yes

Methodology:

- | | | | | |
|--|---|---|--|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials

- | | | | | |
|--|--|---|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input checked="" type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input checked="" type="checkbox"/> Quiz |

3.5

Topic 1

Cooperative principles

Description:

This topic includes description of the principles by which farmers should be organized in suggested union such as the agricultural or farmers' cooperative. Seven principles are: voluntary and open membership, democratic governance, financial participation of members, autonomy and independence, education, training and information, cooperation between members and caring for the community. Explanation of principles' meaning, role and necessity for implementation in relation to successful work organization of agricultural cooperative.

3.6

Topic 2

The benefit from cooperative membership

Description:

The theme looks at the need for the establishment of agricultural cooperatives. It reflects on the reasons why it is necessary for farmers to associate in agricultural cooperatives and the problems faced by farmers in their work (reduced financial power imbalance in markets and less volatile prices of agricultural products, etc.).

The need for association of farmers in cooperatives is pointed out, for solving the stated problems, improving the operations and increasing their profits. It explains how through agricultural cooperative members can increase profits. Joint procurement of raw materials; Shared processing of primary products; Common placement on the markets.

4

Title of the module 4

Management

4.1

Learning outcomes

Participants will:

- be able to analyse the statutes of agricultural cooperatives
- be able to determine the procedure for adoption of the statute and the procedure for changing the charter members
- know the procedures for membership in the cooperative and the procedures for recovering from membership
- know how to interpret rights and obligations of the members of the cooperative
- know the role and responsibilities of the administrative and governing bodies of the agricultural cooperative
- know how to determine the procedure for appointment and dismissal of members of managing and governing bodies
- be able to analyse the articles of the law on agricultural cooperatives

4.2 Indicators

Increased membership in agricultural cooperatives
 Increased interest in participating in the work of the agricultural cooperative

4.3 Time required

Module’s time expressed in hours:

Practical input	18
Theoretical Input	9
Evaluation	3
Total Number of Hours:	30

4.4 Compulsory

Yes

Methodology:

- | | | | | |
|---|---|---|--|---|
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input checked="" type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input checked="" type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input checked="" type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

4.5 Topic 1

Statutes of agricultural cooperatives

Description:

This topic gives insight into the statutes, their role, and importance for organization of the agricultural cooperative. It provides insight in specific articles of the statutes starting with the general provisions of the statute, goals and objectives for which was formed the agricultural cooperative, membership, organization of the agricultural cooperative, Management Board, Supervisory Board, President, Assembly, financial assets and property, and final provisions. It provides interpretation of articles of the statute, the need to respect the statute, the legal necessity of having a statute and way of adopting and amending the statute.

4.6 Topic 2

Membership and management of the cooperative

Description:

The topic provides description of membership in agricultural cooperatives. This theme gives a clear definition of membership and the management of the agricultural cooperative. It includes explanation about the procedures to join and sign a contract for joining the cooperative. It also deals with the procedures for leaving the membership in the cooperative.

Roles in management of agricultural cooperatives: the General Assembly, the Board and the manager of the cooperative. Role of the General Assembly as the highest authority of the cooperative, the decision-making, the work of the Assembly and other activities of the assembly. It also explains the role of the board of the cooperative, the powers of the board, the work of the board and other activities on board.

The responsibilities for the Manager as a body for the management of the cooperative are defined, appointment of manager, responsibilities of the manager, decision making, following the guidelines of the General Assembly and the Board during its operations and other activities of the manager.

5

Title of the module 5

Basic Agronomy

5.1 Learning outcomes

Participants on this module will be able to:

- Express and apply knowledge and understanding in the field of basic agronomy.
- Being able to demonstrate an understanding of the application of knowledge gained during the theoretical and practical part of the training.
- Ability to expand knowledge in specialized areas of crop production.
- Identify, analyse and solve problems of protection, mechanization, fertilization, organization and economics of agricultural production.
- Logical reasoning in reaching conclusions of the overall agricultural processes.
- Evaluate and calculate the processes of agricultural production practices, services and organizational operations, taking into account the personal, social, scientific and ethical aspects.
-

5.2 Indicators

- Increased crop production
- Managing crop production

Time required

Module's time expressed in hours:

5.3

Practical input	6
Theoretical Input	6
Evaluation	2
Total Number of Hours:	14

5.4 Compulsory

Optional/ Presence of at least 3/4 of the lectures.

Methodology

- | | | | | |
|---|---|--|--|--|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate | <input checked="" type="checkbox"/> Individual lessons |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input checked="" type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input checked="" type="checkbox"/> Practical learning on the spot | <input checked="" type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input checked="" type="checkbox"/> Identification exercises | <input checked="" type="checkbox"/> Laboratories |

- | | | | | |
|---------------------------------------|---|--|--|-------------------------------|
| <input type="checkbox"/> Peer reviews | <input type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input checked="" type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input checked="" type="checkbox"/> Folders | <input checked="" type="checkbox"/> Cards | <input checked="" type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input checked="" type="checkbox"/> Pictures/ Drawings | <input checked="" type="checkbox"/> Textbooks | <input checked="" type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input checked="" type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input type="checkbox"/> Application of knowledge through practical examples | | |

- | | | |
|--|--|--|
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

5.5 Topic 1

Introduction to agronomy practices

Description:

The first topic is actually an introduction to the biological laws of crop production, where farmers will learn the plant organs and their function, different group of plants and their systematic.

They will also be introduced in the fundamentals of physiology, genetics, selection, soil management and plant protection.

A brief overview of important biochemical processes in plants (photosynthesis, respiration, transpiration) will be given. Crop rotation and the basic agro-technical operations is also a subject in the first topic.

5.6 Topic 2

Culture – What influences crop growth

Description:

Soil fertility and plant nutrition principals, as well as the insect pests and diseases are the main subjects discussed in this topic.

The participants will gain knowledge about the basic reactions that occur in the soil, and forms and transformations of the components included in the plant nutrition and trace elements. It will be explained and the role of individual nutritional components of plants, their mode of transport to plants, and their role towards obtaining higher yields. Participants will gain the necessary knowledge and the basic properties of organic and inorganic nutrients (fertilizers) as well as to their use. They will become familiar with methods of determining the major macronutrients in artificial fertilizers for P, K, Ca, Mg and S, and to make decisions for proper fertilization of soils.

The participants will also be introduced with the most important insect pest and diseases and the ways of their destroying.

5.7 Topic 3

Crop husbandry practices

Description:

The subjects of this topic aim to introduce participants to the biological and morphological properties of the weeds and determination of about 100 species of weeds. Introduction to the changes occurring in the weed community, proposing measures to prevent the occurrence and spread of weeds. They will be also introduced to the natural pest and disease control as well as the physical controls of the crops.

5.8 Topic 4

Seeds and seeds management

Description:

The aim of this topic is to introduce farmers to the methods for determining the quality of seeds of agricultural plants, as well as with the different types of the seed storage.

5.9 Topic 5

Arable Crops

Description:

The subjects of this topic will introduce the farmers with the basics of arable crop production. They will gain appropriate knowledge of morphological, biological, economic and productive characteristics of plants, applying appropriate agro-technical measures for proper cultivation and realization of high quality and yields.

Farmers will be introduced to the division of the arable crops to: arable cereal crops, grainy leguminous crops, industrial crops – technical plants and fodder crops.

5.10 Topic 6

Vegetable Crops

Description:

Acquiring knowledge about vegetable crop production as well as the vegetable crop classification are the main subjects of this topic. The farmers will be introduced to the vegetable crop production on the open field and in greenhouses, general agro-technical measures, crop rotation, sowing and planting, special agro-technical measures, harvesting, packaging and transport of vegetables and vegetable storage.

5.11 Topic 7

Fruits

Description:

This topic elaborates the morphological and biological features of fruit species and their breeding in order to obtain high quality production. The subjects that will be discussed are: Economic importance of the fruit culture, Regionalization of the fruit culture, Main features of the fruit-tree organs, Periods of the fruit-trees growth, Raising fruit plantations, Selection of seedlings, Pruning of the fruit trees, Fruit species and varieties that can be grown in our conditions.

5.12 Topic 8

Viticulture

Description:

The main subject of this topic is acquiring knowledge of morphological and biological characteristics of the vine as well as the methods and systems of growing. The farmers will learn about: Organs of the vines, Reproduction of the vines, care of young vineyards in the first, second and third year, Setting in leverage in the viticulture, Pruning of the vines, Regionalization of viticulture, Biological cycle of the vine.

5.13 Topic 9

Harvesting

Description:

This topic provides a brief overview of the crop harvest equipment and the methods of harvest and storage of the different agricultural products (cereals and vegetables).

6

Title of the module 6

Team Work

6.1 Learning outcomes

Participants will:

- Gain basic knowledge about groups and group dynamics with the focus on agricultural cooperatives;
- Gain basic knowledge about crucial aspects of effective teams and team work;
- Develop and/or strengthen the cooperation, trust and helping behaviour among participants;
- Develop and/or strengthen the empathic ability of participants;
- Develop and/or strengthen participants' problem solving and decision making skills;
- Develop and/or strengthen participants' communication skills;
- Develop and/or strengthen participants' conflict resolution skills.

6.2 Indicators

- Participants demonstrate knowledge about group dynamics and effective team work in agricultural cooperatives;
- Participants cooperate with others in a group and are ready to help;
- Participants demonstrate trust and empathy in relations with others;
- Participants use appropriate communication skills in team work;
- Participants demonstrate knowledge about constructive conflict resolution and use non-violent conflict resolution skills in practical problem solving tasks.

6.3 Time required

Module's time expressed in hours:

Practical input	12
Theoretical Input	6
Evaluation	2
Total Number of Hours:	20

6.4 Compulsory

Each participant is required to complete minimum of 70% of the total time planned for the module and to enrol in the assessment procedure.

Methodology:

- | | | | | |
|---|--|---|--|---|
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input checked="" type="checkbox"/> Role play | <input checked="" type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input checked="" type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input checked="" type="checkbox"/> Cards | <input type="checkbox"/> Workbook/ diary | <input type="checkbox"/> Paper clips |
| <input checked="" type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Stickers | <input checked="" type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|--|--|-------------------------------------|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
|--|--|-------------------------------------|

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input checked="" type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

Specific methods for assessment of the knowledge:

Proficiency test (test of formal knowledge about team skills)

Cooperation, trust and empathy skills – (these dimensions will be measured with appropriate psychological instruments which can be applied ONLY by graduated psychologist)

Solving practical problems (example of a conflict situation in agricultural cooperation , example of a problem specific for agricultural cooperation that needs to be solved, example of decision making in agricultural cooperation)

6.5 Topic 1

Cooperation and trust

Description:

This section is organized around skills related to cooperation and trust in others. First, participants will be introduced to the meaning and the importance of cooperation, helping and trust in others having in mind the specifics of interpersonal relations in agricultural cooperatives. These skills

will be also analyzed through specific structure of groups and group dynamics in agricultural cooperatives. Afterwards, participants will work on series of exercises, designed separately for building trust and development of cooperation. Practical knowledge and development of skills will be provided by working in pairs and small groups, as well as with discussions in large group. In the end, cooperation and trust in others will be measured using psychological instruments, since they are psychological concepts in their essence.

6.6 Topic 2

Empathy

Description:

Empathy is one of the most important skills one needs to have in order to understand others and to be able to work in team. It is the ability to understand how someone else thinks or feels. In this sense, participants will be introduced with basic information about this concept, its' development across different ages, and its' importance for effective team work. In order to stimulate and develop empathy, participants will be engaged in series of exercises individually, in pairs and in small groups. At the end, since empathy is psychological phenomenon, it will be assessed using appropriate psychological instrument

6.7 Topic 3

Problem solving and decision making

Description:

This section is focusing on effective strategies for problem solving and decision making as two important aspects of team work. Therefore, participants will be briefly introduced with theoretical background about these processes after which the focus will be on practicing: divergent thinking; brainstorming (listing possible solutions/options); information gathering; setting time scale; weighing up the possible risk(s); deciding on values; weighing up the pros and cons; and making a decision. It will also address the difference between intuition and reasoning while solving particular problem and making a decision. In all exercises participants will either work individually, in pairs or in small groups and the analyses will be made on examples specific for agricultural cooperatives.

6.8 Topic 4

Communication

Description:

This section is organized around improving communication skills (mostly verbal) of each participant. First, participants will be provided with short overview of verbal communication skills and their importance for effective interpersonal communication. Then the focus will be on the following areas of interpersonal communication: 1) “I” messages and sending clear messages, 2) active listening skills (with subsequent skills such as summing, clarifying, paraphrasing, reflecting etc.), 3) giving and getting feedback, and 4) handling emotional situations (using role play as a main technique and some aspects of non-verbal communication).

6.9 Topic 5

Conflict resolution

Description:

This section is focusing on effective strategies for non-violent conflict resolutions in interpersonal and intergroup context. The participants will be first provided with an overview of the most important aspects of theory of conflicts (i.e. the definition and structure of conflicts, characteristics of behaviour in conflict situations, characteristics of violent individuals, different approaches in conflict resolution, effective and non-effective strategies for conflict resolution etc.). Then they will be trained to recognize prejudices and stereotypes and to be sensitive to differences in individual perception. Afterwards, the participants will work on negotiation skills, mediation skills, as well as on conflict transformation skills in interpersonal and intergroup context by role playing and resolving possible conflict scenarios in agricultural cooperatives.

7

Title of the module 7

Business plan

Participants will gain following abilities and skills:

7.1 Learning outcomes

- To transfer knowledge about the importance of a business plan for the agricultural cooperative
- Will know how to prepare for business plan
- Will make proper arrangement of the elements of the business plan

- Will write parts of the business plan
- Will know which Information is required for filling business plan

7.2 Indicators

Made business plans for agricultural cooperatives
Business plans which are applied for different support programmes

7.3 Time required

Module’s time expressed in hours:

Practical input	18
Theoretical Input	9
Evaluation	3
Total Number of Hours:	30

7.4 Compulsory

Yes

Methodology:

- | | | | | |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |

- | | | | | |
|---|--|---|--|---|
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|---|---|------------------------------------|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

7.5 Topic 1

The importance of the business plan

Description:

The content and importance of business plan for the operation of the cooperative is presented in this topic. It gives an overview for the need of a business plan, structure of business plan, who needs a business plan, which templates are used, and for whom is the business plan intended for. It stress the need of the business plan to accurately describe cooperative and to give a realistic picture of its capabilities, capacities and opportunities for success. A business plan should be considered as an active and dynamic document and as a strategic tool of the cooperative. Business plan as a written document can be used as a basic guide for members and management of the agricultural cooperative, as well as a document required to apply for credit, loan, financial support and other needs.

7.6 Topic 2

Preparation for business plan

Description:

The theme deals with the preparation of the business plan that takes place in 5 phases / stages: First stage Setting the target; Second stage Defining the framework of the business plan; Third stage Filling the frame; Fourth stage Writing plan; fifth stage Check of the plan.

Setting the goal as the first stage, defines the need to recognize the people who will read your business plan. The second phase emphasizes the correct choice of framework tailored to the needs of the reader of the business plan (member of the cooperative, potential finances givers, creditors, investors). The third stage emphasizes the connection of plans' purpose, objective and goal with the people who will read your business plan. In the fourth stage, the main considerations when writing a business plan and proper deployment of the segments (collection of information, processing and writing a business plan, summary) are explained. Fifth stage highlights the need for checking the business plan by the others.

7.7 Topic 3

The content of the business plan

Description:

The topic explains the phases for preparation of a business plan. It deals with a general example of the content of a business plan including: Introduction; Description of business; Market research and sales plan; Organization and development; Technical and Action Plan; Financial plan; Description of the benefits to the wider community; Attachments / supporting documents.

It gives a detailed description of the business plan content, method and style of writing, the order in the business plan, the schedule of writing. Processing the contents of the business plan during the lecture is done by using ready-made business plans and their comparison.

7.8 Topic 4

Required format for application for financial support

Description:

Needs to prepare a business plans in order to apply for support from funds from National programs for support of rural development and IPARD. Guidelines for the preparation of a business plan will be explained. It will gives list of measures for which the application process requires preparation

of business plan. The explanation which information is required for filling separate parts of business plan. A comparison of different business plans, submitted for various measures of financial support.

8	Title of the module 8	Sales								
8.1	Learning outcomes	<p>The participants:</p> <ul style="list-style-type: none"> • Will know how to perform mapping of the sales process • Will know how to prepare a plan for sale • Will determine the ways and forms of sale • Will feature stages in the process of personal selling • To compare strategies and techniques of sales promotion • Will know how to choose the appropriate strategies and techniques to promote sales 								
8.2	Indicators	<p>Prepared plans for sale Applied promotional activities in the sale of agricultural products</p>								
8.3	Time required	<p>Module's time expressed in hours:</p> <table border="0"> <tr> <td>Practical input</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Theoretical Input</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Number of Hours:</td> <td style="text-align: right;">30</td> </tr> </table>	Practical input	18	Theoretical Input	9	Evaluation	3	Total Number of Hours:	30
Practical input	18									
Theoretical Input	9									
Evaluation	3									
Total Number of Hours:	30									

8.4 Compulsory

Yes

Methodology

- | | | | | |
|---|---|---|--|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Interactive board | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning |

Equipment and Materials:

- | | | | | |
|--|---|---|--|---|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input checked="" type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |

- | | | | | |
|--|--|------------------------------------|---|--|
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

8.5 Topic 1

Management in sales

Description:

The theme deals with definition of the sales, planning and organization of sales. An analysis of the entire sales process and processed stages of selling the products. It explains the mapping of the sales process. It highlights the importance of sales for successful operation of the agricultural cooperative. It describes factors that influence sales. It describes role of distribution and other factors that determine sales of the products. The participants will know basics of sale and their role in the process. Special emphasis is given to the role of sales manager, his/her powers and responsibilities and functions which he / she has in the sales process.

Range of sales policy and sales in general. Organization of sales includes series of tasks that need to meet sales principles. Subdivision of the sales' factors is elaborated. They are divided as: internal factors (sales volume, type of production, the purpose of the products, the breadth and depth of assortment, forms and methods of sale, commercial policy), and external factors (the market, competition, size market, the number of market participants, etc.). For each of the sales' factors, there is explanation for their role, meaning and their influence on sales process.

8.6 Topic 2

Forms and methods of sales

Description:

The theme deals with the forms and methods of sale and personal sales. There are two types of sales: Direct sales and sales through intermediaries. Direct sales methods includes: sales from warehouses, sales through trading business units, sales through agents, sales through organized markets and sales through vending machines. Sales with intermediaries are usually done through agencies and trade associations, companies and intermediary agencies and commission agents. For each method and form of sales explanation about the importance and role of the seller and the buyer are provided. In addition there is explanation where the sales take place, and what means are used during the sale. Comparison between the ways and forms of sale is elaborated.

Development process of personal selling through development phase of the process of personal selling (Preparation Phase of Pre-Accession Phase of accession phase of identifying needs, phase of selling presentation phase negotiation phase closing sales phase of aftermarket). For all stages of personal selling an explanation is of the role and importance in the sales process.

8.7 Topic 3

Promotion and presentation

Description:

The topic deals with the promotion strategies and techniques. The topic provides information on importance of promotion during sales. Functions of the promotions and presentations. It will provide information about types of strategies and techniques for promotion including: Strategies of pushing (Push strategy techniques); Strategies to attract (Pull strategy techniques); Policy of exposure; Other strategies for sales promotion (catalogues, fairs, exhibitions, audio-visual systems, Bulletins, advertising films). In addition will link them to the advantages and disadvantages of presentation and presentation techniques.

Methodology

The theoretical and practical parts will be performed several times a week, in a period previously agreed with the participants in the program. The theoretical training will be conducted in specialized rooms at the provider under the supervision of a certified Trainee Educator and the During the training, for each of the modules applicative approaches will be applied including.

The Educator of Trainees will plan forms and methods in the preparation of the lesson including its full realization through concrete activities during the training. The Educator of Trainees – The Trainer needs to align the application of forms and teaching methods with the material and technical facilities (adjust the two), as well as suit the process to the age, previously acquired knowledge of the participants and their interest.

While in the process of training, the trainer – Educator should undertake the following activities: explain, demonstrate, give instructions, discuss, set tasks, evaluate the tasks presented, take down notes, organize projects, carry out the practical work and activities with students, and evaluate student achievement.

While in the process of training, the participants in the training should undertake the following activities: listen, observe, exercise, demonstrate, check, apply, explore, learn in pairs and in groups, learn independently, use different means and sources of information, visit various objects on the ground.

The evaluation will be performed after completion of each of the compulsory modules. Once modules are completed the programme is completed

VI

Equipment

VII

To implement the programme the equipment required is defined by each module separately. It includes:

For successful achievement of the objectives of the module it is required to use appropriate literature, teaching materials prepared by the trainer, university textbooks, magazines and brochures, Internet information and others similar.

For all participants in the training, it is necessary to possess a workbook / diary, to observe the activities, and accomplish a level of successfulness during the training.

Evaluation and assessment of knowledge

VIII

Evaluation of the achievements of participants in the program will be implemented after the end of each module with the application of certain modes of assessment applicative to the module. It will include evaluation by module including thematic units, in line with the methods which are applicable for each of the modules separately (as given in each section Assessment in the module level).

Once participants pass all compulsory modules they will complete the programme. Checking achievement and evaluation of knowledge will be continuously developed based on standard achievement.

Entry criteria for participants

IX

Participants in the program are required to possess some basic previous knowledge, i.e. the area of associations, have completed at least secondary education and are older than 17 years.

Timetable for implementation of the program

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Total
X Practical input	5	12	8	18	6	12	18	18	97
Theoretical Input	18	6	6	9	6	6	9	9	69
Evaluation	1	2	1	3	2	2	3	3	17
Total Number of Hours:	24	20	15	30	14	20	30	30	183

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